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Initial Workplan:

Amended Workplan:

Period Covered: 1st Qtr (10/1/10 – 12/31/10) 2nd Qtr (01/01/11 – 03/31/11) 3rd Qtr (04/01/11 – 06/30/11) 4th Qtr (07/01/11 – 09/30/11)

ECIC Approved: _____

**Central Regional Resource Center Child Care Quality Improvement Plan
FY 2011 Great Start Regional Resource Center Progress Report**

Implementation of the Regional Child Care Quality Improvement Plan

Goal 1: The Great Start Regional Resource Center assures the effective implementation of the Regional Child Care Quality Improvement Plan.

Annual Objectives:

- *Great Start Collaboratives and Great Start Parent Coalitions are engaged to identify potential community partners to coordinate supports and services and develop strategic partnerships.*
- *Community partners are engaged in providing supports and services included in the Improvement Plan.*
- *Regional Child Care Quality Improvement Plan is updated quarterly when necessary to more effectively and efficiently implement the Improvement Plan.*

Measures/ Activities	Tasks	Rationale	Indicators of Success	Person Responsible	Progress to Date
1. The Quality Improvement Plan reflects staff and contractors with expertise required to successfully implement each of the required components of the plan.	Develop a core list of community based partners and programs throughout the Central Region, to identify professional trainers and speakers to improve the quality of care.	Best practice indicates that educators have knowledge and expertise to deliver professional development and supports and services for child care providers, increasing knowledge and the application of that knowledge in the early learning and care setting. By listing the experts and their field(s) of expertise the Regional Resource Center will have access to high quality professionals for professional development opportunities to reach this goal.	A compiled list of trainers or presenters in the Central Region will be completed. The list will include the qualifications, topic(s) of expertise and class details. A checklist will ensure delivery of best practices and adult learning styles. Quarterly evaluations and reviews by those who have participated in the classes or programs will be conducted to assess usefulness.	Regional Resource Center designated staff, Brenda Boyce, Tammy Heilman, Nancy Sherd, Pam Mahin, Mindy Smith, Jolene B'jorge, Patti Bunting and Audra Stahl. Quality Improvement Team and community members will be included.	
2. The Quality Improvement Team is convened at least quarterly.	Quarterly meetings will be scheduled for: <ul style="list-style-type: none"> • November 29, 2010 • February 25, 2011 • May 20, 2011 • August 26, 2011 	In order to implement the goals of the plan, the Quality Improvement Team will meet to stay abreast of the work and share local feedback. Quarterly meetings will ensure continued connections with the team.	Meetings are conducted quarterly and minutes and updates on the work plan are distributed within two weeks after the meeting.	Benda Boyce, Tammy Heilman and Nancy Sherd.	

3. The Quality Improvement Team shares in the responsibility to carry out the plan.	1. The Quality Improvement Team will engage all members to be task oriented and work toward the common goal – Improving the quality of early learning and care.	Best practice indicates that in order to engage a committee there must be meaningful work to do. Therefore, the Quality Improvement Team will work together to meet the needs of the community and the goals of the plan.	1. Minutes/reports generated from team meetings address the topics discussed, timelines and responsibilities for continuous improvement. Evaluation opportunities conducted every six months with Central Regional Quality Improvement Team, utilizing processed and constructive feedback, incorporating the information into the ongoing work plan.	1. Regional Resource Hub/Satellite Leaders; Jolene B'jorge, Pam Mahin, Mindy Smith, Nancy Sherd, Audra Stahl and Tammy Heilman, Brenda Boyce and the RRC Quality Improvement Team.	
	2. Program Director, Hub and Satellite Leaders will attend professional development opportunities throughout the year to increase knowledge and support of the work of the Regional Resource Center. Professional development plan mapped out and approved in advance to assure best application to the Regional Resource Center work.	2. Regional Resource Leaders attended professional development opportunities to forward the work of the region.	2. Barb Monroe, Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, Patti Bunting and Jolene B'jorge.		
4. The Quality Improvement Team membership reflects the diversity of the region.	The Quality Improvement Team will be represented by local early learning and care partners across the region providing comprehensive effort for the work of the Regional Resource Center.	In order to address the local needs in the region, representation must be reflective of the individual counties and the needs in each. The Central Region is continuing to build the membership for this team to include the Native American population and other community representation because it is important to address the	The Central Regional Quality Improvement Team include the following representatives across the region: (as of 11/10) <ul style="list-style-type: none"> • Eight Great Start Collaborative directors • Two local Bureau of Child and Adult Licensing area managers • One Head Start regional manager • Great Start Readiness Program Representation 	Regional Resource Center Hub and Satellite Leaders, Great Start Collaborative Directors and Parent Coalitions. Current team membership is 32 and includes eight Great Start Collaborative	

		different needs of the different counties.	<ul style="list-style-type: none"> • Licensed Early Learning and Care Providers • Unlicensed Early Learning and Care Providers • Lansing Community College and Central Michigan University • Parents and/or Great Start Parent Coalition representatives • Early Care and Learning Partners 	Directors in the Central Region, Head Start, licensed child care centers, group and family homes, Bureau of Child and Adult Licensing, Native American services and other community representation.	
Status on Strategies and Performance Measures:		Challenges:		Successes:	
Professional Development for Licensed and Registered Providers					
Goal 2: The Great Start Regional Resource Center coordinates professional development supports and services for licensed and registered providers, increasing child development knowledge of providers and application of that knowledge in early learning and care settings.					
Annual Objectives:					
<ul style="list-style-type: none"> • A continuum of professional development opportunities supportive of the professional development system framework is created and reflected in the Regional Child Care Quality Improvement Plan. • Licensed providers are aware of and take advantage of the professional development and learning opportunities. • Supports and services reflect a wide range of topics and content areas including specific infant and toddler professional development opportunities targeted to improve social and emotional health and development. • Technology is utilized whenever possible to maximize the availability of professional development learning opportunities and the accessibility of the expertise of consultative staff. • Consultation and peer to peer learning are incorporated into professional development learning opportunities as appropriate. • 25% of providers in the region improve the quality of care they provide. 					
Measures/ Activities	Tasks	Rationale	Indicators of Success	Person Responsible	Progress to Date
1. Coordinate supports and services for licensed and registered providers based on research and best practices, creating a continuum of professional development opportunities supportive of the professional development system framework.	Work with community based child care training programs and Bureau of Children and Adult Licensing (BCAL) to develop and implement a coordinated and standardized training plan that ensures opportunities for an educational continuum of professional development.	Professional development opportunities based on research and best practice ensures quality learning and continuity of expectations.	<p>1. Professional development opportunities correspond to the Core Knowledge and Core Competencies. The opportunities include:</p> <ul style="list-style-type: none"> • Infant & toddler development • Social emotional health and development • Physical health & dev. • Cognitive development • School age development • Children with special needs <p>Coordinate Train the Trainer orientations to increase the</p>	The Regional Resource leadership team; (Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, Patti Bunting and Jolene B'jorge), Great Start Collaborative Directors; Karen Black, Ronda Rucker,	

			capacity of trainers for identified topics.	Lori Noyer, Cari O'Connor, Michelle Nicholson, Stephanie Cates, Paul Graveline, Erin Lauderbach, Bureau of Children and Adult Licensing (BCAL); Kathleen Sinnamon, Jackie Horton, Michigan State University Extension; Theresa Silm other and community partners.	
2. Instructors will have content expertise in the area/topic of instruction and all offerings will correspond to Core Knowledge and Core Competencies.	All instructor/trainers will complete the training application form and include a resume, detailed outline of the course content, and explanation how the course corresponds to Core Knowledge and Core Competencies and licensing requirements.	Best practice indicates that educators have knowledge and expertise to deliver professional development and supports and services for child care providers, increasing knowledge and the application of that knowledge in the early learning and care setting. The Program Director monitors all applications for approval to assure the quality of expertise.	100 % of all training and professional development supported through this scope of work will meet licensing requirements and include the Core Knowledge and Core Competencies. Completed trainer applications will be kept on file.	Tammy Heilman, Brenda Boyce and Nancy Sherd. Instructor/trainer applicants. Currently, the Central Region has 31 approved trainers.	
3. A wide array of contents and topics pertinent to licensed and registered early learning and care providers are offered including infant and toddler social and emotional health and development and school age development.	1. Work with area colleges and universities offering child development classes to develop Continuing Education Unit (CEU) opportunities and articulation agreements.	1. Continuing Education Units (CEU) bearable learning opportunities are important to assist providers in meeting licensing requirements especially for infant toddler and administration. Providers also are required to obtain CEUs for licensing.	1. Providers/center staff receiving CEUs will increase by 5% in 2011.	1. Brenda Boyce, Tammy Heilman, Nancy Sherd and Lori Noyer.	

	<p>2. Develop a coaching/mentoring program including at least seven infant toddler care providers. Coaching may include:</p> <ul style="list-style-type: none"> • Assessment of Child Care Setting • Quality Improvement Plan Development • Quality Improvement Plan Implementation • Support for Quality Rating Improvement System Initiatives. 	<p>2. Coaching/mentoring allows early childhood professionals the individual opportunity to implement practices to improve the overall quality of care with the support of mentor/coach.</p> <p>There is a coaching program in the Central Region that focuses on higher quality child care centers. Therefore, the focus of this program will identify group and family homes and some centers that are struggling and need supports to increase quality. The focus of the participants will be infant and toddler programs.</p>	<p>2. Licensed/registered child care providers participating in coaching/mentoring opportunities will expand by 5% within five counties in 2011.</p>	<p>2. Jolene B'jorge, Robin Willner, MA, IMH-E11, Mindy Smith, Kasey Edwards, Nancy Sherd, Pam Mahin, Audra Stahl and early learning and care coaching/mentoring participants (to be identified).</p>	
	<p>3. At least five counties in the Central Region will coordinate opportunities for providers to attend at least one early learning and care peer to peer group quarterly.</p>	<p>3. Early childhood providers possess a wealth of knowledge. Peer to peer learning opportunities allows providers to learn from each other.</p>	<p>3. Participants attending the peer to peer learning interactions. Number of mentors to facilitate peer-to-peer learning interactions.</p>	<p>3. Pam Mahin, Jolene B'jorge, Audra Stahl Patti Bunting, Mindy Smith, Nancy Sherd, Robin Willner, and early learning and care providers (to be identified throughout the process).</p>	
	<p>4a. Provide and/or coordinate infant and toddler professional development learning opportunities, including those targeted to improve social and emotional health and development.</p>	<p>4. Early care has a decisive and long-lasting impact on how people develop, their ability to learn, and their capacity to regulate their own emotions (Rethinking the brain). For each child, starting on the day of birth, we have about 1,000 days- the critical development period- to get it right in certain crucial areas.</p> <p>The Quality Improvement Team has identified the need for</p>	<p>4a. Coordination with qualified trainers/agencies for specific infant and toddler social and emotional training throughout the ten counties.</p> <p>Specific infant and toddler social and emotional professional development will be conducted by a qualified consultant.</p>	<p>4. Great Start Collaboratives, Robin Willner, Mindy Smith, Early On, Intermediate School Districts, Community Mental Health, and other identified trainers.</p>	

	<p>4b. Use the developmental, social and emotional and physical development wheels in professional development opportunities and follow up consultations.</p>	<p>understanding social and emotional development in infants and toddlers (and all children), especially since the Child Care Enhancement Program was cut from the budget.</p>	<p>4b. Developmental, social and emotional and physical development wheels are a tool for providers to help increase the quality of care.</p>		
	<p>5. Provide and/or coordinate professional development opportunities for providers working with school age children.</p>	<p>5. The availability of after school care programs reinforces school age children's self esteem and sense of community, while significantly decreasing the likelihood of children engaging in unhealthy and dangerous behaviors (Iowa DHS).</p> <p>Surveys from previous trainings identified the need of school age training and information because many providers caring for children under five also care for siblings that are school age.</p>	<p>5. Coordination with qualified trainers/agencies for school age specific information at least one time per quarter within the region.</p>	<p>5. Tammy Heilman, Community Education Child Care Coordinators, Young Men's Christian Association (The Y), Michigan After School Programs and other school age child care professionals including Mike Devlin, Meridian Parks and Recreation and Warren Lester Grand Ledge Public Schools.</p>	
<p>4. CONNECT will be the resource to search, register and track professional development opportunities and to manage and update provider profiles.</p>	<p>1. Professional development supported through this scope of work is posted on Great Start CONNECT and completed professional development and learning opportunities are entered within three business days after completion.</p>	<p>1. Professional development opportunities must be accessible that are cost effective, affordable and provided locally for the convenience of the child care providers. Professional development records are important for licensing requirements.</p>	<p>1. No less than 60% of providers utilize CONNECT.</p>	<p>Regional Resource Hub/Satellite Leaders; Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, Patti Bunting, Jolene B'jorge, and staff as assigned</p>	

	2. Regional Resource Center consultants will encourage and assist licensed and registered providers to update their profiles.	2. Providers managing their records will assure accurate information.	2. Eighty percent of providers in the region access and manage their individual records on CONNECT, updating profiles and marketing their early learning and care business.	including Michigan State University interns as determined appropriate.	
5. A variety of instructional delivery methods are used.	The professional development supported through this scope of work will provide a variety of delivery methods for the diverse adult learners.	Everyone learns differently. Offering a variety of professional development delivery modalities ensures the opportunity for everyone to learn.	Instructional delivery methods for professional development opportunities include: classroom, hybrid, peer to peer, consultations, online courses, webinars and correspondence, approved early learning and care conference sessions.	Tammy Heilman, Brenda Boyce, Nancy Sherd, early learning and care community partners and all approved trainers.	
6. Professional development and learning opportunities are assessed and evaluated for continued improvement of future opportunities.	Engage 25% of providers in evaluations, surveys, and other assessments to support and improve the quality of care they provide.	Continuous feedback is important for ongoing growth and success of the work. Providers need the platform to tell us what they want rather than being told. It is important to listen to the provider's needs.	Compile evaluation/demographic forms entered into a database to assess effectiveness of the professional development and to track participant topic requests.	Tammy Heilman, Brenda Boyce, Satellite Leaders, Lori Noyer and early learning and care participants.	

Status on Strategies and Performance Measures:	Challenges:	Successes:

Professional Development for Unlicensed Providers

Goal 3: The Great Start Regional Child Care Resource Center will implement the Regional Child Care Quality Improvement Plan and coordinate professional development supports and services for unlicensed providers, increasing child development knowledge of providers and application of that knowledge in the early learning child care setting.

Annual Objectives:

- A continuum of professional development opportunities designed to meet Michigan Department of Human Service requirements is created and reflected in the Regional Child Care Quality Improvement Plan.
- Supports and services reflect a wide range of topics and content areas including specific infant and toddler professional development opportunities targeted to improve social and emotional health and development.
- Outreach, engagement, supports and services reflect the specific needs of unlicensed early learning and care providers.
- Technology is utilized whenever possible to maximize the availability of professional development learning opportunities and the accessibility of the expertise of consultative staff.
- 25% of providers in the region improve the quality of care they provide.

Measures/ Activities	Tasks	Rationale	Indicators of Success	Person Responsible	Progress to Date
1. Coordinate supports and services for unlicensed providers based on research and best practices, creating a continuum of opportunities supportive of professional development that correspond to Core Knowledge and Core Competencies.	1. Work with community based child care training programs and the Department of Human Services (DHS) to develop and implement a coordinated and standardized training plan that ensures opportunities for a continuum of professional development. 2. All instructor/trainers will complete the training application form and include a resume, detailed outline of the course content, and explanation of how the course corresponds to Core Knowledge and Core Competencies and licensing requirements.	1. When we know better, we do better. Empowering unlicensed providers with basic knowledge and skills to increase the quality of care they provide is vital to the children in care. 2. Best practice indicates that educators have knowledge and expertise to deliver professional development and supports and services for child care providers, increasing knowledge and the application of that knowledge in the early learning and care setting. Trainers and educators need to be experts at what they are teaching and teach at a level that providers can understand.	1. Professional development opportunities correspond to the Core Knowledge and Core Competencies. The opportunities include: <ul style="list-style-type: none"> • Infant and toddler development • Social emotional health & development • Physical health and development • Cognitive development • School age development • Children with special needs 2. 100 % of all training and professional development supported through this scope of work will meet DHS Tier 2 requirements and include the Core Knowledge and Core Competencies. Completed trainer applications will be kept on file.	The Regional Resource leadership team; Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, and Jolene B'jorge along with the instructors and trainers from early learning and care community partners. Currently, the Central Region has 31 approved trainers.	

<p>2. A wide array of contents and topics pertinent to unlicensed providers are offered including infant and toddler social and emotional health and development and school age development. (Tier 2 approved)</p>	<p>1. Collaborate with community entities to provide professional development opportunities based on the best practices for unlicensed providers, working to reach this population through existing community groups, parents, and locations and affiliations.</p>	<p>1. A number of Family, Friend and Neighbor Care (FFN) providers are isolated and have limited resources. Initiatives must be structured in a way that recognizes and responds to provider's circumstances...Building relationships is a key component (Close to Home, National Women's Law Center 2007).</p>	<p>1. Professional development opportunities created. Professional development opportunities are offered in familiar sites where unlicensed providers are comfortable. Providers successfully attend, complete, indicate a gain in knowledge and provide feedback.</p>	<p>1. Michigan Home Based Child Care Council. The Regional Resource leadership team; Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, and Jolene B'jorge. Great Start Collaboratives, Robin Willner, MA, IMH-E11, Community Mental Health and other early learning and care partners (still to be identified).</p>
	<p>2. At least five counties in the Central Region will coordinate opportunities for unlicensed providers to attend at least one early learning and care peer to peer group quarterly.</p>	<p>2. Unlicensed providers trust others who have familiar experiences and understand the relationships of relative and aide care. Peer to peer learning opportunities allows providers to learn from each other.</p>	<p>2. Participants attending the peer to peer learning interactions.</p>	<p>2. Brenda Boyce, Tammy Heilman, Robin Willner, Pam Mahin and identified early learning and care service agencies.</p>
	<p>3. Provide and/or coordinate infant and toddler professional development learning opportunities, including those targeted to improve social and emotional health and development.</p>	<p>3. The primary caregiver's relationship with children in the first three years of life is the single strongest determinant of a child's social and emotional development.</p>	<p>3. Coordination with qualified trainers/agencies for specific infant and toddler social and emotional training throughout the ten counties. Specific infant and toddler social and emotional professional development will be conducted by a qualified consultant.</p>	<p>3. Robin Willner and identified early learning and care and human service agencies.</p>

	<p>4a. Coordinate access to infant/toddler training through approved quality educational entities for unlicensed providers.</p> <p>4b. Use the developmental, social and emotional and physical development wheels in professional development opportunities and follow up consultations.</p>	<p>4. Although unlicensed providers may not view themselves as professional child care providers, surveys and focus groups indicate that they want to learn more about caring for children, how to keep them safe and healthy and activities to engage them (Child Care and Early Education Research Connection, vol5).</p>	<p>4a. Post program survey of unlicensed providers participating in quality infant/toddler training to assess increased understanding of social emotional needs.</p> <p>4b. Developmental (social and emotional and physical) wheels are a tool for providers to help increase the quality of care.</p>	<p>4. Robin Willner, Great Start Collaboratives, Community Mental Health, and local colleges and universities.</p>	
	<p>5a. In collaboration with the Ingham County Public Health Advocates, develop and provide parent learning groups for teen parents with infants and toddlers focusing on social emotional development. (Field Testing)</p> <p>5b. A second project will be conducted in Shiawassee County, working with adolescents regarding the consequences of behaviors affecting pregnancy and babies. (Field testing)</p>	<p>5a. Children born to teenage parents are less likely to receive proper nutrition, health care, cognitive and social stimulation. As a result, they may have an under-developed intellect and obtain lower academic achievement (Teen Pregnancy and Its Effects, Feb '08).</p> <p>5b. There is an estimated one million teen pregnancies in the United States of which 85% are unplanned (Teen Pregnancy and Its Effects, Feb '08).</p> <p>Teen pregnancy is an ongoing issue. Some counties experience higher teen pregnancy rates than others. It is important to make more information available.</p>	<p>5a. Parents of infants and toddlers participating in this program will increase their understanding of the importance of social emotional development and gain support. Attendance and feedback will be tracked for evaluation.</p> <p>5b. Students participating in this program will increase their understanding of consequences of teenage pregnancy.</p>	<p>5a. Tammy Heilman, Robin Willner, Ingham County Public Health Advocates (Peggy Albrecht)</p> <p>5b. Robin Willner, Shiawassee Great Start Collaborative (Lori Noyer and Emily Brewer).</p>	

	<p>6. Establish a partnership with the Native American population both in Ingham and Isabella counties to enhance learning opportunities increasing the quality of infant and toddler care. The Regional Resource Center will be a resource and support to this population to achieve goals. (Field testing)</p>	<p>6. Studies from The Center for Disease Control show the fetal alcohol rates among Native Americans are 30 times higher than Caucasians. There is a high population of Native Americans in Ingham County that already meet where the region work can possibly impact infant and toddler care. The reservation in Mt. Pleasant is trying to develop their own type of licensing rules. The region work identified a need to assist with the plan with a focus on infant and toddler care.</p>	<p>6. The Native American population at the Reservation will develop a plan for licensing rules and increase knowledge of quality infant and toddler child care.</p>	<p>6. Brenda Boyce, Pam Mahin, Ingham County Public Health Advocates (Ashley Harding), Anishnaabeg Child & Family Services Saginaw Chippewa Tribal (Tracey DeFeyer)</p>	
	<p>7. Coordinate opportunities for a father's learning group in collaboration with other local human services agencies. (Field testing)</p>	<p>7. Twenty percent of all single parents today are single fathers and is growing at a rate of twice that of single mothers (Fathermag.com).</p>	<p>7. Beginning with the Great Start To Quality Orientation Training just for fathers, this outreach opportunity will target dads to understand quality child care.</p> <p>Dad and Lad play and learn group will develop once relationships have been cultivated.</p>	<p>7. Nancy Sherd, Mindy Smith, Highfields (Tim Monroe), Young Men's Christian Association (The Y), Ingham County Public Health Advocates (Peggy Albrecht), Community Mental Health, Head Start and Great Start Collaboratives.</p>	
	<p>8. Provide and/or coordinate professional development opportunities for unlicensed providers working with school age children.</p>	<p>8. School age children often get left out of programming in mixed aged groups. Understanding the different stages of development is essential for individuals working with school age children (k12.sd.us).</p>	<p>8. Coordination with qualified trainers/agencies for school age specific information at least one time per quarter within the region (Tier 2 approved).</p>	<p>8. Tammy Heilman, Community Education Child Care Coordinators, Young Men's Christian Association (The Y), Michigan After School Programs and other school age child care</p>	

				professionals including Mike Devlin, Meridian Parks and Recreation and Warren Lester Grand Ledge Public Schools.	
3. Great Start to Quality Orientation Trainings (GSQOT) and Tier 2 Training are offered with enough frequency to support new providers across the region.	<p>A schedule of Great Start to Quality Orientation Training will be arranged and posted on CONNECT for 2010-11 and offered on a rotating schedule throughout the Central Region counties.</p> <p>Tier 2 trainings will be scheduled throughout all counties in the region.</p>	<p>Within the child care system, the most common approach for improving quality in family, friend, and neighbor child care is training (Porter & Kerns, 205a).</p> <p>Unlicensed providers were somewhat reluctant at first to take the required training. However, trainers reported that the unlicensed providers thanked them after the training and reported that it was great information that empowered them to actually do something in case of an emergency. Unlicensed providers were anxious to register for Tier 2 trainings.</p>	<p>Great Start to Quality Orientation Training schedule addressed the needs of the new provider population: Number of GSQOT scheduled for 2010-11:</p> <ul style="list-style-type: none"> • Eaton County.....6 • Clinton County.....4 • Ionia County.....4 • Ingham County.....24 • Shiawassee County.....7 • Gratiot County.....3 • Isabella County.....6 • Midland, Clare and Gladwin Counties.....6 <p>A variety of Tier 2 training is scheduled throughout the region addressing the desire to obtain the additional 10 hours of training for a reimbursement rate increase.</p>	The Regional Resource leadership team; Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, and Jolene B'jorge.	
4. CONNECT will be a resource to search and register for professional development opportunities.	Professional development supported through this scope of work is posted on Great Start CONNECT and completed professional development and learning opportunities are entered within three business days after completion.	Unlicensed providers can independently access approved professional development opportunities. (Assistance will be available through the Regional Resource Center if needed).	No less than 40% of providers utilize Great Start CONNECT.	The Regional Resource leadership team; Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, Patti Bunting and Jolene B'jorge Great Start Collaboratives and Parent Coalitions.	

<p>5. A variety of instructional delivery methods are used.</p>	<p>The professional development supported through this scope of work will provide a variety of delivery methods for the diverse adult learners.</p>	<p>Everyone learns differently. Offering a variety of professional development delivery modalities ensures the opportunity for everyone to learn.</p>	<p>Instructional delivery methods for professional development opportunities include: classroom, peer to peer, online, and correspondence.</p>	<p>Great Start Collaboratives and Parent Coalitions, Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, and Jolene B'jorge instructors/trainers. Currently, the Central Region has 31 approved trainers and are in the process of increasing the capacity of trainers.</p>	
<p>6. Coordinate supports and services for unlicensed providers to become licensed providers.</p>	<p>Connect with Michigan State University Extension, Michigan Small Business Association and Bureau of Children and Adult Licensing to provide information on becoming licensed and setting up small businesses.</p>	<p>The supply of regulated care is particularly limited in low income communities, in many communities with large populations of immigrant families, and for those families working non-traditional hours. Providing support on best business practices allows for continuity of care for our most vulnerable children.</p>	<p>List of agency information developed and distributed.</p>	<p>Great Start Collaboratives, Community Business Partners, professional development trainers and Bureau of Child and Adult Licensing.</p>	
<p>7. Professional development and learning opportunities are assessed and evaluated for continued improvement of future opportunities.</p>	<p>Engage 25% of unlicensed providers in evaluations, surveys, and other assessments to support and improve the quality of care they provide.</p>	<p>Continuous feedback is important for continuous growth and success of the work. Providers need the platform to tell us what they need rather than being told.</p>	<p>Compile evaluation/demographic forms entered into a database to assess effectiveness of the professional development and to track participant topic requests/needs.</p>	<p>The Regional Resource leadership team; Brenda Boyce, Lori Noyer, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, Patti Bunting and Jolene B'jorge and designated staff.</p>	

8. Engage proven successful experienced entities in outreach efforts that support the uniqueness and diversity of the region.	Utilize satellite offices, local libraries, community centers, Young Men's Christian Associations (The Y), health care facilities, and faith based organizations as centralized locations to provide resources computer labs and opportunities for professional development.	Research states that effective relationships are central to all aspects of relative/aide outreach and quality building (Sparking Connections, Families and Work Institute, 2006). It is important to connect with other agencies/entities that are either doing some of this same work or who are equipped to partner in the program.	Community partner sponsored outreach opportunities for unlicensed providers across the Central Region will increase by 15%. Community partners will include the Native American populations and the immigrant populations.	Satellite staff: Nancy Sherd, Mindy Smith, Pam Mahin, Jolene B'jorge, Audra Stahl, Robin Willner, local community agencies (Tracey DeFeyer, Peggy Albrecht, Barry Kaufman, Ashley Harding, Jill Lawler), Great Start Collaboratives and Parent Coalitions.	
Status on Strategies and Performance Measures:		Challenges:	Successes:		
Resources for Early Learning and Care Providers Across All Settings					
Goal 4: The Great Start Regional Child Care Resource Center will coordinate supports for early learning and care providers across all settings with resources to enhance the learning environment and increase the child development knowledge of providers.					
Annual Objectives:					
<ul style="list-style-type: none"> Strategies to support the development, coordination, organization, distribution, assessment, and modification of resources for early learning and care providers are designed and incorporated into the Regional Child Care Quality Improvement Plan. 					
Measures/ Activities	Tasks	Rationale	Indicators of Success	Person Responsible	Progress to Date
1. Connect providers to resources which they can borrow that will enhance the learning environment and the child development knowledge of early learning and care providers and is reflective of the different needs of early learning and care providers.	1. Using the Midland Educational Services Agency as the model, partner with a minimum of four resource lending sites throughout the Central Region to provide more accessibility for the lending materials. These sites will include rural areas and reflect the diverse needs of the region. Develop an overview power point of the lending library material	A number of Family, Friend and Neighbor Care (FFN) providers are isolated/have limited resources. Initiatives must be structured in a way that recognizes and responds to provider's circumstances (Close to Home, National Women's Law Center 2007). Lending materials offers a resource for unlicensed providers to try new activities and create new ideas to engage the children in their care. This offers unlicensed providers an opportunity to have access to materials they normally may not	At least 25% of providers utilized lending materials and enhanced the learning environments in care settings and increased child development knowledge. Feedback forms will be collected and compiled for continuous improvement and development of future resources.	Community partners, Great Start Collaboratives, Great Start Parent Coalitions, local YMCAs and other Early Care and Learning partners identified within the Central Region.	

	<p>for the Parent Coalitions and other partners. Lending libraries will include topics specific to:</p> <ul style="list-style-type: none"> • Infant and toddler resources and materials. • Preschool resources and materials. • School age resources and materials. • Children with special needs resources and materials. 	<p>be able to afford or may not know how to develop.</p>			
<p>2. Develop and implement a region-wide distribution plan using multiple modalities e.g. website, electronically, and print for the quality early learning and materials to child care providers across settings.</p>	<p>1. Link publications to existing community agency websites and vice versa.</p> <p>2. Coordinate with the Michigan Home based Child Care Council to include education publications and links to the aide and relative providers.</p> <p>3. Educational resources will be distributed to providers by email.</p> <p>4. Provide access to printed educational resources and materials.</p>	<p>More information, knowledge and support that are available to providers increase the potential for quality care.</p>	<p>1. Number of agency links to quality child care materials.</p> <p>Five percent of the providers utilizing the educational resources will be surveyed and show increased knowledge of early care and education.</p> <p>2,3,4 The number of access points for information.</p>	<p>Community Partners including Great Start Collaboratives, Michigan Home Based Child Care Council, Bureau of Child and Adult Licensing, Department of Human Services and Work First.</p>	

3. Provide multiple community sites across the region where early learning and care providers can access the internet to use Great Start CONNECT.	Utilize satellite offices, local libraries, community centers, Young Men's Christian Associations (Y) health care facilities, Michigan Works, Department of Human Services, Michigan Home Base Child Care Council, and faith based organizations as centralized locations to provide resources to access the internet.	Many providers do not have access to computers or the internet. Increased accessibility will increase provider usage. Connecting with community centers and other agencies will help to increase the accessibility that is needed.	Increased use of CONNECT and increased use of community sites.	Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, Patti Bunting and Jolene B'jorge, local community agencies, Great Start Collaboratives and Parent Coalitions.	
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Status on Strategies and Performance Measures:	Challenges:	Successes:
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Resources for Families

Goal 5: The Great Start Regional Child Care Resource Center will coordinate resources for families to enhance the early learning home environment, about choosing quality early learning and care, and assist families without access to Great Start CONNECT find and secure quality early learning and care options.

- Annual Objectives:**
- Strategies to support the development, coordination, organization, distribution, assessment, and modification of resources for families are designed and incorporated into the Regional Child Care Quality Improvement Plan.

Measures/ Activities	Tasks	Rationale	Indicators of Success	Person Responsible	Progress to Date
1. Resources enhance early learning home environments.	Develop and connect resources that families can use to increase the quality of care in their home environment. Resources and learning materials include specific information for infant/ toddler, preschool, school age and children with special needs.	Evidence shows that where parents have aspirations for their children and engage actively with them through conversation, reading and play, it has a positive impact on their development and future education. A strong home learning environment will give a child life long benefits (The Early Learning Partnership Project, familyandparenting.org).	Resources developed. A minimum of 40 families connected to resources and indicate enhanced knowledge.	The Regional Resource leadership team; Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, Patti Bunting and Jolene B'jorge with Great Start Collaboratives , Great Start Parent Coalitions and other community agencies (to be identified in 2011).	

<p>2. Collaborate with Great Start Collaboratives, Great Start Parent Coalitions and other community partners for the purpose of connections and referrals for families.</p>	<p>1. Utilize Great Start Collaborative meetings and workgroups as forums to maintain and improve existing relationships to facilitate the referral process for families.</p>	<p>The Great Start Collaborative and Parent Coalitions are strongly connected to community partners and families to help carry out the work of the Regional Resource Center.</p>	<p>Regional Resource Center Leaders participate in Great Start Collaborative meetings and workgroups to ensure the connections of the work supported by this program.</p> <p>Regional Resource Center website links to community entities.</p>	<p>Nancy Sherd, Mindy Smith, Tammy Heilman, Brenda Boyce, Audra Stahl, Kasey Edwards, Robin Willner, with Great Start Collaboratives and Parent Coalitions.</p>	
	<p>2. Establish formal relationships with community entities to educate families about quality care and better connect families to services and referrals.</p>				
	<p>3. Include community Entities and basic needs links on the Regional Resource Center website.</p>				
<p>3. Implement a region-wide distribution plan using multiple modalities for example; website, electronically, and print for the quality early learning and care materials for families across settings.</p>	<p>1. Link publications to existing community agency websites and vice versa.</p> <p>2. Coordinate with community agencies and Great Start Collaboratives to distribute consumer education publications.</p> <p>3. Utilize local cable community access television channels for educational information.</p>	<p>Increased access about quality care information for parents increases the consumer's ability to make informed decisions.</p>	<p>1. At minimum, publications linked to all Great Start Collaboratives and at least to 10 other local agencies in the communities.</p> <p>2. Family friendly venues utilized for distribution making it convenient for families for better accessibility.</p> <p>3. Educational information shared quarterly with local television and/or cable channels. (include Lansing Community</p>	<p>The Regional Resource leadership team; Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, Patti Bunting and Jolene B'jorge, and Central Michigan University.</p>	

			College, Central Michigan University, Michigan State's WKAR)		
	4. Educational resources will be distributed to parents by email.		4. Great Start Parent Coalitions electronically forward resources to parents.		
4. Assist families without access or after using Great Start CONNECT who were unable to locate high quality licensed early learning and care that meet their needs.	Early childhood consultants at local hubs and satellites are available to conduct personal consultations to assist families with non-traditional child care needs (e.g., information to identify and choose quality programs, etc.).	Licensed infant and toddler care and care during non-traditional hours is more difficult to secure than care for older children, because it is more expensive for child care providers to offer.	Satisfaction of the families receiving assistance locating high quality licensed early learning and care needs. Utilize the Great Start CONNECT for families to share their early learning and care experiences about using CONNECT (once it is available).	The Regional Resource leadership team; Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, Patti Bunting and Jolene B'jorge and sub contractors.	
5. Collaborate with community entities and resources to assure families seeking early learning and care have multiple community sites, across the region, at which they are able to access the internet to use Great Start CONNECT.	Information from the hub, in coordination with Great Start Collaborative, will be made available to community partners to provide information and assistance to parents and families.	Many families do not have access to computers or the internet. Increased accessibility to computers will increase usage.	Number of contacts with the satellites made by families to receive assistance with their non-traditional child care needs.	Jolene B'jorge, Nancy Sherd, Mindy Smith, Pam Mahin, Patti Bunting, Audra Stahl, local community agencies (to be identified in 2011), Great Start Collaboratives and Parent Coalitions.	
Status on Strategies and Performance Measures:		Challenges:		Successes:	
Communication and Outreach					
Goal 6: The Great Start Regional Child Care Resource Center engages in communication and outreach strategies that support child care quality improvement, educate providers and families, and increase coordination and collaboration amongst regional community partners.					
Annual Objectives:					
<ul style="list-style-type: none"> Strengthen partnerships and communication between the Great Start Regional Child Care Resource Center and Great Start Collaboratives and Great Start Parent Coalitions. Strengthen partnerships and communication between the Great Start Regional Child Care Resource Center and community partners. Integrate communication and engagement strategies related to advocacy with the Great Start Collaborative and Great Start Parent Coalitions. Integrate communication related to early learning and care with the Great Start Collaboratives and Great Start Parent Coalitions. 					

<i>Measures/ Activities</i>	<i>Tasks</i>	<i>Rationale</i>	<i>Indicators of Success</i>	<i>Person Responsible</i>	<i>Progress to Date</i>
<p>1. Dedicate a portion of the organization's website to (at a minimum) provide:</p> <ul style="list-style-type: none"> • Ongoing, regularly updated communication about the activities, successes and connection to the Great Start Child Care Quality Program • The Great Start CONNECT link/button • Information and links about advocacy events • Links to T.E.A.C.H., Michigan Afterschool Partnership, Women's Caring Program, Michigan Home Base Child Care Council, Early Childhood Investment Corporation, and Great Start CONNECT Resource Center • Links to community resources for early learning and care providers and families, including at a minimum a link to the Great Start Collaborative websites for their region. 	<p>Update the Regional Resource Center website as new information is gathered by the satellite offices.</p>	<p>Utilization of the Regional Resource Center website will provide current information.</p>	<p>Regional Resource Center website is updated quarterly.</p>	<p>Jolene B'jorge and Lori Noyer.</p>	

2. Engage in regular and ongoing monthly communications with Great Start Collaboratives, Great Start Parent Coalitions, and the Regional Quality Improvement Team.	Online (constant connect) newsletters shares updates, announcements, initiatives, events and professional development training opportunity information.	Ongoing monthly communications provides current updates to keep everyone informed of the progress of the work.	Monthly online newsletters and communications are completed.	Tammy Heilman	
3. Engage in regular and ongoing monthly communications with local policy and decision makers.	Share updates, announcements, initiatives, events and professional development training opportunity information.	Ongoing monthly communications provides current updates of the progress of the Regional Resource Center work in the local communities.	Regular email communications to: <ul style="list-style-type: none"> • Chamber of Commerce • Economic Development Groups • County Commissioners • City Councils • United Ways 	Tammy Heilman, Nancy Sherd, Mindy Smith, Audra Stahl, Jolene B'jorge.	
4. Great Start Collaborative and Parent Coalitions partnerships engage in outreach and recruitment of providers to utilize CONNECT.	Great Start Collaborative and Parent Coalitions distribute Great Start CONNECT resource information at meetings and events.	Collaboration with the Great Start Collaboratives and Parent Coalitions provides more avenues for reaching providers.	More providers utilize CONNECT for the purpose of registering for trainings, updating profiles and marketing their early learning and care business.	Nancy Sherd, Mindy Smith, Brenda Boyce, Pam Mahin, Great Start Collaborative Directors and Parent Coalitions.	
5. Work with the Early Childhood Investment Corporation communication specialist to identify stories and connect the writer to the providers/families.	Provide newsworthy information regarding the regional work connected with the providers and families. Notes and pictures that reflect the work of the Regional Resource Center will be shared.	Newsworthy information is a tool to market the work of the Regional Resource Center and encourage the interest of providers and families, policy makers and businesses.	At least three stories in 2011 will be provided by the Central Region focusing on the affects of the regional work.	Barb Monroe, Tammy Heilman, Brenda Boyce.	
6. Coordinate and collaborate with early learning and care partners for special events for providers and families for the purpose of outreach and engagement.	Plan events that are fun and enticing for providers and families and acknowledge the work of providers.	The events will be a fun way to bring providers and families together while promoting the Regional Resource Centers and Connect. The events will recognize the work of providers across all settings and acknowledge their participation in any professional development.	Providers and families will attend events and gain knowledge of the work of the Regional Resource Centers. Recognition of providers for the work they do.	Audra Stahl, Patti Bunting, Nancy Sherd, Mindy Smith, Brenda Boyce, Tammy Heilman Pam Mahin, Great Start Collaborative Directors and Parent Coalitions and members of	

				the Quality Improvement Team.	
Status on Strategies and Performance Measures:		Challenges:	Successes:		
Evaluation and Data Collection					
Goal 7: The Great Start Regional Child Care Resource Center provides data and evaluation reports to ECIC, DHS, or the Great Start CONNECT Resource Center as requested for continuous improvement.					
Annual Objectives:					
<ul style="list-style-type: none"> • Develop data collection plan in conjunction with ECIC. • Collect pertinent data that can be used in the Great Start Child Care Quality Program evaluation. • Provide evidence of successful Regional Child Care Quality Improvement Plan Implementation. 					
Measures/ Activities	Tasks	Rationale	Indicators of Success	Person Responsible	Progress to Date
1. Participate in meetings as required with Early Childhood Investment Corporation and the evaluation consultant.	Program Director, Midland County Educational Service Agency Supervisor of Early Childhood and Family Services and Hub and Satellite Leaders will participate in Early Childhood Investment Corporation sponsored evaluations.	Evaluating programs allows for review of activities and revision of plans to move the program goals forward.	Participation occurred.	Barb Monroe, Alan Oman and Hub and Satellite Leaders as assigned.	
2. Adhere to a plan for assuring required reports are submitted in a timely manner.	Program Director will ensure that all required data necessary for evaluation are collected in a timely manner and reported to the Early Childhood Investment Corporation as part of the quarterly reports.	Quarterly reporting keeps the work of this program on track with updated information.	All required data, including evaluations, resources and professional development, is collected, compiled and reported on time.	Barb Monroe, Alan Oman, Brenda Boyce and Tammy Heilman.	
3. Incorporate the results of the resources and professional development evaluations into the quarterly progress report.	Develop process to review, assess and implement quality improvements efforts that impact Central Region Resource Center.	Quarterly reporting keeps the work of this program on track. The Satellite Leaders monthly reports to the Program Director will keep the program moving forward.	The number of quality improvement strategies that are implemented and assessed on an ongoing basis.	Barb Monroe, Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, Jolene B'jorge and Quality Improvement Team.	

4. Provide requested data as necessary to support Great Start Child Care Quality Program continuous improvement, advocacy, and implementation status.	Collect data as required.	Data gives information that can be used for continuous improvement.	Data is collected and shared with the Early Childhood Investment Corporation and regional quality improvement team.	Barb Monroe, Brenda Boyce, Tammy Heilman, Nancy Sherd, Mindy Smith, Pam Mahin, Audra Stahl, Jolene B'jorge.	
5. Convene the Regional Quality Improvement Team within the region quarterly, to discuss the Regional Child Care Quality Improvement Plan efforts, solicit advice, and assess effectiveness.	Quarterly evaluation opportunities conducted with the Great Start Collaborative and the Central Regional Quality Improvement Team, utilizing processed and constructive feedback, incorporating the information into the ongoing work plan.	Quarterly meetings keeps the team focused, task oriented and able to keep the quality improvement plan moving forward.	Regional Quality Improvement Team review evaluation findings on a quarterly basis for continuous quality improvement and revision of work plans. Meetings: <ul style="list-style-type: none"> • November 19,2010 • February 25, 2011 • May 2011 • August 2011 	Barb Monroe, Brenda Boyce, Tammy Heilman, Alan Oman and members of the Quality Improvement Team.	

Status on Strategies and Performance Measures:	Challenges:	Successes: