

# Great Start Readiness Program

## Citations and Possible Documentation

Citation (Source: GSRP Implementation Manual)	Possible Documentation
<b>1. Eligibility</b>	Birth certificate, baptismal certificate,
1.1 Enrolled children are age eligible.	Proof of income or signed form in children's files.
1.2 Enrolled children meet income requirements.	Risk Factor documents in children's files, plus prioritization form
1.3 Enrolled children meet the risk factor requirement associated with their family income.	Child Record Review Form posted in documentation, verified by sample of files sent to ISD for site visit
1.4 No more than 25% of enrolled children are from families with income over 300% of poverty.	ISD enrollment protocol posted in documentation, interview
1.5 Entry into the program is determined through the use of the GSRP prioritization document.	Interview, written local prioritization process
<b>2. Recruitment and Enrollment</b>	
2.1 Enrolled children live within the boundaries of the Intermediate School District.	Sample of Child files
2.2 GSRP collaborates with Head Start on recruitment and enrollment activities. It presents one preschool application to families and shares one waiting list.	Written recruitment and enrollment plan, Calendar of recruitment events, copies of flyers etc. showing them working together

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<p>2.3 A written protocol exists for assisting parents in selecting the program best suited to their needs. The protocol minimally includes all of the specific items listed in the GSRP Implementation Manual.</p>	<p>The written protocol which includes–</p> <ul style="list-style-type: none"> <li>• Contact information for each program including name of person(s) having responsibility for recruitment, title(s), telephone number(s), e-mail address(s), and preferred mode of communication;</li> <li>• Eligibility guidelines for each program;</li> <li>• Recruitment and enrollment policies that allow families to learn about each program for which their children are eligible;</li> <li>• A common application;</li> <li>• Processes and timelines for mutual referrals among all available programs; and</li> <li>• Appropriate signatures.</li> </ul>

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2.4 Eligible children are referred to Head Start.	<p>Referral forms in children’s files with the following–</p> <ul style="list-style-type: none"> <li>• Date of referral, date forwarded to Head Start, and date received by Head Start;</li> <li>• Family contact information: parent and child names, mailing address, phone number, e–mail address;</li> <li>• Signatures of sending and receiving program representatives;</li> <li>• Program placement decision;</li> <li>• Explanation of family program preference (preferably written by parent);</li> <li>• Parent signature acknowledging parental choice and repercussions of the decision i.e., if choosing GSRP, their child will be included on a GSRP waiting list until the referral process with Head Start is completed;</li> <li>• Date returned to GSRP; and</li> <li>• Signature of Head Start representative.</li> </ul> <p>If Head Start does not return the referral form, the GSRP grantee need only retain on file the original dated referral form to meet program requirements</p>
2.5 A written recruitment and enrollment plan, drafted with the participation of the regional advisory committee, is in place and used to guide recruitment and enrollment activities.	A copy of the plan with either signatures of those who developed it or minutes to indicate approval of the plan by that team
<b>3. Center–Based Model</b>	
3.2 Any Special Investigations done by Licensing that result in an established violation is reported to the ISD and MDE.	Licensing notebook on site should have all documentation of special investigations.
3.3 Any issuance of a provisional license that is not an original provisional is reported to the ISD and MDE.	License(s) uploaded into GEMS.
3.4 Classrooms operate for at least 30 weeks of teacher/child contact time. (Classrooms in their first year may operate for 20 weeks.)	*Future entry into MEGS+ Site screen, will print on Site Screen Download Report

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3.5 Part-day classrooms all operate a minimum of three hours per day for four days per week.	MEGS+ Classroom Download Report
3.6 GSRP/Head Start Blend classrooms operate at least the length of day of the LEA first grade.	MEGS+ Classroom Download Report
3.7 School-day classrooms operate at least the length of day of the LEA first grade.	MEGS+ Classroom Download Report
3.8 GSRP providers have a written philosophy statement that meets the requirements of the Implementation Manual.	Samples chosen by GSRP consultant posted in GEMS documentation
3.9 GSRP providers have written policies and procedures in place that minimally cover all elements specified in the Implementation Manual.	Samples chosen by GSRP consultant posted in GEMS documentation
3.10 Classrooms are minimally staffed to provide a 1:8 ratio.	MEGS+ Classroom Download Report and sample of time reporting for classroom staff
3.11 Classrooms are held to a maximum of 18 enrolled children.	Child Record Review form
3.12 Lead teachers are appropriately credentialed or have a written compliance plan in place.	ISD verification of credentials, and a review (or sample review for large ISD) of compliance plans
3.13 Associate teachers are appropriately credentialed or have a written compliance plan in place.	ISD verification of credentials, and a review (or sample review for large ISD) of compliance plans
3.14 Compliance plans are monitored by the assigned Early Childhood Specialist to assure that compliance will be achieved within two years of the teaching team member's date of hire.	Evidence of ECS monitoring with compliance plans on file
3.15 Classrooms operate with a teaching team model.	PQA-sample ECS documentation
3.16 Teaching teams are scheduled with sufficient time to participate in planning, professional development and parent involvement activities.	PQA-sample ECS documentation
3.17 Classrooms implement an approvable curriculum.	*future MEGS+ screen entry on site screen of developmental screening tool, curriculum and child assessment tool, will be included on Site Screen Download Report

Citation (Source: GSRP Implementation Manual)	Possible Documentation
3.18 Classrooms follow a consistent routine that includes all GSRP required elements.	See samples uploaded in GEMS documentation. PQA score and sample documentation notes
3.19 Providers take part in either the National School Lunch Program (NSLP) or the Child and Adult Care Food Program (CACFP) or both to claim all eligible federal reimbursements.	Samples uploaded in GEMS of provider agreements
<b>4. Child Assessment</b>	
4.1 A written policy on child assessment should be in parent handbooks and address all of the elements specified in the Implementation Manual.	See samples uploaded in GEMS documentation. Should include:
4.2 Providers have internal procedures for carrying out screening and ongoing assessment that include all items specified in the Implementation Manual.	See samples uploaded in GEMS documentation. Should include when screening will take place, how the results will be shared with parents, and let them know that any recommendation for referral will require parental permission. It should also include information on how ongoing assessment is accomplished and how often progress will be reported throughout the year.
4.3 Child outcome data is aggregated for each classroom, program, and ISD-wide. Data is used for goal setting, ordering materials to support improvement and planning necessary professional development.	Aggregated data, meeting minutes, written goals, professional development plan
4.4 An approvable developmental screening is used and staff members who do screening are trained in the tool.	*future MEGS+ screen entry on site screen of developmental screening tool, curriculum and child assessment tool, will be included on Site Screen Download Report. Training records
4.5 Developmental screening results are shared with parents with referrals made where warranted.	Results of screening in child files and referral documentation included where warranted
4.6 Providers use an approvable ongoing child assessment tool and implement authentic assessment across all domains.	*future MEGS+ screen entry on site screen of developmental screening tool, curriculum and child assessment tool, will be included on Site Screen Download Report

Citation (Source: GSRP Implementation Manual)	Possible Documentation
4.7 Classroom staff and the Early Childhood Specialist are trained in the use of the child assessment tool.	Training Record samples uploaded in GEMS documentation
4.8 Child assessment data are collected daily by the teaching team through observation and documented with written anecdotal evidence.	PQA scoring and ECS notes
<b>5. Parent Involvement</b>	
5.1 Providers support parent involvement in the program.	PQA scoring and ECS notes
5.2 Providers have a local GSRP Advisory Committee that meets minimally twice per year with one parent member for every 18 children with a minimum of two parents.	Sample minutes, sign-in sheets
5.3 The local Advisory has representation from the teaching team (s) and the support of other GSRP administration.	Sample minutes, sign-in sheets
5.4 The ISD has an ISD-wide Advisory Committee that (is/may be) a part of the local Great Start Collaborative (GSC).	Minutes and sign-in sheets
5.5 The ISD-wide Advisory reviews and makes recommendations on those items specified in the Implementation Manual.	<p>Minutes showing review and recommendations on:</p> <ul style="list-style-type: none"> <li>• collaboration with and involvement of community volunteer and/or social service organizations in addressing all aspects of educational disadvantage;</li> <li>• collaborative recruitment and enrollment process to assure that each child is enrolled in the program most appropriate to his or her needs and to maximize the use of federal, state, and local funds;</li> <li>• approved curriculum;</li> <li>• nutritional services utilizing federal, state and local food program support as applicable;</li> <li>• health and developmental screening process;</li> <li>• referrals to community social service agencies, as appropriate;</li> <li>• PQA and Child Outcome data; and</li> <li>• transition into kindergarten.</li> </ul>

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5.6 The ISD has parent representation on the local GSC Parent Coalition.	Parent Coalition member list, minutes, or meeting sign-in sheets
5.7 A minimum of four family contacts, preferable two home visits and two parent/teacher conferences take place for each family.	Sample child files
5.8 Family contacts follow the guidelines listed in the Implementation Manual	
5.9 Staff members use a parent report from the approved child assessment tool and discuss progress across domains, goals for growth and any additional supports needed.	Sample of child files
5.9 Documentation of both home visits and parent/teacher conferences include a narrative description of the activities, date and signatures of both parents and staff.	Sample of child files
<b>6. Transition</b>	
6.1 A written transition plan to transition families both into and out GSRP exists, which meets all of the requirements of the Transition section of the Implementation Manual.	Sample transition plans uploaded into GEMS
<b>7. Parent Involvement in Education (PIE)</b>	
7.1 For eligible programs– A written plan is submitted annually describing local services that meet all of the legislative requirements of PIE as described in the Implementation Manual.	MEGS+ Application
7.2 The plan is implemented as planned.	Interview
<b>8. Early Childhood Specialist (ECS) and Early Childhood Contact (ECC)</b>	
8.1 The ECS has the credentials and experience specified in the Implementation Manual.	MEGS+ application, consultant could check ECS file at ISD if she feels the need to verify credentials
8.2 The ECS is a “Reliable Assessor” per HighScope.	Annual Reliable Assessor list
8.3 The ECS is assigned no more than 15 classrooms.	MEGS+ application
8.4 The number of classrooms for each ECS is planned so that the duties of the ECS role can be fulfilled.	ECS interview?

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8.5 The ECS uses the Spring PQA results and goals set for the year as the basis for observation and support in each assigned classroom in the fall and at mid-year.	PQA documentation for other than end-of-year PQA or sample notes from ECS posted-talk about this one
8.6 The ECS does a full observation of each classroom using the Program Quality Assessment (PQA) Form A to document evidence of practice.	End-of Year PQA
8.7 The ECS completed a PQA Form B for each subrecipient assigned, using children’s files, other documentation and interviews.	End-of-Year PQA
8.8 The ECS gives relevant feedback and support for improvement to each assigned teaching team.	Sample of ECS feedback notes
8.9 The ECC and ECS team assembles a data analysis team as specified in the Implementation Manual. Gain scores for the PQA and the ongoing child assessment tool are analyzed both to evaluate progress toward current goals and set goals for the following year. This is done locally and ISD-wide.	Minutes, copy of gain score reports, new goals from ISD level and sample from local committees
8.10 The ECS or ECS team create a professional development plan for the following year based on needs evidenced by PQA scores and ongoing child assessment results.	Current year plan posted in documentation, a sample of local plans posted in documentation
8.11 The ISD has a designated Early Childhood Contact (ECC) who connects to the programs through the ECS team and to the MDE GSRP consultant staff for program reporting.	MEGS+ application
<b>9. Program Evaluation</b>	
9.1 The ISD has a written evaluation plan that covers implementation of all required program components	Written plan that includes: <ul style="list-style-type: none"> <li>• Systemic collection and utilization of data</li> <li>• Follow-up through Second Grade</li> <li>• National, Regional and Statewide Evaluation</li> </ul>
9.2 Children enrolled in GSRP are accurately reported in the Michigan School Data System (MSDS)	
<b>10. Monitoring and Reporting</b>	



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10.1 ISDs submit all required applications and reports in a timely manner.	MEGS+ submission dates, consultant comments
10.2 Required administrative records (for ISD and subrecipients) are kept on file for seven years and are available for ISD and MDE monitoring/auditing.	Interview questions about where and how records are kept
10.3 ISDs have a systematic process to monitor subrecipient’s fiscal, administrative and children’s records.	Copy of ISDs monitoring process, documentation of monitoring results
<b>11. Funding</b>	
11.1 The written agreement covers all components required in the Implementation Manual.	<p>Written agreement includes:</p> <ul style="list-style-type: none"> <li>• the process and timetable for the flow of funding from the ISD to each subrecipient;</li> <li>• a statement regarding the administrative cap for the ISD and subrecipient/subcontractor including the percentage for each and the services covered;</li> <li>• A statement of additional non-administrative services provided by the ISD either for a fee (specify) or at no cost;</li> <li>• a general timeline for required GSRP reports and who will be responsible for completion of each report;</li> <li>• a plan for how the ISD and subrecipients/subcontractors will partner to ensure high-quality implementation of the GSRP (e.g., monitoring, auditing, orientation, mentoring, and professional development of staff);</li> <li>• a list of the developmental screening tool(s), curriculum(s), child assessment tool(s) used, and how staff will receive training on the full implementation of the tools;</li> <li>• a plan showing partnership in conducting annual program evaluation using the Preschool Program Quality Assessment (PQA) tool, with expectations that each program develops annual plans toward earning a high-quality score on the PQA of 4.5 or higher;</li> <li>• a calendar or list showing how often the required advisory group will meet; and</li> <li>• a dispute resolution policy.</li> </ul>

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11.3 ISDs have a written process for choosing subrecipients if it does not directly run the program.	MEGS+ application
<b>12. Budget</b>	
12.1 Imp Man Page 1 of 10 – ISDs ensure that services and materials paid purchased for a given fiscal year are booked into the accounting system for that year.	General Ledger, Payroll reports, invoices, receipts
12.2 The budget is prepared in compliance with the Budget section of the Implementation Manual and other guidance prepared by MDE.	MEGS+, review of budget notes in most recent application. Was budget returned for multiple budget modifications? Was it returned more than once to get an approvable budget?
12.3 Programs ceasing to offer GSRP adhere to closing policies as specified in the Implementation Manual.	Interview question–have any classrooms closed? How were their materials and leftover supplies handled?
12.4 GSRP funds may be used to pay for (expenses as listed in Imp Man)	General Ledger, MEGS+ application and reports, invoices, payroll reports, receipts
12.5 GSRP funds may not be used to pay for (expenses as listed in Imp Man)	General Ledger, MEGS+ application and reports, invoices, payroll reports, receipts
12.6 GSRP funds must be used to pay for the PQA for each classroom	General Ledger, MEGS+ application and reports, invoices, receipts
12.7 Total administrative costs have a maximum amount of 10% of the total grant.	General Ledger, MEGS+ budget and FER, invoices, payroll reports, receipts
<b>13 Overview Section</b>	
13.1 State prekindergarten grantees must utilize the GSRP name and unifying logo with families, with the community, and at the state level.	Flyers, parent handbooks, website etc.