Great Start Readiness Program

Implementation Manual Citations and Possible Documentation for Monitoring

Citation Source GSRP Implementation Manual Sec. 1 through 14	Possible Documentation
Section 1. Overview Section	
1.1 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.
1.2 The following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."	Flyers, parent handbooks, website etc.
Section 3. ISD Administration of GSRP	
3.1 The ISD has a designated Early Childhood Contact (ECC) to fulfill the responsibilities of the position.	MEGS+ application, interviews, documented communication, sign-in sheets for meetings, attendance on webinars, conference calls, etc.
3.2 The ISD has written policies and procedures in place to support the provision of GSRP in compliance with requirements.	ISD-level written policies and procedures on topics below, interviews regarding implementation. 1. Assurances 2. Child Recruitment 3. Closure Procedures 4. Communication 5. Community Needs Assessment 6. Community Partnerships 7. Fiscal Planning and Review 8. Monitoring Subrecipients 9. Parent Advisory Committee 10. Philosophy 11. Professional Development 12. Program Evaluation 13. Record Keeping 14. School Readiness Advisory Committee 15. Sliding Fee Scale 16. Slot Distribution 17. Written Agreements Monitoring plan, procedures for funding subrecipients, grievance policy, etc.
3.3 The ISD is in compliance with grant assurances.	

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- Sanctions against Iran linked businesses - Materials labeled as developed under grant with MDE - Certification regarding non-discrimination - Certification Tittle II of ADA - Certification Title III of ADA - Assurance regarding compliance with grant requirements - Assurance grantee will not supplant/duplicate existing programs **Program specific assurances** - The grant award is approved and is not assignable to a third party without specific approval. - Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have approval from the Intermediate School District (ISD)/MDE Great Start Readiness Program (GSRP) staff. - MDE is not liable for any costs incurred by the grantee prior to the issuance of the grant award. - Payments, records, and financial statements made to individual subrecipients under the provision of this grant will be made accessible and are subject to audit by the grantor. - Each ISD, in collaboration with its subrecipients shall comply with all reporting requirements and due dates, including but not limited to, the Michigan Student Database System (MSDS). - Each ISD acknowledges the program may be selected to participate in national, regional and/or state-wide GSRP data collection efforts. - Acceptance of GSRP funds requires that if a program is selected to be a part of a GSRP evaluation project that it will cooperate fully.	Bidder certification if GSRP related projects have been bid. GSRP materials Interview, MDE monitoring/audit results Interview MEGS+ notes in Budgets and FERS. MDE monitoring/audit results MEGS+, MSDS MEGS+ application, Notification for parents in Parent Handbook MEGS+ application, Notification for parents in Parent Handbook

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3.4 The ECC is a leader in the school readiness advisory committee	GSC membership list and minutes, school readiness advisory committee membership list, meeting notices and minutes
3.5 The school readiness advisory committee, which includes parents, reviews and makes recommendations on those items specified in the Implementation Manual. Sec. 32d (4)(h)	Minutes showing review and recommendations on: • collaboration with and involvement of community volunteer and/or social service organizations in addressing all aspects of educational disadvantage; • 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; • approved curriculum; • nutritional services utilizing federal, state and local food program support as applicable; • physical and dental health, and developmental screening process; • referrals to community social service agencies, including mental health as appropriate; • active and continuous involvement of parents/guardians; • PQA and Child Outcome data; and • transition into kindergarten.
3.6 The ISD implements its written process to complete the CNAA in collaboration with community partners including subrecipients, the school readiness advisory committee and the Great Start Collaborative (GSC).	Written plan, Meeting notices, interviews, notes, the GSC endorsement, MDE review of submitted CNAA
3.7 The ISD creates and implements its written process for choosing subrecipients who minimally have a three star rating in Great Start to Quality (GSQ), including awarding 30% of slots to community-based organizations. The plan must include how the ISD will: • notify each licensed program within its area at least twice of the program's eligibility to participate; • make one notification via hard copy through the U.S. mail;	Written plan in MEGS+ CNAA, Breakdown of Accepted Funds page in MEGS+ and documentation that shows implementation of the plan minimally as specified in the School Aid Act.

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• make at least one of those notifications within seven days of receiving its allocation; and • provide participating families and the public a list of GSRP subrecipients with their GSQ rating showing a rating of at least 3 stars. ISDs that don't reach 30% must notify the assigned consultant who will verify if all of the above steps have been taken to avoid a slot penalty equal to the difference between the ISD's total slot allocation to CBOs and 30% of its total slot allocation. Sec. 32d (13)(a-c) Sec. 32d (4)(j)	
3.8 The ISD has parent representation on the local GSC Parent Coalition.	Parent Coalition member list, minutes, or meeting sign-in sheets
3.9 The ISD implements its written plan to provide oversight and monitoring of subrecipients to determine compliance with GSRP requirements.	Written monitoring plan (including follow-through for compliance), monitoring tool, written records of ISD monitoring such as monitoring schedules, notification of monitoring results, subrecipient compliance plans
3.10 The ISD implements its data-based annual written plan for professional development. It includes teaching teams as well as others who support the program.	Written plan, evidence of data-sets for decision-making, training agendas, attendance sheets
3.11 The ISD implements its written plan, approved by the GSRP consultant, to collect tuition on a sliding scale for up to 10 percent of enrolled children who are from families with income over 250% of poverty. If the intermediate district determines that all eligible children are being served and that there are no children on the waiting list under section 39(1)(D) who live with families with a household income that is equal to or less than 250% of the federal poverty level, the intermediate district may then enroll children who live with families with a household income that is equal to or less than 300% of the federal poverty level. Any ISD utilizing the option to serve more than 10% of children above 250% FPL or	Approved plan, fee scale, sample child files-income information, payment records

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greater, must contact the assigned GSRP consultant at MDE and, if requested, be able to provide documentation of due diligence to identify and enroll all children at or below 250% FPL. At a minimum, ISDs must be able to demonstrate: • Geographic location of GSRP classrooms compared to the population of GSRP eligible children and documentation of attempts to place classrooms in areas of high need; • Recruitment efforts across the ISD and targeted to areas of high need; • Enrollment of all identified eligible children below 250% FPL in GSRP or Head Start or documentation of reasons not enrolled; and • Lack of eligible children at or below 250% FPL on waiting lists for both GSRP and Head Start. In the event that an ISD is approved to serve children up to 300% FPL, all children enrolled with income up to 300% FPL are then considered to be income eligible. That ISD would then be able to fill up to 10% of its slots with children from families with incomes above 300% FPL. Sec. 32d (11).	Documents showing due diligence submitted to consultant, written approval from consultant
3.12 The ISD has signed and dated written agreements with subrecipients covering all components required in the Implementation Manual. Contracts between the ISD and subrecipients that are continuing from previous years must be in place by October 1, the start of the grant year. Contracts with new subrecipients must meet this deadline if the program starts at the beginning of the grant year.	Written agreement includes: • the process and timetable for the flow of funding from the ISD to each subrecipient; • a statement regarding the administrative cap for the ISD and subrecipient/ subcontractor including the percentage for each and the services covered; •a statement of additional non-administrative services provided by the ISD either for a fee (specify)or at no cost; • a general timeline for required GSRP reports and who will be responsible for completion of each report; • 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); • a list of the developmental screening tool(s), curriculum(s), child assessment

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	tool(s) used, and how staff will receive training on the full implementation of the tools; • 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; • a calendar or list showing how often the required advisory group will meet; and • a dispute resolution policy.
Section 4. Early Childhood Specialist (ECS)	
4.1 Each ECS has the credentials and experience specified in the Implementation Manual.	MEGS+ application, ECS files
4.2 The ECS is a "Reliable Assessor" per HighScope.	MEGS+ application matched to the Annual Reliable Assessor list, copies of Reliable Assessor certificates from HighScope
4.3 The ECS is assigned no more than 15 classrooms.	MEGS+ application, ECS work calendar, interview, reports in OnlinePQA
4.4 The number of classrooms for each ECS is planned so that the duties of the ECS role can be fulfilled.	ECS interview, reports in OnlinePQA
4.5 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 other documentation from ECS classroom visits
4.6 The ECS does a full observation of each classroom using the Program Quality Assessment (PQA) Form A to document evidence of practice.	Form A End-of Year in OnlinePQA
4.7 The ECS completes a PQA Form B for each subrecipient assigned, using children's files, other documentation and interviews.	Form B in OnlinePQA
4.8 The ECS gives relevant feedback and support for improvement to each assigned teaching team.	Sample of ECS feedback notes, teaching team interviews
4.9 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.	Meeting notice, minutes, attendance sheet, copy of gain score reports, new goals from ISD level and sample from local committees

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4.10 The ECS/ECS team creates a professional development plan for the following year based on needs evidenced by PQA scores and ongoing child assessment results.	ISD plan, a sample of local plans
4.11 The ECS has opportunities to reflect on the ECS role with peers more than once per year.	ISD PD plan, ECS interview, ECS work calendar, attendance sheets.
Section 5. Recruitment and Enrollment	
5.1 An ISD shall allow parents of eligible children who live within the ISD to choose enrollment in another ISD. An ISD receiving an application from a parent not residing in the ISD must have a policy for enrolling such children. Areas to consider when updating enrollment policies include: • The availability of space for serving additional children; • The prioritization of non-resident children; • Communication between ISDs; and • The process for the transfer of funds between ISDs. Before enrolling a child from another ISD, an ISD must enter into a written agreement with the resident ISD. The written agreement must contain the components that form a binding agreement between two or more parties, including an offer, acceptance of that offer and consideration of what each party gives of value that each would not normally be legally obligated to provide. The agreement must include: • The number of children to be enrolled by the non-resident ISD; • The program option to be utilized; • The process for communication around children applying to be served outside of the resident ISD; • Acknowledgement of the responsibilities of each ISD in accordance with GSRP requirements including payment of the per-slot amount for each child enrolled under the agreement; and • A dispute resolution process. Sec. 32d (13)	Child files, enrollment policies, inter-ISD agreements, MEGS+ report, evidence of transfer

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5.2 The ISD implements a written recruitment and enrollment plan, drafted with the participation of the school readiness advisory committee, and signed by GSRP and Head Start. The plan is in place and used to guide recruitment and enrollment activities.	A copy of the plan with signatures of the Head Start Grantee Director and the ISD Superintendent, minutes to indicate approval of the plan by the team that developed it, PQA VII-D, interview regarding practice, school readiness advisory committee minutes
5.3 A written protocol exists as part of the recruitment and enrollment plan 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.	The written protocol which includes- • 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; • Eligibility guidelines for each program; • Recruitment and enrollment policies that allow families to learn about each program for which their children are eligible; • A common application; • Processes and timelines for mutual referrals among all available programs; and • Appropriate signatures. Calendar of recruitment events, copies of flyers, parent and recruitment staff interview
5.4 Eligible children are referred to Head Start.	Referral forms in children's files with the following- • Date of referral, date forwarded to Head Start, and date received by Head Start; • Family contact information: parent and child names, mailing address, phone number, e-mail address; • Signatures of sending and receiving program representatives; • Program placement decision; • Explanation of family program preference (preferably written by parent); • Parent signature acknowledging parental choice and repercussions of the decision i.e., if choosing

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	GSRP, their child will be included on a GSRP waiting list until the referral process with Head Start is completed; • Date returned to GSRP; and • Signature of Head Start representative. 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.
Section 6. Eligibility	
6.1 Enrolled children are age eligible. Sec.32d (1)	Birth certificate, passport, hospital record, Medicaid card or baptismal certificate. Children's Record Review Form or local equivalent.
6.2 Enrolled children meet income requirements.	Proof of income by tax return, paycheck stub, W-2 form, written statement from employer(s), public assistance or signed Income Verification Form/local equivalent in children's files. Children's Record Review Form.
6.3 Enrolled children meet the risk factor requirement associated with their family income. Sec. 32d(1)	Child Record Review forms, Risk Factor documents in children's files, plus prioritization form
6.4 At least 90% of all children must be from families at or below 250% FPL. Sec.32d(5)(b) (Also see 3.7 above)	Child files, ISD Recruitment/Enrollment protocol, local prioritization plan, children's record review form
6.5 Entry into the program is determined through the use of the GSRP prioritization document. Sec. 32d(1) and Sec. 32d(9)	Interview, written local prioritization process
Section 7. Parent Involvement	
7.1 Providers support active and continuous involvement of parents in the program. Sec.32d(4)(f)	PQA Form B, Section V scoring and ECS notes, ISD monitoring plan, parent interview.
7.2 Providers have a local GSRP Parent Advisory Committee that meets minimally twice per year with one parent member for every 18 children with a minimum of two parents.	Orientation plan for new members, sample minutes, sign-in sheets, evidence that information is shared such as newsletters or web posting
7.3 The local Parent Advisory has representation from the teaching team(s) and the support of other GSRP administration.	Sample minutes, sign-in sheets
7.4 A minimum of four family contacts, preferably two home visits and two	Sample child files

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parent/teacher conferences take place for each family.	
7.5 Family contacts follow the guidelines listed in the Implementation Manual; home visits are at least 60 minutes, the initial home visit occurs before the child begins the classroom program, and conferences are at least 45 minutes in length.	Staff home visit/conference schedule, dated/signed documentation of family contacts, child information cards (entry/exit dates may justify less than four contacts), interview
7.6 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
7.7 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 child files
7.7 Parents do not pay fees (above the sliding fee scale) for their child's participation in features of the program such as curriculum activities, transportation or food service.	Fiscal records, parent interview
7.8 Parents are not required to volunteer in the classroom or participate in group meetings as a condition of enrollment.	Parent interview
7.9 Families are referred to community social service agencies as appropriate. Sec. 32d(4)(e)	Sample child files, parent interview
Section 8. Classroom Requirements	
8.1 Any Special Investigation done by Licensing that results in an established violation is reported to the ISD and MDE.	Notation of violation reported in notes for Site screen in MEGS+. Licensing notebook on site should have all documentation of special investigations. DHS Website reports
8.2 Any issuance of a provisional license that is beyond a provisional that is an original/relocation is reported to the ISD and MDE.	Notation of status change reported in notes for Site screen in MEGS+.
8.3 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, enrollment materials provided to parents, such as a program flyer or parent handbook
8.4 Part-day classrooms all operate a minimum of three hours per day for four days per week. Sec. 32d(12)(b)	MEGS+ Classroom Download Report, enrollment materials provided to parents, such as a program flyer or parent handbook
8.5 GSRP/Head Start Blend classrooms operate at least the length of day of the LEA first grade.	MEGS+ Classroom Download Report, enrollment materials provided to parents,

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	such as a program flyer or parent handbook
8.6 School-day classrooms operate at least the length of day of the LEA first grade. Sec. 32d(12)(c)	MEGS+ Classroom Download Report, enrollment materials provided to parents, such as a program flyer or parent handbook
8.7 GSRP providers have a written philosophy statement that meets the requirements of the Implementation Manual.	Samples chosen by GSRP consultant in submitted documentation
8.8 GSRP providers have written policies and procedures in place that minimally cover all elements specified in the Implementation Manual.	Samples chosen by GSRP consultant for submittal, ISD monitoring plan, PQA VII-E
8.9 Classrooms are minimally staffed to provide a 1:8 adult/child ratio.	MEGS+ Classroom Download Report and sample of time reporting for classroom staff, teacher interview, parent interview
8.10 Classrooms are held to a maximum of 18 enrolled children.	Child Record Review form, class rosters, teacher interview
8.11 Lead teachers are appropriately credentialed or have a written compliance plan in place. Sec. 32d(5)(c)(i)	ISD verification of candidate search, credentials, and a review (or sample review for large ISD) of compliance plans
8.12 Associate teachers are appropriately credentialed or have a written compliance plan in place. Sec. 32d(5)(c)(ii)	ISD verification of candidate search, credentials, and a review (or sample review for large ISD) of compliance plans
8.13 Compliance plans are monitored by the assigned Early Childhood Specialist (ECS) 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, ECS interview, staff interview
8.14 Classrooms operate with a teaching team model.	IV-B PQA data -sample ECS documentation, teacher interview, associate teacher interview
8.15 Teaching teams are scheduled with sufficient time to participate in planning, professional development and parent involvement activities.	PQA-sample ECS documentation, teaching staff interview
8.16 Classrooms implement an approvable curriculum. Sec. 32d (4)(b)	MEGS+ Site Screen Download Report, PQA IV-A data
8.17 Classrooms follow a consistent routine that includes all GSRP required elements.	See samples in submitted documentation. PQA Section II score and sample documentation notes
8.18 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.	Site download screen in MEGS+ and samples uploaded in GEMS of provider agreements

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Sec. 32d (4)(c)	
Section 9. Curriculum	
9.1 Approvable curriculum is used and staff members who implement curriculum are trained in the tool.	Training logs, MEGS+ application, staff interview, PQA IV-C
9.2 Supplemental curriculum, where in place, has been approved by the ISD with a process that addresses considerations in the Implementation Manual.	ISD curriculum vetting process, staff interview, training logs.
Section 10. Child Assessment	
10.1 A written policy on child assessment should be in parent handbooks and address all of the elements specified in the Implementation Manual.	See samples in submitted documentation.
10.2 Providers have internal procedures for carrying out screening and ongoing assessment that include all items specified in the Implementation Manual.	See samples in submitted 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.
10.3 Child outcome data is aggregated for each classroom, program, and ISD-wide. Data is used for goal setting, ordering materials to support quality improvement and planning necessary professional development.	Aggregated data, meeting minutes, written goals, professional development plan
10.4 An approvable developmental screening is used Sec. 32d (4)(d) and staff members who do screening are trained in the tool.	MEGS+ Site Screen Download Report, training records, child files
10.5 Developmental screening results are shared with parents with referrals made where warranted.	Child files
10.6 Providers use an approvable ongoing child assessment tool and implement authentic assessment across all domains.	MEGS+ Site Screen Download Report Review of samples uploaded into GEMS PQA IV-E
10.7 Classroom staff and the Early Childhood Specialist are trained in the use of the child assessment tool.	Training Record samples uploaded in GEMS documentation
10.8 Child assessment data are collected daily by the teaching team through	PQA IV-D, scoring and ECS notes, child files

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observation and documented with written anecdotal evidence.	
10.9 When supplemental child assessment is used, it is a companion to the ongoing assessment tool, and meets essential components of appropriate assessment as described in the Implementation Manual.	Child assessment records, teacher interview
Section 11. Transition	
11.1 A written plan to transition families both into and out of GSRP exists, which meets all of the requirements of the Transition section of the Implementation Manual. Sec 32d(4)(i)	Sample transition plans uploaded into GEMS, staff interview, parent interview, PQA V-J
Section 12. Program Evaluation	
12.1 The ISD has a written evaluation plan that covers implementation of all required program components	Written plan that includes: - Systemic collection and utilization of data - Follow-up through Second Grade National, Regional and Statewide Evaluation
Section 13. Reporting and Monitoring	
13.1 Required administrative records (for ISD and subrecipients) are kept on file for seven years and are available for ISD and MDE monitoring/auditing.	ECC, site supervisor, teacher interviews
Section 14. Budget	
14.1 ISDs ensure that services and materials purchased for a given fiscal year are booked into the accounting system for that year.	General Ledger, Payroll reports, invoices, receipts
14.2 The slot and transportation budgets are 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.
14.4 GSRP funds are not used to pay for expenses listed as prohibited in Implementation Manual.	General Ledger, MEGS+ application and reports, invoices, payroll reports, receipts
14.5 GSRP funds must be used to pay for the PQA for each classroom.	General Ledger, MEGS+ application and reports, invoices, receipts
14.6 Total administrative costs have a maximum cap as listed in the Implementation Manual.	General Ledger, MEGS+ budget and FER, invoices, payroll reports, receipts