

## THE GREAT START READINESS PROGRAM AT-A-GLANCE

Topics	Formula Grantees (School District/Public School Academies)	Competitive Grantees (Agency)
<b>Who Can Apply</b>	School districts/public school academies (PSA).	<ul style="list-style-type: none"> <li>• Agencies</li> <li>• Intermediate School Districts, School Districts or Public School Academies only if also a Head Start Grantee.</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Collaborate with GSRP Competitive grantees and Head Start to complete the Community Needs and Resources Assessment (CNRA).</li> <li>• Jointly recruit eligible children and share waiting lists.</li> <li>• Children who are income eligible for Head Start must first be referred to Head Start. The referral process must be complete before enrolling in GSRP.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with all local school districts/PSAs/Head Start to complete the Community Needs Assessment.</li> <li>• Jointly recruit eligible children and share waiting lists.</li> <li>• Children who are income eligible for Head Start must first be referred to Head Start. The referral process must be complete before enrolling in GSRP.</li> </ul>
<b>Eligibility</b>	<ul style="list-style-type: none"> <li>• Children must be four years of age on or before December 1 in the year enrolled.</li> <li>• Over-age children cannot be enrolled.</li> <li>• 75 percent of children enrolled must meet low income requirements.</li> <li>• Income must be documented for each family.</li> <li>• Tiered risk factor process is required.</li> <li>• Grantees that operate the program directly must enroll children who reside within school district boundaries.</li> <li>• Consortium members may choose to recruit and enroll from within the entire consortium region.</li> </ul>	<ul style="list-style-type: none"> <li>• Children must be four years of age on or before December 1 in the year enrolled.</li> <li>• Over-age children cannot be enrolled.</li> <li>• 75 percent of children enrolled must meet low income requirements.</li> <li>• Income must be documented for each family.</li> <li>• Children must live in a catchment area defined in the application.</li> </ul>
<b>Combining eligible and non-eligible children</b>	<ul style="list-style-type: none"> <li>• Braided funding can occur provided financial records are maintained showing the equivalent of per-child allotment is met for non-GSRP children. Note: The GSRP/Head Start Blend option is not considered "braided" funding.</li> <li>• All GSRP requirements apply to a classroom whenever one or more GSRP children are enrolled.</li> <li>• More eligible children may be served than the allocation allows. Class capacity and adult/child ratios must be maintained. No additional funds will be forwarded.</li> </ul>	<ul style="list-style-type: none"> <li>• Blended funding can occur provided financial records are maintained, showing the equivalent of per-child allotment is met for non-GSRP children. Note: The GSRP/Head Start Blend option is not considered "braided" funding.</li> <li>• All GSRP requirements apply to a classroom whenever one or more GSRP children are enrolled.</li> <li>• More eligible children may be served than the allocation allows. Class capacity and adult/child ratios must be maintained. No additional funds will be forwarded.</li> </ul>
<b>Licensed/Approved by Department of Human Services</b>	<ul style="list-style-type: none"> <li>• Approval required. All rules must be adhered to, without exception.</li> </ul>	<ul style="list-style-type: none"> <li>• License required. All rules must be adhered to, without exception.</li> </ul>

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<b>Class Size</b>	GSRP class capacity: 18	GSRP class capacity: 18
<b>Adult/Child Ratio</b>	<p><b><u>Center-Based</u></b></p> <ul style="list-style-type: none"> <li>• Adult/child ratio: 8:1</li> <li>• Add qualified associate teacher with the ninth child.</li> <li>• Add third adult with the 17th and 18th child.</li> <li>• GSRP teachers assigned to teach double sessions cannot be responsible for more than 36 children.</li> </ul>	<p><b><u>Center-Based</u></b></p> <ul style="list-style-type: none"> <li>• Adult/child ratio: 8:1</li> <li>• Add qualified associate teacher with the ninth child.</li> <li>• Add third adult with the 17th and 18th child.</li> <li>• GSRP teachers assigned to teach double sessions cannot be responsible for more than 36 children.</li> </ul>
<b>Key Personnel</b>	<p><b><u>Early Childhood Specialist</u></b></p> <p><b><u>Center-Based</u></b></p> <ul style="list-style-type: none"> <li>• Master's degree in early childhood education or child development.</li> </ul> <p><b><u>Home-Based</u></b></p> <ul style="list-style-type: none"> <li>• Master's degree in early childhood education, child development, family life education, or adult education.</li> <li>• Interdisciplinary training in working with young children and adults.</li> </ul> <p><b><u>Center-Based</u></b></p> <p><b><u>Lead Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Valid Michigan teaching certificate with an early childhood specialist endorsement (ZA). OR</li> <li>• If sub-contracted, a lead teacher must have a valid Michigan teaching certificate with a ZA, OR a valid Michigan teaching certificate with a child development associate (CDA), OR a bachelor's degree in child development with a focus on teaching preschool.</li> </ul> <p><b><u>Associate Teacher</u></b></p> <ul style="list-style-type: none"> <li>• CDA, OR</li> <li>• associate's degree in early childhood/preschool education or child development, OR</li> <li>• 120 clock hours of documented formal early childhood education offered by approved training organizations and approved by MDE.</li> </ul>	<p><b><u>Early Childhood Specialist</u></b></p> <p><b><u>Center-Based</u></b></p> <ul style="list-style-type: none"> <li>• Master's degree in early childhood education or child development.</li> </ul> <p><b><u>Home-Based</u></b></p> <ul style="list-style-type: none"> <li>• Master's degree in early childhood education, child development, family life education, or adult education.</li> <li>• Interdisciplinary training in working with young children and adults.</li> </ul> <p><b><u>Center-Based</u></b></p> <p><b><u>Lead Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Valid Michigan teaching certificate with an early childhood specialist endorsement (ZA), OR</li> <li>• a valid Michigan teaching certificate with a child development associate (CDA), OR</li> <li>• a bachelor's degree in child development with a focus on teaching preschool.</li> </ul> <p><b><u>Associate Teacher</u></b></p> <ul style="list-style-type: none"> <li>• CDA, OR</li> <li>• associate's degree in early childhood/preschool education or child development, OR</li> <li>• 120 clock hours of documented formal early childhood education offered by approved training organizations and approved by MDE.</li> </ul>

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	<p><b><u>Third Staff Person</u></b></p> <ul style="list-style-type: none"> <li>• Meets licensing rules as “caregiver.”</li> </ul> <p><b><u>Home-Based Visitor</u></b></p> <ul style="list-style-type: none"> <li>• Associate’s or bachelor’s degree in child or human development, early childhood education, family life education, parenting or social work, OR a CDA.</li> </ul> <p><b><u>Professional Development, All Staff</u></b></p> <ul style="list-style-type: none"> <li>• Professional development opportunities each year.</li> <li>• Individualized.</li> <li>• Reflects goals and objectives of the program.</li> <li>• Maintains up-to-date certifications/credentialing.</li> </ul>	<p><b><u>Third Staff Person</u></b></p> <ul style="list-style-type: none"> <li>• Meets licensing rules as “caregiver.”</li> </ul> <p><b><u>Home-Based Visitor</u></b></p> <ul style="list-style-type: none"> <li>• Associate’s or bachelor’s degree in child or human development, early childhood education, family life education, parenting or social work, OR a CDA.</li> </ul> <p><b><u>Professional Development, All Staff</u></b></p> <ul style="list-style-type: none"> <li>• Professional development opportunities each year.</li> <li>• Individualized.</li> <li>• Reflects goals and objectives of the program.</li> <li>• Maintains up-to-date certifications/credentialing.</li> </ul>
<p><b>Program Options</b></p>	<p>Parents must not incur costs for any part of the program.</p> <p><b><u>Center-Based</u></b></p> <p><b><u>Part-Day</u></b></p> <ul style="list-style-type: none"> <li>• A minimum of 2.5 hours per day, for a minimum of four days per week. New programs must operate at least 20 weeks; continuing programs at least 30 weeks.</li> <li>• A minimum of 200 teacher/child contact hours spread over the full year, for a first year operation, and 300 contact hours for continuing programs.</li> </ul> <p><b><u>Alternative Schedule</u></b></p> <ul style="list-style-type: none"> <li>• An All-Day/Alternate-Day (School-Day, two days per week) preschool program may be approved when the program collaborates to share staff, space or transportation with All-Day/Alternate-Day Kindergarten.</li> <li>• Per-slot allocation is the same as for Part-Day GSRP.</li> <li>• Must assure the quality of the preschool experience for All-Day/Alternate-Day program is equal to a Part-Day program.</li> </ul> <p><b><u>School-Day</u></b></p> <ul style="list-style-type: none"> <li>• Operates for at least the same length of day as the local school district’s/PSA’s first grade program, for a minimum of four days per week, 30 weeks per year, with one day per week set aside for</li> </ul>	<p>Parents must not incur costs for any part of the program.</p> <p><b><u>Center-Based</u></b></p> <p><b><u>Part-Day</u></b></p> <ul style="list-style-type: none"> <li>• A minimum of 2.5 hours per day, for a minimum of four days per week. New programs must operate at least 20 weeks; continuing programs at least 30 weeks.</li> <li>• A minimum of 200 teacher/child contact hours spread over the full year, for a first year operation, and 300 contact hours for continuing programs.</li> </ul> <p><b><u>Alternative Schedule</u></b></p> <ul style="list-style-type: none"> <li>• An All-Day/Alternate-Day (School-Day, two days per week) preschool program may be approved when the program collaborates to share staff, space or transportation with All-Day/Alternate-Day Kindergarten.</li> <li>• Per-slot allocation is the same as for Part-Day GSRP.</li> <li>• Must assure the quality of the preschool experience for All-Day/Alternate-Day program is equal to a Part-Day program.</li> </ul> <p><b><u>School-Day</u></b></p> <ul style="list-style-type: none"> <li>• Operates for at least the same length of day as the local school district’s/PSA’s first grade program for a minimum of four days per week, 30 weeks per year, with one day per</li> </ul>

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	<p>parent involvement, staff planning, and/or professional development.</p> <ul style="list-style-type: none"> <li>• If the program operates five days per week, staff must have time for planning, professional development, and parent involvement.</li> <li>• A classroom that offers a School-Day program must enroll all children in the class for the full day.</li> <li>• All-Day/Alternate-Day GSRP is not considered School-Day.</li> <li>• Each School-Day slot is counted as two Part-Day slots for the purposes of determining the number of children to be served.</li> </ul> <p><b><u>Migrant Education Programs</u></b></p> <ul style="list-style-type: none"> <li>• Flexible arrangements for preschool programming.</li> <li>• A program must operate for a minimum of six weeks.</li> <li>• The minimum number of teacher contact hours is 60. This is based on a Part-Day, six week, 2.5 hours per day, four days per week program.</li> <li>• Programs operating for a period less than the usual 20/30 weeks will be prorated to reflect the number of children served for the length of the program.</li> </ul> <p><b><u>Home-Based</u></b></p> <ul style="list-style-type: none"> <li>• Visits must be a minimum of 60 minutes, excluding transportation time.</li> <li>• Twenty home visits first program year, and 30 visits for continuing programs.</li> <li>• Ten cluster activities for the first program year and 15 cluster activities each continuing year.</li> <li>• Maximum: 16 families/home visitor.</li> <li>• Per slot allocation the same as for Part-Day GSRP.</li> </ul>	<p>week set aside for parent involvement, staff planning, and/or professional development.</p> <ul style="list-style-type: none"> <li>• If the program operates five days per week, staff must have time for planning, professional development, and parent involvement.</li> <li>• A classroom that offers a School-Day program must enroll all children in the class for the full day.</li> <li>• All-Day/Alternate-Day GSRP is not considered School-Day.</li> <li>• Each School-Day slot is counted as two Part-Day slots for the purposes of determining the number of children to be served.</li> </ul> <p><b><u>Migrant Education Programs</u></b></p> <ul style="list-style-type: none"> <li>• Flexible arrangements for preschool programming.</li> <li>• A program must operate for a minimum of six weeks.</li> <li>• The minimum number of teacher contact hours is 60. This is based on a Part- Day, six weeks, 2.5 hours per day, four days per week program.</li> <li>• Programs operating for a period less than the usual 20/30 weeks will be prorated to reflect the number of children served for the length of the program.</li> </ul> <p><b><u>Home-Based</u></b></p> <ul style="list-style-type: none"> <li>• Visits must be a minimum of 60 minutes, excluding transportation time.</li> <li>• Twenty home visits first program year, and 30 visits for continuing programs.</li> <li>• Ten cluster activities for the first program year and 15 cluster activities each continuing year.</li> <li>• Maximum: 16 families/home visitor.</li> <li>• Per slot allocation the same as for Part-Day GSRP.</li> </ul>
<p><b>Parent Involvement</b></p>	<p><b><u>Center-Based</u></b></p> <ul style="list-style-type: none"> <li>• Parents are active decision makers for their child's development as well as program goals.</li> <li>• A minimum of two home visits and two parent/teacher conferences.</li> <li>• Parents and staff frequently interact; formally and informally.</li> <li>• Advisory Committees require one parent/guardian for every 18 children,</li> </ul>	<p><b><u>Center-Based</u></b></p> <ul style="list-style-type: none"> <li>• Parents are active decision makers for their child's development as well as program goals.</li> <li>• A minimum of two home visits and two parent/teacher conferences.</li> <li>• Parents and staff frequently interact; formally and informally.</li> <li>• Advisory Committees require one parent/guardian for every 18</li> </ul>

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	with a minimum of two parents/guardians.	children, with a minimum of two parents/guardians
<b>Reporting</b>	<ul style="list-style-type: none"> <li>• Pre-application (CNRA) - winter</li> <li>• Final Application - fall</li> <li>• Program Summary - summer</li> <li>• Final Expenditure Report/Carryover - fall</li> <li>• Single Record Student Data Base (SRSD) - February and end of year</li> <li>• Staff, Program Quality Assessment, Risk Factor, and Child Information Reports (Mid-Year Report) – winter.</li> </ul>	<ul style="list-style-type: none"> <li>• Competition - spring</li> <li>• MEGS Application - spring/fall</li> <li>• Narrative Summary - summer</li> <li>• DS-4044 Final Expenditure Report with Detail - late fall</li> <li>• Single Record Student Data Base (SRSD - February and end of year</li> <li>• Staff, Program Quality Assessment, Risk Factor, and Child Information Reports (Mid-Year Report) - winter</li> </ul>