



COPESD

TO ENGAGE LEARNERS IN WAYS THAT FOSTER GROWTH & SUCCESS

Cheboygan Otsego Presque Isle Educational Service District (COPESD)

Great Start Readiness Program (GSRP) Administrative Guidelines
September 2023



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CONTRACTS

GSRP Implementation Manual - Funding

Choosing Subrecipients Intermediate School Districts (ISDs) are the grantees for Great Start Readiness Program (GSRP).

ISDs may choose to operate the program directly, choose eligible subrecipients to operate the program or create a hybrid model of operation. If an ISD uses subrecipients, it must have a written process for how its subrecipients are chosen. Eligible subrecipients are: school districts, public school academies (PSA) and public or private, non-profit or for-profit agencies with sites with at least a three-star rating in Great Start to Quality. Legislation requires that at least 30 percent of an ISD's allocated slots be awarded to community agencies. Slots distributed to Head Start agencies, even when the Head Start agency is the ISD, contribute to the total slots distributed to community-based partners. ISDs unable to distribute 30 percent of slots to community-based partners must demonstrate to the MDE the steps taken to meet the requirement and the resulting percentage of slots distributed to community partners for the fiscal year. MDE will monitor evidence of ISD effort to meet the requirement.

Potential agency partners may be unaware of or have misconceptions about GSRP requirements. Share information as agency partners are recruited for GSRP:

- Link to GSRP website, www.michigan.gov/gsrp;
- Information regarding current curricula, screening and assessment tools approved for use by the ISD (from those in the Implementation Manual);
- Copy of ISD/subrecipient contract template;
- Per slot allocation, along with required costs associated with GSRP (such as curriculum, child assessment system and CLASS), dependent on the local contract; and
- Data collection and reporting requirements.

The COPESD contracts with subrecipients to implement the GSRP program in our service region.

- Each subrecipient must have a signed contract on file with COPESD prior to receiving funding.
- Potential agency partners will receive a copy of the subrecipient contract and a link to the MDE GSRP implementation manual will be made available on the COPESD GSRP Website.
- The subrecipient contract includes: general agreement, terms and conditions, program and services which encompass required curricula, screening and assessment, program quality, family engagement, DHHS Licensing requirements, per slot allocation and data collection and reporting requirements.
- The subrecipient contract will include language that the subrecipient is responsible for grant requirement compliance.
- Potential Subrecipients may contact the GSRP Early Childhood Contact (ECC) at 231-238-9394 ext. 1211 for more information.

MONITORING

GSRP Implementation Manual -ISD Administration of GSRP- Monitoring of Subrecipients

ISDs are expected to develop a systematic approach to monitoring subrecipients for adherence to grant requirements. Written record of such monitoring must be shared with the subrecipient, include signatures of both the monitor and a representative of the subrecipient and must also be accessible on site at the ISD. The ISD is responsible for monitoring their subrecipients for compliance with policies and guidelines for fiscal and programmatic issues. MDE monitoring may also include a sampling of the ISD's subrecipient program, administrative and fiscal documentation.

GSRP Implementation Manual-ISD Administration of GSRP -Administrative Records

The following administrative records should be kept on file by programs for seven years. Records may be required to be uploaded into GEMS and must be available for monitoring/auditing by the ISD or MDE.

At the ISD:

- All applications and reports required in NexSys including correspondence regarding out-of-compliance items and compliance plans;
- All reports from monitoring with subrecipient compliance plans if required;
- ISD contracts with subrecipients;
- Individual subrecipient budgets, reimbursement requests, final expenditure reports and carryover requests;
- The ISD plan to recruit community agency partners to serve as subrecipients for at least 30% of the allocated slots. Include all notifications to potential subrecipients of availability to participate in GSRP, meeting notes, meeting sign-in sheets, and a summary for the specific grant year indicating each licensed center, its star rating, interesting in being awarded slots, and the result for the upcoming grant year.
- Minutes, agendas and attendance sheets from the area-wide family participation group convened as a sub-committee of the Great Start Collaborative/School Readiness Advisory Committee/SRAC;
- Student recruitment and selection plans; including copies of flyers, announcements, and enrollment forms;
- ISD-wide CLASS reports;
- ISD-wide professional development plans, including offerings on MiRegistry and
- Personnel records for any GSRP staff employed by the ISD.

At each program site:

- The Michigan Department of Human Services, Child Care License/Approval, including correspondence on compliance and any special investigations;
- Project plan, including the philosophy statement, curriculum model, and examples of lesson plans.
- Parent engagement records to provide evidence of parent input and involvement in decision-making

activities, such as rosters of local family participation group members, agendas, meeting minutes, records of family participation group meetings and family activities

- Program evaluation plan:
 - CLASS reports to committee
 - program profiles of child outcome data
 - program improvement plans
 - records of accreditation plans, if applicable;
- Personnel records for the director, early childhood specialist, lead teacher(s), associate teacher(s), and others: staff credentials; including transcripts and degree learning for teaching teams, including formal training in the curriculum and child assessment tools in use. Transcripts/degree for staff are provided to ISD upon hire. Also included are professional development logs; including in-service training, conferences, workshops and classes. The preferred mode is through MyRegistry so professional development so it aligns with State of Michigan Licensing and the Great Start to Quality - Levels of Quality.
- Children's records -forms accepted electronic or documents, maintain separate files for educational and eligibility records. A single file for each enrolled child **must be kept for seven years** and include:
 - age documentation (birth certificate or other proof of age eligibility)
 - verification of income eligibility
 - documentation of risk factors
 - health and immunization records
 - family information (parent name, address, phone number)
 - evidence of developmental screening
 - assessment of child's progress in the program and follow-up information through second grade
 - documentation of date and content of home visits and parent/teacher conferences
 - supplementary child care records;

GSRP Implementation Manual -ISD Administration of GSRP - Monitoring Subrecipients

Refer to the Funding section of this manual for helpful resources to determine how to seek, identify and contract with eligible GSRP subrecipients. Administrative policies must also reflect how the ISD will provide oversight and monitoring of subrecipient practices, such as local policies/procedures related to:

- Fiscal activities;
- Department of Human Services licensing, including report of violations;
- Participation in Michigan's Great Start to Quality system;
- Family participation groups;
- Human resources (staff hiring, compliance plans, supervision);
- Professional development for teaching teams, including formal training in the curriculum and child assessment tools in use;
- Participation in the National School Nutrition Program and/or the Child and Adult Care Food Program, as applicable;

- Child enrollment; and
- All program policies identified in the Classroom Requirements section of this manual.

GSRP Implementation Manual -Classroom Quality -Policies and Procedures

GSRP providers must have written policies and procedures that include the following:

- Program overview including a philosophy statement, curriculum, developmental screening, and child assessment information;
- Parent involvement information;
- Child recruitment plan that includes procedures for selection and placement;
- Referral policy to meet child and family needs, including follow-up procedures;
- Confidentiality policy;
- School calendar;
- Attendance policy;
- Exclusion policy must be written to describe short term injury or contagious illness that endangers the health and/or safety of children or others.

Children must not be excluded or expelled because of the need for additional medical or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions;

- Weather policy;
- Rest time policy (applies to GSRP/Head Start Blend and School-Day programs);
- Medication policy;
- Health policies and practices on physical activity and nutrition for children;
- Accident and emergency policies;
- Child discipline/conflict resolution policy;
- Policy for reporting child abuse/neglect;
- Culture/Diversity/Implicit Bias/Anti-Bias/Equity

The National Association for the Education of Young Children's (NAEYC) [Advancing Equity in Early Childhood Education position statement](#) recommendations emphasize that early childhood programs are responsible for creating a welcoming environment that respects diversity, supports children's ties to their families and community, and promotes both second language acquisition and preservation of children's home languages and cultural identities.

COPESD will monitor and approve budgets and expenditures throughout the fiscal year.

- COPESD will provide a proposed allocation to subrecipients within 10 business days from the release of the MDE's finalized Slot allocation.
- Subrecipients will submit proposed budgets to the COPESD Business Manager a minimum of two weeks prior to the GSRP grant due date into MEGS+/NexSys.
- COPESD will approve or adjust subrecipient budgets as necessary. Adjustments will be communicated through email by the COP Business Manager.
- Subrecipient expenditures are monitored and approved by the GSRP Financial Manager and ECC. Payments will be made once approved. COPESD may request supporting documentation

for expenditures.

- COPESD requires subrecipients to participate in the National School Nutrition Program and/or the Child and Adult Care Food Program. Subrecipients must recoup the maximum reimbursement available to them before expending GSRP funds for the provision of meals and snack. Food service for teaching teams can be charged to the GSRP budgets.
- Program budgets will be prepared that are clearly attributable to GSRP for state and federal funding.
- As outlined in Section 32d(5) the ISD must maintain a program budget that contains only those costs that are not reimbursed or reimbursable by federal funding, that are clearly and directly attributable to the Great Start Readiness Program, and that would not be incurred if the program were not being offered. Eligible costs include transportation costs.
- During an MDE requested financial audit, the fiscal review includes an analysis of approved budgets and final expenditure reports for the slot, carryover, transportation, and curriculum allocations. The focus is on the following areas: board approved policies and business office procedures, Final Expenditure Report verification, payroll expenditures, general expenditures, purchased services, and capital outlay. Fiscal reviews also focus on the implementation of the Michigan Public School Accounting Manual and the GSRP Implementation Manual.

COPESD will maintain all the required ISD administrative records as listed above and in the GSRP sections:

- Reporting and Monitoring, Administrative Records,
- ISD Administration of GSRP: Monitoring Subrecipients,
- Classroom Requirements: Policies and Procedures.
- When naming classrooms for reporting, it will be listed as license number and last name of lead teacher. Ex. DC12345689-smith

COPESD will monitor program site information annually, at a minimum. Program site information is required to be maintained at each GSRP licensed site. Child records are to be maintained in individual child files. The following information is required to be at each program site:

- The Michigan Department of Human Services, Child Care License/Approval, including correspondence on compliance and any special investigations -Licensing Binder.
- Evidence of the [Key Elements of High-Quality Early Learning Environments Preschool \(Ages 3-5\)](#)
 - Key Element 1- High Quality Learning Environments
 - Key Element 2- Consistent Daily Routine
 - Key Element 3- Adult- Child Relationship
 - Key Element 4- Intentional Teaching
 - Key Element 5- Engaging Families
- Use of Parent Handbook, including the philosophy statement, curriculum model, and examples of lesson plans.

- Family participation groups, including formal contacts; such family participation records might include:
 - evidence of family participation through input and involvement in decision-making activities, such as rosters of local family participation group members, agendas, and meeting minutes.
 - records of parent group meetings and family engagement activities.
- Program evaluation plan:
 - CLASS reports to committee
 - program profiles of child outcome data
 - records of accreditation plans, if applicable;
- Human resources (staff hiring, compliance plans, supervision) -Personnel records for the director, early childhood specialist, lead teacher(s), associate teacher(s), and others:
 - staff credentials; including transcripts and degree, provided to ISD upon hire
 - professional learning for teaching teams, including formal training in the curriculum and child assessment tools in use. Also included are professional development logs; including in-service training, conferences, workshops and classes.
The preferred mode is through MyRegistry so professional development so it aligns with State of Michigan Licensing and the Great Start to Quality - Levels of Quality.
- Child enrollment files completed with documentation
- Children’s records/files – a single file for each enrolled child must be kept for seven years and include:
 - age documentation (birth certificate or other proof of age eligibility)
 - verification of income eligibility
 - documentation of risk factors
 - health and immunization records
 - family information (parent name, address, phone number)
 - evidence of developmental screening
 - assessment of child’s progress in the program and follow-up information through second grade
 - documentation of date and content of home visits and parent/teacher conferences
 - supplementary child care records

SITE CLOSURE PROCESS

GSRP Implementation Manual -ISD Administration of GSRP - Site Closure

Closure procedures guide the ISD when a former subrecipient declines to participate in GSRP and in the event a subrecipient contract is terminated. A previous subrecipient that no longer chooses to implement the program must provide written notification to the ISD. Notification must include an inventory of the equipment and supplies purchased with GSRP funds that are remaining. The subrecipient must arrange to return all remaining equipment and materials to the ISD as the items will be needed for the program to which slots are moved.

There are infrequent instances where a program may close during the school year. Details on terminated contracts are maintained in ISD administrative files. The ISD will lead transitioning activities with the goal to prevent a break in service to children and to minimize distress to children and families.

Considerations include:

- Agreement between parties of what is a reasonable amount of time needed to finalize the closure;
- Confirmed personnel contacts before agency closure, regarding who the ISD will work with for final invoice and payment structure pieces;
- Possible proration of the slot agreement;
- Transfer of child files;
- Transfer of subrecipient administrative files; and
- All remaining reports covering the period of time for which the subrecipient participated.

When there are infrequent instances where a program may close during the school year. When an existing subrecipient declines to participate in providing GSRP services, or when a contract is terminated or non-renewed by the ISD, the following procedure will need to be completed to ensure compliance with the Office of Great Start.

Procedure

- Subrecipient Declines to Participate in GSRP. The subrecipient will notify the ISD in writing of intent to terminate contract and no longer offer GSRP services.
- Subrecipient Contract is terminated by the ISD In cases where the ISD terminates a contract, the ISD will provide written notification to the subrecipient outlining noncompliance and corrective action activities.

Closures made during a school year will result in one of the two following options:

1. Children will be offered enrollment in another GSRP classroom, if there is available capacity. Families of enrolled students will be contacted by the ISD and directed to existing GSRP neighboring locations with available slots.
2. The ISD assumes the roles and responsibilities of program implementation.

Every reasonable measure will be made to transition children into high-quality preschools to minimize interruption in services.

When any GSRP closes the ISD will complete the following:

- The ISD will contact and work closely with MDE consultant.
- The ISD will determine the closing date of the GSRP program with the subrecipient.
- The subrecipient will reconcile fiscal documentation. The ISD will calculate proration of slot and funding allocations where appropriate.
- Retain child files for seven years (location agreed upon by parties).
- The subrecipient will provide the ISD with an inventory of remaining equipment and supplies

purchased with GSRP funds.

- The ISD will arrange for the reallocation of inventory.
- The ISD will coordinate with licensing (for possible transfer/transition of license).
- The ISD will ensure that the program's Great Start to Quality profile is updated.
- The ISD will support transitional planning meetings as needed.

PROGRAM ADMINISTRATION AND STAFFING: Hiring and Replacing Properly Credentialed Staff

GSRP Implementation Manual -Program Administration and Staffing

Lead Teachers must meet the GSRP qualifications upon hire. A Lead Teacher will be considered credentialed for the position with minimally any of the following:

- Valid Michigan Teaching Certificate and an Early Childhood Education (ZA) OR Early Childhood-General AND Special Education (ZS) endorsement.
- Valid Michigan Teaching Certificate and grade bands B-K or PK-3
- Bachelor's degree in early childhood education or child development with a specialization in preschool teaching with a major in child development or early childhood education.
- At least 5 years of experience as a teacher or paraprofessional in a GSRP classroom with significant but incomplete training in early childhood education or child development. A [compliance plan](#) is REQUIRED.

Associate teachers hired after June 21, 2011 must minimally have one of the following:

- An associate's degree (AA) in early childhood education or child development or the equivalent; or
- A valid Center-Based Preschool CDA credential

Staffing Noncompliance Programs that employ staff who do not meet credentialing requirements are in non-compliance status. **Staff recruitment efforts must be documented with [COPESD GSRP REQUEST to HIRE NON-COMPLIANT STAFF FORM](#).** Staff Recruitment efforts can include the following: identification of the search and screen committee, including individuals outside the hiring unit to serve as committee members; and should minimally include hiring procedures, position descriptions that include GSRP credentialing requirements, evidence of advertisement(s), form letters and notices; evidence of journals, publications, electronic bulletin boards, institutions, departments, professional organizations, meetings, and personal and professional networks to which advertisements and notices are sent (or offices/individuals with whom contacts are made). Compliance plans for staff that are not appropriately credentialed are submitted annually to the ISD who then reports it annually to MDE in the Michigan Electronic Grants System Plus (MEGS+)/NexSys. The written plan must outline educational training and include an anticipated compliance date. It must be signed by the program's ECS, the ISD Early Childhood Contact (ECC) and the staff member. It is the responsibility of the ECS to monitor the plan throughout the two years to assure compliance will be met within two years of the GSRP date of hire.

Staff hired after July 31, 2021, have three year to complete compliance plan. When a subrecipient hires staff that is not fully credentialed, the subrecipient and the ISD are in noncompliance status until credentialing is completed.

GSRP Implementation Manual -ISD Administration of GSRP -Early Childhood Contact

The Intermediate School District (ISD) will designate an Early Childhood Contact (ECC). The ECC ensures that effective systems are in place to support GSRP.

GSRP Implementation Manual - Early Childhood Specialist- Early Childhood Specialist

The Early Childhood Specialist (ECS) is the catalyst for continuous quality improvement for each Great Start Readiness Program (GSRP). Specialized knowledge is needed to fulfill the role; the ECS must have a graduate degree in early childhood education or child development, five or more years of relevant job experience (such as working with young children in a group setting, program planning and implementation, program evaluation, staff supervision/development and program management), and specific professional development (such as curriculum development, program evaluation, program management and staff development). The ECS must have or acquire knowledge of the Early Childhood Standards of Quality for Pre-Kindergarten (ECSQ-PK), and have or achieve status as a reliable assessor in the Classroom Assessment Scoring System (CLASS), as well as formal training in the selected curriculum and child assessment and screening tools of the grantee.

COPESD will ensure subrecipient hiring and replacing of properly credentialed staff by monitoring:

- Subrecipients recruitment efforts
- Program site documentation for staff credential documentation including degree and transcripts
- Grant information submitted by the subrecipient to COPESD related to staff credentials must include degree and transcripts
- Staff turnover and replacement staff and their credentials

The timeline and process for the ISD to monitor include:

- The subrecipients submit to the ECC a list of any newly hired staff and their credentials prior to the beginning of home visits
- Reviewing the subrecipients recruitment efforts if properly credentialed staff is not hired
- Review Program site for staff credential documentation in the fall as a part of the ECS on-site visit
- Review staff credentials when submitting the grant
- Subrecipients will inform ECC via email of staff turnover and replacement staff and include their credentials within 5 days of staff leaving and their timeline for finding a permanent replacement

If subrecipient staffs are not properly credentialed, a compliance plan will be implemented. The compliance plan will be monitored by the ECS and follow the guidance as outlined in the GSRP manual,

Section: Program Administration and Staffing , Staffing Noncompliance.

COPESD is responsible for designating an Early Childhood Contact at the ISD with sufficient FTE to fulfill tasks of the position.

COPESD is responsible for hiring/contracting the Early Childhood Specialist(s) with proper credentials, which will meet or exceed the guidelines in the GSRP Implementation manual.

COPESD will maintain records relative to staff credentials in the personnel file(s).

PROFESSIONAL DEVELOPMENT FOR TEACHING TEAMS AND ECS

GSRP Implementation Manual -ISD Administration of GSRP- Professional Learning

The ECC and the ECS support meaningful PL for teaching teams. The planning of PL opportunities is data-driven, ongoing, and part of a long-term continuous improvement plan. The ECS is critical to preschool quality and supports GSRP teaching teams throughout the academic year with expertise in the ECSQ-PK, and status as a reliable assessor in the CLASS. Refer to the Early Childhood Specialist section of this manual for more information on the ECS position. The ECC will demonstrate innovative efforts to create and standardize time for school- and community- based GSRP teaching teams to work together across different daily, weekly, quarterly, and school year calendars. ECS need time to reflect on what makes their own professional learning work strong, and what hinders it. The ECC engages and supports ECS teamwork by gathering the ECS as a community of learners more than once per year to reflect on the ECS role and responsibilities. The ECC also insures that the ECS is able to attend professional development events, such as curriculum/child assessment training, the Michigan Collaborative Early Childhood Conference and/or the HighScope International Conference.

Subrecipients will provide documentation (Certificate of Completion, attendance, etc) to the ECC of staff formally trained in the developmental screener, comprehensive curriculum and comprehensive child assessment tool. Subrecipients are responsible for the cost and formal training of staff in the developmental screener, curriculum and child assessment tool. **If a subrecipient would like to make a program change in the developmental screener, comprehensive curriculum and/or comprehensive child assessment tool, it must submit a written request with a statement for requested change to the ECC six month prior to the change for approval.**

COPESD will host professional learning (PL) in whole and/or half days per school year. The PL offered will be based on data relative to the local GSRP programs. Subrecipients will be provided a calendar with teaching team PL days for the school year as a part of their subrecipient agreement. **Local learning opportunities will be offered through MiRegistry to align with State of Michigan Licensing and Great Start to Quality requirements.** COPESD will also communicate with subrecipients about additional PL opportunities offered in the State. The ECC will allocate sufficient funds and time for the ECS(s) to

purchase curriculum and assessment resources and to attend professional development events.

DATA-BASED DECISION MAKING

GSRP Implementation Manual -Early Childhood Specialist: Data-Based Decision Making

GSRP requires that the program be evaluated to provide answers to a few key questions:

- What is working and what needs to be improved?
- What professional development does staff need to be fully prepared to carry out the program?
- Have teaching teams received professional development on data availability, accessibility and use?
- What experiences need to be added or improved in the classroom for the children?
- Does the program get the results it should for the children?
- How are parents engaged as active decision-makers for the program and in an exchange of information around goal setting and progress for their children?

The ECS sets the stage for answering these questions by utilizing the CLASS. The ECS observes each unique teaching team using CLASS as a tool to document evidence of practice in three main areas, of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Reviewing children's files and other documentation may include interviews of administrators, teachers, and parents. The ECS gives timely feedback on CLASS or observation results to the teaching team and offers support for improvement. Additionally, the ECS mentors staff to carry out the curriculum and ongoing child assessment with fidelity. The ECS assembles and leads a data analysis team made up of lead and associate teachers (or representatives of those groups in a large program), the program supervisor, members of the family participation group, and other relevant personnel. The team analyzes program data including CLASS reports and ongoing child assessment results three times a year. This team sets and monitors goals for the continuous quality improvement of the program. Program quality information is shared with local family participation groups, parents, the ISD, school or agency board, and the community for active participation and input. The subrecipient level data analysis team is supported and/or led by the ECS, ECC, or a person with experience and skills to effectively execute this program requirement. See the Program Evaluation section of this manual for additional information about program evaluation requirements and responsibilities of the data analysis team.

GSRP Implementation Manual - Early Childhood Specialist

The GSRP Early Childhood Contact (ECC) leads activities to aggregate subrecipient data, evaluating and sharing the success in meeting the designated program-level goals.

GSRP Implementation Manual -ISD Administration of GSRP: The Early Childhood Contact

The ECC uses the written GSRP philosophy statement as a foundation to partner with the GSRP Early

Childhood Specialists (ECS) on data-based decisions for continuous quality improvement.

COPESD will ensure that the ECS is/are contracted for a sufficient number of hours to perform the above duties. It is understood that one ECS can have a maximum of up to 14 teaching teams. The GSRP written philosophy statement along with program and child data will drive recommendations for PD, classroom resources and continuous quality improvement serves as a foundation for the ECC/ECS GSRP efforts. Based on data, COPESD will ensure that adequate funding and staff time are allocated for improvement.

REPORTING

GSRP Implementation Manual -Reporting and Monitoring

Intermediate School Districts (ISDs) report annually on community needs, and the structure, processes, and financial aspects of the program. Through the submitted final application, they assure that they will comply with all reporting requirements.

COPESD will utilize MEGS+/NexSys, the Michigan Student Data System (MSDS), and the Online CLASS for submitting data. COPESD will assure that subrecipients submit data to early childhood system data collection efforts such as Child Care Licensing and Great Start to Quality. COPESD will require subrecipient participation in the Great Start to Quality system in order to receive funding.

COPESD is responsible to enter an accurate end date for each GSRP student including a reason for leaving. When a student leaves mid-year, the ISD should retain documentation on last day of attendance in program. When the same student enrolls in another ISD, each ISD should work to confirm accurate end and start dates for the student that are not overlapping to reduce errors in the Early Childhood Spring Count report.

Subrecipients must provide accurate documentation of end dates including the reason for leaving.

WRITTEN POLICIES

GSRP Implementation Manual -Program Administration and Staffing-Parent Handbook

Parents are provided with policies and procedures that are easy to read, sensitively written, and brief. Refer to resources in the Reporting and Monitoring section for additional guidance on developing or reviewing parent handbooks. Features specific to GSRP must be included in handbooks: use of grant name, logo and 'funded by' language.

COPESD will review its administrative guidelines annually and make revisions as necessary. The Guidelines will be posted on the COPESD website for subrecipient access and review. As the guidelines are directly related to the Implementation manual, any changes to the implementation manual (subsequently affecting the COPESD's guidelines) will be discussed and communicated at one of the scheduled PD offerings and/or via email whenever applicable.

COPESD requires subrecipients to compile and distribute parent handbooks at the start of each program year. COPESD will review the parent handbook as a part of the annual monitoring process. Parent handbooks should provide parents with written policies and procedures that include the following:

- Program overview including a philosophy statement, curriculum, developmental screening, and child assessment information;
- Parent/family engagement information; including formal parent contacts, e.g. home visits and parent-teacher conferences; opportunities for participation
- An emphasis on the importance of partnership between parents and teaching staff for child development (in school and at home);
- Opportunities for input in the decision-making activities within the local family participation group AND other decision making bodies
- Child recruitment plan that includes procedures for selection and placement; Children must not be denied enrollment or excluded from GSRP programming based on challenging behavior, developmental delays or identified disabilities (e.g., toileting needs, speech, motor function, aggressive behaviors, and cognitive delays);
- Referral policy to meet child and family needs, including follow-up procedures;
- Confidentiality policy;
- School calendar;
- Daily classroom routine/schedule that outlining parts of the day and includes what adults and children do during the day. (See resources for this section for sample daily classroom routines);
- Attendance policy;
- Illness or injury exclusion policy written to describe procedure for management of short-term injury or contagious illness that endangers the health and/or safety of children or others. Children must not be excluded or expelled from classroom programming or transportation services for behavioral, toileting, or other non-health related needs (See also the Seclusion and Restraint subsection below);
- Weather policy;
- Meals and snacks policy;
- Rest time policy (applies to GSRP/Head Start Blend and School-Day programs);
- Medication policy;
- Volunteer policy that adhered to Licesning/District rules -children not left alone with volunteers
- Health policies and practices on physical activity and nutrition for children;
- Accident and emergency policies; including how parents are notified of emergency events;
- Child discipline/conflict resolution policy; **GSRP providers must not deny enrollment or exclude a child from classroom programming or program provided transportation based on challenging behavior or any disability** because of staff attitudes and/or apprehensions, unfamiliarity with the behaviors or disability,
- Policy for reporting child abuse/neglect;
- Sliding fee scale of tuition;

- Regular communication with families (timeline/mode);what can families expect
- Communication plan for closures-extended absences due to illness, outlining how will families and children will continue to be engaged either as an individual or class.
- Grievance policy that clearly describes the steps to be taken when a parent has a grievance; and
- Parent notice of program evaluation,
- Use of the grant name, logo and the statement “These materials were developed under grant awarded by the Michigan Department of Education” must be used on all printed materials. Social media posts must include the grant name and logo, however due to space limitations, are not required to include the funding source.

SECLUSION AND RESTRAINT

GSRP Implementation Manual -Program Administration and Staffing-Seclusion and Restraint

In December 2016, the State of Michigan adopted laws restricting the use of seclusion and restraint in schools. As required by the laws, the Michigan State Board of Education (SBE) developed and adopted a state policy in March 2017 regarding the use of seclusion and restraint in the public schools. Not later than the beginning of the 2017-2018 school year, local education agencies, including intermediate school districts (ISD), were required to adopt and implement a local policy that is consistent with the state policy. Specific distinctions for preschool-age children should be included in the policy consistent with the SBE policy. As GSRP is a state-funded program and as ISDs are the sole grantees for GSRP funding, the local policy adopted by the ISD must be applied to all GSRP classrooms regardless of the entity responsible for implementing the program: local school districts, public school academies, community-based organizations (public or private), college/university. The ISD must monitor both ISD-run and subrecipient-run classrooms for adherence to the policy.

The COPESD Board adopts MDE's Policy for the Emergency Use of Seclusion and Restraint, as approved and amended by the Michigan State Board of Education and MDE. Consistent with MDE policy, the COPESD Board directs all District personnel to use positive behavior interventions and supports to enhance the academic and social behavior outcomes of all students. In accordance with state law and MDE policy, the use of emergency seclusion and emergency physical restraint is a last resort intervention that may be used only when a student's behavior poses an imminent risk to the safety of the student or others and an immediate intervention is required. Any use of emergency seclusion or emergency physical restraint must be consistent with state law, MDE policy, and MDE guidelines. The COPESD Board directs the Superintendent to ensure that all District personnel receive training pursuant to MDE policy. COPESD personnel provide Professional Learning to GSRP teaching teams.

FOOD SERVICE

GSRP Implementation Manual -Program Administration and Staffing-Meals/Snacks

Grantees must adhere to the Child and Adult Care Food Program (CACFP)/National School Nutrition Programs nutritional guidelines. In addition, all programs must follow guidelines of the LARA Child Care Licensing Division. Foods served should reflect the home and community cultures and be high in nutrients and low in saturated and trans-fat, added sugar, and salt. GSRP requires School-Day programs operating less than seven hours per day must minimally provide one snack and lunch. All children should eat the same foods unless there is a documented allergy or special need for individualization. Depending on income level, parents may be required to pay tuition, but parents incur no cost for program elements such as any aspect of meal service, including sending in snacks or meals from home. The program incurs the cost for individualization at meals unless changes are part of a special education Individualized Education Plan (IEP). School cafeterias are problematic areas for GSRP to utilize as snack/meal sites due to time for transitioning, size of tables/chairs/serving materials, auditory and visual overstimulation, and the loss of quality time for adult-child interactions. All meals/snacks must occur in space approved for use by licensing, and must occur in the GSRP classroom unless there is documented approval from the ISD due to extenuating circumstances. Adults in the classroom sit at the table, eat the same foods children do, and participate in child-initiated conversation. Adults may choose to bring their own meal to be eaten away from the children during a staff person's lunch period. All GSRP meals/snacks must be delivered family-style (when possible-exceptions for communicable disease), supporting children to do things for themselves. ISDs and local programs may adopt meal service policies allowing families to provide meals and/or snacks for their children. There are several conditions that must be met. If a family meets all required conditions, families choosing to provide their own meals and snacks must sign an agreement stating their intent and their understanding of the requirements. When a family has signed an agreement, the program is not required to provide a meal or snack when the family is providing it, however the program must have a plan for addressing times when a meal or snack is forgotten, spilled, or insufficient.

GSRP Implementation Manual -Budget- Federal Food Programs

Redetermination of the cost/benefit of participation in CACFP for snack only should be conducted any time a significant change to the program structure occurs (e.g. a substantial increase/decrease in enrollment, the addition of a GSRP classroom or before- and after-school-care program) that alters the number of eligible children served daily snack(s).

GSRP Implementation Manual -Budget- Child and Adult Care Food Program (CACFP)

The cost of meals and snacks provided through CACFP should be established annually with an ISD-subrecipient agreed-upon amount as applicable for each subrecipient and should reflect the reasonable average cost of providing an appropriate nutritious breakfast/lunch/snack that meets food program guidelines. GSRP's portion can then be documented **utilizing the [GSRP Monthly Food Service Invoice template](#)** found in the resources for this section (or a similar tool) showing the difference between the full cost of providing meals/snacks for a month and the amount of the CACFP reimbursement. GSRP may be charged for the difference remaining after CACFP Reimbursement.

COPESD will monitor compliance of food service through reviewing the subrecipient budget and expenditures, monitoring meal/snack calendars as a part of the annual on-site monitoring process. Programs found to be out of compliance will receive training by the ECS. Families who met requirements for meal flexibilities must fill out [COPESD Food Request form](#), once completed, programs must return to ISD to be kept on file for MDE monitoring. If compliance issues continue a written compliance report will be issued.

All LEA GSRP subrecipients are required to take part in SNP for breakfast and lunch or CACFP for all meals/snacks. CBOs that are eligible and provide breakfast/lunch or breakfast/lunch/snack MUST participate in the applicable program. Children who attend GSRP in a classroom operated by the ISD or an LEA which is housed in a public-school building providing free meals for all students, are eligible for free breakfast and lunch. Food program eligibility documentation must be collected as required by the SNP.

DEVELOPMENTAL SCREENING, ONGOING CHILD ASSESSMENT and CURRICULUM

GSRP Implementation Manual- Child Assessment-Developmental Screening

All GSRP grantees use both an approved developmental screening tool as the child is enrolled and an ongoing authentic assessment tool throughout the school year. Teaching teams are fully trained. Formal training is defined as training done by the publisher of the tool or a person certified by the publisher as a trainer. It is the subrecipients responsibility to secure training.

GSRP Implementation Manual -Curriculum

GSRP grantees are required to use an approved research-validated curriculum that aligns with the ECSQ- PK. Teaching teams need professional development to implement an appropriate curriculum.

COPESD requires subrecipients to use one of the approved developmental screening tools, perform ongoing child assessment and use an approved curriculum as stated in the subrecipient contract.

COPESD monitors this through child record reviews, monitoring lesson plans and classroom observation. COPESD monitors Program site information for staff training dates or attendance certificates of trained staff. Formal training is defined as training done by the publisher of the tool or a person certified by the publisher as a trainer. The ECS works with the teaching teams to ensure that classroom activities are appropriate. Programs that run five days a week must ensure that teaching teams have paid time for instructional planning, child assessment, professional learning, and parent/family engagement for each teaching team member.

If a subrecipient would like to **make a program change in the developmental screener, comprehensive curriculum and/or comprehensive child assessment tool**, it must **submit a written request** with a statement for requested change to the ECC **six months prior** to the change for approval.

FAMILY ENGAGEMENT

GSRP Implementation Manual -Family Engagement

Children who are successful in school have many healthy interconnections between family, school, and community. Parent/family involvement in the learning process strengthens learning at home and is directly linked back to positive child outcomes at school. Programs can demonstrate that they value parent/family involvement in a variety of ways - from partnering with parents/families to establish child development goals to sharing anecdotes of children's learning. Communication and strong relationships are the keys to successful parent/family involvement. The purpose of frequent and informal interactions is to strengthen the connections between home and school. Virtual meetings are allowable as long as programs plan carefully to ensure plentiful opportunities for parents/families to see their child in the classroom space are also occurring. Staff should use an interested and unhurried manner when talking with parents/families. Staff and parents/families should update one another about children's recent home experiences and preschool activities through: Conversations during drop-off and pick-up times; Notes; Telephone conversations; and Electronic communications. It is best practice to engage in regular communication with families and provide them with what can families expect (timeline/mode).

GSRP Implementation Manual -ISD Administration of GSRP: ISD GSRP Advisory Structure and GSRP Implementation Manual - Family Engagement - Advisory Committees

Legislation requires GSRP sites to provide for active and continuous participation of parents of enrolled children. A high-quality GSRP supports parents as active decision-makers, both developing and implementing training to instill confidence in parents as active members of an advisory committee.

Each Intermediate School District (ISD) is required to have GSRP parent representation on the regional Great Start Collaborative (GSC) Parent Coalition; working with other committed parents/families to support early childhood practices in the community. These GSRP parents/families, in turn, act as liaisons to local family participation groups, sharing ideas and activities in person, virtually or through emailed reports. Refer to the Intermediate School District Administration of GSRP section of this manual for more information on advisory committees.

GSRP Implementation Manual - Family Engagement - Family Contacts

The purpose of home visits and parent/teacher conferences are to involve families in the children's education at school and to help them provide educational experiences for the children at home.

Center-Based programs require a minimum of four family contacts per year, preferably two home visits and two parent-teacher conferences. When the 2+2 pattern is impossible for a particular family, arrangements should be made to complete the four required contacts. If a parent prefers the visit not take place in the home, a mutual location may be chosen such as a park, restaurant, a parent's workplace or virtually. It is strongly recommended that the initial home visit occur at the child's home after the child is enrolled, but before the child begins the classroom program.

GSRP Implementation Manual - Program Requirements - Home Visit Guidelines

Home visits are planned to last at least 60 minutes, exclusive of travel time, and include both the child and parent(s). Many programs determine that credentialed Associate Teachers may complete home visits. Where Lead Teachers and Associate Teachers complete individual home visits, each adult often makes home visits with the children that they consistently work within the classroom, e.g., children in their small group/child planning group/recall group. Where staff safety is a concern, teaching teams often complete home visits in pairs. Itineraries should be distributed to pertinent staff who should know of the home visitor's location(s). A cell phone should be carried and valuables should be locked in the trunk before arriving at the destination. It is strongly recommended that the initial home visit occur after the child is enrolled but before the child begins the classroom program. The main purpose of the initial visit is to create a foundation for the beginning of a positive partnership between home and school. It is designed to ease the transition into GSRP for the child and family.

- It is strongly recommended that the **initial home visit** occur after the child is enrolled but before the child begins the classroom program. The main purpose of the initial visit is to create a foundation for the beginning of a positive partnership between home and school. It is designed to ease the transition into GSRP for the child and family.
- **Second and subsequent visits** are designed around the individual child and parent needs.

GSRP Implementation Manual - Family Engagement - Parent-Teacher Conferences

Parent/teacher conferences should be held in the fall and spring, and when requested by parents. Conferences are scheduled to meet the mutual needs of parents and staff and **planned to last a minimum of 45 minutes**. This may result in some conferences being held outside of regular work hours. **Staff members use a parent report from the approved child assessment tool and discuss the progress of the child across domains, goals for continuous progress, and any additional support which may be necessary.** Developmental information should be exchanged in-depth and in a relaxed, positive manner. Anecdotal observations and samples of child-initiated work strengthen parents' understanding of their child's development. Staff share curriculum strategies for supporting children's development and discuss with parents ways that they can support learning at home using household materials and within ordinary household routines. Staff invite observations and answer questions from parents about the program. The conference concludes with ways the family can participate in the program. Staff availability for phone calls is reinforced. Completed documentation of the conference includes a narrative description of the conference, the date, and the signatures of both the staff member(s) and the parent.

COPESD will monitor Program Site documentation for evidence of family engagement activities which will include: home visits, parent/teacher conferences, family contacts, local family participation groups and may include: family activities events, volunteering in the classroom and field trips. **Subrecipients will identify a minimum of 1 parent per GSRP classroom to participate in the Great Start Collaborative and local advisory committee which will be provided to ECS.** COPESD will monitor Subrecipient GSRP Parent Handbook, Family Engagement section, for information on participation opportunities.

CHILD FILES

GSRP Implementation Manual - ISD Administration of GSRP - Child Eligibility Files

Eligibility for GSRP requires verification of a child's age and family income, as well as documentation of Program Eligibility Factors. Documentation of eligibility must be on file for every child enrolled in GSRP. This documentation must be maintained for seven (7) years. MDE requires that ISD monitoring of subrecipients includes annual review of child files to verify child eligibility was accurately and properly determined. Child files are also subject to periodic MDE review.

GSRP Implementation Manual - ISD Administration of GSRP - Security of Sensitive Information

Maintaining copies of child birth certificates or other child and family personal information, as well as financial documents viewed to verify income in child files must be considered with great care. Maintenance procedures for sensitive documents must include security measures to ensure the files and the data contained therein is protected. This includes redacting and blacking out personally identifiable data on forms including social security numbers, date of birth (for all but the child enrolled), maiden names, etc. Files should be kept in a secure location under lock and key, only accessible to authorized program staff. Applications and accompanying documents should only be discussed with those that have permission to access the information. This would include among programs to determine placement as well as any others the parent authorizes to have access.

GSRP Implementation Manual - ISD Administration of GSRP - Electronic Files

Files may be electronic with scanned or photo images of eligibility documentation but must include proper security protocols to ensure safety of the data and limit file access only to authorized program staff.

GSRP Implementation Manual - ISD Administration - Educational vs. Eligibility Records

The educational record for each child - including home visit and parent-teacher conference forms, observation data, developmental screener data, other child growth/progress documentation, and samples of child's work, etc. - is distinctly different than eligibility documentation and should be maintained in a separate file. In cases of single, separated, or divorced families, both parents must be granted access to the child's educational information (unless court documents specify otherwise), however, access to personal data provided to determine eligibility (e.g. tax forms, pay stubs, etc.) should be restricted to only the parent that provided that data.

COPESD child files are monitored by the ECS as part of program evaluation. COPESD will monitor up to 3 child files annually per site. Additional files can and will be reviewed as warranted. The ECC/ECS will establish monitoring dates with each subrecipient. The ECS will utilize the GSRP Children's Record Review Form provided in the Implementation Manual. Each site monitoring record will be signed by both the monitor and the subrecipient and maintained at COPESD as a part of the annual onsite monitoring process.

COMPLIANCE PLANS

Subrecipients found out of compliance in any aspect of the grant will receive a verbal warning/and or a written compliance plan from the ECC. Where applicable, the ECC will document the verbal warning in the Subrecipient's file. When warranted, a written compliance citation will be issued. The citation will identify the issue and include the language from the GSRP Implementation manual and/or DHHS rules and regulations relative to the issue of non-compliance. The compliance citation will include an action plan form to be completed by the subrecipient. The action plan includes the expected time frame for when the issue of non-compliance will be corrected. COPESD may withhold funds of subrecipient demonstrating non-compliance issues until the subrecipient meets compliance. Issues of non-compliance may negatively impact a subrecipient's eligibility to be contracted to implement the GSRP program the following year.

SLOT DISTRIBUTION

COPESD with the involvement of the GSC, school readiness advisory committee, GSQ Resource Center and consortium members created the slot distribution plan. Using the Community Needs and Resources Assessment (CNRA) allocated slots are distributed to our three-county service area.

The COPESD will utilize eligible LEA's, Agency partners, and Community Based Organizations as sub recipients in order to provide GSRP programming. Communities with the highest needs, based on academic and demographic criteria outlined below, will receive priority for slot allocation purposes. Criteria for sub-recipients will include the following parameters: participation in Great Start to Quality, meet all child care licensing rules, employ (or be willing to employ) appropriately qualified staff, be willing to uphold all GSRP guidelines, and demonstrate the ability to recruit students from the resident community. Current operating LEA's and CBO Agencies will be prioritized or "held harmless" for the upcoming school year, provided they meet quality requirements, in order to maintain the well-established preschool programming currently offered in these communities. However, any additional expansion in the number of allocated slots would need to be reviewed and based on the same evaluative criteria as new potential partners outlined in the slot distribution protocol.

SUBRECIPIENT SELECTION

The COPESD will work with the Resource Center (RC) and Great Start Collaborative (GSC) to identify potential community partners for the expansion of the GSRP program. The timeline for the application process begins in February and determinations are made prior to August as outlined in the partnership agreement. The ECC and the GSC Coordinator will develop and email a letter in February inviting all RC identified centers to consider applying to be a GSRP partner. The letter will include the ECC contact information, benefits of GSRP, GSRP fact sheet and application. Once an application has been received, the ECC will share program requirements and the application rubric of what potential partners will be evaluated on and answer any questions. If a potential partner is unable to attend the meeting the ECC will either electronically mail the information to the potential partner at their request or make every effort to schedule an individual meeting with the potential partner to review information.

The GSRP Application Review Team will be comprised of the COPESD Early Childhood Contact, the COPESD Early Childhood Specialist, the Great Start Collaborative director and a GSC Parent Representative will meet to decide which, if any new or existing partners will receive slot funding, using the rubric as outlined in the COPESD’s slot distribution plan. New or expanded existing partners will be notified within 10 business days of the “Final” MDE Slot Allocation notice.

Community Partnerships

GSRP Implementation Manual - ISD Administration of GSRP- Community Partnerships

GSRP administrative policies will reflect the role of the ECC as a trusted, credible leader in the GSC, where a collective impact approach prioritizes early childhood efforts. The ECC identifies and creates connections with administrators of the licensed child care centers in the region. The ECC increases the number of and strengthens partnerships between districts, Head Start grantees, child care organizations, municipalities with early learning initiatives, extended- learning programs, and other community-based programs.

The ECC and the Great Start Collaborative Director will work with the Resource Center to strengthen partnerships and grow the number of eligible GSRP subrecipients by connecting with potentially eligible partners. Through the GSC, partnerships are also formed to strengthen and grow COPESD’s three County early childhood network.

JOINT RECRUITMENT AND ENROLLMENT

GSRP Implementation Manual - Recruitment and Enrollment

GSRP and Head Start programs in Michigan are required to collaborate in preschool recruitment and enrollment activities, present to families one preschool application for all state and federally-funded programs, and **share one waiting list**. The local Great Start Collaborative should be asked to facilitate this work to ensure that as many of the community’s children as possible take part in a program. A well-developed plan for recruiting the children most at risk of school failure is essential. The local GSRP family participation group and the regional school readiness advisory committee should be involved in drafting the plan. While the recruitment process begins in the spring of each year preceding the start of the program, prospective grantees are cautioned to delay enrollment until the State School Aid Bill has been signed and allocations/awards have been announced. Parents may be told they are on a waiting list and if expected funding is maintained, will be formally considered for enrollment using the GSRP prioritization process once the funding of the program has been finalized.

The COPESD, in conjunction with our region’s Head Start Agency NEMCSA, has a current written agreement to conduct joint recruitment and enrollment. Subrecipients, whenever possible, share marketing materials and efforts regarding possible enrollment into the GSRP programs. Subrecipients

distribute various recruitment and enrollment information at family events, the LEA, Physician offices, etc. [The COPESD Partnership Enrollment/Placement Timeline](#) will be followed. Application forms include the following information:

- Documented age of child
- School District/county of residence
- Documented annual income, *SNAP may be used to determine eligibility*
- Potential risk factors
- Health information
- Parent permission to share information among programs in order to determine proper placement

The application process is conducted by NEMCSA who then determines Head Start eligibility with regard to the tiered priority guidelines outlined in the GSRP Implementation Manual. If the child is ineligible for Head Start, the completed application is documented on a shared list then forwarded to the ECS so the child can be enrolled into a GSRP program located in the service area in which the child resides.

A child with an Individualized Education Plan (IEP) may be placed in a GSRP classroom through the GSRP recruitment, prioritization, and enrollment process along with [COPESD GSRP Detailed Plan for a child with an IEP](#), [COPESD GSRP -Qualifying IEP](#) and [COPESD Inclusive Preschool Setting Language Worksheet](#). Children with disabilities and/or special needs shall be served with required accommodations as documented in the child's Individualized Education Plan.

State funding is appropriated for GSRP using the state fiscal year from October 1 to September 30. Until the State Aid Act is signed by the governor each year, allocations for ISDs cannot be determined or awarded. As such, ISDs should consider the following points when making plans for contracting with subrecipients enrolling children, or beginning programming.

- Any expenditures not utilizing carryover, thus dependent on new funding, are at risk of not being reimbursed if the GSRP appropriation is reduced.
- Communication with subrecipients and families should carefully clarify that any programming for the upcoming year is dependent on the inclusion of GSRP in the State School Aid Act.
- When working with subrecipients to determine start dates, ISDs should balance caution of risk with likelihood of continued GSRP funding levels

GSC/GSRP AREA WIDE ADVISORY

GSRP Implementation Manual-ISD Administration of GSRP-ISD GSRP Advisory Structure

The ECC, ECS and GSC Coordinator are leaders in the ISD-wide school readiness advisory committee (SRAC), established annually and which operates quarterly as a workgroup of the local GSC. One of the tasks of the school readiness advisory committee is to annually review and make recommendations about:

- Collaboration with and involvement of community members and/or agencies in addressing all aspects of educational disadvantage;
- Partnership with the local GSC, Regional Resource Center, and others to build the capacity local community agencies to take part in GSRP;
- Review of enrollment policies, procedures and timeline 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;
- The choice of an approved curriculum;
- Nutritional services utilizing federal, state and local food program support as applicable;
- Health and developmental screening process;
- Referrals to community social service agencies, including mental health as appropriate;
- Family engagement to include family participation groups
- CLASS and Child Outcome data;
- Report annually on GSRP evaluations and continuous improvement plans;
- The ISD sliding fee scale and guidance, annually;
- Endorsement of the GSRP Funding Application, including the community needs assessment, annually.
- Transition into kindergarten
- Other community services designed to improve all children's school readiness.

COMMUNICATION

GSRP Implementation Manual-ISD Administration of GSRP-Communication

The ISD must establish and monitor systems to ensure that timely and accurate information is provided among the ISD, subrecipients, parents, policy groups and staff.

COPESD will monitor subrecipient communication with families by reviewing a sampling of newsletters, parent/teacher conferences held, open house events held, family activities held, local advisory meeting dates and minutes and child progress notes.

The ECC and ECSs share information related to the GSRP program with the local advisory groups and ISD-wide school readiness advisory committee at least 3 times per year.

The ECC communicates with the ECS and GSRP Administrators via email and on an as needed basis throughout the school year. GSRP Administrators (area managers/building principals) are invited to attend the PL sessions with their teaching teams throughout each year. The ECS and ECC are in weekly contact throughout the school year either in person, by phone, or via email.

PROGRAM EVALUATION

GSRP Implementation Manual-ISD Administration of GSRP- Data Analysis

GSRP utilizes information from screenings, ongoing observations, program quality evaluations, and insight from staff and parents to determine if the systems in place are working, whether there is an efficient use of resources and how the program can best respond to the needs of enrolled children. The focus of a systematic approach to local data collection and data use is to provide continuous improvement feedback to staff and enrolled families. The annual program evaluation process includes the systematic collection and utilization of data, follow-up through second grade and participation in national, regional and statewide evaluation.

COPESD requires subrecipient staff to conduct developmental screening and comprehensive child assessment. The ECS is responsible for conducting the CLASS and monitoring the use of the required screening and child assessments. The ECS communicates with each subrecipients when data should be collected and when data analysis team meetings are scheduled to occur within a given school year. The ECS collects the data and reviews it along with the ECC. The ECS reviews data with the teaching teams to guide parent-teacher decisions about specific child interventions and lesson planning. The data is also used by the ECC for administrative decisions about classroom and program-wide improvement.

COPESD requires local data analysis team meetings to be led by the ECS three times per year. The data analysis team may include: parents, program supervisors, teaching teams, ECS, LEA representation and other stakeholders. Data sets are prepared for the meetings in a reader-friendly format such as graphs. At each meeting, classroom level analysis of data is completed examining individual child level data and whole group outcomes/trends. During the end-of-year meeting, the team:

- Identifies the current level of performance across relevant indicators, evident strengths, and extraordinary accommodations for children/families (e.g., attendance rates, program options, family engagement, child, family or community risk factors);
- Uses data to establish professional development priorities;
- Sets measurable goals and objectives to address classroom quality, agency quality and child outcomes as determined through CLASS.
- Agrees to eliminate what is not effective, for example, strategies which resulted in CLASS scores of five or less in three of the areas;
- Addresses whether policies and procedures require revision; and
- Inventories available program resources such as time, money, personnel, technology, curriculum resources, and local training opportunities.
- The ISD has a classroom evaluation plan that is comprehensive to include all facets of quality.

After the end-of-year meeting, the ECS arranges for meaningful professional development related to the goals. Action plans, including timeframes for progress monitoring, are shared with teaching teams.

The ECS is responsible for monitoring fidelity of intervention and gains in child development. Measurement strategies are critical because they address accountability to the continuous improvement efforts that are in place.

When this process is complete at the local level, the ECC will then meet with the ECS to analyze the overall results for the year. The ECC uses any available child outcome and program quality data to share success in meeting goals and to address needs that are revealed by data disaggregated by sub-groups, e.g. English Language Learners, race/ethnicity, and socio-economic status where applicable. The ECC determines if data collected are being used in ways that drive continuous improvement efforts. The ECC evaluates the degree to which data are being used to differentiate supports to subrecipients, staff and children. Larger data analysis efforts done in conjunction with this review process may then be utilized for ISD-wide goals for improvement and professional development. GSRP sites must participate with Great Start to Quality - Levels of Quality. GSRP sites that do not participate with the Great Start to Quality - Levels of Quality must not receive or continue to receive GSRP funding.

For additional information or questions?

Please visit our GSRP webpage at www.copesd.org, go to programs and services, then GSRP. The Early Learning Services Supervisor/ GSRP Early Childhood Contact can be reached at 231-238-9394 ext. 1211.