

Guidance on Community-Based Partners

Public Act 60 of 2013 (the School Aid Act) eliminates the Great Start Readiness Program (GSRP) state-level competitive process and instead, requires each grantee (Intermediate School District–ISD) to distribute at least 30% of the total slots to community-based partners. 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% of slots to community-based partners must demonstrate to the Michigan Department of Education (MDE) the steps taken to meet the requirement and the resulting percentage of slots distributed to community partners for 2013-14. 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 the PQA), dependent on the local contract and
- Data collection and reporting requirements.

A template for the collection of information that the ISD may need to determine potential community agency partners begins on the following page. ISDs may want to consider this additional guidance around a few of the suggested questions:

- Status of License. The first license a new program receives is an Original Provisional license that is in effect for six months. After that, a Regular license is issued when the licensee is in compliance or substantial compliance with licensing rules. A licensing consultant may require a plan to correct items cited as out of compliance such as incomplete child information. A First through Fourth Provisional license is issued when there are substantial areas of non-compliance either in the number or seriousness of violations. It would not be acceptable to MDE to have an ISD name a center with a Provisional license, other than an Original Provisional, as a subrecipient.
- Question 1. This would be good information to have as the ISD recruits. Families might need to enroll in a site with wraparound care and some of those families may qualify for child care subsidy.
- Question 3. Child care centers do not participate in the National School Lunch Program. If they do not already participate in the Child and Adult Care Food Program (CACFP) they should be able to and would need to with participation in GSRP.
- Question 4. Most centers do not provide transportation to and from home as the scheduling needs of families who need full-day care differ greatly.
- Question 13. A Special Investigation would not necessarily rule the center out of consideration for participation in GSRP. The ISD should evaluate the seriousness of the issue found in violation, and what the center did to correct the situation.

Questions for Potential GSRP Community Agency Partners

This is information the ISD may want to gather as potential partners are considered for inclusion in GSRP.

Name of Center (as listed on license):

Address/Phone#/Website:

Director's Name and Contact Information:

Licensed Capacity:

Status of License (Original Provisional, Regular, Provisional):

Ages Served:

Hours and Days of Operation:

Current Rating in *Great Start to Quality* (could increase after version 2.0 update):

1. Does the center accept child care subsidy payments from the State of Michigan?
2. GSRP classrooms operate 3 hours for Part-day and the length of the local first grade for School-day. Would the center be able to provide wraparound care for those families who needed longer hours?
3. Does the center currently participate in the Child and Adult Care Food Program (CACFP)?
4. Does the center provide transportation?
5. Does the center have a classroom that could be used for the program with a capacity of 16-18 preschool age children? (This does not have to be an additional room. It could be a braided funding classroom with some GSRP slots and some tuition-based slots.)
6. What is the current preschool curriculum? Has staff been formally trained in the curriculum?
7. Is there currently an ongoing child assessment tool in use? If yes, what is the tool and has the staff been formally trained in its use?
8. Would the center be willing to use a research-validated comprehensive curriculum and ongoing child assessment tool that the ISD approves for GSRP?

9. Does the program currently have a teacher that could serve as the lead teacher in the GSRP classroom? (The lead teacher is either certified with a ZA/ZS endorsement or has a Bachelor's degree in child development or early childhood education with specialization in preschool teaching. This teacher could be hired after GSRP slots are awarded.)
10. Does the program currently have a staff person who could serve as the GSRP associate teacher? (The associate teacher has a valid Child Development Associate Credential (CDA), Associate's degree in early childhood education or child development or a previously earned 120 hour approval from the Michigan Dept. of Education. This associate teacher could be hired after GSRP slots are awarded.)
11. If the program is a faith-based center, would it be possible to keep prayers and religious instruction from being a part of a GSRP classroom?
12. Would the program be willing to support the ongoing involvement and continuous improvement plans of an Early Childhood Specialist for the GSRP classroom(s)? (Early Childhood Specialists (ECS) evaluate the local program structure, processes, and outcomes to document program effectiveness; they support the GSRP teaching team for continuous quality improvement.)
13. Has the center had a Special Investigation from licensing in the past two years that found violations had been established? If so, include a copy of the report with the returned questionnaire.