

**MAILING INSTRUCTIONS:** The ORIGINAL and FOUR (4) copies of this application must be RECEIVED at the STATE address indicated by 5:00 p.m., May 22, 2008.

## MICHIGAN DEPARTMENT OF EDUCATION

### GRANT ANNOUNCEMENT

#### **2008-2009 Initial or Expansion Application for State-Funded Michigan School Readiness Program Competitive Grants**

#### **APPLICATION INCLUDES**

Grant Announcement

Part I - General Information

Part II - Additional Information

Part III - Review Process and Review Criteria Information

Part IV - Program Characteristics

Part V - Application Information and Instructions and Review Criteria

Application Checklist

Application Form (IM-02-23-IE)

#### **NATURE OF ACTION REQUESTED: Voluntary**

The Michigan Department of Education (MDE) is pleased to announce the availability of funds for the Michigan School Readiness Program (MSRP) competitive grants for children “at risk” of becoming educationally disadvantaged who will be at least four, but less than five years of age as of December 1, 2008. The State School Aid Act, Public Act 137 of 2007, provided \$12,650,000 for MSRP grants to be awarded to public, private, nonprofit, and other community agencies through a competitive grant award-process. Legislation introduced for 2007-2008 recommends increased funding. This application is based upon an assumption of level funding. Criteria were approved by the State Board of Education on September 12, 2006.

The 2008-2009 Competitive Grant Application for MSRP (IM-02-23-IE), containing the necessary forms and instructions for completing the application, is available on-line at <http://www.michigan.gov/msrpcompetitive>. **Applications must be received at MDE by May 22, 2008. An ORIGINAL and FOUR (4) copies of the completed application must be submitted at that time.**

Questions regarding the 2008-2009 MSRP competitive grants may be directed to the Office of Early Childhood Education and Family Services at (517) 373-8483.

## TABLE OF CONTENTS

<b>Part I: General Information</b> .....	1
<u>INTRODUCTION</u> .....	1
<u>GRANT PURPOSE</u> .....	1
<u>STATE BOARD OF EDUCATION STRATEGIC GOAL AND INITIATIVES</u> .....	1
<u>TARGET POPULATION TO BE SERVED BY GRANT</u> .....	1
<u>ELIGIBLE APPLICANTS</u> .....	2
<u>GRANT RANGE AND FUNDING LIMIT</u> .....	2
<u>LENGTH OF AWARD</u> .....	3
<u>REJECTION OF PROPOSALS</u> .....	3
<u>CLOSING DATE AND DELIVERY ADDRESS</u> .....	3
<u>APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE, AND PACKAGING</u> .....	4
<u>ACKNOWLEDGEMENT</u> .....	4
<u>NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW</u> .....	5
<u>AMERICANS WITH DISABILITIES ACT/WHERE TO OBTAIN HELP</u> .....	5
<u>PRE-PROPOSAL CONFERENCES</u> .....	5
<b>Part II. Additional Information</b> .....	6
<u>FUNDING PROCESS PAYMENT SCHEDULE/FINANCIAL REPORTING</u> .....	6
<u>PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES</u> .....	6
<b>Part III. Review Process and Review Criteria Information</b> .....	6
<u>REVIEW PROCESS</u> .....	6
<u>ADDITIONAL REVIEW FACTORS</u> .....	7
<b>Part IV. Program Characteristics</b> .....	7
<b>Part V: Application Information, Instructions, and Review Criteria for the 2008-2009</b>	
<b>MSRP Competitive Grants</b> .....	8
<u>APPLICATION REVIEW AND APPROVAL</u> .....	8
<u>REVIEW CRITERIA</u> .....	8
<u>PART A - COVER PAGE/APPLICATION</u> .....	8
<u>PART A (Page 1a) - ASSURANCES AND CERTIFICATIONS</u> .....	8
<u>PART A - NON-PROFIT BOARD OF DIRECTORS</u> .....	9
<u>PART B (Page 2) - PROJECT ABSTRACT</u> .....	9
<u>PART C (Page 3) - PROJECT FACT SHEET</u> .....	9
<u>PART D (Page 4) - ACKNOWLEDGEMENT OF EFFORT TO COLLABORATE AND</u>	
<u>CERTIFICATION OF NEED</u> .....	11
<u>PART E (Pages 5-8 and Narrative) - NARRATIVE PROGRAM DESCRIPTION</u> .....	12
<u>PART F (Pages 9 &amp; 10) - FACILITY DESCRIPTION</u> .....	23
<u>PART G (Pages 11-13) - KEY CLASSROOM PERSONNEL/HOME-BASED STAFF</u>	
<u>AND PROFESSIONAL DEVELOPMENT</u> .....	23
<u>PART H (Pages 14-16) - BUDGET</u> .....	26
Budget Guidelines.....	26
1. Budget Summary .....	27
2. Budget Detail .....	30
<u>APPLICATION CHECKLIST FOR GRANT APPLICANTS</u> .....	31
<u>ADDENDUM A</u> .....	32
<u>ADDENDUM B</u> .....	42

**Michigan Department of Education**  
**OFFICE OF EARLY CHILDHOOD EDUCATION AND FAMILY SERVICES**  
**APPLICATION FOR 2008-2009 MICHIGAN SCHOOL READINESS PROGRAM**  
**COMPETITIVE GRANTS**

**Part I: General Information**

**INTRODUCTION**

The Michigan Department of Education (MDE) is pleased to announce the availability of funds for the Michigan School Readiness Program (MSRP) competitive grants for children “at risk” of becoming educationally disadvantaged, who will be at least four, but less than five years of age as of December 1, 2007. The State School Aid Act, Public Act 137 of 2007, provided \$12,650,000 for MSRP grants to be awarded to public, private, nonprofit, and other community agencies through a competitive grant award process. Legislation introduced for 2008-2009 recommends increased funding. This application is based on an assumption of level funding. Of the assumed \$12,650,000, \$10,033,400 will be used to fund eligible continuation grants that began operation during 2006-2007 and 2007-2008. The remaining \$2,616,600 of the allocation will be used to fund applications for (new) initial and expansion grants at \$3,400 per child. Criteria were approved by the State Board of Education September 12, 2006.

**GRANT PURPOSE**

The purpose of this grant is to enable recipients to establish or expand high-quality preschool programs designed to improve the readiness and subsequent achievement of children “at risk” of becoming educationally disadvantaged. Programs funded through this state grant program must be designed to meet the comprehensive needs of four-year-old children and must provide opportunities for the active involvement of parents in program planning and implementation.

**STATE BOARD OF EDUCATION STRATEGIC GOAL AND INITIATIVES**

The State Board of Education has adopted as its strategic goal: “Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.”

To the extent possible, all grant criteria and grant awards will serve to further attain the above goal, and the Board’s Vision and Principles of Universal Education.

To the extent possible, all grant criteria and grant awards will also include priority consideration of the Strategic Goal and Initiatives. The competitive MSRP will address the Strategic Goal by giving priority to applications that propose to serve children who live in the attendance areas of high-priority schools. In addition, the grants address the initiatives regarding the integration of schools and communities and ensuring early childhood literacy. Other initiatives may be addressed through specific grant proposals.

## **TARGET POPULATION TO BE SERVED BY GRANT**

Children eligible for the grant-funded programs are those who are at least four years of age by December 1, 2008, and exhibit at least two of the individual or familial factors which place children “at risk” or in need of special assistance, as established by the State Board of Education Report, “Children at Risk,” approved on April 5, 1988. Legislation requires more than 50 percent of the children served must meet the income guidelines that place them in a low-income category.

## **ELIGIBLE APPLICANTS**

The proposed grant appropriation of \$12,650,000 will be used for early childhood programs operated by any public, private, non-profit legal entity, or agency, other than a local school district or intermediate school district (ISD), except a local school district or ISD acting as a fiscal agent for a child care organization, regulated under Act Number 116 of the Public Acts of 1973, as amended, being Section 722.111 to 722.128, of the Michigan Compiled Laws.

A separate appropriation for early childhood programs operated by local school districts, ISDs, and public school academies is included in the State School Aid Act for 2008-2009. Because of this, the legislature intended that the only local school districts and ISDs that may apply for competitive grant funds are those acting as fiscal agents for Head Start programs.

Complete documentation of the agency/organization’s status as a public or private nonprofit legal entity including any affecting legislation, legal contracts or agreements of designation, certification of incorporation as nonprofit organization, and IRS 501(c)(3) tax status, and a list of current board members and their contact information **must be provided** as part of the submitted application for review and approval by MDE, as determined by assigned staff of the Office of the Attorney General. Subcontractees must also have nonprofit status. See chart on page 9 for an example of an appropriate contact sheet for Board of Directors.

## **GRANT RANGE AND FUNDING LIMIT**

**Non-previously funded** agencies or organizations are eligible to apply for a grant award to serve a minimum of eight children to a maximum of 36 children per program for 2008-2009.

Agencies or organizations entering a second or third year of funding are eligible to apply for a grant to expand their services to an additional 36 children. These organizations or agencies must also submit a separate application for their continuing award through the Michigan Electronic Grants System (MEGS).

Programs applying for a new cycle of funding may apply for the same number of children or an additional 36 children with a maximum of 144.

The amount of \$2,616,600 is available for new grants. Grant awards will be funded at a \$3,400 per child allowance, unless amended through legislation.

The Superintendent of Public Instruction will make funding awards based on reviewer ranking, comments, and MDE recommendations. Proposal developers should consider the costs of developing, implementing, and providing high-quality preschool programs, and write proposals accordingly.

Previously-funded programs that have not reached capacity in the last three years may not receive full funding.

### **LENGTH OF AWARD**

Grants to fund MSRP will be available for programs to operate from October 1, 2008 through September 30, 2009. Competitive grant school readiness program funds for 2008-2009 shall be expended beginning **October 1, 2008 through September 30, 2009**. Grantees in a first or second year of a three-year cycle in the 2007-2008 fiscal year are eligible for continuation of funding in 2008-2009. These grantees will receive priority for funding, if all requirements are met, and funding is available.

### **REJECTION OF PROPOSALS**

MDE reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposal does not adhere to funding specifications or application preparation instructions.

Any institution or its principals that have been disqualified from participation in any publicly-funded program for violating the program's requirements cannot apply for seven years. Applications that are falsified will be disqualified.

### **CLOSING DATE AND DELIVERY ADDRESS**

**THIS GRANT APPLICATION MAY NOT BE HAND-DELIVERED.** The ORIGINAL application bearing **ORIGINAL** signatures (in blue ink) and four (4) copies (**FOR A TOTAL OF FIVE**) of the completed application **MUST BE DOCUMENTED BY DELIVERY AGENT FOR DELIVERY ON OR BEFORE THURSDAY, MAY 22, 2008.**

Acceptable packaging and mailing procedures are:

- **Postmark or other mailing validation must be documented by delivery agent for delivery on or before 5:00 p.m., Thursday, May 22, 2008.** The original grant and copies should be enclosed in a sealed envelope within the mailing package. The checklist on page 30 must be completed and attached to the top of the original application for appropriate check in by MDE staff. If a delivery service is used, the **dated receipt** for delivery service must be available to **validate a delivery on or by 5:00 p.m., May 22, 2008.**

- When the grant application is received, the check-in form on the front of the application package will be signed by MDE personnel and faxed to the applicant to verify receipt of the application to confirm participation in the competitive process at MDE. **The applicant is responsible for contacting Patti Allman at (517) 373-8483 or [allmanp@michigan.gov](mailto:allmanp@michigan.gov) by 5:00 p.m., May 22, 2008 if the applicant does not receive a faxed copy of the signed check-in form.**
- In case of late delivery of the grant application, verification of appropriate delivery efforts will be required to participate in the competitive grant process.

**Applications may be sent via U.S. Mail or overnight/express delivery to:**

**U.S. Mail**

Michigan Department of Education  
Office of Early Childhood Education  
and Family Services  
P.O. Box 30008  
Lansing, Michigan 48909

**Overnight/Express Delivery**

Michigan Department of Education  
Office of Early Childhood Education  
and Family Services  
Hannah Bldg. – 4<sup>th</sup> Floor, Pillar H-17  
608 West Allegan Street  
Lansing, Michigan 48933  
(517) 373-8483

**No facsimile applications will be accepted.** Late applications, applications submitted by facsimile, or applications submitted but not in accordance with the application preparation instructions, will not be accepted, and will be returned to the applicant **without review**.

**APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE, AND PACKAGING**

Applications should be prepared simply and economically, with the narrative portion of the proposal no more than 12 pages in length, line spacing of 1.5 inches, a font no smaller than Times New Roman 12 point, and left and right margins no smaller than .5 inches. This does not include additional pages used for Part E, Chart 2. All application pages must be securely stapled. Special bindings and binders should not be used. Relevant support documents attached to the application must be kept to a maximum of five pages, unless requested. Such support documents are not counted in the 12-page limit. Supplementary materials such as commercial publications and videotapes will not be reviewed and will be returned or discarded. Incomplete applications will be returned unread. If applications exceed the page limitation or specifications, readers will be directed to review only the first 12 pages.

**ACKNOWLEDGEMENT**

**All publications including reports, films, brochures, and any project materials developed with funding from this program, must contain the following statement: “These materials were developed with state funds allocated by Michigan Department of Education.”**

## **NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW**

Applications must include a statement of assurance and compliance with all federal and state laws and regulations prohibiting discrimination; with all requirements and regulations of MDE, with appropriate state and local licensing laws, and regulations governing child care services for children of the appropriate age group served.

## **AMERICANS WITH DISABILITIES ACT**

MDE is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this program are invited to contact MDE for assistance.

## **WHERE TO OBTAIN HELP**

The instructions contained in these materials are issued by MDE, which is the sole point of contact in the state for this program. Questions regarding applications should be directed to the Office of Early Childhood Education and Family Services at (517) 373-8483.

## **PRE-PROPOSAL CONFERENCES**

Application technical assistance workshops will be held from **9:00 a.m. to 3:00 p.m.** at:

### **Friday, April 25, 2008**

Quality Inn of Gaylord  
137 West Street  
Gaylord, Michigan 49735  
(989) 732-7541  
(800) 732-7540

### **Monday, April 28, 2008**

Michigan Library and Historical Center Forum  
702 W. Kalamazoo Street  
Lansing, Michigan 48933  
(517) 241-2236

## **AGENDA**

8:30 a.m. – 9:00 a.m.: **Registration**

9:00 a.m. – 12:00 p.m.: **Meeting for new and expansion applicants**

The purpose of the meetings is to discuss MSRP competitive grants and to allow applicants to ask questions related to the application and implementation process. MDE staff will be available to provide technical assistance at no cost. Registration forms were sent via e-mail to all MSRP Competitive lead contacts and can be located at [www.michigan.gov/msrpcompetitive](http://www.michigan.gov/msrpcompetitive). Please fax to Patti Allman at: 517-335-0592 or e-mail to: [allmanp@michigan.gov](mailto:allmanp@michigan.gov).

## **Part II. Additional Information**

### **FUNDING PROCESS PAYMENT SCHEDULE**

MDE and the Office of Financial Management and Administrative Services have developed a system which allows grant recipients of federal and state grants to report expenditures and request cash via the internet.

### **FINANCIAL REPORTING**

A final report of expenditures [Cash Management System Final Expenditure Report (formerly the DS-4044)] will be required for all projects funded under the grant program. This report, completed on-line, will be due within 60 days of September 30, 2009. In addition, each project must have an audit conducted prior to completing the final report.

### **PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES**

A *Mid-Year Report*, including the *Program Quality Assessment (PQA)*, and a final *Narrative Summary Report* on the attainment of the program's objectives and results, will be required of all successful applicants. A format for the development of the *Mid-Year Report* and the *Narrative Summary Report* will be issued by MDE. The *Narrative Summary Report* must be provided to MDE within 45 days of the program's ending date. The reports will be used by MDE to assist in evaluating the effectiveness of programs funded under the state grants program.

MDE will conduct On-Site monitoring visits of selected programs utilizing the PQA.

## **Part III. Review Process and Review Criteria Information**

### **REVIEW PROCESS**

All applications will be evaluated using a peer-review system. Award selections will be based on merit and quality, as determined by points awarded for the Review Criteria section and all relevant information. The rubrics contained in the application information and instructions will be used as rating instruments in the review process. All funding will be subject to approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent's actions. Applicants may wish to refer to the MDE "Proposal Development Guide" for additional assistance in developing proposals. This guide can be found at: [www.michigan.gov/mde](http://www.michigan.gov/mde). After accessing the MDE website, click "Grants," click on "Directory of Grant Programs," then click on "Proposal Development Guide" to access the guide.

**The maximum score for the following criteria is 200 points.**

## **ADDITIONAL REVIEW FACTORS**

In addition to the categories below, the Superintendent of Public Instruction may apply other factors in making funding decisions, such as:

- 1) Geographical distribution
- 2) Duplication of effort
- 3) Duplication of funding
- 4) Evidence that an applicant has performed satisfactorily on previous projects

### **Part IV. Program Characteristics**

Projects funded by MSRP must:

- comply with all state and local licensing laws governing child care services for children (Public Act 116 of the Public Acts of 1973, as amended);
- comply with all provisions of the *Early Childhood Standards of Quality for Prekindergarten* and the *Michigan School Readiness Program Implementation Manual*;
- provide sessions of a minimum of two and one half hours of teacher/child interaction, or contact time per day, for at least four days per week for a minimum of 30 consecutive weeks spread throughout the full project period of the school year. Programs in their first year of operation must operate for a minimum of 20 weeks. Programs may provide Full-Day classes for half the number of children requested. Home-Based models must provide a minimum of 20 home visits to each family during the first year of operation and 30 home visits for each continuing year;
- limit class size to a maximum of 18 children with three adults or 16 children with two adults;
- enroll children who are at least four years of age as of December 1 of the year in which the project is offered;
- identify and select children who have at least two of the 25 risk factors, which place children educationally at risk or in need of special assistance. More than 50 percent of the children enrolled must exhibit Factor #18, low income. Those children require only one additional risk factor;
- employ teachers possessing proper training, including:
  - a. a valid Michigan teaching certificate with an early childhood (ZA) endorsement or a valid Michigan teaching certificate with a child development associate credential (CDA),  
OR
  - b. a bachelor's degree in child care or child development;
- employ paraprofessionals possessing proper training in early childhood development or who have completed at least one course in an appropriate training program, and continue in that program to obtain a Child Development Associate Credential or associate's degree in child development or other similar program, as approved by the Michigan Department of Education;
- implement measurable goals and objectives established by the program in the grant application;
- provide a minimum of four required family contacts, preferably two home visits, and two parent/teacher conferences; and
- establish and involve a school readiness Advisory Committee that includes parents, as outlined in authorizing legislation.

## **Part V: Application Information, Instructions, and Review Criteria for the 2008-2009 MSRP Competitive Grants**

### **APPLICATION REVIEW AND APPROVAL**

All applications will be reviewed and rated by MDE staff and additional grant readers. Only those proposals meeting all the identified criteria and not exceeding the total amount of funds available will be recommended for funding by the Superintendent of Public Instruction. All applicants will be notified **in writing** of the action taken by the Superintendent.

### **REVIEW CRITERIA**

All applications will be evaluated on the basis of the criteria described. Narrative sections of the applications should be developed to address each criterion. **Applications ARE NOT TO INCLUDE OR BE SUBMITTED WITH ADDITIONAL MATERIALS (i.e., pamphlets, handbooks, reports, brochures, news articles, folders, binders, dividers, etc.).** Two hundred (200) points is the maximum score that can be accumulated for this application, and the value assigned for each section is indicated. If an application exceeds the 12 typewritten pages allowed in Part E, the readers will be directed to review only the first 12 pages. This does not include Part E, Chart 2, or the five (5) additional pages of support documents that are allowed.

### **PART A - COVER PAGE/APPLICATION**

The agency/organization submitting the application must be fully identified, as well as the contact person for the program. All boxes are to be appropriately completed, including federal ID number, addresses, and telephone numbers. Note: applicants and subcontractees must verify nonprofit status by attaching a copy of documentation to the original application.

### **PART A (Page 1a) - ASSURANCES AND CERTIFICATIONS**

This page requires an **original signature**. **Rubber signature stamps and copies will not be accepted.**

**Non-profit Board of Directors (EXAMPLE – form in grant application)**

<b>Name</b>	<b>Home Address</b>	<b>Telephone</b>	<b>Fax</b>	<b>E-mail</b>
President				
Vice President				
Secretary				
Treasurer				

**PART B (Page 2) - PROJECT ABSTRACT (5 POINTS)**

The Project Abstract (Part B) must briefly explain the need for the project in the community(s) for the targeted population (Statement of Needs). Describe the activities of the project to meet the needs expressed (Description of Project). Provide a synopsis of the expected outcomes of the project (Project Outcomes), and highlight key people who will be involved with the project (Qualifications of Key Personnel). This page should explain enough of the project to be duplicated and distributed to those who may ask for information about MSRP. These explanations must be confined to the page included in the application. This page can be single spaced with a font size of 10 point. An opportunity to fully describe these items is provided in later sections of the application.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-2 points)	Recommended for Funding with Minor Revisions (3-4 points)	Highly Recommended for Funding (5 points)
The proposal: does not contain a project abstract.	The proposal: has a project abstract that minimally describes the project; portions of the required elements are missing or are labeled “see attached.”	The proposal: provides a project abstract that contains all elements required (statement of needs, description of project, project outcomes, and qualifications of key personnel).	The proposal: clearly and succinctly gives enough information on the project abstract form in each category so that the reader understands the expected outcomes for the staffed project that will address true need in the community.

**PART C (Page 3) - PROJECT FACT SHEET (5 POINTS)**

The Project Fact Sheet (Part C) includes a short answer format that allows MDE to develop reports that include information on all MSRP grantees. Applicants must use the enclosed form to complete the information requested. The figure shown in the “Total Amount Requested” line

will be used as the “official” request amount. Those implementing center-based programs should indicate the number of sessions (a.m./p.m.) as well as whether the teacher is the same for each session. Be sure to complete the schedule of operations section.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-2 points)	Recommended for Funding with Minor Revisions (3-4 points)	Highly Recommended for Funding (5 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not contain a Project Fact Sheet.	has a Project Fact Sheet with portions of the required elements missing.	indicates the number of children to be served, beginning and ending dates of the program, number of weeks of the program, delivery model, and one contact person.	indicates the number of children to be served in the corresponding delivery model, beginning and ending dates of the program, number of weeks of the program, delivery model, and two contact persons.

## **PART D (Page 4) - ACKNOWLEDGEMENT OF EFFORT TO COLLABORATE AND CERTIFICATION OF NEED (10 POINTS)**

Legislation requires evidence of collaboration with the **community of providers in early childhood** development programs including documentation of the total number of children in the community who would meet the criteria for eligibility, who are being served by other providers, and the number of children who will remain un-served by other community early childhood programs if this program is funded.

Therefore, community coordination of services to children through public awareness and collaboration should be documented with the Acknowledgement of Effort to Collaborate (Part D) and Certification of Need form. Acknowledgement forms **must** be included from the following:

- Head Start.
- Local School Districts/Public School Academies offering MSRP or Title I preschool programs.
- Other nonprofit agencies offering free compensatory education for four-year-old children (including other agencies operating competitive MSRP).

## **COLLABORATION**

Collaboration requires executives to make major change in their own organization, operation, and service delivery. Collaboration substantially changes the service system and involves some or all of the following:

- A shared vision that incorporates responsibility for a shared population.
- Agreed upon outcomes.
- Commitment to shared initiatives.
- Development of community plans.
- Shared decision-making with respect to interagency development of services and grant applications.
- Pooled resources: cash, staff, facility space, supplies, and materials.
- Assigned responsibility for joint ventures.
- Shared decision making with respect to interagency oversight of shared initiatives.
- Cross-agency training directed at changing service delivery.
- Reconfiguration of service delivery.
- Cross-agency teams.
- Common forms.
- Common evaluation/information system.

## **Programs completing this form that provided free, compensatory educational programs for four-year-old children during 2007-2008 must:**

1. indicate the number of slots allocated;
2. indicate the number of children served; and
3. Indicate the number of children who remained on the waiting list at the end of the year, or at the time of this report.

Incomplete Application Not Eligible for Funding (0-4 points)	Significant Revisions Needed (5-6 points)	Recommended for Funding with Minor Revisions (7-8 points)	Highly Recommended for Funding (9-10 points)
The proposal: does not include any documentation or documentation is outdated.	The proposal: includes no agreements, only some attempts to secure collaborative agreements.	The proposal: includes some collaboration agreements and documentation of attempt to secure collaboration agreements.	The proposal: includes all required collaboration agreements from early childhood education programs operating in the proposed catchment area (see Statement of Community Need).
does not include any documentation of the number of children receiving services nor the number of children on waiting lists who were not served in other programs nor information as to how collaboration will occur.	shows only attempts to secure complete information regarding service to this population and to procure collaborative relationships with others serving the eligible population.	includes some documentation about children served who are eligible for this program and/or limited amount of information regarding children on waiting lists and/or information as to how collaboration will occur.	includes documentation from the above providers regarding the number of children served, those on waiting lists, and information as to how collaboration will occur.

In order to be sustained over time, a collaborative enterprise needs written agreements between:

- The collaborative body and the agency assigned primary responsibility concerning their respective roles.
- The agency assigned primary responsibility and agencies receiving or providing resources.

Written changes in the policies and procedures of participating agencies also institutionalize the collaborative approach to service delivery.

**PART E - NARRATIVE PROGRAM DESCRIPTION (140 POINTS)**

Provide a complete narrative proposal, which addresses all of the required information described below. You may include a total of not more than 12 typewritten pages. **Reviewers will be instructed to ascribe points to the first 12 pages of the narrative only.**

## 1. Statement of Community Need (20 Points)

This section provides a statement of the need for competitive MSRP in the identified community area based upon the community Risk Factors, available resources, and the number of four-year-old children in the community. The following chart offers a number of possible indicators of need and community factors that an applicant may wish to address. The data source where information may be found for a given county is also referenced. Data trends over a five-year period may also be helpful in showing community need.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-12 points)	Recommended for Funding with Minor Revisions (13-16 points)	Highly Recommended for Funding (17-20 points)
The proposal: does not identify the problem to be addressed, the target population to be served through the program or the schools that children will attend.	The proposal: provides a minimal identification of the problems to be addressed and the target population to be served through the program.	The proposal: provides an identification of the problems to be addressed, the target population to be served through the program.	The proposal: provides explicit identification and clear description of the specific needs to be addressed and the target population to be served through the program.
does not explain the process used to determine that there are a sufficient number of eligible children in the community to meet the requested application number and it does not provide an explanation indicating how it was determined that this number of children would not be served by other area programs. No data was provided by this previously funded program.	provides a minimal explanation of the process used to determine that there are a sufficient number of eligible children in the community to meet the requested application number and it provides a minimal explanation indicating how it was determined that this number of children would not be served by other area programs. Previously funded program displayed incomplete data or data that does not support the level of need indicated by the request.	provides an explanation of the process used to determine that there are a sufficient number of eligible children in the community to meet the requested application number and it provides an explanation indicating how it was determined that this number of children would not be served by other area programs. Previously funded program's display of data shows variable need for the requested number of slots to serve children.	provides a clear explanation of the process used to determine that there are a sufficient number of eligible children in the community to meet the requested number and it provides a clear explanation indicating how it was determined that this number of children would not be served by other area programs. Previously funded program provides explicit data that demonstrates the level of need for the requested number of slots to serve children.

### Possible Indicators of Need

Indicator	Data Source	Michigan	Catchment Area	Data Trend (At least five years)
Number of children under four years of age	2000 Census Data published by Kids Count MI Data Book <a href="http://www.kidscount.org">www.kidscount.org</a>	672,005		
Race and ethnicity of children under four years of age. Note: Hispanics, who can be of any race, are included in the racial figures shown first. The second set of figures represents the Hispanic origin of children.	2000 Census Data Published by Kids Count MI Data Book <a href="http://www.kidscount.org">www.kidscount.org</a>	490,653 White 115,798 Black/African American 4,566 American Indian & Alaska Native 14,988 Asian 227 Native Hawaiian & other Pacific Islander 14,714 Other races 31,089 Two or more races 39,387 Hispanic 472,241 Non-Hispanic White 160,377 Non-Hispanic other races		
Percentage of children in poverty under four years of age	Census Data – ACS 2006 published in Kids County MI Data Book <a href="http://www.kidscount.org">www.kidscount.org</a>	20.3 percent		
Percentage of children receiving free or reduced price lunch in elementary schools in the identified service area	MDE (Local School Districts)	Total # of students grades 1-5: 634,905  Free or reduced grades 1-5: 239,240  37.7 percent		
Percentage of families with infants and young children under age six below 200 percent of poverty	2000 Census Data published by Kids Count MI Data Book <a href="http://www.kidscount.org">www.kidscount.org</a>	38 percent		
Percentage of mothers without a high school diploma	Published in Right Start MI 2006 <a href="http://www.milhs.org">www.milhs.org</a>	17 percent		
Number and percentage of female head of households with children under 18 years of age	Census Data – ACS 2006 <a href="http://www.census.gov">www.census.gov</a>	297,647 or 7.6 percent		
Rate of unemployment	Published in Kids Count MI Data Book 2006 <a href="http://www.kidscount.org">www.kidscount.org</a>	6.8 percent as of 3/06		

Parents who report reading to their children at least once daily	National Child Health Survey only state-level data available from this source	51.1 percent		
Percentage of children 5-17 who have difficulty speaking English	2000 Census Data <a href="http://www.census.gov">www.census.gov</a>	2.5 percent		
Percentage of births to teens (less than 20) as a percentage of live births	Published in Right Start MI 2006 <a href="http://www.milhs.org">www.milhs.org</a>	12,426 or 9.6 percent		
Percentage/number of children by school district who have attended kindergarten two times	MDE and local school districts	11 percent		
Percentage and number of children who achieve reading proficiency in the third grade	MDE – MEAP website and local school districts	117,099 were tested, 101,876 passed; thus 87 percent achieved proficiency in reading		
Number of children birth to six years who are participating in <i>Early On</i> <sup>®</sup> or Special Education	MDE	41,675		
Median family income	Census data <a href="http://www.census.gov">www.census.gov</a>	\$55,778.00		

## 2. Student Recruitment and Selection (10 points)

The identification and selection of children must be based on two or more factors which place children “at risk” of becoming “educationally disadvantaged and in need of special assistance.”

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-4 points)	Recommended for Funding with Minor Revisions (5-7 points)	Highly Recommended for Funding (8-10 points)
The proposal: does not provide information about the procedure(s) to recruit, identify, and select participants.	The proposal: provides minimal information about the procedure(s) to recruit, identify, and select participants.	The proposal: provides a description of the procedure(s) to be used to recruit, identify, and select participants determined to be in need of the services provided through the program.	The proposal: provides a clear and complete description of the procedure(s) to be used to recruit, identify, and select participants determined to be in need of the services provided through the program, including appropriate involvement of Advisory Committee during the process.
does not provide a process of obtaining legal birth certificates, certification of immunizations, proof of comprehensive health appraisals, proof of income and documentation of risk factors.	provides a process of obtaining some of the items.	provides a process of obtaining legal birth certificates, certification of immunizations, proof of comprehensive health appraisals, proof of income and documentation of risk factors.	provides a detailed description of the process of obtaining necessary enrollment data, (i.e., documentation of legal birth certificates, certification of immunizations, proof of comprehensive health appraisals, proof of income for income-eligible children, and documentation of risk factors).

## 3. Proposed Project Plan (50 points)

This section provides information that will allow reviewers to make a determination about the thoroughness and feasibility of the proposed program.

### Center-Based Model:

- A minimum of 2.5 hours of teacher/child interaction or teacher contact time per day for a minimum of four days per week, 20 weeks for agencies in first funding cycle, and 30 weeks for re-competing agencies. This equates to 200 teacher/child contact hours for new programs and 300 teacher/child contact hours for re-competing agencies.
- Daily routine should include time for children to engage in small group activities, large group activities, reflects opportunities for children to engage in free choice and self-initiated activities, for a minimum of 60 minutes each day.
- The framework/approach used for teaching the children.

- Programs may operate a Full-Day program for half the number of requested slots. Full-Day is defined as the number of hours of operation of the local first grade classrooms.

**Home-Based Model:**

- A minimum of 20 home visits to each family during the first program year, and 30 visits each continuing year.
- Each visit must be conducted for a minimum of 60 minutes, with the focus of the training being on the parents, not the child.
- Ten group cluster activities the first program year and 15 group cluster activities each continuing year. Cluster group activities must include planned activities for children, planned activities for adults, and be conducted for a minimum of two hours.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Required (1-20 points)	Recommended for Funding With Minor Revisions (21-40 points)	Highly Recommended for Funding (41-50 points)
The proposal: does not provide a philosophy statement regarding the potential project.	The proposal: provides a philosophy statement regarding the potential project.	The proposal: provides a philosophy statement regarding the potential project and reflects the social, economic, cultural, and familial needs of the community.	The Proposal: provides a clear philosophy statement regarding the potential project and considers the social, economic, cultural, and familial needs of the community.
does not provide a description of one comprehensive curriculum model or educational approach.	provides a limited description of the curriculum model or describes an approach based on a variety of practices without foundational research.	provides a description of one comprehensive curriculum model or educational approach based on theory, research, and proven practice. The components of the approach are identified.	provides a detailed description of one comprehensive curriculum model or educational approach based on theory, research, and proven practice. The components of the approach are clearly identified and used to guide teaching practices.
does not provide a plan for implementing the center-based model or home-based model.	provides a limited description of how the project will be implemented.	describes how the project will meet requirements for a center-based model or a home-based model.	details how the project will meet requirements for a center-based model or a home-based model.
does not provide a description of the daily routine or home visit plan.	provides a limited description of the center-based daily routine <b>or</b> home visit expectations.	provides a description of the daily routine to be implemented in center-based programs <b>or</b> what will happen on weekly home visits in home-based programs.	provides a detailed description of the daily routine for center-based programs <b>or</b> the expected plan for a weekly home visit in the home-based model.
does not provide a description of how the standards of quality and early learning expectations will be or are infused in the program.	provides a limited description of the standards of quality and/or early learning expectations will be or are infused in the program.	describes how the standards of quality and/or early learning expectations will be or are infused in the program.	details how the standards of quality and early learning expectations will be or are infused in the program.

#### 4. Supplementary Child Care (10 priority points)

This part describes how the project integrates the school readiness services into the families’ child care needs. Proposed legislation for the program indicates that “ The program offers or contracts with another non profit early childhood program to provide supplementary child care and thereby offers Full-Day programs as part of its early childhood development program.” Note: may be changed in final law.

10	The proposal includes a plan for supplemental child care available for children who will attend the program. <b>Child care must be provided by the grantee either at the MSRP site or another site operated by the grantee.</b>
0	The proposal does not include a plan.

#### 5. Parent Involvement and Family Services (20 points)

This section includes a description of plans for the participation of parents or guardians in the planning and implementation of MSRP. Information regarding legislative requirements for parent ratio on the Advisory Committee is found on page 19.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-12 points)	Recommended for Funding With Minor Revisions (13-16 points)	Highly Recommended for Funding (17-20 points)
The proposal: does not provide plans for the participation of parents or guardians.	The proposal: offers limited opportunities for parents to become involved in the program (i.e., only describes home visits and parent/teacher conferences).	The proposal: provides a description of how parents or guardians will participate in MSRP, including home visits, parent/teacher conferences, meetings, workshops, etc.	The proposal: provides a detailed description of how parents or guardians will be involved in the planning and implementation of MSRP, minimally including two home visits and two parent/teacher conferences, parent meetings and workshops, advisory role, newsletters, etc.
does not provide a description of the Advisory Committee or Chart 1 is not included.	describes a plan with very limited interaction and/or does not address strategies in circumstances where children are transported to and from the classroom.	provides a plan for staff and parents to interact informally, including when children are transported to and from the center.	details plans for how staff and parents will make use of frequent informal interaction to update each other about the child’s experiences.
does not provide a plan for encouraging parents to participate in program activities with the children.	suggests encouraging parent participation only in a limited number of activities with children or in a custodial capacity.	outlines efforts to encourage parents to participate in activities with children.	describes efforts to encourage parents to participate in a variety of activities with children.
does not indicate that MSRP parents are represented on the Advisory Committee.	discusses parent representation on the Advisory Committee at a lesser ratio than specified in legislation.	identifies parent representation on the Advisory Committee in the correct ratio specified in legislation.	discusses representation of parents on the Advisory Committee in numbers that exceed the ratio specified in legislation.

## 6. Advisory Committee (10 points)

This section addresses the legislatively required Advisory Committee, its composition, proposed membership, and duties. Part E, Chart 1 (page 5 of the application) – Advisory Committee should be included.

Legislation requires the establishment of an MSRP Advisory Committee that is involved in the planning and evaluation of the program and provides for the involvement of parents, appropriate community volunteer, social service agencies, and organizations. At least one parent or guardian of a program participant for every 18 children enrolled in the program, with a minimum of two parent or guardian representatives should be on the committee. Members should be representatives from:

- ❖ Head Start.
- ❖ Local School Districts/Public School Academies.
- ❖ Department of Human Services (formerly FIA).
- ❖ Department of Community Health (children’s physical and mental health).
- ❖ Local 4C Association (Community Coordinated Child Care), or local child care provider organization or individual local child care providers.
- ❖ MSRP parent representatives.

The committee responsibilities as outlined in the legislation include the following:

- ❖ Review the mechanisms and criteria used to determine referrals for participation in MSRP.
- ❖ Review the health screening program for all participants.
- ❖ Review the nutritional services provided to all participants.
- ❖ Review the mechanisms in place for the referral of families to community social service agencies, as appropriate.
- ❖ Review the collaboration with and the involvement of appropriate community, volunteer, and social service organizations, in addressing all aspects of educational disadvantage.
- ❖ Review, evaluate, and make recommendations for changes in MSRP.

Programs that are members of the Community Collaborative (formerly Multipurpose Collaborative Body) or Great Start Collaborative must also have a local Advisory Committee where parents are members and can provide input. The local Advisory Committee may review all of the items indicated above, provide input into the curriculum, review policies and procedures related to parents, help develop a system to transition families into and out of the program, and any other decision-making opportunities.

### Advisory Committee

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-4 points)	Recommended for Funding with Minor Revisions (5-7 points)	Highly Recommended for Funding (8-10 points)
The proposal: does not provide a description of the Advisory Committee and Chart 1 is not included.	The proposal: provides an incomplete and/or limited description of the Advisory Committee membership. Chart 1 is incomplete.	The proposal: provides a description of the Advisory Committee which has been (or will be) established to work with the preschool program for four-year-old children (committee composition, projected meeting dates, planning, and evaluation topics to be discussed). Chart 1 is included. The program indicated a minor role for the required parent members.	The proposal: provides a detailed description of the Advisory Committee which has been (or will be) established to work with the preschool program for four-year-old children (committee composition, orientation plan, projected meeting dates, and how parents are incorporated into discussions of planning and evaluation). Chart 1 is included. The program describes its Advisory Committee with parents as decision-making members.
does not provide a description of the responsibilities of the Advisory Committee.	provides a limited description of activities.	provides a description of how the Advisory Committee will address most of the required activities.	provides a detailed description of how the Advisory Committee will address each of the required activities.

**7. Evaluation of Project Plan (20 points). See examples and worksheets in Addendum A, pages 32-41 of instructions.**

Legislation requires a comprehensive evaluation plan that includes implementation of all program components and an assessment of the gains of the children participating in the early childhood development program. Components should include:

- Child outcomes (social, emotional, physical, and cognitive development) by using a comprehensive child assessment tool such as the Child Observation Record (COR), Creative Curriculum Developmental Continuum, or the Work Sampling System.
- Program outcomes (standards, program quality, and staff development), using the PQA.
- Parent involvement, including meaningful participation on the Advisory Committee, using the PQA and/or parent surveys.

Programs must create measurable goals and objectives, one (1) for each of the above outcomes for a one-year period. Include measurement strategies for collecting and analyzing data for each of the above areas. Review all attachments in Addendum A.

**Use the worksheets (pages 35, 36, 40, & 41) to complete Part E, Charts 2, 3, and 4 - Program Quality (page 6 of the application), Parent Involvement (page 7 of the application), and Child Development Goals (page 8 of the application).**

If awarded a grant, programs will need to submit new goals/objectives each year for program improvement.

**For previously-funded programs and expansion requests, an explicit description of the assessment used for determining gains of the participating children must be included. Applicants must also include compiled child outcomes from previous years of implementation as evidence of the program's success. New applicants should provide detailed information regarding the plan for obtaining data for determining children's gains.**

New programs may include information on efforts to become accredited and/or accreditation documentation or other documentation showing program assessment scores.

Evaluation of Project

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-12 points)	Recommended for Funding with Minor Revisions (13-16 points)	Highly Recommended for Funding (17-20 points)
The proposal:	The proposal:	The proposal:	The proposal:
<p><b>FOR PROGRAMS NOT PREVIOUSLY FUNDED:</b> does not provide a plan or utilizes an assessment tool that determines program effectiveness.</p> <p><b>FOR PROGRAMS NOT PREVIOUSLY FUNDED:</b> does not provide a plan for assessing the gains of the participating children.</p> <p><b>FOR PREVIOUSLY FUNDED PROGRAMS ONLY:</b> does not provide a description of the gains participating children have made in the most recent year nor does it provide compiled child outcomes from previous years.</p> <p><b>FOR PREVIOUSLY FUNDED PROGRAMS ONLY:</b> does not provide PQA documentation including summary sheet and cover letter from MDE consultant. Program scored 3.4 or less.</p>	<p><b>FOR PROGRAMS NOT PREVIOUSLY FUNDED:</b> provides a brief plan, utilizing a self-designed assessment tool to determine program effectiveness.</p> <p><b>FOR PROGRAMS NOT PREVIOUSLY FUNDED:</b> provides a limited plan for assessing the gains of participating children with no details as to how it will be accomplished.</p> <p><b>FOR PREVIOUSLY FUNDED PROGRAMS ONLY:</b> provides a description of the gains participating children have made in the most recent year, but gaps in the data exist. Compiled data from previous years has gaps.</p> <p><b>FOR PREVIOUSLY FUNDED PROGRAMS ONLY:</b> provides PQA documentation including summary sheet and cover letter from MDE consultant. Program scored 3.5-4.0.</p>	<p><b>FOR PROGRAMS NOT PREVIOUSLY FUNDED:</b> provides a plan, utilizing a recognized assessment tool, to determine program effectiveness.</p> <p><b>FOR PROGRAMS NOT PREVIOUSLY FUNDED:</b> provides a plan for the gains of the participating children with limited information as to how it will be accomplished.</p> <p><b>FOR PREVIOUSLY FUNDED PROGRAMS ONLY:</b> provides a description of the gains participating children have made in the most recent year and compiled data from previous years.</p> <p><b>FOR PREVIOUSLY FUNDED PROGRAMS ONLY:</b> provides PQA documentation including summary sheet and cover letter from MDE consultant. Program scored 4.0-4.5</p>	<p><b>FOR PROGRAMS NOT PREVIOUSLY FUNDED:</b> provides a detailed plan, using a recognized assessment tool, to determine program effectiveness and discusses how results of the tool will be used.</p> <p><b>FOR PROGRAMS NOT PREVIOUSLY FUNDED:</b> provides a detailed description of the plan to assess the gains of the participating children as well as to how it will be accomplished.</p> <p><b>FOR PREVIOUSLY FUNDED PROGRAMS ONLY:</b> provides a detailed analysis of the gains of the participating children in the most recent year and the impact the data will have on future plans. Provides detailed analysis from previous year.</p> <p><b>FOR PREVIOUSLY FUNDED PROGRAMS ONLY:</b> provides PQA documentation including summary sheet and cover letter from MDE consultant. Program scored 4.5-5.0.</p>

**PART F (Pages 9 & 10) - FACILITY DESCRIPTION (5 POINTS)**

The agency/organization must identify each licensed classroom site for the center-based model, which will be used to implement MSRP. **Only center-based programs must include Part F, Chart 1 – Facility Description (page 9 of the application). Attach copy(s) of site license(s).**

Home-Based models must describe the location(s) of the cluster activities on **Part F, Chart 2 – Cluster Meeting Locations (page 10 of the application)**. Because parents will be on-site, it is possible the location(s) will not be licensed.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-2 points)	Recommended for Funding with Minor Revisions (3-4 points)	Highly Recommended for Funding (5 points)
The proposal: <b>Center-Based:</b> does not include information about licensing of the program.  <b>Home-Based:</b> does not provide a description of the location of the group cluster activities.	The proposal: <b>Center-Based:</b> includes a portion of requested information.  <b>Home-Based:</b> provides incomplete information about the location of group cluster activities.	The proposal: <b>Center-Based:</b> completes the facilities plan (Part F) in detail.  <b>Home-Based:</b> provides information on the location of the group cluster activities, but reviewer cannot determine from information if required number of meetings will be held.	The proposal: <b>Center-Based:</b> completes the facilities plan and includes a copy of current license(s) or most recent letter of correspondence on license status (not included in five page support document limit).  <b>Home-Based:</b> provides details of the location of the group cluster activities with the anticipated month(s) of use of the site(s). New/initial applicants identify space to be used at least ten times; renewing applicants identify space to be used at least 15 times.

**If program is offering both models, the score will be based on 2.5 points for each model, for a total of 5 points.**

**PART G (Pages 11-13) - KEY CLASSROOM PERSONNEL HOME-BASED STAFF AND PROFESSIONAL DEVELOPMENT (20 POINTS)**

**1. Key Classroom Personnel (10 points)**

**Part G, Chart 1A (page 11 of the application) – Key Classroom Personnel and Part G, Chart 1B (page 12 of the application) - Home-Based staff only should be included.** These charts show the qualifications of the key personnel for the program. **Applicants must attach verification of the credentials of all key personnel who are currently employed and/or identified for the program.** If a transcript shows a person’s maiden name, please indicate that name on the chart. Include the name of the program on the transcript.

### **Center-Based Model:**

- An Early Childhood Specialist, with a graduate degree in early childhood education or child development, must be identified. He/she must support the teaching staff, provide observation, feedback, training, and participate in the development of goals and objectives for continuous improvement of the program. **For these reasons, it is awkward for the teacher or one of the teachers to serve as the Early Childhood Specialist.**

### **Staffing**

The MSRP staff has appropriate credentialing, sophisticated knowledge of early childhood education, and practices a team approach. A 1:8 adult/child ratio must be maintained at all times. Class size must be capped at 18 children. Staff assigned to teach double sessions will be responsible for no more than 36 children.

### **The Early Childhood Specialist or Program Director must have:**

- A graduate degree in early childhood education or child development.
- Five or more years of relevant job experience that includes:
  - Working with young children in a group setting.
  - Program planning and implementation.
  - Program evaluation.
  - Staff supervision and development.
  - Program management.
- Completed professional development in areas such as:
  - Curriculum development.
  - Evaluation.
  - Program management.
  - Staff development.

To be effective the Early Childhood Specialist must acquire:

- Knowledge of and training in the *Early Childhood Standards of Quality for Prekindergarten* and the *Program Quality Assessment (PQA)*.

### **Teachers must have:**

- A valid Michigan teaching certificate with an Early Childhood Specialist Endorsement (coded ZA), or a valid Child Development Associate Credential (CDA), **OR;**
- A bachelor's degree in child care or child development with an emphasis on teaching preschool.
- Teachers who do not meet these qualifications have 4 years to obtain the proper credentials but must submit a compliance plan.
- Associate teachers (added to classrooms of more than 8 and less than 17 children) must possess proper training in early childhood development, including, but not limited to, a current CDA **or** an associate's degree in child development or similar program as approved by the Michigan State Board of Education. This currently can include 120 clock hours of documented formal child care education offered by approved training organizations and approved by MDE with no fewer than 10 hours in each of the following areas (from CDA requirements):
  - Planning a safe, healthy environment to invite learning.
  - Steps to advance children's physical and intellectual development.
  - Positive ways to support children's social and emotional development.
  - Strategies to establish productive relationships with families.
  - Strategies to manage an effective program operation.

- Maintaining a commitment to professionalism.
- Observing and recording children’s behavior.
- Principles of child growth and development.
- Associate teachers who do not meet these qualifications have two years to obtain proper credentials if they have completed at least one course in an appropriate training program.
- In a class of 17 or 18 children, a third adult who meets licensing requirements is necessary.

**Home-Based Model:**

- An Early Childhood Specialist or Adult Education Specialist must be identified to administer or consult with the program. This specialist must have a graduate degree with background in early childhood education, child development, family life education, adult education, or a related field, **and** cross training in the field that is not his/her primary field of study, as well as provide the same services as those indicated for centers. The Early Childhood Specialist provides the same functions as those indicated for the centers.
- Home visitors must minimally have:
  - An associate’s or bachelor’s degree in child or human development, early childhood education, family life education, parenting, social work, related field, **OR**;
  - A current Child Development Associate Credential (CDA).

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-4 points)	Recommended for Funding With Minor Revisions (5-7 points)	Highly Recommended for Funding (8-10 points)
The proposal: has not identified an Early Childhood Specialist (ECS).	The proposal: identified an ECS who does not have a master’s degree in Early Childhood or Child Development, or a teacher is identified as the Early Childhood Specialist. Documentation is attached (not counted in five-page maximum).	The proposal: identifies an ECS who meets the educational qualifications. A plan is in place for limited consultation opportunities with MSRP teaching staff. Documentation of credentials is attached (not counted in five-page maximum).	The proposal: identifies an ECS who meets the educational qualifications. There are clear plans for the ECS to provide training, consultation, and support to MSRP teaching staff. Documentation of credentials and a job description are attached (not counted in the five-page maximum support documents).
has not identified teacher(s), associate teacher(s), or home visitor (Home-Based model).	identifies teacher(s) who do not meet the educational requirements and/or it would take more than four years to qualify.  identifies associate teacher(s) who do not meet the educational requirements and it will take more than two years to qualify.  identifies home visitors who do not meet educational requirements and will take more than four years to qualify.	identifies some teachers who do not meet the educational requirements but are working towards qualification. Documentation of credentials is provided and is current.  identifies some associate teachers who do not meet the educational requirements but are working towards qualifying within two years. Documentation of credentials is provided and is current.	identifies teacher(s), associate teacher(s), and/or home visitor(s) (Home-Based model) who meet(s) the educational requirements and documentation is provided and is current.

**2. Professional Development Plan/Instructions (10 points)**

- Applicants must address in **narrative form** how training and technical assistance will be provided for staff. Describe staff development activities including a plan to increase skills and awareness of child development, working with children with special needs (and other relevant topics), through attendance at workshops and conferences, through on-going in-service training, and through continuous improvement strategies based on staff evaluation. Staff development activities can be provided by qualified agency staff as well as outside facilitators. Staff require training in the chosen curriculum and child assessment tool.
- Complete Part G, Chart 2 – Professional Development Plan (page 13 of the application)

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-4 points)	Recommended for Funding With Minor Revisions (5-7 points)	Highly Recommended for Funding (8-10 points)
The proposal: does not provide for staff participation in professional development activities.	The proposal: provides a limited description of staff participation in professional development activities. Staff participate in 1-2 professional development activities per year.	The proposal: describes staff participation in professional development activities. Staff participate in a minimum of 3-4 professional development activities per year.	The proposal: provides a detailed description of how all staff participate in professional development activities. Staff participate in five or more professional development activities per year.
does not provide staff with ongoing in-service training opportunities or describes limited ongoing training; topics not specific to early childhood development and early childhood program practices.	describes ongoing in-service training, not all topics specific to early childhood development and early childhood practices.	provides a detailed description of ongoing in-service training in topics specific to early childhood development and early childhood practices.	provides a detailed description of ongoing in-service training specific to program improvement and individual program need.

**PART H (Pages 14-16) - BUDGET (15 POINTS)**

This section provides information to demonstrate the program has an appropriate, cost-effective budget.

**Budget Guidelines:**

MSRP competitive grant funds **may** be used to pay for the following expenditures:

- Instructional materials and supplies.
- Nutritional supplies.
- Teacher salaries, aide salaries, and fringes.
- Parent involvement activities.
- Transportation for students.
- Health support services.
- Student support services.
- Staff development and teacher/parent training (maximum of 10 percent of the total grant award).

- i. Travel necessary to enable program staff to implement the early childhood program.
- j. Office supplies and materials.
- k. Communication.
- l. Printing and binding.
- m. Rent paid to a source other than the grantee for facility or space, as approved by MDE.
- n. Construction or renovation expenses related to licensing, as documented by the pre-licensing report and approved by MDE.
- o. Equipment.

MSRP Competitive funds **may not** be used to pay for:

- a. Stipends.
- b. Existing administrative, educational, or support personnel funded through other sources.
- c. Indirect costs.

### 1. Budget Summary (5 points)

The Budget Summary (Part H – page 14 of the application) must be completed and signed by the fiscal and administrative personnel of the agency/organization.

Applicants are advised to consult Appendix A of the Public School Accounting Manual to determine appropriate function and object codes for the anticipated expenses for the MSRP program being proposed. The Michigan Public School Accounting Manual is available online at [www.michigan.gov/accountingmanual](http://www.michigan.gov/accountingmanual). General guidance is provided below:

#### Function Codes:

- 110 Instruction - Basic Programs:** These functions (including 118 for Preschool) refer to classroom and home visit teaching staff who may be assigned to or hired for this program, supplies and materials, equipment (items costing less than \$5,000 per unit), **classroom** telephone, staff travel and mileage for home visits, and other costs related to activities.
- 120 Instruction - Added Needs:** Sub-functions of 120 refer to instructional activities for preschoolers as defined in special education or compensatory education.
- 210 Pupil Support Services:** This refers to other staff (i.e., nurses – 213, social workers – 216, etc.) assigned or hired to support and improve the well being of students, and the expenses associated with project implementation (i.e., materials for meetings, supplies, etc.).
- 220 Instructional Staff:** Costs for inservice training programs, conference fees, consultant costs, and other staff development activities. Costs for supervisory staff assigned to manage and improve instructional services for the project are itemized in 226. Activities for program coordination and compliance monitoring are also included. Professional development activities are encouraged to ensure

quality (line 221). A maximum of 10 percent of the allocation may be used for staff development activities.

- 230-260 and 280 Administration:** Administration is limited to 10 percent of the state's portion of the grant. In subcontracted programs, the fiscal agent may retain up to 5 percent, but the total administrative cost remains capped at 10 percent. Administrative costs include other administrative, facility space, research, evaluation, and support costs.
- 230 General Administration:** In agencies, functions in line 230 can be used for the agency's overhead costs (i.e., a percentage of the executive director's salary and benefits).
- 240 Administrative Costs:** Functions in line 240 are generally used to reflect administrative costs at the local building or program level (i.e., a portion of the site director's salary and office when the Early Childhood Specialist or program supervisor is in another central location. Costs for participant recruitment and maintenance of program records are included in line 241 (i.e., clerical costs NOT related to the supervision of teachers, which is in line 226).
- 250 Business Services:** If the grant pays a portion of the business office expenses, they can be included in the functions of line 250 - costs for budget, payroll, purchasing, accounting, etc. Costs for the required audit can be listed in line 252.
- 260 Operation and Maintenance:** Functions detailed in 260 are included in the 10 percent administrative cap UNLESS the costs are for the lease of space that is not part of the agency. Maintenance and janitorial service agreements are excluded from the 10 percent ONLY IF they are a part of a lease. Janitors and maintenance costs, utilities, administrative phones, and security costs are included in the 260 functions.
- 270 Pupil Transportation Services:** This refers to the cost of buying or leasing approved vehicles to transport preschoolers to/from the program; vehicle repair, operation, and maintenance are also itemized in this section. Other direct costs such as physical exams for drivers, driver's uniforms, and driver's licenses are allowable.
- 280 Central Support Services:** Include other central support services that are not included in the other administrative lines. Agencies may charge a portion of their overall planning and evaluation (281) to this line item. The 280 functions are part of the 10 percent cap.
- 290 Other Support Services:** This refers to the cost of staff and activities which support the program and cannot be classified in preceding sections. Line 297 refers to food services - but this does NOT apply to preschool snacks or lunches (which are a part of the instructional program).

**300 Community Services:** This refers to the cost of supplies, materials, and services necessary to implement non-education components of the programs (i.e., materials for parent meetings or workshops, child care arrangement costs during parent activities, transportation costs to parent meetings, and interagency committee meetings).

**400 Outgoing Transfers and Other Transactions:** This refers to outgoing payments and/or subcontracting fiscal relationship to school districts, agencies, or organizations.

**999 Indirect Costs:** These are not allowed for MSRP grants.

**Capital Outlay:** This refers to costs in excess of \$5,000 for developmentally-appropriate classroom equipment (**per unit**), and renovation cost, if needed, to meet Public Act 116 licensing approval.

**Other:** As needed; provide rationale.

**Total Expenditures:** Total cost to operate the program.

**Line A** = Total Cost to operate the program, including direct costs and local in-kind contributions.

**Line B** = MDE share of expenditures, which is the required grant amount needed to operate the program. This must equal \$3,400 times the requested number of children.

**Line C** = The local share of expenditures is the local in-kind or cash contribution used to help operate the program.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-2 points)	Recommended for Funding With Minor Revisions (3-4 points)	Highly Recommended for Funding (5 points)
The proposal: does not provide a budget summary or provides a budget summary that has inconsistencies.	The proposal: provides a budget summary, but expenditures do not follow the budget guidelines or request doesn't match \$3,400 per child.	The proposal: provides an accurate budget summary, expenditures as outlined in the budget guidelines, contains small typographical errors.	The proposal: provides a signed, complete, and accurate budget summary including expenditures as outlined in the budget guidelines.

**2. Budget Detail – Pages 15 & 16 of the application (10 points). See sample detail Addendum B, page 42 of instructions.**

This section will provide as much detail as possible regarding the line totals presented in the budget summary. MDE grant allocation amounts for each line item and the local share of expenditures (both cash and in-kind) from federal, state, or other funding agencies should be listed in **two separate columns using the forms provided**. Contracts and outgoing transfers must also be detailed. There are no page limitations to the budget detail.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-4 points)	Recommended for Funding With Minor Revisions (5-7 points)	Highly Recommended for Funding (8-10 points)
The proposal: does not provide a budget detail.	The proposal: provides a detail of expenditures not directly related to the activities proposed in the plan.	The proposal: provides a detail of expenditures directly related to the activities proposed in the plan. Some costs do not support or are in excess of what is needed to implement the plan.	The proposal: provides clear, detailed expenditures directly related to the activities proposed in the plan. Costs detailed are reasonable for the quality of the project activities proposed.
	does not utilize appropriate function codes, or has exceeded the maximum of 10 percent of the allocation for administrative costs, and/or the staff development cap of 10 percent. Insufficient detail provided to match totals on summary.	details function codes that match the budget summary. Expenditures do not exceed the maximum of 10 percent of the request for administrative costs (lines 230, 240, 250, 260 & 280). Staff development does not exceed 10 percent (line 220). Contains minor errors or lacks the detail needed for reviewer to understand totals.	details in-kind expenditures, if included, in a separate column. Appropriate function codes, categorized on the budget summary are utilized. Does not exceed the maximum of 10 percent of the request for administrative costs (lines 230, 240, 250, 260 & 280). Staff development does not exceed 10 percent (line 220).

## APPLICATION CHECKLIST FOR GRANT APPLICANTS

Applicant Name \_\_\_\_\_ Fax (\_\_\_\_) \_\_\_\_\_

Attn: \_\_\_\_\_

- Is the application in a font no smaller than Times New Roman 12 point with 1.5 line spacing or greater?
- Is the Narrative portion no more than 12 pages in length?
- Are the Application Cover and Assurances and Certifications pages signed by the authorized signatory?
- Is the Budget Summary signed by the authorized signatory?
- Are the relevant support documents limited to five pages?
- Is the documentation of the agency/organization's status as a public or private non-profit legal entity included as an attachment?
- Is a letter of commitment and agreement attached for those components of the project not operated directly by the applicant?
- Are the forms/attachments completed and stapled to original and ALL four copies in the following order?
  - Part A (page 1) Application Cover Sheet
  - Part A (page 1a) Assurances and Certifications
    - Letter(s) of Commitment and Agreement from Subcontract(s)
  - Part B (page 2) Project Abstract
  - Part C (page 3) Project Fact Sheet
  - Part D (page 4) Acknowledgement of Effort to Collaborate and Certification of Need
  - Part E Narrative Program Description
    - Statement of Need
    - Student Recruitment and Selection
    - Proposed Project Plan
    - Supplementary Child Care
    - Parent Involvement and Family Services
    - Advisory Committee
    - Evaluation of Project
    - Chart 1 (Advisory Committee – page 5)
    - Chart 2 (Program Quality – page 6)
    - Project Plan Worksheet (page 35 of instructions)
    - Chart 3 (Parent Involvement – page 7)
    - Program Goal/Parent Involvement Worksheet (page 36 of instructions)
    - Chart 4 (Child Development – page 8)
    - Child Development Worksheet (pages 40 & 41 of instructions)
  - Part F. Facility Description
    - Chart 1 (Facility Description for Center-Based Programs – page 9)
    - Chart 2 (Cluster Sites for Home-Based Projects – page 10)
  - Part G. Key Classroom Personnel
    - Chart 1A (Key Classroom Personnel – page 11) with verification of credentials attached (if applicable)
    - Board of Directors Contact Information (page 17 within application)
    - Chart 1B (Home-Based Staff – page 12) (if applicable)
    - Chart 2 (Professional Development Plan – page 13) and professional development narrative
  - Part H. Budget
    - Budget Summary (page 14)
    - Budget Detail (pages 15 & 16)
  - Attachments (if applicable)
  - Complete this form and attach to the top of the original application
  - One copy of nonprofit status attached to the original for the competing agency and any agency with which it subcontracts

**Applications not meeting the above standards WILL BE DENIED.**

**ATTACH THIS FORM TO THE ORIGINAL APPLICATION, ACCORDING TO PACKAGING AND MAILING INSTRUCTIONS ON PAGES 3 & 4. APPLICATIONS NOT MEETING THE ABOVE STANDARDS WILL BE DENIED AND RETURNED TO THE APPLICANT.**

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Package received by MDE: Staff initials \_\_\_\_\_ Date \_\_\_\_\_

## **Michigan School Readiness Program Project Plan – Program Quality and Parent Involvement**

The *Program Quality Assessment* (PQA) data from our statewide data set tells us that Michigan School Readiness Program (MSRP) sites, on average, are of high-quality in the services provided to children and families. We also recognize that early childhood programs across the country are being asked to “prove” what they are doing “makes a difference.” Therefore, using data to accurately report on MSRP grantees is vitally important.

Program evaluation is a way to determine whether or not programs have met the goals they set at the beginning of the year. The goals programs typically evaluate are the ones written in the “Project Plan” section of the Implementation Plan. Program goals are important as they reflect a theory about how programs accomplish the primary mission of promoting preschool children’s readiness for school and life success. There are three components to this theory that should be reflected in MSRP evaluations: program quality improvement goals, parent involvement goals, and child development goals.

In order to show that a program is effective, program evaluations require taking a look at the goals in the three areas at the end of the year to determine: What are you currently doing well? What will you need to start doing? Identify barriers and additional information needed. Who else will you need to involve? What steps will you take to carry out your plan? What is your timeline? How will you evaluate the effectiveness?

Use the PQA tool to determine an item that you would like to improve for the program and an item you would like to improve for parent involvement. Review the example and the sample worksheets to support your teamwork as you develop goals and objectives for your program.

# MSRP Project Plan Worksheet

Program Quality **Goal:** PQA Item: II-K

*The program has a time each day for snacks or meals that encourage social interaction.*

Current Score: 2 Desired Outcome/PQA Score: 5

<b>Step 1.</b> What are you currently doing well? <i>Share program strengths.</i>	<b>Step 2.</b> What will you need to start doing? (These <b>objectives</b> come from the PQA Level 5 Indicators.)	<b>Step 3.</b> Identify barriers or issues that might get in your way.	<b>Step 4.</b> Is there any additional information you need.	<b>Step 5.</b> Who else will you need to involve (e.g., staff, parents).
<p><i>Children have choices (where to sit, what to eat).</i></p> <p><i>Children serve themselves things from the basket.</i></p> <p><i>Adults sometimes interact.</i></p>	<p><i>Adults need to sit down and eat with the children.</i></p> <p><i>Children need to be able to serve themselves more.</i></p> <p><i>Adults need to interact more with children.</i></p>	<p><i>Adults need to understand the importance of eating family-style and interacting with children.</i></p> <p><i>We only have large serving utensils and bowls.</i></p>	<p><i>No.</i></p>	<p><i>Cooks.</i></p> <p><i>Teachers and assistants.</i></p> <p><i>Parents.</i></p> <p><i>Accountant.</i></p>

Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

# MSRP Project Plan Worksheet

Program Quality **Goal** / PQA Item: \_\_\_\_\_

Current Score:

Desired Outcome/PQA Score:

Program Improvement Plan				
Step 6: Improving Current Practice			Step 7: What is your timeline for these steps?	Step 8: Evaluate Effectiveness; How will you <b>measure</b> the effectiveness of the change? At least one measurement strategy must include rescoring the identified PQA Item
<ul style="list-style-type: none"> <li>Supplementing teacher knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Supplementing classroom materials</li> </ul>	<ul style="list-style-type: none"> <li>Supplementing curriculum strategies that support learning</li> </ul>		
<p><i>Do a training on what “family-style” meals look like for preschool; adults always sit and eat with the children, children participate in set-up and clean-up for meals, children have choices as they serve themselves, and adults engage in reciprocal conversation with children.</i></p>	<p><i>Talk to accountant to get funds to purchase child-friendly serving pieces. Purchase supplies.</i></p>	<p><i>With parents and teachers, draw up new policy/procedures for family-style meals in the classrooms.</i></p>	<p><i>1. Next staff meeting in one week.</i></p> <p><i>2. Immediately speak to accountant.</i></p> <p><i>3. Schedule meeting with teachers and parents in two weeks.</i></p>	<p><i>Have teachers rescore themselves on item II-K.</i></p> <p><i>Early childhood specialist:</i></p> <ul style="list-style-type: none"> <li><i>- Collect and review scores.</i></li> <li><i>- Go into the classrooms one week later to confirm these scores.</i></li> <li><i>- Share aggregate PQA results at staff meeting; reflect on challenges to family-style meals, the benefits to children’s school experience and ways to strengthen with home-school compliance.</i></li> </ul>

# MSRP Project Plan Worksheet

## PQA Project Plan: PQA Item:

Current Score: \_\_\_\_\_ Desired Outcome/PQA Score: \_\_\_\_\_

<b>Step 1.</b> What are you currently doing well? Share your program strengths.	<b>Step 2.</b> What will you need to start doing? (These <b>objectives</b> come from the PQA Level 5 Indicators.)	<b>Step 3.</b> Identify barriers or issues that might get in your way.	<b>Step 4.</b> Is there any additional information you need?	<b>Step 5.</b> Who else will you need to involve? (e.g., staff, parents)

**Program Goal/Parent Involvement Goal**

<b>Step 6: Improving Current Practice</b>			<b>Step 7: What is your timeline</b> for these steps	<b>Step 8: Evaluate Effectiveness</b> How will you <b>measure</b> the effectiveness of the change? At least one measurement strategy must include re-scoring the identified PQA Item.
<ul style="list-style-type: none"> <li>• Supplementing teacher knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Supplementing classroom materials</li> </ul>	<ul style="list-style-type: none"> <li>• Supplementing curriculum strategies that support learning</li> </ul>		

## Michigan School Readiness Program Child Development Improvement Plan

The *Program Quality Assessment* (PQA) data from our statewide data set tells us that MSRP sites, on average, are of high-quality in the services provided to children and families. We also recognize that early childhood programs across the country are being asked to demonstrate what they are doing “makes a difference.” Therefore, using child assessment data to plan instruction is vitally important.

The process of observing, recording, and otherwise documenting work that children do and how they do it, is critical as a basis for a variety of educational decisions that affect each child. The goals that programs typically evaluate are the ones written in the “Project Plan” section of the Implementation Plans. Program goals are important as they reflect a theory about how programs accomplish the primary mission of promoting preschool children’s readiness for school and life success. There are three components to this theory that should be reflected in MSRP evaluations: program quality improvement goals, parent involvement goals, and child development goals.

In order to show that a program is effective, program evaluations require taking a look at the goals in three areas at the end of the year to determine the following: What are you currently doing well? What will you need to start doing? Identify barriers and additional information needed. Who else will you need to involve? What steps will you take to carry out your plan? What is your timeline? How will you evaluate the effectiveness?

Each grantee is required to use a reliable and valid child assessment tool. Analysis of child outcome data should inform teaching teams of the domains that adults would like to strengthen. Review the attached example and complete the worksheet to support teamwork as the program’s goals and objectives are developed. The example for the Child Development Goal uses the *Child Observation Record* (COR) published by the High/Scope Educational Research Foundation. COR is one example of a valid tool that can be used. Consult the MSRP Implementation Manual for additional suggestions.

**Child Development Goal**

<p><b>Step 1: Analyze current assessment data:</b></p> <ul style="list-style-type: none"> <li>Identify the Child Assessment Tool in use.</li> <li>List gain scores across domains.</li> <li>Identify one domain which the team would like to strengthen. This becomes the <b>goal</b>.</li> </ul>	<p><b>Step 2: Connect learning domain from Step 1 to the <i>Early Learning Expectations for Three- and Four-Year-Old Children</i> (found in the <i>Early Childhood Standards of Quality for Prekindergarten</i>).</b></p>	<p><b>Step 3: Map to your assessment's items.</b> These <b>objectives</b> come from the specific items under the domain listed in the child development assessment tool you are using.</p>	<p><b>Step 4: Identify your program's strengths.</b></p>
<p><i>COR:</i></p> <p><i>Initiative: 1.5</i></p> <p><i>Social Relations: 1.4</i></p> <p><i>Creative Representation: 2.7</i></p> <p><b><i>Music/Movement: .3</i></b></p> <p><i>Language/Literacy: 1.6</i></p> <p><i>Mathematics/Science: 1.0</i></p>	<p><i>ECSQ: Physical Development and Health:</i></p> <p><i>1. Children experience growth in gross motor development and use of large muscles to improve a variety of gross motor skills in both structured and unstructured settings.</i></p> <p><i>2. Children will experience growth in fine motor development and use of small muscles to improve a variety of fine motor skills in structured and unstructured settings.</i></p>	<p><i>COR: Movement and Music; Moving with Objects.</i></p> <ol style="list-style-type: none"> <li><i>Child throws or kicks an object.</i></li> <li><i>Child catches an object.</i></li> <li><i>Child coordinates both hands to manipulate one or more objects.</i></li> <li><i>Child dribbles a ball.</i></li> <li><i>Child chants or sings while maintaining movement to a steady beat.</i></li> </ol>	<p><i>The daily schedule allows time each day for both quiet and active periods.</i></p> <p><i>Children go outside to play each day unless there is inclement weather.</i></p>

Step 5: Activities to Improve Current Practice. These are the activities:			Step 6: What is the timeline for these activities?	Step 7: Evaluate Effectiveness. How will you measure the effectiveness of change? At least one measurement strategy must include reassessment using the identified child development assessment tool.
Supplementing teacher	Supplementing classroom materials	Supplementing curriculum strategies that support learning		
<p><i>At the staff meeting in October, teaching teams will attend training on supporting motor coordination in children. Parents and ancillary staff will be encouraged to attend.</i></p> <p><i>Staff and parents will exchange ideas and materials to support children's physical development at home.</i></p>	<p><i>Each teacher will receive inventory and generate a list of materials needed to support motor coordination.</i></p> <p><i>Teachers will intentionally reflect Movement and Music; Moving With Objects in daily lesson plans, individualizing for special needs as appropriate. Anecdotal notes will reflect behaviors in this category.</i></p> <p><i>Teachers will place materials in the classroom that naturally offer opportunities to strengthen motor skills (i.e., dress up clothes with zippers and buttons, items to string and weave, musical instruments, balls and bean bags, scarves, shakers, etc.).</i></p>	<p><i>Teachers will support children's emerging physical development by planning large/ small group times to have interactive focus, utilizing both children's ideas and materials for each child to manipulate.</i></p> <p><i>Teachers will utilize the playground as a learning environment, supporting children's motor coordination by taking cues from children as they begin to partner with and extend children's play.</i></p> <p><i>Teachers will allow children the time during the daily routine to accomplish motor tasks (i.e., removing coats/boots, hanging artwork, sweeping up sand, serving themselves at meals, dressing for outdoors, etc.).</i></p> <p><i>Teachers will observe and take anecdotal notes on children specific to the COR Item, Moving With Objects.</i></p> <p><i>With parents, teachers will monitor Movement and Music progress for each child.</i></p>	<p><i>Two weeks after inservice training</i></p> <p><i>Weekly</i></p> <p><i>Weekly</i></p> <p><i>Monthly</i></p>	<p><i>The early childhood specialist will observe in each classroom to confirm the improved strategies and offer continued support to teaching teams.</i></p> <p><i>The teaching teams will reassess the children's progress using the COR.</i></p>

## Child Development Goal

<p><b>Step 1: Analyze current assessment data:</b></p> <ul style="list-style-type: none"> <li>• Identify the Child Assessment Tool in use.</li> <li>• List gain scores across domains.</li> <li>• Identify one domain which the team would like to strengthen. This becomes the <b>goal</b>.</li> </ul>	<p><b>Step 2: Connect learning domain from Step 1 to the <i>Early Learning Expectations for Three- and Four-Year-Old Children</i> (found in the <i>Early Childhood Standards of Quality for Prekindergarten</i>).</b></p>	<p><b>Step 3: Map to your assessment's items.</b> These <b>objectives</b> come from the specific items under the domain listed in the child development assessment tool you are using.</p>	<p><b>Step 4: Identify your program's strengths.</b></p>

<b>Step 5: Activities to Improve Current Practice.</b> These are the <b>activities</b> :			<b>Step 6:</b> What is the <b>timeline</b> for these activities?	<b>Step 7:</b> Evaluate Effectiveness. How will you <b>measure</b> the effectiveness of change? At least one measurement strategy must include reassessment using the identified child development assessment tool.
Supplementing teacher	Supplementing classroom materials	Supplementing curriculum strategies that support learning		



