

THE GREAT START READINESS PROGRAM & HEAD START AT-A-GLANCE

Topics	Intermediate School Districts (ISD) working with Formula Consortium Members (School District/Public School Academies)	ISD working with Competitive Subcontractors (Agencies)	Head Start Grantees
Who Can Apply	<ul style="list-style-type: none"> ISDs as fiscal agents for consortium of its LEAs or group of ISDs. 	<ul style="list-style-type: none"> ISDs as fiscal agent for each of its subcontractor Competitive Agencies. 	<ul style="list-style-type: none"> Sec. 641: Any local public or private nonprofit agency, including community based and faith-based organizations, or for-profit agency, within a community, pursuant to requirements of this section.
Collaboration	<p>The ISD :</p> <ul style="list-style-type: none"> Leads Collaboration with its Formula consortium members and Competitive subcontractors and Head Start to complete the Community Needs and Resources Assessment (CNRA). Aggregates data and seeks the endorsement of the CNRA(s) from the Great Start Collaborative (GSC). Jointly recruits eligible children and share waiting lists. Refers children who are income eligible for Head Start to Head Start. The referral process must be complete before enrolling in GSRP. 	<p>The ISD :</p> <ul style="list-style-type: none"> Leads Collaboration with its Formula consortium members and Competitive subcontractors and Head Start to complete the Needs and Capacity worksheets for the competition. Aggregates data and seeks the endorsement of the Need and Capacity document of each applicant from the Great Start Collaborative (GSC). Jointly recruits eligible children and share waiting lists. Refers children who are income eligible for Head Start to Head Start. The referral process must be complete before enrolling in GSRP. 	<ul style="list-style-type: none"> Sec. 642 Head Start agency shall collaborate and coordinate with public and private entities, to the maximum extent practicable, to improve the availability and quality of services to Head Start children and families. Collaborate and coordinate activities with the local educational agency or other public agency responsible for the operation of the prekindergarten program and providers of prekindergarten, including outreach activities to identify eligible children Selection priorities for eligible children to be served by programs.
Eligibility	<ul style="list-style-type: none"> Children must be four years of age on or before December 1 in the year enrolled. Over-age children cannot be enrolled. 75 percent of children enrolled must meet low income requirements. Income must be documented for each family. Use of the <i>Participant Eligibility and Prioritization Guidelines</i> required An ISD that operates under Consortium Option 1 must enroll children in each LEA who reside within LEA boundaries. 	<ul style="list-style-type: none"> Children must be four years of age on or before December 1 in the year enrolled. Over-age children cannot be enrolled. 75 percent of children enrolled must meet low income requirements. Income must be documented for each family. Children must live in a catchment area defined in the application. Use of the <i>Participant Eligibility and Prioritization Guidelines</i> required 	<ul style="list-style-type: none"> 45 CFR 1305 Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start: Children must be at least three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located. At least 90 percent of the children who are enrolled in each Head Start program must be from low-income families.

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	<ul style="list-style-type: none"> An ISD that operates under Consortium Option 2 may choose to recruit and enroll from within the entire consortium region. 		<ul style="list-style-type: none"> Categorically eligible children include: TANF, SSI, homeless, and foster care.
Combining eligible and non-eligible children	<ul style="list-style-type: none"> Braided funding can occur provided financial records are maintained showing the equivalent of per-child allotment is met for non-GSRP children. Note: The GSRP/Head Start Blend option is not considered "braided" funding. All GSRP requirements apply to a classroom whenever one or more GSRP children are enrolled. More eligible children may be served than the allocation allows. Class capacity and adult/child ratios must be maintained. No additional funds will be forwarded. 	<ul style="list-style-type: none"> Identical to Formula requirements. 	<ul style="list-style-type: none"> Braided funding can occur provided financial records are maintained showing how funds were allocated appropriately. All Head Start requirements apply to a classroom whenever one or more Head Start children are enrolled. <p>More eligible or non- eligible children may be served than the allocation allows. Class Capacity and adult/child ratios must be maintained.</p>
Licensed/Approved by Dept. of Human Services	<ul style="list-style-type: none"> Approval required. All rules must be adhered to, without exception. 	<ul style="list-style-type: none"> License required. All rules must be adhered to, without exception. 	<ul style="list-style-type: none"> License required. All rules must be adhered to, without exception.
Class Size	<ul style="list-style-type: none"> GSRP class capacity: 18 	<ul style="list-style-type: none"> GSRP class capacity: 18 	<ul style="list-style-type: none"> Head Start class capacity: 20 Double session class capacity is 17 or If more than 50% of children are three at the beginning of the program year then the capacity is 15.
Adult/Child Ratio	<p><u>Center-Based</u></p> <ul style="list-style-type: none"> Adult/child ratio: 8:1 Add qualified associate teacher with the ninth child. Add third adult with the 17th child. GSRP teachers assigned to teach double sessions cannot be responsible for more than 36 children. 	<p><u>Center-Based</u></p> <ul style="list-style-type: none"> Identical to Formula Requirements. 	<p><u>Center Based</u></p> <ul style="list-style-type: none"> Head Start classes must be staffed by a teacher and an aide or two teachers and, whenever possible, a volunteer. For classes serving predominantly four or five-year-old children, the average class size of that group of classes must be between 17 and 20 children, with no more than 20 children enrolled in any one class. It is recommended that at least 13 children be enrolled in each center based option class where feasible.

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<p>Program Options</p>	<p>Parents must not incur costs for any part of the program.</p> <p><u>Center-Based</u></p> <p><u>Part-Day</u></p> <ul style="list-style-type: none"> • A minimum of 3 hours per day, for a minimum of four days per week. New programs must operate at least 20 weeks; continuing programs at least 30 weeks. <p><u>Alternative Schedule</u></p> <ul style="list-style-type: none"> • An All-Day/Alternate-Day (School-Day, two days per week) preschool program may be approved when the program collaborates to share staff, space, or transportation with All-Day/Alternate-Day Kindergarten. • Per-slot allocation is the same as for Part-Day GSRP. • Must assure the quality of the preschool experience for All-Day/Alternate-Day program is equal to a Part-Day program. <p><u>School-Day</u></p> <ul style="list-style-type: none"> • Operates for at least the same length of day as the local school district's/PSA's first grade program, for a minimum of four days per week, 30 weeks per year, with one day per week set aside for parent involvement, staff planning, and/or professional development. • If the program operates five days per week, staff must have time for planning, professional development, and parent involvement. • A classroom that offers a School-Day program must enroll all children in the class for the length of the school day. • All-Day/Alternate-Day GSRP is not considered School-Day. • Each School-Day slot is counted as two 	<p>Parents must not incur costs for any part of the program.</p> <p><u>Center-Based</u></p> <ul style="list-style-type: none"> • Identical to Formula requirements. 	<p>Parents must not incur costs for any part of the program.</p> <p><u>Center-Based</u></p> <p><u>Part-Day</u></p> <ul style="list-style-type: none"> • Classes must operate for four or five days per week and must operate for a minimum of three and one half to a maximum of six hours per day with four hours being optimal. • Programs that operate for four days per week must provide at least 128 days per year and programs that operate for five days per week must provide at least 160 days per year. <p><u>Combination Program</u></p> <ul style="list-style-type: none"> • Must provide class sessions and home visits that result in an amount of contact with children and families that is, at a minimum, equivalent to the services provided through the center-based program option or the home-based program option. • Combination models must meet class size and home visitation requirements as identified for both models. <p><u>Full-Day</u></p> <ul style="list-style-type: none"> • Operates more than six hours per day. • These programs must comply with all the requirements regarding the center based program option. • Programs are encouraged to meet the needs for full day services by securing funds from other agencies • Should demonstrate that alternative enrollment opportunities or funding from non Head Start sources are not available for Head Start families
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	<p>Part-Day slots for the purposes of determining the number of children to be served.</p> <p><u>Migrant Education Programs</u></p> <ul style="list-style-type: none"> • Flexible arrangements for preschool programming. • A program must operate for a minimum of six weeks. • The minimum number of teacher contact hours is 60. This is based on a Part-Day, six week, 3 hours per day, four days per week program. • Programs operating for a period less than the usual 20/30 weeks will be prorated to reflect the number of children served for the length of the program. <p><u>Home-Based</u></p> <ul style="list-style-type: none"> • Visits must be a minimum of 60 minutes, excluding transportation time. • Twenty home visits first program year, and 30 visits for continuing programs. • Ten cluster activities for the first program year and 15 cluster activities each continuing year. • Maximum: 16 families per home visitor. • Per slot allocation the same as for Part-Day GSRP. 		<p>needing full day child care services.</p> <ul style="list-style-type: none"> • All-Day/Alternate-Day GSRP is not considered School-Day. • Only to those children and families with special needs that justify full day services pr to those children whose parents are employed or in job training with no caregiver present in the home. <p><u>Migrant Education Programs</u></p> <ul style="list-style-type: none"> • Migrant programs are not subject to the requirement for a minimum number of planned days, but must make every effort to provide as many days of service as possible to each migrant child and family. • Minimum of two parent teacher conferences for each child during the time they serve that child. <p><u>Home-Based</u></p> <ul style="list-style-type: none"> • Visits must be a minimum of 90 minutes. • One visit per week for a minimum of 32 weeks. • Medical or social service appointments may not replace home visits or scheduled group socialization activities. • Provide, at a minimum, two group socialization activities per month for each child • Group socialization activities must be focused on both the children and parents • Maximum: 12 families per home visitor and suggested average 10-12. <p>Note: Head Start also offers both a Family Child Care option and Double Session option.</p>

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<p>Parent Involvement</p>	<p><u>Center-Based</u></p> <ul style="list-style-type: none"> • Parents are active decision makers for their child’s development as well as program goals. • A minimum of two home visits and two parent/teacher conferences. • Parents and staff frequently interact; formally and informally. • Advisory Committees require one parent/guardian for every 18 children, with a minimum of two parents/guardians. 	<p><u>Center-Based</u></p> <ul style="list-style-type: none"> • Identical to Formula requirements. 	<p><u>Center-Based</u></p> <ul style="list-style-type: none"> • Grantee and delegate agencies must establish and maintain a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program. • Policy Councils and Policy Committees must be comprised at least 51 percent of parents of currently enrolled children and community representatives. • Must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents. • Must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff. • A minimum of two home visits and two parent/teacher conferences. • Parent involvement in health, nutrition, and mental health education.
<p>Reporting</p>	<ul style="list-style-type: none"> • Community Needs and Resources Assessment(CNRA) pre-application for upcoming year, due in winter • Child Information and Program Evaluation Report (CIPER) for current year, due in late spring • Program Summary of just completed year, due in summer • Final Expenditure Report/Carryover Budget for completed year, due in fall • Final Application in MEGS for new year, due in fall • Mich. Student Data System (MSDS) – three certification periods. 	<ul style="list-style-type: none"> • Child Information and Program Quality Report (CIPER) for current year, due in late spring • Competition – spring • Program Summary of just completed year, due in summer • Final Expenditure Report for completed year, due in fall • Final Application in MEGS for new year, due in fall • Mich. Student Data System (MSDS) – three certification periods 	<ul style="list-style-type: none"> • Program Information Report (PIR): <i>Enrollment, Staff Qualifications, Health Services, Disability Services, Family Information, Education Services, and Administration</i> • Head Start Enterprise System (HSES) • SF-269 or SF-269A, Financial Status • SF-272, Report of Federal Cash Transactions • Monthly enrollment reporting

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<p>Key Personnel</p>	<p><u>Early Childhood Specialist</u></p> <p><u>Center-Based</u></p> <ul style="list-style-type: none"> • Master’s degree in early childhood education or child development. <p><u>Home-Based</u></p> <ul style="list-style-type: none"> • Master’s degree in early childhood education, child development, family life education, or adult education. • Interdisciplinary training in working with young children and adults. <p><u>Center-Based</u></p> <p><u>Lead Teacher</u></p> <ul style="list-style-type: none"> • Valid Michigan teaching certificate with an early childhood specialist endorsement (ZA/ZS). OR • If sub-contracted, a lead teacher must have a valid Michigan teaching certificate with a ZA/ZS, OR a valid Michigan teaching certificate with a child development associate (CDA), OR a bachelor’s degree in child development with a focus on teaching preschool. <p><u>Associate Teacher</u></p> <ul style="list-style-type: none"> • CDA, OR • associate’s degree in early childhood/preschool education or child development, OR • 120 clock hours of documented and approved formal early childhood education offered by approved training 	<p><u>Early Childhood Specialist</u></p> <p><u>Center-Based</u></p> <ul style="list-style-type: none"> • Master’s degree in early childhood education or child development. <p><u>Home-Based</u></p> <ul style="list-style-type: none"> • Master’s degree in early childhood education, child development, family life education, or adult education. • Interdisciplinary training in working with young children and adults. <p><u>Center-Based</u></p> <p><u>Lead Teacher</u></p> <ul style="list-style-type: none"> • Valid Michigan teaching certificate with an early childhood specialist endorsement (ZA/ZS), OR • a valid Michigan teaching certificate with a child development associate (CDA), OR • a bachelor’s degree in child development with a focus on teaching preschool. <p><u>Associate Teacher</u></p> <ul style="list-style-type: none"> • CDA, OR • associate’s degree in early childhood/preschool education or child development, OR • 120 clock hours of documented and approved formal early childhood education offered by approved 	<p><u>Early Childhood Content Area Expert</u></p> <p>Education and child development services must be supported by staff or consultants with training and experience in areas that include: The theories and principles of child growth and development, early childhood education, and family support. In addition, staff or consultants must meet the qualifications for classroom teachers, as specified in section 648A of the Head Start Act and any subsequent amendments regarding the qualifications of teachers.</p> <p><u>Center-Based Lead Teacher</u> a baccalaureate or advanced degree in early childhood education; or</p> <p>a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.</p> <p>Or through September 30, 2011--</p> <p>a child development associate credential that is appropriate to the age of children being served in center-based programs;</p> <p>a State-awarded certificate for preschool teachers that meets or exceeds the requirements for a child development associate credential;</p> <p>an associate degree in early childhood</p>
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	<p>organizations and approved by MDE. (Process to document training cannot begin after 6/21/11, must be submitted by 5/31/12)</p> <p><u>Third Staff Person</u></p> <ul style="list-style-type: none"> • Meets licensing rules as “caregiver.” <p><u>Home-Based Visitor</u></p> <ul style="list-style-type: none"> • Associate’s or bachelor’s degree in child or human development, early childhood education, family life education, parenting or social work, OR a CDA. <p><u>Professional Development, All Staff</u></p> <ul style="list-style-type: none"> • Professional development opportunities each year. • Individualized. • Reflects goals and objectives of the program. • Maintains up-to-date certifications/credentialing. 	<p>training organizations and approved by MDE. (Process to document training cannot begin after 6/21/11, must be submitted by 5/31/12)</p> <p><u>Third Staff Person</u></p> <ul style="list-style-type: none"> • Meets licensing rules as “caregiver.” <p><u>Home-Based Visitor</u></p> <ul style="list-style-type: none"> • Associate’s or bachelor’s degree in child or human development, early childhood education, family life education, parenting or social work, OR a CDA. <p><u>Professional Development, All Staff</u></p> <ul style="list-style-type: none"> • Identical to Formula requirement. 	<p>education;</p> <p>(iv) an associate degree in a related field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children; or</p> <p>(v) a baccalaureate degree and has been admitted into the Teach For America program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach For America summer training institute that includes teaching preschool children, and is receiving ongoing professional development and support from Teach For America's professional staff.</p> <p>(B) As of October 1, 2011--</p> <p>(i) an associate degree in early childhood education;</p> <p>(ii) an associate degree in a related field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children; or</p> <p>(iii) a baccalaureate degree and has been admitted into the Teach For America program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach For America summer training institute that includes teaching preschool children, and is receiving ongoing professional development and support</p>
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			<p>from Teach For America's professional staff.</p> <p><u>Assistant Teacher</u> Must meet licensing rules as caregiver</p> <p><u>Home Visitor</u> Home visitors must have knowledge and experience in child development and early childhood education; the principles of child health, safety, and nutrition; adult learning principles; and family dynamics. They must be skilled in communicating with and motivating adults, must have knowledge of community resources and the skills to link families with appropriate agencies and services.</p> <p><u>Professional Development</u> <u>All staff</u> All new staff must have an orientation which includes the goals and philosophy and implementation of the program Must be structured and ongoing</p> <p><u>Professional Development, Teaching staff</u></p> <ul style="list-style-type: none"> • Must have 15 hours of classroom focused training per year • Must have a professional development plan for all staff who work directly with children 
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