



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

October 26, 2005

To: Intermediate School District Superintendents

From: Mike Flanagan

Subject: RFP for Great Start Collaboratives

In February of 2005, Governor Granholm announced the creation of the Michigan Early Childhood Investment Corporation (ECIC) and charged it to oversee the implementation of the Great Start system - Michigan's comprehensive early childhood system. The goal of the Great Start system is for all Michigan children to enter kindergarten safe, healthy, and eager to succeed in school and in life. I am pleased to serve on the Executive Committee of the ECIC. (Sally Vaughn also serves on your behalf.)

I want to inform you that initial funds are now available for intermediate school districts to apply to convene Great Start Collaboratives, on behalf of their communities. Great Start Collaboratives will be the local planning and decision-making bodies for the Great Start system. I highly encourage you to review the attached "Request for Proposal" and seriously consider leading the development of a proposal for your community.

Questions regarding the "Request for Proposal" may be directed to Joan Blough, Great Start Collaborative Grant Coordinator, at 269-345-5968 or bloughj@michigan.gov.

Thank you very much for your efforts on behalf of young children and their families.

Attachments

STATE BOARD OF EDUCATION

KATHLEEN N. STRAUS – PRESIDENT • JOHN C. AUSTIN – VICE PRESIDENT
CAROLYN L. CURTIN – SECRETARY • MARIANNE YARED MCGUIRE – TREASURER
NANCY DANHOF – NASBE DELEGATE • ELIZABETH W. BAUER
REGINALD M. TURNER • EILEEN LAPPIN WEISER

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

**Michigan Early Childhood Investment Corporation
REQUEST FOR PROPOSALS
GREAT START COLLABORATIVES - YEAR ONE
FY 2005 - 2006**

Part I. General Information

Background

In February of 2005, Governor Granholm announced the creation of the Michigan Early Childhood Investment Corporation (ECIC) and charged it to oversee the implementation of the Great Start system—Michigan’s comprehensive early childhood system. The goal of the Great Start system is for all Michigan children to enter kindergarten safe, healthy and eager to succeed in school and in life.

Great Start Collaboratives will be the local planning and decision-making bodies for the Great Start system. The Great Start Collaboratives will conduct a community needs assessment based on the Great Start components¹. A long-term, strategic plan will be developed based on the findings of the needs assessment. The strategic plan will outline how, over time, services and supports from all of the Great Start system components will be made accessible to every child from birth to kindergarten entry and his/her family.

Grant Purpose

Initial funds are now available for intermediate school districts to apply to convene Great Start Collaboratives. Grants awards will be made for a 12-month period. However, grant awards may be renewed if criteria are met.² All funds will be awarded based on the selection criteria outlined in this document. Two distinct award designations will be made, as follows:

Designation as a Great Start Collaborative

Up to seven communities will be designated and funded as Great Start Collaboratives. These applicants will be funded to:

- A. Implement an effective, inclusive and collaborative governance structure for the Great Start Collaborative;
- B. Complete a community strengths and needs assessment in all seven Great Start system components;
- C. Prepare a strategic plan which systematically addresses the community strengths and needs identified in the assessment and establish priorities for implementation in Year 2;
- D. Prepare an action agenda that details the resources and actions needed to move forward with the priorities for implementation in Year 2;
- E. Implement the local portion of the Great Start system public awareness campaign;

¹ Great Start System Components: Physical Health, Social-Emotional Health, Family Support, Parenting Education, Early Care and Education, Basic Needs, Economic Security and Safety, and Infrastructure.

² Grantee must meet criteria established for substantiated need for additional funds and time to complete grant objectives.

- F. Communicate and share information with the local early childhood community;
- G. Provide mentoring, within reasonable expectations, to the Great Start Planning Partnerships communities;
- H. Participate in all Great Start system accountability and evaluation efforts, including the provision of timely data and information as required for ECIC reports;
- I. Participate in technical assistance and learning opportunities provided through the auspices of the ECIC; and
- J. Begin the design and implementation of the infrastructure³ components of the Great Start Collaborative.

Designation of Capacity Building

Up to three communities will be funded and designated as Capacity Building based on the selection criteria outlined in this document. Capacity Building communities will receive intensive and individualized technical assistance, consultation and mentoring designed to result in their designation as a Great Start Collaborative within three years or less.

Eligible Applicants

Intermediate school districts (ISDs) are the only entities eligible to apply to convene a Great Start Collaborative, on behalf of their communities.⁴

An intermediate school district for a county that meets the federal definition as “urban”⁵ may choose to convene a Great Start Collaborative for a portion of the county. This portion of the county must have been identified, by the proposed Great Start Collaborative, as having the greatest need for early childhood services and supports. The Great Start community assessment and planning process would be initiated in that portion of the county. The strategic plan that is submitted by the Great Start Collaborative at the end of Year One will need to detail how the remaining areas of the county will undergo a similar assessment and planning process in subsequent years.

A multi-county intermediate school district can apply to convene a Great Start Collaborative for only one of its counties.

Please Note: Each county is eligible to receive only **one**⁶ Great Start Collaborative Assessment and Planning grant no matter how it subdivides its ISD service area to conduct community assessment and planning.

Grant Range and Funding Limits

The minimum grant amount will be \$150,000 for one 12-month grant period. A 10 percent match is required for these funds. Please see Appendix II for additional information regarding the match requirements.

³ Infrastructure includes: Financing, governance, data collection and analysis, quality assurance, service coordination, communication, accountability, monitoring, and personnel development.

⁴ See the “Interlocal Agreement Between the Department of Human Services and Participating Intermediate School Districts.” February 2005.

⁵ Calhoun, Genesee, Ingham, Kalamazoo, Kent, Macomb, Muskegon, Oakland, Washtenaw and Wayne counties.

⁶ Grantee must meet criteria established for substantiated need for additional funds and time to complete grant objectives.

Funds in excess of the base award of \$150,000 may be available during each 12-month grant period. These awards will be based on the size of the birth to five population and/or the number of children from birth to age five living in poverty within the designated geographic area addressed by the applicant. Negotiations will take place between selected applicants and the ECIC concerning these potential additional funds.

Grants amounts for Capacity Building communities will be individually negotiated. It is anticipated that a minimum grant award will be \$50,000.

Grant Renewal

As was referenced previously, grantees may be eligible for renewal if criteria are met for substantiated progress toward grant outcomes and if substantiated/reasonable need exists for additional time to complete grant outcomes.

It is anticipated that a Great Start Collaborative will be eligible to apply for additional funds, in subsequent years, to support the implementation of its ECIC approved strategic plan. Eligibility to apply for this funding will be based on the substantial fulfillment of the Great Start Performance Measures for Community Assessment and Planning.

Rejection of Proposals

The Michigan Early Childhood Investment Corporation reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposals do not adhere to funding specifications or application preparation instructions.

Closing Date and Delivery Address

Applicants should submit an original and five (5) copies (FOR A TOTAL OF SIX) of the application by 5:00 p.m., December 9, 2005, to the Michigan Early Childhood Investment Corporation. No faxed applications will be accepted.

Acceptable packaging and mailing procedures are:

- The postmark or other mailing validation must be documented by delivery agent for delivery on or before December 9, 2005. The original grant and copies should be enclosed in a sealed envelope within the mailing package. The *Application Checklist* in Appendix I must be completed and attached to the top of the original application for appropriate check-in by the secretary. If the applicant uses a delivery service, the dated receipt for delivery service must be available to validate the December 9, 2005 delivery agreement.
- When the grant application is received, the *Application Checklist* on the front of the application package will be signed by the appropriate staff at the ECIC and faxed to the applicant to verify receipt of the application and participation in the grant competition. The applicant is responsible for contacting Joan Blough at (269) 345-5968 by 5:00 p.m. on December 12, 2005 if the applicant does not receive a faxed copy of the signed check-in form.
- In the case of a late delivery of the grant application, verification of appropriate delivery efforts will be required to participate in the competitive grant process.

Applications sent by mail/overnight express should be addressed to:

Michigan Department of Community Health
Bureau of Family, Maternal & Child Health
Capital View Building – 6th Floor
201 Townsend Street
Lansing, MI 48913

Application Preparation, Page Limit, Font Size and Packaging

Applications should be prepared simply and economically, with a font no smaller than Times New Roman 12-point; margins must be no less than one inch in width. The narrative section, not including the Evidence of Readiness documentation, must not exceed 20 pages in length. All application pages must be securely stapled. Colored paper, special bindings and binders should not be used.

Acknowledgement

All publications, including reports, films, brochures and any materials developed with funding from this program must contain the following statement, “These materials were developed under a grant awarded by the Michigan Early Childhood Investment Corporation.”

Nondiscrimination and Other Compliance with Law

Application must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination and with all requirements and regulations of the Michigan Early Childhood Investment Corporation. See Appendix III for further information.

Americans with Disabilities Act

The Michigan Early Childhood Investment Corporation is committed to providing equal access to all persons in the operation of its programs and services. Individuals with disabilities needing accommodations for effective participation in this grant competition are invited to contact the Michigan Early Childhood Investment Corporation for assistance.

Where to Obtain Help

The instructions contained in these materials are issued by the Michigan Early Childhood Investment Corporation, the sole point of contact in the state for this grant. Questions regarding applications should be directed to the Michigan Early Childhood Investment Corporation, Joan Blough, (269) 345-5968 or bloughj@michigan.gov.

Application Pre-proposal Conference

An application technical assistance meeting will be held on November 8, 2005 from 9:30 a.m. to 12:30 p.m. at the Michigan Department of Community Health, Baker-Olin West Bldg., 3423 N. Martin Luther King, Jr., Blvd., Lansing, MI. The purpose of this meeting is to review the Great Start Collaboratives competitive grant program and to allow potential applicants to ask questions related to the application and selection process. There is no charge for this technical assistance. To register go to www.tcombridge.org/events/MDE, click on “2005-2006 Great Start Collaboratives Technical Assistance Workshop,” then click on “Register Here.”

Part II. Additional Information

Local Match

A 10 percent match is required for funds provided through this competition. The match may be cash or in-kind. Please see Appendix II for further information.

Payment Schedule

All grantees will be required to request funds as needed to pay expenses. Payment to the grantee will be made through the Michigan Early Childhood Investment Corporation. *Expenditure Report/Request for Funds* forms will be provided by the Michigan Early Childhood Investment Corporation.

Financial Reporting

A final report of expenditures will be required within 45 days of the grant ending date each year, showing all bills paid in full. It is expected that grantees will have a standard account audit completed prior to the submission of their final report of expenditures.

Performance Reporting and Monitoring Responsibilities

The grantee will be expected to complete quarterly performance reports in a format provided by the Michigan Early Childhood Investment Corporation and comply with all ECIC monitoring responsibilities in a timely manner.

Part III. Review Process Information

Review Process

All applications will be evaluated using a review system. Award designations will be based on: merit and quality; population need; and geographic balance of proposals. The enclosed rubrics will be used as a rating instrument in the review process. All proposals will be evaluated according to the review criteria provided in the rubrics. The Executive Committee of the Michigan Early Childhood Investment Corporation will make the final designations of the Great Start Collaboratives and Capacity Building grants on January 12, 2006. All applicants will be notified of the Executive Committee's action.

Grant Reviewers

The Michigan Early Childhood Investment Corporation will designate a panel of reviewers who are knowledgeable about collaborative approaches to comprehensive early childhood system building. The review panel will attend a training session prior to reviewing proposals and will use a consensus process to enhance review reliability of the final score. Persons involved in the development of a proposal or persons who stand to financially benefit from a proposal will not serve as reviewers.

Part IV: Application Instructions and Review Criteria

1. Documentation of Readiness

Listed below are Readiness Criteria for potential Great Start Collaboratives. These Readiness Criteria are based on expert advice solicited from Michigan communities and insight gained from previous collaborative system building efforts for children and families. The Readiness Criteria encompass the essential qualities needed in a community to support a successful Great Start Collaborative. It is recognized that measures of readiness fall along a continuum and that no community is likely to be equally ready in all criteria.

Readiness Criterion A: The community has committed local funds to early childhood programs and services and has leveraged both public and private investment in early childhood.

Evidence of this Readiness Criterion is demonstrated by documentation of the following:

- Shared resources (i.e., in-kind staff, funds, space, etc.) across agencies and systems to achieve common results and goals. Acceptable documentation: budget and budget narrative; community collaborative reports; and local United Way reports.
- Track record of local funding for early childhood initiatives and programs. Acceptable documentation: budget and budget narrative; community collaborative reports; and local United Way reports.
- Leveraged local investment (public and private) to accomplish desired outcomes. Acceptable documentation: budgets and budget narrative; community collaborative reports; and local United Way reports.

Not Ready	Partially Ready	Almost Ready	Ready
No documentation of the capacity and willingness to share resources (i.e., in-kind staff, funds, space, etc.) across agencies and systems to achieve common results and goals	Capacity or willingness is present to share resources across agencies and systems to achieve common results and goals.	Capacity and willingness is present to share resources across agencies and systems to achieve common results and goals.	Resources (i.e., in-kind staff, funds, space, etc.) are shared across agencies and systems to achieve common results and goals.
No documentation of a track record of local funding for early childhood initiatives and programs.	Local funding for an early childhood program.	Local funding for more than one early childhood program or for a cross agency early childhood initiative.	Sustained local funding for a cross agency early childhood initiative.
No documentation of leveraged local investment.	Local leverage but insufficient documentation.	Local funds are being used to support early childhood efforts but they are not being leveraged.	Documentation of leveraged local investment.

Readiness Criterion B: The community has a commitment to the collaborative organization of comprehensive and seamless services for young children and their families.

Evidence of this Readiness Criterion is documented by the following:

- The degree to which the community has coordinated seamless and comprehensive services to young children and their families, including poor, minority, non-English speaking, special needs and traditionally underserved populations. Acceptable documentation: memorandum of understanding, letters of agreement; community collaborative reports; and local United Way reports.
- Broad and inclusive involvement of the community in early childhood collaborative activities, including the participation of parents of young children who represent the ethnic and racial diversity of the community. Acceptable documentation: announcements of parent meetings, focus groups or community forums, in the native languages of the parents who live in the community, and written documents produced from said forums; protocols for outreach to parents, including non-English speaking parents; community collaborative or early childhood collaborative meeting minutes which address community and parent involvement; community collaborative reports on early childhood activities; and membership lists.
- Written operating procedures for the conduct of business of the early childhood workgroup or collaborative.

Not Ready	Partially Ready	Almost Ready	Ready
Services are not coordinated, seamless and comprehensive.	Community is coordinating at least two programs, across agencies, e.g., MSRP and Head Start have joint recruitment.	Community is coordinating more than two programs, across agencies, resulting in more comprehensive services for young children and their families.	Most young children and their families have access to coordinated, seamless and comprehensive services.
No involvement of the community in collaborative early childhood activities, including no involvement of parents of young children.	Community has been involved in collaborative early childhood activities, but parents have not.	Involvement of community and parents has not been broad and inclusive.	Broad and inclusive involvement of the community in collaborative early childhood activities, including the participation of parents of young children.
No written operating procedures exist.	N/A	N/A	Written operating procedures exist for the conduct of business of the early childhood workgroup or collaborative.

Readiness Criterion C: The community has assessed its early childhood strengths and needs and developed a strategic plan to address those strengths and needs.

Evidence of this Readiness Criterion is documented by the following:

- An early childhood strengths and needs assessment for the community, including the extent of parent and community engagement, has been completed.
- A current early childhood strategic plan exists for the community.

Not Ready	Partially Ready	Almost Ready	Ready
No early childhood strengths and needs assessment has been completed in the community.	Community has assessed early childhood strengths or needs.	Community has assessed early childhood strengths and needs, but has not addressed the extent of parent and community engagement.	Community has completed an early childhood strengths and needs assessment, including the extent of parent and community engagement.
No current early childhood strategic plan.	Community has an early childhood strategic plan that has not been updated in the last three years.	Community has an early childhood strategic plan that has not been updated in the last two years.	Community has a current early childhood strategic plan.
Early childhood assessment and plan address only one Great Start system component.	Early childhood assessment and plan address two Great Start system components.	Early childhood assessment and plan address three Great Start system components.	Early childhood assessment and plan address four or more Great Start system components.

Readiness Criterion D: The intermediate school district (ISD) works in a collaborative and inclusive manner with its community partners, sharing leadership and resources.

Evidence of this Readiness Criterion is documented by the following:

- ISD regularly and actively participates on the designated Community Collaborative. Acceptable documentation: Community Collaborative meeting minutes; and Community Collaborative reports.
- The ISD and other partners in the community have formal written agreements related to early childhood programs and services. Acceptable documentation: memorandum of understanding; interagency agreements; and contracts.

Not Ready	Partially Ready	Almost Ready	Ready
ISD does not participate on the Community Collaborative.	ISD participates in less than 50 percent of the Community Collaborative meetings.	ISD is a regular participant in the Community Collaborative meetings.	ISD is an active participant providing leadership on the designated Community Collaborative.
No formal written agreements exist between ISD and community partners related to early childhood programs and services.	ISD and community parents have informal agreements related to early childhood programs and services.	ISD has a formal written agreement with one community partner related to early childhood programs and services.	ISD and other partners in the community have formal written agreements related to early childhood programs and services.

2. Analysis of Local Need and Population Indicators

Community conditions, represented by indicators such as the percent of children living in poverty in the community or the disparities in infant mortality across racial or ethnic groups, have a great deal of impact on a community’s capacity to assure that every young child is safe, healthy and ready to succeed in kindergarten.

- Provide a narrative analysis of your community’s current performance on the following indicator: the percent of children 0-5 living in poverty. (This indicator is available from the U.S. Census.) Please include in this analysis the impact of current status of this indicator on children’s preparation for success in kindergarten.
- Provide a narrative analysis of up to three additional indicators of community conditions that will illustrate needs unique to your community. Please address in this analysis how children’s success in kindergarten is related to the current status of these indicators. Applicants are encouraged to select indicators that represent the most pressing issues currently impacting kindergarten readiness in your community. Indicators to consider are: disparities in infant mortality across racial and ethnic groups; number of schools not achieving Adequate Yearly Progress (AYP) as required by the “No Child Left Behind” Act; rate of teen-age pregnancy; the number languages other than English that are spoken in your community and the number of speakers of these languages; and percent of racial or ethnic minorities in special education as compared to the percent in the general education population.

Not Ready	Partially Ready	Almost Ready	Ready
Narrative does not analyze the current performance of the community relative to the percent of young children living in poverty.	Narrative analyzes the strengths or the weaknesses of the community relative to the percent of young children living in poverty.	Narrative analyzes the strengths and weaknesses of the current performance of the community relative to the percent of young children living in poverty.	Narrative thoroughly analyzes the strengths and weaknesses of the current performance of the community relative to the percent of young children living in poverty.
Narrative does not analyze any additional indicators of community conditions.	Narrative analyzes one additional indicator of community conditions and its impact on kindergarten readiness.	Narrative analyzes up to three additional indicators of community conditions, but does not address their impact on kindergarten readiness.	Narrative provides a thorough analysis of three additional indicators of community conditions and their impact on kindergarten readiness.

3. Local Capabilities and Goals

Please provide a narrative response to the following:

- What other efforts are underway in your county/community that will provide opportunities to deepen the impact of your Great Start Collaborative’s participation in the Great Start system; e.g., preschool to kindergarten transition practices, efforts underway to link elementary schools with early childhood initiatives, mental health consultation for child care, quality initiatives for child care, and parent-to-parent supports? How will the identified initiatives deepen the impact of Great Start in your community?

Not Ready	Partially Ready	Almost Ready	Ready
No initiatives were described.	Initiatives are identified, but their impact on the Great Start Collaborative is not addressed.	Briefly describes initiatives underway in the community and the positive impact that will be made on the work of the Great Start Collaborative.	Thoroughly describes all initiatives underway in the community, how they are connected to the Community Collaborative and the positive impact that will be made on the work of the Great Start Collaborative.

- What makes your proposed Great Start Collaborative likely to succeed in its efforts to create a comprehensive early childhood system?

Not Ready	Partially Ready	Almost Ready	Ready
Does not describe how the Great Start Collaborative will succeed.	Describes at least two reasons why the proposed Great Start Collaborative will succeed in its efforts to create a comprehensive local early childhood system.	Briefly describes at least three reasons why the proposed Great Start Collaborative will succeed in its efforts to create a comprehensive local early childhood system.	Clearly and succinctly describes at least three well-reasoned and verifiable reasons for why the proposed Great Start Collaborative will succeed in its efforts to create a comprehensive local early childhood system.

- As indicated on page one, the Great Start Collaboratives selected to participate in Phase One will undergo an intensive community assessment and planning process. During Year One the Great Start Collaboratives will be expected to:
 - A. Implement an effective, inclusive and collaborative governance structure for the Great Start Collaborative;
 - B. Complete a community strengths and needs assessment (format provided by ECIC) in all seven component areas;
 - C. Prepare a strategic plan that systematically addresses the community strengths and needs identified in the assessment and establishes priorities for implementation in Year Two;
 - D. Prepare an action agenda that details the resources and actions needed to move forward with the priorities for implementation in Year Two;
 - E. Implement the local portion of the Great Start system public awareness campaign;
 - F. Communicate and share information with the local early childhood community;
 - G. Provide mentoring, within reasonable expectations, to the Great Start Planning Partnerships communities;

- H. Participate in all Great Start system accountability and evaluation efforts, including the provision of timely data and information as required for ECIC reports.
- I. Participate in technical assistance and learning opportunities provided through the auspices of the ECIC.
- J. Begin the design and implementation of the infrastructure components of the Great Start Collaborative.

Please provide a plan of work and budget for Year One that address the actions listed above in A – J. The plan of work must address all major tasks for each action, including the time lines for the completion of each task and the person designated to lead the task. Budget forms are contained in Appendix II.

Not Ready	Partially Ready	Almost Ready	Ready
Plan of work is not included with the application	Plan of work does not address all required actions with tasks or timelines or designated leadership.	Plan of work addresses all required elements, but it is unclear how one or more of the key tasks will actually lead to the accomplishment of the required actions.	Includes an effective plan to ensure proper and efficient administration of the initiative, including the designation of responsibilities to specific personnel who are qualified to provide leadership for the major activities of the initiative.
Budget and other required financial materials are not included with the application.	Budget and other financial materials do not align with the plan of work.	Budget and other financial materials align with the plan of work, but concerns are present regarding the use of funds for which further negotiation will be required.	Budget and other financial materials complete, well-reasoned and aligned with the plan of work.

4. Coordination of Local Efforts

A key decision that a Great Start Collaborative will make is the identification of the Coordinator for the local Great Start system. The Coordinator for the Great Start Collaborative will provide support for the development of shared leadership, ownership and capacity amongst all members of the collaborative. The Coordinator role is crucial to the accomplishment of tasks as outlined in the plan of work for the Great Start Collaborative. The Great Start Collaborative Coordinator position will need to be a 1.0 FTE dedicated staff for the Great Start Collaborative.

Please address the following:

- How will/was the Coordinator for the Great Start Collaborative chosen, including the criteria that were/will be used to select the Coordinator? Describe the skills and qualifications of the Coordinator and enclose a detailed position description.⁷

Not Ready	Ready
No criteria for the selection of Great Start Collaborative Coordinator are provided.	Criteria for the selection of the Great Start Collaborative Coordinator are provided and are based on information provided by the ECIC.
No position description is provided.	A detailed job description that will be used to secure the Coordinator for the Great Start Collaborative is provided and is clearly based on information provided by the ECIC.
Budget does not include 1.0 FTE Great Start Collaborative Coordinator.	1.0 FTE Great Start Collaborative Coordinator is included in budget.

5. Membership of the Great Start Collaborative

The applicant should enclose a membership list for the proposed Great Start Collaborative. The format for the list is provided in Appendix I.

Parents (birth, adoptive, foster, non-custodial or legal guardian) must: constitute at least 20 percent of the total membership of the Great Start Collaborative; be reflective of the ethnic and racial makeup of the community; and be parenting children aged 12 or younger. Parent members of the Great Start Collaborative are to receive, in a timely manner, the same supports and resources available to non-parent members. This would include, at a minimum, financial reimbursement for expenses incurred as a member, and access to professional development and mentoring opportunities. The budget for the Great Start Collaborative needs to include resources for this requirement.

With due regard to community resources and composition, the membership list must identify who will represent the required members for the Great Start Collaborative. If it is not possible for a required Great Start Collaborative member to be physically present at meetings, the applicant must outline how it will gain this input into the work of the Great Start Collaborative.

The members of the collaborative, with the exception of parents, must have sufficient authority to commit funds, staff and other resources on behalf of their organization.

Required Members:

- Parents (as defined above)
- Business leaders
- Philanthropic and charitable organizations (e.g., United Way, community foundations, etc.)
- Faith-based organizations
- Intermediate school district

⁷ Please see Appendix I for Minimum Qualifications for Coordinators of Great Start Collaborative.

- Local publicly funded health, mental health and human services (Department of Human Services, local Public Health, and Community Mental Health Services programs)
- Managed care health plans and health care providers
- Family court and juvenile court
- *Early On*® Michigan and preschool special education
- Early care and education professional development providers, including Community Coordinated Child Care (4Cs)
- Head Start and the Michigan School Readiness Program
- Child care providers
- The K-16 education community, including the local education agencies and community colleges
- Local policy makers, and other elected officials from municipal government

Communities may include other members on the Great Start Collaborative whom they deem appropriate and necessary to the work of the collaborative.

Not Ready	Almost Ready	Ready
No membership list is included.	Missing information for some members.	Membership list includes complete information for every member.
No parents of children 12 or younger are included on the membership list.	Parents on the list have children older than 12 and/or parents do not constitute at least 20 percent of the total membership of the Great Start Collaborative and/or parents are not reflective of the racial and ethnic diversity of the community.	Parents of children 12 or younger constitute at least 20 percent of the total membership of the Great Start Collaborative and are reflective of the ethnic and racial diversity of the community.
Narrative does not address the procedure for how parent members will receive timely reimbursement for expenses, as well as access to mentoring and other professional development opportunities.	Narrative either does not include a procedure for timely reimbursement for expenses or does not address access to mentoring or other professional development opportunities.	Narrative thoroughly addresses the procedure for how parent members will receive timely reimbursement for expenses, as well as access to mentoring and other professional development opportunities.
Narrative does not address how input and participation will be afforded to those Great Start Collaborative members who cannot be present at Great Start Collaborative.	Narrative only briefly addresses how input and participation in Great Start Collaborative decisions will be afforded to those members who cannot be present at Great Start Collaborative meetings.	Narrative thoroughly addresses how input and participation in Great Start Collaborative decisions will be afforded to those members who cannot be present at Great Start Collaborative meetings.

- Please describe how the Great Start Collaborative will structure itself to implement the plan of work, including how the Great Start Collaborative will relate to the designated Community Collaborative as well as any existing early childhood collaborative workgroups or decision-making bodies.

Not Ready	Partially Ready	Almost Ready	Ready
The applicant does not describe an organizational structure for the Great Start Collaborative or how it will relate to the existing Community Collaborative and any early childhood workgroups.	There is a description of the structure of the Great Start Collaborative, but its relationship with the Community Collaborative and/or existing early childhood workgroups is unclear and not well thought out.	There is a description of the structure of the Great Start Collaborative, but there are concerns about its potential for effectiveness and/or the relationships to the Community Collaborative and early childhood workgroups are defined, but there are concerns about potential effectiveness.	There is a detailed description of the structure of the Great Start Collaborative. The structure appears to be an effective one for accomplishing the plan of work and the relationships to the Community Collaborative and any early childhood workgroups, etc. are clearly defined.

Part V: Commitment Signatures

Each applicant should enclose with its application a letter of commitment signed by the director/CEO of each member organization of the proposed Great Start Collaborative. The letter needs to specifically address the following:

- Commitment to establishing and maintaining a Great Start Collaborative;
- Participation in the development of the application;
- Agreement with the application and commitment to implementing the application as submitted;
- Empowerment of a designated staff member to represent the Director/CEO (if circumstances arise which prevent the participation of the Director/CEO), in the work of the Great Start Collaborative.

Not Ready	Almost Ready	Ready
Commitment letters are not enclosed with application.	Letters are enclosed, but do not address one or more of the required elements listed in the application.	Letters are enclosed and thoroughly address all elements listed in the application.

Part VI: Contact Persons

Provide the names, title, organizations, addresses, telephone numbers and email addresses of two persons who can be contacted with regard to the application. The contact persons' form is located in Appendix I.

Appendix I

A. Application Checklist for Grant Applicants

Please complete the following information and attach to your original grant application.

ISD/Applicant Name _____ FAX () _____

- Is the application narrative in a font no smaller than Times New Roman 12 point?
- Is the Narrative portion no more than 20 pages in length?
- Are the Application Cover page and Assurances and Certifications signed by the authorized signatory?
- Is the Budget Summary signed by the authorized signatories?
- Are the forms/attachments completed and stapled to the original and ALL five copies (for a total of six) in the following order?
 - Cover Page
 - Assurances and Certifications
 - Documentation of Readiness
 - Narrative (Part IV: Nos. 2, 3, 4, & 5)
 - Membership List for Great Start Collaborative
 - Commitment Letters from Great Start Collaborative Members
 - Great Start Collaborative Coordinator Position Description
 - Plan of Work
 - Budget – Summary and Detail for 12-month period

Attach this form to the Original Application, according to the packaging and mailing instructions on page 3 - 4. Applications not meeting the above standards will be denied and returned to the applicant without review.

Package received by:

Staff Initials: _____

Date: _____

Time: _____

B. Recommended Minimum Qualifications for Great Start Collaborative Coordinator

Education

Bachelor's Degree in a related field, with preference given to a candidate with a Master's Degree

Experience and Skills

- Prior experience in the development of shared leadership for a collaborative initiative.
- Prior experience in the completion of community-wide needs and strengths assessments.
- Prior experience in the development of strategic plans for community-wide initiatives.
- Prior experience in the development and implementation of accountability systems for agency programs or community initiatives.
- Prior experience working with parents and other community stakeholders to plan, implement and evaluate a support, service, program or organization.

C. Format for Great Start Collaborative Membership List

Parent Members

Name

Address

Telephone

FAX

Email Address

Birth Date(s) of Child or Children

Non-Parent Members

Name

Title

Organization or Agency

Address

Telephone

FAX

Email Address

D. Cover Page and Contact Information for Great Start Collaborative Grant

COMPLETION: Voluntary. (Consideration for funding will not be possible if form is not completed.)	Michigan Early Childhood Investment Corporation	<i>Direct questions regarding this form to (269) 345-5968.</i>
--	---	--

---ECIC USE ONLY---	
Date Received	
Applicant Number	

<p>2005-2006 COMPETITIVE GRANT APPLICATION FOR: Great Start Collaboratives</p>

● **PLEASE COMPLETE THE INFORMATION REQUESTED USING THIS FORM ONLY.** Information is taken from this form and entered into a data base for processing. DO NOT SUBMIT applications with answers stating “see attachments,” or attachments (UNLESS REQUESTED). Non-compliant applications will not be accepted and will be returned to the applicant *without review.*

APPLICANT

APPLICANT	Name of Intermediate School District		Federal ID Number	Phone # (Area Code)
	Address	County	City	Zip Code
CONTACT PERSON	Name of Contact Person		Telephone # (Area Code)	Fax # (Area Code)
	E-Mail Address of Contact Person			

SUBCONTRACT AGENCY	Name of Subcontract Agency (if any)		Federal ID Number	Phone # (Area Code)
	Address		City	Zip Code
CONTACT PERSON	Name of Contact Person		Telephone # (Area Code)	Fax # (Area Code)
	E-Mail Address of Contact Person			

Appendix II Local Match Requirements & Budget Forms

Local Match Requirements

A documented match of 10 percent of the total requested funds is required. The match must be taken from local public or private sources. No more than one-half of this match, up to 5 percent of the total budget, can be in-kind goods or services. The remaining portion must be a cash match. A larger match is allowed as long as the minimum requirement for the cash match is met.

Cash match is defined as an expenditure of cash that has been specifically designated for the proposed Great Start Collaborative staff and activities. Intermediate school district (ISD) and local education agency (LEA) general fund dollars and undesignated Section 81 State School Aid funds may be used as cash match, as well as other public and private resources.

In-kind contributions may include, but are not limited to, the value of contributed space and equipment, volunteer services, administrative overhead services, etc.

Budget Guidelines

Great Start Collaborative grant funds MAY be used to pay for the following expenditures:

- a) Designing, conducting and reporting related to the completion of the local Great Start community-based assessment and strategic planning
- b) Local portion of Great Start public awareness campaign
- c) Strategic communication (local website, newsletters, progress reports, etc.)
- d) Support for community stakeholder participation in assessment and planning activities (focus groups, parent meetings, etc.)
- e) Great Start Coordinator salary and fringes
- f) Expense reimbursement for Great Start Collaborative parent members
- g) Professional development for Great Start Collaborative members and staff
- h) Travel necessary to enable staff to implement the Great Start Collaborative
- i) Office supplies and materials
- j) Printing and binding

Budget Summary

The budget summary must be completed and signed by the fiscal and administrative personnel of the intermediate school district.

Applicants are advised to consult Appendix A of the *Michigan Public School Accounting Manual* to determine appropriate function and object codes for the anticipated expenses for the Great Start Collaborative being proposed. The *Michigan Public School Accounting Manual* is available online at www.michigan.gov/mde, click on “Keywords,” and then click on *Michigan Public School Accounting Manual*. General guidance is provided below:

***Function
Codes***

- 220 Instructional Staff: This refers to costs for in-service training programs, conference fees, consultant costs and other staff development activities. 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, 250, Administration: Administration is limited to 10 percent of the state's portion of
260, 280 the grant. Administrative costs include other administrative, space, research, evaluation and support costs.
- 230 General Administration: Functions in line 230 consist of activities concerned with policy and community relations, including executive functions. The district-wide grant coordinator usually appears as a 233 function.
- 240 Functions in line 240 are generally used to reflect administrative costs at the local building level. 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 allow for the costs of operating and maintaining the space needed for coordinating Great Start services
- 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.
- 290 Other Support Services: This refers to the cost of staff and activities which support the program and cannot be classified in preceding sections.
- 300 Community Services: This refers to the cost of supplies, materials and services necessary to implement public components of the programs; i.e., materials for parent meetings or workshops, child care arrangement costs during 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 are not allowable under this grant program.

Other: As needed; provide rationale.

Total Expenditures: This is the total to operate the Great Start Collaborative.

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

Line B = The Early Childhood Investment Corporation's share of expenditures, which is the required grant amount needed to operate the Great Start Collaborative.

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

INSTRUCTIONS: The Budget Summary (1) and the Budget Detail (2) must be prepared by or with the cooperation of the Business Office using the *School District Accounting Manual* (Bulletin 1022).

1. BUDGET SUMMARY

LEGAL NAME OF APPLICANT					
RECIPIENT CODE	GRANT NUMBER	PROJECT NUMBER	PROJECT TYPE	ENDING DATE (mm/dd/yy)	FY of Approved Activity
N/A	N/A	N/A	Great Start Collaborative		

FUNCTION CODE	FUNCTION TITLE	SALARIES (1000)	BENEFITS (2000)	PURCHASED SERVICES (3000, 4000)	SUPPLIES & MATERIALS (5000)	CAPITAL OUTLAY (6000)	OTHER EXPENDITURES (7000, 8000)	TOTAL
110	Instruction --- Basic Needs	N/A	N/A	N/A	N/A	N/A	N/A	N/A
120	Instruction --- Added Needs	N/A	N/A	N/A	N/A	N/A	N/A	N/A
130	Instruction --- Adult/Continuing Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
210	Pupil Support Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
220	Instructional Staff Services							
230	General Administration							
240	School Administration							
250	Business Services							
260	Operation and Maintenance							
270	Pupil Transportation Services							
280	Central Support Services							
290	Other Support Services							
300	Community Services							
	SUBTOTALS (Sum of ALL lines above)							
400	Outgoing Transfers & Other Transactions							
999	INDIRECT CHARGES (Not Allowed)							
	TOTAL EXPENDITURES							A)

2. BUDGET DETAIL-- Explain each line item, including cash and in-kind match that appears on the Budget Summary, using the indicated function code and title, on a plain sheet.	TOTAL AMOUNT REQUESTED		FUNDING: ECIC Share of Expenditures Local Share of Expenditures (Block A Minus Block B)	B)
	<u>TRANSACTION PURPOSE:</u> <input type="checkbox"/> Original <input type="checkbox"/> Amendment	<u>AMOUNT OF CHANGE</u> (Use minus sign preceding decreases) \$ _____		C)

DATE BUSINESS OFFICE REPRESENTATIVE (Type or Print) SIGNATURE

DATE PROJECT CONTACT PERSON (Type or Print) SIGNATURE

DATE ECIC CONTACT PERSON (Type or Print) SIGNATURE

Budget Detail

This section will provide as much detail as possible regarding the line totals presented in the budget summary. Early Childhood Investment Corporation 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. Contracts and outgoing transfers must also be detailed. There are no page limitations to the budget detail.

Appendix III

ASSURANCES AND CERTIFICATIONS

--ECIC PROGRAMS--

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Early Childhood Investment Corporation."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the Michigan Early Childhood Investment Corporation.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES (for Title II applicants only)

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMODATIONS AND COMMERCIAL FACILITIES (for Title III applicants only)

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Early Childhood Investment Corporation, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title II of the ADA for the program or service for which they receive a grant.

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to any other party.
2. Funds shall be expended in conformity with budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Michigan Early Childhood Investment Corporation.
3. The Michigan Early Childhood Investment Corporation is not liable for any costs incurred by the grantee prior to the issuance of the grant award.

ASSURANCES AND CERTIFICATION: By signing this assurance and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

AUTHORIZED SIGNATORY: _____ DATE: _____

TYPED NAME: _____ TELEPHONE: () _____

**Great Start System
Performance Measures for Great Start Collaborative
Community Assessment and Planning**

Substantial achievement of all performance measures is expected prior to the receipt of funds for Year Two activities.

Performance Measures for Great Start Collaborative Community Assessment and Planning

1. The Great Start Collaborative is committed to establishing and maintaining a comprehensive early childhood system.

Evidence of this Performance Standard is demonstrated by the following:

- Documentation of alignment between the vision, mission and values for service delivery of the Great Start Collaborative with those of the Great Start system.

2. Great Start Collaborative assures alignment between and collaboration among all early childhood initiatives and programs in the community.

Evidence of this Performance Standard is demonstrated by the following:

- Formal written agreements that address, at a minimum, expectations regarding communication, coordination of services and service delivery.

3. Great Start Collaborative establishes policies and procedures that facilitate access, interface and coordination of services for young children and their families.

Evidence of this Performance Standard is indicated by the following:

- Documentation of formal agreements between service providing members of the Great Start Collaborative that address service access, interface and coordination.
- Documentation of policies and procedures that facilitate service access, interface, coordination and inclusion for all young children and their families.

4. Great Start Collaborative has an effective, collaborative governance structure.

Evidence of this Performance Standard is demonstrated by the following:

- Documentation that the members of the Great Start Collaborative have sufficient authority, within their respective organizations, to commit resources (i.e. funds, staff, space) to the local Great Start system.
- Documentation that the Great Start Collaborative has the required members.
- Written Great Start Collaborative by-laws that address: member selection, terms of membership, election of officers and sub-committee (workgroup) structure, collaborative decision-making and dispute and impasse resolution processes.
- Documentation that the members of the Great Start Collaborative completed an annual written assessment of the functioning of the collaborative.

5. Great Start Collaborative has an active and engaged membership.

Evidence of this Performance Standard is demonstrated by the following:

- Documentation that at least 75 percent of the Great Start Collaborative members attend scheduled meetings.
- Documentation that at least six Great Start Collaborative meetings are held per year.
- Documentation of the availability of a formal mentoring process for all Great Start Collaborative members.
- Documentation that parents (birth, adoptive, foster, non-custodial or legal guardian) constitute at least 20 percent of the membership of the Great Start Collaborative.
- Documentation that parent members are parenting children aged 12 or younger and are representative of the ethnic and racial diversity of the community.
- Documentation that parent members of the Great Start Collaborative receive, in a timely manner, the same supports and resources available to non-parent members. Including, at a minimum, financial reimbursement for expenses incurred as a member, and access to professional development and mentoring opportunities.

6. Great Start Collaborative has sufficient staff to carry out its strategic plan.

Evidence of this Performance Standard is demonstrated by the following:

- Documentation of at least one, 1.0 FTE dedicated staff for the Great Start Collaborative.
- Documentation of sufficient organizational and fiscal management capacity to successfully operate the Great Start Collaborative.

7. Great Start Collaborative conducts local early childhood system assessment and planning using a continuous quality improvement process.

Evidence of this Performance Standard is demonstrated by the following:

- Documentation of the completion of the initial Great Start community-based assessment. The community assessment examines:
 - a. Data, assets, resources (fiscal, staff, space, etc.), and needs in each Great Start component, including existing needs and resources for early care and education professional development;
 - b. Local strengths, capacities and barriers to service access, interface and coordination.
- Documentation of the completion of an initial strategic implementation plan that:
 - a. Is based on the findings of the Great Start community-based assessment and includes priority areas of focus;
 - b. Includes strategies which are research-based, e.g., Healthy Families America, and/or experience-based practices for young children and families, e.g., Infant Mental Health Program;
 - c. Addresses the recommended elements of the state-wide early care and education personnel development plan, e.g. CORE Knowledge, Career Pathways, Articulation, Quality Rating System, training directory, etc.;
 - d. Addresses the inclusion of parents as trainers and learners in professional development activities;

- e. Addresses barriers to service access, interface and coordination for young children and their families.
- Documentation of community stakeholder and local early childhood expert participation in the assessment and planning process.

8. Great Start Collaborative uses community input to guide its assessment and planning.

Evidence of this performance standard is indicated by the following:

- Documentation that of the methods, venues and formats (e.g., surveys, public forums, etc.) used to gather community input.
- Documentation that community input was taken into account in the assessment and planning process.

9. Great Start Collaborative implements the local portion of the statewide Great Start system public education campaign.

Evidence of this Performance Standard is indicated by the following:

- Documentation of an approved written marketing plan for the local Great Start public education campaign.
- Documentation that the Great Start Collaborative assessed the effectiveness of the campaign.

10. Great Start Collaborative communicates and shares information with the early childhood community.

Evidence of this Performance Standard is indicated by the following:

- Documentation that the Great Start Collaborative has one or more communication venues (e.g., web site, newsletter, community forums).
- Documentation that the Great Start Collaborative sought ECIC approval for all web-based and printed materials, prior to distribution.
- Documentation that time sensitive information is provided to the early childhood community using communication venues.
- Documentation that an annual progress report was provided to the early childhood community.
- Documentation that the Great Start Collaborative seeks feed-back about the effectiveness of its communication venues and uses this feed-back to make needed adaptations or changes, on at least an annual basis.