

Full-Day Great Start Readiness Programs

A. Introduction

Legislative language authorizing the Great Start Readiness Program allows for school-day length programs under certain circumstances. Programs should consult with State Department of Education staff if they are concerned about eligibility for or compliance with the full-day option. "Full-Day" is defined as a program that operates for at least the same length of day as the local district's first grade program for a minimum of four days per week, 30 weeks per year with one day per week set aside for parental involvement, staff planning and/or professional development. A classroom that offers a full-day program must enroll all children for the full day to be considered a full-day program. An alternative scheduled preschool is NOT full-day under this definition.

B. Implementation Requirements

Full-day programs must follow the same guidelines as the center-based model indicated in Section 4, of this manual. Additional staffing requirements includes the necessity of the teaching team, which includes one lead teacher and an associate teacher, remaining the same for the entire day every day, that the class is scheduled.

C. Licensing Guidelines

Full-day school readiness programs must comply with Public Act 116 of the Public Acts of 1973, as amended, the state licensing regulations governing child care. Before children can attend a classroom program, the Department of Human Services, Office of Children and Adult Licensing must approve the program. For information or to contact a regional office, call (517) 373-8300 in Lansing or check the web site <http://www.michigan.gov/dhs> to contact a regional office. Licensing rules are referenced in MCL 722.112.

The following child care center rules impact GSRP full-day programs:

Rule 103

(1 b) A program director shall be present for at least the following: at least 50 percent of the time children are in care, but not less than a total of six hours for programs operating six or more continuous hours.

Rule 106

(6) The center shall provide daily outdoor play when children are in attendance five or more continuous hours per day, unless prevented by inclement weather or other weather conditions that could result in children becoming overheated or excessively chilled.

(7) The center shall provide a naptime or quiet time when children under school-age are in attendance five or more continuous hours per day.

Rule 109

(1)The center shall provide each child enrolled for five or more continuous hours and upon a parent's request, each child in attendance during nap time, with a cot or mat constructed of a fabric or plastic which is easily cleanable for the exclusive use of the child between launderings.

Rule 110

(3) A child shall be served meals and snacks in accordance with the following schedule:

- a) Four hours to six hours of operation: a minimum of one meal and one snack
- b) Seven hours to ten hours of operation: a minimum of one meal and two snacks, or two meals and one snack

(7) Adequate staff shall be provided so that food service activities do not detract from direct care and supervision of children.

Rule 925

(1) The center shall have one toilet and one hand-washing sink for every 15 children or fraction thereof. A center operating less than five continuous hours shall provide at least one toilet and one hand-washing sink for every 20 children or fraction thereof beyond the first 20.

D. Additional Compliance Issues

- 1. Children must remain with qualified staff throughout the day, as well as remain in the licensed space.
- 2. Children should not be taken out of licensed space for snacks, meals or rest time.
- 3. Additional staff members must be available to allow the lead teacher and associate teacher time for required breaks. At no time may the required adult-child ratio fall below 1:8.

E. Funding

Each "full-day" GSRP child shall be counted as two children for the purpose of determining the number of children to be served. Grantees shall receive \$6,600 for each child enrolled in a GSRP full-day program. A program's allocation is not increased solely on the basis of providing a full-day program.

Funding Example:

- 1. A school district receives an award to serve 64 children at \$3,300 per child (\$211,200 total funding) in a part-day GSRP.
- 2. The district opts to have 16 children in a part-day morning session and 16 children in a part-day afternoon session.
- 3. The funding for these 32 children receiving part-day services would be based on 32 (16 morning part-day slots plus 16 afternoon part-day slots) times \$3,300 for a total of \$105,600.
- 4. The district also opts to have a full-day classroom with 16 children receiving full-day services and no children in that classroom attending part-day.
- 5. The funding for these 16 children receiving full-day services would be based on 16 times \$6,600 for a total of \$105,600.
- 6. The total funding for this district is still \$211,200.

If ANY children in the full-day classroom attend part-day, the funding for the full-day classroom would be based on 16 times \$3,300 for a total of \$52,800. This would reduce the district's total funding to \$158,400.

Great Start Readiness Program
Full-Day Sample Routine

- 8:00 – 8:45** **Arrival/Breakfast/Greeting Time** – Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to eat, spend time with books or interact with adults and one another. Once all the children have arrived adults share the daily announcements.
- 8:45 – 9:00** **Large-Group Time/Music and Movement** – All adults and children participate in activities planned around children’s interests, developmental levels, music and movement, cooperative play and projects, and events meaningful to children.
- 9:00 – 9:10** **Planning Time** – Children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children’s planning (e.g., props, area signs, tape recorders, singing, planning individually, in pairs, in small groups).
- 9:10 – 10:10** **Work Time** (children’s hour of uninterrupted choice time) – Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child initiated play and encourage children’s problem solving both with materials and during times of social conflict.
- 10:10 – 10:20** **Cleanup Time** – Children and adults clean up together keeping the spirit of play and problem solving alive. Children make many choices during clean up. Adults accept children’s level of involvement and skill while supporting their learning.
- 10:20 – 10:30** **Recall Time** – Gathered in small group settings, children choose Work Time experiences to reflect on, talk about and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow the children’s lead and encourage children to share (e.g., individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting). Adults are unhurried in their approach and may complete recall with four or five children each day.
- 10:30 – 10:45** **Small Group Time** – An adult-initiated learning experience based on children’s interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.
- 10:45 – 11:30** **Outside Time** – Children have many choices about how they play in the outdoor learning environment much as they do during Work Time indoors. Adults supervise children for safety and also join in their outdoor play, supporting children’s initiatives and problem solving.
- 11:30 – 11:40** **Bathroom/Wash Hands/Prepare for Lunch** – Children assist in preparing, set up. Children choose where they would like to sit and are encouraged to serve themselves.
- 11:40 – 12:25** **Lunch/Brush Teeth** – Family-style meals support children doing things for themselves (e.g., serve themselves, pour the beverage, distribute the napkins, wipe up spills). Children choose whether to eat, what to eat, how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.
- 12:25 – 1:25** **Quiet/Resting Time** – Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, and fine motor manipulatives.
- 1:25 – 1:55** **Wake/Bathroom/Snack** – Children are gently awakened as adults increase the volume of instrumental music, open blinds, and turn on lights. Adults and children work together to put away cots and set up for snack. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.
- 1:55 – 3:00** **Plan/Work/Recall and Cleanup Time** (refer to AM descriptions)
- 3:00 – 3:30** **Outside Time/Dismissal** (refer to AM descriptions).