



ISD Administration of GSRP

Policies and Procedures



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Fiscal Year 2020 revised Summer 2019

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The following GSRP Policies and Procedures are not a substitute for the MDE GSRP Implementation Manual, but are meant to provide additional guidance for Lapeer County policies and procedures for GSRP.

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For further details about any section, additional information may be found in other sources including but not limited to the GSRP Implementation Manual, GSRP/Head Start Administrator Meeting Minutes and each Subrecipient Agreement.

Assurances

Policy:

The LCISD agrees to comply with all applicable requirements of State statutes, Federal laws, executive orders, regulations, policies, and award conditions governing GSRP.

Procedures:

- I. The LCISD and all subrecipients agree to:
 - a. Refrain from utilizing Iran Linked Businesses
 - b. Utilize the GSRP name and unifying logo with families and the community
 - c. Use the following verbiage on all publications and materials: "These materials are developed under a grant awarded by the Michigan Department of Education"
 - d. Mandatory compliance with all Federal and Michigan laws and regulations prohibiting discrimination
 - e. Conduct employment and program services reviews to comply with Americans with Disabilities Act (ADA) law
 - i. Title II- Personnel discrimination
 - ii. Title III- Barrier free, full and equal access
 - f. Comply with all applicable requirements of State statutes, Federal laws, executive orders, regulations, policies, and award conditions.
 - g. Comply with laws and regulations for participants that prohibit discrimination based on race, color, religion, national origin or ancestry, age, sex, marital status or handicap
- II. The LCISD and all subrecipients understand:
 - a. Third party contracts are prohibited for program implementation
 - b. Expended funds must conform to the budget. Amendments require ISD and MDE approval
 - c. MDE and ISD are not liable for costs incurred prior to grant award
 - d. Fiscal documentation must be available for auditing purposes
 - e. Report requirements (i.e. MSDS, SIR, CNAA) and due dates must be met
 - f. Programs may be selected to participate in data collection efforts
- III. Programs will cooperate with evaluation projects in ways such as:
 - a. Making classrooms available
 - b. Completing surveys
 - c. Providing requested information (i.e. UIC, MSDS, site documents, parent contacts)
 - d. Participating in webinars, calls, and meetings
 - e. Securing and distributing appropriate parent consent forms and relevant information

Child Recruitment

Policy:

Children will be enrolled into GSRP programs in accordance with the State of Michigan rules and regulations outlined in the GSRP Implementation Manual, *Recruitment and Enrollment* section.

Procedures:

- I. Admittance to GSRP must follow MDE prioritization process outlined in the Implementation Manual, both for potential students from Lapeer County ISD service area as well as those coming in from Cross ISD boundaries.
- II. Program must enroll children based on Participant Eligibility and Prioritization Guidelines from MDE, enrolling highest needs children first. Depending on income level, parents may be required to pay tuition, but parents are never charged additional fees for program elements.
- III. Subrecipients must request and receive ISD approval prior to enrolling any child with a family income over 250% of FPL who does not have a qualifying IEP, is in foster care, or is experiencing homelessness.
- IV. Cross-ISD Enrollment: LCISD and subrecipients utilize Option #3 of *Budget and Financial Guidelines* in the GSRP Implementation Manual.
- V. Subrecipients enrolling a child from a Cross-ISD must complete and submit a Cross-ISD Student Information Sheet to the ISD ECC/ECS prior to enrollment.
- VI. Determine potential eligibility of the child for Head Start
- VII. If the child is determined Head Start eligible, follow the Lapeer County Head Start Release Guidelines for referral from Head Start to GSRP.
- VIII. Use one common ISD Enrollment form, unless otherwise agreed upon by ISD.
- IX. Subrecipients are required to keep a wait list (if applicable) and report these students in the Spring and End of Program MSDS Collections.

- X. Age Eligibility – Each year, children will need to be age 4 on or before Sept. 1. The revised school code [MCL 380.1147](#) has a provision for a parent's choice to apply for an early entry into GSRP (with the intent to enroll early in KDGN), for their child who turns 4 after September 1 – but on or before December 1 of the current year.
- XI. Refer to the current year LCISD Distribution of Funds process for reallocation of unused slots within Lapeer County (Section P of this document).

Closure Procedures

Policy:

There are infrequent instances where a program may close during the school year. When an existing subrecipient declines to participate in providing GSRP services, or when a contract is terminated or non-renewed by the ISD, the following procedures will need to be completed to ensure compliance with the Office of Great Start (OGS).

Procedures:

- I. When a GSRP closes the ISD will complete the following:
 - a. Contact and work closely with MDE consultant
 - b. Determine the closing date of the GSRP program with the subrecipient
 - c. Retain child files for seven years (location agreed upon by parties)
 - d. Confirm the contact information, regarding who the ISD will work with for final invoice, payment, and all required reporting
 - e. Arrange for reallocation of inventory
 - f. Ensure that the program's Great Start to Quality profile is updated
 - g. Within 60 days of the completion of all required steps, the ISD will issue a final payment to the subrecipient, if applicable.

- II. When a GSRP closes, within 30 days of the notification to terminate the contract the subrecipient will complete the following:
 - a. Reconcile fiscal documentation so the ISD can calculate proration of slot and funding allocations where appropriate
 - b. Provide ISD with an Inventory of remaining equipment and supplies purchased with GSRP funds and return all items
 - c. In the event that a subrecipient is unable or chooses not to return items purchased with GSRP funds, the subrecipient will be required to reimburse the ISD for the cost of those items

- III. Subrecipient declines to participate in GSRP:
 - a. The subrecipient will notify the LCISD in writing of intent to terminate contract and no longer offer GSRP services at least 30 days prior to closing.
 - b. This notification will include an inventory of the equipment and supplies purchased with GSRP funds that are remaining.

IV. Subrecipient is terminated by the ISD:

- a. The LCISD GSRP Subrecipient Agreement states: "In the event LCISD determines that a subrecipient has failed to comply with the provisions of this Agreement, LCISD may terminate this Agreement by providing a minimum 30-day written notice of termination to the subrecipient.
- b. Said notice will specify the effective date [of] said termination. "

Communication

Policy:

The Early Childhood Contact and Early Childhood Specialist ensure timely and accurate information is provided to all stakeholders as part of the monitoring and coaching process, through regular communications, and during the Program/File Review.

Procedures:

- I. The LCISD Early Childhood Contact (ECC) will be the liaison between MDE and the subrecipient. She/he will:
 - a. Communicate state and ISD needs to the subrecipients and the needs of the subrecipients to the ISD and MDE
 - b. Gather information/data from the subrecipients to be used on ISD and state levels
 - c. Make subrecipients aware of timelines and due dates in a timely manner
 - d. Distribute information as it is released from the State of Michigan
 - e. Meet regularly with the School Readiness Committee and communicate the needs of her/his programs
- II. The LCISD Early Childhood Specialist will:
 - a. Meet with subrecipients to review the previous year's PQA-R, set goals and follow-up with post conferences after Spring PQA-R
 - b. Monitor subrecipient communication with families
 - c. Provide ongoing PD and support for the programs they work with. Ongoing communication is key for the ECS while working with teachers.
 - d. The ECS will maintain communication throughout the year regarding goals, PQA-R outcomes, and any and all quality improvement measures.
- III. Subrecipients are to maintain documentation of family communication and advisory groups as outlined above and have available upon request for review and/or audit. If/when requested subrecipient will submit to the ECC/ECS in a timely manner information/data as requested by the ECC/ECS, not limited to:
 - a. Copies of flyers and newsletters
 - b. Sign in sheet and agenda of parent meetings
 - c. And other relevant items, as requested

Community Needs Assessment

Policy:

A comprehensive, annual community needs assessment shall be conducted in order to gauge community needs in terms of GSRP enrollment opportunities and the needs of enrolled families.

Procedures:

- I. Annually, the ISD staff shall utilize American Community Survey (ACS) data provided by MDE, collect the most up-to-date data on issues including but not necessarily limited to poverty, child population, existing preschool slots, and etc.
- II. Using aforementioned community data, the ISD shall work collaboratively with existing and interested GSRP providers in developing the county's annual slot request, determining the best array of program options, and locating the most accessible sites
- III. The annual plan shall be presented to the Great Start Collaborative for discussion, possible amendment, and endorsement
- IV. The ISD is responsible for timely submission of the Community Needs Assessment to the Michigan Department of Education per the prescribed timeline

Community Partnerships

Policy:

The ISD and its subrecipients shall engage community members to become involved in the local early childhood system and the GSRP School Readiness Advisory Committee, in order to communicate the opportunity for qualified, licensed child care providers to participate in GSRP.

Procedure:

- I. The Early Childhood Contact (ECC) shall encourage participation from GSRP subrecipients within the Great Start Collaborative.
- II. Each GSRP subrecipient will be represented at the GSRP School Readiness Advisory Committee
- III. The ISD and its subrecipients will engage local school districts, child care centers, families and other community-based early childhood providers to partner in the local GSRP system and the local Great Start to Quality system
- IV. The ISD will retain agendas and/or minutes from School Readiness Advisory Committee as evidence of local community partnerships
- V. The ISD ECC will support clear and consistent communication on the alignment between the early learning years of high quality early care and education. This will be a priority in both internal and external platforms

Fiscal Policy and Review

Policy:

The ISD has the responsibility to assure that allocated funds are used to provide high-quality programming and services and meet all GSRP requirements. The ISD Grant Manager and Early Childhood Contact shall ensure financial reporting is completed in the Michigan Electronic Grants System Plus (MEGS+) in accordance with MDE determined due dates.

Procedures:

- I. Subrecipients will be notified by email of their slot allocation award and corresponding transportation allocation following notification from MDE of final allocations.
- II. Subrecipient slot and transportation budgets are typically due in October.
- III. Upon MDE's release of the GSRP PIP (Program Implementation Plan) and Final Expenditure Report (FER), subrecipients are notified by email of the exact due dates and given enough time to complete and return to the ISD for approval and to meet MDE timeline.
 - a. Subrecipient MUST utilize Excel budget sheet exactly as provided by ISD Business Office
 - b. Subrecipient must submit documentation that is itemized/specific to show the details of each purchase. This documentation will be submitted along with their general ledger (for their FER and COFER).
- IV. Budgeting and Budget Amendments
 - a. Budgeting
 - i. All expenses must be appropriate to GSRP
 - ii. Expenses must be submitted for approval and reimbursement
 - iii. Any project or item totaling \$2500-\$4999 needs ISD approval prior to incurring cost
 - iv. Any shared items must be prorated accordingly and have ISD approval before purchasing.
 - v. Capital Outlay - An individual item or a project that totals over \$5,000 is capital outlay and requires approval from the ISD ECC, ISD ECS, and MDE. If a portion of any capital outlay item is charged to GSRP, MDE approval is required before the cost is incurred. [Request Form](#)

- vi. The use of Carryover funds must be limited to the fewest line items possible. It is the ISD preference that Carryover funds, which must be spent first, be allocated to staff salaries and/or benefits AND expended by the first quarter of a new grant year.
- vii. For special circumstances, such as approved capital outlay projects and employee salary/benefits that extend past the first quarter, subrecipients can request, in writing, to the ISD Grant Manager permission to expend funds by June 30th.
- viii. Subrecipient's with a Carryover of 10% or greater (of their total allocation) will need to meet with the ISD Grant Manager, the ISD ECC, and the ISD ECS to discuss program expectations and potential county wide usage of carryover funds.

b. Budgeting Amendments

- i. Amendments to the budget are not recommended or encouraged.
- ii. However, any needed budget amendments will be completed after the Spring Early Childhood Count.
- iii. When applicable, budget allocation amendments will be adjusted after the Spring Count and sent via email from the ISD Grants Manager to the subrecipient.
- iv. Subrecipient must contact the ISD Grants Manager if amendments are going to be requested, and follow the timeline provided by the ISD.
- v. Any amendments that cross budget categories or function codes, exceeding a 10% change, requires an approval by MDE.
- vi. Carryover budget amendments will only be allowed in extenuating circumstances and must be approved by the ISD.

V. Allowability of Costs

Grant funding must only be used to support the direct operation of the program, and that amounts charged must be actual costs incurred for operation of GSRP for equipment, space, supplies/materials, services or staffing. Costs must have supporting documentation (e.g. invoices, payroll, cost allocation worksheets, etc).

- a. Programs may utilize GSRP funds to pay for the following (this list is not all inclusive):
 - i. Selected Program Evaluation Tool (PQA-R, CLASS®) for each classroom where even one GSRP-funded child is enrolled;
 - ii. Instructional materials and supplies;
 - iii. The cost for breakfast, lunch and/or snack over and above all reimbursements the program is eligible for from applicable federal food programs. See Use of Federal Food Programs and GSRP in the MDE GSRP Implementation Manual.

- iv. Lead teacher, associate teacher, early childhood specialist, and aide salaries and fringe benefits;
- v. Bonuses and incentive payments that exceed the contracted salary. See Bonuses and Incentive Payments in the MDE GSRP Implementation Manual.
- vi. Parent involvement activities;
- vii. Transportation for students;
- viii. Health support services;
- ix. Student support services;
- x. Staff development and teacher/parent training;
- xi. Travel necessary to enable project staff to implement the early childhood program;
- xii. Office supplies and materials;
- xiii. Communication;
- xiv. Printing and binding of GSRP materials;
- xv. A prorated amount of rent/mortgage payment or lien when the lessee and the lessor are two separate legal entities;
- xvi. Construction or renovation projects. All construction or renovation projects over \$5,000 MUST BE PRE-APPROVED by the ISD and a GSRP consultant using a completed [Capital Outlay Request form](#). This form can be found in the resources to this section on the MDE website.
- xvii. Furniture such as shelving and equipment; and
- xviii. Up to 4% administrative costs incurred by the ISD as defined in GSRP legislation (Section 32d) for administration of the grant. See the 4% Administrative Costs section in the MDE GSRP manual.

b. Great Start Funds MAY NOT be used to pay for:

- i. Existing administrative, educational, or support personnel funded through other sources;
- ii. Costs that should be covered by Special Education;
- iii. Any costs associated with breakfast, lunch and/or snack if the program does not participate in federal food programs for which it is eligible. Exceptions do apply, see Use of Federal Food Programs and GSRP below;
- iv. Supplemental curriculum or materials unless the approval process has been completed and approved by the ISD and kept on file for MDE review;
- v. Any state tax, including sales and property tax, when an organization is tax exempt;
- vi. Maintenance, utilities, or any other costs when included in a rental agreement or any other agreement;
- vii. Depreciation or amortization;

- viii. Bonuses and incentive payments that exceed the contracted salary amount, regardless of being coded as a salary (17XX) or a benefit (2XXX);
- ix. Gift cards

VI. Inventory Requirements

- a. Any items purchased with any portion of GSRP funding must be listed on the current inventory list which includes the items location
- b. The inventory list must be updated a minimum of twice a year
- c. The inventory list must be maintained in the subrecipient's program folder in Google Drive
- d. As part of the monitoring process, the ISD may request to see actual inventory items

VII. Cash Management

- a. The ISD is not responsible for any expenditures prior to the grant award
- b. The ISD is not responsible for any unapproved or over expenditure of budget
- c. Cost reports to be provided to the ISD when requested.
- d. Reimbursements can be submitted for payment after the first State Aid allocation for GSRP is received.
- e. Reimbursement will be limited to the amount of state aid received from the State of Michigan for each subrecipient.
- f. Reimbursement will not exceed the subrecipient's allocation
- g. The ISD will pay subrecipients on a reimbursement method.

IX. Procurement

Procurement of supplies, materials, equipment and services shall be made in accordance with all applicable state statutes, board policies and administrative procedures. If no policies/procedures exist, each subrecipient is required to have a policy in place that dictates how purchases are conducted, who authorizes, and how proper documentation will be maintained. In addition, any capital outlay purchase above the competitive bid threshold established by MDE for the current year must follow Sections 623a, 1267 and 1274 of the Revised School Code. All construction and renovation projects over \$5,000 must be pre-approved by the ISD and MDE GSRP consultant.

VIII. Closeout Procedures for Subrecipients

- a. Fiscal and administrative files will be retained for seven years (location agreed upon by parties)
- b. Subrecipient will submit their Final Expenditure Report (FER) and possibly a Carryover FER within the timeline provided by the ISD.
- c. Subrecipient will complete any remaining reports covering the period of time for which the subrecipient provided GSRP
- d. Any unexpended funds will remain with the ISD

X. Professional Development

Professional development will be provided annually, or as needed, for business officials and GSRP subrecipient contacts regarding budget timelines, process for submitting budgets, and process for payment.

XI. Travel

Requests for reimbursement of travel with GSRP funds shall be made in accordance with all applicable state statutes, board policies and administrative procedures. If no policies/procedures exist, subrecipients will follow LCISD travel policies found in the employment guide for non-represented staff. In addition, any out-of-state travel must be pre-approved by MDE.

XII. Fiscal monitoring process of subrecipients

- a. Subrecipient will send FER to the ISD Grant Manager who ensures accuracy and submits to MDE through MEGS+
- b. Subrecipient will provide documentation for expenditures that is detailed enough to allow the ISD to determine that all expenditures were necessary, reasonable, and allowable.
- c. Records must be held by the Subrecipient and be made available to the ISD as requested.

XIII. Food service and **NEW** required documentation from MDE

- a. Subrecipients are required to retain documentation of each child's appropriate eligibility documentation (i.e. SNP-Application, CACFP, etc.)
- b. For subrecipients utilizing CACFP, GSRP funds may only be used to cover the difference between the cost of providing classroom meals and snacks and the reimbursement from the CACFP.
- c. Eligibility for CACFP participation should be redetermined any time a significant change to the program structure or enrollment occurs that alters the number of eligible children.
- d. Regardless of which eligibility category children are in, there is no cost to families for snacks and meals.

- e. Utilize the [GSRP Monthly Food Service Invoice template](#) if eligible for SNP/CACFP Or the alternate template for those subrecipients that can't participate in either SNP or CACFP.

Monitoring Subrecipients

Policy:

The Great Start Readiness Program (GSRP) evaluation requirements come from three sources: The Michigan Legislature in the law that establishes and funds GSRP, the Michigan State Board of Education in the criteria established for GSRP and Michigan Department of Education (MDE) reporting guidelines.

ISDs have the responsibility to monitor program quality to ensure that subrecipients comply with all program requirements as stated in the GSRP Implementation Manual. All GSRP programs will be monitored each program year. The ISD will determine a monitoring pattern on an annual basis; monitoring may be all sites with all program components; or a defined percentage of the programs with a targeted monitoring of all sites; or monitoring a particular program component in all sites.

Procedures:

- I. Subrecipients will maintain current licensing of facilities and program by the Department of Licensing and Regulatory Affairs (LARA).
- II. In the event of any licensing violation, the subrecipient must submit written notification within 3 days of receipt of the violation to the Early Childhood Contact and the Early Childhood Specialist.
- III. Subrecipient will participate in Michigan's Great Start to Quality system on an annual basis and maintain a minimum Star rating of 3.
- IV. Parent engagement is a critical component of the GSRP. Subrecipients will provide ongoing documentation of their efforts to successfully engage parents in their child's education.
- V. A copy of each program's parent handbook, including all sections as detailed in the Classroom Requirements section of the GSRP Implementation Manual, must be provided to the ISD Early Childhood Specialist prior to distribution to parents.
- VI. The ISD ECS will verify parent meetings are scheduled, held, and coincide with the TS GOLD checkpoints.

- VII. Subrecipients will submit staff credentials via Google Drive to the ISD ECS for review and verification of qualifying credentials.
- VIII. If a subrecipient fails to meet any legislative or MDE requirements a compliance plan may be implemented. Signatures of the subrecipient and the ISD ECS will be required on compliance plans.
- IX. The ISD ECC and ECS are to be viewed as a resource to subrecipients regarding human resource needs in staff hiring and supervision but are in no way the supervisors of subrecipient staff.
- X. The ISD will monitor subrecipients for proper adult/child ratio, class size, hours & weeks of operation to ensure GSRP requirements are followed. Other policy documentation required in the Implementation Manual will be made available as requested during the monitoring/review process by the ISD and/or MDE and/or ECS monthly coaching visit, not limited to; use of GSRP logo and funding statement, website review, recruitment and eligibility documents, program calendar with hours and days (schedule 130 days with a minimum of 120 days in session), and Special Education referrals and IEP services.
- XI. Subrecipients will be notified in writing and receive a copy of the GSRP File Review Form prior to the scheduled on site visit.
- XII. Each on-site monitoring visit will consist of a review of the items listed in the Language from Implementation Manual segment noted above.
 - a. All children's records should be available during the monitoring visit. The number of child records to be reviewed will be determined during the site visit and may be a random sampling.
 - b. A written report will be shared with each program and signed by the ECS/ECC and program administrator.
 - c. A follow up meeting will be scheduled as needed. If areas of improvement are found, the subrecipients will be required to develop an improvement plan with the ECC/ECS. The plan will include areas of improvement and action steps that will be taken and specific timeline for completion.
- XIII. At the beginning of each year, the ISD ECS reviews the Professional Development Calendar of the lead and associate teacher to ensure attendance at appropriate trainings are planned.

- XIV. The ISD will review subrecipient participation for usage of appropriate food service programs
- XV. Transitioning into and out of GSRP will be monitored by the ISD ECS.
- XVI. If a subrecipient is authorized to enroll an over income child, the ISD will monitor the usage of tuition to ensure the funds are used appropriately in the classroom and during the current grant year.
- XVII. In order to verify that all components of the Classroom Requirements section of the MDE GSRP Implementation Manual are implemented, program and classroom assessments, as well as monthly visits will occur. Assessments will be conducted on site by the Early Childhood Specialist. Visits may be conducted at scheduled or unscheduled times. GSRP staff will cooperate with evaluations at the time of the visit. (See MDE GSRP Implementation Manual - Program Monitoring Section for more details)

Parent Advisory Committee

Policy:

Each subrecipient shall convene an active and engaged local Parent Advisory Committee to ensure parents are active decision makers and contributors to the GSRP program.

Procedures:

- I. The ISD shall be responsible for the following:
 - a. Ensuring that parents are active decision makers in GSRP. Parents shall be afforded the opportunity to be involved in training, related county-wide committees and groups promoting early childhood development, such as the local GSRP Advisory Committee, Great Start Collaborative, Great Start Parent Coalition, and the School Readiness Advisory Committee
 - b. Monitoring subrecipient committee meetings through the collection and review of supporting documentation (such as agenda, attendance, minutes, and etc.)
- II. Subrecipients shall be responsible for the following:
 - a. Creating a local GSRP parent advisory committee with a focus on local considerations, including recruitment/enrollment, PQA-R results, and child outcome data in aggregate form
 - b. Holding at least three committee meetings annually and submit supporting documentation to the ISD
 - c. Ensuring all parents are invited and there is attendance by at least 1 parent for every 18 children enrolled in the program with a minimum of two parents or guardians
 - d. Ensuring that GSRP classroom staff and administration are represented on the committee
 - e. Recruiting from local committee to participate in the School Readiness Advisory Committee, Great Start Collaborative and Parent Coalition and share GSC activities with the committee either in person, virtually, or via email

Philosophy

Policy:

Subrecipients will have ISD-approved written philosophy statement that is promoted and used to make program decisions.

Procedures:

- I. Subrecipients will develop a written philosophy statement that is reviewed by administrators, GSRP staff, and the local GSRP parent advisory committee
- II. Philosophy statements must be aligned with the Early Childhood Standards of Quality for Pre-Kindergarten (ECSQ-PK) and contain language that addresses local social, economic, cultural and family needs
- III. Each subrecipient will submit a written philosophy statement to the ISD for annual approval and be able to give at least one example of how this philosophy is used to influence program decisions.
- IV. Subrecipients are responsible for widely promoting the philosophy statement, such as through websites, recruitment materials, classroom newsletters, parent information bulletin boards, parent handbook, and etc.

Professional Development

Policy:

To strengthen the utilization of best practices among subrecipients and other community stakeholders to improve the quality of learning opportunities for young children, data-driven professional development planning for early childhood is conducted by the ISD grantee and the subrecipient. The ISD grantee will provide opportunities for the Early Childhood Specialist to deepen their knowledge of early childhood education and coaching through self-reflection and professional development.

Procedures:

- I. The ISD will offer developmental screener, curriculum and child assessment tool training to support classrooms. It is the subrecipient's responsibility to maintain accurate and up to date records concerning professional development, making those available upon request.
- II. Child outcome data will be analyzed at the ISD and the subrecipient level multiple times annually. The results of the data analysis will be used to plan for meaningful PD opportunities. Professional Development necessary to effectively prepare, understand, and objectively discuss data will be provided by the ISD.
- III. The ISD, in coordination with the subrecipient, will review classroom assessment data as well as program improvement efforts, utilizing county-wide data to plan additional meaningful PD. These PDs could be facilitated by the ISD, subrecipient, or other high quality professional organizations.
- IV. The ISD will provide appropriate GSRP related professional development for groups such as elementary principals, directors of early childhood organizations and other community based groups.
- V. Facilitate or recommend professional development for the early childhood specialist(s) based on program needs and information retained from teachers, program directors, etc.

Program Evaluation

Policy:

Multiple sources of data from a variety of perspectives will be used to systematically and continuously evaluate and improve outcomes at the classroom and program level.

Procedure:

- I. The ISD shall be responsible for the following:
 - a. Ensure the use of curriculum and assessment tool approved by the ISD across programs by running observation and progress checkpoint reports three times annually
 - b. Ensure collaborative partnership between the ECS and the ECC to develop program wide professional development plan
 - c. The ISD will provide a reliable assessor to document program effectiveness by completing a classroom assessment of local classroom structure, processes, and outcomes.
 - d. The reliable assessor will submit the end of year results each year as directed by MDE.
 - i. When the structure of a teaching team changes, an additional baseline classroom assessment will be completed by the reliable rater in a timely manner
 - e. Support ECS staff in producing professional development plans
 - f. Track children served in GSRP as means for follow up through second grade
 - g. Generate reports annually to ensure following:
 - i. Each GSRP classroom has a classroom assessment
 - ii. Reliable assessor will complete the classroom assessment and designate forms as "end of year"
- II. The subrecipient shall be responsible for the following:
 - a. Notify all parents upon enrollment via the parent handbook, that information about their child and family is collected, reported, and analyzed to learn about the effectiveness of GSRP
 - b. Maintain confidentiality with regard to student and family information.
 - c. Complete an approved screener on all children enrolled in the program upon program entry, within 45 days of enrollment.

- d. Implement an MDE and ISD approved curriculum and child assessment to keep ongoing child observation data
- e. Produce and analyze child outcome data three times per year to guide parent-teacher decisions about child interventions, lesson planning, classroom decisions, and program-wide improvement
- f. Meeting with the ISD ECS, the program administrator, and teaching staff upon completion of the classroom assessment to write classroom and program goals
- g. Establish data analysis team to include ECC/ECS, parents, program director, classroom staff, and community members as appropriate, which meets three times a year to review classroom and child assessment outcomes data. During the end of the year meeting, the team will:
 - i. Identify the current level of performance across relevant indicator's, evident strengths, and extraordinary accommodations for children/families (e.g., attendance rates, program settings and/or options, language groups, child family or community risk factors)
 - ii. Use data to establish PD goals
 - iii. Set measurable goals and objectives to address classroom quality, agency quality, and child outcomes
 - iv. Address whether policies and procedures require revisions
 - v. Inventory available program resources (time, money, personnel, technology, curriculum resources. training, and etc.)

Record Keeping - Subrecipients

Policy:

The subrecipient will maintain administrative files and grant records to ensure compliance with the Michigan Department of Education's GSRP Implementation Manual.

Procedures:

- I. All MDE required administrative and child records shall be kept on file by subrecipient for seven years.
- II. Records must be securely stored to insure child and family confidentiality.
- III. Records must be available for monitoring by the ISD or MDE.

Record Keeping – ISD (Grantee)

Policy:

The grantee (ISD) and each subrecipient will maintain administrative files and grant records to ensure compliance with the Michigan Department of Education's GSRP Implementation Manual.

Procedures:

- IV. The grantee (ISD) shall adhere to the following procedures:
 - a. The ECC and ISD Grants Manager will complete annual reporting of Community Needs Assessment and Application (CNAA), GSRP Implementation Plan (Grant Application), SIR, Final Expenditure Report and Carryover Budget, and Carryover Final Expenditure Report in MEGS+
 - b. All subrecipient contracts are housed and maintained by the ISD Administrative Services Office, with copies of the individual contracts given to each subrecipient, the Early Childhood Contact, and the ISD Business Office
 - c. The Early Childhood Specialist(s) will submit the PQA-R online for all classrooms annually. All program documentation is housed and maintained by the Early Childhood Specialist(s).
 - d. The subrecipient will submit their child enrollment data three times each school year to the ISD, for submission into MSDS, based on ISD and CEPI deadlines

- V. The grantee (ISD) will keep the following administrative records on file and available for monitoring by the ISD/MDE for seven years:
 - a. All applications and reports required in MEGS+ including correspondence regarding out-of-compliance items and compliance plans
 - b. All reports from monitoring with subrecipient compliance plans if required
 - c. ISD contracts with subrecipients
 - d. Individual subrecipient budgets, reimbursement requests, final expenditure reports and carryover requests
 - e. ISD plan to recruit community agency partners to serve as subrecipients for at least 30% of the allocated slots. Include all notifications to potential subrecipients of availability to participate in GSRP, meeting notes, meeting sign-in sheets, and a summary for the specific grant year

indicating each licensed center, it's star rating, interest in being awarded slots, and the result for the upcoming grant year.

- f. Minutes, agendas and attendance sheets from area-wide advisory committee convened as a sub-committee of the Great Start Collaborative
- g. Student recruitment and selection plans; including copies of flyers, announcements, and enrollment forms
- h. ISD-wide PQA/PQA-R reports
- i. ISD-wide professional development plan

School Readiness Advisory Committee

Policy:

An ISD-wide school readiness advisory committee shall be convened as a sub-group of the Great Start Collaborative at least annually to provide general oversight and counsel to GSRP planning. The intent of the School Readiness Advisory Committee addressed to both 32p Early Childhood block Grant and 32d GSRP is to develop shared language, common goals and review data to support children birth to age eight and their families. The scope of the committee is all encompassing and includes physical health, social emotional health, family supports and basic needs, parent education and child advocacy, early education and care.

Procedure:

- I. The ISD, in partnership with the Great Start Collaborative, will convene and lead the school readiness advisory committee
- II. The school readiness advisory committee will be comprised of Regional Resource Center, community agencies, classroom teachers, early childhood administrators, parents/guardians, and other appropriate community members to address all aspects of educational disadvantage
- III. The school readiness advisory committee will review and make recommendations about the following:
 - a. Build the capacity of Community Based Organizations to work towards achieving the 30% slot allocation
 - b. Build partnerships with local community agencies to enrich the program and strengthen the referral process (i.e. local library, mobile dentistry, community mental health, fire department, police department, post office, Department of Health and Human Services)
 - c. Collaborative recruitment and enrollment process assure that each child is enrolled in the program most appropriate for his or her needs and to maximize the use of federal, state and local funds
 - d. The choice of an approved curriculum
 - e. Nutritional services utilizing federal, state and local food program support as applicable (i.e. local food pantries, WIC, National School Nutrition Programs, Child and Adult Care Food Program, MSU-E nutrition classes)

- f. Health and developmental screening process (i.e. Ages and Stages Questionnaire, hearing and vision screening, immunizations, mobile dentistry, infant and child mental health)
- g. Engaging parents as partners in the learning process; coordinated community education events, conferences and home visits, decision making, meaningful role in classroom as volunteers, strengthen school/home/community connection
- h. Analyze PQA-R and Child Outcome Data from a classroom and community perspective to achieve high quality programs

Sliding Scale of Tuition

Policy:

Any child enrolled in GSRP whose family has an income in excess of 250% of the federal poverty level (FPL) must pay tuition, excluding children with IEPs and in foster care. The tuition amount will be based on Lapeer ISD district-wide common sliding scale of tuition.

Procedures:

All children must qualify for GSRP. Students are prioritized by State guidelines for eligibility as outlined in the GSRP Implementation Manual. Each program will assure that all family financial information will be kept confidential.

- I. Families whose income falls at or below 250% of the Federal Poverty guidelines pay no tuition for GSRP
- II. A child with an IEP recommending placement in an inclusive preschool setting prioritized for enrollment within the lowest quintile, with actual family income above 250% FPL, may not be charged GSRP sliding fee scale tuition. If potentially Head Start eligible, follow Head Start MOU guidelines - first offering Head Start.
- III. Sub-recipients will be responsible for collecting preschool tuition from families.
- IV. Families will make their payments directly to the subrecipient.
- V. Tuition fees from families must be expended within the grant year that they were collected.
- VI. Tuition fees must be used to support the GSRP, as defined in the Budget section of the GSRP Implementation Manual.
- VII. During the academic year, if the family situation changes, families (or program staff who know a family situation has changed) may request a recalculation of income to determine a lower tuition or potentially qualify as income eligible, thus eliminating remaining tuition due.

VIII. Families whose income is above 250% of the Federal Poverty guidelines will pay the following fee for preschool tuition. (Income and tuition fees are calculated at the time of enrollment.)

Tuition Rates for the Current School Year:

Monthly Tuition rates	Up through 250% of the Federal Poverty Level	251% - 300% of the Federal Poverty Level	Above 300% of the Federal Poverty Level
½ Day Programming	GSRP Eligible – No Tuition	\$10 / month	\$20 / month
Full Day Programming	GSRP Eligible – No Tuition	\$20 / month	\$40 / month

****Only 10% of total ISD enrollment can be over the 250% Federal Poverty Level. Each of the children in this 10% must also have at least one risk factor other than income level.**

Distribution of Funds

Policy:

In order to ensure a high quality preschool experience to 4-year-old children, at risk for educational failure in Lapeer County, the following procedures will be utilized to determine the funding of the Great Start Readiness Program (GSRP) by the Lapeer County Intermediate School District (LCISD) for the current school year.

Procedures:

- I. The slot selection and distribution process is reviewed annually by the Lapeer County School Readiness Advisory Committee, who analyzes GSRP data, and participates in GSRP decision making.
- II. Based on our community needs assessment and the current subrecipient slot requests, LCISD requests this same amount plus additional slots to be used for new Community Based Organizations and expansion of existing programs.
- III. If the total number of funded GSRP slots/children for Lapeer County remains stable it will be a priority to maintain the existing enrollment levels of current GSRP sub-recipients.
- IV. Existing enrollment levels will be based on the number of children each subrecipient submitted in the previous year's MSDS Spring Early Childhood Collection.
- V. Existing programs must continue to meet and maintain quality standards (an average score of 3 to 4 on the [LCISD GSRP Program Quality Assessment Rubric](#) for Current Subrecipients.
 - a. The Lapeer County ISD ECC and ECS will evaluate, score, and rank all current GSRP subrecipients in the county.
 - b. Failing to meet or maintain quality standards could result in a compliance plan or discontinuation of eligibility for GSRP funding.
- VI. If the total number of funded GSRP slots/children for Lapeer County is increased from the previous school year, allocation of slots will be

determined by the ECC and ECS utilizing the [LCISD GSRP Program Quality Assessment Rubric](#) for Current Subrecipients.

- a. Priority will be given to meeting the legislatively mandated 30% of slots to community partners (see below).
 - b. Timeline and process for current GSRP subrecipients to request additional slots will be to submit their slot requests to the ISD ECC and will be aligned with MDE's timeline for submission of the next year's CNAA.
 - c. A competitive process of slot allocation beyond the hold harmless numbers will be used for all potential new sub-recipients AND current sub-recipients requesting expansion, with priority given to meet the legislatively mandated 30% of slots to go to community providers.
 - d. All applicants and current sub-recipients requesting expansion will be notified of the allocation decisions by the LCISD ECC.
- VII. Allocation of hold harmless slots, new GSRP partners' slots, and additional slots for existing programs will be released by the LCISD ECC once notifications are released by MDE. Notifications will be sent by email to administrators of each subrecipient.
- VIII. Any new or existing subrecipient that has unused slots will report that number to the LCISD ECC and ECS, in writing, by December 1.
- IX. Any programs with a waiting list, will also forward that list to the ECC and ECS by December 1.
- X. LCISD will work with subrecipients to allocate slots to programs, from highest ranking to lowest, that requested additional slots.
- XI. Any unused slots will be returned per MDE's timeline.
- XII. *Appeal Process for current GSRP sub-recipients*
- a. Upon the occasion that a subrecipient is not satisfied with the number of slots they have received, they are to put into writing the reason why they are appealing their slot award and the number of slots they feel they should receive.
 - b. The appeal is to be sent to the LCISD ECC for review by the LCISD ECC, ECS, and the LCISD Grant Manager within 10 school days of the slot allocation notification from the LCISD.
 - c. Determination to either uphold or overturn the prior decision will be made within 10 school days from the time the ISD receives the appeal.

- d. If there is still dissension, the LCISD Superintendent will review the appeal.

XIII. Appeal process for potential GSRP Subrecipients

- a. Should a potential GSRP subrecipient not be satisfied with the response to their proposal (either non-acceptance or if they receive a lesser number of slots than desired), they are to put into writing the reason why they are appealing the decision and the number of slots they feel they should receive.
- b. The appeal is to be sent to the LCISD ECC for review by the LCISD ECC, ECS, and the LCISD Grant Manager within 10 school days of the slot allocation notification from the LCISD.
- c. Determination to either uphold or overturn the prior decision will be made within 10 school days from the time the ISD receives the appeal.
- d. If there is still dissension, the LCISD Superintendent will review the appeal.

Written Agreement

2019-20 [LCISD GSRP Consortium Agreement](#)