

# Early Childhood Digest

Info, Resources, Due Dates, Alerts & More



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## October 24, 2025

### Early Childhood Services Department at Wayne Regional Educational Service Agency (Wayne RESA)

The Early Childhood Services Department oversees high-quality preschool education opportunities across Wayne County to include the Great Start Readiness Program (GSRP) for eligible four-year-old children and the Strong Beginnings pilot for eligible three-year-old children.

Email: [EarlyChildhood@resa.net](mailto:EarlyChildhood@resa.net)

Website: <https://www.resa.net/teaching-learning/early-childhood>

Location: [33500 Van Born Road, Wayne, MI, USA](#)

Phone: [734-334-1312](tel:734-334-1312)

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### From Libby Rogowski, Executive Director of Early Childhood

Dear Wayne County Early Childhood Partners,

It was wonderful seeing everyone at the GSRP Advisory Meeting on Friday, October 17th! I am deeply grateful for the hard work and dedication our early childhood community puts into supporting children and families every day. Your commitment makes a lasting difference in the lives of the children we serve.



As the colder weather is headed in, please remember to take care of yourselves—stay healthy, stay warm, and continue to find moments of rest and renewal.

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## 25/26 Year At A Glance

### Year at a Glance

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## ACTION STEPS

# Action Steps

### FISCAL DEADLINES

- Go to [FISCAL](#)

#### UPCOMING

1. **Transportation Budgets** DUE November 1, 2025
2. **Budget Updates** DUE November 7, 2025
3. **Fiscal 103: Ledgers Training** - November 14, 2025
4. **Expense Ledgers** DUE November 15, 2025

### ENROLLMENT Deadlines

- Go to [ENROLLMENT](#)

#### UPCOMING

1. October **Enrollment Review** DUE November 11, 2025

### HUB DEADLINES

## UPCOMING

1. SAVE THE DATE for the *Leadership Connection* on November 13, 2025

### ! SAVE THE DATE

Links to virtual sessions will be provided via email.

# LEADERSHIP CONNECTION



## schedule

VIRTUAL SESSIONS 1:00PM - 2:00PM

| 2025          | 2026          |
|---------------|---------------|
| NOVEMBER 13TH | JANUARY 15TH  |
| DECEMBER 11TH | FEBRUARY 12TH |
|               | MARCH 12TH    |
|               | APRIL 9TH     |
|               | MAY 14TH      |
|               | JUNE 11TH     |



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## Enrollment

[Click here for ENROLLMENT](#)

## Fiscal

[Click here for FISCAL](#)

## **Reporting & Monitoring/Assessment**

[\*\*Click here for REPORTING & MONITORING/ASSESSMENT\*\*](#)

## **Social Emotional Support**

[\*\*Click here for SOCIAL EMOTIONAL SUPPORT\*\*](#)

## **Resources**

[\*\*Click here for RESOURCES\*\*](#)

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## **Welcome to Wayne RESA!**

Please join us in welcoming some new faces to the Wayne RESA Early Childhood Services Team!





**Chanel Benton – Early Childhood Consultant**

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## Our Mission

Wayne RESA is committed to leadership through service and collaboration for excellence in teaching and learning for all.

## Our Vision

Leading ... Learning for All.

## Our Beliefs

We believe Leadership is the foundation of our organization

We believe Service is the core of our work

We believe Collaboration is essential to our success

We believe in the pursuit of Excellence



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These materials were developed  
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Michigan Department of Lifelong  
Education, Advancement,  
and Potential.

FindPreK.org

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مبنى النجاح والتقدم والتميز



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Estos materiales fueron desarrollados según una  
subvención otorgada por el Departamento de  
Educación, Avance y Potencial Vitalicia.

These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential.



Wayne RESA Early Childhood

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# Enrollment

## ENROLLMENT REVIEW SCHEDULE 2025-2026

\*\*PLEASE NOTE THAT ALL DATES ARE SUBJECT TO CHANGE.

### NOVEMBER ENROLLMENT

**Due date to  
WRESA:**  
11/11/25  
**As of:**  
11/5/25

### DECEMBER ENROLLMENT

**Due date to  
WRESA:**  
12/12/25  
**As of:**  
12/3/25

### JANUARY ENROLLMENT

**Due date to  
WRESA:**  
1/16/26  
**As of:**  
1/7/26

### FEBRUARY ENROLLMENT + APPLICATION

**Due date to  
WRESA:**  
N/A  
**As of:**  
N/A

### MARCH ENROLLMENT + APPLICATION

**Due date to  
WRESA:**  
3/13/26  
**As of:**  
3/4/26

### APRIL ENROLLMENT + APPLICATION

**Due date to  
WRESA:**  
4/17/26  
**As of:**  
4/8/26

### MAY ENROLLMENT + APPLICATION

**Due date to  
WRESA:**  
5/15/26  
**As of:**  
5/6/26



# **GSRP 25–26SY**

## **BIRTHDATE WINDOWS**

### **AGE ELIGIBLE:**

**09/02/2020 – 09/01/2021**

Age-eligible children will turn four (4) on or before September 1, 2025

### **EARLY ENROLLMENT:**

**09/02/2021 – 12/01/2021**

Early Enrollment children (also referred to as 'window, gap or bubble children') will turn four (4) from September 2, 2025 - December 1, 2025

### **REFER TO HELP ME GROW: 12/02/2021 +**

Children born on or after December 2, 2021 are not eligible to receive GSRP services during the 25-26SY

CALL OR TEXT 1(313) 410-4588



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**CBOs ONLY: Early Childhood MISTAR Support**

**WAYNE**

**CBOS ONLY: EARLY CHILDHOOD MISTAR SUPPORT**

OFFICE HOURS FOR CBO'S TO RECEIVE  
EARLY CHILDHOOD MISTAR SUPPORT,  
BEGINNING SEPTEMBER 26TH, FROM  
12:30-1:30, REPEATING EVERY OTHER  
WEEK USING ZOOM.

**ZOOM MEETING**

**JOIN ZOOM LINK**

**MEETING URL**

[HTTPS://RESA-NET.ZOOM.US/J/85709607918?  
PWD=L6JVJ2BKPQ3BTE47VLSANVXELZLORH.1](https://resa-net.zoom.us/j/85709607918?pwd=L6JVJ2BKPQ3BTE47VLSANVXELZLORH.1)

**MEETING ID & PASCODE**

857 0960 7918  
902158

**CBOS ONLY: EARLY CHILDHOOD MISTAR SUPPORT**

**UPCOMING DATES**

OCTOBER 24, 2025  
NOVEMBER 7, 2025  
NOVEMBER 21, 2025  
DECEMBER 5, 2025  
DECEMBER 19, 2025  
JANUARY 2, 2026  
JANUARY 16, 2026  
JANUARY 30, 2026  
FEBRUARY 13, 2026  
FEBRUARY 27, 2026  
MARCH 13, 2026  
MARCH 27, 2026  
APRIL 10, 2026  
APRIL 24, 2026  
MAY 8, 2026  
MAY 22, 2026  
JUNE 5, 2026  
JUNE 19, 2026

**RESA GSRP**

Office Hours for CBO's to receive Early Childhood MISTAR Support, beginning September 26th, from 12:30-1:30, repeating every other week using Zoom.

### [Join Zoom Meeting](#)

One tap mobile:

US: +13017158592,,85709607918# or +13052241968,,85709607918#

Meeting URL:

<https://resa-net.zoom.us/j/85709607918?pwd=L6JVJ2bkpq3btE47VlsANvxeLzlORh.1>

Meeting ID:

857 0960 7918

Passcode:

902158

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**MISTAR Pre-Enrollment**

#### Wayne County RESA GSRP Pre-enrollment

Welcome to **Wayne County Great Start Readiness Program (GSRP)**! Thank you for beginning the registration process with us. We look forward to working with you and your family.

Great Start Readiness Programs are located in 3 different location types.

1. A Local School District
2. A Public School Academy (PSA)
3. A Community Based Organization (CBO). For a list of all GSRP program locations, please click here: [Wayne County GSRP Map](#).

Please watch this video for more information about enrolling in Wayne County GSRP



Here is a link that families can use to pre-enroll their child:



There are times when families refuse to provide documentation of income, which is required for prioritization and determining eligibility. To assist, we have created a Self-Reported Income Documentation form. If a family chooses not to provide income, they must complete the form acknowledging there will be a pause in enrollment until programs utilize the reserved percentage beginning August 15th, regardless of the income range self-reported on the form. For clarification, the reserved percentage may be used beginning August 1<sup>st</sup> for families who are at 400% FPL and below. Families who self-report their income cannot be placed until August 15<sup>th</sup> along with families whose income is over 400% FPL.

The form has been posted as a resource under the Eligibility section of the GSRP Implementation Manual: [Self-Reported Income Documentation form final for ADA](#)

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## ***CBOs ONLY: Pre-Enrollment/Automated Referral Process***

### **CBO Pre-Enrollment Referral Process**

**\*\*\*NEW Videos Available\*\*\***

#### **Accepting a New Referral**

#### **Denying a New Referral**

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## ***Enrollment Updates***

### **2025-2026 Fiscal Year**

1. Students that will turn four in the gap window, September 2 - December 1, may be enrolled on or after September 2nd and after all age-eligible students are enrolled.
2. Any student with a current Individualized Education Plan (IEP), regardless of income and recommended placement, should be prioritized in the lowest bracket, 0-50% of the FPL.
3. Over-income students, families whose Federal Poverty Level (FPL) is at or above 401%, may be enrolled on or after May 1, 2025.
  1. Just as income-eligible students, over-income students should be prioritized based on their FPL percentage.
  2. Over-income students do not have to have any additional Eligibility Factors (EF) to qualify for GSRP.
  3. If the student has any EFs they should be prioritized over students with no EFs.



4. Programs will hold 10%, 1-2 students per classroom, of their allocation for students that are income-eligible, 0-400% of the FPL until September 1, 2025

Please see the website for all Enrollment and Recruitment documents and resources found under *Recruitment and Enrollment* then *2025-2026 Enrollment*:

## Wayne RESA GSRP Website

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### 2025-2026 Fiscal Year Enrollment Training



2025-2026 Enrollment Training.pdf

Download  
5.7 MB

### Eligibility Factors Guidance



2. Eligibility Factor and Enrollment GuidancePDF.pdf

Download  
415.1 KB

### MISTAR Service Desk

#### How do you submit a ticket?

- Users will submit, update, and manage tickets through the [MISTAR Customer Service Portal](#).
- Users will receive email notifications for ticket updates and must access the ticket portal to view detailed communications or respond to a ticket.

If you have any questions or require assistance, please contact the Service Desk by [creating a service ticket](#) or calling 734-334-1870.



Jira Ticketing System.pdf

Download  
244.7 KB



**MISTAR\_Early Childhood Report\_HOW TO.pdf**

[Download](#)

199.3 KB



**Secure File Request\_ HOW TO.pdf**

[Download](#)

422.9 KB

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## ***2025-2026 State of Michigan PreK for All Digital Toolkit***

### **Digital Toolkit**

These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential.



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# Fiscal

## *Fiscal Reminders*

### **Budget Updates Due November 7**

With the passage of the School Aid Act and the approval of a 4.6% increase in per pupil funding for GSRP, we will need to amend allocations for all budget documents. All FYE26 budget documents will be updated with the new allocations starting on Friday, October 24. All providers are expected to work with their assigned Program Consultant to have their budgets completed and fully balanced by not later than NOON on Friday, November 7.

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### **First State Aid Payment October 31**

As noted at the most recent GSRP Advisory meeting on Friday, October 17, Wayne RESA will remit payment to all approved providers at the newly increased per pupil amount starting with the October payment, which will occur Friday, October 31.

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### **Transportation Budgets must be Completed by November 1**

**Transportation budgets** are currently being reviewed. While we still have not received a response to our allocation request from MiLEAP, we expect to have sufficient funding to meet all award requests from our providers. However, all providers are expected to have completed budgets **not later than Saturday, November 1**, and Wayne RESA reserves the right to withdraw grant funding from any provider without a completed budget at that time.

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## All Expense Ledgers Due November 15

**GSRP Main Operations and Transportation Ledgers** are due to be completed on or **before November 15** and are due every month by the 15<sup>th</sup>. Providers without an approved transportation budget will be ineligible for payment. PSAs/LEAs who use SMART are permitted to track their expenses in SMART and are not required to complete ledgers in Google. Wayne RESA will begin reviewing ledgers on Monday, November 17 and will provide feedback to providers. It is expected that all ledgers requiring changes will be corrected as soon as possible, but not later than NOON on Wednesday, December 3.

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## Fiscal 103: Ledgers - Training on November 14

We will be offering another opportunity to participate in the **Fiscal 103: Ledgers training on Friday, November 14, from 9:00 AM – 11:30 AM** over Zoom. We hope the additional training opportunity will allow providers to successfully complete their ledgers and understand the expectations for documenting expenses. Providers can register for this training through Learning Stream.

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## PSAs and LEAs/Reminder

Please submit **program expense journals/and or Transaction Analysis from Smart for FYE 2025**, covering the period from the beginning of the funding year through **September 30, 2025**. These journals are due by **November 15, 2025**, and should be uploaded to your Google Folder under the file name "**General Journals**."

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## Staff Bonuses

Per the GSRP Implementation Manual, if a GSRP subrecipient would like to provide bonuses to staff, the sub-recipients staff handbook must include information about the types of bonuses available to staff and how staff would meet the criteria to receive such bonuses. If you are interested in providing bonuses to staff, please consult with your assigned fiscal and program consultants.

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## New Capital Outlay Guidelines

### Capital Outlay Process

The Capital Outlay process includes planning, approval, bidding, and execution of projects that involve substantial investments in infrastructure, facilities, or equipment:

- Any single project cost **\$10,000 or more in GSRP costs**

- Multiple related projects with a combined **cost exceeding \$10,000 in GSRP costs**

If a project or group of related, interlinked projects with a **combined cost of \$10,000 being billed to GSRP**, then the provider must:

1. Notify the assigned Program ECC of the provider's intention to complete the project.
2. Add the project as a purchased service in the budget that will fund the project.
3. Obtain at least three bids.
4. Evaluate bids based on cost, qualifications, and compliance.
5. Select the most qualified and cost-effective bidder.
6. Complete the GSRP Capital Outlay form, attach all the bids collected and submit form to assigned P-ECC and Admin and Fiscal Consultants.
7. Receive written project approval from WCRESA. WCRESA will review the project, and it will need to receive approval from:
  - Program Early Childhood Consultant
  - Administrative and Fiscal Consultant
  - Executive Director of Early Childhood (for costs above \$30,000)

Once the project has been completed receipts, bids and executed contracts should be placed in the program's GSRP budget folder in Google Drive and the GSRP ledgers should be updated to reflect that the project has been paid for.

If a project or group of projects with a **combined cost of \$30,000 or more** (and \$10,000 or more is billed to GSRP), the project exceeds the State of Michigan's "bid threshold":

- If the project exceeds the bid threshold and the provider is an LEA or PSA, then the provider must follow their internal purchasing procedures.
- If the provider is a CBO, then the provider must secure a minimum of 3 bids without exception.

Capital Outlay projects should be allocated with the original budget allocation.

All Capital Outlay projects are expected to be **submitted to WCRESA for approval prior to March 30th, and must be completed and paid for by May 30th** without exception.

No projects may be paid for and no work may be started on the project prior to receiving written approval from WCRESA for any project utilizing GSRP funds (of \$10,000 or more).

If a project is **started without receiving written approval from WCRESA, no GSRP funding may be used** to pay for any portion of the project. (Exceptions apply in emergency situations that compromise student safety.)

Please be sure to make a copy of the form below before completing:

**GSRP Capital Outlay Form**

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## Reminder - Expense Ledgers are Year-to-Date

Please note that the format for the ledgers has changed from last program year. **Ledgers are now organized to report expenses Year-to-Date**, meaning that each ledger will include all the previous month's expenses. Please also note that providers are being asked to report their end of month enrollment in each ledger. Ledgers will be reviewed by our finance team and providers may be asked to provide documentation for various expenses. Finally, for LEAs/PSAs that utilize WCRESAs SMART system, completing ledgers in the google budget document are still recommended, but not required.

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## Failure to complete ledgers in a timely manner will result in the following consequences:

- If the main operations ledgers are submitted **one month late**, **10%** of the monthly allocation will be deducted from the next payment distribution.
  - If the main operations ledgers are submitted **two months late**, **25%** of the monthly allocation will be deducted from the next payment distribution.
  - If the main operations ledgers are submitted **three months late**, **all future payments will be held, until reporting requirements have been met.**
- 

## Reminder – Bookkeeper/Accountant Requirement

As a reminder, please note that all providers must have an assigned bookkeeper or accountant to assist them with their finances. While WCRESA has not placed any restrictions on who the provider may choose to utilize, it is expected that all ledgers, budgets, and other financial documents will be reviewed or completed by this person. Please note that WCRESA may require that the provider take specific steps if budgets and ledgers are not completed on time or correctly on multiple occasions.

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## Main Operations Expense Ledgers Review Process

**When reviewing Main Operations expense ledgers, we are primarily looking at the following:**

- Is the ledger signed and dated by an authorized representative?
- Are all expenses listed in the correct line item by object code and are expenses being tracked year-to-date?
- Do all employees with wages listed also have benefits?
- Do the wage and benefits amount align with the staff information section of the budget?
- Has the number of children enrolled been provided in the ledgers?



- Do all line-item expenses have a description?
  - Are there any line items that are over-budget?
  - Do the ledgers contain any unapproved expenses?
  - Is the provider expending money as expected based on the planned budget?
  - Are the ledgers calculated using Year-to-date method, opposed to Month-to month.
- 

## Transportation Ledgers

Transportation ledgers, as with Main Operations Ledgers, are due to be completed by the 15<sup>th</sup> of the month following the month in question. Failure to submit ledgers by this date will impact the date by which funds will be reimbursed. Please note that when reviewing transportation ledgers, we will be looking specifically at the following items:

- Is the ledger signed and dated by an authorized representative?
- Are all expenses listed in the correct line item by object code?
- Do all employees with wages listed also have benefits?
- Has the number of children transported been provided in the ledgers?
- Do all line-item expenses have a description?
- Are there any line items that are over-budget?



**Form\_for\_gsrp\_public\_transportation\_reimbursement.pdf**

**Download**  
92.1 KB

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## Program Allocation and Funding Changes

Please note that any changes to a provider's allocation and funding, including reductions, must be approved in writing by WCRESA prior to any adjustments being made. This includes site or classroom changes, changes to the number of students, changes in the delivery method (4-day v 5-day), changes in ratio or # of teachers per classroom, or to transportation services.

To request any changes, providers are required to complete the [Plan for Program Changes form](#) along with any necessary supporting documentation to the main early childhood department email address, [earlychildhood@resa.net](mailto:earlychildhood@resa.net).

Due dates for Program Change Requests for the 2025-2026 school year can be found below:

**Plan for Program Change Request Form**

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## Fiscal Training Recordings

In May, June, July, August and September fiscal trainings were offered for the 25/26 school year. Please see the link below to access and reference as needed.

### Fiscal Training Recordings and Slides



**GSRP Payment Schedule 25-26.pdf**

[Download](#)  
386.4 KB



**GSRP Budget Schedule 25-26.pdf**

[Download](#)  
341.4 KB

These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential.



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# Reporting and Monitoring/Assessment

## 2025-2026 Contract Supporting Documentation

Wayne RESA has implemented a new tracking process to collect Contract Supporting Documentation.

This survey is being used to collect information for the 2025/2026 school year. Due to the new process, please resubmit forms here even if you have submitted them in previous years. If you have more than 5 sites please contact the Program Early Childhood Consultant (P-ECC) assigned to your program to submit the required documents. Also, if there are any additional questions contact your PECC.

Information being collected:

**For LEAs, PSAs and CBOs:** Emergency Evacuation Maps or Site Maps and a Legally Executed Lease for each building

**For PSAs only:** Current and Valid Charter with Prekindergarten addendum



## Sign in to your Google Account

You must sign in to access this content

Sign in

### Contract Supporting Documentation Link

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## Mifreepreschool.org Updates

To request updates to the [www.mifreepreschool.org](http://www.mifreepreschool.org) search, providers should update their program contact records through Great Start to Quality at: [Login](#)

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## Update MiRegistry

Important Reminders:

- All employees need a MiRegistry account
- Update Organizational Details tab
- Update Program Info tab - Benefits Offered
- Update Classrooms tab
- Update Employees tab

A new version has been launched to the MiRegistry system. The Version 7 (V7) update does not affect the organizational profile but does change the front summary field, employment tab and review summary. This new version will allow for a progressive web application and for push notifications.

Please review the job aids below to be sure all MiRegistry tabs are completed correctly, especially when identifying GSRP staff and classrooms.

# MiRegistry Staff Information Report Job Aids

## Wayne RESA GSRP Data Collection and Reporting Timeline

|                                                                                                                               | Aug.                                                       | Sept.                                                                                                  | Oct.                                                     | Nov.                                                                                                     | Dec.    | Jan.    | Feb.                                                                                                   | Mar. | Apr.                                                        | May                    | June | July | Aug. |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------|---------|--------------------------------------------------------------------------------------------------------|------|-------------------------------------------------------------|------------------------|------|------|------|
| ASQ-3 Completion                                                                                                              | Completed at home visit                                    |                                                                                                        |                                                          |                                                                                                          |         |         |                                                                                                        |      |                                                             |                        |      |      |      |
| COR/GOLD Baseline (Period 1)                                                                                                  | Beginning: 1st day of school<br>Prior to December 31, 2025 |                                                                                                        |                                                          |                                                                                                          |         | Ending: |                                                                                                        |      |                                                             |                        |      |      |      |
| Initial Goal Setting/Review<br>(ASQ-3 and/or COR/GOLD data or previous year Classroom Coach CIP)                              | Beginning: ASQ-3 Completion<br>Prior to November 28, 2025  |                                                                                                        |                                                          |                                                                                                          | Ending: |         |                                                                                                        |      |                                                             |                        |      |      |      |
| Classroom Coach Baseline<br>New Subrecipients - Full baseline                                                                 |                                                            |                                                                                                        | Beginning Sept 10, 2025<br>Ending: Prior to Dec 5, 2025  |                                                                                                          |         |         |                                                                                                        |      |                                                             |                        |      |      |      |
| Classroom Coach Baseline Review<br>(Goal setting for new programs)                                                            |                                                            |                                                                                                        | Beginning Sept 24, 2025<br>Ending: Prior to Dec 19, 2025 |                                                                                                          |         |         |                                                                                                        |      |                                                             |                        |      |      |      |
| COR/GOLD Mid-Year (Period 2)                                                                                                  |                                                            |                                                                                                        |                                                          | Beginning: After November 3, 2025<br>Ending: Prior to March 31, 2026                                     |         |         |                                                                                                        |      |                                                             |                        |      |      |      |
| Mid-Year Goal Setting (COR/GOLD, Classroom Coach CIP review)                                                                  |                                                            |                                                                                                        |                                                          | Beginning: After November 3, 2025<br>Ending: Prior to March 31, 2026                                     |         |         |                                                                                                        |      |                                                             |                        |      |      |      |
| COR/GOLD End-of-Year (Period 3)                                                                                               |                                                            |                                                                                                        |                                                          |                                                                                                          |         |         | Beginning: After February 2, 2026<br>Ending: Prior to June 30, 2026                                    |      |                                                             |                        |      |      |      |
| Classroom Coach End of Year                                                                                                   |                                                            |                                                                                                        |                                                          |                                                                                                          |         |         | Beginning: March 1, 2026<br>Ending: Prior to May 15, 2026                                              |      |                                                             |                        |      |      |      |
| EOY Goal Setting (Classroom Coach)                                                                                            |                                                            |                                                                                                        |                                                          |                                                                                                          |         |         |                                                                                                        |      | Beginning: March 20, 2026<br>Ending: Prior to June 12, 2026 |                        |      |      |      |
| COR/GOLD End-of-Year (Period 4)                                                                                               |                                                            |                                                                                                        |                                                          |                                                                                                          |         |         |                                                                                                        |      |                                                             | RESA Approval Required |      |      |      |
| The following items require a copy of the Agenda, Minutes, and Sign in Sheets to be submitted electronically to your RESA ECC |                                                            |                                                                                                        |                                                          |                                                                                                          |         |         |                                                                                                        |      |                                                             |                        |      |      |      |
| Data Analysis Meeting #1<br>Review Screening/Assessment Data                                                                  |                                                            | After ASQ is completed<br>Ending: Prior to December 31, 2025<br>Submitted to RESA by December 31, 2025 |                                                          |                                                                                                          |         |         |                                                                                                        |      |                                                             |                        |      |      |      |
| Family Participation Group #1 &<br>Data Analysis Meeting #2                                                                   |                                                            |                                                                                                        |                                                          | After Period 2 Assessment Ends<br>Ending: Prior to March 31, 2026<br>Submitted to RESA by March 31, 2026 |         |         |                                                                                                        |      |                                                             |                        |      |      |      |
| Family Participation Group #2 &<br>Data Analysis Meeting #3                                                                   |                                                            |                                                                                                        |                                                          |                                                                                                          |         |         | After Period 3 Assessment Ends<br>Ending: Prior to June 30, 2026<br>Submitted to RESA by June 30, 2026 |      |                                                             |                        |      |      |      |

Dates subject to change



Data Timeline 25 26 DRAFT.xlsx

Download

44.9 KB

## ASQ Ages and Stages Questionnaire

### ASQ Requirement

Ages & Stages Questionnaires® (ASQ®) provides reliable, accurate developmental and social-emotional screening for children.

ASQ Technical Assistance is available! If your program needs ASQ Online training, login or password info, or access to the Help Me Grow partner Google Drive please don't hesitate to reach out to Amber Anderson at Help Me Grow. Please see the TA Request Link below.

All GSRP programs should be a Help Me Grow partner to receive their ASQ Online Account.

Amber Anderson

[amber@greatstartwayne.org](mailto:amber@greatstartwayne.org)

Care Coordinator/Technical Assistance

*Help Me Grow Michigan*

*Great Start Collaborative Detroit-Wayne*

313-410-5235

ASQ TA Request Link: [ASQ Assistance Request](#)

GSRP Office Hours every Thursday at 2pm

Topic: Amber Anderson's Personal Meeting Room

Join Zoom Meeting

<https://us06web.zoom.us/j/5969353317>

Meeting ID: 596 935 3317

A promotional graphic for ASQ Assistance. The top left features the Wayne RESA logo with the tagline 'Leading... Learning for All' and the text 'SERVICE LEADERSHIP COLLABORATION EXCELLENCE'. The background is a blurred image of school lockers. On the right, there's a circular inset showing a corkboard with the word 'School' made of colorful letters, and below it, a desk with a red apple, a red stapler, and a pencil holder. The main text 'ASQ Assistance' is prominently displayed in the center. Below this, a message states: 'As part of our new program to bring you the quickest assistance with your ASQ Online accounts, please use the link below to our ASQ Assistance Request Link.' At the bottom, the text 'ASQ Assistance Request Link' is underlined and preceded by a blue circle icon. A white paper airplane icon is in the bottom right corner.

**ASQ Assistance**

As part of our new program to bring you the quickest assistance with your ASQ Online accounts, please use the link below to our ASQ Assistance Request Link.

[ASQ Assistance Request Link](#)

**NEW! Help Me Grow Partner WEBSITE**



## Help Me Grow Website

## GSRP Implementation Manual

These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential.



**Wayne RESA Early Childhood**

Wayne is using Smore to create beautiful newsletters



SERVICE  
LEADERSHIP  
COLLABORATION  
EXCELLENCE



# Social Emotional

## ***Social Emotional Support***

### **Dr. Kelly Anderson, Early Childhood Social Emotional Consultant**

You may now be out of the "honeymoon" period with some children and be discovering new challenges and behaviors. This is the time to lean back into the relationship you have built with the child in the first few weeks to show them that they are safe and that you will maintain your boundaries and rules when pressed. Always support with a calm demeanor and center your support in the positive relationship you have built. Be careful not to make the child feel like the "bad kid" or single them out and isolate them. Consider how you might build intentional time for connection with them throughout the day. See the Banking Time resource attached at the bottom of this section.

If you have any questions about how to support a child please do not hesitate to reach out to your classroom consultant who will connect with our RESET team.

---

# Social Emotional Learning Office Hours

Log in to talk through struggles that you are having with challenging behaviors when you need a thought partner.



Connect Via Zoom

<https://resa-net.zoom.us/j/81488038351>

Every  
Tuesday

2:30–3:15 pm

## EC PBIS Updates

### Tier 1 Series is Available in the Winter

We are very excited to share EC PBIS/ Pyramid Practices with everyone in Wayne County. We are currently in the middle of our fall series with a group of over 100 participants! We look forward to offering this training again in the winter with sessions on 1/23, 2/13, 2/27, and March (TBD). Please note, all of the EC PBIS trainings are offered in series meaning you will be coming for multiple days. The tier 1 series is 4 Fridays long. The tier 2 & 3 series are both 2 Fridays. Also of note: Lunch is not provided between sessions. Please plan to bring your lunch.

### Setting Program Wide Expectations and Rules

During the directors' meeting and leadership connections meeting, your leadership was invited to begin on the journey of creating group or program-wide expectations. This is the first step in developing robust pyramid practices at your center. When all adults agree on what is expected of children, the children in turn know how to be successful in their classrooms. Below is a PDF with the steps for creating expectations as a team.





EC-PBIS in Action\_ Expectations and Rules for Positive Outcomes.pdf

Download  
3.3 MB

## New RESA Resources Available

### Website is Up!

The RESA EC PBIS website has been updated to include all of the resource links one might need to support tier 1 & 2 practices. <https://www.resa.net/early-education/social-emotional-pbis/> These resources include links to documents referenced in the TTEC Guide and in presentations given so far this year on EC PBIS.

### NEW TTEC Guide is Complete!

We have completed a tier 1/2 resource guide to support teaching teams and programs experiencing challenging behaviors. This virtual guide will allow you to easily access tools and links to support your needs. Please ask your classroom coach if you would like help navigating this resource. [TTEC Guide](#)

## Trainings Available

Event Information

### SEL Essentials

[https://reg.learningstream.com/reg/event\\_page.aspx?ek=0047-0004-7d5e4cafbb304b52af2bf7a982891a43](https://reg.learningstream.com/reg/event_page.aspx?ek=0047-0004-7d5e4cafbb304b52af2bf7a982891a43)

When?

**Friday, Feb 6, 2026, 09:00 AM**

Event Information

### EC PBIS Tier 1

[https://reg.learningstream.com/reg/event\\_page.aspx?ek=0047-0004-678b7ba17abf43a499ad1fa14a9c2af3](https://reg.learningstream.com/reg/event_page.aspx?ek=0047-0004-678b7ba17abf43a499ad1fa14a9c2af3)

When?

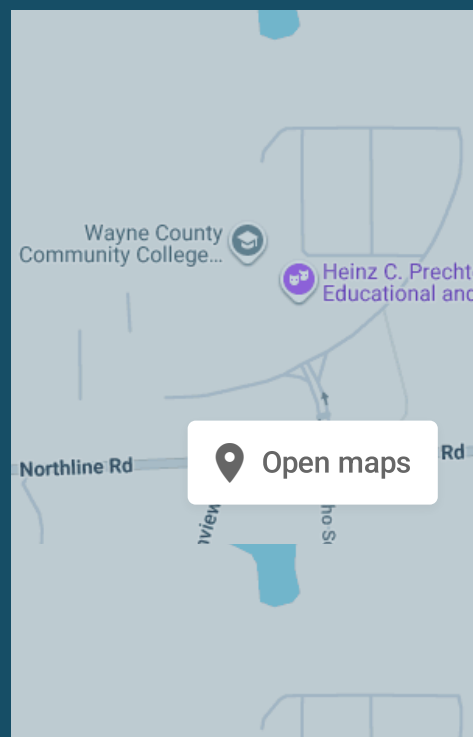
**Friday, Jan 23, 2026, 09:00 AM**

Where?

**WCCCD Downriver Bookstore, Northline Road, Taylor, MI, USA**

Event Information

### EC PBIS Tier 2



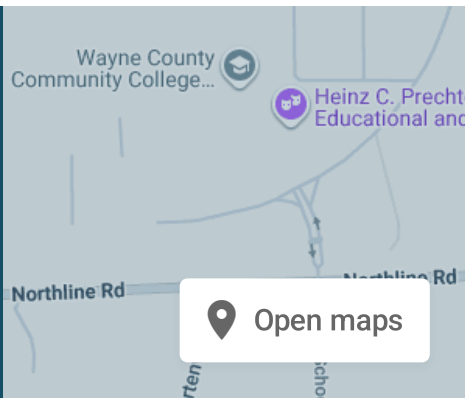
[https://reg.learningstream.com/reg/event\\_page.aspx?ek=0047-0004-d5144f1e6621424395a246af001b71d0](https://reg.learningstream.com/reg/event_page.aspx?ek=0047-0004-d5144f1e6621424395a246af001b71d0)

When?

Friday, Jan 23, 2026, 01:00 PM

Where?

WCCCD Downriver Bookstore, Northline Road, Taylor, MI, USA



## Best Practices and Useful Reminders



### Banking Time: Strengthening Your Relationship With Individual Children

Strong, safe, nurturing, and responsive teacher-child relationships are essential for young children to thrive. Children may show you through their behavior that they need more relational connection, or you might identify a child you want to strengthen your relationship with.

#### What is it?

Banking Time is a strategy that focuses on improving the relationship between an individual child and their teacher. Teachers use specific strategies to support positive relational interactions with children.

#### How do you use it?

- ▶ **Identify a child with whom to use Banking Time.**
  - The child might be someone you want to build a stronger relationship with.
  - It might be a child where a relational boost would be beneficial or healing.
  - A child with behavior that challenges the adults indicating they could use positive relational time with a safe, trusted, nurturing, and responsive adult.
- ▶ **Meet with the child for play-based one-on-one relationship-building time 2-3 times a week for 10-15 minutes.**
  - Think about a quiet space in the learning environment or a space outside the environment, like a hallway, where sessions can happen.
  - Let the child pick a play-based activity that they will engage in with the teacher.
  - Make sure there are enough materials for the child and the teacher to play.
  - Engage in the activity with the child.

#### Banking Time strategies to try:

##### Follow the child's lead in play.

- ▶ **Let the child pick what and how you play together.**

*Elle picks dinosaurs for her banking time session. Her teacher has enough dinosaurs for both her and Elle to use. Elle picks which dinosaurs she wants to use; she also picks which dinosaurs her teacher uses.*

- ▶ **Observe the child and their play before you jump in and play with them. Show your interest in what the child is doing by watching with limited talking.**



banking\_time (1).pdf

Download

513.1 KB

# 5 Classroomwide Practices to Improve Behavior



## 1 Use a Five-One Ratio of Positive Attention

The 5:1 ratio of positive attention is based on research that has shown that children are better behaved in preschool settings when adults spend the majority of their time attending to positive behavior and not challenging behavior.

## 2 Use Predictable Schedules

Developing a daily schedule and directly teaching children what comes next is about maintaining a routine and keeping all of the children informed about the routine. This strategy maximizes children's ability to predict what comes next.

## 3 Establish Routines within Routines

The predictability of a general schedule does not provide enough structure to prevent some children's challenging behaviors. It is often helpful to specify other levels of predictability with one's overall classroom schedule.

## 4 Directly Teach Behavioral Expectations

Make certain that all children know precisely what behavioral expectations you have for each routine. It is recommended that there be no more than three expectations for any one routine.

## 5 Directly Teach Peer-Related Social Skills

Actively teaching social skills involves careful planning around routines and activities, arranging the environment to support peer interaction, and implementing strategies such as peer-mediated interventions, adult cueing and prompting, and reinforcement.



See examples and learn how to implement these strategies in *Prevent-Teach-Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support*.

Learn more at:

<https://bpub.fyi/PTR-YC>



5-Classroomwide-Practices-to-Improve-Behavior 1 1.pdf

Download

818.5 KB



*By: Jaclyn Joseph, Dameri Watson, and Julia Sayles*

Children and families experience and process trauma in different ways. You may never fully understand a family's story, and that is okay. Trauma-informed care does not require anyone to be a detective—it is about creating systems and relationships that foster safety, trust, and healing. As a leader, you are essential in creating systems and relationships that support all children and families. Leading trauma-informed Pyramid Model programs is about how you consistently "show up" every day, asking yourself:

*"How can I ensure every child, family, and team member feels safe and valued?"*

## Trauma-Informed Leadership Practices

As a leader, when you focus on trauma-informed practices, you play a crucial role in creating a program where every child, family, and team member can experience success, including those impacted by trauma. SAMHSA's six principles of a trauma-informed approach are the foundation for the five practices described below. They are adapted for Pyramid Model programs to offer specific ways to lead with care and compassion in early childhood settings. Some practices may be more important than others for your program as you continue to support the healthy development and well-being of children, families, staff, and yourself.

### Create a Trauma-Informed Culture

*A culture of care begins with consistency.*

- ▶ **Share the Commitment** by making trauma-informed care central to your program's mission and daily work. Help your team understand why trauma-informed care is important for every child and family. Discuss this commitment regularly—in daily conversations, staff meetings, family communications, and program materials—to show that it guides everything you do.
- ▶ **Prioritize Safety, Trust, and Transparency for Everyone** through clear policies, consistent processes, and predictable teaming routines. Build trust by making decisions together with families and staff. Ensure your program welcomes and supports all team members, children, and families.



**Leading with Compassion.pdf**

**Download**

573.5 KB

By: Julia Sayles and Amy Hunter

Working with a young child who has experienced trauma can bring up many feelings for the family and practitioner supporting them. It may feel overwhelming or confusing. How to help them may be unclear, especially if the child exhibits unsafe behaviors. In these instances, using trauma-responsive practices can promote safety, growth, and healing. Trauma-responsive practices focus on supporting the child's emotional and physical safety and building coping skills that can be used during times of stress. Trauma-responsive practices happen through adult and child relationships, child and child relationships, and adult relationships.

As a reminder, trauma occurs when frightening or harmful events overwhelm a child's ability to cope or deal with the event or events. Some children experience trauma from ongoing or recurring experiences such as chronic abuse or witnessing domestic violence. Trauma can also occur due to a single event, such as a natural disaster or a car accident. Trauma is a highly individualized experience. How an event or set of events impacts a child depends on a variety of factors, including:

- ▶ the severity of an event;
- ▶ the amount of exposure to an event;
- ▶ the child's age and development;
- ▶ other past experiences;
- ▶ the child's temperament and
- ▶ most importantly, protective factors that may buffer the impacts of trauma including nurturing and responsive caregivers, families who have social support, and access to supports such as high-quality early care and education, health care, mental health care, and other resources.

Supporting safety is the priority for young children and their families who have experienced trauma or may be experiencing trauma. Skill-building or healing may be challenging until the child and family feel safe. You may not be able to control how safe other environments are for the child; however, you can actively create safety in your program or learning environments.



You can help young children who have experienced trauma feel safe in many ways, including creating learning environments that provide predictability, consistency, routines, and clear expectations for behavior and offering opportunities for curiosity, exploration, and the development of social skills. Building nurturing, supportive, and responsive relationships can support children's emotional safety. Supporting emotional safety allows a child to feel successful in relationships, to feel valued, to show weakness or vulnerability without fear of being punished or judged, and ultimately to support healing and growth.

1

ChallengingBehavior.org | National Center for Pyramid Model Innovations



Considerations children experienced trauma.pdf

Download

651.9 KB

## Additional Resources



### Preschool Pyramid Model Practices eModules Series

The Pyramid Model for Promoting Social and Emotional Competence is a multi-tiered system of support for young children. It can support any early childhood education curriculum and, when implemented with fidelity, improves social-emotional outcomes for all children. This series provides information and instructional strategies for implementing all levels of the Pyramid Model for preschool classrooms. This includes the intentional teaching of social-emotional competencies, embedded instruction, and individualized support planning, as well as the necessary coaching support to bring these practices to fidelity in the preschool classroom.

[reg.learningstream.com](http://reg.learningstream.com)

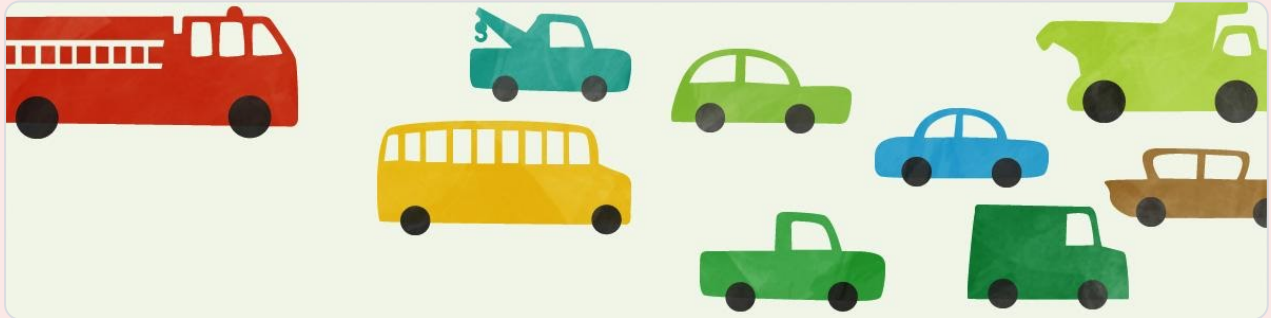


## Resource Library - National Center for Pyramid Model Innovations

Filters

[challengingbehavior.org](https://challengingbehavior.org)

### EC PBIS Design Form



## EC PBIS Design Request Form

Please complete the form below to request EC PBIS flyers and/or posters.

Before submitting your request, be sure the matrix provided to you has been completed, reviewed with your C-ECC, and emailed to **earlychildhood@resa.net**.



If you would like your program's logo included, please email a high-resolution logo file to **earlychildhood@resa.net** with the subject line **"Program Logo."**

### EC PBIS Design Request Form

These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential.



**Wayne RESA Early Childhood**

Wayne is using Smore to create beautiful newsletters

# Resources

Fall 2025

## Family Engagement Newsletter

### Together We Thrive

This fall, our family engagement focus is built around the theme Together We Thrive. In GSRP and Strong Beginnings, we know that children grow best when their families and schools grow together. Over the next few months think about how to plan and execute Family Partnership Events, intentional opportunities to deepen connections with families and strengthen the school community.



### Fall Resource Folder

Click or scan

**SCAN ME!**



Inside this month's newsletter, you'll find helpful resources, planning guides, reflective questions, and EC PBIS connections to support your family engagement work.

### Family Partnership Group Meetings

**Family Engagement:**  
Family Partnership  
Group Meetings With  
Data





## What is a Family Partnership?

A family partnership is more than inviting families to attend events—it's about creating ongoing, two-way connections that strengthen children's learning both at home and at school. In GSRP and Strong Beginnings, partnerships recognize families as co-educators, decision-makers, and contributors to the classroom community.

Strong family partnerships are built on:

- **Shared Purpose** – Families and educators work together toward common goals for children's growth and development.
- **Two-Way Communication** – Frequent, respectful, and reciprocal communication ensures families' voices are heard and valued, not just informed.
- **Valuing Contributions** – Families bring unique strengths, interests, and cultural traditions that enrich the classroom and program.
- **Intentional Opportunities** – Every touchpoint—drop-off, home visits, family conferences, or partnership events—is a chance to build trust and connection.
- **Equity and Access** – True partnerships make it possible for all families to participate, through flexible scheduling, translation, transportation, or virtual options.

## An Example of Intentional Partnership

Imagine two different approaches to a family event:

- **Without Intention:** Families are invited to a "Literacy Night." Teachers plan activities, but the event mostly involves staff talking while families listen. Attendance is low, and families leave without clear connections or takeaways.
- **With Intention:** Families are invited to "Reading Together: Building a Love of Books at Home." Teachers set up interactive stations where families and children read, explore story baskets, and practice simple strategies to use at home. Staff greet families warmly, provide bilingual materials, and ask families to share their favorite childhood stories. Families leave feeling confident, connected, and valued.

The difference is intentional planning—shifting from "hosting an event" to creating a partnership opportunity.

### Why Family Involvement Matters in Tier 1 EC PBIS

Tier 1 Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) focuses on teaching and reinforcing positive social-emotional skills and behaviors for all children in the classroom.

When families are involved in this work through family partnership events, it strengthens the consistency and impact of these practices in several important ways:

- **Creates Consistency:** Children learn best when positive behaviors are reinforced both at school and at home.
- **Strengthens Relationships:** Family partnerships build trust and encourage collaboration when challenges arise.
- **Reinforces Skills:** Parents can model and support skills like sharing, emotion regulation, and problem-solving at home.
- **Provides Insights:** Families share valuable information about their child, helping teachers make PBIS strategies more effective.

#### Connection to Family Partnership Events:

Events like "Family Storytelling Night" or "Healthy Snack Workshops" can be framed not just as fun activities, but as opportunities to share and practice classroom PBIS expectations.

For example, families can learn about calm-down strategies, conflict resolution steps, or supportive feedback language, and then use them at home. This reinforces Tier 1 expectations, celebrates children's successes, and strengthens the community around shared behavioral and social-emotional goals.





## Rethinking “Homework” in GSRP: Making Home Connections Meaningful

We know some families and teachers are concerned that GSRP does not send home traditional worksheets or homework. Research and experience show that worksheets have limited impact on the development of 3- and 4-year-olds and rarely foster meaningful connections between families and programs. Instead, we encourage teachers to think outside the box and create home experiences that are engaging, interactive, and relationship-building.

Some ideas to consider:

- **Lending Library:** Send home games, books, or puzzles that families can explore together. Include a simple question or prompt to spark conversation.
- **Scavenger Hunts:** Create a list of items or observations for children to find around their home or neighborhood. Families can snap a photo of their child with the completed hunt to share with the class.
- **Interactive Challenges:** Send home a puzzle, art project, or simple science experiment and ask families to take a picture of their child engaged in the activity.
- **Conversation Starters:** Provide a set of questions or prompts about a book, a favorite activity, or family traditions to encourage meaningful dialogue at home.

The goal is not worksheets or assignments—it’s building connections, curiosity, and joy in learning. These experiences can deepen the child’s engagement, give families a window into the classroom, and strengthen the relationship between home and program.



## Family Partnership Event Planning Form

### 1. Event Purpose & Goals

- ☐ What is the main purpose of this event? (Relationship building, sharing resources, celebration, gathering input, other)
- ☐ What do I want families to walk away with?
- ☐ How does this connect to our classroom/program goals?

### 2. Family Input

- ☐ Have I considered families' interests, needs, or feedback in planning?
- ☐ Is this event accessible for families (time, location, language, childcare, food)?

### 3. Logistics

- ☐ Date, time, and location confirmed
- ☐ Materials needed (supplies, sign-in sheet, handouts, child-friendly activities)
- ☐ Roles assigned (who will welcome families, who will lead activities, who will follow up)

### 4. Communication

- ☐ Invitation created and shared (flyer, text, email, posted at sign-in)
- ☐ Reminder sent at least once before the event
- ☐ Clear messaging about the purpose of the event

### 5. During the Event

- ☐ Warm welcome for every family
- ☐ Opportunities for families to participate actively (not just listen)
- ☐ Time for connection—families with staff, families with one another

### 6. Reflection & Follow-Up

- ☐ What went well?
- ☐ What would I change for next time?
- ☐ How will I share highlights with families who couldn't attend?

There is a copy you can type in located in the resource folder!

## Additional Resources

### **Readwithmi.org**

The site offers easy, everyday ideas for reading, talking, and exploring together—perfect for supporting family engagement in GSRP programs. Share it with families to strengthen home-school connections and spark a lifelong love of reading!



#### Resources and Activities for Children 0-3



## Additional Resources

### MiFamily- Region 10



**MiFamily Engagement Centers**  
Region 10: Oakland, Macomb & Wayne

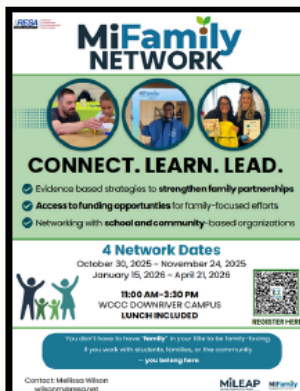
**What is the Region 10 MiFamily Engagement Center?**  
We are:

- Funded by MILEAP USM
- administered by Wayne RESA
- supporting Macomb, Oakland, and Wayne counties
- engaged to bring parents into the education conversation and provide student success to all students by 2030

**Region 10 MiFamily Staff**

|                                                                         |                                                                       |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Melissa Wilson</b><br>MiFamily Coordinator<br>mwillson@mi-family.org | <b>Carmen Cohen</b><br>Community Coordinator<br>cmcohen@mi-family.org |
| <b>Stephanie Van Halbeek</b><br>Wayne Branch Lead                       | <b>Dr. Angela A. Smith</b><br>Oakland Branch Lead                     |
| <b>Pamela Moore</b><br>Oakland Branch Lead                              | <b>Chantel Wright</b><br>Macomb Branch Lead                           |

What does it mean for a child to be "well and ready" and how can we empower caregivers to support them along the way?



**MiFamily NETWORK**

**CONNECT. LEARN. LEAD.**

- Evidence based strategies to strengthen family partnerships
- Access to funding opportunities for family-focused efforts
- Networking with school and community-based organizations

**4 Network Dates**  
October 30, 2025 - November 24, 2025  
January 15, 2026 - April 21, 2026

**11:00 AM-2:30 PM**  
WOOD DOWNS CAMPUS  
LUNCH INCLUDED

Register Here

Contact Melissa Wilson  
mwillson@mi-family.org

MILEAP MiFamily

This site is filled with family-friendly tools, videos, and activities that help parents and caregivers support their child's learning at home—making it a perfect resource to share during home visits, family meetings, and conferences. Families can explore ideas for building routines, encouraging early literacy, and nurturing social-emotional growth in simple, everyday ways. For GSRP staff, the site also includes school-facing tools—planning guides, communication templates, and examples to help programs strengthen family partnerships and align with the MiFamily Engagement framework. Sharing this website connects families and educators around the same goal: creating joyful, consistent learning experiences between home and school.



## Fall 2025 Family Engagement Newsletter

### FAMILY ENGAGEMENT TEAM



Dez'arae Adams  
Early Childhood Director  
AdamsD@resa.net



Sydney Varner  
Early Childhood Consultant  
varners@resa.net



Beth Lucarelli  
Early Childhood Consultant  
LucareB@resa.net



Jennifer Phillio  
Early Childhood Consultant  
PhillieJ@resa.net



Chante McClaine  
Early Childhood Consultant  
McclainC@resa.net

Please reach out to your consultant for any direct needs, but if you have any ideas, or need help locating a specific resource please let us know!

Thank you for your continued commitment to building strong partnerships with families. Each connection you make helps create a supportive foundation for our youngest learners. Keep reflecting, keep engaging, and keep inspiring!

# THANK YOU



Fall Family Engagement Newsletter 2025 (1).pdf

Download  
5.1 MB

## NEW: 2025-2026 Administrative Guidelines and Procedures

The Wayne County RESA GSRP Administrative Guidelines & Procedures Manual is designed to support your efforts in delivering exceptional programming for enrolled children and their families. It provides clear and consistent guidelines to ensure your program runs smoothly and effectively.

Programs are responsible for the content in this handbook and are encouraged to reach out to their assigned Early Childhood Consultants for clarification and or discuss any challenges. Additionally, refer to this handbook and understanding of the Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP) implementation manual and your Wayne RESA GSRP Contract as essential resources to guide your work and decision-making process. Wayne RESA is here to support you.

## Administrative Guidelines and Procedures

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### Attention Directors:

Invite teachers to attend upcoming Wayne RESA Early Childhood Professional Learning Opportunities!

### Upcoming WRESA Early Childhood Professional Learning

Search for Additional professional learning opportunities by clicking here: [LEARNING STREAM](#)

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### We Want to Hear From You:

### Join the GSRP Advisory Planning Committee!

ATTENTION: Early Childhood Specialists, Administrators, Owners, Parents/Guardians, Community Members, Social Service Agency Representatives, Great Start Collaborative-Wayne Partners etc.

The Great Start Readiness Program (GSRP) Advisory Council in Wayne County provides a forum for Consortium members to meet, provide feedback and design activities to strengthen the experience for enrolled children and families. The advisory council reviews program components and when needed, makes recommendations to promote high quality learning environments. This team sets goals for continuous quality improvement of the Great Start Readiness Program. Wayne RESA Early Childhood staff report out to the advisory council on seasonal topics: recruitment, full enrollment, budget, funding application, curriculum, MiLEAP guidance and requirements, transportation, food service etc.

### Upcoming GSRP Advisory Planning Meetings (Virtual)

1/9/26 - GSRP Advisory Planning Committee (2p-3p, Virtual)

4/24/26 - GSRP Advisory Planning Committee (2p-3p, Virtual)

### GSRP Advisory Council Planning Committee Interest Survey

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## MiAEYC Director Cohorts

### Calling All Early Childhood Leaders!

**Michigan AEYC Director Network:** Directors statewide are invited to join a network of their peers and receive group and individual coaching on personalized topics relevant to their needs. Participants will engage in Bi-weekly, synchronous, asynchronous, and regional in-person (only if we are doing meet-ups again) meeting opportunities.

The [Director Network Virtual Cohort](#) is designed to be **flexible, engaging, and relevant** to the realities of early childhood leadership.

Eligibility: Program Directors and Assistant Directors of a licensed child care program are eligible to join. Michigan AEYC recognizes the history and value of existing regional Director groups and welcomes the collaboration of these existing groups to maximize statewide resources available to support Directors.

**The cohort runs from November 10 through January 24, with a two-week break over the holiday season (December 21, 2025 –January 4, 2026).**

Cost: \$10.00

**This 9-week program** combines flexibility with meaningful connection, helping you strengthen your leadership while building a supportive community across the state.

**Topics including but not limited to:** work-life balance, employee personality types, difficult conversations, human resource rules, how to show appreciation & gratitude, staff recruitment & retention, and more.

[Click here to register for the Fall 2025 Director cohort today!](#)

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## Local Field Trips



**GSRP & SB Field Trip Ideas.pdf**

**Download**  
10.2 MB

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## Early On

We know that many of our programs serve infants and toddlers, and Wayne RESA is committed to supporting you to serve families of the youngest of children.

Early On is designed to provide comprehensive services to eligible infants and toddlers and their families. RESA collaborates with Wayne County Human Service agencies, Early Head Start, Infant Mental Health programs as well as local school districts to provide services.

#### Making a Referral

To make a referral for Early On, please do one of the following:

- Call the Wayne RESA Referral Hotline at (734) 334-1393 or 1-800-EARLYON.
- email [echild@resa.net](mailto:echild@resa.net).
- visit the [Early On online referral](#) website.

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## Safe And Healthy Schools

Did you know...

Wayne RESA GSRP offers School Nurse Consulting Services to support you, Wayne RESA GSRP and Strong Beginnings partners, in meeting the chronic and acute health needs of your students?

School Nurse Consulting Services, which are available upon request, include:

- Review of and recommendations on program health policies and procedures.
- Free attendance for program staff to the foundational training, Safe and Legal Support of Students with Health and Medication Needs.
- Assistance in securing appropriate individual Medication Administration Authorizations (MAAs) and Medical Management Plans (MMPs)
- Facilitated trainings to support safe implementation of individual MMPs for all identified students, including:
  - Access to templates of necessary forms;
  - Review of completed MAA and MMP forms;
  - General Tier 1 (Awareness) sessions on recognizing and beginning the response to potential health-related emergencies;
  - Student-Specific Tier 2 (Emergency Care) and Tier 3 (Daily Care and Support) training sessions with the identified school health teams and parents/guardians;
- Unlimited consultation for safe and legal school support of identified students' health needs.
- Free attendance for school staff to Medical Emergency Response Team (M.E.R.T.) Training.
- Communicable disease guidance and support.

Please complete this [GSRP Nurse Consulting Services Request Form](#) to initiate a formal request for support.

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## Great Start Collaborative – Wayne County

**Great Start Detroit / Wayne County** is dedicated to ensuring every child has a strong start in life by collaborating with families and community partners. We help you stay connected with Free to low-cost Events, Help & Fun in Detroit & Wayne County!

On our [Find Help](#) page, you will find resources for shelters, food, diapers, finance, and so much more.

Looking for free or low-cost Family Fun? We also work hard to find all the local activities, festivals, reading fun, arts and crafts, and more! Check out our [Find Fun](#) Page.

Lastly, Check out our updated [Out and About Resource Guide](#)!



**November 2025 ECE Calendar.pdf**

**Download**

1.5 MB

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**Click below for**

**START Trainings and Training Series**

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## **NEW Child Care Licensing Rules**

New Center Rules Training Sides: [New Center Rules 2025](#)

### **Support and Resources**

To support you, the department is providing:

- Ongoing technical assistance and guidance
- Updated training materials
- The revised [Technical Assistance and Consultation Manual](#)

These resources are available anytime at [www.michigan.gov/CCLB](http://www.michigan.gov/CCLB).

### **We're here for you**

If you have questions or need additional support, please contact your licensing consultant, call us at (517) 284-9730, or email [MiLEAP-CCLB-Help@michigan.gov](mailto:MiLEAP-CCLB-Help@michigan.gov).

Thank you for your continued partnership in providing safe, high-quality care for Michigan's children and families.



## 2025 Child Care Center Licensing Rule Revisions Explained.pdf

Download  
233.3 KB

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### Kristy Carmichael

**Navigator - Our Strong Start, Child Care Licensing Bureau**

**Michigan Department of Lifelong Education, Advancement, and Potential**

[carmichaelk3@michigan.gov](mailto:carmichaelk3@michigan.gov)

Phone: 517-643-0553

- Child Care Licensing [Child Care Licensing \(michigan.gov\)](https://www.michigan.gov/cclic)
- Our Strong Start (connecting with a navigator) [Our Strong Start \(michigan.gov\)](https://www.michigan.gov/ourstrongstart)
- CCHIRP Technical Assistance [CCHIRP \(michigan.gov\)](https://www.michigan.gov/cchirp)

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Child Care Licensing has partnered with the Licensing and Regulatory Affairs Bureau of Fire Services plan review division to offer monthly office hours. This is an opportunity to stay informed, connected, and ask questions surrounding plan reviews.

#### **BFS Office Hours with Kristy Carmichael**

[Click here to register or join the below office hours.](#)

Thursday November 6, 2025 3-4pm

Thursday December 4, 2025 3-4pm

Thursday January 8, 2026 3-4pm

Thursday February 5, 2026 3-4pm

Additional resources on the plan review process can be found here: [Fire Safety Inspections.](#)

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## State of Michigan - Child Care Licensing Bureau Support

**Paris Howard - Wayne**

Area Manager

313-300-4317

[HowardP10@michigan.gov](mailto:HowardP10@michigan.gov)

<https://www.michigan.gov/mileap/early-childhood-education/cclb>

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## Consultant FAQ

### ASQ Support

Ages & Stages Questionnaires® (ASQ®) provides reliable, accurate developmental and social-emotional screening for children.

ASQ Technical Assistance is available! If your program needs ASQ Online training, login or password info, or access to the Help Me Grow partner Google Drive please don't hesitate to reach out to Amber Anderson at Help Me Grow. Please see the TA Request Link below.

**All GSRP programs should be a Help Me Grow partner to receive their ASQ Online Account.**

Amber Anderson

[amber@greatstartwayne.org](mailto:amber@greatstartwayne.org)

Care Coordinator/Technical Assistance

*Help Me Grow Michigan*

*Great Start Collaborative Detroit-Wayne*

313-410-5235

GSRP Office Hours every Thursday at 2pm

Topic: Amber Anderson's Personal Meeting Room

Join Zoom Meeting

<https://us06web.zoom.us/j/5969353317>

Meeting ID: 596 935 3317

ASQ TA Request Link: [ASQ Assistance Request](#)

## Help Me Grow Partner Folder

### NEW! Help Me Grow WEBSITE

## Help Me Grow Partner Website

Do you have openings in your program? Great Start to Quality can help you find qualified candidates!



[Early Childhood Job Board - Great Start to Quality](#)

Job postings are good for 60 days and can be renewed, if needed.

Send the jobs description(s), program location and submission contact information to [jobs@ecic4kids.org](mailto:jobs@ecic4kids.org)

Once a candidate submits a resume or cover letter, Great Start to Quality sends them directly to the program.

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## **School Readiness Advisory Committee**

**Parent/Guardian SRAC Interest Form**

**Teacher SRAC Interest Form**

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These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential.

## **Quick Links**

**Communications Toolkit to Promote GSRP**

**GSRP Income Eligibility Guidelines**

**Great Start Readiness Program Implementation Manual**



## MDE Professional Learning

### EC Digest : Past Editions (pdf version)

### Administrative Guidelines and Procedures 2025-2026

## Quick Download



5 day program guidance.docx

[Download](#)

178.6 KB



4 day program guidance.docx

[Download](#)

172.1 KB



GSRP Budget Schedule 25-26 (1).pdf

[Download](#)

341.4 KB



GSRP Payment Schedule 25-26 (2).pdf

[Download](#)

386.4 KB



**Wayne RESA Early Childhood**

Wayne is using Smore to create beautiful newsletters