

# Early Childhood Digest

Info, Resources, Due Dates, Alerts & More



SERVICE  
LEADERSHIP  
COLLABORATION  
EXCELLENCE



## May 22, 2026

### 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,

As I prepare to transition to a new position, I want to take a moment to express my deepest appreciation to each of you for the partnership, dedication, and heart you have brought to our early childhood work.

It has been an absolute privilege to work alongside such a committed and passionate group of professionals. Together, we have strengthened systems, expanded opportunities for children and families, and remained focused on what matters most—ensuring high-quality early learning experiences for every child we serve. The progress we have made is a direct reflection of your expertise, persistence, and unwavering commitment to this work.



While I am looking forward to this next chapter, I will carry with me the lessons learned, the connections formed, and the deep respect I have for Wayne County providers and Wayne RESA Team. I am confident that this group will continue to lead with purpose, innovation, and a shared commitment to excellence in early childhood.

Thank you for allowing me to be a part of this journey. It has truly been an honor.

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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. GSRP *Main Operations and Transportation Ledgers* are due to be completed on or before June 15, 2026.

### HUB DEADLINES

#### UPCOMING

1. Handbooks, Calendars, and End of the Year Inventory due 5/29/26.

### RESOURCES

- Go to [RESOURCES](#)

#### ONGOING

1. Free Fingerprinting available for a limited time.

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## Hub Document Submission Resources

- Handbook submission: <https://forms.gle/1hXWFsD2F8A1B3yY7>
  - Calendar: [2026–2027 GSRP Calendar](#)
- 

### ! SAVE THE DATE

Links to virtual sessions will be provided via email.



The poster features the title "LEADERSHIP CONNECTION" in blue block letters at the top. Below it, a blue paper airplane icon is followed by the word "schedule" in a red cursive font. Underneath, it says "VIRTUAL SESSIONS 1:00PM - 2:00PM" and "2026" in blue. A red line is drawn under "2026". In the center, the text "~~June 11<sup>th</sup>~~ CANCELED" is written in red. At the bottom right is an illustration of a blue pencil holder with three pens. At the bottom left are logos for "Great Start Readiness Program" and "MiLEAP Michigan Department of Lifelong Education, Advancement, and Potential". At the bottom right is the "RESA" logo with the tagline "Leading... Learning for All" and the text "SERVICE LEADERSHIP COLLABORATION EXCELLENCE".

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## Enrollment

[Click here for ENROLLMENT](#)

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## **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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## 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



Set your child up  
for success.

[FindPreK.org](http://FindPreK.org)



 **Readiness Program**  
Michigan's Nationally Recognized Pre-K Program

 **RESA** | SERVICE  
LEADERSHIP  
COLLABORATION  
EXCELLENCE

**MILEAP**

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

FindPreK.org

جهز طفلك  
لتحقيق النجاح



Prepare a su hijo  
para el éxito.

FindPreK.org



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



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# Enrollment



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**GSRP 26-27SY**

**BIRTHDATE WINDOWS**

**AGE ELIGIBLE:**

**09/02/2021 – 09/01/2022**

Age-eligible children will turn four (4) on or before September 1, 2026

**EARLY ENTRY ENROLLMENT:**

**09/02/2022 – 12/01/2022**

Early entry children (also referred to as window gap children) will turn four (4) from September 2, 2026 – December 1, 2026

**REFER TO HELP ME GROW:**

**12/02/2022 +**

Children born on or after December 2, 2022 are not eligible to enroll in a GSRP program during the 26-27SY  
CALL OR TEXT 1(313) 410-4588



## MISTAR Pre-Enrollment

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



## 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

#### How to Enroll in Wayne County GSRP












**Libby Rogowski**  
Executive Director of Early Childhood  
Wayne RESA


or GSRP, pre enrollment page.

Please see the website for all Enrollment and Recruitment documents and resources found under **Recruitment and Enrollment** then **2026-2027 Enrollment**:




## 2026-2027 Enrollment File

-  [Interest Form](#) (Optional)
-  [GSRP Enrollment Application - English](#)
-  [GSRP Enrollment Application - Spanish](#)
-  [GSRP Enrollment Application - Arabic](#)
-  [LARA Child Information Record - English](#)
-  [LARA Child Information Record - Spanish](#)
-  [LARA Child Information Record - Arabic](#)
-  [LARA Health Appraisal \(5 pages\)](#)
-  [LARA Written Information Packet Documentation](#)

## 2026-2027 Family Engagement File

-  [Individual Development Plan \(IDP\) \(2 pages\) - Home Visits](#)
-  [Individual Development Plan \(IDP\) \(2 pages\) - Family Conferences](#)
-  [Family Contact Form](#)
-  [Family Contact Form: Google Form Version](#)
-  [Partnering on Child Development](#) (Optional)

## 2026-2027 Guidance Documents

-  [Early Childhood Program Overview](#)
-  [GSRP Enrollment Details](#)
-  [GSRP Recruitment and Enrollment Plan & Timeline](#)

# Wayne RESA GSRP Website

## MISTAR Service Desk

### Jira Ticketing System

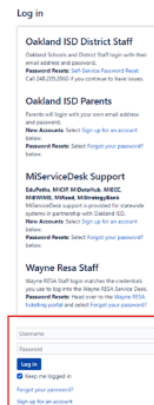
Users will submit, update, and manage tickets through the MISTAR Customer Service Portal.  
<https://servicedesk.oakland.k12.mi.us/servicedesk>

You will receive email notifications of new tickets and updates for submitted tickets or from the email address below

Service Desk (MISTAR ticket #) <jira-no-reply@oakland.k12.mi.us>

#### Account Login:

- You may already have an account created and will use your email address as your username to login. To obtain your password, click on the [Forgot your password?](#) Link.
- If you receive the message: Password resetting is disabled for your username. Please ask your Jira Service management administrator to enable password resets. [Use this link to reset password: Can't access your account? - Wayne RESA Service Desk](#)
- Enter your Username (email address) and then click on Send - A reset password link will be sent to the specified email address, and you'll follow that link to create a new password.



#### Creating a New Ticket:



#### On next page enter the following:

- Add Contact Phone Number
- County - Wayne
- District - RESA EC
- Summary - CBO site name
- Details - Describe the issue: missing student, no schedule, missing teacher, etc.
- How urgent is this — only select Medium
- Click Create to Submit

#### Viewing Tickets submitted tickets:

- Click on the Requests button in the top right corner of the screen.
- Click on My requests - this will display all the tickets for support that have been submitted
- In the drop down for Open Requests - you can filter on: Any status, Open requests or Closed requests
- Clicking on any request will open it up to be able to view the support conversation that has been taken place on that request.



### 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.

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## ***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.

[Join Zoom Meeting](#)

One tap mobile:

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

Meeting URL:

<https://resa-net.zoom.us/j/85709607918?pwd=L6JVJ2bkpg3btE47VIsANvxeLzl0Rh.1>

Meeting ID:

857 0960 7918

Passcode:

902158

**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**

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**2026-2027 Enrollment Timeline**

| Enrollment Timeline   |                     |  |
|---|---------------------|--|
| Date Range  | Enrollment Group    | Details  |
| January 5, 2026   | Returning Families  | Returning families who were an early entry GSRP in 2025-26 <b>AND</b> are <u>age-eligible</u> for GSRP 26-27 are <b>invited to apply for GSRP to attend at the same site</b> . Programs may move forward with enrollment once birth and residence documentation are verified for these families, regardless of their income. Strong Beginnings families are automatically eligible to attend and do not need to complete a new application as long as it is already entered into the SIS from 25-26. |
| New families can submit an application beginning <b>January 6, 2026</b> . The chart below identifies the date when a family can move from application to enrolled by a program. Reminder that programs must retain their reserved slots until September 3, 2026, per the chart below. |                     |  |
| January 6- February 28, 2026  | Priority Enrollment | Enroll children up to <b>400% FPL</b> who will be four years old by <b>September 1, 2026</b> . Prioritize enrollment based on the lowest FPL.<br><br>Priority is also given to children experiencing homelessness, children in foster care, and children with an eligible Individualized Education Program (IEP). These children are given priority as 0% FPL. Children who are  |

This material was developed under a grant awarded by the Michigan Lifelong Education, Advancement and Potential Department

|  |                        |   |
|--|------------------------|---|
|  |                        | homeless, in foster care, indicate that they receive SNAP benefits, or whose FPL is 0-100% must be notified of Head Start eligibility first.  |
| March 1- July 30, 2026   | All Income Levels      | Enroll children who will be four years old by <b>September 1, 2026 without limit</b> other than the reserve slots the program must retain until <b>September 1, 2026</b> . See the reserve limits per program in the chart below. Continue to enroll families based on the lowest FPL to the highest.           |
| August 1, 2026   | No Income Reported     | Enroll children who will be four years old by <b>September 1, 2026 without reported income</b> other than the reserve slots the program must retain until <b>September 1, 2026</b> . See the reserve limits per program in the chart below. Continue to enroll families based on the lowest FPL to the highest. |
| September 2, 2026  | Early Entry 4s         | Enroll children who will be four years old by <b>December 1, 2026</b> . Continue to enroll families based on the lowest FPL to the highest and maintain reserved slots.   |
| September 3, 2026  | Final Enrollment Phase | Programs can now fill the reserved slots (as noted in the chart below). Families who refuse to self-report their household income can be placed now. Continue to enroll families based on the lowest FPL to the highest.  |
| <i>Note: If a program has reached its enrollment capacity prior to August 1 and receives an application from a family for a child with an IEP, experiencing homelessness, in foster care, or previously in Strong Beginnings, the program may use its reserved slots to enroll the child before September 1, 2026.</i> |                        |   |

## 2026-2027 GSRP Timeline and Recruitment & Enrollment Plan

### Enrollment Resources



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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## ***2026-2027 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 Checkpoint**

- **Budget Check Point #1** – Thank you for completing
- **Budget Check Point #2** – May 30, 2026 - Staff Information, Wages, Benefits and Capital Projects sections.
- **Budget Check Point #3** – June 15, 2026 - Remaining line-items on the budget (Supplies, Professional Development, and Parent Engagements)
- **Final Budget Check Point** – June 30, 2026 - Final review and budget signature

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## *Fiscal Training Recordings*

Previously shared via email, but for your convenience also included here: Informational training videos on how to complete the COEFER, SUEFER and Mid-Year Review



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



### All Expense Ledgers due June 15

**GSRP Main Operations and Transportation Ledgers** are due to be completed on or **before June 15th** and are due every month by the 15th. PSAs/LEAs who use SMART are permitted to track their expenses in SMART and are not required to complete ledgers in Google. Please note that if your budget needs to be revised, check the Google comments that have been emailed to you and are located within the transportation budget. Providers without an approved transportation budget will be ineligible for payment.

## 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:



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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.**

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## 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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## 2025-2026 GSRP PAYMENT SCHEDULE

| MONTH    | PAYMENT DATE |
|----------|--------------|
| October  | 10/31/2025   |
| November | 11/28/2025   |
| December | 12/26/2025   |
| January  | 1/30/2026    |
| February | 2/27/2026    |
| March    | 3/27/2026    |
| April    | 4/24/2026    |
| May      | 5/29/2026    |
| June     | 6/26/2026    |
| July     | 7/31/2026    |
| August   | 8/28/2026    |



Payment Schedule (1).pdf

Download

2.7 MB

# GSRP BUDGET SCHEDULE

|   |                    |
|---|--------------------|
| 2025-2026 MAIN OPERATIONS BUDGET                            | JULY 31, 2025      |
| 2025-2026 START-UP/EXPANSION BUDGET                         | JULY 31, 2025      |
| 2025-2026 CONTRACT AND SUPPORTING DOCUMENTS                 | AUGUST 14, 2025    |
| 2025-2026 TRANSPORTATION BUDGET                             | AUGUST 28 2025     |
| 2025-2026 STRONG BEGINNINGS MAIN OPERATIONS BUDGET          | SEPTEMBER 5, 2025  |
| 2025-2026 STRONG BEGINNINGS TRANSPORTATION BUDGET           | SEPTEMBER 30, 2025 |
| 2024-2025 FINAL EXPENDITURE REPORT (FER)                    | OCTOBER 15, 2025   |
| CEPI FALL COUNT WINDOW CLOSURES                             | OCTOBER 30, 2025   |
| 2025-2026 START-UP/EXPANSION FER DUE                        | JANUARY 30, 2026   |
| MID-YEAR REVIEW   | JANUARY 30, 2026   |
| 2024-2025 CARRYOVER FER DUE                                 | JANUARY 31, 2026   |
| CEPI SPRING COUNT WINDOW CLOSURES                           | FEBRUARY 20, 2026  |
| FINAL CAPITAL OUTLAY SUBMISSION DUE                         | MARCH 30, 2026     |
| FINAL BUDGET REVISION DUE (COVER BUDGET AND REDUCED COUNTS) | APRIL 10, 2026     |
| FINAL NOTICE OF PROVIDER ALLOCATIONS                        | APRIL 10, 2026     |
| ALL CAPITAL OUTLAY PROJECTS COMPLETE                        | MAY 29, 2025       |
| STRONG BEGINNINGS FER DUE                                   | JULY 22, 2026      |
| 2025-2026 FER DUE   | AUGUST 15, 2026    |
| 2025-2026 CARRYOVER BUDGETS DUE                             | AUGUST 16, 2026    |



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

## New GSRP Data Naming Convention

The following email was sent to GSRP Administrative Org Contacts on 4/24/26

*Good afternoon,*

*Programs were notified of upcoming classroom naming convention changes from MiLEAP. Wayne RESA is coordinating the update process at the ISD level in collaboration with MiLEAP and MiRegistry. Programs were previously asked to update their MiRegistry contact information, and administrator access requests are being sent to programs to allow Wayne RESA to complete MiRegistry Org Profile Classroom Name updates.*

*New classroom names are expected to be updated in MiRegistry by **June 5, 2026**, after which corresponding updates will be made in related systems (SmartTeach/GOLD, Kaymbu/COR, and Classroom Coach). The new naming format—ISD Fiscal Code + License Number + 3-digit classroom code (numbers only, no symbols)—will be used consistently starting in the 2026–2027 school year.*



**FY26 Naming Convention (1)(Alpha List by Classroom)\_4\_24\_26.xlsx**

[Download](#)  
43.9 KB

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## Reminder: Curriculum Purchase Guidelines

The Administrative Guidelines and Procedures state that subrecipients shall ensure all GSRP classrooms utilize developmentally appropriate practices aligned with the National Association for the Education of Young Children (NAEYC), the Michigan Early Childhood Standards of Quality Birth to Kindergarten, and their chosen curriculum.

Use of these tools supports:

- **The growth and development of children**, and
- **The expectations, instructional strategies, and learning environments** established for teachers in the classroom.

GSRP grantees are required to use a research-validated curriculum model that aligns with the ECSQ. In order to meet that requirement, MiLEAP requires that programs must select from approved curricula found in the GSRP Implementation Manual.

As a reminder, Wayne RESA purchases each program's initial curriculum. After three years, if a program is considering a curriculum change, the program is responsible for purchasing the new curriculum. Programs must also work with their Program and Classroom Consultant when exploring a curriculum change to ensure alignment and determine the best fit.

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## **MiRegistry**

### **MiRegistry Training**

Passcode: wm?2F=rG

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### **MiRegistry Resources for Individuals**

### **MiRegistry Organization Profile Resources**

### **MiRegistry Staff Information Report Job Aids**

### **Accessing Staff Learning Records**



**UPDATED How to Confirm Wage is Reported in MiRegistry-GS RP.pdf**

[Download](#)

245.9 KB

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### Training: Celebrating Innovations Informed by YOU!

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#### Kaymbu

Just like your students, Kaymbu has been growing, too! Over the course of this school year, releasing 14 new features and enhancements to help streamline documentation, strengthen communication, and support your planning. You can check out a full list of recent updates anytime on our [Recent Updates page](#).

Kaymbu would love to know how they can continue to improve and what features you'd love to see next year.

➔ Fill out [this feedback form](#) to share your ideas!



The logo for COR Advantage features the word "COR" in a bold, green, sans-serif font, followed by "Advantage" in a green, cursive script font with a registered trademark symbol (®).

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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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# Wayne RESA GSRP Data Collection and Reporting Timeline

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

**\*UPDATED\*** GSRP Office Hours every Friday beginning November 21, 2025

Fridays, 9am and 2pm

Topic: Amber Anderson's Personal Meeting Room

Join Zoom Meeting

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

Meeting ID: 596 935 3317

A graphic for ASQ Assistance. It features a blue background with a white door handle on the left. In the top left corner, the RESA logo is displayed with the tagline "Leading... Learning for All" and the text "SERVICE LEADERSHIP COLLABORATION EXCELLENCE". The word "ASQ" is written in large, bold, black letters, with "Assistance" below it in a slightly smaller font. To the right, there is a circular inset showing a corkboard with the word "School" spelled out in colorful letters, and another circular inset showing a desk with a red apple, a red stapler, and a pencil holder. At the bottom, the text "ASQ Assistance Request Link" is written in white, underlined, with a blue circle to the left and a white paper airplane icon to the right.

**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](#)

[ASQ Guide for New Programs](#)

[Help Me Grow Partner Folder](#)

[ASQ Resources](#)

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# 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

# Social Emotional

## Social Emotional Support

As we close out this year and begin to plan for next year, we encourage you to make EC PBIS training a priority for your program. If you have not done so already, work with your staff to develop program-wide expectations and rules. As promised during our directors meeting, the process and resources for developing those rules are listed below.

In addition, as you work on enrollment for next year, reach out if you need support in planning for specific children who will be attending your program in the fall. We are here to support you throughout the summer with any questions you may have.

## Rules and Expectations Process

- Collaborate with you staff to develop rules and expectations.
- Review your expectations with you consultant
- Fill out your matrix
- Email the matrix to [earlychildhood@resa.net](mailto:earlychildhood@resa.net) with the heading "Program EC PBIS Matrix", include logos, branding, or requests for style in this email
- RESET team member will send you proofs to check
- Charge Budget line 118.08 for printing for within the classroom and line 257 for printing for communal spaces like hallways and gyms.



**EC PBIS Expectations and Rules Matrix.pdf**

[drive.google.com](https://drive.google.com)

## **EC PBIS Tier Series Changes for 26-27**

Next year we will be offering the EC PBIS series twice again. Once in the fall and once in the spring. A major change is going to be the scheduling for those trainings. Instead of half day tiered training, we will be offering all FULL DAY trainings. Tier 1 is now two full day Fridays, Tier 2 is one full day and tier 3 is one full day.

Here are the dates for your planning:

Fall 2026

Tier 1 Oct 9 & 30 9am-3:30pm

Tier 2 Nov 6 9am-3:30pm

Tier 3 Nov 20 9am-3:30pm

Spring 2027

Tier 1 Jan 29 & Feb 12 9am-3:30pm

Tier 2 Feb 26 9am-3:30pm

Tier 3 Mar 5 9am-3:30pm

## **EC PBIS Deep Dives**

Check out the PD Catalog when it is published for a collection of offerings that digs deeply into specific EC PBIS practices that may need more work. Some examples of deep dives include: "teaching behavioral expectations and rules", "introducing a calming area", and "advanced conflict resolution". Each session offered is two or three hours long and can be paired with an AM and PM session to reach 5 hours of training for 5 day programs.

## ***RESA Resources Available***

### **The Website is a Valuable Resource**

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.

### **TTEC Guide Information**

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](#)

## ***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](https://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](https://reg.learningstream.com)



## Resource Library - National Center for Pyramid Model Innovations

Filters

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

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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# Resources

**Early Childhood Professional Learning Ladder**  
Climbing to success

**Extending**

EC PBIS Tier 3

- Multiple sessions covering the PBIS Tier 3

**Social Emotional**

- Taking and Using Data to Support Students with IEPs in GSRP
- Implementing an IEP with Fidelity to Support LRE of Inclusion Students in GSRP

**RESA** SERVICE LEADERSHIP COLLABORATION EXCELLENCE

**Achieving**

EC PBIS Tier 2

- Multiple sessions covering the PBIS Tier 2

**Social Emotional**

- Implementing Visual Supports in the Classroom
- Supporting Students with IEPs in the GSRP Classroom
- Supporting Executive Functioning in the GSRP Classroom
- Supporting Occupational Therapy / Sensory Needs in the GSRP Classroom

**Literacy**

- Bringing Stories to Life! Using Props and Movement to Power Up Read Aloud Time

**Math**

- Counting Fun A & B (Prerequisite: Valuing Math in the Early Childhood Classroom)

**Anecdotal Notes**

- You Don't Need More Time—Just Better Timing (Impactful Anecdotes)

**Developing**

EC PBIS Tier 1

- Multiple sessions covering the PBIS Tier 1

**Social Emotional**

- All About IEPs for GSRP Teachers
- Supporting Children with Autism in the GSRP Classroom
- Supporting Speech Development in the GSRP Classroom
- Establishing a Strong Foundation with Children: Interaction and Environment
- Ready and Resilient Teachers

**Literacy**

- Prekindergarten Essential Instructional Practices in Early Literacy
- Phonological Awareness in Prekindergarten
- Interactive Writing in a Preschool Classroom
- Storytelling in Motion: Using Movement & Yoga to Support Early Literacy Development

**Math**

- Valuing Math in the Early Childhood Classroom

**Family Engagement**

- From Home to Classroom: Building Bridges with Families
- Family Engagement: Celebrate the Holidays
- Where Relationships Begin: The Power of Home Visiting

**Anecdotal Notes**

- COR Advantage & the Kayambu System for New Teaching Staff
- Writing and Scoring COR Notes

**EmpowerED Conference**

- Developing, Achieving and Extending

# Family Engagement

Spring 2026

## Transitions & Tributes

As we move into the spring season, we are reminded that this time of year is full of both transitions and tributes. Classrooms begin preparing children for the next steps in their learning journey, while programs also take time to recognize the incredible educators and leaders who support young children and families every day.

Spring is also a wonderful opportunity to strengthen connections with families. Whether through appreciation events, family engagement activities, or everyday conversations, these moments help build the relationships that support children's success.

In this newsletter, you'll find resources and ideas related to Teacher and Director Appreciation, kindergarten readiness, family inclusion events, and ways to connect PBIS practices with family engagement.

Wishing you a successful spring season filled with meaningful connections with the children and families you serve.



## Resources

SCAN QR CODE



[Click or scan](#)



## Final Conference

Final family conferences are an essential part of the GSRP experience and should be used to celebrate children's growth, share assessment data, and support families with the transition to kindergarten. Teachers should focus on helping families understand where their child is developmentally, explaining assessment information in a clear, supportive, and family-friendly way. Conferences should also include practical suggestions for summer learning that promote continued growth. Families should leave the conference feeling encouraged, informed, and confident about their child's next step into kindergarten.

## Teacher Appreciation Week

Teacher Appreciation Week is a wonderful opportunity to celebrate the incredible work educators do each day. Programs are encouraged to engage families and the broader community in recognizing teachers by sharing messages of gratitude, highlighting classroom learning, or participating in simple appreciation activities together. When families and communities come together to celebrate educators, it strengthens the relationships that help children learn, grow, and thrive.

This year teacher appreciation week is celebrated Mon, May 4 – Fri, May 8, 2026

We have included example teacher appreciation week activities and a guide to get you started in the resource folder!

## Family Engagement Champion Nomination Form

This year especially, our teachers have shown incredible resilience, creativity, and heart while navigating the many changes that come with teaching. They continue to show up each day with dedication, care, and an unwavering commitment to our students.

Their hard work, support, and passion make a lasting difference, and they deserve to be recognized and celebrated.

Please use the QR code below or this [LINK](#) to nominate a teacher who has made an impact

SCAN QR CODE



## EC PBIS

This summer is a wonderful time to build friendship skills that help children feel confident and ready for kindergarten. Simple, everyday moments can support big learning, like practicing how to share, take turns, trade toys, and get a friend's attention in kind and respectful ways.

These small social experiences make a big difference! By strengthening these skills now, children will enter kindergarten with the social-emotional tools they need to navigate a larger classroom, build positive relationships, and feel successful.

Use this [LINK](#) or the QR Code below for helpful resources to support your conversations with families.

SCAN QR CODE



## Rethinking Graduation

Many early childhood programs have traditionally held graduation ceremonies to mark the end of the school year. While these events can feel meaningful for families, they can sometimes create pressure for young children or focus more on performance than on celebration.

**Graduation ceremonies are not allowed in GSRP classrooms.**

- [Wayne RESA manual with the explicit graduation language](#)
- [State GSRP Implementation Manual, Curriculum section](#)

Instead, programs are encouraged to plan end-of-year celebrations that highlight children's learning, relationships, and joyful experiences throughout the year. The goal is to celebrate growth in ways that are inclusive, developmentally appropriate, and meaningful for both children and families.

Meaningful celebrations help children feel proud of their accomplishments and strengthen their identity as learners.

Simple activities that allow children to reflect on their experiences can have a lasting impact.

Some ideas include:

- Portfolio showcases where children share their work with families
- Family celebration days that highlight classroom learning
- Memory books with drawings, photos, and reflections
- Student reflection activities about favorite classroom moments
- "Look How I've Grown" displays showing progress over the year

These types of celebrations help children recognize their growth while allowing families to see the learning that has taken place throughout the year.

## Kindergarten Readiness

**Kindergarten readiness is about so much more than ABCs and 123s.**

This helpful resource explores what truly prepares children for success, including social-emotional skills, self-regulation, learning through play, daily routines, relationships, communication with families, and developmentally appropriate ways to support early literacy and math.

It also answers common questions about academic pressure, play-based learning, and what children really need as they get ready for kindergarten.

**Most of all, it reminds us that children grow best when they feel safe, supported, curious, and capable.**

**[LINK to view the resource](#)**

Beyond ABCs & 123s

Kindergarten Readiness: Clarifying Questions & Answers for Educators



# INSTEAD OF MUFFINS WITH MOM OR DONUTS WITH DAD

TRY...



**DONUTS WITH GROWNUPS**



**MUFFINS IN THE MORNING**



**PANCAKES WITH PALS**



**BREAKFAST WITH BUDDIES**



**COOKIES WITH CAREGIVERS**

Inclusive family engagement events are essential for building a strong school community. By embracing diverse family structures and avoiding gender-specific labels, like 'Muffins with Mom' or 'Donuts with Dad,' we ensure that all caregivers and loved ones feel welcome. Using inclusive terms like 'Family Feast' or 'Special Treats with Special Guests' celebrates the richness of familial relationships and guarantees that every child can share these moments with someone dear to them.

- Donuts with Dear Ones
- Lunch with Loved Ones
- VIP Breakfast Day
- French Toast with Your Favorites
- Family Feast/Family Fiesta
- Pizza/Popcorn with Your Peeps
- Special Treats with Special Guests
- Donut Date
- Breakfast Club
- Coffee and Conversations
- Morning Mug
- Pancakes and Pajamas



## FAMILY ENGAGEMENT TEAM



**Dez'aroe Adams**  
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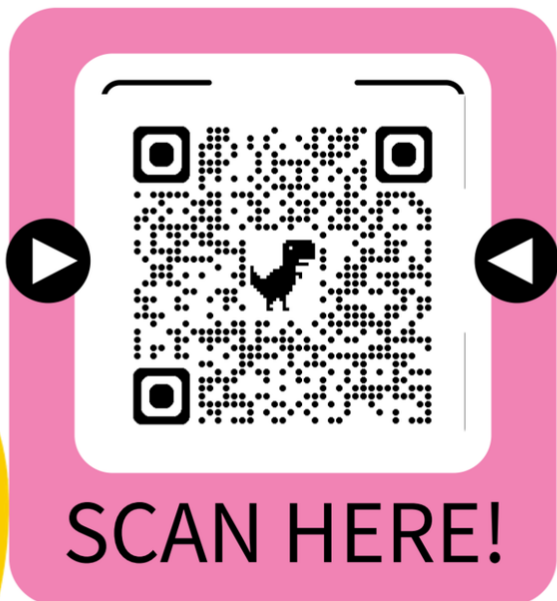


**Lakesha Spenser**  
Early Childhood Engagement & Data Specialist  
SpenceL@resa.net

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





**Bookmark and save!**  
**These Resources**

Set your child up  
for success.

## 2025-2026 Family Engagement Newsletters and Resources

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### Professionalism Training Offering

Free Training: Event #194274 6/4/26 6-8 pm

Early Childhood: Professionalism Matters - Virtual

Link to register in Miregistry: <https://go.miregistry.org/register.aspx?evid=194274>

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### First Aid/CPR Training

- Tuesday June 2, from 6-8:30 p.m. in Warren (providers will still receive 4 hours for attending)
- Friday July 31, from 11 a.m.-3 p.m. in Southfield (17515 W. 9 Mile Rd. Southfield, MI 48075 Suite 190)



### *Caring for Children Goes Leaps & Bounds Further with a CPR/First Aid Certification!*

- Obtain or renew your CPR Certification through The American Heart Association
- Learn how to respond to illnesses and injuries in infants, children and adults in the first few minutes until professional help arrives
- Upon completion of this course, participants receive a CPR/First AID/AED course completion card (valid for 2 years)
- This training is hands-on and meets the requirements for child care workers in all 50 states



SCAN OR CLICK THIS QR CODE FOR AVAILABILITY AND TO RESERVE YOUR SPOT!


REGISTRATION IS ALSO AVAILABLE ON OUR WEBSITE.


*Advanced registration is required. There is a non-refundable \$85 fee.*



**Call to schedule a private session for your staff!**

 (586) 759-3895

 [www.leapsbounds.org](http://www.leapsbounds.org)

 [facebook.com/leapsboundsfamilyservices](https://facebook.com/leapsboundsfamilyservices)



**6.2.26 Fee-Based CPRFirst Aid Flyer.pdf**

[Download](#)

543.7 KB



**7.31.26 Fee-Based CPRFirst Aid Flyer.pdf**

[Download](#)

543.5 KB

## **Early Childhood Teacher Survey**

### **Please share with Teachers.**

Early Childhood Teachers are invited to participate in a confidential research study examining classroom practices, responses to challenging behaviors and their own childhood experiences.

- The survey will take about 10 min to complete
- The first 100 participants will receive a \$20 gift card.

See the [link](#) or QR code to participate

# EARLY CHILDHOOD TEACHERS



Early childhood teachers are invited to participate in a confidential research survey examining classroom practices, responses to challenging behaviors and their own childhood experiences.



- Early childhood teachers
- The survey will take approximately 10 mins to complete.
- The first 100 participants will receive a \$20 gift card.
- If you are interested, please click on this [link](#) or scan the QR code below to register to receive the survey.



IRB STUDY202501087

IF YOU HAVE ANY QUESTIONS OR EXPERIENCE ANY ISSUES ACCESSING THE SURVEY REGISTRATION LINK, PLEASE CONTACT [FRACZEKN@MSU.EDU](mailto:FRACZEKN@MSU.EDU)

## Early Childhood Teacher Survey

# Family-School Partnerships

are crucial for your child's education.

*But it goes beyond the classroom.*

Visit **ReadWithMI.org** to find out how you can get more involved with your child's education.



Connect with  
Region 10



Region 10 November -MiFamily.pdf

Download  
1.4 MB

## Early Literacy Essentials

### Prekindergarten Literacy Resources

Early Literacy Essentials aims to improve children's literacy in Michigan. Professional development throughout the state can focus on this set of research-supported literacy instructional practices for daily use in the classroom.

Early elementary education can help improve literacy proficiency outcomes. Research suggests that each of the 10 practices (outlined in the link below) can positively impact literacy development.

The use of these practices in every Michigan classroom every day can make a measurable, positive difference in the state's literacy achievement.





## Did you know?

Did you know that MiAEYC has released the Michigan Professional Standards and Competencies for Early Childhood Educators?

Supported by MiLEAP, these standards promote high-quality early childhood programming and serve as tool that provides a set of consistent expectations, across all education levels, for all professionals who interact with our youngest learners. If you have not yet heard about them or seen them, click here to find out more!

<https://learn.miaeyc.org/michigan-professional-standards-and-competencies>

## 2025-2026 Administrative Guidelines and Procedures

**Attention Directors:**

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.

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

## Administrative Guidelines and Procedures

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### **Learning Stream**

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

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May 2026



Professional Development for Early Childhood Educators

Pre-Recorded Trainings

Each correspondence training is 2 credit hours. Participants will receive emailed instructions with requirements on the start date. Video must be watched in its entirety and the Assessment of Learning must be completed by 11:59 p.m. on the closing date to receive credit.

Apr. 29-May 6: Planning and Recall with Children ●2 & 8 ■1

May 4-11: Reading Fun for Everyone ▲●2 & 8 ■1

May 13-20: Activities for School-Aged Children ▲■1

May 4-11: Curiosity and Questioning: Preschool Science ●2 & 8 ■1

May 11-18: Conflict Resolution: Helping Toddlers Problem Solve ●3 & 8 ■1 & 2

May 21-28: Creativity and Confidence: Art Activities ●2 & 8 ■1

Live Virtual Trainings

Live Virtual Trainings and Learning Labs are interactive webinars. Instructions will be given upon registering on MiRegistry.org.

May 12, 11 a.m.-1 p.m.: Tough Talks with Colleagues and Co-workers ▲●6 ■7

May 20, 6-7 p.m.: Learning Lab: Infant Milestones - Baby Moves ●3 ■1 *Recently updated!*

May 26, 5-7 p.m.: Infants and Toddlers: Let's Talk SEL ●3 & 8 ■1 & 2

LEGEND

- CDA Content Area
- GSQ PD Area
- ▲ SCECH Eligible\*

\*Statewide continuing education clock hours (SCECH) are available for certified staff. Additional information required.

REGISTRATION

Register on MiRegistry.org. If using filters, type "Wayne Oakland Macomb Resource Center" in the Sponsor Organization field to view all our trainings easily!

If you are unable to find a course you are looking for or have questions, call (586) 759-3895.



This flyer was developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential using Child Care Development Funds (CCDF).

Great Start to Quality Wayne-Oakland-Macomb Resource Center | [greatstarttoquality.org](http://greatstarttoquality.org) | [facebook.com/GreatStarttoQualityWOM](https://facebook.com/GreatStarttoQualityWOM)



May 2026



Professional Development for Early Childhood Educators

In-Person Trainings

May 6, 12-4 p.m.: Pediatric CPR & First Aid AED (at Leaps & Bounds Family Services 11370 Hupp Ave. Warren, MI 48089) ●1

May 16, 9-11:30 a.m.: Michigan Ongoing Health and Safety Training Refresher 2026 (at Leaps & Bounds Family Services 11370 Hupp Ave. Warren, MI 48089) ▲●1

May 14, 6-8 p.m.: Infant Toddler Environments: Introducing Environment as the "Third Teacher" (at 17515 W. 9 Mile Rd. Southfield, MI 48075 Suite 190) ●2 & 5 ■1

May 21, 10 a.m.-1 p.m.: Supporting Families Experiencing Homelessness: How Child Care Providers Can Help (at Wayne County Community College 21000 Northline Rd. Taylor, MI, 48180) ●3 & 4 ■3 & 4



We Value Your Feedback!

The Wayne-Oakland-Macomb Resource Center Professional Development Team works hard to develop impactful trainings and ensure that we are a supportive, knowledgeable and reliable resource for all Child Care Providers. Hearing your feedback helps us grow- we encourage you to scan this QR code and share any comments you may have.



This flyer was developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential using Child Care Development Funds (CCDF).

Great Start to Quality Wayne-Oakland-Macomb Resource Center | [greatstarttoquality.org](http://greatstarttoquality.org) | [facebook.com/GreatStarttoQualityWOM](https://facebook.com/GreatStarttoQualityWOM)



June 2026



Professional Development for Early Childhood Educators

Pre-Recorded Trainings

Each correspondence training is 2 credit hours. Participants will receive emailed instructions with requirements on the start date. Video must be watched in its entirety and the Assessment of Learning must be completed by 11:59 p.m. on the closing date to receive credit.

May 27- Jun. 3: Math Learning ● 2 & 8 ■ 1

Jun 3-10: Hold the Praise: Try Encouragement Instead ● 3 & 8 ■ 1

Jun. 17-24: Treasure Baskets with Infants and Toddlers ● 2 & 8 ■ 1

May 27- Jun. 3: Playroom Materials and Organization ● 2 & 8 ■ 1

Jun. 10-17: Learning Through Song and Rhyme ● 2 & 8 ■ 1

Jun. 22-29: Schedules and Routines ● 2 & 8 ■ 1

Jun. 1-8: Conflict Resolution: Toddler Temperament ● 3 & 8 ■ 1 & 2

Exclusive Series for License-Exempt Child Care Providers!

Join us for HOPE (Healthy Outcomes from Positive Experiences), a framework that works to build positive experiences for children and strengthens the communities where they live, learn and play. Participation in all 5 sessions (2 hours each) qualifies you to earn 10 hours of Level 2 training, which will increase or maintain the higher level of child development and care scholarship payment!

All sessions are free and hosted virtually through Zoom from 11 a.m.-1 p.m.

- Jun. 2: ACEs, Brain Science and HOPE (Module 1)
- Jun. 4: Emotional Growth (Module 2)
- Jun. 9: Relationships (Module 3)
- Jun. 11: Environment (Module 4)
- Jun. 16: Engagement (Module 5)

To register, contact:

Paige Henning  
paige@leapsnbounds.org  
or (313) 949-1650

(This training series is not for licensed homes or centers)

LEGEND

- CDA Content Area
- GSQ PD Area
- ▲ SCECH Eligible\*

\*Statewide continuing education clock hours (SCECH) are available for certified staff. Additional information required.

REGISTRATION



Register on MiRegistry.org. If using filters, type "Wayne Oakland Macomb Resource Center" in the Sponsor Organization field to view all our trainings easily! If you are unable to find a course you are looking for or have questions, call (586) 759-3895.



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June 2026



Professional Development for Early Childhood Educators

Live Virtual Trainings

Live Virtual Trainings and Learning Labs are interactive webinars. Instructions will be given upon registering on MiRegistry.org.

Jun. 4, 6-8 p.m.: Early Childhood: Professionalism Matters  
▲ ● ■ 1, 2 & 7

In-Person Trainings

Jun. 6, 1:30-3:30 p.m.: Engagement and Family Partnerships (at Leaps & Bounds Family Services 11370 Hupp Ave. Warren, MI 48089)  
● ■ 4

Jun. 23, 6-8 p.m.: School-Aged Children: Let's Talk SEL (at Leaps & Bounds Family Services 11370 Hupp Ave. Warren, MI 48089)  
▲ ■ 1 & 2

Jun. 18, 10 a.m.-1 p.m.: Supporting Families Experiencing Homelessness: How Child Care Providers Can Help (at Eagle Creek Academy 3739 Kern Rd. Lake Orion, MI 48363)  
● 3 & 4 ■ 3 & 4

Jun. 25, 6-8 p.m.: Educators: Point Out the Print! (at 17515 W. 9 Mile Rd. Southfield, MI 48075 Suite 190) ● 2 & 3 ■ 1

We Value Your Opinion! We are working hard to develop informative and exciting new trainings- keep checking our upcoming calendars for more details! In the meantime, we encourage you to scan this QR code and share any suggestions you may have for content you'd like to see in an upcoming training.

LEAPS BOUNDS FAMILY SERVICES | miregistry | MiLEAP Michigan Department of Lifelong Education, Advancement, and Potential | This flyer was developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential using Child Care Development Funds (CCDF).  
Great Start to Quality Wayne-Oakland-Macomb Resource Center | greatstarttoquality.org | facebook.com/GreatStarttoQualityWOM

PDF June 2026 WOM RC PD Calendar.pdf Download 702.8 KB

WHY CHOOSE ACD AS YOUR CACFP SPONSOR

The Association for Child Development (ACD) is one of the largest sponsors of the Child and Adult Care Food Program (CACFP).

As a nonprofit, ACD has been in operation 50 years with extensive experience to assist you with the USDA's CACFP.



ACD serves nearly 2,000 child care providers in Michigan and Illinois with the mission to: Educate parents and caregivers about nutrition to promote the development of children and establish healthy eating habits to last a lifetime.

ACD SPONSORSHIP BENEFITS:

- Monetary reimbursement for serving nutritious meals to children in your care.
- FREE online software program (My Food Program) to help you manage child care information.

- FREE subscription to “Potpourri” - ACD’s health and nutrition magazine for child care providers. “Potpourri” offers training credit hours, recipes, nutrition and child development articles as well as activities and more!
- Workshops, webinars, and trainings with credit hours and certificates given for attendance.
- Services in Spanish including translated publications, materials, and experienced bilingual staff members able to assist child care providers with CACFP.



**ACD Center Outreach.pdf**

**Download**

2.5 MB

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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.

**GSRP Advisory Council Planning Committee Interest Survey**

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## **Local Field Trips**

# Planning Field Trips

Family and community engagement is crucial to enhancing our educational programs. By planning field trips within Wayne County & its surrounding areas, we aim to create meaningful learning experiences that connect children, families, and the community. These trips will provide opportunities for children to explore local resources, engage with diverse environments, and build stronger connections with the world around them, all while reinforcing the importance of family involvement in their educational journey.




**Belle Isle Nature Center**  
<https://belleislenaturecenter.org/>  
 Contact: 313-852-4056



**Belle Isle Park**  
 DNRBelleIsleQuestions@michigan.gov  
 Contact: (313) 821-9844



**Brilliant Detroit**  
<https://brilliantdetroit.org/>  
 Field Trip Interest Form



**The Charles H Wright Museum of African American History**  
<https://detroitmuseums.org/>  
 Email: [info@detroitmuseums.org](mailto:info@detroitmuseums.org)  
 Contact: (248) 808-8447



**Cranbrook Institute of Science**  
<https://science.cranbrook.edu/>  
 Email: [info@cranbrook.edu](mailto:info@cranbrook.edu)  
 Contact: (248) 645-3200



**Detroit Historical Museum**  
<https://detroithistorical.org/>  
 Email: [info@detroithistorical.org](mailto:info@detroithistorical.org)  
 Contact: (313) 833-7935



**Detroit Hives**  
<https://detroithives.org/>  
 Email: [info@detroithives.org](mailto:info@detroithives.org)  
 Contact: (248) 808-8467



**Detroit Riverfront**  
<https://detroitriverfront.org/>  
 Email: [info@detroitriverfront.org](mailto:info@detroitriverfront.org)  
 Contact: (313) 566-8200



**Detroit Zoo**  
<https://detroitzoo.org/>  
 Email: [info@detroitzoo.org](mailto:info@detroitzoo.org)  
 Contact: (248) 541-5717



**Dossin Great Lakes Museum**  
<https://detroithistorical.org/dossin-great-lakes-museum/plan-your-visit/general-information>  
 Email: [info@detroithistorical.org](mailto:info@detroithistorical.org)  
 Contact: (313) 833-1805



**The Henry Ford Museum of American Innovation & Greenfield Village**  
 Email: [contactus@thehenryford.org](mailto:contactus@thehenryford.org)  
 Contact: (313) 982-6001

LET'S GO  
 ADVENTURE



SERVICE LEADERSHIP  
 COLLABORATION  
 EXCELLENCE





**The Detroit Children's Museum**  
 Reopening soon- Learning Kits Available  
 Email: [info@detroitchildrensmuseum.org](mailto:info@detroitchildrensmuseum.org)  
 Contact: (313) 873-8100



**Pottery Creations- Wyandotte**  
<https://www.potterycreations.com/>



**Detroit DNR Outdoor Adventure Center**  
 Website: <https://www.michigan.gov/oac>  
 Email: [DNR-OAC@Michigan.gov](mailto:DNR-OAC@Michigan.gov)  
 Phone: 844-622-6367 (844-OAC-MDNR)



**Ann Arbor Hands on Museum**  
 Field trips website:  
<https://discoverscienceandnature.org/field-trips>  
 Contact: (734) 995-5439



**Michigan Science Center**  
<https://www.mi-sci.org/>  
 Email: [info@msci.org](mailto:info@msci.org)  
 (313) 577-8400

field trip



If you printed this document and need to get the links scan here!

When planning a field trip, consider how it:

- Supports individual family goals as well as the program's goals for socializations
- Aligns with the existing curriculum, goals, and experiences
- Increases families' awareness and access to community resources
- Responds to the developmental stages of all the children in your program
- Accommodates young children who may be active or noisy
- Promotes culturally and linguistically appropriate activities and locations
- Accommodates children with Individualized Family Service Plans or Individualized Education Programs and fits with their goals and needs
- Allows for adaptations necessary for children suspected of or who have disabilities to fully participate in the field trip experience
- Provides accessibility to any family members with special needs
- Is child- and family-friendly and whether the location has enough room for families to bring equipment such as strollers, diaper bags, or other gear
- Provides accommodations for feeding and diapering
- Ensures families can get to the field trip site by including reasonable transportation options that conform to program policies and guidelines

ECLKC



GSRP & SB Field Trip Ideas.pdf

Download

10.2 MB

## 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.



**Submit a referral for  
Early On**

[Learn more about Early On](#)

- 0 years to 2 years, 10 months

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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!](#)

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**Click below for**

## **START Trainings and Training Series**



Statewide **Autism Resources & Training**

# Michigan's Child Care Center Administration Business Series is Now Available On Demand!



Are you interested in becoming a Program Director of a licensed child care center or are you an established Program Director looking for strategies and best practices for managing a child care center? If so, this course is for you!

## This 30 hour course will cover:



How to efficiently manage and maintain a high-quality center



The art of budgeting, fee management and financial reports to ensure your center's financial health



Effective methods to attract families and increase enrollment through strategic marketing initiatives



Acquiring and retaining talented staff through leadership techniques and creating a positive work environment



Michigan's child care center licensing rules to ensure compliance and successful program management

Access the course at: <https://plp.michiganvirtual.org/?course=1036>

**Cost: \$30**

This state developed course meets the child care administration content requirement for center program directors.

# MiLEAP

Michigan Department of Lifelong  
Education, Advancement, and Potential

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## Next Round of Literacy Trainings and Family Events Expands Across Michigan Amid Growing Demand for Early Learning Support

*Events Planned in Marquette, Big Rapids, Jenison, Scottville, Clare, Metro Detroit and Northeast Michigan*

**LANSING, Mich.** – A new round of literacy-focused training events and family engagement opportunities is taking place across Michigan in 2026, building on earlier sessions and continuing to bring hands-on strategies and resources to early educators, child care providers, and families in communities statewide.

The Literacy Day of Learning events and related trainings, supported by the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP), are part of an ongoing series happening throughout the year in regions including the Upper Peninsula, West Michigan, Central Michigan, Metro Detroit, and Northeast Michigan. The expansion follows strong demand from educators and the value they provide to Michigan’s early childhood workforce—highlighted by a sold-out March session in Grand Rapids that reached 100 participants.

“Every child deserves a strong start in literacy, and every provider deserves the resources to make that possible,” said **Dr. Beverly Walker-Griffea**, director of MiLEAP. “These events help equip educators and families with practical strategies that support children’s language and literacy development from the earliest years.”

In partnership with the state’s 10 regional MiFamily Engagement Centers – which connect families, educators, and community organizations to strengthen early learning and development – with additional collaboration from the Michigan Association of Intermediate School Administrators (MAISA) and local partners, these events are designed to support early literacy development from birth through preschool. Attendees will have an opportunity to explore practical, research-based strategies that educators and families can use immediately. Sessions focus on building children’s language, communication, and early reading skills through everyday interactions, intentional use of books, and literacy-rich environments.

Each training includes interactive, classroom-ready approaches and may offer up to six hours of instruction that count toward licensing professional development requirements.

Trainings are grounded in MAISA's Literacy Essentials, which outline evidence-based instructional practices for children starting at birth.

"MAISA appreciates the partnership and collaboration opportunities with MiLEAP as we support the literacy and early initiatives across the state," said **Tonya Harrison**, director of curriculum and instruction for MAISA. "Our shared goal is preparing young children for success in school and life, and these trainings give educators the opportunity to strengthen classroom literacy practices in meaningful ways."

"Early educators play a critical role in how children learn and use language every day," said **Emily Laidlaw**, deputy director at MiLEAP overseeing the Office of Early Education. "These trainings are designed to support that work with simple, practical tools that can be used right away."

Events in Metro Detroit will be announced in the coming months as the series continues.

"Attending a recent Literacy Day of Learning was an incredibly valuable experience," said **Judy Vitucci**, Great Start Readiness Program (GSRP) teacher at Oxford Early Learning Center in Oakland County, who attended a recent Literacy Day of Learning in Grand Rapids. "The training offered practical strategies I could immediately bring into my classroom, and it reinforced how important intentional literacy practices are in the early years. I would strongly encourage other early educators and leaders to take part in these sessions—they're meaningful, relevant, and truly support the work we do every day with young learners."

The expansion aligns with a broader strategy recently proposed by Governor Gretchen Whitmer to improve literacy outcomes statewide. MiLEAP, in partnership with the Michigan Department of Education, recently released [Every Child Reads: Next Steps Forward](#), a plan focused on strengthening literacy from early childhood through graduation using proven, research-based approaches. [View the Every Child Reads website](#).

Literacy is foundational to lifelong success, and MiLEAP remains committed to ensuring every child in Michigan has access to high-quality early learning experiences that build strong reading, writing, and communication skills.

For more information about upcoming Literacy Day of Learning events or regional opportunities, individuals are encouraged to contact their local [MiFamily Engagement Center](#).

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## **PRESS RELEASE: New Report Highlights Michigan's Progress in Expanding PreK Access, Strengthening Early Childhood System**

PRESS RELEASE: New Report Highlights Michigan's Progress in Expanding PreK Access, Strengthening Early Childhood System

**LANSING, Mich.** – A new joint report highlights Michigan's continued progress in expanding access to high-quality PreK, with growing child care availability, more providers opening or expanding, and sustained investments to strengthen the state's early childhood system.

The Child Care Mapping Research Brief, [Advancing Michigan's PreK System through Growth and Opportunity](#), released by the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) and Michigan State University (MSU) examines how these efforts have increased access for families and supported the providers behind the state's PreK for All system. "Michigan has made tremendous strides in expanding access to affordable, high-quality early learning, and this report confirms that our investments are making a real difference for families," said **Dr. Beverly Walker-Griffea**, MiLEAP director. "We remain focused on strengthening our workforce, supporting providers across all settings, and ensuring every child has the opportunity to succeed."

The report shows how Michigan has expanded child care across the state, with more than 1,000 businesses opening or expanding by 2024 through the Caring for MI Future initiative. Since 2022, more than 40% of providers across all types – including family and group-homes – have opened or expanded classrooms, giving families more options to high-quality early learning programs that fit their needs.

Building on this progress, the report emphasizes the importance of continuing to support providers and strengthen the early childhood workforce to sustain growth. MiLEAP's recent efforts include expanded compensation and benefits, apprenticeship programs, T.E.A.C.H. Early Childhood® MICHIGAN Scholarships, and enhanced professional development opportunities.

Together, these efforts have contributed to [record statewide PreK for All enrollment](#).

"Michigan's progress demonstrates what's possible when research, policy, and practice are aligned," said **Jamie Wu**, director of the Engaged Research and Evaluation Center at MSU's Office of University Outreach and Engagement and research assistant professor in the Department of Human Development and Family Studies. "This work shows that with sustained investment and data-informed decision-making, the state can continue to expand access while strengthening quality and supporting the early childhood workforce."

As Michigan expands free PreK for All and increases wages, the report emphasizes the importance of supporting home-based providers, strengthening the workforce pipeline, and maintaining infant and toddler care capacity.

"At MiLEAP, we're focused on improving the entire early childhood system, especially as we continue to see participation increases in PreK for All." said **Emily Laidlaw**, deputy director at MiLEAP overseeing the Office of Early Education. "That means supporting both home-based and center-based providers and making sure families can find high-quality options that meet their needs. This report shows how important it is to continue to invest in our early educator workforce and maintain a mix of program types so every child has a strong start."

It also underscores the state's commitment to early literacy through [Every Child Reads](#), a priority of Governor Gretchen Whitmer to improve reading outcomes for young learners.

As Michigan advances toward PreK for All the report concludes that continued collaboration between state leaders, providers, and research institutions will be essential to maintaining momentum and delivering lasting gains in access, quality, and child outcomes.

PreK for All enrollment is now open for families. Learn more at [MiPreKforAll.org](#).

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# Free Fingerprinting is Here for a Limited Time

## No-Cost Fingerprinting Now Available

The Child Care Licensing Bureau is thrilled to announce that free fingerprinting will be available starting in March. From **March 30, 2026 through September 30, 2026**, providers will not be required to pay for fingerprinting as part of the child care background check process.

We are excited to be able to offer no-cost fingerprinting to child care providers as a way to ease a portion of the expenses related to your business.

**Who qualifies for free fingerprinting?** Free fingerprinting is available to all individuals required to complete fingerprinting under Child Care Licensing background check rules, including:

- Applicant
- Licensee designee
- Child care staff member
- Adult household member
- Unsupervised volunteer required to be fingerprinted

**Is there a limit per facility?** There is no limit to the number of free fingerprinting appointments each facility may receive.

**How do I access free fingerprinting?** Simply submit your background check application through the Child Care Background Check (CCBC) system as usual. The system is integrated with Idemia, our fingerprinting vendor, so the fee will automatically be covered—**you will not be asked to pay** when scheduling or attending your appointment.

**How long will this be available?** The CCBC system will cover fingerprinting costs for applications submitted between March 30, 2026 and September 30, 2026, or until funding is depleted.

## What else should I know?

- You must keep a signed copy of the **Consent and Disclosure** form for each applicant entered into the CCBC system. Failure to do so will result in non-compliance. The form is available at [michigan.gov/ccbc](https://michigan.gov/ccbc) under “Forms & Resources.”
- If funding runs out before September 30, 2026, the program will end early. **The department will provide as much advance notice as possible if the program is expected to end early.**

Questions? Submit an online support case through your CCBC portal or contact the CCBC unit at 844-765-2247. You can also submit a support case online without an account at <https://miltcpartnership.org/childcareportal/home/helpdesk>

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## Child Care Licensing Bureau and Bureau of Fire Services Office Hours

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 with CCLB Office Hours

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

Jun 4, 2026 03:00 PM

Jul 2, 2026 03:00 PM

Aug 6, 2026 03:00 PM

Sep 3, 2026 03:00 PM

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

### 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 \(michigan.gov\)](#)
- Our Strong Start (connecting with a navigator) [Our Strong Start \(michigan.gov\)](#)
- CCHIRP Technical Assistance [CCHIRP \(michigan.gov\)](#)

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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.

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## Child Care Licensing Training Request

Professional development is not only a licensing requirement, but it's important to help you learn about best practices and new approaches in order to provide the best care to children. You can find a variety of resources and links for training on the [Licensed Child Care Provider Training](#) page of our website.

If you are looking for training for your staff on licensing related topics, the Child Care Licensing Health and Safety Team is pleased to offer training support to providers. Our Health and Safety Team is here to help you find resources as well as provide training virtually or in-person.

Here are just a couple of examples:

- Appropriate Care and Supervision
- Appropriate Discipline and Positive Guidance
- Preparing for a licensing Visits
- Required documentation and record keeping
- Classroom set up and activities area

We now have a live link for you to request training on a specific licensing topic on our [training page](#). Just complete a quick survey and our team will be in touch with you!

You can click the link as seen below on our webpage. The direct link to the training request survey is also [HERE](#)



## Licensing and Regulatory Affairs

### State of Michigan - Child Care Licensing Bureau Support

Paris Howard - Wayne  
Area Manager

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

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## NEW! VIRTUAL INFANT AND EARLY CHILDHOOD MENTAL HEALTH CONSULTATION (IECMHC) FOR CHILDCARE PROVIDERS AND FAMILIES BIRTH TO AGE 5!

Virtual IECMHC offers no-cost expert support from a mental health consultant through video or phone to help providers manage challenging behaviors, strengthen caregiver-child relationships, and promote children's social-emotional development. This can happen at 2 levels, "Quick Connect," or "Steady Support."

**Quick Connect** offers 1-3 touchpoints to help with a short term problem or drop in office hours to chat with a consultant and peers to get advice.

**Steady Support** offers up to 10 touchpoints to learn, plan and receive coaching around more complex issues facing a childcare program or a family in care.

*\*Priority for these services are geared to licensed and registered providers including GSRP classrooms, in counties without in-person consultation. Not sure if you have consultation available? Don't worry contact us for more information!*



Contact Us



email:  
[MDHHS-Virtual-IECMHC@michigan.gov](mailto:MDHHS-Virtual-IECMHC@michigan.gov)



Website:  
<https://michiganiecmhc.org/>

## Great Start to Quality Job Board

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



Supporting Excellence in Early Education

[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.

## School Readiness Advisory Committee

Parent/Guardian SRAC Interest Form

# Teacher SRAC Interest Form

Set your child up  
for success.

FindPreK.org



**MILEAP**

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

FindPreK.org

جهز طفلك  
لتحقيق النجاح



**MILEAP**

هذه المواد تم تطويرها بموجب منحة  
مقدمة من وزارة التعليم والتعلم  
والمتاح والمشاركة



Prepare a su hijo  
para el éxito.

FindPreK.org



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**Quick Links**

**25/26 Hub Contact Update Form**

**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**

**Technical Assistance and Consultation Manual for Child Care Providers**

**2025-2026 Wayne RESA Course Catalog**

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