

Early Childhood Digest

Info, Resources, Due Dates, Alerts & More



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November 21, 2025

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

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

Email: EarlyChildhood@resa.net

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)

From Libby Rogowski, Executive Director of Early Childhood

Dear Wayne County Early Childhood Partners,

Thank you to everyone who joined our EmpowerED GSRP and Strong Beginnings Professional Learning Day on November 14th. Your participation was greatly appreciated, and we are eager to continue developing and enhancing professional learning experiences together.

As we approach the winter months, maintaining high engagement for our learners remains crucial. Let's find innovative ways to connect, sustain gross motor activities, and promote active learning



during this season.

25/26 Year At A Glance

Year at a Glance

ACTION STEPS

Action Steps

FISCAL DEADLINES

- Go to [FISCAL](#)

PAST DUE

1. *Transportation Budgets*

UPCOMING

1. *Program Change Requests* are due by December 3, 2025.
2. GSRP *Main Operations and Transportation Ledgers* are due to be completed on or before December 15, 2025.
3. *2024-2025 Carryover Funds* must be spent by December 31, 2025.
4. *Carryover FER* is due by no later than January 31, 2026.

ENROLLMENT Deadlines

- Go to [ENROLLMENT](#)

UPCOMING

1. November **Enrollment Review** DUE December 12, 2025.

RESOURCES

- Go to [RESOURCES](#)
1. View the Nurture Benefits Explained Webinar Recording on *Health and Retirement Benefits*, visit <https://www.nurturebenefits.com>. *Enrollment for the program opens on November 15, with coverage effective Jan. 1, 2026.*

HUB DEADLINES

UPCOMING

1. SAVE THE DATE for the **Leadership Connection** on December 11, 2025.

! SAVE THE DATE

Links to virtual sessions will be provided via email.



The graphic features a light gray background. At the top, the words "LEADERSHIP CONNECTION" are in a bold, blue, sans-serif font. Below this, a blue paper airplane icon is on the left, and the word "schedule" is written in a large, red, cursive script. A horizontal line separates the header from the session times, which are listed as "VIRTUAL SESSIONS 1:00PM - 2:00PM". Below this line, the graphic is divided into two columns by a vertical line. The left column is headed "2025" and lists "DECEMBER 11TH". The right column is headed "2026" and lists "JANUARY 15TH", "FEBRUARY 12TH", "MARCH 12TH", "APRIL 9TH", "MAY 14TH", and "JUNE 11TH". At the bottom of the graphic, there are three logos: "Great Start Readiness Program" on the left, "MiLEAP" in the center, and "RESA" on the right. A blue cup containing three pens (black, red, and blue) is positioned to the right of the dates for 2026.

LEADERSHIP CONNECTION

schedule

VIRTUAL SESSIONS 1:00PM - 2:00PM

2025	2026
DECEMBER 11TH	JANUARY 15TH
	FEBRUARY 12TH
	MARCH 12TH
	APRIL 9TH
	MAY 14TH
	JUNE 11TH

Great Start Readiness Program
Michigan's Nationally Recognized Pre-K Program

MiLEAP
Michigan Department of Lifelong Education, Advancement, and Potential

RESA
Leading... Learning for All

SERVICE LEADERSHIP COLLABORATION EXCELLENCE

[**Click here for ENROLLMENT**](#)

Fiscal

[**Click here for FISCAL**](#)

Reporting & Monitoring/Assessment

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

Social Emotional Support

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

Resources

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

Welcome to Wayne RESA!

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



LaKesha Spencer – Early Childhood Engagement & Data Specialist



Andrew Johnsen - Administrative Assistant - GSRP

Our Mission

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

Our Vision

Leading ... Learning for All.

Our Beliefs

We believe Leadership is the foundation of our organization

We believe Service is the core of our work

We believe Collaboration is essential to our success

We believe in the pursuit of Excellence



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Set your child up
for success.

FindPreK.org



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

FindPreK.org

جهز طفلك
لتحقيق النجاح



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MILEAP

نحن نهدف من خلال هذه المبادرة
مساعدة من وزارة التعليم العالي
على التحرك والتقدم والمساهمة



Prepare a su hijo
para el éxito.

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

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



Wayne RESA Early Childhood

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Enrollment

ENROLLMENT REVIEW SCHEDULE 2025-2026

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

DECEMBER ENROLLMENT

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

JANUARY ENROLLMENT

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

FEBRUARY ENROLLMENT + APPLICATION

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

MARCH ENROLLMENT + APPLICATION

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

APRIL ENROLLMENT + APPLICATION

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

MAY ENROLLMENT + APPLICATION

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

GSRP 25–26SY

BIRTHDATE WINDOWS

AGE ELIGIBLE:

09/02/2020 – 09/01/2021

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

EARLY ENROLLMENT:

09/02/2021 – 12/01/2021

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

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

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

CALL OR TEXT 1(313) 410-4588



CBOs ONLY: Early Childhood MISTAR Support

WAYNE

CBOS ONLY: EARLY CHILDHOOD MISTAR SUPPORT

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

ZOOM MEETING

JOIN ZOOM LINK

MEETING URL

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

MEETING ID & PASCODE

857 0960 7918
902158

CBOS ONLY: EARLY CHILDHOOD MISTAR SUPPORT

UPCOMING DATES

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

RESA GSRP

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

[Join Zoom Meeting](#)

One tap mobile:

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

Meeting URL:

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

Meeting ID:

857 0960 7918

Passcode:

902158

MISTAR Pre-Enrollment

Wayne County RESA GSRP Pre-enrollment

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

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

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

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



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



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

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

CBOs ONLY: Pre-Enrollment/Automated Referral Process

CBO Pre-Enrollment Referral Process

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

Accepting a New Referral

Denying a New Referral

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

Wayne RESA GSRP Website

Recruitment Documents

- [Recruitment Ideas](#)
- [Recruitment Log](#)

2024-2025 Enrollment

2025-2026 Enrollment

2025-2026 Enrollment File

- [Enrollment Training Slides](#)
- [Interest Form \(Optional\)](#)
- [Interest Form: Google Form Version \(Optional\)](#)
- [GSRP Intake Application - English](#)
- [GSRP Intake Application - Spanish](#)
- [GSRP Intake Application - Arabic](#)
- [Wayne County Child Record Review](#)
- [LARA Child Information Record - English](#)
- [LARA Child Information Record - Spanish](#)
- [LARA Child Information Record - Arabic](#)
- [LARA Health Appraisal \(2 pages\)](#)
- [LARA Written Information Packet Documentation](#)

2025-2026 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 \(Optional\)](#)

2025-2026 Guidance Documents

- [Early Childhood Program Overview](#)
- [Eligibility Factors Defined](#)
- [Income Eligibility Guidelines](#)

Head Start

- [Head Start Locator](#)
- [Federal Poverty Level Calculator](#)
- [Head Start Referral Process](#)
- [Early Childhood Program Overview](#)

2025-2026 Fiscal Year Enrollment Training



2025-2026 Enrollment Training.pdf

Download
5.7 MB

Eligibility Factors Guidance



2. Eligibility Factor and Enrollment GuidancePDF.pdf

Download
415.1 KB

How do you submit a ticket?

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

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

Jira Ticketing System

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.

The screenshot shows the MISTAR login page with a 'Log in' header. Below it, there are four sections for different user roles: Oakland ISD District Staff, Oakland ISD Parents, MServiceDesk Support, and Wayne Resa Staff. Each section includes a brief description and a 'Forgot your password?' link. At the bottom, there is a login form with fields for 'Username' and 'Password', a 'Log in' button, and links for 'Forgot your password?' and 'Sign up for an account'.

Creating a New Ticket:

The screenshot shows the 'Create New Ticket' form in the MISTAR system. It includes a search bar, a 'Get MISTAR help' button, and a 'Create New Ticket' button. Below these are links for 'Common Requests', 'Send a Service Request', 'Training Request', and 'Data Integration Request'.

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.

The screenshot shows the 'My Requests' page in the MISTAR system. It displays a list of requests with columns for 'Request ID', 'Status', 'Priority', 'Subject', and 'Created'. A yellow arrow points to the 'Requests' button in the top right corner of the page.



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

2025-2026 State of Michigan PreK for All Digital Toolkit

Digital Toolkit

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



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Fiscal

Important: November Payment

We have become aware of an error in the payment schedule provided by Wayne RESA.

The payment date listed for November is November 21. This is incorrect. **Payment for all GSRP providers will occur next week, Friday, November 28.**

We apologize for the error and for the resulting confusion. We appreciate your patience and understanding.

Fiscal Reminders

Carryover is reported alongside Main Operations expenses in the GSRP Google ledger reports. As providers submit expense and report funds, the carryover will be tracked. Once the carryover has been fully spent, the ledgers will notify the provider by displaying the message "Carryover Spent". When that happens, we request that providers complete the Carryover FER report, which is located in the FYE26 Main Operations Budget. LEA/PSAs who complete their ledgers in SMART will need to track their carryover spending independently.

All 2024-2025 carryover funds must be expensed by December 31 and the carryover FER is due by no later than January 31. Please note that the Carryover Budget and Carryover FER should match exactly.

*Note: To help ensure that funds are spent in time for the deadline, we recommend allocating the carryover funds to wages and benefits.

Transportation Budgets PAST DUE

Transportation budgets are currently being reviewed. While we still have not received a response to our allocation request from MiLEAP, we expect to have sufficient funding to meet all award requests from our providers. However, all providers were expected to have completed budgets **no later than Saturday, November 1**, and Wayne RESA reserves the right to withdraw grant funding from any provider without a completed budget at that time.

All Expense Ledgers due December 15

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

Staff Bonuses

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

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:



Wayne RESA Capital Outlay Request Form.pdf

Download
1.2 MB

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.

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

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

Reminder – Bookkeeper/Accountant Requirement

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

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 15th 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

Program Allocation and Funding Changes

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

To request any changes, providers are required to complete the [Provider Change Request form](#) along with any necessary supporting documentation to the main early childhood department email address, earlychildhood@resa.net.

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

Plan for Provider Change Request Form

Fiscal Training Recordings

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

Fiscal Training Recordings and Slides



Payment Schedule (1).pdf

[Download](#)

2.7 MB



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

Staff Information Report

Action Needed: Update MiRegistry

Important Reminders:

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

MiRegistry Staff Information Report Job Aids

2025-2026 Contract Supporting Documentation

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

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

Information being collected:

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

For PSAs only: Current and Valid Charter with Prekindergarten addendum



Sign in to your Google Account

You must sign in to access this content

Sign in

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

Contract Supporting Documentation Link

Mifreepreschool.org Updates

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

Wayne RESA GSRP Data Collection and Reporting Timeline

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

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

Care Coordinator/Technical Assistance

Help Me Grow Michigan

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 circular inset showing a red apple, a red stapler, and a pencil holder. The text 'ASQ Assistance' is prominently displayed in large, bold, black letters. Below it, a smaller text block explains the new program. At the bottom, a blue circle with a white dot is followed by the text 'ASQ Assistance Request Link' in white, underlined. A white paper airplane icon is positioned to the right of the link.

Wayne RESA | SERVICE LEADERSHIP COLLABORATION EXCELLENCE
Leading... Learning for All

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](#)

Help Me Grow Partner WEBSITE

Help Me Grow Website

GSRP Implementation Manual

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



Wayne RESA Early Childhood

Wayne is using Smore to create beautiful newsletters



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Social Emotional

Social Emotional Support

Dr. Kelly Anderson, Early Childhood Social Emotional Consultant

As we approach the winter holiday season, keep in mind that time away from school can feel unsafe and unsettling for some children. As much as possible, keep your daily routine consistent as we approach holiday breaks and clearly discuss with children how long they will be at home and when they will return to school so they know what to expect. You may see more behaviors in the weeks leading up to the holidays, help these children to feel connected and safe in their school relationships.

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

Social Emotional Learning Office Hours

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



Connect Via Zoom

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

Every
Tuesday

2:30–3:15 pm

EC PBIS Updates

Tier 1 Series is Available in the Winter

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

Setting Program Wide Expectations and Rules

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





EC-PBIS in Action_ Expectations and Rules for Positive Outcomes.pdf

Download
3.3 MB

New RESA Resources Available

Website is Up!

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

NEW TTEC Guide is Complete!

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

Trainings Available

Event Information

SEL Essentials

https://reg.learningstream.com/reg/event_page.aspx?ek=0047-0004-7d5e4cafbb304b52af2bf7a982891a43

When?

Friday, Feb 6, 2026, 09:00 AM

Event Information

EC PBIS Tier 1

https://reg.learningstream.com/reg/event_page.aspx?ek=0047-0004-678b7ba17abf43a499ad1fa14a9c2af3

When?

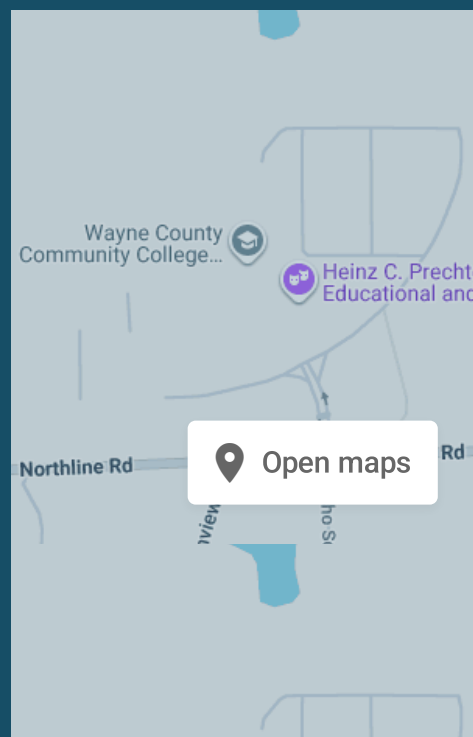
Friday, Jan 23, 2026, 09:00 AM

Where?

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

Event Information

EC PBIS Tier 2



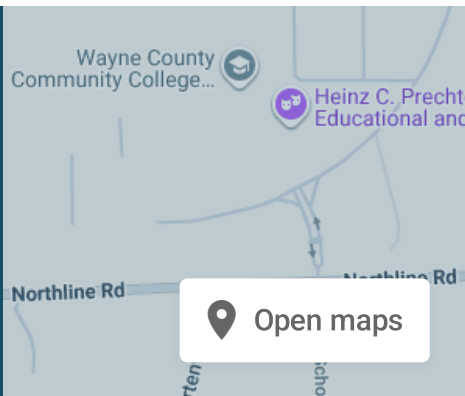
https://reg.learningstream.com/reg/event_page.aspx?ek=0047-0004-d5144f1e6621424395a246af001b71d0

When?

Friday, Jan 23, 2026, 01:00 PM

Where?

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



Best Practices and Useful Reminders



Banking Time: Strengthening Your Relationship With Individual Children

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

What is it?

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

How do you use it?

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

Banking Time strategies to try:

Follow the child's lead in play.

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

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

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



banking_time (1).pdf

Download

513.1 KB

5 Classroomwide Practices to Improve Behavior



1 Use a Five-One Ratio of Positive Attention

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

2 Use Predictable Schedules

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

3 Establish Routines within Routines

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

4 Directly Teach Behavioral Expectations

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

5 Directly Teach Peer-Related Social Skills

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



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

Learn more at:

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



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

Download

818.5 KB

By: Jaclyn Joseph, Dameri Watson, and Julia Sayles

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

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

Trauma-Informed Leadership Practices

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

Create a Trauma-Informed Culture

A culture of care begins with consistency.

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



Leading with Compassion.pdf

Download

573.5 KB

By: Julia Sayles and Amy Hunter

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

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

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

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



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

1

ChallengingBehavior.org | National Center for Pyramid Model Innovations



Considerations children experienced trauma.pdf

Download

651.9 KB

Additional Resources



Preschool Pyramid Model Practices eModules Series

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

reg.learningstream.com

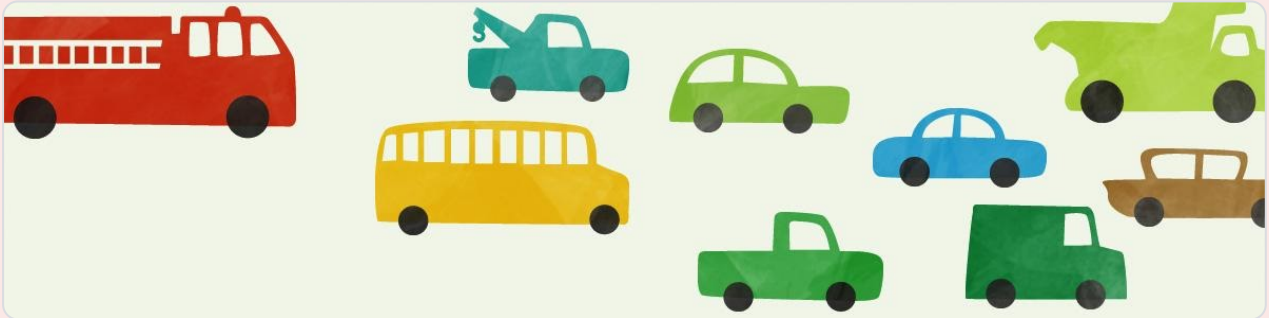


Resource Library - National Center for Pyramid Model Innovations

Filters

challengingbehavior.org

EC PBIS Design Form



EC PBIS Design Request Form

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

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



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

EC PBIS Design Request Form

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



Wayne RESA Early Childhood

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Resources

Fall 2025

Family Engagement Newsletter

Together We Thrive

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



Fall Resource Folder

Click or scan

SCAN ME!



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

Family Partnership Group Meetings

Family Engagement:
Family Partnership
Group Meetings With
Data



What is a Family Partnership?

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

Strong family partnerships are built on:

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

An Example of Intentional Partnership

Imagine two different approaches to a family event:

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

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



Why Family Involvement Matters in Tier 1 EC PBIS

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

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

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

Connection to Family Partnership Events:

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

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



Rethinking “Homework” in GSRP: Making Home Connections Meaningful

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

Some ideas to consider:

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

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



Family Partnership Event Planning Form

1. Event Purpose & Goals

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

2. Family Input

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

3. Logistics

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

4. Communication

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

5. During the Event

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

6. Reflection & Follow-Up

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

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

Additional Resources

Readwithmi.org

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



Resources and Activities for Children 0-3



Additional Resources

MiFamily- Region 10




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



Fall 2025 Family Engagement Newsletter

FAMILY ENGAGEMENT TEAM



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



Sydney Varner
Early Childhood Consultant
varners@resa.net



Beth Lucarelli
Early Childhood Consultant
LucareB@resa.net



Jennifer Phillio
Early Childhood Consultant
PhillioJ@resa.net



Chante McClaine
Early Childhood Consultant
McClaineC@resa.net

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

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

THANK YOU



Fall Family Engagement Newsletter 2025 (1).pdf

Download

5.1 MB

November is National Family Engagement Month

Family engagement is a powerful tool to improve student outcomes, but it often doesn't realize its full potential.

To celebrate November as National Family Engagement Month, MiLEAP has created a toolkit to support your outreach and promotion efforts within your programs.

Please continue to share throughout the month of November. Make sure to use hashtags on all social media posts #MiLEAP #MiFamilyEngagement (both together).

Contact Shanon Everett at EverettS2@michigan.gov with any questions.

Toolkit

(Tailor these to meet your needs!)

- [ISD or School Board Proclamation Example](#)

- Consider asking your ISD, or partnering ISDs and LEAs (school districts) Board to adopt a proclamation resolution.

- [Social Media Post Examples](#)

Canva Templates

(Fully Customizable in Canva!)

- [Facebook Post Template](#)
- [Instagram Post Template](#)

Graphics & Assets

- [November is Family Engagement Month with MiFamily Logo/Graphics](#)
- [PDF Guide to MiFamily Logo Colors](#)
- [Photos from Gud Marketing](#)
- [MiFamily Logos](#)
- Please Share: [MiFamily YouTube Video](#)

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



Stories From the Field: Early Math Instructional Practices



Stories From the Field: Early Math Instructional Practices

Value thinking. Leverage diversity. Embolden mathematical minds.

Early Childhood Educators Engage in Playful Math!

Rebecca Darke, Early Literacy and Curriculum Specialist Muskegon Area Intermediate School District

Early Math Instructional Practices promote play at all levels of learning! Head Start and GSRP educators from Muskegon Intermediate School District elected to engage in an Early Math Professional Learning Community (PLC) this year to prioritize play in math. Educators had one goal: To make math instruction playful, fun, and engaging. The educators left the PLC with concrete strategies on how to both foster and recognize engaging, mathematical play. Educators also worked to build their own math lessons to ensure opportunities for students to learn and play with Math concepts. Educators intentionally built opportunities for children's mathematical explorations through play in their classrooms. A big emphasis during this PLC was creating child friendly story problems that could be used in both large and small group settings and used classroom read aloud books as a springboard for ideas. Our host, Jayne Silvers, used a variety of manipulatives that could easily be found in a preschool classroom such as: counting bears, pipe cleaners, pony beads, magnetic tiles, buttons, and foam blocks. [#MIMathEssentials](#) [mathessentials.org](#)



Essential Instructional Practices Connections:

- **Value # 4** We value learning mathematics in a variety of ways – both socially and cognitively.
- **Essential # 1** Design learning environments to encourage mathematical play and tinkering.
- **Essential #4** Engaging in formative assessment as a process.

We want to share your story! [Fill out this form](#) to share how you are implementing the essentials.



Early Math Communication-Stories 11-2025.pdf

Download
239.9 KB

Enrollment Opens Nov. 15 for Benefits for Child Care Providers

MiLEAP and SBAM encourage providers to enroll in affordable health, life and retirement benefits that bring stability, security and career support

The Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP), in partnership with the Small Business Association of Michigan (SBAM), today announced that open enrollment for the Nurture Benefits pilot begins November 15. The program offers licensed and

license-exempt child care providers across Michigan access to affordable health, life and retirement benefits to support their careers and the families they serve. Currently, only 35% of child care providers receive health insurance through their employer.

Administered by SBAM, the Nurture Benefits pilot gives child care employers the opportunity to offer affordable health, life and retirement benefits to their staff. Eligible providers—including licensed and license-exempt center-based, family home and group home settings working 30 or more hours per week—can begin enrolling on Nov. 15, 2025, with coverage effective Jan. 1, 2026.

Through Nurture Benefits, providers gain access to:

- Medical, dental and vision coverage
- Life and retirement benefits
- Wellness and behavioral health resources
- Additional features help providers navigate the program, including:
- Tiered benefit packages to fit diverse needs and budgets
- A user-friendly enrollment platform
- A dedicated Member Care Team for personalized guidance
- Online webinars explaining the program, eligibility, benefits and enrollment process
- A mailing list to receive the latest updates and news

Providers can review all resources, access technical assistance and prepare for enrollment at www.nurturebenefits.com.

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

Upcoming WRESA Early Childhood Professional Learning

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

We Want to Hear From You:

Join the GSRP Advisory Planning Committee!

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

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

Upcoming GSRP Advisory Planning Meetings (Virtual)

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

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

GSRP Advisory Council Planning Committee Interest Survey

Local Field Trips



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.
 - visit the [Early On online referral](#) website.
-

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.

Great Start Collaborative – Wayne County

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

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



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

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



November 2025 ECE Calendar.pdf

[Download](#)
1.5 MB



December 2025 ECE Calendar.pdf

[Download](#)
1.5 MB

Click below for

START Trainings and Training Series

NEW Child Care Licensing Rules

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

Support and Resources

To support you, the department is providing:

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

These resources are available anytime at www.michigan.gov/CCLB.

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.

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



2025 Child Care Center Licensing Rule Revisions Explained.pdf

Download
233.3 KB

Kristy Carmichael

Navigator - Our Strong Start, Child Care Licensing Bureau

Michigan Department of Lifelong Education, Advancement, and Potential

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 \(michigan.gov\)](#)

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.](#)

Thursday December 4, 2025 3-4pm

Thursday January 8, 2026 3-4pm

Thursday February 5, 2026 3-4pm

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

State of Michigan – Child Care Licensing Bureau Support

Paris Howard - Wayne

Area Manager

Thursdays, 1:30 p.m. to 2:30 p.m.

Dec 18, 2025

Jan 15, 2026

Feb 19, 2026

[Zoom Registration Link - Wayne Region](#)

HowardP10@michigan.gov

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

Consultant FAQ

ASQ Support

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

ASQ Technical Assistance is available! If your program needs ASQ Online training, login or password info, or access to the Help Me Grow partner Google Drive please don't hesitate to reach

out to Amber Anderson at Help Me Grow. Please see the TA Request Link below.

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

Amber Anderson

amber@greatstartwayne.org

Care Coordinator/Technical Assistance

Help Me Grow Michigan

Great Start Collaborative Detroit-Wayne

313-410-5235

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

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

Help Me Grow Partner Folder

NEW! Help Me Grow WEBSITE

Help Me Grow Partner Website

Great Start to Quality Job Board

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

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

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

Send the jobs description(s), program location and submission contact information to

jobs@ecic4kids.org



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](#)

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

Quick Links

[Communications Toolkit to Promote GSRP](#)

[GSRP Income Eligibility Guidelines](#)

[Great Start Readiness Program Implementation Manual](#)

[MDE Professional Learning](#)

[EC Digest : Past Editions \(pdf version\)](#)

[Administrative Guidelines and Procedures 2025-2026](#)

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2025-2026 5 day calendar template.docx

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Payment Schedule (1).pdf

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