



GREAT START READINESS PROGRAM

On-Site Monitoring Review Process Guide

November 2010

Office of Early Childhood Education and Family Services

608 W. Allegan

Lansing, MI 48933

Phone: 517-373-8483 Fax: 517-335-0592

mmm.michigan.gov/gsrp

This guide has been developed to support Great Start Readiness Program grantees as they prepare for an On-Site Monitoring Visit conducted by the Michigan Department of Education's Office of Early Childhood Education and Family Services. Key to a successful On-Site Monitoring Visit is the advance preparation by administrators and the teaching team.

CONTENT

Scheduling
Agenda
Opening Discussion
Program Review
Feedback/Follow-Up
Checklist

GREAT START READINESS PROGRAM (GSRP) ON-SITE MONITORING VISIT

The Michigan Department of Education (MDE) has a responsibility to monitor program quality and does this with a mix of grantee-submitted reports and On-Site Monitoring Visits. Grantees report annually on community need, the structure, processes, and financial aspects of the program. Grantees assure MDE if they fail to comply with reporting requirements, MDE may withhold up to 100 percent the grant allocation until the grantee comes into compliance. All current grant assurances can be viewed in the GSRP application in the Michigan Electronic Grants System (MEGS).

Scheduling

If a GSRP On-Site Monitoring Visit is scheduled, all relevant staff in the school system or agency should be notified. Certain staff members are required to participate directly in the On-Site Monitoring Visit and the following should be considered:

- Most On-Site Monitoring Visits are conducted in one day. Large programs operating at multiple sites may require a longer timeframe.
- All On-Site Monitoring Visits will be conducted by an MDE consultant or designee from the Office of Early Childhood Education and Family Services (ECE&FS). A team may review larger/multiple-site programs.
- All arrangements for the visit should be made prior to the time the entrance interview is held. The ECE&FS will be responsible for scheduling and conducting visits, and the reporting of results. Grantees are responsible for compiling and assembling all requested materials, documents, and records in a central location, as well as ensuring proper staff members are present. The initial visit correspondence will contain details concerning materials to be submitted, as well as a due date.
- A specific location(s) should be reserved for interviewing teachers and parents, and the review of documents. The location should be private, away from other activities, but in close proximity to the classroom.
- MDE Consultant(s) will observe GSRP classroom(s) and complete the *Program Quality Assessment (PQA)*. The number of classrooms to be observed will be determined by the number of funded children.

Agenda

Each On-Site Monitoring Visit will typically consist of opening discussion, record review, program observation, and feedback/follow-up discussion. A confirmation letter sent to programs prior to the visit will contain the visit timeframe.

Opening Discussion

Activities for the day will begin with conversation with the local GSRP team, which should take a maximum of 30 minutes. The purpose of this meeting is for introductions, to provide background information concerning the components and procedures of the review, and to seek information from staff regarding areas of concern and areas in which more support from MDE is requested. The following personnel should be invited:

Superintendent/executive director
Program director
Early childhood specialist
Classroom teacher
Associate teacher
Parents (if available)

Program Review

The observation includes classroom visits, staff interviews, and may also include a review of other component services such as local GSRP Advisory Committee meeting minutes and financial reports. Photos may be taken to assist the consultant when scoring the PQA.

Interviews:

The following sections of the PQA will be used to complete interviews:

- IV. Curriculum Planning & Assessment
- V. Parent Involvement & Family Services
- VI. Staff Qualifications & Staff Development
- VII. Program Management

Interviews with staff, parents, and/or local GSRP Advisory Committee members may also occur.

Site Observation:

Refer to the confirmation letter to determine how many classroom(s)/center(s) should be scheduled for visits.

The PQA will be administered to identify program strengths and areas for improvement. Observation items include:

- I. Learning Environment
- II. Daily Routine
- III. Adult-Child Interaction

Record Review:

The record review includes two categories; general/administrative records, and child records. The following materials, documents, and records must be compiled and submitted two weeks prior to the entrance interview:

- map to classroom site;
- daily routine with times indicated for each portion of the day;
- classroom diagram;
- completed Children's Records Review Form;
- student recruitment and selection plan (include flyers, announcements, and application);
- program plan;
- philosophy statement and curriculum and assessment tools;
- parent involvement (include a roster of local GSRP Advisory Committee members and minutes);
- parent handbook (include policies concerning parent involvement, attendance, weather, illness, medication, conflict resolution, accidents/emergencies, child abuse and neglect, confidentiality, and grievances);
- list of community groups, organizations, agencies, and other programs that provide resources for parents;
- supplementary child care plan;
- Michigan Department of Human Services Child Care License/Approval;
- credentials of key personnel (early childhood specialist, lead teachers, associate teachers); and
- professional development (include up-to-date credentials and compliance plans for current staff and verification of in-service training, conferences, or workshops)

planned/attended by lead teachers, associate teachers, administrators, and/or the early childhood specialist).

All children's records should be available at the site the observation is taking place. The visiting consultant will determine the number of records to be reviewed and will implement random sampling. Child records must be compiled in the following order:

- Age documentation (birth certificate);
- Verification of income eligibility;
- Health and immunization record;
- Documentation of eligibility (risk factors);
- Family information (parent name, address, phone number);
- Assessment of children's progress; and
- Home visits, conferences, and parent-teacher contact verification.

Preliminary Feedback

The On-Site Monitoring Visit concludes with a feedback session. This session is designed to provide preliminary impressions, recommendations for technical assistance, professional development, and discussion regarding areas of concern. Allow for the teaching team to attend.

Written Follow-up

Within thirty days, written reports are sent to superintendents/executive directors. Reports will include a narrative and a completed and scored PQA Form A and B.

If findings reveal noncompliance, the grantee is required to submit a compliance plan to MDE within 15 days of the receipt of the report. The compliance plan must include the following information:

- name of school district, PSA, consortium, or agency;
- date of submission;
- identification of each non-compliant item;
- MDE's recommendation(s) for compliance and objective or statement of action to be taken in order to comply (identification of activities/steps, such as specific tasks, that must be accomplished if the objective(s) are to be reached);
- timeline(s) indicating when each activity/step will take place;
- identification of personnel designated to initiate and monitor the implementation of the steps/actions;
- identification of technical assistance needs including specific resources needed in order to comply, the source expected to provide the resource(s), and the dates by which the resource(s) will be provided; and
- products or outcomes which are tangible examples that can be examined and assessed to determine the grantee has made changes or provisions necessary for compliance (include specific dates, examples, projects, or outcomes).

Great Start Readiness Program Children's Records Review Form

Grantee: _____ Date: _____

**The first four columns require specific data.
Place check marks (✓) to indicate compliance in remaining columns.**

CHILD NAME	Date of Birth (month & year) (From birth certificate)	* Income Guidelines Code (see below)	Date of Health Appraisal	Immuni- zations (✓)	Documen- tation of Risk Factors (✓)	Parent/ Guardian's Name (✓)	Home Address & Phone Number (✓)	Assessment of Child's Progress (✓)	Home Visit Documen- tation (✓)	Parent/ Teacher Conf. Documen- tation(✓)
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										

IE - GSRP income eligible
 OI - Over income
 ELI - Extremely low income but not Head Start eligible
 LI - Low income
 HSW - Head Start eligible, referral documentation on file
 HSN - Head Start eligible, no referral documentation on file
 % of children meeting low-income guidelines _____