

REPORTING AND MONITORING

Reporting

The Michigan Department of Education (MDE) has a responsibility to monitor program quality and does this with applications and reports submitted in the Michigan Electronic Grants System Plus (MEGS+), NexSys, and GEMS/MARS, as well as fiscal and program monitoring. Through the submitted applications and reports, the ISD assures compliance with all reporting requirements. If the ISD fails to comply, MDE may withhold up to 100 percent of the grant allocation until the ISD meets compliance. All current grant assurances can be viewed in the Great Start Readiness Program (GSRP) Funding Application and the GSRP Program Implementation Plan (PIP) in NexSys and on the GSRP website as a resource to this section. All grantees and subrecipients are responsible for meeting assurances.

Programs utilize MEGS+, NexSys, GEMS/MARS, the Michigan Student Data System (MSDS), and the applicable program evaluation tool [i.e., Classroom Coach (formerly PQA-R) or CLASS®] for submitting data. ISDs may also be required to submit data to early childhood system data collection efforts such as those that may be conducted by Child Care Licensing and Great Start to Quality. To ensure a systemic use of data collected, it is essential that data be accessible and easily connected across multiple systems. The naming conventions that are used in NexSys must be consistent with licensing and used in the other reporting systems required for GSRP as well (see *Program Evaluation* below).

Due dates for MEGS+/NexSys applications are typically six weeks, and reports are minimally four weeks from the date that notification of availability is sent by email. The following table details the required submissions for one complete funding cycle from the initial collection to the final report.

Application/Report	Submission Venue		Target Availability
	FY 2022	FY 2023+	
GSRP Head Start Demographic	N/A (completed)	NexSys	Mid-October This application is completed by each Head Start grantee; ISDs sometimes collaborate with Head Start on data entry.
Funding Application	N/A (completed)	NexSys	Mid-January
Acceptance of Funds	N/A (completed)	NexSys	June
Program Implementation Plan (PIP)	N/A (completed)	NexSys	Mid-September
Child Enrollment	MSDS		Three times annually (Nov., Feb., Aug.) with the Fall and Spring Early Childhood Collections serving as the official count of children served by program option for the year.
Classroom Coach (formerly PQA-R); Classroom Assessment	Classroom Coach (Red-e Set Grow); CLASS® (myTeachstone)		End-of-Year observations administered between March 1 and May 30, completely entered in the

Application/Report	Submission Venue		Target Availability
Scoring System (CLASS®)			applicable online collection platform by June 15.
Staff Information Report (SIR)	Pending		Early April
Final Expenditure Report and Carryover Budget	MEGS+	NexSys	Early August
Carryover Final Expenditure Report	MEGS+	NexSys	Late May

Program Evaluation

The following naming conventions **must** be used when creating the hierarchy in Classroom Coach and CLASS®:

- Subrecipient Name is the name on the GSRP Program Implementation Plan (PIP) Breakdown of Accepted Funds page in NexSys
- Site/Center is the Facility Name reported in the GSRP PIP Site Description page which must be the exact facility name as appears on the license
- Duplicative site names should include city after facility name (ABC Childcare-Lansing). If there are still duplicates, the street name should be added (ABC Childcare-Lansing-Allegan St)
- Classroom Name is the license number followed by teacher last name (DC123456789–Last name)
- Classroom name within the hierarchy must match the name used in Great Start to Quality

For CLASS® users, the site/center name and classroom name information should be added in the free field text box provided within the reporting system.

When entering end of year program evaluation data in Classroom Coach online, please ensure that:

- Data is entered in the system that is shared with MDE if an ISD utilizes multiple data collection systems;
- State funded PreK is indicated as the program setting;
- If a classroom is a GSRP/Head Start Blend, indicate that it is also a Head Start classroom; and
- Teaching team last names are entered on the individual assessment where requested.

Michigan School Data System (MSDS) Reporting

It is the responsibility of the ISD to ensure that each GSRP student is accurately reported in the MSDS. The ISD should pay close attention to the reporting requirements that differ from K-12 reporting.

The ISD must ensure that an accurate start date and end date for each GSRP student is entered, including a reason for leaving. When a student leaves mid-year,

the ISD should retain documentation on last day of attendance in program. When the same student enrolls in another ISD, each ISD should work to confirm accurate end and start dates for the student that are not overlapping to reduce errors in the Early Childhood Count report so that both ISDs receive credit for filling a space.

Administrative Records

The following administrative records should be kept on file by grantees and/or subrecipients for seven years. Records must be available for monitoring by the ISD or by MDE.

ISD:

- All reports from monitoring of subrecipients including compliance plans if required.
- ISD contracts with subrecipients;
- Individual and total subrecipient budgets, reimbursement requests, final expenditure reports, documentation to support federal drawdowns (reimbursement basis), and carryover reports;
- Source documentation (invoices, receipts, etc.) for GSRP expenditures;
- Financial records with separate accounts for slot allocations and carryover for both state and federal funding, as well as state funding for transportation and new curriculum/child assessment tools;
- ISD employee contracts/agreements
- Rationale for prorated amounts for all employees paid with GSRP funds.
- The ISD plan to recruit community agency partners to serve as subrecipients for at least 30% of the allocation. Include all notifications to potential subrecipients of availability to participate in GSRP, meeting notes, meeting sign-in sheets, and a summary for the specific grant year indicating each licensed center, its star rating, interest in being awarded funding, and the result for the upcoming grant year;
- Minutes, agendas, and attendance sheets from the School Readiness Advisory Committee (SRAC) convened as a sub-committee of the Great Start Collaborative;
- Student recruitment and enrollment plans; including copies of flyers, announcements, and enrollment forms;
- ISD-wide program evaluation reports;
- ISD-wide professional learning plans including any plans for professional learning of a new curriculum; and
- Personnel records for any GSRP staff employed by the ISD.

Subrecipient:

- Parent engagement records:

- evidence of parent participation in decision-making activities, such as membership in family participation groups and/or ISD SRAC, agendas, and meeting minutes, and
- records of parent education meetings and/or family activities;
- Financial documents, i.e., budgets, final expenditure reports, and carryover reports and any other financial documents that support GRSP spending;
- Source documentation (invoices, receipts, etc.) for GSRP expenditures;
- Employee contracts/agreements and rationale for proration amounts for subrecipient employees paid with GSRP funds;
- Supplementary child care records;
- Program evaluation:
 - program evaluation tool reports,
 - program profiles of child outcome data,
 - program improvement plans, and
 - records of accreditation plans, if applicable;
- Documentation of license/approval by the Michigan Department of Licensing and Regulatory Affairs (LARA), Child Care Licensing Division including correspondence on compliance and any special investigations;
- Personnel records for the director, lead teacher(s), associate teacher(s), and others:
 - staff credentials;
 - professional learning logs; including in-service training, conferences, workshops, classes; and
- Children’s records – a single file for each enrolled child must be **kept for seven years** and include:
 - age documentation (birth certificate or other proof of age eligibility),
 - verification of income eligibility,
 - documentation of program eligibility factors,
 - health and immunization records,
 - family information (parent name, address, phone number),
 - evidence of developmental screening,
 - evidence of comprehensive assessment of child’s progress in the program, and
 - documentation of date and content of home visits and parent/teacher conferences.

ISD Monitoring of Subrecipients

The ISD is responsible for monitoring subrecipients for implementation and compliance with written policies and procedures for fiscal and programmatic guidelines. ISDs must develop a systematic approach to monitoring subrecipients for adherence to both fiscal and programmatic GSRP requirements. A written record of such monitoring must be shared with the subrecipient upon completion and made available to MDE during either a programmatic or fiscal review as requested. The written record must include signatures of both the ISD monitor and a representative of the subrecipient and must also be accessible on-site at the ISD.

Refer to the [ISD Administration of GSRP](#) section of this manual for additional information.

MDE Fiscal Monitoring and Collaborative Program Reviews

MDE has fiscal monitoring and collaborative program review processes which are focused on the ISD as the GSRP grantee. Collaborative program reviews cover the programmatic and administrative aspects of the ISD as grantee, while fiscal monitoring attends to funding and associated requirements. Both processes address the ISD as grantee, as well as its subrecipients as applicable. A risk assessment is completed annually by MDE to select ISDs for fiscal monitoring; that may include but are not limited to:

- Prior and current single audit findings for Federal grants;
- Time frame for the ISD's PIP to be approved by MDE;
- ECC and/or business official change from the prior year;
- Time since last review/monitoring and accompanying results;
- Fiscal or program complaints or concerns raised by internal or external partners;
- The amount of GSRP funds received.

Collaborative program reviews are determined through a similar examination of ISD data with consultant and ISD input.

Fiscal Monitoring

An MDE fiscal monitor will conduct monitoring, which may include desk and ISD on-site components to ensure compliance with state policies and program requirements as they relate to fiscal management of the grant. A fiscal on-site review is an extensive review of all financial records that pertain to the GSRP funds. All GSRP fiscal reviews are conducted using the Grant Electronic Monitoring System/Michigan Administrative Review System (GEMS/MARS). See the [Fiscal Review Process](#) in the resources to this section for more information.

The Collaborative Program Review Process

The Collaborative Program Review Process is essentially a continuous quality improvement process conducted as a partnership between ISDs and MDE to provide readily accessible, high-quality preschool experiences for eligible children within each ISD in the state. Through the development of a partnership between department and grantee, additional goals of the collaboration are to:

- Establish and maintain more frequent communication specific to continuous improvement;
- Ensure mutual understanding of needs and support;
- Ensure high-quality programming compliant with grant requirements and aligned to grant expectations;
- Increase program access;
- Increase program quality; and
- Increase child outcomes.

Collaborative reviews are conducted remotely as desk reviews, or in-person with on-site visits to ISDs and GSRP classrooms. Reviews are focused on a particular component of the program (e.g., recruitment and enrollment, classroom routines, family engagement, etc.). The focus of reviews will be determined annually by MDE. Focusing on a specific program component allows for a deeper examination of the applicable policies, processes, practices, and data affecting the successes and ongoing areas for growth from within the ISD to the state level. Collaboratively, MDE and the ISD will review written and electronic source information, data, and anecdotes gathered through interviews and dialogue, and discuss strengths and areas for improvement. Quality improvement goals will be established with progress follow-ups and ongoing consultant support to ensure the continuous quality improvement cycle continues.