REPORTING AND MONITORING

Reporting

The Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) has a responsibility to monitor program quality and does this through required applications and reports, as well as fiscal and program monitoring. Through its submitted applications and reports, the ISD assures compliance with all reporting requirements. If the ISD fails to comply, MiLEAP 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. All grantees and subrecipients are responsible for meeting assurances.

Programs utilize NexSys, GEMS/MARS, Excel templates, the Michigan Student Data System (MSDS), MiRegistry, 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 by 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 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
GSRP Head Start Demographic	NexSys	Mid-October. This application is completed by each Head Start grantee; ISDs sometimes collaborate with Head Start on data entry.
Funding Application	NexSys	Mid-January
Acceptance of Funds	NexSys	July
Program Implementation Plan (PIP)	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; Classroom Assessment Scoring System (CLASS®)	Classroom Coach; CLASS® (myTeachstone)	End-of-Year observations administered between March 1 and May 30, completely entered in the applicable online collection platform by June 15.
Staff Information Report (SIR)	MiRegistry	Early April
Final Expenditure Report and Carryover Budget	NexSys	Early August
Carryover Final Expenditure Report	NexSys	Late May

Enrollment Reporting

ISDs will report to MiLEAP their enrollment numbers on a regular basis. Timelines for reporting will be determined by the department and include enrollment data based on income brackets.

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)

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 MiLEAP 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 Student Data System (MSDS) Reporting

A unique identifier code (UIC) must be generated within MSDS for each child enrolled or waitlisted in GSRP. Refer to this resource (Request for UIC) for requesting a UIC. It is the responsibility of the ISD to ensure that each GSRP student is accurately reported in MSDS. The ISD should pay close attention to the reporting requirements that differ from K-12 reporting, in particular, the program option selection as this will determine the per child funding awarded**.** ISDs may request access to view reports for LEA subrecipients that complete their own reporting within MSDS by completing the CEPI District/ISD/PSA User Application Security Form.

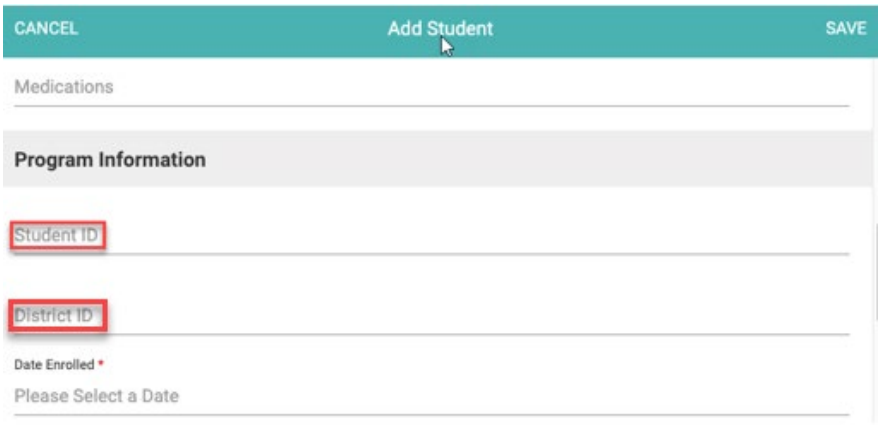
The ISD must ensure that an accurate start date and end date for each GSRP student is entered, including a reason for leaving. When a student leaves mid-year, the ISD should retain documentation on last day of attendance in program. When the same student enrolls in another ISD, each ISD should work to 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.

Child Assessment Data Collection

GSRP requires the utilization of a child assessment tool to document children's growth and development over time. MiLEAP collects this data for state level program evaluation. To facilitate this process, a child UIC and the site license number must be included within individual child portfolios, created within the chosen assessment tool's online system.

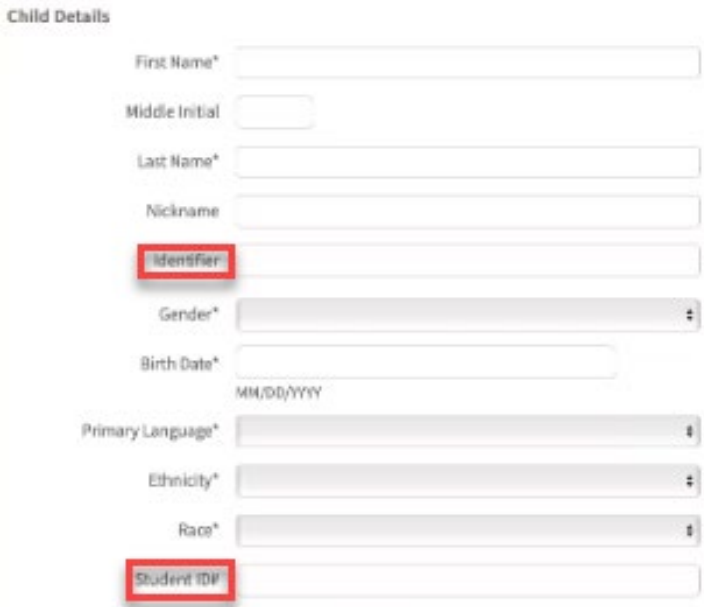
COR Advantage

COR Advantage users will enter the UIC for each individual child in the Student ID line when adding a child. The license number for the site should be entered in the District ID line.



Teaching Strategies® GOLD

Teaching Strategies® GOLD users will enter the UIC for each individual child in the Student ID# line. The license number for the site should be entered in the Identifier line.



Staff Information Report

The GSRP Staff Information Report (SIR) is completed through MiRegistry. Each teaching team member must maintain a current **individual profile** including education credentials, current compensation details, hours worked in GSRP each week, and the number of months worked in GSRP each year. Membership in MiRegistry is highly encouraged, but not required. There is no cost for membership. Staff members seeking membership will be required to submit official college/university transcripts to verify degrees and early childhood credits earned. GSRP funding may be utilized to support staff purchasing transcripts for membership.

Each licensed program operating a GSRP classroom must maintain a current **organization profile** including the name(s) of the classroom(s) serving GSRP children consistent with the naming conventions described above. Each classroom must indicate the lead teacher assigned to the classroom, as well as the associate teacher if applicable. For teaching team members assigned to the classroom, the organization must also include the years of GSRP teaching experience, additional years of PreK teaching experience, the benefits offered to each including the availability of union membership, and whether or not the individual is currently on a compliance plan or a PEPP to become credentialed . If a GSRP classroom has a vacant position, the organization must indicate this and complete information about the vacant position.

Individual and organization information should be maintained regularly, but must be updated at least annually by early March of each year. MiLEAP will generate a statewide export of all GSRP classroom data from MiRegistry annually in late spring. It is ideal for the ECS to include a check on the MiRegistry records for teaching teams and organizations they support each fall/winter to allow time for updates prior to the spring report pull.

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 MiLEAP.

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 program 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 Great Start to Quality level, 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:

- Family engagement records:
    - evidence of family participation in decision-making activities, such as membership in family participation groups and/or ISD SRAC, agendas, and meeting minutes, and
    - records of family 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 MiLEAP, 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/guardian 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 conferences with families.

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 MiLEAP 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 section of this manual for additional information.

MiLEAP Fiscal Monitoring and Collaborative Program Reviews

MiLEAP 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 MiLEAP 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 MiLEAP;
- 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

A MiLEAP 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 MiLEAP to provide readily accessible, high-quality PreK 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 MiLEAP. 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, MiLEAP 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.