

REPORTING AND MONITORING

Reporting

The Michigan Department of Education (MDE) has a responsibility to monitor Strong Beginnings program quality and has contracted with Clinton County Regional Educational Service Agency (CCRESA) to accomplish this through reports from and interviews with members of the pilot teams as well as fiscal and program monitoring. Through these mechanisms, the ISD assures compliance with all reporting requirements. If the ISD fails to comply, CCRESA may withhold up to 100 percent of the allocation until the ISD meets compliance. All current assurances can be viewed in the Strong Beginnings Resource Documents.

Programs utilize systems developed by the CCRESA Implementation Team and the MSU Research Team and their applicable program evaluation tools for submitting data. ISDs may also be required to submit data to early childhood system data collection efforts such as Child Care Licensing and Great Start to Quality data collection efforts. 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 with CCRESA and MSU must be consistent with licensing and used in the other reporting systems required for Strong Beginnings (see Program Evaluation below).

The following table details the anticipated required submissions for each Strong Beginnings pilot. This schedule may be altered due to conditions and experience and firm due dates will be emailed to participants approximately four weeks before a report is due whenever possible.

Budgets and Final Expense Reports

Final Expense Reports (FERS) required 90 days after program year-ends

Data Elements Needed for Children/Families Enrolled in Strong Beginnings

Information Needed	Collection, Timeframe and Frequency	Who Supplies Information	Type of Information and Who Receives It
Consent to Participate	Once at start of program year	Strong Beginnings Program Staff	Research Team

Information Needed	Collection, Timeframe and Frequency	Who Supplies Information	Type of Information and Who Receives It
Final PQA/Class scores for each item for each site and summed over ISD	Once at end of school year	Strong Beginnings Program Staff	Research Team receives child level data Implementation Team receives summary level data
Teacher Completed Survey on children	Twice a year in January & June (Cohort1) and October & June (Cohort2)	Teachers	Research Team (reviews site summaries with Implementation team)
Parent Information (PI) – goals documents	Bi-monthly	Family Liaison Supervisor	Research Team receives individual goals document Implementation Team Receives summary sheet with number completed, top goal areas, top referrals
PI-Participation at resource fair	Once per cohort	Family Liaison Supervisor	Info on each parent for Research Team Summary site document for Implementation Team

Information Needed	Collection, Timeframe and Frequency	Who Supplies Information	Type of Information and Who Receives It
PI-referrals to other programs	Bi-Monthly	Family Liaison Supervisor	Info on each parent for Research Team Summary site document for Implementation Team listing top 3 referrals each site
PI-School Volunteering	Bi-Monthly	Teaching/Program Staff	Info on each parent for Research Team Classroom summary for Implementation Team
PI-Contact Dates with Family Liaison	Bi-Monthly	Family Liaison Supervisor	Info on each parent for Research Team Family Liaison summary for Implementation Team
Child Attendance Data	Once at end of school year.	Teaching/Program Staff	Individual child data provided to Research Team by Site Summary information by site provided to Implementation Team by Research Team

Information Needed	Collection, Timeframe and Frequency	Who Supplies Information	Type of Information and Who Receives It
Child COR or TSG scores	Two times a year for child-level data (Beginning and end of year as 3's and 4's) Three times a year for site summary data (fall, winter, spring)	Program Staff	Research Team provided individual child data Average score on each child assessment item fall, winter and spring by site for Implementation Team
Child Screener Data	Once at beginning of year (3's, 4's and K-entry).	Teaching/Program Staff	Research Team gets Individual child data Site summary for Implementation Team
Child self-regulation	Twice a year (Beginning and end of year as 3's, 4's and K)	Trained research assistants	Research
Child oral language and literacy skills	Twice for 3 and 4's (beginning and end of year). Once at K-entry.	Trained research assistants	Research
Child Social Emotional	Twice for 3 and 4's (beginning and end of year). Once at K-entry.	Trained research assistants	Research
Child Social Skills and Approaches to Learning	Twice for 3 and 4's (beginning and end of year). Once at K-entry.	Teachers	Research

Information Needed	Collection, Timeframe and Frequency	Who Supplies Information	Type of Information and Who Receives It
Referral to Special Education for Evaluation	Monthly when there are referrals as 3's ,4's and K.	Teachers	Research Team receives child-level data Summary by classroom for Implementation Team for 3's
Child Expulsion Data	Monthly when there are expulsions as 3's, 4's and K.	Teachers	Research Team receives child-level data Summary by classroom for Implementation Team for 3's
Family Survey (3) and possible interviews	Twice a year as 3's. Once a year as 4's & K.	Family	Research Team receives child-level data
Coaching logs	Monthly	ECS/ECC	Research Team receives child-level data
Coaching Documentation forms	Monthly	ECS/ECC	Research Team receives child-level data
Coaching Survey/ Interview	Once at end of program year	ECS	Research and Implementation Team receive individual responses
Family Liaison Survey/ Interview	Once at end of program year	Family Liaisons	Research and Implementation Team receive individual responses

Program Evaluation

The following naming conventions must be used when creating the hierarchy used in PQA-R or CLASS, whichever is selected for use in the Strong Beginnings pilot classrooms:

- Program Provider Name is the same as Subrecipient Name that is used for GSRP on the program evaluation hierarchy.
- Site/Center is the Site Name that is used for GSRP on the program evaluation hierarchy. If the site is used only for Strong Beginnings, use the name as it appears on the license.
 - Duplicative site names should include city after facility name (ABC Childcare-Lansing) and if there are still duplicates then the street name should be added (ABC Childcare-Lansing-Allegan St)
 - Classroom Name includes license number followed by teacher last name
- Classroom Name includes license number followed by teacher last name (DC123456789 – Last name)
- Classroom name within hierarchy must match name used in STARS

If PQA-R is selected as the program evaluation tool, when entering End of Year program evaluation data in PQA-R online, please ensure that:

- Data is entered in the system that is shared with MDE if an ISD utilizes multiple data collection systems
- Strong Beginnings is indicated as the program setting
- Teaching team last names are entered on the individual assessment where requested

MSDS Reporting

ISDs and program providers are not required to enter child data into MSDS for the Strong Beginnings pilot. The ISD, however, is required to obtain Unique Identification Codes (UICs) for each child in the program and on the waiting list to be turned over to CCRESA and/or MSU as required.

Administrative Records

The following administrative records should be kept on file by the ISD and/or program providers and/or Family Partnership Process service provider(s) for seven years. Records must be available for monitoring by the ISD, CCRESA or by MDE.

ISD:

- All reports from monitoring with program providers including compliance plans if required;
- All reports from monitoring with Parent Partnership Process service provider(s) including compliance plans if required;
- ISD contracts with program providers;
- ISD contracts with Family Partnership Process service provider(s)

- Individual and total program provider and Family Partnership Process service provider(s) budgets, reimbursement requests and final expenditure reports;
- Source documentation (invoices, receipts, etc.) for Strong Beginnings expenditures;
- ISD employee contracts/agreements and rationale for prorated amounts for all employees paid with Strong Beginnings funds;
- The ISD plan to recruit community agency partners to serve as program partners for all available funding in each catchment area for Strong Beginnings. While this plan does not need to be utilized for the Strong Beginnings pilot, it must be developed during the first year of pilot funding.
- Minutes, agendas and attendance sheets from the area-wide advisory committee convened as a sub-committee of the Great Start Collaborative;
- Student recruitment and selection 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 Strong Beginnings staff employed by the ISD.

Program Providers:

Strong Beginnings administrative records for each program should be maintained separately from their GSRP administrative records.

- Project plan: philosophy statement, curriculum model, and examples of lesson plans;
- Parent involvement records:
- evidence of parent participation in decision-making activities, such as membership in local and area-wide advisory committees, agendas, and meeting minutes, and records of parent education meetings and family activities;
- Financial documents, i.e. budgets, final expenditure reports and any other financial documents that support Strong Beginnings spending;
- Source documentation (invoices, receipts, etc.) for Strong Beginnings expenditures;
- Employee contracts/agreements and rationale for proration amounts for program provider employees paid with Strong Beginnings funds;
- Supplementary child care records;
- Program evaluation:
 - program evaluation tool reports to committee,
 - program profiles of child outcome data,
 - program improvement plans,
 - records of accreditation plans, if applicable;
- Plan for collection of data and analysis of child follow-up information through second grade;

- Documentation of license/approval by the Michigan Department of Licensing and Regulatory Affairs (LARA), Bureau of Community and Health Systems Child Care Licensing Division including correspondence on compliance and any special investigations;
- Personnel records for the director, early childhood specialist, lead teacher(s), associate teacher(s), and others:
 - staff credential
 - resume
 - 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.
 - Family Partnership Process goals sheets and updates
 - One file may be maintained for each child who completed both Strong Beginnings and GSRP in classrooms operated by the same program provider

Family Partnership Process Service Provider(s):

- Financial documents, i.e. budgets, final expenditure reports and any other financial documents that support Strong Beginnings spending;
- Source documentation (invoices, receipts, etc.) for Strong Beginnings expenditures;
- Employee contracts/agreements and rationale for proration amounts for subcontracted employees paid with Strong Beginnings funds;
- Personnel records for the Family Liaison Supervisor, Family Liaison(s):
 - staff credential
 - resume
 - professional learning logs; including reflective supervision, in-service training, conferences, workshops, classes;
- Schedule of monthly meetings with Family Liaison Supervisor and Family Liaison(s)

- Bi-monthly data reports described in the Systematic Collection and Utilization of Data section of the Strong Beginnings Pilot Implementation Manual Section 12—Program Evaluation.

ISD Monitoring of Program Providers and Family Partnership Process

The ISD is responsible for monitoring program providers and for implementation and compliance with written policies and procedures for fiscal and programmatic guidelines. ISDs must develop a systematic approach to monitoring program providers and Family Partnership Process service providers for adherence to both fiscal and programmatic requirements. A written record of such monitoring must be shared with the program provider and/or Family Partnership Process service provider upon completion and made available to MDE during either a programmatic or fiscal review. The written record must include signatures of both the ISD monitor and a representative of the program provider and/or Family Partnership Process service provider and must also be accessible on site at the ISD. Refer to the ISD Administration of Strong Beginnings section of this manual for additional information.

CCRESA Monitoring of ISDs

CCRESA has a monitoring process, which is focused on the ISDs as Strong Beginnings partners. Monitoring covers the programmatic, administrative and fiscal aspects of the ISDs as Strong Beginnings contractors and any program provider and Family Partnership Process service providers. Each ISD receiving pilot Strong Beginnings Funds is expected to be monitored.

On-Site Monitoring Visits

A CCRESA fiscal monitor, consultant, or combined team may conduct on-site monitoring visits to the ISD to ensure compliance with state policies and program requirements as they relate to fiscal and programmatic management of the.

Monitoring can be programmatic and/or fiscal and cover the work of the ISDs as Strong Beginnings subcontractors, program providers and Family Partnership Process service providers. A fiscal on-site review is an extensive review of all financial records that pertain to Strong Beginnings funds.

A programmatic monitoring visit is a review of compliance with all other requirements. If there are specific concerns regarding ISD operations, an on-site monitoring may be done through a focused review. This type of review is an examination of records that relate to Strong Beginnings with a focus, such as reviewing only all program providers' contracts or all staff credentials.

CCRESA will use a combination of interviews, electronic and on-site records, and reports, and sampling of the ISD's and/or program provider and/or Family Partnership provider program and fiscal documentation to complete the monitoring

process. The resources for this section include several documents, which support program and fiscal monitoring

Each of the following pieces of information is required to be developed/kept in accordance with requirements of the Strong Beginnings Pilot Implementation Manual. They will be reviewed by the CCRESA Implementation Team at least once during the pilot program.

1. Resume of early childhood specialist, date of reliability test, dates of meeting with classroom staff, number of classrooms of Strong Beginnings and GSRP serving. Changes during the year.
2. Philosophy Statement
3. Tuition sliding scale if used for Strong Beginnings
4. Portions of written contract with Strong Beginnings program providers dealing with implementation of Family Partnership Process
5. Contract with Family Partnership Process service provider(s)
6. Policies for Family Partnership Process
7. Composition of Program Advisory Committee and example of agendas showing discussion of items related to Strong Beginnings
8. Research based parenting series offered by each Family Partnership Process provider, number of sessions and attendance at each
9. ISD wide plan for Family Partnership Process
10. Family Liaisons and resumes (let us know if change during the year)
11. Family Liaison Supervisor resumes (let us know if changes during the year)
12. Parent handbook section dealing with Family Partnership Process
13. Teaching staff resumes (let us know if changes during the year)
14. Plan for transition activities between Strong Beginnings and GSRP
15. Budgets and Final Expense Reports (FERS) submitted and approved once each year
16. GSC endorsement
17. Summary of number of children enrolled in Strong Beginnings in each income quintile, having IEPs, entering Strong Beginnings early (turning three between September 1 and December 1)
18. Professional Learning/Reflective Supervision Calendar for Teaching Staff and Family Liaisons
19. Meetings/professional development record for ECS for things only applicable to Strong Beginnings
20. Sample data packets and follow-up plans from site and ISD wide data meetings