

REPORTING AND MONITORING

Reporting

Clinton County Regional Educational Service Agency (CCRESA) has a responsibility to monitor Strong Beginnings program quality and will accomplish this through written reports, interviews and focus groups with members of the pilot teams as well as focused 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.

Final Expense Reports (FERS) required approximately five weeks after program year ends on June 30.

Data Elements which MAY be 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 enrollment/start of program year	Strong Beginnings Program Staff assist families in registering online	Research Team

Information Needed	Collection, Timeframe and Frequency	Who Supplies Information	Type of Information and Who Receives It
Beginning and End of Year CLASS score for each item for each classroom	At beginning of school year for teams where at least one teacher is new to Strong Beginnings At end of school year for all classrooms	Strong Beginnings Program Staff/ECS input data on online myTeachstone system	Research and Implementation Team receive classroom level data
Parent Contact Logs	Bi-monthly	Family Liaison/Family Liaison Supervisor	Implementation Team Receives Contact Logs
Child Attendance Data	Once at end of school year.	Teaching/Program Staff	Individual child data provided to Research Team by classroom
Child COR or TSG scores	Two times a year for child-level data (Beginning and end of Strong Beginnings year). Three times a year for site summary data (fall, winter, spring).	Program Staff	Research Team provided individual child data Average classroom score on each child assessment item fall, winter and spring by site for Implementation Team
Child Screener Data	Once at beginning of year.	Teaching/Program Staff	Site summary for Implementation Team

Information Needed	Collection, Timeframe and Frequency	Who Supplies Information	Type of Information and Who Receives It
Referral to Special Education for Evaluation	Bi-monthly	Teachers	Summary by classroom for Implementation Team
Family Survey and possible interviews	End of program year	Families	Research Team receives anonymous family data
Family Liaison Self- Assessment	Beginning and end of program year	Family Liaisons	Research Team receives individual responses
Family Liaison, Teacher, ECS, Site Director, ECC Focus group	Once at end of program year.	Family Liaisons, teachers, ECSs, Site Directors, ECCs	Research and Implementation Team receive individual responses

Program Evaluation

The following naming conventions must be used when creating the hierarchy in CLASS®

- Subrecipient Name is the name the GSRP programs at the Strong Beginnings site use on the GSRP Program Implementation Plan (PIP) Breakdown of Accepted Funds page in NexSys.
- Site/Center is the Facility Name reported for the GSRP programs at the Strong Beginnings site 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) Program Provider Name is the same as Subrecipient Name that is used for GSRP on the program evaluation hierarchy.
- 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 for the 2023-2024 school year. The ISD, however, is required to obtain Unique Identifier Codes (UICs) for each child in the program and on the waiting list to be turned over to MSU as required. Beginning with the 2024-2025 school year, ISD and program providers will be responsible for both obtaining a UIC for each child and entering their data into MSDS.

A unique identifier code (UIC) must be generated within MSDS for each child enrolled or waitlisted in Strong Beginnings. Refer to this resource (Request for UIC (michigan.gov)) for requesting UIC. Starting in the 2024-2025 school year, it is the responsibility of the ISD to ensure that each Strong Beginnings student is accurately reported in MSDS. The ISD should pay close attention to the reporting requirements that differ from K-12 reporting and may differ from GSRP reporting. The ISD must ensure that an accurate start date and end date for each Strong Beginnings 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 and allow accurate tracking of Strong Beginnings students.

Administrative Records

The following administrative records should be kept on file by the ISD and/or program providers and/or Family Liaison service provider(s) for seven years. If no Family Liaison provider is used, those records are not required. Records must be available for monitoring by the ISD, CCRESA or by MiLEAP.

ISD:

- All reports from monitoring with program providers including compliance plans if required;
- All reports from monitoring with Family Liaison 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;
- Financial records with separate accounts for funding for slot allocations and for transportation.
- 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 prior to the end of pilot funding.
- Minutes, agendas and attendance sheets from the School Readiness 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.

Classroom 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 family participation groups and/or ISD SRAC,
- 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 MiLEAP Child Care Licensing Division including correspondence on compliance and any special investigations;
- Personnel records for the director, early childhood specialist (if employed by program), 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.
- One file may be maintained for each child who completed both Strong Beginnings and GSRP in classrooms operated by the same program provider

Family Liaison Service Provider(s) (if used):

- 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.
- Family Records—a single file for each enrolled family must be kept for seven years and include
 - A record of family contacts
 - Notes from each meeting with the family
 - A list of referrals given to/made for the individual family
 - A list of resources provided to the individual family

ISD Monitoring of Classroom Program and Family Liaison Providers

The ISD is responsible for monitoring classroom program and family liaison providers and for implementation and compliance with written policies and procedures for fiscal and programmatic guidelines. ISDs must develop a systematic approach to monitoring classroom program providers and Family Liaison providers (if used) for adherence to both fiscal and programmatic requirements. A written

record of such monitoring must be shared with the classroom program provider and/or Family Liaison provider and made available to CCRESA during either a programmatic or fiscal review. The written record must include signatures of both the ISD monitor and a representative of the classroom program provider and/or Family Liaison 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 Fiscal Monitoring and Collaborative Program Reviews

CCRESA has fiscal monitoring and collaborative program review processes which are focused on the ISD as the Strong Beginnings 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 subcontractors as applicable. external partners. Each ISD receiving pilot Strong Beginnings Funds will be monitored.

Fiscal Monitoring

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 management of the grant. A fiscal on-site review is an extensive review of all financial records that pertain to Strong Beginnings funds.

The Collaborative Program Review Process

The Collaborative Program Review Process is essentially a continuous quality improvement process conducted as a partnership between ISDs and CCRESA to provide readily accessible, high-quality experiences in Strong Beginnings for eligible children within the state. Through the development of a partnership between CCRESA and the ISD, 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 Strong Beginnings classrooms. Reviews are focused on particular components of the program. The focus of reviews will be determined annually by CCRESA. Focusing on specific program components 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 CCRESA. Collaboratively, CCRESA and the ISD will review written information, data, and anecdotes gathered through interviews and dialogue, and discuss strengths and areas for improvement. Quality improvement goals may be established with progress follow-ups and ongoing implementation support to ensure the continuous quality improvement cycle continues.

On-Site Monitoring Visits

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 may 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. Portions of written contract with Strong Beginnings program providers dealing with the role of the Family Liaison
4. Contract with Child/Family Support service provider(s) (if used)
5. Policies for Child/Family Support services (if applicable)
6. Composition of Program Advisory Committee and example of agendas showing discussion of items related to Strong Beginnings
7. Teaching staff resumes (Inform the CCRESA Strong Beginnings Implementation Consultant know of any permanent staffing changes that occur during the year within two weeks of the change)
8. Plan for transition activities between Strong Beginnings and GSRP
9. Budgets and Final Expense Reports (FERS) submitted and approved once each year
10. GSC endorsement
11. 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)
12. Professional Learning/Reflective Supervision Calendar for Teaching Staff and Family Liaisons
13. Meetings/professional development record for ECS for things only applicable to Strong Beginnings
14. Sample data packets and follow-up plans from site and ISD wide data meetings