



Early Childhood Investment Corporation

Subaward Agreement

Subrecipient/Subaward Information		
Name & Address of Subrecipient: COOR Intermediate School District 11051 N. Cut Rd. Roscommon MI 48653		Telephone: 989-275-9520
Contact Person: Helen Shastal		E-mail: shastalh@coorisd.net
		UEI: CAN6JTDDTA39
Pass-through Entity: MiLEAP	ECIC Contact: Donna Wade – dwade@ecic4kids.org or 517-816-4464	
Description: FY25 Great Start to Quality (GSQ) Resource Center		Award Date: 10/1/24
Period of Performance/Budget Period: Start: 10/1/24		End: 9/30/25
Amount Obligated/Committed to Subrecipient: \$545,283		I/T Minimum: \$205,428
Federal Award Identification		
Federal Awarding Agency: Department of Health and Human Services		
Federal Award Identification Number (FAIN): 2401MICCDD	Federal Award Date: 07/01/2024	FFATA Description: Child Care and Development Block Grant
Assistance Listing Number (ALN): 93.575	Assistance Listing Program Title: Child Care and Development Block Grant	
Is the Award R&D? No	Indirect Cost Rate: 15% De Minimus of MTDC	
Internal Information		
Cost Center: 100	Project Code: 1010	Account #: 5723.103

For Subrecipient:

For Early Childhood Investment Corporation:

Authorized Signature

Authorized Signature

Shawn Petri, Superintendent

Alicia Guevara, Chief Executive Officer

Name & Title (Print)

Name & Title (Print)

Date

Date

I. **Grantor**

The Early Childhood Investment Corporation (“ECIC”) is the granting entity. ECIC is located at 6639 Centurion Dr., Suite 180, Lansing, MI 48917. The Great Start to Quality Lead was granted to the Early Childhood Investment Corporation by the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP)/Child Development and Care (CDC) through a competitive bid process.

II. **Term**

This Subaward Agreement (“Agreement”) is between COOR Intermediate School District (“Subrecipient”) and ECIC for the term October 1, 2024 through September 30, 2025 (the “Term”).

III. **Maximum Amount of Agreement**

The Subrecipient may not spend an amount that exceeds **\$545,283** for services performed under this Agreement during the Term. Of this amount, a minimum of **\$205,428** must be spent on Infant/Toddler activities.

The Subrecipient will be paid based on a reimbursement basis. Reimbursements shall not exceed the total amount of this Agreement. Indirect may be approved and allowable, within the provided budget, if conditions of 2 CFR Part 200 Section 200.414 and Appendix IV are met and authorized.

IV. **Subaward/Subrecipient**

This Agreement is a subaward, and therefore constitutes a subrecipient relationship with ECIC.

Conditions of Award, if applicable, will be included as Attachment F. Any Conditions of Award issued as part of this subaward agreement must be met within the identified timeframe.

V. **Financial Requirements**

A. **Use of Funds**

Funds provided to the Subrecipient by ECIC shall be used solely in alignment with the approved budget and budget detail (Attachment A), Scope of Work (Attachment B), and approved Project Plan (Attachment C). If it is found that funds were used for activities outside of the Scope of Work, ECIC will work with the Subrecipient to address noncompliance.

All expenses must adhere to 2 CFR Part 200 Subpart E and provided Budget Guidance.

Subrecipients must participate in ongoing progress reporting and provide accurate, timely documentation. Providing false or inaccurate information pertaining to the agreement or improper use of the funds will result in the return or repayment of funds and any organization applying for these funds agrees to repay funds as required.

B. **Deviation Allowance/Amendments**

A deviation allowance modifying an established budget category by \$10,000 is permissible without written approval of ECIC. Any modification or deviation in excess of this provision, including any adjustment to the total amount of this provision, including any adjustment to the total amount of this Agreement, must be made in writing, and executed by all parties to this Agreement before the modifications can be implemented. This deviation allowance does not

authorize new categories, new projects, elimination of projects, subcontracts, equipment items, or positions not shown in Attachment A. A deviation must not exceed the total contract amount.

A Budget Amendment will be required for any budget category modification of \$10,000 or greater. Budget Amendments shall be requested in writing, in advance, and require ECIC approval prior to the Subrecipient exceeding a line item by \$10,000 or greater, as budgeted. The request should include a narrative description of the requested changes.

C. Indirect Costs

The US Department of Education defines Indirect Costs as:

Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. Indirect costs support the overall administration of a recipient organization. Generally, salaries of administrative and/or clerical personnel are classified as indirect or overhead costs in an organization's accounting system included as a portion of the stated indirect costs. If these salaries can be adequately documented as direct costs, they can be included as direct costs; however, a justification must be included in the narrative.

An indirect cost rate is simply a mechanism for determining fairly and conveniently within the boundaries of sound administrative principle, what proportions of Departmental/organization administration costs each program should bear. An indirect cost rate represents the ratio between the total indirect costs and benefiting direct costs, after excluding and/or reclassifying unallowable costs. This will allow for each program or activity represented in the direct costs base to assume their fair share of indirect costs when the rate is applied.

2 CFR Part 200.414(f) outlines compliance requirements for direct versus indirect costs:

In addition to the procedures outlined in the appendices in paragraph (e) of this section, any non-federal entity that has never received a negotiated indirect cost rate, except for those non-federal entities described in Appendix VII to Part 200—States and Local Government and Indian Tribe Indirect Cost Proposals, paragraph (d)(1)(B) may elect to charge a de minimis rate of 15% of modified total direct costs (MTDC) which may be used indefinitely. As described in §200.403 Factors affecting allowability of costs, costs must be consistently charged as either indirect or direct costs but may not be double charged or inconsistently charged as both. If chosen, this methodology once elected must be used consistently for all federal awards until such time as a non-federal entity chooses to negotiate for a rate, which the non-Federal entity may apply to do at any time.

In order to comply with these requirements outlined in the Uniform Grants Guidance 2024 Revision, the indirect rate for the CCDF Agreement is set at 15%.

D. Reimbursement

ECIC is not liable for any costs incurred by the subrecipient prior to the approved budget period.

Payment for this Agreement is reimbursement based. Subrecipients will submit a Statement of Expenses (SOE), using the template provided by ECIC. SOEs will be submitted monthly, to ensure spending remains in alignment with funding goals. ECIC will issue payment within 30 days

of approved SOEs. Subrecipients will be set up as a vendor in ECIC's on-line bill portal, and payments will be made through Electronic Funds Transfers (EFT) Direct Deposits.

At the end of the contract period, subrecipients are required to submit a final expenditure report as part of close out activities.

All CCDF funds reimbursed by ECIC will be performance-based, meaning payments will be tied to documented progress against milestones and deliverables outlined in the Statement of Work (Attachment B).

The Subrecipient will adhere to its Travel Policy for reimbursing its employees' travel expenses. If the Subrecipient's travel policy is silent on an issue, the Subrecipient will refer to the Non-State Employee Travel Expense Reimbursement procedures issued by the Michigan Department of Technology, Management, and Budget (DTMB).

E. Audit Requirements

According to the Uniform Grants Guidance 2024 Revision, a recipient of Federal funds is required to conduct a single audit or a program specific audit if the amount of funds is \$1,000,000 or greater. If the Subrecipient is required to have a single audit performed, the Subrecipient must submit the reporting package and an audit transmittal letter to ECIC within 60 days of completion to the address that follows.

The reporting package includes:

- i Financial statements and Schedule of Expenditures of Federal Awards (SEFA)
- ii Summary schedule of prior audit findings
- iii Auditor's report(s)
- iv Corrective action plan

A copy of Subrecipient audit reports must be submitted to ECIC within 60 days of completion.

If a single audit is not required pursuant to the Uniform Grants Guidance 2024 Revision, the Subrecipient must still submit a letter stating why a single audit was not required and the Subrecipient's fiscal year to which it pertains.

F. Audit Related Sanctions

ECIC may impose sanctions on the Subrecipient if the Subrecipient fails to adhere to any of the audit requirements in this Contract. ECIC will notify the Subrecipient in writing of any imposed sanctions. In cases of continued inability or unwillingness to comply with audit requirements, ECIC may recoup all federal payments made to the Subrecipient during the period that a single audit was required.

G. Expenditure Projections and Statement of Expenditure Requirements

A report of estimated total agreement expenditures projected through the end of the Agreement term must be submitted no later than June 13, 2025 using guidelines issued by ECIC. Underspending, particularly if not reflected in projections, may impact future consideration of awards.

Final SOE due date is October 6, 2024. The final SOE must be clearly marked "FINAL". Final SOEs not received by the due date may result in a loss of funding requested per the report of

estimated total agreement expenditures and may result in the potential reduction in the subsequent year's agreement amount.

H. Un-obligated Funds

Any un-obligated balance of funds held by the Subrecipient at the end of the Agreement term will be returned to ECIC or treated in accordance with instructions provided by ECIC.

VI. Reporting

Reference Reporting Requirements (Attachment D) for content and timelines.

VII. Technical Assistance/Support

A. Planned Technical Assistance/Support:

The Subrecipient will participate in ongoing Technical Assistance with ECIC. This will include, but is not limited to, the following:

- i Engage in project kick-off meeting with ECIC to become oriented to project and subrecipient requirements
- ii Engage in monthly learning cohort meetings with fellow Subrecipients facilitated by ECIC
- iii Engage in every other month individual meetings with ECIC to discuss progress, concerns, questions, etc.
- iv ECIC will facilitate an optional TA sessions, at least every other month – “office hours” - where Subrecipients can bring questions and get “in real time” answers

B. Emergent Technical Assistance/Support:

In the event of emergent technical assistance or support needs, Subrecipients should contact ECIC via email to:

- Donna Wade for monitoring related items at dwade@ecic4kids.org
- Christy Opsommer for GSQ systems related items copsommer@ecic4kids.org
- Jenn Rountree for coaching or training related items at jroundtree@ecic4kids.org

VIII. Subrecipient Monitoring

Subrecipient monitoring is multifaceted and includes risk-assessment, financial, and programmatic monitoring activities (see Subrecipient Monitoring Plan Attachment E).

Subrecipient will identify a primary contact for ECIC regarding performance concerns. ECIC will work with the primary contact to seek their understanding and response to performance concerns. ECIC's goal will be to achieve satisfactory resolution of performance concerns within reasonable time frames. If necessary, a plan will be developed jointly between ECIC and Subrecipient, to ensure adequate progress or resolution will be made within an established timeframe.

In addition, ECIC reserves the right to perform scheduled on-site visits during normal business hours, to monitor Subrecipient's activities under this Agreement at any time, either during the term, or within one year after termination of the Agreement. Subrecipient shall cooperate with ECIC, authorized representatives of MiLEAP/CDC, Federal Grantor Agency, Comptroller General of the United States and State Auditor General, or any of their duly authorized representatives, to records, files and documentation related to this Agreement, to the extent authorized by applicable state or federal law, rule, or regulation.

If ECIC detects noncompliance with this Agreement, and/or questioned costs during the course of a review, these items shall be identified and conveyed to Subrecipient. If adequate progress or resolution is not made within the established timeframe, the Subrecipient may have a temporary withholding of payment, pending correction of noncompliance, or may be subject to a formal Corrective Action Plan.

Subrecipient will be required to address each item in ECIC's report by providing a Corrective Action Plan (CAP) to eliminate or correct each issue of noncompliance. ECIC will monitor completion of the CAP in conjunction with Subrecipient.

If ECIC identifies questioned costs that cannot be substantiated or that are disallowed under the Agreement, then ECIC may, at its discretion, and after consultation with Subrecipient, require Subrecipient to submit a reimbursement to ECIC to reflect adjustment for disallowed costs. Subrecipient must submit reimbursement for disallowed costs within five (5) days of any notice of a disallowed cost from ECIC.

If Subrecipient fails to comply with monitoring requirements as set forth in this Agreement, and within allotted time frames mutually established, ECIC may, at its discretion, invoke sanctions, which may include, but are not limited to, actions to collect disallowed costs, cancellation of the Agreement, or ineligibility of future contracts or subawards.

IX. Assurances

The following assurances are hereby given to ECIC:

A. Racial Equity, Diversity, and Inclusion

ECIC has a longstanding and ongoing commitment to racial equity, diversity and inclusion, both within the organization and externally through its programming, investments and stake-holder engagement efforts. ECIC believes that racial equity is an aspirational pursuit insisting that all people— regardless of their racial/ethnic group identification, skin color or physical traits – will have equal opportunity to experience well-being in a just society. ECIC strongly encourages racial and other forms of diversity by the Subrecipient in all aspects of the Project and throughout all levels of the organization or partnership of organizations. It is ECIC's belief that embedding racial equity within all levels of an organization, together with racially equitable policies, processes, and programming, are necessary to advance the kind of society that will produce thriving children and families.

B. Legal Effect

Except as otherwise agreed in writing by the parties, ECIC assumes no liability for costs incurred by the Subrecipient or payment under this Agreement, until Subrecipient is notified in writing that this Agreement has been approved by ECIC and has been signed by all the parties.

C. Insurance Coverage

The Subrecipient notes and agrees ECIC assumes no responsibility or liability for the Subrecipient's operations. Thus, the Subrecipient shall provide and maintain public liability insurance in such amounts as necessary to cover all claims which may arise out of the Subrecipient's operations under the terms of the Agreement and provide proof of such insurance coverage upon request to ECIC prior to the effective date of this Agreement. Unemployment compensation coverage and workers compensation insurance shall be maintained by the Subrecipient in accordance with applicable federal and state laws and regulations.

The Subrecipient shall provide and maintain general, event, professional, medical and/or automobile liability including non-owned auto insurance in such amounts as necessary to cover all claims which may arise out of the Subrecipient's operations under the terms of the Agreement and provide proof of such insurance coverage to ECIC upon request. The Subrecipient agrees to provide evidence that all applicable insurance policies related to the Subrecipient's negligence arising out of the requirements of this Agreement will not cause the policy to be cancelled, materially changed, or not renewed without 30 days prior written notice to ECIC.

The Subrecipient shall maintain all required insurance coverage during the Term and any extensions thereto.

D. Publication Rights

Where activities supported by this Agreement produce books, films, or other such copyrightable materials issued by the Subrecipient, the Subrecipient will acknowledge that ECIC and MiLEAP/CDC reserves a royalty-free, non-exclusive and irrevocable license to reproduce, publish and use such materials and to authorize others to reproduce and use such materials. This cannot include service recipient information or personal identification data.

Where activities supported by this Agreement produce any materials for marketing and outreach, copyrighted materials or modifications of previously produced materials bearing acknowledgement of ECIC's, or MiLEAP/CDC's, name or logo must be reviewed and approved prior to reproduction and use of such materials.

E. Acknowledgement

All publications including reports, films, brochures, and any project materials developed with funding from this program, must include one of the statements referenced below, as they apply:

- "These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential using Child Care Development Funds (CCDF)."
- "Funding from the Child Care Development Fund within the Michigan Department of Lifelong Education, Advancement, and Potential supports the implementation of Great Start to Quality."

F. Disputes

The Subrecipient shall notify ECIC in writing of intent to pursue a claim against ECIC for breach of any terms of this Agreement. No suit may be commenced by the Subrecipient for breach of this Agreement prior to the expiration of 90 days from the date of such notification. Within this 90-day period, the Subrecipient, at the request of ECIC, must meet with the Chief Executive Officer of ECIC or designee for the purpose of attempting resolution of the dispute.

This Agreement will be governed by and construed in accordance with the laws of the state of Michigan, excluding any choice-of-law rules that would require the application of the laws of any other jurisdiction.

G. Agreement Inclusiveness/Amendment

This Agreement contains all the terms and conditions agreed upon by the parties. No other understanding, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the parties hereto. If a revision to federal or state law or regulation occurs, that in ECIC's sole discretion, requires that this Agreement be amended, then ECIC will propose an amendment to the Agreement that reflects the revision of the law or regulation. If the Subrecipient refuses to sign such amendment within 15 days after receipt, this Agreement shall automatically be amended to reflect the revision of the law or this Agreement will terminate upon such refusal, in the sole discretion of ECIC. This Agreement may otherwise be amended only by the written consent of all the parties hereto.

H. Indemnification

Subrecipient shall indemnify, defend, and hold harmless ECIC, its employees, agents, and representatives from and against any and all claims, demands, actions, causes of action, suits, damages, losses and expenses (including reasonable attorneys' fees) involving any injury, death, damage or loss which arise out of or are in connection with the negligent, reckless or intentional acts or omissions of Subrecipient or Subrecipient's employees, contractors or agents. Subrecipient further agrees to indemnify ECIC for any and all liability or loss arising in any way out of Subrecipient's performance or non-performance of this Agreement.

I. Assurance Regarding Compliance with Grant Program Requirements

Subrecipient agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies, and award conditions governing this program. Subrecipient understands and agrees that if it materially fails to comply with the terms and conditions of the subaward, ECIC may withhold funds otherwise due to the Subrecipient from this grant program, until the Subrecipient comes into compliance, or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). ECIC may withhold up to 100 percent of any payment based on a monitoring finding, audit finding, or pending final report.

J. Compliance with Applicable Laws

The Subrecipient will comply with applicable federal and state laws, guidelines, rules, and regulations in carrying out the terms of this Agreement. The Subrecipient will also comply with all applicable general administrative requirements such as OMB Circular A-110 (Relocated to 2 CFR Part 215), along with 2 CFR Part 200, and 45 CFR Part 75 Subpart F, which are specific to CCDF, implemented through applicable portions of the associated "Common Rule" and covering cost principles, grant/agreement principles, and audits in carrying out the terms of this Agreement.

K. Anti-Lobbying Act

The Subrecipient will comply with the Anti-Lobbying Act, 31 USC 1352 as revised by the Lobbying Disclosure Act of 1995, 2 USC 1601 et seq., and Title V Section 503 of the Departments of Labor, Health and Human Services and Education, and Related Agencies Appropriations Act (Public Law 111-117); 123 stat 3279. Further, the Subrecipient will require that the language of this assurance be included in the award documents of all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients will certify and disclose accordingly.

L. Non-Discrimination

In the performance of any contract, sub-contract, or purchase order produced as a result of this Agreement, the Subrecipient agrees it will not discriminate against any employee or applicant

for employment or service delivery and access, with respect to their hire, tenure, terms, conditions or privileges of employment, programs and services provided, or any matter, directly or indirectly related to employment, because of race, color, religion, national origin, ancestry, age, sex, height, weight, marital status, physical or mental disability unrelated to the individual's ability to perform the duties of the particular job or position or to receive services. The Subrecipient further agrees that every subcontract entered into for the performance of any contract or purchase order resulting therefrom will contain a provision requiring non-discrimination in employment, service delivery and access, as specified in this Agreement, binding upon each subcontractor. This covenant is required pursuant to the Elliot-Larson Civil Rights Act, 1976 PA 453, as amended, MCL 37.2201 et seq., and the Persons with Disabilities Civil Rights Act, 1976 PA 220, as amended, MCL 37.1101 et seq., and any breach of these terms will be regarded as a material breach of the contract or purchase order.

Additionally, assurance is given to ECIC that proactive efforts will be made to identify and encourage the participation of minority owned, and women owned businesses, and businesses owned by handicapped persons in contract solicitations. The Subrecipient will incorporate language in all contracts awarded: (1) prohibiting discrimination against minority owned and women owned businesses and businesses owned by handicapped persons in subcontracting; and (2) making discrimination a material breach of contract, resulting in possible termination.

M. Subcontracts

Assure for any subcontract service, activity, or product:

- i That a written subcontract is executed by all affected parties prior to the initiation of any new subcontract activity.
- ii That any executed subcontract to this Agreement will require the subcontractor to comply with all applicable terms and conditions of this Agreement. In the event of a conflict between this Agreement and the provisions of the subcontract, the provisions of this Agreement will prevail. A conflict between this Agreement and a subcontract, however, will not be deemed to exist where the subcontract:
 - a. Contains additional non-conflicting provisions not set forth in this Agreement.
 - b. Restates provisions of this Agreement to afford the Subrecipient the same or substantially the same rights and privileges as ECIC or requires the Subcontractor to perform duties and/or services in less time than that afforded the Subrecipient in this Agreement.
 - c. That the subcontract does not affect the Subrecipient's accountability to ECIC for the subcontracted activity.

That any billing or request for reimbursement for subcontract costs is supported by a valid subcontract and adequate source documentation on costs and services.

That the Subrecipient will submit all written agreements and subcontracts funded by this Agreement that total over \$100,000 to ECIC prior to execution for review and approval. Subrecipient retains responsibility for subcontractor oversight and adherence to applicable organization, state, and federal laws and regulations. For other contracts related to this Agreement, the Subrecipient will permit ECIC, or its designee, to visit Subrecipient offices and review and evaluate as requested. Seven (7) business days' notice will be given prior to the review and the review will take no longer than seven (7) business days from the date from the start of the review.

N. Procurement

Grantee will adhere to their own procurement policies. Assure that all purchase transactions, whether negotiated or advertised, will be conducted openly and competitively in accordance

with the principles and requirements of 2 CFR Part 200 Subpart F and 45 CFR Part 75 Subpart F, which are specific to CCDF, or A-102 (as revised), and implemented through applicable portions of 45 CFR Subtitle A, Section 92.36, as promulgated by responsible federal contractor(s). Records sufficient to document the significant history of all purchases must be maintained for a minimum of six (6) years after the end of the agreement term.

O. CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

P. CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools, and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Lifelong Education, Advancement, and Potential, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

Q. Prohibition Against Using Funds to Support Religious Activities

The Subrecipient will not use funds administered by the State of Michigan or federal government to support inherently religious activities, such as worship, religious instruction, or proselytization. If the Subrecipient engages in such activities, it must offer them separately, in time or location, from the programs or services funded with state or federal assistance, and participation must be voluntary for the beneficiaries of the state or federally funded programs or services.

The Subrecipient will strictly adhere to provisions of federal law and regulation, including those found in 42 U.S.C. 604a.

R. Debarment and Suspension

Assurance is hereby given to ECIC that the Subrecipient will comply with Federal Regulation, 2 CFR Part 180 and certifies to the best of its knowledge and belief that it, including its employees and subcontractors:

- Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or the Subrecipient.
- Have not, within a three-year period preceding this Agreement, been convicted of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation

of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

- Are not presently indicted, or otherwise criminally or civilly charged, by a government entity (federal, state, or local) with commission of any offense enumerated in section 2, and.
- Have not within a three-year period preceding this Agreement had one or more public transactions (federal, state, or local) terminated for cause or default.

S. Federal Requirements: Pro-Children Act

Assurance is hereby given to ECIC that the Subrecipient will comply with Public Law 103-227, also known as the Pro-Children Act of 1994, 20 USC 6081 et seq., which requires that smoking not be permitted in any portion of any indoor facility owned, leased, or contracted by, and used routinely or regularly, for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by federal programs either directly or through state or local governments, by federal grant, contract, loan or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such federal funds. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the responsible entity. The Subrecipient also assures that this language will be included in any subawards that contain provisions for children's services.

The Subrecipient also assures, in addition to compliance with Public Law 103-227, any service or activity funded in whole or in part through this Agreement will be delivered in a smoke-free facility or environment. Smoking will not be permitted anywhere in the facility, or those parts of the facility under the control of the Subrecipient. If activities or services are delivered in facilities or areas that are not under control of the Subrecipient (e.g., a mall, restaurant, or private work site), the activities or services will be smoke-free.

T. Hatch Political Activity and Intergovernmental Personnel Act

The Subrecipient will comply with the Hatch Political Activity Act, 5 USC 1501-1508, and the Intergovernmental Personnel Act of 1970, as amended by Title VI of the Civil Service Reform Act, Public Act 95-454, 42 USC 4728. Any person or organization involved in the administration of federally assisted programs cannot use Federal funds for partisan political purposes of any kind.

U. Health Insurance Portability and Accountability Act

To the extent that this Act is pertinent to the services that the Subrecipient provides to ECIC under this Agreement, the Subrecipient assures that it is in compliance with the Health Insurance Portability and Accountability Act (HIPAA) requirements including the following: Assure that all terms of the Agreement will be appropriately adhered to and that records and detailed documentation for the project or program identified in this Agreement will be maintained for a period of not less than six (6) years from the date of termination, the date of submission of the final expenditure report, or until any litigation and audit findings have been resolved.

- i The Subrecipient must not share any protected health data or information provided by ECIC or MiLEAP/CDC that falls within HIPAA requirements except to a subcontractor as appropriate under this Agreement.

- ii The Subrecipient must require the subcontractor not share any protected health data and information from ECIC or MiLEAP/CDC that falls under HIPAA requirements in the terms and conditions of the subcontract.
- iii The Subrecipient must only use the protected health data and information for the purposes of this Agreement.
- iv The Subrecipient must have written policies and procedures addressing the use of protected health data and information that falls under the HIPAA requirements. The policies and procedures must meet all applicable federal and state requirements including the HIPAA regulations. These policies and procedures must include restricting access to protected health data and information by the Subrecipient's employees.
- v The Subrecipient must have a policy and procedure to report to ECIC unauthorized use or disclosure of protected health data and information that falls under the HIPAA requirements of which the Subrecipient becomes aware.
- vi Failure to comply with any of these requirements may result in the termination of this Agreement in accordance with Part II, Section VI Termination.
- vii In accordance with HIPAA requirements, the Subrecipient is liable for any claim, loss, or damage relating to unauthorized use or disclosure of protected health data and information received by the Subrecipient from ECIC or MiLEAP/CDC or any other source.

V. Child Care and Development Fund (CCDF) Program Assurances

The Subrecipient will assure that the following apply and are adhered to:

- i It will have in effect a program that complies with provisions of the Child Care and Development Fund Plan for Michigan FY 2025-2027, and is administered in accordance with the Child Care and Development Block Grant Act of 1990, as amended (42 U.S.C. 9857, et seq.), Section 418 of the Social Security Act (42 U.S.C. 618), 45 CFR Parts 98 and 99., and all other applicable Federal laws and regulations;
- ii No modifications of existing CCDF funded programs or services will be effective unless in writing, and signed by ECIC and the representative of the Subrecipient, at least 30 days prior to the date that change is to become effective. Any breach or default by a party will not be waived or released other than in writing signed by another party.

The Subrecipient will submit all written agreements and subcontracts funded by this Agreement that are in excess of \$100,000 to ECIC prior to execution for review and approval to ensure compliance with the CCDF State Plan and applicable state and federal laws and regulations. For other contracts related to this Agreement Subrecipient will permit ECIC, or its designee, to visit Subrecipient offices and review and evaluate as requested. Seven business days' notice will be given prior to the review and the review will take no longer than seven business days.

- iii Subrecipient will assist ECIC in collecting and disseminating consumer education that will promote informed child care choices information to parents of eligible children and the general public.

X. Termination of Agreement

ECIC may terminate this Agreement without further liability or penalty to ECIC by giving the Subrecipient written notice stating the reasons for termination, and the effective date of such cancellation, thirty (30) days prior to the date of termination.

This Agreement may be terminated by the Subrecipient by giving thirty (30) days written notice to ECIC stating the reasons for termination and the effective date.

This Agreement may be terminated on thirty (30) days prior written notice upon the failure of either party to carry out the terms and conditions of this Agreement, provided the alleged defaulting party is given notice of the alleged breach and fails to cure the default within thirty (30) day period.

This Agreement may be terminated immediately if the Subrecipient, or an official of the Subrecipient, or an owner, convicted of, or is charged, by a prosecutor or attorney general, with a felony related to any criminal activity referenced in Section III of this Agreement, which is directly connected to the work performed in this Agreement, during the term of this Agreement or any extension thereof.

Upon termination, prior to expiration, of an agreement in which the scope of work is directly connected to the work performed hereunder between Subrecipient and any of its subcontractors, Subrecipient agrees to immediately notify ECIC, and automatically assign all of its duties, rights, title and interest, relevant to the work performed hereunder, to ECIC. Provisions relating to confidentiality, indemnification of Subrecipient, and any and all ownership rights that Subrecipient has in the work performed by subcontractor will continue to inure to the benefit of Subrecipient. In addition, within five (5) days of notice of termination, Subrecipient agrees to provide ECIC notification of all outstanding costs/invoices associated with contract. If, at the time of termination, there are outstanding invoices with subcontractor which are billable expenses ECIC has approved, Subrecipient agrees to remit payment to the subcontractor within 60 days of, when Subrecipient has received the billing statement from subcontractor and Subrecipient has received funds from ECIC.

A. Transition Responsibilities

Upon termination or expiration of this Agreement for any reason, Subrecipient must, for a period of time specified by ECIC (not to exceed 90 calendar days), and within the current Agreement period, provide all reasonable transition assistance requested by ECIC or MiLEAP/CDC, to allow for the expired or terminated portion of the Agreement Activities to continue without unplanned, significant or material interruption or adverse effect within Subrecipient's control, and to facilitate the orderly transfer of such agreed upon SOW Activities to ECIC or its designees. Such transition assistance may include, but is not limited to: (a) continuing to perform the SOW Activities at the established Agreement rates within the current Agreement period or as negotiated for work beyond the current Agreement period, if done so in advance of the current Agreement period end date; (b) taking all reasonable and necessary measures to transition performance of the work, including all applicable and agreed upon SOW Activities, training, equipment, reports and other documentation, to ECIC or ECIC's designee; (c) taking all necessary and appropriate steps, or such other action as ECIC may direct, to preserve, maintain, protect, or return to ECIC all materials, data, property, and confidential information provided directly or indirectly to Subrecipient by any entity, agent, vendor, or employee of ECIC; (d) transferring title in and delivering to ECIC, at ECIC's discretion, all completed or partially completed deliverables prepared under this Agreement as of the Agreement termination date; and (e) preparing an accurate accounting from which ECIC and Subrecipient may reconcile all outstanding accounts (collectively, "Transition Responsibilities").

B. Final Report Upon Termination

Should either party terminate this Agreement, within forty-five (45) days after the termination, the Subrecipient will provide ECIC with all financial performance and other reports required as a condition of this Agreement. ECIC will make payments to the Subrecipient for allowable reimbursable costs not covered by previous payments. The Subrecipient will immediately refund to ECIC any funds not authorized for use and any payments to the Subrecipient in excess of allowable reimbursable expenditures.

XI. Stop Work Orders

ECIC may, at any time, by written stop work order to the Subrecipient, require that the Subrecipient stop all, or any part, of the work called for by the Agreement for a period of up to ninety (90) calendar days after the stop work order is delivered to the Subrecipient, and for any further period to which the parties may agree. The stop work order will be specifically identified and will indicate that it is issued under this Section of the Agreement and include the reasons for the stop work order. Upon receipt of the stop work order, the Subrecipient will immediately comply with its terms, and take all necessary and reasonable steps to minimize the incurrence of costs allocable to the work covered by the stop work order during the period of work stoppage.

If a stop work order issued under this Section of the Agreement is canceled, or the period of the stop work order, or any extension thereof expires, the Subrecipient will resume work. The parties will agree upon an equitable adjustment in the services to be delivered, the Agreement price, or both, and the Agreement will be modified, in writing, accordingly, if:

- i the stop work order results in an increase in the time required for, or in the Subrecipient's cost properly allocable to the performance of any part of this Agreement; and
- ii the Subrecipient asserts its right to an equitable adjustment within thirty (30) calendar days after the end of the period of work stoppage, provided that, if ECIC decides the facts justify the action, ECIC may receive, and act upon, a Subrecipient billing submitted at any time before final payment under the Agreement.

XII. Closeout

Closeout occurs after the term end date. Closeout does not affect recovery of disallowed costs, recovery of unused funds, access to records, and audit requirements.

Supporting documentation for all expenses and program activities must be retained for a period of six (6) years, following the end of the fiscal year of the period of performance end date. Documentation must be promptly submitted to ECIC when requested.

ECIC may request a transfer of subrecipient records to ECIC, if applicable, for the duration of the retention period.

XIII. Severability

If any provision of this Agreement or any document attached to or incorporated by reference is waived or held to be invalid, such waiver or invalidity will not affect other provisions of this Agreement.

XIV. Liability

All liability to third parties, loss, or damage as a result of claims, demands, costs, or judgments arising out of activities, such as direct service delivery, to be carried out by the Subrecipient in performance of this Agreement will be the responsibility of the Subrecipient, and not the responsibility of ECIC, if the liability, loss, or damage is caused by, or arises out of, the actions or failure to act on the part of the Subrecipient, provided that nothing herein will be construed as

a waiver of any government immunity that has been provided to the Subrecipient or its employees by statute or court decisions.

All liability to third parties, loss, or damage as a result of claims, demands, costs, or judgments arising out of activities, such as the provision of policy and procedural direction, to be carried out by ECIC in the performance of this Agreement will be the responsibility of ECIC, and not the responsibility of the Subrecipient, if the liability, loss, or damage is caused by, or arises out of, the action or failure to act on the part of any ECIC employee or agent, provided that nothing herein will be construed as a waiver of any governmental immunity by the State, its agencies (MiLEAP/CDC) or employees as provided by statute or court decisions.

In the event that liability to third parties, loss, or damage arises as a result of activities conducted jointly by the Subrecipient and ECIC in fulfillment of their responsibilities under this Agreement, such liability, loss, or damage will be borne by the Subrecipient and ECIC in relation to each party's responsibilities under these joint activities, provided that nothing herein will be construed as a waiver of any governmental immunity by the Subrecipient, the State, its agencies (MiLEAP/CDC) or their employees, respectively, as provided by statute or court decisions.

XV. Availability of Funds

ECIC's payment of Federal or State funds for purposes of this Agreement is subject to and conditional upon the availability of those funds for such purposes. No commitment is made by ECIC to continue or expand activities covered by this Agreement. Funding for services to be provided beyond the end of the initial State fiscal year is dependent on legislative appropriation.

XVI. Conflict of Interest

The Subrecipient, ECIC, and MiLEAP/CDC are subject to the provisions of 1968 PA 317, as amended, MCL 15.321 et seq., MSA 4.1700(51) et seq., and 1973 PA 196, as amended, MCL 15.341 et seq., MSA 4.1700 (71) et seq., and specifically, for CCDF, 2 CFR 200.112 and 45 CFR 75.112.

XVII. Confidentiality

The Subrecipient, ECIC, and MiLEAP/CDC each acknowledge that the other possesses and will continue to possess confidential information that has been developed or received by it. The use or disclosure of information concerning services, applicants or recipients obtained in connection with performance of this Agreement will be restricted to purposes directly connected with the administration of the programs implemented by this Agreement.

Subrecipient Budget Summary			
Subrecipient Name:	COOR ISD	GSQ Budget Amount:	\$ 339,855.00
		I/T Budget Amount	\$ 205,428.00
Budget Contact:	Christina Tappan	Budget Period:	10/1/20-09/30/25
Budget Contact Phone:	9892759566	Budget Contact Email:	tappanc@coorisd.net
Complete Address:	11051 N. Cut Road Roscommon, MI 48653	Federal Employer Identification Number (FEIN)/Federal Tax ID Number:	38-1791360
LINE ITEM BUDGET DESCRIPTOR			
LINE ITEM BUDGET DESCRIPTOR		GSQ Budget	I/T Budget
Salaries		\$ 182,277.26	\$ 119,431.46
Fringe Benefits		\$ 119,139.43	\$ 79,543.94
Travel		\$ 20,500.00	\$ 3,500.00
General Supplies		\$ 8,914.16	\$ 1,450.00
Equipment		\$ -	\$ -
Contract Services		\$ 1,076.75	\$ -
Miscellaneous/Other		\$ 7,947.40	\$ 1,502.60
Indirect		\$ -	
Total		\$ 339,855.00	\$ 205,428.00

Subrecipient Budget

Line Item	Narrative Detail	GSQ Budget	I/T Budget	
Salaries	<i>Support for staff salary directly related to the implementation of the Scope of Work (SOW). Please list each position, FTE, and budgeted salary for this SOW.</i>			
	Helen Shastal, Co-Director/QIC (.75 FTE) (.25 QIC FTE)	\$ 43,346.77	\$ 18,577.19	
	Chris Tappan, Co-Director (.25 FTE)	\$ 11,052.38		
	Katie Keith, Admin Supervisor (.20 FTE)	\$ 20,000.00		
	Melissa Maeder Quality Improvement Coach (1 FTE)	\$ 33,601.05	\$ 14,400.45	
	Kym Narayana, Quality Improvement Coach .1	\$ 32,745.44	\$ 14,033.76	
	Desiree Lipski, Quality Improvement Coach	\$ 41,531.62	\$ 17,799.26	
	Tracey Stein, Infant Toddler Specialist		\$ 54,620.80	
	Total Salaries:	\$ 182,277.26	\$ 119,431.46	
Fringe Benefits	<i>Includes, but is not limited to, FICA, unemployment insurance, retirement, health insurance, life insurance and long-term disability.</i>			
	Life Insurance	\$ 588.00	\$ 492.00	
	Health Insurance (medical, dental, vision)	\$ 30,200.80	\$ 20,646.20	
	Retirement	\$ 55,075.51	\$ 36,469.01	
	UAAL	\$ 19,330.91	\$ 12,800.23	
	FICA	\$ 13,944.21	\$ 9,136.50	
	Total Fringe Benefits:	\$ 119,139.43	\$ 79,543.94	
Travel	<i>Includes the costs of mileage, lodging, meals, and incidental expenses for travel associated with the implementation of the Scope of Work. The current IRS mileage rate is the max that can be charged. Indicate mileage rate to be used.</i>			
	Mileage: conference mileage (258 x 5 staff x 6 events) (Monthly mileage 373x5 staff x12 months approx =\$15000)	\$ 17,185.80	\$ 3,000.00	
	Meals \$36 meal x 5 x 6 events	\$ 864.00	\$ 216.00	
	Lodging (\$100x 5 x 6 events)	\$ 2,400.00	\$ 284.00	
	Incidentals (bridge tolls, parking)	\$ 50.20		
	Total Travel:	\$ 20,500.00	\$ 3,500.00	
General Supplies	<i>Include supplies needed to implement the Scope of Work (no single item should exceed \$10,000)</i>			
	<i>Consumable Supplies</i>			
	Office Supplies	\$ 2,700.00	\$ 300.00	
	Lending Library	\$ 2,000.00	\$ 1,000.00	
	<i>Non-consumable Supplies</i>			
	Tech and Supply	\$ 2,214.16		
Software Licensing	\$ 2,000.00	\$ 150.00		
	Total Supplies:	\$ 8,914.16	\$ 1,450.00	
Equipment	<i>Include items for purchases above a per unit threshold of \$10,000, needed for implementation of the Scope of Work.</i>			
	No equipment will be purchased for this project	\$ -	\$ -	
	Total Equipment	\$ -	\$ -	
Contract Services	<i>Contract Services are ongoing with a third party under a subcontract for the performance of a specific deliverable. Subcontracts over \$100,000 must have a separate budget submitted.</i>			
	<i>Contractor Name</i>	<i>Description</i>		
	Kathy Greinsteiner	Presentation at Early Childhood Conference	\$ 500.00	
	Other Presenters		\$ 576.75	
	Total Contracted Services:	\$ 1,076.75	\$ -	
Misc./Other	<i>Includes direct expenses not listed elsewhere such as internet, postage, printing, staff professional development, cell phone allowance, etc.</i>			
	Postage	\$ 357.40	\$ 142.60	
	Cell phone	\$30mo cell x 5 employees x 12 =\$1800	\$ 1,800.00	
	Zoom \$54.17x12 months=650	\$ 290.00	\$ 360.00	
	Meeting Support	\$100 per meeting x 10 meetings	\$ 500.00	\$ 500.00
	Occupancy Rent	\$75 per months months -rent of classroom for Lending Li	\$ 900.00	
	Advertising	\$2,000 in newspapers, promotional items etc. (\$181.82 fo	\$ 1,800.00	\$ 200.00
	Professional Development	Staff Recertifications/Professional Memberships (ie CPR recerifications/ Michigan NAEYC memberships \$150)	\$ 500.00	\$ 100.00
	Printing		\$ 1,800.00	\$ 200.00
	Total Miscellaneous/Other:	\$ 7,947.40	\$ 1,502.60	
	Subtotal	\$ 339,855.00	\$ 205,428.00	
	Indirect Costs			
	Total Budget	\$ 339,855.00	\$ 205,428.00	

Indirect Calculations

Sub-Recipient Indirect Rate: 0%

<u>General Fund</u>	<u>GSQ Budget</u>	<u>I/T Budget</u>	<u>Exclusions</u>	<u>Remaining Budget</u>
Salaries	\$ 182,277.26	\$ 119,431.46		\$ 301,708.72
Fringe Benefits	\$ 119,139.43	\$ 79,543.94		\$ 198,683.37
Travel	\$ 20,500.00	\$ 3,500.00		\$ 24,000.00
General Supplies	\$ 8,914.16	\$ 1,450.00		\$ 10,364.16
Contracted Services	\$ 1,076.75	\$ -	\$ -	\$ 1,076.75
Misc./Other	\$ 7,947.40	\$ 1,502.60		\$ 9,450.00
Total:	\$ 339,855.00	\$ 205,428.00		\$ 545,283.00
			Indirect Rate:	0%
				\$ -

Contracted Services Check
 GSQ OK
 I/T OK

<u>Contracted Services</u>	<u>GSQ Budget</u>	<u>I/T Budget</u>	<u>Exclusions</u>	<u>Indirect Threshold</u>
<i>Contractor Name</i>				
Kathy Greinsteiner	\$ 500.00	\$ -	\$ -	\$ 50,000.00
Other Presenters	\$ 576.75	\$ -	\$ -	\$ 50,000.00
Total:	\$ 1,076.75	\$ -	\$ -	

Indirect costs are capped at \$50,000 for each subcontract over the entire contract period.

NEGSTQ Budget Narrative-2025

Salaries:

Some staff are separated out into other program/grants but are all 1 FTE.

Salaries Total = **\$301,708.72**

Role Co Director	Name	Responsibility	Annual Salary	Project Percentage	Total Funded by Grant
Co Director	Helen Shastal	Overall direction and oversight of the project; programming	\$64,895.00	95%	61,923.96
Co-Direc tor	Chris Tappan	Oversight of expenditures/budgets	\$65,014.00	16%	\$11,052.38
Supervisor	Katie Keith	communicate organizational needs, oversee employees' performance, provide guidance, support, identify development needs - creates systems and protocols, policies and procedures	\$100,894.56	20%	\$20,000
Quality Improvement Coach	Desiree Lipski	Provides coaching and training	\$64,002.00	93%	\$59,330.88
Quality Improvement Coach	Kym Narayana	Provides coaching and training	\$54,080.00	70%	\$46,779.20
Quality Improvement Coach	Melissa Maeder	Provides coaching and training	\$58,678.66	81%	\$48,001.50
Infant/Toddler Specialist	Tracey Stein	provide content expertise and technical assistance support to ITLC and other providers within their region.	\$54,620.00	100%	54,620.80

Fringe Benefits:

Fringe Benefits include:

- FICA at 7.65% = \$23,080.71
- Medical insurance/Dental/Vision = \$50,847.00
- Unemployment (FUTA and SUTA) = \$1,065
- Life insurance at 0.05% = \$1,080.00
- Retirement/UAALt at 31% = \$123,675.66

Fringe Total = \$198,683.37

Travel:

Estimated travel costs are based on similar travel from the past three years and include travel costs for an estimated 5 staff x6 events. In addition to monthly mileage average 373 miles x 5 staff x 12 months

Travel Rates:

- Mileage – based on current IRS rate of \$.67/mile (rate will be adjusted if the IRS rate changes)
- Lodging – in-state lodging is based on the state rate of \$100/night; planned for 5 staff members and 6 events
- Meals - based on State of Michigan travel rates; out of state meal amounts are based on select cities rates; only actual costs, up to the maximum (select or non-select, in-state or out-of-state), will be charged.
 - \$36 meals x 5 staff members x 6 events
- Incidentals include estimates for parking total of \$50.20

Travel Total = \$24,000.00

General Supplies:

Consumable Supplies:

- General Office Supplies – \$3,000 for estimated consumable supplies necessary for program implementation, based on \$250/month per FTE
- Lending Library Supplies - \$3000 new materials and reordering supplies for broken/missing pieces of Lending Library items.

Non-consumable Supplies:

- Tech/Supply Hardware –laptop, owls for trainings \$2,214
- Software – Zoom accounts \$2150

Supplies Total = \$10,364.16

Equipment:

No equipment will be purchased for this project.

Contract Services:

- Training (contractor(s) not yet identified) – estimated cost of \$576.75, Kathy Greinsteiner \$500 for Early Childhood Conference

Contracts Total = **\$1076.75**

Misc/Other:

- Printing and postage – estimated cost of \$2,000 for printing and mailing of postcards, training materials, etc. -postage cost \$500=Total \$2,500
- Cell Phone Allowance – \$30mo cell x 5 employees x 12 =\$1800
- Zoom:\$54.17x12 months=650
- Meeting Support – estimated costs for meeting room and equipment rental at \$100 per meeting x 10 meetings
- Occupancy – Rent – \$75 per months months -rent for classroom Lending Library=\$900
- Advertising-\$2,000 in newspapers, promotional items etc. (\$181.82 for each county x 11 counties)
- Staff Recertifications/Professional Memberships: \$600 such as recertifications for staff

Misc/Other Total = **\$9,450.00**

Indirect:

No indirect cost

Total Budget = \$545,283

**Great Start to Quality Resource Center
FY25 Scope of Work**

I. Early Childhood Professional Development, Quality Improvement Consultation and Technical Assistance		
<i>Desired outcome: High-quality professional development and intensive quality improvement consultation are available and accessible to all licensed early learning and development programs and license exempt subsidized providers.</i>		
Item #	Key Activities	Progress Measure
1	Respond to technical assistance needs of providers within the RC service area by providing professional development for licensed early learning and development programs and license exempt scholarship providers who are serving children birth through 12 years of age.	
A	Develop and maintain a professional development training plan that supports RC service area provider needs.	<p>Develop and maintain a professional development/training plan that demonstrates identified trainings, supports and services have been identified through assessing service area needs (such as provider assessments, Quality Improvement Plans (QIPs) and other local data). Training plan should include supporting providers serving Native American children, children with disabilities and children receiving care on military installations.</p> <p>Plan must use various training modalities and utilize experts in areas like workforce development, literacy, SE and others.</p> <p>All required trainings should be offered with in-person options, as well as virtual options.</p> <p>Plan should include intended outreach activities to engage all providers within the service area.</p> <p>Plan should include self-training developed by partner for RC use like MiRegistry 101, GSQ 101, and training on observation tools.</p>
B	Utilize MiRegistry for professional development offerings within the service area.	<p>MiRegistry is used for all professional development.</p> <p>All trainings and all trainers must be approved in MiRegistry.</p>

C	<p>Break down barriers to MiRegistry use within the service area.</p> <p>Support direct care programs providing in-house professional development with becoming approved trainers and training sponsor organizations in the registry and submitting their training for approval and scheduling events.</p>	<p>Regional barriers for MiRegistry use have been addressed.</p> <p>Narrative summary of programs supported as part of quarterly reporting.</p>
D	<p>Prioritize support for programs at levels less than demonstrating quality, serving scholarship eligible children, willing to serve scholarship eligible children and infants and toddlers.</p>	<p>Using data from the public export RCs/Coaches prioritize programs serving scholarships eligible children when addressing resource center needs and caseload prioritization. Provide data on providers who were prioritized.</p>
E	<p>Share information and resources about supporting children with special needs and talking to parents of children with developmental delays.</p> <p>Examples may include: CCRESA modules; Michigan Alliance partnership, Early On, IECMHC referrals).</p>	<p>Narrative summary of activities related to support, information, and resources shared with providers as part of quarterly reporting.</p>
F	<p>Provide training and ongoing technical support for emergent priorities in early childhood as identified by MiLEAP or ECIC.</p>	<p>Evidence of training availability in MiRegistry and/or coaching support.</p>
G	<p>RC coaching staff working directly with programs will be trained on CLASS and ERS assessment tools.</p> <p>RC staff working with school age programs will be trained in SEL PQA basic training.</p>	<p>Identified RC coaching staff receive overview training on CLASS and ERS assessment tools. Report participation in quarterly report.</p> <p>Identified RC staff receive SEL PQA basic training. Report participation in quarterly report.</p>
2	<p>Facilitate quality improvement coaching with early learning and development programs within the resource center service area to achieve and maintain the highest level of quality as measured by Great Start to Quality self-reflections, quality improvement goals, and assessments.</p>	
A	<p>Regularly review provider Quality Improvement Plans and provide coaching/support in alignment with the current RC Protocols.</p>	<p>All child care providers working with a Quality Improvement Coach (QIC) will create and maintain a Quality Improvement goal/goals in the system. QICs will assure providers have goals in place and are actively working towards increased quality while on a QIC caseload.</p>
	<p>Implement LearnERS coaching framework</p>	<p>Identify two coaches in each region to implement LearnERS with providers in your service area.</p> <p>All participating coaches will participate in training from Branagh Information Group.</p>

		Participating programs will be identified in Q1
B	Connect eligible programs to the T.E.A.C.H. scholarship offered through the Michigan Association for the Education of Young Children (MiAEYC).	Utilizing report from MiAEYC identify the number of providers referred to T.E.A.C.H. who have started a scholarship.
C	Connect eligible programs to the T.E.A.C.H. scholarship offered through the Michigan Association for the Education of Young Children (MiAEYC).	Evidence that providers are connected to Social Emotional Consultants, included in the quarterly report number of referrals made per quarter (if applicable).
D	The RC will encourage licensed programs to complete the on demand 30-hour center based business series training or the family business series modules to help create business sustainability within the service area.	Request data report from MiRegistry quarterly to identify providers from the service area who have completed the trainings.
3	Provide CCDF required training.	
A	All required trainings should be offered in person (priority), as well as having some virtual options.	Each RC must develop a training plan for their service area that prioritizes in person training while remaining responsive to the needs and preferences of providers and submit to ECIC. This plan should detail how the trainings were selected, how offerings respond to provider needs, rationale for choosing in person or virtual offerings, and what quarter they will be offered.
B	Two trainings provided per resource center and meet the definitions/requirement of homelessness under McKinney- Vento. Trainings are to be offered in person. A RC can provide a rationale to ECIC for approval to offer one of the offerings virtually.	Two trainings will be provided by each resource center and participation data will be provided quarterly.
C	RCs will work in partnership with the IT Statewide Lead at ECIC along with MiLEAP to promote the Infant/Toddler Development and Care Practices 45 hour on demand training (formerly called B-3). RCs will work with the IT Statewide Lead and ECIC to develop an implementation plan to support the coordination and facilitation of quarterly virtual follow up sessions and individualized requests for support as needed for training participants.	Quarterly follow up sessions, number of participants, and number of individual follow up requests will be reported by RCs quarterly. (Report can be requested from MiRegistry.) RCs will work with the IT Statewide Lead to report on quarterly follow up session participation and recommendations.

D	<p>Three health and safety trainings will be provided per resource center. Trainings will be provided on an ongoing basis with all the trainings offered in person.</p> <p>As needed, RCs to work with ECIC /MiLEAP to provide virtual Spanish offerings and supports to providers.</p>	<p>The trainings will be provided by each resource center and participation data will be provided quarterly.</p>
E	<p>As needed, RCs to work with ECIC /MiLEAP to provide virtual Spanish offerings and supports to providers.</p>	<p>Completion of one HOPEful Conversations training.</p>
F	<p>Maintain one staff person who has completed Go NAPSACC consultant training to support providers with utilizing Go NAPSACC resources to meet their quality improvement goals.</p>	<p>Provide a narrative of how the RC is sharing this resource with providers to support their quality improvement plans and access the 37 online training modules.</p> <p>NOTE: these trainings are approved in MiRegistry and a data exchange is in place. Not on public calendar, as an individual provider can't directly access. They access through their program. 1 account/program.</p>
G	<p>Provide Level Two professional development for License Exempt (LE) providers in MiRegistry.</p> <p>Resource Centers will offer pathways for providers to achieve the 10 hours of training needed for Level Two. Providers should be offered a continuum of professional development/training with the goal of 10- hour segments/blocks to be achieved.</p> <p>Examples: creating a package of 10 hours of training for the LE provider to complete; offering the HOPEful Conversations training; 10 hours of self-paced courses.</p>	<p>Narrative describing activities and offerings to help more LE providers achieve Level Two each quarter.</p> <p>NOTE: MiRegistry has contact info that is shared already for the Refresher training, we could add the level 2 info (begin/end date) and they could use the list to target outreach to providers.</p>
H	<p>Staff attend required CCDF train-the-trainers (ToT) offered by ___, MiLEAP or a MiLEAP identified partner to meet SOW requirements. ToT may be offered virtually or in person.</p>	<p>Staff members identified and attended the ToT.</p>
4	<p>Provide Infant Toddler focused training, technical assistance, and coaching, including use of the Michigan Infant Toddler Model within each Resource Center.</p>	

A	Ensure that trainings with Infant Toddler focus will be provided within each resource center service area.	Annually, 15% of all professional development opportunities (excluding all required state training) must be specifically targeted to Infants/Toddlers with 100% of the content focused on Infants and Toddlers. Note: Training done for members of the Infant Toddler cohorts can be counted.
B	Ensure Infant Toddler Specialists engage infant toddler teachers in improving the quality of care. All RCs participate in IT Specialist Network, including Statewide Leadership Team and all requirements in the model related to cohorts and ITS Specialist training requirements.	Provide required data to IT Specialist Network. RC Participation documented.
D	The RC will encourage licensed programs to complete the Infant/Toddler Development and Care Practices 45 hour on demand training (formerly called B-3) to help providers meet child care licensing requirements.	Request data report from MiRegistry quarterly to identify providers from the service area who have completed the trainings.

II. Support for Families

Desired outcome: Provide families with consumer education and resources that meet their needs and support their understanding of quality early learning programs.

Item #	Key Activities	Progress Measure
1	Provide Resource and Referral Support to Help Ensure Families Have Access to High Quality Early Learning Opportunities	
A	Through collaboration with child care licensing, GSCs/GSFCs, TriShare hubs (where available), Regional Coalitions, FCCNs, market Great Start to Quality to families and community partners using MiLEAP approved materials and resources.	Share approved GSQ materials and engage parents/families and other stakeholders through multiple avenues including but not limited to community events, partner agencies, local ISD contacts, regional coalitions, FCCNs, TriShare hubs, child care providers, social media, website, email, print materials, and other avenues as appropriate, reporting will be conducted annually on where/how GSQ materials were distributed.
B	Support families via multiple methods (phone, email, online search, scholarship calculator, in-person, etc.) in finding quality child care options that fit their needs including reduction of barriers to access and affordability (as resources allow), and provision of equitable services.	Quarterly reporting from WLS to identify the number of families contacting the RC in finding childcare.
C	Encourage participation in Head Start/GSRP enrollment and recruitment efforts throughout the region to help support PreK for All.	Evidence of partnerships that support Head Start/GSRP enrollment and recruitment efforts throughout the region to promote PreK for All, such as partnership meetings, referral of eligible children/families, referral to GSQ, etc.

2	Engage with GSCs and GSPCs, Regional Coalitions, FCCNs, Child Care Licensing and Other Stakeholders	
A	Utilize GSCs/GSFCs, Regional Coalitions, TriShare hubs, and School Readiness Advisory Committee to inform families about resources that are available to support families with finding high quality early learning opportunities.	Provide examples of engagement with GSCs/GSFCs, Regional Coalitions, TriShare hubs, and School Readiness Advisory Committee that occurred during the quarter. Examples should include the outcomes of the engagement.
B	Engage with FCCNs and other quality initiative partners as requested to ensure a coordinated early childhood system that supports children and families.	Provide examples of engagement that occurred during the quarter. Examples should include outcomes of the engagement.
3	Provide Resources	
A	Culturally relevant lending Library Resources in support of infants, toddlers, preschoolers, and school age are available to all families.	Provide a narrative that highlights usage trends among families.
B	Support families in finding access to care including families who are served or in need of services under Part C and 619 of IDEA by collaborating with GSC, ISDs and other community partners (like Help Me Grow) to promote use of developmental screening tools, and referral to consultation and support on developmental screening outcomes.	Evidence of coordination with local developmental screening partners such as ISDs/partners to advocate and support use of developmental screening tools and evidence of coordinated approach to family engagement.
C	Provide outreach, resources, training and coaching to providers that represent the diversity of cultures, languages, ethnicities, and sexual identities within the service area. ECIC to approve materials before use.	Evidence of outreach, availability of resources, training, and coaching within the quarter.
III. Support Provider Engagement in Great Start to Quality (GSQ)		
<i>Desired outcome: Improve the quality of early learning programs serving children birth through 12 years of age through a continuum of coordinated quality improvement supports and services.</i>		
Item #	Key Activities	Progress Measure
1	Increase Provider Engagement In GSQ	
A	Develop strategies and outcomes for increasing engagement and increasing quality levels in GSQ for center and home-based providers.	Evidence of strategies and outcomes to address increased engagement and higher quality levels will be reported each quarter.

B	Increase provider engagement and participation within the resource center service area to reach a minimum of ____% of providers are participating at Reflecting on Quality or higher.	By December 1, 2024 work collaboratively with MiLEAP and ECIC to determine GSQ engagement metrics for the FY.
C	Bi-monthly RCs will collaborate with ECIC who will host a statewide webinar/forum for providers to provide feedback and ask questions about GSQ. RCs will provide possible topics and market the opportunity to providers. Information and recommendations obtained from these meetings will be shared back with the Department for CQI.	RCs participate monthly. Narrative reporting to include common topics from webinars will be submitted to MiLEAP by ECIC.
2	Bi-monthly RCs will collaborate with ECIC who will host a statewide webinar/forum for providers to provide feedback and ask questions about GSQ. RCs will provide possible topics and market the opportunity to providers. Information and recommendations obtained from these meetings will be shared back with the Department for CQI.	
A	Partner/collaborate with each Great Start Collaborative (GSC), Great Start Family Coalition (GSFC), School Readiness Advisory Committee, TriShare hubs, Regional Coalitions and other community partners throughout the RC service area to identify and implement activities designed to increase engagement and provider participation in Great Start to Quality.	Provide examples of engagement with GSCs/GSFCs, Regional Coalitions, TriShare hubs, and School Readiness Advisory Committee that occurred during the quarter. Examples should include activities to support quality improvement. At minimum, evidence of participation in at least three quarterly meetings, events, conferences.
3	Make Resources Available for Providers to Support Quality Improvement	
A	Make Resources Available for Providers to Support Quality Improvement	Provide a narrative that highlights usage trends among providers.
4	Promote a Culture of Quality and Equity	
A	Identify barriers that providers are experiencing using or accessing developmental screening tools. Provide resources, training, coaching, and referrals to help reduce barriers.	Narrative describing identified barriers and recommendations for how to partner with service area stakeholders to increase availability of resources, training, and coaching to support providers and families.
B	Providers receive targeted support and coaching on working with children with differing abilities.	Narrative describing supports, training and coaching provided during the quarter.
C	Provide outreach, resources, training and coaching to providers that represent the diversity of cultures, languages, ethnicities, and sexual identities within the service area. ECIC to approve materials before use.	Evidence of outreach, availability of resources, training, and coaching within the quarter.

IV. Infant Toddler Learning Communities (ITLCs)		
<i>Desired outcome: Increase the quality and supply of infant toddler early learning and development programs throughout the resource center service area through professional development and engagement with the Infant Toddler Specialist Network utilizing the MiLEAP approved model.</i>		
Item #	Key Activities	Progress Measure
1	ITLC Cohort Development & Management	
A	Support all aspects of implementation of ITL Specialist Network/Cohort activities as defined in the FY25 IT Model including onboarding and implementation of new ITLC cohorts as defined in the IT Model and Guidance Documents; the transition of each ITLC cohort; and implementation of intentional continued learning opportunities for all previous ITLC cohort members.	Evidence of recruitment and implementation plan for new ITLC Cohort; ongoing learning activities for previous cohort members as outlined in the transition plan.
B	Support staffing and budgeting and required activities of IT Specialist Network/Cohort as defined in FY25 Infant Toddler Model.	Evidence of staffing and budgeting for IT activities.
2	Professional Development for ITS'	
A	ITS meet all requirements including training requirements and best practices as defined in FY25 IT Model Document. Including participation in all training (statewide and regional) and CoP sessions.	IT specialists have evidence of meeting training and COP requirements defined in IT model.
3	Data Reviews and Activity Reports	
A	RCs and ITS' engage in ongoing quality improvement activities as defined in the FY25 IT Model Document.	ITS reports on ongoing quality improvement activities to ECIC.
B	Assist ECIC in preparing IT Activity Report.	RCs will gather data on and summarize how their technical assistance, coaching, and practices focusing on infants and toddlers have been impacted by the information discussed and learned by the infant and toddler learning community using the schedule and format defined in the FY25 I/T Model Document.
V. Supply Building		

Desired outcome: In collaboration with other partners increase supply of quality programming by collecting and analyzing data to identify existing gaps and barriers for child care services to identify strategies that provide a full range of options to better meet the needs of families within the service area.

Item #	Key Activities	Progress Measure
1	Engage In Activities to Promote Increased Availability and Access to Child Care and PreK for All	
A	Utilizing child care maps produced by MSU collaborate with others (Regional Coalitions, FCCNs, child care licensing, GSCs/GSFCs, TriShare hubs) to Identify existing gaps and barriers for regional child care services to define strategies to better meet the needs of families within the RC service area. This includes supporting PreK for All efforts within the service area.	Regularly assess gaps and barriers for child care services in coordination with Regional Coalitions, PreK for All, FCCNs, child care licensing, GSCs/GSFCs, TriShare hubs, ECIC and MiLEAP.
B	Partner with child care licensing and utilize child care licensing resources to support license exempt providers or others interested in being a licensed provider through the licensing process.	Narrative evidence of outreach/coaching/support for license exempt providers and other interested parties through coordination and partnerships with child care licensing.
C	Engage in provider recruitment through professional development, meetings/events, or conferences.	Narrative describing engagement (ex: one-one meetings, events, conferences, and events coordinated by child care licensing or other partners).
D	When engaging with partners provide ongoing data to support an increase the supply of high-quality infant toddler early learning programs within the resource center service area.	Narrative describing engagement (ex: one-one meetings, events, conferences, and events coordinated by child care licensing or other partners). Include number of new programs created through the partnerships (if applicable).
E	By participating as a member of the Regional Coalition help by providing data that helps to identify barriers, share considerations, and strategies for the community to develop localized supply building strategies in coordination with a variety of community stakeholders.	Narrative describing engagement and contributions to the supply building efforts of the Regional Coalitions.
F	Within the RCs service area engage and gather feedback/input from licensed early learning programs, license exempt scholarship providers, and families, to help gather information on how to best support child care accessibility for all children/families, including access to PreK for All.	Narrative describing feedback/input gathered (by group) during the quarter. Recommendations shared with other partners to address barriers and needs.

G	Support the implementation of the School State Aid Act, Section 32d (15)(a) by ensuring that a Great Start to Quality resource center provides or supports each intermediate district to access the contact information for each licensed child care center located in the resource center service area of the intermediate district or consortium by March 1 of each year.	Provide at least one Great Start Readiness Partners' Report to each ISD within the region no later than March 1 of each calendar year.
2	Supporting Child Care Options-Emergency Conditions	
A	As requested, be ready to support and implement the CCDF Emergency Preparedness Plan (Michigan Statewide Child Care Emergency Preparedness Plan & Response Plan) to facilitate child care options and availability during public health emergencies and/or a natural disaster.	Narrative reflecting how the RC has made this resource available and accessible to other partners working within the Service Area during at least one meeting throughout the FY. Narrative should include plan for implementation if necessary.
VI. Infrastructure and Organizational Administration		
<i>Desired outcome: The Great Start to Quality Resource Center administration and management structure, organization capacity and experience supports successful Great Start to Quality implementation within the resource center service area.</i>		
Item #	Key Activities	Progress Measure
1	General	
A	All RC Directors and staff participate in MiLEAP and ECIC activities as requested to support the implementation of the work.	RC Directors and staff engage and provide expertise in meetings sponsored.
B	Implement all Great Start to Quality implementation protocols and guidelines provided by ECIC to ensure program fidelity.	RCs will ensure that all current GSQ protocols, procedures, and guidelines are adhered to by all staff regarding the implementation of GSQ.
2	Continuous Quality Improvement	
A	Utilize data, available maps, CQI processes, and experiential learning to develop and implement strategies to improve the implementation of Great Start to Quality in the RC service area.	Evidence that data and continuous quality improvement (CQI) is used to inform GSQ implementation within the RC service area.

B	Convene an RC led Stakeholder group to engage in conversations/CQI related to Great Start to Quality implementation and provider supports at least 3 times during the FY.	Using data to drive discussions and decisions there is evidence that meetings were held and covered the following objectives: 1) Engagement of diverse stakeholder groups, including providers 2) Data driven decision-making to inform GSQ participation supports needed (is there equitable access for all providers in the service area) 3) Infant/Toddler quality and supply building 4) Data driven decision-making to inform professional development offerings (is there equitable access for all providers in the service area) 5) Supply Building and Workforce Strategies
3	Staffing	
A	Caseload for each Quality Improvement Coach will support the successful attainment of quarterly and annual progress.	Documentation of the number of providers on QI caseload.
B	Each RC will be expected to staff the Infant Toddler Specialist role as defined in the FY25 Infant Toddler Statewide Model document.	Documentation of the number of ITS' in the service area.
C	Each RC will be expected to staff the LearnERS coaches (2) role who will support the successful attainment of quarterly and annual progress.	Document of coaches and programs participating in their service area. Evidence of participation in regularly scheduled meetings and other activities as identified by RC, ECIC or MiLEAP.
D	Coordination and collaboration with child care licensing to identify shared initiatives, resolve problems and ensure ongoing communication on child care issues.	Evidence of participation in regularly scheduled meetings and other activities as identified by RC, ECIC or MiLEAP.
4	Ensure a Culture of Quality and Equity	
A	All RC staff will attend at least one DEI/ implicit bias training offered by ECIC or another entity.	Evidence of training completion.

Required Activites	Column2	Work Plan
1 I. Early Childhood Professional Development, Quality Improvement		
2 Respond to technical assistance needs of providers within the RC service area by providing professional development for licensed early learning and development programs and license exempt scholarship providers who are serving children birth through 12 years of age.		
3 Required Activites	Performance Metrics	Work Plan
4 Develop and maintain a professional development training plan that supports RC service area provider needs.	Develop and maintain a professional development/training plan that demonstrates identified trainings, supports and services have been identified through assessing service area needs (such as provider assessments, Quality Improvement Plans (QIPs) and other local data). Training plan should include supporting providers serving Native American children, children with disabilities and children receiving care on military installations. Plan must use various training modalities and utilize experts in areas like workforce development, literacy, SE and others. All required trainings should be offered with in-person options, as well as virtual options. Plan should include intended outreach activities to engage all providers within the service area. Plan should include self-training developed by partner for RC use like MiRegistry 101, GSQ 101, and training on observation tools.	NE RC has a PD plan developed and it includes all of the components mentioned in the metrics. We post our trainings on our FB page to providers, We email all providers fliers of our PD opportunities, we print and share PD fliers at community events that we attend to share with partners to share out, we share PD opportunities in newsletters to LEPs, and share our PD opportunities at our Partner meetings. If there are programs that are serving children with disabilities or receiving military care, they are receiving all of our communications. (Q1-Q4) Please see full PD plan and other details in the following link: https://docs.google.com/spreadsheets/d/1P5DIZNDZwRN2KLE-vrDqGMf8-yBZI_iGZWHq1Xhsk1A/edit?usp=sharing
5 Utilize MiRegistry for professional development offerings within the service area.	MiRegistry is used for all professional development. All trainings and all trainers must be approved in MiRegistry.	NE RC uses Miregistry for all professional development. All staff are trained in how to create PD
6 Break down barriers to MiRegistry use within the service area. Support direct care programs providing in-house professional development with becoming approved trainers and training sponsor organizations in the registry and submitting their training for approval and scheduling events.	Regional barriers for MiRegistry use have been addressed. Narrative summary of programs supported as part of quarterly reporting.	NE RC promotes our providers to become TSOs. We have a self paced course open all year for self paced courses and support the programs through the process. (Q1-Q4)
7 Prioritize support for programs at levels less than demonstrating quality, serving scholarship eligible children, willing to serve scholarship eligible children and infants and toddlers.	Using data from the public export RCs/Coaches prioritize programs serving scholarships eligible children when addressing resource center needs and caseload prioritization. Provide data on providers who were prioritized.	NE RC has a caseload summary tool that we use to prioritize our caseloads according to needs. We are currently revamping our criteria for prioritizing, but you
8 Share information and resources about supporting children with special needs and talking to parents of children with developmental delays. Examples may include: CCRESA modules; Michigan Alliance partnership, Early On, IECMHC referrals).	Narrative summary of activities related to support, information, and resources shared with providers as part of quarterly reporting.	NE RC shares information on Screening and Assessment tools, Early ON links/brochures, and host trainings on ASQ/ASQ-SE as self paced options with follow up support. We also connect our providers with the screening and assessment tools, kits on special needs from our Lending Library and deliver these items directly to providers and then do our coaching around
9 Provide training and ongoing technical support for emergent priorities in early childhood as identified by MILEAP or ECIC.	Evidence of training availability in MiRegistry and/or coaching support.	NE RC asks providers what training needs/desires they may have. We do this within our coaching visits,
10 RC coaching staff working directly with programs will be trained on CLASS and ERS assessment tools. RC staff working with school age programs will be trained in SEL PQA basic training.	Identified RC coaching staff receive overview training on CLASS and ERS assessment tools. Report participation in quarterly report. Identified RC staff receive SEL PQA basic training. Report participation in quarterly report.	NE RC staff has been specifically identified to make sure they attend each of these types of trainings: ERS, CLASS, and SEL PQA. Participation will be monitored and reported in the quarterly report. (Q1-Q4)
11 Required Activites	Performance Metrics	Work Plan
12 Facilitate quality improvement coaching with early learning and development programs within the resource center service area to achieve and maintain the highest level of quality as measured by Great Start to Quality self-reflections, quality improvement goals, and assessments.		
13 Regularly review provider Quality Improvement Plans and provide coaching/support in alignment with the current RC Protocols.	All child care providers working with a Quality Improvement Coach (QIC) will create and maintain a Quality Improvement goal/goals in the system. QICs will assure providers have goals in place and are actively working towards increased quality while on a QIC caseload.	All NE RC coaches know how to use the QIP tool and works with each provider to create goals and then supports/monitors progress. Every provider on a caseload will have a QIP and the coach will be actively
14 Implement LearnERS coaching framework	Identify two coaches in each region to implement LearnERS with providers in your service area. All participating coaches will participate in training from Branagh Information Group. Participating programs will be identified in Q1	2 coaches have been identified and will attend necessary training in order to support LearnERS cohort. (Q1) Coaches have begun recruiting programs (Q1)to begin January, 2025. (Q2)
15 Connect eligible programs to the T.E.A.C.H. scholarship offered through the Michigan Association for the Education of Young Children (MiAEYC).	Utilizing report from MiAEYC identify the number of providers referred to T.E.A.C.H. who have started a scholarship.	NE RC uses an internal coding system within Miregistry to be able to pull this information rather quickly. We would love to be able to request a report
16 Connect providers to Social Emotional Consultants, trainings offered in MiRegistry, and IECMH cohort opportunities for providers.	Evidence that providers are connected to Social Emotional Consultants, included in the quarterly report number of referrals made per quarter (if applicable).	N/A (We do not have access to SE Consultants)

	Required Activities	Column2	Work Plan
17	Connect providers to Social Emotional Consultants, trainings offered in MiRegistry, and IECMH cohort opportunities for providers.	Evidence that providers are connected to Social Emotional Consultants, included in the quarterly report number of referrals made per quarter (if applicable).	Same as above
18	The RC will encourage licensed programs to complete the on demand 30-hour center based business series training or the family business series modules to help create business sustainability within the service area.	Request data report from MiRegistry quarterly to identify providers from the service area who have completed the trainings.	NE RC will share the flier for the 30 hr on demand CCBA trainings with providers by email and FB post. We also inform our partners so they can share as needed. (Q1-Q4)
19	Provide CCDF required training		
20	Required Activities	Performance Metrics	Work Plan
21	All required trainings should be offered in person (priority), as well as having some virtual options.	Each RC must develop a training plan for their service area that prioritizes in person training while remaining responsive to the needs and preferences of providers and submit to ECIC. This plan should detail how the trainings were selected, how offerings respond to provider needs, rationale for choosing in person or virtual offerings, and what quarter they will be offered.	NE RC is committed to hosting trainings in a mixed format of virtual/self-paced in order to meet the needs of each provider. (Q1-Q4) See PD plan: https://docs.google.com/spreadsheets/d/1P5DIZNDZwRN2kLE-vrDqGMf8-
22	Two trainings provided per resource center and meet the definitions/requirement of homelessness under McKinney- Vento. Trainings are to be offered in person. A RC can provide a rationale to ECIC for approval to offer one of the offerings virtually.	Two trainings will be provided by each resource center and participation data will be provided quarterly.	NE RC will offer one in person training and one virtual as we have never had anyone show up for an in person offering. We can try one of each for this year, but in the last few years, we have not had good luck
23	RC's will work in partnership with the IT Statewide Lead at ECIC along with MiLEAP to promote the Infant/Toddler Development and Care Practices 45 hour on demand training (formerly called B-3). RC's will work with the IT Statewide Lead and ECIC to develop an implementation plan to support the coordination and facilitation of quarterly virtual follow up sessions and individualized requests for support as needed for training participants.	Quarterly follow up sessions, number of participants, and number of individual follow up requests will be reported by RCs quarterly. (Report can be requested from MiRegistry.) RCs will work with the IT Statewide Lead to report on quarterly follow up session participation and recommendations.	NE RC will partner with MiLEAP, IT statewide lead, and ECIC to promote providers to take the Infant/Toddler Development and Care Practices 45 hr training and will partner to best support providers and any requests they might have.
24	Three health and safety trainings will be provided per resource center. Trainings will be provided on an ongoing basis with all the trainings offered in person. As needed, RCs to work with ECIC /MiLEAP to provide virtual Spanish offerings and supports to providers.	The trainings will be provided by each resource center and participation data will be provided quarterly.	NE RC will provide 3 Health and Safety trainings in person. If we have a need for a Spanish offering, we will reach out to MILEAP/ECIC
25	Continue to offer HOPEful Conversations training within the service area. A minimum of one offering per year. (Note this can be part of the RC plan for helping to move more LE providers to Level Two.)	Completion of one HOPEful Conversations training.	NE RC is committed to hosting at least one HOPEFUL conversations training.
26	Maintain one staff person who has completed Go NAPSACC consultant training to support providers with utilizing Go NAPSACC resources to meet their quality improvement goals.	Provide a narrative of how the RC is sharing this resource with providers to support their quality improvement plans and access the 37 online training modules. NOTE: these trainings are approved in MiRegistry and a data exchange is in place. Not on public calendar, as an individual provider can't directly access. They access through their program. 1 account/program.	NE RC has 2 trainers that are NAPSACC certified and they promote the trainings/opportunity with providers in our Region. Providers who are interested are granted access to the materials. They email fliers to programs to draw interest and sign them up.
27	Provide Level Two professional development for License Exempt (LE) providers in MiRegistry. Resource Centers will offer pathways for providers to achieve the 10 hours of training needed for Level Two. Providers should be offered a continuum of professional development/training with the goal of 10- hour segments/blocks to be achieved. Examples: creating a package of 10 hours of training for the LE provider to complete; offering the HOPEful Conversations training; 10 hours of self paced courses.	Narrative describing activities and offerings to help more LE providers achieve Level Two each quarter. NOTE: MiRegistry has contact info that is shared already for the Refresher training, we could add the level 2 info (begin/end date) and they could use the list to target outreach to providers.	LEPs are made aware of most of the same offerings as our regular providers. (Hopeful Conversations, B3 Literacy Essentials) Our LEP trainers promote trainings at the end of the LEPPT training. We also put out a newsletter to LEPs that includes at least 10 hours of PD that we have upcoming or on demand.
28	Staff attend required CCDF train-the-trainers (ToT) offered by MiLEAP or a MiLEAP identified partner to meet SOW requirements. ToT may be offered virtually or in person.	Staff members identified and attended the ToT.	Currently, All staff has attended the ToT trainings to facilitate CCDF trainings. If there are continuing TA events, etc, we may decide to have only one or two of
29	Required Activities	Performance Metrics	Work Plan
30	Provide Infant Toddler focused training, technical assistance, and coaching, including use of the Michigan Infant Toddler Model within each Resource Center.		

Required Activities	Column2	Work Plan
31 Ensure that trainings with Infant Toddler focus will be provided within each resource center service area.	Annually, 15% of all professional development opportunities (excluding all required state training) must be specifically targeted to Infants/Toddlers with 100% of the content focused on Infants and Toddlers. Note: Training done for members of the Infant Toddler cohorts can be counted.	NE RC will ensure that at least 15% of the PD opportunities are 100% IT content focused.
32 Ensure Infant Toddler Specialists engage infant toddler teachers in improving the quality of care. All RCs participate in IT Specialist Network, including Statewide Leadership Team and all requirements in the model related to cohorts and ITS Specialist training requirements.	Provide required data to IT Specialist Network. RC Participation documented.	Ne RC ITS will provide all required data to the IT Specialist network. RC participation will be documented and can be shared upon request.
33 The RC will encourage licensed programs to complete the Infant/Toddler Development and Care Practices 45 hour on demand training (formerly called B-3) to help providers meet child care licensing requirements.	Request data report from MiRegistry quarterly to identify providers from the service area who have completed the trainings.	NE RC would love to have access to see who in our region has completed the 45hrs of IT Development and Care trainings. Using that information, we can target promotion to programs who have not completed the
34 II. Support for Families		
35 Required Activities	Performance Metrics	Work Plan
36 Provide Resource and Referral Support to Help Ensure Families Have Access to High Quality Early Learning Opportunities		
37 Through collaboration with child care licensing, GSCs/GSFCs, TriShare hubs (where available), Regional Coalitions, FCCNs, market Great Start to Quality to families and community partners using MiLEAP approved materials and resources.	Share approved GSQ materials and engage parents/families and other stakeholders through multiple avenues including but not limited to community events, partner agencies, local ISD contacts, regional coalitions, FCCNs, TriShare hubs, child care providers, social media, website, email, print materials, and other avenues as appropriate, reporting will be conducted annually on where/how GSQ materials were distributed.	NE RC will share out GSQ materials to parents, families, and stakeholders and will record what was shared with who and where in a google document in order to be able to report that information upon request.
38 Support families via multiple methods (phone, email, online search, scholarship calculator, in-person, etc.) in finding quality child care options that fit their needs including reduction of barriers to access and affordability (as resources allow), and provision of equitable services.	Quarterly reporting from WLS to identify the number of families contacting the RC in finding childcare.	NE RC will capture when families reach out to find childcare in WLS and pull that information for reporting.
39 Encourage participation in Head Start/GSRP enrollment and recruitment efforts throughout the region to help support PreK for All.	Evidence of partnerships that support Head Start/GSRP enrollment and recruitment efforts throughout the region to promote PreK for All, such as partnership meetings, referral of eligible children/families, referral to GSQ, etc.	NE RC will have at least one staff member that will attend Pre-K for ALL meetings and we will continue to promote fliers on FB and by emails for programs and
40 Required Activities	Performance Metrics	Work Plan
41 Engage with GSCs and GSPCs, Regional Coalitions, FCCNs, Child Care Licensing and Other Stakeholders		
42 Utilize GSCs/GSFCs, Regional Coalitions, TriShare hubs, and School Readiness Advisory Committee to inform families about resources that are available to support families with finding high quality early learning opportunities.	Provide examples of engagement with GSCs/GSFCs, Regional Coalitions, TriShare hubs, and School Readiness Advisory Committee that occurred during the quarter. Examples should include the outcomes of the engagement.	NE RC partners with GSCs/GSFCs, Regional coalitions, Tri Share hubs and school readiness committees. We track attendance to meetings and outcomes to share if requested
43 Engage with FCCNs and other quality initiative partners as requested to ensure a coordinated early childhood system that supports children and families.	Provide examples of engagement that occurred during the quarter. Examples should include outcomes of the engagement.	NE RC will track meetings and partnerships and will report on that each quarter
44 Required Activities	Performance Metrics	Work Plan
45 Provide Resources		
46 Culturally relevant lending Library Resources in support of infants, toddlers, preschoolers, and school age are available to all families.	Provide a narrative that highlights usage trends among families.	Our LL has items that are culturally relevant to our Region. Providers should see themselves and their
47 Support families in finding access to care including families who are served or in need of services under Part C and 619 of IDEA by collaborating with GSC, ISDs and other community partners (like Help Me Grow) to promote use of developmental screening tools, and referral to consultation and support on developmental screening outcomes.	Evidence of coordination with local developmental screening partners such as ISDs/partners to advocate and support use of developmental screening tools and evidence of coordinated approach to family engagement.	NE RC hosts on demand trainings on ASQ and ASQ-SE for providers to learn about catching delays early and supporting families. We follow up with providers to make sure they are prepared to use ASQ/ASQ-SE tools. We also talk about opportunities in the region
48 III. Support Provider Engagement in Great Start to Quality (GSQ)		
49 Required Activities	Performance Metrics	Work Plan
50 Increase Provider Engagement In GSQ		
51 Develop strategies and outcomes for increasing engagement and increasing quality levels in GSQ for center and home-based providers.	Evidence of strategies and outcomes to address increased engagement and higher quality levels will be reported each quarter.	NE RC will monitor quality levels and engagement each quarter. Director will create a sheet to record this
52 Increase provider engagement and participation within the resource center service area to reach a minimum of % of providers are participating at Reflecting on Quality or higher.	By December 1, 2024 work collaboratively with MiLEAP and ECIC to determine GSQ engagement metrics for the FY.	NE RC is currently at 70% participation. Our goal is to raise that to 73% participation by Sept. 30, 2025.
53 Bi-monthly RCs will collaborate with ECIC who will host a statewide webinar/forum for providers to provide feedback and ask questions about GSQ. RCs will provide possible topics and market the opportunity to providers. Information and recommendations obtained from these meetings will be shared back with the Department for CQI.	RCs participate monthly. Narrative reporting to include common topics from webinars will be submitted to MiLEAP by ECIC.	RC will provide possible topics that are harvested from providers and will market these meetings to providers to attend.
54 Required Activities	Performance Metrics	Work Plan
55 Stakeholder Engagement to Promote High Quality Early Learning Opportunities		

	Required Activities	Column2	Work Plan
56	Partner/collaborate with each Great Start Collaborative (GSC), Great Start Family Coalition (GSFC), School Readiness Advisory Committee, TriShare hubs, Regional Coalitions and other community partners throughout the RC service area to identify and implement activities designed to increase engagement and provider participation in Great Start to Quality.	Provide examples of engagement with GSCs/GSFCs, Regional Coalitions, TriShare hubs, and School Readiness Advisory Committee that occurred during the quarter. Examples should include activities to support quality improvement. At minimum, evidence of participation in at least three quarterly meetings, events, conferences.	NE RC has a google tracking sheet that records meetings attended . We have our staff assigned as to who attends which meetings in our region ranging from GSC, school readiness, Regional coalition meetings, etc.
57	Required Activities	Performance Metrics	Work Plan
58	Make Resources Available for Providers to Support Quality Improvement		
59	Lending library Resources in support of infants, toddlers, preschoolers, and school age will be made available to licensed and licensed- exempt providers.	Provide a narrative that highlights usage trends among providers.	NE RC encourages providers to sign up and get a sign in for our LIBIB app to see our LL items, place items on hold, and then staff delivers items and exchanges
60	Required Activities	Performance Metrics	Work Plan
61	Promote a Culture of Quality and Equity		
62	Identify barriers that providers are experiencing using or accessing developmental screening tools. Provide resources, training, coaching, and referrals to help reduce barriers.	Narrative describing identified barriers and recommendations for how to partner with service area stakeholders to increase availability of resources, training, and coaching to support providers and families.	This conversation is always visited during our partner meeting. All partners share out what they are currently doing, think of how to partner and how to dissolve
63	Providers receive targeted support and coaching on working with children with differing abilities.	Narrative describing supports, training and coaching provided during the quarter.	We have conversations with providers on all of the different resources we have to help families and
64	Provide outreach, resources, training and coaching to providers that represent the diversity of cultures, languages, ethnicities, and sexual identities within the service area. ECIC to approve materials before use.	Evidence of outreach, availability of resources, training, and coaching within the quarter.	NE RC keeps diversity, culture, and all of the things that make us unique in the forefront when working with our audience. We have been trained on DEI and we share those concepts with providers when it is fitting. All people are welcome to our program and we enjoy
65	IV. Infant Toddler Learning Communities (ITLCs)		
66	Required Activities	Performance Metrics	Work Plan
67	ITLC Cohort Development & Management		
68	Support all aspects of implementation of ITL Specialist Network/Cohort activities as defined in the FY25 IT Model including onboarding and implementation of new ITLC cohorts as defined in the IT Model and Guidance Documents; the transition of each ITLC cohort; and implementation of intentional continued learning opportunities for all previous ITLC cohort members.	Evidence of recruitment and implementation plan for new ITLC Cohort; ongoing learning activities for previous cohort members as outlined in the transition plan.	NE RC will make sure to adhere to the expectations of the ITS role and protocols. All tracking of recruitment and activities are kept by the ITS in google sheets and can be provided upon request.
69	Support staffing and budgeting and required activities of IT Specialist Network/Cohort as defined in FY25 Infant Toddler Model.	Evidence of staffing and budgeting for IT activities.	NE RC will keep records of financial and staffing information related to the ITLC budget and work plan
70	Required Activities	Performance Metrics	Work Plan
71	Professional Development for ITS		
72	ITS meet all requirements including training requirements and best practices as defined in FY25 IT Model Document. Including participation in all training (statewide and regional) and CoP sessions.	IT specialists have evidence of meeting training and COP requirements defined in IT model.	ITS will show evidence of trainings attended and COP requirements as defined by the IT model.
73	Required Activities	Performance Metrics	Work Plan
74	Data Reviews and Activity Reports		
75	RCs and ITS' engage in ongoing quality improvement activities as defined in the FY25 IT Model Document.	ITS reports on ongoing quality improvement activities to ECIC	ITS will use CQI to inform the activities and work using the IT model document.
76	Assist ECIC in preparing IT Activity Report.	RCs will gather data on and summarize how their technical assistance, coaching, and practices focusing on infants and toddlers have been impacted by the information discussed and learned by the infant and toddler learning community using the schedule and format defined in the FY25 I/T Model Document.	ITS will cooperate with ECIC to give any data that is helpful to inform the work as it pertains to the IT model document. ITS will keep record of the content.
77	V. Supply Building		
78	Required Activities	Performance Metrics	Work Plan
79	Engage In Activities to Promote Increased Availability and Access to Child Care and PreK for All		
80	Utilizing child care maps produced by MSU collaborate with others (Regional Coalitions, FCCNs, child care licensing, GSCs/GSFCs, TriShare hubs) to identify existing gaps and barriers for regional child care services to define strategies to better meet the needs of families within the RC service area. This includes supporting PreK for All efforts within the service area.	Regularly assess gaps and barriers for child care services in coordination with Regional Coalitions, PreK for All, FCCNs, child care licensing, GSCs/GSFCs, TriShare hubs, ECIC and MILEAP.	NE RC is committed to working with partners to identify barriers and gaps of service pertaining to PreK for All. NE RC will hold 3 partnership meetings and will discuss the barriers and gaps in order to work together to support families to participate in PreK for All. Staff also is broken up to attend meetings such as GSC,
81	Partner with child care licensing and utilize child care licensing resources to support license exempt providers or others interested in being a licensed provider through the licensing process.	Narrative evidence of outreach/coaching/support for license exempt providers and other interested parties through coordination and partnerships with child care licensing.	NE RC will continue to partner with LARA/OSS go support interested individuals to go through the process to become licensed. We love helping people
82	Engage in provider recruitment through professional development, meetings/events, or conferences.	Narrative describing engagement (ex: one-one meetings, events, conferences, and events coordinated by child care licensing or other partners).	Staff from NE RC are prompted to speak about GSTQ participation at meetings, community events, PD

	Required Activities	Column2	Work Plan
83	When engaging with partners provide ongoing data to support an increase the supply of high-quality infant toddler early learning programs within the resource center service area.	Narrative describing engagement (ex: one-one meetings, events, conferences, and events coordinated by child care licensing or other partners). Include number of new programs created through the partnerships (if applicable).	NE RC will track meetings/interactions where conversations around supply building occur. Evidence can be provided if requested.
84	By participating as a member of the Regional Coalition help by providing data that helps to identify barriers, share considerations, and strategies for the community to develop localized supply building strategies in coordination with a variety of community stakeholders.	Narrative describing engagement and contributions to the supply building efforts of the Regional Coalitions.	NE RC has members assigned to attend local meetings that are around supply building. When we attend these meetings, we offer data to support the work and strategies for outreach. We are a willing
85	Within the RCs service area engage and gather feedback/input from licensed early learning programs, license exempt scholarship providers, and families, to help gather information on how to best support child care accessibility for all children/families, including access to PreK for All.	Narrative describing feedback/input gathered (by group) during the quarter. Recommendations shared with other partners to address barriers and needs.	NE RC will work with regional partners, licensed providers, LEPs, and families to discuss barriers and recommendations and we will share out that information to address the needs.
86	Support the implementation of the School State Aid Act, Section 32d (15)(a) by ensuring that a Great Start to Quality resource center provides or supports each intermediate district to access the contact information for each licensed child care center located in the resource center service area of the intermediate district or consortium by March 1 of each year.	Provide at least one Great Start Readiness Partners' Report to each ISD within the region no later than March 1 of each calendar year.	NE RC will send out a GSRP report to each ISD in our Region by March 1st.
87	Required Activities	Performance Metrics	Work Plan
88	Supporting Child Care Options-Emergency Conditions		
89	As requested, be ready to support and implement the CCDF Emergency Preparedness Plan (Michigan Statewide Child Care Emergency Preparedness Plan & Response Plan) to facilitate child care options and availability during public health emergencies and/or a natural disaster.	Narrative reflecting how the RC has made this resource available and accessible to other partners working within the Service Area during at least one meeting throughout the FY. Narrative should include plan for implementation if necessary.	NE RC had partnered with the local ISD and GSC during COVID and developed an emergency plan. We will reach out to the ISD/GSC and meet to discuss and improve the plan if needed. If some sort of Emergency
90	VI. Infrastructure and Organizational Administration		
91	Required Activities	Performance Metrics	Work Plan
92	General		
93	All RC Directors and staff participate in MiLEAP and ECIC activities as requested to support the implementation of the work.	RC Directors and staff engage and provide expertise in meetings sponsored.	NE RC directors will attend meetings with ECIC and MiLEAP to lend our expertise and wisdom as input
94	Implement all Great Start to Quality implementation protocols and guidelines provided by ECIC to ensure program fidelity.	RCs will ensure that all current GSQ protocols, procedures, and guidelines are adhered to by all staff regarding the implementation of GSQ.	NE RC directors will make sure that the team is working in accordance to our protocols that have been
95	Required Activities	Performance Metrics	Work Plan
96	Continuous Quality Improvement		
97	Utilize data, available maps, CQI processes, and experiential learning to develop and implement strategies to improve the implementation of Great Start to Quality in the RC service area.	Evidence that data and continuous quality improvement (CQI) is used to inform GSQ implementation within the RC service area.	NE RC will provide evidence of CQI using the data set that are available to inform the implementation of GSQ in our RC area. (in Q2, we will have evidence of CQI)
98	Convene an RC led Stakeholder group to engage in conversations/CQI related to Great Start to Quality implementation and provider supports at least 3 times during the FY.	Using data to drive discussions and decisions there is evidence that meetings were held and covered the following objectives: 1. Engagement of diverse stakeholder groups, including providers 2. Data driven decision-making to inform GSQ participation supports needed (is there equitable access for all providers in the service area) 3. Infant/Toddler quality and supply building 4. Data driven decision-making to inform professional development offerings (is there equitable access for all providers in the service area) 5. Supply Building and Workforce Strategies	NE RC has 3 stakeholder partner group meetings (Partners in Quality Meetings) scheduled and have sent out the invite to all participating partners. We will make sure to add the 5 bullet points from these metrics into the agenda. Evidence will be seen in the agenda and notes after the meetings have occurred. (Q1-Q4)
99	Required Activities	Performance Metrics	Work Plan
100	Staffing		
101	Caseload for each Quality Improvement Coach will support the successful attainment of quarterly and annual progress.	Documentation of the number of providers on QI caseload.	NE RC holds our information of caseloads for each coach in a tool named the "Caseload Summary Tool".
102	Each RC will be expected to staff the Infant Toddler Specialist role as defined in the FY25 Infant Toddler Statewide Model document.	Documentation of the number of ITS' in the service area.	NE RC has one full time ITS. See FY25 staffing plan in Smartsheets
103	Each RC will be expected to staff the LearnERS coaches (2) role who will support the successful attainment of quarterly and annual progress.	Document of coaches and programs participating in their service area. Evidence of participation in regularly scheduled meetings and other activities as identified by RC, ECIC or MiLEAP.	NE RC has two team members who have started attending the LearnERS meetings in order to begin recruiting and implementing the LearnERS Cohort in Q2. Meeting attendance is recorded in our google
104	Coordination and collaboration with child care licensing to identify shared initiatives, resolve problems and ensure ongoing communication on child care issues.	Evidence of participation in regularly scheduled meetings and other activities as identified by RC, ECIC or MiLEAP.	NE RC values our partnership with LARA and OSS and will continue to partner, reach out with questions/concerns and this will be documented in our
105	Required Activities	Performance Metrics	Work Plan
106	Ensure a Culture of Quality and Equity		
107	All RC staff will attend at least one DEI/ implicit bias training offered by ECIC or another entity.	Evidence of training completion	All RC staff will attend at least one DEI/implicit bias training that is hosted by ECIC or another entity.
108			

109	Required Activites	Column2	Work Plan

FY25 Reporting Requirements

The subrecipient will develop and adhere to a plan for assuring required reports are completed, accurate, well documented, and submitted in a timely manner.

While reporting requirements and timelines are noted below, these expectations may be revised at any time to meet the reporting needs of ECIC and/or and/or the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) – Child Development and Care Office (CDC). MiLEAP/CDC. Notice of revisions will be sent directly to the primary contact.

Financial Reports:

Statement of Expenditures

The Subrecipient will submit a Statement of Expenditure (SOE) using a template provided by ECIC and provide other supporting documentation when requested. The SOE shall indicate costs incurred and paid in performance of this Agreement for the month(s) being billed. No expenditures can be billed to ECIC that were not included within the accepted final budget, or approved amendment(s), and in alignment with the Agreement and Scope of Work.

To ensure that funds are used and spent in compliance with state and federal requirements, the Subrecipient will submit SOEs monthly. SOEs should be submitted within 8 (eight) business days after the end of each month.

SOE Due Dates

- SOEs are due by the 8th business day of the following month, with the following exceptions:
 - October will be submitted as soon as possible following the execution of the subaward agreement
 - FINAL September SOE is due on October 6, 2025

Expenditure Projections

A report of estimated total expenditures projected through the end of the term must be submitted no later than June 13, 2025 using guidelines issued by ECIC. Underspending, particularly if not reflected in projections, may impact future consideration of awards.

ECIC retains the right to adjust current budgets if substantial underspending is reported or projected on the Final Obligation Report.

Final SOE

The invoice for the final month of this Contract must be submitted no later than six (6) days after the close of the month, unless otherwise specified by ECIC in writing, to meet year-end closing deadlines from the State of Michigan. The final SOE will be labeled as FINAL.

Programmatic Reports:

Monthly Report Content

- Project Plan updates
- Metric reporting

Monthly Report Due Dates

- Monthly Reports are due by the 12th day of the following month, with the following exception:
 - October will be submitted as soon as possible following the execution of the contract

Quarterly Report Content

- Quarterly Progress Reports - Includes Progress, challenges, and opportunities in implementation of the work plan
- Staffing Plan – Updates to initial staffing plan only, if applicable

Quarterly Progress Report Due Dates

- Progress Report #1: October 1, 2024 to December 31, 2024 is due by January 12, 2025
- Progress Report #2: January 1, 2025 to March 31, 2025 is due by April 12, 2025
- Progress Report #3: April 1, 2025 to June 30, 2025 is due by July 12, 2025
- Progress Report #4: July 1, 2025 to September 30, 2025 is due by October 12, 2025

Narrative Reports

The Subrecipient will complete quarterly narrative reports. ECIC will provide a template and guidance for these reports. The due dates for the narrative reports are in alignment with the outlined SOE due dates.

Progress Meetings

The Subrecipient will provide information about progress on the implementation of their approved project plan (Attachment C), and achievement of required metrics.

Subrecipient Monitoring Plan

Activity	Intent	Frequency	Component
Risk Assessment	Assess risk of subawarding to applicant, and to determine any necessary conditions of award, or areas for on-going monitoring	Annually	Finance
Project Plan Review and Approval	Ensure project plan aligns with intent and requirements of the award	Prior to agreement execution	Programmatic
Budget Review and Approval	Ensure budget will support the project plan and is within budget guidelines	Prior to agreement execution, and upon any amendments or revisions	Finance and Programmatic
Phone Calls and emails	Monitor progress, engage in CQI conversations, provide technical assistance, and monitor spending	On-going and as needed	Programmatic
Phone call/Site visit	Monitor financial compliance with federal statutes, regulations, and the terms and conditions of the subaward.	Phone call or site visit following receipt of the audit and annual financial statements will be determined. Additional phone calls, onsite visits, desk monitoring, and/or transaction testing conducted based on risk assessment.	Finance
Statement of Expenditure (SOE) Review and Approval	Monitor on-going expenditures to ensure alignment with activity, allowable expenses, and adequate distribution of spending	Monthly	Finance and Programmatic
Monthly Project Plan and Metric Reporting	Ensure project plan continues to meet the requirements and ensure on-going implementation is adequate.	Monthly	Programmatic
Quarterly Progress Report Review	Ensure project plan continues to meet the requirements and ensure on-going implementation is adequate.	Quarterly	Programmatic