FIRST THINGS FIRST

Ready for School. Set for Life.

azftf.gov

Arizona Early Childhood Development and Health Board
4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012

Family Resource Centers
Central Maricopa Regional Partnership Council

Request for Grant Application (RFGA)
FTF-RC010-14-0435-00

Deadline	Grant applications shall be submitted on or before 2:00 p.m. (Arizona MST) on March 15, 2013 at First Things First Main Office, 4000 North Central Avenue, Suite 800, Phoenix, Arizona 85012.
Procurement Guidelines	In accordance with A.R.S §41-2701, competitive sealed grant applications for the services specified within this document will be received by First Things First at the above-specified location until the time and date cited. Grant applications received by the correct time and date will be opened and the name of each applicant will be publicly read. **Grant applications must be in the actual possession of First Things First on or prior to the exact time and date indicated above. Telefaxed, electronic, or late grant applications shall not be considered.** **Grant applications must be submitted in a sealed envelope with the RFGA Number and the applicant's name and address clearly indicated on the envelope.** All grant applications must be typewritten and a complete grant application returned along with the offer by the time and date cited above. **Additional instructions for preparing a grant application are included within this document.** Applicants are strongly encouraged to read the entire RFGA document carefully. **It is the sole responsibility of applicants to check the First Things First website for any changes to this RFGA, http://azftf.gov.**
Pre-Application Conference	Prospective applicants are encouraged to attend a Pre-Application Conference on Wednesday, February 20, 2013 at 1:00 p.m. at the Dobson Ranch Library, 2425 South Dobson Road, Mesa, Arizona 85202. The purpose of the meeting is to discuss and clarify this RFGA.
Special Accommodations	Persons with a disability may request reasonable accommodation such as a sign language interpreter by contacting the Fiscal Specialist at grants@azftf.gov or via Fax (602) 265-0009. Requests should be made as early as possible to allow time to arrange the accommodation.
Grant Information	Service: First Things First Regional Funding Type: Cost Reimbursement Grant Term: The effective date of this grant shall be the date that the First Things First designee signs the Offer and Acceptance form or other official contract form (estimated July 1, 2013) and shall remain in effect until June 30, 2014, unless terminated, cancelled or extended as otherwise provided herein.
Contact Information	Fiscal Specialist First Things First Fax: (602) 265-0009 Email: grants@azftf.gov

FIRST THINGS FIRST

Ready for School. Set for Life.

azftf.gov

CERTIFICATION

TO THE STATE OF ARIZONA, ARIZONA EARLY CHILDHOOD DEVELOPMENT AND HEALTH BOARD:

If awarded a grant, the undersigned hereby agrees to all terms, conditions, requirements and amendments in this request for grant application and any written exceptions, as accepted by the Arizona Early Childhood Development and Health Board in the application.

APPLICANT OFFER

Arizona Transaction (Sales) Privilege Tax License No.:

_____

Federal Employer Identification No.:

_____

Name of Point of Contact Concerning this application:

Name: _____

Phone: _____ Fax: _____

E-Mail:_____

_____
Name of Applicant

_____
Address

_____
City State Zip

_____
Signature of Person Authorized to Sign Offer

_____
Printed Name

_____
Title

By signature in the Offer section above, the applicant certifies:

1. The submission of the application did not involve collusion or other anti-competitive practices.
2. The applicant shall not discriminate against any employee or applicant for employment in violation of Federal Executive Order 11246, State Executive Order 99-4 or A.R.S. §41-1461 through §1465.
3. The applicant has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant in connection with the submitted offer. Failure to provide a valid signature affirming the stipulations required by this clause shall result in rejection of the offer. Signing the offer with a false statement shall void the offer, any resulting contract and may be subject to legal remedies provided by law.

ACCEPTANCE OF APPLICATION

The grant application is hereby accepted. The applicant is now bound to perform as stated in the applicant's grant application as accepted by the Arizona Early Childhood Development and Health Board and the Request for Grant Application document, including all terms, conditions, requirements, amendments, and/or exhibits.

This grant shall henceforth be referred to as Grant No. _____

Arizona Early Childhood Development and Health Board,
Awarded this _____ day of _____, 20_____

_____
First Things First Designated Authorizing Official

Request for Grant Application Table of Contents

Overview of First Things First • First Things First Strategic Direction • School Readiness Indicators • What is the Funding Source? • Who is Eligible to Apply for this Funding Opportunity? • What is the Total Amount of Funding Available in this RFGA?	Page 5
Scope of Work: What Will This Grant Fund and How Will It Make a Difference for Children?	Page 7
How Will the Applications be Evaluated?	Page 13
Application: Responding to the Scope of Work • Executive Summary • Capacity for Addressing the Need and Implementing the Strategy Successfully • Proposed Program or Strategy • Implementation Activities • Budget • Data Collection	Page 13
Instructions to Applicants	Page 16
Terms and Conditions	Page 21
Checklist	Page 37
Attachments • To be completed and submitted with your application	Page 38
Exhibits	Page 55

Overview of First Things First

On November 7, 2006, Arizonans made an historic decision on behalf of our state's youngest citizens. By majority vote, they made a commitment to all Arizona children age five and younger, that children would have the tools they need to arrive at school healthy and ready to succeed. The voters backed that promise with an 80-cent per pack increase on tobacco products to provide dedicated and sustainable funding for early childhood services for our youngest children. The initiative created the statewide First Things First Board and the 31 Regional Partnership Councils that share the responsibility of ensuring that these early childhood funds are spent on strategies that will result in improved education and health outcomes for kids age five and younger.

First Things First is designed to meet the diverse needs of Arizona communities. The Regional Councils are comprised of community volunteers, with each member representing a specific segment of the community that has a role in ensuring that Arizona's children grow up to be ready for school, set for life: parents, leaders of faith communities, tribal representatives, educators, health professionals, business leaders and philanthropists.

First Things First Strategic Direction

First Things First's commitment to young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means. First Things First specifies that programs and services funded by the First Things First Board and Regional Partnership Councils are to address one or more of the following Goal Areas as defined by the statute:

- Improve the quality of early childhood development and health programs.
- Increase the access to quality early childhood development and health programs.
- Increase access to preventive health care and health screenings for children through age five.
- Offer parent and family support and education concerning early childhood development and literacy.
- Provide professional development and training for early childhood development and health providers.
- Increase coordination of early childhood development and health programs and provide public information about the importance of early childhood development and health.

The First Things First Board established a strategic framework with a set of school readiness indicators that provide a comprehensive composite measure to show whether young children are ready for success as they prepare to enter kindergarten. The strategies funded by First Things First work collectively to develop a comprehensive system across the state and regionally to address the school readiness indicators. The First Things First Board and Regional Partnership Councils determine the priorities and strategies to be funded across the state and throughout the regions assessing the challenges and building on the resources and assets in place.

School Readiness Indicators

1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive and motor and physical.
2. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars.
3. #/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars.
4. #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars.
5. % of children with newly identified developmental delays during the kindergarten year.
6. #/% of children entering kindergarten exiting preschool special education to regular education.
7. #/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI).
8. #/% of children receiving at least six well child visits within the first 15 months of life.
9. #/% of children age 5 with untreated tooth decay.
10. % of families who report they are competent and confident about their ability to support their child's safety, health and wellbeing.

What Is the Funding Source?

First Things First provides for distribution of funding through both statewide and regional grants. Statewide programs are considered those implemented across regional boundaries and are designed to benefit Arizona's children as a whole. Regional funding is based on the approval of the Regional Partnership Council funding plans submitted to the First Things First Board each year.

This Request for Grant Application (RFGA) is specifically dedicated to funding regional programs. The Regional Partnership Council that is involved in the release of this RFGA is the Central Maricopa Regional Partnership Council.

Who Is Eligible to Apply for This Funding Opportunity?

First Things First awards grants to:

- Non-profit 501 (c) (3) organizations providing services in Arizona (both secular and faith-based).
- Units of Arizona government (local, county and state entities as well as schools and school districts).
- Federally recognized Tribal governments or entities providing services within Arizona.
- Arizona institutions of higher learning (colleges and universities).
- Private organizations providing services in Arizona.

All potential applicants must demonstrate organizational, fiscal and programmatic capacity to meet the requirements described in the scope of work listed in this RFGA.

What Is the Total Funding Amount Available in This Request for Grant Application?

This is a twelve (12) month contract for the fiscal year ending June 30, 2014 with an option for renewal for two (2) additional twelve (12) month periods. Total funds available are approximately $1,010,000 for the first funding period. First Things First reserves the right not to award the entire amount of available funds or to award an amount that is greater than the posted available funds. Renewal will be contingent upon satisfactory contract performance, evaluation and availability of funds. One or multiple awards may be made.

Scope of Work: What Strategy Will This Grant Fund and How Will It Make a Difference for Children?

Statement of Need

All families, regardless of background, can benefit from information or education related to child development and health, as well as access to resources, supports and services. At some point during the course of parenting, all families have questions and seek information or resources. Some families may be searching for nearby family child care providers, while others may be concerned about their child's early health. Families also may be trying to cope with the everyday issues of parenting like toilet training or feeding a picky eater.

The Central Maricopa Regional Partnership Council's Needs and Assets Report identified the need to provide a way to help families receive important information about parenting and obtain resources and family support. It was noted that families are often unaware of the resources or do not know how to access them. Family Resource Centers have promising implications for the family strengthening field and positive outcomes for families. Family Resource Centers will enable several strategies to be implemented in a coordinated approach. They are intended to be a "one stop" source for information, education, and referrals to social services most needed by a family. Intentional funding is also provided to implement Food Security within Family Resource Centers available to families that may be in immediate need for nutritional support.

Family Resource Centers have the ability to serve as catalysts for broader systems-change efforts at the local and state level. The presence of Family Resource Centers can help to reinvent how government-funded programs are designed and delivered, moving from a traditional service delivery approach (fragmented, driven by categorical funding, etc.) to services that focus on the entire family, build on family strengths, respond flexibly to community needs, are comprehensive and integrated, and are based in neighborhoods where families feel comfortable receiving the supports they need.

Description of Strategy Including Standards of Practice

First Things First funded Family Resource Centers provide resource and referral information to identify supports and services available to families with young children and provide each family with access to information and support on topics such as parenting skills; early childhood development including social emotional, language and literacy, cognitive, physical and motor

development; and child health. Parent Education Community-Based sessions may also be housed and offered at resource center locations to build a more comprehensive, robust center. Through this effort, families can access programming while simultaneously building their own social connections thereby reducing isolation. Additionally, Regional Partnership Councils may also fund the direct services of health insurance enrollment assistance and emergency food box distribution for families as part of this family resource center strategy.

The successful grantee will implement a program that:

- ✓ Provides resource and referral information to identify supports and services available to families with young children and provides each family with access to information and support on topics such as parenting skills, early childhood development including social emotional, language and literacy, cognitive, physical and motor development and child health.
- ✓ Provides information about where and when parenting education programs are available and referrals to those programs to meet each family's unique needs including information on and/or referrals to developmentally appropriate learning opportunities that support early language and literacy development which prepares children for success in school and life.
- ✓ Implements the First Things First Food Security, Parent Education Community-Based Training and Health Insurance Outreach and Enrollment Assistance strategies in conjunction with the Family Resource Center strategy implementation.
  The Central Maricopa Council intentionally added $60,000 to this strategy specifically for the implementation of the Food Security strategy to have approximately 2,000 food boxes available for distribution to families through FTF funded Family Resource Centers.
- ✓ Operates the Family Resource Center at a community location or locations within the region that are convenient and easily accessible for families. Family participation is voluntary and must be provided free of charge to the family.
  The Council's intent is to provide a minimum of one family resource center in each of the communities of the Central Maricopa Region: Tempe, Chandler, Ahwatukee and Guadalupe.
- ✓ Carries out the program model in accordance with the First Things First Family Resource Center Standards of Practice, Food Security Standards of Practice, Parent Education Community-Based Training Standards of Practice and the Health Insurance Outreach and Enrollment Assistance Standards of Practice. Refer to Exhibits A, B, C and D.

Family Resource Centers embedded in local communities provide families with young children access to information and/or education on a variety of child development and health topics. Information about where and when parenting education programs are available should be easily accessible by all interested persons. Family Resource Centers can also contribute to the community building process as they serve as a central location for engaging local community organizations and local government in the identification and resolution of community concerns.

First Things First School Readiness Indicators Related to This Strategy
First Things First is seeking successful applicants to implement this strategy and work collectively with First Things First to impact the school readiness indicator below:

- % of families who report they are competent and confident about their ability to support their child's safety, health and wellbeing.

First Things First Goal Area to Be Addressed

- Family Support and Literacy

Target Population to Serve
19,500 parents, expectant parents and their children ages 0 - 5, with targeted outreach to engage teen parents, grandparents raising grandchildren and young fathers.

Geographic Area
Applicants responding to this RFGA must provide services within the targeted areas as identified in the RFGA, or may describe in their application their intended areas of service within that area.

The Council's intent is to provide a minimum of one family resource center in each of the communities of the Central Maricopa Region: Tempe, Chandler, Ahwatukee and Guadalupe.

Coordination and Collaboration
First Things First prioritizes coordination and collaboration among early childhood service providers as critical to developing a seamless service delivery system for children and families. Coordination and collaboration is described as two or more organizations working together in the delivery of programs and services to a defined population. As a result of coordination and collaboration, services are often easier to access and are implemented in a manner that is more responsive to the needs of the children and families. Coordination and collaboration may also result in greater capacity to deliver services because organizations are working together to identify and address gaps in service, which results in higher quality services and cost efficiency. Successful Applicants must demonstrate capacity to work with and participate in coordination and collaboration activities occurring within the First Things First region being served. This may include but is not limited to engaging with other partners delivering the same or similar programs and services; clarifying target populations and outcomes; and defining processes and plans to reach desired outcomes. Depending upon the strategy, there may be local or statewide collaborative meetings which the Applicant may be asked to attend, as noted in the Scope of Work. In order to accomplish this, Applicants should plan the appropriate staffing and budget to support travel to and attendance at meetings within the regional area or at statewide meetings, as appropriate.

Furthermore, it is the intent of the Maricopa County Regional Councils to work collaboratively with existing and newly-funded family resource centers. The Maricopa County Family Resource Center Collaboration will focus on the following: outreach and awareness of services and programming available to families with young children; improve the service and programs provided by the family resource centers and family support specialists with a primary focus on

resource and referral; and provide a forum for service providers to plan, coordinate and jointly implement programming for families. As part of this collaborative approach, councils request that agencies actively participate in the collaborative process including meeting attendance and related functions throughout the duration of the grant term including renewal periods.

Quality Assurance Assessment

First Things First Quality Assurance (QA) system involves a continuum of performance and programmatic monitoring. The QA process is a team approach in collaboration with grant partners. A strength-based, comprehensive QA assessment will be used to evaluate the implementation of the strategy Standards of Practice and to support grant partners through technical assistance that addresses specific issues and concerns. The results of the QA process have the potential to inform and strengthen the development of the Standards of Practice and the early childhood development and health system. Successful Applicants agree to actively participate in the QA process, which will involve a strategy specific QA assessment conducted by First Things First QA Specialists during an on-site visit typically once during a contract cycle (every three years or so). The QA process includes adequate notice through pre-visit communication, the on-site visit and discussion and follow-up report.

Program Specific Data Collection and First Things First Evaluation

Successful Applicants agree to participate in the First Things First evaluation and any program specific evaluation or research efforts, including collaboration with evaluation-led child assessment activities. Collaborative activities may include tracking and reporting data pertaining to participant attendance, enrollment and demographic information. In addition, Applicants agree to allow First Things First and evaluation consultants of First Things First to observe program activities on site and successful applicants must collaborate with First Things First led and initiated evaluation activities to encourage parent consent for data collection. Data collection and First Things First evaluation activities are directly connected with the Goals, Performance Measures and Units of Service aligned to the strategy described in this RFGA. When services are provided to more than one region (multi-regional strategies), the grantee must collect and store client data for each region served through the grant agreement.

First Things First honors tribal ownership of data and recognizes communication is necessary with Arizona Tribes to determine what process/protocol is needed to obtain data. We further recognize Arizona Tribes as owners of their indigenous knowledge, cultural resources and intellectual property. To this end, it is imperative that all appropriate tribal approvals for data collection and submission to First Things First must be obtained.

Successful Applicants must have capacity to collect and submit First Things First data requirements, securely and confidentially store client data, obtain client and any necessary tribal approvals for First Things First data submission and utilize data to assess progress in achieving desired outcomes of the proposed strategy (see Exhibit I, Data Security Guidelines). Units of Service, Target Service Numbers and Performance Measures outline how quarterly data submissions will be evaluated according to the contracted deliverables and standards of practice for that contract. Additionally, they are used by First Things First to determine the key impacts of the strategies, programs and approaches being implemented.

Unit of Service and Related Target Service Number:
A Unit of Service is a First Things First designated indicator of performance specific to each First Things First strategy. It is composed of a unit of measure and a number (Target Service Number). A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. The Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the First Things First strategy Home Visitation, the First Things First Unit of Service is "number of families served" and a Target Service Number of 50 represents the number of families the Applicant proposes to serve during the contract period. All First Things First applicants must clearly state in the proposal a Target Service Number for each strategy specific Unit of Service.

Performance Measures:
Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g., providing scholarships).

All successful Applicants will be provided with data reporting requirements by First Things First and will meet the requirements of the First Things First evaluation including, but not limited to, timely and regular reporting and cooperation with all First Things First evaluation activities. Timely and regular reporting of all performance and evaluation data includes the electronic submission of data (as identified in data reporting templates designed for each strategy) through the First Things First secure web portal known as PGMS. The First Things First data reporting requirements for this strategy can be found at:

Family Resource Center
http://ftf/extranet/apps/pgms/GranteeResourceDocuments/Data%20Template%20Instructions/Family%20Support%20Strategies/Family%20Resource%20Center%20Instructions.pdf
Parent Education Community-Based Training (SFY 14 requirements not yet available)
http://ftf/extranet/apps/pgms/GranteeResourceDocuments/Data%20Template%20Instructions/Family%20Support%20Strategies/Parent%20Education%20-%20CBT%20Instructions.pdf
Food Security:
http://ftf/extranet/apps/pgms/GranteeResourceDocuments/Data%20Template%20Instructions/Family%20Support%20Strategies/Food%20Security%20Instructions.pdf
Health Insurance Outreach and Enrollment Assistance:
http://ftf/extranet/apps/pgms/GranteeResourceDocuments/Data%20Template%20Instructions/Health%20Strategies/Health%20Insurance%20Enrollment%20Instructions.pdf)

Units of Service and Performance Measures that are aligned to the Goal for the purposes of this RFGA are as follows:

Unit of Service:

- **For Family Resource Centers:**
  19,500 families served
- **For Parent Education – Community Based Training**
  # of participating adults
  Applicant(s) are requested to propose a unit of service #
- **For Food Security**
  6,400 food boxes
- **For Health Insurance Outreach and Enrollment Assistance**
  # of families served
  Applicant(s) are requested to propose a unit of service #

Performance Measures:

- **For Family Resource Centers,** the performance measures are:
  Number of families served/ proposed service number
  Number of families with children (0-5 years) receiving resource and referral information
- **For Parent Education Community –Based Training,** the performance measures are:
  Number of participating adults/ proposed service number
  Number of trainings conducted
- **For Food Security,** the performance measures are:
  Number of food boxes distributed/ proposed service number
  Number of families or adults with children (0-5 yrs) receiving food boxes
  Number of children (0-5yrs) in families receiving food boxes
- **For Health Insurance Outreach and Enrollment Assistance,** the performance measures are:
  Number of families served /proposed service number
  Number of people reached by public awareness activities
  Number of families referred to other providers of low-cost or no-cost health care coverage

For more information on First Things First Goal Areas, Goals and Performance Measures, please reference the First Things First Strategy Toolkit at:
http://azftf.gov/pages/webmain.aspx?PageID=2D427ADB35B34BB09F353B77B74AB9BA

How Will Applications Be Evaluated?

The review committee will evaluate applications and recommend those for an award based on the following criteria:

- Capacity of the Applicant for Addressing Needs (25%)
- Proposed Program or Activity (25%)
- Implementation Activities (25%)
- Budget (10%)
- Data Collection (15%)

Those Applicants not selected for funding will be notified in writing; however, pursuant to A.R.S. §41-2702 (E), all applications shall not be open for public inspection until after grants are awarded. A.R.S. §41-2702 (G) also states the evaluator assessments shall be made available for public inspection no later than thirty (30) days after a formal award is made.

Application: Responding to the Scope of Work

To complete your application, provide a comprehensive narrative response that addresses each of the items in the Executive Summary and the criteria sections below. If an item requires a completed attachment, please reference that attachment within the narrative response when indicated. The narrative must include a one page executive summary, use 12-point font size and have no less than a one-inch margin. It is recommended that the narrative not exceed 10 pages, including the executive summary.

A. Executive Summary (required – 1 page overview)

Provide a one (1) page narrative overview of the proposed project that includes the Target Service Number, a brief summary of the program or strategy, how it will be implemented, the applicant's capacity to implement this program and how success and outcomes will be measured. Also, complete the First Things First Standard Agency Information Collection Form (Attachment A).

B. Capacity for Addressing the Need and Implementing the Strategy Successfully (25%)

Provide a narrative description describing your organization's understanding of the needs and capacity to implement the proposed service, addressing the following:

1. Describe the need(s) the proposed strategy will address and include data to support evidence of the need. Describe the assets that currently exist, within the region and organization, to address the need and support the proposed strategy.
2. Provide examples of experience implementing related programs and the outcomes of those programs. It should be noted that past performance on any grants might be taken into consideration in evaluation of your proposal.
3. Describe your organization's professional knowledge and experience of the target population to reach.

4. Identify capacity or infrastructure building that will be needed, including agreements and partnerships with other agencies, additional resources and training and technical assistance to provide the proposed service.
5. Include the coordination and collaboration activities in which the organization is currently engaged and how this will support the proposed strategy.
6. Identify personnel recruitment, qualifications and supervision. (Also, complete Key Personnel Overview, Attachment B).
7. Describe plans to recruit and locate personnel within the geographical region of the provided service and that are linguistically and culturally competent for the population to be served.
8. Provide a response for the following questions <u>only</u> if you are proposing capital expenses and/or new construction:

    a. Provide evidence of strong on-going support from the community for the capital improvement.
    b. Provide a description of how funding such capital improvement will enable the region to reach their pre-determined measurable outcomes.
    c. Describe what funds will be available to sustain the benefits of the capital request if approved.
    d. Describe other attempts to meet this need and how no other resources exist (other than matching funds) in the community to meet this need.
    e. Describe the anticipated possible ownership and maintenance for the capital asset should the entity no longer utilize the asset for the purposes for which funding support was approved by the Board.
    f. Justify how it is expected that sustainability and operational resources are available after the life of this grant.
    g. Describe the amount and source of 50 percent matching funds for specific capital requests to First Things First that includes the purchase of property or new construction, major renovation or remodeling to existing property.

C. <u>Proposed Program or Strategy (25%)</u>

Provide a description of the program being proposed, including the following:

1. Provide a clear description of the proposed program/services.
2. Indicate whether this is a proven program or one with an evidence base and summarize the relevant research supporting it.
3. If adapting a proven effective program, explain what the adaptations are and why they are being made.
4. Describe how the proposed program aligns and builds on the early childhood system development in the region.
5. Describe how the Standards of Practice will be adhered to in program implementation. Please refer to the attached First Things First Standards of Practice. Successful Applicants are required to follow this/these Standards of Practice when delivering services under this grant or contract. (Refer to the

Standards of Practice in Exhibits A-D for guidance on best practice requirements for this strategy.)

6. Identify and describe the target population to be served by the proposed strategy, including:
    i. Population demographics, i.e. all children birth through five, infants and toddlers, families of infants, early childhood professionals, etc.
    ii. Target Service Number based on the Unit of Service(s) included in the Scope of Work above.
    iii. How the strategy will meet the needs of the targeted population in terms of being culturally competent, linguistically appropriate, age appropriate and gender responsive.
    iv. Recruitment and outreach efforts, engagement and retention practices for the targeted population.
7. Specific training that will be provided to existing and/or new staff, including how and when it will be delivered and how it will enhance skills necessary to implement this strategy effectively.
8. Describe any anticipated barriers to implementation and your plans to overcome those barriers.

This narrative should provide context for the activities listed in the next section, Implementation Activities.

D. <u>Implementation Activities (25%)</u>

Using Attachment C, Implementation Plan, describe the activities needed to operationalize the proposed strategy(ies), including timelines, responsibilities and coordination activities.

E. <u>Budget (10%)</u>

The budget and budget narrative should provide a clear and concise explanation of the methods used to determine the amounts for each line item in the proposed program budget. All budget forms must be signed by an authorized agency representative.

1. Submit the Funds Requested Form (Attachment D). No additional narrative is required.
2. Submit the Line Item Budget (Attachment E) using only the budget categories listed on the form. No additional narrative is required.
3. Submit the Budget Narrative (Attachment F) using only the budget categories listed on the form.
4. Submit the Disclosure of Other Funding (Attachment G). This list should include all other sources of funding currently received from other State or public agencies, Federal agencies, non-profit organizations and other sources that will be applied to the proposed program/strategy(ies). Note that statute A.R.S. §8-1183 provides for a prohibition on <u>supplanting</u> of state funds by First Things First expenditures, meaning that no First Things First monies expended are to be used to take the place of any existing state or federal funding for early childhood development and health programs.

5. Describe your organization's business management system by completion of the Financial Systems Survey. Attach the Financial Systems Survey (Attachment H) to capture basic financial system/operational information to assess financial capacity early in the process. No additional narrative is required. As noted in the financial system survey, you are required to submit a complete copy of the most recent audited, reviewed or compiled financial statements as well as management letters and a schedule showing the TOTAL federal funds (by granting agency) expended by your agency for the most recent fiscal year. NOTE THAT ONLY ONE COPY OF EACH OF THESE DOCUMENTS NEEDS TO BE INCLUDED WITH THE APPLICATION MARKED "ORIGINAL".

F. Data Collection (15%)

Describe in this section the plan and resources necessary to meet First Things First basic reporting requirements, maintain data securely and confidentially, obtain client and any necessary tribal approvals for First Things First data submission, and ensure that ongoing data collection is used within the grantee institution to ensure fidelity and overall effectiveness (see Exhibit I). In this section, include discussion of:

1. Who will have overall responsibility for the data collection, permissions, maintenance, and reporting? Be sure to include this person in your Key Personnel Overview, Attachment B.
2. How will the required data be collected, maintained, and aggregated? Describe how you will ensure that data entered into the First Things First web-based database after it has been collected is accurate and timely. What procedures will be in place to assure the quality of your data (e.g., training for data collectors, oversight of data entry, timeliness for administering tools, etc.)?
3. If applicable, what is the anticipated approval process to collect and report data from tribal government programs?
4. What resources (e.g., personnel, supplies, computer, etc.) will be needed to complete necessary activities related to data collection, permissions, maintenance and security as well as the assurance of quality data input and data collection for the program? In addition to this narrative description, the funds dedicated to evaluation should be reflected in the budget and budget narrative in Section D above.
5. Complete the Data Collection Form, Attachment I.

Instructions to Applicants

A. Inquiries

1. Duty to Examine. It is the responsibility of each applicant to examine the entire RFGA, seek clarification in writing (inquiries), and examine their application for accuracy before submission. Lack of care in preparing an application shall not be grounds for modifying or withdrawing the application after the due date and time, nor shall it give rise to any grant claim.

2. RFGA Contact Person. Any inquiry related to an RFGA, including any requests for or inquiries regarding standards referenced in the RFGA shall be directed solely to the RFGA contact person. The applicant shall not contact or direct inquiries concerning this RFGA to any other state

employee unless the RFGA specifically identifies a person other than the RFGA contact person as a contact.

3. Submission of Inquiries. The Fiscal Specialist identified in this RFGA, who is the contact for all inquiries except at the Pre-Application Conference, requires that an inquiry be submitted in writing. Any inquiry related to the RFGA shall refer to the appropriate RFGA number, page and paragraph. When making an inquiry by mail, do not place the RFGA number on the outside of the envelope containing the inquiry, since it may then be identified as an application and not be opened until after the application due date and time. Electronic inquiries are acceptable and encouraged. First Things First shall consider the relevancy of the inquiry but is not required to respond in writing.

4. Timeliness. Any inquiry or exception to the RFGA shall be submitted as soon as possible and should be submitted at least seven days before the application due date and time for review and determination by First Things First. Failure to do so may result in the inquiry not being considered for an RFGA Amendment.

5. No Right to Rely on Verbal Responses. An applicant shall not rely on verbal responses to inquiries. A verbal reply to an inquiry does not constitute a modification of the RFGA.

6. RFGA Amendments. The RFGA shall only be modified by a formal written RFGA Amendment. Formal written amendments are posted on the First Things First website, www.azftf.gov. It is the sole responsibility of the applicant to check the website regularly.

7. Pre-Application Conference. A Pre-Application Conference has been scheduled for this RFGA and specific date, time and location are noted on Page 2. Applicants should raise any questions about the RFGA at that time. The Pre-Application Conference will clarify the contents of the RFGA in order to prevent any misunderstanding of First Things First's position. Any doubt as to the requirements of the RFGA or any apparent omission or discrepancy should be presented to First Things First at the Conference. An applicant may not rely on any verbal responses to questions at the Conference. Material issues raised at the conference that result in changes to the RFGA shall be answered solely through a formal written RFGA Amendment. **Attendance at the Pre-Application Conference is strongly encouraged, but not mandatory**.

8. Persons with Disabilities. Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting the RFGA contact person. Requests shall be made as early as possible to allow time to arrange the accommodation.

B. Application Preparation

1. Forms. No facsimile or electronic mail applications shall be accepted. An application shall be submitted using the forms provided in this RFGA or on their substantial equivalent. Any substitute document for the forms provided in this RFGA must be legible and contain the same information requested on the forms, unless the RFGA indicates otherwise.

2. Technical Requirements. Applications will be reviewed initially for compliance with technical requirements. Noncompliance with these requirements may result in the application being deemed non-responsive, and therefore, not susceptible to award.
    - Responses should be typed, single-spaced with one-inch margins or wider with a twelve (12)-point font used.

- Applications are not to be bound in spiral binders or in 3-ring notebooks. Please submit the application either stapled in the upper left-hand corner or use a binder clip.
- Applications should be single sided, NOT duplexed.
- Number all pages and include a table of contents that follows the underlined categories in the "Application: Responding to the Scope of Work" Section. Enclose one (1) original (clearly marked "ORIGINAL") and nine (9) additional copies.
- All attachments must be completed as instructed.
- The organization name and the Request for Grant Application Number (**RFGA number found on page 1 of this RFGA**) must be clearly marked on the outside of the sealed envelope/package.

Please refer to the Checklist within this RFGA to verify inclusion of all required documentation and use of the proper format.

3. Evidence of Intent to be Bound. The applicant Offer and Acceptance Form within the RFGA shall be submitted with the application and shall include a signature by a person authorized to sign the application. The signature shall signify the applicant's intent to be bound by the application, the terms of the RFGA and that the information provided is true, accurate and complete. Failure to submit verifiable evidence of intent to be bound, such as an original signature, shall result in rejection of the application.

4. Exceptions to Terms and Conditions. All exceptions included with the application shall be submitted in a clearly identified separate section of the application in which the applicant clearly identifies the specific paragraphs of the RFGA where the exceptions occur. Any exceptions not included in such a section shall be without force and effect in any resulting grant unless such exception is specifically accepted by the Fiscal Specialist in a written statement. The applicant's preprinted or standard terms will not be considered by First Things First as a part of any resulting grant. All exceptions that are contained in the application may negatively affect First Things First's proposal evaluation based on the evaluation criteria stated in the RFGA or result in rejection of the application.

5. Subgrants. Applicant shall clearly list any proposed subgrantees and the subgrantee's proposed responsibilities in the application.

6. Cost of Application Preparation. First Things First will not reimburse any applicant the cost of responding to an RFGA.

7. RFGA Amendments. Each RFGA Amendment shall be signed with an original signature by the person signing the application, and shall be submitted no later than the application due date and time. Failure to return a signed copy of a RFGA Amendment may result in rejection of the application.

8. Additional Materials. Additional materials such as promotional brochures or examples of other programs should not be submitted unless they directly relate to the information required in the application.

9. Provision of Tax Identification Numbers. Applicants are required to provide their Arizona Transaction Privilege Tax Number and/or Federal Tax Identification number in the space provided on the Offer and Acceptance Form.

10. Disclosure. If the firm, business or person submitting this application has been debarred, suspended or otherwise lawfully precluded from participating in any public procurement activity, including being disapproved as a subcontractor with any federal, state or local government; or if any such preclusion from participation from any public procurement activity is currently pending, the applicant shall fully explain the circumstances relating to the preclusion or proposed preclusion in the application. The applicant shall include a letter with its application setting forth the name and address of the governmental unit, the effective date of this suspension or debarment, the duration of the suspension or debarment, and the relevant circumstances relating to the suspension or debarment. If suspension or debarment is currently pending, a detailed description of all relevant circumstances including the details enumerated above shall be provided.

11. RFGA Order of Precedence. In the event of a conflict in the provisions of this RFGA, the following shall prevail in the order set forth below:
    - 11.1 Terms and Conditions
    - 11.2 Scope of Work
    - 11.3 Attachments
    - 11.4 Exhibits
    - 11.5 Instructions to Applicants
    - 11.6 Other documents referenced or included in the RFGA

C. Submission of Application

1. Sealed Envelope or Package. One (1) original (clearly marked "original") application and nine (9) copies shall be submitted to the submittal location identified in this RFGA. Applications must be submitted in a sealed envelope or container. The envelope or container should be clearly identified with name of the applicant and RFGA number. First Things First may open envelopes or containers to identify contents if the envelope or container is not clearly identified.

2. Late Applications. An application submitted after the exact application due date and time shall be rejected. Applications **must** be received by First Things First at the designated due date and time.

3. Application Amendment or Withdrawal. An application may not be amended or withdrawn after the application due date and time except as otherwise provided under applicable law.

4. Application Opening. Applications shall be opened publicly at the time and place identified in this RFGA. The name of each applicant shall be read publicly and recorded.

5. Disqualification. An applicant (including each of its principals) who is currently debarred, suspended or otherwise lawfully prohibited from any public procurement activity shall have its application rejected.

6. Public Record. All applications submitted and opened are public records and must be retained by First Things First. Applications shall be open to public inspection no later than 30 days after the grant award pursuant to A.R.S. §41-2702 (E), except for such applications deemed to be confidential by First Things First. If an applicant believes that information in its application should remain confidential, it shall indicate as confidential the specific information and submit a statement with its application detailing the reasons that the information should not be

disclosed. Such reasons shall include the specific harm or prejudice which may arise. First Things First, pursuant to A.C.R.R. R2-7-104, shall review all requests for confidentiality and provide a written determination. If the confidential request is denied, such information shall be disclosed as public information, unless the person utilizes the "Protest" provision as noted in A.R.S. §41-2611 through §41-2616.

7. Application Acceptance Period. Applications shall be irrevocable for 120 days after the RFGA due date and time.

8. Non-collusion, Employment, and Services. By signing the Offer and Acceptance Form, the applicant certifies that:
    a. The applicant did not engage in collusion or other anti-competitive practices in connection with the preparation or submission of its application; and
    b. The applicant does not discriminate against any employee or applicant for employment or person to whom it provides services because of race, color, religion, sex, national origin, sexual orientation or disability, and that it complies with all applicable federal, state and local laws and executive orders regarding employment.

9. Budget Limitations. In the event that the applications received exceed the budget limitations, First Things First reserves the option to request a reduction in the scope of the applicant's proposed program. Revised budget documents will be required. First Things First reserves the right to award grants for less than the proposed amount and/or less than the available funds or make awards that exceed the posted available funds as additional funds become available.

10. Waiver and Rejection Rights. Notwithstanding any other provision of the RFGA, the State reserves the right to:
    10.1 Waive any minor informality,
    10.2 Reject any and all Applications or portions thereof, or
    10.3 Cancel the RFGA.

D. Award

1. Multiple Awards. In order to ensure adequate coverage of First Things First requirements, multiple awards are anticipated to be made; however, a single award may be considered.

2. Grant Inception. An application does not constitute a grant nor does it confer any rights on the applicant to the award of a grant. A grant is not created until the application is accepted in writing by the First Things First designee's signature on the Offer and Acceptance Form. A notice of award or of the intent to award shall not constitute acceptance of the application.

3. Effective Date. The effective date of a grant shall be the date that the First Things First designee signs the Offer and Acceptance form or other official contract form, unless another date is specifically stated in the grant.

E. Protests

1. A protest shall comply with and be resolved according to A.R.S. §41-2611. Protests shall be in writing and filed with the Chief Executive Officer, Arizona Early Childhood Development and Health Board. A protest of an RFGA shall be received by the Fiscal Specialist before the Application due date. A protest of a proposed award or of an award shall be filed within ten (10)

days after the protester knows or should have known the basis of the protest. A protest shall include:

1.1 The name, address and telephone number of the protester,
1.2 The signature of the protester or its representative,
1.3 Identification of the RFGA or grant number,
1.4 A detailed statement of the legal and factual grounds of the protest including copies of relevant documents, and
1.5 The form of relief requested.

F. Comments Welcome

1. First Things First periodically reviews the Instructions to Applicants and welcomes any comments you may have. Please submit your comments to the Fiscal Specialist, grants@azftf.gov

Terms and Conditions

1. Term of Grant. The effective date of this grant shall be the date that the First Things First designee signs the Offer and Acceptance form or other official grant form and shall remain in effect until June 30, 2014, unless terminated, cancelled or extended as otherwise provided herein.

2. Grant Renewal/Grant Amendment. This grant shall not bind nor purport to bind First Things First for any contractual commitment in excess of the original grant period. First Things First shall have the right, with consult of the awardee, to issue a written amendment to expand services and increase funding awarded to compensate for the agreed upon service expansion. First Things First shall have the right, at its sole option, to renew the grant for up to two (2) additional twelve (12) month periods or a portion thereof. Grant awards may be increased, decreased, or not renewed based on evaluation, programmatic and fiscal performance; adherence to standards of practice; the availability of funds; or the discretion of First Things First. If First Things First exercises such rights, all terms, conditions and provisions of the original grant shall remain the same and apply during the renewal period.

3. Quarterly Program Narrative and Data Submission Reports. At a minimum, grantees shall submit quarterly, one Program Narrative Report and three Data Submission Reports (one per month) by the 20th of the month following the quarter via the First Things First Partners in Grants Management System (PGMS). Failure to submit timely reports will result in suspension of reimbursement. The reports shall contain such information as deemed necessary by First Things First.

4. Reimbursement/Payment. The grantee shall be paid on a cost-reimbursement basis, at a maximum of monthly or a minimum of quarterly for those items submitted and approved in the budget. Reimbursement requests shall be submitted monthly or quarterly via the First Things First Partners in Grants Management System. **The grantee shall submit a final reimbursement request for expenses obligated prior to the date of grant termination no more than forty-five (45) days after the grant end date.** Requests for reimbursement received later than forty-five (45) days after the grant termination will not be paid. **If awarded a grant, the grantee must have sufficient funds to meet obligations for at least sixty (60) days while awaiting reimbursements**. If an exception is requested to this requirement, it must be provided in

writing in the application describing the justification and need for alternative considerations, which will be separately considered during the application review and may not be approved. Requests for exceptions to reimbursement-based payments submitted after awards are made are subject to separate review and may not be approved.

5. Confidentiality of Records. The grantee shall establish and maintain procedures and controls that are acceptable to First Things First for the purpose of assuring that no information contained in its records or obtained from First Things First or from others in carrying out its functions under the grant shall be used by or disclosed by it, its agents, officers, or employees; except as required to efficiently perform duties under the grant. Persons requesting such information shall be referred to First Things First. The grantee also agrees that any information pertaining to individual persons shall not be divulged other than to employees or officers of the grantee as needed for the performance of duties under the grant, unless otherwise agreed to in writing by First Things First.

6. Key Personnel. It is essential that the grantee provide an adequate staff of experienced personnel, capable of and devoted to the successful accomplishment of work to be performed under this grant. The grantee must assign specific individuals to the key positions, when possible or submit an official position description for which candidates must qualify. **Once assigned to work under the grant, if key personnel are removed or replaced, written notification shall be sent to First Things First via the Partners in Grants Management System (PGMS) Communication Log.**

7. Orientation. A mandatory orientation will be scheduled during the first quarter after awards are made and will provide all awarded grantees the information required to manage the grant.

8. Capital Expenditures. Items over $5,000 with a life of more than one (1) year are allowable and must be included in the line item budget and budget narrative to explain the purpose, intent and use specific for the benefit of the requested project.

   First Things First has established guidelines for capital expenditures and new construction. The applicant must demonstrate strong justification to support the needs within a region. In the case for construction and renovation projects for facilities, matching funds are required and the applicant must include costs for such items. The First Things First Board may require a deed or title restriction requiring repayment of any funds used for a capital expenditure in the event of the disposal of the asset.

   All of the following should be demonstrated:

   - Provide evidence of strong on-going support from the community for the capital improvement.

   - Provide a description of how funding such capital improvement will enable the region to reach their pre-determined measurable outcomes.

   - Describe what funds will be available to sustain the benefits of the capital request if approved.

- Describe other attempts to meet this need and how no other resources exist (other than matching funds) in the community to meet this need.

- Describe the anticipated possible ownership and maintenance for the capital asset should the entity no longer utilize the asset for the purposes for which funding support was approved by the Board.

- Justify how it is expected that sustainability and operational resources are available after the life of this grant.

- Describe the amount and source of 50 percent matching funds for specific capital requests to First Things First that includes the purchase of property or new construction, major renovation or remodeling to existing property.

- Submit a copy of an annual independent audit reviews.

9. Working with Tribal Regional Partnership Council(s). The grantee shall comply with any requirements set forth by a tribal government in relation to essential functions of the grants operation including data collection. It is a material requirement of this grant that the grantee follows all FTF tribal policies and procedures, completes all IRB (Institutional Review Board) requirements, obtains all appropriate parent consents, and obtains appropriate tribal approvals as designated by tribal authorities.

10. Geographic Distribution. If applications are not received from geographic areas within the region or if a submitted application is not deemed applicable to funding by the review committee all funding may not be awarded or could be awarded to meet disparate geographic need for services. First Things First also reserves the right to fund more than one program in an area, not to award the entire amount of available funds, or to award an amount that is greater than the posted available funds.

11. Grant Interpretation.

    11.1. Arizona Law. The laws of Arizona apply to this grant including, where applicable, the Uniform Commercial Code as adopted by the State of Arizona and the Arizona Procurement Code, Arizona Revised Statutes (A.R.S.) Title 41, Chapter 23, and its implementing rules, Arizona Administrative Code (A.A.C.) Title 2, Chapter 7.

    11.2. Implied Grant Terms. Each provision of law and any terms required by law to be in this grant are a part of this grant as if fully stated in it.

    11.3. Grant Order of Precedence. In the event of a conflict in the provisions of the grant, as accepted by First Things First and as they may be amended, the following shall prevail in the order set forth below:

    Terms and Conditions
    Scope of Work
    Attachments
    Exhibits
    Documents referenced or included in the RFGA

11.4. Relationship of Parties. The grantee under this grant is an independent grantee. Neither party to this grant shall be deemed to be the employee or agent of the other party to the grant.

11.5. Severability. The provisions of this grant are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition of the grant.

11.6. No Parole Evidence. This grant is intended by the parties as a final and complete expression of their grant. No course of prior dealings between the parties and no usage of the trade shall supplement or explain any terms used in this document and no other understanding either oral or in writing shall be binding.

11.7. No Waiver. Either party's failure to insist on strict performance of any term or condition of the grant shall not be deemed a waiver of that term or condition even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.

12. Grant Administration and Operation.

12.1. Records. Pursuant to A.R.S. §35-214 and §35-215, the grantee shall retain and shall contractually require each subgrantee to retain all data and other "records" relating to the acquisition and performance of the grant for a period of five years after the completion of the grant. All records shall be subject to inspection and audit by First Things First at reasonable times. Upon request, the grantee shall produce a legible copy of any or all such records.

12.2. Non-Discrimination. The grantee shall comply with all state and federal equal opportunity and non-discrimination requirements and conditions of employment, including the American with Disability Act, in accordance with A.R.S. Title 41, Chapter 9, Article 4 and Executive Order 2009-09, which mandates that all persons, regardless of race, color, religion, sex, age, national origin, disability or political affiliation, shall have equal access to employment opportunities and all applicable provisions and regulations relating to Executive Order No. 13279 – Equal Protection of the Laws for Faith-based and Community Organizations.

12.3. Audit. Pursuant to A.R.S. §35-214, at any time during the term of this grant and five (5) years thereafter, the grantee's or any subgrantee's books and records shall be subject to audit by First Things First and, where applicable, the Federal Government, to the extent that the books and records relate to the performance of the grant or subgrant.

In compliance with the Federal Single Audit Act (31 U.S.C. par., 7501-7507), as amended by the Single Audit Act Amendments of 1996 (P.L. 104 to 156), grant sub-recipients, as prescribed by the President's Council on Integrity and Efficiency Position #6, expending Federal Grants from all sources totaling $500,000 or more, must have an annual audit conducted in accordance with OMB Circular #A-133, "Audits of States, Local Governments and Non-profit Organizations." If more than $500,000 has been expended in federal dollars, a copy of the audit report for the previous fiscal year must be submitted with your application.

12.4. Fund Management. The grantee must maintain funds received under this grant in separate ledger accounts and cannot mix these funds with other sources. The grantee must manage funds according to applicable regulations for administrative requirements, cost principles and audits. The grantee shall maintain proper audit trails for all reports related to this grant. First Things First reserves the right to review all program records.

12.5. Facilities Inspection and Materials Testing. The grantee agrees to permit access to its facilities, sub grantee facilities and the grantee's processes or services, at reasonable times for inspection of the facilities or materials covered under this grant.

First Things First shall also have the right to test, at its own cost, the materials to be supplied under this grant. Neither inspection of the grantee's facilities nor materials testing shall constitute final acceptance of the materials or services. If First Things First determines non- compliance of the materials, the grantee shall be responsible for the payment of all costs incurred by First Things First for testing and inspection.

12.6. Notices. Notices to the grantee required by this grant shall be made by First Things First to the person indicated on the Offer and Acceptance form submitted by the grantee unless otherwise stated in the grant. All notices, requests, demands or communications by either party to this grant, pursuant to or in connection with this grant shall be in writing to the respective parties at the following address:

First Things First
Finance Division
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

An authorized First Things First representative and an authorized grantee representative may change their respective person to whom notice shall be given by written notice to the other and an amendment to the grant shall not be necessary.

12.7. Advertising, Publishing and Promotion of Grant. The grantee shall not use, advertise or promote information for commercial benefit concerning this grant without the prior written approval of First Things First.

12.8. Review of Printed Material. First Things First reserves the right to review and approve all grantee publications and/or media funded or partially funded through this grant. All grantee publications funded or partially funded through this grant shall recognize First Things First as the funding source. First Things First shall have full and complete rights to reproduce, duplicate, disclose, perform, and otherwise use all materials prepared under this grant.

The grantee agrees that any report, printed matter, or publication (written, visual, or sound, but excluding press releases, newsletters, and issue analyses) issued by the grantee describing programs or projects funded under this agreement, in whole or in part with First Things First funds and shall follow the protocol and style guide provided by First Things First. First Things First will post any applicable updated communications protocol information under the Grantee Resources section of PGMS.

12.9. Property of the State. Any materials and data required to be collected, delivered, or created under this grant, including but not limited to reports, computer programs and

other deliverables are the sole property of the State (First Things First.) The grantee is not entitled to a patent or copyright on those materials and may not transfer the patent or copyright to anyone else. The grantee shall not use or release these materials without the prior written consent of First Things First.

12.10. Ownership of Intellectual Property. Any and all intellectual property, including but not limited to copyright, invention, trademark, trade name, service mark, and/or trade secrets created or conceived pursuant to or as a result of this grant and any related subgrant ("Intellectual Property"), shall be work made for hire and First Things First shall be considered the creator of such Intellectual Property. The agency, department, division, board or commission of the State of Arizona requesting the issuance of this grant shall own (for and on behalf of the State) the entire right, title and interest to the Intellectual Property throughout the world. The grantee shall notify First Things First, within thirty (30) days, of the creation of any Intellectual Property by it or its subgrantee(s). The grantee, on behalf of itself and any subgrantee(s), agrees to execute any and all document(s) necessary to assure ownership of the Intellectual Property vests in the State and shall take no affirmative actions that might have the effect of vesting all or part of the Intellectual Property in any entity other than the State. The Intellectual Property shall not be disclosed by grantee or its subgrantee(s) to any entity not the State without the express written authorization of the agency, department, division, board or commission of the State of Arizona requesting the issuance of this grant.

12.11. Federal Immigration and Nationality Act. The grantee shall comply with all federal, state and local immigration laws and regulations relating to the immigration status of their employees during the term of the grant. Further, the grantee shall flow down this requirement to all subgrantees utilized during the term of the grant. First Things First shall retain the right to perform random audits of grantee and subgrantee records or to inspect papers of any employee thereof to ensure compliance. Should First Things First determine that the grantee and/or any subgrantee be found noncompliant, First Things First may pursue all remedies allowed by law, including, but not limited to: suspension of work; termination of the grant for default; and suspension and/or debarment of the grantee.

12.12. E-Verify Requirements. In accordance with A.R.S. § 41-4401, the grantee warrants compliance with all Federal immigration laws and regulations relating to employees and warrants its compliance with Section A.R.S. § 23-214, Subsection A

12.13. Scrutinized Businesses. In accordance with A.R.S. § 35-391 and A.R.S. § 35-393, the grantee certifies that the grantee does not have scrutinized business operations in Sudan or Iran.

12.14. Offshore Performance of Work Prohibited. Any services that are described in the specifications or scope of work that directly serve the State of Arizona or its clients and involve access to secure or sensitive data or personal client data shall be performed within the defined territories of the United States. Unless specifically stated otherwise in the specifications, this paragraph does not apply to indirect or overhead services, redundant back-up services or services that are incidental to the performance of the grant. This provision applies to work performed by subgrantees at all tiers.

13. <u>Costs/Payments</u>.

13.1. Applicable Taxes.

Payment of Taxes. The grantee shall be responsible for paying all applicable taxes.

Tax Indemnification. The grantee and all subgrantees shall pay all federal, state and local taxes applicable to its operation and any persons employed by the grantee. The grantee shall, and require all subgrantees to hold First Things First harmless from any responsibility for taxes, damages and interest, if applicable, contributions required under Federal, and/or state and local laws and regulations and any other costs including transaction privilege taxes, unemployment compensation insurance, Social Security and Worker's Compensation.

IRS Substitute W9 Form. In order to receive payment the grantee shall have a current IRS Substitute W9 Form on file with State of Arizona, unless not required by law.

13.2. Availability of Funds for the Current State Fiscal Year. If, for any reason, funding in the current state fiscal year is not available, First Things First may take any of the following actions: 1) Accept a decrease in price offered by the grantee; 2) Cancel the grant; or 3) Cancel the grant and re-solicit the requirements.

13.3. Availability of Funds for the Next State Fiscal Year. Funds are not presently available for performance under this grant beyond the current fiscal year. Any future obligation of First Things First under this grant is conditioned upon the availability of funds allocated and awarded for the payment of such obligation. If funds are not allocated and available for the continuance of this grant, this grant may be terminated by First Things First at the end of the period for which funds are available. No liability shall accrue to First Things First in the event this provision is exercised, and First Things First shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

14. Grant Revisions.

14.1. Program or Budget Modifications. Requests for program and/or budget modifications must be submitted via the First Things First Partners in Grants Management System Communication Log and approval received **prior** to the implementation of any the modifications.

14.2. Amendments. If it is deemed that the program or budget modification request would alter the scope of work and budget described herein, whether by modification or supplementation, then the modification must be accomplished by a formal written amendment signed and approved by and between the duly authorized representatives of the grantee and grantor. No other document, including correspondence, acts, and oral communications by or from any person, shall be used or construed as an amendment or modification or supplementation to the grant.

14.3. Subgrants. The grantee shall not enter into any subgrant under this grant for the performance of this grant without the advance written approval from First Things First. The grantee shall clearly list any proposed subgrantees and the subgrantee's proposed responsibilities. The subgrant shall incorporate by reference the Terms and Conditions of this grant. The grantee agrees that no subgrant that the grantee enters into with

respect to performance under this grant shall in any way relieve the grantee of any responsibility for performance of its duties.

14.4. Assignment and Delegation. The grantee shall not assign any right nor delegate any duty under this grant without the prior written approval of First Things First. First Things First shall not unreasonably withhold approval.

15. Risk and Liability.

15.1. Indemnification.
Indemnification - Patent and Copyright. The grantee shall indemnify and hold harmless First Things First against any liability, including costs and expenses, for infringement of any patent, trademark or copyright arising out of grant performance or use by First Things First of materials furnished or work performed under this grant. First Things First shall reasonably notify the grantee of any claim for which it may be liable under this paragraph. If the grantee is insured pursuant to A.R.S. § 41-621 and § 35-154, this section shall not apply.

Grantee/Vendor Indemnification (Not Public Agency). The parties to this grant agree that First Things First, its departments, Board and Councils shall be indemnified and held harmless by the grantee for the vicarious liability of First Things First as a result of entering into this grant. However, the parties further agree that First Things First, its departments, Board and Councils shall be responsible for its own negligence. Each party to this grant is responsible for its own negligence.
This indemnity shall not apply if the grantee or subgrantee(s) is/are an agency, board, commission or university of the State of Arizona.

Grantee/Vendor Indemnification (Public Agencies Only). Each party (as 'indemnitor') agrees to indemnify, defend, and hold harmless the other party (as 'indemnitee') from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as 'claims') arising out of bodily injury of any person (including death) or property damage but only to the extent that such claims which result in vicarious/derivative liability to the indemnitee, are caused by the act, omission, negligence, misconduct, or other fault of the indemnitor, its officers, officials, agents, employees, or volunteers.

15.2. Insurance Requirements. The grantee and subgrantees shall procure and maintain until all of their obligations have been discharged, including any warranty periods under this grant, are satisfied, insurance against claims for injury to persons or damage to property which may arise from or in connection with the performance of the work hereunder by the grantee, his agents, representatives, employees or subgrantees.

The insurance requirements herein are minimum requirements for this grant and in no way limit the indemnity covenants contained in this grant. First Things First in no way warrants that the minimum limits contained herein are sufficient to protect the grantee from liabilities that might arise out of the performance of the work under this grant by the grantee, its agents, representatives, employees or subgrantees, and grantee is free to purchase additional insurance.

15.2.1. Minimum Scope and Limits of Insurance. The grantee shall provide coverage with limits of liability not less than those stated below.

Commercial General Liability – Occurrence Form

Policy shall include bodily injury, property damage, personal injury and broad form contractual liability coverage.

- General Aggregate $2,000,000
- Products – Completed Operations Aggregate $1,000,000
- Personal and Advertising Injury $1,000,000
- Blanket Contractual Liability – Written and Oral $1,000,000
- Fire Legal Liability $50,000
- Each Occurrence $1,000,000

a. The policy shall be endorsed to include coverage for sexual abuse and molestation.

b. The policy shall be endorsed to include the following additional insured language: "The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees shall be named as additional insureds with respect to liability arising out of the activities performed by or on behalf of the grantee".

c. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the grantee.

Business Automobile Liability

Bodily Injury and Property Damage for any owned, hired, and/or non-owned vehicles used in the performance of this grant.

- Combined Single Limit (CSL) $1,000,000

a. The policy shall be endorsed to include the following additional insured language: "The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees shall be named as additional insureds with respect to liability arising out of the activities performed by or on behalf of the grantee, involving automobiles owned, leased, hired or borrowed by the grantee".

b. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the grantee.

Worker's Compensation and Employers' Liability

- Workers' Compensation Statutory
- Employers' Liability

Each Accident $500,000
Disease – Each Employee $500,000
Disease – Policy Limit $1,000,000

a. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the grantee.

b. This requirement shall not apply to separately, EACH grantee or subgrantee exempt under A.R.S. §23-901, AND when such grantee or subgrantee executes the appropriate waiver (Sole Proprietor/Independent Contractor) form.

Professional Liability (Errors and Omissions Liability

- Each Claim $1,000,000
- Annual Aggregate $2,000,000

a. In the event that the professional liability insurance required by this grant is written on a claims-made basis, the grantee warrants that any retroactive date under the policy shall precede the effective date of this grant; and that either continuous coverage will be maintained or an extended discovery period will be exercised for a period of two (2) years beginning at the time work under this grant is completed.

b. The policy shall cover professional misconduct or lack of ordinary skill for those positions defined in the Scope of Work of this grant.

15.2.2. Additional Insurance Requirements. The policies shall include, or be endorsed to include, the following provisions:

The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees wherever additional insured status is required such additional insured shall be covered to the full limits of liability purchased by the grantee, even if those limits of liability are in excess of those required by this grant.

The grantee's insurance coverage shall be primary insurance with respect to all other available sources.

Coverage provided by the grantee shall not be limited to the liability assumed under the indemnification provisions of this grant.

15.2.3. Notice of Cancellation. Each insurance policy required by the insurance provisions of this grant shall provide the required coverage and shall not be suspended, voided, canceled, or reduced in coverage or in limits except after thirty- (30) days prior written notice has been given to the State of Arizona. Such notice shall be sent directly to (First Things First, Fiscal Specialist, 4000 N. Central, Suite 800, Phoenix, AZ 85012) and shall be sent by certified mail, return receipt requested.

15.2.4. Acceptability of Insurers. Insurance is to be placed with duly licensed or approved non-admitted insurers in the State of Arizona with an “A.M. Best” rating of not less than A-VII. The State of Arizona in no way warrants that the

above-required minimum insurer rating is sufficient to protect the grantee from potential insurer insolvency.

15.2.5. Verification of Coverage. The grantee shall furnish the State of Arizona with certificates of insurance (ACORD form or equivalent approved by the State of Arizona) as required by this grant. The certificates for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf.

15.2.6. All certificates and endorsements are to be received and approved by the State of Arizona before work commences. Each insurance policy required by this grant must be in effect at or prior to commencement of work under this grant and remain in effect for the duration of the project. Failure to maintain the insurance policies as required by this grant, or to provide evidence of renewal, is a material breach of this grant.

15.2.7. All certificates required by this grant shall be sent directly to (First Things First, Fiscal Specialist, 4000 N. Central, Suite 800, Phoenix, AZ 85012). The State of Arizona project/grant number and project description shall be noted on the certificate of insurance. The State of Arizona reserves the right to require complete, certified copies of all insurance policies required by this Grant at any time. DO NOT SEND CERTIFICATES OF INSURANCE TO THE STATE OF ARIZONA'S RISK MANAGEMENT SECTION.

15.2.8. Subgrantees. The grantees' certificate(s) shall include all subgrantees as insureds under its policies or grantee shall furnish to the State of Arizona separate certificates and endorsements for each subgrantee. All coverages for subgrantees shall be subject to the minimum requirements identified above.

15.2.9. Approval. Any modification or variation from the insurance requirements in this grant shall be made by the Department of Administration, Risk Management Section, whose decision shall be final. Such action will not require a formal Grant amendment, but may be made by administrative action.

15.2.10. Exceptions. In the event the grantee or subgrantee(s) is/are a public entity, then the Insurance Requirements shall not apply. Such public entity shall provide a Certificate of Self-Insurance. If the grantee or subgrantee(s) is/are a State of Arizona agency, board, commission, or university, none of the above shall apply.

15.3 Force Majeure.

15.3.1 Except for payment of sums due, neither party shall be liable to the other nor deemed in default under this grant if and to the extent that such party's performance of this grant is prevented by reason of force majeure. The term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without its fault or negligence. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; mobilization; labor disputes; civil disorders; fire; flood; lockouts;

injunctions- intervention-acts; or failures or refusals to act by government authority; and other similar occurrences beyond the control of the party declaring force majeure which such party is unable to prevent by exercising reasonable diligence.

15.3.2. Force Majeure shall not include the following occurrences:

Late delivery of equipment or materials caused by congestion at a manufacturer's plant or elsewhere, or an oversold condition of the market;

Late performance by a subgrantee unless the delay arises out of a force majeure occurrence in accordance with this force majeure term and condition; or

Inability of either the grantee or any subgrantee to acquire or maintain any required insurance, bonds, licenses or permits.

15.3.3. If either party is delayed at any time in the progress of the work by force majeure, the delayed party shall notify the other party in writing of such delay, as soon as is practicable and no later than the following working day, of the commencement thereof and shall specify the causes of such delay in such notice. Such notice shall be delivered or mailed certified-return receipt and shall make a specific reference to this article, thereby invoking its provisions. The delayed party shall cause such delay to cease as soon as practicable and shall notify the other party in writing when it has done so. The time of completion shall be extended by an amendment for a period of time equal to the time that results or effects of such delay prevent the delayed party from performing in accordance with this grant.

15.3.4. Any delay or failure in performance by either party hereto shall not constitute default hereunder or give rise to any claim for damages or loss of anticipated profits if, and to the extent that such delay or failure is caused by force majeure.

15.4 Third Party Antitrust Violations. The grantee assigns to First Things First any claim for overcharges resulting from antitrust violations to the extent that those violations concern materials or services supplied by third parties to the grantee, toward fulfillment of this grant.

16. <u>Warranties</u>.

16.1. Liens. The grantee warrants that the materials supplied under this grant are free of liens and shall remain free of liens.

16.2. Quality. Unless otherwise modified elsewhere in these Terms and Conditions, the grantee warrants that, for one year after acceptance by First Things First of the materials, they shall be: a) of a quality to pass without objection in the trade under the grant description; b) fit for the intended purposes for which the materials are used; c) within the variations permitted by the grant and are of even kind, quantity, and quality within each unit and among all units; d) adequately contained, packaged and marked as the grant may require; and e) conform to the written promises or affirmations of fact made by the grantee.

16.3. Fitness. The grantee warrants that any material supplied to First Things First shall fully conform to all requirements of the grant and all representations of the grantee, and shall be fit for all purposes and uses required by the grant.

16.4. Inspection/Testing. The warranties set forth in subparagraphs 17.1 through 17.3 of this paragraph are not affected by inspection or testing of or payment for the materials by First Things First.

16.5 Compliance with Applicable Laws. The services supplied under this grant shall comply with all applicable federal, state and local laws, and the grantee shall maintain all applicable licenses and permit requirements.

16.5.1. Sectarian Requests. Funds may not be expended for any sectarian purpose or activity, including sectarian worship or instructions.

16.5.2. Restrictions on Lobbying. The grantee shall not use these funds to pay for, influence, or seek to influence any officer or employee of First Things First, state government or the federal government if that action may have an impact, of any nature, on this grant.

16.5.3. Licenses. The grantee shall maintain in current status all federal, state and local licenses and permits required for the operation of the business conducted by the grantee.

16.5.4. Fingerprinting. Pursuant to A.R.S. §41-1758, the grantee will obtain fingerprint cards and/or background checks as applicable. This grant may be cancelled or terminated if the fingerprint check or the certified form of any person who is employed by a provider, whether paid or not, and who is required or allowed to provide services directly to children, discloses that a person has committed any act of sexual abuse of a child, including sexual exploitation or commercial sexual exploitation, or any act of child abuse or that the person has been convicted of or awaiting trial on any criminal offenses in this state or similar offenses in another state or jurisdiction.

17. State's Contractual Remedies.

17.1 Right to Assurance. If First Things First in good faith has reason to believe that the grantee does not intend to, or is unable to perform or continue performing under this grant, the First Things First Fiscal Specialist may demand in writing that the grantee give a written assurance of intent to perform. Failure by the grantee to provide written assurance within the number of days specified in the demand may be, at First Things First's discretion, the basis for terminating the grant under the Terms and Conditions or other rights and remedies available by law or provided by the grant.

17.2 Stop Work Order.

First Things First may, at any time, by written order to the grantee, require the grantee to stop all or any part, of the work called for by this grant for period(s) of days indicated by First Things First after the order is delivered to the grantee. The order shall be specifically identified as a stop work order issued under this clause. Upon receipt of the order, the grantee shall immediately comply with its terms and take all reasonable steps

to minimize the incurrence of costs allocable to the work covered by the order during the period of work stoppage.

If a stop work order issued under this clause is canceled or the period of the order or any extension expires, the grantee shall resume work. First Things First shall make an equitable adjustment in the delivery schedule or grant price, or both, and the grant shall be amended in writing accordingly.

17.3. Nonconforming Tender. Materials or services supplied under this grant shall fully comply with the grant. The delivery of materials or services or a portion of the materials or services that do not fully comply constitutes a breach of this grant. On delivery of nonconforming materials or services, First Things First may terminate the grant for default under applicable termination clauses in the grant, exercise any of its rights and remedies under the Uniform Commercial Code, or pursue any other right or remedy available to it.

17.4. Right of Offset. First Things First shall be entitled to offset against any sums due the grantee, any expenses or costs incurred by First Things First, or damages assessed by First Things First concerning the grantee's non-conforming performance or failure to perform the grant, including expenses, costs and damages described in the Terms and Conditions.

17.5 Non-Exclusive Remedies. The rights and the remedies of First Things First under this grant are not exclusive.

18. Grant Termination.

18.1 Cancellation for Conflict of Interest. Pursuant to A.R.S. §38-511, First Things First may cancel this grant within three (3) years after grant execution without penalty or further obligation if any person significantly involved in initiating, negotiating, securing, drafting or creating the grant on behalf of First Things First is or becomes at any time while the grant or an extension of the grant is in effect an employee of or a consultant to any other party to this grant with respect to the subject matter of the grant. The cancellation shall be effective when the grantee receives written notice of the cancellation unless the notice specifies a later time. If the grantee is a political subdivision of the State of Arizona, it may also cancel this grant as provided in A.R.S. §38-511.

18.2 Cancellation for Failure to Perform. Failure by the grantee to adhere to any provision of this grant or its attachments in the time and manner provided by this grant or its attachments shall constitute a material default and breach of this grant and First Things First may cancel, at its option, this grant upon prior written notice. First Things First may issue a written ten (10) day notice of default to the grantee for acting or failing to act including but not limited to any of the following:

18.2.1. The grantee provides personnel that do not meet the requirements of this grant or are of an unacceptable quality.

18.2.2. The grantee fails to perform adequately the services required in this grant.

18.2.3. The grantee fails to furnish the required product or services within the time stipulated in this grant.

18.2.4 The grantee fails to make progress in the performance of the requirements of the grant and/or gives a positive indication that the grantee will not or cannot perform to the requirements of this grant.

If the grantee does not correct any problem(s) within ten (10) days after receiving the notice of default, First Things First may cancel the grant. If First Things First cancels the grant pursuant to this clause, First Things First reserves all rights or claims to damage for breach of the grant and the grantee agrees to a general release in favor of First Things First for any claim for reimbursement.

18.3 Gratuities. First Things First may, by written notice, terminate this grant, in whole or in part, if First Things First determines that employment or a gratuity was offered or made by the grantee or a representative of the grantee to any officer or employee of the State for the purpose of influencing the outcome of the procurement or securing the grant, an amendment to the grant, or favorable treatment concerning the grant, including the making of any determination or decision about grant performance. First Things First, in addition to any other rights or remedies, shall be entitled to recover exemplary damages in the amount of three times the value of the gratuity offered by the grantee.

18.4 Suspension or Debarment. First Things First may, by written notice to the grantee, immediately terminate this grant if First Things First determines that the grantee has been debarred, suspended or otherwise lawfully prohibited from participating in any public procurement activity, including but not limited to, being disapproved as a subgrantee of any public procurement unit or other governmental body. Submittal of a grant application or execution of a grant shall attest that the grantee is not currently suspended or debarred. If the grantee becomes suspended or debarred, the grantee shall immediately notify First Things First.

18.5 Termination for Convenience. First Things First reserves the right to terminate the grant, in whole or in part at any time, when in the best interests of First Things First without penalty or recourse. Upon receipt of the written notice, the grantee shall stop all work, as directed in the notice, notify all subgrantees of the effective date of the termination and minimize all further costs to First Things First. In the event of termination under this paragraph, all documents, data and reports prepared by the grantee under the grant shall become the property of and be delivered to First Things First upon demand. The grantee shall be entitled to receive just, equitable compensation for work in progress, work completed, and materials accepted before the effective date of the termination. The cost principles and procedures provided in A.A.C. R2-7-701 shall apply.

18.6 Termination for Default.

18.6.1. In addition to the rights reserved in the grant, First Things First may terminate the grant in whole or in part due to the failure of the grantee to comply with any term or condition of the grant; to acquire and maintain all required insurance policies, bonds, licenses and permits; to make satisfactory progress in performing the grant; or failure to comply with the Data Security Guidelines. First Things First shall provide written notice of the termination to the grantee.

18.6.2. Upon termination under this paragraph, all materials, documents, data and reports prepared by the grantee under the grant shall become the property of and be delivered to First Things First on demand.

18.6.3. Upon termination of this grant, First Things First may procure, on terms and in the manner that it deems appropriate, materials or services to replace those under this grant. The grantee shall be liable to First Things First for any excess costs incurred by First Things First in procuring services in substitution for those due from the grantee.

18.7. Continuation of Performance through Termination. The grantee shall continue to perform, in accordance with the requirements of the grant, up to the date of termination, as directed in the termination notice.

19. Grant Claims. All grant claims or controversies under this grant shall be resolved according to A.R.S. Title 41, Chapter 23, Article 9, and rules adopted thereunder.

20. Arbitration. The parties to this grant agree to resolve all disputes arising out of or relating to this agreement through arbitration, after exhausting applicable administrative review, to the extent it is determined that this is a public works contract under A.R.S. § 12-1518, except as may be required by other applicable statutes.

Checklist

Use the following list to make sure your application is complete:

- ❒ One (1) original copy marked "original", and nine (9) additional copies
- ❒ Completed and signed First Things First Offer and Acceptance form
- ❒ State of Arizona Substitute W-9 Form (must be downloaded and printed) signed, if applicable, http://www.gao.az.gov/onlineforms/forms/AZ_subw-9_010410.pdf
- ❒ Signed copy of all amendments issued for the RFGA (if applicable)
- ❒ Table of Contents
- ❒ Application including Executive Summary and response to **ALL** questions in sections A – F of Application: Responding to the Scope of Work
- ❒ Standard Agency Information Collection Form completed, Attachment A
- ❒ Key Personnel Overview completed, Attachment B
- ❒ Implementation Plan completed, Attachment C
- ❒ Funds Requested Page, completed and signed, Attachment D
- ❒ Standard Line Item Budget, completed and signed, Attachment E
- ❒ Budget Narrative, completed and signed, Attachment F
- ❒ Disclosure of Other Funding Sources, completed and signed, Attachment G
- ❒ Financial Systems Survey is completed and signed, Attachment H
- ❒ Data Collection Form, Attachment I
- ❒ Resumes for all personnel listed in the budget
- ❒ One copy of your agency's most recent audited, reviewed or compiled financial statements as well as a schedule showing the total federal funds (by granting agency) expended by your agency for the most recent fiscal year included with the application marked Original.
- ❒ Page numbers are included on all pages, in sequence, twelve point font or larger and single-spaced, with one inch margins or wider.
- ❒ In the original application, documents requiring signatures should have **ORIGINAL** signatures.
- ❒ Do **NOT** bind your application in spiral binders or in 3-ring notebooks. Please staple the applications in the upper left-hand corner or use a binder clip.
- ❒ When submitting your application, insure your organization name and the Request for Grant Application Number **(found on Page 1)** is CLEARLY marked on the outside of the SEALED envelope/package.
- ❒ **It is the responsibility of each applicant to insure their application is delivered to First Things First by the due date and time listed on Page 2 of this RFGA**. (Please allow for such contingencies as heavy traffic, weather, directions, parking, security, etc.)

Attachments and Exhibits

Attachment A	First Things First Standard Agency Information Collection Form
Attachment B	Key Personnel Overview
Attachment C	Implementation Plan
Attachment D	Funds Requested Page
Attachment E	Line Item Budget
Attachment F	Budget Narrative
Attachment G	Disclosure of Other Funding Sources
Attachment H	Financial Systems Survey
Attachment I	Data Collection Form

Exhibit A	Family Resource Centers Standards of Practice
Exhibit B	Parent Education Community-Based Training Standards of Practice
Exhibit C	Health Insurance Outreach and Enrollment Standards of Practice
Exhibit D	Food Security Standards of Practice
Exhibit E	Family Resource Centers Service Unit Information
Exhibit F	Parent Education Community-Based Training Target Service Unit Information
Exhibit G	Health Insurance Outreach and Enrollment Target Service Unit Information
Exhibit H	Food Security Target Service Unit Information
Exhibit I	Data Security Guidelines
Exhibit J	Sample Certificate of Insurance
Exhibit K	Matching Line Item Budget Form

Attachment A

First Things First Standard Agency Information Collection Form

A. Agency Information:

Program Name (if applicable)_____

Agency_____ Contact Person_____

Address_____ Position_____

Address_____ Email_____

City, State, Zip_____ Phone_____ Ext _____

County_____ Fax _____

Employer **I**dentification **N**umber:_____

Agency Classification: _____State Agency _____County Government _____Local Government _____Schools

_____Tribal _____Faith Based _____Non Profit _____Private Organization _____Other

Have you previously conducted business with First Things First using this EIN? _____**Y** _____**N**

If not, please go to http://www.gao.az.gov/Vendor/account_setup_home.asp, download the State of Arizona Substitute W-9 Form, and submit with your application

Congressional district (federal) in which agency provides most services: District # _____

Legislative district (state) in which agency provides most services: District # _____

Go to http://www.azredistricting.org and click on Final Maps to identify your congressional and legislative district

Approximate federal funding (from a federal source) to be received in current fiscal year? $_____

Agency's fiscal year-end date: _____

Agency's accounting method: _____ Cash _____ Accrual

Does your organization undergo an annual independent audit in accordance with OMB Circular A-133? _____**Y** _____**N**

Contact information for firm conducting agency audit:

Audit firm: _____

Address: _____

Phone: _____

B. Proposed Program Information/Description:

Amount requested: _____

Service area of proposed program: _____

Target population of proposed program: _____

Target Service Unit for Family Resource Center:

Number of families to be served: _____

Target Service Unit for Parent Education Communication Based Training:

Number of participating adults: _____

Target Service Unit for Health Insurance Enrollment:

Number of families served: _____

Target Service Unit for Food Security:

Number of food boxes distributed: _____

Please provide a brief description (250 words or less) of the proposed program. This description will be used by First Things First for all public information regarding the grant.

C. Contact Information:

First Things First Partner and Grants Management System (PGMS) requires contact information for persons filling overall grant management, financial, programmatic, and evaluation roles. The same person may be assigned to more than one of the roles.

Main contact information: This contact person has overall responsibility for ensuring the program is successfully implemented. This person will be able to view all programmatic, financial, and evaluation information in PGMS. Correspondence from First Things First will be sent to this person.

Main contact person: _____

Position: _____

Address: _____

City, State, Zip: _____

Email: _____

Phone: _____Ext. _____ Fax: _____

Program contact information: This contact person has responsibility for the regular program operations. They will be able to view program and evaluation information in PGMS.

Program Contact Person: _____

Position: _____

Address: _____

City, State, Zip: _____

Email: _____

Phone: _____Ext. _____ Fax: _____

Financial contact information: This contact person has the responsibility for financial accounting and reporting including submitting reimbursement request through PGMS. They will be able to view financial information in PGMS.

Financial contact person: _____

Position: _____

Address: _____

City, State, Zip: _____

Email: _____

Phone: _____Ext. _____ Fax: _____

Evaluation contact information: This contact person has responsibility for the program's evaluation and data collection activities. They will be able to view evaluation information in PGMS.

Evaluation contact person: _____

Position: _____

Address: _____

City, State, Zip: _____

Email: _____

Phone: _____Ext. _____ Fax: _____

Your application may have included information about a collaborating partner/agency. Please provide contact information for these collaborators below.

Collaborator

Agency: _____ Contact Person: _____

Address: _____ Position: _____

Address: _____ Email: _____

City, State, Zip: _____ County: _____

Phone: _____ Ext. _____ Fax: _____

Collaborator

Agency: _____ Contact Person: _____

Address: _____ Position: _____

Address: _____ Email: _____

City, State, Zip: _____ County: _____

Phone: _____ Ext. _____ Fax: _____

Collaborator

Agency: _____ Contact Person: _____

Address: _____ Position: _____

Address: _____ Email: _____

City, State, Zip: _____ County: _____

Phone: _____ Ext. _____ Fax: _____

Collaborator

Agency: _____ Contact Person: _____

Address: _____ Position: _____

Address: _____ Email: _____

City, State, Zip: _____ County: _____

Phone: _____ Ext. _____ Fax: _____

Attachment B

KEY PERSONNEL OVERVIEW*

STAFF MEMBER	BACKGROUND AND EXPERTISE OF PERSONNEL
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	

***In addition to this overview, please attach a resume (for current personnel) or a job description (for positions to be hired) for the key individuals involved in the project. If awarded and your project experiences changes in staff, notification must be sent to First Things First. In addition, if you are describing a position to be hired, you must send staff notification and resume to First Things First when the position is filled.**

KEY PERSONNEL SHOULD INCLUDE ANYONE WHO WILL BE PAID FROM THE GRANT

Attachment C

July 1, 2013 – June, 30 2014 Implementation Plan

Activities	Task	Person Responsible	Date Task Will Be Completed/Timeline	Support Documentation

Attachment D

FUNDS REQUESTED PAGE

The Offer must state a firm, fixed total guaranteed not-to-exceed amount of funds requested for the Grant.

$_____Total Funds Requested

Authorized Signature_____ Date_____

Job Title _____

Attachment E and F Instructions

How to Complete the Line Item Budget and Budget Narrative

Complete a 12-month budget for the period July 1, 2013 through June 30, 2014 using the template provided in Attachment E. Please make sure you include a budget narrative as Attachment F.

Please keep in mind items described in a line item budget and in more detail in the budget narrative should describe how the costs were determined and the public purpose for the cost related successfully implementing the project. Please assure that all requested funds follow these guidelines:

- Be necessary and reasonable for proper and efficient performance and administration of First Things First funds.
- Be authorized or not prohibited under State or local laws or regulations.
- Be consistent with policies, regulations, and procedures that apply uniformly to all costs charged and expended by the agency – consistent treatment of costs.
    - For example – a cost may not be assigned to another grant award as an indirect cost if any other cost incurred for the same purposes in like circumstances has been allocated to the First Things First award as a direct cost.
    - For example – a cost for a certain type of expense is charged one rate to another source of funding and a different rate to First Things First - this would not be consistent treatment of costs.
- Be determined in accordance with generally accepted accounting principles.
- Be adequately documented.
- All travel related costs for these trainings and meetings should be included in the Applicant's budget and calculated using the State of Arizona travel rate limitations for mileage, per diem and lodging as described on the budget narrative worksheet. For more information about the state requirements, visit http://www.gao.az.gov/travel/.
- Budget modification requests must be submitted via the FTF Partners in Grants Management System (PGMS) Communication Log and approval received prior to the implementation of any of the modifications.

Please note the line items included in the budget template represent the types of costs possible for a line item budget these line items may or may not be applicable or appropriate for your application. Your budget line items requested must fit within one of the categories listed. However, it is expected that you would not need to utilize all of the sample line items.

Matching Funds are not required at this time except for Construction or Renovation related costs that are identified in the RFGA; however, if matching funds are listed and submitted to support the application, are subject to financial and programmatic monitoring by First Things First. Matching Funds budget template can be found in Exhibit K.

Attachment E – Line Item Budget

While you must use this format, you may reproduce it with Word Processing or Spreadsheet software. Limit your budget line items to the following categories: Personnel, Fringe Benefits, Professional Services, Travel, Pass-Through (i.e. Sub grants), Other Operating Expenses and Administrative/Indirect Costs.

Budget period: July 1, 2013 – June 30, 2014

Budget Category	Line Item Description	Requested Funds	Total Cost
PERSONNEL SERVICES		**Personnel Services Sub Total**	**$**
Salaries			
EMPLOYEE RELATED EXPENSES		**Employee Related Expenses Sub Total**	**$**
Fringe Benefits or Other ERE			
PROFESSIONAL AND OUTSIDE SERVICES		**Professional & Outside Services Sub Total**	**$**
Contracted Services			
TRAVEL		**Travel Sub Total**	**$**
In-State Travel Out of State Travel			
AID TO ORGANIZATIONS OR INDIVIDUALS		**Aid to Organizations or Individuals Sub Total**	**$**
Subgrants or Subcontracts to organizations/agencies/entities			
OTHER OPERATING EXPENSES		**Other Operating Expenses Sub Total**	**$**
• Telephones/Communications Services • Internet Access • General Office Supplies • Food • Rent/Occupancy • Evaluation (non-contracted & non-personnel expenses) • Utilities • Furniture • Postage • Software (including IT supplies) • Dues/Subscriptions • Advertising • Printing/Copying • Equipment Maintenance • Professional Development/Staff Training • Conference Workshops/ Training Fees for Staff • Insurance • Program Materials • Program Supplies • Scholarships • Program Incentives			
CAPITAL EQUIPMENT		**Capital Equipment Sub Total**	**$**
Equipment $5,000 or greater in value			
NON-CAPITAL EQUIPMENT		**Non-Capital Sub Total**	**$**
Equipment $4,999 or less in value			
Subtotal Direct Program Costs:			**$**
ADMINISTRATIVE/INDIRECT COSTS		**Total Admin/Indirect**	**$**
Indirect/Admin Costs		$	**$**
Total		**$**	**$**

Authorized signature_____ Date_____

Attachment F – Budget Narrative

The purpose of the budget narrative is to provide more clarity and detail on the various budget line items. The budget narrative should explain the criteria used to compute the budget figures on the budget form. Please verify that the narrative and budget form correspond and the calculations and totals are accurate. ***Please include one budget narrative that matches the 12-month line item budget categories and subcategories.***

Personnel Services: *Include information such as position title(s), name of employee (if known), salary, time to be spent on this program (hours or %), number of months assigned to this program, etc. Explain how the salary rate for each position was determined. If salaries are expected to increase during the project year, indicate the percentage increases for each position and justify the percent of the salary increase. Also, be sure to include the scheduled salary increases on the Budget Form.*

Employee Related Expenses: *Include a benefit percentage and what expenses make up employee benefit costs. Indicate any special rates for part-time employees, if applicable. Explain how the benefits for each position were determined. If using a fringe benefit rate, explain how this percentage is justified or approved by your agency.*

Professional and Outside Services: *If professional consultants/services costs are proposed in the budget, define how the costs for these services were determined and the justification for the services related to the project. Explain how all contracts will be procured.*

Travel: *Separate travel that is in state and out-of-state. Include a detailed breakdown of hotel, transportation, meal costs, etc. Indicate the location(s) of travel, the justification for travel, how many employees will attend and how the estimates have been determined. Explain the relationship of each cost item to the project (e.g., if training or training expenses are requested, explain the topic of the training and its relationship to the project). Applicants **must** use the State of Arizona Travel Policy on rates limitations for mileage, lodging, and meals (http://www.gao.az.gov/travel/ for both in-state and out-of-state travel.*

Aid to Organizations or Individuals: *In the event that this application represents collaboration and the contract will be utilizing other sub grantees or subcontractors to perform various components of the program, include a list of sub grantees, programmatic work each sub grantee will perform, and how costs for each sub grantee are determined.*

Other Operating Expenses: *Explain each item to be purchased, how the costs were determined and justify the need for the items. All purchases should be made through competitive bid or using established purchasing procedures. All items should be categorized in the following categories: T*elephones / Communications Services, Internet Access, General Office Supplies, Food, Rent/Occupancy, Evaluation (non-contracted and non-personnel expenses), Utilities, Furniture, Postage, Software (including IT supplies), Dues/Subscriptions, Advertising, Printing/Copying, Equipment Maintenance, Professional Development/Staff Training, Conference Workshops/ Training Fees for Staff, Insurance, Program Materials, Program Supplies, Scholarships, and Program Incentives

Capital Equipment: *If allowable within the scope of the grant - For items that are tangible, non-expendable, and movable having a useful life of more than one year and a value of $5,000 or greater, explain each item to be purchased, how the costs were determined and justify the need for the items based on the scope of work and the benefit to the project. All purchases should be made through competitive bid or using established competitive purchasing procedures.*

Non-Capital Equipment: *For items with a unit cost less than $5,000 and an initial estimated useful life beyond a single year, explain each item to be purchased, how the costs were determined and justify the need for the items. All purchases should be made through competitive bid or using established purchasing procedures. For example, items such as computers, printers, projectors, etc. each with a unit cost less than $5,000.*

Administrative/Indirect Costs: *Administrative costs are general or centralized expenses of overall administration of an organization that receives grant funds and does not include particular program costs. For organizations that have an established federally approved indirect cost rate for Federal awards, indirect costs mean those costs that are included in the organization's indirect cost rate. Such costs are generally identified with the organization's overall operation and are further described in 2 CFR 220, 2 CFR 225, and 2 CFR 230.*

Applicants must list either Option A or Option B and provide proper justification for expenses included:

- ☐ **Option A - Administrative Costs**: *with proper justification, sub grantees may include an allocation for administrative costs for up to 10% of the total direct costs requested of the grant request. Administrative costs may include allocable direct charges for: costs of financial, accounting, auditing, contracting or general legal services; costs of internal evaluation, including overall organization's management improvement costs; and costs of general liability insurance that protects the organization(s) responsible for operating a project, other than insurance costs solely attributable to the project. Administrative costs may also include that portion of salaries and benefits of the project's director and other administrative staff not attributable to the time spent in support of a specific project.*

OR

- ☐ ***Option B - Federally Approved Indirect Costs***: *If your organization has a federally approved indirect cost rate agreement in place, grantees may include an allocation for indirect costs for up to 10% of the direct costs.* ***Applicants must provide a copy of their federally approved indirect cost rate agreement***.

Indirect costs are costs of an organization that are not readily assignable to a particular project, but are necessary to the operation of the organization and the performance of the project. The cost of operating and maintaining facilities, depreciation, and administrative salaries are examples of the types of costs that are usually treated as indirect.

Authorized signature_____ Date_____

Attachment G

DISCLOSURE OF OTHER FUNDING SOURCES

Please list all other funding that your organization currently receives from State or Public Agencies, Federal Agencies, Non-Profit Organizations, or any other source providing funding for the proposed Program*. A.R.S. §8-1183 provides for a prohibition on supplanting of state funds by First Things First expenditures, meaning that no First Things First monies expended are to be used to take the place of any existing state or federal funding for early childhood development and health programs.

Use a continuation sheet if necessary. The following form may be reproduced with word processing software or another form may be created that contains all the information requested.

Type of Funding (Federal, State, local, other)	**Received From**	**Amount**	**✓ If used for match on this grant**
TOTAL:			

***This table should include only those funds that will support the program detailed in this application.**

Authorized signature_____ Date_____

Job Title _____

Attachment H

FIRST THINGS FIRST FINANCIAL SYSTEMS SURVEY

Name of applicant:_____

Please answer every question by filling in the circle next to the correct answer. Attach materials and document comments as required.

As stewards of federal and state funds, First Things First awards funds to organizations (regardless of how small or large) that are both capable of achieving project goals/objectives and upholding their responsibility for properly managing funds as they achieve those objectives.

This survey will be used primarily for initial monitoring of the organization. This survey may also be used in evaluating the financial capability of the organization in the award process. Deficiencies should be addressed for corrective action and the organization should consider procuring technical assistance in correcting identified problems.

A. GENERAL INFORMATION

1.	Has your organization received a Federal or State Grant within the last two years?	O YES O NO
2.	Has your organization completed an A-133 Single Audit within the past two years? If yes, please **attach** a complete copy of your A-133 Audit, including, but not limited to, your Management Letter, Findings and Questioned Costs.	O YES O NO
3.	If your organization has not completed an A-133 Single Audit, have your financial statements been audited, reviewed or compiled by an independent Certified Public Accountant within the past two years? If yes, please **attach** a complete copy of the most recent audited, reviewed or compiled financial statements. NOTE THAT ONLY ONE COPY OF YOUR AUDIT NEEDS TO BE INCLUDED WITH THE APPLICATION MARKED "ORIGINAL". It is not necessary to include additional copies with each copy of the completed application.	O YES O NO
4.	Please **attach** a schedule showing the TOTAL federal funds (by granting agency) expended by your agency for the most recent fiscal year. Note: If your organization had an A-133 Single Audit, a copy of the "Schedule of Expenditures for Federal Awards" can be submitted. ONLY ONE COPY IS NEEDED, TO BE INCLUDED WITH THE APPLICATION MARKED "ORIGINAL"	O Not applicable for State of Arizona agencies
5.	Has your organization been granted tax-exempt status by the Internal Revenue Service?	O YES O NO O N/A
6.	If you answered YES to question #5, under what section of the IRS code? O 501 C (3) O 501 C (4) O 501 C (5) O 501 C (6) O Other Specify:_____	
7.	Does your organization have established policies related to salary scales, fringe benefits, travel reimbursement and personnel policies?	O YES O NO

B. FUNDS MANAGEMENT

1. Which of the following describes your organization's accounting system?	o Manual o Automated o Combination
2. How frequently do you post to the General Ledger?	o Daily o Weekly o Monthly o Other
3. Does the accounting system completely and accurately track the receipt and disbursements of funds by each grant or funding source?	o YES o NO
4. Does the accounting system provide for the recording of actual costs compared to budgeted costs for each budget line item?	o YES o NO
5. Are time and effort distribution reports maintained for employees working fully or partially on state or federal grant programs that account for 100% of each employee's time?	o YES o NO
6. Is your organization familiar with Federal Cost Principles (i.e., 2 CFR 220, 2 CFR 225, and 2 CFR 230)?	o YES o NO
7. How does your organization plan to charge common/indirect costs to this grant? **NOTE**: Those organizations using allocable direct charges **must attach** a copy of the methodology and calculations in determining those charges. Those organizations using a federally approved indirect cost rate **must attach** a copy of the approval documentation issued by the federal government.	o Direct Charges o Utilizing an Indirect Cost Allocation Plan or Rate

C. INTERNAL CONTROLS

1. Are duties of the bookkeeper/accountant segregated from the duties of cash receipt or cash disbursement?	o YES o NO
2. Are checks signed by individuals whose duties exclude recording cash received, approving vouchers for payment and the preparation of payroll?	o YES o NO
3. Are all accounting entries and payments supported by source documentation?	o YES o NO
4. Are cash or in-kind matching funds supported by source documentation?	o YES o NO
5. Are employee time sheets supported by appropriately approved/signed documents?	o YES o NO
6. Does the organization maintain policies that include procedures for assuring compliance with applicable cost principles and terms of each grant award?	o YES o NO

D. PROCUREMENT

1. Does the organization maintain written codes of conduct for employees involved in awarding or administering procurement contracts?	o YES o NO
2. Does the organization conduct purchases in a manner that encourages open and free competition among vendors?	o YES o NO
3. Does the organization complete some level of cost or price analysis for every major purchase?	o YES o NO
4. Does the organization maintain a system of contract administration to ensure Grantee conformance with the terms and conditions of each contract?	o YES o NO
5. Does the organization maintain written procurement policies and procedures?	o YES o NO

E. CONTACT INFORMATION

Please indicate the following information. In the event that First Things First has questions about this survey, this individual will be contacted.

Prepared by:_____

Job title:_____

Date: _____

Phone/Fax: _____

Email: _____

F. CERTIFICATION

I certify that this report is complete and accurate, and that the Grantee has accepted the responsibility of maintaining the financial systems.

_____
Authorized Signature

G. COMMENT AND ATTACHMENTS

Please use the space below to comment on any answers in Sections A – D. Please indicate the section and question number next to each comment.

Number of attachments (please number each attachment): _____

COMMENTS:

Attachment I

Data Collection Form

Performance Measure	Plan for Data Collection	Plan for Using the Data	Quality Assurance

Exhibit A Revised and Approved 11.23.11

FIRST THINGS FIRST

Ready for School. Set for Life.

Standards of Practice
Family Resource Centers

I. Strategy Description

Based upon *Building Bright Futures* (First Things First's statewide needs and assets report), regional needs and assets reports, and preliminary information from the 2010 Family and Community Survey, we know that Arizona's parents and families with young children need information on child development, to develop parenting skills, and have access to resources. Having "accurate information about raising young children and appropriate expectations for their behavior" has been cited by the Doris Duke Strengthening Families Initiative as one of five key protective factors that improve child outcomes and reduce the incidence of child abuse and neglect (Center for the Study of Social Policy, 2008). All families, regardless of background, can benefit from information or education related to child development and health, as well as access to resources, supports and services. At some point during the course of parenting, all families have questions and seek information or resources. Some families may be searching for nearby family child care providers, while others may be concerned about their child's early health. Families also may be trying to cope with the everyday issues of parenting like toilet training or feeding a picky eater.

Family Resource Centers embedded in local communities provide families with young children access to information and/or education on a variety of child development and health topics. Information about where and when parenting education programs are available should be easily accessible by all interested persons. Family Resource centers can also contribute to the community building process as they serve as a central location for engaging local community organizations and local government in the identification and resolution of community concerns.

FTF funded Family Resource Centers provide information about and referrals to supports and services available to families with young children in local communities and provide access to information on topics such as parenting skills, early childhood development including social-emotional, language and literacy, cognitive, physical and motor development and child health. Community-based parent education sessions may also be housed and offered at resource center locations to build a more comprehensive, robust center. For example, evidence-based programming to educate parents and families on early language and emergent literacy can be funded and provided at the resource center location.

Depending upon regional family needs and dynamics, offering parent education in addition to resource and referral can be the most efficient and effective combination of family support strategies. Through this effort, families can access programming while simultaneously building their own social connections, thereby reducing isolation.

II. Standards of Practice

I. Implementation Standards

1. Family-centered and strengths-based approach:

- Provide information about and referrals to supports and services available to families with young children in local communities (e.g., quality early care and education programs; family literacy activities; nutrition; obesity; breastfeeding; physical activity; immunizations; oral health; health insurance enrollment assistance; how to access and participate in consistent medical/dental homes; prenatal care; safety; and where to access regular developmental, vision and hearing screenings).

  NOTE: When providing direct health insurance enrollment assistance, programs must follow the First Things First Health Insurance Enrollment Standards of Practice.

- Provide families with access to information on each of the core areas: child development and parenting skills:

  - All domains of child development (social emotional, language and communication – including emergent literacy, cognitive, physical and motor development), including understanding when to have concerns related to children's development

  - Appropriate child-adult interactions and development of parenting skills (i.e. physical touch, showing affection, spending time together, positive discipline, parental monitoring, early reading and language experiences and communication)

- A focus on early language and emergent literacy:
  - Provide referrals to community resources and/or access to information for parents on typical early language and emergent literacy development, the importance of parents reading daily with young children and how to maintain a literacy-rich home environment
- Family Resource Centers may also offer evidence based, comprehensive parent education classes which may include a focus on early language and emergent literacy development at their location.
  NOTE: When providing parent education community based training, programs must follow the First Things First Parent Education Community-Based Training Standards of Practice.

- If providing on-site child care, grantees must meet these requirements:

- ✓ All the adults who are left alone with children have had background and criminal screenings based on fingerprint clearance.

- ✓ Qualified adults have some experience in caring for young children.

- ✓ Qualified adults will receive specific initial and ongoing training on child development, CPR and first aid training and child abuse prevention and how to report suspected cases.

- ✓ Qualified adults supervise (see and hear) children at all times.

- ✓ The number of children in each group is limited and the ratio of adults to children is different for infant, toddler, preschoolers.

- ✓ Adults and children wash their hands after using the bathroom, changing diapers, before and after eating.

- ✓ Age appropriate toys and materials are available. No toys, objects or materials for infants and toddlers that pose a choking hazard (e.g. small legos).

- ✓ Qualified adults use positive guidance techniques: no yelling, spanking, and other negative punishments.

- ✓ The play space is organized and some age- appropriate toys or materials are available at all times.

- ✓ There is a plan for notifying parents and families when a diaper change is needed and there is a clean and safe place designated for diaper changing that can be cleaned and sanitized after each use.

- ✓ There a plan to follow if a child is injured, sick or lost.

- ✓ First aid kits readily available.

- ✓ The outdoor play area a safe place for children to play.

2. <u>Service delivery is based upon a culture of trust and respect.</u>

   - Create a family-centered environment.
   - Resource and referral staff are from the community and have extensive knowledge of community resources.
   - Structure activities compatible with the family's availability and accessibility.

- Demonstrate genuine interest in and concern for families.
- Create opportunities for formal and informal feedback regarding services delivered and act upon it; ensure that input shapes decision-making.
- Encourage open, honest communication.
- Maintain confidentiality; be respectful of family members and protective of their legal rights.
- Support the growth and development of all family members; encourage families to be resources for themselves and others.

  -Encourage family members to build upon their strengths.

  -Reflect the commitment to effectively serve the identified target population with an emphasis on fathers and grandparent caregivers, through publicity/outreach, literature and staff training.

  -Help families identify and acknowledge informal networks of support and community resources.

  -Create opportunities to enhance parent-child and peer relationships.

  -Strengthen parent and staff skills to advocate for themselves within institutions and agencies.

3. <u>Programs are flexible and continually responsive to emerging family and community issues.</u>

   - Be accessible for all families of children ages birth to five in the local community. Family Resource Centers will be located in areas where families routinely congregate (e.g. churches, public schools, health clinics, libraries, community centers).
   - Locations and environments within the location are safe and welcoming for families with young children. The site will be accessible for persons with disabilities and will be compliant with the American's with Disabilities Act.
   - Conduct awareness and outreach activities to inform families of young children and the larger community of the availability of the Family Resource Center.
   - Ensure family and child-friendly environments including furniture, developmentally appropriate toys, books and materials, literature or material displays and access to computers for use by parents and other adults to access information and resources on the internet.
   - Engage families and other community members as partners to ensure that the program is beneficial. Families and community members have regular input and

feedback in programmatic planning to meet their needs.

- Conduct ongoing research and outreach activities to identify and partner with providers of family support services, programs and resources in order to effectively provide information about community programs and refer families accordingly.
- Develop a collaborative, coordinated response to community needs.

4. Evaluation and monitoring is a collaborative, ongoing process that includes input from staff, families, program administrators, and community members.

   - Programs must demonstrate mechanisms to assess program effectiveness and to implement quality improvements. Programs must participate in data collection and reporting of performance measures to First Things First.

II. Staff Standards

1. The length of employment and experience/education are reflective of high quality staff. Staff is required to have a minimum of a high school diploma with knowledge of the surrounding community and the available resources. Supervisors must also meet or exceed this educational and knowledge requirement and, in addition, must also have at least two years of program management experience.
2. Establish an effective, consistent supervisory system that provides support for all staff members and ensures accountability to participants, funders, and the community.
3. Establish supervision as a collaborative process with mechanisms that support staff in difficult situations and provides ongoing opportunities for discussion between staff members and supervisors to reflect and debrief. Supervision will also include observation. It is important that supervisors spend time with resource and referral staff at center(s) to have a sense of how the service is being delivered. This will help supervisors and staff to identify coaching and mentoring opportunities.
4. All staff work as a team, modeling respectful relationships.
5. Build a team of staff who is consistent with program goals and whose top priority is the well-being of families and children.
6. Assess staff skills and abilities. Staff must be able to engage families while keeping a professional rapport.
7. Provide ongoing staff development/training on the First Things First Family Resource Center Standards of Practice principles and other required Standards of Practice as appropriate. Staff includes supervisors, direct service staff, volunteers and sub-grantee or partner personnel implementing the strategy.
8. Supervisors and resource, referral staff (including supervisors, direct service staff, volunteers and sub-grantee or partner personnel implementing the strategy) will have access to and receive training on the utilization of the Arizona Infant and

Toddler Developmental Guidelines (January 2012), the Early Learning Standards and the Program Guidelines for High Quality Early Education: Birth through Kindergarten as a regular part of practice.

9. Provide ongoing staff development/training to ensure program quality and give staff an opportunity to develop professionally.

10. Supervisors should work with staff to prepare professional development plans.

III. Cultural Competency

Affirm, strengthen and promote families' cultural, racial and linguistic identities and enhance their ability to function in a multicultural society.

- Create opportunities for families of different backgrounds to identify areas of common ground and to accept and value differences between them.

- Hire staff who reflect the cultural and ethnic experiences and language of the families with whom they work and integrate their expertise into the entire program.

- To address cultural competency objectives, early childhood practitioners /early childhood service providers shall ensure that children and families receive from all staff members' effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners /early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children." http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15 ; http://www.naeyc.org/positionstatements/linguistic

- Service providers should understand individual Tribes/Nations are distinct and separate communities from other Tribes/Nations and their governmental systems and structures are not reflective of each other. Services to Tribal communities and on reservations must be provided in a manner compatible with the Tribe's/Nation's cultural beliefs and practices, to include the preferred language of the community. Services must also be provided in accordance with the Tribe's/Nation's laws, policies and procedures. The effectiveness of services is directly related to the provider's consideration of the beliefs, customs and laws of the Tribe/Nation.

- Service providers can obtain information about providing services on tribal lands from a variety of sources. These include the FTF Regional Director, Regional Council

members, tribal websites and publications, as well as official representatives of the Tribe/Nation such as the governing body, standing committees and authorized departments. It is highly recommended that service providers seek guidance from one or more of these sources before initiating services on reservations. Failure to do so could result in contraventions of cultural beliefs, Tribal laws or sovereignty.

- Programs will demonstrate their ability to operate within these parameters through prior experience working with Tribes/Nations, demonstrating that staff are culturally competent, partnerships with agencies serving Native American families, knowledge of cultural beliefs, customs and laws of the Tribe/Nation or a combination of these elements.

- Related to data collection, evaluation or research activities:
    - In the United States, Native American Tribes are considered autonomous nations with all of the rights and responsibilities of a nation. Understanding this, Native American Tribes are charged with protecting the health and safety of their people. To this end, Tribes have full ownership over any data collected within their reservation boundaries. This means that Tribes can allow or not allow any program to collect data from or related to any early childhood development and health program or activities on the reservation.

  Any grantee implementing programs in tribal communities must have official tribal permission to collect and utilize sensitive data from or related to any early childhood development and health program or activities.

Exhibit B:

Revised and Approved 11.23.11

FIRST THINGS FIRST

Ready for School. Set for Life.

Standards of Practice
Parent Education Community-Based Training

III. Strategy Description

All children need caring parents and adults who provide nurturing and stable relationships for good developmental outcomes and success in school and life. "But even the most educated parents cannot provide all of the learning tools children need, and many parents have not been prepared with an understanding of how children learn and develop" (Tangible Steps Toward Tomorrow, 2007). Recognizing parents and families play the most critical role in shaping their young child's readiness for school and potential for success in life, it is important to invest in the continuum of family support strategies which support parents and families in their critical role. Evidence-based community parent education programs are a part of the continuum of family support. When implemented based upon needs assessments, community-based parent education works to enable families to build on their own strengths and capacities to promote the healthy development of children. "Evidence-based parenting education programs are those that have been studied in both controlled, clinical trials and community settings and have demonstrated specific, expected outcomes. However, the effectiveness of any parent training program will be dependent upon selecting a model that is appropriate for the given population and implemented with fidelity" (Meeker, 2005). Successful family education programs facilitate the acquisition of parenting and problem-solving skills necessary to strengthen families. Effective parenting education helps parents and families understand the importance of developing nurturing, positive and strong relationship bonds with their young child to support children's social-emotional development, provides information on parenting and of child development, increases parental resilience, and social connections and awareness of support mechanisms available for parents. Research suggests that improving fundamental parenting practices reduces the likelihood of problem behaviors in children. Parent-child relationships can be enhanced through parent training and family strengthening programs.

Evidence based programs involve both parents and children in a series of classes (e.g., one to three hours per class session with participation in a series of sessions held once to several times a week over the course of several weeks) to demonstrate a positive impact upon school readiness and

child development outcomes. Effective program models may run simultaneous parent-only and child-only sessions followed by family sessions with opportunities to practice new skills. The essential element is that families have opportunities to practice skills with on-site staff guidance.

An evidence-based community-based parent education program is defined as:

- existing for at least three years,
- research-based, grounded in relevant empirically-based knowledge,
- linked to program determined outcomes,
- associated with a national organization or institution of higher education with comprehensive community-based parent education program standards that ensure high quality service delivery and continuous program quality improvement,
- demonstrated significant, sustained positive outcomes per required model benchmarks and participant outcomes when evaluated using well-designed and rigorous, randomized controlled research designs, and,
- results are published in a peer-reviewed journal, or from a quasi-experimental research design, or the model must conform to a promising and new approach which achieves the required benchmarks and participant outcomes that should be grounded in empirical work and have an articulated theory of change.

While these programs come in different forms, they have a common goal of increasing the level of family functioning and promoting healthy child development. Parent education programs are embedded in their local communities. As a result, parents and families are able to access education and information in their community on a variety of child development and health topics.

Based upon *Building Bright Futures*, regional needs and assets reports, and preliminary information from the Family and Community Survey 2010, it is known that Arizona's parents and families with young children need information on child development, to develop parenting skills and have access to resources. Evidence-based community-based family education programs serve as another opportunity for Arizona's parents and families to access education, information and resources. These programs can have the greatest impact with families of older toddlers and preschoolers and/or teen parents who are seeking out educational opportunities with socialization components to support their child's early language and emergent literacy and social emotional development.

It is expected that evidence-based community-based family education programs funded by First Things First will be offered to families of young children at no-cost, on a voluntary basis.

IV. Standards of Practice

IV. Implementation Standards

1. <u>Family centered and strengths-based approach:</u>

- Conduct local awareness, outreach and enrollment activities for eligible families and their young children ages birth to five years.
- Provide information about where and when parenting education programs are available easily accessible by all interested persons.
- Establish programmatic expectations for each enrolled parent or family, i.e., what parents and families hope to achieve through participation and the commitment to complete the series of classes/ program completion.
- Engage parents and families of young children in assessing their strengths and needs particularly around the following areas: parental resilience; social connections; knowledge of parenting and child development including a focus on early language and emergent literacy and health; and concrete support in times of need.
- Implement retention activities to sustain parents' and families' engagement and ongoing participation and completion of the series of classes.
- Provide resource and referral information - identify services available to families.
- If providing on-site child care, grantees must meet these requirements:

  - ✓ All the adults who are left alone with children have had background and criminal screenings based on fingerprint clearance.

  - ✓ Qualified adults have some experience in caring for young children.

  - ✓ Qualified adults will receive specific initial and ongoing training on child development, CPR and first aid training and child abuse prevention and how to report suspected cases.

  - ✓ Qualified adults supervise (see and hear) children at all times.

  - ✓ The number of children in each group is limited and the ratio of adults to children is different for infant, toddler, preschoolers.

  - ✓ Adults and children wash their hands after using the bathroom, changing diapers, before and after eating.

  - ✓ Age appropriate toys and materials are available. No toys, objects or materials for infants and toddlers that pose a choking hazard (e.g., small Legos).

  - ✓ Qualified adults use positive guidance techniques: no yelling, spanking, and other negative punishments.

  - ✓ The play space is organized and some age- appropriate toys or materials are available at all times.

  - ✓ There is a plan for notifying parents and families when a diaper change is needed and there is a clean and safe place designated for diaper changing that can be cleaned and sanitized after each use.

- ✓ There a plan to follow if a child is injured, sick or lost.
- ✓ First aid kits are readily available.
- ✓ The outdoor play area is a safe place for children to play.

2. Information, education and coaching on each of the core areas:

Programs offer a **series of classes** for each enrolled parent or family using curricula that provide information and support in each of the core areas: child development including a focus on early language and emergent literacy, health, parenting skills, and resource and referral:

- All domains of child development (social emotional, language and communication– including emergent literacy, cognitive, physical and motor development), including understanding when to have concerns related to children's development.
- A focus on early language and emergent literacy:
  - Inform and educate parents and families on typical early language and emergent literacy development for young children i.e. infants, toddlers and preschoolers.
  - Literacy coaching and instruction should be woven into the activities of all program components; presented and practiced in contexts that are meaningful to families' lives and needs.
  - Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
  - Actively engage parents in learning how everyday experiences can nurture the language and literacy development of their children.
  - Support and resources for parents in maintaining a literacy-rich home environment.
- Health (e.g., nutrition; obesity; breastfeeding; physical activity; immunizations; oral health; insurance enrollment; participation in consistent medical/dental homes; participation in prenatal care; safety; developmental health; vision and hearing screening).
- Appropriate child-adult interactions and development of parenting skills (i.e., physical touch, showing affection, spending time together, positive discipline, parental monitoring, early reading, language experiences, and communication).
- Identify families' natural supports such as peer support.
- Resource and Referral Information: Identify supports and services available to families with young children. For example, if a particular session is educating parents and families on typical development and when to be concerned about their child's development, it will be important for the facilitator/ parent educator to provide local resources of where to seek additional assistance if a family is concerned that their child may be developmentally delayed.

3. <u>Service delivery is based upon a culture of trust and respect.</u>

- Create a family-centered environment.
- Parent educators are from the community and have extensive knowledge of community resources.
- Structure activities compatible with the family's availability and accessibility.
- Demonstrate genuine interest in and concern for families.
- Clearly define program objectives with the families upon enrollment; understanding what the program will accomplish helps families become fully engaged in program services.
- Create opportunities for formal and informal feedback regarding services delivered and act upon it; ensure that input shapes decision-making.
- Encourage open, honest communication.
- Maintain confidentiality; be respectful of family members and protective of their legal rights.
- Support the growth and development of all family members; encourage families to be resources for themselves and others.
  - Encourage family members to build upon their strengths.
  - Reflect the commitment to effectively serve the identified target population with an emphasis on fathers and grandparent caregivers, through publicity/outreach, literature and staff training.
  - Help families identify and acknowledge informal networks of support and community resources.
  - Create opportunities to enhance parent-child and peer relationships.
  - Strengthen parent and staff skills to advocate for themselves within institutions and agencies.

4. <u>Programs are flexible and continually responsive to emerging family and community issues while ensuring model fidelity.</u>
   - Be accessible for families. Offer extended service hours including weekend/evening hours.
   - Ensure manageable classroom size and appropriate staffing patterns. Calculate classroom size and staffing patterns based upon:
   - Space, square footage; for adult-only sessions, there will be a maximum of 25 participants; and
   - Number of sessions held for families throughout a calendar week; and Program model. For example, for groups that involve both adults and children, staffing patterns must demonstrate appropriate staff to family ratios (e.g. lead instructor and two teachers for eight families with two year olds – while adults receive information from lead instructor, teachers provide care for the two year olds and are available to assist with facilitation of parent-child activities).
   - Engage families as partners to ensure that the program is beneficial. Families have regular input and feedback in programmatic planning to meet their needs.
   - Develop a collaborative, coordinated response to community needs.

5. Evaluation and monitoring is a collaborative, ongoing process that includes input from staff, families, program administrators, and community members.
   - Programs must demonstrate mechanisms to assess program effectiveness and to implement quality improvements. Programs must participate in data collection and reporting of performance measures to First Things First.

V. Staff Standards

11. The length of employment and experience/education are reflective of high quality staff. Parent and family educators are required to have a minimum of a Bachelor's degree in early childhood development, education, family studies, social work, nursing or a closely related field.
12. Establish an effective, consistent supervisory system that provides support for all staff members and ensures accountability to participants, funders, and the community.
13. Establish supervision as a collaborative process with mechanisms that support staff in difficult situations and provides ongoing opportunities for discussion between staff members and supervisors to reflect and debrief. Supervision will also include observation. It is important that supervisors spend time with parent educators in the field to have a sense of how the service is being delivered. This will help supervisors and staff to identify coaching and mentoring opportunities.
14. All staff work as a team, modeling respectful relationships.
15. Build a team of staff who is consistent with program goals and whose top priority is the well-being of families and children.
16. Assess staff skills and abilities. Staff must be able to engage families while keeping a professional rapport.
17. Provide ongoing staff development/training on the First Things First Community-Based Training Parent Education Standards of Practice principles and other required Standards of Practice as appropriate. Staff includes supervisors, direct service staff, volunteers and sub-grantee or partner personnel implementing the strategy.
18. Supervisors and resource, referral staff (including supervisors, direct service staff, volunteers and sub-grantee or partner personnel implementing the strategy) will have access to and receive training on the utilization of the Arizona Infant and Toddler Developmental Guidelines (January 2012), the Early Learning Standards and the Program Guidelines for High Quality Early Education: Birth through Kindergarten as a regular part of practice.
19. Provide ongoing staff development/training to ensure program quality and give staff an opportunity to develop professionally.
20. Supervisors should work with staff to prepare professional development plans.

VI. Cultural Competency

Affirm, strengthen and promote families' cultural, racial and linguistic identities and enhance their ability to function in a multicultural society.

- Create opportunities for families of different backgrounds to identify areas of common

ground and to accept and value differences between them.

- Hire staff who reflect the cultural and ethnic experiences and language of the families with whom they work and integrate their expertise into the entire program.

- To address cultural competency objectives, early childhood practitioners /early childhood service providers shall ensure that children and families receive from all staff members' effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners /early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children." http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15 ; http://www.naeyc.org/positionstatements/linguistic

- Service providers should understand individual Tribes/Nations are distinct and separate communities from other Tribes/Nations and their governmental systems and structures are not reflective of each other. Services to Tribal communities and on reservations must be provided in a manner compatible with the Tribe's/Nation's cultural beliefs and practices, to include the preferred language of the community. Services must also be provided in accordance with the Tribe's/Nation's laws, policies and procedures. The effectiveness of services is directly related to the provider's consideration of the beliefs, customs and laws of the Tribe/Nation.

- Service providers can obtain information about providing services on tribal lands from a variety of sources. These include the FTF Regional Director, Regional Council members, tribal websites and publications, as well as official representatives of the Tribe/Nation such as the governing body, standing committees and authorized departments. It is highly recommended that service providers seek guidance from one or more of these sources before initiating services on reservations. Failure to do so could result in contraventions of cultural beliefs, Tribal laws or sovereignty.

- Programs will demonstrate their ability to operate within these parameters through prior experience working with Tribes/Nations, demonstrating that staff members are culturally competent, partnerships with agencies serving Native American families, knowledge of cultural beliefs, customs and laws of the Tribe/Nation or a combination of these elements.

- Related to data collection, evaluation or research activities:

> In the United States, Native American Tribes are considered autonomous nations with all of the rights and responsibilities of a nation. Understanding this, Native American Tribes are charged with protecting the health and safety of their people. To this end, Tribes have full ownership over any data collected within their reservation boundaries. This means that Tribes can allow or not allow any program to collect data from or related to any early childhood development and health program or activities on the reservation.

Any grantee implementing programs in tribal communities must have official tribal permission to collect and utilize sensitive data from or related to any early childhood development and health program or activities.

Exhibit C

Date Revised: 7.16.12
Approved: 09-14-2012

FIRST THINGS FIRST

Ready for School. Set for Life.

Standards of Practice
Health Insurance Outreach and Enrollment Assistance

I. Description of Health Strategy Issue

Many children living in low-income families qualify for publicly funded health insurance. Across the nation, as many as half the children who are uninsured qualify for publicly funded health insurance coverage (such as KidsCare or the Arizona Health Care Cost Containment System also known as AHCCCS). In Arizona, it is estimated that 16 percent of children lack health care coverage. For children under age five this represents 80,000 children. Health insurance outreach and application assistance is a proven practice for improving and increasing health coverage in public programs. Community application assistance occurs nationally and in Arizona in a wide variety of settings, such as health clinics, child care settings, social service agencies, recreation centers, and homeless shelters. Reports based on national as well as Arizona experience indicate that such assistance can make a difference in obtaining coverage for children.

In Arizona, AHCCCS implemented an electronic application for services to make applications more accessible to families. The universal application, known as Health-e-Arizona, allows families to apply for and renew health coverage, as well as other family support programs such as Temporary Assistance for Needy Families (TANF) cash assistance, and nutrition assistance, directly over the internet. (https://www.healthearizona.org/app/Default.aspx)

While this application promises to make enrollment in public coverage programs for young children easier, barriers still exist. Many families are not aware of available publicly funded health insurance programs for which they may be eligible. Community-based organizations and families may be unfamiliar with the new application, and may need assistance in completing it. Other families do not have access to a computer or an internet connection. In addition, families who are applying for coverage for the first time are required to submit original documentation to an Arizona Department of Economic Security (DES) office or a community-based agency that is "certified" by AHCCCS to accept such documentation. Families may find going to a DES office intimidating or difficult due to hours of operation (8-5), long wait times or travel distance. Currently, a limited number of community organizations use the Health-e-Arizona application to enroll children in health coverage, including some community health centers and hospitals.

There are several approaches to reduce the number of children who lack health insurance coverage such as increasing awareness of available publicly funded health insurance programs; increasing awareness of and access to the Health-e-Arizona online application; and reducing barriers in the public health insurance application process.

II. Implementation Standards

Programs implementing community health education activities will:

- Seek out families that are eligible but not enrolled in public health insurance- AHCCCS and Kids Care- and provide assistance for these families to enroll.
- Seek out families that are currently enrolled in public health insurance ***and provide assistance for those families to re-enroll in a timely way as appropriate.***
- Introduce and provide technical assistance to families so that they have the knowledge and skills to apply for services utilizing the Health-E-Arizona application.
- Have basic knowledge about the Health Insurance Exchanges that are being implemented in January 2014
- Provide information that parents can use about the importance of taking their children to well child and preventive health check-ups on a regular basis to receive timely, preventative health care for their children.
- Provide information to parents regarding the importance of re-enrollment to maintain their health insurance coverage.
- Establish and maintain partnerships/relationships with local or regional AHCCCS and DES offices to remain current on eligibility or enrollment requirements that will maximize enrollment and renewal of public health insurance.
- Be prepared to provide information regarding how families can obtain low cost or free care in the event that they are not eligible for public health insurance.
- Maintain confidentiality of all information obtained as part of the outreach and enrollment process.
- Include opportunities for feedback from families into outreach and enrollment activities.
- Coordinate with existing health insurance outreach and enrollment assistance programs and activities occurring within a region.
- Establish and maintain connections to community-based organizations in the region that serve families and/or community-based organizations where the uninsured are likely to congregate or seek other services.
- Be accessible for families: offering extended service hours including weekend/evening hours or operating in locations where public transportation is accessible or where families with young children already congregate.
- Assure that staff receives specific training to carry out outreach and enrollment activities.
- Maintain confidentiality of all information obtained as a part of the outreach and enrollment process.
- Establish a system to ensure that families are informed of all of their health insurance enrollment options and assist families in choosing the appropriate plan to meet their individual family/child's needs.

III. Qualifications and training needs

Individuals providing outreach and enrollment assistance will:

- Be adequately trained on the Health-e- Arizona application procedure, the health insurance enrollment process, and the different insurance plan options.

IV. Cultural Competencies

Programs will also implement the following best practices and standards related to Cultural Competencies:

- To address cultural competency objectives, early childhood practitioners /early childhood service providers shall ensure that children and families receive from all staff members and program participants' effective, understandable, and respectful care that is provided in a culturally competent manner. Early childhood practitioners /early childhood service providers should ensure that staff and participants at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children."
  http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15
  http://www.naeyc.org/positionstatements/linguistic
- Service providers should understand individual Tribes/Nations are distinct and separate communities from other Tribes/Nations and their governmental systems and structures are not reflective of each other. Services to Tribal communities and on reservations must be provided in a manner compatible with the Tribe's/Nation's cultural beliefs and practices, to include the preferred language of the community. Services must also be provided in accordance with the Tribe's/Nation's laws, policies and procedures. The effectiveness of services is directly related to the provider's consideration of the beliefs, customs and laws of the Tribe/Nation.
- Service providers can obtain information about providing services on tribal lands from a variety of sources. These include the FTF Regional Director, Regional Council members, tribal websites and publications, as well as official representatives of the Tribe/Nation such as the governing body, standing committees and authorized departments.
- It is highly recommended that service providers seek guidance from one or more of these sources before initiating services on reservations. Failure to do so could result in contraventions of cultural beliefs, Tribal laws or sovereignty.
- The ideal applicant will demonstrate their ability to operate within these parameters through prior experience working with Tribes/Nations, demonstrating that staff are culturally competent, partnerships with agencies serving Native American families, knowledge of cultural beliefs, customs and laws of the Tribe/Nation or a combination of these elements.
- Related to data collection, evaluation or research activities:

  - In the United States, Native American Tribes are considered autonomous nations with all of the rights and responsibilities of a nation. Understanding this, Native American Tribes are charged with protecting the health and safety of their people. To this end, Tribes have full ownership over any data collected within their reservation boundaries. This means that Tribes can allow or not allow any program to collect data from or related to any early childhood development and health program or activities on the reservation.

- Any grantee implementing programs in tribal communities must have official tribal permission to collect and utilize sensitive data from or related to any early childhood development and health program or activities.

V. References and Resources

Health e-Arizona at: https://www.healthearizona.org/app/Default.aspx

U.S. 2011 Census Bureau, Income, Poverty and Health Insurance Coverage in the United States: 2011 Issued Sept. 2012. Retrieved from: Annual Estimates of Population by Sex and Age for States and For Puerto Rico, Release data: http://www.census.gov/prod/2012pubs/p60-243.pdf

Exhibit D

FIRST THINGS FIRST

Ready for School. Set for Life.

Standards of Practice
Food Security

I. Strategy Description

The American Academy of Pediatrics (AAP) recognizes that proper nutrition begins at the supermarket with the foods parents buy and continues in the home as parents prepare and serve meals. Giving children a healthy start with good eating habits promotes his or her lifelong health. A variety of foods provides the nutrients that young children need to build strong bodies and stay healthy. Food also supplies the energy that children need to grow normally, play, learn, and explore the world around them. The American Academy of Pediatrics encourages families to think of their nutritional decisions as *health* decisions. Ideally, all young children and families would have access to healthy food and educational information, but recent studies indicate otherwise. For example, in Arizona as many as 1 in 5 children suffer from hunger, and with the continued economic downturn food pantries have seen demand for food boxes continue to rise.

The problem of childhood hunger is not simply a moral issue. Scientific evidence suggests that hungry children are less likely to become productive citizens. According to the Center on Hunger and Poverty, inadequate nutrition is a major cause of impaired cognitive development, and is associated with increased educational failure, elevated occurrence of health problems, higher levels of aggression, hyperactivity, and anxiety among impoverished children. Therefore, it is important to support young children and their families in the area of nutrition and healthy eating; especially for those experiencing food insecurity.

To support families facing food insecurity, and prevent potential long-term negative effects of under-nutrition in young children, the American Academy of Pediatrics has created a general outline of daily feeding schedules for infants, toddlers, and preschoolers. When families lack access to sufficient, safe and nutritious food, FTF funded Food Security Programs will provide food boxes and other resources to meet each family's nutritional needs according to the implementation standards, suggested feeding schedules and food content recommendations for food boxes identified below.

It is important to note that the distribution of infant formula may or may not be available from food security providers in Arizona. The American Academy of Pediatrics joins other organizations such as the American Medical Association (AMA), the American Dietetic Association (ADA), and the World Health Organization (WHO) in recommending breastfeeding as the best for babies.

Breastfeeding helps defend against infections, prevent allergies, and protect against a number of chronic conditions. The AAP further recommends that babies should be breastfed exclusively for the first six months. Beyond that, the AAP encourages breastfeeding until at least 12 months, and longer if both the mother and baby are willing. In recognition of the importance of breastfeeding and to coordinate services and supports offered to families in need of food, Arizona's Women's, Infants and Children's (WIC) program formally requested food banks to stop distributing formula for infants. Many mothers would come to the food banks for formula without taking their babies to their well-child checks. It was also believed that using formula rather than breastfeeding was one of the contributing factors to overweight babies. Typically, Arizona food security providers refer families back to their WIC providers and encourage breast feeding rather than distribute formula.

II. Implementation Standards

A. Food Security Programs must:

- Coordinate, collaborate and communicate with community partners such as universities, local farmers, schools, food banks, State agencies, Tribal entities, faith based communities, and private businesses to ensure that families have information about available food assistance providers in the surrounding area or other resources families may need to access to in order to support their young child's development and health.
- Develop a partnership with the local WIC program to help ensure that families who may be eligible could also receive WIC services.

- Have an existing state or federal contract with organizations that provide food for families in need, e.g., the Arizona Department of Economic Security Emergency Food Assistance Program (DES TEFAP), a Department of Education Food Distribution Program, the Food Distribution Program on an Indian Reservation (FDPIR), or be a member of the Association of Arizona Food Banks in order to ensure basic food handling and storage.

- Notify the appropriate Tribal or County Health department that a food distribution program will be taking place if not previously established to ensure the following:

  -Providers hold a current Arizona Board of Health food storage certificate.
  -At least one employee has a current food handler's license.

- Establish a monitoring process for food storage areas, including regularly checking on temperatures of refrigerators, freezers and storage and signs of rodents or other pests to deter possible cross-contamination

- Sort donated canned food and other food products according to 'use by dates', as well as examining cans for dents or bulging at either end. Badly dented cans or bulging cans should always be discarded.

- Distribute food to families of young children based upon considerations of daily feeding schedules and dietary needs for infants and/ or children ages one to five years of age and the recommended contents for emergency boxes included in the tables below.

- Train all staff on the First Things First Food Security Standards of Practice.

Programs may also help families with the following:

- Financial literacy education to support families toward independence and breaking the constant state of crisis in which families may find themselves. The Food Security program needs to utilize a positive, family centered, and evidence-based financial literacy curriculum.
- Other resources including infant formula, diapers, books, clothing and other appropriate items for children birth through five years of age. These items must be stored separately to minimize or eliminate the possibility of cross-contamination of food products.

Suggested Daily Feeding Schedule for Infants

Food should only be given if the infant is developmentally ready, as recommended by a health provider. Indicators of readiness may include: infants are able to sit up, they open their mouths when they see a spoon coming towards them, they can move the food from the spoon and swallow without pushing it back out of their mouths, they make chewing motions, they have doubled their birth weight, and they have the ability to reject food (turning head and keeping mouth tightly closed).

Following is a general outline suggested by the American Academy of Pediatrics (measures included in the tables below were converted from metric by the Gila River Indian Community's Nutrition office):

Food Group	1-3 **Months**	4 **Months**	5 **Months**	6 **Months**	7 **Months**	8 **Months**	9 **Months**	10 **Months**	11 **Months**	12 **Months**
Breast milk	Provides the best nutrition throughout the first year of life. Feed according to baby's hunger cues.									
Formula	18-32 ounces	30-32 ounces	30-32 ounces	30-32 ounces	29-31 ounces	26-31 Ounces	24-30 ounces	22-30 Ounces	20-28 ounces	18-24 ounces
Infant Cereal				4-6 Tbsp.	4-6 Tbsp.	4-6 Tbsp.	¼ -½ Cup	¼ -½ Cup	½ -¾ Cup	½ -¾ Cup
Vegetables				1-5 Tbsp. strained	1-5 Tbsp. strained	¼ -½ Cup strained or mashed	8-10 Tbsp. strained or mashed	½ -¾ strained or mashed	½ -¾ Cup Chopped	½ -¾ Cup Chopped
Fruits				1-5 Tbsp. strained	1-5 Tbsp. strained	¼ -½ Cup strained or mashed	¼ -½ Cup strained or mashed	½ Cup Chopped	½ Cup Chopped	½ Cup Chopped
Crackers, Teething Biscuits, Dry Toast						1 cracker 1 biscuit	1 cracker 1 biscuit	1 cracker 1 biscuit	1 cracker 1 biscuit	2 cracker 2 biscuit
Meat, Poultry, Fish, Tofu, Cottage						1-3 Tbsp strained	1-4 Tbsp strained or ground	2-4 Tbsp ground	2-4 Tbsp ground	1 ounce or ¼ cup ground

Cheese, Cheese										
Egg Yolk (hard cooked)						1 Tbsp mashed	1 Tbsp mashed	2 Tbsp Mashed	1 Egg Yolk	1 Whole egg
Potatoes, Rice, Pasta,						2-4 Tbsp.	2-4 Tbsp.	2-4 Tbsp.	¼ Cup	¼ -½ Cup
Mashed Beans										

Suggested Dietary Needs for Young Children ages 1 through 5

Following is a general outline suggested by the American Academy of Pediatrics:

Food Group	Number of Servings Each Day	Ages 1-2 years	Ages 3-5 years	Example Food Item
Bread, Cereal, Rice, Pasta	6-11	¼ cup dry cereal ½ slice of bread ¼ cup rice ¼ cup pasta	⅓cup dry cereal ½ slice bread ⅓ cup rice or pasta ¼ cup cooked cereal ½ 6" tortilla	Dry Cereal, Whole Grain Bread, Rice or pasta, cooked cereal, 6" tortilla
Vegetables	3-5	1-2 Tbsp.	3-5 Tbsp.	Fresh or frozen, raw, or cooked
Fruits	2-4	¼ -½ apple orange, banana ¼ cup fresh fruit ¼ cup fruit juice	½ apple, orange, banana ½ cup fresh fruit ½ cup fruit juice	Apple, orange or banana, fresh fruit, fruit juice
Milk, Yogurt &Cheese	3 or more. No more than 20 ounces per day	½ cup milk ½ yogurt ¼ cup ice cream 1 oz. cheese	¾ cup milk ¾ cup yogurt ½ cup frozen yogurt or ice cream 1½ oz. cheese	whole milk, yogurt, frozen yogurt or ice cream, cheese
Meat, Poultry, Fish, Dry Beans, Eggs & Peanut Butter	2-3	¼ cup meat 1oz fish 1oz dry beans 1 egg None-peanut butter	½ cup beans or peas 1 egg 1oz. tuna 2 Tbsp. Peanut butter	Cooked or dried beans or peas, eggs, lean meat (tuna), peanut butter

Infant Food Box: Birth to 12 months of age:

Food Group	1-3 Months	4 Months	5 Months	6 Months	7 Months	8 Months	9 Months	10 Months	11 Months	12 Months
Infant Cereal				1 box →						
Vegetables				4 canned or Fresh Vegetables →						
Fruits				4 canned or Fresh Fruits →						
Crackers, Teething Biscuits, Dry Toast				1 box →						
Meat, Poultry, Fish, Tofu, Cottage Cheese, Cheese						½ lb cheese 2 cans of tuna →				
Egg Yolk (hard cooked)						3 eggs →				
Potatoes, Rice, Pasta, Mashed Beans						½ lb. →				

Following is a general outline for a 3 day food box for infants only:

Early Childhood Food Box: 1 through 5 years of age

Food boxes for young children include food for family of 4 with at least one child under 6 years old.

Following is a general outline for a 3 day food box:

Food Group	Options for food items in a food box Ages 1-5 years
Bread, Cereal, Rice, Pasta	Bread one loaf 1 -3 lb bag of rice 2 packs of pasta 1-2 boxes of whole grain cereal 1 pack of yellow corn tortillas
Vegetables	1-2 jars of spaghetti sauce 7 cans of assorted vegetables
Fruits	6 cans of assorted fruits Fresh fruits, 1 quart fruit juice
Milk, Yogurt &Cheese	1 gallon of milk, 40 ounces of yogurt 1 lb of cheese
Meat, Poultry, Fish, Dry Beans, Eggs & Peanut Butter	2 lbs cooked or dried beans or peas 12 eggs 1 jar of peanut butter

III. Cultural Competency

Affirm, strengthen and promote families' cultural, racial and linguistic identities and enhance their ability to function in a multicultural society.

- Create opportunities for families of different backgrounds to identify areas of common ground and to accept and value differences between them.
- Hire staff who reflect the cultural and ethnic experiences and language of the families with whom they work and integrate their expertise into the entire program.
- To address cultural competency objectives, early childhood practitioners /early childhood service providers shall ensure that children and families receive from all staff members effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners /early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children." http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15 ; http://www.naeyc.org/positionstatements/linguistic
- Service providers should understand individual Tribes/Nations are distinct and separate communities from other Tribes/Nations and their governmental systems and structures are not reflective of each other. Services to Tribal communities and on reservations must be provided in a manner compatible with the Tribe's/Nation's cultural beliefs and practices, to include the preferred language of the community. Services must also be provided in accordance with the Tribe's/Nation's laws, policies and procedures. The effectiveness of services is directly related to the provider's consideration of the beliefs, customs and laws of the Tribe/Nation.
- Service providers can obtain information about providing services on tribal lands from a variety of sources. These include the FTF Regional Director, Regional Council members, tribal websites and publications, as well as official representatives of the Tribe/Nation such as the governing body, standing committees and authorized departments. It is highly recommended that service providers seek guidance from one or more of these sources before initiating services on reservations. Failure to do so could result in contraventions of cultural beliefs, Tribal laws or sovereignty.
- Programs will demonstrate their ability to operate within these parameters through prior experience working with Tribes/Nations, demonstrating that staff are culturally competent, partnerships with agencies serving Native American families, knowledge of cultural beliefs, customs and laws of the Tribe/Nation or a combination of these elements.
- Related to data collection, evaluation or research activities:

- In the United States, Native American Tribes are considered autonomous nations with all of the rights and responsibilities of a nation. Understanding this, Native American Tribes are charged with protecting the health and safety of their people. To this end, Tribes have full ownership over any data collected within their reservation boundaries. This means that Tribes can allow or not allow any program to collect data from or related to any early childhood development and health program or activities on the reservation.

Any grantee implementing programs in tribal communities must have official tribal permission to collect and utilize sensitive data from or related to any early childhood development and health program or activities.

IV. References and Resources

"Children's Health Topics" on Nutrition, Family and Community Resources." American Academy of Pediatrics. 2010.

Congressional Hunger Center http://www.hungercenter.org

United States Department of Agriculture http://www.usda.gov -

Exhibit E

First Things First Target Service Unit Information
Family Resource Centers

Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the FTF strategy Home Visitation the FTF Unit of Service is "number of families served" and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

For **Family Resource Centers,** the Unit of Service is:

Number of families served

Determining and Interpreting Target Service Numbers

Number of families served should reflect the total number of families proposed to receive services for one grant contract period (in most cases, one year). This number should reflect a total (aggregate) count of all families to receive services, including current caseload and potential enrollment within the contract period. Please note this may be a **duplicated** count since it is possible for the same family to receive multiple services during the same grant contract period. These families are proposed to receive services either at the program's Family Resource Center (when it is available) or via agencies in the network outside of the Family Resource Center.

Performance Measures

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g. providing scholarships).

For **Family Resource Centers,** the performance measures are:

Number of families served/ proposed service number
Number of families with children (0-5 years) receiving resource and referral information

Exhibit F

First Things First Target Service Unit Information
Parent Education Community-Based Training

Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the FTF strategy Home Visitation the FTF Unit of Service is "number of families served" and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

For **Parent Education Community-Based Training,** the Unit of Service is:

Number of participating adults

Determining and Interpreting Target Service Numbers

Number of participating adults should reflect the total number of adult participants proposed to be trained for the grant contract period (in most cases, one year). This should be a total count (aggregate) of all adults who are proposed to participate in all training sessions. Please note this may be a **duplicated** count since it is possible for the same participant to attend multiple trainings during the same grant contract period. For example, if the program proposes to train 20 participants in a series of five sessions, the total target service number should be 100 participants, rather than 20 (as FTF does not collect series specific information). If the program does not provide a series of sessions (for instance a program may provide walk-in training sessions), the total target service number should reflect all participants proposed to attend all trainings targeted for the contract period. This may be a **duplicated** count since one participant may attend multiple walk-in training sessions.

Performance Measures

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g. providing scholarships).

For **Parent Education Community-Based Training,** the performance measures are:

Number of participating adults/ proposed service number
Number of trainings conducted

Exhibit G

First Things First Target Service Unit Information
Parent Education Community-Based Training

Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the FTF strategy Home Visitation the FTF Unit of Service is "number of families served" and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

For **Health Insurance Enrollment,** the Unit of Service is:

Number of families served

Determining and Interpreting Target Service Numbers

Number of families served should reflect the total number of families proposed to receive enrollment assistance (support) to obtain health insurance for one grant contract period (in most cases, one year). This number should reflect a total (aggregate) count of all families to receive services, including current caseload and potential enrollment within the contract period. Please note this may be a **duplicated** count since it is possible for the same family to receive assistance multiple times during the same grant contract period (e.g. renewal or new insurance).

Performance Measures

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g. providing scholarships).

For **Health Insurance Enrollment,** the performance measures are:

Number of families served /proposed service number
Number of people reached by public awareness activities
Number of families referred to other providers of low-cost or no-cost health care coverage

Exhibit H

First Things First Target Service Unit Information
Food Security

Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the FTF strategy Home Visitation the FTF Unit of Service is "number of families served" and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

For **Food Security,** the Unit of Service is:

Number of food boxes distributed

Determining and Interpreting Target Service Numbers

Number of food boxes distributed should reflect the total number of food boxes proposed to be distributed for one grant contract period (in most cases, one year).

Performance Measures

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g. providing scholarships).

For **Food Security,** the performance measures are:

Number of food boxes distributed/ proposed service number
Number of families or adults with children (0-5 yrs) receiving food boxes
Number of children (0-5yrs) in families receiving food boxes

Exhibit I

First Things First - Arizona Early Childhood Development and Health Board Data Security Guidelines and Requirements for Collaborators

BACKGROUND:
The purpose of the Arizona Early Childhood Development and Health Board (First Things First - FTF) is to aid in the creation of a system that offers opportunities and support for families and communities in the development of all children, so they can grow up healthy and ready to succeed. Our work is accountable and transparent to decision-makers and the citizens of Arizona. Collaboration and direct funding of grantees to undertake work on behalf of the children and families of Arizona is fundamental to the purpose and mission of FTF. Regular submission of data related to funded work is an important part of ensuring accountability and maximum positive impact for young children, as well as a material condition of receiving FTF grant funding.

Data Security Guidelines for Data Submission to FTF
First Things First will ensure that resources allocated have maximum impact for the benefit of children and families. To ensure this accountability, FTF has established data reporting requirements for all state and regional grantees. All funded providers shall regularly submit programmatic and financial reports as identified in the FTF reporting requirements.

FTF data submissions are classified in one of three levels:

- **Public data**
- **Limited distribution data**
- **Confidential data**

The majority of FTF reporting submissions are completed through the FTF Partner and Grants Management System (PGMS). Subsequent to the award of an FTF grant, the grantee will receive general training on login and navigation within the PGMS system. With this login, the grantee will be able to manage their contract information. An additional training on strategy-specific data submission requirements will also be conducted. During that training, the grantee will be informed on submission of data reporting requirements through PGMS. All data submitted through PGMS is **public data** or **limited distribution data**. Because PGMS is located in a secure extranet environment, grantees using PGMS for data submission are not required to undertake additional security measures related to their data submission above those identified in the general and data submission orientations (password and login security, guidelines for upload of narrative and other reports).

A small group of grantees submit data requirements, with an agreement between the grantee and FTF, through an established secure web service or FTP (File Transfer Protocol) site via the internet, rather than a PGMS web-based entry form. Such data is likely to contain limited distribution data and shall adhere to the following protocols. Grantees that submit data through the secure web service must submit data within the established data structures and format; follow all login procedures; submit a formal data change request form if needed; and ensure that limited distribution data may not be intercepted or viewed at any time by parties other than the grantee and FTF. Additionally, Grantee must ensure that throughout the reporting and submission process the data is secured, and that any confidential data is de-identified and/or encrypted.

Any grantee submitting data identified as confidential must file a formal data security policy with FTF.

Data Security Guidelines for Grantee Maintenance of Data

In order to submit data to FTF in fulfillment of reporting requirements, grantees shall keep all data collected for their program(s) within their system (database) or hardcopies. Grantee data is likely to contain highly sensitive information on individuals, their education and their health. These guidelines and requirements are for the maintenance of those data.

All grantees must have a data security policy in force that identifies how the organization ensures that data is protected in all its forms, during all phases of its life cycle, from inappropriate access, use, modification, disclosure, or destruction.

All grantees subject to HIPAA, FERPA, GITA, tribal law, or other data regulation, are required to submit and maintain those approvals for all data.

Data Permission Guidelines for Grantee Data

All grantees must be prepared for FTF review of client-level data (e.g. child-level, teacher-level, or early care and education provider-level) during on-site visits. Additionally, FTF data reporting requirements may include submission of client-level data (e.g. child-level, teacher-level, or early care and education provider-level). The grantee agrees to allow FTF to access such data. Should the data be subject to HIPAA, the grantee agrees to enter into FTF's HIPAA Business Associate Agreement.

To inform clients of FTF's reporting requirements, all grantees must include in their client enrollment forms the statement: "To comply with reporting requirements of the funding source, I grant permission to [insert grantee organizational name] to release background, service, and impact related information to the Arizona Early Childhood Development and Health Board, also known as First Things First." The grantee warrants to FTF that prior to entering into the grant agreement for FTF funding, it has appropriately enquired and satisfied itself that it has the ability and authority comply with the requirements of this section.

Grantees Serving Clients on Tribal Lands

First Things First honors tribal ownership of data and recognizes communication is necessary with Arizona Tribes to determine what process/protocol is needed to obtain data. FTF further recognizes Arizona Tribes as owners of their indigenous knowledge, cultural resources and intellectual property. To this end, it is imperative that all appropriate tribal approvals for data collection and submission to FTF must be obtained and kept on-file by the grantee and FTF for granting serving clients on tribal lands.

Compliance with Data Security Guidelines

The grantee acknowledges that failure to comply with any requirement of these Data Security Guidelines shall be a material breach of the grant agreement.

Revised January 2013

Exhibit J

SAMPLE CERTIFICATE OF INSURANCE

Prior to commencing services under this contract, the Grantee must furnish the state certification from insurer(s) for coverages in the minimum amounts as stated below. The coverages shall be maintained in full force and effect during the term of this contract and shall not serve to limit any liabilities or any other Grantee obligations.

Name and Address of Insurance Agency:	Company Letter:	Companies Affording Coverage:
	A	
	B	
Name and Address of Insured:	C	
	D	

LIMITS OF LIABILITY MINIMUM - EACH OCCURRENCE		COMPANY LETTER	TYPE OF INSURANCE	POLICY NUMBER	DATE POLICY EXPIRES
Bodily Injury Per Person Each Occurrence Property Damage OR			Comprehensive General Liability Form Premises Operations Contractual Independent Contractors Products/Completed Operations Hazard		
Bodily Injury and Property Damage Combined			Personal Injury Broad Form Property Damage Explosion & Collapse (If Applicable) Underground Hazard (If Applicable)		
Same as Above			Comprehensive Auto Liability Including Non-Owned (If Applicable)		
Necessary if underlying is not above minimum			Umbrella Liability		
Statutory Limits			Workmen's Compensation and Employer's Liability		
			Other		

State of Arizona and the Department named above are added as additional insureds as required by statute, contract, purchase order, or otherwise requested. It is agreed that any insurance available to the named insured shall be primary of other sources that may be available.

It is further agreed that no policy shall expire, be canceled or materially changed to affect the coverage available to the state without thirty- (30) days written notice to the State. This Certificate is not valid unless countersigned by an authorized representative of the insurance company.

Name and Address of Certificate Holder:

_____

_____

Date Issued: _____

Authorized Representative: _____

Exhibit K LINE ITEM BUDGET FOR LISTING MATCHING FUNDS

While you must use this format, you may reproduce it with Word Processing or Spreadsheet software. **Limit your budget line items to the budget categories and to the budget subcategories listed.**

Budget Category	Line Item Description	Requested Funds	Matching Funds AND Source**	Total Cost
PERSONNEL SERVICES			**Personnel Services Total**	$
Salaries				
EMPLOYEE RELATED EXPENSES			**Employee Related Expenses Total**	$
Fringe Benefits or Other ERE				
PROFESSIONAL AND OUTSIDE SERVICES			**Professional and Outside Services Total**	$
Contracted Services				
TRAVEL			**Travel Total**	$
In-State Travel Out of State Travel				
AID TO ORGANIZATIONS OR INDIVIDUALS			**Total Aid to Organizations or Individuals**	$
Subgrants or Subcontracts to organizations/agencies/entities				
OTHER OPERATING EXPENSES			**Other Operating Expenses Total**	$
• Telephones/Communications Services • Internet Access • General Office Supplies • Food • Rent/Occupancy • Evaluation (non-contracted and non-personnel expenses) • Utilities • Furniture • Postage • Software (including IT supplies) • Dues/Subscriptions • Advertising • Printing/Copying • Equipment Maintenance • Professional Development/Staff Training • Conference Workshops/ Training Fees for Staff • Insurance • Program Materials • Program Supplies • Scholarships • Program Incentives				
CAPITAL OUTLAY			**Capital Outlay Total**	$
Construction/Land or Building Improvements/Purchase of Land or Building				
CAPITAL EQUIPMENT			**Capital Equipment Total**	$
Equipment $5,000 or greater in value				
NON-CAPITAL EQUIPMENT			**Non-Capital Total**	$
Equipment $4,999 or less in value				
Subtotal Direct Program Costs:		$	$	$
ADMINISTRATIVE/INDIRECT COSTS			**Total Admin/Indirect**	$
Indirect/Admin Costs				$
Total		$	$	$

END OF REQUEST FOR GRANT APPLICATION

FTF-RC010-14-0435-00