FIRST THINGS FIRST

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Arizona Early Childhood Development and Health Board
310 S. Williams Blvd., Ste. #106
Tucson, AZ 85711

Community Based Professional Development Early Care and Education Professionals

- **Central Pima Regional Partnership Council**
- **North Pima Regional Partnership Council**
- **South Pima Regional Partnership Council**
- **Pascua Yaqui Tribe Regional Partnership Council**
- **Tohono O'odham Nation Regional Partnership Council**

Request for Grant Application (RFGA)
FTF-MULTI-13-0389-00

Deadline	Grant Applications shall be submitted on or before 1:00pm (Arizona MST) on April 12, 2012 at First Things First Tucson Office, 310 S. Williams Blvd., Ste. #106, Tucson, AZ 85711.
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 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 Request for Grant Application 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 March 13, 2012 at 9:30am at La Paloma Family Services, 870 W. Miracle Mile, Tucson, Arizona 85705. The purpose of the meeting is to discuss and clarify this Request for Grant Application.
Special Accommodations	Persons with a disability may request reasonable accommodation such as a sign language interpreter by contacting the Fiscal and Contracts 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.
Contract Information	Service: First Things First Regional Funding Contract Type: Cost Reimbursement Contract Term: The effective date of this Contract shall be the date that the First Things First designee signs the Offer and Acceptance form or other official contract form (estimated July 1, 2012) and shall remain in effect until June 30, 2013, unless terminated, cancelled or extended as otherwise provided herein.
Contact Information	Fiscal and Contracts Specialist First Things First Fax: (602) 265-0009 Email: grants@azftf.gov

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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

_____
Signature of Person Authorized to Sign Offer

_____
Address

_____
Printed Name

_____
City State Zip

_____
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 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

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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 5 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 5 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

FTF'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 FTF 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 FTF 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 FTF work collectively to develop a comprehensive system across the state and regionally to address the school readiness indicators. The FTF 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 2-5 at a healthy weight (Body Mass Index-BMI)
8. #/% of children receiving timely well child visits
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 well being

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 FTF Board each year.

This Request for Grant Application (RFGA) is specifically dedicated to funding regional programs. The Regional Partnership Councils involved in the release of this RFGA includes:

- The Central Pima Regional Partnership Council
- The North Pima Regional Partnership Council
- The South Pima Regional Partnership Council
- The Pascua Yaqui Tribe Regional Partnership Council
- The Tohono O'odham Nation 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, 2011 with an option for renewal for two (2) additional twelve (12) month periods. Total funds available are approximately $1,159,093 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. Applicants must serve all communities throughout all participating regions.

This strategy provides an opportunity for multiple agencies and organizations within the five (5) regions of Pima County to strengthen partnerships with the unifying goal to develop comprehensive professional development tied to college credit. One or multiple awards may be granted. Should multiple awards be granted to multiple organizations, all organizations involved must work in close coordination and partnership to ensure successful implementation.

Central Pima: $750,000
North Pima: $150,000
South Pima: $200,000
Pascua Yaqui Tribe: $9,093
Tohono O'odham Nation: $50,000

Successful Applicant(s) must serve all participating Regional Partnership Council areas identified as participating in this Request for Grant Application (RFGA).

Please note funding amounts are related to decisions made by Regional Partnership Councils throughout the year and from year to year based on strategy decisions, which may impact the amount of funding in this award. It is the responsibility of the successful applicant to ensure successful implementation across the regional areas in this RFGA independent of decisions made by each Regional Partnership Council throughout the year or from year to year. Regional funding is based on the approval of the Regional Partnership Council funding plans submitted to the FTF Board each year. It is estimated that multiple awards will be made, but a single award may be considered.

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

Statement of need

High quality early care and education is linked to the education and stability of the early education workforce. The most effective types of professional development methods include content-based workshops as well as hands-on, one-on-one mentoring or coaching, also referred to as "consultation." A national multi-state evaluation on consulting as a method of professional development concluded that on-site consultation resulted in improvements for both center-based care, as well as family childcare factors on Harms' environmental rating scales. Coaching in early childhood is defined as, "a particular type of help giving practice within a capacity building model to support people in using existing abilities and developing new skills" (Dunst & Trivette, 1996; Dunst, Trivette, & LaPointe, 1992; Rappaport, 1981; Trivette & Dunst, 1998). As part of early childhood practices, coaching promotes self-reflection and refinement of current practices on the part of the person being coached. This results in competence and mastery of desired skills for the early childhood practitioner as well as the children and families with whom the early childhood practitioner interacts (Doyle, 1999; Dunst, Herter, & Shields, 2000).

Research conducted by the National Association for the Education of Young Children (NAEYC) suggests a need to revitalize professional development practices for early childhood professionals through innovative strategies as recognized by the five regional councils in Pima County. According to *A Conceptual Framework for Early Childhood Development*, a position statement proposed by NAEYC, formal professional development is related to increased quality care; however, experience without formal training has not been found to be related to increased quality care. Therefore, the value of applying theory to practice is a key element of this strategy. By offering professional development through Communities of Practice, early childhood professionals have the opportunity to augment teaching practices through formal, cohort-based education. Suggestions from *A Conceptual Framework for Early Childhood Development*, argue in favor of the following opportunities to improve professional development for early childhood professionals:

• Ongoing professional development and preparation opportunities should be structured to encourage and
support all individuals working with young children to improve their knowledge and skills;

• Articulation mechanisms between various levels of preparation programs need to be strengthened, and mechanisms that transform diverse professional development and learning experiences into academic credit, such as assessment of experiential learning, must be readily accessible to early childhood practitioners.

In addition to providing optimal professional development for early childhood teachers, students, assistants and caregivers, researchers and policy makers across the country are beginning to focus more on enhancing leadership and administrative skills among childcare administrators, center owners and directors in order to enhance program quality. It is well documented that a wide variation in the professional development of the center administrator produces wide (positive and negative) variations in practical competence, program quality, and outcomes for children. Education and professional development of teachers and administrators is strongly correlated to early childhood program quality, and program quality predicts developmental outcomes for children.

Two needs and assets assessments of Pima County, the first published in 2008 and the second published in 2010, suggest meaningful and substantive professional development tied to college credit for early childhood professionals is needed. Comprehensive professional development in cohort-based learning communities helps facilitate early childhood professionals in understanding important concepts of quality care giving and education with their peers. Further, supporting early childhood professionals in attaining comprehensive professional development offers a new source of supportive peer networks and a more accessible higher education system.

In Arizona, the early childhood workforce lacks comprehensive support and access to attaining a higher education credential related to early childhood education, such as a Child Development Associate credential (CDA), Associate's degree or Bachelor's degree. According to the 2007 Compensation and Credential Study, 76% of assistant teachers, 45% of teachers, 27% of teacher directors and 23% of administrative directors in Arizona had no degree beyond high school (HS) and no Child Development Associate (CDA) credential. Further, there are a limited number of early care and education professional development programs within Pima County that offer professional development and support services; a vast majority of these sessions are not tied to college credit, are not cohort-based, are not ongoing and do not offer opportunities to apply theories recently learned. In response to the low rates of higher education attainment and the lack of comprehensive professional development opportunities tied to college credit, the five regional councils within Pima County prioritized meeting the educational and professional development needs of early childhood professionals through an innovative professional development model.

<u>Description of strategy including Standards of Practice</u>

The Central Pima Regional Partnership Council, North Pima Regional Partnership Council, South Pima Regional Council, Pascua Yaqui Tribe Regional Partnership Council and Tohono O'odham Nation Regional Partnership Council have identified the need for regional implementation of the following:

- Develop a coordinated and unified systemic approach to offer comprehensive professional development for early childhood professions that is easily accessible throughout all five regions of Pima County;
- Utilize the Communities of Practice model of professional development, in which learning communities of early childhood professionals meet consistently throughout the

year to collectively learn, network and have the opportunity to reinforce newly learned theories within early childhood settings;

- Provide high quality, best practice, hands-on and community-based professional development opportunities to enhance and reinforce the skills of those working with children birth through age five, including students who are preparing to enter the early childhood field;
- Support professional development opportunities that bring subject matter experts (i.e. national speakers, visiting faculty, published authors, researchers, etc.) to the five regions within Pima County;
- Offer professional development opportunities that are tied to college credit and include academic support and consultation by an early childhood higher education representative affiliated with (or with ties to) a higher education institution, such as a local university or community college.

The Central Pima Regional Partnership Council, North Pima Regional Partnership Council, South Pima Regional Council, Pascua Yaqui Tribe Regional Partnership Council and Tohono O'odham Nation Regional Partnership Council are proposing an innovative professional development strategy using of a Communities of Practice model. Otherwise known as learning cohorts, the Communities of Practice will provide professional development opportunities for early childhood professionals and students who work with children ages birth to five. The intent of the Community of Practice is to offer early childhood professionals a continuum of education that is long-term and cohort-based tied to college credit. The Communities of Practice entail high quality professional development in which peers gather together multiple times to study and research an identified topic of study. The sessions will be facilitated and taught by subject matter experts such as national speakers, visiting faculty, published authors, researchers, etc. Early childhood professionals will have the opportunity to apply newly learned theories in the early care and education setting after participating in lectures and peer dialogs facilitated by subject matter experts to help reinforce knowledge. The Communities of Practice are coupled with college credit awarded from a local, accredited higher education institution such as a university or community college including (but not limited to) Central Arizona College, Pima Community College, Tohono O'odham Community College and the University of Arizona.

Subject matter experts will utilize a variety of adult learning principles and delivery methods including lecture, dialog/open forum discussion, hands-on education and coaching. There is a priority for all professional development opportunities to be tied to a continuum of education that encourages early childhood professionals to employ firsthand the newly learned theories within the early care and education setting. Early childhood professionals who are part of a Community of Practice will be encouraged and supported to continue their education through college credit coursework, participation in TEACH, the Professional Career Pathways Program and other available funding sources. .

The central goal of the Communities of Practice model is to offer early childhood professionals a series of aggregate sessions linked to early childhood best practice on a recognized topic of study over an extended period of time. To extend the continuum of learning for early childhood professionals, the series of education sessions are accompanied by technical

assistance or hands-on sessions that will occur in early childhood settings, which will provide early childhood professionals the opportunity to successfully apply newly learned theories with support, consultation and coaching facilitated by subject matter experts. By practicing newly learned theories in conjunction with peer dialogs, participation in lectures, discussions with subject matter experts and revisiting core learning concepts, it is the intent that early childhood professionals will gain deeper understanding and reinforcement of newly learned concepts and skills.

Communities of Practice include innovative, evidence-based and informative topics that are directly linked to early childhood best practices and inclusive of the Arizona Early Learning Standards, Arizona Infant Toddler Developmental Guidelines to be published in Spring 2012, (and/or Head Start Performance Standards), but are not limited to:

- Play-based techniques that impact academic learning
- Sensory integration, behavioral health and special needs
- Creating child-centered, safe and healthy learning environments
- Assessment and evaluation in early childhood
- Documentation, assessment and evaluation of young children
- Maintaining a commitment to professionalism
- Developmentally appropriate practices
- Early childhood development, health and mental health
- Role of creativity in learning
- Role of materials in the classroom
- Role of the arts in academic and social emotional growth and development
- Role of the environment and environmental design in children's learning
- Role of the educator and children as researchers
- Advancing physical and intellectual competence
- Supporting social/emotional development
- Establishing positive guidance
- Establishing positive relationships with families
- Ensuring a well-run purposeful program responsive to needs of children

It is expected that there will be several Communities of Practice on multiple topics of study occurring simultaneously throughout Pima County to ensure a maximum amount of early childhood professionals have the opportunity to participate. Each Community of Practice will prospectively convene a minimum of nine to ten times per year to hear various speakers such as early childhood education leaders and subject matter experts at the local, state and national levels, followed by hands-on learning opportunities to reinforce the concepts and theories presented. Communities of Practice meeting times and locations will be responsive and flexible to the varying educational needs of the participating early childhood professionals. Early childhood professionals or students who reside or work in Pima County may participate in any

Community of Practice in any region of Pima County that is most accessible and most closely aligned with their educational goals.

Communities of Practice must be accessible to all early childhood professionals, a minimum number of Communities of Practice must be offered within each region. More Communities of Practice may be housed within a region; however, a minimum number is required to ensure professional development opportunities are accessible throughout the entire county:
Central Pima: A minimum of seven Communities of Practice
North Pima: A minimum of one Community of Practice
South Pima: A minimum of two Communities of Practice
Pascua Yaqui Tribe: A minimum of one Community of Practice (located in the New Pascua tribal community)
Tohono O'odham Nation: A minimum of one Community of Practice on the Tohono O'odham Nation.

Applicants must articulate plans for outreach, recruitment, engagement and retention of early childhood professionals. Applicants will work in partnership with program administrators, center directors and center owners of early care and education programs to identify professional development needs for staff within core competency areas as well as host subject matter experts (i.e., visiting faculty, published authors, researchers, etc.) during applied theory or consultation professional development sessions.

Communities of Practice Director

The Communities of Practice Director will be responsible for overseeing several Communities of Practice cohorts (and possible staffing of the Community of Practice cohorts if necessary), which will occur simultaneously. Preference will be given to a Communities of Practice Director who is either a representative within an institution of higher learning (i.e. faculty or adjunct faculty) or a community member with evident, pre-existing and strong ties to the following local higher education institutions:

- Central Arizona College
- Pima Community College
- Tohono O'odham Community College
- University of Arizona

The Communities of Practice Director must demonstrate a direct and strong partnership with local higher education institutions, with the knowledge and understanding of streamlining and expediting the synchronization of the Communities of Practice with college credit.

Responsibilities of the Communities of Practice Director

- Follow the First Things First Professional Development Community-Based Professional Development for Early Care and Education Professionals Standards of Practice listed as part of the Scope of Work and ensure all staff working with the Communities of Practice meet or exceed the requirements.
- Coordinate cohort-based professional development opportunities, known as Communities of Practice, which include ongoing professional development sessions,

seminars, lectures and college level classes coupled with hands-on learning to help reinforce newly learned theories and are tied to college credit.

- Organize a variety of professional speakers who are subject matter experts and recognized at the local, state or national level, and who have a variety of expertise in core learning areas identified in this RFGA.
- Develop methods of outreach, engagement and retention of early childhood professionals.
- Determine frequency, methods and sequence of professional development opportunities.
- Coordinate single or multi-day model conferences designed solely and uniquely tailored to bring participants of all Communities of Practice together for the purpose of shared learning and the opportunity to bridge and reinforce knowledge across the individual Communities of Practice.
- Develop new partnerships and strengthen pre-existing partnerships with community stakeholders and professional membership organizations that provide professional development opportunities.
- Build upon the existing professional development infrastructure and system to further create accessible pathways to higher education and professional development opportunities for all early childhood professionals in Pima County.

Guidelines for Facilitating College Credit Tied to Professional Development

The Communities of Practice Director is responsible for leading the facilitation of college credit tied to professional development with the following criteria:

- Teach or be directly affiliated with college level courses that directly relate to early childhood best-practice and associated core learning concepts, including an understanding of current trends and best practices in early childhood instruction, health, education and development;
- Tie the Communities of Practice professional development opportunities to college credit;
- Determine procedure for college/university approval of professional development content/curriculum;
- Determine procedure for accepting proof of attendance at community-based professional development for college credit;
- Determine necessary education level of the subject matter expert in coordination with the level of college credit given (the higher the level of coursework in the college program, the higher the educational level of the trainer must be; i.e., 100+ level courses must be taught by Masters level instructors);
- Work in partnership with the local community colleges and universities including (but not limited to): Central Arizona College, Pima Community College, Tohono O'odham Community College and the University of Arizona; and
- Maximize resources to connect eligible early childhood professionals in the Central Pima and South Pima regions with possible scholarships from the TEACH and Professional

Career Pathways programs and connect eligible early childhood professionals in the North Pima, Pascua Yaqui Tribe and Tohono O'odham Nation with possible scholarships from the TEACH program.

Minimum Requirements of Subject Matter Experts

- Demonstrate knowledge and skills that reflect current early childhood best practices and research that are aligned with the Arizona Department of Education Early Learning Standards for young children and professionals.
- Possess qualifications to be recognized as adjunct faculty, faculty or professor at a local higher education institution.
- Have a minimum of five years experience working with young children, preferably working in accredited settings (combination of working in an accredited classroom and supervisory experience).
- Have experience in providing adult education and have knowledge of adult learning styles.
- Bilingual English/Spanish preferred.
- Have demonstrated competencies or professional development in cultural competency.

Requirements for Community of Practice Implementation

- Follow the First Things First Professional Development Community-Based Professional Development for Early Care and Education Professionals Standards of Practice listed as part of the Scope of Work.
- Ensure professional development opportunities are designed so that they will ultimately be accepted towards course credit at local community colleges and/or universities.
- Communities of Practice sessions will be interactive, model desired behaviors and address the multiple learning styles and varied educational levels of adult learners. Professional development opportunities are required to have hands-on learning opportunities to help reinforce newly learned theories.
- Determine outreach and recruitment practices to engage and retain participants.
- Bring subject matter experts (national speakers, visiting faculty, published authors, researchers, etc.) to Pima County who are geared to the interests of early childhood professionals and students.
- Subject matter experts will connect teaching principles and subject matter with referrals to community resources when applicable.
- Identify, locate and coordinate other professional development opportunities within the region, including other conference and professional development opportunities, and referral to the TEACH and Professional Career Pathways Programs when applicable.
- Identify outcomes for participants that include methods to assess whether participants can successfully implement those outcomes.
- Communities of Practice include innovative, evidence-based and informative topics that are directly linked to early childhood best-practice and inclusive of the Arizona Early Learning Standards, Arizona Infant Toddler Developmental Guidelines (and/or Head Start Standards), but are not limited to:

    - Play-based techniques that impact academic learning
    - Sensory integration, behavioral health and special needs
    - The teacher and children as researchers
    - Creating child-centered, safe and healthy learning environments
    - Assessment and evaluation in early childhood
    - Documentation, assessment, and evaluation of young children
    - Maintaining a commitment to professionalism
    - Developmentally appropriate practices
    - Early childhood development, health and mental health
    - Role of creativity in learning
    - Role of materials in the classroom
    - Role of the arts in academic and social emotional growth and development
    - Role of the environment and environmental design in children's learning
    - Role of the teacher/educator as researcher
    - Advancing physical and intellectual competence
    - Supporting social/emotional development
    - Establishing positive guidance
    - Establishing positive relationships with families
    - Ensuring a well-run purposeful program responsive to needs of children
- Professional development for Center Administrators, Directors and Owners includes:
    - Systems management
    - Human resource development
    - Leadership
    - Building community relationships
    - Strengthening relationships with families
    - Other related administrative skills/tasks
    - Fiscal administration

The Standard of Practice for this strategy is attached as **EXHIBIT A.**

First Things First School Readiness Indicators related to this strategy:
FTF is seeking successful applicants to implement this strategy and work collectively with FTF to impact the school readiness indicators below:

- #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical

First Things First Goal Area to be addressed:

- Professional Development

Target Population to Serve

The intended target population of this funding opportunity is early childhood professionals, including students attending a higher education institution, who work or are studying to work with children birth to five in early care and education settings throughout Pima County. Professional development opportunities as identified in this funding opportunity will target all early childhood professionals within the Pima County, with intentional cross-regional coordination to ensure any early childhood professional in the County has access to professional development through this grant opportunity.

For this grant opportunity, the intent of the Regional Partnership Councils is to target the following number of early childhood professionals and students:

- **Central Pima:** 1400 early childhood professionals, including teachers, assistant teachers, directors and others working directly with children birth through age five and their families in this regional area. The target population also includes students enrolled in higher education who anticipates working in the early childhood field.
- **North Pima:** 130 early childhood professionals with a focus on those seeking a credential or degree.
- **South Pima:** 154 early childhood professionals working in the early childhood field including teachers, assistant teachers, directors and others working directly with children birth through age five and their families in this regional area.
- **Pascua Yaqui Tribe:** 7 Tribal early care and education professionals who work with children birth to five in early care and education settings located in the New Pascua tribal community.
- **Tohono O'odham Nation:** 25 Tribal early care and education professionals who work with children birth to five in early care and education settings on the Tohono O'odham Nation.

Geographic Area

Applicants responding to this RFGA must provide services throughout the region, or may describe in their application their intended areas of service within the region.

The Central Pima Regional Partnership Council provides services throughout the communities of South Tucson and zip codes within central Tucson including 85701, 85705, 85708, 85710, 85711, 85712, 85713, 85714, 85715, 85716, 85719, 85745, 85746 and 85757. The portion of the Tohono O'odham Nation and the Pascua Yaqui Tribe is not included in the Central Pima Regional Partnership Council area.

The North Pima Regional Partnership Council provides services to the communities of Mount Lemmon, Marana, Rillito, Oro Valley, Catalina and the Northern Foothills part of Tucson, including zip codes 85619, 85653, 85654, 85704, 85718, 85737, 85739, 85741, 85742, 85743, 85749, 85750 and 85755.

The South Pima Regional Partnership Council provides services to south Pima County including Ajo, Arivaca, Green Valley, Sahuarita, Sasabe, Vail, Amado, Three Points and some southern and eastern Tucson zip codes including 85321, 85601, 85614, 85622, 85629, 85633, 85641, 85645,

85706, 85730, 85735, 85736, 85747, 85748 and 85756. The South Pima regional area does not include the portion of the Tohono O'odham Nation in South Pima County.

The Pascua Yaqui Tribe Regional Partnership Council provides services in the Pascua Yaqui Tribe community of New Pascua (reservation).

The Tohono O'odham Nation Regional Partnership Council provides services in the Tohono O'odham Nation.

Specifically, a minimum of the following Communities of Practice will be held in each region:

Central Pima: A minimum of 7 Communities of Practice throughout the region.

North Pima: A minimum of 1 Community of Practice throughout the region.

South Pima: A minimum of 2 Communities of Practice throughout the South Pima region.

Pascua Yaqui Tribe: A minimum of 1 Community of Practice in the New Pascua Yaqui tribal community.

Tohono O'odham Nation: A minimum of 1 Community of Practice to be held on the Tohono O'odham Nation.

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. 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. 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 participating in regular meetings. Depending upon the strategy, there may be additional statewide 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 monthly meetings within the regional area or statewide meetings, as appropriate.

Program Specific Data Collection and First Things First Evaluation

Successful Applicants agree to participate in the FTF evaluation and any program specific evaluation or research efforts. Data collection and FTF 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.

Unit of Service and related Target Service Number Definition:

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. 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 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 Applicant 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.

Performance Measures Definition:

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).

Successful Applicants must have capacity to collect and submit FTF data requirements, securely and confidentially store client data, and utilize data to assess progress in achieving desired outcomes of the proposed strategy. 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 FTF to determine the key impacts of the strategies, programs and approaches being implemented.

All successful Applicants will be provided with data reporting requirements by FTF and will meet the requirements of the FTF evaluation including, but not limited to, timely and regular reporting and cooperation with all FTF 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 FTF secure web portal known as PGMS. The FTF data reporting requirements for this strategy can be found at http://azftf.gov/pages/webmain.aspx?PageID=2D427ADB35B34BB09F353B77B74AB9BA

Successful Applicants are required to collaborate with any FTF external evaluation activities, which means the successful Applicant must collaborate with external 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 FTF and evaluation consultants of FTF to observe program activities on site and successful applicants must collaborate with FTF led and initiated evaluation activities to encourage parent consent for data collection. (Standards for data security for this strategy are found in Exhibit C.)

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

Unit of Service:

- 1400 early care and education professionals in Central Pima Region
- 130 early care and education professionals in North Pima Region
- 154 early care and education professionals in South Pima Region
- 7 early care and education professionals in Pascua Yaqui Tribe Region
- 25 early care and education professionals on Tohono O'odham Nation

Performance Measures:

- Number of participating professionals/ proposed service number/1716
- Number of training sessions conducted
- Number of training opportunities tied to college credit

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

Applicants responding to this RFGA must provide services throughout all participating Regional Partnership Council geographic areas.

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 (30%)
- Proposed Program or Activity (30%)
- Implementation Activities (20%)
- Budget (10%)
- Data Collection (10%)

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. It is recommended that the narrative not exceed 10 pages, including the one page for the executive summary, and using 12-point font size and no less than a one-inch margin.

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 Data Collection Form (Attachment A).

B. Capacity for Addressing the Need and Implementing the Strategy Successfully (30%)

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

a) 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.
b) 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.
c) Discuss the organization's experience with and knowledge of adult learning principles and professional development opportunities specifically for early childhood professionals who work with children birth to five in early care and education settings.
d) Discuss how your organization has the current capacity to work with local community colleges and universities to articulate college coursework with the proposed professional development opportunities.
e) Describe your organization's professional knowledge and experience of the target population to reach.
f) Identify capacity or infrastructure building, which will be needed, including agreements and partnerships with other agencies, additional resources, and training and technical assistance to provide the proposed service.
g) Include the coordination and collaboration activities in which the organization is currently engaged and how this will support the proposed strategy.
h) Identify personnel recruitment, qualifications and supervision. (Also complete Key Personnel Overview, Attachment B)

i) 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.

C. <u>Proposed Program or Strategy</u> (30%)

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

a) Provide an overview of the professional development program to be implemented, including the methods of delivering professional development and types of professional development opportunities to be offered. Discuss the evidence/research to support the program and its method of delivery including types of professional development to be offered. You may attach relevant scientific research proving the effectiveness of the proposed program.

b) Describe the model or philosophy associated with the professional development to be provided. Describe the effectiveness of the proposed approach in increasing professional competencies. If adapting a proven effective program, explain what the adaptations are and why they are necessary. Also, if adapting a proven effective program, explain how the proposed program will expand an existing professional development program and how the program will serve additional participants not currently served.

c) Provide at least one comprehensive example of a Community of Practice. Include a proposed thematic focus of study, frequency and times of meetings, recommendations of subject matter experts with whom your organization would contract to facilitate the professional development sessions, professional development learning methods to be used in the Communities of Practice, the targeted audience who would benefit from participating in this Community of Practice and the proposed budget.

d) Describe how cultivating relationships with higher education institutions to facilitate the acceptance of credit for community-based trainings will be included in the implementation of the professional development activities. Explain the process that will be utilized to ensure professional development is designed in a manner that will ultimately be accepted towards course credit at local community colleges or universities.

e) Describe how the proposed program aligns and builds on the early childhood system development in the regional areas of Central Pima, South Pima, North Pima, Pascua Yaqui Tribe and Tohono O'odham Nation.

f) Describe how the Standards of Practice will be adhered to in program implementation. Please refer to the attached FTF Standards of Practice. Successful Applicants are required to follow this/these Standard of Practice when delivering services under this grant or contract. (Refer to the Standard of Practice in Exhibit A for guidance on best practice requirements for this strategy.)

g) Identify and describe the target population to be served by the proposed strategy, including:

- Population demographics, i.e. all children birth through five, infants and toddlers, families of infants, early childhood professionals, etc.

- Target Service Number based on the Unit of Service(s) included in the scope of work above.
- How the strategy will meet the needs of the targeted population in terms of being culturally competent, linguistically appropriate, age appropriate and gender responsive.
- Recruitment and outreach efforts, engagement and retention practices for the targeted population.

h) 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.

i) 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 (20%)</u>

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

- Demonstrate your organization's ability to streamline and expedite the coordination process of connecting the Communities of Practice with college credit.
- Explain how the organization will determine participation eligibility of early childhood professionals, accounting for varying educational backgrounds and levels of early childhood professionals.
- Include how your organization will determine how many early childhood professionals will make up each Community of Practice.
- Also, explain how the organization will determine the number of Communities of Practice that will simultaneously occur.

E. Budget (10%)

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.

a) Submit the Funds Requested Form (Attachment D). No additional narrative is required.
b) Submit the Line Item Budget (Attachment E) using only the budget categories listed on the form. No additional narrative is required.
c) Submit the Budget Narrative (Attachment F) using only the budget categories listed on the form.
d) 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 supplanting of state funds by First Things First expenditures, meaning that no FTF monies expended are to be used to take the place of any existing state or federal funding for early childhood development and health programs.
e) 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 (10%)**

Describe in this section the plan and resources necessary to meet FTF basic reporting requirements, maintain data securely and confidentially, and ensure that ongoing data collection is used within the grantee institution to ensure fidelity and overall effectiveness. In this section, include discussion of:

a) Who will have overall responsibility for the data collection, maintenance, and reporting? Be sure to include this person in your Key Personnel Overview, Attachment B.
b) 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.)?
c) If applicable, what is the anticipated approval process to collect and report data from tribal government programs?
d) What resources (e.g., personnel, supplies, computer, etc.) will be needed to complete necessary activities related to data collection, 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.

e) 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 its' Application for accuracy before submitting the Application. Lack of care in preparing an Application shall not be grounds for modifying or withdrawing the Application after the Application due date and time, nor shall it give rise to any Contract 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 and Contracts 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. Do not place the RFGA number on the outside of the envelope containing that inquiry, since it may then be identified as an Application and not be opened until after the Application due date and time. Electronic inquires are acceptable. 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 found on Page 2 of this RFGA. 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 Contract unless such exception is specifically accepted by the Fiscal and Contracts 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 Contract. 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. Subcontracts. Applicant shall clearly list any proposed subcontractors and the subcontractor'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 First Things First Special Terms and Conditions
    - 11.2 State of Arizona Uniform Terms and Conditions
    - 11.3 Scope of Work
    - 11.4 Attachments
    - 11.5 Exhibits
    - 11.6 Instructions to Applicants
    - 11.7 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 Contract 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 contracts 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. Contract Inception. An Application does not constitute a Contract nor does it confer any rights on the Applicant to the award of a Contract. A Contract 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 this Contract 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 Contract.

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 and Contracts 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 Contract 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 and Contracts Specialist, grants@azftf.gov

Terms and Conditions

FIRST THINGS FIRST SPECIAL TERMS AND CONDITIONS

1. Term of Contract. The effective date of this Contract shall be the date that the First Things First designee signs the Offer and Acceptance form or other official contract form and shall remain in effect until June 30, 2013, unless terminated, cancelled or extended as otherwise provided herein.

2. Contract Renewal/Contract Amendment. This Contract shall not bind nor purport to bind First Things First for any contractual commitment in excess of the original contract period. First Things First shall have the right, with consult of the awardee, to issue a written contract 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 contract for two (2), one-year periods or a portion thereof. Contract 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 contract shall remain the same and apply during the renewal period.

3. Reporting. At minimum, grantees shall submit quarterly programmatic progress reports due by the 20th of the month following the quarter and will submit evaluation data reports and enter data into the First Things First Partners in Grants Management System (PGMS). Program narrative reports shall also be submitted via the First Things First PGMS. Failure to submit timely reports will result in suspension of reimbursement. The report shall contain such information as deemed necessary by First Things First.

   Requests for program and budget changes must be sent to First Things First designated staff. First Things First will post any important grantee requirement information under the Grantee Resources section of PGMS and this can include updates to Standards of Practice, Units of Service or other day-to-day operational updates that relate to any awarded grants.

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 inclusively. Reimbursement requests shall be submitted monthly or quarterly via the First Things First PGMS. **Grantee shall submit a final reimbursement request for expenses obligated prior to the date of contract termination no more than forty-five (45) days after the contract end.** Requests for reimbursement received later than forty-five (45) days after the contract termination will not be paid. **If awarded a contract, your organization 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 your 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.

   Financial budget modification requests must be sent to First Things First designated staff.

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 contract shall be used by or disclosed by it, its agents, officers, or employees; except as required to efficiently perform duties under the contract. Persons requesting such information shall be referred to First Things First. 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 contract, 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 contract. 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 contract, if key personnel are removed or replaced, written notification shall be sent to First Things First.**

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

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.

9. Working with Tribal Regional Partnership Council(s). A grantee must comply with requirements set forth by the Tribal Government in relation to essential functions of the grants operation including data collection. It is the responsibility of the grantee to follow appropriate policy and procedures, complete IRB, parent consent, and appropriate tribal approvals as designated by tribal authorities.

10. Geographic Distribution. If Applications are not received from geographic areas within the region or if an Application submitted 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, to not award the entire amount of available funds, or to award an amount that is greater than the posted available funds.

STATE OF ARIZONA UNIFORM TERMS AND CONDITIONS

1. Contract Interpretation

1.1 Arizona Law. This Contract shall be governed and interpreted by the laws of the State of Arizona. The venue for any proceedings, actions, or suits arising from this Contract shall be in Maricopa County, Arizona.

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

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

1.3.1. First Things First Special Terms and Conditions
1.3.2. State of Arizona Uniform Terms and Conditions
1.3.3. Statement or Scope of Work
1.3.4. Attachments/Exhibits
1.3.5. Documents referenced or included in the RFGA

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

1.5 No Parole Evidence. This Contract is intended by the parties as a final and complete expression of their contract. 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.

1.6 No Waiver. Party's failure to insist on strict performance of any term or condition of the Contract 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.

2. Contract Administration and Operation

2.1 Records. Pursuant to A.R.S. §35-214 and §35-215, the Grantee shall retain and shall contractually require each subcontractor to retain all data and other "records" relating to the acquisition and performance of the Contract for a period of five years after the completion of the Contract. 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.

2.2 Non-Discrimination. The Grantee shall comply with State Executive Order No. 99-4 and all other applicable Federal and State laws, rules and regulations, including the Americans with Disabilities and all applicable provisions and regulations relating to Executive Order No. 13279 – Equal Protection of the Laws for Faith-based and Community Organizations.

2.3 Audit. Pursuant to A.R.S. §35-214, at any time during the term of this Contract and five (5) years thereafter, the Grantee's or any subcontractor'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 Contract or subcontract.

2.4 Financial Audit. 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 you have expended more than $500,000 in federal dollars, a copy of your audit report for the previous fiscal year must be submitted with your Application.**

2.5 Audit Trails. Grantee shall maintain proper audit trails for all reports related to this contract. First Things First reserves the right to review all program records.

2.6 Fund Management. The Grantee must maintain funds received under this contract in separate ledger accounts and cannot mix these funds with other sources. Grantee must manage funds according to applicable regulations for administrative requirements, cost principles and audits.

The Grantee must maintain adequate business systems to comply with State requirements. The business systems that must be maintained are:

a. Financial Management
b. Procurement
c. Personnel
d. Property
e. Travel

A system is adequate if it is: 1) written; 2) consistently followed – it applies in all similar circumstances; and 3) consistently applied – it applies to all sources of funds.

2.7 Notices. All notices, requests, demands or communications by either party to this Agreement, pursuant to or in connection with this Agreement shall be in writing and shall be delivered in person or shall be sent by the United States Postal Service, certified mail, return receipt requested, to the respective parties at the following addresses:
First Things First
Finance Division
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

2.8 Advertising, Publishing and Promotion of Contract. The Grantee shall not use, advertise or promote information for commercial benefit concerning this Contract without the prior written approval of the Fiscal and Contracts Specialist.

2.9 Ownership of Information/Printed Material. First Things First reserves the right to review and approve all publications and/or media funded or partially funded through this contract. All publications funded or partially funded through this contract 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 Agreement.

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 important updated communications protocol information under the Grantee Resources section of PGMS.

3. Funding/Payments

3.1. Funding. Requested funding must be submitted in an all-inclusive basis. The State will not reimburse any item other than the all-inclusive funding contained on the budget forms.

3.2. Tax Indemnification. Grantee and all subcontracts shall pay all Federal, state and local taxes applicable to its operation and any persons employed by the Grantee. Grantee shall, and require all subcontractors 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.

3.3. 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.

3.4. Availability of Funds for the Next Fiscal Year. Funds are not presently available for performance under this contract beyond the current fiscal year. Every payment obligation of First Things First under this Contract is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. If funds are not allocated

and available for the continuance of this Contract, this Contract 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.

4. Contract Changes

4.1 Amendments. Any change in the contract including the scope of work and budget described herein, whether by modification or supplementation, must be accomplished by a formal written contract amendment signed and approved by and between the duly authorized representatives of the Grantee and First Things First. Any such amendment shall specify an effective date, any increases or decreases in the Grantee's compensation, if applicable, and entitled as an "Amendment" and signed by the parties identified in the preceding sentence. The Grantee expressly and explicitly understands and agrees that no other method and/or 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 contract.

4.2 Subcontractors. The Grantee agrees and understands that no subcontract that the Grantee enters into with respect to performance under this contract shall in any way relieve the Grantee of any responsibility for performance of its duties. It is highly recommended by First Things First that a Memorandum of Understanding or some other type of contract is in place between the Grantee and a Subcontractor for services to be performed, and in which a payment amount has been negotiated and approved, to avoid any misunderstanding between both parties. The Subcontract shall incorporate by reference the terms and conditions of this Contract.

4.3 Assignment and Delegation. The Grantee shall not assign any right nor delegate any duty under this Contract without the prior written approval of the Fiscal and Contracts Specialist. First Things First shall not unreasonably withhold approval.

5. Risk and Liability

5.1. Indemnification. (Not Public Agency) The parties to this Contract 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 contract. 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 contract is responsible for its own negligence.

5.2 Indemnification Language for 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.

This indemnity shall not apply if the Grantee or sub-contractor(s) is/are an agency, board, commission or university of the State of Arizona.

5.3 Insurance Requirements. Grantee and subcontractors shall procure and maintain until all of their obligations have been discharged, including any warranty periods under this Contract, 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 subcontractors.

The *insurance requirements* herein are minimum requirements for this Contract and in no way limit the indemnity covenants contained in this Contract. 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 contract by the Grantee, its agents, representatives, employees or subcontractors, and Grantee is free to purchase additional insurance.

A. MINIMUM SCOPE AND LIMITS OF INSURANCE: Grantee shall provide coverage with limits of liability not less than those stated below.

1. **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.

2. **Business Automobile Liability**
   Bodily Injury and Property Damage for any owned, hired, and/or non-owned vehicles used in the performance of this Contract.
   - 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.

3. **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 subcontractor exempt under A.R.S. §23-901, AND when such Grantee or subcontractor executes the appropriate waiver (Sole Proprietor/Independent Contractor) form.

4. **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 Contract is written on a claims-made basis, Grantee warrants that any retroactive date under the policy shall precede the effective date of this Contract; 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 Contract 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 contract.

B. <u>ADDITIONAL INSURANCE REQUIREMENTS:</u> The policies shall include, or be endorsed to include, the following provisions:
   1. 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 Contract.
   2. The Grantee's insurance coverage shall be primary insurance with respect to all other available sources.
   3. Coverage provided by the Grantee shall not be limited to the liability assumed under the indemnification provisions of this Contract.

C. <u>NOTICE OF CANCELLATION:</u> Each insurance policy required by the insurance provisions of this Contract 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 and Contracts

Specialist, 4000 N. Central, Suite 800, Phoenix, AZ 85012) and shall be sent by certified mail, return receipt requested.

D. 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.

E. VERIFICATION OF COVERAGE: 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 Contract. The certificates for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf.

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

G. All certificates required by this Contract shall be sent directly to (First Things First, Fiscal and Contracts Specialist, 4000 N. Central, Suite 800, Phoenix, AZ 85012). The State of Arizona project/contract 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 Contract at any time. DO NOT SEND CERTIFICATES OF INSURANCE TO THE STATE OF ARIZONA'S RISK MANAGEMENT SECTION.

H. SUBCONTRACTORS: Grantees' certificate(s) shall include all subcontractors as insureds under its policies or Grantee shall furnish to the State of Arizona separate certificates and endorsements for each subcontractor. All coverages for subcontractors shall be subject to the minimum requirements identified above.

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

J. EXCEPTIONS: In the event the Grantee or sub-contractor(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 sub-contractor(s) is/are a State of Arizona agency, board, commission, or university, none of the above shall apply.

5.4 Force Majeure. If either party hereto is delayed or prevented from the performance of any act required in this Agreement due to acts of God, strikes, lockouts, labor disputes, civil disorder, or other causes without fault and beyond the control of the party obligated, performance of or payment for such act will be excused for the period of the delay.

5.5 Third Party Antitrust Violations. The Grantee assigns to First Things First any claim for cover charges 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 Contract.

6. Compliance

6.1 Compliance with Applicable Laws. The services supplied under this Contract shall comply with all applicable Federal, state and local laws, and the Grantee shall maintain all applicable licenses and permit requirements.

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

6.3 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 contract.

6.4 Licenses. 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.

6.5 Fingerprinting. Pursuant to A.R.S. §41-1758 Grantee will obtain fingerprint cards and/or background checks as applicable.

This Contract 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.

7. State's Contractual Remedies

7.1 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 Contract, the Fiscal and Contracts 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 Contract under the First Things First Uniform Terms and Conditions or other rights and remedies available by law or provided by the contract.

7.2 Cancellation for Failure to Perform. Failure by the Grantee to adhere to any provision of this Agreement or its Attachments in the time and manner provided by this Contract or its Attachments shall constitute a material default and breach of this Contract and First Things First may cancel, at its option, this Agreement 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:

- The Grantee provides personnel that do not meet the requirements of this Agreement or are of an unacceptable quality.
- The Grantee fails to perform adequately the services required in this Agreement.
- The Grantee fails to furnish the required product or services within the time stipulated in this Agreement.

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

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 Contract. If First Things First cancels the Contract pursuant to this clause, First Things First reserves all rights or claims to damage for breach of the Contract and the Grantee agrees to a general release in favor of First Things First for any claim for reimbursement.

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

8. Contract Termination

8.1 Cancellation for Conflict of Interest. Pursuant to A.R.S. §38-511, First Things First may cancel this Contract within three (3) years after Contract execution without penalty or further obligation if any person significantly involved in initiating, negotiating, securing, drafting or creating the Contract on behalf of First Things First is or becomes at any time while the Contract or an extension of the Contract is in effect an employee of or a consultant to any other party to this Contract with respect to the subject matter of the Contract. 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 Contract as provided in A.R.S. §38-511.

8.2 Suspension or Debarment. First Things First may, by written notice to the Grantee, immediately terminate this Contract 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 subcontractor of any public procurement unit or other governmental body. Submittal of an Application or execution of a contract 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.

8.3 Termination for Convenience. First Things First reserves the right to terminate the Contract, 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 subcontractors 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 Contract 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.

8.4 Termination for Default. In addition to the rights reserved in the contract, First Things First may terminate the Contract in whole or in part due to the failure of the Grantee to comply with any term or condition of the Contract, to acquire and maintain all required insurance policies, bonds, licenses and permits, or to make satisfactory progress in performing the

Contract. First Things First shall provide written notice of the termination to the Grantee. Upon termination under this paragraph, all materials, documents, data and reports prepared by the Grantee under the Contract shall become the property of and be delivered to First Things First on demand. Upon termination of this Contract, First Things First may procure, on terms and in the manner that it deems appropriate, materials or services to replace those under this Contract. 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.

9. Contract Claims

9.1 Arbitration. The parties to this Contract agree to resolve all disputes arising out of or relating to this contract through arbitration, after exhausting applicable administrative review, to the extent required by A.R.S. §12-1518, except as may be required by other applicable statutes (Title 41).

10. Federal and State Laws and State of Arizona General Uniform Terms and Conditions

First Things First follows all State of Arizona and Federal laws, State of Arizona Uniform Terms and Conditions. These laws include Federal Immigration and Nationality Act (FINA) and all other federal immigration laws and regulations related to immigration status of its employees. First Things First may request verification for any Grantee, Contractor, or Subcontractor performing work under the agreement. Grantees are required to follow any and all State laws around immigration and English only. Should First Things First suspect that a grantee is not in compliance with state or federal laws and First Things First may pursue any and all remedies allowed by law, including but not limited to: suspension of work, termination, and suspension and/or debarment of the grantee. All costs necessary to verify compliance are the responsibility of the grantee.

The latest edition of the Arizona Uniform General Terms and Conditions and Uniform Instructions to Applicants is incorporated into this Request for Grant Application by reference. Copies may be obtained from the Arizona State Procurement Office at (602) 542-5511 or at: http://spo.az.gov/Admin_Policy/SPM/Forms/default.asp.

Checklist

Use the following list to make sure your Grant Application is complete and meets the requirements specified in this request for grant Applications:

- ❒ One (1) original copy marked "original", and nine (9) additional copies
- ❒ Completed and signed First Things First Offer and Acceptance form
- ❒ 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
- ❒ 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
- ❒ 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 submit your Applications either stapled 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 of this RFGA)** 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	Standard Agency Information Collection Form
Attachment B	Key Personnel Overview
Attachment C	Implementation Plan
Attachment D	Funds Requested Page
Attachment E	Line Item Budget Form
Attachment F	Budget Narrative Explanation
Attachment G	Disclosure of Other Funding Sources
Attachment H	Financial Systems Survey
Attachment I	Data Collection Form

Exhibit A	Community Based Professional Development for Early Care and Education Professionals Standards of Practice
Exhibit B	First Things First Target Service Unit Information
Exhibit C	Data Security Guidelines
Exhibit D	Sample Certificate of Insurance
Exhibit E	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_____x_____ Fax_____

County_____ **E**mployer **I**dentification **N**umber:_____

Agency Classification: _____State Agency _____County Government _____Local Government _____Schools

_____Tribal _____Faith Based _____Other

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

If **NO,** please go to the following website, download the State of Arizona Substitute W-9 Form and submit with your Application: http://www.gao.az.gov/Vendor/account_setup_home.asp.

In which Congressional (Federal) District is your agency? Enter District # _____

http://www.azredistricting.org (click on Final Maps)

In which Legislative (State) District is your agency? Enter District # _____

http://www.azredistricting.org (click on Final Maps)

Approximately how much FEDERAL funding (from a Federal Source) will your organization expend in your current fiscal year? $_____

What is your organization's fiscal year-end date? _____

Accounting Method: _____Cash _____Accrual

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

Please provide contact information of the audit firm conducting your audit:

Agency _____

Address _____

Phone Number _____

B. Proposed Program Information / Description:

Amount requested: _____

Service area of proposed program: _____

Target population of proposed program: _____

Central Pima Regional Partnership Council

Number of participating professionals to be served: _____

North Pima Regional Partnership Council

Number of participating professionals to be served: _____

South Pima Regional Partnership Council

Number of participating professionals to be served: _____

Pascua Yaqui Tribe Regional Partnership Council

Number of participating professionals to be served: _____

Tohono O'odham Nation Regional Partnership Council

Number of participating professionals to be served: _____

Please provide a **brief** description of the **proposed program** in one or two paragraphs and this will be the source for a public description describing the nature of the program being implemented that will be used by First Things First.

C. Contact Information

First Things First Partner and Grants Management System (PGMS) require four designated contacts for contact with First Things First related to this grant (the same person may be assigned to more than one of the roles, if appropriate).

Main Contact Information – This should be information for the person designated as the Main contact for this grant award and this person can view all information related to this grant (financial, programmatic and data collection/evaluation in nature). This person will also be the primary contact for First Things First and should be the person responsible for ensuring the program plan is implemented. Primary correspondence from First Things First will be sent to this person.

Main Contact Person_____

Position _____

Address _____

City, State, Zip _____

Email _____

Phone _____x_____ Fax_____

Program Contact Information – This should be information for the person designated as the Program contact for this grant award and this person can view information related to this grant for program or data collection purposes only.

Program Contact Person_____

Position _____

Address _____

City, State, Zip _____

Email _____

Phone _____x_____ Fax_____

Financial Contact Information – This should be information for the person designated as the financial contact for this grant award and this person can view information related to this grant for financial purposes only.

Financial Contact Person_____

Position _____

Address _____

City, State, Zip _____

Email _____

Phone _____x_____ Fax_____

Evaluation Contact Information – This should be information for the person designated as the Evaluation contact for this grant award and this person can view information related to this grant for data collection purposes only.

Evaluation Contact Person_____

Position _____

Address _____

City, State, Zip _____

Email _____

Phone _____x_____ Fax_____

In addition, your application may have included information about a collaborating partner/agency. Please replicate this information as many times as necessary to document the participation and agreement to be involved with the application as a collaborating agency/partner.

Collaborator

Agency_____ Contact Person_____

Address_____ Position_____

Address _____ Email_____

City, State, Zip_____ Phone_____x_____ Fax_____

County_____

Collaborator

Agency_____ Contact Person_____

Address_____ Position_____

Address _____ Email_____

City, State, Zip_____ Phone_____x_____ Fax_____

County_____

Collaborator

Agency_____ Contact Person_____

Address_____ Position_____

Address _____ Email_____

City, State, Zip_____ Phone_____x_____ Fax_____

County_____

Collaborator

Agency_____ Contact Person_____

Address_____ Position_____

Address _____ Email_____

City, State, Zip_____ Phone_____x_____ Fax_____

County_____

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, 2012 – June, 30 2013 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, 2012 through June 30, 2013 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/.
- Requests for line item modifications, which do not change the total program funding, shall be requested in writing and shall only be made following receipt of written authorization from First Things First.

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 F. FINANCE NOTE: Only include this if you include the matching budget; often this statement is deleted and the matching budget is deleted – can be deleted unless specifically a match is requested or needed.

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, 2012 – June 30, 2013

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 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: *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 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?	○ Manual ○ Automated ○ Combination
2. How frequently do you post to the General Ledger?	○ Daily ○ Weekly ○ Monthly ○ Other
3. Does the accounting system completely and accurately track the receipt and disbursements of funds by each grant or funding source?	○ YES ○ NO
4. Does the accounting system provide for the recording of actual costs compared to budgeted costs for each budget line item?	○ YES ○ 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?	○ YES ○ NO
6. Is your organization familiar with Federal Cost Principles (i.e., 2 CFR 220, 2 CFR 225, and 2 CFR 230)?	○ YES ○ 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.	○ Direct Charges ○ 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?	○ YES ○ NO
2. Are checks signed by individuals whose duties exclude recording cash received, approving vouchers for payment and the preparation of payroll?	○ YES ○ NO
3. Are all accounting entries and payments supported by source documentation?	○ YES ○ NO
4. Are cash or in-kind matching funds supported by source documentation?	○ YES ○ NO
5. Are employee time sheets supported by appropriately approved/signed documents?	○ YES ○ NO
6. Does the organization maintain policies that include procedures for assuring compliance with applicable cost principles and terms of each grant award?	○ YES ○ NO

D. PROCUREMENT

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

STANDARDS OF PRACTICE

Community Based Professional Development for Early Care and Education Professionals

I. Description of Strategy Issue

Because young children, including infants and toddlers, spend so much time in early care and education settings outside their own homes, it is especially important to ensure that the professionals responsible for their early care and education have the tools and skills to promote learning and healthy social and emotional development, and know how to help when development is not progressing as it should. The preparation and ongoing professional development of early educators is a fundamental component of a high quality early learning system. The education and training of teachers and administrators is strongly related to early childhood program quality, and program quality predicts development outcomes for children.[1]

Early care and education professionals are often nontraditional learners who benefit from a range of professional development supports. First Things First recognizes the need to provide a variety of options to engage early care and education professionals in professional development. In addition to college coursework, other formats of professional development can provide individuals with updated research and knowledge, teach specialized skills for working with young children, or encourage individuals who have been away from formal schooling to return to the classroom.

While community-based professional development has not been well evaluated, it does provide another logical stepping stone to more formal and credit bearing professional development or as a supplement to educational credentials and degrees for those already in the field. Participants who do not already have these degrees will be encouraged and supported to eventually continue their education through college credit coursework and/or participation in T.E.A.C.H. Early Childhood® ARIZONA and Quality First. All professional development opportunities will be required to show successful outcomes, either through an assessment process, achievement of milestones, or a follow-up visit by a mentor or coach to determine if professional practice has been changed based upon what was learned.

First Things First invites innovative and creative thinking based upon promising and best practices to provide high quality professional development to the early care and education workforce in Arizona. The broad nature of this strategy allows stakeholders to collaborate creatively to increase

[1] Ohio Department of Education (January 2006). *Critical Issues in Early Educator Professional and Workforce Development.* Columbus: OH. This paper was funded by the Department under the Commission of the School Readiness Solutions Group, and was developed by Jana Fleming.

access to quality community-based professional development opportunities. For example, some models of community-based professional development may focus on enhancing leadership and management skills among childcare administrators in order to enhance program quality. Additionally, grantees may pursue other approaches to professional development, such as the use of cohorts for participants, single day seminars, or multi-day trainings that are held over the course of several months. While these programs come in different forms, they have a common goal of increasing the level of preparation and skill of early care and education providers, and encouraging them to pursue certification and college degrees in the field.

Research demonstrates that the most effective types of professional development approaches include content-based workshops as well as hands-on, one-on-one mentoring or coaching, also referred to as "consultation."

A national, multi-state evaluation on consulting as professional development concluded that on-site consultation resulted in improvements for both center-based care as well as family childcare on factors measured by the environmental rating scales developed by Harms, Clifford and Cryor (ECRS/ITERS/FCCRS).[2] Further, formal professional development is related to higher quality care; however, experience without formal training has not been found to be related to quality care. Therefore, the value of applying theory to practice is a key element of community-based professional development. [3]

II. Standards of Practice

A. Implementation Standards

- While each First Things First funded community-based professional development program may be uniquely designed, they all have a valuable role to play in meeting the complex needs of early care and education professionals, families and communities across the State of Arizona. First Things First focuses on programs and services that provide children with the best opportunities for school and life success.
- First Things First funded programs may supplement but not supplant other state expenditures on, and federal monies received for, early childhood development and health programs. Funding decisions are based upon a robust process of review to ensure programs are supported by research, value the family and use approaches considered to be best practice.
- Providers of community-based professional development are expected to partner with First Things First during all stages of planning and implementation, and with local early care and education professionals and other early care and education stakeholders in developing and marketing the program. They will also be required to demonstrate a willingness to work with First Things First Regional Partnership Councils via the Regional Director and the

[2] Paulsell et al, 2008, *Lessons for Policy and Programs.*

[3] Galinsky, E.C., Howes, S., & Shinn, M. *The study of children in family care and relative care.* 1994, New York: Families and Work Institute; Kagan, S.L., &Newton, J.W. Public policy report: For-profit and non-profit childcare: Similarities and differences. *Young Children,* 1989, 45, 4-10; Whitebook, M., Howes, C., & Phillips, D. *Who cares? Child care teachers and the quality of care in America* 1989, Oakland, CA: Child Care Employee Project.

systems of communications established by First Things First. In order to document progress towards successful implementation and the achievement of specified goals and outcomes, programs will also be required to function within the framework of First Things First data collection and evaluation efforts.

- Applicants in regions that contain federally designated tribal areas must describe their outreach activities for early care and education providers within tribal communities.

Providers delivering professional development opportunities will be required to ensure that opportunities are designed and implemented according to the following principles:

- Professional development opportunities are based upon a culture of trust and respect.
    - Clearly define program objectives to ensure comprehension, engagement, and retention.
    - Create opportunities for and act upon formal and informal feedback ensuring that input shapes on-going decision-making.
    - Encourage honest, open communication between participants and instructors.
    - Maintain confidentiality, being respectful of program participants.
    - Incorporate culturally responsive practices.
- Professional development is based on current research, core areas of competency and early learning standards.
    - Incorporate and reflect the theoretical framework into curriculum that informs practice in the classroom.
    - Ensure that curriculum clearly addresses core competencies.
- Professional development is responsive to the needs and interests of the region's early care and education professionals.
- Participants are afforded opportunities for practical application of the theoretical foundation to real-life classroom activities and situations.
    - Provide experiences that are relevant to the participant's background and current role.
    - Provide a pathway leading to a specific goal, such as a Child Development Associate (CDA), a set of skills or an educational degree.
- Sessions involve adult active learning techniques for participants.
- Professional development includes opportunities for follow up on-site technical assistance, mentorship, and/or supervision.
- An assessment is implemented (either formal or informal) to determine the outcomes for each participant before a certificate of completion is awarded.

All providers of community-based professional development opportunities for early care and education professionals will:

1. Increase the availability of and participation in high quality professional development opportunities for those working with or preparing to work with children birth through age five;
2. Provide high quality professional development opportunities through innovative and creative approaches as well as experienced and responsive staff;

3. Develop outreach and recruitment practices that engage and retain participants;
4. Track individual's progress in obtaining the skills necessary to be qualified to care for children;
5. Provide resource and referral information to participants on the healthy development of young children and resources available in the community such as early literacy programs, family support agencies, and physical and oral health resources;
6. Provide resource and referral information to participants relative to degree and certification programs in early care and education (and related fields), and higher education scholarships;
7. Work in partnership with the T.E.A.C.H. Early Childhood® ARIZONA scholarship program and Professional Careers Pathways Project to link participants to financial assistance in achieving college credit to ensure participants access all available financial assistance prior to utilizing funds from this grant;
8. Identify and coordinate with existing professional development opportunities within the region;
9. Conduct professional development based on best practices and research, giving consideration to:
    - utilizing subject matter experts (visiting faculty, published authors, researchers, etc.) to enhance training content and delivery
    - the frequency and sequence of training sessions
    - having specific identified outcomes that participants must achieve and assessing those outcomes for each participant before documentation of completion is awarded;
10. Provide professional development sessions that are interactive, model desired behaviors, and address the multiple learning styles of adult learners;
    - Topics should address the core competency areas identified by the National Council for Professional Recognition. At a minimum, topics must include:
        - understanding the 5 domains of early childhood development, including early childhood special education
        - observing, documenting, and assessing children's behaviors
        - ensuring safe and healthy learning environments
        - upholding ethical and professional standards
        - utilizing developmentally appropriate practices
        - advancing physical and intellectual competence
        - supporting social/emotional development and using positive guidance techniques
        - establishing respectful, positive, and productive relationships with families
        - ensuring a well-run, purposeful program responsive to child and family needs;
    - Additional training topics may include, but are not limited to:
        - sensory integration, behavioral health, and special needs
        - role of creativity in learning
        - role of materials in the classroom
        - role of the arts in cognitive and social emotional growth and development
        - role of the environment and environmental design in children's learning

    - role of the teacher/educator as researcher
    - significance of play
    - written and oral communication skills of providers;
11. Design and implement an assessment process to determine the extent to which the training has enhanced the knowledge and professional practice of program participants;
12. Ensure that community-based professional development meet requirements of the National Council for Professional Recognition (for the Child Development Associate), and the standard requirements for transfer of credit to a certificate or degree in early care and education (or a related field) at the community colleges;
13. Maintain flexibility and responsiveness to emerging issues in the community and the early childhood field;
    - Recruit staff from the community who have extensive knowledge of community resources
    - Recruit staff that reflect the cultural and ethnic experiences and language of the participants and integrate their expertise into the program
    - Develop a collaborative, coordinated response to community needs
    - Implement continuous quality improvement by reviewing feedback from program participants
    - Ensure a class size and appropriate staffing which ensure individualized attention and active learning for the participants.

Communities of Practice

According to theorists Jean Lave and Etienne Wenger, Communities of Practice are ways of promoting innovation, developing social capital, and facilitating and spreading knowledge within a group. Communities of Practice (Etienne Wenger, 2006) can be defined, in part, as a process of social learning that occurs when people who have a common interest in a subject or area collaborate over an extended period of time, sharing ideas and strategies, determining solutions, and building innovations. Wenger provides this definition: "Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." [4]

In addition the guidelines above, grant opportunities that include Communities of Practice, will, as applicable:

1. Deliver high quality, best practice, and community-based professional development opportunities to early care and education teachers and administrators via a Community of Practice model which includes ongoing education sessions, seminars, lectures and college level classes to enhance their skills and knowledge in working with children birth through age five;
2. Offer early childhood professionals a continuum of education that is long-term, cohort-based, and tied to college credit;
3. Gather peers together, multiple times, to study and research an identified topic;

[4] http://www.ewenger.com/theory/

4. Provide college credit leading to an educational degree; provide academic support and consultation to the participants by an early childhood representative affiliated with a higher education institution (such as a local university or community college);
5. Provide opportunities for participants to apply newly learned theories and knowledge to hands-on practice in early care and education settings.
6. Ensure a maximum number of early childhood professionals have the opportunity to participate by providing more than one Community of Practice on multiple topics of study occurring simultaneously;
7. Convene each learning community at minimum nine to ten times per year to hear various speakers such as local, state, and national early childhood education leaders and subject matter experts;
8. Ensure Communities of Practice meeting times and locations are responsive and flexible to the varying educational needs and geographical locations of the participating early childhood professionals;
9. Include innovative, evidence-based and informative topics that are directly linked to early childhood best-practice and inclusive of the Arizona Early Learning Standards (and/or Head Start Performance Standards);
10. Be either a representative within an institution of higher learning (i.e. faculty or adjunct faculty) or a community member with knowledge and strong pre-existing ties to local higher education institutions;
11. Possess knowledge and understanding of how to streamline and expedite the award of college credits for the Communities of Practice experience;
12. Demonstrate pre-existing relationships and develop new partnerships with local organizations, agencies and community networks that offer professional development opportunities and professional memberships;
13. Create inclusive learning communities by serving as an academic support to the professional development participants who are part of the Communities of Practice; and
14. Involve subject matter experts (i.e. visiting faculty, published authors, researchers, etc.) in working directly with the cohort participants, facilitating the sessions and providing opportunities for interactions and discussions. These experts will:
15. possess proven expertise and a substantiated reputation among peers in an applicable field, or area related to early care and education
16. possess appropriate credentials and/or recognition for contributions to one's field
17. have demonstrated knowledge and skills that reflect current best practices and/or research
18. have experience working with adult learners and diverse cultures, where applicable

In addition to the guidelines above, grant opportunities that include mentoring or coaching for administrators/practitioners, will, as applicable:

1. Establish a mentoring program that includes effective/proven components of mentoring and that views mentoring as a "core component of professional development-a replacement for less effective training modalities, rather than an additional service;" [5]

[5] http://ccf.edc.org/PDF/MentorRG_Eng.pdf

2. Identify selection criteria for mentors/coaches and participating administrators/practitioners;
3. Include roles, responsibilities, and expectations of mentors/coaches and participating administrators/practitioners;
4. Develop cohorts of participants;
5. Create a clear and multi-direction communication system;
6. Develop individualized professional development plans;
7. Establish mechanisms that support on-going professional development and support for mentors and participants;
8. Provide mentoring/coaching, to administrators, that supports leadership development and administrative competency;
9. Provide mentoring/coaching, to practitioners, that supports development of self-confidence and self-efficacy in teaching (a belief in one's ability to be effective with children and families);
10. Develop on-site or near-site trainings for center administrators that address fiscal administration, systems management, human resource development, and related administrative skills/tasks.

Grant opportunities that include conference scholarships, will, as applicable:

1. Ensure that sessions offered at conferences meet requirements of the National Council for Professional Recognition (for the Child Development Associate);
2. Include opportunities for providers to meet with each other to develop relationships that will provide support that extends beyond the conference schedule;
3. Include innovative methods to remove barriers and increase child care provider participation, which may include scholarship and/or travel stipends to remove financial barriers to attendance;
4. Be responsible for reviewing requests and making scholarship/travel stipend awards; and
5. In no way will scholarships or stipends supplant other professional development resources and opportunities that exist in the region.

B. Staff Qualifications, Supervision and Professional Development Standards

Qualifications of Instructors and Supervisors: Instructors and their supervisors must:

1. Be knowledgeable about and possess experience in working with both adult learners and young children birth to age five.
2. Have an educational degree and experience in early childhood education, elementary education with a concentration in early childhood, child and family studies, or a closely related field and must meet the qualifications of adjunct faculty at the local community college. Supervisors must meet or exceed these requirements with at least two years of program management experience.
3. Possess appropriate credentials and experience in conducting professional development activities, including working with adult learners and learners from diverse cultures.

4. Demonstrate knowledge and skills that reflect current early childhood education best practices, research and standards, such as Arizona's *Program Guidelines for High Quality Early Childhood Education*, *Early Learning Standards for 3-5 Year Olds and Infant/Toddler Developmental Guidelines* (in development for publication in January 2012).
5. Have a minimum of five years experience working with young children (combination of classroom and supervisory experience).
6. Demonstrate proficiency in the language(s) of the participants or have an alternate and effective procedure for communication.
7. If programs experience hardship in recruiting personnel with these qualifications, notify and consult with First Things First.

C. Cultural Competency

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 Coordinator, 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.

Exhibit B

First Things First Target Service Unit Information

Community Based Professional Development Early Care and Education Professionals

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 **Community Based Professional Development Early Care and Education Professionals,** the Unit of Service is:

- **Number of participating professionals**

Determining and Interpreting Target Service Numbers

Number of participating professionals should reflect the total number of professionals proposed to be trained for the grant contract period (in most cases, one year). This should be a total count (aggregate) of all professionals who are proposed to be participating in all training sessions. Please note this may be a **duplicated** count since it is possible for the same professional to attend multiple trainings during the same grant contract period. For example, a program (contract) could propose a series of trainings that target 20 professionals to attend 1 training session each quarter of the fiscal year (4 times per year), making the Target Service Number 80 (20 professionals attending 4 sessions). If the program does not provide a series of sessions (for instance a program may provide walk-in training sessions), the total target service unit should reflect all professionals proposed to attend all trainings proposed for the contract period. This is still 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); the direct services and products delivered by a program (e.g. providing scholarships) and/or the alignment of implementation with FTF standards of practice.

For **Community Based Professional Development Early Care and Education Professionals,** the performance measures are:

Number of participating professionals/ proposed service number
Number of training sessions conducted
Number of training opportunities tied to college credit

Exhibit C

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

BACKGROUND:
The purpose of First Things First is to aid in the creation of a system that offers opportunities and supports 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.

Data Security Guidelines for Data Submission to FTF
The Arizona Early Childhood Development and Health Board (First Thing First - FTF) will ensure that resources allocated have maximum impact for the benefit of children and families. To ensure this accountability, FTF will establish data reporting requirements for all state and regional grantees. All funded providers will 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 a FTF contract, 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, through agreement between the grantee and FTF, directly through the FTF extranet, rather than a PGMS web-based entry form. These data are likely to contain limited distribution data and must follow the following protocols. Data structure agreement, Login, ftp, revision request. Grantees that submit data through the FTF extranet must ensure that limited distribution data may not be intercepted or viewed at any time by parties other than the grantee and FTF and that throughout the reporting and submission process the data are secured.

Any grantee submitting data identified as confidential must file a formal data security policy with FTF. Confidential data will not be a part of standard data submission requirements. Grantee general orientation

and data reporting orientation will identify data requirements as public data, limited distribution data, and/or confidential data.

Data Security Guidelines for Grantee Maintenance of Data

In order to submit data to FTF in fulfillment of reporting requirements, grantees must keep all data collected for their program(s) within their system (database) or hardcopies. While FTF data submissions are generally aggregated and contain no individually identifying information, 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 which 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, or other data regulation, are required to submit and maintain those approvals for all data. If HIPAA, FERPA or other data regulation requires that participating individuals give consent to data collection on their person and if in the course of regular data submissions to FTF such data will be provided to FTF, submission of personal data to FTF must be reflected in all data regulation documents.

Exhibit D

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 Bodily Injury and Property Damage Combined			Comprehensive General Liability Form Premises Operations Contractual Independent Contractors Products/Completed Operations Hazard 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 E 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 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-MULTI-13-0389-00