



FIRST THINGS FIRST

The right system for bright futures

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

Quality First Assessment

**Request for Grant Application (RFGA)
FTF-STATE-13-0347-00**

Deadline	Grant Applications shall be submitted on or before 9:00 a.m. (Arizona MST) on January 20, 2012 at First Things First, 4000 North Central Avenue, Suite 800, Phoenix, Arizona 85012.
Procurement Guidelines	<p>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.</p> <p>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 <u>shall not</u> be considered.</p> <p>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.</p> <p>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.</p> <p>Applicants are strongly encouraged to read the entire Request for Grant Application document carefully.</p> <p>It is the sole responsibility of Applicants to check the First Things First website for any changes to this RFGA, http://azftf.gov.</p>
Pre-Application Conference	Prospective Applicants are encouraged to attend a Pre-Application Conference on December 22, 2011 at 9:00 a.m. at First Things First, 4000 N. Central Ave., Suite 800, 8 th Floor Board Room in Phoenix, Arizona. 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	<p><u>Service</u>: First Things First Statewide Funding</p> <p><u>Contract Type</u>: Cost Reimbursement</p> <p><u>Contract Term</u>: 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.</p>
Contact Information	<p>Fiscal and Contracts Specialist First Things First Fax: (602) 265-0009 Email: grants@azftf.gov</p>



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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.: _____ Name of Point of Contact Concerning this Application: _____

_____ Name: _____

Federal Employer Identification No.: _____ Phone: _____ Fax: _____

_____ E-Mail: _____

_____ Signature of Person Authorized to Sign Offer

_____ Printed Name

_____ Title

City _____ State _____ Zip _____

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

Request for Grant Application Table of Contents

<p>Overview of First Things First</p> <ul style="list-style-type: none"> • First Things First Strategic Direction • School Readiness Indicators • What is the Funding Source? • Who is Eligible to Apply for this Funding Opportunity? • What is the Total Amount of Funding Available in this RFGA? 	Page 5
<p>Scope of Work: What Will This Grant Fund and How Will It Make a Difference for Children?</p>	Page 7
<p>How Will the Applications be Evaluated?</p>	Page 22
<p>Application: Responding to the Scope of Work</p> <ul style="list-style-type: none"> • Executive Summary • Capacity for Addressing the Need and Implementing the Strategy Successfully • Proposed Program or Strategy • Implementation Activities • Budget • Data Collection 	Page 22
<p>Instructions to Applicants</p>	Page 27
<p>Terms and Conditions</p> <ul style="list-style-type: none"> • First Things First Special Terms and Conditions • State of Arizona Uniform Terms and Conditions 	Page 32
<p>Checklist</p>	Page 43
<p>Attachments</p> <ul style="list-style-type: none"> • To be completed and submitted with your Application 	Page 45
<p>Exhibits</p>	Page 61

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. Number/Percent children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
2. Number/Percent of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
3. Number/Percent of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
4. Number/Percent 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. Percent of children with newly identified developmental delays during the kindergarten year
6. Number of children entering kindergarten exiting preschool special education to regular education
7. Number/Percent of children ages 2-5 at a healthy weight (Body Mass Index-BMI)
8. Number/Percent of children receiving timely well child visits
9. Number/Percent of children age 5 with untreated tooth decay
10. Percent 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 for implementation of the statewide strategy Quality First Assessment, and is funded through state level program funds.

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, 2013 with an option for renewal for four (4) additional twelve (12) month periods. Total funds available are approximately \$5,180,981 for the first funding period. Renewal will be contingent upon satisfactory contract performance, evaluation and availability of funds. One award is anticipated to be made.

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. Funds available can be modified and is impacted by Regional Council participation and First Things First Board approved Funding Plans. Renewal will be contingent upon satisfactory contract performance, evaluation and availability of funds and amounts available for renewal periods will be based on participation of Regional Partnership Council participation. Please note funding amounts also might change during the award due to Regional Council decisions that impact participation in the strategy.

Scope of Work: What Will This Grant Fund?

First Things First is seeking Applicants to address the following:

First Things First Indicator(s) to be addressed:

1. Number/Percent of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
2. Number/Percent of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars

First Things First Goal Area to be addressed:

- Quality and Access

Statement of Need

First Things First has designated Quality First as a Signature Statewide Program in which Program Assessment and Rating are essential elements in determining its success in raising the overall quality of early care and education among all program types within Arizona.

First Things First will fund one successful Applicant to administer the Quality First Assessment services for Quality First, Arizona's voluntary Quality Improvement and Rating System for early care and education programs serving children birth through age five that are not in kindergarten. Quality First is designed to improve the quality of Arizona's early care and education programs so that young children can begin school safe, healthy and ready to

succeed. Research indicates that children exposed to high-quality early care and education experiences have healthier relationships, enhanced language development and improved academics.

Quality Rating Systems are being recognized as the most promising framework for a broader, comprehensive early childhood system. While Quality Rating Systems vary in measurement techniques, system design and implementation timelines, all systems include parallel components that work conjointly to identify, assess and raise quality standards in early care and education settings.¹ Quality Rating Systems are also utilized as a primary apparatus of informing families, regulators and policy makers about quality standards for early care and education programs.

Quality First builds upon state licensing regulations, addressing multiple aspects of early care and education through research-based indicators of quality. Implementation has occurred in three distinct phases:

Phase I: Quality Improvement Participation

In FY2009, state funding seeded enrollment for the initial 300 programs into Quality First. In FY2010, First Things First Regional Partnership Councils funded an additional 336 programs. During the initial phase of Quality First, program emphasis was targeted solely toward improving quality. Quality improvement was supported through individualized coaching, quality enhancement grants and professional development scholarships.

Phase II: Quality First Rating Pilot Study

During FY2011, First Things First completed a Quality First Rating Pilot Study which included a variety of provider types throughout Arizona. The results of the Pilot Study were used to finalize the design and implementation of the Rating System.

Phase III: Full Implementation of Quality Rating

On June 14, 2011, the Early Childhood Development and Health Board approved the Quality First Rating Scale. On July 1, 2011, Quality First, the statewide Quality Improvement and Rating System was fully implemented, recognizing quality early care and education programs using a five star system of quality standards.

Quality First is the approach and framework under which First Things First will invest significant finances and resources in building a high quality early care and education system. First Things First recognizes quality, access and affordability as the essential elements of an early learning system and has aligned First Things First funded programs including Quality First, T.E.A.C.H. Early Childhood[®] ARIZONA, Quality First Child Care Scholarships and Pre-Kindergarten Scholarships in providing a comprehensive early childhood financing model that offers access for families to affordable high quality early childhood experiences for young children five years

¹ Features of Professional Development and On-site Assistance in a Child Care Quality Rating Improvement System-A Survey of Statewide Systems. Accessed November 9, 2010 from http://www.nccp.org/publications/pub_970.html.

and younger. First Things First has developed Quality First to include the following components (See Exhibit A, FY13 Quality First Component Overview):

- Program assessment using standardized instruments to measure quality, identify strengths and areas of improvement;
- Coaching and consultation to provide individualized technical assistance, curriculum guidance and quality improvement support;
- Financial incentives to assist programs in achieving quality improvement goals and meeting quality benchmarks;
- Child Care Scholarships to support access to high quality early education opportunities for children in at-risk populations, including children who speak English as their second language, children with special needs and children from low income families.
- Scholarship opportunities with T.E.A.C.H. Early Childhood[®] ARIZONA to promote professional development opportunities at institutions of higher learning for early childhood teachers and caregivers; Child care health consultation to provide individualized training, guidance and linkage to community health resources;
- Specialized Technical Assistance in the areas of child health consultation, mental health consultation, inclusion of children with special needs, and instructional support to:
 1. build content awareness through professional development opportunities for Quality First coaching teams and
 2. provide telephone consultation to Quality First participants with expert consultants to address more challenging issues and identifying community resources.
- Star Ratings for all center-based early care and education programs and family child care providers enrolled in Quality First.

Description of strategy including Standards of Practice

This strategy is described in the following section and in the Strategy Summary (Exhibit B, Quality First Strategy Summary). It is essential that the Applicant implement policies and procedures that will assure the fidelity, reliability and integrity of the Assessment and Rating process. Assessment and Ratings are crucial factors in setting and measuring the standards which will move the early childhood system forward in the state.

The goal of this funding opportunity is to link seamlessly with the Coaching component of Quality First by providing comprehensive assessment of program quality within early care and education programs regulated by the Arizona Department of Health Services (DHS), Arizona Department of Economic Security (DES), Tribal Authorities and the U.S. Military.

Quality First Assessment refers to a research-based, consistent method of observing and analyzing the physical and interpersonal environment in which children are served, and reporting the results of that analysis. Program assessment is integral to identifying areas of high quality and areas in which improvement is needed. The results of program assessment is used to calculate a star rating as well as inform next steps in the quality improvement process that include targeted coaching for preparation of the Quality First Points Scale Assessment or goal setting for development of a quality improvement plan. Funding for this opportunity will cover implementation costs associated with the following:

1. Individual program assessment for participating center-based early care and education programs and family child care homes that include but is not limited to: on-site assessment visits, compilation of assessment observation notes and scoring data, collection of quality rating documentation and data entry of assessment results into the First Things First Quality First database;
2. Supervision, training and professional development for assessment staff;
3. Assessment training to reliability for Quality First assessors on the:
 - Environmental Rating Scales (ERS) – Early Childhood Environment Rating Scale (ECERS-R), Infant Toddler Environment Rating Scale (ITERS-R), and Family Child Care Environment Rating Scale (FCCERS-R), and
 - Classroom Assessment Scoring System (CLASS) - Pre-K and Toddler versions
4. Assessment training for Quality First coaches on the:
 - Environmental Rating Scales (ERS) – Early Childhood Environment Rating Scale (ECERS-R), Infant Toddler Environment Rating Scale (ITERS-R), and Family Child Care Environment Rating Scale (FCCERS-R), and
 - Classroom Assessment Scoring System (CLASS) - Pre-K and Toddler versions
5. Assessment training for Quality First assessors on the process for reviewing on-site documentation each program collects for the Quality First Points Scale.
6. Assessment training for Quality First coaches on the Quality First Points Scale documentation necessary for programs to collect.
7. Quarterly on-site update and information sharing meetings with the Quality First coaching teams.
8. Cross regional, statewide coordination and collaboration with First Things First funded strategies, identified state agencies, and early care and education community partners.

This funding opportunity will support both currently enrolled *and* newly enrolled center-based early care and education programs and family child care homes. First Things First will share enrollment data for currently enrolled programs with the successful Applicant upon award. The successful Applicant must demonstrate the capacity and competency to provide assessment services to both newly enrolled and current participating center-based early care and education programs and family child care homes.

Although only one award will be made, the successful Applicant may opt to collaborate with one or more agencies to deliver services as outlined in this funding opportunity. However, the Applicant must sufficiently demonstrate their own organization's role in the service delivery with minimal administrative overhead if they choose to subcontract with one or more agencies. The Applicant must maintain and outline the firewall which will be implemented if one or more of the subcontracting agencies is also providing coaching services. The firewall must include, at minimum, a separate supervision structure and management of daily programmatic operations of coaching and assessment. In addition, the successful Applicant must demonstrate the capacity to ensure implementation of the model is consistently maintained through seamless service delivery among all subcontractors including standardization of procedures, policies, forms and systems throughout all First Things First Regional Areas.

In order to ensure the least amount of disruption in the continuation of services from Fiscal Year 2012 into Fiscal Year 2013, the Applicant must identify:

- special considerations to employ currently trained Quality First assessors
- an implementation plan to complete program assessments for currently enrolled participants within the timelines indicated in the performance measures (See Exhibit C, Quality First Service Delivery.).The implementation plan must also include training timelines for all newly hired assessors.

Selection, Enrollment and Recruitment

Selection and Enrollment

Quality First is a multiyear strategy. Center-based early care and education programs and family child care homes that provide services for children under five and are regulated and in good standing with Arizona Department of Health Services (DHS), Department of Economic Security (DES), Tribal Authority or U.S. Military are eligible to participate in Quality First and are enrolled in Quality First throughout the fiscal year as funding is available. Additionally, Quality First addresses the cost of quality by providing continuous enrollment for eligible center-based early care and education programs and family child care homes. This means that Quality First participants may remain enrolled in Quality First until:

- Participant determines they will no longer participate
- Participant is longer eligible due to regulatory status
- Participant is terminated due to corrective action or non compliance with Quality First enrollment agreement
- Funding is no longer available to support participation

Center-based early care and education programs and family child care homes are enrolled throughout the fiscal year on a ten week selection cycle based on expansion funding or current vacancies. The selection schedule is created at the beginning of each fiscal year and is determined by considering the vacancies and the number of applications on the waiting list in each First Things First Regional Area with funding available for program expansion. This funding opportunity will offer two types of enrollment options: Full Participation or Rating Only Participation (See Exhibit D, Quality First Enrollment Options).

1. **Full Participation** includes all eight program components of Quality First:
 - Program Assessment
 - Individualized Coaching
 - Financial Incentives,
 - T.E.A.C.H. Early Childhood® ARIZONA
 - Quality First Child Care Scholarships
 - Child Care Health Consultation
 - Quality First Specialized Technical Assistance in the areas of Child Health, Mental Health, Inclusion/Special Needs, and Instructional Support
 - Star Rating

The Full Participation enrollment option is available for all regulated early care and education settings that serve children five years and younger.

2. **Rating Only Participation** includes only three components of Quality First:
 - Six (6) months of rating preparation coaching
 - Program Assessment
 - Star Rating

In Fiscal Year 2013, Rating Only is an enrollment option being introduced through an initial launch limited to programs that typically receive funding to support program operations (i.e. Head Start, Title 1 and IDEA programs) and programs receiving Pre-Kindergarten Scholarships. The Rating Only option will expand and be made available to other programs beginning in Fiscal Year 2014, which begins on July 1, 2013.

The successful Applicant will be required to provide assessment services to center-based early care and education programs and family child care homes participating in both enrollment options. First Things First will be responsible for administering the selection process of center-based early care and education programs and family child care homes into Quality First.

Upon selection, participants will be assigned to the successful Applicant for Quality First Coaching services. The Quality First Coaching grantee will then have 10 days to welcome the newly selected participants in Quality First and verify programmatic information as indicated on the Quality First Pre-Enrollment Outreach document. (See Exhibit E, Quality First Pre-Enrollment Outreach) Selected programs will be assigned to the successful Applicant 10 days after the assignment is made to the successful Applicant for Quality First Coaching services. Upon assignment, the successful Applicant will schedule the initial program assessment observational visit within the required timelines indicated in the performance measures (See Exhibit C, Quality First Service Delivery). The successful applicant for Quality First Coaching services will continue pre-enrollment outreach activities during the assessment completion process as indicated on the Quality First Pre-Enrollment Outreach document.

Assessment of Quality First Participants

Program assessment is an essential component in determining the quality of early care and education services. Program assessment is used to calculate a Star Rating, as well as identify a program's strengths and areas where improvements would raise overall program quality. (See Exhibit C, Quality First Service Delivery). Three assessment tools are used in Quality First:

1. [The Environmental Rating Scales](http://ers.fpg.unc.edu/)

The Environment Rating Scales (ERS) are observational tools used to assess the quality of the environment in early care and education settings. Observations using the Environment Rating Scales provide a brief snapshot of the classroom environment, as well as the children's experiences in that classroom. The rating scales were developed by a team of early childhood professionals at the University of North Carolina at Chapel Hill: Thelma Harms, Richard M. Clifford and Debby Cryer. The ERS assessments are valid and reliable

tools to assess the quality of early care and education programs. There are three versions of the Environment Rating Scales, each designed to assess a specific age group and early care setting.

- **Early Childhood Environment Rating Scale (ECERS)**
This scale is designed to assess the quality of preschool environments (children 2 ½ - 5 years of age) in center-based settings.
- **Infant Toddler Environment Rating Scale (ITERS)**
This scale is designed to assess the quality of care environments serving children birth to 30 months of age in center-based settings.
- **Family Child Care Environment Rating Scale (FCCERS)**
This scale is designed to assess the quality of the environment in family child care settings.

2. The Classroom Assessment Scoring System (CLASS)

<http://www.teachstone.org/about-the-class/>

The Classroom Assessment Scoring System PreK (Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in preschool classrooms. The CLASS examines social-emotional and instructional interactions that contribute to student's social competence and academic achievement in center and home based programs serving children 36 months – five years of age. The CLASS measure is a valid and reliable tool which assesses the quality of teacher-child interactions and includes 10 dimensions organized into three domains.

The Classroom Assessment Scoring System Toddler (La Paro, Hamre & Pianta, 2011) is an observation measure that focuses on the effectiveness of classroom interactions among teacher and children ages 15 – 36 months. The CLASS Toddler effectiveness of teacher-child interactions in three broad domains and 8 dimensions.

3. The Quality First Point Scale (See Exhibit F, Quality First Point Scale)

This assessment tool was developed by First Things First to assess quality standards that are not included in the ERS and CLASS measurement tools. The additional standards include staff qualifications, ratios and group sizes, staff retention, curriculum and child assessment.

All participating center-based early care and education programs and family child care homes will receive an initial ERS program assessment upon selection into Quality First. Programs that achieve an ERS average program score at the 3 star level or above will receive a CLASS assessment. Programs that achieve a CLASS average program score at the 3 star level or above will receive a Quality First Points Scale assessment. While newly enrolled participants will receive a Star Rating upon entry into Quality First, participants who were enrolled in Quality First prior to July 1, 2011, will not receive a Star Rating until their third program assessment.

Quality First Star Rating

Quality Ratings will be calculated using a system of five star quality standards; three stars and above is indicative of good quality. A combination of ERS assessment scores, CLASS assessment scores and Quality First Points Scale scores are used to determine the Star Rating. The Quality First Rating Scale (See Exhibit G, Quality First Rating Scale) indicates the assessment scores, definition, and descriptor at each star level. Upon entry into Quality First, participants will receive a Star Rating after the initial program assessment has been completed. As Quality First offers continuous enrollment, subsequent Star Ratings are achieved at the completion of future program assessments. Program assessments and calculations of Star Ratings are completed in the same manner for participating center-based early care and education programs and family child care homes.

The process for completing assessments to calculate a rating is as follows:

1. For participating center-based early care and education programs, ERS assessments will be completed in one-third of the total number of classrooms, to include at least one ITERS-R and one ECERS-R as applicable. For participating family child care homes, the FCCERS-R will be completed.
2. Participants that receive an ERS average program score at the 3 Star level or above will receive a CLASS assessment in one-third of the preschool (and toddler when available) classrooms and/or family groups that meet the age requirements for the CLASS instruments.
3. Participants that meet the 3 Star level or above on the CLASS will receive a Quality First Points Scale assessment within 6 months of the program assessment completion date. (See Attachment F, Quality First Points Scale).
4. Programs that have a 3 Star rating or above will be re-rated between 24 and 27 months in the following manner.
 - a. An automatic notification will be sent to the provider, coach and assessment grantee 6 months in advance of their assessment cycle end date to start the process of preparing for the Quality First Points Scale assessment.
 - b. If the ERS average program score and the CLASS average program scores meet the 3, 4, or 5 star level, the Quality First Points Scale assessment will be completed immediately as the program will have had 6 months prior to the end of their assessment cycle to prepare the necessary documentation.

Participants that are accredited by national entities recognized by First Things First (See Exhibit C, Quality First Service Delivery) will receive a CLASS assessment initially. If the CLASS assessment score is at the 3 Star level or above, the program will receive a Quality First Points Scale assessment. If the CLASS assessment scores does not meet the 3 Star level or above, the participant will receive an ERS assessment. A Star Rating will be achieved based on the scores of the completed assessments.

The successful Applicant will:

1. Provide a plan for completing the ERS, CLASS and Quality First Points Scale assessments in each center-based early care and education program and family child care home.

2. Train assessors to 85 percent reliability on the Environmental Rating Scales (ECERS, ITERS, and FCCERS)
3. Train assessors to .80 reliability on the CLASS Pre-K.
4. Train assessors to 80 percent reliability on the CLASS Toddler during FY13, including practice sessions during the training period in currently enrolled Quality First Sites during their regularly occurring assessments.
5. Train coaches and coach supervisors on the CLASS Toddler during FY14.
6. Implement the CLASS Toddler assessment in all programs with a qualifying ERS average score of 3 starting July 1, 2014.
7. Train assessors to complete the Quality First Points Scale assessment including gathering and reviewing evidence as required. (See Exhibits H, I, J, K).
8. Train coaches on the necessary evidence required and the process followed to complete the Quality First Points Scale assessment.
9. Train coaches on the Environmental Rating Scales (ECERS, ITERS, and FCCERS) and the Classroom Assessment Scoring System throughout the duration of the RFGA.
10. Meet with coaching supervisors and/or coaching teams on a quarterly basis to update them on any clarifications for the assessment tools and provide an opportunity for dialogue about the assessments.
11. Demonstrate the ability to develop, in collaboration with First Things First, and implement a standardized process for verification of staff qualifications on the Quality First Points Scale, including transcript review and diploma confirmation for in-state, out-of-state and international college transcripts using the following criteria:
 - a. If the Degree earned is included in the “Degrees Accepted List” provided by First Things First, the transcript review process is complete.
 - b. If the Degree earned is not included in the “Degrees Accepted List” provided by First Things First OR no degree has been earned, the transcripts will be reviewed for the number of credits earned with the course prefixes included in the “Accepted Course Prefixes List” provided by First Things First. The “Degrees Accepted List” and the “Accepted Course Prefixes List” will be provided to the successful Applicant upon award.
 - c. Degrees earned or Course Prefixes that are not on the lists provided by First Things First but are deemed potentially relevant by the successful applicant of this RFGA will be submitted to First Things First for review.
 - i. Submission of relevant degrees will include the degree description and list of required courses for that degree from the college/university.
 - ii. Submission of relevant or course prefixes will include the course description from the college/university.
 - iii. First Things First will either add the Degree or Course Prefix to the accepted lists or deny the addition of the Degree or Course prefix. This will be communicated to the successful applicant of this RFGA in the form of an updated list.

Assessor Orientation, Professional Development and Reliability Training

Training is an essential component in Quality First for ongoing professional development of Quality First assessors. In addition to the Quality First Academy described below, the successful Applicant will provide comprehensive training on the ERS and CLASS assessment tools for all Quality First Assessors. Quality First assessors must reach and maintain a reliability level of .85

in all three ERS instruments (ECERS, ITERS, and FCCERS) and .80 for CLASS Pre-K and CLASS Toddler assessment tools. To assure reliability is maintained, assessor supervisors will complete drift testing with all assessors at every tenth assessment (for each tool) conducted. The successful Applicant will remove assessors from the field who fall below the reliability levels listed above and incorporate measures for remediation prior to them conducting any further assessments.

Quality First Professional Development - Quality First Academy

Continuing education is an essential component in Quality First for ongoing professional development of Quality First coaches and assessors. The purpose of the Quality First Academy is to provide standardized continuing education for all Quality First assessors and coaches throughout all First Things First funded Regional Areas as well as ensure that the foundation from which all Quality First coaches and assessors build their practice is consistent. There are two tracks for the Quality First Academy: one for assessors and one for coaches. The Quality First Academy will be facilitated in three phases of professional development within each fiscal year. Upon completion of each phase, participants will receive a certificate of completion. The completion of phases one and two will be required for all newly hired Quality First coaches and assessors prior to receiving a caseload. Phase three is required annually in order for coaches and assessors to complete ongoing continuing professional development.

Beginning in the FY2013, the successful Applicant of the RFGA FTF-STATE-13-0349-00 for Quality First for Coaching Services will lead the design and is responsible for implementation of the Quality First Academy. The successful Coaching Services grantee will also be responsible for development and delivery of content in two phases of the Quality First Academy as indicated below:

- Phase 1: Quality First Program Overview and Orientation for both coaches and assessors; and
- Phase 3: On-going Professional Development, Coach Track

The successful Applicant of this funding opportunity for Quality First Assessment Services will coordinate with the Coaching Services grantee and be responsible for development and delivery of content in two phases of the Quality First Academy as indicated below:

- Phase 2: Quality First Assessment Training for both coaches and assessors; and
- Phase 3: On-going Professional Development, Assessor Track

▪ ***Phase 1: Quality First Program Overview and Orientation***

Assessor Track (16 hours)

Phase 1 will be required for all Quality First assessors. During Phase 1, assessors will be provided with an in depth overview of:

- Quality First Program Components
- First Things First's Organizational Structure
- First Things First's Mission and Approach to Quality and Access
- Cultural and Linguistic Sensitivity
- Conflict Resolution and Incident Reporting

- Family Child Care Home Environments

The successful Applicant will be required to develop a training plan to ensure that all current Quality First assessors complete the phase 1 of the Quality First Academy prior to the end of the FY2013.

Coach Track (24 hours)

Phase 1 will be required for all Quality First coaches. For coaches hired after July 1, 2012, Phase 1 is required prior to receiving a coaching caseload. During Phase 1, coaches will be provided training in the areas that include but is not limited to the following:

- Quality First Program Components
- First Things First’s Organizational Structure
- First Things First’s Mission and Approach to Quality and Access
- Consultation Strategies in Early Care and Education
- Cultural and Linguistic Sensitivity
- Conflict Resolution and Incident Reporting
- Family Child Care Home Environments
- Introduction to the *Arizona Early Learning Standards, 3 – 5 Year Olds, Arizona Infant Toddler Developmental Guidelines* and *Program Guidelines for High Quality Early Education: Birth through Kindergarten*.
- Approval and Purchasing Process for Quality First Incentives
- Quality First Specialized Technical Assistance: This is a new component of Quality First that that will be implemented during this funding opportunity to assist Quality First coaches and participants based on their own prioritized needs as identified in the quality improvement process. Quality First Specialized Technical Assistance will help to build content awareness in the specialty areas of child care health consultation, mental health consultation, inclusion of children with special needs and instructional support. The specialized technical assistance also includes a warm-line for coaches and participants to contact expert consultants for assistance in addressing more challenging issues and identifying community resources in the specialty areas.

▪ **Phase 2: Quality First Assessment Training**

Assessor Track (approximately 12 weeks)

Includes instructional training and observation for the Environmental Rating Scales (ECERS, ITERS, and FCCERS), Classroom Assessment Scoring System and Quality First Points Scale assessment. All assessors are required to be reliable inn all assessment tools prior to receiving an assessment caseload.

Coach Track (96 hours)

Phase 2 will be administered by the successful Applicant of this funding opportunity. Training includes instructional training and observation for the Environmental Rating Scales ECERS, ITERS, and FCCERS) the Classroom Assessment Scoring System and the

Quality First Points Scale assessment. Quality First Program Assessment training will be instrumental in providing coaches with the tools necessary to successfully review program assessment reports and incorporate results into quality improvement goals and activities. Current Quality First coaches that have already completed Quality First assessment training will not be required to attend Phase 2 of the Quality First Academy. For coaches hired after July 1, 2012, Phase 2 is required prior to receiving a coaching caseload.

▪ ***Phase 3: Ongoing Professional Development***

Assessor Track

Phase 3 will provide ongoing professional development opportunities for Quality First Assessors. The successful applicant will finalize the ongoing professional development framework for Quality First assessors which will be approved by First Things First prior to implementation.

Coach Track (32 hours)

Phase 3 will provide ongoing professional development opportunities for Quality First coaches to include but are not limited to:

- Child Care Health
- Early Childhood Mental Health
- Inclusion Special Needs
- Instructional Support
- Infant Toddler Care
- Curriculum and Child Assessment
- Instructional Practices
- Early Childhood Classroom Design

The design of the Quality First Academy, including scheduling, assessor training topics/materials and Quality First Academy facilitators, will be finalized by the successful Applicant. First Things First will approve the final design and framework of the Quality First Academy prior to implementation.

In addition, the successful Applicant must demonstrate the capacity to:

1. Collaborate and coordinate training and professional development opportunities through the Quality First Academy with the successful Applicant of the RFGA FTF XXXX Quality First Coaching.
2. Identify specific organizations, entities and/or consultants that will be utilized to facilitate continuing education opportunities in the Quality First Academy.
3. Coordinate the logistics of Quality First Academy to include but is not limited to training locations(s), scheduling, traveling and/or lodging accommodations for attendees and facilitators as applicable.

Assessor Qualifications

First Things First has developed minimum qualifications for Quality First assessors and assessor supervisors (See Exhibits L and M, Assessor and Assessor Supervisor Qualifications). This funding opportunity will cover compensation and benefits to support hiring and retaining qualified staff. The successful Applicant will:

1. Demonstrate effective recruitment strategies that will assist in hiring highly qualified staff.
2. Indicate how supervision will be utilized to provide reflective, individualized support for all assessment staff.
3. Implement a continuity of care plan to ensure that in the event of staff attrition, there is a minimal gap of service delivery during the transitional period.
4. Demonstrate ability to adhere to procedures for incident reporting in the event that an assessor witnesses unsafe practices, neglect, or abuse during their time on-site at any program.
5. Indicate how recruitment and hiring considerations will be provided to currently trained Quality First assessors.

Documentation and Record Keeping

The successful Applicant will maintain electronic records and documentation for each assessment caseload assignment in the Quality First data system (Extranet), including: assessment scores; assessment observation documentation; staff qualifications; program ratios; classroom group sizes; curriculum assessment reports; child assessment reports; and other assessment documentation as deemed necessary by First Things First. Assessment records and documentation will be used in program reporting and monitoring. The successful Applicant must describe how supervision will be used to monitor the accuracy and timeliness of data entry and documentation.

First Things First will be responsible for administering the Quality First data system (Extranet) including maintenance, technical assistance and training to the successful Applicant. First Things First Staff will schedule training opportunities for the successful applicant to understand the Quality First Data system (Extranet) upon award.

Target Population to Serve

The target population of this funding opportunity is early care and education programs in both center-based and family child care settings serving children age five and younger, not in kindergarten. Programs must be regulated (licensed/certified and monitored) and in good standing by the Arizona Department of Health Services, Department Of Economic Security, Tribal authorities or U.S. military. First Things First defines good standing as a program whose contract is current to date , license is not in open enforcement action, and/or eligible to receive authorization to care for children of subsidized families.

Geographic Area

First Things First will fund the successful Applicant to administer the Assessment and Rating portion of the Statewide Quality First program. The Grantee will be responsible to serve the target population in 31 regional partnership councils currently funding Quality First slots. The successful Applicant must have the ability to administer and expand the program should

additional slots be funded above the contracted amount or if slots are decreased below the contracted amount (See Exhibit N, Target Service Units by Regional Area).

First Things First will fund the successful Applicant(s) to administer the program and the successful Applicant(s) will be responsible to serve the target population in thirty-one (31) Regional Partnership Councils across the state. The successful Applicant(s) must have the ability to administer the program should additional First Things First Regional Partnership Councils choose to fund this strategy in their regions or if participating Regional Partnership Councils increase or decrease funding to this strategy. Not all Regional Councils participate in all strategies; however, the participation may change throughout any given funding period or in renewal if options are exercised thus the geographic boundaries are statewide. Regional Partnership Councils may choose to participate or change participation in this strategy and the successful Applicant(s) will be required to fulfill implementation needs based on this important element of Regional Council participation.

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.

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 and the Quality First database (Extranet).

Successful Applicants are required to collaborate with the FTF external evaluation, 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 consent for this strategy can be found at Exhibit P)

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

Unit of Service:

- Number of home based providers served
- Number of center based providers served

Performance Measures:

- 80 percent of QF participants receive an initial assessment (first on-site classroom assessment) visit (ECERS/ITERS/FCCERS) within 25 business days of assignment to assessment grantee.
- 80 percent of program ERS assessments are completed and approved in the Quality First Data system (Extranet) within 45 business days of the assignment to assessment agency.
- 80 percent of program assessments (including CLASS) are completed and approved for sharing by coach with Quality First participant within 60 days of the assignment to the assessment agency.
- 80 percent of program assessments (ERS, CLASS and Quality First Points Scale) will be completed and approved for sharing by coach with Quality First participant within 12 – 15 months of the last program assessment completion date for programs rated at 1 and 2 stars.
- 80 percent of program assessments (ERS, CLASS and Quality First Points Scale) will be completed and approved for sharing by coach with Quality First participant within 24 – 27 months of the last program assessment completion date for programs rated at 3 – 5 stars.

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>

How Will Applications be Evaluated?

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

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

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

Application: Responding to the Scope of Work

To complete your Application, provide a comprehensive narrative response that addresses each of the items in the Executive Summary and the criteria sections below. If an item requires a completed attachment, please reference that attachment within the narrative response when indicated. The narrative is not to exceed 20 pages, including the one page for the executive summary, and using 12 point font size and no less than an 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 Agency Information Collection Form (Attachment A).

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

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

- 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 across the state and within regional areas to address the need and support the proposed strategy.
- b) Provide examples of experience implementing related programs and the outcomes of those programs.
- c) Describe your organization's professional knowledge and experience of the target population to reach.
- d) 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.
- e) Include the coordination and collaboration activities in which the organization is currently engaged and how this will support the proposed strategy, including:
 1. the agencies/partners you anticipate involving in these activities. You must attach letters of support or Memoranda of Understanding for each proposed partner describing the role and responsibilities for the success of the project (outside of the First Things First programs specifically listed);
 2. collaborations with First Things First;
 3. collaboration with the successful Applicant of the Quality First Coaching RFGA.
- f) Identify personnel recruitment, qualifications and supervision. (Also complete Key Personnel Overview, Attachment B)
- g) Describe plans to recruit and locate personnel within the geographical region of the provided service that are linguistically and culturally competent for the population to be served while maintaining minimum qualifications for Quality First Assessors and Assessor Supervisors.
- h) Describe your plans to implement a continuity of care plan to ensure that in the event of staff attrition, there is a minimal gap in program assessment delivery during a transitional period.
- i) Describe your organization's ability to increase or decrease services as necessary to meet all future requests of the Regional Partnership Councils.

C. Proposed Program or Strategy (25%)

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

- a) Provide a clear description of the proposed program/services that includes, at minimum:
1. on-site assessment visits;
 2. compilation of assessment observation notes and scoring data;
 3. data entry of assessment results into First Things First Quality First data system (Extranet);
 4. verification of staff qualifications; and
 5. collection of other information for the Quality First Points Scale.

If applicable, describe how consistency will be maintained through seamless service delivery among all subcontractors, including streamlining service delivery procedures, forms and systems with subcontractors.

- b) Describe how the proposed program aligns and builds on the early childhood system development in the state
- c) 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.
- d) The agency's ability to coordinate and collaborate with First Things First and grantees and contractors of other First Things First funded programs and partners as deemed applicable in the design and implementation of the Quality First Academy. The Quality First Academy will include standardized professional development opportunities and training on specialized content areas. Include a plan that describes how
- The Applicant will ensure that new and current Quality First assessors will participate in the Quality First Academy. In addition, indicate proposed training content areas and toolkit resources that may be considered for future implementation of Quality First Academy. Describe how proposed training is necessary for successful implementation of strategy.
 - Specific organizations, entities and or consultants will be identified and utilized to facilitate, training and professional development opportunities in Quality First Academy.
 - Logistics will be coordinated to include but it not limited to training location(s), scheduling, traveling and or lodging accommodations for attendees and facilitators as applicable.

- e) 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.
- f) 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. Implementation Activities (25%)

Using Attachment C, Implementation Plan, describe the activities needed to operationalize the proposed strategy(ies), including timelines, responsibilities, and coordination activities. Please ensure that you include responses to the following:

- a) Demonstrate how geography, language spoken by providers and children, and program size will inform caseload assignments and capacity to manage assessment caseload as enrollment fluctuates throughout the grant cycle. Demonstrate specifically how providers located in rural and geography isolated communities will be reached and assigned on coaching caseloads.
- b) Identify how Assessors will be trained to reach and maintain a reliability level of .85 on the ECERS-R, ITERS-R, FCCERS-R, and .80 on the CLASS Pre-K and CLASS Toddler assessments, including a plan for drift testing on every tenth assessment for each assessment tool. Indicate the measures that will be implemented to remediate assessors falling below the reliability levels indicated above.
- c) Provide a detailed plan to incorporate the CLASS Toddler Assessment. Indicate, at minimum, how you will:
 1. train assessors and assessor supervisors to a .80 reliability on the CLASS Toddler Assessment by June 30, 2013;
 2. incorporate on-site practice observations of the CLASS Toddler Assessment in the training for , assessors, and assessor supervisors throughout FY2013 and FY2014;
 3. train coaches and coach supervisors on the CLASS Toddler Assessment by June 30, 2014; and
 4. implement use of the CLASS Toddler Assessment in regularly occurring program assessments starting July 1, 2014.
- d) Identify the agency's plan to maintain communication with the developers of all assessment tools about clarifications and updates that impact the use.
- e) Discuss the agency's capacity to verify early care and education program staff qualifications, including transcript review and diploma confirmation, once that component of the program is included for implementation. (Funding required for this particular activity is included in the RFGA amount).
- f) Identify the primary staff that will be responsible to work with First Things First to review and develop assessment procedures that lead to a quality rating.
- g) Describe how the training for the ERS and CLASS Assessment tools will be implemented with Coaching Staff throughout the state, including how and when this

training will be delivered and how the training will enhance professional development of staff specific to this project.

- h) Identify how meetings will be scheduled quarterly with coaching agencies to update coaches on assessment tool clarifications and provide an opportunity to dialogue about the assessment tools.
- i) Outline the firewall to be implemented and assurances of maintaining it if one or more of the collaborating agencies is also providing coaching services, if applicable.
- j) Identify a continuity of service plan to complete program assessments for currently enrolled programs within the timelines indicated in the performance measures. Including special considerations you may have to employ currently trained Quality First assessors.
- k) Describe any anticipated barriers to implementation and your plans to overcome those barriers.

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 (15%)

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.)? Specifically, describe plans to ensure that Assessors maintain record keeping and documentation in the Quality First Database (Extranet) including uploading assessment scores, assessment observation documentation, staff qualifications, program ratios, classroom group sizes, and other assessment documentation deemed necessary by First Thing First.
- 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 inquiries 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. Single Award. In order to ensure adequate coverage of First Things First requirements, a single award is anticipated to be made; however multiple awards 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 four (4) 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. ADDITIONAL INSURANCE REQUIREMENTS: 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. NOTICE OF CANCELLATION: 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	Quality First Component Overview
Exhibit B	Quality First Strategy Summary
Exhibit C	Quality First Service Delivery
Exhibit D	Quality First Enrollment Options
Exhibit E	Quality First Pre-Enrollment Outreach
Exhibit F	Quality First Point Scale
Exhibit G	Quality First Rating Scale
Exhibit H	Quality First Point Scale Assessment Process
Exhibit I	Quality First Points Scale Ratios and Group Sizes
Exhibit J	Quality First Points Scale Curriculum Review
Exhibit K	Quality First Points Scale Child Assessment Review
Exhibit L	Quality First Assessor Qualifications
Exhibit M	Quality First Assessor Supervisor Qualifications
Exhibit N	Target Service Units by Regional Area
Exhibit O	Quality First Target Service Units
Exhibit P	Data Security Guidelines
Exhibit Q	Standard Terms Defined
Exhibit R	Sample Certificate of Insurance

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 _____ Employer Identification Number: _____

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: _____

Please see Exhibit N for expected Target Service Numbers for the Following Target Service Units:

Number of **center based providers**: 722

Number of **home based providers**: 251

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 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 evaluation 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 evaluation 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:	

***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 – 12 month

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.

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	\$
<ul style="list-style-type: none"> • 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 			
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: 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, and Program Incentives*

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?	<input type="radio"/> YES <input type="radio"/> 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.	<input type="radio"/> YES <input type="radio"/> 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.	<input type="radio"/> YES <input type="radio"/> 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"	<input type="radio"/> Not applicable for State of Arizona agencies
5. Has your organization been granted tax-exempt status by the Internal Revenue Service?	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A
6. If you answered YES to question #5, under what section of the IRS code? <input type="radio"/> 501 C (3) <input type="radio"/> 501 C (4) <input type="radio"/> 501 C (5) <input type="radio"/> 501 C (6) <input type="radio"/> Other Specify: _____	
7. Does your organization have established policies related to salary scales, fringe benefits, travel reimbursement and personnel policies?	<input type="radio"/> YES <input type="radio"/> NO

B. FUNDS MANAGEMENT

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

D. PROCUREMENT

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

Exhibit A Quality First Component Overview

QUALITY FIRST COMPONENT OVERVIEW

FY 13



Exhibit B Quality First Strategy Summary

Quality First is Arizona's voluntary quality improvement and rating system designed to improve the quality of early care and education so that young children can begin school safe, healthy and ready to succeed. Quality First does not duplicate or replace, but builds upon state licensing regulations, addressing multiple aspects of early care and education through research-based indicators of quality. Quality First was implemented in three phases:

- **Phase 1: Quality Improvement Participation (2009)**

During the initial phase of Quality First, program emphasis was targeted solely toward improving quality. This approach was a unique distinction between Quality First and other rating systems across the country that assigned ratings upon enrollment.

- **Phase 2: Quality Rating Pilot (2010)**

32 programs volunteered to participate in the Quality Rating Pilot Study. Study participants represent a variety of provider types throughout the state of Arizona. The rating scale, assessment instruments and application processes were examined through the pilot study. The pilot study helped to inform the final design of the Quality First Rating System.

- **Phase 3: Rollout of Star Rating (2011)** On June 14, 2011, the First Things First Board approved the Quality First Rating Scale. This is the first statewide Quality Improvement and Rating System to be implemented in Arizona.

Program Enrollment

Quality First is a multiyear strategy. Programs that provide care from birth to age five and are regulated and in good standing with Arizona Department of Health Services (DHS), Department of Economic Security (DES), Tribal Authority or Military Government are eligible to participate in Quality First and are enrolled in Quality First throughout the fiscal year as funding is available. Programs are considered to be in good standing when their license/certificate is not in open enforcement action (legal action status), suspended or revoked.

Quality First addresses the cost of quality by providing **continuous enrollment** for eligible centers and family child care homes. This means that Quality First participating child care centers and family child care homes may remain enrolled in Quality First until:

- Program determines they will no longer participate
- Program is no longer eligible due to regulatory status
- Program is terminated due to corrective action or non compliance with Quality First enrollment agreement
- Funding is no longer available to support participation

Programs are enrolled throughout the fiscal year on a ten week selection cycle based on expansion funding or current vacancies. The selection schedule is created at the beginning of each fiscal year and is determined by looking at each region with slots available and the number of applications on the waiting list to fill the slot. Regions that have waiting lists that meet the number of slots available are scheduled early in the fiscal year, while programs that do not have enough programs on the waiting list are scheduled later in the fiscal year to provide time for recruitment. Vacant slots are refilled in the current fiscal year only if the initial program that filled the slot did not have a program assessment completed and no incentive funds have been expended.

Enrollment Funding Options

Regional Councils may fund two types of enrollment options for FY13: **Full Participation** or **Rating Only Participation**.

- **Full Participation** includes all eight program components of Quality First: coaching, financial incentives, licensure fee assistance, Child Care Scholarships, T.E.A.C.H. Arizona scholarships, program assessment, assignment of Star Rating and specialized technical assistance. All components are described in more detail below. Full Participation is an enrollment option available for **all** eligible early learning programs that serve children birth through age five.
- **Rating Only Participation** includes two components of Quality First: program assessment and assignment of Star Rating. In FY13, Rating Only as an enrollment option is being introduced through an initial launch limited to programs that typically receive funding to support program operations. (i.e. Head Start, Title 1 and IDEA programs) and programs receiving Pre-Kindergarten Scholarships. The Rating Only option will expand and be made available to other programs in FY14.

Rating Only Participation for Pre-Kindergarten Scholarships

Programs **receiving Pre-Kindergarten Scholarships** are required to receive a Star Rating. This means that Regional Councils funding Pre-K Scholarships must also fund the Quality First Rating Only Participation for all Pre-K programs that **are not** currently enrolled in Quality First. If a Pre-Kindergarten Scholarship program is rated at 1 or 2 Stars, the program will be placed on the Quality First waitlist to receive Full Participation support in reaching a 3 Star quality level.

As the rating system is implemented, it is required that all Pre- Kindergarten Scholarships programs are rated at 3, 4 or 5 Stars. If a Pre- Kindergarten Scholarship program is not rated at 3, 4 or 5 Stars, the program will be ineligible to receive scholarships the following year.

** See Pre-K Scholarship Strategy Summary*

Benefits of Rating Only Option:

- Provides opportunity for more programs to participate in Quality First system
- Provides lower cost model for programs that do not need quality improvement supports
- Provides Star Rating to programs receiving Pre-K Scholarships

Program Components

On-site coaching provides individualized technical assistance and quality improvement support for Full Participation programs. In FY13, coaching caseloads will be reduced (ratio 1:9) to provide a differentiated coaching model determined by the Star Rating, with higher intensity supports at the 1 and 2-Star levels to move the Quality Improvement Plan forward, and less coaching intensity at the 3, 4 and 5 Star levels to prepare for Star Rating or quality maintenance.

Financial incentives assist programs in achieving quality improvement goals and meeting quality benchmarks. Financial incentives are available for all programs in Full Participation and are determined by the provider type (center or home) and size of program as identified through Quality First for licensed capacity of children birth through age five. Programs will access financial incentives according to Star levels through the form of

enhancement grants (used to purchase materials, improve facility equipment and supplement professional development opportunities as prioritized by quality improvement planning) or a Quality Bonus (monetary incentive that offers flexibility for providers to decide which areas of improvement financial incentives will be used).

Licensure Fee assistance is a financial component available for programs regulated by the Department of Health Services. As Quality First builds on the health and safety standards regulated by the Arizona Department of Health Services a percentage of each Quality First provider's annual Enhancement Grant or Quality Bonus will be applied to offset a portion of their child care licensing fee (through an agreement between FTF and DHS).

Child Care Scholarships will be available for all programs in Full Participation enrollment. Number of scholarships and payment rate of scholarships are determined by the program size and Star Rating. Child care scholarships are a significant component of the financing model, providing access to quality early care settings for low-income children. Higher quality programs receive a higher reimbursement for each scholarship. Child Care Scholarship Allotment Table is attached.

**See Child Care Scholarship Strategy Summary and Standards of Practice for more information on linkage between quality and access*

T.E.A.C.H. Arizona Scholarships help to provide higher education professional development opportunities for teachers and administrators in Quality First programs. Every program in Full Participation has access to T.E.A.C.H. Arizona scholarships as determined by the provider type (center or home). Two T.E.A.C.H. scholarships are available for enrolled center-based programs and one scholarship is available for every two enrolled family child care programs. T.E.A.C.H. specialists are assigned in each regional area to provide assistance with application submission for T.E.A.C.H. scholarships.

Program Assessments are used to determine quality standards. The Environment Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS) are utilized to measure the quality of the environment and the interactions between adults and children. The Quality First Points Scale Assessment assesses three additional evidenced-based areas including staff qualifications, administrative practices and curriculum / child assessment. The scores of these three assessment tools are compiled to assign a Star Rating.

Quality First assessors are trained to reliability on assessment tools through a rigorous 12 week training process. Assessors reach and maintain a reliability level of .85 on all Environmental Rating Scales and a .80 on the Classroom Assessment Scoring System. To assure reliability is maintained, assessor supervisors conduct reliability checks on every tenth assessment. Assessors who are unable to demonstrate reliability at the required levels are removed from assessment activities, provided additional training and do not conduct assessments until reliability has been re-attained.

Star Ratings are assigned to all enrolled programs in both Full Participation and Rating Only Participation as determined by the program assessment. *(See attached rating scale for information.)* Publication of Star Rating is determined by the enrollment agreement signed by the program:

- Grandfathered programs (programs enrolled before July 1, 2012) signed an enrollment agreement that stated that the 3rd assessment would be the public rating assessment.
- New programs entering QF will sign an enrollment agreement that states the 2nd assessment will be the public rating assessment. *Programs will have the option to publicize ratings at any assessment cycle if they choose.

Starting July 1, 2012, public ratings will be posted on the FTF website as programs are rated. As Quality First is a multi-year program (programs are enrolled throughout the fiscal year), First Things First will not launch a Star Rating Public Marketing Campaign until there is a critical mass of rated programs throughout the state. This means that although programs will receive a public star rating according to their enrollment agreement, a targeted marketing campaign will be scheduled at a later date once there are a substantial number of rated programs.

Specialized Technical Assistance is a new component of Quality First for FY13 that will be available to assist Quality First coaches and providers based on their own prioritized needs. This component will help to build content awareness for coaches through professional development in four specialty areas: child health, early childhood mental health, inclusion special needs and instructional support. The Specialized Technical Assistance also includes:

- **Warm-line** for coaches and providers to contact expert consultants for assistance in addressing more challenging issues and identifying community resources in the areas of *child care health consultation, inclusion special needs, mental health consultation and instructional support*.

Access to a Child Care Health Consultant is available to all enrolled programs in Quality First. Child Care Health Consultants may provide onsite technical assistance and training as requested by coach and provider.

Quality First Outreach/Marketing:

- Quality First applications are accepted at any time and are available on the FTF Website <http://www.azftf.gov/WhatWeDo/Programs/QualityFirst/Pages/QFInstructions.aspx>
- Designated contact information for all Quality First external users:
Email: qualityfirst@azftf.gov **Helpline:** (602) 771-5000 **Toll Free:** 1-877-803-7234

EVIDENCE/RESEARCH	CONSIDERATIONS FOR IMPLEMENTATION	COST
<p>Research indicates that children exposed to high-quality early care and education experiences have healthier relationships, enhanced language development and improved academics, particularly children from families of high risk and underprivileged backgrounds.</p> <p>Research Articles Included below are links to articles and reports on Quality Rating and Improvement Systems.</p> <p>The Office of Planning, Research and Evaluation of the Administration for Children and Families conducted a Quality Rating System Assessment Project. The project profiled 26 states that have operating Quality Rating and Improvement Systems for over two years. This project can be reviewed at the link below http://www.acf.hhs.gov/programs/opre/cc/childcare_quality/</p> <p>BUILD, a national initiative created in 2002 by the Early Childhood Funders Collaborative (ECFC), assist states in planning and implementing comprehensive early childhood systems that aligns policy and helps ensure that families receive services</p>	<p>Implications of the Quality First service delivery and financing model for will vary depending on the current Regional Council investment in Quality First and Scholarships. Regional Councils will need to consider the following factors as they begin their strategic planning this fall:</p> <p>1-Beginning in FY 13, the Quality First model <u>will not</u> distinguish between state funded providers and regionally funded providers. Instead, Statewide funds will support the system by paying for Full Participation costs that include the costs for assessment, administration and TEACH scholarships. It is recommended that Regional Council support all existing programs enrolled in Quality First.</p> <p>2- Beginning in FY 13 Child Care Scholarships becomes an integrated component of the Quality First package for all enrolled programs. Regional Councils that fund Quality First will also fund QF Child Care Scholarships for all QF enrolled programs. Regional Partnership Councils may elect to fund additional scholarships above what is available in the QF package. Scholarships are provided to the center or home, for use by low income families. Scholarships are paid on a scale based on the market rate, and are distributed according to the program's size and assigned Star Rating. Higher quality programs will receive a higher number of scholarships- therefore increasing access to high quality programs for low income children. <i>*Please see Child Care Scholarship Strategy Summary for information on service numbers and funding caps for Child Care Scholarships.</i></p>	<p>FULL PARTICIPATION Regional Council unit cost includes:</p> <ul style="list-style-type: none"> -Coaching -Financial incentives -Licensure fee assistance -Child Care Scholarships -QF Specialized Technical Assistance <p><u>FULL PARTICIPATION UNIT COST (including scholarships)</u> Center: \$64,017 Home: \$22,196 <i>State funding will pay for costs associated with program administration, assessment and TEACH scholarships. State funding pays @ \$9,972 per center; \$6,972 per home.</i></p> <p><u>FULL PARTICIPATION UNIT COST** (without scholarships)</u> Center: \$20,575.96 Homes \$16,101.33</p> <ul style="list-style-type: none"> - This unit cost can be used in Tribal Regions as determined through discussions between FTF Regional Leadership, Regional staff and Quality First Team. OR - For Pre-K sites in Quality First in FY12

they need. BUILD has sponsored reports, briefings and articles relating to Quality Rating and Improvement Systems.

<http://www.buildinitiative.org/content/quality-rating-improvement-system>

The *Quality Rating and Improvement System Resource Guide* available on the National Child Care Information and Technical Assistance Center's (NCCIC) website, explores key development issues when implementation a Quality Rating and Improvement System.

<http://nccic.acf.hhs.gov/qrisresourceguide/index.cfm?do=resourceguide>

Additional articles, documents and information about Quality Rating and Improvement Systems also available on the NCCIC's website:

<http://nccic.acf.hhs.gov/topics/quality-improvement-systems>

Child Trends is a nonprofit research center that studies children at all stages of development. Child Trends has sponsored several articles and publications on Quality Rating and Improvement Systems.

[Quality Rating and Improvement Systems for Early Care and Education](#)

[Coaching for Quality Improvement Lessons Learned from Quality Rating and Improvement Systems](#)

Exception: Tribal Regional Partnership Councils that will never be able to utilize a QF Child Care Scholarship in regional area.

3- For Rating Only Participation Regional Councils may consider funding Rating Only for programs of the following categories:

- Programs not requesting Child Care Scholarships: State and federally funded programs that do not require parent fees such as Head Start, Title 1 and IDEA programs
- Programs receiving FTF Pre-K scholarships.

Regional Councils must fund Rating Only Participation for Pre-K programs that are not already enrolled in the Quality First Full Participation model.

Rating Only Participation does not include ongoing quality improvement supports or financial benefits. Rating Only Participation may be available to other programs at a future date.

4- Additional considerations for setting a target number for QF enrollment?

- Number and type of providers on the Quality First provider waiting list (center, home, state/federal funded, programs receiving Pre-K Scholarships)
- Council commitment to supporting a provider in Quality First for the long-term
- Sustainability of QF allotment over time
- QF Full Participation as a model of Quality and Access
- QF Rating (coupled with Pre-K Scholarships) as model of Quality and Access

RATING ONLY PARTICIPATION Regional Council unit cost includes:

-FTF Administration
-Program Assessment
Center: \$7,777
Homes \$7,777

The **Quality First Rating Only** option may be funded for

- State and federally funded programs (i.e. Head Start, Title 1 and IDEA programs)

AND

- Pre-K programs **not** already enrolled in Quality First .

[Measures of Quality at the Intersection of Research Practice and Policy](#)

Perry Preschool Project developed a high-quality educational approach focusing on 3 and 4 year-olds at risk population for school failure.

<https://www.ncjrs.gov/pdffiles1/ojdp/181725.pdf>

Abecedarian Project is scientific study which focused on children from low-income families between the ages of birth through age five receiving high quality early care and educational intervention.

<http://www.fpg.unc.edu/~abc/>

Exhibit C Quality First Service Delivery



Service Delivery

Performance Measures

- 25 Business Days—Week 8**
80% of QF participants receive an initial assessment (first on-site classroom assessment) visit (ERS/CLASS) within 25 business days of assignment to assessment grantee
- 45 Business Days—Week 12**
80% of program ERS assessments are completed and approved in the Quality First Database (Extranet) within 45 business days of the assignment to assessment agency.
- 60 Business Days—Week 15**
80% of program assessments (including CLASS) are completed and approved for sharing by coach with Quality First participant within 60 days of the assignment to the assessment agency (green button date).
- 30 Business Days—Week 19**
 - 80% of QF participants sign enrollment agreement within 20 business days of assessment completion date (green button date).
 - 80% of provider profiles are verified and updated within 20 business days of assessment completion date.

- 45 Business Days—Week 31**
80% of Quality Improvement Plans (QIP) or Quality Rating Plans (QRP) are complete and uploaded in the Quality First system within 60 business days of a program's enrollment.

- Rating Renewal**
 - 80% of program assessments (ERS, CLASS and Quality First Points Scale) will be completed and approved for sharing by coach with Quality First participant within 12 – 15 months of the last program assessment completion date for programs rated at 1 and 2 stars.
 - 80% of program assessments (ERS, CLASS and Quality First Points Scale) will be completed and approved for sharing by coach with Quality First participant within 24 – 27 months of the last program assessment completion date for programs rated at 3 – 5 stars.



Implementation Tasks

- Weeks 1-2**
Provider Profile Update
 1. First Things First assigns selected programs to coaching grantee.
 2. Coach contacts program to verify information (Pre-Enrollment Outreach).
- Week 3-15**
Program Selection and Initial Assessment
 1. First Things First assigns selected programs to assessment grantees.
 2. Assessor contacts program to schedule initial assessment
 - ERS conducted in non-accredited programs.
 - CLASS conducted:
 - if ERS Average Program Score is at the 3 Star level or above AND
 - for all accredited* programs.
 - ERS conducted for accredited* programs is CLASS score is below the 3 Star level.
 3. Coaches continue Pre-Enrollment Outreach.
- Weeks 16-19**
Orientation and Enrollment
 1. Assessment completed and Star Rating has been calculated.
 2. Coach schedules enrollment visit and reviews Star Rating and incentive package.
 3. Program signs Enrollment Agreement.
 4. Programs assigned to MHC, CCHC, and Inclusion/Special Needs grantees.
- Week 20-30**
Quality Improvement Planning (QIP) for programs at 1–2 Star levels
 1. Coaches meet with enrolled programs to review assessment reports and begin goal planning process.
 2. A Quality Improvement Plan (QIP) is completed with a minimum of 3 prioritized goals.
- Quality Rating Plan (QRP) for programs at "potential" 3, 4, or 5 Star levels**
 1. Coaches meet with enrolled programs to prepare for the Quality First Points Scale.
 2. Quality Rating Plan (QRP) is completed
- Week 31-52**
1–2 Star programs Action QIP Implementation
 1. Quality Improvement Plans are implemented.
 2. Incentives are accessed to support improvement activities and purchases are documented on the Quality Improvement Plan
 3. Program incentives are incorporated into operational practices.
 4. Coaches provide individualized support.
- 3, 4, and 5 Star "potential" programs**
Quality First Points Scale Assessment preparation
 1. Program prepares documentation for the Quality First Points Scale Assessment.
 2. Incentives are accessed as requested by program and documented on the QRP.

Please Note

The timelines are targets indicated are based on performance measures being met 100% of the time. Due to geography, program size and language considerations, performance measures are not required to be achieved 100% of the time.

***FTF Recognized Accrediting Organizations**

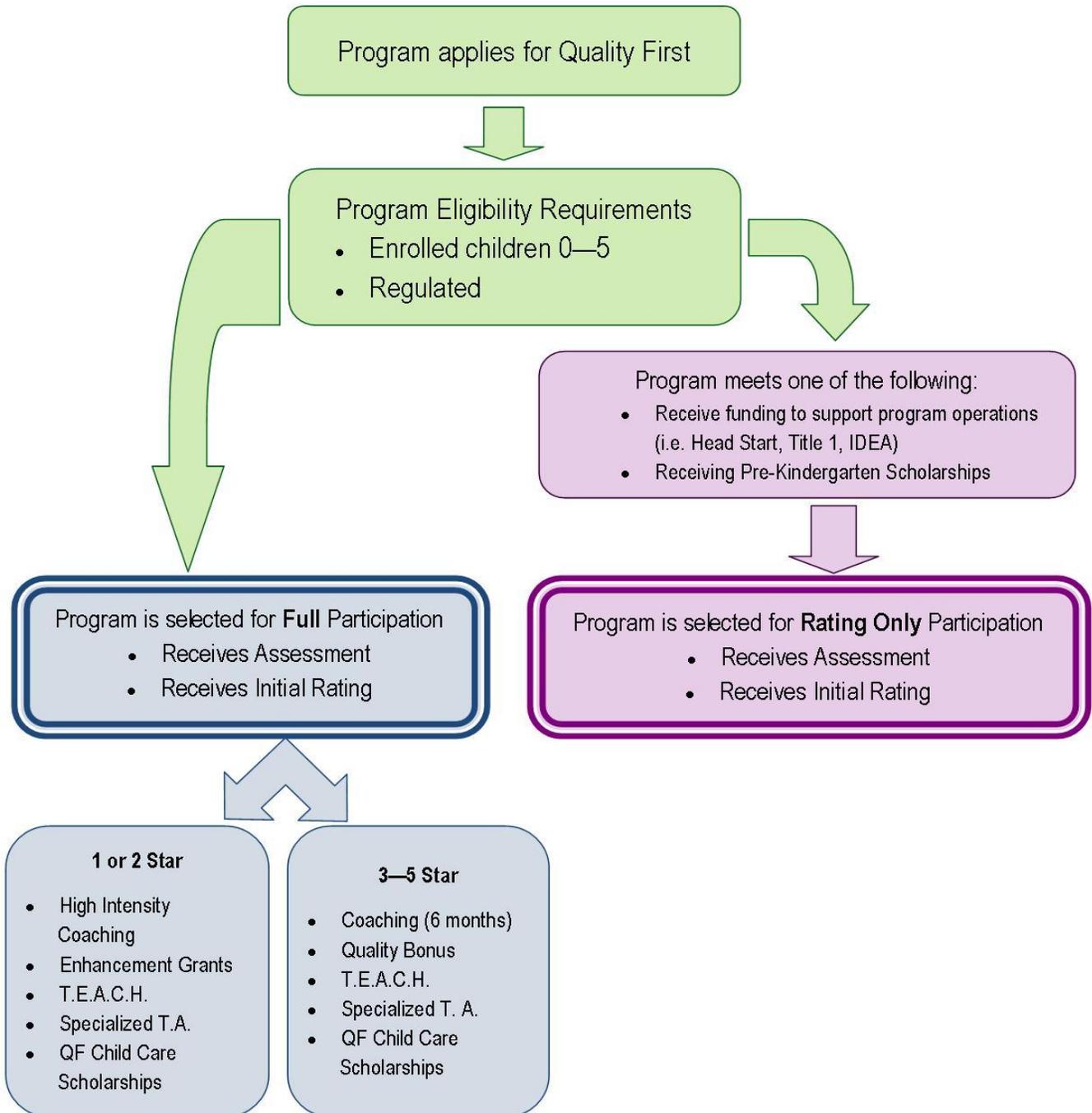
- Association Montessori Internationale
- National Association for the Education of Young Children
- The National Early Childhood Program Accreditation Commission
- Association for Christian Schools International
- American Montessori Society
- National Accreditation Commission for Early Care and Education
- National Association for Family Child Care

Exhibit D Quality First Enrollment Options



Quality First Enrollment Options

July 1, 2012



Rating publication will occur for individual programs according to the signed Enrollment Agreement. Programs enrolled prior to July 1, 2011 will have a public rating upon their 3rd assessment. Programs enrolled after July 1, 2011 will have a public rating upon their 2nd assessment. Rating Only programs will be public if they achieve a 3, 4, or 5 Star Rating.

Exhibit E Quality First Pre-Enrollment Outreach



Quality First Pre-Enrollment Outreach

It is important for the coach to begin the process of relationship building with the provider upon selection. The following guidance was created to ensure a consistent process is followed across the state when contacting newly selected Quality First participants. Newly selected programs will be assigned to the Coaching grantee first.

Within the First 10 Days

The Quality First Coach will contact the selected program to welcome them to Quality First. The following information on the Provider Profile (Extranet) will be updated (on-site, via phone, or fax)

1. Site Tab
2. Program Tab
3. Language/Special Needs Tab
4. Staffing Tab - Staff Members (details not necessary within 10 days)
5. Classroom/Family Group

Selected programs will be assigned to the Assessment grantee 10 days after the assignment to the Coaching grantee. Program assessment will be scheduled independent of this process and will occur even if pre-assessment outreach has not been completed.

During the Assessment Process

Programs will be contacted by a Quality First coach to continue the relationship building process.

Activities that may occur include, but are not limited to:

1. On-Site Tour (coach will exit facilities if assessment is being conducted)
2. Meet with staff (coach will exit facilities if assessment is being conducted)
3. Review Quality First Information Session or webinar (contact qualityfirst@azftf.gov to request the information session webinar link)
 - a. Provide an overview of the program components of Quality First and describe the enrollment process.
 - b. Provide information about the assessment process.
 - c. Discussion about provider expectations and Quality First expectations.
4. Continue to update the Provider Profile (Extranet)
5. Offer to begin the Orientation Process
6. Answer questions the provider might have
7. Provide contact information to the provider
 - a. Coach
 - b. Coaching Agency

Quality First Points Scale



Directions:

1. The Quality First Points Scale will be reviewed and assessed for programs that meet the 3, 4 and 5 Star Rating scores for the ERS and CLASS assessments (see Quality First Rating Scale).
2. If all indicators in one row are “yes”, continue to the next row.
3. If any indicator is “no”, stop.
4. All indicators in each row must be marked “yes” in order to earn the points indicated at the end of each row.



Staff Qualifications – OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)

Center Based - One Administrator (Director or Assistant Director) has the following education and experience:	Center Based - Teachers have the following education and experience:	Center Based - Assistant Teachers have the following education and experience:	Family Child Care - Providers have the following education and experience:	Points Earned
<p>R9-5-401</p> <p>1. At least 24 months of child care experience, a high school or high school equivalency diploma, and:</p> <ul style="list-style-type: none"> • Six credit hours or more in early childhood, child development, or a closely-related field from an accredited college or university <p>OR</p> <ul style="list-style-type: none"> • At least 60 hours of training in early childhood, child development, or a closely-related field, and an additional 12 hours of training in program administration, planning, development, or management; <p>2. At least 18 months of child care experience and:</p> <ul style="list-style-type: none"> • An N.A.C., C.D.A., or C.C.P. credential <p>OR</p> <ul style="list-style-type: none"> • At least 24 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field; <p>3. At least six months of child care experience and:</p> <ul style="list-style-type: none"> • An AA or AAS in ECE, child development or closely related field. <p>4. At least three months of child care experience and:</p> <ul style="list-style-type: none"> • A BA or BS in ECE, child development or a closely-related field. 	<p>R9-5-401</p> <p>1. Six months of child care experience and:</p> <ul style="list-style-type: none"> • A high school diploma or high school equivalency diploma <p>OR</p> <ul style="list-style-type: none"> • At least 12 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field; <p>2. Associate or bachelor degree from an accredited college or university in early childhood, child development, or a closely-related field</p> <p>OR</p> <p>N.A.C., C.D.A., or C.C.P. credential;</p>	<p>R9-5-401</p> <p>1. Current and continuous enrollment in high school or a high school equivalency class;</p> <p>2. High school or high school equivalency diploma</p> <p>3. Enrollment in vocational rehabilitation, as defined in A.R.S. § 23-501</p> <p>4. Employment as a teacher-caregiver aide for 12 months</p> <p>5. Service as a volunteer in a child care facility for 12 months;</p>	<p>R9-3-303</p> <p>1. If the staff member will work with enrolled children only while supervised by the provider or assistant provider, be at least 16 years of age or registered as a Level I with S*CCEEDS;</p> <p>2. If the staff member will work with enrolled children without being supervised by the provider or assistant provider:</p> <ul style="list-style-type: none"> • Be at least 18 years of age and have a high school diploma, high school equivalency diploma, associate degree, or bachelor degree <p>OR</p> <ul style="list-style-type: none"> • Be registered as a Level II-A with S*CCEEDS 	<p>N/A</p>

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
Center Based - Administrators (Director and Assistant director) and Teachers*have the following education and experience:	Center Based - Assistant Teachers have the following education and experience:	Family Child Care - Providers have the following education and experience:	
<p>2a. July 1, 2011 25% have <u>Education:</u> 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND <u>Experience:</u> 1 year of teaching in or administration of an early care and education program</p>	<p>2b. 50% have <u>Experience:</u> 6 months of experience working in an early care and education program</p>	<p>2c. <u>Education:</u> 6 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND <u>Experience</u> 1 year of experience in an early care and education program</p>	2 points
<p style="text-align: center;">Education Requirements Starting July 1, 2015</p> <p><u>A total of 50% have the following education</u> 25% have 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND 25% have AA or AAS in ECE</p> <p>OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR BA in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p>			

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
Center Based - Administrators (Director and Assistant director) and Teachers* have the following education and experience:	Center Based - Assistant Teachers have the following education and experience:	Family Child Care - Providers have the following education and experience:	
<p>4a. <u>A total of 75% have the following education</u></p> <p><u>Education:</u></p> <p>25% have 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR</p> <p>Certificate of completion in ECE or child development from a community college</p> <p>OR</p> <p>CDA</p> <p>AND</p> <p>50% have AA or AAS in ECE</p> <p>OR</p> <p>AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR</p> <p>BA in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>AND</p> <p><u>Experience:</u></p> <p>1 year of teaching in or administration of an early care and education program</p>	<p>4b. 50% have</p> <p><u>Experience:</u></p> <p>6 months of experience working in an early care and education program</p>	<p>4c.</p> <p><u>Education:</u></p> <p>12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR</p> <p>Certificate of completion in ECE or child development from a community college</p> <p>OR</p> <p>CDA</p> <p>AND</p> <p><u>Experience</u></p> <p>1 year of experience in an early care and education program</p>	<p>4 points</p>

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
Center Based - Administrators (Director and Assistant director) and Teachers* have the following education and experience:	Center Based - Assistant Teachers have the following education and experience:	Family Child Care - Providers have the following education and experience:	
<p>6a. 25%** have **50% starting July 1, 2015, 75% starting July 1, 2020</p> <p>Education: BA or BS in ECE or related field OR State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education OR State of AZ Provisional / Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement. OR State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement. AND Experience: 6 months of teaching in an early care and education program AND The remaining percentage of teachers meets the requirements at the 2 point level.</p>	<p>6b. 50% have Experience: 6 months of experience working in an early care and education program</p>	<p>6c. Education: AA or AAS in ECE OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. OR BA or BS in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. AND Experience: 1 year of experience in an early care and education program July 1, 2020 BA or BS in ECE or related field OR State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education OR State of AZ Provisional / Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement. OR State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement. AND Experience: 1 year of experience in an early care and education program</p>	6 points

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

STAFF QUALIFICATIONS - Documentation Requirements

- Official Transcripts for all staff with college credits or diplomas. **Only courses with a grade of C or better will be accepted.**
- Complete staffing tab in the Quality First Dashboard, for each employee. ****coach verifies**
 - Enter each staff using the [Add new row](#) link.
 - Enter Director, Assistant Director, Teacher, and Assistant Teachers are included. **Do not include staff who do not work directly in the classroom with children.**
 - Click on [Edit Details](#) for each staff member and enter the information required. **Do not enter college credits or degrees.**

The related fields below are considered for college credits and degrees:

- Child and Family Studies
- Human Development
- Elementary Education
- Special Education
- Developmental Psychology
- Social Work
- Consumer Studies
- Human Services

Administrative Practices - OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)			Points Earned
<i>Center Based - Ratios and Group Sizes</i> <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes</i>	<i>All Programs - Retention</i>	
R9-5-404.A Infants 1:5 or 2:11 1-year-old children 1:6 or 2:13 2-year-old children 1:8 3-year-old children 1:13 4-year-old children 1:15 5-year-old children not school-age 1:20	R9-3-306 1. The provider or the assistant provider is present and actively involved at the child care group home when one to five enrolled children are at the child care group home 2. At least one adult staff member in addition to the provider or the assistant provider is present and actively involved at the child care group home when six to 10 enrolled children are at the child care group home.	None	N/A

Administrative Practices (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Ratios and Group Sizes***</i> <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes***</i>	<i>All Programs - Retention</i>	
2a. Group sizes are a maximum of no more than two times the ratio of children per a single adult <ul style="list-style-type: none"> • Infants 1:5, max of 10 children • 12-24 months 1:6, max of 12 children • 2 year olds 1:8, max of 16 children • 3 year olds 1:13, max of 26 children • 4-5 year olds 1:15 max of 30 children 	2b. Ratios and group sizes are the following: Up to 5 children enrolled <ul style="list-style-type: none"> • 1:5, max of 5 children 6 – 10 children enrolled <ul style="list-style-type: none"> • 1:5, max of 10 children 	2c. In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers or Family Child Care Provider does not fall below 60%. If a program falls below 60%, 2 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	2 points

Administrative Practices (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Ratios and Group Sizes***</i> <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes***</i>	<i>All Programs - Retention</i>	
4a. Group Sizes are the following: <ul style="list-style-type: none"> • Infants 1:5, max of 10 children • 12-24 month 1:6, max of 12 children • 2 Year Olds 1:8, max of 16 children • 3 Year Olds 1:12, max of 24 children • 4-5 Year Olds 1:13, max of 26 children 	4b. Ratios and group sizes are the same as the previous level.	4c. In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers or Family Child Care Provider does not fall below 65%. If a program falls below 65%, 4 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	4 points

Administrative Practices (must meet standards in all columns of each row to receive points)			Points Earned
Center Based - Ratios and Group Sizes*** <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	Family Child Care - Ratios and Group Sizes***	All Programs - Retention	
<p>6a. Ratios and Group Sizes meet the following:</p> <ul style="list-style-type: none"> • Infants 1:4, max of 8 children • 12-24 months 1:4, max of 8 children • 2 year olds 1:6, max of 12 children • 3 year olds 1:9, max of 18 children • 4-5 year olds 1:10, max of 20 children <p>Ratios and groups sizes at the 6 point level are based on NAEYC Accreditation Standards.</p>	<p>6b. Ratios and group sizes are the following:</p> <p>Up to 5 children enrolled</p> <ul style="list-style-type: none"> • 1:4, max of 5 children <p>6 – 10 children enrolled</p> <ul style="list-style-type: none"> • 1:4 max of 10 children 	<p>6c. In the past 3 years, the retention rate for all classroom staff or Family Child Care staff does not fall below 65%. If a program falls below 65%, 6 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.</p>	6 points

ADMINISTRATIVE PRACTICES – Documentation Requirements
<p><input type="checkbox"/> Complete staffing tab in the Quality First Dashboard, for each employee.</p> <p><input type="checkbox"/> Ensure that hire date and termination date is accurately reflected for each employee, including those that are no longer employed.</p> <p><input type="checkbox"/> Do not remove any employees that are no longer employed. The “Active?” checkbox should be empty for people no longer employed.</p> <p><input type="checkbox"/> Complete the classroom ratios and group sizes form.</p> <p>***Group Size. There may be more than one group in a particular room. When more than one group occupies the same classroom, staff must be able to identify which children they are responsible for supervising at any time during the day. The ratios and group sizes at each point level will be assessed for each group that occupies the same classroom.</p>

Curriculum and Child Assessment - OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)				Points Earned
All Programs - State Standards and Program Guidelines	Center Based - Curriculum	Family Child Care - Curriculum	All Programs – Child Assessment	
None	<p>R9-5-501.C.5</p> <p>1. Prepares and posts a dated lesson plan in each indoor activity area for each calendar week, which is maintained on facility premises for 12 months after the lesson plan date and provides opportunities for each child to:</p> <ul style="list-style-type: none"> • Gain a positive self-concept • Develop and practice social skills • Think, reason, question, and experiment • Acquire language skills • Develop physical coordination skills • Participate in structured large muscle physical activity • Develop habits that meet health, safety, and nutritional needs • Express creativity • Learn to respect cultural diversity of children and staff • Learn self-help skills • Develop a sense of responsibility and independence 	<p>R9-3-401</p> <p>6. The program at the child care group home is:</p> <ol style="list-style-type: none"> Structured to meet the following: <ol style="list-style-type: none"> The age and developmental level of each enrolled child; The needs of each enrolled child; and The enrolled children's need for familiarity, consistency, and routine; and Based upon a weekly schedule that includes: <ol style="list-style-type: none"> Routines, such as meals and snacks and rest periods, that follow a familiar and consistent pattern; If weather and air quality permit, outdoor activities; Stories, music, dancing, singing, and reading; Listening and talking opportunities; and Creative activities such as water play, cutting and pasting, painting, coloring, dramatic play, and playing with blocks; 	None	N/A

Curriculum and Child Assessment (must meet all columns of each row to receive points)				Points Earned
All Programs - State Standards and Program Guidelines	All Programs - Curriculum	All Programs - Child Assessment****		
<p>2a.</p> <p>Teachers*, Directors and Assistant Directors have completed the approved 2 hour training on the Introduction to the Arizona Early Learning Standards (AZELS)* and Infant – Toddler Developmental Guidelines (ITDG).</p> <p>The Infant-Toddler Developmental Guidelines will be required when written and available.</p> <p>*A valid Arizona Early Childhood Teaching Certificate or Endorsement is accepted in lieu of training.</p>	<p>2b.</p> <p>The Arizona Early Learning Standards and Infant-Toddler Developmental Guidelines (when complete) are clearly reflected in the written activity plans.</p> <p>AND</p> <p>There is a written process for sharing curriculum with families.</p>	<p>2c.</p> <p>Assessment of children’s growth and development is an ongoing process and is conducted during children’s daily activities and routines to assess progress in the 4 domain areas of social, emotional, cognitive and physical development.</p> <p>AND</p> <p>Parent Teacher conferences are offered once per year.</p>		2 points

*Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children’s developmental progress.

Curriculum and Child Assessment (must meet all columns of each row to receive points)			Points Earned
All Programs - State Standards and Program Guidelines	All Programs - Curriculum	All Programs - Child Assessment****	
<p>4a. Programs follow the Arizona Program Guidelines for High Quality Early Education Birth through Kindergarten. recommendations for transitions between environments.</p>	<p>4b. Written curriculum plans include specific learning objectives for children based on each child's documented or observed assessment information.</p>	<p>4c. Assessment of children's growth and development includes gathering and documenting information received from families either from child information surveys, daily communications with families, or formal conferences held with the families.</p> <p>AND Programs use a variety of methods that include observation/anecdotal notes, children's work samples, developmental checklists.</p>	4 points

Curriculum and Child Assessment (must meet all columns of each row to receive points)			Points Earned
All Programs - State Standards and Program Guidelines	All Programs - Curriculum	All Programs - Child Assessment****	
<p>6a. Teachers*, Directors and Assistant. Directors have completed the approved training on at least two of the modules of the Arizona early Learning Standards or Infant – Toddler Development Guidelines (when written and available).</p>	<p>6b. Written activity plans include strategies, modifications, and/or adaptations to fully involve all children with special health and/or developmental needs, including gifted and talented (e.g. adaptive materials are listed to be gathered, wide range of materials allow for individual use based on development, etc.).</p> <p><i>This item may be N/A</i></p>	<p>6c. Additional child assessment strategies include developmental and sensory screening activities (either provided directly or arranged for by the provider) and, when necessary, families are referred to appropriate health or intervention agencies.</p> <p>AND Parent teacher conferences are offered twice per year.</p>	6 points

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

CURRICULUM AND CHILD ASSESSMENT – Documentation Requirements
<input type="checkbox"/> AZELS and/or ITDG training certificates for all Lead Teachers, Directors, Assistant Directors and Family Child Care Providers. <ul style="list-style-type: none"> <input type="checkbox"/> Certificates for the Introduction to the standards. <input type="checkbox"/> Certificates for individual modules. <input type="checkbox"/> Curriculum plans for each classroom/group for the most recent full month (4 weeks of plans per classroom). <ul style="list-style-type: none"> <input type="checkbox"/> (2 points) AZELS or ITDG is indicated on each curriculum plan. <input type="checkbox"/> (4 points) individual children's goals are reflected on the curriculum plan or documented and linked to the curriculum plan. <input type="checkbox"/> (6 points) Modifications for children with special health and/or developmental needs are indicated on the curriculum plan or documentation is provided that links to the curriculum plan.

CURRICULUM AND CHILD ASSESSMENT – Documentation Requirements

- Five child assessments including at least one child in each classroom in the program. **Assessor will choose randomly.**
 - Documentation of social development is included in each child's assessment.
 - Documentation of emotional development is included in each child's assessment.
 - Documentation of cognitive development is included in each child's assessment.
 - Documentation of physical development is included in each assessment.
 - Parent-teacher conference schedule which indicates how many time per year conferences are offered.
 - Observation/anecdotal records are included in each child's assessment.
 - Children's work samples are included in each child's assessment.
 - Developmental checklists are included in each child's assessment.
 - Information received from families is included in each child's assessment. Documentation includes, but is not limited to the following:
 - Family surveys about child's growth and development.
 - Documentation of communications with families about child's growth and development.
 - Documentation of formal conferences that include the family's perspective.
 - Documentation of parent interviews to understand the child's development from the family perspective.
- Developmental Screening and/or referral forms for families to receive screenings.

****Recommendations have been made to First things First to designate a standardized, statewide child assessment tool. First things First will consider this recommendation for future implementation in the Quality First Points Scale.

Exhibit G Quality First Rating Scale



RATING SCALE

<p style="text-align: center;"></p> <h3 style="text-align: center;">Rising Star</h3> <p style="text-align: center;">Demonstrates a commitment to examine practices and improve the quality of care beyond regulatory requirements.</p>	<p style="text-align: center;"></p> <h3 style="text-align: center;">Progressing Star</h3> <p style="text-align: center;">Demonstrates a commitment to provide environments that are progressing in the ability to foster the health, safety and development of young children.</p>	<p style="text-align: center;"></p> <h3 style="text-align: center;">Quality</h3> <p style="text-align: center;">Demonstrates a level of quality that provides an environment that is healthy and safe with access to developmentally appropriate materials. Curriculum is aligned with state standards. Interactions between adults and children are enhanced. Staff qualifications exceed state regulatory requirements.</p>	<p style="text-align: center;"></p> <h3 style="text-align: center;">Quality Plus</h3> <p style="text-align: center;">Demonstrates a level of quality that provides an environment of developmentally appropriate, culturally sensitive learning experiences. Curriculum is aligned with state standards. Relationships between adults and children are nurturing and promote language development and reasoning skills.</p>	<p style="text-align: center;"></p> <h3 style="text-align: center;">Highest Quality</h3> <p style="text-align: center;">Demonstrates a level of quality that provides an environment of lower ratios/group size and higher staff qualifications that supports significant positive outcomes for young children in preparation for school. Curriculum is aligned with state standards and child assessment. Relationships between adults and children are nurturing and promote emotional, social, and academic development.</p>									
<p style="text-align: center;">ERS Average Program Score 1.0 – 1.99</p>	<p style="text-align: center;">ERS Average Program Score 2.0 – 2.99</p>	<p style="text-align: center;">ERS Average Program Score 3.0 – 3.99 <i>No classroom score below 2.5</i></p>	<p style="text-align: center;">ERS Average Program Score 4.0 – 4.99 <i>No classroom score below 3.0</i></p>	<p style="text-align: center;">ERS Average Program Score 5.0 & above <i>No classroom score below 3.0</i></p>									
<p style="text-align: center;">CLASS N/A</p>	<p style="text-align: center;">CLASS N/A</p>	<p style="text-align: center;">CLASS Average Program Score</p> <table style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 5px;">ES 4.5</td> <td style="border: 1px solid black; padding: 5px;">CO 4.5</td> <td style="border: 1px solid black; padding: 5px;">IS 2.0</td> </tr> </table>	ES 4.5	CO 4.5	IS 2.0	<p style="text-align: center;">CLASS Average Program Score</p> <table style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 5px;">ES 5.0</td> <td style="border: 1px solid black; padding: 5px;">CO 5.0</td> <td style="border: 1px solid black; padding: 5px;">IS 2.5</td> </tr> </table>	ES 5.0	CO 5.0	IS 2.5	<p style="text-align: center;">CLASS Average Program Score</p> <table style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 5px;">ES 6.0</td> <td style="border: 1px solid black; padding: 5px;">CO 6.0</td> <td style="border: 1px solid black; padding: 5px;">IS 3.0</td> </tr> </table>	ES 6.0	CO 6.0	IS 3.0
ES 4.5	CO 4.5	IS 2.0											
ES 5.0	CO 5.0	IS 2.5											
ES 6.0	CO 6.0	IS 3.0											
<p style="text-align: center;">Points Scale N/A</p>	<p style="text-align: center;">Points Scale N/A</p>	<p style="text-align: center;">Points Scale 6 point minimum</p> <table style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 5px;">SQ 2</td> <td style="border: 1px solid black; padding: 5px;">AP 2</td> <td style="border: 1px solid black; padding: 5px;">CA 2</td> </tr> </table>	SQ 2	AP 2	CA 2	<p style="text-align: center;">Points Scale 10 point minimum</p> <table style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 5px;">SQ 2</td> <td style="border: 1px solid black; padding: 5px;">AP 2</td> <td style="border: 1px solid black; padding: 5px;">CA 2</td> </tr> </table>	SQ 2	AP 2	CA 2	<p style="text-align: center;">Points Scale 12 point minimum</p> <table style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 5px;">SQ 4</td> <td style="border: 1px solid black; padding: 5px;">AP 4</td> <td style="border: 1px solid black; padding: 5px;">CA 4</td> </tr> </table>	SQ 4	AP 4	CA 4
SQ 2	AP 2	CA 2											
SQ 2	AP 2	CA 2											
SQ 4	AP 4	CA 4											

Star ratings will not be publicized until July 1, 2012

ERS – Environmental Rating Scales
ECERS – Early Childhood Environment
ITERS – Infant/Toddler Environment
FCCERS – Family Child Care Environment

CLASS – Classroom Assessment Scoring System
ES – Emotional Support Domain
CO – Classroom Organization Domain
IS – Instructional Support Domain

Quality First Points Scale
SQ – Staff Qualifications
AP – Administrative Practices
CA – Curriculum and Assessment

Exhibit H

QUALITY FIRST POINTS SCALE ASSESSMENT PROCESS

When a program's Average Program ERS score and Average Program CLASS score meets the 3, 4, or 5 star levels, the program will be assessed on the Quality First Points Scale. The first time the Quality First Points Scale assessment occurs, it will be announced to the program. All subsequent Quality First Points Scale assessment for the purpose of re-rating will be unannounced. The process for assessing the indicators for each component area is listed below.

STAFF QUALIFICATIONS

1. Staff qualifications will be assessed for:
 - a. Administrators (Director and Assistant Director)
 - b. Teachers (Lead Teacher in the classroom who is responsible for curriculum plans, parent-teacher conferences, and child assessment)
 - c. Family Home Providers (Lead Caregiver or Teacher only)
2. Official college transcripts will be submitted for each staff member (if they have college credits) to the FTF transcript verification grantee.
3. Once transcripts are verified, the grantee will provide the following information to the FTF Quality First office for each staff member:
 - a. Highest Education Achieved
 - b. Number of College Credits in ECE or Related FieldQuality First staff will enter the information in the program's staff detail page in the provider profile.
4. Once the transcript information is reviewed, the Quality First staff will determine whether the program meets the 2, 4, or 6 point level and enter the point value on the Quality First Points Scale tab.

ADMINISTRATIVE PRACTICES

Ratios and Group Sizes

1. **All classroom(s)/group(s)** in a program will be assessed.
2. Assessments of ratios and group sizes will only be assessed indoors, unless a program's structure provides for simultaneous indoor/outdoor scheduling.
3. Each group/classroom will be assessed at two different points in time. The assessment can be completed on one day at two different times during the day or on different days, depending on the schedule of the assessor. There will be a minimum of 2 hours between each assessment.
4. The assessor will use the Quality First Points Scale Ratios and Group Sizes form (Exhibit I) to assess ratios and group sizes in both center-based and home-based programs. Additional copies of the form may be necessary.
 - a. Complete the following information in the first table on the form:
 - i. **Name of On-Site Administrator During the Review:** this will be the designated person in charge at the time the assessor arrived to complete the review.
 - ii. **Program Name and Address:** write the complete **site name** and address of the program.
 - iii. **Name of Assessor:** write the complete name of the assessor who is completing the form.

b. Use the second table to record the following:

- i. **Group/Classroom Name:** write the name of the classroom or group for each of the groups/classrooms in the program.
 1. If a classroom does not have children at the time of the visit, note this in the comments section.
- ii. **Date/Time:** write the date and time that the assessor entered the group/classroom to count the number of children and paid adults.
- iii. **Max Enrollment:** This is calculated by using the licensed capacity in the group/classroom. **OR** If a program chooses to self-limit, the number that they self-limit in each group/classroom will be entered. If a program self-limits, the letters, "SL" will be indicated after the number.
- iv. **Youngest Age Enrolled:** Enter the age of the youngest child enrolled in the group/classroom. That child does not need to be present on the day of the assessment, but must be enrolled in that particular group/classroom. Programs will provide a list for each classroom that indicates the birthdate for all children enrolled.
- v. **Number of Paid Adults:** Enter the number of adults paid to work in the group/classroom at the time of the assessment.
- vi. **Number of Children Present:** Enter the number of children in the group/classroom at the time of the assessment.
- vii. **Comments:** If there are any anomalies on the date of the assessment, please enter that information in this section. Anomalies may include, but are not limited to classrooms were combined, teacher/assistant teacher absence, etc.

c. Once all group(s)/classroom(s) are assessed and information entered on the Quality First Points Scale Ratios and Group Sizes form, the assessor will upload the completed form(s) on the Rating tab in the provider profile

5. First Things First Quality First staff will determine whether the program meets the 2, 4, or 6 point level and enter the point value on the Quality First Points Scale tab.

Retention

1. The FTF team will soon make recommendations for the manner in which retention will be calculated.
2. Quality First Coaches will ensure that the staff details for each staff member in the program are accurate.

CURRICULUM AND CHILD ASSESSMENT

Arizona Early Learning Standard (AZELS) and Infant Toddler Developmental Guidelines (ITDG)

Only Administrators (Director and Assistant Director), Teachers (Lead Teacher in the classroom who is responsible for curriculum plans, parent-teacher conferences, and child assessment) and Family Home Providers (Lead Caregiver or Teacher only) will be assessed.

1. The coach will provide training on the Introduction to the Arizona Early Learning Standards and Infant Toddler Developmental Guidelines (when developed and published).
2. The coach will assist the provider in attending training for any additional modules on the AZELS or ITDG.
3. The coach will review training certificates for each of the staff members and indicate the training attended in the staff details on the provider profile.

4. Quality First staff will determine whether the program meets the 2 or 6 point level and enter the point value on the Quality First Points Scale tab.

Program Guidelines for High Quality Early Education: Birth through Kindergarten (Program Guidelines)

Programs will be assessed using two indicators in the Program Guidelines:

- 1.3.g (p. 11) There is a written plan which specified the timelines and activities for transition into the program, within the program, and exiting the program which may include the following: meetings to help prepare families and set expectations are held with family and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc.
 - 5.2.g (p. 42) There is a written plan which specified the activities for transitions into the program, within the program, and exiting the program, which may include the following: meetings held with family and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc.
1. The coach will assist the provider in uploading the written transition plan in the Rating tab on the provider profile.
 2. Quality First staff will determine whether the program meets the 4 points level and enter the point value on the Quality First Points Scale tab.

Curriculum

1. The most recent 4 weeks of curriculum will be assessed in **all classrooms/groups that had an ERS and/or CLASS assessment.**
2. The assessor will use the Quality First Points Scale Curriculum Review Form (Exhibit J) to assess curriculum in both center-based and home-based programs. Additional copies of the form may be necessary.
 - a. Complete the following information in the first table on the form:
 - i. **Name of On-Site Administrator During the Review:** this will be the designated person in charge at the time the assessor arrived to complete the review.
 - ii. **Program Name and Address:** write the complete **site name** and address of the program.
 - iii. **Name of Assessor:** write the complete name of the assessor who is completing the form.
 - iv. **Date of Review:** write the date that the assessment was completed.
 - b. Using the second table, record the following:
 - i. **Classroom/Group:** write the name of the classroom or group for each of the groups/classrooms in the program.
 1. If a classroom that was assessed using the ERS and/or CLASS no longer has children enrolled or is now closed, indicate this after entering the class name.
 - ii. **AZELS or AZITDG Indicated on Plan**
 1. Mark Yes if the plan has at least one of the standards listed below.
 2. Mark No if the plan does not have at least one of the standards or indicators listed below. Write comments of what you see on the curriculum plan (there is no need to write all activities listed on the plan, indicate “activities” instead).
 3. AZELS/AZITDG Standards:
AZELS Standards
 - Social Emotional

- Language and Literacy
- Mathematics
- Science
- Social Studies
- Physical Development, Health and Safety
- Fine Arts

AZITDG Standards

- Social Emotional Social Emotional
- Language Development and Communication
- Cognitive Development
- Physical and Motor Development

iii. **Individual Children’s Goals are Reflected on Plan**

1. Mark Yes if the plan has at least one goal that is tied to child assessment (can be indicated as a group goal, i.e. “Multiple children need additional fine motor activities,” or individual child goals with initials next to activities on the plan).
2. Mark No if the plan does not have any child assessment goals indicated. Write comments of what you see on the curriculum plan.

iv. **Modifications for Children with Special Needs is Indicated on Plan**

1. Mark Yes if modifications are included on the plan
2. Mark N/A if there are no identified children with Special Health or Developmental needs enrolled in the classroom.
3. Mark No if modifications are not included on the plan. Write comments of what you see on the curriculum plan.

c. Once all group(s)/classroom(s) are assessed and information entered on the Quality First Points Scale Curriculum Review form, the assessor will upload the completed form(s) on the Rating tab in the provider profile

3. The coach will assist the provider in uploading the program’s written process for sharing curriculum with families in the Rating tab on the provider profile. This may be an excerpt from the family handbook or a written policy in an employee procedures manual.
4. The coach will assist the provider in uploading the program’s written procedure for screening and referring families for a formal child evaluation in the Rating tab on the provider profile.
5. Quality First staff will determine whether the program meets the 2, 4 or 6 point level and enter the point value on the Quality First Points Scale tab.

Child Assessment

1. The Quality First Assessor will randomly choose **4** child assessments from **each classroom/group that had an ERS and/or CLASS assessment.**
2. The Assessor will use the Quality First Points Scale Child Assessment Review (Exhibit K) form to assess both center-based and home-based programs. One form will be used for each classroom/group that is assessed.
 - a. Complete the following information in the first table on the form:
 - v. **Name of On-Site Administrator During the Review:** this will be the designated person in charge at the time the assessor arrived to complete the review.

- vi. **Program Name and Address:** write the complete **site name** and address of the program.
- vii. **Name of Assessor:** write the complete name of the assessor who is completing the form.
- viii. **Date of Review:** write the date that the assessment was completed.

b. Using the second table on the form, enter the following information:

- i. **Classroom/Group:** write the name of the classroom or group for each of the groups/classrooms in the program.
- ii. **Social Development:** the way in which a child interacts and behaves in a group of others. AZELS Keywords include: Self Awareness; Separation; Cooperation; Respect; Confidence; Persistence; Initiative; Rights, Responsibilities, and Roles of Citizenship; Family Identity.
 1. Place a checkmark in the work sample box if a child's assessment includes samples of their own work that describe their social development. Examples include, but are not limited to: art with teacher anecdotes or child's writing, pictures of group charts with child's ideas represented, etc.
 2. Place a checkmark in the anecdotal note box if a child's assessment includes written notes from the teacher or parent that describe a child's social development.
 3. Place a checkmark in the developmental checklist box if the child's assessment includes a developmental checklist relating to social development.
 4. ***Please note that one piece of child's work can be used for all three checkboxes or all 4 areas of development if it is labeled in each way.***
- iii. **Emotional Development:** relating to or expressing emotion. AZELS Keywords include: Recognition of Feeling; Expression of Feelings; Self Control.
 1. Place a checkmark in the work sample box if a child's assessment includes sample of their own work that describe their emotional development. Examples include, but are not limited to: art with teacher anecdotes or child's writing, pictures of group chart's with child's ideas represented, etc.
 2. Place a checkmark in the anecdotal box if a child's assessment includes written notes form the teacher or parent that describe a child's emotional development.
 3. Place a checkmark in the developmental checklist box if a child's assessment includes a developmental checklist relating to emotional development.
 4. ***Please note that one piece of child's work can be used for all three checkboxes or all 4 areas of development if it is labeled in each way.***
- iv. **Cognitive Development:** the process of acquiring knowledge by the use of reasoning, intuition, or perception, which includes, but is not limited to: language (speaking, listening), literacy (letters, reading, writing), mathematics (numbers, counting, numerical operations, measurement), science (observing, hypothesizing, testing) . AZELS Keywords include: Curiosity; Creativity; Problem-solving; Print Awareness; Book Handling; Sound and Rhythms; Vocabulary; Comprehension; Collection and Organization; Data Analysis; Patterns; Spatial Relationships; Logic and Reasoning; Investigation.
 1. Place a checkmark in the work sample box if a child's assessment includes sample of their own work that describe their cognitive development. Examples include, but are not limited to: art with teacher anecdotes or child's writing, pictures of group chart's with child's ideas represented, etc.
 2. Place a checkmark in the anecdotal box if a child's assessment includes written notes form the teacher or parent that describe a child's cognitive development.

3. Place a checkmark in the developmental checklist box if a child's assessment includes a developmental checklist relating to cognitive development.
 4. **Please note that one piece of child's work can be used for all three checkboxes or all 4 areas of development if it is labeled in each way.**
 - v. **Physical Development:** relating to the body and movement, to include both fine and gross motor development. AZELS Keywords: Personal Health and Hygiene; Safety/Injury Prevention; Creative Movement.
 1. Place a checkmark in the work sample box if a child's assessment includes sample of their own work that describe their physical development. Examples include, but are not limited to: art with teacher anecdotes or child's writing, pictures of group chart's with child's ideas represented, etc.
 2. Place a checkmark in the anecdotal box if a child's assessment includes written notes form the teacher or parent that describe a child's physical development.
 3. Place a checkmark in the developmental checklist box if a child's assessment includes a developmental checklist relating to physical development.
 4. **Please note that one piece of child's work can be used for all three checkboxes or all 4 areas of development if it is labeled in each way.**
 - vi. **Family Input:** place a checkbox in this column if a child's assessment includes information from their family. This could include, but is not limited to the following: questionnaire completed by the family about development; notes from the family; etc.
 - vii. **Comments:** write any comments that pertain to each individual child's assessment.
- c. Once all child assessment are assessed and information entered on the Quality First Points Scale Curriculum Review form, the assessor will upload the completed form(s) on the Rating tab in the provider profile
3. The coach will assist the provider in uploading the program's parent-teacher conference schedule that indicates when and how often conferences that are held each year.
 4. The coach will assist the Provider in uploading their written child assessment procedures in the Rating tab on the provider profile.
 5. The coach will assist the Provider in uploading their written screening and referral policy in the Rating tab on the provider profile.
 6. Quality First staff will determine whether the program meets the 2, 4 or 6 point level and enter the point value on the Quality First Points Scale tab

Exhibit J Quality First Points Scale Curriculum Review



Quality First Points Scale Curriculum Review

NAME OF ON-SITE ADMINISTRATOR DURING THE REVIEW: [REDACTED]		PROGRAM NAME AND ADDRESS: [REDACTED]
NAME OF ASSESSOR: [REDACTED]	DATE OF REVIEW: [REDACTED]	

Guidance: Assessors will review the four most recent curriculum plans in the *same classroom(s)/group(s) that were assessed with the ERS and/or CLASS*. During the curriculum review, the assessor will place a check mark in the box if the item is indicated on the curriculum plan. Additional sheets may be used, if necessary. Upon completion of this assessment, the assessor will upload the document into the extranet on the Rating tab.

Does program have a policy for individual child screening and referrals for formal evaluation uploaded in the extranet? yes no

Classroom/Group	Week	AZELS or AZITDG indicated on plan <i>(minimum of 1 standard name per week)</i>		Individual children's goals are reflected on plan <i>(minimum of 1 goal per week)</i>		Modifications for children with IFSP, IEP, or specialized health plan <i>(can be N/A if no children w/special needs)</i>	
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
[REDACTED]	#1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	#2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	#3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	#4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom/Group	Week	AZELS or AZITDG indicated on plan <i>(minimum of 1 standard name per week)</i>		Individual children's goals are reflected on plan <i>(minimum of 1 goal per week)</i>		Modifications for children with IFSP, IEP, or specialized health plan <i>(can be N/A if no children w/special needs)</i>	
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
[REDACTED]	#1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	#2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	#3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	#4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exhibit K Quality First Points Scale Child Assessment Review



Quality First Points Scale Child Assessment Review

NAME OF ON-SITE ADMINISTRATOR DURING THE REVIEW: [REDACTED]		PROGRAM NAME AND ADDRESS: [REDACTED]
NAME OF ASSESSOR: [REDACTED]	DATE OF REVIEW: [REDACTED]	

Guidance: The assessor will randomly choose four child assessments *from each classroom /group that was assessed with the ERS and/or CLASS*. If there are less than five children enrolled in a classroom /group, the assessor will review an assessment for each child that is enrolled. During each child assessment review, the assessor will place a checkmark in the box for each item (dated within the last year) included in a child's file. Additional sheets may be used, if necessary. Upon completion of this assessment, the assessor will upload the document into the extranet on the Rating tab.

Does the program use a standardized child assessment system? Yes No If yes, please list: [REDACTED]

Classroom/Group	Child	Social Development <small>Self Awareness; Separation; Cooperation; Respect; Confidence; Persistence; Initiative; Rights, Responsibilities, and Roles of Citizenship; Family Identity</small>	Emotional Development <small>Recognition of Feeling; Expression of Feelings; Self Control</small>	Cognitive Development <small>Language (speaking, listening); Literacy (letters, reading, writing); Mathematics (numbers, counting, numerical operations, measurement); Science (observing, hypothesizing, testing); Curiosity; Creativity; Problem-solving; Print Awareness; Book Handling; Sound and Rhythm; Vocabulary; Comprehension; Collection and Organization; Data Analysis; Patterns; Spatial Relationships; Logic and Reasoning; Investigation</small>	Physical development <small>Personal Health and Hygiene; Safety/Injury Prevention; Creative Movement</small>	Family Input	Comments
[REDACTED]	#1	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/>	[REDACTED]
	#2	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/>	[REDACTED]
	#3	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/>	[REDACTED]
	#4	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/>	[REDACTED]

Exhibit L: Quality First Assessor Qualifications

Quality First Assessor Qualifications

The role of the Assessor is to complete the assessment tools selected for Quality First in early care and education settings in an objective, reliable and efficient manner.

Key Tasks

- Conduct observations in selected early care and education settings according to sampling guidelines
- Complete appropriate assessment tools within the performance measures timelines
- Complete assessment reports and enter data into First Things First data system
- Participate in reliability checks with supervisor/anchor every ten assessments for each assessment tool
- Maintain 85% reliability on the Environment Rating Scale Assessments (Infant Toddler Environment Rating Scale - ITERS, Early Childhood Environment Rating Scale - ECERS, and Family Child Care Environment Rating Scale - FCCERS)
- Maintain 80% reliability on the Classroom Assessment Scoring System (Toddler and Pre-K)

Education and Experience:

- Minimum of an Associate's degree, preferably in education, child or family development, social services or related field
- Bachelor's degree preferred
- Experience in conducting observational assessments, preferably in early care and education settings

Assessor Skills and Abilities:

- Shows competence in interpersonal, verbal and written communication
- Ability to observe in early care and education facilities
- Maintains objectivity in observations
- Ability to adhere to the author's intent of the assessment tools
- Maintains confidentiality
- Knowledgeable of cultural and linguistic populations assessed
- Ability to use technology in preparation of assessment reports

Exhibit M: Quality First Assessor Supervisor Qualifications

Quality First Assessor Supervisor Qualifications

The role of the Assessor Supervisor is to ensure the reliability of and supervision of assessors.

Key Tasks

- Conduct observations of Assessors in selected early care and education settings according to sampling guidelines
- Review and approve completed assessment reports
- Verify the accuracy of assessment reports and enter data into First Things First data system
- Participate in reliability checks with Assessors every ten assessments for each assessment tool
- Maintain reliability and perform inter-rater reliability checks to maintain 85% reliability on the Environment Rating Scale Assessments (Infant Toddler Environment Rating Scale - ITERS, Early Childhood Environment Rating Scale - ECERS, and Family Child Care Environment Rating Scale - FCCERS)
- Maintain reliability and perform inter-rater reliability checks to maintain 80% reliability on the Classroom Assessment Scoring System (Toddler and Pre-K)

Assessor Education and Experience:

- Bachelor's or master's degree, preferably in education, child or family development, social services or related field
- Experience in conducting observational assessments, preferably in early care and education settings

Assessor Skills and Abilities:

- A minimum of 2 years of supervisory experience OR at least 3 years of assessor experience
- Show competence in interpersonal, verbal and written communication
- Ability to observe in early care and education facilities
- Maintains objectivity in observations and supervision
- Ability to adhere to the author's intent of the assessment tools
- Maintains confidentiality
- Knowledgeable of cultural and linguistic populations assessed
- Shows competence in the use of technology to prepare assessment reports

Upon Hire:

- Successfully complete the Train the Trainer coursework for all Assessment tools utilized in Quality First

Exhibit N: Target Service Units by Regional Area

Quality First Target Service Units By Regional Areas	Full Participation Allocated		Rating Only Participation Allocated		Total Allocated	
	Center	Home	Center	Home	Center	Home
Central East						
Cochise	20	25	0	N/A	20	25
Gila	5	3	0	N/A	5	3
Graham/Greenlee	5	3	0	N/A	5	3
Pinal	31	11	0	N/A	31	11
San Carlos Apache	6	1	0	N/A	6	1
Maricopa						
Central Maricopa	35	5	14	N/A	49	5
Northeast Maricopa	20	0	5	N/A	25	0
Northwest Maricopa	58	10	25	N/A	83	10
Salt River Pima Maricopa Indian Community	1	0	0	N/A	1	0
Southeast Maricopa	44	9	13	N/A	57	9
Southwest Maricopa	17	4	0	N/A	17	4
Northeast						
Coconino	14	6	0	N/A	14	6
Navajo Nation	33	5	0	N/A	33	5
Navajo/Apache	2	1	0	N/A	2	1
White Mountain Apache Tribe	2	1	0	N/A	2	1
Phoenix/Yavapai						
Central Phoenix	93	6	0	N/A	93	6
Gila River Indian Community	2	0	0	N/A	2	0
North Phoenix	81	11	6	N/A	87	11
South Phoenix	73	35	0	N/A	73	35
Yavapai	33	7	2	N/A	35	7
Southeast						
Central Pima	55	24	13	N/A	68	24
North Pima	17	5	0	N/A	17	5
Pascua Yaqui Tribe	0	2	1	N/A	1	2
Santa Cruz	1	4	0	N/A	1	4
South Pima	35	51	1	N/A	36	51
Tohono O'odham Nation	8	1	0	N/A	8	1
West						
Cocopah	0	0	1	N/A	1	0
Colorado River Indian Tribes	2	0	0	N/A	2	0
Hualapai Tribe	0	0	0	N/A	0	0
La Paz/Mohave	15	1	2	N/A	17	1
Yuma	14	20	6	N/A	20	20

Exhibit O

First Things First Target Service Unit Information Quality First

Definitions:

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.

NOTE: **Quality First** is a First Things First administered program. Because of the scope and complexity of the program, there are multiple contracted grantees implementing different portions of the program. The following measurement information is related to the Quality First program overall. Units of service, performance measures, and reporting requirements for Quality First contractors are NOT presented here.

For **Quality First**, the units of service are:

- Number of home based providers served**
- Number of center based providers served**

Determining and Interpreting Target Service Numbers

Please note: Quality First is a First Things First directed strategy. Units of Service, Target Service Numbers and Performance Measures found here are for Council and Board planning rather than assessment and targeting for FTF subcontractors.

Number of home based providers served should reflect the total number of home based early care and education providers who are targeted and funded to be enrolled in Quality First for one grant contract period (in most cases, one year).

Number of center based providers served should reflect the total number of center based early care and education providers who are targeted and funded to be enrolled in Quality First for one grant contract period (in most cases, one year).

Performance Measures

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the

level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g. providing scholarships).

For Quality First, performance measures are:

Number of home based providers served/proposed service number

Number of center based providers served/proposed service number

Number of children enrolled in early care and education programs participating in Quality First

Exhibit P

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 Q

STANDARD TERMS DEFINED

As used in these Instructions, Special Terms and Conditions and Uniform Terms and Conditions, the terms listed below are defined as follows:

1. *"Application"* means bid, proposal, quotation or what is submitted in response to an RFGA.
2. *"Applicant"* means a person who responds to a RFGA.
3. *"Attachment"* means any item the RFGA that requires an Applicant to submit as part of the Application.
4. *"Contract"* means the combination of the RFGA, including the Instructions to Applicants, The Uniform and Special Terms and Conditions, and the Specifications and Statement or Scope of Work; the Application and any Application Clarifications; and any RFGA Amendments or Contract Amendments.
5. *"Contract Amendment"* means a written document signed by the Fiscal and Contracts Specialist that is issued for making changes in the Contract.
6. *"Days"* means calendar days unless otherwise specified.
7. *"Exhibit"* means any item labeled as an Exhibit in the RFGA or placed in the Exhibits section of the RFGA. Exhibits are typically resource materials.
8. *"Grantee"* means any Applicant whose Application has been accepted and has been awarded a Grant with First Things First.
9. *"Fiscal and Contracts Specialist"* means the person, or his or her designee, duly authorized by First Things First to enter into and administer Contracts and make written determinations with respect to the Contract.
10. *"May"* indicates something that is not mandatory but permissible
11. *"RFGA"* means an a Request for Grant Application
12. *"RFGA Amendment"* means a written document that is signed by the Fiscal and Contracts Specialist and issued for making changes to the RFGA.
13. *"Shall, Must"* indicates a mandatory requirement. Failure to meet these mandatory requirements may result in the rejection of an offer.
14. *"Should"* indicates something that is recommended but not mandatory. If the Applicant fails to provide recommended information, the State will evaluate the offer without the information but reserves the right to clarify the recommended information.
15. *"State"* means the State of Arizona, Early Childhood Development and Health Board also known as First Things First who executes the Contract.
16. *"State Fiscal Year"* means the period beginning with July 1 and ending June 30.
17. *"Subcontract"* means any Contract, express or implied, between the Grantee and another party delegating or assigning, in whole or in part, the furnishing of any service required for the performance of the Contract.

Exhibit R

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: _____

**END OF REQUEST FOR GRANT
APPLICATION**

FTF-STATE-13-0347-00