

Jul 9, 2009 4:51PM AZ Early Childhood Development

No. 2699 P. 2

**FIRST THINGS FIRST**

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Director ADES

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June 10, 2009

Claude S. Endfield

Business Fax: 928-524-7312

Northland Pioneer College

P.O. Box 610

Holbrook, Arizona 86025

cendfield@npc.edu

Subject: Request for Grant Application (RFGA) # FTF-RC028-10-0017-00
Contract number: FTF-RC028-10-0017-02

Dear Ms. Endfield:

Your application to provide a Community Based Family Education Grant program for the White Mountain Apache Tribe Regional Partnership Council of the Arizona Early Childhood Development and Health Board (First Things First) has been accepted. Attached please find a countersigned copy of your Offer and Acceptance form. The initial contract period shall be from July 1, 2009 through June 30, 2010. The amount of your contract grant award is \$74,395.

Additionally, pursuant to the Insurance Requirements contained in the Uniform Terms and Conditions, it is your responsibility to insure that all required coverage, in the types and amounts stated, 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 Contractor obligations. The applicable Certificate of Insurance must be submitted to this office, to my attention no later than July 15, 2009. Please indicate your contract number in the description section of the certificate.

You will be receiving an email from the First Things First Communication Division within the next week related to the utilization of the First Things First logo, recognizing First Things First for publications and media. If you have any media or publication questions in the meantime please do not hesitate to contact Tiffany Erickson at (602)-771-5022 or terickson@azftf.gov.

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Community Based Family Education RFGA

Claude Endfield

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First Things First is planning a grantee orientation meeting in late July/early August and more information will be sent to you soon. A member of the Finance team will be contacting you regarding this meeting. The purpose of the meeting will be to provide current and accurate information regarding the management of your grant and to establish a relationship with the First Things First staff that will support your program.

Congratulations on your contract award. First Things First looks forward to working with you. If you have any questions, please contact me at 602-771-5084.

Sincerely,



Jeanne Weeks

Senior Grants and Contracts Procurement Specialist

Enclosure

**Community Based Family Education
Grant Application
FTF-RC028-10-0017-00
White Mountain Apache Tribe Regional Partnership Council**

**Arizona Early Childhood Development and Health Board
4700 West White Mountain Blvd., Suite B1
Lakeside, AZ 85929**

**APACHE FAMILIES FIRST PROJECT
Submitted by:
Early Childhood Development Program
NORTHLAND PIONEER COLLEGE
P. O. Box 610
Holbrook, AZ 86025
800-266-7845, ext. 7335**

April 16, 2009

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

warded 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.:

D9010209F

Federal Employer Identification No.:

86-0277526

NORTHLAND PIONEER COLLEGE

Name of Applicant
P. O. BOX 610

Address
HOLBROOK, AZ 86025
City State Zip

Name of Point of Contact Concerning this Application:

Name: Ms. Claude S. Endfield

Phone: 928-524-7335 Fax: 928-524-7312

E-Mail: cendfield@npc.edu

V. Blaine Hatch
Signature of Person Authorized to Sign Offer
For Dr. Jeanne Swarthout V. BLAINE Hatch

Printed Name
President V.P. for Admin Svcs.
Title

CERTIFICATION

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____.

Jeanne Weeks, Grants and Contracts Procurement Specialist

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What is the Arizona Early Childhood Development and Health Board (First Things First)?

In November 2006, Arizona voters passed Proposition 203, also known as First Things First, a citizen's initiative that funds quality early childhood development and health at the state and local level. The Proposition created a new state level board known as the Arizona Early Childhood Development and Health (AzECDH) Board, also known as the Board of First Things First, and the Regional Partnership Councils.

First Things First Mission

The mission of First Things First is to increase the quality of, and access to, early childhood programs that will ensure a child entering school arrives healthy and ready to succeed. This mission will principally be achieved through regional grants tailored to the specific needs and characteristics of the communities that the regions serve with a focus on demonstrating improved outcomes around First Things First's six goal areas given the challenges the regions face. This mission is also accomplished through statewide initiatives that have been prioritized by the Board of First Things First.

This statewide policy and regional perspective are critical to the success of the First Things First mission. Early childhood development and health system initiatives from First Things First will be coordinated through statewide initiatives and regional priorities.

First Things First Goal Areas

The First Things First initiative specifies that programs undertaken by the Arizona Early Childhood Development and Health Board and the Regional Partnership Councils are to accomplish one or more of the following Goal Areas:

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

Funding Eligibility

- 1 Arizona institutions of higher learning (colleges and universities)

Northland Pioneer College is able to demonstrate organizational, fiscal and programmatic

capacity to meet the requirements described in the scope of work listed in this RFGA. NPC has been providing Early Childhood training and courses on the Ft. Apache Indian Reservation since Fall, 1974.

What is the Total Funding Amount Available in this Request for Grant

Application?

This is a twelve (12) month contract with an option for renewal for two (2) additional twelve (12) month periods. Total funds available are approximately \$159,000 for the first funding period. First Things First reserves the right not to award the entire amount of available funds or to award an amount that is greater than the posted available funds. Renewal will be contingent upon satisfactory contract performance, evaluation and availability of funds. Multiple awards may be made.

NPC's application totals \$91,529

Scope of Work: What Will This Grant Fund?

The White Mountain Apache Tribe Regional Partnership Council (RPC) has identified the need for regional implementation of the following strategies:

- 1 Expand or establish new community-based family education programs that support parents and caregivers in their ability to promote their children's optimal development and health.
- 2 Support, enhance and implement programs and services that provide parents and caregivers access to information, resources and high-quality social support.

The White Mountain Apache Tribe Regional Partnership Council serves, and applications submitted in response to this RFGA must serve, any child from birth through age five residing within the boundaries of the Fort Apache Indian Reservation. Programs must engage families at all levels. Priority may be given to targeted populations based upon regional needs such as low income families, single parents, teen parents, first time parents, relatives raising children, or underserved geographic areas.

A needs and assets assessment of the region has shown that parents and families need education and support to understand child development and health, develop parenting skills and have access to resources to be the best parents possible. The region has a lack of quality family support and education services to assist families in developing the necessary skills to support their children's optimal development and health as well as a lack of capacity among available programs to meet the needs of all families in the region.

Family support is the foundation for enhancing children's positive social and emotional development.³ At birth the brain is about one-quarter of full adult size, and by the age of two, the brain is not only bigger, but complex connections have been made between cells. Brain size is only a small part of the story. It is the connections between brain cells that help young

children control their bodies and learn about their worlds.¹ Young children need stimulation and interaction throughout their lives, but lack of enrichment can be most damaging in the very early years. Connections in the brain become stronger when they are used often, and connections that are not used die away in childhood and early adolescence. It is true for adults and true for babies — “use it or lose it!” — babies and young children need stimulation to develop socially, emotionally, and intellectually.¹ Children who experience sensitive, responsive care from a parent perform better academically and emotionally.² Although parent education and information programs are providing support and services, very few have demonstrated an evidence-based approach. However, based upon existing research, certain program elements have been identified to be indicators of quality in community-based family education and information programs that help families meet outcomes.³ These indicators include program design and content implemented with fidelity, program relevance, high quality staffing and monitoring activities.⁴

Implementation Requirements:

This Request for Grant Application is seeking Applicants to address these specific Goals and Key Measures:

First Things First Goal Area to be addressed:

Family Support

First Things First Goals to be addressed:

- 1 FTF will coordinate and integrate with existing education and information systems to expand family's access to high quality diverse and relevant information and resources to support their child's optimal development.

First Things First Key Measures to be addressed:

- 1 Percentage of families with children birth through age five who report they are competent and confident in their ability to support their child's safety, health and well-being.
- 2 Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health.

The intent of this funding opportunity is to provide community-based family education programs. Community-based family education programs funded under this Request for Grant Applications must offer comprehensive education programs to the families that they serve. Using a family-centered and strengths-based approach, programs may offer one or more of the following services:

- 1 Provide resource and referral information e.g. where to access regular developmental screenings.
- 2 Identify outreach, engagement and retention practices for participants/ families.
- 3 Demonstrate program effectiveness and participate in data collection and reporting of performance measures. Pre and Post testing must be administered.
- 4 Provide hands-on training for parents or home-based child care providers that promote healthy parenting skills

- 5 Provide resources and supplies that will allow parents or home-based child care providers the ability to implement activities in the home
- 6 Recruit and maintain staff trained in early childhood development to conduct home visits if applicable.
- 7 Utilize a family-centered approach toward a linguistically and culturally knowledgeable home visitation program.
- 8 Be familiar with other services in the region in order to make necessary referrals.
- 9 Provide seminars and hands-on training to enhance family support that are both evidence-based and relevant to the community served.
- 10 Participate in a newly formed Family Support Consortium within the Region.

Each family participating in the program must receive information and support in each of these core areas: child development, parenting skills, general health and safety, and resource and referral including the following:

- 1 Standard domains of child development (physical, cognitive, social, emotional, language, and sensory)
- 2 Appropriate child-adult interactions and development of parenting skills (i.e. physical touch, showing affection, spending time together, positive discipline, parental monitoring, early reading and language experiences and communication)
- 3 Resource & Referral Information including identifying supports and services available to families with young children, for example, health (e.g. nutrition; obesity; breastfeeding; physical activity; immunizations; oral health; insurance enrollment; participation in consistent medical/dental homes; participation in prenatal care; safety; developmental health, vision and hearing screening)

Programs *may* also help families identify their natural supports such as peer support as well as providing families with information about family literacy activities. In the implementation of this strategy, Applicants must offer family participation in community-based family education services free of charge and on a voluntary basis. Applicants will need to indicate whether their proposed program serves both parents and children together or parent-only/child-only sessions followed by occasional joint family sessions with opportunities to practice new skills. The critical element is that families have opportunities to reflect and practice skills.

Applicants are required to identify the curriculum that will be used for the proposed program as well as describe staff qualifications, supervision and training that will support the successful implementation of the curriculum. Preference will be given to approaches that are research-based and to Applicants who can demonstrate positive outcomes for the target population.

Programs must have a mechanism in place to provide families with information and support in each of the core areas listed above and to work with families to mobilize formal and informal resources to support family development. Program staff should advocate, with the families, for services and systems that are fair, responsive and accountable to the families served. Applicants may also incorporate language and literacy experience into their services.

Applicants must demonstrate a history of collaboration with other service providers and community resources as well as existing and planned collaborations. Funded programs are expected to have the capacity to network and collaborate with other service providers to better provide and coordinate the services families need. Through this funding opportunity, First Things First encourages existing programs to expand to reach populations that are not currently served.

Coordination and collaboration with all FTF grantees is critical to developing a seamless service delivery system for children and families. Services and programs cannot be implemented in isolation and coordination and collaboration must occur within a region and across regions. FTF staff and Regional Councils will identify opportunities for collaboration and coordination with successful applicants that become grantees of First Things First. Successful applicants will be required to attend meetings and workgroups in the region being served to identify, develop and implement mechanisms around coordination and collaboration. Successful applicants will also be required to share data with First Things First and the Regional Partnership Council that will be used for cross regional analysis. Successful applicants will also participate in cross regional and statewide work that may include additional workgroups and meetings. In order to accomplish these tasks, applicants should plan the appropriate budget that would include travel for monthly meetings within the regional area, four cross regional meetings/workgroups held in various locations, and one statewide meeting to be held in Phoenix, Arizona. 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 policy as described on the budget narrative worksheet.

Any evaluation should be directly connected to the Goals, Key Measures, and the Performance Measures and should determine the extent to which the program has accomplished the stated goals and key measures. The evaluation should also measure program fidelity by assessing which activities were implemented and the quality, strengths and weaknesses of the implementation. Successful Applicants agree to participate in the First Things First evaluation and will meet the requirements of the evaluation including, but not limited to, timely and regular reporting and cooperation with all First Things First evaluation activities. Timely and regular reporting of all performance and evaluation data includes the electronic submission (through the First Things First secure web portal) of performance measures and other evaluation data as proposed by the Applicant in this Request for Grant Application.

Performance measure data must be submitted in its raw form (e.g. number of children served/proposed service number= 52 actual children served/50 proposed service number).

Successful Applicants are also required to collaborate with the First Things First longitudinal evaluation. The provider must participate in child assessment activities associated with the

longitudinal evaluation including tracking and reporting to First Things First data pertaining to participant attendance, enrollment, and demographic information, all of which must be maintained in a secure and anonymous manner. In addition, Applicants agree to allow First Things First and evaluation consultants of First Things First to observe program activities on site and obtain parent consent for data collection related to evaluation efforts.

Performance Measures are defined by First Things First to determine the key impacts of the strategies, programs and approaches being implemented. Applicants are expected to collect and report data to First Things First on the progress of achieving the Performance Measures. Performance Measures for purposes of this RFGA are as follows:

Performance Measures:

- 1 Number of families and children served /proposed service numbers
- 2 Staffing ratios of provider to participants /proposed ratio
- 3 Frequency of services /proposed frequency
- 4 Staff attrition/ strategic target number
- 5 Family attrition/ strategic target number
- 6 Number of families reporting satisfaction with provided services (minimum questions provided by First Things First staff)/actual service number
- 7 Number of families showing increases in knowledge and skill after receiving services (pre-post test linked with evidence based curriculum)/

Application: Responding to the Scope of Work

To complete your Application, restate the question then provide a response to all numbered questions, one through 36. If the narrative response is accompanied by a completed attachment, please reference that attachment within your narrative response, where applicable.

Executive Summary (required – 1 page overview)

1. Provide a one (1) page narrative overview of the proposed project that includes a brief summary of the program or strategy, how it will be implemented, and the Applicant's capacity to implement this program and how success and outcomes will be measured.

See attached

Overview of Proposed Apache Families First Project

NPC's Early Childhood Program proposal will address the needs outlined within the RFGA (FTF-RC028-10-0017-00) Total amount requested: \$ 91,529 for one year of funding which may be renewed for a 2nd and 3rd year.

The goal of the Apache Families First Project is to improve the quality of care provided to young Apache children by "kith and kin", family and friends, child care providers who are unregulated and untrained. According to the Association for Supportive Child Care's website, (www.acsccaz.org) "Recent national and local research has shown that kith and kin providers particularly in low-income communities, care for more than 50 percent of children with working parents. Many families prefer this form of care due to cultural and language considerations. Yet, there is no support or training available to these child care providers."

Apache Families First Project Proposal highlights:

Hiring of three quarter time project coordinator to provide community based training, with follow-up visits to caregivers' homes.

- 1 Provision of 4 sessions of the 60 hour Child Care Provider Basic Training (ECD 185) for 3.0 credits) for ten participants. The two week sessions would also require completion of EMT 104. First Aid/CPR Training. After successful completion participants will receive child care provider kits valued at \$100.00
- 2 After completion of the basic training, then bi-weekly trainings (home safety, health, nutrition, early literacy, music and young children, messy media and young children, the value of play, working with special needs, dramatic play, learning environments, dental health, the business aspect of kith and kin/provider care, etc.) will be provided in McNary, Whiteriver and Cibecue, scheduled to meet needs of participants. During each session, participants will have been engaged in a hands on activity and receive an incentive: a book for themselves or the children, a learning game, toy, activity or supplies. For every 15 clock hours of training, participants would receive 1.0 ECD workshop credit (ECD 199).
- 3 After each session, participants would have the option of enrolling in a corresponding 1.0 college credit ECD module. Then the adjunct faculty member would work in clustered sessions and individual face to face meetings with the participant. (Current delivery system). Limited to 7.5 credits per participant/semester. The addition of the for credit modules would allow individuals to pursue early childhood certificates/degrees which could lead to future employability in regulated early childhood settings within their reservation communities.
- 4 Assessment would include pre-post tests on each topic at each session. We project 75% retention rate of the selected 40 participants.
- 5 Current ECD faculty would assist with training project coordinator who would need minimally a CDA and/or two year degree in early childhood and five years experience working in an

Capacity for Addressing the Needs

This component creates a foundation for the proposal by focusing on: meeting the needs and building on assets; other individuals or groups who will play a role in the development or implementation of the program; and the capacity of the Applicant to meet the need and deliver the services.

Applicants must address Capacity for Addressing the Needs by completing the following questions:

2. In addition to the stated needs and assets information reported in the Scope of Work section, identify any additional needs and assets data that supports the need/gap in service for the proposed program/strategy. Identify the sources of the data and how that data was collected.

Based on the data stated on the ASCC website "...in low-income communities, kith and kin providers care for more than 50 percent of children with working parents." Since many Apache parents seem to prefer this type of arrangement, the goal of this project would be to strengthen the quality and reliability of kith and kin child care within the Reservation boundaries. For example, thirteen White Mtn Apache tribal members were enrolled in and completed the 3.0 credit course: ECD 185: Early Childhood Provider Basics in March 2009 as part of the WMA Housing Authority Resident Training Program. This tribal program has found that there are not enough trained family child care providers to take care of children in their housing areas throughout the reservation to allow residents to participate in training or gainful employment. They wanted to address the dropout rate of their residents seeking work or remaining employed by ensuring that child care was available for their residents. This Project would continue such efforts but reservation wide.

3. Complete the First Things First Standard Data Collection Form (Attachment A). No additional narrative is required.

See Attachment A

4. Describe your organization's capacity to address the needs and improve assets. Provide examples of experience in implementing related programs and the outcomes of those programs. It should be noted that past performance on any grants may be taken into consideration in evaluation of your proposals. (In addition to the narrative, please complete Applicant's Experience, Attachment B.)

Northland Pioneer College has provided early childhood training and formal coursework on the Ft. Apache Indian Reservation since the Fall of 1974. During 1986, in conjunction with the White Mtn. Apache Head Start program, NPC offered 3.0 college credits for Head Start parents enrolled in a national Head Start parenting curriculum: Looking at Life. This coursework allowed parents and caregivers to look at family practices and to build support networks among themselves. When the Tribal Child Care Program's initial grant was written in 1990, NPC participation was included. Part of the requirements for parents to become eligible to receive child care subsidy included the parents attending a full day of parent training provided by NPC. The 7.5 clock hours of training entitled: "Orientation to Child Care" agenda included: quality care vs. "babysitting", health and safe environments, the value of play, ages and stages, and positive guidance and discipline. Those quarterly trainings still are provided upon request by the WMA Tribal Child Care Program. Another aspect of the original grant was the inclusion of monthly workshops on early childhood relevant topics for child care center staff and enrolled family providers. As a result of those monthly trainings, a Whiteriver family provider earned her nationally recognized Family Child Care CDA (Child Development Associate) Credential. That individual renewed their credential once and then moved away from Whiteriver before leaving the child care field. In March 2009, NPC was requested to provide family child care training for WMA tribal members who lived in WMA tribal housing. Thirteen women voluntarily enrolled for the 3.0 credit two week course which included one day of First Aid/CPR training. There was a 100% completion rate in the early childhood course, with 11 of the 13 registering for additional early childhood courses, which were provided at the Housing Authority Conference Room in Whiteriver. 85% of the 11 successfully completed the first course: Nutrition for Young Children.

5. Describe your agency's history of collaboration with other service providers and community resources. In order to implement the program or strategy, what capacity or infrastructure building will be needed? Describe any external agency partnerships, additional resources, establishing or strengthening relevant relationships with consultants or providers necessary to successfully implement the program or strategy.

Since NPC's Early Childhood Program began in 1974, there has been a positive history of collaboration between other agencies serving young children on the Ft. Apache Indian Reservation between the ages of birth through five. These include but are not limited to: WMA Child Find, Whiteriver Unified School District, White Mtn. Apache Tribal Child Care Program, Chaghache Child Care Center, White Mtn. Apache Head Start, WIC, John Hopkins programs, IHS/ Tribal Nutrition Education Programs, etc. Continued networking and collaboration efforts with these service providers and community resources will be necessary in order to carry out the training sessions and activities proposed for this grant. The Early Childhood Program Chair at NPC has also provided training and assistance to Tribal TANF programs and is familiar with the TANF requirements for clients who need to be in training or working in order to receive benefits.

6. Funded programs are expected to have the capacity to network and collaborate with other service providers to better provide and coordinate the services families need.

Describe how your organization coordinates and collaborates with other organizations and agencies to ensure a seamless service delivery system is established. In your description, include specific examples of coordination and collaboration that worked well and why.

As stated previously, the NPC Early Childhood Program was written into the original funding application for the WMA Tribal Child Care Program. This inclusion was to include the provision of a mandatory training for parents as part of the approval criteria for receiving child care financial assistance. Family providers and child care center staff also were to attend mandatory monthly early childhood trainings provided by the Program Chair of Early Childhood at NPC. NPC faculty is present twelve months a year to provide Early Childhood course work for Ft. Apache Indian Reservation residents working in the early childhood field. The early childhood program is delivered on site to the student's (caregiver's) sites of employment in addition to the traditional early childhood courses provided at the NPC Whiteriver center. NPC has assisted with past training efforts sponsored by WMA Tribal Child Find, Whiteriver Unified School District "May Day", White Mtn. Apache Head Start Program pre and in-services, WMA Housing Authority Residential Services Program and most recently the Apache Families First Conference with the FCCLA Organization at Alchesay High School. One of the reasons that our collaborative efforts have been successful is due to the inclusion of Reservation residents being involved in the planning and carrying out of activities and events. Also, the Program Chair has lived and worked within the reservation boundaries for an approximate 35 years, has enrolled tribal members in her family and is familiar with many of the Apache traditions and tribal practices.

7. Describe any current or planned linkages to and engagement of the Regional Partnership Councils or other First Things First funded programs in the implementation of the proposed strategy/program. In addition, describe how you anticipate participating in the regional partnership area, cross regional partnership areas, and statewide efforts (meetings, data sharing, workgroups, etc) to advance and sustain early care and education efforts for the birth through age five population.

NPC's early childhood program plans to continue to provide services, trainings and courses as requested by the various early childhood and social services programs on the Reservation. The ¾ proposed NPC/Apache Families First project coordinator will attend monthly WMA Regional Partnership Council meetings and FTF statewide meetings as required as part of his/her job responsibilities. This person will also be expected to serve on the advisory council for the ABCD Child Care Center, NPC ECD Advisory Council and any other group that requires his/her participation. These efforts will enhance communication between programs servicing children zero to five and the greater early childhood program at NPC. The project coordinator will assist with and kin providers to become registered and certified with the Tribal/IHS Nutrition program to enable them to provide healthier meals for the children they care for and to also apply to become a registered family child care provider with WMA Tribal Child Care so that the provider may earn income for care provided.

8. Provide a brief narrative description of staff accountabilities and qualifications and list how much time each person will spend on the project. Further, describe how staff recruited will be geographically, culturally and linguistically responsive to the settings in which they work. In addition, complete Attachment C, Key Personnel Overview. You must also attach resumes for key individuals involved in the project or job descriptions for positions to be filled.

A three quarter-time coordinator will be hired through this grant effort to carry out the day to day operation of the grant and relevant activities. The Early Childhood Program Chair will be responsible for supervising the coordinator of the grant. Additional full and part time NPC faculty and staff will be available as needed to meet grant goals and objectives. Resumes for key personnel with a job description for Project coordinator are attached.

9. Provide an organization chart for the proposed project including the overall organizational structure and relevant reporting structure for the proposed project.

The Organizational for Northland Pioneer College has been attached. The Project coordinator will be included in the Early Childhood Development program and will report directly to the ECD program Chair. NPC's Organizational structure reflecting the addition of the project can be found in Attachment C.

Addressing the Goal Area, Goal and Key Measures

This component captures the broad statements of intent (Goal) and the more specific Key Measures for these Goals. First Things First has identified fifteen Goals within six Goal Areas and Key Measures that align with Goals and indicate what we want to change. For more information on First Things First Goal Areas, Goals and Key Measures, please visit http://www.azftf.gov/WhatWeDo/Impacting/Documents/azftf_Strategic_Road_Map2008.pdf.

This Request for Grant Application is seeking Applicants to address these specific Goals and Key Measures:

First Things First Goal Area to be addressed:
Family Support

First Things First Goals to be addressed:

- 2 FTF will coordinate and integrate with existing education and information systems to expand family's access to high quality diverse and relevant information and resources to support their child's optimal development.

First Things First Key Measures to be addressed:

- 3 Percentage of families with children birth through age five who report they are competent and confident in their ability to support their child's safety, health and well-being.

- 4 Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health.

Applicants must address Goals and Key Measures by completing the following question:

10. Demonstrate your understanding of the Goal Area, Goal and Key Measures identified for the project by describing your organization's prior experience addressing similar goals and key measures. Please describe how the Goal Area, Goal, and Key Measures will be improved by the project.

As a result of this effort to provide training and resource development for kith and kin providers, we will be increasing family support in that there will be available higher quality, more dependable child care and diverse and relevant parenting information and support available. This will allow parents/caregivers the opportunity to increase children's potential and development. NPC's Early Childhood Program has been in existence since 1974 providing training and college courses in early childhood to the established early educators and care givers within the boundaries of the Ft. Apache Indian Reservation. This project will further enhance the development of quality child care and use of resources for those kith and kin providers who would not have normally taken advantage of such training opportunities on their own.

Strategies

This component identifies and describes the Applicant's program/strategy (ies) chosen to reach the stated Goals and Key Measures and also addresses the targeted individuals or groups to be reached.

The strategy chosen by the White Mountain Apache Tribe Regional Partnership Council to address the needs of the region is as follows:

- 1 Increase family support by increasing the access and availability of training to extend to those parents and home-care providers in the community who do not have access through other early childhood programs

Applicants must address Strategies by completing the following questions:

11. Describe the program to be implemented and the curriculum chosen. Describe the research showing positive outcomes with this curriculum.

The program consists of clustered trainings held bi-weekly for the proposed 40 registered participants who will be primarily kith and kin or FFN (Family, friend and neighbor) providers. One curriculum chosen is the AZ DES Child Care Professional Training curriculum which is listed at NPC as ECD 185 Early Childhood Provider Basics (3.0 credits). The first session of the two week course, which includes the addition of a full day of First Aid/CPR (EMT 104) training will require the newly hired Project Coordinator to attend. After completion of that training, he/she will conduct the next three sessions. DES has given written permission for NPC to use their curriculum. The Project Coordinator will implement and present topics reflective of the national Family Child Care CDA (Child Development Associate) Credential. The thirteen CDA functional areas will be the basis of the training which will be presented bi-weekly in three locations at the convenience of the providers and families. The Project Coordinator will also receive training on the Stronger Together Curriculum developed by Parent Services Project. The core elements

of this curriculum include 1) The Promise of Family Support, 2) Family-Centered Practice, 3) Building Relationships, 4) Family Involvement, 5) Promoting Strong Families, 6) Affirming Diversity and 7) Making Change Together. Stronger Together is an essential training for the Project Coordinator and other early childhood adult trainers based on the dramatic shifts which show that increasing numbers of children are being cared for in out-of-home settings. The message to parents of their importance as first teachers and advocates must be embraced by the people who care for their children and must become an undeniable truth in the culture of their communities. The Stronger Together Curriculum has had positive and deep-felt results in shifting the attitudes and practices of child care providers as they share in the day-to-day lives of very young families. An additional resource for this Project will be the 2005 Report on Outcomes of Cherokee Nation Sparking Connections Program (see attached). NPC's ECD Program Chair knows the Project Director, Ms. Laurie Hand, and feels comfortable contacting her as a resource. This Tribal Program was one of the sites that participated in the Sparking Connections Project that is referenced in the 2006 Sparking Connections, Phase II, "A Multi-Site Evaluation of Community-Based Strategies to Support Family, Friend and Neighbor Caregivers of Children. (See attached.) Their findings and recommendations will prove beneficial in the delivery of this proposed project. As an option, the 40 participants will be able to decide if they would like to pursue for credit other additional early childhood courses that will be delivered primarily through home base site visits, although some clustering of participants may occur. This curriculum originally developed and revised through the years by Central Arizona College has been used as NPC's core early childhood curriculum since 1974. NPC has written permission to reproduce the modules. This has been an effective curriculum throughout the years with many early educators, care givers, parents, etc. successfully earning certificates of completion, degrees and their CDA Credential.

12. If adapting a proven effective program, explain what the adaptations are and why they are being made.

Participants who desire to extend the monthly training focused on early childhood, health and safety issues, early literacy and math, care giving and parenting skills will have the option of enrolling in the Early Childhood program through NPC. They will be able to enroll in up to 7.5 credit hours in one semester. The Program Coordinator will advise each participant one on one with the children they care for or with a parent at their home or site of care. NPC will have the option of using the clustered approach when it is convenient for the participant. NPC uses a training curriculum originally developed by Central AZ College and is the basis of the core requirements for the family provider program. Written permission has been received from the State Dept. of Economic Security to also use the curriculum that has been developed by DES for individuals desiring to become family child care providers. The participants could work towards completion of a certificate of Proficiency (COP), the Family Provider CDA Credential and/or a two-year degree in early childhood.

13. Describe whether the proposed program serves both parents and children or parent-only/child-only sessions followed by joint family sessions with opportunities to reflect and practice new skills. Discuss mechanisms in place that allow families the

opportunities to practice skills.

The training workshops to be held weekly at parent convenience during the day time and/or evenings at three sites: McNary, Cibecue and Whiteriver will begin initially in clustered sessions. The project coordinator will provide individualized follow-up at the site of the care-giving. Each training workshop will consist of lecture and hands on application of material learned. Each participant will leave each session with an activity that they can implement at home. Each completer of the Early Childhood Provider Basic curriculum will receive a family provider start up kit consisting of games, age appropriate toys, messy media and other operational supplies totaling \$100 per participant. Projected completers: 40.

14. Describe how the program will incorporate the core areas of: child development as defined in the Scope of Work, parenting skills and resource and referral. Explain how the selected curriculum applies to the targeted population and explain how the selected curriculum is culturally sensitive, and meets the needs of the most at risk populations targeted.

NPC's core curriculum focuses on the 13 functional areas determined to meet the national criteria for the CDA (Child Development Associate). The introductory formal course: ECD 185 focuses on the development of basic care giving skills. NPC has received written permission to use this curriculum from DES (Department of Economic Security). The curriculum focuses on: Healthy and Safe Care, Nutrition and Menu Planning, Child Development Principles Birth – Age 12, Developmentally Appropriate Practices, Learning Environments, Language and Literacy, Inclusion of Special Needs Children, Rules and Regulations, Child Abuse Prevention, Using Community Resources and becoming First Aide and CPR certified. The ¾ project staff person to be hired must hold minimally a CDA Credential, two year degree and preferably a four year degree or higher in early childhood, child development and/or family studies or a related field. Although the curriculums and related materials are written in English, it is anticipated that the staff will be an Apache speaker. He/she is also required to have at least 5 years experience in the early childhood or a related field. By following tribal preference it is anticipated that the hired staff member will be culturally sensitive to the needs of the families and care givers serving children. NPC has had Native American faculty who have successfully been able to orally translate relevant early childhood concepts into their native language to promote understanding.

15. Describe whether the proposed program either expands an existing program to reach populations that are not currently served, or whether the program is a new community-based family education program that support parents and caregivers in their ability to promote their children's optimal development and health.

This program will be focused on serving individuals not already participating in the current ECD program offered by NPC and/or are not an active registered provider participant of the WMA Tribal Child Care Program. Parents will be encouraged to attend the trainings as well as the kith and kin providers.

16. Describe the target population to be served by the identified program, be as specific as possible and include the numbers currently served and targeted service numbers.

The target population to be served through this grant will be kith and kin providers who are not currently registered as providers through the WMA Child Tribal Child Care Program and/or if they are registered with them, do not attend the monthly provider trainings offered by NPC Faculty at the Chaghache Child Care Center. Individuals working at WMA Head Start, Chaghache Child Care Center or the ABCD Child Care Center will be ineligible to be considered as participants. However, they may attend as members of the community or parents of Apache children, zero to five.

17. Explain how the selected strategy/program applies to the targeted population and explain how the selected strategies/programs are culturally competent, age appropriate and gender responsive.

By employing a tribal member who meets the criteria of NPC employment and this grant application, the proposed program would be culturally relevant. The staff member will follow and employ principles of adult learning while working with adult participants. During home visits, the project coordinator will work with family providers to integrate Developmentally Appropriate Practices which are based on the chronological age and developmental functioning age of their children, including appropriate cultural and social aspects. NPC's Early Childhood educational curriculum is based on best practices. By training the Project Coordinator in the nationally field-tested transformational Stronger Together curriculum he/she will be engaged in changing the way families view early childhood and use of community supports. The curriculum was developed with the recognition that parents play the most important role in providing the nurturing and stimulation that children require to thrive. Stronger Together curriculum is focused on developing strong relationships between early child care providers and parents, understanding that the family is the constant in the child's life.

18. Describe how the target population will be recruited and how recruitment efforts will target populations such as low income families, single parents, teen parents, first time parents, relatives raising children, or underserved geographic areas. Identify outreach, engagement and retention practices for participants/ families, keeping in mind the requirement that the services must be provided at no charge and on a voluntary basis to families. Recruitment, outreach and retention activities and tasks must also be included in the implementation plan.

The Project Coordinator and NPC staff will develop eye-catching recruitment posters that will be posted in programs frequented by families: WIC, child care centers, IHS waiting rooms, Alchesay High School's alternative school, John Hopkins Programs' offices, Tribal Social Services, Commodity Foods locations, given to CHR's and other programs providing services to low income families, single parents, teen parents, first time parents, relatives raising children in a kith and kin child care arrangement and in outlying areas such as: Cibecue, Cedar Creek, East Fork, 7-Mile, McNary, Canyon Day, and Whiteriver. Informational meetings (parent night) will be held in McNary, Cibecue and Whiteriver.

19. Describe the plan to provide services across all of the White Mountain Apache Tribe Regional Partnership Council Area.

The office for this project will be at the NPC Whiteriver Center. However, the training sites will include: Cibecue, McNary and Whiteriver, with rotating site visits to Canyon Day, East Fork/Seven-Mile, Cedar Creek and Whiteriver. For those individuals wanting to enroll in formalized credit bearing training, there will be clustered sessions as well as individualized home visits wherever children are being cared for. Training site space outside of the Whiteriver area will be negotiated with local churches and/or schools. Participants will be encouraged to car pool as a way to help with transportation costs to the trainings.

20. Describe your organization's professional knowledge of the target population including your organization's capacity to address the needs and improve assets for this target population in the Regional Partnership Council Area.

NPC has provided early childhood training and courses on the Ft. Apache Indian Reservation since Fall semester, 1974. They began by offering courses in the local high school and at the Head Start centers. They became a center in the 80's and have since had at least two permanent sites, the most recent being the WRV Center established in 1998. NPC has had several early childhood faculty who have formerly resided on the Reservation or currently live in Whiteriver and Canyon Day. Because of the resources that will be available through this grant, the early childhood training currently provided on the reservation will be able to be expanded to meet the needs of the kith and kin providers who are currently not participating in early childhood training.

21. You may attach relevant scientific research proving the effectiveness of the proposed program or strategy.

Information regarding the Stronger Together Curriculum, Parent Services Project, the Report on Outcomes of Cherokee Nation Sparking Connections program (2005) and the Sparking Connections, Phase II : a Multi-Site Evaluation of Community-Based Strategies to Support Family, Friend and Neighbor Caregivers of Children, (2006) Part 1: Lessons Learned and Recommendations have been included as resource information in Attachment K. Many of the strategies proposed for this project were successful in these programs.

Implementation

This component focuses on the steps that must be taken to put the strategy(ies) into action. It should include all the elements that will be required to operationalize the program.

Applicants must address Implementation Activities and Budget by completing the following questions:

Implementation Activities

22. Sequentially list the activities needed to operationalize the strategy (ies), including timelines and responsibilities (use Attachment D). Applicants must include the activities

of:

- o Child development, parenting skills , general health and safety, and resource and referral
- o Helping families identify their natural supports
- o Identify the curriculum that will be used for the proposed program as well as describe staff qualifications, supervision and training that will support the successful implementation of the curriculum
- o Programs must have a mechanism in place to provide families with information and support in each of the core areas listed above and to work with families to mobilize formal and informal resources to support family development
- o Demonstrate a history of collaboration with other service providers and community resources as well as existing and planned collaborations
- o Other activities needed for successful implementation

See attachment D.

23. Describe any anticipated barriers to implementation and your plans to overcome those barriers.

Barriers would include the inability to successfully recruit Apache speaking individuals with the required credentials to teach the for credit courses. The job announcement will recruit individuals with the minimal of the Child Development Associate (CDA), a two-year degree in early childhood and five years experience in the field. Location of training sites within the outlying community areas may be challenging, but Project Coordinator will contact community leaders, Tribal Council reps., church affiliates and/or school officials to inquire about use of space to provide trainings in the various communities. NPC Whiteriver Center may be used depending upon availability. Participants will be encouraged to car pool as a way to help with transportation costs to the trainings. Many of the providers may feel isolated and may not feel comfortable at first, but many efforts will be made to recruit them.

24. Describe how language and early literacy development will be integrated into community-based training.

In every early childhood course at NPC, early literacy is addressed in some format. In several of the proposed training sessions and module course work, the participants would develop hand made books, which could be culturally relevant, to use with their children. These creative efforts by the participants will be laminated so that the usage of the home made books will be longer than normal. They will be taught techniques for storytelling, reading to children and the importance of environmental print. If the participants themselves do not have a GED or high school diploma, they will have the opportunity to enroll in NPC GED Program and/or TLC program to further develop their own literacy abilities. As with

some of the other Family, Friend, and Neighbor projects, the Project Coordinator may find it necessary to read the children's books to the providers so that they in turn could retell the story to the children they care for hopefully in their native language.

25. Describe how and when staff will receive or have received training necessary to successfully implement the selected curriculum. Is there other training that might be needed for existing and/or new staff? Describe how and when this training will be delivered and how the training will enhance professional development of staff specific to this project. Training activities must also be included in the implementation plan (Attachment D).

The ECD Program Chair will conduct the first two week session of ECD 185 Child Development Provider Basics with the newly hired Apache Families First Coordinator as a participant/trainee. Topics in this curriculum include: healthy and safe care, nutrition and menu planning, child development principles birth – age 12, Developmentally Appropriate Practices, learning environments, language and literacy, inclusion of special needs children, rules and regulations, child abuse prevention, using community resources and becoming First Aide and CPR certified. Throughout the implementation of the project, the NPC Early Childhood Program Chair and other ECD Faculty will be available for providing training and technical assistance as needed for the AFF Coordinator. The Project Coordinator will be considered as NPC temporary faculty and will be required to participate in all NPC ECD faculty development meetings and trainings as they are scheduled. The Stronger Together Curriculum will be purchased and the new Project Coordinator will be trained on its application by the end of the first quarter.

Budget

Each attached budget form is provided as an example to ensure that the line item budget and budget narrative 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.

26. Submit the Funds Requested Form (Attachment E). No additional narrative is required.

See attachment E

27. Submit the Line Item Budget (Attachment F). See Exhibit B for a sample line item budget. No additional narrative is required.

See attachment F

28. Submit the Budget Narrative (Attachment G).

See attachment G

29. Submit the Disclosure of Other Funding (Attachment H). 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 ARS 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. No additional narrative is required.

Not applicable

30. Describe your organization's business management system by completion of the Financial Systems Survey. Attach the Financial Systems Survey (Attachment I) 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".

See attachment I

The following applies to requested funds:

- 1 List all resources that will be needed to implement the program/strategy (ies) described. These financial resources may involve costs for personnel, fringe benefits, training, travel, supplies, space, outreach activities and materials, promotional activities and materials, curricula costs, program materials including handouts, computer equipment necessary to enter data into the FTF data system, and other collateral provided to families and other associated costs for program supplies, etc.

- 3/4 time Project Coordinator with benefits
- training for coordinator
- materials and incentives for bi-weekly training sessions
- travel to meetings, trainings, workshops
- per-diem and lodging for state wide meeting
- office space and furnishings for project coordinator (in-kind)
- supplies, materials for outreach activities
- promotional activities (fliers, posters, etc)
- curricular costs, including printing packets for participants
- printing expense
- office supplies
- program materials and handouts
- computer and printer
- internet accessibility (in-kind)
- family provider kits (40)
- tuition, course fees, textbooks, media fees

- 2 Funding shall be limited to those items specifically listed in the proposed budget. Total funding may not be modified following award of the grant/contract. 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.

Understood by applicant

- 3 Successful applicants will be required to attend meetings and workgroups in the region being served to identify, develop and implement mechanisms around coordination and collaboration. Successful applicants will also be required to share data with First Things First and the Regional Partnership Council that will be used for cross regional analysis. Successful applicants will also participate in cross regional and statewide work that may include additional workgroups and meetings. In order to accomplish these tasks,

applicants should plan the appropriate budget that would include travel for monthly meetings within the regional area, four cross regional meetings/workgroups held in various locations, and one statewide meeting to be held in Phoenix, Arizona. 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 for mileage, per diem and lodging as described on the budget narrative worksheet. For more information about the state requirements, visit <http://www.gao.state.az.us/travel/>.

Travel costs. NPC follows state requirements in regards to travel costs to attend FTF local meetings and a state wide meeting have been included in budget

Evaluation Plan

This component will address questions about how the program is working and what can be done to make the program more effective. The evaluation should be directly connected to the Goals, Key Measures, and the Performance Measures and should determine the extent to which the program has accomplished the stated goals and key measures. The evaluation should also measure program fidelity by assessing which activities were implemented and the quality, strengths and weaknesses of the implementation. Successful Applicants agree to participate in the First Things First evaluation and will meet the requirements of the evaluation including, but not limited to, timely and regular reporting and cooperation with all First Things First evaluation activities. Timely and regular reporting of all performance and evaluation data includes the electronic submission (through the First Things First secure web portal) of performance measures and other evaluation data as proposed by the Applicant in this Request for Grant Application. Performance measure data must be submitted in its raw form (e.g. number of children served/proposed service number= 52 actual children served/50 proposed service number).

Successful Applicants are also required to collaborate with the First Things First longitudinal evaluation. The provider must participate in child assessment activities associated with the longitudinal evaluation including tracking and reporting to First Things First data pertaining to participant attendance, enrollment, and demographic information, all of which must be maintained in a secure and anonymous manner. In addition, Applicants agree to allow First Things First and evaluation consultants of First Things First to observe program activities on site and obtain parent consent for data collection related to evaluation efforts.

Performance Measures are defined by First Things First to determine the key impacts of the

FIRST THINGS FIRST STANDARD DATA COLLECTION FORM
STE OF ARIZONA SUBSTITUTE W-9 & VENDOR AUTHORIZATION FORM

(Attachment A)

Attachment A

FIRST THINGS FIRST STANDARD DATA COLLECTION FORM

A. Agency Information:

Program Name (if applicable) Apache Families First

Contact Person Ms. Claude S. Endfield Agency Northland Pioneer College

Address P. O. Box 610 Position Program Chair, Early Childhood

Address _____ Email cendfield@npc.edu

City, State, Zip Holbrook, AZ Phone 928-524-7335 Fax 928-524-7312

County Navajo Employer Identification Number: 86-0277526

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.state.az.us/Vendor/forms/new/stateofaz_subw-9_042008.pdf

In which Congressional (Federal) District is your agency?
<http://www.azredistricting.org> (click on Final Maps)

Enter District # 1

In which Legislative (State) District is your agency?
<http://www.azredistricting.org> (click on Final Maps)

Enter District # 5

Approximately how much FEDERAL funding (from a Federal Source) will your organization expend in your current fiscal year?
\$ 3,000,000

What is your organization's fiscal year-end date? June 30, 2009

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 Heinfeld, Meech & Co., P.C.

Address 3033 N. Central Avenue, Suite 300, Phoenix, AZ. 85012

Phone Number (602) 277-9449

B. Proposed Program Information / Description:

Amount requested: \$91,529.00

Service area of proposed program: Ft. Apache Indian Reservation

Target population of proposed program: White Mtn. Apache Tribe Kith and Kin Family providers and families with children in their care

Number of participants to be served: 40 providers registered as participants plus families who may want to participate

Please provide a **brief** description of the **proposed program** in one or two paragraphs.

The Navajo Families First Project proposes to work with 40 "kith and kin" or "Family, Friend and Neighbor" providers who are unlicensed and unregulated to improve their child care giving skills and services to increase quality and dependability of child care provided. This will be done through an Early Childhood Provider Basic Course, CPR/First Aid course and bi-weekly training sessions scheduled at locations and times based upon provider need. Parents and children may also participate. Incentives and supplies will be presented to the providers for use in their home settings. Providers may then elect to choose other NPC early childhood courses which will be primarily delivered through on site visits to their home where they care for children.

C. Contact Information (Please copy this page as many times as needed.)

Program Agency – Indicates person with primary contact with First Things First and is directly responsible for ensuring that the program plan is implemented. All future program correspondence will be sent to this person.

Fiscal Agency - Indicates person responsible for financial matters pertaining to this grant.

Collaborator – Indicates all persons/agencies that have been identified as a collaborator, partner, or host site as a requirement of this grant.

☒ **Program Agency**
☐ **Fiscal Agency**
☐ **Collaborator**

Agency Northland Pioneer College
 Contact Person Ms. Claude S. Endfield

Address P. O. Box 610
 Position Program Chair, Early Childhood

Address _____
 Email cendfield@npc.edu

City, State, Zip Holbrook, AZ 86025
 Phone 928-524-7335
 Fax 928-524-7312

County Navajo

☐ **Program Agency**
☒ **Fiscal Agency**
☐ **Collaborator**

Agency Northland Pioneer College
 Contact Person Maderia Ellison

Address P. O. Box 610
 Position Director of Financial Services

Address _____
 Email _____

City, State, Zip Holbrook, AZ 86025
 Phone 928-524-7643
 Fax 928-524-7614

County _____

☐ **Program Agency**
☐ **Fiscal Agency**
☐ **Collaborator**

Agency _____
 Contact Person _____

Address _____
 Position _____

Address _____
 Email _____

City, State, Zip _____
 Phone _____ x _____ Fax _____

County _____

State of Arizona SUBSTITUTE W-9 & Vendor Authorization Form

Purpose: Establish or update a vendor account with the State of Arizona. This form meets the Federal requirements to request a taxpayer identification number (TIN), request certain certifications and claims for exemption, as well as the State of Arizona requirements for vendor establishment.

Instructions: Complete form if

1. You are a U.S. person (including a resident alien);
2. You are a vendor that provides goods or services to an Arizona state agency; AND
3. You will receive payment from the State of Arizona.

Return completed form to the state agency with whom you do business, for review and authorization.

See instructions below or refer to the IRS instructions at www.irs.gov for details on completing this form.



Type of Request (Must select at least ONE)

- ☒ New Request ☐ New Location (Additional Mail Code) ☐ Change (Select the type(s) of change from the following:
- ☐ Tax ID ☐ Legal Name ☐ Entity Type ☐ Minority Business Indicator
- ☐ Main Address ☐ Remittance Address ☐ Contact Information

Taxpayer Identification Number (TIN) (Provide ONE Only)

Social Security Number (SSN) - - OR Federal Employer Identification Number (FEIN) 86 - 0277526

Entity Name Must Provide Legal Name (*Must match SSN or FEIN given. If Individual or Sole Proprietorship enter First, Middle, Last Name.)

Legal Name* Navajo County Community College District (dba Northland Pioneer College)

Entity Type Must Select One of the Following (Coding (X#) is for Internal Purposes Only)

- ☐ Individual/Sole Proprietor or Sole Proprietor organized as LLC, PLLC (6I) ☐ State of Arizona employee (1E) **STATE HRIS EIN**
- ☐ Corporation NOT providing health care, medical or legal services (5A) ☐ LLC, PLLC organized as corporation NOT providing health care, medical or legal services (5A)
- ☐ Corporation providing health care, medical or legal services (5M) ☐ LLC, PLLC organized as corporation providing health care, medical or legal services (5M)
- ☐ Partnership, LLP or Partnership organized as LLC or PLLC (5C) ☒ A state, a possession of the US, or any of their political subdivisions or instrumentalities (4G)
- ☐ An international organization or any of its agencies/instrumentalities (5U) ☐ Other: Tax Reportable Entity (5P) **Description**
- ☐ The US or any of its political subdivisions or instrumentalities (2G) ☐ Other: Tax Exempt Entity (5H) **Description**

Minority Business Indicator Must select one of the following (Coding (X#) is for internal purposes only)

- ☐ Small Business (01) ☐ Small, Woman Owned Business- Hispanic (31) ☐ Minority Owned Business- African American (04)
- ☐ Small Business- African American (23) ☐ Small, Woman Owned Business- Native American (33) ☐ Minority Owned Business- Asian (32)
- ☐ Small Business- Asian (24) ☐ Small, Woman Owned Business- Other Minority (11) ☐ Minority Owned Business- Hispanic (74)
- ☐ Small Business- Hispanic (25) ☐ Woman Owned Business (03) ☐ Minority Owned Business- Native American (15)
- ☐ Small Business- Native American (27) ☐ Woman Owned Business- African American (17) ☐ Minority Owned Business- Other Minority (02)
- ☐ Small Business- Other Minority (05) ☐ Woman Owned Business- Asian (18) ☐ Non-Profit, IRC §501(c) (88)
- ☐ Small, Woman Owned Business (06) ☐ Woman Owned Business- Hispanic (19) ☒ Non-Small, Non-Minority or Non-Woman Owned Business (00)
- ☐ Small, Woman Owned Business- African American (29) ☐ Woman Owned Business- Native American (21)
- ☐ Small, Woman Owned Business- Asian (30) ☐ Woman Owned Business- Other Minority (08) ☐ Individual, Non-Business (00)

Main Address Where tax information and general correspondence is to be mailed ☒ **Remittance Address** Where payment is to be mailed ☒ Same as Main

SA\Branch\Location Northland Pioneer College DBA\Branch\Location

Address P.O. Box 610 Address

City Holbrook State AZ-ARIZONA Zip code 86025 City State Zip code

Vendor Contact Information

Name Tad Spader Title Controller

Phone # (928) 524-7681 Ext. Fax (928) 524-7676 Email tad.spader@npc.edu

Certification ☐ Exempt from backup withholding

I certify that the number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me) AND I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding AND I am a U.S. person (including U.S. resident alien).

For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN.

The Internal Revenue Service does not require your consent to any provision of this document other than the certification required to avoid backup withholding.

Signature Title VP for Administrative Services Date 4/16/2009

STATE OF ARIZONA- AGENCY USE ONLY - AGENCY AUTHORIZATION

State HRIS EIN Print Name Signature

City Title Phone # Email Date

STATE OF ARIZONA- GAO USE ONLY

VENDOR & STATE AGENCY: DO NOT WRITE BELOW THIS LINE

IRS TIN Matching ☐ Corporation Commission Vendor Number Processed by Date Processed

HRIS ☐ GAO-03 ☐ Other

APPLICANT'S EXPERIENCE

(Attachment B)

Attachment B

APPLICANT'S EXPERIENCE

Name and address of organization for which the service or activity was provided

The Early Childhood Development Program has been in existence since 1974, providing services to residents in the counties of Apache and Navajo, including the tribal Nations of Hopi, White Mtn. Apache and Navajo. A recent specific example of a project that was completed in Feb. – April, 2009 was the provision of the Early Childhood Provider Basic course (ECD 199) and EMT 104 for 13 residents living in White Mtn. Apache Housing authority housing.

Location where services or activities were conducted

WMA Housing Authority, Residential Services Program
Conference Room
Whiteriver, AZ

Dates the service or activity was conducted (e.g. October 2007 – September 2008)

Feb. – April, 2009

Describe the services or activities that were provided

This training was requested to help families living in WMA Housing be able to locate neighborhood child care providers to care for the WMA Housing Authority resident's children while they were in training, seeking work or working. There is a definite shortage of child care slots available within the Reservation boundaries.

Describe what was achieved with the services or activities (e.g. increased knowledge among 20% of program participants, served 100 children, etc.)

- 100% of the 13 participants completed the 3.0 credit course: Early Childhood Provider Basics
- 100% of the applicants applied to become registered providers with WMA Tribal Child Care program
- 100% of the participants applied to participate in the Community Nutrition Services which provides reimbursement for feeding children.
- 85% participants registered for the nutrition module, ECD 115. 82% completed the module with an "A" or "B" grade. Three of these completers intend to or have registered for 1.0 credit more for this semester.
- 85% of the completers attended the 1st Apache Families First Conference held March 26th at Alchesay High School, Whiteriver, AZ. This was co-sponsored by Alchesay High School EC Advisory council, student organization: FCCLA, NPC, and Housing Authority. Participants earned 0.5 early childhood credit.
- Of the original 13, 9 attended the Early Childhood Fair, April 4th, Snowflake, AZ. they received 0.5 credit

KEY PERSONNEL OVERVIEW

(Attachment C)

Attachment C

KEY PERSONNEL OVERVIEW

STAFF MEMBER	BACKGROUND AND EXPERTISE OF PERSONNEL
Name: Claude S. Endfield Title: Program Chair, Early Childhood Development FTE on this project: 10%	See attached resume Master s in Child Care Administration CDA Council Representative 22+ years experience teaching community college level 35 years in Early Childhood field
Name: Lori Ball Title: Faculty, Early Childhood FTE on this project: 5%	See attached resume Masters Degree in Early Childhood Education Experience in operating teaching at preschool level Former high school teacher for early childhood dual enrollment Full time NPC Faculty in Early childhood
Name: TBD Title: Project Coordinator/Faculty ¾ time FTE on this project: 100%	See proposed job description
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	

***In addition to this overview, please attach a resume (for current personnel) or a job description (for positions to be hired) for the key individuals involved in the project.**

Resume

CLAUDE SUZETTE ENDFIELD

Work Address:
P. O. Box 610
Holbrook, Az. 86025
(928) 524-7335

Home Address
708 N. 7th Street
Holbrook, Az. 86025
(928) 524-2288

EDUCATION

NOVA UNIVERSITY, Ft. Lauderdale, FL

Masters of Science, Child and Youth Studies, Child Care Administration, August 1992

ARIZONA STATE UNIVERSITY, Tempe, AZ

Bachelor of Science. Major: Elementary Education; minor: Child Development, August 1977

College of Social Work, 12 hours continuing education courses, Sept., 1985 - Dec., 1986

Additional EdD course work in early childhood curriculum, 2005-2006

NORTHLAND PIONEER COLLEGE, Holbrook, AZ

Associate of Science, Major emphasis: Child Development, 1975

Associate of Arts, Major emphasis: Business, 1982

Additional courses in computer science, 2001-2003

UNIVERSITY OF NORTH CAROLINA, Raleigh, NC

Healthy Child Care America, Training Institute, 2002

EXPERIENCE

PROGRAM CHAIR

Northland Pioneer College
Holbrook, AZ

Coordinate provision of Child Development Associate training within a 22,000 square mile area.
Teach Early Childhood and Education courses. August, 1988-present

ASSISTANT AGENCY HEAD START DIRECTOR

Western Navajo Agency Head Start
Tuba City, AZ

Oversaw the coordination of the parent involvement, nutrition, health, and handicap components for a Navajo Nation Head Start program serving over 700 preschool aged children. Directly responsible for transportation fleet and to ensure facilities met codes and remained in operation. Wrote funding application. December, 1986-July, 1988

PROGRAM DIRECTOR

White Mtn. Apache Head Start
Whiteriver,

AZ Administrated a Native American Head Start program for approximately 300 four year olds and 70 staff members. Oversaw program operations and successfully wrote grants for continued program funding. Involved parents in program activities and worked with tribal officials to meet

National Head Start mandates.
HEAD START TEACHER

May, 1978- December, 1986
White Mtn. Apache Head Start
Whiteriver, AZ

Provided early educational experiences for five year old children. Involved parents and community members in classroom. Supervised 1 to 2 assistants. May, 1974 - May 1978

NATIONAL CHILD DEVELOPMENT ASSOCIATE REP.

Council, for Early Childhood Professional Recognition
Washington, D.C.

Assessed CDA candidates for their nationally recognized credentials in all endorsement areas: infant/toddler, preschool center based, family day care home and home visitor settings.

December, 1988 -present

ACTIVITIES

Grant panelist for National and State agencies. Coordinated National Baby Bottle Tooth Decay Conference, Nov. 1988, Mesa, AZ. Past state officer for Az. Assn. for the Education of Young Children. Nominee: 1992, Holbrook Woman of the Year. Task Force member representing American Indian Head Start programs on the National Head Start Parent Involvement Task Force, 1985-1987. Recipient of Outstanding Alumni Award, Northland Pioneer College, May 1993. Past member, Early Childhood Advisory Council member, Arizona Department of Education. 1996 Post Secondary Vocational Teacher of the Year for the State of Arizona. Participant 1998 Arizona Town Hall, "Who is Responsible for Arizona's Children". Workshop presenter at various national, regional and state conferences for American Indian Head Start and Tribal Child Care Programs. ACF Program Reviewer for Native American Head Start Programs, (1986-present). Fall Semester 1999 Sabbatical taken to develop and present cluster training for ACY, Child Care Bureau, Washington, DC, "Developing Policies and Procedures for Indian Child Care Programs" in 8 states. Coordinator for 20+ AEYC one-day conferences, attended by up to 425 individuals. Developed a two credit course for the Internet, "Developing Policies and Procedures in Early Childhood Programs". AZ Team member for the 2001-2002 Pilot Cohort, Early Childhood Higher Education Faculty Initiative funded by ACF, Head Start Bureau, Washington, DC. 2002 AZ team member for participation in Healthy Child Care American National Training Institute, University of North Carolina, 2002. Project Coordinator for NPC for Az Systems Ready/Child Ready DOE Grant through ASU, 2004-2006; Recipient of the 2005 AZ FACS ED. Post Secondary Vocation Teacher of the Year Award, July, 2005; participated in PITC Training, San Diego, Calif, 2006; Recipient of a 2006 NISOD Excellence Award. Recipient of Outstanding Parent Award from Northern AzAEYC, which will hereafter be named the Claude Endfield Parent Award.

PAST/PRESENT MEMBERSHIPS

Treasurer, White Mtn. Apache Head Start Policy Council, 1973-1974
Southwest Consortium of Indian Head Start Programs, former member and President
National Indian Head Start Directors' Assn., former Treasurer and member
Arizona Indian Head Start Directors' Assn., former President and member
White Mountain Assn. for the Education of Young Children, former Chair and member
Northland Assn. for the Education of Young Children, former Chair and member
Northern Arizona Assn. for the Education of Young Children, current member

National Assn. for the Education of Young Children, current member
Arizona Assn. for the Education of Young Children, founding board member; Vice President for Services
National Head Start Association
Assn. for Childhood Education International
Faculty Assn., Northland Pioneer College
Commissioner for National Head Start Fellowships
Healthy Child Care Arizona
Holbrook Lions Club
National Indian Tribal Child Care Assn.
Navajo County rep. to NACDAB, NACOG Head Start
Member, PLIT Sub Committee, Arizona School Readiness Board, 2004-05
Member, PDA Sub Committee, Arizona School Readiness Board, 2005-06
Member, Professional Work Group, First things first, 2207-2008
Member, School Readiness partnership, Apache County, 2007-2008
Member, SPECL, Navajo County, 2007-2008

PROFESSIONAL CERTIFICATION

Arizona State Certified, Elementary Education
Child Development Associate Credential (Expired)
National Academy of Early Childhood Programs Validator
Exploring Parenting and Looking at Life National trainer
Arizona Community College Certificate, lifetime
National CDA Representative
Instructional Skills Workshop facilitator.

Lori Ball

1036 Navajo Lane
Lakeside, Az 85929
(928) 358-0910
lori.ball@npc.edu

Qualifications

Full time Early Childhood faculty for Northland Pioneer College
Director of Tiny Tots Preschool Blue Ridge High School
Early Childhood Dual Enrolment Instructor for Northland Pioneer College
Created Early Childhood curriculum for dual enrollment/high school programs

Education

Masters Degree Early Childhood Education: Northern Arizona University 2001
Bachelors Degree Elementary Education: University of Arizona 1994

Certifications

Elementary Certificate K-8
CTE Certificate
Early Childhood Certificate
Reading Endorsement

Professional Experience

Early Childhood Instructor August 2008 - present
Northland Pioneer College

CTE/Dual Enrollment Teacher December 2006- May 2008
Blue Ridge High School

First Grade Teacher July 2004-December 2006
Blue Ridge Elementary School

Substitute Teacher July 2003-May 2004
Blue Ridge School District

Preschool Curriculum Developer and Teacher August 2002- May 2003
Sunshine Preschool: Tucson, Arizona

Preschool Play and Music Teacher February 1998-August 2002
Gymboree Play and Music Program: Tucson, Arizona

2nd Grade Teacher July 1994-May 1997
Amphitheater School District: Tucson Arizona

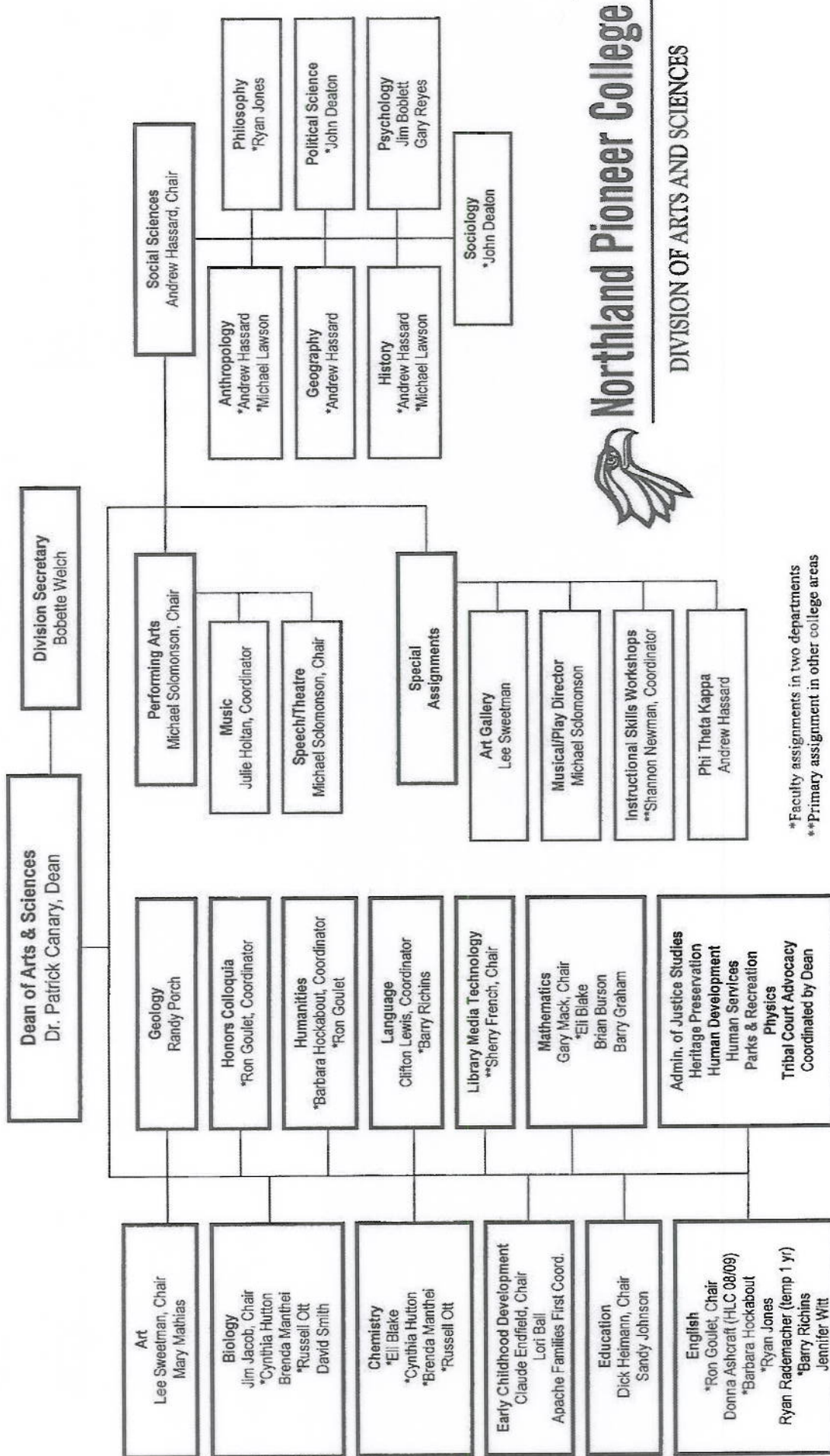
Achievements

CTE curriculum development team
Future Educators of America (FEA) club sponsor
FCCLA early childhood judge
District Language Arts Development Team
Report Card committee for Elementary School
Summer School Teacher

School Improvement Committee
NPC Early Childhood advisory committee
NPC Early Childhood Fair committee
American Sign Language interpreter

Language Competencies

American Sign Language



Northland Pioneer College

DIVISION OF ARTS AND SCIENCES

*Faculty assignments in two departments
**Primary assignment in other college areas

Northland Pioneer College

Position Description

TITLE: Coordinator, Apache Families First Project

DEPARTMENT: Early Childhood Development

CLASSIFICATION: Three fourths time, 12 month, temp. position based on First things First grant funding (may be renewed for 2nd and 3rd year)

GENERAL STATEMENT OF RESPONSIBILITIES:

To successfully implement and carry out Apache Families First Project according to specifications outlined in grant application.

PRINCIPAL DUTIES: (*essential functions*)

- Maintain office at NPC Whiteriver Center.
- Develop and implement training/educational calendar of events.
- Collect necessary data and information required by funding agency (FTF).
- Facilitate development of quality child care settings.
- Successfully engage in community outreach to recruit participants and promote project.
- Implement Stronger Together curriculum.
- Research additional kith and kin training projects.
- Facilitate/teach early childhood courses.
- Plan promote teach and document bi-weekly early childhood training sessions.
- Network and involve other existing community resources for families in project.
- Report project outcomes to FTF, NPC, ECD and community as requested
- Attend and participate in FTF meetings and activities
- Attend and participate in NPC ECD meetings, AHS Advisory Council meetings
- Plan and coordinate First Things First 2nd Annual Conference
- Follow NPC faculty teaching requirements
- Make home visits, plan clustered trainings, purchase incentives and supplies as needed for trainings and events.
- Perform other duties as assigned.

REQUIRED QUALIFICATIONS: *(must have to be considered for employment)*

CDA (Child Development Associate)

Two year degree or higher in early childhood, child development, family studies or higher

Five years working experience in early childhood field

Speaks and understand Apache language

Must have reliable transportation

PREFERRED QUALIFICATION:

Master is Early Childhood Education or related field and five years working experience in early childhood

PHYSICAL REQUIREMENTS: Ability to perform the following physical requirements of the position with or without a reasonable accommodation: sufficient physical dexterity to use a telephone, computer keyboard and other electronic equipment. Critical sensory requirements include general vision (corrected to 20/20), hear and listen in the normal range (corrected), and speak and give general directions clearly.

REQUIRED LICENSE/CERTIFICATIONS:

Valid driver license required.

Fingerprint clearance and background check

ORGANIZATIONAL RELATIONSHIPS:

Reports to Program Chair, Early Childhood Development, NPC

PROJECT TIMELINES AND RESPONSIBILITIES

(Attachment D)

Attachment D

IMPLEMENTATION PLAN

Activities	Task	Person Responsible	Date Task Will Be Completed/Timeline	Support Documentation
Recruit and hire Project coordinator; establish office	Post position opening through Human Resources	Claude S Endfield, ECD Program chair, NPC	July 1 or upon notice of award	Copy of job announcement, Ft. Apache Scout ad White Mtn. Independent ad
	Submit copies to Ft. Apache Scout and Tribal Personnel Office and related programs	Human Resources	July 5	Copies of ads and job postings
	Interview applicants	Claude S. Endfield and interview committee (Note: FTF WMA Council member will be asked to sit on interview committee)	July 31, 2009	Interview questions, rating sheets
	Set up office space at WRV NPC Center	C.S. Endfield and hired coordinator; WRV Center staff	August 15, 2009	Office space
Recruit applicants	Develop project announcement, determine eligibility criteria, recruitment effort	C S Endfield	August 1, 2009	Copies of fliers, ads, announcements, criteria, recruitment posters
	Selection of participants	ECD program staff and AFF Coordinator	August 20, 2009	Application and evaluation process for selection
Participate in FTF Meetings	Coordinator will schedule attendance at FTF meetings and events including state wide meeting	AFF Coordinator	August 15, 2009 – July 2010	Attendance log, meeting minutes
Project coordinator will be trained for position	EC Provider Basic Curriculum Training	CS Endfield, program chair	Sept. 14 – 25, 2009 (two weeks)	Training roster, agenda, evaluations; post-pre tests
	Stronger Together Curriculum Training	CS Endfield, L Ball, NPC Early childhood Faculty	August 31 st	Training roster, agenda, evaluations
	ECD Faculty meeting, Holbrook	CS Endfield, program chair	August 15th	Sign in roster, agenda, notes
	ECD program training	CS Endfield, program Chair	Ongoing for period of grant	Notes, memos
Design and implement program	Schedule quarterly Basic provider workshops.	CS Endfield; AFF Coordinator will schedule 3 remaining dates (Oct., Jan., Mar)	Sept 14 – 25, 2009. Plus 3 additional training dates	Pre-post tests, sign in rosters
	Bi-weekly Kith and Kin training sessions, such as: Basic Child Development 0 to 5, Understanding How Young children Learn, Children Can Cook, Basic Nutrition and the Young Child, Healthy Environments; Safe Environments, CPR/First Aide, Dental care for the young child, making books, puppetry, music and movement, positive	AFF Coordinator	Sept 14- June, 2010	Calendar, workshop agendas, pre & post tests, sign in sheets, evaluations for each session

	guidance and discipline, developing and utilizing family and community supports reading to your child, developing healthy eating habits, what is creativity?			
	Recruit module enrollment as follow-up to training up to 7.5 credits per semester. Participants could chose any of the family provider training modules which would correlate from the bi-weekly Kith and Kin trainings sessions and the curriculums.	AFF Coordinator	Sept 14- June, 2010	Enrollment records, Implementation Plans, Intern Contact forms, pre & post tests for modules
Project coordinator will serve on additional Advisory groups	NPC Advisory Council	C. Endfield schedules meeting dates	On-going	Meeting minutes, agendas, notices
	Alchesay High School E. C. Advisory council	L. Endfield schedules meeting dates	On-going	Meeting minutes, agendas, notices
Serve as Coordinator for Apache Families First 2 nd Annual conference	Work with Alchesay High School Advisory council to plan and schedule 2 nd Annual conference	AFF coordinator, AHS EC council, NPC rep.	Dec. -March 2010	Planning notes, agenda, correspondence with presenters & exhibitors, enrollment data, conference evaluation summary
Complete paperwork requirements as requested.	Apache Families First coordinator will comply with procedures and paperwork requirements, reports, etc. as detailed and/or expected from First things First and Northland Pioneer College; track data for evaluation purposes	Apache Families first coordinator	On-going	Copies of reports, correspondence

FUNDS REQUESTED FORM

(Attachment E)

Attachment E

FUNDS REQUESTED PAGE

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

\$ \$91,529 Total Funds Requested

Authorized Signature V.P. [Signature] Date 4.16.09

Job Title ^{Vice} President, Northland Pioneer College

Attachment F

LINE ITEM BUDGET – USE IF LISTING MATCHING FUNDS

While you must use this format, you may reproduce it with Word Processing or Spreadsheet software. Limit your budget line items to the 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, 2009 – June 30, 2010

Budget Category	Line Item	Requested Funds	** Matching Funds/ Source	Total Cost
Personnel and Fringe Benefits				
Personnel	Apache Families first coordinator (2/3) time	\$30,150		\$30,150
Fringe Benefits	33.4% Health, dental & life benefits. Workmen's comp. Az State Retirement and social Security and Medicare)	\$10,070		\$10,070
Contracted Services/Professional Services				
Contract services		-0-		-0-
Travel				
Out of State:		-0-		\$ 3,714
In State:	Reimbursement for use of personal vehicle at \$0.445/per mile based upon 5,000 miles of travel to conduct trainings, attending FTF meetings, etc.	\$2,225.00		
	Reimbursement for oversight of project provided by NPC Program Chair at 182 miles round trip on monthly basis from Holbrook, AZ to Whiteriver, AZ @ 184 miles @ \$0.445 per mile.	768.00		
	FTF meeting (400 miles round trip at state reimbursement rate of \$0.445, 3 nights lodging at \$109/night and \$54/day for 4 days per diem).	\$ 178.00 327.00 \$ 216.00		
Pass Through				
Sub grants				
Supplies and Other Operating				
Supplies and Other Operating Expenses	Basic Office supplies	\$ 250.00		\$23,700
	Printing of materials for training at \$100/month	\$ 1,200.00		
	Computer set up	\$ 1,800.00		
	35 Family Provider kits @ \$100	\$ 3,500.00		
	Bi-weekly trainings" supplies	\$ 2,600.00		
	Tuition, course and media fees and books for 35 participants	\$10,850.00		

	@ \$ 310.00 for up to 7.5 college credits Incentives for 35 participants for successful completion of early childhood modules at \$100 each (books, games, learning materials, arts and craft supplies)	\$ 3,500.00		
Subtotal Direct Program Costs:		\$	\$	\$67,634
Administrative/Indirect Costs				
Indirect Costs	10%	\$	\$	\$ 6,761
Total		\$	\$	\$74,395

Authorized signature

Jeanne Swartz Ph.D.

Date

August 3, 2009

Job Title President, Northland Pioneer College

BUDGET NARRATIVE

(Attachment G)

ATTACHMENT G BUDGET NARRATIVE

Personnel:

- 1 Claude S. Endfield as the Program Chair of the Early Childhood Development Program at NPC coordinates all early childhood programs and will be spending 10% of her time on the proposed program for the 12-month grant cycle to include attending program related meetings and training as well as management over site of the evaluation data. Her time will be considered as in-kind.
- 2 Lori Ball is the other full time ECD faculty. She will spend approximate 5% of her time in working with the Apache Families First Project in terms of recruitment and mentoring the First Things First Project coordinator. Her time will be considered as in-kind.
- 3 The position of Project Coordinator will be hired to serve three –quarters time on this project. The Project Coordinator has daily oversight of program implementation for the 12-month grant cycle. (Please see attached job description for other duties associated with this position.) The annual salary of this position is \$39,000 which will be charged entirely to this grant.
The total expenses for all program related salaries equals \$39,000.

Fringe Benefits: The approved fringe benefit percentage for employees is calculated at 20.3%. Medicare, Social Security, Arizona Unemployment, Worker's Compensation, and health insurance make up the employee benefit cost. 20.3% of the total salaries (\$39,000) is \$13,040 the amount charged to this grant.

Contracted Consultant/Professional Services: There are no contracted consultant/professional services involved with this program application.

Travel:

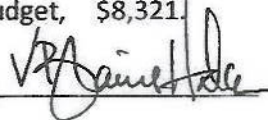
- 1 Program travel for the Coordinator is necessary in the successful implementation of the program and includes the tasks of providing outreach, recruiting program participants, and delivering the program. In addition, travel to and from the monthly programmatic workshops has been included in the projected cost, which will be conducted by the Coordinator. This travel includes monthly attendance at the local FTF Council meetings, and quarterly attendance at the Alchese High School Advisory Council Meetings and NPC ECD Advisory Council meetings. The local travel has been estimated at 5000 miles per year for 52 weeks of program delivery for the Project Coordinator. Total requested for the local travel is \$2,225.
- 2 ECD Program Chair related travel is calculated from Holbrook to Whiteriver and return at 182 miles for monthly visits at a total of 2,184 miles at the state mileage rate of \$.445 per mile. The Program Chair's travel includes performing quality assurance checks, attending workshops as needed, and attending the local Family Things First meetings. Total cost is \$971.88 which was rounded to \$972.
- 3 As required, the project coordinator will attend the First Things First Orientation meeting and the required FTF state meeting. This travel has been estimated at 400 miles round trip to /return from Phoenix and has been calculated at the state travel rate of \$.445 per mile and has been listed in the budget for the total of \$178.
- 4 The Project coordinator's out of town lodging (\$109/night) for three nights and per diem (\$54/day) for four days to attend the FTF State Meeting in Phoenix, AZ has been calculated at the state allowable rates and totals \$543.
- 5 With all programmatic travel, ride sharing to meetings, workshops and programmatic visits will be encouraged and utilized to cut down on the cost of travel. The budget request for all travel described above equals \$3,918.

Pass Through/Sub grants: There are no sub grants involved with this program Application.

Supplies and Operating Expenses:


- 1 **Start up office** at the Whiteriver NPC center will be \$250. Office furnishings will be in-kind contribution.
- 2 **Telephone and postage** will be provided as in-kind by NPC.
- 3 **Rent and Utilities** is calculated as in-kind expense for a total of \$1,200 for the 12 month operating period.
- 4 **Office Supplies** for the project coordinator have been estimated at \$100 each month for the 12 months of operation. Monthly expenses estimated include copy paper, printing expense through NPC Printing and Duplicating Office and general office supplies. Total monthly request, totaling \$1,200.
- 5 **Office computer equipment and printer** are estimated to be \$1,800. This equipment will be used for entering and reporting data to FTF as well as researching current trends re: community training for kith and kin providers. The in-kind value of access to the Internet is calculated at \$40 per month for a total of \$480.
- 6 **Workshop Expenses:** Bi-weekly training workshop supplies are estimated at \$100 per week for a total of \$2,600. The implementation of the program includes a series of four two week Early Childhood Provider Basic trainings for 3.5 college credits. After successful completion of the two week training, the completer's will receive Family Home Provider kits containing games, toys, books, creative media materials, sanitizing supplies, etc. at a cost of \$100 per applicant per kit. Total for 40 completers: \$4,000. Participants will have the option of earning additional early childhood credits, up to 7.5 credits per semester for a total of \$12,400. Tuition for 7 credits at \$52/credit hour is \$156, plus text book/course fees of \$17 per credit times 7 equals \$119. The media fee for anyone enrolling over 3.5 credits is \$35/student/semester. The total cost per participant for one semester for 7.5 credits is \$12,400. Incentives such as books, games, learning materials, art and craft supplies, and other workshop expenses will be provided for each participant as they successfully complete the training sessions at \$100 per/participant for a total of \$4,000. The Project Coordinator will be responsible for organizing and carrying out the 2nd Annual Apache Families First conference in conjunction with NPC and Alchesay High School. Estimated costs for speakers, conference supplies and materials is \$1,000.
- 7 **Administrative/Indirect Costs: Option A:** Our agency utilizes an annual cost allocation policy for all funding sources that includes organization expenses including human resources staff salaries, payroll staff salaries, audit services, general employee/board training and orientation, agency liability insurance, and organizational administrative staff salaries. Current cost allocation for administrative costs is 10% of the agency budget, the percentage requested from each funding source. As allowed by First Things First, a 10% administrative cost rate is requested in this budget, \$8,321.

Authorized signature



Date:

April 16, 2009

Job Title:  President, Northland Pioneer

College

DISCLOSURE OF OTHER FUNDING

(Attachment H)

Attachment H

Not applicable

DISCLOSURE OF OTHER FUNDING SOURCES

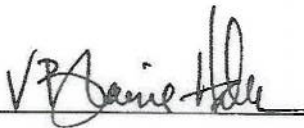
Please list all other funding that your organization currently receives from State or Public Agencies, Federal Agencies, Non-Profit Organizations, or any other source providing funding for the proposed Program*. A.R.S. 8-1183 provides for a prohibition on supplanting of state funds by First Things First expenditures, meaning that no 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.

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

4.16.09

Job Title



President, Northland Pioneer College

FINANCIAL SYSTEMS SURVEY

(Attachment I)

Attachment I

FIRST THINGS FIRST FINANCIAL SYSTEMS SURVEY

Name of Applicant: NORTHLAND PIONEER COLLEGE

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 checked="" 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 checked="" 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"	
5. Has your organization been granted tax-exempt status by the Internal Revenue Service?	<input type="radio"/> YES <input type="radio"/> NO <input checked="" type="radio"/> N/A
6. If you answered YES to question #5, under what section of the IRS code? O 501 C (3) O 501 C (4) O 501 C (5) O 501 C (6) O Other Specify: _____	
7. Does your organization have established policies related to salary scales, fringe benefits, travel reimbursement and personnel policies?	<input checked="" 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 checked="" 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

E. CONTACT INFORMATION

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

Prepared By: Tad Spader

Job Title: Controller

Date: April 14, 2009

Phone/Fax/Email: Ph: 928.524.7681/Fax: 928.524.7676/Email: Tad.Spader@NPC.edu

F. CERTIFICATION

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



Authorized Signature

G. COMMENT AND ATTACHMENTS

Please use the space below to comment on any answers in Sections A – D. Please indicate the Section and Question # next to each comment.

Number of Attachments (please number each attachment): _____

COMMENTS:

EVALUATION PLAN OVERVIEW

(Attachment J)

Attachment J

EVALUATION PLAN

Performance Measure	Data to Collect	Plan for Data Collection	Plan for Using the Data	Quality Assurance
Number of families and children served/proposed service numbers	Registered participants with list of children in care	List of participants Sign in sheets/rosters	to track completers of project and numbers of others attending	ECD program chair to verify existence of records and project coordinator. reports
Staffing ratios of provider to participants/proposed ratios	Cibecue: 1/8 McNary 1/8 Whiteriver & surrounding communities 1/24	List of participants Sign in sheets/rosters	To track completers of project and numbers of others attending; to track effectiveness of group size	ECD program chair to verify existence of records
Frequency of services/proposed frequency	Calendar of events Agendas Sign in sheets per location	Collection at end of each training session, meeting, event	to track success of program implementation E C Provider Basic Skills course and bi-weekly trainings	ECD program chair to verify existence of records
Staff Attrition/strategic target number	Time in sheets for coordinator; monthly reports	Bi-monthly time sheets Written monthly, quarterly summary reports	To track coordinator's job performance	ECD program chair to verify existence of records and project coordinator. reports; on-site observations quarterly
Family attrition/strategic target number	Sign in sheets, evaluations of two week course from each of 4 clusters	sign in sheets, evaluations 100% retention of registered participants	Retention and evaluation of program	ECD program chair to verify existence of records and project coordinator reports
Family attrition/strategic target number	Sign in sheets, evaluations of bi-weekly trainings and activities;	sign in sheets, evaluations 85% retention of	Retention and evaluation of program; success of projector coordinator in	ECD program chair to verify existence of records and project coordinator reports

	survey of those dropping	registered participants survey of satisfaction/reason for dropping out	meeting grant goals	
Family attrition/strategic target number	Sign in sheets, Individual Intern Contract, Implementation plans for completion of ECD modules	Sign in sheets, Individual intern contracts, successful completion of objectives in modules Analysis of Implementation plans and on-site in home observation of skills learned; 85 % of those enrolled	Successful implementation of skills learned with children; demonstration of competency of topic; 85% and	Submission of intern contract for each module completed and implementation plans to NPC ECD office with monthly advising report; grade rosters
Number of families showing increases in knowledge and skill after receiving services/actual service number	Pre & post tests, pre-assessment at beginning of project and at end of project; sign in rosters, evaluation forms of project's activities,	develop pre & post tests, develop pre-post project test; develop end of project evaluation; observation of competency through home visits	Successful implementation of skills and increased awareness of quality child care services and accessing family support	ECD program chair to verify existence of records and project coordinator reports
Number of participants who register with Tribal Child Care Program/proposed service numbers	Completed WMA CC Provider application including completion of house inspection and First Aid/CPR training	Project Coordinator will provide assistance in completion of actual form with accessibility to notary (ECD Program Chair)	50% will apply to become register providers with WMA tribe (To be listed for Child care resource and referral)	ECD program chair will follow up with Tribal child care for listing of new providers
Number of participants who register with Tribal Food Program	Complete Food Program application including house inspection and first aid/CPR training completion.	Projector coOrdinator in conjunction with food program staff will assist participants in completion of necessary application.	90% will apply to for food reimbursement program with Community Nutrition Services Program.	ECD Program Chair will follow up with Food Program supervisor for listing of providers who became eligible for food reimbursement.

FIRST THINGS FIRST DEFINITIONS

(EXHIBIT A)

FIRST THINGS FIRST SPECIAL TERMS AND CONDITIONS

1. **Term of Contract.** The term of the contract shall commence July 1, 2009 and shall remain in effect until June 30, 2010.
2. **Contract Renewal/Contract Amendment.** This Contract shall not bind nor purport to bind First Things First for any contractual commitment in excess of the original contract period. First Things First shall have the right, with consult of the awardee, to issue a written contract amendment to expand services and increase funding awarded to compensate for the agreed upon service expansion. First Things First shall have the right, at its sole option, to renew the contract for two (2) one-year periods or a portion thereof. Contract awards may be increased, decreased, or not renewed based on evaluation, programmatic and fiscal performance, 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 a 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 FTF data system as determined by FTF evaluation staff. Failure to submit timely reports will result in suspension of reimbursement. The report shall contain such information as deemed necessary by First Things First.

Programmatic reports and requests for program and budget changes must be sent to:
First Things First
Regional Division – White Mountain Apache Tribe Regional Partnership Council
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

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. **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.

Financial reimbursement requests must be sent to:
First Things First
Finance Division - White Mountain Apache Tribe Regional Partnership Council
4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012

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.
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 or falls below a review-scoring threshold, 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. Special Terms and Conditions;
 - 1.3.2. Uniform Terms and Conditions;
 - 1.3.3. Statement or Scope of Work;
 - 1.3.4. Exhibits/Attachments;
 - 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 ARS §§ 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 ARS § 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:

Program:

First Things First
Regional Division – White Mountain Apache Tribe Regional Partnership Council
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

Finance:

First Things First

Finance Division – White Mountain Apache Tribe Regional Partnership Council
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 Grants and Contracts Procurement Specialist.

2.9 Ownership of Information/Printed Material. First Things First reserves the right to review and approve all publications 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.

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 Grants and Contracts Procurement 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."

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.

a. **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

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

ii.

be named as additional insureds with respect to liability arising out of the activities performed by or on behalf of the Contractor".

iii.

b. **Business Automobile Liability**

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

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

i. The policy shall be endorsed to include the following additional insured language: *"The Arizona Early Childhood Development and Health Board, its departments, councils 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".*

ii. Policy shall contain a waiver of subrogation against The

The pol

Policy s

Arizona Early Childhood Development and Health Board, its departments, councils and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the Grantee.

c. 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

i. Policy shall contain a waiver of subrogation against The Arizona Early Childhood Development and Health Board, its departments, councils and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the Grantee.

ii. Proprietor/Independent Contractor) form.

This requi

d. Professional Liability (Errors and Omissions Liability)

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

i. 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.

ii. 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:

- a. First Things First 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.
- b. The Grantee's insurance coverage shall be primary insurance with respect to all other available sources.

- c. Coverage provided by the Grantee shall not be limited to the liability assumed under the indemnification provisions of this Contract.
- B. 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 First Things First. Such notice shall be sent directly to (First Things First, Grants and Contracts Procurement Specialist, 4000 N. Central, Ste. 800, Phoenix, AZ 85012) and shall be sent by certified mail, return receipt requested.
- C. 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. First Things First in no way warrants that the above-required minimum insurer rating is sufficient to protect the Grantee from potential insurer insolvency.
- D. Verification of Coverage: Grantee shall furnish First Things First with certificates of insurance (ACORD form or equivalent approved by First Things First) 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.
- E. All certificates and endorsements are to be received and approved by First Things First 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.
- F. All certificates required by this Contract shall be sent directly to (First Things First, Grants and Contracts Procurement Specialist, 4000 N. Central, Ste. 800, Phoenix, AZ 85012). The First Things First contract number and project description shall be noted on the certificate of insurance. First Things First 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.**
- G. Subcontractors: Grantees' certificate(s) shall include all subcontractors as insureds under its policies or Grantee shall furnish to First Things First separate certificates and endorsements for each subcontractor. All coverages for subcontractors shall be subject to the minimum requirements identified above.
- H. 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.

I. 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.

5.2 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.

5.3 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 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 ARS §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 Grants and Contracts Procurement 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:

- 1 The Grantee provides personnel that do not meet the requirements of this Agreement or are of an unacceptable quality.
- 2 The Grantee fails to perform adequately the services required in this Agreement.
- 3 The Grantee fails to furnish the required product or services within the time stipulated in this Agreement.
- 4 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. The Grants and Contracts Procurement Specialist shall provide written notice of the termination and the reasons for it 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. State of Arizona General Uniform Terms and Conditions

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://www.azdoa.gov/spo/documents-forms/procurement-documents>

Exhibit C

BUDGET NARRATIVE

Personnel:

- 1 Claude S. Endfield as the Program Chair of the Early Childhood Development Program at NPC coordinates all early childhood programs and will be spending 10% of her time on the proposed program for the 12-month grant cycle to include attending program related meetings and training as well as management over site of the evaluation data. Her time will be considered as in-kind.
- 2 Lori Ball is the other full time ECD faculty. She will spend approximate 5% of her time in working with the Apache Families First Project in terms of recruitment and mentoring the First Things First Project coordinator. Her time will be considered as in-kind.
- 3 The position of Project Coordinator will be hired to serve three –quarters time on this project. The Project Coordinator has daily oversight of program implementation for the 12-month grant cycle. (Please see attached job description for other duties associated with this position.) The annual salary of this position is \$39,000 which will be charged entirely to this grant.
The total expenses for all program related salaries equals \$39,000.

Fringe Benefits: The approved fringe benefit percentage for employees is calculated at 20.3%. Medicare, Social Security, Arizona Unemployment, Worker's Compensation, and health insurance make up the employee benefit cost. 20.3% of the total salaries (\$39,000) is \$13,040 the amount charged to this grant.

Contracted Consultant/Professional Services: There are no contracted consultant/professional services involved with this program application.

Travel:

- 1 Program travel for the Coordinator is necessary in the successful implementation of the program and includes the tasks of providing outreach, recruiting program participants, and delivering the program. In addition, travel to and from the monthly programmatic workshops has been included in the projected cost, which will be conducted by the Coordinator. This travel includes monthly attendance at the local FTF Council meetings, and quarterly attendance at the Alcheyay High School Advisory Council Meetings and NPC ECD Advisory Council meetings. The local travel has been estimated at 5000 miles per year for 52 weeks of program delivery for the Project Coordinator. Total requested for the local travel is \$2,225.
- 2 ECD Program Chair related travel is calculated from Holbrook to Whiteriver and return at 182 miles for monthly visits at a total of 2,184 miles at the state mileage rate of \$.445 per mile. The Program Chair's travel includes performing quality assurance checks, attending workshops as needed, and attending the local Family Things First meetings. Total cost is \$971.88 which was rounded to \$972.
- 3 As required, the project coordinator will attend the First Things First Orientation meeting and the required FTF state meeting. This travel has been estimated at 400 miles round trip to /return from Phoenix and has been calculated at the state travel rate of \$.445 per mile and has been listed in the budget for the total of \$178.
- 4 The Project coordinator's out of town lodging (\$109/night) for three nights and per diem (\$54/day) for four days to attend the FTF State Meeting in Phoenix, AZ has been calculated at the state allowable rates and totals \$543.
- 5 With all programmatic travel, ride sharing to meetings, workshops and programmatic visits will be encouraged and utilized to cut down on the cost of travel. The budget request for all travel described above equals \$3,918.

Pass Through/Sub grants: There are no sub grants involved with this program Application.

Supplies and Operating Expenses:

- 1 **Start up office** at the Whiteriver NPC center will be \$250. Office furnishings will be in-kind contribution.
- 2 **Telephone and postage** will be provided as in-kind by NPC.
- 3 **Rent and Utilities** is calculated as in-kind expense for a total of \$1,200 for the 12 month operating period.
- 4 **Office Supplies** for the project coordinator have been estimated at \$100 each month for the 12 months of operation. Monthly expenses estimated include copy paper, printing expense through NPC Printing and Duplicating Office and general office supplies. Total monthly request, totaling \$1,200.
- 5 **Office computer equipment and printer** are estimated to be \$1,800. This equipment will be used for entering and reporting data to FTF as well as researching current trends re: community training for kith and kin providers. The in-kind value of access to the Internet is calculated at \$40 per month for a total of \$480.
- 6 **Workshop Expenses:** Bi-weekly training workshop supplies are estimated at \$100 per week for a total of \$2,600. The implementation of the program includes a series of four two week Early Childhood Provider Basic trainings for 3.5 college credits. After successful completion of the two week training, the completer's will receive Family Home Provider kits containing games, toys, books, creative media materials, sanitizing supplies, etc. at a cost of \$100 per applicant per kit. Total for 40 completers: \$4,000. Participants will have the option of earning additional early childhood credits, up to 7.5 credits per semester for a total of \$12,400. Tuition for 7 credits at \$52/credit hour is \$156, plus text book/course fees of \$17 per credit times 7 equals \$119. The media fee for anyone enrolling over 3.5 credits is \$35/student/semester. The total cost per participant for one semester for 7.5 credits is \$12,400. Incentives such as books, games, learning materials, art and craft supplies, and other workshop expenses will be provided for each participant as they successfully complete the training sessions at \$100 per/participant for a total of \$4,000. The Project Coordinator will be responsible for organizing and carrying out the 2nd Annual Apache Families First conference in conjunction with NPC and Alchesay High School. Estimated costs for speakers, conference supplies and materials is \$1,000.
- 7 **Administrative/Indirect Costs: Option A:** Our agency utilizes an annual cost allocation policy for all funding sources that includes organization expenses including human resources staff salaries, payroll staff salaries, audit services, general employee/board training and orientation, agency liability insurance, and organizational administrative staff salaries. Current cost allocation for administrative costs is 10% of the agency budget, the percentage requested from each funding source. As allowed by First Things First, a 10% administrative cost rate is requested in this budget, \$ \$8,321.

Authorized signature_____

Date: April 16, 2009

Job Title: President