

GRANTEE AGREEMENT

IGA-RC001-11-0166-01

**Between The
Navajo Nation Regional Partnership Council,
Arizona Early Childhood Development and Health Board
(First Things First)
And
Northland Pioneer College**

WHEREAS, A.R.S. Title 8, Chapter 13, Article 3 charges the Arizona Early Childhood Development and Health Board (also known as First Things First), the Navajo Nation Regional Partnership Council (hereinafter referred to as GRANTOR) with the responsibility of administering funds.

THEREFORE, it is agreed that the GRANTOR shall provide funding to Northland Pioneer College (hereinafter referred to as the GRANTEE) for services under the terms of this Grant Agreement.

I. PURPOSE OF AGREEMENT

The purpose of this Agreement is to specify the responsibilities and procedures for the GRANTEE role in administering Arizona Early Childhood Development and Health Board grant funds.

II. TERM OF AGREEMENT, TERMINATION AND AMENDMENTS

This Agreement shall become effective on October 1, 2010 and shall terminate on June 30, 2011. This agreement is renewable for two (2) additional twelve (12) month extensions, based on satisfactory performance and continued available funding.

III. DESCRIPTION OF SERVICES

The GRANTEE shall provide the following services for the GRANTOR as approved and summarized below:

A. Scope of Work

Increasing opportunities for the professional development of the early childhood workforce on the Nation is one of the top priorities of the Navajo Nation Regional Partnership Council. The key to quality child care is linked to the education and work-place stability of those teaching the youngest children. The preparation and ongoing professional development of early educators is a fundamental component of a high quality early learning system.

Currently, many of the child care centers on the Navajo Nation have workforce issues. Many of those working in the centers are not yet adequately trained and educated in the early childhood field. Some centers are closed due to lack of available staff who are qualified to teach young

children. Many more young children on the Nation would have access to early care and education if the number of qualified educators could be increased.

The Navajo Nation Regional Partnership Council is working to ensure that the whole continuum of educational opportunities, from the national Child Development Associate (CDA) Credential to a Masters Degree, are available to those in (and interested in joining) the early childhood workforce on the Nation. This agreement, however, focuses solely on the CDA preparation and credentialing for those already in the early childhood field. This CDA -Professional Development Project meets a clear need and will provide a foundation on which to build a more comprehensive professional development action plan.

There are many considerations which must be addressed in the delivery of the CDA Professional Development Project:

- The Diné Language and Culture must be infused in the training, coursework, and mentoring.
- Teachers of the courses must be highly qualified to teach the coursework and must be strong in the Diné Culture and Language.
- The vast geography of the Navajo Nation, the remote location of potential students and the issue of travel must be addressed.
- Coursework must be scheduled at times and in ways that are accessible to early childhood teachers.
- Academic supports such as tutoring, coaching, and advisement must be provided.
- Financial supports such as scholarships and money for books must be available for those who qualify.
- Child care or any other supports to help ensure the students' success must be considered and addressed.
- A funding match of 20% (may be in-kind) will be required of the administrative home for this strategy.
- The project implementation shall abide by the First Things First Community Based Professional Development for Early Care and Education Professionals and the First Things First Scholarships other than TEACH CDA, Associate in Arts and Associate in Science Degrees Standards of Practice.

B. CDA Professional Development Project

Northland Pioneer College's Early Childhood Program will address the needs outlined within the Scope of Work. The goal of the Navajo First Things First CDA Professional Development Project is to improve the quality of care provided to young Navajo children by CDA credentialed child care providers and early educators. This Project will assist in the building of a skilled and well prepared early childhood development workforce.

Northland Pioneer College (NPC) will address the need to increase the number of trained, credentialed child care/early educators within the early childhood programs on the Navajo Nation within Arizona by preparing these providers to successfully complete the CDA credential within the proposed delivery sites of Fort Defiance and Chinle Agency. This project will further enhance the development of quality child care and the use of resources

for providers who would not normally have taken advantage of these professional development opportunities on their own. This Project will provide:

1. Clustered early childhood sessions and on site delivery sessions to 15 enrolled participants of Fort Defiance Agency and 15 enrolled participants of Chinle Agency. After successful completion, participants will apply for the CDA assessment from the Council for Early Childhood Professional Recognition, Washington, DC.
2. Assessment of professional development and other college coursework in order for participants to begin the CDA process where they currently are based on evaluation of college transcripts, prior professional development and training, and readiness for CDA assessment.
3. After completion of their CDA Credential, participants will receive advisement on how to continue working towards their early childhood Associates' degree. Financial aid information and assistance will be provided to each participant regarding resources to continue their educational pursuits.

The project will begin with a planning period during the Summer of 2010. During this planning period, the NPC Early Childhood Program Chair will meet with program administrators to plan and develop the project, including:

- Development of recruitment materials
- Selection of participants
- Participant advisement based on a review of professional development and training records, and transcripts

The project will consist of clustered professional development sessions beginning in the Fall 2010 semester and continuing into the Spring 2011 semester with both clustered sessions and bi-weekly on-site visits by faculty for the proposed 30 registered participants within the Fort Defiance and Chinle Agency sites. The selected Early Childhood/CDA training modules will focus on the 13 CDA functional areas. ECD 270: CDA Assessment preparation will assist the participants in preparing for their CDA Credential; this consists of the faculty completing the CDA Advisor's observation booklet, the candidates' completion of their Professional Resource File, collection of parent questionnaires, development of an autobiography and writing the six competency statements in which the candidates describe their goals for working with children and their activities to meet those goals. Prior to enrollment, applicants for the CDA Professional Development Project will have their transcripts reviewed by NPC's Program Chair to determine what courses need to be completed, if they have already completed some related coursework that meets the requirements for endorsements (Home Visitor, Infant/Toddler and/or Preschool CDA).

NPC will utilize the CDA curriculum developed by Central Arizona College, an effective curriculum used for many years with many educators, care givers, parents, etc., who successfully earned their CDA Credential, certificate of completion, and degree. The workshops will be held weekly at participant's convenience or at Agency training days during the day time and/or evenings at sites within the Fort Defiance and Chinle Agencies. The introduction will begin initially in clustered sessions with an assigned faculty who will provide individualized follow-up at the site of the care-giver. Workshops will consist of lecture and hands-on application of the material learned. Observation of the participants by the NPC instructors/CDA Advisors will be an integral part of the project.

Recruitment Plan:

NPC's Early Childhood Program Chair will meet with Navajo Nation Head Start and Navajo CCDF program administrators to develop strategies to recruit 15 participants each from Fort Defiance and Chinle Agency. (There will be no supplanting or duplication of educational opportunities already provided or able to be provided by Head Start). Applicants must have a high school diploma or GED, be currently working with children birth to age five and be willing to commit to pursuing a CDA Credential. They must be able to read and write well enough to write their autobiography and six competency statements and successfully pass a 60 item written multiple choice test (Early Childhood Studies Review) based upon knowledge of young children, birth to age five. Following completion of the professional development sessions and an application for assessment, they must also be willing to participate in an interview with a CDA National representative who will conduct the CDA assessment process.

Evaluation Plan:

- Number of participants successfully completing CDA coursework with grades of "C" or higher
 - Attendance of participants at clustered trainings
 - Attendance of participants during on site visits and observations
 - Number of participants applying for CDA assessment
 - Number of CDA Credentials awarded
 - Number of early childhood staff, with new CDA Credentials, continuing to work towards additional certificates/degrees
- C. Grant Management Forms provided by First Things First (Attachment A – Attachment G to be returned prior to October 1, 2010 (NOTE: Line Item Budget and Narrative to be submitted PRIOR to agreement being signed).
- D. Standards of Practice Documents (Exhibit A,B,C)

IV. MANNER OF FINANCING

The GRANTOR shall:

- a) Provide up to **\$120,344** to GRANTEE for services provided under Paragraph III.
- b) Payment made by the GRANTOR to the GRANTEE shall be on a reimbursement basis only and is conditioned upon receipt of applicable, accurate and complete reimbursement documents to be submitted by the GRANTEE via the First Things First on-line grants management system. Final payment will be contingent upon receipt of all fiscal and programmatic reports required of the GRANTEE under this Agreement.

V. FISCAL RESPONSIBILITY

It is understood and agreed that the total amount of the funds used under this Agreement shall be used for the project(s) and scope of work outlined in this Agreement. Therefore, should the project not be completed, be partially completed, or be completed at a lower cost than the original budget called for, the amount reimbursed to the GRANTEE shall be for only the amount

of dollars actually spent by the GRANTEE. For any funds received under this Agreement for which expenditure is disallowed by an audit exception by the GRANTOR, the State, or Federal government, the GRANTEE shall reimburse said funds directly to the GRANTOR immediately.

VI. FINANCIAL AUDIT

GRANTEE agrees to terms specified in A.R.S. §§ 35-214 and 35-215.

In addition, 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), GRANTEE must have an annual audit conducted in accordance with Office of Management and Budget (OMB) Circular #A-133 ("Audits of States, Local Governments, and Non-profit Organizations") if GRANTEE expends more than \$500,000 from federal awards. *If the GRANTEE has expended more than \$500,000 in federal dollars, a copy of the GRANTEE's audit report for the previous fiscal year must be submitted to the GRANTOR for review within thirty (30) days of signing this Agreement. Otherwise the annual audit review/statement must be provided to the GRANTOR within thirty (30) days.*

VII. DEBARMENT CERTIFICATION

The GRANTEE agrees to comply with the Federal Debarment and Suspension regulations as outlined in the "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions".

VIII. FUNDS MANAGEMENT

The GRANTEE must maintain funds received under this Agreement in separate ledger accounts and cannot mix these funds with other sources. GRANTEE must manage funds according to applicable regulations for administrative requirements, costs principles and audits.

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

- Financial Management
- Procurement
- Personnel
- Property
- 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. Rates for mileage, lodging and meals are limited to the rates established by the State of Arizona Travel Policy (<http://gao.az.gov/travel/default.asp>).

IX. REPORTING REQUIREMENTS

Regular reports by the GRANTEE shall include:

a) Programmatic and Evaluation Reports

1. The GRANTEE shall provide quarterly program narrative & evaluation data reports to the GRANTOR within twenty (20) working days of the last day of the quarter in which services are provided. Reporting is submitted via the First Things First on-line grants management system and shall contain such information as deemed necessary by the GRANTOR.

a. Quarterly reports are due:

- i. Period: August 1, 2010 – September 30, 2010
Due: October 20, 2010
- ii. Period: October 1, 2010 – December 31, 2010
Due: January 20, 2011
- iii. Period: January 1, 2010 – March 31, 2011
Due: April 20, 2011
- iv. Period: April 1, 2010 – June 30, 2011
Due: July 20, 2011
- v. The final programmatic report as submitted shall be marked FINAL

b) Financial Reimbursement

1. The GRANTEE shall provide, as frequently as monthly but not less than quarterly, requests for reimbursement. Reimbursement requests shall be submitted with the Reimbursement Cover Sheet template provided by the GRANTOR. The GRANTEE shall submit a final reimbursement request for expenses obligated prior to the end of the termination of this Agreement no more than thirty (30) days after the end of the Agreement. Requests for reimbursement received later than the thirty (30) days after the Agreement termination will not be paid. The final reimbursement request as submitted shall be marked FINAL.

All reports shall be submitted to the contact person designated in Paragraph XLII, NOTICES, of this Agreement.

X. ASSIGNMENT AND DELEGATION

GRANTEE may not assign any rights hereunder without the express, prior written consent of both parties.

XI. AMENDMENTS

Any change in this Agreement including but not limited to the Description of Services and budget described herein, whether by modification or supplementation, must be accomplished by a formal written Agreement amendment signed and approved by and between the duly authorized representative of the GRANTEE and the GRANTOR.

Any such amendment shall: 1) specify an effective date; 2) specify any increases or decreases in the amount of the GRANTEE's compensation if applicable; 3) be titled as an "Amendment"; and

4) be signed by the parties identified in the preceding sentence. The GRANTEE expressly and explicitly understands and agrees that no other method of communication, including any other document, correspondence, act, or oral communication by or from any person, shall be used or construed as an amendment or modification or supplementation to this Agreement.

XII. SUBCONTRACTORS

The GRANTEE may enter into written subcontract(s) for performance of certain of its functions under the contract in accordance with terms established in the State of Arizona procurement policy.

The GRANTEE agrees and understand that no subcontract that the GRANTEE enters into with respect to performance under this Agreement shall in any way relieve the GRANTEE of any responsibilities for performance if its duties. The GRANTEE shall give the GRANTOR immediate notice in writing by certified mail of any action or suit filed and prompt notice of any claim made against the GRANTEE by any subcontractor or vendor which in the opinion of the GRANTEE may result in litigation related in any way to the Agreement with the GRANTOR.

XIII. OFFSHORE PERFORMANCE OF WORK PROHIBITED

Due to security and identity protection concerns, all services under this Agreement shall be performed within the borders of the United States. All storage and processing of information shall be performed within the borders of the United States. This provision applies to work performed by subcontractors at all tiers.

XIV. PROHIBITION ON GOVERNMENT CONTRACTS

Pursuant to A.R.S. 35-393.06, the GRANTEE certifies that it does not have business operations in either Sudan or Iran.

XV. AGREEMENT RENEWAL

This Agreement shall not bind nor purport to bind the GRANTOR for any contractual commitment in excess of the original Agreement period.

XVI. RIGHT TO ASSURANCE

If the GRANTOR in good faith has reason to believe that the GRANTEE does not intend to, or is unable to perform or continue performing under this Agreement, the GRANTOR 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, at the GRANTOR's option, be the basis for terminating this Agreement under the terms of this Agreement or other rights and remedies available by law.

XVII. CANCELLATION FOR CONFLICT OF INTEREST

The GRANTOR or the GRANTEE may, by written notice cancel this Agreement without penalty or further obligation pursuant to A.R.S. § 38-511 if any person significantly involved in initiating,

negotiating, securing, drafting or creating the Agreement on behalf of the State or its subdivisions (unit of local government) is an employee or agent of any other party in any capacity or a consultant to any other party to the Agreement with respect to the subject matter of the Agreement. Such cancellation shall be effective immediately upon receipt of written notice from the GRANTOR or the GRANTEE, unless the notice specifies a later time.

XVIII. THIRD PARTY ANTITRUST VIOLATIONS

GRANTEE assigns to the State of Arizona, GRANTOR any claim for overcharges resulting from antitrust violations to the extent that such violations concern materials or services supplied by third parties to GRANTEE toward fulfillment of this Agreement.

XIX. AVAILABILITY OF FUNDS

Every payment obligation of the GRANTOR under this Agreement is conditioned upon the availability of funds appropriated or allocated for the payment of such obligations. If the funds are not allocated and available for the continuance of this Agreement, the GRANTOR may terminate this Agreement at the end of the period for which funds are available. No liability shall accrue to the GRANTOR in the event this provision is exercised, and the GRANTOR shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph, including purchases and/or contracts entered into by the GRANTEE in the execution of this Agreement.

XX. 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.

XXI. ARBITRATION

This agreement is subject to arbitration to the extent required by A.R.S. § 12-1518.

XXII. GOVERNING LAW AND CONTRACT INTERPRETATION

- a) This Agreement shall be governed and interpreted in accordance with the laws of the State of Arizona.
- b) This Agreement is intended by the parties as a final and complete expression of their agreement. No course of prior dealings between the parties and no usage of the trade shall supplement or explain any terms in this document.
- c) Either party's failure to insist on strict performance of any term or condition of the Agreement 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.

XXIII. ENTIRE AGREEMENT

This Agreement and its Attachments/Exhibits constitute the entire Agreement between the parties hereto pertaining to the subject matter hereof and may not be changed or added to except by a writing signed by all parties hereto in conformity with Section X Reporting Requirements of this Agreement; provided, however, that the GRANTOR shall have the right to immediately amend this Agreement so that it complies with any new legislation, laws, ordinances, or rules affecting this Agreement. All prior and contemporaneous agreements, representations, and understandings of the parties, oral, written, pertaining to the subject matter hereof, are hereby superseded or merged herein.

XXIV. RESTRICTIONS ON LOBBYING

The GRANTEE shall not use funds made available to it under this Agreement to pay for, influence, or seek to influence any officer or employee of a State, Local or Federal government.

XXV. LICENSING

The GRANTEE, unless otherwise exempted by law, shall obtain and maintain all licenses, permits and authority necessary to perform those acts it is obligated to perform under this Agreement.

XXVI. NON-DISCRIMINATION

The GRANTEE shall comply with all state and federal equal opportunity and non-discrimination requirements and conditions of employment, including the American with Disability Act, in accordance with A.R.S. Title 41, Chapter 9, Article 4 and Executive Order 99-4, which mandates that all persons, regardless of race, color, religion, sex, age, national origin, disability or political affiliation, shall have equal access to employment opportunities and all applicable provisions and regulations relating to Executive Order No. 13279 – Equal Protection of the Laws for Faith-based and Community Organizations.

XXVII. SECTARIAN REQUESTS

Funds disbursed pursuant to this Agreement may not be expended for any sectarian purpose or activity, including sectarian worship or instruction in violation of the United States or Arizona Constitutions.

XXVIII. SEVERABILITY

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

XXIX. ADVERTISING AND PROMOTION OF AGREEMENT

The GRANTEE shall not advertise or publish information for commercial benefit concerning this Agreement without the written approval of the GRANTOR.

XXX. OWNERSHIP OF INFORMATION, PRINTED AND PUBLISHED MATERIAL

The GRANTOR reserves the right to review and approve any publications and/or media funded or partially funded through this Agreement. All publications funded or partially funded through this Agreement shall recognize the GRANTOR, and GRANTOR shall have full and complete rights to reproduce, duplicate, disclose, perform, and otherwise use all materials prepared under this Agreement.

The GRANTEE agrees that any report, printed matter, or publication (written, visual, or sound, but excluding press releases, newsletters, and issue analyses) issued by the GRANTEE describing programs or projects funded under this agreement in whole or in part with First Things First funds and shall follow the protocol and style guide provided by First Things First.

The GRANTEE also agrees that one copy of any such publication, report, printed matter, or publication shall be submitted to the GRANTOR to be placed on file and distributed as appropriate to other potential Grantees or interested parties. The GRANTOR may waive the requirement for submission of any specific publication upon submission of a request providing justification from the GRANTEE.

GRANTOR and GRANTEE recognize that research resulting from this Agreement has the potential to become public information. However, prior to the termination of this Agreement, the GRANTEE agrees that no research-based data resulting from this Agreement shall be published or otherwise distributed in any form without express written permission from the GRANTOR. It is also agreed that any report or printed matter completed as a part of this agreement is a work for hire and shall not be copyrighted by the GRANTEE.

XXXI. CLOSED-CAPTIONING OF PUBLIC SERVICE ANNOUNCEMENTS

Any television public service announcement that is produced or funded under this agreement in whole or in part by the GRANTEE shall include closed captioning of the verbal content of such announcement.

XXXII. INDEMNIFICATION

Indemnification Language for Public Agencies ONLY. Each party (as 'indemnitor') agrees to indemnify, defend, and hold harmless the other party (as 'indemnatee') 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 indemnatee, are caused by the act, omission, negligence, misconduct, or other fault of the indemnitor, its' officers, officials, agents, employees, or volunteers."

XXXIII. CONFIDENTIALITY OF RECORDS

The GRANTEE shall establish and maintain procedures and controls that are acceptable to the GRANTOR for the purpose of assuring that no information contained in its records or obtained from the State of Arizona or from a subcontractor under this Agreement shall be used by or disclosed by it, its agents, officers, or employees, except as required, to efficiently perform

duties under the Agreement. 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 performance of duties under this Agreement, unless otherwise agreed to in writing.

XXXIV. CONFIDENTIALITY OF GRANTEE 'S INFORMATION

GRANTEE acknowledges that confidentiality provided in A.R.S. § 41-1505.06 (D) and 41-1505.07(J) may be waived with the GRANTEE's consent, and GRANTEE consents to a total and complete waiver of confidentiality. In waiving confidentiality, GRANTEE understand and consents to disclosure of any information submitted to the GRANTOR that concerns the identify, background, financial status, marketing plans, or trade secrets or any other proprietary information related to the GRANTEE or any person or organization involved in the project(s), including the application and supporting materials, unless such information or materials are clearly marked as "confidential".

XXXV. TERMINATION

- a) The GRANTOR reserves the right to terminate the Agreement in whole or in part due to the failure of the GRANTEE to comply with any term or condition of the Agreement, to acquire and maintain all required insurance policies, bonds, licenses and permits or to make satisfactory progress in performing the Agreement. The GRANTOR staff shall provide written notice of the termination and the reasons for it to the GRANTEE.
- b) The GRANTOR may, upon termination of this Agreement, procure, on terms and in the manner that it deems appropriate, materials or services to replace those under this Agreement. The GRANTEE shall be liable to the GRANTOR for any excess costs incurred by the GRANTOR in procuring materials or services in substitution for those due from the GRANTEE.

XXXVI. CONTINUATION OF PERFORMANCE THROUGH TERMINATION

The GRANTEE shall continue to perform, in accordance with the requirements of the Agreement, up to the date of termination, as directed in the termination notice.

XXXVII. PARAGRAPH HEADINGS

The paragraph headings in this Agreement are for convenience of reference only and do not define, limit, enlarge, or otherwise affect the scope, construction, or interpretation of this Agreement or any of its provisions.

XXXVIII. COUNTERPARTS

This Agreement may be executed in any number of counterparts, copies, or duplicate originals. Each such counterpart, copy, or duplicate original shall be deemed an original, and collectively they shall constitute one agreement.

XXXIX. AUTHORITY TO EXECUTE THIS AGREEMENT

Each individual executing this Agreement on behalf of the GRANTEE represents and warrants that he or she is duly authorized to execute this Agreement.

XL. COMPLIANCE WITH FEDERAL IMMIGRATION LAWS AND REGULATIONS

The GRANTEE shall comply with Executive Order 2005-30, which mandates as follows: 1) The GRANTEE shall, and by signing this agreement does, represents that it is in compliance with all federal immigration laws and regulations; 2) The GRANTEE shall take affirmative action to ensure that all subcontractors of the Contractor execute similar representation; 3) the breach of any such warranty shall be deemed a material breach of this Contract, subject to monetary penalties or other penalties up to and including termination of the Contract; and 4) the State retains the legal right to inspect the papers of any employee who works on the Contract to ensure that the employer is in compliance with its representation.

XLI. Legal Arizona Worker

GRANTEE hereby warrants that it will at all times during the term of this Contract comply with all federal immigration laws applicable to GRANTEE employment of its employees, and with the requirements of A.R.S. § 23-214 (A) (together the "State and Federal Immigration Laws"). GRANTEE shall further ensure that each subcontractor who performs any work for GRANTEE under this contract likewise complies with the State and Federal Immigration Laws.

XLII. NOTICES

Any and 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:

The GRANTEE shall submit notices relative to this Agreement to:

First Things First
Attention: Finance
4000 North Central, Suite 800
Phoenix, Arizona 85012

GRANTOR shall address all notices relative to this Agreement to:

Northland Pioneer College
PO Box 610
Holbrook, AZ 86025

XLIII. IN WITNESS WHEREOF

The parties hereto agree to execute this Agreement.

**FOR AND BEHALF OF
Northland Pioneer College**

**FOR AND BEHALF OF THE
Arizona Early Childhood Development
And Health Board**



Jeanne Swarthout, President

9/3/10

Date



Rhian Evans Allvin, Executive Director

10/13/10

Date

Exhibit A

FIRST THINGS FIRST Community-Based Professional Development for Early Care and Education Professionals Standards of Practice

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

However, early care and education professionals are often nontraditional learners who benefit from a range of professional development supports. First Things First recognizes the need to provide a variety of options to engage early care and education professionals in professional development. In addition to college coursework, other formats of professional development can encourage individuals who have been away from formal schooling to return to the classroom.

While community-based professional development has not been well evaluated, it does provide another logical stepping stone to more formal and credit bearing professional development. Participants will be encouraged and supported to eventually continue their education through college credit coursework and/or participation in T.E.A.C.H and *Quality First!* All professional development opportunities will be required to show successful outcomes, either through an assessment process, achievement of milestones, or a follow-up visit by a mentor or coach to determine if professional practice has been changed based upon what was learned.

First Things First invites innovative and creative ways to provide high quality professional development to the early care and education workforce in Arizona. The broad nature of this strategy allows stakeholders to collaborate in a variety of innovative and creative ways to increase access to quality community-based professional development opportunities. Models of community-based professional development may focus on enhancing leadership and administrative skills among child care administrators in order to enhance program quality. Additionally, grantees may pursue other approaches to professional development, such as the use of cohorts for participants, single day seminars, or multi-day trainings that are held over the course of several months. While these programs come in different forms, they have a common goal of increasing the level of preparation and skill of early care and education providers, and encouraging them to pursue certification and college degrees in the field.

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

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

A national, multi-state evaluation on consulting as professional development concluded that on-site consultation resulted in improvements for both center-based care as well as family child care on factors on Harms' environmental rating scales.² Further, formal professional development is related to increased quality care; however, experience without formal training has not been found to be related to quality care. Therefore, the value of applying theory to practice is a key element of community-based professional development.³

While each First Things First funded community-based professional development program may be uniquely designed, they all have a valuable role to play in meeting the complex needs of early care and education professionals, families, and communities across the State of Arizona. First Things First focuses on programs and services that provide children with the best opportunities for school and life success.

First Things First funded programs may supplement but not supplant other state expenditures on, and federal monies received for early childhood development and health programs. Funding decisions are based upon a robust process of review to ensure programs are supported by research, value the family and use approaches considered to be best practice.

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

Qualifications for Trainers/Instructors:

- Instructors should be knowledgeable about and possess experience in working with both adult learners and young children birth to age five.
- Instructor must have experience in early childhood education, elementary education with a concentration in early childhood, child and family studies, or a closely related field in order to meet the qualifications of adjunct faculty at the local community college. Supervisors must meet or exceed these requirements with at least two years of program management experience. If programs experience hardship in recruitment efforts, they must notify and consult with First Things First.
- Instructors should possess appropriate credentials and experience in conducting professional development activities.
- Demonstrated knowledge and skills that reflect current best practices and research that are aligned with Early Childhood Education standards for children and professionals.
- Minimum five years experience working with young children (combination of classroom and supervisory experience)
- Experience working with adult learners and diverse cultures
- Bilingual English/Spanish preferred

Community Based Professional Development programs delivering professional development opportunities will be required to ensure that opportunities are designed and implemented according to the following principles:

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

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

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

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

- Increase the availability of and participation in high quality professional development opportunities for those working with or preparing to work with children birth through age five.
- Provide high quality professional development opportunities through innovative and creative approaches.
- Develop outreach and recruitment practices that engage and retain participants.
- Track individual's progress in obtaining the skills necessary to be qualified to care for children.
- Provide resource and referral information to participants on the healthy development of young children; and resources available in the community such as early literacy programs, family support agencies, and physical and oral health resources.
- Provide resource and referral information to participants relative to degree and certification programs in early care and education (and related fields), and higher education scholarships.
- Identify and coordinate with existing training opportunities within the region.
- Conduct trainings based on best practices and research, giving consideration to:
 - Utilizing subject matter experts (visiting faculty, published authors, researchers, etc.) to enhance training content and delivery;
 - The frequency and sequence of training sessions;
 - Having specific identified outcomes that participants must achieve and assessing those outcomes for each participant before documentation of completion is awarded.

- Provide professional development sessions that are interactive, model desired behaviors, and address the multiple learning styles of adult learners.
 - Topics should address the core competency areas identified by the National Council for Professional Recognition. At a minimum, topics must include:
 - Understanding the 5 domains of early childhood development, including early childhood special education
 - Observing, documenting, and assessing children's behaviors
 - Ensuring safe and healthy learning environments
 - Upholding ethical and professional standards
 - Utilizing developmentally appropriate practices
 - Advancing physical and intellectual competence
 - Supporting social/emotional development and using positive guidance techniques
 - Establishing respectful, positive, and productive relationships with families
 - Ensuring a well-run purposeful program responsive to child and family needs
 - Additional training topics may include, but are not limited to:
 - Sensory integration, behavioral health, and special needs
 - Role of creativity in learning
 - Role of materials in the classroom
 - Role of the arts in cognitive and social emotional growth and development
 - Role of the environment and environmental design in children's learning
 - Role of the teacher/educator as researcher
 - Significance of play
 - Written and oral communication skills of providers
- Design and implement an assessment process to determine the extent to which the training has enhanced the knowledge and professional practice of program participants.
- Ensure that community-based trainings meet requirements of the National Council for Professional Recognition (for the Child Development Associate), and the standard requirements for transfer of credit to a certificate or degree in early care and education (or a related field) at the community colleges. In order to facilitate the process for approval of college credit for community-based trainings, grantees will need to identify one representative to participate in a statewide advisory committee that will inform First Things First regarding the requirements for the approval of college credit. First Things First will create the advisory committee once grantees have been identified. The advisory committee may meet either in person or by other means of communication such as telephonically, live meeting, etc.
- Maintain flexibility and responsiveness to emerging issues in the community and the early childhood field.
 - Recruit staff from the community who has extensive knowledge of community resources.
 - Recruit staff that reflect the cultural and ethnic experiences and language of the participants, and integrate their expertise into the program.
 - Develop a collaborative, coordinated response to community needs.
 - Be accessible for program participants.
 - Ensure a manageable classroom size and appropriate staffing patterns.
- Ensure the provision of high-quality professional development opportunities through experienced and responsive staff.

For those grant opportunities that include mentoring/coaching for administrators/practitioners, grantees will, as applicable, need to:

- Establish a mentoring program that includes effective/proven components of mentoring and that views mentoring as a “core component of professional development-a replacement for less effective training modalities, rather than an additional service.”⁴
- Identify selection criteria for mentors/coaches and participating administrators/practitioners
- Include roles, responsibilities, and expectations of mentors/coaches and participating administrators/practitioners
- Develop cohorts of participants
- Create a clear and multi-direction communication system
- Develop individualized professional development plans
- Establish mechanisms that support on-going professional development and support for mentors and participants
- Provide mentoring/coaching, to administrators, that supports leadership development and administrative competency
- Provide mentoring/coaching, to practitioners, that supports development of self confidence and self-efficacy in teaching (a belief in one’s ability to be effective with children and families)
- Develop on-site or near-site trainings for center administrators that address fiscal administration, systems management, human resource development, and related administrative skills/tasks
- Design an evaluation process to assess system efficacy

For those grant opportunities that include conference scholarships, grantees will, as applicable, need to:

- Ensure that trainings offered at conferences meet requirements of the National Council for Professional Recognition (for the Child Development Associate).
- Include opportunities for providers to meet with each other to develop relationships that will provide support that extends beyond the conference schedule.
- Include innovative methods to remove barriers and increase child care provider participation. This may include scholarship and/or travel stipends to remove financial barriers to attendance.
- Be responsible for reviewing requests and making scholarship/travel stipend awards.

In no way will scholarships or stipends supplant other professional development resources and opportunities that exist in the region.

Providers of community based professional development are expected to partner with First Things First during all stages of planning and implementation, and with local early care and education professionals and other early care and education stakeholders in developing and marketing the program. They will also be required to demonstrate a willingness to work with First Things First Regional Partnership Councils via the Regional Coordinator structure and the systems of communications established by First Things First. In order to document progress towards successful implementation and the achievement of specified goals and outcomes, programs will also be required to function within the framework of First Things First evaluation efforts.

⁴ http://ccf.edc.org/PDF/MentorRG_Eng.pdf

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

References:

National Association for the Education of Young Children (1993). *A Conceptual Framework for Early Childhood Professional Development*.
Pennsylvania BUILD Initiative (November 2004). *Building an Early Childhood Education and Care Professional Development System: Where are We? What are the Next Steps?* Pennsylvania Department of Education.

Exhibit B

FIRST THINGS FIRST Scholarships other than TEACH CDA, Associate in Arts and Associate in Science Degrees Standards of Practice

Research has demonstrated that young children perform better when their teachers have a quality education which includes college coursework in early care and education and are well compensated. In Arizona less than half of all teachers of young children have either two or four year degrees. Of those that do, few have degrees in child development or early childhood education. Early care and education professionals often make little more than minimum wage and receive few or no benefits. Low wages present a major barrier to encouraging high-quality, well-educated, and well-trained personnel to enter and remain in the field. High turnover rates, up to 50 percent in many centers, significantly impact continuity of care and create attachment difficulties for children.

Scholarships for college-credit coursework are one method of creating access to higher education for a low-income workforce that lacks the financial means to afford college. Scholarships enable the early childhood workforce to take coursework leading to credentials and degrees by making it possible for them to afford the expense of going to school.

Scholarships must adhere to the following qualifications:

- Scholarships can only be awarded for an accredited Arizona public institution of higher education.
- The College or University must have an established Early Care and Education (ECE) program that provides academic advisement to its students by an Early Care and Education faculty or advisor, and that offers coursework that leads to a degree in early care and education.
- The college must demonstrate that its ECE students are making adequate progress towards receiving their degrees/certificates. Adequate progress is defined as successfully completing 67 percent of courses enrolled during one academic school year.

Agencies disbursing college credit scholarships will:

- Develop criteria for scholarship awards and establish recruitment processes for potential scholars.
- Ensure scholarship applicants are at least 18 years of age and have a high school diploma or GED, or are high school students currently participating in an early care and education course of study through their high schools.
- Ensure that individuals receiving scholarships either work, volunteer or live in the region.
- Identify outreach and access opportunities for engaging potential scholarship applicants.
- Ensure that every scholarship recipient works with an Early Childhood Education advisor or faculty member to develop an individual professional development education pathway/plan and pursues, at an appropriate rate, the early care and education coursework that accomplishes that pathway/plan.

- Make available financial aid assistance, or utilize financial aid advisors at local colleges and universities to provide financial aid assistance to scholarship recipients.
- Confirm that each scholarship recipient has exhausted other forms of financial aid including completion of Federal Financial Aid Program (FAFSA).
- Ensure official written letters/notices of denial or ineligibility/unavailability of additional educational funding sources are submitted (and on file) by scholarship applicants prior to scholarship award.
- Process requests and distribute funding -in a timely manner.
- Ensure that scholarship recipients complete a college placement test.
- Conduct scholarship application reviews and make scholarship award recommendations.
- Ensure that all coursework meet the requirements for either the National Child Development Associate (CDA) credential and/or the certificate of completion or 2-year degree in early childhood education. .
- Ensure scholarship recipients enroll in and complete courses paid for by the scholarship with a grade of "C" or better, and provide documentation of grades received for all coursework paid for through the scholarship in order to remain eligible for continued funding.
- Ensure scholarship recipients must pay for any coursework that must be retaken because of failure to achieve a minimum grade of "C" or for withdrawing after the refundable add/drop period.
- Provide the Regional Partnership Council with reports outlining awards made and written updates for each semester indicating the numbers, and amount of scholarships awarded.
- "To address cultural competency objectives, early childhood practitioners /early childhood service providers shall ensure that children and families receive from all staff members effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners /early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children."

<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15> ;

<http://www.naeyc.org/positionstatements/linguistic>

Exhibit C

Performance Measures

Program Specific Data Collection

Grantees will be provided with data reporting requirements by First Things First 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 including the electronic submission (through First Things First secure web portal known as PGMS) of data identified in data reporting templates (which will follow the First Things First general orientation).

First Things First reporting requirements will be aligned with the Goals, Key Measures, and Performance Measures identified in each Scope of Work. The purpose of the First Things First data submission is to determine the extent to which the program has accomplished the stated goals and key measures, through reporting on program implementation as well as program outcomes (as appropriate and identified in the performance measures).

Grantees agree to participate in the First Things First evaluation and any program specific evaluation or research efforts. Grantees are 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 confidential manner. In addition, Grantees agree to follow 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. Grantees will collect and report data to First Things First on the progress of achieving the Performance Measures. Grantees will receive training on specific reporting requirements. Reporting requirements will be detailed and specific and aligned with the performance measures. 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). Based on specific strategic objectives, data will be reported for subgroups, for example, one group of strategies may require reporting of the number of children from birth through five, whereas other strategies will need to report numbers broken down to number of infants, toddlers, and preschoolers. An additional example would be for type of Early Care provider or enrollment status. Examples of subgroups of Early Care providers are licensed with the Arizona Department of Health Services, accredited, regulated by Tribal authorities, etc; examples of family enrollment statuses are newly enrolled, continuing enrollment, disenrolled.

Performance Measures for purposes of this Agreement are as follows:

1. Number of professionals working in early care and education pursuing a CDA in early childhood/proposed service numbers.
2. Number of professionals pursuing a CDA in early childhood/actual service number.
3. Number of college credits held by professionals/proposed service numbers.

- |
4. Number of college credits held by professionals/actual service numbers.

Attachments and Exhibits

Attachment A	Standard Data Collection Form
Attachment B	Applicant's Experience
Attachment C	Personnel Overview
Attachment D	Implementation Plan
Attachment E	Funds Requested Page
Attachment F	Line Item Budget
Attachment G	Budget Narrative
Attachment H	Disclosure of Other Funding Sources
Attachment I	Financial Systems Survey
Attachment J	Evaluation Plan
Attachment K	Proposed FTF CDA coursework Schedule

Attachment A

FIRST THINGS FIRST STANDARD DATA COLLECTION FORM

A. Agency Information:

Program Name (if applicable) NAVAJO FTF CDA PROJECT

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

Employer Identification Number: 86-0277526

Agency Classification: ☐ State Agency ☐ County Government ☐ Local Government ☒ Schools ☐ Tribal

☐ Faith Based ☒ Other Community College

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?

Enter District # 1

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

In which Legislative (State) District is your agency?

Enter District # 5

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

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

\$ 3,000,000

What is your organization's fiscal year-end date? June 30, 2010

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 Heinfield, 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: \$120,344

Service area of proposed program: Navajo Nation

Target population of proposed program: 30

Number of participants to be served: 30

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

NAVAJO FTF CDA PROJECT: This project proposes to provide training/college coursework leading to the readiness of 30 Navajo Nation tribal early educators/care givers to successfully apply for and to obtain their CDA (Child Development Associate) Credential.

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 x. _____ Fax 928-524-7312

County Navajo

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

Agency Northland Pioneer College Contact Person Maderla Ellison

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

Address _____ Email mellison@npc.edu

City, State, Zip Holbrook, AZ 86025 Phone (928) 524-7643 Fax (928) 524-7676

County Navajo

Attachment B

APPLICANT'S EXPERIENCE

Name and address of organization for which the service or activity was provided The Early Childhood Development Program at NPXC 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.
Location where services or activities were conducted Throughout Apache and Navajo counties, including the tribal nations of Hopi, White Mtn. Apache and Navajo. In addition to the four main campuses, the ECD Program has provided trainings and coursework in child care centers, Head Start program centers, Chapter Houses, school buildings, etc. throughout their service area.
Dates the service or activity was conducted 1974-2010
Describe the services or activities that were provided Early Childhood course work leading towards the successful completion of the CDA Credential and/or the completion of courses leading to Certificates of Completion, Certificates of Applied Science, Associate of Applied Science degrees and Associate of General Studies degrees in the emphasis areas of : Infant/Toddler, Preschool, School Age, Family Child Care, Early Childhood Administration, Early Childhood Special Needs.
Describe what was achieved with the services or activities (e.g. increased knowledge among 20% of program participants, served 100 children, etc.) Throughout the years since 1974, hundreds of individuals have increased their knowledge in early childhood areas and earned CDA Credentials as well as certificates and degrees.

Attachment C

KEY PERSONNEL OVERVIEW

STAFF MEMBER	BACKGROUND AND EXPERTISE OF PERSONNEL
Name: Claude S. Endfield, M.S. Title: Program Chair/Faculty, Early Childhood FTE on this project: 5%	M.S. in Child Care Administration, B.S. in Elementary Education. Associate degrees in Child Development and Business NPC employee since 1988 Former Head Start parent, teacher and director with White Mtn. Apache Head Start, Whiteriver, AZ Former Assistant Director of Components, Western Navajo Agency Head Start, Tuba City, AZ
Name: TBD Title: ECD Instructor/CDA Advisor FTE on this project: 50%	Bachelor's Degree or higher in Early Childhood or related field 5 years experience working in early childhood setting Knowledge of CDA Program and adult learning
Name: TBD Title: ECD Instructor/CDA Advisor FTE on this project: 50%	Bachelor's Degree or higher in Early Childhood or related field 5 years experience working in early childhood setting Knowledge of CDA Program and adult learning
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 Ed.D 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 Adminstrated 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 25+ 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. Participant in 2006, Indigenous Forum on Investigating Quality, University of Victoria, Victoria, British Columbia, Canada. Recipient of Outstanding Parent Award from Northern AzAEYC, which will hereafter be named the Claude Endfield Parent Award, 2007. Published: "Defining Quality: A Personal Journey", Canadian Journal of Native Education, 2008

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 At Large Board 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, 2007-2008
Member, School Readiness partnership, Apache County, 2007-2008
Member, SPECL, Navajo County, 2007-2008
Member, First Things First Navajo-Apache Regional Partnership Council, 2008-2011

PROFESSIONAL CERTIFICATION

Arizona State Certified, Elementary Education, K - 8
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.

Attachment D

IMPLEMENTATION PLAN

Activities	Task	Person Responsible	Date Task Will Be Completed/Timeline	Support Documentation
Recruitment of instructors	Post position opening through Human Resources	Claude S Endfield, ECD Program chair, NPC	Feb, 2010 or upon notice of award	Copy of job announcement, Navajo Times ad Gallup Independent ad
	Submit copies to tribal and Gallup newspapers and Tribal Personnel Office, Navajo Nation Head Start program and related programs	Human Resources	Upon notice of grant award	Copies of ads and job postings
	Interview applicants	Claude S. Endfield and Interview committee	June, 2010	Interview questions, rating sheets, applicant transcripts and training records
Recruitment of participants	Develop project announcement, determine eligibility criteria, recruitment effort	C S Endfield	June, 2010	Copies of fliers, ads, announcements, criteria, recruitment posters
	Selection of participants	ECD program Chair, Navajo Head Start & Navajo Tribal Child Care staff	June and July, 2010	Application and evaluation process for selection
Begin CDA coursework	Register participants for summer session Locate facility Begin classes	Claude S. Endfield ECD Instructors	June – July, 2010	Registration forms, class attendance sign in sheets, Grade rosters, calendar
Participation in meetings and events	Participate in FTF Meetings including state wide meeting	Program Chair, ECD Instructors	June 2010 – June 2010	Attendance log, meeting minutes
	ECD Faculty meeting, Holbrook	CS Endfield, program chair	Ongoing for period of grant	Sign in roster, agenda, notes
	NPC Advisory Council meetings	C. Endfield	On-going	Meeting minutes, agendas, notices
Continue CDA coursework; apply for assessment	Register participants for Fall and spring Semesters Locate facility Begin classes	Program Chair ECD Instructors	August – Dec. 2010 Jan – May 2011	Registration forms, class attendance sign in sheets, Grade rosters, calendar
	Participants to complete requirements for ECD 270 CDA Assessment course	Program Chair ECD Instructors	Jan-may 2011	Completed resource files, autobiographies and competency statements, attendance rosters; Copies of p.o.'s for CDA Assessment packets
	Participants will apply for CDA Assessment	Program Chair ECD Instructors	June 1, 2011	Copies of Assessment application submitted to Washington, DC; copies of p.o.'s
Complete Assessment	Participants will be assessed	The council for Professional Recognition will schedule assessment dates	Summer 2011	Copies of credentials as participants receive them

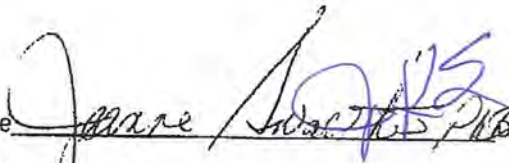
Attachment E

FUNDS REQUESTED PAGE

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

\$ \$120,344 Total Funds Requested

Authorized Signature

 Date Feb. 16, 2010

Job Title College President

*As shown, a line item budget justification for each component MUST be included in the proposal that describes the procedure for determining the cost of budget categories. Detail in the line item budget narrative strengthens proposals. See the following page for budget narrative format.

Authorized signature Jeanne Roberts PhD, Date Feb. 16, 2010
Job Title President

Attachment F**STANDARD LINE ITEM BUDGET – NO MATCHING FUNDS****Budget period: October 1, 2010 – June 30, 2011**

Budget Category	Line Item	Requested Funds	Total Cost
PERSONNEL AND FRINGE BENEFITS			
Personnel	Principal Investigator (.10 FTE, in-kind)	\$ 5,600	\$ 49,640
	ECD Instructor/CDA Advisor for Fort Defiance Agency cohort (1.0 FTE, requested)	\$22,020	
	ECD Instructor/CDA Advisor for Chinle Agency cohort (1.0 FTE, requested)	\$22,020	
PROFESSIONAL SERVICES			
TRAVEL			
In State travel		\$ 8,960	\$ 8,960
OTHER OPERATING EXPENSES			
Tuition, books and fees	Fall 2010 Cohort	\$ 7,620	\$ 52,830
	Spring 2011 Cohort	\$16,380	
	Summer Session I Cohort	\$16,380	
Cohort Course supplies		\$ 1,800	
CDA Assessment packets		\$ 900	
CDA Assessment fees		\$ 9,750	
Subtotal Direct Program Costs:		\$111,430	\$111,430
Administrative/Indirect Costs:			
INDIRECT COSTS	8% indirect costs	\$ 8,914	\$ 8,914
TOTAL COST			
Total		\$120,344	\$120,344

Authorized Signature *Jeanne Swartz, Ph.D.* Date *9/2/10*Job Title *President*

ATTACHMENT G

First Things First-Navajo Nation Regional Partnership Council Child Development Associate Program Budget Narrative Explanation October 1, 2010-June 30, 2011

GRANT BUDGET NARRATIVE

Personnel (\$49,640)

Salaries and ERE are based on Northland Pioneer College classification system for personnel as well as negotiated employee related expenses. Where existing personnel are enlisted for this project, their current salary schedule and benefits have been incorporated into this budget.

Principal Investigator (\$5,600) (.10 FTE In Kind, 8 months)

Claude Endfield

Claude will be responsible for fiscal and administrative oversight of this project. She will recruit and hire adjunct faculty, as well as review the faculty's performance, project achievements, and reports. Full time equivalent salary: \$56,000.

Adjunct Faculty/Advisor (\$44,040) (2.0 FTE, 8 months) TBH

Funds are requested to hire two adjunct faculty/advisors. Individuals hired for these positions will be responsible for instruction and advising of cohort students. One faculty is needed for each cohort in the Fort Defiance and Chinle Agency. Full Time equivalent salary: \$22,020.

In-State Travel (\$8,960)

Funds are requested for staff travel related to cohort instruction, administrative meetings, training, etc. Travel estimates include mileage, per diem and lodging. The basis for travel estimate calculations includes:

Mileage – Personal Care (Principal Investigator and Adjunct Faculty)			
Principal Investigator: 163 round trip miles per month	162 miles x .445 x 4 months = \$289		
Fort Defiance Adjunct Faculty: 500 round trip miles per month	500 miles x .445 x 8 months = \$1,780		
Chinle Adjunct Faculty: 1000 round trip miles per month	1000 miles x .445 x 8 months = \$3,560		
Lodging and Per Diem			
	Navajo County	Apache County	Total
Lodging	4 nights @ \$71 = \$284	20 nights @ \$60 = \$1200	\$1,484
Per Diem	3 days @ \$49 = \$147	50 days @ \$34 = \$1,700	\$1,847

Other Operating Expenses (\$52,830)

Cohort expenses for CDA Training coursework for 2 sites, Fort Defiance and Chinle for Spring semester 2010 and Summer Session 1. Classes are offered 4 days a week.

Fall Semester's Tuition, books and fees (\$7,620)

- Chinle Cohort: 15 students x \$254 (3 credits)
- Fort Defiance: 15 students x \$254 (3 credits)

Spring Semester's Tuition, books and fees (\$16,380)

- Chinle Cohort: 15 students x \$546 (7 credits)
- Fort Defiance: 15 students x \$546 (7 credits)

Summer Session, June 2010, Tuition, books and fees (\$16,380)

- Chinle Cohort: 15 students x \$546 (7 credits)
- Fort Defiance: 15 students x \$546 (7 credits)

Cohort Course Supplies (\$1,800)

Students supplies will include notebooks/binders, divider tabs for CDA Resource Files, and a developmental Profiles text book.

\$20 per student x 30 students x 3 semesters

CDA Assessment Packets (\$900)

CDA Assessment Packets contain all of the instructions and materials needed for CDA cohort student to apply for CDA Assessment from the Council for Early Childhood Professional Recognition, Washington, DC. (Two copies of CDA books for specific endorsement area, parent questionnaires to be completed by parents, booklet to be completed by CDA (NPC faculty) Advisor and CDA application form.

\$30 per packet x 30 students

CDA Assessment Fees (\$9,750)

Fee assessed to each cohort student by CDA Representatives from the Council for Early Childhood Professional Recognition, Washington, DC. Fee is submitted when CDA cohort student submits their application for assessment. Fee will only be submitted when CDA cohort student has completed all requirements from NPC and faculty deems the student is ready for a successful assessment. Projected application date: June, 2011.

\$325 x 30 students

Authorized Signature

Jeanne S. Sorensen, Ph.D.

Date

8/3/10

Job Title

President

LINE ITEM BUDGET – USE IF LISTING MATCHING FUNDS

[illegible]

TOTAL COST
Total

Jeanne Swartz, Ph.D.

9/3/10

Attachment H

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

Jeanne A. Swartz PhD Date *Feb. 16, 2010*

Job Title

President

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?	☒ YES ☐ 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.	☒ YES ☐ 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.	☒ YES ☐ 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?	☐ YES ☐ NO ☒ N/A
6. If you answered YES to question #5, under what section of the IRS code? ☐ 501 C (3) ☐ 501 C (4) ☐ 501 C (5) ☐ 501 C (6) ☐ Other Specify: _____	
7. Does your organization have established policies related to salary scales, fringe benefits, travel reimbursement and personnel policies?	☒ YES ☐ NO

B. FUNDS MANAGEMENT

1. Which of the following describes your organization's accounting system?	☐ Manual ☒ Automated ☐ Combination
--	---

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

C. INTERNAL CONTROLS

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

D. PROCUREMENT

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

E. CONTACT INFORMATION

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

Prepared By: Tad Spader

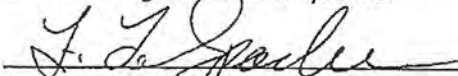
Job Title: Controller

Date: Fe. 12, 2010

Phone/Fax/Email: _____

F. CERTIFICATION

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


Authorized Signature

G. COMMENT AND ATTACHMENTS

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

Number of Attachments (please number each attachment): _____

COMMENTS:

Navajo County Community College District
(Northland Pioneer College)
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2009

<u>Grantor/Pass-Through or/Program Title</u>	<u>Federal CFDA Number</u>	<u>Pass-Through Grantor's Number</u>	<u>Expenditures</u>
U.S. Department of Labor			
<i>Passed through White Mountain Apache Tribe</i>			
WIA Adult Program	17.258	B516050081:\$	51,124
<i>Passed through Arizona Department of Commerce</i>			
WIA Pilots, Demor	17.261	2IBM8671	50,719
<i>Total U.S. Department of Labor</i>			<u>101,843</u>
U.S. Small Business Administration			
<i>Passed through Maricopa County Community College District</i>			
Small Business Dev	59.037	9-603001Z-0003-17	103,924
U.S. Department of Health and Human Services			
Rural Access to Err	93.259		21,678
U.S. Department of Education			
American Recovery and Reinvestment Act			
<i>Passed through Governor's Office of Economic Recovery</i>			
ARRA - State Fiscal	84.394A		#####
Student Financial Assistance Cluster			
Federal Supplement	84.007		50,554
Federal Work-Study	84.033		111,716
Federal Pell Grant	84.063		#####
Academic Competi	84.375		14,500
<i>Total Student Financial Assistance Cluster</i>			<u>#####</u>
<i>Passed through Coconino Community College</i>			
Higher Education - I	84.031A		239,394
<i>Passed through the Arizona Department of Education:</i>			
Adult Education - S	84.002A	09FAEADL-970595-03A	19,791
Adult Education - S	84.002A	09FAEABE-970595-04A	308,602
Adult Education - A	84.002	09FAEARP-970595-06A	57,256
<i>Total Adult Education</i>			<u>385,649</u>
Career and Technic	84.048	09FCTDBG-970595-01A	292,143

Tech-Prep Educatic	84.243	09FCTDTP-970595-02A	<u>91,681</u>
Total Pass through the Arizona Department of Education			769,473

Passed through Arizona Commission for Postsecondary Education:

Leveraging Educati	84.069	209PE233	54,953
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Total U.S. Department of Education	#####
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Total Expenditures of Federal Awards	\$	<u>#####</u>
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Attachment J**EVALUATION PLAN**

Performance Measure	Data to Collect	Plan for Data Collection	Plan for Using the Data
30 early childhood educators/care givers recruited	Application forms; list of selected participants; waiting list; recruitment ads	ECD Program chair	
Number of the 30 participants successfully completing ECD coursework with grades of "C" or higher	Transcripts, Implementation Plans, ECD Intern Contact forms	Instructors to submit paperwork on monthly basis to Program Chair	Follow up; additional mentoring
Attendance of participants at clustered trainings	Sign in rosters; Intern Contact forms	Monthly by instructors	Follow ups re: absenteeism; additional mentoring
Attendance of participants during on site visits and observations	Intern contact forms CDA Advisor Observation booklet	Monthly by instructors	Follow ups re: absenteeism; additional mentoring
Number of participants applying for CDA Assessment	Copies of assessment applications; purchase orders	Spring 2011 ECD Program Chair	
Number of CDA credentials awarded	Copies of credentials awarded	Summer 2011 ECD Program Chair	
Number of CDA'd staff continuing working towards additional certificates/degrees.	Transcripts	Summer 2011 ECD Program Chair, NN Program administrators	

ATTACHMENT K

PROPOSED FTF CDA COURSEWORK SCHEDULE
Summer 2010-June 2011

Course #	Course Title	Semester	Comments
ECD 100 ECD 102 ECD 147 ECD 148 ECD 149 ECD 150	Ensuring a Healthy Environment Ensuring a Safe Environment Prenatal Infant Development Toddler Development Preschooler Development Middle Childhood	Summer 2010	6.0Credits 4 days per week 4 weeks Tiered tuition rate applies
ECD 105 ECD 108 ECD 115 ECD 120 ECD 125 ECD 136	Guidance Techniques Observing Young Children Nutrition in Early Childhood Positive Self concepts Creative Media Understanding How Children Learn	Fall 2010	6.0 credits
ECD 101 ECD 103 ECD 110 ECD 123 ECD 270	Learning Environments in E. C. Planned Arrangements Relationships with Parents Music and Movement CDA Assessment Prep Make up of missing courses TBD for each student as necessary	Spring 2011	6.0 credits "Mock" CDA Assessments may be scheduled for "practice"
	Students may elect to continue working towards the one year NPC Early Childhood Certificate (COP)	Summer 2011	Tuition fees and other costs not reflected in proposed budget

Navajo County Community College District Governing Board Meeting Minutes

September 21, 2010 – 11:00 a.m.

2251 East Navajo Boulevard, Holbrook, Arizona, 86025

Governing Board Member Present: Bill Jeffers, Ginny Handorf, E.L. Parsons, Daniel Peaches and A.T. Siquah

Staff Present: President, Dr. Jeanne Swarouth; Vice President, Blaine Hatch; Vice President, Mark Vest; Information Services Director, Eric Bishop; Recording Secretary to the Board, Russell Dickerson.

Others Present: Everett Robinson, Linda Kor, Gary Mack, Eric Henderson, Peggy Belknap, Claude Endfield, Jennifer Lewis, Courtland Hopkins, Ronnie Bishop, Kathi Bishop, Karalea Kowren, Preston Romero, Ina Sommers, Beulah Bob-Pennypacker, Kate Dobler-Allen, MiAnna Tyler, Kathy McPherson, Lorraine Benally and Myrtle Dayzie-Grey.

Agenda Item 1: Call to Order and Pledge of Allegiance

Chairman Jeffers called the meeting to order at 11:00 a.m. Mr. Siquah led the Pledge of Allegiance.

Agenda Item 2: Adoption of Agenda

Mr. Peaches moved to adopt the agenda as presented. Mr. Parsons seconded the motion. *The vote was unanimous in the affirmative.*

Agenda Item 3: Call for Public Comment

NPC Foundation Executive Director, Lance Chugg rescinded his request to speak as he was able to address the Board in the study session.

Agenda Item 4: Reports

4.A. – Financial Position – Vice President Hatch

Mr. Hatch reported that the first month, or 8% of the 2010-11 fiscal year has expired. Mr. Hatch reported that the primary tax levy has, to date, brought in approximately \$116,000, or 1%, and reflects expectations for this point in the year. Mr. Hatch reported that the first quarter allocation of State aid has been received, tuition and fees are at 8% and on target for the month of July, and investment earnings are at 13% and much closer to target amounts following significant reductions from last year's budget amounts. Mr. Hatch reported that total revenues in the general fund are at 12% and total just over \$2.8 million and expenditures are at just under \$1 million, or 5% and are on target. Mr. Hatch reported that unrestricted plant fund expenditures total about \$8,500 and that fund revenues, consisting primarily of a transfer from the general fund and a small amount of investment earnings, are used to fund capital expenditures. Mr. Hatch reported that restricted fund revenues total just over \$77,000 and expenditures total just under \$31,000 for a net gain in revenues through July. Mr. Hatch noted that adjustments have been made to the auxiliary fund following an elimination of a college operated bookstore and the addition of Business and Industry Training and Community Education revenues and expenditures into the auxiliary fund. Mr. Hatch reported that auxiliary fund revenues total just under \$52,000, with almost \$6,000 in transfers and expenditures total \$51,975. Mr. Hatch concluded by reporting that net cash for all activities totals \$2.1 million.

Responding to a Board question, Mr. Hatch explained that the majority of tuition and fee revenue does not appear until the beginning of the semester and added that in July, the college does not require tuition payments for the



fall semester and at that time, has not issued financial aid awards. Mr. Hatch offered to submit a chart for Board review that shows when tuition and fees are received over the course of the academic year.

4.B. – NPC CASO – Ina Sommers

Ina Sommers, CASO President, presented two fliers the organization is distributing in order to seek donations that will fund student scholarships. Ms. Sommers reported that last semester, CASO members contributed \$61 per pay period as compared to \$4 per pay period this semester. Ms. Sommers commented that this reduction in contributions may reflect the current economic downturn and reported that the fund raising drive for this year will be open to all NPC employees and not be limited to only CASO members. Ms. Sommers reported that last semester, approximately \$1,500 in textbook reimbursement scholarships were awarded to CASO members. Ms. Sommers reported that CASO will hold the annual professional development retreat on October 22, 2010. Ms. Sommers reported that the first draft of the revised CASO bylaws have been forwarded to Mr. Hatch for review.

4.C. – NPC Faculty Association – Gary Mack

Gary Mack, NPC Mathematics Department Chair and NPC Faculty Association President, reported that the association met and discussed recent enrollment trends and the primary focus so far has been to populate the NPC college committees for the 2010-11 academic year. Mr. Mack reported that the Faculty Association is working to form a salary negotiation committee that will address recent salary freezes and cuts with the goal of realizing some positive movement on the salary scale. Mr. Mack stated that this will be his third time serving as Faculty Association president and that he looks forward to the upcoming year.

4.D. – NPC Student Government Association – Jake Hinton

Mr. Hinton introduced the Student Government Association (SGA) officers for 2010-11: Preston Romero, President, Cortland Hopkins, Vice President and Jennifer Lewis, Secretary/Treasurer. Mr. Hinton reported that about 75% of the student government positions have been filled, applications are still being received and that he hopes to have a full roster within the next two weeks. President Romero addressed the Board and reported SGA will continue to work hard this year and focus on increasing student participation through activities that enrich the NPC student experience. Ms. Handorf commended the SGA officers on the fine job they did last year and Chairman Jeffers added that NPC students are fortunate to have such good representatives.

4.E. – NPC Foundation – Lance Chugg

Lance Chugg, NPC Foundation Executive Director, reported that the Foundation will hold its annual meeting on October 21, 2010, at the Heritage Social Hall in Snowflake, Arizona and will include a scholarship dinner to which scholarship recipients, donors and Foundation members will be invited. Mr. Chugg reported that last year, the Foundation awarded scholarships to 50 students in 17 communities in Navajo and Apache counties. Mr. Chugg reported that the Foundation financial audit process is underway.

Agenda Item 5: Consent Agenda

Mr. Siquah moved to approve the consent agenda as presented. Ms. Handorf seconded the motion. *The vote was unanimous in the affirmative*

Consent Agenda (Action):

- A. August 17, 2010 Study Session Minutes
- B. August 17, 2010 Regular Board Meeting Minutes

Agenda Item 6: Old Business

None.



Agenda Item 7: New Business

7.A. – Request to Approve Intergovernmental Agreement with the Governor's Office of Economic Recovery (GOER) – Vice President Hatch

Mr. Hatch presented the staff recommendation to approve the intergovernmental agreement with GOER allowing the college to receive \$14,596.93 in state fiscal stabilization funding, as discussed in study session. Ms. Handorf moved to approve the intergovernmental agreement as presented. Mr. Parsons seconded the motion. *The vote was unanimous in the affirmative.*

7.B. – Request to Approve Navajo Nation First Things First Grantee Agreement – Vice President Vest

Mr. Vest presented the staff recommendation to approve the Navajo Nation First Things First grantee agreement as discussed in study session. Mr. Vest explained that the agreement allows the college, through the Arts and Sciences division with Early Childhood Development Program Coordinator Claude Endfield as the principle investigator, to provide CDA credentialing services to two groups of students at Ft. Defiance and Chinle, Arizona. Mr. Vest explained that the grant is for approximately \$120,000 with an equal split between the cost associated with two grant contingent faculty positions and payment for CDA assessment for program students. Kate Dobler-Allen, referring to the November ballot initiative, explained that a no vote will retain First Things First funding and a yes vote will eliminate the First Things First fund balance and retain the tax. Ms. Dobler-Allen reported that First Things First councils are planning for fiscal years 2012 and 2013 and are looking to move forward. Mr. Peaches moved to approve the grantee as presented. Mr. Siquah seconded the motion. *The vote was unanimous in the affirmative.*

7.C. – Request to Approve Vocational Skills Training Contract with the White Mountain Apache Tribe – Vice President Vest

Mr. Vest explained that this is an annual request to approve a partnership between the college and the White Mountain Apache Tribe using WIA funds to operate a construction trades program at the Whiteriver Center with a hands-on component at various locations that consists of building tribal housing. Mr. Vest explained that the maximum contract amount is \$89,733.60 and allows for up to 18 students to be trained. Mr. Siquah moved to approve the contract as presented. Ms. Handorf seconded the motion. *The vote was unanimous in the affirmative.*

7.D. – Request to Approve Intergovernmental Agreement with the Maricopa County Community College District (MCCCD) – Vice President Vest

Mr. Vest presented the staff recommendation to approve the IGA with MCCCD as discussed in study session. Mr. Vest explained that a standard process exists across the state for community colleges to cross district boundaries and offer courses or programs for dual enrollment within the boundaries of another district and added that this typically occurs when the home district does not have the desired program or set of courses. Mr. Vest explained that Scottsdale Community College, part of the Maricopa system, offers a culinary arts program while NPC does not. Mr. Vest reported that at least one school within the NPC service area wants to articulate an agreement for dual enrollment for the culinary arts program. Ms. Handorf moved to approve the intergovernmental agreement as presented. Mr. Parsons seconded the motion. *The vote was unanimous in the affirmative.*

7.E. – Request to Approve Renewal of Networking Equipment Maintenance Agreement – Director Bishop

Mr. Bishop presented the staff recommendation to approve renewal of the existing networking equipment maintenance agreement for a period of one year not to exceed \$60,000 as discussed in study session. Mr. Bishop explained that three quotes were received and the winning bid was from World Wide Technologies in the amount of \$53,765.08. Mr. Bishop explained that a secondary request seeking authority to renew future maintenance agreements, without bringing them to the Board for approval, provided the renewal cost does not exceed 110% of the prior year, was presented as a convenience for the Board and Mr. Bishop added that it does not place an

