

GRANTEE AGREEMENT

GRA-RC029-13-0533-01

**Between The
San Carlos Apache Regional Partnership Council,
Arizona Early Childhood Development and Health Board
(First Things First)
And
Gila County Library District**

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 San Carlos Apache 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 Gila County Library District (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 August 1, 2012 and shall terminate on June 30, 2013. 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. All parents and families of young children can benefit from an increased awareness of early childhood development including early language and emergent literacy and of how to best support development. (Refer to Section III Scope of Work, Exhibit A, Statement of need for a full description.)
- B. The First Things First Parent Outreach and Awareness strategy provides families of young children with information, materials or connections to resources and activities that increase awareness of early childhood development and health and the resources, supports or programs available for young children and their families. The San Carlos Apache Regional Partnership Council's intent is to implement the Imagination Library Book Club program

through the Gila County Library District and services provided at the San Carlos Public Library on the reservation which is an affiliate of the County Library District. (Refer to Section III Scope of Work, Exhibit A, Description of the strategy including Standards of Practice for a full description.)

- C. This strategy will be implemented to deliver books to 800 children in the region through the Gila County Library District and services provided at the San Carlos Public Library on the reservation which is an affiliate of the County Library District. (Refer to Section III Scope of Work, Exhibit A, Target Population to serve.)
- D. Adhere to the First Things First Data Collection Target Service Unit Guidance Document (Exhibit C).
- E. Adhere to the First Things First Data Security Guidelines (Exhibit D).
- F. Comply with the Scope of Work Narrative Responses, Implementation Plan and Submit the Grant Management Forms provided by First Things First (Attachments A – H).
NOTE: Narrative Responses, Implementation Plan, Line Item Budget, and Line Item Budget Narrative are required to be submitted prior to this agreement becomes final and is signed by First Things First. Submission is required by July 5, 2012.
Agencies and Departments implementing FTF programming are required to coordinate and collaborate with all First Things First grant recipients. Collaboration is critical to developing a seamless service delivery system for children and families.

IV. MANNER OF FINANCING

The GRANTOR shall:

- a) Provide up to **\$36,663.00** 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.
- c) Prior to processing payment, a review of submitted quarterly program narratives and data submission reports will be conducted as well as a review of any other required submission of programmatic information by the grantor to ensure programmatic requirements have been fulfilled. Timely submission of these reports is also required for payment.

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/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:

Programmatic, Data Submission, and Financial 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 known as Partners and Grant Management System (PGMS) and shall contain such information as deemed necessary by the GRANTOR.

a. Quarterly Programmatic Narrative & Data Submission Reports are due:

- i. Period: July 1, 2012 – September 30, 2013
Due: October 20, 2012
- ii. Period: October 1, 2012 – December 31, 2012
Due: January 20, 2013
- iii. January 1, 2013 – March 31, 2013
Due: April 20, 2013
- iv. April 1, 2013 – June 30, 2013
Due: July 20, 2013
- v. The final programmatic report as submitted shall be marked FINAL

b. Financial Reimbursement Reports

- i. The GRANTEE shall provide, as frequently as monthly but not less than quarterly, requests for reimbursement. Reimbursement requests shall be submitted using the First Things First online grants management system known as Partners and Grant Management System (PGMS). This submission includes a basic line item ledger to detail the type of expense relating to the approved line item budget and validates approved staffing assigned to the project, travel is within the approved state rate limitation, and other line item budget expenditure details.
- ii. The GRANTEE shall submit a final reimbursement request for expenses obligated prior to the end of the termination of this Agreement no more than forty-five (45) days after the end of the Agreement. Requests for reimbursement received later than the forty-five (45) 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. First Things First follows all State of Arizona and Federal laws, State of Arizona Uniform Terms and Conditions and in particular abides by the Arizona Uniform Terms and Conditions and Uniform Instructions and are incorporated into this Agreement through reference. These laws include Federal Immigration and Nationality Act (FINA) and all other federal immigration laws and regulations related to immigration status of its employees. First Things First may request verification for any Grantee, Contractor, or Subcontractor performing work under the agreement. Anyone entering into an Agreement with First Things First is required to follow any

and all State laws around immigration and English only. Should First Things First suspect that a grantee is not in compliance with state or federal laws and First Things First may pursue any and all remedies allowed by law, including but not limited to: suspension of work, termination, and suspension and/or debarment of the grantee. All costs necessary to verify compliance are the responsibility of the grantee.

- 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 2009-09, which mandates that all persons, regardless of race, color, religion, sex, age, national origin, disability or political affiliation, shall have equal access to employment opportunities and all applicable provisions and regulations relating to Executive Order No. 13279 – Equal Protection of the Laws for Faith-based and Community Organizations.

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 and normally located in the Partners and Grant Management System (PGMS).

XXXI. INDEMNIFICATION

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

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

XXXII. 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.

XXXIII. 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".

XXXIV. 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 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.

XXXV. 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.

XXXVI. 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.

XXXVII. 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.

XXXVIII. 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.

XXXIX. 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.

XL. 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.

XLI. 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:

Gila County Library District
1400 E. Ash Street
Globe, Arizona 85501

XLII. IN WITNESS WHEREOF

The parties hereto agree to execute this Agreement.

**FOR AND BEHALF OF
Gila County Library District**

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

Tommie C. Martin

Chairman, Gila County Board of Supervisors

Rhian Evans Allvin

Chief Executive Officer

Date

Date

Approved as to form:

Bryan Chambers
Deputy County Attorney

Grant Agreement Attachments & Exhibits

Attachment A	Standard Agency Information Collection Form
Attachment B	Personnel Overview
Attachment C	Narrative Questions and Responses
Attachment D	Implementation Plan
Attachment E	Line Item Budget Form
Attachment F	Budget Narrative Explanation
Attachment G	Disclosure of Other Funding Sources
Attachment H	Financial Systems Survey
Attachment I	Data Collection Form
Exhibit A	Scope of Work Reference/Information
Exhibit B	Parent Outreach and Awareness Standards of Practice
Exhibit C	First Things First Target Service Unit Information
Exhibit D	Data Security Guidelines

Attachment A

FIRST THINGS FIRST STANDARD AGENCY INFORMATION COLLECTION FORM

A. Agency Information:

Program Name (if applicable) _____

Agency Gila County Library District Contact Person Jacque Griffin

Address 1400 E Ash St Position County Librarian

Address _____ Email jariffin@co.gila.az.us

City, State, Zip Globe, AZ 85501 Phone (928)402-8770x Fax 928-425-3462

County Gila Employer Identification Number: 86-6000444

Agency Classification: State Agency County Government Local Government Schools
 Tribal Faith Based Other

Have you previously conducted business with First Things First using this EIN? Y N
If NO, please go to the following website, download the State of Arizona Substitute W-9 Form and submit with your Application: http://www.gao.az.gov/Vendor/account_setup_home.asp.

In which Congressional (Federal) District is your agency? Enter District # 1,4
<http://www.azredistricting.org> (click on Final Maps)

In which Legislative (State) District is your agency? Enter District # 6,7,8
<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?
0.00

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

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 Criston Larson Allen LLP

Address 1201 South Alma School Rd. Mesa, AZ 85210

Phone Number 480-615-2300

B. Proposed Program Information / Description:

Amount requested: \$36,663

Service area of proposed program: The San Carlos Apache Indian Reservation

Target population of proposed program: 861 children ages birth to five in the region to be registered and receive books through the Imagination Library Book Club program

Number of books distributed: 10,332

Number of local resource guides distributed to be served: 0

Number of workshops held to be served: 36

Number of events held to be served: 0

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

Promote "Every Child Ready to Read" early literacy program that provides training to parents about the importance of early literacy development for young children birth through age five.

As an incentive and reward, each month, each child whose parents enrolled in the early literacy program will receive a book in the mail addressed to the child provided by the Dolly Parton Foundation Imagination Library Book Program.

C. Contact Information

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

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

Main Contact Person Jacque Griffin

Position County Librarian

Address 1400 E Ash St

City, State, Zip Globe, AZ 85501

Email jgriffin@co.gila.az.us

Phone 928-402-8770 x Fax 928-425-3462

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

Program Contact Person Mary Stemm

Position Library Assistant Senior

Address 1400 E Ash St

City, State, Zip Globe, AZ 85501

Email mstemm@qlcd.az.org

Phone (928)402-8768 x Fax 928-425-3462

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

Financial Contact Person Mary Stemm

Position Library Assistant Senior

Address 1400 E Ash St

City, State, Zip Globe, AZ 85501

Email mstemm@qlcd.az.org

Phone (928)402-8768 x Fax 928-425-3462

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

Evaluation Contact Person Mary Stemm

Position Library Assistant Senior

Address 1400 E Ash St

City, State, Zip Globe, AZ 85501

Email mstemm@glcd.az.org

Phone (928)402-8768 x _____ Fax 928-425-3462

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

Collaborator

Agency San Carlos Public Library

Contact Person Emma Victor

Address PO BOX 545

Position Library Manager

Address _____

Email emma_victor08@yahoo.com

City, State, Zip San Carlos, AZ 85550

Phone 928-475-2611 Fax 928-475-2611

County Gila

Collaborator

Agency Gila County WIC

Contact Person Ursula Donovan

Address 5515 S Apache Ave

Position WIC Manager

Address _____

Email udonovan@co.gila.az.us

City, State, Zip Globe, AZ 85501

Phone 928-402-8815 x _____ Fax _____

County Gila

Collaborator

Agency _____

Contact Person _____

Address _____

Position _____

Address _____

Email _____

City, State, Zip _____

Phone _____ x _____ Fax _____

County _____

Attachment B

PERSONNEL OVERVIEW

STAFF MEMBER	BACKGROUND AND EXPERTISE OF PERSONNEL
Name: <i>TBA</i> Title: <i>Community Liaison</i> FTE on this project: <i>.4</i>	<i>Community Liaison for San Carlos, Peridot, and Bylas</i>
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 individuals involved in the project.**

Attachment C

Narrative Questions and Responses

Narrative Responses Required

To complete your Application, provide a narrative response that addresses each of the items below.

- a) Provide a description of the program being proposed.

The Gila County Library District will coordinate a collaborative early literacy effort among the District, San Carlos Public Library, and Gila County Health Department (WIC) to promote early literacy development in young children, birth to age five, by conducting presentations to parents/caregivers at various locations throughout the San Carlos Apache Reservation. The District will enroll the children of the parents/caregivers who attend the information sessions on the importance of early literacy with "Every Child Ready to Read" and "The Imagination Library." The Imagination Library Program will mail age appropriate, professionally selected books monthly to each child enrolled.

This project will build on the work that the San Carlos Public library already does regarding early childhood literacy efforts. Since 2005, those efforts have included information regarding the importance of early literacy development for young children, providing training to parents and caregivers at public gathering places and community events outside the public library setting, and including the foundational building blocks to early literacy development in story times and other preschool activities in the library setting.

Library staff at the San Carlos Public Library and the District office will register eligible children based upon residence (determined by zip code) and birthdates, enter the data in the Imagination Library database, pay the monthly invoice (average of \$ 25 per child per year), and pick up undeliverable books at the Post Offices throughout the service area. The Project Director, a Community Liaison and the San Carlos Public Library Manager will evaluate the program on a regular basis, create the evaluation forms and collect the required FTF evaluation data. Staff at library in the service area will be involved in enrolling children and assisting with the collection of evaluation data. The Project Director, a Community Liaison and the San Carlos Public Library Manager will promote the project in the libraries and in other venues and at events that happen in each of the communities. The Community Liaison will offer parent and caregiver early literacy trainings with the local partners, i.e. San Carlos Apache Tribe Women, Infant and Children program, San Carlos Head Start, etc...while the Gila County Library District staff will provide additional parent and

caregiver trainings in partnership with the San Carlos WIC offices and throughout the service area.

The Gila County Library District staff, the local liaison, and the staff at the San Carlos Public Library will be actively involved in enrolling children at the libraries, at other venues and at community events throughout the San Carlos Apache Reservation in order to access hard-to-reach families. Library District staff has already set up a collaborative effort with the Gila County Health Department WIC program which provides contact and training for 400 families countywide which includes the families of the San Carlos Apache Nation. Where many WIC programs around Arizona are experiencing a decline in the number of families served, Gila County WIC program has been experiencing an increase in service population. Other access points for reaching families will be at community events in each local community, social service agencies, and typical gathering places for parents such as grocery stores, churches, and doctor's offices.

Outcomes will be measured according to the performance measures required by First Things First as outlined on page 4 of the Grantee Agreement. Information will be gathered through a May survey mailed to the families participating in the program. The Community Liaison will conduct a survey of the Kindergarten Teachers at all schools located on the San Carlos Apache Reservation and the Fort Thomas Unified School District.

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

The Gila County Library District will target 861 children ages birth to five in the region to be registered and receive books through the Imagination Library Book Club program. This is number of children of the birth to five population in the region accounted for in the 2010 U.S. Census.

The Gila County Library District will also specifically target children who are participating in existing First Things First programs in the region to be enrolled in or take part in Imagination Library Book Program.

By hiring a local Community Liaison who knows the needs of the targeted population in terms of cultural competency, the District hopes to successfully reach a large percentage of the targeted population in the first year.

- c) Identify capacity or infrastructure building which will be needed, including agreements and partnerships with other departments and agencies, additional resources, and training and technical assistance to provide the proposed service.

The Gila County Library District will partner with the San Carlos Public Library, the San Carlos WIC program, Apache Kid Child Care and the Head Start Programs to provide the proposed service.

- d) Identify barriers to providing the service or program proposed and plans for addressing these barriers.

Permission to access some of the venues may be needed in order to set up information booths at various locations. Arrangements to do so will be one of the duties of the Community Liaison. The Gila County Library District will reach out to the Regional Director of the San Carlos Apache Regional Partnership Council for guidance and direction in beginning the process to gain permission to implement services in the regional area.

- e) Describe plans to recruit and locate personnel within the geographical region of the provided service and that are linguistically and culturally competent for the population to be served.

By hiring a temporary part-time employee who lives on the San Carlos Apache Reservation as a community liaison, the District hopes to avoid any barriers such as linguist and cultural conflicts between the promoter and the parents/caregivers that would come up if the promoter were not from the local communities.

- f) Describe steps that will be taken to promote collaboration with other tribal departments and partners working with the tribe.

The District will instruct the Community Liaison to seek out tribal departments and partners by becoming an active member of the San Carlos Apache Regional Partnership Early Childhood Development and Health Collaborative in order to help promote the program so that as many children as possible will get an opportunity to enroll in the Imagination Library.

- g) Describe the plan and resources necessary to meet FTF basic reporting requirements, maintain data securely and confidentially, and utilize data to assess progress in achieving outcomes of the proposed strategy.

The Gila County Library District will use Imagination Library Registration forms in order to gather information necessary to enroll each child in the program. The District agrees to participate in the FTF quarterly evaluations and any program specific evaluation or research efforts adhering to tribal data/research protocols and procedures. Data collection and FTF evaluation activities will be directly connected

with the Goals, Performance Measures and Units of Service aligned to the strategy described in this scope of work.

Attachment D

IMPLEMENTATION PLAN: August 1, 2012 – June 30, 2013

Activities	Task	Person Responsible	Date Task Will Be Completed/Timeline	Support Documentation
Establish affiliation between the Dollywood Foundation and the Gila County Library District as the affiliate for the San Carlos Reservation Children	Find a "Champion" to complete the Memorandum of Understanding in order to get the Non-Profit mail rates for books for the children in the program.	Jacque Griffin and/or Mary Stemm	August 2012	Memorandum of Understanding to be mailed to Dollywood Foundation
	Order Program Supplies from Imagination Library	Mary Stemm	August 2012	Order forms and Invoices on File at GCLD.
	Obtain official Tribal permission to provide services on Tribal land.	Jacque Griffin	August 2012	Inter-Governmental Agreement and San Carlos Apache Tribe Resolution
Hire Community Liaison	Recruit Liaison	Jacque Griffin/Gila County HR Dept.	August 2012	
	Hire Liaison	Jacque Griffin/Gila County HR Dept.	August 2012	Online applications
	Add new staff to FTF PGMS	Mary Stemm	August 2012	Filed with FTF PGMS
Promotion of Early Literacy Programming in Communities of San Carlos Apache Reservation Registration of Children into Imagination Library	Mandatory meeting between GCLD Library Staff and Liaison to plan the promotion of Early Literacy Programming	Jacque Griffin	August 2012	Sign-up Sheet will be utilized
	Register Children for Imagination Library	Community Liaison	August 2012 through February 2013	Registration forms will be input in IL System
	Locate Venues for Reaching Children Whose parents don't come to library	Community Liaison	August 2012 through February 2013	Liaison will report to Mary Stemm for quarterly narrative.
	Join San Carlos Apache Regional Partnership Council's Early Childhood Development and Health Collaborative and attend all scheduled meetings.	Community Liaison	September 2012 and on-going bi-monthly	Meeting calendar and meeting agendas
Input Imagination Library Registrations into Dollywood Foundation Site	Data Input for new registrations	Mary Stemm/Community Liaison	Monthly	Found on IL System online
	Data updates for change of address	Mary Stemm	Monthly	Handled online through IL System
	NCOA Alerts for "Bad" addresses	Mary Stemm	Monthly	Monthly reports online at first of each month.
Invoicing	Process invoices for book orders from Dollywood Foundation Imagination Library	Mary Stemm	Monthly	Filed with Gila County Finance Department
	Process all other invoices for Early Literacy programming	Mary Stemm	As the need arises	Filed with Gila County Finance Department
	Input Paid Invoices to First Things First	Mary Stemm	Monthly	Filed with FTF PGMS

Data / Narrative Reports	Report Trainings to District Staff	Liaison	Monthly	Email Mary Stemm
	Upload Data Report to FTF	Mary Stemm	Monthly	Filed with FTF PGMS
	Upload Narrative Report to First Things First	Mary Stemm	Quarterly	Filed with FTF PGMS
Evaluation	Poll Kindergartens in all public schools for number of children not prepared for enrollment.	Liaison	August 2012	Keep on file in Gila County Library District Office and report to FTF PGMS
	Evaluate Survey Responses	Liaison	September 2012	Email report to County Librarian and Mary Stemm
	Include Survey results in quarterly report	Mary Stemm	October 2012	Filed with FTF PGMS
Satisfaction Survey to Parents	Mail Survey to parents of children registered as of February 1 st during 4 th qtr.	Mary Stemm	April 2013	Copy of Survey on File in GCLD Office and report to FTF PGMS
	Receive surveys and report on results	Mary Stemm	June 2013	Include survey results in Final quarterly report to FTF PGMS
Early Literacy Training	Train parents/caregivers by attending parent meetings of various community entities during the year	Jacque Griffin, Mary Stemm, Community Liaison	As often as possible when the occasions arise	Filed with FTF PGMS Data Reports
	Train parents/caregivers by video presentation at San Carlos WIC Clinics and take new registrations for Imagination Library	Jacque Griffin/WIC Clinic Employees	Weekly	Data reports and quarterly narratives to FTF PGMS
	Continue one on one training w/parents	Public Librarians, Community Liaison	Daily as the need arises	Filed with FTF PGMS quarterly reports

Attachment E and F Instructions

How to Complete the Line Item Budget and Budget Narrative

Complete a 11-month budget for the period of August1, 2012 through June 30, 2013 using the template provided in Attachment E. Please make sure you include a budget narrative as Attachment F.

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

- Be necessary and reasonable for proper and efficient performance and administration of First Things First funds.
- Be authorized or not prohibited under State or local laws or regulations.
- Be consistent with policies, regulations, and procedures that apply uniformly to all costs charged and expended by the agency – consistent treatment of costs.
 - For example – a cost may not be assigned to another grant award as an indirect cost if any other cost incurred for the same purposes in like circumstances has been allocated to the First Things First award as a direct cost.
 - For example – a cost for a certain type of expense is charged one rate to another source of funding and a different rate to First Things First - this would not be consistent treatment of costs.
- Be determined in accordance with generally accepted accounting principles.
- Be adequately documented.
- All travel related costs for these trainings and meetings should be included in the Applicant's budget and calculated using the State of Arizona travel rate limitations for mileage, per diem and lodging as described on the budget narrative worksheet. For more information about the state requirements, visit <http://www.gao.az.gov/travel/>.
- Requests for line item modifications, which do not change the total program funding, shall be requested in writing and shall only be made following receipt of written authorization from First Things First.

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

Attachment E

Line Item Budget

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

Budget period: August 1, 2012 – June 30, 2013

Budget Category	Line Item Description	Requested Funds	Total Cost
PERSONNEL SERVICES		Personnel Services Sub Total	\$10,683.048
Salaries	Part time Community Liaison 12.05 hrs/week for 48 weeks	\$10683.048	
EMPLOYEE RELATED EXPENSES		Employee Related Expenses Sub Total	\$884.952
Fringe Benefits or Other ERE	7.65% of \$20.00 for FICA and Social Security 587.4 hrs	\$884.952	
PROFESSIONAL AND OUTSIDE SERVICES		Professional & Outside Services Sub Total	\$22,099.00
Contracted Services	Dollywood Foundation Rate of \$28.00/year per child with a goal of 861 = \$24,108.00. Prorated for 11 months totals: \$2,009.00 x 11 months = \$22,099.00	\$22,099.00	
TRAVEL		Travel Sub Total	\$778.75
In-State Travel	1750 miles	\$778.75	
AID TO ORGANIZATIONS OR INDIVIDUALS		Aid to Organizations or Individuals Sub Total	\$
Subgrants or Subcontracts to organizations/agencies/entities			
OTHER OPERATING EXPENSES		Other Operating Expenses Sub Total	\$2,017.25
• Postage	600 postcards @ .32 each 600 letters @ .45 each	\$192.00 \$270.00	
• Shipping	Shipping	\$100.00	
• Printing/Copying	600 Surveys, letters, envelopes	\$236.00	
• Program Materials	50 posters @ \$6.00 each 2 Retractable Banners @ \$100 each 2500 Registration Brochures @ .204 5 Brochure Holders @ \$8.45 1 Promotional News Packet 1 Train Display	\$300.00 \$200.00 \$510.00 \$ 42.25 \$ 2.00 \$165.00	
NON-CAPITAL EQUIPMENT		Non-Capital Sub Total	\$200.00
Equipment \$4,999 or less in value	Pop-up Shade Table Chair	\$140.00 \$50.00 \$10.00	
Subtotal Direct Program Costs:			\$0
ADMINISTRATIVE/INDIRECT COSTS		Total Admin/Indirect	\$0
Indirect/Admin Costs		\$0	\$0
Total		\$	\$36,663.00

Authorized signature _____ Date _____

Attachment F

Budget Narrative

The purpose of the budget narrative is to provide more clarity and detail on the various budget line items. The budget narrative should explain the criteria used to compute the budget figures on the budget form. Please verify that the narrative and budget form correspond and the calculations and totals are accurate. ***Please include one narrative that matches the 11 month line item budget categories and subcategories.***

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

Community Liaison for the San Carlos Reservation Communities will be hired on a part-time basis by Gila County at a gross rate of \$20.00 per hour for the county with \$18.47 per hour for the employee after 7.65% for FICA and Social Security. (Tax to be determined by the employee). The Community Liaison will be working 12.05 hours per week x \$18.47 = \$222.5635/week x 48 weeks (11 months) = \$10,683.048

Total **\$10,683.048**

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

Gila County deducts 7.65% for FICA and Social Security. This will be \$884.952 for 587.4 hrs

Total **\$884.952**

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

Gila County Library District will contract with the Dollywood Foundation Imagination Library to supply a book a month by mail to any child registered in the program. Rate of \$28.00/year per child with a goal of 861 = \$24,108.00. Prorated for 11 months totals: \$2,009.00 x 11 months = \$22,099.00

Total **\$22,099.00**

Travel: Separate travel that is in-state and out-of-state. Include a detailed breakdown of hotel, transportation, meal costs, etc. Indicate the location(s) of travel, the justification for travel, how many employees will attend and how the estimates have been determined. Explain the relationship of each cost item to the project (e.g., if training or training expenses are requested, explain the topic of the training and

its relationship to the project). Applicants **must** use the State of Arizona Travel Policy on rates limitations for mileage, lodging, and meals (<http://www.gao.az.gov/travel/> for both in-state and out-of-state travel.

Travel monies will be set aside for the liaison to travel from their community to Globe in order to meet with the Gila County Library Director to complete plans for the awareness campaign and to insure that there is a unified message presented to the prospective parents/caregivers.

Travel monies will also be reserved for travel for the liaison to do outreach in the communities of Cutter, San Carlos, Peridot, and Bylas at least once a month.

Travel for outreach 1750 miles @ .44 ½ per mile = \$778.75

Total **\$778.75**

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

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

*Postage for 600 surveys (letters and return address postcards) for parents estimated at \$462.00
600 postcards @ .32 each = \$192.00 and 600 letters @ .45 each = \$270.00*

Shipping total is an estimate due to costs difference per shipment on order and is determined by Imagination Library. Estimated at \$100.

Printing for 600 4th quarter surveys to parents (includes letters to parents, postcard surveys, and envelopes) estimated at \$236.00

Program Materials for Imagination Library

50 posters @ \$6.00 each = \$300

2 Retractable Banners @ \$100 each = \$200

2500 Registration Brochures @ .204 = \$510

5 Brochure Holders @ \$8.45 = \$42.25

1 Promotional News Packet = \$2.00

1 Train Display = \$165

Total **\$2,917.25**

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

Equipment for outreach at various venues, i.e. Community Events, Shopping Centers, Post Offices, etc.:

1 Pop-up Shade	\$140.00
1 Folding Table	\$ 50.00
1 Folding Chair	\$ 10.00

Total **\$200.00**

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

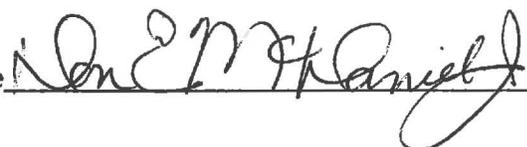
Applicants must list either Option A or Option B and provide proper justification for expenses included:

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

OR

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

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

Authorized signature  Date 6/7/12

Attachment G

DISCLOSURE OF OTHER FUNDING SOURCES*

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

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
N/A			
TOTAL: 0.00			

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

Authorized Signature:  Date: 6/7/12
Job Title: COUNTY MANAGER

Attachment H:

FIRST THINGS FIRST FINANCIAL SYSTEMS SURVEY

Name of Applicant: Gila County Library District

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

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

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

A. GENERAL INFORMATION

1. Has your organization received a Federal or State Grant within the last two years?	<input checked="" type="radio"/> YES <input type="radio"/> NO
2. Has your organization completed an A-133 Single Audit within the past two years? If yes, please attach a complete copy of your A-133 Audit, including, but not limited to, your Management Letter Findings and Questioned Costs.	<input checked="" type="radio"/> YES <input type="radio"/> NO
3. If your organization has not completed an A-133 Single Audit, have your financial statements been audited, reviewed or compiled by an independent Certified Public Accountant within the past two years? If yes, please attach a complete copy of the most recent audited, reviewed or compiled financial statements. NOTE THAT ONLY ONE COPY OF YOUR AUDIT NEEDS TO BE INCLUDED WITH THE APPLICATION MARKED "ORIGINAL". It is not necessary to include additional copies with each copy of the completed Application.	<input type="radio"/> YES <input type="radio"/> NO N/A
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"	Attached 3 pages
5. Has your organization been granted tax-exempt status by the Internal Revenue Service?	<input type="radio"/> YES <input checked="" type="radio"/> NO <input type="radio"/> N/A
6. If you answered YES to question #5, under what section of the IRS code? <input type="radio"/> 501 C (3) <input type="radio"/> 501 C (4) <input type="radio"/> 501 C (5) <input type="radio"/> 501 C (6) <input type="radio"/> Other Specify: _____	
7. Does your organization have established policies related to salary scales, fringe benefits, travel reimbursement and personnel policies?	<input checked="" type="radio"/> YES <input type="radio"/> NO

B. FUNDS MANAGEMENT

1. Which of the following describes your organization's accounting system?	<input type="radio"/> Manual <input type="radio"/> Automated <input checked="" type="radio"/> Combination
2. How frequently do you post to the General Ledger?	<input checked="" type="radio"/> Daily

	<input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Other
3. Does the accounting system completely and accurately track the receipt and disbursements of funds by each grant or funding source?	X YES <input type="radio"/> NO
4. Does the accounting system provide for the recording of actual costs compared to budgeted costs for each budget line item?	X YES <input type="radio"/> NO
5. Are time and effort distribution reports maintained for employees working fully or partially on state or federal grant programs that account for 100% of each employee's time?	X YES <input type="radio"/> NO
6. Is your organization familiar with Federal Cost Principles (i.e. 2 CFR 220, 2 CFR 225, and 2 CFR 230)?	X YES <input type="radio"/> NO
7. How does your organization plan to charge common/indirect costs to this grant? NOTE: Those organizations using allocable direct charges must attach a copy of the methodology and calculations in determining those charges. Those organizations using a federally approved indirect cost rate must attach a copy of the approval documentation issued by the federal government.	<input type="radio"/> Direct Charges X 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?	X YES <input type="radio"/> NO
2. Are checks signed by individuals whose duties exclude recording cash received, approving vouchers for payment and the preparation of payroll?	X YES <input type="radio"/> NO
3. Are all accounting entries and payments supported by source documentation?	X YES <input type="radio"/> NO
4. Are cash or in-kind matching funds supported by source documentation?	X YES <input type="radio"/> NO
5. Are employee time sheets supported by appropriately approved/signed documents?	X YES <input type="radio"/> NO
6. Does the organization maintain policies that include procedures for assuring compliance with applicable cost principles and terms of each grant award?	X YES <input type="radio"/> NO

D. PROCUREMENT

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

E. CONTACT INFORMATION

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

Prepared By: Jacque Griffin

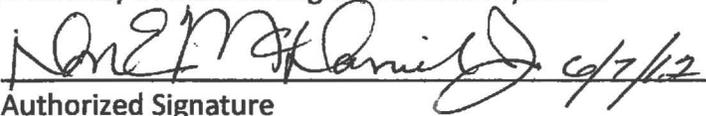
Job Title: County Librarian

Date: 5/1/2012

Phone/Fax/Email: 928-402-8770

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:

A. 4. 2011 Audit can be found at
<http://www.gilacountyaz.gov/DepartmentFiles/Finance/FINALFINANCIALLANDSINGLEAUDITAUDITREPORT201>

Attachment I

Data Collection Form

Performance Measure	Plan for Data Collection	Plan for Using the Data	Quality Assurance
Number of books distributed	Monthly reports from Imagination Library	Reporting to PGMS for use in quarterly reports for FTF	County Librarian will review reports.
Number of workshops held/proposed	Monthly reports from Community Liaison to District Staff	Reporting to PGMS for use in quarterly reports for FTF	County Librarian will review reports
Number of events held/proposed number	Monthly reports from Community Liaison to District Staff	Reporting to PGMS for use in quarterly reports for FTF	County Librarian will review reports
Number of children receiving books	Monthly reports from Imagination Library	Reporting to PGMS for use in quarterly reports for FTF	County Librarian will review reports
Number of adults attending workshops	Signup sheet at workshops Monthly reports from Community Liaison to District Staff	Reporting to PGMS for use in quarterly reports for FTF	County Librarian will review reports

Exhibit A:

Scope of Work

Overview of First Things First

On November 7, 2006, Arizonans made an historic decision on behalf of our state's youngest citizens. By majority vote, they made a commitment to all Arizona children 5 and younger, that children would have the tools they need to arrive at school healthy and ready to succeed. The voters backed that promise with an 80-cent per pack increase on tobacco products to provide dedicated and sustainable funding for early childhood services for our youngest children. The initiative created the statewide First Things First board and the 31 regional partnership councils that share the responsibility of ensuring that these early childhood funds are spent on strategies that will result in improved education and health outcomes for kids 5 and younger.

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

First Things First Strategic Direction

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

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

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

School Readiness Indicators

1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
2. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars

3. #/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
4. #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars
5. % of children with newly identified developmental delays during the kindergarten year
6. # of children entering kindergarten exiting preschool special education to regular education
7. #/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)
8. #/% of children receiving timely well child visits
9. #/% of children age 5 with untreated tooth decay
10. % of families who report they are competent and confident about their ability to support their child's safety, health and well being

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

Statement of need

Recognizing that children are active participants in the world from day one is critical for supporting a child's healthy brain development and learning. Developmental and neuroscience research emphasizes the importance of infants engaging in discovery through everyday explorations shared by a sensitive, attentive caregiver (National Scientific Council on the Developing Child, 2007; Stamm, 2007). According to the *First Things First Family and Community Survey on Early Childhood, A Baseline Report on Families and Coordination 2008*, when asked at what age babies sense and react to their surroundings, about half of Arizona parents acknowledged that this occurs in the first month of life (51%). Although this represents a larger proportion of parents than in the national survey (35%), nearly half of Arizona parents (48%) still believe that children do not respond to their environment until two months of age or later. This suggests that almost half of Arizona parents do not fully understand the importance of the child's very early interactive experiences with his or her environment for healthy development. Overall, research based knowledge about what to expect from their child at each age helps parents interact positively with their child and set appropriate expectations and boundaries throughout their daily routines. Furthermore, Arizona's parents understand that early childhood development is important, with over 75% of parents acknowledging that they can significantly impact children's brain development at or before birth. While Arizona's parents understand the importance of early brain development, not all are sure what they can do to best support their child's optimal development. Results from the Family and Community Survey in 2008 also indicate that parents can benefit from clear, research-based information to help them support their child.

Research shows that the first three years of life are a period of incredible growth in all areas of a baby's development. A newborn's brain is about 25 percent of its approximate adult weight. By age three, it has grown dramatically by producing billions of cells and hundreds of trillions of connections, or synapses, between these cells. While we know that the development of a young child's brain takes years to complete, we also know there are many things parents and caregivers can do to assist children to get off to a good start and establish healthy patterns for life-long learning.

Data on parental reading for children between birth and five years, drawn from the National Survey of Children's Health (2003) indicates that in our state only 43.2 percent of children ages birth to five years are read to daily, placing Arizona near the bottom of the ranking at 44th. Only 40.6 percent of children ages birth through three years are read to daily—placing Arizona at the flat bottom of the ranking at 51st. Parents reading frequently to their children provide language and literacy skills that help children learn to read. Helping children to prepare for the challenge of learning to read before school entry is better than helping them catch up later. Reading aloud is the single most important activity for building the knowledge required for eventual success in reading.

Furthermore, the San Carlos Apache Regional Partnership Council is aware that children from the region are not arriving to school with the literacy skills they need in order to succeed and that a high number of children in the region are living in poverty therefore prompting them to fund this new strategy in SFY2013-2015. The Regional Council also knows that, as reported in the Needs and Assets report, 32.7% of all live births reported for the region in 2009 were born to mothers that had not achieved a high school diploma causing concern among the Regional Council that mothers may not be as excited to read to their child.

FTF Parent Outreach and Awareness strategies provide families of young children with information, materials or connections to resources and activities that increase awareness of early childhood development and health and the resources, supports or programs available for young children and their families. Having identified these gaps, it is important to deliver parent outreach and awareness strategies with consideration for local needs. The San Carlos Apache Regional Partnership Council would like this strategy to implement Imagination Library for children ages birth to five in the region. By implementing this strategy it is the hope of the Regional Council that families get excited about reading to their children and have a home environment rich with books.

Description of strategy including Standards of Practice

Parent outreach and awareness strategies strive to increase all families' awareness of positive parenting and knowledge of services, supports and information on child development, child health and early learning to support their child's overall development. In other words, the goal of this strategy is to **change parent behavior** through a variety of complementary tactics so that their child is ready for school at kindergarten entry.

Parent outreach and awareness activities include the following:

- A. **Resource Distribution:** Distribution of children's books, audio discs, community resource guides, child development and child health fact sheets, parenting tip sheets, brochures, pamphlets, and/or newsletters. Resources can be offered and distributed during established community festivals, fairs, or exhibitions at community settings and through community-based partners. For example, parents and children can be provided with developmentally appropriate books to take home that encourage daily family reading activities.
- B. **Parent/ Family Workshop:** One-time informational sessions for parents and families to increase awareness about child development or child health topics. These may include, for example, library story times, an informational session about programs or services available in the community, or a session on brain development, child development or child health. For example, child health workshops may be offered to increase parent's knowledge about topics such as injury prevention, oral health, preventative health care, or nutrition. One or more of these activities can be implemented in conjunction with other FTF early learning, health and/ or family support strategies as part of regional funding plan implementation.

- C. **Earned Media and Paid Advertising:** Earned media is defined as stories strategically placed in major broadcast print or emerging media as well as information placed in smaller community newspapers, newsletters, and public service announcements. Paid advertising is defined as advertising through billboards, print ads, multimedia campaigns (TV), radio and online ads. Paid advertising requires a substantial financial investment and must be accompanied by other strategies in order to be effective in changing behavior. The advertising itself must be research-based and the information provided should be about a specific early childhood development or child health topic related to critical time periods to address trends in child rearing and parenting practices that target parents and families. For example, print ads displayed on buses with the message “read with your child every day”, includes a phone number and web address for a community resource that provides additional information and support on reading with young children. This may bring parents’ attention to the issue and further create interest in seeking out the listed resources.

This program will:

- ✓ Implement the Imagination Library Book Club through the Gila County Library District and services provided at the San Carlos Apache library branch on the reservation which is part of the Gila County Library District to deliver an age appropriate book each month to the homes of the 800 registered children in the region. Earned Media Paid Advertising are not components of this strategy for the San Carlos Apache Regional Partnership Council.
- ✓ Provide information on developmentally appropriate learning opportunities that support early language and literacy development which prepares children for success in school and life.
- ✓ Deliver the program at community locations convenient and easily accessible for families. Family participation is voluntary and must be provided free of charge to the family.
- ✓ Carry out the program model in accordance with the First Things First Parent Outreach and Awareness Standards of Practice/ Refer to Exhibit B.

The grantee implementing this strategy in the San Carlos Apache region will need to have previous experience working in rural or tribal communities and understand some of the cultural aspects of working with these populations.

The grantee will need to connect with the Regional Director prior to implementation on the reservation. The San Carlos Apache region associates First Things First with the Regional Director, who has established a relationship and trust with the region. Therefore, it is important for the program, to connect with the Regional Director.

First Things First School Readiness Indicators related to this strategy:

FTF is seeking successful applicants to implement this strategy and work collectively with FTF to impact the school readiness indicators below:

- % of families who report they are competent and confident about their ability to support their child’s safety, health and well being

First Things First Goal Area to be addressed:

- Family Support and Literacy

Target Population to serve

The San Carlos Apache Regional Partnership Council will target 800 children ages birth to five in the region to be registered and receive books through the Imagination Library Book Club program. This is approximately 50% of the birth to five population in the region. The Regional Council would like intentional collaboration of existing grantees with this strategy in the region.

Geographic Area

Programs funded under this agreement must provide services throughout the region.

The San Carlos Apache Regional Partnership Council serves the communities of the San Carlos Apache Tribe located on the San Carlos Apache Reservation.

Coordination and Collaboration

First Things First supports coordination and collaboration among early childhood service providers in order to develop a seamless service delivery system for children and families. As a result of coordination and collaboration, services are often easier to access and are implemented in a manner that is more responsive to the needs of the children and families. Coordination and collaboration may also result in greater capacity to deliver services because organizations are working together to identify and address gaps in service. Grant partners are asked to demonstrate capacity to work with and participate in coordination and collaboration activities occurring within the First Things First region being served. This may include but is not limited to participating in regular meetings. Depending upon the strategy, there may be additional statewide meetings which the Grant partners may be asked to attend, as noted in the Scope of Work. In order to accomplish this, Grant partners should plan the appropriate staffing and budget to support travel to and attendance at monthly meetings within the regional area or statewide meetings, as appropriate.

The grantee will need to be an active member of the San Carlos Apache Regional Partnership Council's Early Childhood Development and Health Collaborative so that the grantee will effectively collaborate and coordinate their efforts with existing tribal and non-tribal programs.

Program Specific Data Collection and First Things First Evaluation

Grant partners agree to participate in the FTF evaluation and any program specific evaluation or research efforts adhering to tribal data/research protocols and procedures. Data collection and FTF evaluation activities are directly connected with the Goals, Performance Measures and Units of Service aligned to the strategy described in this scope of work.

Unit of Service and related Target Service Number Definition:

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

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

Performance Measures Definition:

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

Grant partners must have capacity to collect and submit FTF data requirements, securely and confidentially store client data, and utilize data to assess progress in achieving desired outcomes of the proposed strategy. Units of Service, Target Service Numbers, and Performance Measures outline how quarterly data submissions will be evaluated according to the contracted deliverables and standards of practice for that contract. Additionally, they are used by FTF to determine the key impacts of the strategies, programs and approaches being implemented.

Grant partners will be provided with data reporting requirements by FTF and will meet the requirements of the FTF evaluation including, but not limited to, timely and regular reporting and cooperation with all FTF evaluation activities, with respect to tribal data/ research protocols and procedures. Timely and regular reporting of all performance and evaluation data includes the electronic submission of data (as identified in data reporting templates designed for each strategy) through the FTF secure web portal known as PGMS.

FTF may undertake various external evaluation activities. Tribal data/research protocols and procedures, including obtaining tribal permission to participate in evaluation activities must be obtained before any data collection can occur under this agreement. Evaluation activities may include tracking and reporting data pertaining to participant attendance, enrollment, and demographic information. In addition, and following tribal protocols and procedures, grant partners agree to allow FTF and evaluation consultants of FTF to observe program activities on site and collaborate with FTF led and initiated evaluation activities to encourage parent consent for data collection. (Standards for data security for this strategy are found in Exhibit C.)

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

Unit of Service:

- Number of books distributed
- 0 local resource guides distributed
- Number of workshops held
- 0 events held

Performance Measures:

- Number of books distributed/proposed number**
- Number of local resource guides distributed /proposed number**
- Number of workshops held/proposed number**
- Number of events held/proposed number**
- Number of children receiving books
- Number of adults attending workshops
- Number of adults attending event
- Number of paid media
- Number of earned media

Number of impressions

Number of education reinforcement items distributed

For more information on FTF Goal Areas, Goals and Performance Measures, please reference the FTF Strategy Toolkit at: <http://azftf.gov/pages/webmain.aspx?PageID=2D427ADB35B34BB09F353B77B74AB9BAeque>

Exhibit B:



Standards of Practice

Parent Outreach and Awareness

I. Strategy Description

Recognizing that parents and families are their young child's first and most important teacher, family support is a component of Arizona's comprehensive early childhood system. Within family support, a continuum of strategies exists to meet the universal needs of all families to the targeted needs of families who may be at risk, such as English language learners, teen parents, and low income families. Information gaps exist that have implications for how adults interact with and raise young children. Providing specific knowledge and tools about the importance of early interactions in healthy brain development is the first step in assisting parents in making choices that will support and optimize their child's development.

Parent outreach and awareness strategies strive to increase all families' awareness of positive parenting and knowledge of services, supports and information on child development, child health and early learning to support their child's overall development. In other words, the goal of this strategy is to **change parent behavior** through a variety of complementary tactics so that their child is ready for school at kindergarten entry.

It is important to note that increasing general public awareness of the importance of early childhood is not the objective of the parent outreach and awareness strategy. Instead, increasing general public awareness falls under the purview of the FTF statewide *community awareness strategy*, while this parent outreach and awareness strategy is targeted *specifically for and directly to parents*.

Recognizing that children are active participants in the world from day one is critical for supporting a child's healthy brain development and learning. Developmental and neuroscience research emphasizes the importance of infants engaging in discovery through everyday explorations shared by a sensitive, attentive

caregiver (National Scientific Council on the Developing Child, 2007; Stamm, 2007). According to the *First Things First Family and Community Survey on Early Childhood, A Baseline Report on Families and Coordination* 2008, when asked at what age babies sense and react to their surroundings, about half of Arizona parents acknowledged that this occurs in the first month of life (51%). Although this represents a larger proportion of parents than in the national survey (35%), nearly half of Arizona parents (48%) still believe that children do not respond to their environment until two months of age or later. This suggests that almost half of Arizona parents do not fully understand the importance of the child's very early interactive experiences with his or her environment for healthy development. Overall, research based knowledge about what to expect from their child at each age helps parents interact positively with their child and set appropriate expectations and boundaries throughout their daily routines. Furthermore, Arizona's parents understand that early childhood development is important, with over 75% of parents acknowledging that they can significantly impact children's brain development at or before birth. While Arizona's parents understand the importance of early brain development, not all are sure what they can do to best support their child's optimal development. Results from the Family and Community Survey (INSERT DATE) also indicate that parents can benefit from clear, research-based information to help them support their child.

FTF parent outreach and awareness strategies provide families of young children with information, materials or connections to resources and activities that increase awareness of early childhood development and health and the resources, supports or programs available for young children and their families. Having identified these gaps, it is important to deliver parent outreach and awareness strategies with consideration for local needs. For example, if a community has data that indicates parents and families are not reading regularly with their young children, a parent outreach and awareness strategy may be an appropriate approach to increase families' awareness about the importance and value of daily reading activities through messaging, story times at the local library that may also include a book distribution component or book club, and identification of additional community resources.

Outreach and awareness alone, in most cases though, may not be sufficient to change parent behavior. While parents' awareness has increased, as noted in the example above, parents may not have the resources or tools to effectively implement the change. Parents may be aware of the need to read to children, but that does not mean that they can actually read to their child (adult literacy), feel that they know how to read to their young child (e.g., which books are developmentally appropriate;, how to read to a child at different developmental stages) or that they have access to books (e.g., may not be able to afford books; may not live

close to a library or have transportation). These are some of the considerations in determining whether to implement an outreach and awareness strategy.

Parent outreach and awareness activities include the following:

- D. **Resource Distribution:** Distribution of children’s books, audio discs, community resource guides, child development and child health fact sheets, parenting tip sheets, brochures, pamphlets, and/or newsletters. Resources can be offered and distributed during established community festivals, fairs, or exhibitions at community settings and through community-based partners. For example, parents and children can be provided with developmentally appropriate books to take home that encourage daily family reading activities.

- E. **Parent/ Family Workshop:** One-time informational sessions for parents and families to increase awareness about child development or child health topics. These may include, for example, library story times, an informational session about programs or services available in the community, or a session on brain development, child development or child health. For example, child health workshops may be offered to increase parent’s knowledge about topics such as injury prevention, oral health, preventative health care, or nutrition. One or more of these activities can be implemented in conjunction with other FTF early learning, health and/ or family support strategies as part of regional funding plan implementation.

- F. **Earned Media and Paid Advertising:** Earned media is defined as stories strategically placed in major broadcast print or emerging media as well as information placed in smaller community newspapers, newsletters, and public service announcements. Paid advertising is defined as advertising through billboards, print ads, multimedia campaigns (TV), radio and online ads. Paid advertising requires a substantial financial investment and must be accompanied by other strategies in order to be effective in changing behavior. The advertising itself must be research-based and the information provided should be about a specific early childhood development or child health topic related to critical time periods to address trends in child rearing and parenting practices that target parents and families. For example, print ads displayed on buses with the message “read with your child every day”, includes a phone number and web address for a community resource that provides additional information and support on reading with young children. This may bring parents’ attention to the issue and further create interest in seeking out the listed resources.

II. Standards of Practice

A. Implementation Standards

Utilize a family centered and strengths-based approach.

1. Provide parents and families with readily accessible information about child development and child health, including one or more of the following topics:
 - The domains of child development (social emotional, language and communication – including emergent literacy, cognitive, physical and motor development), including understanding when to have concerns related to children’s development;
 - The parents’ role as the child’s primary teachers and partners in the education of their children;
 - Appropriate child-adult interactions and development of positive and supportive parenting skills;
 - Early language and emergent literacy including typical early language and emergent literacy development for infants, toddlers and preschoolers and the importance of reading daily with their young child including maintaining a literacy-rich home environment;
 - The impact of media and the importance of limited screen time (TV, computers, smart phones, pads and tablets, video games) for young children;
 - Child health information and/or community resources for child health including topics such as preventative health care and wellness, developmental and sensory screening, immunizations, oral health, injury prevention, and nutrition;
 - Available community resources such as the Women, Infants and Children Program (WIC), food banks, employment services or adult education, early intervention services, school programs, child care resource and referral, libraries, parent education classes, home visitation programs, and health care including oral health;
 - Parent tips and resources on how to use toys and other educational items to enrich interactions with their child, but not substitute interactions between adult and child.

2. All information provided through media, resource distribution and/or workshops must be evidence based, developmentally appropriate, culturally responsive and strengths based. Activities implemented must take into account local families and children’s needs, desires, histories,

lifestyles, concerns, strengths, resources, culture, ethnicity, and priorities. In addition, appropriate developmental guidance is to be provided to parents and families on behalf of their very young children when providing workshops or distributing information. Information provided to families is to be offered to parents and families in a manner that strengthens early relationships with infants/toddlers and young children. Print materials must be provided at a 5th grade reading level using common language and resources and information provided must be accurate and regularly updated to ensure information is current. **Permission for the use of copyright materials must be documented and cited.**

Workshops are flexible and continually responsive to emerging family and community issues.

1. Structured workshop activities must be accessible for families by being provided at times and locations that are convenient for families including weekend and evening hours.
2. Workshops should be manageable in size and have appropriate staffing patterns.

For adult-only sessions, there shall be a maximum of 50 participants with a ratio of 1 staff per 25 adult participants (2 staff: 50 adult participants). Room size and space must be adequate to support the number of adults participating.

3. Open and honest communication is supported and opportunities for formal and informal feedback are integrated into the structure of the workshop.
4. Confidentiality is maintained with workshops being respectful of family members and protective of their legal rights.
5. Families are engaged as partners to ensure that the program is beneficial by providing families the opportunity to provide regular input and feedback in programmatic planning to better meet their needs.
6. Staff Standards
 - Staff developing materials or providing workshops demonstrate extensive knowledge of the community, the culture, and the community's resources.

- The length of employment and experience/education are reflective of high quality staff. Supervisory staff are required to have a minimum of a Bachelor’s degree in early childhood development, education, family studies, social work, nursing or a closely related field.
- The grantee must establish an effective, consistent supervisory system that provides support for all staff members and ensures accountability to participants, funders, and the community.
- All staff work as a team, modeling respectful relationships consistent with program goals and whose top priority is the well-being of families and children.
- Staff skills and abilities are regularly assessed to ensure they are able to engage families while maintaining a professional rapport.
- Ongoing staff development/training on the FTF Parent Outreach and Awareness Standards of Practice principles is provided.
- Ongoing staff development/training to ensure program quality and give staff an opportunity to develop professionally is provided.
- Supervisors work with staff to prepare professional development plans.

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

1. Mechanisms to assess program effectiveness and ability to implement quality improvements must be demonstrated.
2. Participation in data collection and reporting of performance measures to First Things First is required.

B. Branding and Earned and Paid Media Standards

1. All parent outreach and awareness activities will adhere to the FTF communications guidelines including branding protocols which can be found in the [First Things First Communications Toolkit](#), The toolkit is a “living document” and is not meant to be downloaded. Appendix One to this document outlines the Table of Contents of the Communications Toolkit and provides readers a comprehensive view of the tools available.

2. Earned media activities are to center around various topics that raise parent awareness, including: identification of an awareness gap as a community issue to be addressed; announcement of a new program or service to help change a parent's behavior; new or updated research about the behavior identified for change; milestones achieved in changing behaviors; and/or a success story about a specific child or family benefitting from a service. All earned media must include: early childhood information that illustrates how the behavior change benefits the education/health of young children and information on how to access additional information or support in changing the behavior. See the FTF branding protocols for additional requirements.
3. Paid advertising must be research-based, outcome focused and professionally developed. Development of such a campaign can cost upwards of \$200,000, in addition to the cost of placing the advertising (actually paying for the billboard, cinema or newspaper ad, television or radio spot, etc.). Advertising that seeks to change behavior requires significant repetition in order to achieve market saturation (ensuring that people see or hear the message enough times to change behavior). In addition, strategies and tactics must be in place to support those who are willing to move from awareness to action (change behavior). Before a paid advertising campaign is utilized as an approach for parent awareness and outreach the following information is necessary:
 - Information about the root cause of the issue to be addressed (is it really a need for awareness, or something else);
 - Is the source of the information credible (specific issue or anecdotal information);
 - Evidence that the paid advertising will change this behavior;
 - Sufficient resources are available to achieve the saturation required to effect change; and
 - Strategies/tactics that will be implemented in addition to the paid advertising that will support behavior change (moving from awareness to action).

When an existing paid advertising effort is being utilized, information on the following is required:

- Length of time the current creative has been used;
- The financial investment in the current campaign and where has it been used (specific markets) to determine effectiveness for the target population and geographic region proposed under this strategy;

- Evidence that the campaign has had an impact on behavior AND in the markets where the campaign was used (for example, for a campaign that sought to increase immunization rates, did immunization rates go up in that area when the campaign was in use?);
- Identification of other activities that were in place to support the paid advertising campaign and their effect on the impact achieved; and
- Knowledge of and understanding of the ability for co-branding or adding additional calls to action; restrictions on paid media time vs. gratis media time; and, restrictions on copyright use.

C. Cultural Competence

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

- Create opportunities for families of different backgrounds to identify areas of common ground and to accept and value differences between them.
- Hire staff who reflect the cultural and ethnic experiences and language of the families with whom they work and integrate their expertise into the entire program.
- 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 in their preferred language. Early childhood practitioners /early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children.”

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

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

- Service providers should understand that individual Tribes/Nations are distinct and separate communities from other Tribes/Nations and their governmental systems and structures are not reflective of each other. Services to Tribal communities and on reservations must be provided in a manner compatible with the Tribe's/Nation's cultural beliefs and practices, to include the preferred language of the community. Services must also be provided in accordance with the Tribe's/Nation's laws, policies and procedures. The effectiveness of services is directly related to the provider's consideration of the beliefs, customs and laws of the Tribe/Nation.
- Service providers can obtain information about providing services on tribal lands from a variety of sources. These include the FTF Regional Director, Regional Council members, tribal websites and publications, as well as official representatives of the Tribe/Nation such as the governing body, standing committees and authorized departments. It is highly recommended that service providers seek guidance from one or more of these sources before initiating services on reservations. Failure to do so could result in contraventions of cultural beliefs, Tribal laws or sovereignty.
- Programs will demonstrate their ability to operate within these parameters through prior experience working with Tribes/Nations, demonstrating that staff is culturally competent, partnerships with agencies serving Native American families, knowledge of cultural beliefs, customs and laws of the Tribe/Nation or a combination of these elements.
- In the United States, Native American Tribes are considered autonomous nations with all of the rights and responsibilities of a nation. Understanding this, Native American Tribes are charged with protecting the health and safety of their people. To this end, Tribes have full ownership over any data collected within their reservation boundaries. This means that Tribes can allow or not allow any program to collect data from or related to any early childhood development and health program or activities on the reservation.

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

Exhibit C:

Parent Outreach and Awareness

Data reporting requirements for the Parent Outreach and Awareness Strategy are not yet final for State Fiscal Year 2013. This document was created to inform applicants of possible data requirements and includes information regarding Target Service Units, Performance Measures and a table representing the draft data reporting fields.

Unit of Service and related Target Service Number

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

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

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

For **Parent Outreach and Awareness**, the units of service are:

Number of books distributed

Number of local resource guides distributed

Number of workshops held

Number of events held

Determining and Interpreting Target Service Numbers

Number of books distributed should reflect the total number of books to be distributed for one grant contract period (in most cases, one year). If book distribution is not proposed as part of your contract, reflect zero as the target service number.

Number of local resource guides distributed should reflect the total number of local resource guides to be distributed for one grant contract period (in most cases, one year). If local resource guide distribution is not proposed as part of your contract, reflect zero as the target service number.

Number of workshops held should reflect the total number of workshops for parents targeted to be held for one grant contract period (in most cases, one year). If conducting workshop is not proposed as part of your contract, reflect zero as the target service number.

Number of events held should reflect the total number of events for parents targeted to be held for one grant contract period (in most cases, one year). If conducting events is not proposed as part of your contract, reflect zero as the target service number.

Performance Measures

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

For **Parent Outreach and Awareness**, performance measures are:

Number of books distributed/proposed number

Number of local resource guides distributed /proposed number

Number of workshops held/proposed number

Number of events held/proposed number

Number of children receiving books

Number of adults attending workshops

Number of adults attending event

Number of paid media

Number of earned media

Number of impressions

Number of education reinforcement items distributed

Data Reporting Fields

Parent Outreach and Awareness Data Fields

Book Distribution

Are you contracted to distribute books to children? **YES/NO**

Are you enrolling children as a part of your book distribution program? If Yes, please complete **Section A**. If No, skip to **Section B** **YES/NO**

Section A

Number of books distributed **TSU**

Number of children newly enrolled into book distribution program

Number of children receiving books (continuing and newly enrolled)

Section B

Number of books distributed

Number of children receiving books

Resource Guide Distribution

Are you contracted to distribute resource guide? **YES/NO**

Number of local resource guides distributed **TSU**

Education Reinforcement Items Distributed

Number of Education Reinforcement Items Distributed

Type of education reinforcement items distributed (choose all that apply) **Audio discs**

Are you contracted to do earned media and/or paid advertising

Number of Earned Media

Type of earned media (e.g. paper, radio)

Number of paid advertising

Number of impressions by each type of paid advertising **Billboard**

Frequency of paid advertising **Billboard**

Are you a program that conduct workshops for parents

Number of workshops held **TSU**

Number of adults attending workshop

topic check box **text**

number of workshop cancelled

Events Held

Number of events held **TSU**

Number of adults attending events

topic check box (diaper drive, health fair)

Exhibit D

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

BACKGROUND:

The purpose of First Things First is to aid in the creation of a system that offers opportunities and supports for families and communities in the development of all children so they can grow up healthy and ready to succeed. Our work is accountable and transparent to decision-makers and the citizens of Arizona. Collaboration and direct funding of grantees to undertake work on behalf of the children and families of Arizona is fundamental to the purpose and mission of FTF. Regular submission of data related to funded work is an important part of ensuring accountability and maximum positive impact for young children.

Data Security Guidelines for Data Submission to FTF

The Arizona Early Childhood Development and Health Board (First Thing First - FTF) will ensure that resources allocated have maximum impact for the benefit of children and families. To ensure this accountability, FTF will establish data reporting requirements for all state and regional grantees. All funded providers will regularly submit programmatic and financial reports as identified in the FTF reporting requirements.

FTF data submissions are classified in one of three levels:

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

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

A small group of grantees submit data requirements, through agreement between the grantee and FTF, directly through the FTF extranet, rather than a PGMS web-based entry form. These data are likely to contain limited distribution data and must follow the following protocols. Data structure agreement, Login, ftp, revision request. Grantees that submit data through the FTF extranet must ensure that limited distribution data may not be intercepted or viewed at any time

by parties other than the grantee and FTF and that throughout the reporting and submission process the data are secured.

Any grantee submitting data identified as confidential must file a formal data security policy with FTF. Confidential data will not be a part of standard data submission requirements. Grantee general orientation and data reporting orientation will identify data requirements as public data, limited distribution data, and/or confidential data.

Data Security Guidelines for Grantee Maintenance of Data

In order to submit data to FTF in fulfillment of reporting requirements, grantees must keep all data collected for their program(s) within their system (database) or hardcopies. While FTF data submissions are generally aggregated and contain no individually identifying information, grantee data is likely to contain highly sensitive information on individuals, their education and their health. These guidelines and requirements are for the maintenance of those data.

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

All grantees subject to HIPAA, FERPA, GITA, or other data regulation, are required to submit and maintain those approvals for all data. If HIPAA, FERPA or other data regulation requires that participating individuals give consent to data collection on their person and if in the course of regular data submissions to FTF such data will be provided to FTF, submission of personal data to FTF must be reflected in all data regulation documents.

*Gila County Library District
Job Title
Early Literacy San Carlos Apache Community Outreach Liaison
Temporary Part-time*

JOB SUMMARY

The primary responsibilities of the individual in this position are to develop and coordinate outreach activities for early literacy promotion to parents of children ages birth to five years. This includes taking the early literacy experience to populations that do not have direct access to a library facility, promoting library services and resources to community groups, with an emphasis on early literacy and reading. The individual will conduct a survey of Kindergarten Teachers of all schools located on the San Carlos Apache Reservation to find out how many children entered school in August 2012 unprepared for reading readiness

ESSENTIAL DUTIES AND RESPONSIBILITIES

- 1. Maintains patron confidentiality in compliance with Arizona state law.*
- 2. Conducts early literacy outreach for parents/caregivers of children, birth to five years.*
- 3. Conducts a survey of Kindergarten Teachers in all schools on San Carlos Apache Reservation.*
- 4. Develops and implements a plan for providing outreach services for assigned areas of San Carlos Apache Reservation by working closely with the County Librarian.*
- 5. Works with schools, daycares, WIC, Head Start, teen parenting groups, Boys & Girls Club, and other community organizations that serve children to promote Early Literacy. The critical age group of focus is on birth to five years.*
- 6. Is aware of other community entities providing services to children and coordinates activities as appropriate. The focus is on entities that provide service to birth to five years of age.*
- 7. Seeks out opportunities and makes early literacy presentations to community groups. Focus on groups that include target populations.*
- 8. Works closely with the County Librarian planning distribution of informational early literacy brochures and registers children for the Imagination Library Book Program.*
- 9. Prepares monthly reports and forwards as directed.*
- 10. Performs other related and necessary duties as assigned.*

REQUIRED CERTIFICATIONS, SKILLS AND ABILITIES

- Must have a current driver's license valid in the State of Arizona and a vehicle to do site visits.*
- Must live on San Carlos Apache Reservation.*
- Education and/or experience in early literacy programming.*
- Proficiency with word processing and email.*
- Ability to work with limited supervision, with an aptitude for detailed work and proficiency in prioritizing tasks*

REPORTING RELATIONSHIPS

Reports to: County Librarian, Library Assistant Senior

**GILA COUNTY, ARIZONA
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2011**

Federal Grantor/Pass-Through Grantor/Program Title	CFDA Number	Pass-Through Grantor's Number	Expenditures
U.S. Department of Agriculture			
Passed through the Arizona Department of Health Services			
Special Supplemental Nutrition Program for Women, Infants, and Children	10.557	HG881141, HG050277	\$ 354,876
Commodity Supplemental Food Program	10.555	HG881159-2, HG881159-3	6,003
Secure Payments for States and Counties Containing Federal Lands	10.685	N/A - Direct	\$ 1,899,870
Passed through the U.S. Forest Service, Apache-Sitgreaves National Forest			
Secure Payments for States and Counties Containing Federal Lands	10.685	10-DG11030121018	33,980
Secure Payments for States and Counties Containing Federal Lands	10.685	11-DG-11030121-005	483,288
Total Secure Payments for States and Counties Containing Federal Lands Cluster			2,427,148
Passed through the U.S. Forest Service, Tonto National Forest			
Forest Service Pavement Maintenance Project	10.Unknown	None	183,409
Total U.S. Department of Agriculture			2,950,436
U.S. Department of Commerce			
Passed through the Arizona State Library's Archives and Public Records			
Broadband Technology Opportunities Program	11.557	BT0111052010	2,780
U.S. Department of Housing and Urban Development			
Section 8 Housing Choice Vouchers			
Passed through the Arizona Department of Economic Security	14.871	N/A - Direct	320,835
Emergency Shelter Grants Program	14.231	DE111073001	6,682
Passed through the Arizona Department of Economic Security			
ARRA - Homeless Prevention and Rapid Re-Housing Program	14.282	508-10	144,412
Community Development Block Grant Cluster			
Community Development Block Grant	14.228	180-09	38,767
Community Development Block Grant	14.228	174-10	48,302
ARRA - Community Development Block Grant	14.255	112-10R	87,704
Passed through the City of Globe			
Community Development Block Grant	14.228	146.09	9,483
Total Community Development Block Grant Cluster			184,256
Total U.S. Department of Housing and Urban Development			655,685
U.S. Department of the Interior			
Payments in Lieu of Taxes			
Passed through the U.S. Forest Service, Tonto National Forest	15.226	N/A - Direct	3,023,345
Challenge Coal Shares	15.239	09-CS-110301200-015	124,604
Total U.S. Department of the Interior			3,147,949
U.S. Department of Justice			
Passed through the Arizona Criminal Justice Commission			
Crime Victim Compensation	16.676	VC-11-052	9,495
Justice Assistance Grant Program Cluster			
Edward Byrne Memorial Justice Assistance Grant Program	16.738	VA-11-020	17,900
ARRA - Edward Byrne Memorial Justice Assistance Grant	16.803	DC10-027, DC-10-038	371,520
Total Justice Assistance Grant Program Cluster			388,120
Total U.S. Department of Justice			388,120
U.S. Department of Labor			
Passed through the Arizona Department of Economic Security			
Workforce Investment Act Cluster:			
WIA Adult Program	17.258	DE091206001, DE111008001, DE101045001	605,844
WIA Youth Activities	17.259	DE091206001, DE111008001, DE101045001	618,732
WIA Dislocated Workers	17.260	DE091206001, DE111008001, DE101045001	1,163,182
ARRA WIA Adult Program	17.288	DE091206001, DE111008001, DE101045001	101,467
ARRA WIA Youth Activities	17.259	DE091206001, DE111008001, DE101045001	51,138
ARRA WIA Dislocated Workers	17.280	DE091206001, DE111008001, DE101045001	234,664
Total Workforce Investment Act Cluster			2,679,925
Incentive Grants - WIA Section 603	17.287	DE070285001, DE091206001, DE061287001, E5706004	37,721
Total U.S. Department of Labor			2,717,646

(Continued)

See accompanying notes to schedule of expenditures of federal awards.

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**GILA COUNTY, ARIZONA
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)
YEAR ENDED JUNE 30, 2011**

Federal Grantor/Pass-Through Grantor/Program Title	CFDA Number	Pass-Through Grantor's Number	Expenditures
U.S. Department of Transportation			
Passed through the Arizona Department of Transportation			
Highway Planning and Construction	20.205	IGA/JPA 08-1321, IGA/JPA 10-161	\$ 1,416,023
ARRA Highway Planning and Construction	20.205	IGA/JPA 09-128	38,806
Total U.S. Department of Transportation			<u>1,452,829</u>
Federal Library Services Technology Act			
Passed through the Arizona State Library, Archives and Public Records			
Library Services and Technology Grant	45.310	2010-300098-01, 2010-30048-4, 11-A-4	68,000
U.S. Department of Energy			
Passed through the Arizona Department of Commerce			
Weatherization Assistance for Low Income Persons	81.042	C052-09-02, G043-10-02	241,164
ARRA - Weatherization Assistance for Low Income Persons	81.042	C057-08-02	640,319
Total U.S. Department of Energy			<u>1,081,563</u>
U.S. Department of Education			
Impact Aid			
Impact Aid	84.041	N/A - Direct	134,738
Passed through the Arizona Governor's Office of Economic Recovery			
ARRA - State Fiscal Stabilization Fund	84.384	GOER-FY2010-808-E	\$ 18,034
ARRA - State Fiscal Stabilization Fund	84.384	OER-11-IGA-GS-30	230,769
ARRA - State Fiscal Stabilization Fund	84.384	OER-11-IGA-GS-143	50,000
Total ARRA - State Fiscal Stabilization Fund Cluster			<u>298,803</u>
ARRA - Education Jobs Fund	84.410	ISA OER-11 ISA-EJ-001	28,327
Passed through the Arizona Department of Education			
Title I Grants to Local Educational Agencies			
English Language Acquisition Grants	84.010	S010A090003	38,752
Mathematics and Science Partnerships	84.385	S385A090003	12,953
Adult Education - Basic Grants to States	84.386	S363B090003, S3863090003	428,614
Rural Education	84.002	V002A100003	71,895
Rural Education	84.358	S358B090003	1,614
Passed through the Arizona Department of Education			
Special Education Cluster:			
Special Education - Grants to State	84.027	H027A100007	14,759
ARRA Special Education	84.201	H391A090007	134
Passed through the Arizona Supreme Court			
Special Education - Grants to State	84.027	IGA	31,077
ARRA Special Education	84.391	IGA	7,820
Total Special Education Cluster			<u>53,770</u>
Passed through the Arizona Department of Education			
Education Technology State Grant Cluster:			
Education Technology State Grants	84.318	S318X090003	172
ARRA - Education Technology State Grants	84.388	S363A090003	484
Passed through Pima County			
Enhancing Education Through Technology	84.318	11FET6TP-160950-02A	72,093
Total Education Technology State Grant Cluster:			<u>72,749</u>
Passed through the Arizona Supreme Court			
Title I Program for Neglected and Delinquent Children	84.019	26323	20,246
Improving Teacher Quality State Grants	84.387	S387A090049	
Improving Teacher Quality State Grants	84.387	29823	6,718
Passed through the Arizona Department of Education			
Improving Teacher Quality State Grants	84.387	S387A00049	83,135
Total Improving Teacher Quality State Grants			<u>89,863</u>
Total U.S. Department of Education			<u>1,347,327</u>
U.S. Department of Health and Human Services			
Passed through the Arizona Department of Health Services			
Public Health Preparedness & Response for Bioterrorism	93.009	HG754195	248,052
Affordable Care Act Abstinence Education Program	93.235	E1H38959	1,000
Immunization Grants Cluster:			
Immunization Grants	93.263	HG8528428-0	25,000
ARRA Immunizations	93.712	HG854284	23
Total Immunization Grants Cluster			<u>25,023</u>
HIV Prevention Activities - Health Department Based	93.040	HG852277-1	4,858
Maternal and Child Health Services Block Grant, Special Needs	93.094	HG854248-2, HG854248-3, HP981245-003	21,856

(Continued)

See accompanying notes to schedule of expenditures of federal awards.

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**GILA COUNTY, ARIZONA
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)
YEAR ENDED JUNE 30, 2011**

Federal Grantor/Pass-Through Grantor/Program Title	CFDA Number	Pass-Through Grantor's Number	Expenditures
U.S. Department of Health and Human Services (Continued)			
Passed through the Arizona Department of Economic Security			
Temporary Assistance for Needy Families	93.556	DE111073001	\$ 189,297
Child Support Enforcement	93.563	DES06728-1, DE111165001	1,109,027
Low-Income Home Energy Assistance	93.568	DE111073001	333,197
Community Services Block Grant Cluster:			
Community Services Block Grant	93.698	DE111073001	\$ 93,263
ARRA - Community Services Block Grant	93.710	DE111073001	<u>21,375</u>
Total Community Services Block Grant Cluster			114,638
Social Services Block Grant	93.987	DE111073001	19,172
HIV Care Formula Grants	93.917	HP652141-001-0	68,479
Total U.S. Department of Health and Human Services			<u>2,052,834</u>
U.S. Department of Homeland Security:			
Passed through the Arizona Department of Homeland Security			
Homeland Security Grant Program	97.087	777305-01, 777305-02, 444307-02	162,769
Passed through the Arizona Department of Emergency Services and Military Affairs			
Emergency Management Performance Grant	97.042	EMW-2011-EP-APP-00006 EMP-2011 RC-001-ADEM RFC-09 AZ- 2010	192,127
Total U.S. Department of Homeland Security			<u>354,925</u>
Total Expenditures of Federal Awards			<u>\$ 16,130,450</u>

See accompanying notes to schedule of expenditures of federal awards.
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