

GRANTEE AGREEMENT

GRA-RC004-14-0616-01

Between The
**Gila 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 Gila Regional Partnership Council (hereinafter referred to as the 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.

I. Purpose of the Grant

The purpose of this grant is to specify the responsibilities and procedures for the grantee role in administration of funds provided by First Things First.

II. Term of the Grant, Renewal

- A. This is a 12 month contract and shall become effective on July 1, 2013 and shall terminate on June 30, 2014. This grant is renewable for two (2) additional twelve (12) month periods, total funds available are \$65,000 for the first funding period, and renewal will be contingent upon satisfactory contract performance, evaluation and continued available funding.
- B. This grant shall not bind nor purport to bind the grantor for any contractual commitment in excess of the original grant period.

III. Description of Services

The grantee shall provide the following services for the grantor as approved and summarized below:

- A. All parents and families 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 Exhibit A, Scope of Work Reference, 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. (Refer to Exhibit A, Scope of Work Reference, Description of the strategy and Exhibit B, the Parent Outreach and Awareness Standards of Practice for a full description.)
- C. This strategy will be implemented at local libraries within the Gila region to serve 1,800 children birth to five in the Gila Region through 100 workshops to be held and 21,600 children's books distributed. The Gila Regional Partnership Council provides services to the communities of Gila County and the Tribal lands of the Tonto Apache Tribe. The Gila Region does not include the portion of the Fort Apache Indian Reservation (lands of the White Mountain Apache Tribe) within Gila County, or the portion of the San Carlos Apache Indian Reservation within Gila County. (Refer to Exhibit A, Scope of Work Reference, 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. Submit all attachments provided by First Things First (Attachments A – I) and comply with the narrative responses to the Scope of Work questions, the Implementation Plan and approved Line Item Budget.
NOTE: The narrative responses, Implementation Plan, Line Item Budget, and Line Item Budget Narrative are required to be submitted for review prior to when this grant becomes final and is signed by First Things First. Submission is required by April 1, 2013.
- G. 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. Quarterly Program Narrative and Data Submission Reporting Requirements

At a minimum, grantees shall submit quarterly, one Program Narrative Report and three Data Submission Reports (one per month) by the 20th of the month following the quarter via the First Things First Partner Grant Management System (PGMS). Failure to submit timely reports will result in suspension of reimbursement. The reports shall contain such information as deemed necessary by First Things First.

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

1 st Quarter (July 1, 2013 – September 30, 2013)	Due: October 20, 2013
2 nd Quarter (October 1, 2013 – December 31, 2013)	Due: January 20, 2014
3 rd Quarter (January 1, 2014 – March 31, 2014)	Due: April 20, 2014
4 th Quarter (April 1, 2014 – June 30, 2014)	Due: July 20, 2014

The final programmatic report as submitted shall be marked Final.

V. Grant Administration and Operation

- A. **Key Personnel.** It is essential that the grantee provide an adequate staff of experienced personnel, capable of and devoted to the successful accomplishment of work to be performed under this grant. The grantee must assign specific individuals to the key positions, when possible or submit an official position description for which candidates must qualify. Once assigned to work under the grant, if key personnel are removed or replaced, written notification (Staff Change Notification Form and applicable resumes) shall be sent to First Things First via the Partner Grant Management System (PGMS) Communication Log.
- B. **Orientation.** A mandatory orientation will be scheduled during the first quarter after awards are made to provide information required to manage the grant.
- C. **Records.** Pursuant to A.R.S. §35-214 and §35-215, the grantee shall retain and shall contractually require each subgrantee to retain all data and other “records” relating to the acquisition and performance of the grant for a period of five years after the completion of the grant. All records shall be subject to inspection and audit by First Things First at reasonable times. Upon request, the grantee shall produce a legible copy of any or all such records.
- D. **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 subgrantee under this grant shall be used by or disclosed by it, its agents, officers, or employees, except as required, to efficiently perform duties under the grant. The 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 grant, unless otherwise agreed to in writing.
- E. **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.
- F. **Audit.** Pursuant to A.R.S. §35-214, at any time during the term of this grant and five (5) years thereafter, the grantee’s or any subgrantee’s books and records shall be subject to audit by First Things First and, where applicable, the Federal Government,

to the extent that the books and records relate to the performance of the grant or subgrant.

In compliance with the Federal Single Audit Act (31 U.S.C. par., 7501-7507), as amended by the Single Audit Act Amendments of 1996 (P.L. 104 to 156), grant sub-recipients, as prescribed by the President's Council on Integrity and Efficiency Position #6, expending Federal Grants from all sources totaling \$500,000 or more, must have an annual audit conducted in accordance with OMB Circular #A-133, "Audits of States, Local Governments and Non-profit Organizations." If more than \$500,000 has been expended in federal dollars, a copy of the audit report for the previous fiscal year must be submitted with your application.

- G. **Fund Management.** The grantee must maintain funds received under this grant in separate ledger accounts and cannot mix these funds with other sources. The grantee must manage funds according to applicable regulations for administrative requirements, cost principles and audits. The grantee shall maintain proper audit trails for all reports related to this grant. First Things First reserves the right to review all program records.
- H. **Fiscal Responsibility.** It is understood and agreed that the total amount of the funds used under this grant shall be used for the project(s) and scope of work outlined in this grant. 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 grant 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.
- I. **Availability of Funds.** If, for any reason, funding in the current state fiscal year is not available, First Things First may take any of the following actions: 1) Accept a decrease in price offered by the grantee; 2) Cancel the grant; or 3) Cancel the grant and re-solicit the requirements.

Funds are not presently available for performance under this grant beyond the current fiscal year. Any future obligation of First Things First under this grant is conditioned upon the availability of funds allocated and awarded for the payment of such obligation. If funds are not allocated and available for the continuance of this grant, this grant may be terminated by First Things First at the end of the period for which funds are available. No liability shall accrue to First Things First in the event this provision is exercised, and First Things First shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

- J. Advertising, Publishing and Promotion of Grant. The grantee shall not use, advertise or promote information for commercial benefit concerning this grant without the prior written approval of First Things First.
- K. Review of Printed Material. First Things First reserves the right to review and approve all grantee publications and/or media funded or partially funded through this grant. All grantee publications funded or partially funded through this grant shall recognize First Things First as the funding source. First Things First shall have full and complete rights to reproduce, duplicate, disclose, perform, and otherwise use all materials prepared under this grant.

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 grant, in whole or in part with First Things First funds and shall follow the protocol and style guide provided by First Things First. First Things First will post any applicable updated communications protocol information under the Grantee Resources section of PGMS.

- L. Property of the State. Any materials and data required to be collected, delivered or created under this grant, including but not limited to reports, computer programs and other deliverables, are the sole property of the State (First Things First.) The grantee is not entitled to a patent or copyright on those materials and may not transfer the patent or copyright to anyone else. The grantee shall not use or release these materials without the prior written consent of First Things First.
- M. Ownership of Intellectual Property. Any and all intellectual property, including but not limited to copyright, invention, trademark, trade name, service mark, and/or trade secrets created or conceived pursuant to or as a result of this grant and any related subgrant ("Intellectual Property"), shall be work made for hire and First Things First shall be considered the creator of such Intellectual Property. The agency, department, division, board or commission of the State of Arizona requesting the issuance of this grant shall own (for and on behalf of the State) the entire right, title and interest to the Intellectual Property throughout the world. The grantee shall notify First Things First, within thirty (30) days, of the creation of any Intellectual Property by it or its subgrantee(s). The grantee, on behalf of itself and any subgrantee(s), agrees to execute any and all document(s) necessary to assure ownership of the Intellectual Property vests in the State and shall take no affirmative actions that might have the effect of vesting all or part of the Intellectual Property in any entity other than the State. The Intellectual Property shall not be disclosed by grantee or its subgrantee(s) to any entity not the State without the express written authorization of the agency, department, division, board or commission of the State of Arizona requesting the issuance of this grant.

- N. Federal Immigration and Nationality Act. The grantee shall comply with all federal, state and local immigration laws and regulations relating to the immigration status of their employees during the term of the grant. Further, the grantee shall flow down this requirement to all subgrantees utilized during the term of the grant. First Things First shall retain the right to perform random audits of grantee and subgrantee records or to inspect papers of any employee thereof to ensure compliance. Should First Things First determine that the grantee and/or any subgrantee be found noncompliant, First Things First may pursue all remedies allowed by law, including, but not limited to; suspension of work, termination of the grant for default and suspension and/or debarment of the grantee.
- O. E-Verify Requirements. In accordance with A.R.S. § 41-4401, the grantee warrants compliance with all federal immigration laws and regulations relating to employees and warrants its compliance with A.R.S. § 23-214, Subsection A.
- P. Scrutinized Businesses. In accordance with A.R.S. § 35-391 and A.R.S. § 35-393, the grantee certifies that the grantee does not have scrutinized business operations in Sudan or Iran.
- Q. Offshore Performance of Work Prohibited. Any services that are described in the specifications or scope of work that directly serve the State of Arizona or its clients and involve access to secure or sensitive data or personal client data shall be performed within the defined territories of the United States. Unless specifically stated otherwise in the specifications, this paragraph does not apply to indirect or overhead services, redundant back-up services or services that are incidental to the performance of the grant. This provision applies to work performed by subgrantees at all tiers.

VI. Grant Interpretation

- A. Arizona Law. The laws of Arizona apply to this grant including, where applicable, the Uniform Commercial Code as adopted by the State of Arizona and the Arizona Procurement Code, Arizona Revised Statutes (A.R.S.) Title 41, Chapter 23, and its implementing rules, Arizona Administrative Code (A.A.C.) Title 2, Chapter 7.
- B. Implied Grant Terms. Each provision of law and any terms required by law to be in this grant are a part of this grant as if fully stated in it.
- C. Relationship of Parties. The grantee under this grant is an independent grantee. Neither party to this grant shall be deemed to be the employee or agent of the other party to the grant.
- D. Severability. The provisions of this grant are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition of the grant.

- E. **No Parole Evidence.** This grant is intended by the parties as a final and complete expression of their grant. No course of prior dealings between the parties and no usage of the trade shall supplement or explain any terms used in this document and no other understanding either oral or in writing shall be binding.
- F. **No Waiver.** Either party's failure to insist on strict performance of any term or condition of the grant shall not be deemed a waiver of that term or condition even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.
- G. **Entire Grant.** This grant and its attachments/exhibits constitute the entire grant between the parties hereto pertaining to the subject matter hereof and may not be changed or added to except in writing, signed by all parties. However, the grantor shall have the right to immediately amend this grant so that it complies with any new legislation, laws, ordinances, or rules affecting this grant.
- H. **Confidentiality of Grantee's Information.** The 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, the grantee understands and consents to disclosure of any information submitted to the grantor that concerns the identity, 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 grant application and supporting materials, unless such information or materials are clearly marked as "confidential."

VII. Grant Revisions

- A. **Program or Budget Modifications.** Requests for program and/or budget modifications must be submitted via the First Things First Partner Grant Management System (PGMS) Communication Log and approval received **prior** to the implementation of any the modifications.
- B. **Amendments.** If it is deemed that the program or budget modification request would alter the scope of work and budget described herein, whether by modification or supplementation, then the modification must be accomplished by a formal written amendment signed and approved by and between the duly authorized representatives of the grantee and grantor. No other document, including correspondence, acts, and oral communications by or from any person, shall be used or construed as an amendment or modification or supplementation to the grant.

- C. Subgrants. The grantee shall not enter into any subgrant under this grant for the performance of this grant without the advance written approval from First Things First. The grantee shall clearly list any proposed subgrantees and the subgrantee's proposed responsibilities. The subgrant shall incorporate by reference the Terms and Conditions of this grant. The grantee agrees that no subgrant that the grantee enters into with respect to performance under this grant shall in any way relieve the grantee of any responsibility for performance of its duties.
- D. Assignment and Delegation. The grantee shall not assign any right nor delegate any duty under this grant without the prior written approval of First Things First. First Things First shall not unreasonably withhold approval.

VIII. Risk and Liability

A. Indemnification.

1. Indemnification - Patent and Copyright. The grantee shall indemnify and hold harmless First Things First against any liability, including costs and expenses, for infringement of any patent, trademark or copyright arising out of grant performance or use by First Things First of materials furnished or work performed under this grant. First Things First shall reasonably notify the grantee of any claim for which it may be liable under this paragraph. If the grantee is insured pursuant to A.R.S. § 41-621 and § 35-154, this section shall not apply.
2. Grantee/Vendor Indemnification (Not Public Agency). The parties to this grant agree that First Things First, its departments, Board and Councils shall be indemnified and held harmless by the grantee for the vicarious liability of First Things First as a result of entering into this grant. However, the parties further agree that First Things First, its departments, Board and Councils shall be responsible for its own negligence. Each party to this grant is responsible for its own negligence.
This indemnity shall not apply if the grantee or subgrantee(s) is/are an agency, board, commission or university of the State of Arizona.
3. Grantee/Vendor Indemnification (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.

- B. **Insurance Requirements.** The grantee and subgrantees shall procure and maintain until all of their obligations have been discharged, including any warranty periods under this grant, are satisfied, insurance against claims for injury to persons or damage to property which may arise from or in connection with the performance of the work hereunder by the grantee, his agents, representatives, employees or subgrantees.

The insurance requirements herein are minimum requirements for this grant and in no way limit the indemnity covenants contained in this grant. First Things First in no way warrants that the minimum limits contained herein are sufficient to protect the grantee from liabilities that might arise out of the performance of the work under this grant by the grantee, its agents, representatives, employees or subgrantees, and grantee is free to purchase additional insurance.

1. **Minimum Scope and Limits of Insurance.** The grantee shall provide coverage with limits of liability not less than those stated below.

Commercial General Liability – Occurrence Form

Policy shall include bodily injury, property damage, personal injury and broad form contractual liability coverage.

- General Aggregate \$2,000,000
 - Products – Completed Operations Aggregate \$1,000,000
 - Personal and Advertising Injury \$1,000,000
 - Blanket Contractual Liability – Written and Oral \$1,000,000
 - Fire Legal Liability \$50,000
 - Each Occurrence \$1,000,000
- a. The policy shall be endorsed to include coverage for sexual abuse and molestation.
 - b. The policy shall be endorsed to include the following additional insured language: "The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees shall be named as additional insureds with respect to liability arising out of the activities performed by or on behalf of the grantee".
 - c. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the grantee.

Business Automobile Liability

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

- Combined Single Limit \$1,000,000
 - a. The policy shall be endorsed to include the following additional insured language: "The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees shall be named as additional insureds with respect to liability arising out of the activities performed by or on behalf of the grantee, involving automobiles owned, leased, hired or borrowed by the grantee".
 - b. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the grantee.

Worker's Compensation and Employers' Liability

- Workers' Compensation Statutory
- Employers' Liability
 - Each Accident \$500,000
 - Disease – Each Employee \$500,000
 - Disease – Policy Limit \$1,000,000
 - a. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the grantee.
 - b. This requirement shall not apply to separately, EACH grantee or subgrantee exempt under A.R.S. §23-901, AND when such grantee or subgrantee executes the appropriate waiver (Sole Proprietor/Independent Contractor) form.

Professional Liability (Errors and Omissions Liability)

- Each Claim \$1,000,000
- Annual Aggregate \$2,000,000
 - a. In the event that the professional liability insurance required by this grant is written on a claims-made basis, the grantee warrants that any retroactive date under the policy shall precede the effective date of this grant; and that either continuous coverage will be maintained or an extended discovery period will be exercised for a period of two (2) years beginning at the time work under this grant is completed.
 - b. The policy shall cover professional misconduct or lack of ordinary skill for those positions defined in the Scope of Work of this grant.

2. **Additional Insurance Requirements.** The policies shall include, or be endorsed to include, the following provisions:

The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees wherever additional insured status is required such additional insured shall be covered to the full limits of liability purchased by the grantee, even if those limits of liability are in excess of those required by this grant.

The grantee's insurance coverage shall be primary insurance with respect to all other available sources.

Coverage provided by the grantee shall not be limited to the liability assumed under the indemnification provisions of this grant.

3. **Notice of Cancellation.** Each insurance policy required by the insurance provisions of this grant shall provide the required coverage and shall not be suspended, voided, canceled, or reduced in coverage or in limits except after thirty- (30) days prior written notice has been given to the State of Arizona. Such notice shall be sent directly to (First Things First, Fiscal Specialist, 4000 N. Central, Suite 800, Phoenix, AZ 85012) and shall be sent by certified mail, return receipt requested.
4. **Acceptability of Insurers.** Insurance is to be placed with duly licensed or approved non-admitted insurers in the State of Arizona with an "A.M. Best" rating of not less than A-VII. The State of Arizona in no way warrants that the above-required minimum insurer rating is sufficient to protect the grantee from potential insurer insolvency.
5. **Verification of Coverage.** The grantee shall furnish the State of Arizona with certificates of insurance (ACORD form or equivalent approved by the State of Arizona) as required by this grant. The certificates for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf.
6. All certificates and endorsements are to be received and approved by the State of Arizona before work commences. Each insurance policy required by this grant must be in effect at or prior to commencement of work under this grant and remain in effect for the duration of the project. Failure to maintain the insurance policies as required by this grant, or to provide evidence of renewal, is a material breach of this grant.
7. All certificates required by this grant shall be sent directly to (First Things First, Fiscal Specialist, 4000 N. Central, Suite 800, Phoenix, AZ 85012). The

State of Arizona project/grant number and project description shall be noted on the certificate of insurance. The State of Arizona reserves the right to require complete, certified copies of all insurance policies required by this Grant at any time. DO NOT SEND CERTIFICATES OF INSURANCE TO THE STATE OF ARIZONA'S RISK MANAGEMENT SECTION.

8. Subgrantees. The grantees' certificate(s) shall include all subgrantees as insureds under its policies or grantee shall furnish to the State of Arizona separate certificates and endorsements for each subgrantee. All coverages for subgrantees shall be subject to the minimum requirements identified above.
9. Approval. Any modification or variation from the insurance requirements in this grant shall be made by the Department of Administration, Risk Management Section, whose decision shall be final. Such action will not require a formal Grant amendment, but may be made by administrative action.
10. Exceptions. In the event the grantee or subgrantee(s) is/are a public entity, then the Insurance Requirements shall not apply. Such public entity shall provide a Certificate of Self-Insurance. If the grantee or subgrantee(s) is/are a State of Arizona agency, board, commission, or university, none of the above shall apply.

C. Force Majeure.

1. Except for payment of sums due, neither party shall be liable to the other nor deemed in default under this grant if and to the extent that such party's performance of this grant is prevented by reason of force majeure. The term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without its fault or negligence. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; mobilization; labor disputes; civil disorders; fire; flood; lockouts; injunctions- intervention-acts; or failures or refusals to act by government authority; and other similar occurrences beyond the control of the party declaring force majeure which such party is unable to prevent by exercising reasonable diligence.
2. Force Majeure shall not include the following occurrences:
 - Late delivery of equipment or materials caused by congestion at a manufacturer's plant or elsewhere, or an oversold condition of the market;

- Late performance by a subgrantee unless the delay arises out of a force majeure occurrence in accordance with this force majeure term and condition; or
- Inability of either the grantee or any subgrantee to acquire or maintain any required insurance, bonds, licenses or permits.

3. If either party is delayed at any time in the progress of the work by force majeure, the delayed party shall notify the other party in writing of such delay, as soon as is practicable and no later than the following working day, of the commencement thereof and shall specify the causes of such delay in such notice. Such notice shall be delivered or mailed certified-return receipt and shall make a specific reference to this article, thereby invoking its provisions. The delayed party shall cause such delay to cease as soon as practicable and shall notify the other party in writing when it has done so. The time of completion shall be extended by an amendment for a period of time equal to the time that results or effects of such delay prevent the delayed party from performing in accordance with this grant.

4. Any delay or failure in performance by either party hereto shall not constitute default hereunder or give rise to any claim for damages or loss of anticipated profits if, and to the extent that such delay or failure is caused by force majeure.

D. Third Party Antitrust Violations. The grantee assigns to First Things First any claim for overcharges resulting from antitrust violations to the extent that those violations concern materials or services supplied by third parties to the grantee, toward fulfillment of this grant.

IX. Compliance with Applicable Laws

The services supplied under this grant shall comply with all applicable federal, state and local laws, and the grantee shall maintain all applicable licenses and permit requirements.

- A. Sectarian Requests. Funds may not be expended for any sectarian purpose or activity, including sectarian worship or instructions.
- B. Restrictions of Lobbying. The grantee shall not use these funds to pay for, influence, or seek to influence any officer or employee of First Things First, state government or the federal government if that action may have an impact, of any nature, on this grant.
- C. Licenses. The grantee shall maintain in current status all federal, state and local licenses and permits required for the operation of the business conducted by the grantee.

D. Fingerprinting. Pursuant to A.R.S. §41-1758, the grantee will obtain fingerprint cards and/or background checks as applicable. This grant may be cancelled or terminated if the fingerprint check or the certified form of any person who is employed by a provider, whether paid or not, and who is required or allowed to provide services directly to children, discloses that a person has committed any act of sexual abuse of a child, including sexual exploitation or commercial sexual exploitation, or any act of child abuse or that the person has been convicted of or awaiting trial on any criminal offenses in this state or similar offenses in another state or jurisdiction.

X. State's Contractual Remedies

- A. Right to Assurance. If First Things First in good faith has reason to believe that the grantee does not intend to, or is unable to perform or continue performing under this grant, the First Things First Fiscal Specialist may demand in writing that the grantee give a written assurance of intent to perform. Failure by the grantee to provide written assurance within the number of days specified in the demand may be, at First Things First's discretion, the basis for terminating the grant under the Terms and Conditions or other rights and remedies available by law or provided by the grant.
- B. Stop Work Order.
1. First Things First may, at any time, by written order to the grantee, require the grantee to stop all or any part, of the work called for by this grant for period(s) of days indicated by First Things First after the order is delivered to the grantee. The order shall be specifically identified as a stop work order issued under this clause. Upon receipt of the order, the grantee shall immediately comply with its terms and take all reasonable steps to minimize the incurrence of costs allocable to the work covered by the order during the period of work stoppage.
 2. If a stop work order issued under this clause is canceled or the period of the order or any extension expires, the grantee shall resume work. First Things First shall make an equitable adjustment in the delivery schedule or grant price, or both, and the grant shall be amended in writing accordingly.
- C. Nonconforming Tender. Materials or services supplied under this grant shall fully comply with the grant. The delivery of materials or services or a portion of the materials or services that do not fully comply constitutes a breach of this grant. On delivery of nonconforming materials or services, First Things First may terminate the grant for default under applicable termination clauses in the grant, exercise any of its rights and remedies under the Uniform Commercial Code, or pursue any other right or remedy available to it.

- D. **Right of Offset.** First Things First shall be entitled to offset against any sums due the grantee, any expenses or costs incurred by First Things First, or damages assessed by First Things First concerning the grantee's non-conforming performance or failure to perform the grant, including expenses, costs and damages described in the Terms and Conditions.
- E. **Non-Exclusive Remedies.** The rights and the remedies of First Things First under this grant are not exclusive.

XI. Grant Termination

- A. **Cancellation for Conflict of Interest.** Pursuant to A.R.S. §38-511, First Things First may cancel this grant within three (3) years after grant execution without penalty or further obligation if any person significantly involved in initiating, negotiating, securing, drafting or creating the grant on behalf of First Things First is or becomes at any time while the grant or an extension of the grant is in effect an employee of or a consultant to any other party to this grant with respect to the subject matter of the grant. The cancellation shall be effective when the grantee receives written notice of the cancellation unless the notice specifies a later time. If the grantee is a political subdivision of the State of Arizona, it may also cancel this grant as provided in A.R.S. §38-511.
- B. **Cancellation for Failure to Perform.** Failure by the grantee to adhere to any provision of this grant or its attachments in the time and manner provided by this grant or its attachments shall constitute a material default and breach of this grant and First Things First may cancel, at its option, this grant upon prior written notice.

First Things First may issue a written ten (10) day notice of default to the grantee for acting or failing to act including but not limited to any of the following:

1. The grantee provides personnel that do not meet the requirements of this grant or are of an unacceptable quality.
2. The grantee fails to perform adequately the services required in this grant.
3. The grantee fails to furnish the required product or services within the time stipulated in this grant.
4. The grantee fails to make progress in the performance of the requirements of the grant and/or gives a positive indication that the grantee will not or cannot perform to the requirements of this grant.

If the grantee does not correct any problem(s) within ten (10) days after receiving the notice of default, First Things First may cancel the grant. If First Things First cancels the grant pursuant to this clause, First Things First reserves all rights or

claims to damage for breach of the grant and the grantee agrees to a general release in favor of First Things First for any claim for reimbursement.

- C. **Gratuities.** First Things First may, by written notice, terminate this grant, in whole or in part, if First Things First determines that employment or a gratuity was offered or made by the grantee or a representative of the grantee to any officer or employee of the State for the purpose of influencing the outcome of the procurement or securing the grant, an amendment to the grant, or favorable treatment concerning the grant, including the making of any determination or decision about grant performance. First Things First, in addition to any other rights or remedies, shall be entitled to recover exemplary damages in the amount of three times the value of the gratuity offered by the grantee.
- D. **Suspension or Debarment.** First Things First may, by written notice to the grantee, immediately terminate this grant if First Things First determines that the grantee has been debarred, suspended or otherwise lawfully prohibited from participating in any public procurement activity, including but not limited to, being disapproved as a subgrantee of any public procurement unit or other governmental body. Submittal of a grant application or execution of a grant shall attest that the grantee is not currently suspended or debarred. If the grantee becomes suspended or debarred, the grantee shall immediately notify First Things First.
- E. **Termination for Convenience.** First Things First reserves the right to terminate the grant, in whole or in part at any time, when in the best interests of First Things First without penalty or recourse. Upon receipt of the written notice, the grantee shall stop all work, as directed in the notice, notify all subgrantees of the effective date of the termination and minimize all further costs to First Things First. In the event of termination under this paragraph, all documents, data and reports prepared by the grantee under the grant shall become the property of and be delivered to First Things First upon demand. The grantee shall be entitled to receive just, equitable compensation for work in progress, work completed, and materials accepted before the effective date of the termination. The cost principles and procedures provided in A.A.C. R2-7-701 shall apply.
- F. **Termination for Default.**
 - 1. In addition to the rights reserved in the grant, First Things First may terminate the grant in whole or in part due to the failure of the grantee to comply with any term or condition of the grant; to acquire and maintain all required insurance policies, bonds, licenses and permits; to make satisfactory progress in performing the grant; or failure to comply with the Data Security Guidelines. First Things First shall provide written notice of the termination to the grantee.

2. Upon termination under this paragraph, all materials, documents, data and reports prepared by the grantee under the grant shall become the property of and be delivered to First Things First on demand.
3. Upon termination of this grant, First Things First may procure, on terms and in the manner that it deems appropriate, materials or services to replace those under this grant. The grantee shall be liable to First Things First for any excess costs incurred by First Things First in procuring services in substitution for those due from the grantee.

G. Continuation of Performance through Termination. The grantee shall continue to perform, in accordance with the requirements of the grant, up to the date of termination, as directed in the termination notice.

XII. Grant Claims

All grant claims or controversies under this grant shall be resolved according to A.R.S. Title 41, Chapter 23, Article 9, and rules adopted thereunder.

XIII. Arbitration

The parties to this grant agree to resolve all disputes arising out of or relating to this grant through arbitration, after exhausting applicable administrative review, to the extent it is determined that this is a public works contract under A.R.S. § 12-1518, except as may be required by other applicable statutes.

XIV. Counterparts

This grant 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 grant.

XV. Authority to Execute this Grant

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

XVI. Notices

All notices, requests, demands or communications by either party to this grant, pursuant to or in connection with this grant shall be in writing to the respective parties at the following address:

The grantee shall submit notices relative to this grant to:

First Things First
Finance Division
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

The grantor shall address all notices relative to this grant to:

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

An authorized First Things First representative and an authorized grantee representative may change their respective person to whom notice shall be given by written notice to the other and an amendment to the grant shall not be necessary

XVII. IN WITNESS WHEREOF

The parties hereto agree to execute this grant.

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

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

Michael A. Pastor, Chairman

Rhian Evans Allvin
Chief Executive Officer

Date

Date

Approved as to Form

Bryan Chambers, Deputy Attorney Principal

Attachment A

First Things First Standard Agency Information Collection Form

A. Agency Information:

Program Name (if applicable) Parent Education Community-Based Training

Contact Person Jacque Griffin

Address 1400 E Ash St. Position Library District Director

Address _____ Email jgriffin@gilacountyaz.gov

City, State, Zip Globe, AZ 85501 Phone 928-402-8770 Ext _____

County Gila Fax 925-425-3462

Employer Identification Number: 86-6000444

Agency Classification: State Agency County Government Local Government Schools
 Tribal Faith Based Non Profit Private Organization Other

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

If not, please go to http://www.gao.az.gov/Vendor/account_setup_home.asp, download the State of Arizona Substitute W-9 Form, and submit with your application

Congressional district (federal) in which agency provides most services: District # 1

Legislative district (state) in which agency provides most services: District # 6, 8
Go to <http://www.azredistricting.org> and click on Final Maps to identify your congressional and legislative district

Approximate federal funding (from a federal source) to be received in current fiscal year? \$ 0.00

Agency's fiscal year-end date: June 30

Agency's accounting method: Cash Accrual

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

Contact information for firm conducting agency audit:

Audit firm: Criston Larson Allen LLP

Address: 1201 S Alma School Rd., Mesa, AZ 85210

Phone: 480-615-2300

B. Proposed Program Information/Description:

Amount requested: \$65,000

Service area of proposed program: The communities of Gila County and Tribal Lands including the Tonto Apache Tribe, not including the portion of the Fort Apache Indian Reservation within Gila County, and not including the portion of the San Carlos Apache Indian Reservation with Gila County

Target population of proposed program: 2321 (children birth to 5 years) per 2010 U.S. Census Data

Number of books distributed: 21,600

Number of local resource guides distributed: n/a

Number of workshops held: 10

Number of events held: n/a

Please provide a brief description (250 words or less) of the proposed program. This description will be used by First Things First for all public information regarding the grant.

Gila County Library District will continue encouraging the existing "Every Child Ready to Read" and "Brain Time" early literacy programs in libraries that provide training to parents about the importance of early literacy development for young children birth through age five.

Community Liaisons will conduct outreach in locations where parents of children ages birth to five years of age might be found. During the first four months of the fiscal year. As an incentive and reward, each month, each child whose parents listen to the early literacy information will receive a book in the mail addressed to the child.

Gila County Library District will persist in its collaborative efforts with the Gila County WIC program, Battered Women's shelters, Teen Pregnancy Programs, and local hospitals striving to reach as many parents/caregivers of children birth through age 5 with our Early Literacy message.

C. Contact Information:

The First Things First Partner Grant Management System (PGMS) requires contact information for persons filling overall grant management, financial, programmatic, and evaluation roles. The same person may be assigned to more than one of the roles.

Main contact information: This contact person has overall responsibility for ensuring the program is successfully implemented. This person will be able to view all programmatic, financial, and evaluation information in PGMS. Correspondence from First Things First will be sent to this person.

Main contact person: Jacque Griffin

Position: Library District Director

Address: 1400 E Ash St

City, State, Zip: Globe, AZ 85501

Email: igriffin@gilacountyaz.gov

Phone: 928-402-8770 Ext. _____ Fax: 928-425-3462

Program contact information: This contact person has responsibility for the regular program operations. They will be able to view program and evaluation information in PGMS.

Program Contact Person: Mary Stemm

Position: Library Assistant Senior

Address: 1400 E Ash St

City, State, Zip: Globe, AZ 85501

Email: mstemm@gilacountyaz.gov

Phone: 928-402-8768 Ext. _____ Fax: 928-425-3462

Financial contact information: This contact person has the responsibility for financial accounting and reporting including submitting reimbursement request through PGMS. They will be able to view financial information in PGMS.

Financial contact person: Mary Stemm

Position: Library Assistant Senior

Address: 1400 E Ash St

City, State, Zip: Globe, AZ 85501

Email: mstemm@gilacountaz.gov

Phone: 928-402-8768 Ext. _____ Fax: 928-425-3462

Evaluation contact information: This contact person has responsibility for the program's evaluation and data collection activities. They will be able to view evaluation information in PGMS.

Evaluation contact person: Mary Stemm

Position: Library Assistant Senior

Address: 1400 E Ash St

City, State, Zip: Globe, AZ 85501

Email: mstemm@gilacountyaz.gov

Phone: 928-402-8768 Ext. _____ Fax: 928-425-3462

Your application may have included information about a collaborating partner/agency. Please provide contact information for these collaborators below.

Collaborator

Agency: Gila County WIC Contact Person: Paula Horn
Address: 5515 S Apache Ave Position: Deputy Director Prevention
Address: _____ Email: phorn@gilacountyaz.gov
City, State, Zip: Globe, AZ 85501 County: Gila
Phone: 928-402-8813 Ext. _____ Fax: _____

Collaborator

Agency: Teen Outreach Pregnancy Services (TOPS) Contact Person: Charlene Becker
Address: _____ Position: _____
Address: _____ Email: charlene.becker@topsaz.org
City, State, Zip: _____ County: _____
Phone: 1-480-668-8800 Ext. _____ Fax: _____

Collaborator

Agency: Family First Pregnancy Care Center and Family Diaper Bank Contact Person: _____
Address: 508 Thorne Ave Position: _____
Address: _____ Email: _____
City, State, Zip: Winkelman, AZ 85192 County: Gila
Phone: 520-269-9152 Ext. _____ Fax: _____

Collaborator

Agency: New Beginnings Contact Person: Amy Plunkett
Address: 701 S Ponderosa St, Suite A Position: _____
Address: _____ Email: _____
City, State, Zip: Payson, AZ 85541 County: Gila
Phone: (928) 474-7466 Ext. _____ Fax: _____

Collaborator

Agency: Time Out Shelter Contact Person: Camille Levee

Address: P.O. Box 306 Position: Executive Director
Address: _____ Email: _____
City, State, Zip: Payson, AZ 85547 County: Gila
Phone: 928-472-8007 Ext. _____ Fax: 928-472-8747

Collaborator

Agency: Gila County Safe Home Contact Person: _____
Address: Confidential Position: _____
Address: _____ Email: _____
City, State, Zip: Globe, AZ 85501 County: _____
Phone: 928-402-0648 Ext. _____ Fax: _____

Collaborator

Agency: Globe Public Library Contact Person: Marion Steele
Address: 339 S Broad St Position: Library Director
Address: _____ Email: msteele@gclidaz.org
City, State, Zip: Globe, AZ 85501 County: Gila
Phone: 928-425-6111 Ext. _____ Fax: _____

Collaborator

Agency: Hayden Public Library Contact Person: Mary Lopez
Address: PO BOX 99 Position: Library Manager
Address: _____ Email: _____
City, State, Zip: Hayden, AZ 85135 County: Gila
Phone: 520-356-7031 Ext. _____ Fax: _____

Collaborator

Agency: Isabelle Hunt Memorial Library Contact Person: Becky Waer
Address: PO BOX 229 Position: Library Manager
Address: _____ Email: beckywaer@gmail.com
City, State, Zip: Pine, AZ 85544 County: Gila

Phone: 928-476-3678 Ext. _____ Fax: _____

Collaborator

Agency: Miami Memorial Library Contact Person: Delvan Hayward

Address: 282 S Adonis Ave Position: Library Manager

Address: _____ Email: dhayward@gclnaz.org

City, State, Zip: Miami, AZ 85539 County: Gila

Phone: 928-473-2621 Ext. _____ Fax: _____

Collaborator

Agency: Payson Public Library Contact Person: Emily Linkey

Address: 328 N McLane Rd. Position: Director

Address: _____ Email: elinkey@gclnaz.org

City, State, Zip: Payson, AZ 85541 County: Gila

Phone: 928-474-9260 Ext. _____ Fax: _____

Collaborator

Agency: Tonto Basin Public Library Contact Person: Kathy Womack

Address: PO BOX 368 Position: Library Manager

Address: _____ Email: ksmith@gclnaz.org

City, State, Zip: Tonto Basin, AZ 85553 County: Gila

Phone: 928-479-2355 Ext. _____ Fax: _____

Collaborator

Agency: Young Public Library Contact Person: Elizabeth J Hutton

Address: PO BOX 150 Position: Library Manager

Address: _____ Email: ejhutton@gclnaz.org

City, State, Zip: Young, AZ 85554 County: Gila

Phone: 928-462-3588 Ext. _____ Fax: _____

Attachment B

KEY PERSONNEL OVERVIEW

STAFF MEMBER	BACKGROUND AND EXPERTISE OF PERSONNEL
Name: <i>Deborah Leverance</i> Title: <i>Evaluator/Surveyor</i> FTE on this project: <i>.02</i>	<i>Technology Integration Specialist, July 2011 to present ; Teacher, August 2009 to June 2011 ; Holy Angels School Principal, 2005 to June 30, 2009 ; Assistant Principal, 2000 to 2005 ; Liberty High School Instructor, 2000 to 2005 ; Holy Angels' Teacher, 1995 to 2005</i>
Name: <i>TBA</i> Title: <i>Hayden/Winkelman Community Liaison</i> FTE on this project: <i>.05</i>	<i>Community outreach for Hayden Public Library ; Hayden / Winkelman Area Community Liaison</i>
Name: <i>TBA</i> Title: <i>Northern Gila County Community Liaison</i> FTE on this project: <i>.40</i>	<i>Community outreach for Payson/Star Valley/Pine-Strawberry</i>
Name: <i>TBA</i> Title: <i>Globe/Miami Community Liaison</i> FTE on this project: <i>.40</i>	<i>Community Liaison for Globe/Miami/Wheatfields</i>
Name: <i>TBA</i> Title: <i>Tonto Basin Community Liaison</i> FTE on this project: <i>.05</i>	<i>Community outreach for Tonto Basin/Gisela/Roosevelt</i>

***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.**

*Gila County Library District
Job Title
Early Literacy 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.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- 1. Maintains patron confidentiality in compliance with Arizona state law.*
- 5. Conducts early literacy outreach for parents/caregivers of children, birth to five years.*
- 6. Develops and implements a plan for providing outreach services for assigned areas of Gila County by working closely with the County Librarian.*
- 7. 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.*
- 8. 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.*
- 9. Seeks out opportunities and makes early literacy presentations to community groups. Focus on groups that include target populations.*
- 10. Works closely with the County Librarian planning distribution of informational early literacy brochures and registers children for the Imagination Library Book Program.*
- 11. Prepares monthly reports and forwards as directed.*
- 12. 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.*
- 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

Deborah Diana Leverance

654 North Cochise Street

Globe, Arizona 85501

928-701-2580

dleverance@gmail.com

EDUCATOR EXPERIENCE

Technology Integration Specialist, July 2011 to present

Gila County Education Service Agency, Facilitate the effective training of Gila County teachers in the area of the integration of educational technology.

Teacher, August 2009 to June 2011

Southern Gila County Preparatory Academy, Research, develop and deliver higher level curriculum units for classes of

highly-motivated students in grades three through eighth. Work with teachers throughout the county to suggest and facilitate implementation of effective classroom strategies, simplify access to a variety of standard-enhancing resources

and working with teachers exploring alternative approaches to meeting the needs of challenging students.

Principal, 2005 to June 30, 2009

Holy Angels School, private school community with 150 students in grades pre-kindergarten through eighth.

Assistant Principal, 2000 to 2005

Holy Angels School, Responsible for curriculum review, professional development, grant writing, technology planning and implementation, oversight of school improvement process, school emergency planning.

Evening Instructor, 2000 to 2005

Liberty High School, Worked alone in the evening program for students who could not adjust to daytime classes due to

behavior issues, parenting obligations, or because of participation in the work/study program, Responsible for transcript analysis for new students, course design to meet student needs and state standards, Monitored and recorded student progress and developed community resources to provide variety and motivation.

Teacher, 1995 to 2005

Holy Angels School, Sixth grade homeroom, math teacher grades 5 - 8. Student Council Advisor, Science Olympiad Coach, Chair of two Accreditation/Self-evaluation teams, (1996, 2002) Special Education and federal programs teacher/coordinator

Teacher, 1994 to 1995

Saint Charles Mission School, Kindergarten

Substitute Teacher, 1993 to 1994

Globe and San Carlos School Districts

Library Assistant and Chapter I Clerk, 1993 to 1994

Holbrook School District

EDUCATION AND PROFESSIONAL DEVELOPMENT

Differentiated Instruction: It's Not Your Average Process, Participant, 2009, 2010

Masters of Education in Catholic School Leadership, Marymount University, 2008

National Board Teacher Certification, Middle Childhood Generalist, 2002

Northern Arizona University, Special Education Certification training, 2002

Arizona School Service through Educational Technology, Master Teacher Training, 2001

Bank of America Exemplary Teachers for Arizona, Arizona State University, 1999 - 2000

Environmental Protection Agency Institute for Teachers, Morgan State University, 1998

Prescott College, Elementary Education, Teacher certification program, 1995, 4.0 GPA

University of Arizona, Literature for Adolescents, 1992

Northern Arizona University, B.S., Business Administration, Management, 1983, Magna cum Laude

Attachment C

Narrative Questions and Responses

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 continue to oversee a collaborative early literacy effort among the District, Globe Public Library, Hayden Public Library, Isabelle Hunt Memorial Library, Miami Memorial Library, Payson Public Library, Tonto Basin Public Library, Young Public Library, and Gila County Health Department (WIC) to promote early literacy development in young children, birth to age five, by conducting outreach presentations to parents/caregivers at various locations throughout Gila County. The District will enroll the children of the parents/caregivers who attend the information sessions in "The Imagination Library." The Imagination Library Program will mail age appropriate, professionally selected books monthly to each child enrolled.

- b) *This project will build on the work that the public libraries already do 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.*

- c) *Library staff at the public libraries 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 \$ 28 per child per year), and pick up undeliverable books at the Post Offices throughout the service area. The Project Director, will evaluate the program on a regular basis, create the evaluation forms and collect the required FTF evaluation data. Staff at libraries in the service area will be involved in enrolling children and assisting with the collection of evaluation data. The Project Director, Community Liaisons and the public library staffs will promote the project in the libraries and in other venues and at events that happen in each of the communities. The Community Liaisons may offer parent and caregiver trainings in the local areas. Gila County Library District staff will provide additional parent and caregiver trainings in partnership with the Gila County Health Department WIC offices and throughout the service area.*

- d) *The Gila County Library District staff and the staff at the local public libraries will be actively involved in enrolling children at the libraries, at other venues and at community events throughout service area of the Gila Region Council 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. 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 stopping places for parents such as grocery stores, churches, and doctor's offices.

- e) *Outcomes will be measured according to the performance measures required by First Things First as outlined in the Scope of Work of the Grantee Agreement. Information will be gathered through a May survey mailed to the families participating in the program.*

- f) *The District will continue to contract with Deborah Leverance to conduct a survey of the Kindergarten Teachers at all schools located in the service area during the months of August and September to determine how many children enter kindergarten ready to learn to read.*

- g) Identify and describe the target population to be served by the proposed strategy, including:
 - Population demographics, i.e. all children birth through five, infants and toddlers, families of infants, early childhood professionals, etc.

The Library District will use the data in the table below to to concentrate on families that have not been reached.

Target Areas	2010 Census Data Birth to 5 yrs.	Enrollments in Imagination Library *	Target Population Reached
Globe/Miami	1101	899	82%
Hayden/Winkelman	78	118	151%
Payson/Star Valley/Gisela	953	915	96%
Pine/Strawberry	55	70	127%
Tonto Basin/Roosevelt	108	67	62%
Young	17	29	170%

** Totals include all children registered although 641 have aged out of the program.*

- Target Service Number based on the Unit of Service(s) included in the scope of work above.

As of March, 1707 children are enrolled and receiving books. 641 children have reached their fifth birthday and have graduated from the program. Gila County Library District will target 1800 (78%) children ages birth to five within the area served by the First Things First Gila Regional Council.

- How the strategy will meet the needs of the targeted population in terms of being culturally competent, linguistically appropriate, age appropriate and gender responsive.

The Dolly Parton Imagination Library is a unique early years book gifting programmed that mails a brand new, age-appropriate book to enrolled children every month from birth until five years of age, creating a home library of up to 60 books and instilling a love of books and reading from an early age.

- Recruitment and outreach efforts, engagement and retention practices for the targeted population.

Due to the success of last year the library district will continue to use Community Liaisons to conduct outreach to parents of children birth to age 5 years by promoting early literacy at various venues throughout Gila County, i.e., community events, storefronts, parks, parents meetings, and any other location where parents might be found during the first four months of the fiscal year.

- h) 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.

A building will not be necessary as our Community Liaison set up information booths where ever they can. Community Liaisons will need to ask permissions and arrange scheduling with businesses within their communities. The Gila County Library District has an existing verbal agreement with the Gila County WIC Program to promote the early literacy program in their clinics and register children.

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

Because this program has been ongoing for the last three years, there are no foreseeable barriers. The District will repeat the hiring process through the

Human Resources Department of Gila County. Temporary Part-Time Positions will be advertised in the local newspapers of each community in order to recruit the best personnel for the positions.

- j) Describe in this section the plan and resources necessary to meet First Things First basic reporting requirements, maintain data securely and confidentially, obtain client and any necessary tribal approvals for First Things First data submission and ensure that ongoing data collection is used within the grantee institution to ensure fidelity and overall effectiveness (see Exhibit D, Data Security Guidelines).

All data collected for the Dolly Parton Imagination Library Program is stored in the online book order system of the Program. All registration forms are shredded after the information contained within has been entered into the book order system at <http://www.imaginationlibrary.com/> . Data will be used to deliver books to children and mail the annual parent survey.

Attachment D

IMPLEMENTATION PLAN: July 1, 2013 – June 30, 2014

Activities	Task	Person Responsible	Date Task Will Be Completed/Timeline	Support Documentation
Hire Community Liaisons & Evaluator(Survey taker)	Recruit Liaisons & Evaluator	Jacque Griffin/Gila County HR Dept.	June 2013	
	Hire Liaisons & Evaluator		July 2013	Online applications
	Add new staff to FTF PGMS	Mary Stemm	July 2013	Filed with FTF PGMS
	Collect timesheets from Liaisons	Mary Stemm	Weekly on Mondays	Filed with Gila County Payroll (Finance Dept)
Timesheets/Payroll	Process reimbursement request for Payroll from FTF	Mary Stemm	Monthly	Filed with FTF PGMS
	Mandatory meeting between GCLD Library Staff, Evaluator and Liaisons to plan the promotion of Early Literacy Programming	Jacque Griffin	July 2013	Sign-up Sheet will be utilized
Promotion of Early Literacy Programming in Gila County	Register Children for Imagination Library	Community Liaisons	July 2013 through November 2014	Registration forms will be turned over to Mary Stemm for input in IL System
	Locate Venues for Reaching Children Whose parents don't come to library	Community Liaisons	July 2013 through November 2014	Liaisons will report to Mary Stemm for quarterly narrative.
	Data Input for new registrations	Mary Stemm	Monthly	Found on IL System online http://www.imaginationlibrary.com/

Foundation Site	Data updates for change of address	Mary Stemm	Monthly	Handled online through IL System
Invoicing	NCOA Alerts for "Bad" addresses	Mary Stemm	Monthly	Monthly reports online 2 nd week of each month.
	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
Data / Narrative Reports	Input Paid Invoices to First Things First	Mary Stemm	Monthly	Filed with FTF PGMS
	Report Trainings to District Staff	Liaisons	Monthly	Email Mary Stemm
	Upload Data Report to FTF	Mary Stemm	Monthly	Filed with FTF PGMS
Evaluation	Upload Narrative Report to First Things First	Mary Stemm	Quarterly	Filed with FTF PGMS
	Poll Kindergartens in all public schools for number of children not prepared for enrollment.	Evaluator / Surveyor	August 2013	Keep on file in Gila County Library District Office and report to FTF PGMS
	Evaluate Survey Responses	Evaluator / Surveyor	September 2013	Email report to County Librarian and Mary Stemm
	Include Survey results in quarterly report	Mary Stemm	October 2013	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 staff	As often as possible when the occasions arise	Filed with FTF PGMS Data Reports
	Train parents/caregivers by video presentation at WIC Clinics and take new registrations for Imagination Library	WIC Clinic Employees	Weekly	Data reports and quarterly narratives to FTF PGMS
	Continue one on one training w/parents	Public Librarians, Community Liaison staff	Daily as the need arises	Filed with FTF PGMS quarterly reports

Instructions for Attachments E and F

How to Complete the Line Item Budget and Budget Narrative

Complete a 12-month budget for the period of July 1, 2013 through June 30, 2014 using the template provided in Attachment E. In addition, include a budget narrative that describes the line item budget 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/>.
- Budget modification requests must be submitted via the FTF Partner Grant Management System (PGMS) Communication Log and approval received **prior** to the implementation of any of the modifications.

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

Attachment E

Line Item Budget

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

Budget period: July 1, 2013 – June 30, 2014

Budget Category	Line Item Description	Requested Funds	Total Cost
PERSONNEL SERVICES		Personnel Services Sub Total	\$11,312.31
Salaries	5 Community Liaisons	11,312.31	
EMPLOYEE RELATED EXPENSES		Employee Related Expenses Sub Total	\$963.68
Fringe Benefits or Other ERE	Social Security, Medicare, Employee Comp.	963.68	
PROFESSIONAL AND OUTSIDE SERVICES		Professional & Outside Services Sub Total	\$50,400.00
Contracted Services	Dollywood Foundation Imagination Library Books	50,400.00	
TRAVEL		Travel Sub Total	\$
In-State Travel			
Out of State Travel			
AID TO ORGANIZATIONS OR INDIVIDUALS		Aid to Organizations or Individuals Sub Total	\$800.00
Subgrants or Subcontracts to organizations/agencies/entities	Kindergarten Evaluator	800.00	
OTHER OPERATING EXPENSES		Other Operating Expenses Sub Total	\$1524.00
• General Office Supplies	2000 Labels for Registration Forms	26.00	
• Postage	1500 postcards and letters for parent survey	1170.00	
• Printing/Copying	Printing 1500 Letters, postcards & envelopes	328.00	
• Program Materials			
• Program Supplies			
NON-CAPITAL EQUIPMENT		Non-Capital Sub Total	\$
Equipment \$4,999 or less in value			
Subtotal Direct Program Costs			\$
ADMINISTRATIVE/INDIRECT COSTS		Total Admin/Indirect	\$
Indirect/Admin Costs		\$	\$
Total		\$	\$65,000.00

Authorized signature Jacque Griffin Date 3/27/2013

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 a narrative explanation for the budget categories and subcategories that are in the line item budget.**

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 Liaisons for 4 areas, Globe-Miami, Hayden-Winkelman, Payson-Star Valley-Pine-Strawberry, and Tonto Basin-Roosevelt will be hired on a temporary part-time basis by Gila County at a gross rate of \$17.25 per hour (before 7.65% for FICA and Social Security and Tax to be determined by the employee). Funds spent on each liaison will be determined by the percentage of the target population in each area.

Community Areas	New Census Data Birth to 5 yrs.	Percent	\$17.25 per hour	Hours
Globe/Miami	1101	45	5090.54	295
Hayden/Winkelman	78	5	565.62	32.79
Payson/Star Valley/Pine Strawberry	1008	45	5090.53	295
Tonto Basin/Roosevelt	108	5	565.62	32.79

Total

\$11,312.31

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 provides matching funds for FICA at 6.2% (\$761.11), Medicare at 1.45% (\$178.02) and funds for Workers Comp. Insurance at .20% (\$24.55).

Total cost = \$963.68

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 continue to 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 1800 (78%) = \$50,400.

Travel: Separate travel that is in-state and out-of-state. Include a detailed breakdown of hotel, transportation, meal costs, etc. Indicate the location(s) of travel, the justification for travel, how many employees will attend and how the estimates have been determined. Explain the relationship of each cost item to the project (e.g., if training or training expenses are requested, explain the topic of the training and its relationship to the project). Applicants **must** use the State of Arizona Travel Policy on rates limitations for mileage, lodging, and meals (<http://www.gao.az.gov/travel/> for both in-state and out-of-state travel.

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

Funds will be used to contract with an evaluator at the rate of \$20.00 hour in order to conduct a survey of all the Kindergarten teachers at all the schools to find out how many children entered school in August 2013 unprepared for reading readiness. \$800.00 is set aside for this.

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

2000 Labels for Registrations Forms to apply FTF Brand and statement of FTF's reporting requirements "To comply with reporting requirements of the funding source, I grant permission to Gila County Library District to release background, service, and impact related information to the Arizona Early Childhood Development and Health Board, also known as First Things First" at an estimated cost of \$26.00

Postage for 1500 surveys (letters and return address postcards) for parents estimated at \$1170.00

Printing for 1500 4th quarter surveys to parents (includes letters to parents, postcard surveys, and envelopes) estimated at \$327.97.00

Total **\$1,524.00**

Authorized signature _____ Date _____

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
4. Please attach a schedule showing the TOTAL federal funds (by granting agency) expended by your agency for the most recent fiscal year. Note: If your organization had an A-133 Single Audit, a copy of the "Schedule of Expenditures for Federal Awards" can be submitted. ONLY ONE COPY IS NEEDED, TO BE INCLUDED WITH THE APPLICATION MARKED "ORIGINAL"	<input type="radio"/> Not applicable for State of Arizona agencies
5. Has your organization been granted tax-exempt status by the Internal Revenue Service?	<input type="radio"/> YES <input 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?	<input checked="" type="radio"/> YES <input type="radio"/> NO
4. Does the accounting system provide for the recording of actual costs compared to budgeted costs for each budget line item?	<input checked="" type="radio"/> YES <input type="radio"/> NO
5. Are time and effort distribution reports maintained for employees working fully or partially on state or federal grant programs that account for 100% of each employee's time?	<input checked="" type="radio"/> YES <input type="radio"/> NO
6. Is your organization familiar with Federal Cost Principles (i.e., 2 CFR 220, 2 CFR 225, and 2 CFR 230)?	<input checked="" type="radio"/> YES <input type="radio"/> NO
7. How does your organization plan to charge common/indirect costs to this grant? NOTE: Those organizations using allocable direct charges must attach a copy of the methodology and calculations in determining those charges. Those organizations using a federally approved indirect cost rate must attach a copy of the approval documentation issued by the federal government.	<input type="radio"/> Direct Charges <input checked="" type="radio"/> Utilizing an Indirect Cost Allocation Plan or Rate

C. INTERNAL CONTROLS

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

D. PROCUREMENT

1. Does the organization maintain written codes of conduct for employees involved in awarding or administering procurement contracts?	X YES ○ NO
2. Does the organization conduct purchases in a manner that encourages open and free competition among vendors?	X YES ○ NO
3. Does the organization complete some level of cost or price analysis for every major purchase?	X YES ○ 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 ○ NO
5. Does the organization maintain written procurement policies and procedures?	X YES ○ NO

E. CONTACT INFORMATION

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

Prepared by: Amanda Roady

Job title: Sr. Accountant

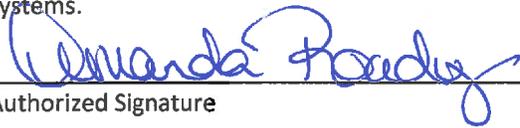
Date: March 19, 2013

Phone/Fax: 928-402-4219

Email: aroady@gilacountyaz.gov

F. CERTIFICATION

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



Authorized Signature

G. COMMENT AND ATTACHMENTS

Please use the space below to comment on any answers in Sections A – D. Please indicate the section and question number next to each comment.

Number of attachments (please number each attachment): _____

COMMENTS:

Attachment J

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 Reference/Information

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 age five 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 age five 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

First Things First'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 First Things First 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 First Things First 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 First Things First work collectively to develop a comprehensive system across the state and regionally to address the school readiness indicators. The First Things First 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 2-4 at a healthy weight (Body Mass Index-BMI).
8. #/% of children receiving at least six well child visits within the first 15 months of life.
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.

The Gila 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 continue to fund this strategy in SFY2014-2015. The Regional Council also knows that, as reported in the Needs and Assets report, 27.1% of all live births reported for the region in 2010 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 Gila Regional Partnership Council would like this strategy to continue to implement the 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

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.

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.

The grantee in the Gila region will:

- ✓ Implement Parent/ Family Workshops to provide information on the topic of early literacy.
 - ✓ Implement Resource Distribution to provide children's books for young children and their families to keep at home.
- NOTE:** Earned Media and Paid Advertising is not part of this Gila regional Parent Outreach Awareness strategy
- ✓ Deliver the program at community locations convenient and easily accessible for families through the Gila County Library District. 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.

First Things First School Readiness Indicators Related to This Strategy

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

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

Services will be provided to 1,800 children birth to five in the Gila Region through 100 workshops to be held and 21,600 children's books distributed.

Geographic Area

Programs funded under this agreement must provide services to children who reside throughout the region through local Gila libraries.

The Gila Regional Partnership Council provides services to the communities of Gila County and the Tribal lands of the Tonto Apache Tribe. The Gila Region does not include the portion of the Fort Apache Indian Reservation (lands of the White Mountain Apache Tribe) within Gila County, or the portion of the San Carlos Apache Indian Reservation within Gila County.

Coordination and Collaboration

First Things First prioritizes coordination and collaboration among early childhood service providers as critical to developing a seamless service delivery system for children and families. Coordination and collaboration is described as two or more organizations working together in the delivery of programs and services to a defined population. 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, which results in higher quality services and cost efficiency. Successful Applicants must demonstrate capacity to work with and participate in coordination and collaboration activities occurring within the First Things First region being served. This may include but is not limited to engaging with other partners delivering the same or similar programs and services; clarifying target populations and outcomes; and defining processes and plans to reach desired outcomes. Depending upon the strategy, there may be local or statewide collaborative meetings which the Applicant may be asked to attend, as noted in the Scope of Work. In order to accomplish this, Applicants should plan the appropriate staffing and budget to support travel to and attendance at meetings within the regional area or at statewide meetings, as appropriate.

Quality Assurance Assessment

First Things First Quality Assurance (QA) system involves a continuum of performance and programmatic monitoring. The QA process is a team approach in collaboration with grant partners. A strength-based, comprehensive QA assessment will be used to evaluate the implementation of the strategy Standards of Practice and to support grant partners through technical assistance that addresses specific issues and concerns. The results of the QA process have the potential to inform and strengthen the development of the Standards of Practice and the early childhood development and health system. Successful Applicants agree to actively participate in the QA process, which will involve a strategy specific QA assessment conducted by First Things First QA specialists during an on-site visit typically once during a contract cycle (every three years or so). The QA process includes adequate notice through pre-visit communication, the on-site visit and discussion and follow-up report.

Program Specific Data Collection and First Things First Evaluation

Successful Applicants agree to participate in the First Things First evaluation and any program specific evaluation or research efforts, including collaboration with evaluation-led child assessment activities. Collaborative activities may include tracking and reporting data pertaining to participant attendance, enrollment and demographic information. In addition, Applicants agree to allow First Things First and evaluation consultants of First Things First to observe program activities on site and successful applicants must collaborate with First Things First led and initiated evaluation activities to encourage parent consent for data collection. Data collection and First Things First evaluation activities are directly connected with the Goals, Performance Measures and Units of Service aligned to the strategy described in this RFGA. When services are provided to more than one region (multi-regional strategies), the grantee must collect and store client data for each region served through the grant agreement.

First Things First honors tribal ownership of data and recognizes communication is necessary with Arizona Tribes to determine what process/protocol is needed to obtain data. We further recognize Arizona Tribes as owners of their indigenous knowledge, cultural resources and intellectual property. To this end, it is imperative that all appropriate tribal approvals for data collection and submission to First Things First must be obtained.

Successful Applicants must have capacity to collect and submit First Things First data requirements, securely and confidentially store client data, obtain client and any necessary tribal approvals for First Things First data submission and utilize data to assess progress in achieving desired outcomes of the proposed strategy (see Exhibit D, Data Security Guidelines). 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 First Things First to determine the key impacts of the strategies, programs and approaches being implemented.

Unit of Service and related Target Service Number:

A Unit of Service is a First Things First designated indicator of performance specific to each First Things First 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 First Things First strategy Home Visitation, the First Things First 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 First Things First applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

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).

All successful Applicants will be provided with data reporting requirements by First Things First and will meet the requirements of the First Things First evaluation including, but not limited to, timely and regular reporting and cooperation with all First Things First evaluation activities. Timely and regular reporting of all performance and evaluation data includes the electronic submission of data (as identified in data reporting templates designed for each strategy) through the First Things First secure web portal known as PGMS. The First Things First data reporting requirements for this strategy can be found at:

<http://www.azftf.gov/pages/WebMain.aspx?PageId=9E8669C97C0C408B9F3567C855744398&StrategyId=118>

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

Unit of Service:

- **21,600 books distributed**
- **0 local resource guides distributed**
- **100 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 First Things First Goal Areas, Goals and Performance Measures, please reference the FTF Strategy Toolkit at:

<http://azftf.gov/pages/webmain.aspx?PageID=2D427ADB35B34BB09F353B77B74AB9BA>



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 http://ftf/teams/communication/Most%20Used%20Materials/Communications_Toolkit.pdf, 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

First Things First Target Units of Service Information Parent Outreach and Awareness

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). A workshop is a one-time informational session for parents/ families to increase awareness about child development or child health topics. 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). An event involves a one-time dissemination of information to the public about child development or child health topics. 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

Exhibit D

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

BACKGROUND:

The purpose of the Arizona Early Childhood Development and Health Board (First Things First - FTF) is to aid in the creation of a system that offers opportunities and support 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, as well as a material condition of receiving FTF grant funding.

Data Security Guidelines for Data Submission to FTF

First Things First will ensure that resources allocated have maximum impact for the benefit of children and families. To ensure this accountability, FTF has established data reporting requirements for all state and regional grantees. All funded providers shall 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 Grant Management System (PGMS). Subsequent to the award of an FTF grant, 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, with an agreement between the grantee and FTF, through an established secure web service or FTP (File Transfer Protocol) site via the internet, rather than a PGMS web-based entry form. Such data is likely to contain limited distribution data and shall adhere to the following protocols. Grantees that submit data through the secure web service must submit data within the established data structures and format; follow all login procedures; submit a formal data change request form if needed; and ensure that limited distribution data may not be intercepted or viewed at any time by parties other than the grantee and FTF. Additionally, Grantee must ensure that throughout the reporting and submission process the data is secured, and that any confidential data is de-identified and/or encrypted.

Any grantee submitting data identified as confidential must file a formal data security policy with FTF.

Data Security Guidelines for Grantee Maintenance of Data

In order to submit data to FTF in fulfillment of reporting requirements, grantees shall keep all data collected for their program(s) within their system (database) or hardcopies. 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 that 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, tribal law, or other data regulation, are required to submit and maintain those approvals for all data.

Data Permission Guidelines for Grantee Data

All grantees must be prepared for FTF review of client-level data (e.g. child-level, teacher-level, or early care and education provider-level) during on-site visits. Additionally, FTF data reporting requirements may include submission of client-level data (e.g. child-level, teacher-level, or early care and education provider-level). The grantee agrees to allow FTF to access such data. Should the data be subject to HIPAA, the grantee agrees to enter into FTF's HIPAA Business Associate Agreement.

To inform clients of FTF's reporting requirements, all grantees must include in their client enrollment forms the statement: "To comply with reporting requirements of the funding source, I grant permission to [insert grantee organizational name] to release background, service, and impact related information to the Arizona Early Childhood Development and Health Board, also known as First Things First." The grantee warrants to FTF that prior to entering into the grant agreement for FTF funding, it has appropriately enquired and satisfied itself that it has the ability and authority comply with the requirements of this section.

Grantees Serving Clients on Tribal Lands

First Things First honors tribal ownership of data and recognizes communication is necessary with Arizona Tribes to determine what process/protocol is needed to obtain data. FTF further recognizes Arizona Tribes as owners of their indigenous knowledge, cultural resources and intellectual property. To this end, it is imperative that all appropriate tribal approvals for data collection and submission to FTF must be obtained and kept on-file by the grantee and FTF for granting serving clients on tribal lands.

Compliance with Data Security Guidelines

The grantee acknowledges that failure to comply with any requirement of these Data Security Guidelines shall be a material breach of the grant agreement.