

RESOLUTION OF THE
BUDGET AND FINANCE COMMITTEE
OF THE NAVAJO NATION COUNCIL

23RD NAVAJO NATION COUNCIL - Second Year, 2016

AN ACTION

RELATING TO HEALTH, EDUCATION AND HUMAN SERVICES AND BUDGET AND
FINANCE; SUPPORTING NAVAJO NATION OFFICE OF SPECIAL EDUCATION AND
REHABILITATION SERVICES' IN ITS GRANT APPLICATION FOR \$428,000.00 TO
THE STATE OF ARIZONA FOR HOME VISITING AND INFANT DEVELOPMENT
SERVICES; APPROVING 10% INDIRECT COST RATE

BE IT ENACTED:

Section One. Authority

- A. The Health, Education and Human Services Committee (HEHSC) is a standing committee of the Navajo Nation Council. It is empowered to review and recommend resolutions regarding certain matters, including health, education and social services. 2 N.N.C. §§ 164 (A) (9), 400 (A), 401 (B) (6) (a) (2012); *see also* CO-45-12.
- B. The Budget and Finance Committee is a standing committee of the Navajo Nation Council. It is empowered to "[a]uthorize, review, approve and accept agreements, including contracts and grants, between the Navajo Nation and any federal, state or regional authority upon the recommendation of the standing committee which has oversight of the division, department or program which has applied for the agreement, or upon recommendation of the Chapter." 2 N.N.C. § 301(B) (15).

Section Two. Findings

- A. The Navajo Nation Office of Special Education and Rehabilitation Services is seeking a grant in the amount of \$428,000.00 from the state of Arizona Early Childhood Development and Health Board. See attached Exhibit A, grant application and related documents. The purpose of the grant is to implement a comprehensive evidence-based home visitation program providing developmental services for infants and toddlers and providing parental support to families on the Navajo Nation.
- B. Indirect costs for grants provided by Arizona Early Childhood Development and Health Board are limited to 10%.
- C. It is in the best interest of the Navajo Nation to support the grant application of the Navajo Nation Office of Special Education and Rehabilitation and to approve an indirect cost rate of 10%.

Section Three. Supporting application; approving Indirect Cost Rate at 10%

- A. The Navajo Nation hereby supports the grant application of the Navajo Nation Office of Special Education and Rehabilitation Services in the amount of \$428,000.00, marked as Exhibit A. In supporting this grant application to be submitted to the Arizona Early Childhood and Development Board, the Navajo Nation approves an indirect cost rate of 10%.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Budget and Finance Committee of the Navajo Nation Council at a duly called meeting held at Window Rock, Navajo Nation (Arizona), at which a quorum was present and that the same was passed by a vote of 3 in favor, 0 opposed, this 21st day of June, 2016.



Honorable Seth Damon, Chairperson
Budget and Finance Committee

Motion: Honorable Dwight Witherspoon

Second: Honorable Tom T. Chee

Application Cover Sheet

From:

RFGA Number:

Strategy:

Requested Amount:

Navajo Nation
FTF-RC001-17-0576-00

Home Visitation
\$428,000



Applicant's Contact Information:

Navajo Nation Department of Diné
Education, OSERS
Paula S. Seanez, Program Contact
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pseanez@navajo-nsn.gov

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Checklist

Include the following in the application submission:

One (1) copy (with original signatures) clearly marked **original** and nine (9) additional copies that each include:

- ☐ Application Cover Sheet
- ☐ Completed Checklist
- ☐ Completed and signed First Things First Offer and Acceptance/Statement of Assurances form, including initials for each assurance
- ☐ Table of Contents
- ☐ Executive Summary (Section A)
- ☐ Capacity for Addressing Needs (Section B)
- ☐ Program Description (Section C)
- ☐ Personnel (Section D) - Personnel Table and Program Organization Chart
- ☐ Implementation Plan (Section E)
- ☐ Completed and signed Line Item Budget and Budget Narrative (Section F)
- ☐ Completed and signed Funding Sources and Financial Controls form (Section G)
- ☐ Agency/Organization Profile (Section H)

Include one copy of the following with your **original** copy:

- ☐ One set of signed amendments issued for the RFGA (if applicable)
 - ☐ One State of Arizona Substitute W-9 Form (must be downloaded and printed) and signed, if applicable, https://gao.az.gov/sites/default/files/GAO-W-9_072815-S%26S%26A.pdf
 - ☐ One copy of your audit report for the previous fiscal year, if the Federal Audit Requirement described in the RFGA Instructions to Applicants applies
- OR
- ☐ One copy of your audited financial statements for the previous fiscal year, if the Nonprofit Corporation Audit Reports provision described in the RFGA Grant Terms and Conditions applies.

General submission requirements:

- ☐ Include page numbers on all pages, twelve-point font, single-spaced, single-sided with at least one inch margins.
- ☐ Staple or binder clip the applications in the upper left-hand corner. Do not bind your application in spiral binders or in 3-ring notebooks.
- ☐ The submitting agency's/organization's name and the **RFGA number** should be clearly marked on the outside of a sealed envelope/package.
- ☐ The sealed envelope/package that contains the applications **shall be in possession** of the First Things First office/designated location identified on Page 2

of this RFGA by the deadline time and date. Applications received after the specified due date and time shall be rejected.



FIRST THINGS FIRST

Ready for School. Set for Life.

OFFER and ACCEPTANCE and STATEMENT of ASSURANCES

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

APPLICANT OFFER

By signing and initialing below, the applicant hereby offers and agrees to complete the program and implementation plan described in its grant application and approved by the Arizona Early Childhood Development and Health Board and to be bound by and comply with the Grant Terms and Conditions contained in the RFGA and with all other documents constituting the Grant Agreement, including the following Assurances.

Navajo Nation/Department of Diné Education

Applicant Name (Agency/Organization)

Signature of Authorized Official

PO BOX 1420

Treva M. Roanhorse

Address

Printed Name

Window Rock AZ 86515

Program Director

City State Zip

Title

Arizona Transaction Privilege (Sales)

Point of Contact Concerning this Application:

Tax License No:

Name: Paula S. Seanez

Federal Employer Identification No:

Phone: 928-871-6338

86-0092335

E-Mail: pseanez@navajo-nsn.gov

APPLICANT ASSURANCES

Initial the following:

GENERAL

- _____ To adhere to the most recent version of the Standards of Practice documents (available at <http://www.azftf.gov/pages/strategytoolkit.aspx>)
- _____ To use generally accepted accounting principles (GAAP).
- _____ To adhere to the Data Security Guidelines, as applicable.
- _____ To perform required financial and compliance audits in accordance with federal law and guidelines, including the Single Audit Act and 2 CFR Part 200.
- _____ To review and adhere to the First Things First Grants Uniform Terms and Conditions. Copies of this document are available at <http://www.azftf.gov> (under Funding/Eligibility & How to Apply)
- _____ To maintain documentation for employees working across multiple funding sources to ensure the amount of time charged to each employee does not exceed 100%.
- _____ To accept funds and administer the programs in accordance with all applicable federal and state statutes and regulations and Grant Agreement requirements.
- _____ To have fiscal control and fund accounting procedures in place to ensure proper disbursement of and accounting for any funds paid to subcontractors.
- _____ To maintain internal controls, including policies and procedures, for assuring compliance with applicable cost principles and other Grant Agreement requirements.
- _____ To maintain enrollment and participate in e-verify, if an employer.
- _____ To follow established personnel policies related to salary scales, fringe benefits, and travel reimbursement.
- _____ To maintain a system of contract administration to ensure conformance with the Grant Terms and Conditions.

PROGRAMMATIC

- _____ To use proven, effective and/or evidence based programs.
- _____ To provide regular and timely reporting and to participate in all pertinent First Things First research and evaluation efforts.
- _____ To maintain the personnel qualifications outlined in the Standards of Practice with subsequent hires.
- _____ To coordinate with First Things First during the length of the program period.
- _____ To comply with any applicable federal, state, and local health and safety requirements that apply to the facilities used for a program.
- _____ To acknowledge funding from FTF in publicly-distributed materials in compliance with FTF's brand guidelines and submit such materials in advance for review.
- _____ To actively participate in the Quality Assurance process, including assessments.
- _____ To consult with FTF in the planning of public awareness/marketing strategies such as websites, advertising or media campaigns.
- _____ To coordinate, to the extent possible, with other programs in the same geographic area that serve similar target populations.

ACCEPTANCE OF APPLICATION AND OFFER

The grant application is hereby accepted. The applicant is now bound to perform the program and implementation plan described in the grant application and approved by the Arizona Early Childhood Development and Health Board and to comply with the Grant Terms and Conditions contained in the RFGA and with all other documents constituting the Grant Agreement, including the Assurances above.

This grant shall henceforth be referred to as Grant No. _____.

Arizona Early Childhood Development and Health Board

Awarded this ____ day of _____, 20__

First Things First Authorized Designee

Section A - Executive Summary

Navajo Nation's vision is that a healthy pregnancy and a healthy baby are not only critical to the immediate well-being of mother and child, but also to the long-term health and success of the family and community. The Navajo Nation, through the Department of Diné Education, Growing in Beauty (GIB) currently provides home visiting services and supports to children birth to five and their families through several funding sources, the Department of Economic Security (DES) /Arizona Early Intervention Program (AzEIP), the Bureau of Indian Education (BIE), Arizona First Things First and Arizona Department of Health-MIECHV.

The Navajo Nation is proposing to expand GIB to hire staff to provide home visiting services for infants and toddlers prenatal through age five who are not served through other home visiting programs. The Navajo Nation's GIB Home Visiting Program services will be designed to support a child's learning and development during the important time from birth to five. Home visiting services will help to meet the developmental needs of each child and the needs of the family to enhance the child's developmental, educational and health-related needs. The GIB Home Visiting Program will be designed to provide personalized support for families with young children, particularly as part of a comprehensive and coordinated system. The program will conduct awareness, outreach, and enrollment activities for eligible families who are expecting or parenting a child 5 years or younger. The program will support the family in achieving their goals for their child. The Navajo Nation emphasizes the provision of services within the family's everyday routines, activities and places.

The GIB Home Visiting will implement a comprehensive evidence-based home visitation program providing support to families on the Navajo Nation. The Navajo Nation will hire parent educators to provide services throughout the Arizona portion of the Navajo Nation. The parent educators will use the Parents as Teachers (PAT) curriculum with an overall goal to increase parenting knowledge and involvement, provide early detection of health and developmental delays, prevent child abuse and neglect, and increase school readiness and success.

The PAT curriculum includes additional emphasis on culturally responsive parenting education and resources and family well-being, as well as intentional, expected support and inclusion of native language and customs. The following are the project activities: Activity 1) Provide home visiting services to participating families of children prenatal through five with information and education on parenting, child development and health topics; Activity 2) conduct targeted recruitment, enrollment and participation of families; Activity 3) Strengthen parent-child relationships throughout the early childhood years; Activity 4) Serve 200 families; Activity 5) Provide 200 children with developmental screening to track progress twice a year; Activity 5) develop a Resource and Referral Network for families. Each of the 5 parent educators will serve approximately 30 families at any time during the grant year; by intentionally enrolling families across the age range of 0 to 5 with diversity of needs, the program will be able to serve 200 families.

At least once a year, each parent educator will provide health and developmental screenings for the children prenatal to five years old within proposed service delivery area. The total number screened will be 200. Children already receiving screening through another agency will not be

screened by the parent educators. Research has shown that PAT combined with a quality preschool experience results in the best outcomes for school readiness and success.

Section B - Capacity for Addressing the Needs and Implementing the Strategy (25 points)

1. Provide examples of experience implementing related programs and the outcomes of those programs.

The following are examples of the Navajo Nation Office of Special Education and Rehabilitation (NNOSERS) experience in implementing programs families of young children and the outcomes of the programs.

The Navajo Nation has a well-established infrastructure of self-governance to coordinate education, social services, and health services with a central capitol in Window Rock, Arizona, and five area agencies on the Navajo Reservation. The western area agencies of Tuba City, Fort Defiance and Chinle are located in Arizona, and the Crownpoint and Shiprock agencies are located in New Mexico and also extend into Utah.

The Navajo Nation Department of Diné Education's (DoDE) mission is to promote and foster lifelong learning for the Navajo People, and to protect the cultural integrity and sovereignty of the Navajo Nation. The DoDE is the Navajo Nation's designated Tribal Education Agency primarily responsible for the elementary and secondary education of Navajo students. The Navajo Sovereignty in the Education Act of 2005 established the DoDE as the "administrative agency within the Navajo Nation with responsibility and authority for implementing and enforcing the educational laws of the Navajo Nation." The DoDE is also home to Headstart and special departments including the Navajo Nation Office of Special Education and Rehabilitation Services (NNOSERS).

NNOSERS has provided vocational rehabilitation services to eligible Navajo People with disabilities who are interested in going to work and independent living services to Navajo people with significant disabilities since 1975. Additionally, NNOSERS has provided early intervention services for children with developmental delays or disabilities from birth to five years since 1992. In 2015, NNOSERS began coordinating early childhood home visiting services across the Navajo Nation through a First Things First grant. Overall, the NNOSERS has the capacity and infrastructure to successfully implement the proposed program. NNOSERS currently receives funding from the U.S. Department of Education Rehabilitation Services Administration (RSA), Navajo Nation Trust Funds for People with Disabilities, Bureau of Indian Education, Arizona First Things First Initiative, Arizona Department of Economic Security, New Mexico Department of Health, and the Arizona Department of Health Services.

The Navajo Nation has strong partnerships with the states of Arizona, New Mexico and Utah for the increased access of vocational rehabilitation services to eligible Navajo people with disabilities residing in rural and remote communities on the Navajo Nation. NNOSERS has current Memorandum of Agreements with these state agencies to assist adults with disabilities to achieve employment outcomes consistent with the unique strengths, resources, priorities, concerns, abilities and capabilities of the individual. This work takes tremendous coordination and collaboration as well as systems level planning. Navajo's vocational rehabilitation program

is recognized as a leader in American Indian Vocational Rehabilitation and serves as a model for other tribal communities across the country.

The Navajo Nation Growing in Beauty (GIB) Program utilizes a team-based model to provide early intervention services to eligible infants and toddlers. The GIB program also provides public awareness, information and referral, including the development of a resource directory, child find, and the facilitation of regional management teams. The GIB Program services also include the coordination of early childhood transitions with local education agencies on the Navajo Nation. The success and widespread utilization of the Growing in Beauty program prompted NNOSERS to establish early childhood home visiting programs across 13 BIE and BIE-funded schools within the Nation and establish partnerships with Northwest New Mexico First Born Program, Central Consolidated Schools and Gallup McKinley County Schools to provide home visiting located in New Mexico.

Current home visiting services are supported by NNOSERS and established through contracts with Bureau of Indian Education, P.L. 93-638 schools (contracted to the local communities), public schools, charter schools and private schools. This relationship results in a complex network of schools with which NNOSERS must partner. The NNOSERS Growing in Beauty programs helps support home visiting programs through contract management; however, schools administer and implement home visiting services solely at the local level.

GIB has experience with similar efforts by implementing early intervention services on the New Mexico boundaries of the Navajo Nation. The Navajo Nation has a contractual agreement with the New Mexico Department of Health, Family Infant Toddler Program (NMFIT) to provide early intervention services to families with infant and toddlers with disabilities. Developmental specialists and family services coordinators work with teams of therapists to provide the necessary developmental services in a culturally competent manner. The outcome of this work has been screening and evaluation for children from birth to three that are provided by the Arizona Early Intervention Program (AzEIP), which also provides services or makes referrals to other appropriate agencies. The region's AzEIP service provider is the tribally-operated Growing in Beauty program, under the Navajo Nation Office of Special Education and Rehabilitation Services. There has been a substantial increase in the number of services provided between 2012 and 2014 as seen in the following table.¹

	FY2012	FY2013	FY2014	% Change 2012 - 2014
Total Referred	133	233	348	+262%
Total Screened	73	174	196	+268%
Total Served	48	85	142	+296%

¹ Office of Special Education and Rehabilitation Services, Growing in Beauty Program. [2014]. Arizona service data. Unpublished data provided by the Office of Special Education and Rehabilitation Services, Growing in Beauty Program.

The parent educators at the 7 BIE-funded schools are serving 275 infants and toddlers. NNOSERS has the experience in implementing programs for families of young children that are culturally appropriate to the targeted population.

2. Describe your agency/organization's professional knowledge of and experience in working with the target population.

In 1992, the Navajo Nation developed the Growing in Beauty program and has been successfully serving the target population (Navajo families) since that time. The Navajo Nation's Department of Diné Education, Office of Special Education and Rehabilitation (OSERS) has staff with the professional knowledge and desire to expand its service delivery to a home visiting model that helps to improve developmental outcomes for those children and their families who are not currently eligible for other home visiting services.

OSERS currently employs developmental specialists and family service coordinators who are trained in relationship-based early intervention services. Staff who support this program and those to be hired are/will be trained to competently administer developmental screenings (ASQ and ASQ-SE). Staff have the ability to observe children's developmental skills and effectively communicate with families/primary care givers about their child's development. These conversations, often conducted in the Navajo language, begin that initial relationship with family's needs, priorities, and concerns.

GIB staff are able to complete hearing screenings using an otoacoustic emission (OAE) machines. The GIB program has OAE equipment assigned to each of the offices serving infants and toddlers. Staff also complete vision screenings as part of the developmental screening process.

All staff employed with the GIB program are Navajo, and have resided on the Navajo Nation a majority of their lives. Staff are familiar with the resources and the early childhood network on the Navajo Nation. Staff attend, and are highly involved in, the Navajo Nation Early Childhood Coalition that meet on a monthly basis to address gaps in services to families.

GIB staff are knowledgeable of their communities, chapter houses and organizations that can provide support to families. As a result, staff are able to navigate to family homes to work effectively and efficiently with families. Adrienne Benally, who will oversee this program has been trained in the PAT curriculum for Infant and Toddlers and the curriculum for serving children 3 to 5. Like other GIB staff, she is trained to conduct vision and hearing screenings and can conduct developmental evaluations for infant and toddlers suspected of having a delay. The parent educators who will be hired under this grant, will complete the necessary training to administer the PAT curriculum; as well as hearing and vision screenings. The GIB program staff have the professional knowledge of and experience in working with the target population.

3. Describe the capacity and/or infrastructure required to implement the proposed program.

The Navajo Nation has the capacity and infrastructure to successfully implement the proposed program. The Navajo Nation established Growing in Beauty in 1992, which is an early

intervention program within the Department of Diné Education, Navajo Nation, Office of Special Education and Rehabilitation Services. Within NNOSERS, Treva Roanhorse is the director, and Paula Seanez is the assistant director. Paula Seanez will be assigned as the program contact to the GIB Home Visiting Program.

The Navajo Nation will assign Adrienne Benally as the GIB Home Visiting Program Coordinator to work with the parent educators in assuring successful implementation of the home visiting program. Ms. Benally has the knowledge and abilities in working with families to effectively supervise and support the parent educators. Her years of experience in conducting home visits, screenings, evaluations and providing direct services for GIB makes her an excellent person to fill this role. Staff from the GIB program will coordinate with her and provide her with the necessary support at 0.50 FTE.

The Navajo Nation will ensure that key staff possess the necessary education, experience, and/or resources to successfully carry out the GIB Home visiting program. The GIB Program has an assistant director who has established and administered programs at the state and Navajo Nation levels. She holds a master's degree in counseling and has special education certification. The program also has an accountant who has a bachelor's degree in business administration. She is able to work closely with the Navajo Nation Division of Finance to assure that internal control to assure fiscal accountability. The accountant will provide the necessary accounting services as an in-kind contribution at 0.10 FTE.

The infrastructure is largely in place. The GIB Program has offices throughout the Navajo Nation at locations close to where families reside. The staff who will be hired and trained as parent educators will have adequate office space available in Tuba City, Chinle and Window Rock. Staff will have access to office space/work stations, furniture, telephones, and office supplies, printers/copier and OAE machines for hearing screenings.

The budget includes the lease of vehicles for the parent educators to conduct the personal visits. Funds are budgeted to obtain computers for parent educators to conduct program business and to purchase the supplies for make-it and take-it toys during personal home visits. While not required by for PAT program affiliation, the five parent educators to be recruited will be required to have an associate degree (A.A.) with strong background in early childhood development. PAT has established Essential Requirements indicate minimum qualifications for parent educators are a high school diploma or GED and two years previous supervised work experience with young children and/or parents. The Navajo Nation understands that high quality early care and education requires staff with the required credentials and on-going professional development. Parent educators hired with a minimum of an A.A. will be encouraged to complete their bachelor's degree. Continue on-going professional developed will be provided to assure compliance with the AZ FTF Standards of Practice. Parent educators will receive support and reflective supervision from Ms. Benally.

4. Referencing the staff listed in the Program Personnel table, identify how qualified personnel will be recruited and supervised, and how these individuals will support the program implementation.

The key personnel are: Paula Seanez, who will be the main/program contact and Adrienne Benally, who will be the program evaluation contact. Paula Seanez holds a master's degree in rehabilitation counseling from the University of New Mexico and bachelor's degree from the University of Arizona in rehabilitation. Ms. Seanez currently maintains a teaching certification in special education. Prior to assuming her current position with NNOSERS, Ms. Seanez worked for the State of New Mexico's Public Education Department, Division of Vocational Rehabilitation (DVR). In this role she was responsible for assisting in overall management of grants and contracted programs; including budgets, capacity building and program administration. Since 1992, Ms. Seanez has worked for DoDE, NN OSERS as the Assistant Director. She has developed programs such as Growing in Beauty and cooperative relationships with state, federal and local entities. In addition to her professional credentials, Ms. Seanez, who is Navajo, brings to the job the critical elements of cultural understanding and awareness. Because of her years of working with the Navajo Nation and with state vocational rehabilitation programs serving the four corners area adjacent to the Navajo Nation, she understands the jurisdictional issues that impinge on efforts to develop and implement services, and she is familiar with resources in the region that can be accessed in carrying out project goals. Her position on this project will be at 0.50 FTE; which is included as an in-kind contribution.

Adrienne Benally will serve as the program evaluation contact and as the program supervisor II/coordinator for the home visiting program. She holds a bachelor's degree in elementary education. She has been employed with the NNOSERS as a developmental specialist and will be promoted to program supervisor. Ms. Benally will provide supervision of staff using reflective supervision practices through monthly team meetings, follow up and annual evaluations of staff according to program policies. At the local level, she is originally from the Navajo Nation; therefore, she understands the local community resources, structure and needs of the tribal members. Ms. Benally currently oversees the Baby FACE program at seven schools. She has a good working relationship with staff at the schools and other resources; including the Indian Health Service and the local early childhood providers with whom she collaborates for making and receiving referrals, conducting home visits and connecting families with services. She continues to work on her supervisory skills by attending reflective supervision sessions and other relevant training. Her position on this project will be at 0.50 FTE.

The Navajo Nation will ensure that key staff possess the necessary education, experience, and/or resources to successfully complete the scope of work. The Navajo Nation proposes to hire five parent educators. The Navajo Nation employment process ensures competitive practices in recruitment, selection, and placement of qualified applicants based on the applicant's knowledge, skills, abilities, and overall qualifications for employment with the Nation. The employment process complies with applicable laws of the Navajo Nation. The Department of Personnel Management conducts a qualification assessment on all applications received on or before the closing date specified on the job vacancy announcement. The qualification assessment is based on the information provided on the employment application and other appropriate documents. Applicants who meet the qualification requirements shall be referred to the hiring department by the Department of Personnel Management in the following order of priority: 1) Enrolled Navajos with re-employment preference, 2) Enrolled Navajo veterans with preference, 3) Other enrolled Navajo applicants, 4) Non-Navajo spouses of enrolled Navajos, 5) Non-Navajos.

The five parent educators who will be recruited and hired to implement the PAT curriculum, will be required to possess an associate's degree in education or closely related field. While the AZ FTF Staffing Standards require that "home visitors are required to have a minimum of a bachelor's degree in early childhood development, education, family studies, human development, nursing, social work or a closely related field", the essential requirements for PAT do not require a bachelor's degree. The minimum qualifications for parent educators are a high school diploma or GED and two years previous supervised work experience with young children and/or parents. NNOSERS will require an AA degree in early childhood education or closely related field. The staff will also complete the training required by the PAT program and will be provided individual reflective supervision by Adrienne Benally. Parent Educators will have professional development specific to the target population and obtain/ maintain certification in the PAT curriculum model.

Staff will be recruited using the Navajo Nation Department of Personnel Management, advertisements in the local papers and disseminated widely. The parent educators will be the primary direct service providers for program implementation. Special consideration will be given to applicants who speak the Navajo language.

5. Describe plans for ensuring personnel will be linguistically and culturally competent to work with the target population.

The GIB Home Visiting Program will implement the PAT curriculum. Model components are integrated to promote parental resilience, increase knowledge of parenting and child development, and encourage social and emotional competence of children. According to the PAT model curriculum implementation, it is the policy of PAT to work and provide services in a culturally competent manner. Cultural competence means that one understands the role of cultural values, beliefs and behaviors in the development of humans, supports the preservation of cultural ways of being, and works to eliminate cultural, ethnic, racial and sexual orientation bias, all of which is essential to the Navajo philosophy and way of life.

PAT has developed a program tailored specifically for tribal populations, entitled Baby FACE, for families with children prenatal to age three in rural, tribal communities, and FACE for children ages 3 to 5 years of age. The Baby FACE and FACE programs use the evidence-based PAT model with cultural adaptations for American Indian families. According to the PAT National Center, Baby FACE and FACE are considered promising approaches.

The Navajo Nation ensures that the program personnel to be hired will reflect the cultural and ethnic experiences and language of the targeted population. The program will ensure that staff at all levels receive initial and ongoing professional development in culturally and linguistically responsive service delivery. The Navajo Nation GIB Home visiting program will be linguistically and culturally competent to work with the families enrolled in the program. Per the Navajo Preference in Employment Act, preference will be given to Navajo and applicants who speak Navajo for the five parent educators' positions. Parent Educators will be able to develop that relationship with families through ke' (kinship) using the Navajo language. This is a necessary foundation to developing relationships with families when conducting home visits and providing outreach.

The Navajo Nation has a commitment to assuring that the service delivery process incorporates underlying Navajo philosophy and cultural beliefs in fulfilling the home visiting purpose. The Navajo service delivery approach is represented by the traditional Navajo basket that incorporates the Navajo Nation view of using a holistic approach to services. This holistic approach draws upon key components of the Navajo culture, particularly circular pattern or life and the four Cardinal Directions which, in the Navajo tradition, exert a powerful influence on one's life and one's harmony with the world. Other important teachings in Sa'ah Naaghai Bik'eh Hozhoon (Living in Balance and Harmony) include the concept of people moving in stages of life from infancy, to adolescence, to adulthood and on to old age. Translated to a holistic approach, the Eastern Direction represents Thinking, Understanding (Nitsahakees); the Southern Direction represents Planning (Nahat'a); the Western Direction represents Implementing, Action or Carrying Out the Plan/Living, Performing (Iina); and Northern Direction represents Celebrating, Evaluating, Resilience (Sihasin).

In line with this, parent educators will develop strategies for including Navajo language and culture in their personal visits and in their Family Circle events. These efforts include supporting traditional parenting practices; encouraging families to use and teach the Navajo language to their young children; and adapting parent-child activities from the curriculum to use Navajo words and images.

Parent educators will encourage participation from extended family members such as grandparents and fathers in personal visits and in Family Circle activities. The teaching and wisdom of the grandparents is especially important. The parent educators will be able to weave these traditional teachings within their work with families. The GIB Home visiting program has the ability to provide linguistically and culturally competent home visiting to the target population in the Navajo Nation.

6. Describe the established collaboration(s) that are in place with one or more local organizations for the delivery of programs and/or services to the target population.

The Navajo Nation Growing in Beauty has a long history of collaborative partnerships among early childhood programs. The Navajo Nation networks with many resources including co-sponsorship of the AZ FTF Early Childhood Forums. Parent educators will follow the PAT model which requires that they develop working relationships with the various programs and agencies in their communities that serve families and children. For example, parent educators funded under the AZ FTF Baby FACE grant already engage in frequent collaborations and connections with Chicanos Por la Causa-Parenting Arizona, AZ FTF, Head Start, Child Care and other early childhood programs.

The Navajo Nation Growing in Beauty program has a Memorandum of Understanding (MOU) with Navajo Area Indian Health Services for coordination of referrals and services to infants and toddlers with developmental delays. This MOU can be expanded to include the GIB Home Visiting Program.

Parent educators will develop and maintain a resource directory which will be shared with families. In this collaborative partnership, parent educators will refer and receive referrals from many agencies. Parent educators will invite representatives of various agencies to present information to families during Family Circles. The parent educator in Window Rock will work with the Navajo Nation Library staff to host Family Circles and other activities that engage families to increase literacy and the importance of reading. The parent educators will also coordinate literacy activities with the Reach Out and Read (ROAR) program funded by AZ FTF. ROAR is implemented at the hospital and clinics on the Navajo Nation. This will help increase the referrals to the GIB Home Visiting Program.

At the preschool age, an important mandate for PAT parent educators is to connect families of three-year-olds to local preschool opportunities. Research has shown that PAT combined with a quality preschool experience results in the best outcomes for school readiness and success. Therefore, the parent educators will work with families to connect them to the local Head Start or other preschools whenever possible.

7. Describe the outcomes achieved as a result of the collaboration(s) including: how service delivery has improved; how resources are more effectively utilized across partners; and how the continued work of this collaboration will impact the implementation of the proposed program.

The Navajo Nation has established collaboration and coordination with a number of community organizations for the delivery of programs and/or services to the target population. The following are organizations that Growing in Beauty will collaborate with and how collaboration will impact implementation:

- Bureau of Indian Education/Family and Child in Education Services (FACE) – coordination and referral for families who have early literacy needs. Collaborate on Child Find activities, screenings, and referral to the GIB Early Intervention Program for families who have children identified with developmental delays.
- Navajo Area Indian Health Service (Chinle, Kayenta) as well as Tse Ho Tso Medical Center, Winslow Health Center, Tuba City Health Care Center) – serve as primary referrals sources, health care and related services to families. The Collaborative Agreement will be updated with NAIHS.
- Navajo Nation Division of Health, Women, Infant, Children (WIC) – nutrition services to families who meet the requirement for services. Breastfeeding counseling and nutrition services and follow up.
- Navajo Nation Division of Social Services – referral and social service support services.
- Navajo Nation Head Start/Early Head Start; McKinley County Head Start- Child Find, coordination and referral of early intervention services for Early Head Start.
- Local Education Agencies in Arizona implementing the transition process for IDEA, Part C to Part B services. Coordinate Child Find and parent training efforts.
- Raising Special Kids. – collaborate to provide parent training to local Navajo communities.

- Education of Parents of Indian Children with Special Needs (EPICS). – collaborates to provide parent training to local Navajo communities as we as co-sponsor of Family Leadership Conference.
- Child Care Centers in Arizona. Coordinate on child find efforts, screening and services to families who have an identified developmental delay.
- Northern Arizona University, Institute for Human Development. Coordinate regarding referrals of infants and children with special health care needs, training and technical assistance.
- Navajo Technical University, Diné College and Northland Pioneer College for accessing training and support related to early childhood development.

The GIB Home Visiting program recognizes the importance of collaborative partnerships among community partners and the connection with other initiatives, strategies and efforts in the Navajo Nation. Through these efforts with the early childhood system, our program will link families to other supports and services (referral), provide service coordination with other resources to minimize duplication and to ensure families receive comprehensive services.

Section C - Program Description (points)

(30

Respond to each of the following items:

1. Describe a clear description of the proposed program, including adherence to the Standards of Practice in program implementation.

The GIB Home visiting program will be adhering to the Standards of Practices in its program implementation. As indicated earlier, this program will adhere to the main tenants of an effective home visitation coordinated referrals system. The program will be easy to use. Navajo Nation Growing in Beauty program maintains a toll free number (1-866-341-9918) to ensure easy access for referrals. The coordinated referral system will have a positive impact on families because it will be easy, accessible, and understandable to the targeted population.

The proposed program will use a consistent message and marketing approach as the AZ FTF and Navajo Nation Growing in Beauty Program. Growing in Beauty staff have worked closely with the Navajo Nation Regional Partnership Council (NNRPC) Outreach Coordinator in the Early Childhood Every Day Toolkit Guide. This message that we are partners with communities to strengthen families and help more kids arrive at kindergarten prepared to succeed will be consistently promoted by the GIB Home visiting program. The Navajo Nation Growing in Beauty staff will coordinate with the Outreach Coordinator in conveying the message regarding early care and education.

The Navajo Nation Growing in Beauty has been operating in the community since 1992. The program has developed trust in the community by being the entity responsible for referrals. This trust is also as a result of strong positive relationships with service providers. The GIB program staff have the knowledge and understanding of specific program services and requirements. The GIB Home visiting staff will be trained in the Parents as Teachers curriculum and administer the program to fidelity through reflective supervision and supervisory support.

GIB Home visiting program will maintain good standing and current affiliation with the National PAT organization. To ensure fidelity to the PAT model, the Parent educators will adhere to the staffing ratios and caseload management maximum caseload per parent educator to 30 families. Parent educators will provide transition planning for families leaving the home visiting program. The implementation of the service delivery model will include personal visits (biweekly) to each family (60 minutes for one child; 90 minutes for two children) covering the PAT curriculum. Parent educators will conduct month group connections (Family Circles) covering parenting and child development topics. Screenings will be scheduled and provided in conjunction with other service providers (GIB Early Intervention, Head Start, child care). Screenings will include hearing, vision, developmental and health screenings. These assessment will include goal setting with families. Families will have access to the Resource Network and connect families to needed community resources. Families will have access to literacy material including children's books through the Imaginary Library.

Parent educators will access and utilize Mental Health Consultation in service delivery and adhere to the AZ FTF standards of practice. The Parent Educators will provide education and coaching to families in the core areas of family support. This includes expanding parents' knowledge of child development and behavior. This area could include understanding typical and atypical child development, recognizing age appropriate child expectations and identifying developmental milestones and developmental red flags. Parent educators will support positive parenting practices such as appropriate adult and child interactions, positive discipline, and responsive caregiving. These educational and learning opportunities for families will improve child safety by increase their awareness of injury prevention in the child's environment and removing safety hazards or making adjustments. The Parent Educators will provide education and learning opportunities to improve health outcomes. These will be around nutrition, obesity prevention, breastfeeding, physical activity, immunizations, oral health, insurance enrollment, participation in dental care, prenatal care and preventative services such as well child visits, developmental health, vision and hearing screenings.

Parent educators provide information to help families promote stable relationships among the parents, caregivers, positive parenting and family cohesions. This can include providing information to increase connections to support network and involvement in the community. The GIB Home Visiting program staff will enroll in the Arizona Early Childhood Workforce Registry. The GIB Home Visiting Program adheres to the AZ FTF Standards of Practice in its program implementation.

2. Identify whether the proposed program is evidence-based, evidence-informed, or a promising practice, and summarize the supporting research and data that supports this determination.

The GIB Home Visiting Program will implement the Parents as Teachers (PAT) curriculum, which is an evidence-based model. According to the AZ FTF, evidence based programs are programs that have gone through the peer review process. Peer review means that someone external to the program or research team has reviewed the methodology and the findings to determine if standards were met. The PAT model is listed by AZ FTF Standards of Practice as

evidence based aimed at providing parents with child development knowledge and parenting support, early detection of developmental delays and health issues, prevent child abuse and neglect, and increase children's school readiness. The GIB Home visiting program will be part of a comprehensive and coordinated system. Individual family support will be provided with the expected outcomes of improved child health and development, increase in children's school readiness, enhancement of parents' abilities to support their children's development, decreased incidence of child maltreatment, and improved family economic self-sufficiency and stability.

Independent evaluation has been integral to the success of PAT since its inception. Research has been conducted and supported by state governments, independent school districts, private foundations, universities and research organizations and outcome data has been collected from more than 16,000 children and parents. The following information was obtained from the PAT website, regarding information and research on the PAT curriculum. Research have used rigorous research designs, including randomized controlled trials and quasi-experimental methods. Studies published in peer-reviewed journals have shown statistically significant effects, demonstrating that PAT has made a difference. Parents showed improvements in parent knowledge, parenting behavior and parenting attitudes (Owens & Mullvihill, 1994; Wagner, Spiker & Linn, 2002; Pfannenstiel, Lambson & Yarnell, 1991; Pfannenstiel & Selzer, 1985, 1989). With regards to providing early detection of developmental delays and health issues, approximately 40,000 children per year are identified with a developmental delay or problems with vision, hearing or health (including mental health) (Parents as Teachers National Office, 2011). Children are less likely to be treated for injury (Wagner, Iida & Spiker, 2001). With regards to increasing children's school readiness and school success, there were several studies identified. Children score higher on measures of achievement, language ability, social development, prosocial behavior, persistence in task mastery and other cognitive abilities (Drotar, Robinson, Jeavons & Kirchner, 2009; Pfannenstiel & Selzer, 1985, 1989; Pfannenstiel, Lambson & Yarnell, 1991; Wagner, Spiker & Linn (2002).

The decision to use the PAT curriculum by the GIB Home Visiting team was not only based on the curriculum is evidence based, but also based on the PAT history on the Navajo Nation. It is being used by 36 tribal community schools in the FACE and Baby FACE programs. In addition to its history, the PAT curriculum has been adapted to meet the cultural and linguistic needs of Navajo families.

More recently, in 2010, the National PAT program was awarded a five-year grant for the implementation and evaluation of the Baby FACE program, a home visiting program serving high needs American Indian families with children from the prenatal period through 3 years of age. The Investing in Innovation (i3) project was a rigorous, independent quasi-experimental study in 19 sites and a randomized control trial in one site examined the number of books in the home, protective factors in the home environment, and parent perceptions of their children's social-emotional development at ages 2 and 3 and children's cognitive development and the frequency of home literacy activity at age 3. The Baby FACE programs on the Navajo Nation were included in this study that ended, September 30, 2015. The GIB Home Visiting program will be working with the National PAT office regarding research findings to promote reading in the homes.

3. If there is a need to adapt an evidence-based or evidence-informed program as a promising practice, explain what the adaptations are and the justification for why they are being proposed.

The Parents as Teachers (PAT) model is an evidence-based curriculum. PAT has developed a program tailored specifically for tribal populations, entitled Baby FACE, for families with children prenatal to age three in rural, tribal communities, and FACE for children ages 3 to 5 years of age. The Baby FACE and FACE programs use the evidence-based PAT model with cultural adaptations for American Indian families. According to the PAT National Center, Baby FACE and FACE are considered promising approaches supported by home visiting programs such as TMIECHV program.

The Navajo Nation is proposing to use the PAT model and staff will be trained to implement the model to fidelity. The adaptations that will be made will be adaptations for Navajo culture and language since the majority of families to be served are Navajo.

4. Describe how the proposed program approach aligns and builds on the early childhood system development in the Navajo Nation region.

The GIB Home Visiting Program approach will align and build on the early childhood system development in the Navajo Nation region. Home visiting services will be expanded using Parents as Teachers (PAT) model currently implemented in 36 schools across the Nation under the FACE, Baby FACE, and state MIECHV programs.

In 2010, 7 Baby FACE programs in the Navajo Nation (Arizona region) were supported through a Federal grant to Parents as Teachers National Center (PATNC) from the U.S. Department of Education. This grant, Investing In Innovations (i3), that funded the seven BIE-funded schools ended on June 30, 2015. The Navajo Nation Growing in Beauty Program applied for and is currently continuing the home visiting at these schools through funds awarded by the AZ FTF Navajo Nation Regional Partnership Council. These schools are Black Mesa Community School, Cottonwood Day School, Dennehotso Boarding School, Lukachukai Community School, Pinon Community School, Seba Dalkai Boarding School and Tuba City Boarding School.

In 2016, the Navajo Nation GIB Program signed an Intergovernmental Agreement with the Arizona Department of Health Services to expand and enhance home visiting services at four additional BIE-funded schools on the Navajo Nation, Arizona region. The MIECHV funds will increase home visiting to 80 families residing in the school service area of Shonto Prep, Dilcon, Rough Rock and Nazlini community schools.

The GIB Home Visiting Program will build on the early learning and development program that will continue to provide family support and leadership through:

- Personal Visits: Families with children who are prenatal through 5 years of age receive a visit in their home every week or two. Trained parent educators support parents and other caregivers in becoming the first and most important teachers of their children. Each visit includes: age-specific information about parenting issues and child development,

and an educational activity between the parent and the child that is often adapted to emphasize the Navajo culture and language. Family well-being checks and goal setting are also part of each visit. Every month families receive high quality children's books and tips for effective use.

- **Family Circle:** At least once a month, parents invited to a parent event at the school. Sometimes speakers provide information about early child development and health. Other times families make books and toys for their children that often include the Navajo culture and language; participate in parent-child activities to support parent/child bonding; become more aware of and part of a community network; and learn to feel good about being at a school.
- **Screening:** Children's developmental progress is checked twice a year. Families are included in this review of their child's development because they know their child best and because the screening is used as parenting education about child development. Each child's hearing and vision is checked annually. A Health Record is used to identify and to prevent health issues and social/emotional developmental delays, as well as to assure that each child receives all the necessary immunizations.
- **Resource and Referral Network:** Parent educators are knowledgeable about community resources and skilled in making referrals. If learning or health problems are found parent educators will help the family get additional services so the child will be able to reach his full potential. Other referrals and connections are made to help families reach essential goals around family well-being such as housing, adult education, jobs.

5. Identify and describe the target population to be served by the proposed program, including:

- a) Population demographics, target service numbers, age appropriate, gender responsive etc.

The follow demographic information are identified and described below as they relate to the target population. Income measures of community residents are an important tool for understanding the vitality of the community and the well-being of its residents. According to the American Community Survey of 2013, the percentage of people living in poverty in the Navajo Nation was higher (39%) than the state of Arizona as a whole (17%). Poverty limits the ability of Navajo people to live healthy lives, hinders education opportunities and limits the ability to plan for the future. Unemployment and job loss often results in families having fewer resources to meet their regular monthly expenses. This is especially pronounced when the family income was already low before the job loss, the unemployed parent is the only breadwinner in the household, or parental unemployment lasts for a long time. Family dynamics can be negatively impacted by job loss as reflected in higher levels of parental stress, family conflict and more punitive parenting behaviors. Parental job loss can also impact children's school performance (i.e. lower test scores, poorer attendance, higher risk of grade repetition, suspension or expulsion among children whose parents have lost their jobs).² Annual unemployment rates, therefore, can be an

² Isaacs, J. (2013). Unemployment from a child's perspective. Retrieved from <http://www.urban.org/research/publication/unemployment-childs-perspective>

indicator of family stress, and are also an important indicator of regional economic vitality. Very high levels of unemployment persist across the Navajo Nation.

The reported rate of unemployment hovered around 25 percent from 2009 to 2013, but is likely an underestimate given that those rates only represent those who actively sought jobs in the prior four months. According to the Navajo Nation Division of Economic Development (NNDED), the estimated unemployment rate for the Navajo Nation in 2007 was 51 percent. The NNDED points out that even this number is an underestimate of unemployment because it adjusts for the proportion of the population over 16 years of age who are *looking for a job during the past four months*. According to NNDED, this “requirement generates a special problem for the Navajo people. The Navajo Nation does not have many employment opportunities; and hence, naturally, the Navajo people cannot be looking for something that does not exist.”³

The US Department of Housing and Urban Development defines housing units with “housing problems” as housing units lacking complete kitchen facilities or complete plumbing facilities, housing units that are overcrowded (with more than 1 person per room), or housing units for which housing costs exceed 30% of income. Housing units with “severe housing problems” consist of housing units lacking complete kitchen facilities or complete plumbing facilities, housing units that are overcrowded, or housing units for which housing costs exceed 50% of income.⁴ Half of the housing units in the Navajo Nation Region (50%) experience housing problems, and over 40% of all units have “severe housing problems.” There are an estimated 16,000 homes without electricity and 20,000 homes without water.

Participation in public assistance programs is an additional indicator of the economic circumstances in the region. Public assistance programs commonly used by families with young children in Arizona include SNAP (Supplemental Nutrition Assistance Program, formerly known as “food stamps”) and Women, Infants, and Children (WIC, food and nutrition services available to pregnant women, new mothers, infants and children up to age 5). Almost three-quarters (72%) of the children ages 0 -5 years in the Navajo Nation are enrolled in SNAP. In fiscal year 2012, a total of 2,472 women and 9,014 infants and children participated in the Navajo Nation WIC program. This represents an estimated 59 percent of the children birth to four in the Navajo Nation. Free and Reduced Lunch is a federal assistance program providing free or reduced price meals at school for students whose families meet income criteria. A large proportion (~79%) of the children in the school districts serving children from the Navajo Nation are eligible for free or reduced price meals at their school.⁵

The following population demographics were obtained from the 2014, Needs and Assets report completed for the Navajo Nation Regional Partnership Council.

³ Navajo Nation Comprehensive Economic Development Strategy, 2009-2010.
http://www.navajobusiness.com/pdf/CEDS/CED_NN_Final_09_10.pdf

⁴ US Department of Housing and Urban Development (2011). CHAS Background. Retrieved from
http://www.huduser.org/portal/datasets/cp/CHAS/bg_chas.html

⁵ Arizona Department of Education (2014). Percentage of children approved for free or reduced-price lunches, October 2013. Retrieved from <http://www.azed.gov/health-nutrition/frpercentages/>

- Within the Navajo Nation Region, 10,894 children ages 0 to 5 reside in the Arizona portion (11% of the total population).
- The vast majority (95%) of both the young children (ages 0-4) and adults living in the region identify as American Indian.
- About two-thirds of the residents in the region speak a Native language at home, and language and cultural preservation are viewed as an essential priority in the region.
- Poverty is a challenge for families in the region. Nearly 4 out of 10 people (39%) in the Navajo region are living in poverty. Furthermore, half of all children in the region are living in poverty, which is nearly double the rate in the state (27%), but comparable to the rate across all Arizona reservations (53%).
- In 2012, the most recent year data is available, there were a total of 1,436 births to mothers residing in the region. Fifteen percent of births were to mothers age 19 or younger.

The targeted service numbers proposed will be 200 families. Families with children across the 0 to 5 age group will be outreached and enrolled. Home visitor caseloads will be assigned in a way to ensure that home visitors have families with multiple ages within the 0 to 5 age range and with various levels of risk/intensity of need. This will allow each Parent educator to have a staggered caseload allowing for the consecutive graduation of families with older children and enrollment of new families throughout the service years. In other words, as older children age out of the program, new families may be enrolled, while the Parent educator is maintaining their caseload of younger children previously enrolled in the program. The duration of home visiting services is based on the age of child, and therefore older children will age out of the program before the young children thus allowing parent educators to enroll more families to maintain their maximum caseload. The PAT curriculum to be used by the GIB Home Visiting Program is age appropriate and gender responsive.

Additionally, parent educators will have a balanced caseload of families with little to no risk, moderate, and high risk to ensure they do not exceed the maximum number of home visits per month as required for model fidelity, while still maintaining the affiliate requirement for caseload size. By intentionally enrolling families across the age range of 0 to 5 with diversity of needs, the program will be able to serve 200 families over the course of the project with the five parent educators.

b) How the proposed program will be culturally competent, linguistically appropriate, age appropriate, and gender responsive for the target population.

The GIB Home Visiting Program will utilize the PAT curriculum. Model components are integrated to promote parental resilience, increase knowledge of parenting and child development, and encourage social and emotional competence of children. According to the PAT curriculum, it is the policy of PAT to work and provide services in a culturally competent manner. Cultural competence means that one understands the role of cultural values, beliefs and behaviors in the development of humans, supports the preservation of cultural ways of being, and works to eliminate cultural, ethnic, racial and sexual orientation bias, all of which is essential to the Navajo philosophy and way of life. PAT has developed a program tailored specifically for

tribal populations, entitled Baby FACE, for families with children prenatal to age three in rural, tribal communities, and FACE for children ages 3 to 5 years of age. The Baby FACE and FACE programs use the evidence-based PAT model with cultural adaptations for American Indian families. According to the PAT National Center, Baby FACE and FACE are considered promising approaches supported by home visiting program such as the TMIECHV program.

The Navajo Nation is proposing to use the PAT model curriculum and staff will be trained to implement the model to fidelity. The adaptations that will be made will be adaptations for Navajo culture and language since the majority of families to be served are Navajo.

c) How the target population will be identified, recruited, and retained in the program.

The Navajo Nation home visiting program is a prevention and promotion program for families who are expecting or have children ages 1 to 5. The program will take a public health approach to addressing community, family, and individual risk factors facing families living in the Nation. The most successful strategies in approaching pregnant women and families with young children going door-to-door or at public places, such as hospitals and clinics, schools, or WIC offices. Referrals received hear about the program from families with young children from personal connections.

Word-of-mouth recruitment is a successful strategy that will be used to contact and recruit parents. Home visiting is well known (i.e., Growing in Beauty, Baby FACE program) and respected in their communities and parents are telling other parents about the positive experiences they are having through the program. Word-of-mouth in any Native American community is often one of the quickest ways to inform the community and will be used as a strategy for recruitment.

Outreach will also be conducted by setting up booths and advertisements, such as public awareness events. School, tribal events at library, community events and school registration were noted as successful places that recruitment has been done. The GIB Home Visiting program will collaborate with other programs during child find events, health fairs and other public awareness activities to recruit families and to assure that referrals to are made to the program.

The program will promote safe nurturing relationships between young children and their caregiver and will implement strategies that prevent adverse childhood experiences and promote wellbeing. This being the case, all families including those with little to no risk and families with moderate to high risk will be enrolled into the program. Families will be enrolled on a first come, first served basis.

6. Describe specific initial and ongoing professional development opportunities that will be provided to existing and/or new staff, including how it will be provided, a timeline for when it will be delivered and how it will enhance skills necessary for effective program implementation.

Professional development will be key to the GIB Home Visiting Program. Parent educators to be hired under this grant will be trained in the Foundational Curriculum (Birth to 3) for the PAT

approach to home visitation within an early childhood system. Coursework centers around three main areas of emphasis: *Parent-Child Interaction* – enhancing child development and supporting the development of positive parenting behaviors; *Development-Centered Parenting* – understanding parents’ perspectives and facilitating parenting decisions around developmental topics; *Family Well-Being* – recognizing the impact of the family system on child development and partnering with parents to strengthen protective factors.

Staff will also be trained in the Foundational Two Curriculum for 3 years to Kindergarten. This is designed for parent educators and supervisors who have completed Foundational One. Parent educators who successfully complete both the Foundational and Model Implementation trainings become model certified. Model Implementation Training is required for new supervisors. Adrienne Benally has completed the Model Implementation.

Other professional development opportunities that parent educators will access include initial training on the FTF Home Visitation and Developmental and Sensory Screening Standards of Practice, and other required Standards of Practice, as appropriate. Parent educators will receive formalized professional development through the Arizona Department of Education on the utilization of the Infant and Toddler Developmental Guidelines, and the Early Learning Standards. Training will also be provided regarding mandatory reporting of child abuse and neglect. Staff will be training on developmental and sensory screenings. These include training on the Ages and Stages Questionnaire (ASQ) and ASQ-Social/Emotional (SE) as well as vision and hearing screening. Training will be provided on proper use of the OAE to screen hearing.

Since parent educators will be providing community activities, for recruitment and Family Circle, where food and snacks to families and children, staff will be aware of the importance of early childhood nutrition and its link to overall health, success in kindergarten, and nutritious eating choices later in life. Individual professional development plans will document required training and on-going training for each parent educator to enhance their knowledge, skills, and abilities. The Plan will identify areas for staff growth and development in a continual quality improvement process.

Adrienne Benally will establish effective and consistent support to staff, including an annual observation (at a minimum) of in-home service delivery. This will allow her to have a sense of how the service is being delivered and identify coaching and mentoring opportunities. The implementation plan includes a specific timeline for when professional development opportunities will be delivered. The individual professional developments plans will indicate specific timelines for each parent educator’s ongoing professional development.

7. Describe the program data collection process, including what resources will be needed; who will be responsible for data collection and data submission; what procedures will be in place to ensure timely, accurate, and secure collection and submission; and how data will be used to inform and improve programming. If applicable, also include the anticipated approval process to collect, submit, and report data from tribal government programs.

Navajo Nation GIB staff and Baby FACE parent educators have been trained on the use of the Penelope data collection software used by program using the PAT curriculum. The Penelope software is a relatively new system being implemented by PAT. The GIB Home visiting program will be updating the data management information system currently being used by the program to coordinate data collection of its home visiting programs in FileMaker. The database management system is fully integrated with the PAT requirements and all State MIEHCV performance measures. The system is set up to collect data required to identify the six state required benchmarks as well as monitor program performance measures and provide for continuous quality improvement.

Data collected under this program will be done in coordination with the State MIECHV home visiting program to ensure coordinated and broad based data collection and performance measurement across the Nation. The State Tribal Evaluation Workgroup will also be utilized under this program to help identify opportunities for data integration across other home visiting programs across the Nation to continually improve the early childhood home visiting system and infrastructure across the Navajo Nation.

The FileMaker software system currently being used will ensure timely, accurate and secure collection for submission to AZ FTF. Data information will be reviewed on a quarterly basis to ensure the program is performing in meeting the scope of work and targeted service numbers. The data will also be used to inform and improve the program through continuous quality improvement by monitoring of program outputs and process measures.

AZ FTF designates a Unit of Service as an indicator of service. According to AZ FTF, the 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 Home Visitation, the performance measures are:

- Number of families served/proposed service number
- Number of children screened
- Number of developmental screenings conducted
- Home visitor caseload
- Family attrition
- Total amount of time the dis-enrolled family participated in home visiting services
- Number of children receiving home visiting services
- Number of referrals for community based services given to participating families
- Number of families reported they received community based services
- Number of children receiving developmental screening
- Numbers of children receiving referrals for follow up services

The GIB Home visiting program will collect these data through the File Maker Pro software that has been developed for the GIB Home visiting program. These data will be uploaded into the

PGMS as required by AZ FTF. Since this data collection will be a part of the program implementation, there will not be an approval process by the Navajo Nation government anticipated to collect, submit and report data to AZ FTF.

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

While GIB administration has experience in implementing early childhood intervention services in homes, there are some of the barriers that we foresee are described below.

Distance; road conditions The Parent educators will be serving families in remote locations of the Navajo Nation. In some cases road conditions may make it difficult for Parent educators to travel to the family's home. This often results in challenges during inclement weather when roads are muddy or off-road travel is not advisable. In addressing this challenge, Parent Educators must plan ahead and keep the weather conditions in mind to assure their own safety.

Scheduling; no shows Families may not be home during their scheduled personal visit. Some families may be reluctant to enroll because they are too busy and unwilling to find time to enroll. Parent educators who enroll may have difficulty keeping their appointment, often due to medical appointments, work or school activities. The GIB Home visiting staff will address this challenge through reflective supervision session with the parent educators. Sessions with the Parent Educators will focus on strategies in building relationships with families/care givers during the initial visits and utilize various forms of communication to reach families. Parent educators will also attempt to address this challenge by being consistent yet flexible about scheduling appointments, and finding creative ways to remind families of appointments, such as Facebook or connecting with other family members who may be able to remind parents of upcoming visits.

Family mobility Current Baby FACE parent educators employed with the Baby FACE programs have reported a possible challenge as in enrolling and serving families because to family mobility. The result is that family telephone number change, so Parent Educators are unable to follow-up with them. In some case the family may move due to employment reasons, which may result in a disruption in service.

Family stress and crises Current Baby FACE parent educators have noted that a challenge in recruiting and serving families who may be struggling with a myriad of other issues, such as lack of housing, unemployment, substance abuse and domestic violence. This may result in challenges with keeping families engaged and continue regular home visits with their parent educator. The GIB Home Visiting Program will address this by meeting together to refer families to resources, counseling and other supportive services.

9. Describe how collaboration with one or more local organizations will be carried out in program implementation, and identify the expected results due to the collaboration.

The GIB Home visiting program will collaborate with organizations to carry out its program implementation. Parental involvement has been identified as a key factor in the positive growth and development of children, and educating parents about the importance of engaging in

activities with their children that contribute to development has become an increasing focus. The Navajo Nation Regional Partnership Council recognizes the importance of supporting parental involvement in early childhood development by allocating funding to the "Parent Outreach and Awareness" strategy. This strategy funds the "Early Literacy Companion Kit," which is distributed to parents at the three hospitals where women give birth on the Navajo Nation Region. This kit includes culturally relevant materials such as a "Navajo Nursery Lullabies." The parent educators will collaborate with the NNRPC Outreach Coordinator in outreach efforts. This will assist with family recruitment and the importance of home visiting.

Additionally, a component of this strategy funds the Reach Out and Read (ROAR) program in the region. Parenting classes are also available through the Navajo Nation Department for Self-Reliance, which offers the Motherhood is Sacred™ and Fatherhood is Sacred™ curricula, consisting of 12 four-hour sessions. The parent educators will collaborate with the ROAR program and Department for Self-Reliance in these parenting sessions.

In FY 2014 the Navajo Nation Regional Partnership Council funded a home visitation program through Parenting Arizona, a program of Chicanos Por La Causa. The home visitation program provides in-home services for families, and focuses on education about topics such as parenting skills, child development, early literacy, and health, using the Parents as Teachers (PAT) program. In FY2016, the Navajo Nation expanded its PAT program through an intergovernmental agreement with the Arizona Department of Health Services for the delivery of home visiting services to an additional 80 families through the state's Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV). Services will begin in spring 2016. The parent educators will collaborate with these programs to assure that families are being referred to the appropriate program in their area.

The existing Navajo Nation Early Education Coalition (EEC), formed in 2014, will be used to enhance relationships and develop new ones with tribal leaders, community members, partner agencies, and stakeholders. The current EEC includes overlapping components: early learning, family support, special needs and early intervention, and health, mental health and nutrition. These components involve multiple overlapping subsystems, for example, with the early learning component, there is a Head Start system, a subsidized child care system, a regulated care system, and an unregulated care system.

The plan for collaborating and enhancing relationships will involve working with areas of the Navajo Nation in which gaps in services exists. The two parent educators who will be funded under this grant will be located in Tuba City and will focus on the western portion of the Navajo Nation. The two proposed parent educators in Chinle will be assigned areas in the central portion of the Navajo Nation including the most needed four-corner area of Arizona. The proposed parent educator located in Window Rock will serve the areas within the Fort Defiance agency area. Parent educators will access the Mental Health Consultation within the Navajo Nation region with regards to social-emotional development/mental health and family support services.

Section D - Personnel :**Program Personnel Table**

In the following table, provide a list of all personnel or positions that will be fully or partially funded through the proposed program. For Key Personnel, include the name and position title; pertinent background and/or expertise that specifically relates to the program, including degrees, field of study, number of years in the field, and other qualifications that align with the Standards of Practice requirements; and their roles and responsibilities. If the position is to be hired (TBH), then describe the desired background/expertise/degrees and field of study. For all personnel, provide the Full Time Equivalent (FTE) for each position.

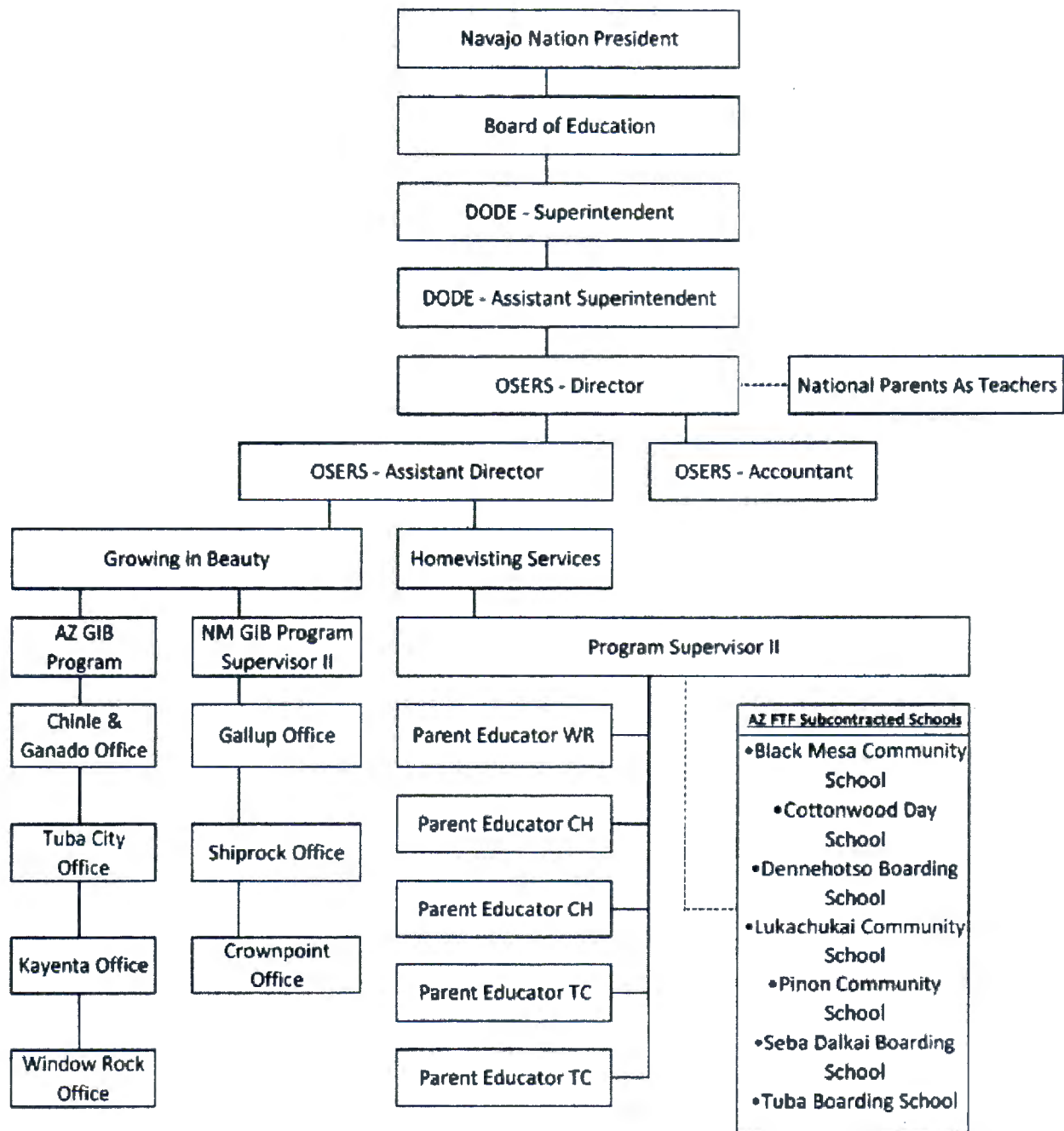
Key Personnel - fully or partially funded through proposal - directly responsible for program implementation/services			
Name/ Position Title	Background/Expertise* (include qualifications that align with the Standards of Practice)	Key Roles and Responsibilities	FTEs funded through the program
<i>Program Supervisor/ Coordinator</i>	<i>Bachelors of Science in Elementary Education 11 years experience in special education</i>	<i>Provides an effective, consistent supervisory system that provides support for Parent educators and ensures accountability to families, funders and community.</i>	<i>0.5</i>
<i>Parent Educator Window Rock – TBH</i>	<i>A.A. in Early Childhood Development or closely related field</i>	<i>Conducts outreach, awareness and enrollment activities to families prenatal to 5. Provides personalized support to families prenatal to age 5 to improve child health and development, increase school readiness and enhance families abilities to support their child's</i>	<i>1.0</i>

		<i>development. Implements PAT curriculum to fidelity. Engages families in all aspects of service delivery.</i>	
<i>Parent Educator Chinle – TBH</i>	<i>A.A. in Early Childhood Development or closely related field</i>	<i>Same as Above</i>	<i>1.0</i>
<i>Parent Educator Chinle – TBH</i>	<i>A.A. in Early Childhood Development or closely related field</i>	<i>Same as Above</i>	<i>1.0</i>
<i>Parent Educator Tuba City – TBH</i>	<i>A.A. in Early Childhood Development or closely related field</i>	<i>Same as Above</i>	<i>1.0</i>
<i>Parent Educator Tuba City – TBH</i>	<i>A.A. in Early Childhood Development or closely related field</i>	<i>Same as Above</i>	<i>1.0</i>
Additional Personnel - fully or partially funded through proposal - not directly implementing or have direct program oversight			
<i>Paula Seanez</i>			<i>0.5</i>
<i>Hanasbah Tom, Accountant</i>			<i>0.10</i>
<i>Melissa Nez, Office Specialist</i>			<i>0.10</i>
Program Total:			6.20

* Resumes and/or job descriptions for **key personnel** may be requested at any time but unless otherwise indicated, they do not need to be submitted. If awarded and the program undergoes changes in staff, a Staff Change Notification form along with an updated version of this table will need to be submitted to First Things First within 14 days of the proposed change.

Program Organization Chart

For all key and additional personnel or positions that will be fully or partially funded through the proposed program, provide a program organizational chart that illustrates the hierarchy of positions/responsibilities specific to the proposed program.



Section E - Implementation Plan**(25 points)**

The Implementation Plan should illustrate the critical activities in developing, initiating, and implementing the program. The following table should be expanded as necessary to include the activities that demonstrate effective program planning and implementation.

**Implementation Plan
July 1, 2016 – June 30, 2017**

Activities	Task	Person Responsible	Date Task Will Be Completed	Support Documentation
Recruit and hire staff Parent Educators	Finalize Job Vacancy Announcement (JVA) with Navajo Nation DPM	Paula Seanez	7/15/16	JVA
	Publish/advertise job announcement.			
	Obtain listing of qualified applicants from DoDE Administration.	Paula Seanez	7/30/16	List of qualified applicants
	Schedule interviews	Paula Seanez Adrienne Benally	8/30/16	Interview schedule
	Make Selection of staff	Paula Seanez Adrienne Benally	9/15/16	letters
	Set up Parent Educator in office space identified by NNOSERS	Adrienne Benally	9/30/16	Office established
	Purchase laptops, OAE machine and supplies for Parent Educators.	Adrienne Benally	9/30/16	Equipment Purchase Orders
Schedule Parents As Teachers Training for staff	Contact and identify a consultant National PAT office regarding training in the Window Rock, Navajo Nation area.	Paula Seanez	7/15/16	Letters, email contact
	Schedule date and location of training	Adrienne Benally	9/30/16	Training Dates and location
	Develop Individual Professional Development plan for each Parent Educator	Adrienne Benally	10/30/16	Professional Development Plans

	Complete PAT curriculum training	National PAT office	10/30/16	Training dates, PE certificates
	Conduct training for vision and hearing screening	Adrienne Benally	10/30/16	Training dates, certificates
	Implement Professional Development Plan per each Parent Educator	Adrienne Benally	On-going	Professional Development Plans
Conduct outreach and recruitment of families	Prepare an outreach plan for recruitment of families	Paula Seanez Adrienne Benally Parent Educators	9/30/16	Outreach Plan
	Develop program brochure and other outreach materials	Adrienne Benally	9/30/16	Program brochures
	Implement Outreach plan (community events, health fairs, and announcement on KTNN radio).	Adrienne Benally Parent Educators	10/30/16	Copies of community event flyers
Prepare policies and forms for program including necessary referral, application, and consent for participation.	Request uniform forms recommended by National PAT and existing home visiting program.	Paula Seanez Adrienne Benally	7/30/16	forms
	Review policies recommended by National PAT and existing home visiting programs.	Paula Seanez Adrienne Benally	8/30/16	Program Policies
	Revise/develop forms for referral, application and enrollment	Paula Seanez Adrienne Benally	8/30/16	Revised forms and Enrollment packet
	Revise/develop policies for program implementation to include requirement for confidentiality and all other components from recruitment, enrollment and participation.	Paula Seanez Adrienne Benally	9/30/16	Program policies

Implement home visiting program	Provide follow up on training for parent educators, data software and other information and expectations specific to the AZ-FTF grant	Adrienne Benally Paula Seanez	On-going	Training agenda
	Develop support (TA & PD) and monitoring plans	Adrienne Benally	10/30/16	Copy of monitoring plans
	Implement support and monitoring plans	Adrienne Benally	Ongoing	Documentation on monitoring plans
Review and evaluate quality implementation	Conduct monthly visit to provide reflective supervision	Adrienne Benally	Ongoing	Letters, telephone contact
	Receive training on data software provided by Wellington, LTD and data forms.	Paula Seanez Danielle Garcia	9/30/16	Letters; telephone contact
	Review reports; evaluate and adapt as needed. Access support from PATNC as needed	Paula Seanez Adrienne Benally	Quarterly	Reports; letters
Grant Reporting	Submit reports as required by AZFTF	Adrienne Benally	Ongoing	Reports

Section F - Line-Item Budget and Budget Narrative (15 points)

The budget narrative should provide a clear and concise explanation of the methods used to determine the amounts for each line item in the following line-item budget.

Budget period: July 1, 2016 – June 30, 2017

Budget Category	Line Item Description	Requested Funds	Total Cost
PERSONNEL SERVICES		Personnel Services Sub Total	\$177,923.20
Salaries	Program Supervisor II-0.50 FTE	22,027.20	
	Parent Educators WR-1.0 FTE	31,179.20	
	Parent Educators CH- 1.0 FTE	31,179.20	
	Parent Educators CH- 1.0 FTE	31,179.20	
	Parent Educators TC- 1.0 FTE	31,179.20	
	Parent Educators TC- 1.0 FTE	31,179.20	
		31,179.20	
EMPLOYEE RELATED EXPENSES		Employee Related Expenses Sub Total	\$82,799.00
Fringe Benefits @ 45.6%	FICA @ 7.65%	13,611.12	
	SUTA @ 1.35%	2,401.96	
	Annual Leave @ 0.60%	1,067.54	
	Group Insurance @ 9.85%	17,525.44	
	Retirement @ 24.40%	43,413.26	
	401K @ 1.75%	3,113.66	
Other ERE	General Liability Insurance @ 0.19% [(177,923.20 + 81,132.98)/100] * 0.19 = \$ 492.206	492.00	
	Worker's Compensation @ 0.66% (177,923.20 / 100) * 0.66 = \$1,174.293	1,174.00	
PROFESSIONAL AND OUTSIDE SERVICES		Professional & Outside Services Sub Total	\$0.00
Contracted Services	NONE		
TRAVEL		Travel Sub Total	\$61,325.00
NOTE: OSERS utilizes the Navajo Nation Travel Policies for all travel conducted by Navajo Nation employees employed under state and federal grants.			
In-State Travel			

<p>Staff will be travelling throughout the Navajo Nation reservation to conduct home visits. Travel expenses include per diem, lodging and other travel expenses.</p> <p>Out-of-State Travel Staff will be traveling to attend two (2) PAT training offered in St. Louis, MI and one (1) training offered at another location. Travel expenses include air fare, per diem, lodging and other travel expenses.</p>	<p>In-State Per Diem \$46 per day for five (5) staff to travel three (3) days a month per year. \$66 per day for five (5) staff to travel three (3) days a month per year.</p>	8,280.00	
	<p>In-State Lodging \$83 per night for five (5) staff for one nights lodging a month per year. \$101 per night for five (5) staff for one nights lodging a month per year.</p>	11,880.00	
	<p>In-State Other \$5 Other travel expense to cover incidentals for five (5) staff for four (4) trips a month per year.</p>	4,980.00	
		6,060.00	
	<p>Out-of-State Air fare \$1,250 round trip air fare to St. Louis, MI for five (5) staff to attend two (2) PAT training sessions</p>	1,200.00	
	<p>Out-of-State Per Diem \$54 per day for five (5) staff for five (5) day trip for three (3) trips per staff per year.</p>	12,500.00	
	<p>Out-of-State Lodging \$125 per night for five (5) staff for five (5) nights for three (3) trips per staff per year.</p>	4,050.00	
	<p>Out-of-State Other \$200 per trip for five (5) staff for three (3) trips.</p>	9,375.00	
		3,000.00	
AID TO ORGANIZATIONS OR INDIVIDUALS		Aid to Organizations or Individuals Sub Total	\$0.00
Subgrants or Subcontracts to organizations/agencies/entities	NONE	0.00	
OTHER OPERATING EXPENSES		Other Operating Expenses Sub Total	\$56,693.80
<ul style="list-style-type: none"> • Software (including IT supplies) 	<p>Software for five (5) staffs PCs @ \$500 per PC: Microsoft Office Pro and Symantec Protection.</p>	2,500.00	
<ul style="list-style-type: none"> • Dues/Subscriptions 			

<ul style="list-style-type: none"> • Professional Development Staff training, conferences, workshops, training fees for five (5) staff to attend two (2) Parents as Teachers training sessions and one (1) non-PAT training sessions. 	Annual affiliate fees for PAT @ \$1500 per year per organization.	1,500.00	
	Registration fees PAT training sessions at \$915 per session for five (5) staff to attend two (2) training sessions.	9,150.00	
	Training/conferences/workshop (non-PAT) that relate to early childhood education and home visiting at \$500 per session for five (5) staff to attend one (1) training/conference/workshop session per year.	2,500.00	
	Renewal fees Parents as Teachers renewal fees for five (5) Parent Educators @ \$150 each.	750.00	
	<ul style="list-style-type: none"> • Leased Vehicles Two (2) Group B Vehicle Class II- ½ ton pick-up truck 4WD 		
	User monthly rate @ \$460 per month for two (2) vehicles for 12 months.	11,040.00	
	Mileage rate @ 0.30 per mile for 71,966 miles for the year; which is 36,000 miles per year for one vehicle and 35,983 miles per year for one vehicle.	21,589.80	
<ul style="list-style-type: none"> • Insurance-Vehicle 	Auto/Physical Damage \$125.96 per vehicle for two (2) vehicles.	252.00	
	Auto Liability \$106.12 per vehicle for two (2) vehicles.	212.00	
<ul style="list-style-type: none"> • Advertising 	Public awareness @ \$600 per month to promote the home visiting services and to recruit families to participate via print advertisement, radio advertisement and other advertisement mediums	7,200.00	
NON-CAPITAL EQUIPMENT		Non-Capital Sub Total	\$10,350.00

Equipment \$4,999 or less in value	Desktop docking station @ 120 per station for five (5) staff.	600.00	
	Personal computer MOBILE unit @ 1,250 per unit for five (5) staff.	6,250.00	
	Printer/copier/scanner MOBILE unit @ 500 per unit for five (5) staff.	2,500.00	
	Peripherals – Mouse, protective case, keyboards, cables, external hard drives, and other needed items @ 200 per five (5) staff.	1,000.00	
Subtotal Direct Program Costs:			\$389,091.00
ADMINISTRATIVE/INDIRECT COSTS		Total Admin/Indirect	\$38,909.00
Indirect/Admin Costs @ 10% FTF restricted rate	IDC @ 10% BASE: 428,000.00 – 0.00 = 428,000.00 $[(428,000/1.10)*0.10]=$ \$38,909.09	38,909.00	
Total		\$428,000.00	\$428,000.00

Authorized Signature _____ Date _____
 Treva Roanhorse, Director

Budget Narrative

The purpose of the budget narrative is to provide more clarity and detail on the budget line items. The budget narrative should explain the criteria used to calculate the amounts entered in the line-item budget. The budget narrative should include all budgeted items and correspond directly with the proposed line-item budget using the following categories that apply:

Personnel Services:

This budget will include 5.50 full time equivalent positions. The Program Supervisor II (Adrienne Benally) is included as 0.50 full time equivalent. The salary is based on the hourly rate of \$21.18 for 1040 hours for a total \$22,027.20. This position will spend 50% of her time overseeing the program's staff. There are five (5) Parent Educator positions (VACANT-to be determined) that are included as 5.0 full time equivalent positions. The salary is based on the hourly rate of \$14.99 for 2080 for a total of \$31,179.20 per position. These positions will spend 100% of their time completing the tasks and objectives of the program. At this time OSERS does not expect an increase in the salaries for the staff; however, if the program does anticipate an increase a budget revision will be completed to adjust for the difference.

Employee Related Expenses:

Employee Related Expenses includes the Navajo Nation approved fringe benefits @ 45.6%, general liability insurance @ 0.19%, and worker's compensation @ 0.66%. The fringe benefits rate @ 45.6% is for regular status employees; which calculated using the base salary for each position. The breakdown for fringe benefits includes: Federal Insurance Contributions Act @ 7.65%, State Unemployment Tax Authority @ 1.35%, NN Annual Leave @ 0.60%, NN Group Insurance @ 9.85%, NN Retirement @ 24.40% and 401K @ 1.75%.

There are two (2) other employee related expenses that are included; general liability insurance @ 0.19% and Worker's Compensation @ 0.66%. The general liability insurance is calculated using the total amount of salaries and fringe benefits. The worker's compensation is calculated using the total amount of salaries. Both general liability insurance and worker's compensation are required to be included by the Navajo Nation for all employees.

Professional and Outside Services:

The Navajo Nation will not be utilizing Professional and Outside Services to perform the various components of the program.

Travel:

In-State travel includes Per Diem, Lodging, and Other travel expenses for the five (5) Parent Educators. The Navajo Nation has the responsibility to implement the home visiting program throughout the Navajo Nation reservation. The In-State Per Diem rate is calculated at two (2) different daily rates; which will depend on the location of travel for each trip. The Per Diem rate of \$46 covers the eastern, central and northern parts of the Navajo Nation reservation. It is estimated that each of the Parent Educators will conduct travel in these locations three (3) days a month for twelve months ($\$46 * 5\text{staff} * 3\text{days} * 12\text{months} = \$8,280.00$). The Per Diem rate of \$66 per day covers the western and southern parts of the Navajo Nation Reservation. It is estimated that each of the Parent Educators will conduct travel in these locations three (3) days a month for twelve months. ($\$66 * 5\text{staff} * 3\text{days} * 12\text{months} = \$11,880.00$). The In-State Lodging rate is calculated at two (2) different nightly rates; which will depend on location of travel for each trip. The Lodging rate of \$83 covers the eastern, central and northern parts of the Navajo Nation

reservation. It is estimated that each of the Parent Educators will conduct travel in these locations that will require an overnight stay one (1) night a month for twelve months ($\$83 * 5\text{staff} * 1\text{night} * 12\text{months} = \$4,980.00$). The Lodging rate of \$101 per day covers the western and southern parts of the Navajo Nation Reservation. It is estimated that each of the Parent Educators will conduct travel in these locations that will require an overnight stay one (1) night a month for twelve months ($\$101 * 5\text{staff} * 1\text{night} * 12\text{months} = \$6,060.00$). The In-State Other Travel expenses includes \$5 to cover incidental expenses like faxing, copying, parking fees and other travel expense that the staff may need to cover per trip. Since this travel expense varies, it is calculated that each Parent Educator will require \$5 for only four (4) trips a month for twelve months ($\$5 * 5\text{staff} * 4\text{trips} * 12\text{months} = \$1,200.00$).

Out-of-State travel includes Air fare, Per Diem, Lodging and Other travel expenses for the five (5) Parent Educators to attend two (2) Parents as Teachers training sessions and one (1) training/conference related to early childhood education and/or home visiting. The Out-of-State travel is calculated for three (3) trips for the training. For the PAT training sessions, it's held at various locations; however, St. Louis, MI is the main location for a majority of their training sessions. The Out-of-State Air fare includes a roundtrip ticket to St. Louis, MI for each of the Parent Educators to attend two (2) Parents As Teachers training sessions. The airfare for a round trip is estimated at \$1,250.00 for each trip ($\$1,250.00 * 5\text{staff} * 2\text{trips} = \$12,500.00$). The Out-of-State Per Diem rate of \$54 per day covers travel to St. Louis, MI and another location to be determined based on the location of the training/conference. It is estimated that each of the Parent Educators will conduct two (2) trips to St. Louis for five (5) days per trip ($\$54 * 5\text{staff} * 5\text{days} * 2\text{trips} = \$2,700.00$). It is estimated that each of the Parent Educators will conduct one (1) trip to another location for five (5) days per trip. ($\$54 * 5\text{staff} * 5\text{days} * 1\text{trip} = \$1,350.00$). The Out-of-State Lodging rate of \$125 covers travel to St. Louis, MI and another location to be determined based on the location of the training/conference. It is estimated that each of the Parent Educators will conduct two (2) trips to St. Louis for five (5) nights per trip ($\$125 * 5\text{staff} * 5\text{nights} * 2\text{trips} = \$6,250.00$). It is estimated that each of the Parent Educators will conduct one (1) trip to another location for five (5) days per trip ($\$125 * 5\text{staff} * 5\text{days} * 1\text{trip} = \$3,125.00$). The Out-of-State Other travel expenses will cover expenses like shuttle fees, cab fares, baggage handling fees, faxing, copying, parking fees and other travel expense that the staff may incur per trip. Since this travel expense varies, it is calculated that each Parent Educator will require \$200 for only three (3) trips ($\$200 * 5\text{staff} * 3\text{trips} = \$3,000.00$).

Aid to Organizations or Individuals:

The Navajo Nation will not be utilizing subcontractors (including sub grantees) to perform various components of the program.

Other Operating Expenses:

The Other Operating Expense will include expenses for Software, Professional Development, Leased Vehicles, Insurance-Other, and Advertising. The Navajo Nation will procure goods and services in compliance with the Navajo Nation Procurement Code.

The Navajo Nation included expenses to purchase software for five (5) personal computers to be utilized by the Parent Educators. The software will consist of Symantec Protection and Microsoft Office Pro. It is estimated that the software for each PC will cost \$500.00 ($\$500 * 5 = \$2,500.00$).

The Navajo Nation included expenses for Dues/Subscriptions. The Dues/Subscription will cover the Annual Affiliate Fees for Parents as Teachers at \$1,500.00 per organization ($\$1,500 \times 1 = \$1,500.00$).

The Navajo Nation included expenses for Professional Development to cover registration fees and renewal fees for five (5) Parent Educators. The registration fees for the Parent Educators will cover two (2) Parents as Teachers training sessions and one (1) training/conference/workshops that will enhance their ability to work collaboratively with families participating in the home visiting program. The Parents as Teachers registration fee is \$915 per session. It is estimated that each Parent Educator will attend two (2) PAT training sessions ($\$915 \times 5 \text{ staff} \times 2 \text{ trainings} = \$9,150.00$). The registration fee for one (1) training/conference/workshop that relate to early childhood education and home visiting. It is estimated that each Parent Educator will attend one (1) training/conference/workshop which is estimated at \$500 per session ($\$500 \times 5 = \$2,500.00$). The Professional Development will also cover the Parents as Teachers Renewal Fee at \$150 for five (5) Parent Educator ($\$150 \times 5 = \750.00).

The Navajo Nation included expenses for a two (2) leased vehicles. The vehicles are ½ ton pick-up truck with 4 wheel drive; which are classified as Group B Vehicle Class II. The User Monthly Rate is \$460 per month per vehicle ($\$460 \times 2 \text{ vehicles} \times 12 \text{ months} = \$11,040.00$). The Mileage Rate is \$0.30 per mile. The Navajo Nation estimates 71,966 miles per year; which is 36,000 for one vehicle per year and 35,983 miles for one vehicle per year ($36,000 + 35,983 = 71,966 \text{ miles} \times \$0.30/\text{mi} = \$21,589.80$).

The Navajo Nation included expenses for Insurance-Other to cover Auto Physical Damage and Auto Liability for the two (2) leased vehicles. The Insurance for Auto Physical Damage is \$125.96 per vehicle per year ($\$125.96 \times 2 = \252.00). The Insurance for Auto Liability is \$106.12 per vehicle per year ($\$106.12 \times 2 = \212.00).

The Navajo Nation included expenses for Advertising. The Navajo Nation will advertise in local newspapers, radio stations, and other advertising mediums available. The advertising will be to recruit families to participate in the home visiting program. The advertising is estimated to cost \$600.00 per month for twelve months ($\$600 \times 12 \text{ months} = \$7,200.00$).

Non-Capital Equipment:

The Navajo Nation will procure for equipment for each of the Parent Educators. The Navajo Nation will procure goods and services in compliance with the Navajo Nation Procurement Code. The equipment selected will be mobile; which will allow the staff to utilize their equipment in the office and out in the field. Each mobile unit will provide the Parent Educators the portability needed to transition from office work to field work. The equipment will consist of a mobile personal computer (Microsoft Surface), desktop docking station, a mobile printer/scanner/copier unit, and the peripherals. The mobile personal computer is estimated to cost \$1,250.00 per unit ($\$1,250 \times 5 = \$6,250.00$). The desktop docking station is estimated to cost \$120 per unit ($\$120 \times 5 = \600.00). The mobile printer/scanner/copier is estimated to cost \$500 per

unit (\$500*5=\$2,500.00). The peripherals include the mouse, keyboards, protective case, cables, and other items needed; which is estimated to cost \$200 per unit (\$200*5=\$1,000.00).

Administrative/Indirect Costs:

The Navajo Nation has an approved Indirect Cost rate agreement with the United States Department of Interior set at 17.18%. The Navajo Nation will request for an Indirect Cost waiver from the Navajo Nation Council to comply with the First Things First restricted rate at 10%.

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

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

OR

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

Authorized Signature _____ Date _____
Treva Roanhorse, Director

Section G - Funding Sources and Financial Controls

Funding Sources and Financial Controls

- A. **Funding Sources:** In the following table, identify other funding/resources (including federal, state, local and private funding) that the agency/organization has made or will make available to achieve the objectives of the proposed program. First Things First (FTF) funding can be used to enhance or expand the program funded by these additional funds, but FTF funding cannot supplant or be used to replace any existing state or federal funding for early childhood development and health programs.

Type of Funding (federal, state, local, private) and Agency/Organization Received From:	Brief Description of How the Funding Helps Achieve the Program Objectives	Amount	✓ If used for match on this grant
Not Applicable			
Total:			

- B. **Financial Controls:** Describe the financial controls and accountability measures the agency/organization will employ for the use of FTF funding for the proposed program.

The Navajo Nation utilizes an automated financial system for fund management. The Navajo Nation has internal controls with various policies and procedures to ensure fiscal controls.

Authorized Signature _____ Date _____
Trevia Roanhorse, Director

Section H - Profile

Agency/Organization Profile

A. Agency/Organization:

Program Name The Navajo Nation

Agency Office of Special Education & Rehabilitation Services Contact Person Treva M. Roanhorse

Address P. O. Box 1420

Position Director

Address Morgan Boulevard Education Center Room 205

Email rmtreva@msn.com

City, State, Zip Window Rock, AZ 86515

Phone 928-871-6338

County Apache

Fax 928-871-7935

Employer Identification Number: 86-0092335

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

☒ Tribal ☐ Faith Based ☐ Non Profit ☐ Charitable ☐ Private Organization ☐ Other

Have you previously conducted business with First Things First using this EIN? ☒ Yes ☐ No

If not, or if there has been address or EIN changes, please go to

https://gao.az.gov/sites/default/files/GAO-W-9_072815-S%26S%26A.pdf

and 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 # 7

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: September 30, 2016

Agency's accounting method: ☒ Cash ☐ Accrual

Does your organization undergo an annual independent audit in accordance with 2 CFR Part 200, Subpart F? ☒ Yes ☐ No

Contact information for firm conducting agency audit:

Audit firm: KPMG, LLC

Address: P.O. Box 3990, Albuquerque, NM 87190-3990

Phone: 505-884-3939

B. Proposed Program Information/Description:

Amount requested: \$428,000.00

Service area of proposed program: Navajo Nation (Arizona)

Target population of proposed program: The intended target population are families with children prenatal through 5 years of age who reside on the Navajo Nation, Arizona portion and who are not already receiving home visitation services.

Number of **families** to be served: 200

Number of **children** screened: 200

Number of **developmental and sensory** screenings to be conducted: 200

Please provide a brief description (250 words or less) of the proposed program, including service area and target population. This description may be used by First Things First for public information regarding the grant.

The Navajo Nation is proposing to expand Growing in Beauty to hire staff to provide home visiting services for infants and toddlers prenatal through age five who are not served through other home visiting programs. The Navajo Nation's Growing in Beauty (GIB) Home Visiting Program services will be designed to support a child's learning and development during the important time from birth to five. Home visiting services will help to meet the developmental needs of each child and the needs of the family to enhance the child's developmental, educational and health-related needs. The Navajo Nation will operate a home visiting program that values culture and language, focuses on relationships and reflective practices and uses family-centered practices and strengths-based approaches in the context of an ecological framework.

The Navajo Nation will implement a comprehensive evidence-based home visitation program providing support to families on the Navajo Nation. The Navajo Nation will hire parent educators to provide services throughout the Arizona portion of the Navajo Nation. The parent educators will use the Parents As Teachers (PAT) curriculum with an overall goal to increase parenting knowledge and involvement, provide early detection of health and developmental delays, prevent child abuse and neglect, and increase school readiness and success. Serving families with children prenatal to five will be the target population.

The PAT curriculum includes additional emphasis on culturally responsive parenting education and resources and family well-being, as well as intentional, expected support and inclusion of native language and customs. The following are the project activities: Activity 1) Provide home visiting services to participating families of children prenatal through five with information and education on parenting, child development and health topics. Activity 2) conduct targeted recruitment, enrollment and participation of families Activity 3) Strengthen parent-child relationships throughout

the early childhood years;; Activity 4) Serve 200 families; Activity 5) Provide 200 children with developmental screening to track progress twice a year; Activity 5) develop a Resource and Referral Network for families.

C. Contact Information:

The First Things First Partner Grant Management System (PGMS) has four contact slots per contract. The same person may be assigned to more than one slot.

Main Contact: is responsible for the overall program and will have access to all financial, programmatic, and data reports in PGMS.

Finance Contact: is responsible for the submission of reimbursement requests through PGMS and will have access to budget and reimbursement information in PGMS.

Program Contact: is responsible for program implementation and will have access to the program and data reports in PGMS.

Evaluation Contact: is responsible for the program evaluation and data collection activities and will have access to the data reports in PGMS.

PGMS Contacts		
Main Contact	Name: Paula Seanez	Email: pseanez@navajo-nsn.gov
	Title/Position: Assistant Director	Phone: 928-871-6338
	Physical Address (if different than the agency address):	
Finance Contact	Name: Isabelle Yazzie	Email: iyazzie@nnooc.org
	Title/Position: Accountant	Phone: 928-871-7347
	Physical Address (if different than the agency address):	
Program Contact	Name: Paula Seanez	Email: pseanez@navajo-nsn.gov
	Title/Position: Assistant Director	Phone: 928-871-6993
	Physical Address (if different than the agency address):	
Evaluation Contact	Name: Adrienne Benally	Email: adrienne.benally@nnosers.org
	Title/Position: Program Supervisor II	Phone: 928-871-7248
	Physical Address (if different than the agency address):	

THE NAVAJO NATION PROGRAM BUDGET SUMMARY

Received

MAR - 4 2016

Office of Management & Budget
The Navajo Division Branch, Window Rock, Arizona
Executive

PART I. Business Unit No.: NEW Program Title: OSERS First Things First Home Visiting FTF-RC001-17-0576-00

Prepared By: Hanasbah Tom Accountant Phone No.: 928-871-7490 Email Address: hanasbah.tom@nnosers.org

PART II. FUNDING SOURCE(S)				PART III. BUDGET SUMMARY				
Funding Source(S)	Fiscal Year Term	Amount	% of Total		(A)	(B)	(C)	
First Things First (AZ)	07/01/16-06/30/17	428,000.00	100%		Fund Type Code	NNC Approved Original Budget	Proposed Budget	Difference (Column B - A)
				2001 Personnel Expenses		0.00	259,056.20	259,056.20
				3000 Travel Expenses		0.00	93,954.80	93,954.80
				3500 Meeting Expenses		0.00	0.00	0.00
				4000 Supplies		0.00	10,350.00	10,350.00
				5000 Lease and Rental		0.00	0.00	0.00
				5500 Communications and Utilities		0.00	0.00	0.00
				6000 Repairs and Maintenance		0.00	2,500.00	2,500.00
				6500 Contractual Services		0.00	0.00	0.00
				7000 Special Transactions		0.00	23,230.00	23,230.00
				8000 Public Assistance		0.00	0.00	0.00
				9000 Capital Outlay		0.00	0.00	0.00
				9500 Matching Funds		0.00	0.00	0.00
				9500 Indirect Cost		0.00	38,909.00	38,909.00
				TOTAL		0.00	428,000.00	389,091.00
				PART IV. POSITIONS AND VEHICLES				
					(D)	(E)		
				Total # of Positions Budgeted:	0	5.5		
				Total # of Permanently Assigned Vehicles:	0	2		
TOTAL:		\$428,000.00	100%					

PART V. I HEREBY ACKNOWLEDGE THAT THE INFORMATION CONTAINED IN THIS BUDGET PACKAGE IS COMPLETE AND ACCURATE

SUBMITTED BY: Treva Roanhorse, Program Manager's Signature / Date

APPROVED BY: Dr. Tommy Lewis, Superintendent's Signature / Date

THE NAVAJO NATION
PROGRAM PERFORMANCE CRITERIA

PART I. PROGRAM INFORMATION:Business Unit No.: NEW

MAR - 4 2016

Program Name/Title: OSERS First Things First Home Visiting FTF-RC001-17-0576-00**PART II. PLAN OF OPERATION REFERENCE/LEGISLATED PROGRAM PURPOSE:**

GSCMY-19-07/ The purpose of the Office of Special Education and Rehabilitation Services (OSERS) is to provide quality rehabilitation, independent living and early intervention services to eligible Navajo children and adults with disabilities. A further purpose of OSERS is to assure that eligible Navajo children and adults with disabilities achieve a level of independence, self-sufficiency and equal opportunity to live as productive Navajo citizens. This grant will fund the Growing In Beauty Home Visiting Program to conduct homevisits to Navajo families with children aged birth to five (5).

PART III. PROGRAM PERFORMANCE CRITERIA:

1st QTR		2nd QTR		3rd QTR		4th QTR	
Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual

1. Program Performance Area:

Provide homevisits with families with children birth to five (5).

Goal Statement:

Serve 200 families with children birth to five (5) annually.

50

50

50

50

2. Program Performance Area:

Provide developmental screenings for children birth to five (5).

Goal Statement:

Conduct 200 developmental screenings to families with children birth to three (3) annually.

50

50

50

50

3. Program Performance Area:

Goal Statement:

4. Program Performance Area:

Goal Statement:

5. Program Performance Area:

Goal Statement:

PART IV. I HEREBY ACKNOWLEDGE THAT THE ABOVE INFORMATION HAS BEEN THOROUGHLY REVIEWED.

 Treva Roanhorse, Program Manager's Signature / Date

3/3/16


 Dr. Tommy Lewis, Superintendent's Signature / Date

FY 2016

THE NAVAJO NATION LISTING OF PERSONNEL

Received

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Office of Management & Budget
The Navajo Nation, Window Rock, Arizona
Business Unit No.:

NEW

Part I. Program Information:

Program: FIRST THINGS FIRST HOME VISITING FTF-RC001-17-0576-00

Part II. Listing of Personnel/Funding:

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
Sub-Acct./ Object Code	Position Number	JobType/ Class Code	Position Title	Employee ID Number	Agency/ Worksite	FY 2015 Actual Grade/Step	FY 2015 Actual Salary	FY 2016 Proposed # Hours	FY 2016 Proposed Salary
1 1101	NEW	1247	Program Supervisor II	VACANT	WR	AB65A	22,027.20	1040	22,027.20
2 1102	NEW	-	Parent Educators	VACANT	WR	AB61A	31,179.20	2080	31,179.20
3 1103	NEW	-	Parent Educators	VACANT	CH	AB61A	31,179.20	2080	31,179.20
4 1104	NEW	-	Parent Educators	VACANT	CH	AB61A	31,179.20	2080	31,179.20
5 1105	NEW	-	Parent Educators	VACANT	TC	AB61A	31,179.20	2080	31,179.20
6 1106	NEW	-	Parent Educators	VACANT	TC	AB61A	31,179.20	2080	31,179.20
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
23									79.20
24									
25									
26									
27									
28									
29									
30									
Total:							177,923.20		177,923.20

M 3/4/16

**THE NAVAJO NATION
DETAILED LINE ITEM BUDGET AND JUSTIFICATION**

PART I. PROGRAM INFORMATION:				
Program Name/Title: OSERS First Things First Home Visiting FTF-RC001-17-0576-00		Business Unit No.: NEW		79.20
PART II. DETAILED BUDGET:				
(A)	(B)	(C)	(D)	
Object Code (LOD 6)	Object Code Description and Justification	Total by DETAILED Object Code	Total by MAJOR Object Code	
2001	PERSONNEL EXPENSES			259,056.20
	Employee salary and fringe benefits payments for eligible full time equivalent personnel.			
2110	REGULAR 5.5 FTE Permanent Positions	177,923.20		
2900	FRINGE BENEFITS 5.5 FTE Permanent Positions (\$177923.20 * 45.6% = \$ 81132.97)	81,133.00		
3000	TRAVEL EXPENSES			93,954.80
	Monthly fleet expenses for vehicles for mileage and maintenance. Meal and Lodging expenses directly related to program business. Other miscellaneous travel expenses. Transportation to and from authorized training, seminars, conferences, and other program related functions.			
3110	Fleet 3111: Monthly/Perm 3112: Daily/ Temp 3113: Mileage	32,629.80		
3230	Personal Travel 3240: Per Diem Meals 3250: Lodging 3260: POV 3290: Other Travel Expenses	48,825.00		
3310	Air 3320: Commercial	12,500.00		
4000	SUPPLIES			10,350.00
4200	NON CAPITAL ASSETS Purchases less than \$5,000.00 4210: Non Capital Furniture & Equipment 4230: Non Capital Computer Equipment	10,350.00		
TOTAL		363,361.00		363,361.00

✓ 2 3/4/14

THE NAVAJO NATION
DETAILED LINE ITEM BUDGET AND JUSTIFICATION

Received

MAR - 4 2016

PART I. PROGRAM INFORMATION:			
Program Name/Title: OSERS First Things First babyFACE Program		Office of Management & Budget The Navajo Nation, Window Rock, Arizona Business Unit No.: NEW	
PART II. DETAILED BUDGET:			
(A)	(B)	(C)	(D)
Object Code (LOD 6)	Object Code Description and Justification	Total by DETAILED Object Code	Total by MAJOR Object Code
6000	REPAIRS & MAINTENANCE		2,500.00
	Computer systems require software for security support and operating applications for reporting. Staff will be dealing with numerous databases online that require a certain level of security due to the confidential information that is required.		
6300	TECHNOLOGY	2,500.00	
	6320: Software Support		
7000	SPECIAL TRANSACTIONS		23,230.00
	Training and registration fees for professional development for staff to attend Parents As Teachers Training Sessions.		
7410	Media	7,200.00	
	7440: Print Advertisement		
	7450: Radio Advertisement		
	7470: Display Advertising		
7510	TRAINING & PROFESSIONAL DUES	13,900.00	
	7520: Training/Registration Fees		
	7550: Mandatory Professional Dues		
7710	Insurance Premiums	2,130.00	
	7740: Vehicle Auto Liability		
	106.12 per vehicle for two (2) vehicles		
	7750: Vehicle Auto Physical Damage		
	125.96 per vehicle for two (2) vehicles		
	7765 Policy Payment		
	General Liability @ 0.19%: (177923.20+81132.98)/100 * 0.19 = \$ 492.2067		
	7767: Worker's Compensation Premium		
	Workers Compensation @ 0.66%: (177923.20/100) * 0.66 = 1,174.2931		
TOTAL		399,441.00	399,441.00

J 3/4/14

FY 2016

**THE NAVAJO NATION
DETAILED LINE ITEM BUDGET AND JUSTIFICATION**

Received

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Office of Management & Budget

The Navajo Nation, Window Rock, Arizona

PART I. PROGRAM INFORMATION:Program Name/Title: OSERS First Things First babyFACE ProgramBusiness Unit No.: NEW**PART II. DETAILED BUDGET:**

(A)	(B)	(C)	(D)
Object Code (LOD 6)	Object Code Description and Justification	Total by DETAILED Object Code	Total by MAJOR Object Code
9500	MATCHING & INDIRECT COST		38,909.00
	Indirect Cost is calculated at 16.95% of the grant award less exclusions.		
9710	INDIRECT COST @ 10.00%	38,909.00	
	9720 Indirect Cost Charged @ 10.00%		
	$[(\$428,000)/1.10]*0.10=\$38,909.09$		
TOTAL		38,909.00	38,909.00

M J 3/4/16

NNOMB-BF4

THE NAVAJO NATION
SUMMARY OF CHANGES TO BUDGETED POSITIONS

MAR - 4 2016

Office of Management & Budget
The Navajo Nation, Window Rock, Arizona
Business Unit No.: NEW

Program Name/Title: OSERS First Things First Home Visiting FTF-RC001-17-0576-00

Business Unit No..

NEW

[illegible]

2. 3/4/14

NNOMB-BF5

Contracts and Grants Section - OMB
Calculation Check on Budget for IDC Recovery
Pursuant to Formula at Appendix L Section 6. B, of FY 2016 NN BIPM

Funding Contract: BLM NM - NN OIL & GAS INSPECTION & ENFORCEMENT, FY'2016 - Grant No. L14AC00388

A	B	C	D	E
1	Acct./Category	Formula	IDC Cal. Check	Program Calculation
2	Total Award	From NOGA	428,000.00	428,000.00
3	Exclusion ***	See pg. 127 of BIPM	-	-
4				
5	IDC Base	(Row 2-3-4)	428,000.00	428,000.00
6	IDC rate	(1+IDC Rate)	1.1000	1.1000
7	Adj. IDC Base	(Row 5 / [1+IDC Rate])	389,090.91	389,090.91
8				
9	IDC Budget	(Row 5 - 7)	38,909.09	38,909.09

Legend:

Column B Row 3 - *** Includes Cap. Exp. >\$5k, Welfare Assist., Scholarship, TANF; WIA, etc.
Ineligible-Subcontracts e.g., bldg. const., water/power line, PSC, 3rd Party, etc.

Script or Instructions on Filling out above Table:

Orange	Enter Name of Contract or Grant.
Green	Enter Total Amount of Funding Requested or Awarded.
Pink	Enter Total Amount of Exclusion / Passthrough.
Purple	Enter result of 1 + IDC Rate Allowed by Funding Agency.
Blue	IDC Recovery Amount that should be in the budget of Funding Application or Award.