

RESOLUTION OF THE
NAABIK'ÍYÁTI' COMMITTEE OF THE
NAVAJO NATION COUNCIL

23rd NAVAJO NATION COUNCIL - Second Year, 2016

AN ACTION

RELATING TO THE HEALTH, EDUCATION AND HUMAN SERVICES AND NAABIK'ÍYÁTI'; SUPPORTING AND APPROVING THE GRANT APPLICATION OF THE NAVAJO NATION DEPARTMENT OF DINÉ EDUCATION, OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES FOR FEDERAL GRANT OPPORTUNITY ENTITLED "TRIBAL MATERNAL, INFANT, EARLY CHILDHOOD HOME VISITING PROGRAM DEVELOPMENT AND IMPLEMENTATION GRANTS"

WHEREAS:

- A. The Navajo Nation established the Health, Education and Human Services Committee (HEHSC) as a Navajo Nation Council standing committee and as such empowered HEHSC 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 Navajo Nation established the Naabik'íyáti' Committee as a Navajo Nation Council standing committee. The Naabik'íyáti' Committee, among other duties and responsibilities, "coordinate[s] all federal, county and state programs with other standing committees and branches of the Navajo Nation government to provide the most efficient delivery of services to the Navajo Nation. 2 N.N.C. §701(A)(4). See also, 2 N.N.C. §§ 164 (A)(9), 700 (A), 701 (A)(4) (2012) and CO-45-12.
- C. The U.S. Department of Health and Human Services, Administration for Children and Families, announced the availability of federal funds for Indian tribes. The funding opportunity is entitled "Tribal Maternal, Infant, and Early Childhood Home Visiting Program: Development and Implementation Grants." RFP no. HHS-2016-ACF-OCC-TH-1161. www.acf.hhs.gov/grants. The Navajo Nation Office of Special Education and Rehabilitation Services has completed an application for this grant. See Exhibit "A," Letter of Intent, and Exhibit "B," Grant Application.

- D. The purposes of the grant opportunity provided by the U.S. Department of Health and Human Services include the following: To "conduct community needs assessments; develop the infrastructure needed for widespread planning, adopting, implementing, expanding, enhancing, and sustaining of evidence-based maternal, infant, and early childhood home visiting programs; and provide high-quality evidence-based home visiting services to pregnant women and families with young children aged birth to kindergarten entry." See, HHS-2016-ACF-OCC-TH-1161, www.acf.hhs.gov/grants.
- E. The Navajo Nation is committed to ensuring its youngest members have access to early care and programs by providing in-home services for families, focusing on education about topics such as parenting skills, child development, early literacy, school readiness, and maternal and child health, using the Parents As Teachers (PAT) program culturally adapted for Navajo Nation.
- F. The Navajo Nation is committed to expanding existing home visiting services to increase the number of children and families that have access to such services and supporting infrastructure development and systems coordination for new and existing home visiting services ensuring efficiency and effectiveness.
- G. The Navajo Nation finds it in the best interest of Navajo children and families to support the Department of Diné Education, Office of Special Education and Rehabilitation Services (OSERS) in applying for and receiving Tribal Maternal Infant and Early Childhood Home Visiting (MIECHV) funding from the U.S. Department of Health and Human Services, Administration for Children and Families.

NOW THEREFORE BE IT RESOLVED:

- A. The Navajo Nation supports and approves the grant application of the Navajo Nation Department of Diné Education, Office of Special Education and Rehabilitation Services (OSERS) for federal grant opportunity entitled "Tribal Maternal, Infant, Early Childhood Home Visiting Program Development And Implementation Grants," as administered by the U.S. Department of Health and Human Services, Administration for Children and Families.

B. The Navajo Nation hereby authorizes the Navajo Nation President, the Navajo Nation Office of the Speaker, and their designees to negotiate and execute any and all agreements and contracts regarding this application approved herein.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Naabik'iyáti' Committee of the 23rd Navajo Nation Council at a duly called meeting in Window Rock, Navajo Nation (Arizona), at which a quorum was present and that the same was passed by a vote of 14 in favor, 0 oppose, this 12th day of May, 2016.

A handwritten signature in dark ink, appearing to read 'Lorenzo Bates', with a long horizontal line extending to the right.

LoRenzo Bates, Chairperson
Naabik'iyáti' Committee

Motion: Honorable Lee Jack, Sr.
Second: Honorable Norman M. Begay

NAVAJO NATION

RCS# 389

Naa'bik'iyati Committee

5/12/2016

03:21:39 PM

Amd# to Amd#

Legislation No. 0078-16

PASSED

MOT Jack

Supporting and Approving the

SEC Begay, NM

Grant Application

Yea : 14

Nay : 0

Not Voting : 10

Yea : 14

Begay, NM

Crotty

Jack

Slim

BeGaye, N

Damon

Perry

Witherspoon

Bennett

Daniels

Shepherd

Yazzie

Chee

Hale

Nay : 0

Not Voting : 10

Bates

Filfred

Smith

Tsosie

Begay, K

Pete

Tso

Vacant

Brown

Phelps



THE NAVAJO NATION

RUSSELL BEGAYE PRESIDENT
JONATHAN NEZ VICE PRESIDENT



February 3, 2016

Department of Health & Human Services Commission
Administration for Children and Families
Office of Child Care
tribal.homevisiting@acf.hhs.gov

Re: Tribal MIECHV Implementation and Expansion RFP#: HHS-2016-ACF-OCC-TH-1162

It is the intent of the Navajo Nation, Department of Diné Education, to respond to the Tribal Maternal, Infant, Early Childhood Home Visiting Implementation and Expansion grant, RFP # HHS-2016-ACF-OCC-TH-1162.

The applicant and fiscal agent will be the Navajo Nation, Office of Special Education and Rehabilitation Services, and Paula Seanez has been identified as the primary contact person. Ms. Seanez can be reached at:

Paula Seanez
Assistant Director
Office of Special Education and Rehabilitation Services
928-871-6993 direct line
928 871-7865 fax
pseanez@navajo-nsn.gov

Sincerely,

Treva M. Roanhorse, Director
Office of Special Education and Rehabilitation Services

Navajo Nation, Department of Diné Education
Office of Special Education & Rehabilitation Services
Tribal Maternal Infant Early Childhood Home Visiting
Grant Application



February 24, 2016

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OBJECTIVES AND NEED FOR ASSISTANCE

The Navajo People reside within the four sacred mountains in the four cardinal directions of Diné Bikéyah. The Navajo People believe in the emergence through four worlds, which is represented by the Navajo basket. The present world is known as the Fourth World or Glittering World on which Navajo people must live in harmony. There is 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 Tuba City, Fort Defiance, and Chinle agencies are located in Arizona. The Crowpoint and Shiprock agencies are located in New Mexico, which also extend into Utah.

The need for assistance is described in the following section through a description of problem / issue areas requiring a solution. Navajo language is an essential element of life, culture and identity of the Navajo people, and it is recognized as important to ensure the survival of the Navajo Nation. Data about language¹ indicates that about two thirds of the residents on the Navajo Nation speak the Navajo language at home. Of critical concern to the Navajo Nation and its citizens is the revitalization of the Navajo Language. It is a primary focus of the Navajo Nation Department of Diné Education. The need for Navajo speaking home visitors to provide direct services in the home communities is indicated by the number of Navajo families who prefer conversing in the Navajo language.

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**

¹ US Census (2013). American Community Survey 5-Year Estimates, 2008-2012, Table B16002. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

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 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

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

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

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

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

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 Department of Diné Education (DoDE) is the Navajo Nation's designated "Tribal Education Agency" that is primarily responsible for the elementary and secondary education of Navajo students. The Navajo Sovereignty in 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. There are 11 Arizona School Districts (49 Arizona Schools), 2 New Mexico School Districts (27 New Mexico Schools) and 1 Utah School District (5 Utah Schools) that operate within the boundaries of the Navajo Indian reservation. The primary and secondary educational system includes Bureau of Indian Education (BIE), P.L. 93-638 schools (contracted to the local communities), public schools, charter schools and private schools; totaling 248 schools. In addition to the DoDE, the schools on the Navajo Nation are managed by the BIE, local communities, the Arizona Department of Education, the New Mexico Public Education and the Utah State Office of Education allowing for a diverse and complex system.

The positive impacts of quality early education have been well-documented. Previous research indicates that children who attend high-quality preschools have fewer behavior problems in school later on, are less likely to repeat a grade, are more likely to graduate high school, and have higher test scores.⁶ Third grade reading proficiency has also been identified as a predictor of timely high school graduation. One in six third graders who do not read proficiently will not graduate from high school on time, and the rates are even higher (23%) for children who were both not

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/>

⁶ Annie E. Casey Foundation. (2013). *The First Eight Years: Giving kids a foundation for lifetime success*. Retrieved from <http://www.aecf.org/resources/the-first-eight-years-giving-kids-a-foundation-for-lifetime-success/>

reading proficiently in third grade and living in poverty for at least a year.⁷ **About twice the proportion of third-graders on the Navajo Nation fall far below the standards compared to all Arizona third-graders.**⁸ This has implications for the likelihood that the district schools may be faced with the challenge of retaining a number of third graders in the coming years. This underscores the importance of early literacy programming in the early childhood system, especially for low-income families and families living in poverty. In the Navajo Nation, **44% of the three and four-year old children are enrolled in early education settings.**

In addition to early childhood education opportunities, several socioeconomic factors are known to impact student achievement, including income disparities, health disparities, and adult educational attainment.⁹ Studies have indicated that the level of education a parent has attained when a child is in elementary school can predict educational and career success for that child forty years later.¹⁰ **Thirty percent of adults in the Navajo Nation lack a high school diploma or GED** (double the Arizona and New Mexico statewide rate of 15 percent, and 16.4 % respectively).¹¹ According to 2013 Arizona data¹² 43% of Navajo children born in the Arizona region were born to women who have a high school diploma/GED, and 39% were born to women with higher levels of educational attainment.

Child care and early education options to families in the Navajo Nation include: informal care through family and friends, licensed and unlicensed child care through private non-profit or for profit organizations, public preschool primarily for children with disabilities, the Bureau of

⁷ Hernandez, D. (2011). Double jeopardy: How third grade reading skills and poverty influence high school graduation. *The Annie E Casey Foundation*. Retrieved from files.eric.ed.gov/fulltext/ED518818.pdf

⁸ Arizona Department of Education (2013). AIMS and AIMS A 2013.

⁹ Casey Foundation, (2013). *The First Eight Years: Giving kids a foundation for lifetime success*.

¹⁰ Merrill, P. Q. (2010). Long-term effects of parents' education on children's educational and occupational success: Mediation by family interactions, child aggression, and teenage aspirations. *NIH Public Manuscript*, Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2853053/>

¹¹ US Census (2013). American Community Survey 5-Year Estimates, 2008-2012, Table B15002. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

¹² Arizona Department of Health Services (2013). Health Status Profile of American Indians in Arizona.

Indian Education (BIE) FACE program, childcare through Child Care Development Fund, and Head Start. In 2014, there were 20 childcare centers under the CCDF Program across the entire Navajo Nation.¹³ There were 127 home-based childcare providers; 64 located in Arizona and 63 in New Mexico. Children also received care at 10 non-CCDF childcare centers in Arizona and five non-CCDF centers in New Mexico. These providers cared for a total of 413 children in the Arizona portion of the Navajo Nation.¹⁴ As of February of 2015, there were **150 children on the waiting list for CCDF slots**. The Navajo Head Start is the largest tribal Head Start program in the United States. It is the only educational program completely run by the Navajo Nation and is one of the largest employers across the Nation. In 2013-2014, the Navajo Head Start Program funded enrollment was 2,063 children. A major focus of the Navajo Head Start is Navajo Language Revitalization.

Approximately 461 children are enrolled in Family and Child Education (FACE) programs on the Navajo Nation. The goals of the FACE program include increasing family literacy; strengthening family / school / community connections; promoting the early identification and provision of services to children with special needs; and promoting the preservation of the unique cultural and linguistic diversity of the communities served by the program. FACE has both a center-based and home-based component. In the Navajo Nation, the home-based component is known as BabyFACE. There are 12 Local Education Agency Preschool programs serving around 469 children in schools on and around the Navajo Nation. The First Things First Navajo Nation Regional Partnership Council has funded the expansion of preschool programs in Arizona at Pinon and Kayenta school districts and is supporting the expansion of the preschool program at Red Mesa Unified District.

¹³ First Things First Navajo Nation Regional Partnership Council. (2012). *2012 Needs and Assets Report*.

¹⁴ Unpublished data provided by the Navajo Nation Child Care Development Fund.

The Navajo Nation Primary Care Area is designated as an Arizona Medically

Underserved Area.¹⁵ Research has suggested that the benefits of prenatal care are most pronounced for socioeconomically disadvantaged women, and prenatal care decreases the risk of neonatal mortality, infant mortality, premature births, and low-birth-weight births.¹⁶ The Healthy People 2020 target for receiving prenatal care in the first trimester is 78 percent or more. In Arizona, 79 percent of births meet this standard and in New Mexico 63.9% received early prenatal care; the percent of births with early prenatal care in the Navajo Nation has been below the target, although it has increased since 2009. In 2012, the latest year for which data are available, in the Navajo Nation Region 70 percent of babies born were to mothers who received early prenatal care. Because the Navajo Nation Region is relatively sparsely populated, data from any one year for rare occurrences (such as births) tend to vary from one year to the next. Teenage parenthood, particularly when mothers are under 18 years of age, is associated with a number of health concerns for infants, including neonatal death, sudden infant death syndrome, and child abuse and neglect.¹⁷ In 2012, **15 percent of births in the region were to mothers age 19 or younger.** The infant mortality rate in the Navajo Nation (7.0) is slightly higher than for Arizona (6.5) and New Mexico (6.1). The Healthy People 2020 target for all infant deaths is 6.0 infant deaths or fewer per 1,000 live births. Nearly two-thirds (65%) of participating WIC mothers were overweight or obese at the beginning of pregnancy, which did not meet the Healthy People 2020 target of having no more than 46.6% of the population be overweight or obese. In 2012,

¹⁵ Arizona Medically Underserved Areas (2013). Retrieved from <http://www.azdhs.gov/prevention/health-systems-development/shortage-designation/index.php>

¹⁶ Kiely, J.L. & Kogan, M.D. *Prenatal Care*. From Data to Action: CDC's Public Health Surveillance for Women, Infants, and Children. Centers for Disease Control and Prevention. Retrieved from: <http://www.cdc.gov/reproductivehealth/ProductsPubs/DataToAction/pdf/rhow8.pdf>

¹⁷ Office of Population Affairs, Department of Health and Human Services, (2010). Focus area 9: Family Planning, Healthy People 2010. Retrieved from <http://www.healthypeople.gov/>

81.3 percent of Navajo Nation WIC participants reported ever-breastfeeding their child, which was very close to meeting the Healthy People 2020 target (81.9%), and was substantially higher than the Arizona rate (66%)¹⁸ and fairly even with New Mexico at (81.5%)¹⁹.

Screening and evaluation for children from birth to three 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.²⁰

	FY2012	FY2013	FY2014	% Change 2012 - 2014
Total Referred	133	233	348	+162%
Total Screened	73	174	196	+168%
Total Served	48	85	142	+196%

In New Mexico, the New Mexico Department of Health, Family Infant Toddler Program, under the Navajo Nation Office of Special Education and Rehabilitation Services provides early intervention services to infants and toddlers.

	FY2012	FY2013	FY2014	% Change 2012 - 2014
Total Referred				
Total Screened				
Total Served				

¹⁸ National WIC Association (2014). How WIC Impacts the People of Arizona. Retrieved from <https://s3.amazonaws.com/aws.upl/nwica.org/arizona2014.pdf>

¹⁹ Center for Disease Control and Prevention. (2012). Breastfeeding Report Card – United States 2012. Retrieved from <http://www.cdc.gov/breastfeeding/pdf/2012breastfeedingreportcard.pdf>

²⁰ 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.

Another indicator of the needs for developmental services and services for children with special needs is the number of children enrolled in special education within schools. Across the Navajo Nation, **12 percent of preschool and elementary school students are enrolled in special education.** Healthy social and emotional development has also been recognized by researchers and early childhood practitioners as important in infants and young children.²¹ Infant and toddler mental health is the young child's developing capacity to "experience, regulate and express emotions; form close interpersonal relationships; and explore the environment and learn."²² When young children experience stress and trauma they have limited responses available to react to those experiences. Mental health disorders in small children might be exhibited in physical symptoms, delayed development, uncontrollable crying, sleep problems, or in older toddlers, aggression or impulsive behavior.²³ A number of interacting factors influence the young child's healthy development, including biological factors (which can be affected by prenatal and postnatal experiences), environmental factors, and relationship factors.²⁴ A **continuum of services to address infant and toddler mental health promotion, prevention and intervention has been proposed** by a number of national organizations. Recommendations to achieve a comprehensive system of infant and toddler mental health services would include 1) the integration of infant and toddler mental health into all child-related services and systems, 2) ensuring earlier identification of and intervention for mental health disorders in infants, toddlers and their parents by providing child and family practitioners with screening and assessment

²¹ *Research Synthesis: Infant Mental health and Early Care and Education Providers.* Center on the Social and Emotional Foundations for Early Learning. csefel.vanderbilt.edu/documents/rs_infant_mental_health.pdf

²² Zero to Three Infant Mental Health Task force Steering Committee, 2001

²³ Zero to Three Policy Center. *Infant and Childhood Mental Health: Promoting Health Social and Emotional Development.* (2004). Retrieved from http://main.zerotothree.org/site/DocServer/Promoting_Social_and_Emotional_Development.pdf?docID=2081&AdInterest=1144

²⁴ Zenah P, Stafford B., Nagle G., Rice T. *Addressing Social-Emotional Development and Infant Mental Health in Early Childhood Systems.* Los Angeles, CA: National Center for Infant and Early Childhood Health Policy; January 2005. Building State Early Childhood Comprehensive Systems Series, No. 12.

tools, 3) enhancing system capacity through professional development and training for all types of providers, 4) providing comprehensive mental health services for infants and young children in foster care, and 5) engaging child care programs by providing access to mental health consultation and support.²⁵ Behavioral Health services for community members in the Navajo Nation are also available through the Navajo Nation Division of Behavioral Health Services (NDBHS). NDBHS services are federally-funded, tribally operated and provided under a 638 contract. NDBHS is administratively located within the Navajo Nation Division of Health.

Child abuse and neglect can have serious adverse developmental impacts, and infants and toddlers are at the greatest risk for negative outcomes. Infants and toddlers who have been abused or neglected are six times more likely than other children to suffer from developmental delays. Research has demonstrated that **although infants and toddlers are the most vulnerable to maltreatment, they are also most positively impacted by intervention**, which has been shown to be particularly effective with this age group. This research underscores the importance of early identification of and intervention for child maltreatment, as it cannot only change the outlook for young children, but also ultimately save state and federal agencies money in the usage of other services.²⁶

In March of 2015, the Navajo Nation was awarded a \$2.4 million grant by the USDA to help fight food insecurity as part of an initiative to end childhood hunger with a focus on rural areas. The Navajo Nation Division of Health implemented the Food Access Navigation Project, using Food Access Navigators to evaluate assets and gaps in **food access in selected regions of the reservation** and to provide technical assistance for connecting eligible households to

²⁵ Zero to Three Policy Center. Infant and Childhood Mental Health: Promoting Health Social and Emotional Development. (2004).

²⁶ Zero to Three: National Center for Infants, Toddlers, and Families. (2010). *Changing the Odds for Babies: Court Teams for Maltreated Infants and Toddlers*. Washington, DC: Hudson, Lucy.

nutrition assistance programs.

Parental involvement has been identified as a key factor in the positive growth and development of children,²⁷ 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 has recognized 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.” Additionally, a component of this strategy funds the Reach Out and Read 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. 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 2013, the North West New Mexico First Born Program, a 501(c)(3) was developed in New Mexico to address home visiting needs using the First Born model. 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.

²⁷ Bruner, C. & Tirmizi, S. N. (2010). *The Healthy Development of Arizona's Youngest Children*. Phoenix, AZ: St. Luke's Health Initiatives and First Things First

The following principal and subordinate objectives will address the problems / issues identified earlier in this section.

Principal Objective 1: By 9/29/2017, identify at-risk tribal communities in which to expand evidence based home visiting services to improve maternal and child outcomes for XX families.

Objective 1.1: By 2/28/2017, increase knowledge of communities' needs and readiness by updating the 2014 biennial Needs and Assets Report and identify 6 at-risk tribal communities/schools in the designated target area by collecting data on the health and well-being of individuals and families in these communities using tools developed by the Tribal Indicators Project²⁸ and population level data from US, State, Tribal and private sources.

Objective 1.2: By 2/28/2017, increase knowledge of quality and capacity of existing programs or initiative by assessing community readiness in identified at-risk tribal communities to implement a home visiting program using the MIECHV Community Readiness Assessment.²⁹

Objective 1.3: By 1/30/2017, increase knowledge of the communities' capacity for providing substance abuse treatment and counseling services to individuals and families in need of such treatment or services through use of service assessment tool with the Navajo Nation Regional Behavioral Health Authority, Navajo Nation Division of Behavioral Health Services, and the Division of Behavioral Health Services/Arizona Department of Health Services.

Objective 1.4: By 1/30/2017, increase knowledge of target communities' status and capacity to implement and integrate home visiting services into an early childhood system using an inventory of local resources and supports to promote early childhood success and focus groups with community stakeholders and community partners.

²⁸ American Indian Policy Institute, the Center for Population Dynamics, and the American Indian Studies Department at Arizona State University.

²⁹ Wellington Consulting Group, Ltd. , (2011). MIECHV Community Readiness Assessment tool.

Objective 1.5: By 7/1/17, submit final needs assessment document to ACF with draft submissions occurring throughout Year 1 according to milestones established with ACF.

Principal Objective 2: Improve and enhance organizational and community infrastructure and capacity to sustain and /or expand high-quality evidence based home visiting services, conduct performance measurement and continuous quality improvement activities, and engage in rigorous program evaluation.

Objective 2.1: By 11/1/16, increase infrastructure by developing internal processes to communicate, coordinate all Tribal MIECHV activities with tribal leaders, community members and local advisory committee.

Objective 2.2: By 1/30/17, enhance capacity to offer home visiting services by identifying personnel needs for home visiting program work-force, including managers, developing employment package following Navajo Nation Employment Law, and establishing timeline for hiring and training of a workforce to be in place by 8/1/17.

Objective 2.3: By 12/31/16, increase infrastructure by hiring one Tribal MIECHV Coordinator, three Early Childhood Social Emotional Coaches, and one Data Entry person to support home visiting systems coordination and collaboration, and professional development.

Objective 2.4: By 7/1/17, increase infrastructure by updating and developing policies and procedures that support and ensure the effective development and implementation of home visiting services and all the ancillary components covered with both State and Tribal MIECHV funding (e.g., professional development, reflective supervision, data management, CQI, performance measurement, rigorous program evaluation, sustainability activities, dissemination activities, etc.) for submission to the Tribal Council for adoption by 9/30/17.

Objective 2.5: By 2/28/17, based on results from Objective 1, confirm capacity level of selected communities to implement evidence-based home visiting model and any cultural or contextual adaptations/enhancements in partnership with tribal, organizational, and community stakeholders, local advisory committee, and ACF through use of HV Capacity Rating Scale.

Objective 2.6: By 5/1/17, increase infrastructure by updating the data management information system currently being used by NNOSER to coordinate data collection of its home visiting programs in FileMaker by collaborating with the State MIECHV Tribal Evaluation Workgroup to identify opportunities for data integration among other home visiting and early childhood programs in the Navajo Nation.

Objective 2.7: By 8/1/17, expand existing State MIECHV performance measurement system and CQI process in place at four sites in the Navajo Nation with the Tribal MIECHV Performance Measurement System and CQI processes by training Tribal MIECHV staff by 8/1/17.

Objective 2.8: By 8/1/17, increase infrastructure by drafting a comprehensive action plan that develops a pathway to ensure a smooth transition along the continuum of early childhood services – prenatal through age five to school by working with tribal and organizational leaders, elders, families, community members, early childhood partners, and the Early Education Coalition for submission to the Tribal Council for adoption by 9/30/17.

Objective 2.9: By 9/30/17, increase capacity to participate in a rigorous multi-site program implementation evaluation developed and overseen by ACF by partnering with local evaluator, tribal leaders, community members, local advisory committee and the ACF evaluation team.

Objective 2.10: By 11/1/16, increase capacity to carry out evaluation activities and assist in building internal capacity to comply with requirements for performance measurement, CQI, and rigorous evaluation by selecting external evaluation partner.

Principal Objective 3: Develop Implementation Plan for Years 2 – 5 utilizing the results of the needs and readiness assessment, planning and capacity-building activities conducted in Year 1.

Objective 3.1: By 12/1/16, work with ACF staff to review guidance for submitting needs assessment and implementation plan and set milestones for draft submissions.

Objective 3.2: By 7/1/17, increase number of families receiving home visiting services by submitting implementation plan to ACF based on work accomplished in Objectives 1 and 2 and the required grant activities in Years 2 – 5 including implementing home visiting services.

Principal Objective 4: Continue to deliver existing home visiting services to eligible families during Year 1.

Objective 4.1: By 9/30/17, increase capacity of parent educators to support children's social and emotional wellness in State MIECHV, FACE, BabyFACE and Tribal MIECHV programs at 36+6 sites by providing professional development in infant mental health and social emotional development.

Objective 4.2: By 9/30/17, increase parent knowledge of infant mental health, behavior, and social/emotional development by integrating parent education on related topics into home visits.

Objective 4.3: By 9/30/17, increase the integration of cultural adaptations into home visiting services during group connections and personal visits.

APPROACH

The **lead entity** responsible for conducting Year 1 activities is the Navajo Nation's Office of Special Education & Rehabilitation Services (NNOSERS). Navajo OSERS staff has the training and experience necessary to conduct this Tribal MIECHV project. Navajo OSERS currently employs qualified staff that is committed to the delivery of high quality early intervention services including home visiting services. The Navajo Nation Growing in Beauty (GIB) Program

is within the Executive Branch of the Department of Diné Education (DoDE), Office of Special Education and Rehabilitation Services (OSERS). Navajo Nation OSERS has also successfully managed and implemented vocational rehabilitation services under a federal grant award from the U.S. Department of Education, Rehabilitation Services Administration (RSA) since 1975. The Navajo Nation has developed and continues a strong partnership with the states of Arizona, New Mexico and Utah for the increased access of early childhood and home visiting services to Navajo people on the Navajo Nation. The Nation has an inter-governmental agreement (IGA) with the State of Arizona Department of Economic Security (DES) Arizona Early Intervention Program (AzEIP) to provide early intervention services for families residing on the Navajo Nation. The Navajo Nation OSERS early intervention program, Growing in Beauty, helped develop home visiting services in 36 schools across the nation and signed an IGA in January 2016 to provide home visiting services to four locations through the State MIECHV grant.

Plan for Developing / Enhancing Relationships

During Year 1, the existing 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 developing and enhancing relationships will involve integrating the new Tribal MIECHV framework with a focus on including and increasing representation of five key components of early childhood systems: early care and education, social-emotional development/mental health, family support services, parenting education, and

medical homes/health care with the interlocking components of governance, financing, communications, standards, and provider/practitioner support. The following areas will be added to the membership of the EEC in order to encompass these new components. The membership of EEC will include representatives from the following entities: Headstart, Preschool, Division of Social Services, Navajo Nation OSERS, Indian Health Services, Women Infants and Children (WIC), First Things First Regional Partnership Council, and two parent representatives who are recipients of home visiting services.

EEC members along with the current State MIECHV Tribal Evaluation Workgroup will form a subcommittee under the existing EEC to serve as the Local Advisory Committee (LAC) for the Tribal MIECHV. Membership on the Tribal MIECHV LAC will include representation from but not limited to Tsehootsooi Medical Center, Navajo Nation OSERS, Indian Health Services, Women Infants and Children (WIC), Window Rock School District (and the other selected school districts for Tribal MIECHV home visiting services), First Things First Regional Partnership Council, two parent representatives (recipients of services), tribal Elder, Tribal MIECHV external evaluator, and representative from the Office of Dine Culture, Language and Community. This Local Advisory Committee will assist the Program Director in the following:

- 1) Develop policies and standards that the Navajo people of the Navajo Nation would like to see from the Tribal MIECHV program;
- 2) Ensure cultural sensitivity is being instituted within the home visiting program;
- 3) Ensure that all the goals and objectives of the home visiting program are being carried out as indicated, including the collaboration with early childhood systems and community partners; and
- 4) Provide an avenue of communication between the Navajo people of the Navajo Nation and the Tribal MIECHV program.

New members for each group, the overall

EEC and the Tribal MIECHV LAC, will be recruited directly by the Tribal MIECHV Project Director or by a member who may have an existing relationship with the recruitee.

The Navajo Nation OSERS office currently collaborates with numerous programs and agencies to enable service delivery and referral to best meet the needs of clients. OSERS currently has relationships with the following agencies and organizations, as well as others:

- Arizona Department of Health Services
 - Collaboration and communication relative to Navajo Nation Comprehensive Needs Assessment and resulting home visiting programs under ACA Maternal, Infant and Early Childhood Home Visiting program.
 - Funding for provision of home visiting services through State MIECHV grant from 2016 to 2017 with the possibility of funding for the 2017/2018 and 2018/2019 federal fiscal year.
- Navajo Nation Department of Diné Education
 - Promotes and fosters lifelong learning for the Navajo People, and to protect the cultural integrity and sovereignty of the Navajo Nation.
 - Oversees Navajo Nation school districts (accountability and compliance).
- Navajo Nation Head Start
 - Provides child development and family support services to children and families; and promotes school readiness.
- Indian Health Service
 - Delivers health services to Navajo people; major portion of the NAIHS health care delivery system is sponsored by the Navajo Tribe itself, which operates the Navajo Division of Health (NDOH).

- First Things First
 - Partners with parent and families to help all children stay healthy and succeed in school.
- New Mexico Department of Health's Family Infant Toddler (FIT) Program
 - Strengthens the capacity of families to meet the developmental and health-related needs of their infant or toddler.
- Navajo Nation WIC Program
 - Promotes breastfeeding, works to improve healthcare access, provides nutrition education and healthy foods.
- Navajo Times
 - Provides media source for informing community and external stakeholders of Tribal MIECHV activities and progress.
- Navajo Nation Department of Health – Division of Behavioral Health Services
 - Provides crisis services for non-TXIX eligible persons and behavioral health services and case management services through intergovernmental agreement with the State Department of Health Services.
 - Promote services for substance abuse prevention and treatment.
- Strong Families Alliance
 - Includes many agencies and organizations that support families and young children throughout State of Arizona.
 - Specializes in an array of programs from teaching parents how-to be their child's first 'teachers'; to providing guidance and information in regards to developmental milestones; to early childhood literacy and optimal physical and emotional health for their young children.

Plan for Providing Management

Navajo Nation has established the Office of Management & Budget (OMB) within its Executive Branch. The purpose of OMB is to direct and manage the allocation and appropriation processes of all funds for the Navajo Nation and to provide management support in the areas of fiscal management, budgets, program operation and management contracts grants and similar agreements. OMB communicates key information for decision-making using principles of sound management and generally accepted processes and procedures. OMB includes a Contracting Officer who is responsible for the administration of all contracts and grants such as the Tribal MIECHV grant. The OMB ensures compliance with Navajo Nation policy and procedures as well as compliance with any negotiated grant awards. The Contracting Officer ensures that all goals and objectives of each grant and contract are carried out as indicated within the specified scope of work; required financial reports and required administrative reports are submitted on time; and intervenes, as appropriate, to issue various corrective actions plans.

Specific monitoring, program assessment and support activities will be implemented such as

- Establish reporting/review forms from sites on service capacity, enrollment, home visits, and spend down.
- Develop procedures to ensure each fiscal and programmatic monitoring of the Tribal MIECHV grant.
- Pilot procedures and forms through compliance site visits with existing sites using new monitoring plan to test reporting / review forms.
- Provide outline of monitoring plan to subcontractors to increase awareness of monitoring requirements and expectations including process for requesting support or technical assistance.

- Establish process for completing and documenting annual site visits and four visits per quarter with local implementing agencies to monitor and report adherence to program fidelity and provide technical assistance.
- Provide technical assistance to new sites to facilitate reporting on service capacity, enrollment, home visits, and spend down.
- Set up feedback system to ensure timely corrections as determined through monitoring.

The Tribal MIECHV program will develop policies and procedures relevant and applicable to Continuous Quality Improvement in Year 1. This process will assist the home visiting program to provide services with fidelity and enable the program to develop quality improvement projects to resolve program problems inclusive of fidelity concerns. Training in CQI will be provided to Tribal MIECHV staff, home visitors and supervisors as well as LAC members.

The Navajo Nation will ensure that key staff possess the necessary education, experience, and/or resources to successfully complete Year 1 activities. 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 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, Office of Special Education and Rehabilitation Services. Within OSERS, Treva Roanhorse is the Director, and Paula Seanez is the Assistant Director. Paula Seanez will be assigned as the Project Director to the Tribal MIECHV program. The Navajo Nation has policies and procedures for negotiating specific contractual agreements with the schools identified in Year 1 that will outline a budget and scope of work consistent with the Tribal MIECHV grant. The Navajo Nation will assign Adrienne Benally as the Tribal MIECHV Project Coordinator to work with the schools in assuring successful implementation of the Tribal MIECHV program. Adrienne has the knowledge and abilities in working with families to effectively collaborate with the Parent Educators. Three Early Childhood Social Emotional (ECSE) Coaches will be added to the overall project management team (TMIECHV Team), with one specifically dedicated to working with schools in New Mexico, to be overseen by the Project Coordinator. These positions will be filled in Year 1, and the ECSE Coaches will be responsible for providing infant mental health training and technical assistance, consultation about the individual needs of children and families, reflective supervision and model fidelity support. Data entry specialists will also be hired to work with the Evaluation Team and the integration of a system wide data management system.

Navajo OSERS staff has the training and experience necessary to conduct this project. Resumes for Key Personnel are included under Organizational Capacity. Navajo OSERS currently employs qualified staff that is committed to the delivery of high quality early

intervention services. The key personnel include Paula Seanez, who will be the Project Director and Adrienne Benally as Project Coordinator. Ms. 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. She is currently a doctoral candidate at the University of Arizona in rehabilitation administration. Prior to assuming her current position with Navajo OSERS, Ms. Seanez worked in the Division of Vocational Rehabilitation (DVR) in the State of New Mexico's Department of Education. In this role she was responsible for assisting in overall management of the program including budgets, capacity building and program administration. Ms. Seanez also worked as the Division Contracts/Grants Manager, managing contracts and conducting site reviews of community rehabilitation programs for compliance with the State Facility Plan. 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. She will be employed at 20% time and effort (0.02 FTE) on the project.

Adrienne Benally will be assigned as the full time (1.0 FTE) Project Coordinator. This position will ensure that all goals and objectives of the grant are met in timely fashion. Adrienne holds an Associate of Arts from Dine College and a Bachelorette of Science from Northern Arizona University. Ms. Benally has over 10 years' experience working with parents and families of children with developmental delays and disabilities. She has passion for working

collaboratively with children, families, and schools to coordinate services and her training includes home visiting, specifically in the Parents As Teachers model.

Plan and Timeline for Conducting/Updating Needs Assessment

The Needs and Assets Report completed in 2014 will be updated to identify program and community strengths and needs and will be used to prioritize goals and strategies to meet needs through home visiting services. The at-risk tribal communities that are being proposed for inclusion in the needs and readiness assessment are within multiple zip codes on the Navajo Nation in Arizona: 86510, 86505, 86033, 86404, 86044, 86511, 86506, 86502, 86544, and in New Mexico: 87313, 87413, 87103, 87416, 87461, and 87325. These areas span across the Navajo Nation in an effort to fill current gaps in services and spread services across the large geographic area.

Tribal MIECHV staff will work closely with staff from the Navajo Nation's Division of Economic Development (DED) Support Services to determine whether or not key extant data files have been updated since the 2014 assessment. Navajo Nation DED Support Services extracted numerous data and reports from the U.S. Census FactFinder2, which provides demographic, social, economic, and special reports on the Navajo Nation. Most of the data reports are broken out by the 110 Navajo chapters. The data sources for the information are the U.S. Census American Community Survey and U.S. Census Summary File 1. The 2014 Needs and Assets Report presents data at different geographic levels. For instance, data about the Navajo Nation based on the 2010 US Census are reported in several tables in the report. In each table in the main body of the text, data are reported (a) for the entire Navajo Nation; (b) for the five agencies (Chinle, Crownpoint, Ft. Defiance, Shiprock, and Tuba City); and (c) for the parts of the Nation in the states of Arizona, New Mexico, and Utah. For purposes of the Tribal

MIECHV Year 1 Needs and Assets update, we will distinguish between data that refer to the Navajo Nation as a whole (*Navajo Nation*), and those that refer to the proposed region for expanding the Tribal MIECHV grant (*Navajo Nation Region*). While the data sources are important for the unique information they are able to provide about children and families across the United States, limitations have been acknowledged for their use on tribal lands. Although the Census Bureau asserted that the 2010 Census count was quite accurate in general, they estimate that “American Indians and Alaska Natives living on reservations were undercounted by 4.9 percent.”³⁰ In the past, the decennial census was the only accessible source of wide-area demographic information. Starting in 2005, the Census Bureau replaced the “long form” questionnaire that was used to gather socio-economic data with the American Community Survey (ACS). The ACS is an ongoing survey conducted by distributing questionnaires to a sample of households every month of every year. Annual results from the ACS are available but they are aggregated over five years for smaller communities, to try to correct for the increased chance of sampling errors due to the smaller samples used. According to the State of Indian Country Arizona Report this aggregation has brought up new challenges when using and interpreting ACS data from tribal communities and American Indians in general. There is no major outreach effort to familiarize the population with the survey (as it is the case with the decennial census), and the small sample size of the ACS makes it more likely that the survey may not accurately represent the characteristics of the population on a reservation. The State of Indian Country Arizona Report³¹ indicates that at the National level, in 2010 the ACS failed to account for 14% of the American Indian/Alaska Native (alone, not in combination with other races) population

³⁰ Estimates of Undercount and Overcount in the 2010 Census” (May 22, 2012).

www.census.gov/newsroom/releases/archives/2010_census/cb12--95.html

³¹ Inter Tribal Council of Arizona, Inc., ASU Office of the President on American Indian Initiatives. ASU Office of Public Affairs (2013). *The State of Indian Country Arizona. Volume 1*. Retrieved from http://outreach.asu.edu/sites/default/files/SICAZ_report_20130828.pdf

that was actually counted in the 2010 decennial census. In Arizona the undercount was smaller (4%), but according to the State of Indian Country Arizona report, ACS may be particularly unreliable for the smaller reservations in the state. A current initiative that aims to address some of these challenges has been started by the American Indian Policy Institute, the Center for Population Dynamics, and the American Indian Studies Department at Arizona State University. The Tribal Indicators Project begun at the request of tribal leaders interested in the development of tools that can help them gather and utilize meaningful and accurate data for governmental decision-making. The Tribal MIECHV staff will meet with staff from the Tribal Indicators Project to determine the status of the Project.

In addition to updating the Needs and Assets Report with extant data sources mentioned above, community capacity and readiness to implement evidence-based home visiting programs will be assessed and the results incorporated into the updated Needs and Assets Report. The Arizona MIECHV Community Readiness Assessment (CRA) was developed by Wellington Consulting Group after a facilitated forum with key stakeholders in March 2011 for the Arizona MIECHV project. Input was solicited through a facilitated group discussion process using stimulus questions to inform key community readiness dimensions: experience with EBP implementation, referral systems, workforce (staffing resources), continuous quality improvement, collaboration and interaction with stakeholders (service linkages), creation of a legacy (dissemination and sustainability), resource availability, infrastructure to implement, and decision making. The notes from the facilitated group process were compiled and a rubric adapted from TriEthnic Center's Stages of Community Readiness³². The adapted rubric includes a four-level measure that defines stages of readiness (i.e., confirmation/ expansion, initiation/

³² Retrieved from http://triethniccenter.colostate.edu/communityReadiness_home.htm

stabilization, preplanning/preparation, and vague awareness) of the key indicators of each dimension in the rubric. The CRA can be used as both a research tool to assess levels of readiness across the MIECHV communities and as a tool to guide development / implementation efforts at an individual community level. A level of readiness, from 1 to 4 with "4" being greater readiness, is assigned to each dimension. Strategy development then relies on these community readiness scores with dimensions with the lowest levels of readiness typically being addressed first in the development of action plans with the community.

The CRA will be administered and scored at two time intervals levels. The baseline questionnaire administration using the CRA Key Respondent tool will be accompanied by the review of the transcripts collected from focused community meetings and interviews with key stakeholders. Subsequent administrations to determine change will be conducted using the CRA Key Respondent tool and notes from interim community meetings and interviews with key stakeholders. Typically 6-10 stakeholder interviews are also conducted. The CRA Key Respondent tool contains a set of 44 questions. Key respondents are carefully chosen to represent the overall community and may include local tribal leadership, elders, local early childhood providers, local health care providers, parents, school district personnel, local business representatives, local community organizations and others identified by the prospective site. Notes from the interim community notes are independently scored using the CRA Rubric. Final dimension scores from the Key Respondent tool are obtained by averaging (dimension) scores across all surveys. The individual survey dimension scores are combined with the dimension scores from the community notes and a consensus score for each dimension is determined. A final interview will be conducted with the Tribal MIECHV contact person for the community. The purpose of this interview is to confirm or gain clarification on each dimension score.

The Tribal MIECHV Coordinator will use the CRA dimension scores to work with the community to develop an action plan and to increase capacity in the following areas: building local home visiting infrastructure such as communication pathways, outreach, and referral systems; workforce capacity building through local trainings; collaboration and integration with stakeholders (i.e. coalitions); use of data in decision-making; sustainability of service linkages, dissemination of information, and plans to identify funding; and knowledge of resources and infrastructure to implement home visiting services. The results of the CRA will help to identify needed resources, identify obstacles, provide an assessment of how ready the community is with respect to accepting home visiting as something that needs doing, and identify types of efforts that are appropriate to initiate, depending on state of readiness.

Table 1, presents the proposed timeline for updating the 2014 Needs and Assets Report and administering the Community Readiness Assessment.

Table 1: Timeline for Needs & Readiness Assessment

Timeline for Needs & Readiness Assessment	O	N	D	J	F	M	A	M	J	J	A	S
<i>Establishing the Assessment Infrastructure</i>												
Obtain support from and educate tribal leaders on assessment process												
Determine TMIECHV team & their roles/responsibilities for each community												
Establish Local Advisory Committee												
Adjust time line and create work plan for Needs & Readiness assessment												
Identify any other resources needed												
Determine community and other contributing partners												
Outline roles of partners & when they are engaged												
Share assessment framework & process with partners												
Select Evaluator who will assist with Needs Assessment process												
Expand State MIECHV Evaluation Workgroup to integrate Tribal MIECHV evaluation team												

<i>Defining the Purpose & Scope</i>	O	N	D	J	F	M	A	M	J	J	A	S
Determine and document what you want to learn about the community												
Define the primary users and target audience for the assessment results												
Clarify the purpose(s)												
Finalize the geographic area and target populations												
<i>Collecting & Analyzing Data</i>	O	N	D	J	F	M	A	M	J	J	A	S
Identify data needed to meet the goals of the assessment												
Create a data collection plan for secondary data												
Create a system for managing data												
Collect secondary data, including comparative data												
Create a data collection plan for primary data, including assets												
Collect primary data (survey, focus groups, etc)												
Analyze primary and secondary data												
<i>Administering Community Readiness Assessment</i>	O	N	D	J	F	M	A	M	J	J	A	S
Identify CRA key informants and community participants												
Solicit participation of key informants and community participants in CRA process												
Conduct focused community meetings (4)												
Review transcripts from community meetings/ apply CRA rubric and score dimensions												
Administer CRA instrument to key informants												
Analyze data from CRA questionnaire												
Schedule and conduct key informant interviews to facilitate interpretation of results												
Prepare CRA report for each community												
Integrate CRA report into summary report and then into full assessment report												
<i>Documenting & Communicating Assessment Results</i>	O	N	D	J	F	M	A	M	J	J	A	S
Review data to highlight key messages												
Prepare a summary assessment report												
Present the summary report to key												

stakeholders to assist in interpretation of results													
Develop and implement a community dialogue and communications plan for final report													
Prepare a full assessment report													
Submit drafts of assessment report to ACF													
Submit final needs assessment document to ACF													
Selecting Priorities	O	N	D	J	F	M	A	M	J	J	A	S	
Utilize evaluation workgroup to help set recommendations & priorities for action													
Select a facilitator to assist with the priority-setting process													
Establish criteria for evaluating assessment data and for setting priorities													
Review and discuss the assessment findings with the priority-setting group													
Present priorities to LAC to identify the top three to six priorities for action													
Planning for Action & Monitoring Progress	O	N	D	J	F	M	A	M	J	J	A	S	
Incorporate additional partners into the planning and implementation process													
Collect information on existing community efforts and on effective programs for identified priorities													
Develop the action plan, including goals, objectives, strategies, and performance measures for top priorities													
Review plan with LAC and disseminate action plan to key stakeholders													
Develop an evaluation plan to monitor implementation and measure results													
Begin implementation of the action plan													
Meet monthly to monitor implementation and results													

Process and Timeline for Planning and Building Capacity

The overall framework for the proposed Navajo Nation's Tribal MIECHV program focuses on community ownership. Community members will be included in the process, including all intervention activities and outcomes. They will work together to assess needs, build capacity,

implement action plans, and engage in rigorous program evaluation planning activities and data-driven continuous quality improvement and learning activities. Besides improving maternal and child health, this framework will support the community as it grows in terms of capacity, resiliency, collaboration, and cohesion around early childhood systems of supports for families. The anticipated process for responding to the identified needs includes conducting a community gathering to bring together people across all the sectors serving infants, toddlers, and their families including home visiting, child care, preschool, health, family support, and parent education, and other areas identified by the community.

The agenda for the community gathering will include the following elements. After introductions and welcome, the purpose of the Tribal MIECHV grant will be presented with an emphasis on the purpose of planning and building capacity around expanding and improving systems so that services and resources work better and so that more people in the community understand the importance of investing in young children. The key findings from community assessment will be presented with opportunity to discuss any of the findings. The large group will then be broken into smaller groups to process the next portion of the community assessment findings. Each group will be given a set of stimulus questions to address within a specified period of time and then the questions will be passed to the next group until each group has an opportunity address all the stimulus questions. The responses to the questions will be captured by scribes for each group and posted in the aggregate on large response sheets that will be viewed by the entire group at the end of the session. The four primary areas of discussion will include: Preserve (What do you have that you want to keep?); Achieve (What do you want that you don't have in current home visiting services?); Eliminate (What do you have that you don't want?); and Avoid (What do you not have that you do not want?). Probe questions will be provided for

each of the four areas. At the conclusion of the session, the group will debrief and will be asked to identify areas where opportunities exist to address the challenges identified through the community assessment and what can be addressed through capacity building activities. In addition the group will be asked *what needs our immediate attention moving forward?* The response to this question as well as identified opportunities and the results of the facilitated discussion will be compiled by the group facilitator for the Capacity Building workgroup and will be used to further develop goals and strategies for the capacity building plan. The following table presents the proposed timeline for planning and building capacity during Year 1.

Table 2: Timeline for Planning and Building Capacity

Timeline for Planning and Building Capacity	O	N	D	J	F	M	A	M	J	J	A	S
Establish Capacity Building workgroup												
Complete draft of the community assessment (from Table 1 Activities)												
Prepare a summary of draft of community assessment (from Table 1 Activities)												
Meet with partners in Capacity Building workgroup who are helping to conduct the planning process for capacity building to discuss and plan the community gathering to discuss and respond to results of community assessment												
Invite representatives from the identified sectors and parents to be involved in the community gathering												
Establish agenda and process for community gathering												
Conduct community gathering												
Compile results from community gathering												
Provide results to Capacity Building workgroup to review and confirm that they include a focus on identified needs and provide sufficient guidance for development of capacity building strategies and activities												
Develop goals for capacity building												
Develop outcomes for the goals												
Develop strategies for the goals and create action steps												

Identify resources needed for capacity building													
Establish implementation timeline													
Develop preliminary public engagement presentation that includes a description of how the capacity building activities will impact the community													
Conduct public engagement activity and present results of community gathering													
Implement capacity building activities													
Monitor implementation and evaluate results													
Develop written summary of the results of capacity building plan and implementation													
Provide progress reports on capacity building activities to community / tribal leaders													

In addition to the work of the Capacity Building Workgroup on specific community-based capacity building activities, the Tribal MIECHV Evaluation Workgroup will engage in needed capacity building activities around the rigorous multi-site implementation evaluation. The specific timeline for these activities will be developed after consultation with ACF after award of the grant.

Process and Timeline for Implementation Planning for Years 2-5

The Navajo Nation's Tribal MIECHV project is rooted in community ownership and Navajo philosophy. The implementation planning process will follow the traditional Navajo *Cycle of Services* model represented by the four key components of *Thinking, Understanding, (Nitsahakees); Planning (Nahat'a); Implementing, Action or Carrying Out the Plan/Living, Performing (Iina); and Celebrating, Evaluating, Resilience (Sihasin)*. The *Cycle of Services* model draws upon key components of the Navajo culture, particularly a 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. The *Cycle of Services* provides a cultural context for implementation planning in terms of ensuring each phase of development builds upon one

another, is culturally relevant, is well planned and in harmony with the communities needs, assets, and opportunities for expansion and enhancement. Phases in program development can be categorized by the following:

- Within the east direction, *Thinking, Understanding (Nitsahakees)*:
 - Community Readiness & Needs Assessment
 - Capacity Building
- Within the southern direction, *Planning (Nahat'a)*:
 - Development of multiple system level supports for home visiting
 - Identification of expansion sites
 - Support for expansion sites in developing home visiting services
- Within the western direction, *Implementing, Action or Carrying Out the Plan/Living, Performing (Iina)*:
 - Implementation of system levels supports
 - Implementation of home visiting services to families by Year 2
 - On-going capacity and systems development
 - On-going data management and collection
- Within the northern direction, *Celebrating, Evaluating, Resilience (Sihasin)*:
 - Celebrating family's and program's strengths and positive outcomes
 - On-going fidelity monitoring and continuous quality improvement
 - Rigorous local and multi-site evaluation

Again, community members will be included in every step of the process including implementation planning. An Implementation Planning Workgroup will be developed at the onset of award to collaborate with ACF in the development of the implementation plan to expand

and provide direct home visiting services in Year 2 and provide system level coordination and supports. The Implementation Plan Workgroup will consist of Navajo Tribal MIECHV staff and members of the Local Advisory Committee. A robust implementation plan will be developed and submitted to ACF within 10 months of award.

Existing home visiting services will be enhanced through systems building / infrastructure development within the Navajo Nation Office of Special Education and Rehabilitation Services (NNOSERS). Currently only one Program Supervisor under the NNOSERS early intervention program, Growing in Beauty, exists to support home visiting services. Additionally, the local schools are required to develop, administer, and conduct all home visiting services at a local level. The plan for supplementing and enhancing existing home visiting services under this grant will ensure a more coordinated and Nation-supported system of home visiting across the Nation. In year one, NNOSERS will hire a Tribal MIECHV Coordinator, three Early Childhood Social Emotional (ECSE) Coaches to support home visiting programs with infant mental health training and technical assistance, consultation about the individual needs of children and families, reflective supervision and model fidelity support, and one data entry specialist will assist with the development and integration of the coordinated data management system. The ECSE Coaches will work to build the capacity of the home visitors to recognize, interpret, and support the individual socioemotional needs of participants and to support families in creating home environments that are positive climates for children's learning and growth.

System level staff, will develop policies and procedures for home visiting expansion with cultural adaptations and early childhood social emotional (mental health) coaching. Policies and procedures for contract management and system level goals, objectives, and action steps will be created to support infrastructure development. Plans for both providing system wide technical

assistance and professional development, and communications and marketing will be developed to support schools in implementing and marketing their programs.

Home visiting services will be expanded using Parents As Teachers (PAT) model currently implemented in 36 schools across the Nation under the FACE, BabyFACE, and state MIECHV programs. PAT is designed to promote positive parenting and optimal child development and build protective factors. PAT serves a broad range of families with high needs, pregnant parents or teen parents. The PAT Foundational Curriculum incorporates the Strengthening Families Protective Factors and provides a cohesive package of services with four primary goals including: 1) increase parent knowledge of early childhood development and improve parenting practices; 2) provide early detection of developmental delays and health issues; 3) prevent child abuse and neglect; and 4) increase children's school readiness and school success.

Model components are integrated to promote parental resilience, increase knowledge of parenting and child development, and encourage social and emotional competence of children. 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 bias³³, all of which is essential to the Navajo philosophy and way of life. The PAT model will be infused with cultural adaptations in line with current practices that are considered promising approaches supported the by TMIECHV program³⁴.

In Year 1, the Navajo Tribal MIECHV program will utilize the community needs and readiness assessment to identify schools in areas of need that are interested in developing home

³³ Parents As Teachers. (2015). Model Implementation. Retrieved from <http://www.parentsasteachers.org/training/model-implementation>

³⁴ Ibid.

visiting services, and will solicit proposals from schools interested in participating in the Navajo TMIECHV program. A proposal review team will review and award schools with funding to participate in the program. Systems level support staff will then assist schools in developing their programs including hiring and training staff to be ready to begin services in Year 2 of the grant program. It is projected that by Year 2 of grant, program expansion sites will be ready to recruit, enroll, and provide services to families. Communities of Practice will be developed for schools implementing home visiting services in an effort to provide peer support and begin conversations related to best practices, challenges, and cultural adaptations. Communities of practice enable practitioners to take collective responsibility for managing knowledge, and create a direct link between learning and performance through connections across geographical boundaries³⁵.

Performance measurement will be essential to program implementation and monitoring. Currently, the Navajo Nation is collecting the legislatively mandated home visiting data under its existing contract for state MIECHV services including: 1) improved maternal, newborn, and child health; 2) prevention of child injuries, child abuse, neglect, or maltreatment, and reduction of emergency room visits; 3) improvements in school readiness and child academic achievement; 4) reductions in crime or domestic violence; 5) improvements in family economic self-sufficiency; and 6) improvements in the coordination and referrals for other community resources and supports. Performance measures required under ACF align with existing measures collected through the existing integrated data management system, data collection tools, and protocols all aligned with federal benchmarks and Parents As Teachers. These same tools and protocols will be updated and used to collect data under this funding opportunity. Each

³⁵ Wenger, E. (2009). Communities of Practice. Retrieved from <http://neillthew.typepad.com/files/communities-of-practice.pdf>

expansion site under this grant will be required to utilize the data management system to submit the completed Navajo TMIECHV data to the TMIECHV evaluator on a weekly basis for quality control review.

In Year 1, the Navajo Nation will develop a robust Continuous Quality Improvement (CQI) plan that will advance efficient, effective program delivery and achievement of program goals. The CQI plan will help Navajo TMIECHV program identify indicators for each benchmark to demonstrate if goals are being achieved. The CQI Plan will incorporate three key actions to build a culture of quality including: 1) data sharing across the Navajo Nation to ensure meaningful use of data at the school and home visitor level, 2) ensuring the transparency of data to identify key problem areas needing attention and, 3) building a culture of quality through capacity development by way of involving stakeholders throughout the CQI process. A CQI Workgroup will be developed and trained to provide ongoing operational leadership of the CQI process and will meet monthly to develop the CQI Plan. The plan and workgroup will encompass performance and fidelity indicators, establish measurable objectives based upon established benchmarks and priorities, identify indicators of quality on a priority basis, provide methods to assess information based on the indicators, identify opportunities to pursue quality improvement, and ensure the documentation of training and technical assistance needs. This process will be led by the system level home visiting support team within the NNOSERS department, and will work to ensure schools develop, participate, and promote the CQI process. Overall, the CQI plan will include a planning process, cycle of assessment, analysis and improvement, and recognition and corrective action, which promote excellence and continuous improvement.

The Navajo Nation TMIECHV program has selected to participate in the multi-site evaluation in consultation with ACF and the local program evaluation team. The Navajo Nation TMIECHV program will engage in rigorous program evaluation planning activities including building its capacity to carry out rigorous program evaluation activities by securing an external evaluation partner. Throughout Year 1, the evaluation team in coordination with staff, the Local Advisory Committee, and ACF will develop a plan to conduct a high quality process evaluation to assess if proximal outcomes are moving as expected, and to inform the CQI workgroup. Table 3 presents the proposed timeline for implementation planning during Year 1.

Table 3: Timeline for Implementation Planning

	O	N	D	J	F	M	A	M	J	J	A	S
<i>Home Visiting Systems Building</i>												
Establish Implementation workgroup												
Review identified home visiting model and cultural adaptations selected for expansion.												
Contact model developers for support and technical assistance throughout expansion process												
Develop home visiting goals and objectives												
Develop strategies for the goals and create action steps												
Develop system level policies and procedures for home visiting expansion sites and contract management												
Develop plan for providing system wide early childhood social and emotional coaching and reflective supervision												
Develop plan for providing system wide technical assistance, professional development, and communities of practice in home visiting to include ensuring cultural adaptations												
Develop plan for communications and marketing												
<i>Performance Measurement & Continuous Quality Improvement (CQI)</i>	O	N	D	J	F	M	A	M	J	J	A	S
Establish CQI workgroup and train on CQI												

process												
Develop outcomes for goals												
Review performance measures/benchmarks and data constructs and develop data collection plan												
Update integrated data management system to include TMIECHV sites												
Develop CQI Plan												
Update plan to train home visitors and supervisors on data collection and data management system												
Update plan to monitor fidelity of home visiting services												
Provide progress reports on implementation												
Submit final implementation plan to ACF												
<i>Rigorous Local & Multi-Site Evaluation</i>	O	N	D	J	F	M	A	M	J	J	A	S
In consultation with ACF, Local Advisory Committee, and Tribal MIECHV Staff develop local and multi-site evaluation plan												
<i>Expansion of Home Visiting Services</i>	O	N	D	J	F	M	A	M	J	J	A	S
Develop RFP for distribution to potential sites												
Identify schools without home visiting services located in areas of need												
Contact schools and identify level of interest in implementing home visiting												
Solicit proposals from schools interested in developing home visiting services												
Award expansion sites												
Support expansion sites in developing operational plans, hiring, recruitment, and training of home visiting staff												
Support expansion sites in developing home visiting aligned with best practices, model fidelity, cultural adaptations, and referral systems.												
Expansion sites outreach, recruit, and enroll families in home visiting by year 2	Year 2 – 5											
Implement System level coordination and supports	Year 2 – 5											

Approach to Supplement Existing Home Visiting Programs

The Navajo Nation is committed to expanding and sustaining funding for home visiting services across its expansive reservation (27,413 square miles) to ensure health and wellness begins at birth. Current home visiting services have been imbedded and are administered by local schools and through partnership with a local 501(c)(3) non-profit organization, the Northwest New Mexico First Born Program, on the New Mexico side of the Nation serving San Juan and McKinley school districts. The Navajo Nation has successfully planned its home visiting services to be integrated with local schools and school systems allowing for specific catchment areas of families with young children to be served ensuring that funding streams coordinate and supplement, but never supplant one another.

The Northwest New Mexico First Born Program with funds from the Los Alamos National Laboratory Foundation and the W.K. Kellogg Foundation funds the First Born Home Visiting program and model in New Mexico across the Gallup McKinley County Schools and the Central Consolidated Schools. This program serves approximately 150 tribal families with home visiting. Additionally, the Gallup McKinley County Schools and the Central Consolidated Schools also provide approximately 400 families with Parents As Teachers home visiting services. Services provided to families living on the New Mexico side of the Nation will continue through existing funding within schools currently implementing home visiting services. Schools with existing home visiting services will not receive Tribal MIECHV funds thus ensuring supplanting is never an issue.

Additionally, funding for home visiting is provided by the the Bureau of Indian Education and the State of Arizona First Things First Initiative, which funds the Navajo FACE and BabyFACE home visiting projects, respectively. FACE is housed within 23 Bureau of Indian

Education (BIE)-funded schools and BabyFACE is housed within seven BIE funded schools. Both FACE and BabyFACE home visiting programs utilize a culturally enhanced version of the Parents as Teachers model and serve approximately 700 families. In Spring of 2016, the Nation is set to receive funding, from the Arizona Department of State Health Services, under the State MIECHV project to serve 80 families with Parents as Teachers in the P.L. 93-638 schools contracted to the local communities of Shonto Preparatory School, Dilcon Community School, Pinon Elementary School, and the Rock Point Community School.

Currently, 36 schools are funded to conduct home visiting services; these schools will continue to implement their home visiting services throughout year one of this grant utilizing existing funding. Tribal MIECHV funds will expand home visiting services to schools where no home visiting programs exist. As this is the case, supplanting or comingling of funds will not be an issue. Funding under this initiative will expand services into new schools, and will not replace any existing funding for home visiting in schools already funded for such services.

There will be an effort to increase system level supports and coordination for all home visiting services with this funding to ensure collaboration, early childhood cross system support and professional development, effective service delivery, and continuous quality improvement. Presently, each individual school funded for home visiting must plan, administer, and deliver home visiting services. Funding under this grant will provide for infrastructure development at the systems level within the Office of Special Education and Rehabilitation Services supplementing existing services. Developing a centralized support system for home visiting will assist the Navajo Nation in developing system level plans for home visiting with multiple funding streams, ensuring expansive coordination and collaboration, system level professional development, centralized data management system, rigorous evaluation ensuring effective

practice, and sustainability. Infrastructure development and capacity building at the systems level is not currently funded and therefore will supplement existing home visiting services.

Potential Obstacles and Challenges

Potential obstacles and challenges include working across a large geographical area that is often rural and remote, ensuring adequate supervision for home visiting staff at the school level, and ensuring professional development meets the needs for effective home visiting practices. The program recognizes the unique challenges presented here, but believes that the system level supports and infrastructure proposed will circumvent these challenges. The current program has the potential to conduct accountability checks through a coordinated data management system and will utilize this tool for continuous quality improvement. Video conferencing, communities of practice and conference calls will be utilized to support home visiting staff across the Nation. Additionally, Early Childhood Social Emotional Coaches, will support supervision and reflective supervision of staff at the schools, and will conduct professional development and create Communities of Practice to support home visitors across a large geographic area. The Navajo Nation has developed and will continue to develop collaborative relationships to support professional development and model fidelity with the Parents As Teachers National Center, the Arizona First Things First state home visiting initiative, and the Arizona Strong Families Alliance under the Arizona state MIECHV program to provide various options for home visiting professional development.

Anticipated technical assistance needs

It is anticipated that the majority of technical assistance will come from the Parents As Teachers technical advisor. Such technical assistance will include, but will not be limited to:

- Family engagement

- Provision of the Parents as Teachers Home Visiting Model
- Use of recommended data collection instruments
- Curriculum adaption for cultural relevancy and cultural sensitivity
- Questions and concerns regarding model fidelity or “promise approach”, etc.
- Provision of family support services to address substance abuse, domestic violence, child maltreatment prevention, child welfare and other social service topics

Additional technical assistance will include program evaluation and assessment as required by the Administration for Children and Families that may include:

- Reporting requirements
- Program adjustments that do not include ‘change in scope of work’
- Program sustainability beyond project grant, etc.
- Participation in the multi-site implementation evaluation

Technical assistance will also be required to address the entrenched poverty that affects almost half of the families and children in Navajo land. It will take significant resources, jobs, education, and system change. Opportunities to infuse new ideas and solutions are always being sought.

Project Timeline and Milestones

Table 4. Timeline and Milestones

Task	Output	Year 1				Year 2				Year 3				Year 4				Year 5			
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Project Planning and Preparation Tasks		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Finalize Job Descriptions/Post positions/ Recruit/hire key Navajo TMIECHV personnel	1 PC, 3 ECSE Coaches, 1 Data Entry Specialist	◆																			
Develop scope of work for External Evaluator / Hire External Evaluator	1 Evaluation Team	◆																			
Establish the Local Advisory Committee (LAC)	12 to 15-member committee	◆																			
Develop RFP for program sites within target zip code areas	1 RFP			◆																	
Evaluate RFP and select program sites	6 school sites selected			◆																	
Establish Workgroups (Needs/Assets, Capacity Building, Implementation Planning, CQI, Sustainability)	6 Workgroups established with 4 to 5 members each		◆																		
Needs Assessment & Readiness Tasks	See Table 1 for specific activities	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Update Needs & Assets Report & Submit to ACF	1 Report			◆												◆					
Assess Community Readiness	CRA Report for each community		◆						◆				◆								◆
Use Community Readiness Assessment, community forum and asset map to develop implementation and sustainability plans.	1 Action Plan for each school site			◆					◆				◆				◆				

Task	Output	Year 1				Year 2				Year 3				Year 4				Year 5			
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Needs Assessment & Readiness Tasks (Cont'd)	See Table 1 for specific activities																				
Complete Substance Abuse Treatment/ Counseling Service Assessment Tool	1 Report		♦					♦				♦				♦				♦	
Complete inventory of local resources and supports	Inventory completed		♦					♦				♦				♦				♦	
Develop plan for monitoring progress	Evaluation Plan			♦																	
Community Development/ Capacity Building	See Table 2 for specific activities	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Develop communication plan, review annually	Communication Plan completed	♦					♦				♦				♦				♦		
Develop and update policies & procedures for home visiting and ancillary components	Policies & Procedures completed				♦				♦				♦								
Confirm community capacity level	HV Capacity Rating Scale completed		♦						♦				♦								
Train staff & LAC in MIECHV performance measurement system & CQI	All staff & LAC members trained				♦																
Training on MIECHV data collection and provide TA on data issues in future years	10 to 15 people per year (All staff and home visitors)					♦															
Build capacity in multi-site program evaluation	All staff, LAC, and Evaluation Team					♦															
Community meetings to determine capacity building to enhance opportunities for home visiting services and ensure referral system.	Action Plan for Capacity Building Community Presentation				♦																

Task	Output	Year 1				Year 2				Year 3				Year 4				Year 5			
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Community Development/ Capacity Building (Cont'd)	See Table 2 for specific activities																				
Implement Capacity Building Strategies & Activities	100 people/year																				
Monitor implementation of capacity building activities	Progress Report																				
Implementation Plan	See Table 3 for specific activities	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Develop & Update Implementation Plan for Y2-Y5 to expand home visiting services	Implementation Plan																				
Review Benchmarks & Performance Measurement & develop Plan; update annually	Data collection schedule & Benchmark Plan																				
Collect & report data on program's progress in meeting MIECHV benchmarks	Data collection tools, training, data entry, & reports																				
Draft early childhood system action plan (update annually)	Action Plan																				
Implement home visiting services to children and families.	6 schools serving XX families																				
Complete annual reports on program fidelity.	Annual Reports																				
Provide/discuss data with providers/NNOSERS to maintain continuous quality improvement.	Monthly meetings starting in Year 2																				
Update CQI Plan annually and request needed TA from ACF	Annual CQI Plan update																				
Provide feedback to HV Supervisors on data collection and collect satisfaction data	Monthly QA feedback																				
Implementation Plan (Cont'd)	See Table 3 for	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4

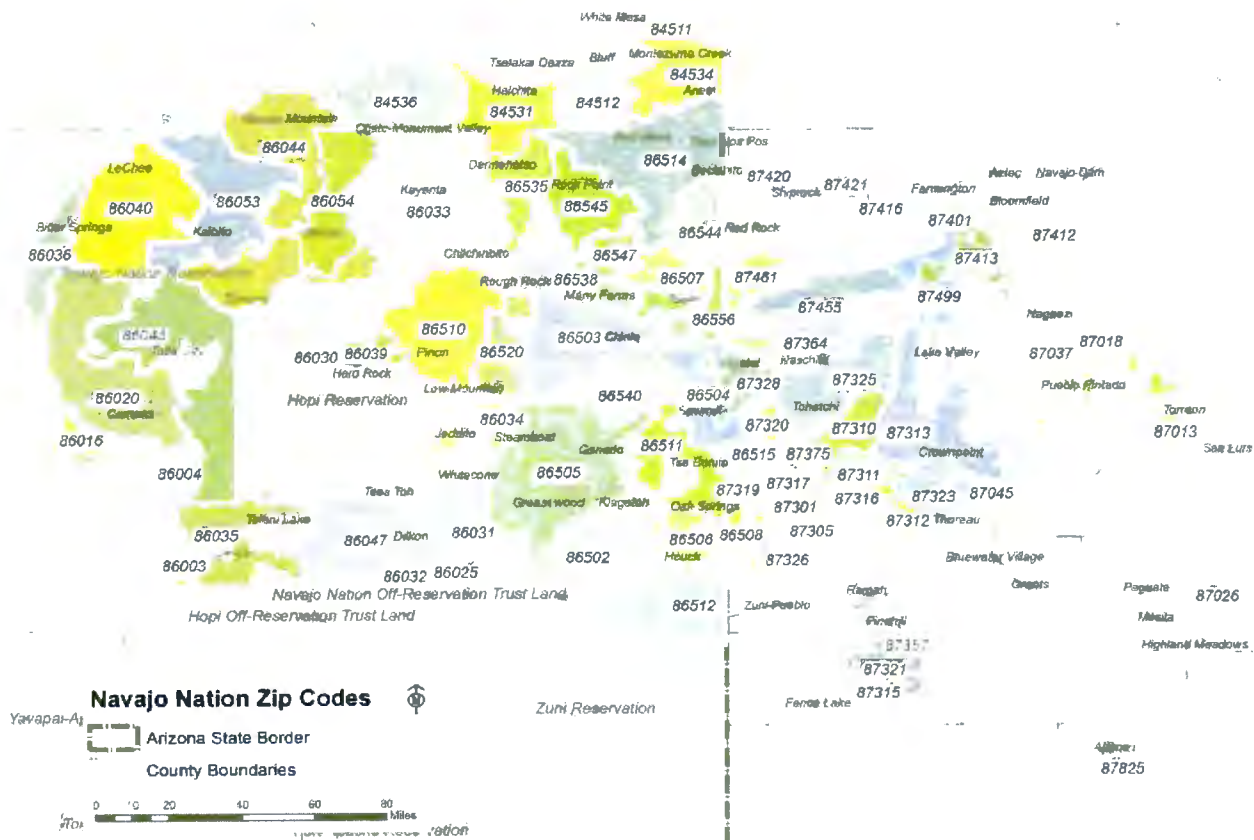
Task	Output	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Compile data and complete reports on program evaluation for ACF and Local Advisory Committee, Workgroups, and Tribal Council	specific activities Quarterly Reports					♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Work with local health and social service providers to establish or strengthen referral protocols so that pregnant and parenting parents are linked to the home visiting program	Regularly scheduled meetings with LAC					♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦				
Develop and implement & update a website and social marketing plan to increase awareness of home visiting, refer families to desired home visiting service, publicize training opportunities and support early childhood system.	Website & Social Marketing Plan & Annual Updates			♦	♦												♦			♦	
Evaluate the effectiveness of marketing efforts annually	Marketing Evaluation Report					♦				♦				♦				♦			
Develop plan for sustainability of MIECHV beyond funding period including building capacity at the local level to continue home visiting services and referrals; update Plan annually	Sustainability Plan & Capacity Building Schedule				♦			♦								♦				♦	

Implementation Plan (Cont'd)	See Table 3 for specific activities	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Develop and provide professional development opportunities for home visitors and early childhood providers to increase capacity of the system and for integration.	Professional Development Plan & Schedules ~ 50 people/year				◆		◆				◆				◆				◆		
Engage tribal and community stakeholders and local & State partners to integrate plan for addressing substance abuse, domestic violence, & child welfare in early childhood system	Integration of Plan & Updates				◆			◆				◆				◆				◆	

◆ Milestone

Geographic Location.

The Navajo Nation extends into the states of Arizona, New Mexico and Utah, covering over 27,000 square miles. This sovereign nation is home to the Navajo people, also known as Diné, The People. Window Rock is the capital of the Navajo Nation from which three branches of government administer the Navajo Tribal Code. Local governmental authority lies within 110 Chapters in which local business is conducted and tribal voting occurs. Five agencies group the 110 Chapters: Chinle, Crownpoint, Fort Defiance, Tuba City and Shiprock. The map below shows the zip codes included in the region. The boundaries of the area to be served by the proposed project include the following zip codes in Arizona: 86510, 86505, 86033, 86404, 86044, 86511, 86506, 86502, 86544, and in New Mexico: 87313, 87413, 87103, 87416, 87461, and 87325.



According to 2010 U.S. Census Data³⁶, the Navajo Nation had a total population of 173,667. Of the total population of the Navajo Nation, 18,335 (about 10.5%) are children aged 0 to 5 years. Approximately 24% of the households have one or more children ages 0 to 5 years.

Within this geographic area of the Navajo Nation, there are approximately 3,381 miles of paved roads, 11,352 miles of earth (dirt) roads, and 234 miles of gravel roads. This information is provided to illustrate the need to provide the TMIECHV through school settings as travel to homes can be difficult and in some cases not possible during inclement weather.

Legal Status of Applicant Entity

(Tribal resolutions and composition of the governing board, depending on the applicant's status and proposed project.)

³⁶ US Census , 2010, Tables P1, P14, P20. Retrieved from <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Project Sustainability Plan.

Navajo Nation leaders and Tribal MIECHV stakeholders understand the importance of home visiting services on overall community health and wellness and school readiness. Due to the ever-changing financial landscape and increased competition for resources, ensuring initiatives have a lasting continuous impact is paramount. The Navajo Nation, Department of Diné Education and the Office of Special Education and Rehabilitation Services are committed to improving the early childhood infrastructure. This is evidenced by the continued support from leaders to seek and obtain various funding streams for home visiting and early care and education services including but not limited to, FACE, BabyFACE, state MIECHV Parents as Teachers, early intervention IDEA Part C programs (Growing In Beauty and New Mexico Families, Infants, and Toddlers Program), described throughout this application.

Funding is essential to sustainability, however, it is understood that sustainability goes beyond this one element and should include creating community wide change through the maximization of community assets and resources, institutionalizing services, and developing widespread support for home visiting efforts³⁷. Under this project, sustainability will be addressed throughout project planning and implementation and will evolve over the course of the five-year funding period. The Project Coordinator will champion this effort through continuous monitoring and plan development with support from the Project Director, the Evaluation team, and the Local Advisory Committee. Sustainability planning will include refining both micro and macro program elements, such as vision and outcomes and services and programs, respectively, to increase shared commitment and engagement. The most effective strategies for sustaining

³⁷ Miles, J., Espiritu, R.C., Horen, N., Sebian, J., & Waetzig, E. (2010). *A Public Health Approach to Children's Mental Health: A Conceptual Framework*. Washington, DC: Georgetown University Center for Child and Human Development, National Technical Assistance Center for Children's Mental Health.

large scale system of care projects include the following elements 1) cultivating strong interagency relationships, 2) infusing the system-of-care approach into broader system, 3) involving stakeholders, 4) establishing a strong family organization, 5) using evaluation results, 6) creating an ongoing focal point for managing the system of care, and 7) making policy/regulatory changes for systems of care³⁸.

These elements, adapted for home visiting, will drive the sustainability planning approach and will be infused in within the project's sustainability planning framework. The planning framework is based on the *Relational Worldview Model*, currently used by SAMHSA funded tribal grantees under the early childhood systems grant, *Project LAUNCH*. The *Relational Worldview Model* was developed by the National Indian Child Welfare Association in the 1980s to reflect the Native concept of balance as the basis for health for individuals, families, organizations, and communities³⁹. According to the National Resource Center on Mental Health Promotion and Youth Violence Prevention (2015), the model is a reflection of the Native concept of balance as the basis for health whether on the individual, family, or organizational level and provides a useful approach for sustainability planning. The framework includes developing sustainability strategies in four key areas including, infrastructure (e.g. policies and procedures, service design, etc.), resources (e.g. staffing, champions, coalitions, etc.), mission (e.g. purpose, value, goals, spirit, etc.) and environment (e.g. political, economic, physical, and social)⁴⁰. Overall, the model will coincide with implementation planning to ensure sustainability is integrated with program planning at every level from day one.

³⁸ Ibid.

³⁹ Cross, T. (2016) Relational Worldview Model. *National Indian Child Welfare Association*. Retrieved from http://www.nicwa.org/Relational_Worldview/

⁴⁰ National Resource Center on Mental Health Promotion and Youth Violence Prevention. (2015). Project LAUNCH, Sustainability Guide & Self Assessment. Grantee resources.

Initially the Project Director, Coordinator, and the Evaluation Team will implement a sustainability self-assessment tool developed in coordination with the identified planning framework. The tool will be administered to project staff, existing home visiting programs/providers throughout the community, the LAC, Tribal Leaders, and various other project partners identified throughout this proposal. Once the self-assessment is completed, a Sustainability Workgroup will begin developing sustainability plans to be monitored, updated, and refined over the project period. Sustainability planning will cover the four key areas (environment, infrastructure, resources, and mission) and will be integrated/aligned with implementation and evaluation planning to ensure all activities coincide, inform, and support one another.

Evaluation findings will present opportunities to document the impact of home visiting and will be of great importance to sustainability. Results of the formal evaluation and sustainability planning activities will be disseminated to key stakeholders throughout the sustainability planning and implementation process. The Navajo Nation has established collaboration and coordination with a number of community organizations that will be challenged to help with sustainability planning, in particular, the LAC. The LAC will be essential in helping a disseminate program outcomes and sustainability plans and progress.

ORGANIZATIONAL CAPACITY

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 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. NNOSERS is also responsible for coordinating early childhood home visiting services across the Navajo Nation and has done so for XX years. 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 Handicapped Services, Bureau of Indian Education Arizona First Things First Initiative, Arizona Department of Economic Security, New Mexico Department of Health, and the Arizona Department of State Health Services.

The Navajo Nation has strong partnerships with the state 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 Memoranda of Agreement 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.

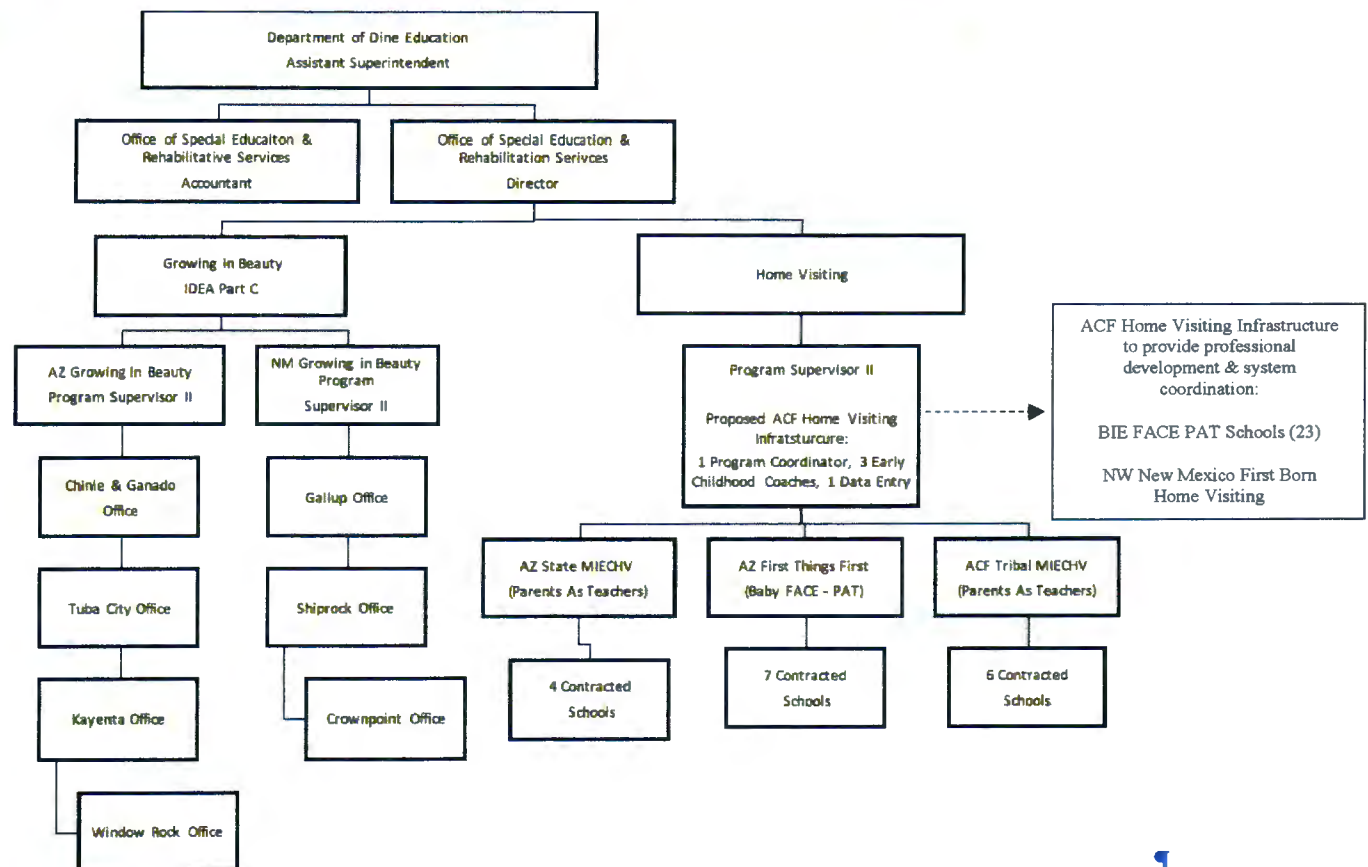
The Navajo Nation Growing in Beauty (GIB) Program utilizes a team-based model to provide early intervention services to eligible infants and toddlers. The GIB program also provides public awareness, information and referral, including the development of a resource directory, child find, and the facilitation of regional management teams including 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 36 schools within the Nation and establish partnerships with area non-profits to provide home visiting in Navajo schools located in New Mexico.

Current home visiting services are supported by the NNOSERS Growing in Beauty program and established through contract 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 help support home visiting programs through contract management; however, schools administer and implement home visiting services solely at the local level.

The NNOSERS 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 or 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. A description of the NNOSERS finance department is included in the Organizational Capacity section under the Plan for Oversight of Federal Award Funds.

Attachment XX includes resumes for Key Personnel (Paula Seanez & Adrienne Benally) and a sample job description for the three vacant Early Childhood Social Emotional Coaches and the Data Entry Specialist.

Organizational Chart for Proposed Navajo Nation Tribal MIECHV.



Protection of Sensitive and/or Confidential Information

Navajo Nation's Department of Diné Education policy dictates that all program personnel maintain client confidentiality. OSER's personnel are trained to abide by the Navajo Nation Privacy Act (NNPA) and the Health Insurance Portability and Accountability Act (HIPAA) requirements. In addition, home visiting personnel will be trained in Family Educational Rights and Privacy Act (FERPA) regulations. Personnel are required to sign acknowledgment of confidentiality expectations and probable consequences for breaking confidentiality. Breaches of confidentiality by program staff will result in termination and prosecution per Navajo Nation statutes.

External evaluation staff will be HIPAA-certified and trained in the NNPA. Staff in each home visiting program will receive training on how to administer questionnaires and data collection tools in a way that maintains the safety of the client/participant and the home visitor as part of the core competency of the program.

The Tribal MIECHV program is considered low-risk. The individuals responsible for data safety and monitoring will be the evaluation team. Quality control will include regular data verification and protocol compliance checks. Monthly reports detailing the progress of data collection from the Tribal MIECHV sites, any adverse events, and any protocol deviations will be submitted to the Project Director. Protocol adherence will be monitored by the Project Director. Throughout the project, the evaluation team will monitor data and comments written by participants on data collection forms, and feedback from supervisors or home visitors for adverse events. Events determined by the evaluation team to be unanticipated problems involving risks to subjects or others (UPIRTSOs) will be reported to the Tribal MIECHV Project Director at OSERS within 10 days. Adverse events that are determined to not be UPIRTSOs will be reported

at the time of the monthly evaluation review meeting with the Tribal MIECHV Project Director. In addition, OSERS will notify ACF of any UPIRTSO within 10 days. All Tribal MIECHV administrative program staff will be informed by OSERS about any UPIRTSOs. If any protocol changes are needed, a modification request will be submitted by the evaluation team to OSERS. Protocol changes will not be implemented prior to OSERS' approval.

The External Evaluator and TMIECHV Data Entry Specialist will identify participants by an assigned number that maintains confidentiality. Evaluation personnel will be required to adhere to federal and tribal policies relevant to confidentiality. Files that identify clients by name or other descriptors are maintained in locked file rooms. Only Parent Educator staff and the Program Coordinator have access to the locked files. Non-coded demographic data is also maintained in locked cabinets in the locked file room. In addition, data will be stored in laptops that are password protected; laptops will be in a locked storage when not being utilized by program staff.

Dissemination Plan

Dissemination activities during Year 1 will consist primarily of raising awareness of the home visiting program and sharing information with tribal leaders and community members to increase knowledge, build capacity and assist in the development of a comprehensive early childhood system across the Navajo Nation. An information flyer will be developed and used to call together community members to talk about maternal and infant, early childhood needs. These information flyers will be posted at the appropriate times in community gathering places as well as sent through social media, tribal/chapter newsletters, tribal newspaper and websites. The same dissemination outlets will be used throughout Year 1 to inform the community of the progress of the Tribal MIECHV planning culminating with the launch of a website that will

serve as the foundation for communicating with the communities and other interested stakeholders throughout the development of the early childhood system and implementation of the Tribal MIECHV home visiting program. Brochures announcing the start of the program in selected schools and sharing information to facilitate recruitment will be developed and distributed during the latter part of Year 1 to recruit families.

LaVeaux and Christopher⁴¹ found that historically, one of the main concerns of tribal communities about research has been the lack of information returned to the communities. Information dissemination to communities is necessary to assure that community voices have been heard and utilized⁴². To address this concern, the evaluation team will follow both tribal and evaluation protocols for disseminating the evaluation findings. Findings will be shared monthly with the Evaluation Workgroup during the regularly scheduled meetings. Findings will be shared quarterly with the Local Advisory Committee through evaluation briefings and with community members through a newsletter mailed (postal and electronic) to all participants, tribal leaders, and interested community members. Periodic updates on preliminary results will be made to the Tribal Council. In all instances of dissemination, a feedback mechanism will be built to allow community members to participate in the assessment of the findings. The Evaluation Workgroup will work with the Evaluation Team to assist in the interpretation of the results prior to the dissemination of findings to the community or Tribal Council.

A joint presentation by the Evaluation Workgroup will be made at midpoint and annually to the Tribal Council and Local Advisory Committee and partners. Additional presentations in the community centers will be offered to the community after the second quarter of home visiting

⁴¹ Laveaux, D. and S. Christopher (2009). "Contextualizing CBPR: Key Principles of CBPR meet the Indigenous research context." *Pimatisiwin* 7(1): 1.

⁴² Weaver HN. Assessing the needs of Native American communities: A Northeastern example. *Evaluation and Program Planning* 1999a;22:155-161

services is completed in Year 2. We will also arrange with tribal newspaper to publish success stories and related findings. At community meetings, time will be scheduled to discuss the results with community members to ensure that the results are understood and that questions are answered. The feasibility of publishing in peer reviewed journals or making presentations at tribal health conferences will be discussed with the Tribal Councils, and the decision will be made by Tribal Council to publish or present findings.

A variety of utilization-focused information will be provided by the evaluation team that can be applied to improve other maternal and child health initiatives. Summative information will guide efforts to support high-fidelity implementation of home visiting programs in the Navajo Nation. The findings and lessons from the evaluation activities will be disseminated throughout the evaluation period. The following table presents the proposed dissemination plan for evaluation findings.

Table 5. Plan for Dissemination of Evaluation Findings

Report / Dissemination	Audience	Contents	Timeline	Responsible
DGIS & Performance Report Forms	ACF, Tribal MIECHV Program Staff, LAC, and Tribal Council	Demographic and priority population information, enrollment and retention, Federal Fiscal Year and specific Benchmark performance measures	Annually – Years 2 - 5	Evaluation Team
Non-Competing Continuation Progress Report	ACF, Tribal MIECHV Program Staff, LAC	Performance Report: Y1: Needs Assessment & Implementation Plan Y2-Y5: Progress towards meeting legislatively mandated reporting on benchmark areas	Annually	Project Director & Evaluation Team

Report / Dissemination	Audience	Contents	Timeline	Responsible
Quarterly Updates on Tribal MIECHV Benchmarks	PAT Administrators and Supervisors and Tribal MIECHV Project Director and Project Coordinator	Update Benchmark Performance Measures to identify areas of strength and areas of concern	Quarterly	Evaluation Team
Quality Control Reports for PAT	PAT Administrators and Supervisors and Tribal MIECHV Project Director and Project Coordinator	Results of review of monthly data collection forms including scoring of screening tools and documentation of referrals	Monthly	Evaluation Team
User Guide for Data Collection for PAT	PAT home visitors and supervisors	The "How To's" for Tribal MIECHV data collection forms and the screening tools used in training the home visitors in data collection	Disseminated at every training conducted by Evaluation Team for Home Visitors	Evaluation Team
CQI Report 1	Local Advisory Committee	Progress towards targeted CQI issues – Nationwide	Y2-Y5: Monthly (LAC Meetings)	Evaluation Team & Project Director
CQI Report 2	Tribal MIECHV Team	Progress towards targeted CQI issues – Nationwide	Monthly Tribal MIECHV Team Meetings	Evaluation Team & Project Director
CQI Report 3	Tribal MIECHV CQI Team	Data for Tribal MIECHV programs for targeted CQI issues	Monthly Tribal MIECHV CQI Team Meetings	Evaluation Team & Project Director
Community Readiness Report & Summary	Report: Project Coordinator, PAT Supervisors and Home Visitors Summary: LAC	Results of Community Readiness Assessment including individual scores by domain	Annually (Baseline and annually thereafter)	Evaluation Team

Report / Dissemination	Audience	Contents	Timeline	Responsible
		and aggregate score		
Program Evaluation Work Plan Update Report	Tribal MIECHV Team	Update of progress on program evaluation activities	Monthly Tribal MIECHV Team meetings	Evaluation Team
Final Program Evaluation Report	ACF, Tribal MIECHV Project Staff, LAC, Tribal Council, and Key Stakeholders determined by Project Director	Final project deliverable; synthesize all aspects of program evaluation. Describe demographics, enrollment, and service delivery; impacts of the initiative on targeted outcomes (benchmark analysis); fidelity of implementation; client satisfaction.	End of project period	Evaluation Team

Third Party Agreements & Letter of Support

Samples sent to Paula for collection

Plan for Oversight of Federal Award Funds.

Subject to Circular OMB A-133 financial audit annually, NNOSERS has an accounting system and procedures that allow it to develop and maintain a system of accountability and internal controls. These controls serve to satisfy its organizational obligations to tribal, state, and federal funds in an accurate and timely manner and to efficiently record, summarize, and report the results of fiscal activities within multi-site components as well as the organization. This responsibility primarily rests with the NNOSERS Accountant, Hanasbah Tom, who reports to the Navajo Nation Controller, Jim R. Parish, C.P.A., with over XX years experience in managing accounting systems of education organizations.

The Controller and NNOSERS Accountant administers fiscal management system, which consists of payroll and accounts payable. Using the Financial Management Info System (FMIS) software, the system ensures that all transactions are recorded within the program(s) to which they apply. Shared costs are allocated appropriately and administrative costs are allocated on the basis of direct costs, using the federally approved indirect cost rate. All reporting and recording of transactions follows generally accepted accounting principles and the requirements of federal and/or state cost principles.

NNOSERS is part of the Executive Branch of the Navajo Nation Government. Quarterly reports relating to performance measurement and budget management are generated by NNOSERS and are monitored by the Office of the Superintendent, which is then overseen by the Presidents Office and the Board of Education made up of both appointed and elected officials. For management purposes, expenses can be shown by category or by line item for each program separately. The Superintendent and President's Office is kept informed of total revenue and expenditures for the entire department.

Schools contracted under this grant will be required to follow all NNOSERS financial procedures allowing NNOSERS to maintain systems of accountability and internal controls. Overall, NNOSERS will ensure that all contacted services will adhere to applicable federal and programmatic regulations. For this program, Hanasbah Tom, will be responsible for ensuring that all federal accounting regulations are followed. Both the Navajo Tribal MIECHV Project Director and Project Coordinator will be responsible for managing all program activities, staff, and subcontracts to schools under this program with support from the Office of Management and Budget (OMB). The purpose of OMB is to direct and manage the allocation and appropriation processes of all funds for the Navajo Nation and to provide management support in the areas of fiscal management, budgets, program operation and management contracts grants and similar agreements. OMB communicates key information for decision-making using principles of sound management and generally accepted processes and procedures.

Specific monitoring, program assessment and support activities will be implemented such as

- Establish reporting/review forms from sites on service capacity, enrollment, home visits, and spend down.
- Develop procedures to ensure each fiscal and programmatic monitoring of the Tribal MIECHV grant.
- Pilot procedures and forms through compliance site visits with existing sites using new monitoring plan to test reporting / review forms.
- Provide outline of monitoring plan to subcontractors to increase awareness of monitoring requirements and expectations including process for requesting support or technical assistance.

- Establish process for completing and documenting annual site visits and four visits per quarter with local implementing agencies to monitor and report adherence to program fidelity and provide technical assistance.
- Provide technical assistance to new sites to facilitate reporting on service capacity, enrollment, home visits, and spend down.
- Set up feedback system to ensure timely corrections as determined through monitoring.

The Tribal MIECHV program will develop policies and procedures relevant and applicable to Continuous Quality Improvement in Year 1. This process will assist the home visiting program to provide services with fidelity and enable the program to develop quality improvement projects to resolve program problems inclusive of fidelity concerns. Training in CQI will be provided to Tribal MIECHV staff, home visitors and supervisors as well as LAC members.

BUDGET AND BUDGET JUSTIFICATION

A. Personnel:

FEDERAL REQUEST

Position	Name	Annual Salary	Level of Effort	Yearly Cost
Program Manager I - <i>Project Director</i>	Paula Seanez	64,064.00	IN - KIND 20%	0.00
Program Supervisor II - <i>Tribal MIECHV Project Coordinator</i>	Adrienne Benally	44,054.40	100%	44,054.40
Developmental Specialist - <i>EC Social Emotional Coach</i>	VACANT	40,414.40	100%	40,414.40
Developmental Specialist - <i>EC Social Emotional Coach</i>	VACANT	40,414.40	100%	40,414.40
Developmental Specialist - <i>EC Social Emotional Coach</i>	VACANT	40,414.40	100%	40,414.40
Developmental Specialist - <i>EC Social Emotional Coach</i>	VACANT	40,414.40	100%	40,414.40
Statistical Technician - <i>Data Entry Specialist</i>	VACANT	22,131.20	100%	22,131.20
A. Personnel TOTAL				227,843.20

JUSTIFICATION:

The Program Manager I - Project Director (20% @ \$64,064.00 = IN-KIND) will spend her time providing oversight and management to all project services and insure compliance with State and Federal regulations, and grant/budget stipulations. The Project Director will be responsible for convening the Local Advisory Committee. The Program Supervisor II - Tribal MIECHV Project Coordinator (100% @ \$44,054.40 = \$45,054.00) will spend her time

providing oversight to the day-to-day management of the community readiness assessment, capacity building, implementation planning, monitoring of all program services, and insure compliance with regulations and supervising maintenance of documents, paperwork and files to meet quality assurance, and tracking policy to ensure compliance. Overall, the Project Coordinator will be responsible for managing all staff and will serve as a liaison to Federal/Tribal Community leaders involved home visiting and early childhood systems development. The Project Coordinator will serve as the official responsible and accountable for proper conduct of the cooperative agreements. Responsibilities will also include overseeing the development and implementation of all direct services (including workforce development and outreach activities). The Developmental Specialist - Early Childhood Social Emotional Coaches (3.0 FTE 100% @ \$40,414.40 = \$121,243.20) will plan and coordinate support for home visiting programs in infant mental health training and technical assistance, consultation about the individual needs of children and families, reflective supervision and model fidelity support. The Statistical Technician - Data Entry Specialist (100% @ \$22,131.20 = \$22,131.20) will assist with the integration of the coordinated data management system in collaboration with the Evaluator. Additionally, this position will track, follow, and update client assessments, conduct data entry, and prepare and disseminate data summary reports in collaboration with Evaluator.

B. Fringe Benefits

FEDERAL REQUEST

Component	Rate	Yearly Cost
FICA	7.65%	17,430.00
SUTA	1.35%	3,075.88
Group Health Insurance	9.85%	22,442.56

Retirement Plan	24.40%	55,593.74
Employee Injury Insurance		
Workers Compensation	0.19%	432.90
General Liability Insurance	0.66%	2,189.48
Annual Leave	0.60%	1,367.06
401K Match	1.75%	3,987.26
B. FRINGE BENEFITS TOTAL		106,518.88

JUSTIFICATION:

The Navajo Nation Fringe Benefits rate is at 45.6% of the total personnel line item of \$227,843.20. Fringe benefits includes FICA, SUTA, Group Health Insurance, Retirement Plan, Annual Leave and 401K Match. FICA is included at 7.65% for a total of \$17,430.00. State Unemployment Tax Authority is included at 1.35% for a total of \$3,075.88. Group Health Insurance at 9.85% for a total of \$22,442.56. Retirement Plan is included at 24.40% for a total of \$55,593.74. Employee Injury Insurance includes both Worker's Compensation and General Liability Insurance. Worker's Compensation Insurance is included at 0.19% of the total personnel and fringe benefits amounts for a total of \$432.90. General Liability Insurance is at 0.66% of the total of personnel for a total of \$2,189.48. The Navajo Nation fringe benefits also covers two additional coverages per employee: annual leave and 401K match. Annual leave is included at 0.60% for a total of \$1,367.06. 401K matching is included at 1.75% for a total of \$3,987.26.

C. Travel

FEDERAL REQUEST

OUT OF STATE TRAVEL

Purpose of Travel / Location	Rate		Subtotal	Yearly Cost
Grantee Kickoff Meeting / Washington D.C. - 2 Key Staff for 3 days				4,169.80
	GSA M & I E per day	69.00	414.00	
	Airfare RT-Abq/DC	900.00	1,800.00	
	GSA Lodging per night	226.00	1,356.00	
	Ground transport RT 370 miles - ABQ	0.54	199.80	
	Other - Shuttle, Baggage, etc per person	200.00	400.00	
Grantee Meeting / Washington D.C. - 2 Key Staff for 3 days				4,169.80
	GSA M & I E per day	69.00	414.00	
	Airfare RT-Abq/DC	900.00	1,800.00	
	GSA Lodging per night	226.00	1,356.00	
	Ground transport RT 370 miles - ABQ	0.54	199.80	
	Other - Shuttle, Baggage, etc per person	200.00	400.00	
Grantee Evaluation Kickoff Meeting / Washington D.C. - 1 Key Staff for 3 days				2,184.80
	GSA M & I E per day	69.00	207.00	
	Airfare RT-Abq/DC	900.00	900.00	
	GSA Lodging per night	226.00	678.00	
	Ground transport RT 370 miles - ABQ	0.54	199.80	
	Other - Shuttle, Baggage, etc per	200.00	200.00	

	person			
OUT OF STATE TRAVEL SUBTOTAL				10,524.40
IN-STATE TRAVEL				
Purpose of Travel / Location	Rate		Subtotal	Yearly Cost
Travel within the Navajo Nation reservation for five (5) staff for three (3) days per month for 12 months				11,880.00
	GSA M & I E per day	66.00	11,880.00	
Travel that are require an overnight stay will be determined on a case by case basis. We estimate two (2) overnight trips for five (5) staff for 12 months.				9,960.00
	Lodging	83.00	9,960.00	
Travel that requires the staff to utilize their own personal vehicle will be charged per mile. This will only apply if there are no tribal vehicles available for usage. 2,500 miles are projected to be travelled via POV.				1,350.00
	Mileage POV	0.54	1,350.00	
IN-STATE TRAVEL SUBTOTAL				23,190.00
C. TRAVEL TOTAL				33,714.40

JUSTIFICATION:

Travel will include a breakdown for Out of State Travel and In State Travel. The Out of State travel will be broken down by trip and will only cover travel expenses for key personnel required to attend the specified meeting. The key staff members will include the Project Director and Project Coordinator. Each trip is based on the GSA rates set for Washington, D.C. Each trip will list the per diem rate for GSA meals & incidental expenses (M & IE), airfare, GSA lodging, ground transportation and other expenses (i.e. shuttle fees, baggage fees, etc). The Out of State travel includes costs for two key staff members to travel to Washington D.C. for the grantee kickoff meeting and the grantee meeting; which is projected to cost \$4,169.80 per trip. The Out of State travel also includes costs for one key staff to attend the evaluation kick off meeting required by ACF; which is projected to cost \$2,184.80.

The In State travel will be broken down by travel cost. Since the Navajo Nation covers a vast geographic region that covers multiple states, travel is calculated based on frequency of staff travel for the four (4) EC Social Emotional Coaches and one (1) Statistical Technician. Each EC Social Emotional Coach will be required to complete home visits throughout their service area. The statistical technician will be required to provide assistance when needed. It is projected that the five (5) staff will be on travel at least three (3) days at \$66.00 per day for 12 months for a total of \$11,888.00. There are some travel plans that will require an overnight stay. We have calculated two nights of lodging at \$83.00 per month for five (5) staff for 12 months for a total of \$9,960.00. Travel costs for staff utilizing their personally owed vehicles for official travel will be reimbursed \$0.54 per mile to allow for home visiting at sites across the Navajo Nation. Based on past trends, it is estimated that a total of 2,500 miles will be driven utilizing POV during the first year totaling \$1,350.00.

D. Equipment:

FEDERAL REQUEST

Items	Rate	Subtotal	Yearly Cost
Personal Computer Mobile for five (5) staff. The mobile device will allow staff the convenience to utilize the same device at work and while on travel.			6,500.00
	1,300.00	6,500.00	
Mobile Printer/Scanner/Copier for five (5) staff.			2,500.00
	500.00	2,500.00	
Computer Peripherals for five (5) staff: cables, case, mouse, keyboard, etc.			1,000.00
	200.00	1,000.00	
D. EQUIPMENT TOTAL			10,000.00

JUSTIFICATION:

Equipment included are considered non-capital equipment; which have a total value under \$5,000.00. The equipment will be provided for the five (5) staff: EC Social Emotional Coaches and the Statistical Technician. Due to the travel requirements, mobile personal computers will be purchased for the five staff. These mobile personal computers will offer the convenience of portability. This set up requires a mobile PC like a HP Surface; which can be connected to a stationary docking station at the staff's work desk or be utilized as a laptop or tablet. We estimate that each mobile PC will cost \$1,300.00 per unit for five staff at \$6,500.00. Mobile printers/scanners/copiers will allow staff to print required forms, provide copies to families, and obtain scanned documents when conducting home visits. The mobile printer/scanner/copier for five staff is estimated to be \$500.00 at \$2,500.00. The peripherals that will be purchased will be to ensure that each staff is able to utilize the PC while at the office or while on home visits. The computer peripherals for five (5) staff will include cables, protective cases, mouse, keyboards, etc at \$200.00 per staff at \$1,000.00. The breakdown for the equipment is based on current market value for the items needed.

E. Supplies:**FEDERAL REQUEST**

Items	Rate	Subtotal	Yearly Cost
Office Supplies for five (5) staff per year			750.00
	150.00	750.00	
Janitorial Supplies per year to ensure clean and safe work space for staff.			291.47
	291.47	291.47	
Computer Ink for five (5) mobile printer/scanner/copier per cartridge to be changed three (3) times a year.			1,500.00
	100.00	1,500.00	
E. SUPPLIES TOTAL			2,541.47

JUSTIFICATION:

Office supplies for five (5) staff is calculated at \$150.00 per staff per year for a total of \$750.00. Office supplies include items such as paper, pens, pencils, etc. to conduct everyday activities, meetings, and reporting. Janitorial supplies for the year will be purchased to help keep the facility clean and safe for a total of \$291.47. Computer ink for five (5) printers will be purchased for staff to conduct daily job duties. \$100.00 per computer ink kit for five (5) printers; which need to be changed three times a year for a total of \$1,500.00.

F. Contractual (Consultant)**FEDERAL REQUEST**

Name	Services	Rate	Subtotal	Yearly Cost
Wellington Consulting Group, LTD. To provide evaluation services, policy making,				100,000.00
	FEES - Services provided per month.	7,500.00	90,000.00	
	EXPENSES - Travel	2,000.00	8,000.00	

performance measures. Contract to provide funds for fees and expenses.	per trip to DC: one (1) person to attend the Kickoff Meeting and Grantee Meeting and two (2) people to attend the Evaluation Kickoff.		
	EXPENSES - Travel for 40 home visits with DS.	50.00	2,000.00
Six (6) Local Navajo Nation Schools to be subcontracted to conduct home visiting.		300,000.00	
	SUBCONTRACT - Home Visiting Services per school.	50,000.00	300,000.00
Contractor to be determined based on submissions for a Request for Proposals to procure services to design web page and develop social marketing plan for program from qualified vendors.		35,000.00	
	FEES - Services provided per month.	2,500.00	30,000.00
	EXPENSES - Expenses incurred by contractor.	5,000.00	5,000.00
Contractor to be determined based on submissions for a Request for Proposals to procure services to provide professional development for staff and schools related to substance abuse, domestic violence and other topics that support resilience in families from qualified vendors.		14,000.00	
	FEES - Services provided per month.	1,000.00	12,000.00
	EXPENSES - Expenses incurred by contractor.	2,000.00	2,000.00
F. CONTRACTUAL TOTAL		449,000.00	

JUSTIFICATION:

Funds are included to cover contractual services for evaluations, home visiting services and web design and social marketing plan and professional development. Wellington Consulting Group, Ltd. (Jane Dowling, Ph.D.) will be the External Evaluation Team for rigorous program evaluation and development of process for conducting performance measurement, develop and set up data management system per grant requirements, provide capacity building in CQI process, performance measurement system, and data collection. Wellington Consulting Group will assist Project Director with conducting needs assessment, community readiness assessment and asset map, developing and completing resource inventory, and administering substance abuse and treatment/counseling service assessment tool. Wellington Consulting Group will assist Project Director in facilitating workgroups. Wellington Consulting Group will also be assisting in policy making for the program. Fees provided are estimated to be \$7,500.00 per month for 12 months for a total of \$90,000.00. Travel expenses for the Evaluation Team is estimated at \$2,000.00 per person per trip. We estimate two trips for one traveler and one trip for two travelers. Travel for the Evaluation Team will include one person attending the Kickoff Meeting and the Grantee Meeting and two people attending the Evaluation Kickoff Meeting. Travel costs also include travel costs for the evaluation group to conduct 40 home visits at \$50.00 per visit. Travel costs will allow the evaluation team to conduct home visiting at sites across the Navajo Nation; as well allow them to gather information through community meetings. This contract will cost \$100,000.00 for one year.

Contract with six (6) local Navajo Nation Schools to provide home visiting services. Each school will be responsible for coordinating with the Tribal MIECHV team in developing home visiting services using culturally adapted Parents As Teachers model, hiring and supervising parent educators will support from the Tribal MIECHV team. They will also outreach, recruit,

enroll, and provide home visiting services with model fidelity and provide required data. At total of \$50,000.00 will be contracted to each school. There will be six (6) school for a total of \$300,000.00.

A contractor will be determined based on submissions for a request for proposals to procure services for Website Development & Social Marketing. The contractor will create a user-friendly family-oriented web page for our program. The contractor will design a social marketing plan to provide home visitors and parents with useful information on child development, home visiting services, and various useful information for public awareness and support of home visiting. The contract will provide funds for the fees and expenses incurred for this service. This contract will cost \$35,000.00 for the year.

A contractor will be determined based on submissions for a request for proposals to procure services to provide professional development on site for the staff and schools. The professional development will be related to preparing staff for various issues that they may face when conducting home visits. The professional development topics will be geared towards substance abuse, domestic violence and other related topics that will support resiliency in families. The contract will provide funds for the fees and expenses incurred for this service. The contract will be cost \$15,000.00 for the year.

G. Construction: NOT ALLOWED

H. Other

FEDERAL REQUEST

Item		Rate	Subtotal	Yearly Cost
Professional Development for staff to attend trainings and conferences off site. Each staff will be allowed	PAT Annual Affiliate Fees per year.	1,500.00	1,500.00	13,420.00

to attend training sessions based on topics that relate to early childhood topics, home visiting topics and other topics that will enhance their job skills.	Registration Fee for PAT for four (4) staff to attend two (2) training session.	915.00	7,320.00	
	Parent Educator PAT Renewal Fees for four (4) staff.	150.00	600.00	
	Registration Fee for four (4) staff to attend trainings and conferences off site.	1,000.00	4,000.00	
Computer Software for five (5) mobile PCs to be assigned to five (5) staff.				8,750.00
	Microsoft Office Pro	450.00	2,250.00	
	Symantec Protection	250.00	1,500.00	
	File Maker Pro	500.00	2,500.00	
	Database	500.00	2,500.00	
Printing / Photocopying program's brochures, manuals, flyers, forms and other documents for distribution.				1,600.00
	Color Print per page	0.55	1,100.00	
	Black & White per page	0.05	500.00	
H. OTHER TOTAL				23,770.00

JUSTIFICATION:

Other costs will include professional development and computer software. Professional development for Parents As Teachers affiliate fees, registration fees, Parent Educator renewal fees. PAT affiliate fees total \$1,500.00 per organization per year for a total of \$1,500.00. Each PAT registration fee is \$915.00 per staff (EC Social Emotional Coach) to attend two (2) PAT Training session for a total of \$7,320.00. PAT renewal fess for four (4) staff is \$ 150.00 per staff for a total of \$ 600.00 in Parents As Teachers to support model fidelity and

implementation. The EC Social Emotional Coaches will be required to attend trainings and conferences that relate to early childhood topics and home visiting topics. These trainings will help the staff address the various situations that they may encounter during home visits. It is estimated that each staff will expend \$1,000.00 each per year for a total of \$4,000.00.

Computer software is needed for five (5) mobile PCs. The software needed are Microsoft Office Pro, Symantec Protection, File Maker Pro and a database. The cost for each is broken down in this budget. The software for Microsoft Office Pro will be purchased for five (5) mobile PCs for a total of \$2,250.00. Microsoft Office Pro will provide the necessary applications for staff to complete their day to day tasks. Symantec Protection is required to provide network security for the mobile PC for five (5) staff for a total of \$1,500.00. The software will protect the PCs from cyber-attacks via malware, adware, viruses, and other malicious threats. File Maker Pro and the database software will assist the staff to record, track and monitor the activities with each child involved in the home visiting. The total for both the File Maker Pro and the database totals \$5,000.00.

Printing and Photocopying of program's promotional material to recruit families to utilize the program's home visiting services. The program will utilize both color print and black and white print. The materials will be used to distribute information on the program's services for families, information on various topics and other related services for a total of \$ 1,600.00.

Total Direct Costs

FEDERAL REQUEST

	Yearly Cost
TOTAL DIRECT	853,387.95

Indirect Costs Rates:

FEDERAL REQUEST

INDIRECT COSTS FORMULA " [(1,000,000-0)/1.1718] X 0.1718 "			146,612.05
	Funding Total	1,000,000.00	
	LESS Pass Through	0.00	
	TOTAL IDC Base	1,000,000.00	
	IDC Rate	17.18%	
TOTAL INDIRECT COSTS			146,612.05

JUSTIFICATION:

The Navajo Nation has a Federally Approved Indirect rate of 17.18%. It is composed of costs not chargeable to a particular program but benefiting the entire Nation. It is applied to a base amount defined as "Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each sub award in excess of \$25,000 and follow-through funds." For this project the base is \$1,000,000.00. A copy of the fully executed, negotiated, indirect cost agreement is attached.

Total Project Costs

FEDERAL REQUEST

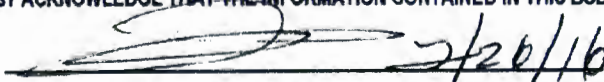

TOTAL PROJECT	1,000,000.00
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THE NAVAJO NATION PROGRAM BUDGET SUMMARY

PART I. Business Unit No.: <u>NEW</u> Program Title: <u>DHHS MIECHV HHS-2016-ACF-OCC-TH-1161</u> Division/Branch: <u>Executive</u>			
Prepared By: <u>Hanasbah Tom Accountant</u> Phone No.: <u>928-871-7490</u> Email Address: <u>hanasbah.tom@nnosers.org</u>			

PART II. FUNDING SOURCE(S)	Fiscal Year Term	Amount	% of Total	PART III. BUDGET SUMMARY	(A)	(B)	(C)	
					Fund Type Code	NNC Approved Original Budget	Proposed Budget	Difference (Column B - A)
Dept of Health & Human Services	10/01/16 - 09/30/17	1,000,000.00	100%					
Maternal, Infant, and Early Childhood								
Home Visiting Program				2001 Personnel Expenses		0.00	331,739.70	331,739.70
				3000 Travel Expenses		0.00	33,714.40	33,714.40
				3500 Meeting Expenses		0.00	0.00	0.00
				4000 Supplies		0.00	14,141.47	14,141.47
				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	8,750.00	8,750.00
				6500 Contractual Services		0.00	449,000.00	449,000.00
				7000 Special Transactions		0.00	16,042.38	16,042.38
				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	146,612.05	146,612.05
				TOTAL		0.00	1,000,000.00	853,387.95

PART IV. POSITIONS AND VEHICLES	(D)	(E)
Total # of Positions Budgeted:	0	6
Total # of Permanently Assigned Vehicles:	0	0

TOTAL: \$1,000,000.00 100%	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.: NEWProgram Name/Title: DHHS MIECHV HHS-2016-ACF-OCC-TH-1161**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.

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 three (3).

Goal Statement:

Serve 275 families with children birth to three (3) annually.

69		69		69		68	
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2. Program Performance Area:

Provide developmental screenings for children birth to three (3).

Goal Statement:

Conduct 300 developmental screenings to families with children birth to three (3) annually.

75		75		75		75	
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3. Program Performance Area:

Negotiate subcontractual agreements with schools

Goal Statement:

Execute six (6) subcontracts with schools for the program by the end of the third quarter.

N/A		N/A		6			
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4. Program Performance Area:

Goal Statement:

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5. Program Performance Area:

Goal Statement:

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

 Treva Roanhorse, Program Manager's Signature / Date

 2-26-16
 Dr. Tommy Lewis, Superintendent's Signature / Date

**THE NAVAJO NATION
LISTING OF PERSONNEL**

Part I. Program Information:										
Program:		FIRST THINGS FIRST HOME VISITING FTF-RC001-17-0576-00					Business Unit No.: NEW			
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		FY 2016 Proposed		
						Grade/Step	Salary	# Hours	Salary	
1	1101	NEW	1247	Program Supervisor II	VACANT	1	AB65A	44,054.40	2080	44,054.40
2	1102	NEW	3697	Developmental Specialist	VACANT	1	AB64A	40,414.40	2080	40,414.40
3	1103	NEW	3697	Developmental Specialist	VACANT	1	AB64A	40,414.40	2080	40,414.40
4	1104	NEW	3697	Developmental Specialist	VACANT	1	AB64A	40,414.40	2080	40,414.40
5	1105	NEW	3697	Developmental Specialist	VACANT	1	AB64A	40,414.40	2080	40,414.40
6	1106	NEW	2003	Statistical Technician	VACANT	1	AB57A	22,131.20	2080	22,131.20
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Total:								227,843.20		227,843.20

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

PART I. PROGRAM INFORMATION:				
Program Name/Title: <u>DHHS MIECHV HHS-2016-ACF-OCC-TH-1161</u>		Business Unit No.: <u>NEW</u>		
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		331,739.70	
	Employee salary and fringe benefits payments for eligible full time equivalent personnel.			
2110	REGULAR 6 Permanent Positions	227,843.20		
2900	FRINGE BENEFITS 6 Permanent Positions (\$227,843.20 * 45.6% = \$103,896.4992)	103,896.50		
3000	TRAVEL EXPENSES		33,714.40	
	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.			
3230	Personal Travel 3240: Per Diem Meals 3250: Lodging 3260: POV 3290: Other Travel Expenses	33,714.40		
4000	SUPPLIES		14,141.47	
	Stationary, envelopes, binders, folders, labels, pens, and pencils. Printing and binding, pamphlets, and photocopying public awareness and recruitment. Necessary operating supplies for daily operations of OSERS GIB Home Visiting Program.			
4120	OFFICE SUPPLIES 4130: General Office Supplies	750.00		
4410	OPERATING SUPPLIES 4420: General Operating Supplies 4530: Printing/Photocopying/Binding	3,391.47		
TOTAL		369,595.57	379,595.57	

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

PART I. PROGRAM INFORMATION:				
Program Name/Title: <u>OSERS First Things First babyFACE Program</u>		Business Unit No.: <u>NEW</u>		
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	
4000	SUPPLIES CONTINUED			
4200	NON CAPITAL ASSETS Purchases less than \$5,000.00 4210: Non Capital Furniture & Equipment 4230: Non Capital Computer Equipment	10,000.00		
6000	REPAIRS & MAINTENANCE			8,750.00
	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 6320: Software Support	8,750.00		
6500	CONTRACTUAL SERVICES			449,000.00
	Contractors to provide services for external evaluation team, policy making, web design, social marketing plan, and professional development.			
6520	CONSULTING 6530: Fees 6540: Expenses	149,000.00		
6960	SUBCONTRACTUAL SERVICES 6990: Subcontractual Services	300,000.00		
TOTAL		467,750.00		457,750.00

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

PART I. PROGRAM INFORMATION:				
Program Name/Title: <u>OSERS First Things First babyFACE Program</u>		Business Unit No.: <u>NEW</u>		
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	
7000	SPECIAL TRANSACTIONS			16,042.38
	Training and registration fees for professional development for staff to attend Parents As Teachers Training Sessions.			
7510	TRAINING & PROFESSIONAL DUES 7520: Training/Registration Fees	13,420.00		
7710	Insurance Premiums 7765 Policy Payment General Liability @ 0.19%: (227,843.20 + 103,896.50) * 0.0019 = \$ 432.90 7767: Worker's Compensation Premium Workers Compensation @ 0.66%: (227,843.20 * 0.0066) = \$ 2,189.48	2,622.38		
9500	MATCHING & INDIRECT COST			146,612.05
	Indirect Cost is calculated at 17.18% of the grant award less exclusions.			
9710	INDIRECT COST @ 17.18% 9720 Indirect Cost Charged @ 17.18% [((\$1,000,000)/1.1718)*0.1718=\$146,612.05	146,612.05		
TOTAL		162,654.43		162,654.43

PART I. PROGRAM INFORMATION:

Program Name/Title: DHHS MIECHV HHS-2016-ACF-OCC-TH-1161

Business Unit No.: NEW

PART II. PERSONNEL/POSITION CHANGES:[illegible]



**DEPARTMENT OF DINÉ EDUCATION
THE NAVAJO NATION**

P.O. Box 670 · Window Rock, Arizona 86515
PHONE (928) 871 - 7475 · FAX (928) 871 - 7474



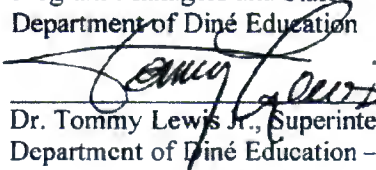
Russell Begaye
President

Jonathan Nez
Vice-President

October 12, 2015

MEMORANDUM:

TO: Program Managers and Staff
Department of Diné Education

FROM: 
Dr. Tommy Lewis Jr., Superintendent of Schools
Department of Diné Education – Administration




DATE: October 1, 2015

SUBJECT: STANDING DELEGATION OF AUTHORITY – FY 2016 (REVISED)

During my absence from the office, the following individuals are authorized to act on my behalf, in the order they are placed, to ensure the proper and uninterrupted functioning of the Department of Diné Education by performing the routine duties required of the Superintendent of Schools:

1. **Timothy Benally, Assistant Superintendent**
Department of Diné Education – Administration
2. **Dr. Anselm Davis, Education Program Manager**
North Central Association/AdvancED (NCA/AdvancED)
3. **Ms. Rose Graham, Department Manager II**
Office of Navajo Nation Scholarship and Financial
Assistance (ONNSFA)

ACKNOWLEDGED

This delegation authorizes my designee to review and approve all routine administrative, financial and personnel documents, with the understanding that they will consult with me as necessary. However, all requests for Off Reservation Travel (ORT) will follow the process outlined in the memo distributed on March 20, 2013, authorizing only the Acting Superintendent to approve those requests.

Please continue to bring all documents requiring the review and approval of the Superintendent of Schools to the Department of Diné Education-Administration Office.

If you have any inquires relative to this matter, contact the DODE Administration Office at 928-871-7475. Your cooperation is expected and appreciated.

xc: Honorable Russell Begaye, President, The Navajo Nation
Honorable Jonathan Nez, Vice President, The Navajo Nation
Robert Joe, Chief of Staff, Office of the President/Vice President
Robert Willie, Acting Controller, Office of the Controller
Dominic Beyer, Executive Director, Office of Management and Budget

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