

FIRST THINGS FIRST



Grantee Implementation Guide

Updated July 2024

READY FOR SCHOOL. SET FOR LIFE.

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Overview of First Things First

First Things First is designed to meet the diverse needs of children and families in Arizona communities. The statewide First Things First Board and Regional Partnership Councils in local communities across the state share the responsibility of ensuring that early childhood funds are spent on strategies that will result in improved development, health and education outcomes for young children.

Mission

First Things First is an essential leader and partner in creating a family-centered, equitable, high-quality early childhood system that supports the development, well-being, health and education of all Arizona’s children, birth to age 5.

Vision

All Arizona’s children are ready to succeed in school and in life.

Our Values

1. **Arizona’s children, birth to age 5, and their families are our central focus.** We provide the best opportunities to prepare Arizona’s children for success in school and life, while ensuring each child’s well-being.
2. **Equity-Focused** – We acknowledge, address and work to solve the unique challenges facing many children and their families.
3. **Innovative and Continuously Improving** – We are flexible and open and do what is best for children and their families.
4. **Accountable** – We demonstrate that our work truly improves the lives of children and their families.
5. **Strong Stewards** – We demonstrate transparency and sound financial management of public and private funds and we advocate for additional investments in early childhood development and health to address unmet needs.
6. **Diverse and Inclusive** – Our partners, regional council members, staff and Board are essential to the equitable delivery of the mission. We are inclusive and strive to reflect the diversity of our state. We treat everyone with dignity and respect.
7. **Collaborative and Cooperative** – The success of our work depends on others and we maintain a diverse, inclusive and equitable culture of strong collaboration and cooperation both internally and externally.

Read our [Equity Vision Statement](#).

Funding



Our Dedicated Revenue Stream

- Regional Council Funds
- Administrative Account
- Statewide Grants

Goal Areas and Strategies

The strategies funded by First Things First work collectively to develop a comprehensive system regionally and across the state to address the priority system roles, specific goals associated with them and system measures of success which are indicators designed to guide and measure progress in building an effective early childhood system in Arizona. First Things First strategies are grouped under the following goal areas:

Goal Areas	Strategies
Quality and Access	<ul style="list-style-type: none"> ♦ Family, Friend, and Neighbor Care ♦ Inclusion of Children with Special Needs ♦ Quality First ♦ Quality First Scholarships ♦ Transition to Kindergarten
Children’s Health	<ul style="list-style-type: none"> ♦ Care Coordination Medical Home ♦ Child Care Health Consultation ♦ Children’s Health Systems Change ♦ Developmental and Sensory Screening ♦ Early Childhood Mental Health Consultation ♦ Family Support for Children with Developmental Concerns ♦ Nutrition and Physical Activity ♦ Oral Health ♦ Well Child and Family Care
Professional Development	<ul style="list-style-type: none"> ♦ FTF College Scholarships ♦ Language Communication and Literacy in Early Care and Education Settings ♦ Professional Development for Early Care and Education Practitioners
Family Support and Literacy	<ul style="list-style-type: none"> ♦ Book Distribution ♦ Community Based Language and Literacy ♦ Family Resource Centers ♦ Family Support Coordination ♦ Family Support and Literacy Systems Change ♦ Helpline ♦ Home Visitation ♦ Home Visitation Coordinated Referral System ♦ Language, Literacy and Culture in Tribal Communities ♦ Parenting Education ♦ Partnering with the Child Welfare System ♦ Reach Out and Read
Community Awareness	<ul style="list-style-type: none"> ♦ Community Engagement ♦ Educational Promotion and Brand Awareness ♦ Media ♦ Parent Information and Resources
Evaluation	<ul style="list-style-type: none"> ♦ Evaluation

Grant Requirements

Brand Compliance

Acknowledgment of FTF Funding: the grantee shall recognize First Things First as a funding source of programs and services funded in whole or part under the awarded Grant Agreement in all publicly distributed print or electronic materials and in all formal oral presentations and media interviews related to those programs and services. The grantee shall make this recognition in a manner described in First Things First’s most current FTF Branding Guide, www.firstthingsfirst.org/grantee-resources/.

Review of Printed Materials: First Things First must review and approve all grantee publications and/or media funded or partially funded through the awarded Grant Agreement for compliance. The grantee shall submit to First Things First via PGMS all print and electronic materials related to the programs and services funded under the awarded Grant Agreement before publicly distributing those materials so that First Things First may first review and approve prior to release. If deemed necessary by First Things First, the grantee shall revise the materials as indicated by First Things First before publicly distributing the materials. First Things First shall have full and complete rights to reproduce, duplicate, disclose, perform, and otherwise use all materials prepared under the Grant Agreement.

Materials can be submitted through the PGMS Dashboard at <http://ftf/extranet/apps/pgms/pages/default.aspx>.

FTF Data Reporting Requirements

Depending upon the strategy, First Things First requires grantees to submit one or more of the following types of data and/or data reports. To determine the strategy-specific data requirements, refer to the FTF Data Requirements document in the Strategy Toolkit, which can be accessed on the First Things First website, <https://www.firstthingsfirst.org/strategy-toolkit/> by selecting the correct goal area and then selecting the “View” button next to the correct strategy.

1. Program Implementation Data

Purpose: To reflect grant implementation activities that inform program monitoring, quality assurance, quarterly reporting to Regional Partnership Councils, and FTF annual reporting requirements. Depending on the strategy, there are typically two program implementation reports that are required to be submitted:

- A. Program Narrative Report - a template that includes prompts for narrative responses that highlight implementation activities for the quarter. It can be used to elaborate on the successes and challenges of program implementation and “tell the story” behind the numbers. Program Narrative Reports are submitted through PGMS.
- B. Data Submission Report - a report that includes quantitative data that is submitted at an aggregate level for the quarter and/or state fiscal year via FTF web-based data templates in PGMS, flat files and/or file transfer protocols (FTP), or a report developed within an external data system required by FTF (e.g., Visit Tracker,

Registry). This report includes data on actual services provided and is used to monitor progress on meeting Contracted Service Units (CSU) and implementation requirements outlined in the Theory of Change, Standards of Practice, and Scope of Work.

Due Dates for Quarterly Reports

1 st Quarter: July 1 – September 30	Due: October 20*
2 nd Quarter: October 1 – December 31	Due: January 20*
3 rd Quarter: January 1 – March 31	Due: April 20*
4 th Quarter: April 1 – June 30	Due: July 20*

* If the due date falls on a weekend or holiday, then the following work day becomes the due date.

2. Demographic and Programmatic Outcome Data

Purpose of Demographic Data: To better understand the reach of FTF programs within and across strategies and regions and to ensure that services are provided to the intended audiences in alignment with the Scope of Work and Standards of Practice (as applicable).

Purpose of Outcome Data: To inform fidelity of implementation and to fully assess and document the impact and outcomes of FTF strategies for young children and their families and the professionals who serve them in Arizona. There are two types of outcome data reports that are required to be submitted (depending on the strategy) that inform these efforts: *Program Implementation Reports* and *Evaluation Outcomes Reports*. Refer to the FTF Data Requirements documents in the Strategy Toolkit for detailed information on these reports as they pertain to the strategy.

NEED TO KNOW

Data Change Request Form

In the event data reports need to be revised after submission and it is past the due date, a Data Change Request Form must be completed and submitted through the Communication Log in PGMS. The request will be reviewed by the Evaluation Team and you will be notified on how to proceed.

The form can be accessed on the PGMS Dashboard, under the Grantee Resources Section/Grant Implementation Resources Folder.

Staff Change Notification

1. New Staff/Change in Current Staff

When there is a change in your original program staffing, whether it is a new staff member hired or there is a change in existing staff members, a **Staff Change Notification** form must be submitted via the PGMS Communication Log within 14 days of hire. This form also requires a revised **Program Personnel Table** (inclusive of all fully or partially-funded personnel paid out of the grant.) Both forms are kept on file and compared against the personnel expenditures when reimbursements are submitted.

2. New Position/Change in FTE

When a new position is being proposed or if there are modifications/changes in level of effort to your original program staffing, a **Staff Change Notification** form, a revised **Program Personnel Table** (inclusive of all fully or partially-funded personnel paid out of the grant), and a **Budget Modification Request** that includes the justification for the new position must be submitted via the PGMS Communication Log.

3. PGMS Contact Change

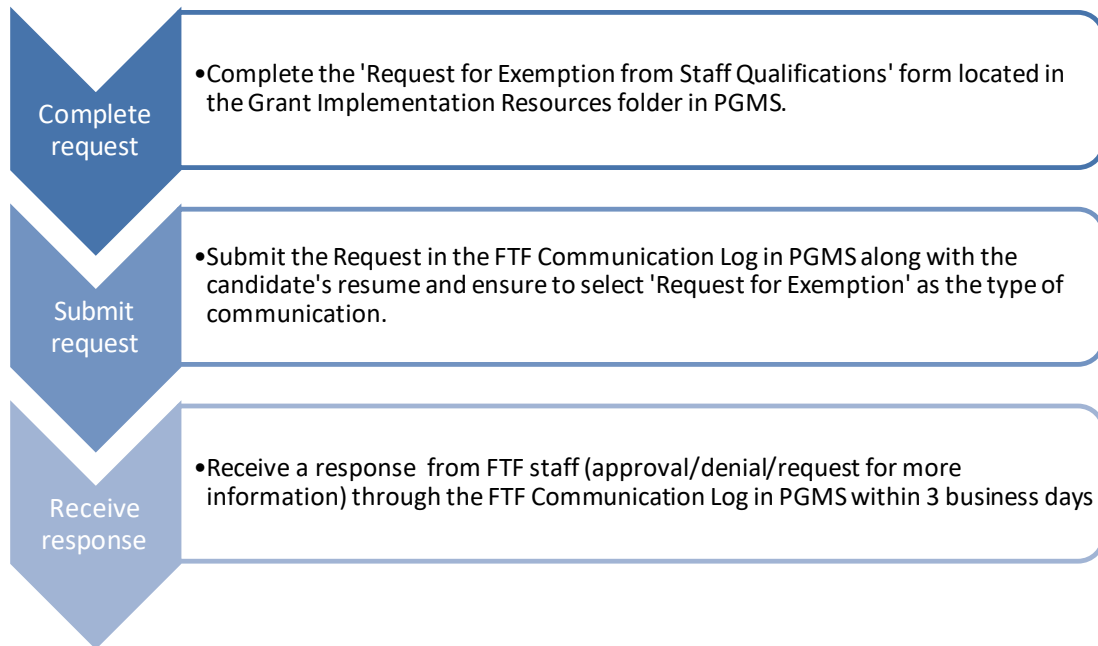
The Staff Change Notification form will also allow you to add and/or change individuals in PGMS for the Main, Program, Evaluation or Finance contacts.

NEED TO KNOW	PGMS Contact Access Levels
	<ul style="list-style-type: none"> • Main: All Access • Program: Access to narrative and data templates • Evaluation: Access to data templates • Finance: Access to reimbursement request reports
	A Staff Change Notification Form and an updated Program Personnel Table (inclusive of all fully or partially-funded personnel paid out of the grant) need to be submitted via PGMS Communication Log in order to change the assigned contacts.
	The form can be accessed on the PGMS Dashboard, under the Grantee Resources Section/Grant Implementation Resources Folder.

Request for Exemption from Staff Qualifications

First Things First requires specific staff qualifications for grant partner staff implementing or supporting a First Things First funded strategy. These staff qualifications can be found in the Staff and Supervisory standards sections of each strategy’s Standards of Practice - which can be accessed on the First Things First website, <https://www.firstthingsfirst.org/strategy-toolkit/> by selecting the correct goal area and then selecting the “View” button next to the correct strategy.

Beginning July 1, 2018, First Things First grant partners who experience significant barriers in recruiting staff that meets the staff qualifications outlined in the Standards of Practice may submit a Request for Exemption from Staff Qualifications. Grant partners must utilize the process outlined below to receive approval from First Things First, **prior** to offering a position and hiring a candidate who does not meet the staff qualifications.



If the Request for Exemption from Staff Qualifications is approved, submit a **Staff Change Notification** form and a revised **Program Personnel Table** (inclusive of all fully or partially-funded personnel paid for out of the grant) via the PGMS Communication Log within 14 days of hire.

Budget Modification Requests

First Things First makes grant awards based on the budget that was approved in the original application; however, there are circumstances which may necessitate the need for a budget modification. If the budget modification request would substantially alter the program or budget covered by the grant, then the modification must be accomplished by a formal written amendment signed by both parties. If it is a minor request, then a Budget Modification Request form must be submitted via the PGMS Communication Log and approval received **prior** to the implementation (or purchase) of any of the modifications.

Guidelines for budget modification requests:

- A request should directly support the grant’s scope of work (not alter it), be necessary to achieving the scope of work, should clearly support or enhance program implementation, and have an adequate level of justification for the change.

- Requesting additional funding over and above the amount originally awarded is not an allowed budget modification request.
- Approval must be received prior to incurring any expense that is not in the current approved budget. Changes of more than 10% into or out of a line item will be scrutinized more closely and reviewed on a case-by-case basis.

NEED TO KNOW	<p>Budget Modification Requests</p> <p>When: <u>Prior</u> to incurring any expense not in the current approved budget or when the anticipated expense will over expend the approved amount in the line item.</p> <p>How: Complete the Budget Modification Request form using the current approved budget as it is loaded in PGMS and include clearly written justification for why the request is necessary. Upload the form into the Communication Log in PGMS and notification will be sent back through the Communication Log when the request is approved or denied.</p> <p>The Budget Modification Request form can be accessed on the PGMS Dashboard, under the Grantee Resources Section/Grant Implementation Resources Folder.</p>
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Reimbursement Requests

- **Financial reimbursement requests should be submitted at least quarterly and no more frequently than once per month as stated in your grant.**
- Finance-related communication is submitted electronically through PGMS. Backup documentation specific to a reimbursement request is uploaded directly in the reimbursement request that it is associated with. (Please note: Other communication such as Budget Modification Requests or Staff Change Notifications are uploaded through the Communication Log.)
- Grantees must use the State of Arizona Travel Policy reimbursement rates for mileage, lodging, and meals for both in-state and out-of-state travel. For current Arizona state rates, visit: <https://gao.az.gov/state-arizona-accounting-manual-saam> - Travel Policy (Topic 50) & Reimbursement Rates (Section 95).

To expedite approval when submitting a reimbursement request:

- Make sure that you are requesting reimbursement for services or products that are in the current approved budget.
- Make sure that expenses are coded to the correct approved budget line item.
- Make sure that before you submit a reimbursement request, there are no over-expended line items. If overages are anticipated, a budget modification request should be submitted prior to submitting the reimbursement.
- Provide detailed descriptions of expenses that clearly explain what was purchased.
- Make sure that the budget categories in your documentation match the budget categories in the reimbursement request.

- For the **Personnel Services (Wages/Salaries)** line item:
 - Include the names of all staff for whom wages are being reimbursed.
 - Staff must be listed on the program personnel table. If they are not listed, a Staff Change Notification and updated Program Personnel Table must be submitted *prior* to submitting the reimbursement.
- For the **Travel** line item:
 - All travel expenses must comply with the state-approved rates.
 - For in-state travel, include the name of the staff member(s) who traveled and number of miles traveled.
 - For out-of-state travel, include the name of the staff member(s) who traveled, the location of travel, and the dates of travel.
 - When requesting meal and/or lodging reimbursement, the Meal and Lodging Reimbursement Form must be submitted with the reimbursement request. The form can be accessed on the PGMS Dashboard, under the Grantee Resources Section/Grant Implementation Resources Folder.
 - For days of departure and return involving an overnight stay, the meal and incidental reimbursement limitation is 75% of the full day rate of the night’s destination.
 - For days without involving an overnight stay, there are reimbursement limits allowed depending on time. *See form for limits.*

NEED TO KNOW	<p>Out-of-State Travel</p> <p>When requesting reimbursement for approved out-of-state travel, you <u>must</u> provide the following information:</p> <ul style="list-style-type: none"> • Name(s) of employee(s) traveling • Location of travel • Date(s) of travel
	<p>Meals and/or Lodging</p> <p>If requesting reimbursement for meals and/or lodging, the Meal and Lodging Reimbursement Form must be submitted with the reimbursement request.</p>
	<p>The form can be accessed on the PGMS Dashboard, under the Grantee Resources Section/Grant Implementation Resources Folder.</p>

Renewals

First Things First typically funds a 12-month contract for the fiscal year with varying renewal periods. Contract renewals are contingent upon Regional Council and statewide priorities, satisfactory contract performance, and availability of funds. If given the option to renew, renewal packets are sent out from the Grants and Contracts Team in March of each year. Receipt of a renewal packet does not guarantee renewal of the contract, it must first be approved by the Regional Council(s) at their April/May meeting and then it will go to the FTF Board for approval in June.

Fiscal Year-End Close Out

Final Reimbursements

The final request for reimbursement must be submitted no later than **August 15** (45 days after the end of the fiscal year) and should only include expenses obligated on or before **June 30**.

Year-End Budget Modifications

Since budget modification requests need prior approval before items can be purchased, there should be no budget modifications submitted after June 30.

- This is particularly important for items not previously approved since it should not be assumed that a request would be approved and the expense would need to be obligated by June 30.
- For items already approved and the request is to move funds into the current line-item to purchase more of that item, the expense would still need to be obligated by June 30 - so the same timeline applies for submitting budget modification requests to move the funding by June 30.
- If the budget modification request is to 'clean up' the budget - such as one approved line-item went a bit over (generally less than 10%) but under in another approved line item (not exceeding the total award amount), a budget modification isn't necessary.

First Things First Quality Assurance

With a commitment to comprehensively measuring the success of First Things First-funded programs, First Things First has developed a quality assurance system with the purpose:

- ✓ To assess how grantees are meeting performance and financial standards as agreed to in the contract, and adhering to the Standards of Practice and Scope of Work
- ✓ To identify areas of improvement that result in better, more efficient service delivery
- ✓ To determine if additional supports are necessary for the program to meet contract requirements
- ✓ To continuously improve the early childhood development and health system by providing and maintaining high-quality service delivery and identifying key practices that change outcomes for children

Types of Quality Assurance (QA):

Universal QA

FTF staff are responsible for conducting a periodic review of financial and data reports to assess and ensure a grantee is in compliance with fulfilling their contract deliverables. The strengths, issues, and/or concerns identified are used to help inform services and Regional Councils.

Information reviewed/monitored:

Financial -A financial review includes an assessment of various financial documents that can consist of, but are not limited to, reimbursement reports; budget modification requests; expenditure reports; operational policies and procedures; internal controls; general ledgers; and a chart of accounts. Grantees can expect at least one scheduled financial review during a grant cycle.

Program - In order to systematically monitor different aspects of a service or program to assess whether quality standards are being met, monitoring a grantee’s programmatic performance is conducted on an ongoing basis by assessing and analyzing their Data Submission(s) and Program Narrative reports.

Targeted QA

FTF’s Quality Assurance (QA) staff is responsible for conducting scheduled or specifically requested (e.g., due to a potential concern) QA site visits, inclusive of a comprehensive quality assurance assessment. Visits aim to gather a clear understanding of a program's strengths, challenges, environment, methods and processes, and address any implementation concerns or challenges the grantee may be experiencing.

Partner Grant Management System (PGMS)

PGMS Log In/Contract Access

For full instructions on how to log in and navigate PGMS, please see the User Guide for PGMS Extranet Log In and Contract Access, which is located on the Extranet Log In page: <http://extranet.azftf.gov/Extranet/Pages/default.aspx>

PGMS Contacts

PGMS allows four assigned contacts to have access, at various levels (see below), to the contract in the system. In order to change the assigned contact, submit a **Staff Change Notification** form via the FTF Communication Log in PGMS.

PGMS Contact Access Levels

Main: All Access

Program: Access to narrative and data templates

Evaluation: Access to data templates

Finance: Access to reimbursement request reports

NEED TO KNOW	<p>Troubleshooting</p> <p>If you do not log in within a 30-day period, you will need to reset your password. To reset, just click on the link “Reset Password” on the Log In page of the Extranet.</p> <p>If you try to log in three times unsuccessfully, you will be locked out of the system for 30 minutes. After 30 minutes, you can try to log in again.</p> <p>If you continue to have issues, you may need to:</p> <ul style="list-style-type: none"> • try a different browser; • try deleting the browsing history (it could be registering an old password); or • contact your IT department to assist with a possible security setting not allowing you to access the system. <p>For FTF technical support, please contact extranet@azftf.gov</p>
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Contacting First Things First

Communication between First Things First and grant partners is primarily through the Grants and Contracts Specialist, who will triage to the appropriate team/division.

The following logs are used to document and communicate activity with First Things First:

- **FTF Communication Log** - allows for documents to be uploaded by both FTF and the grant partner. This log is where to upload budget modification requests; staff change notifications and program personnel tables; or data change requests.
- **FTF Activity Log** - allows for communication between the grant partner and FTF to be documented. The grant partner can only view the activity log; they cannot make entries.



FIRST THINGS FIRST

Resources

COMMON ACRONYMS	
Acronym	Definition
AAP or AzAAP	American Academy of Pediatrics /Arizona Academy of Pediatrics The Arizona Chapter of the American Academy of Pediatrics is a professional membership association of pediatricians, pediatric subspecialists, academicians, hospital administrators and physicians, nurse practitioners, school nurses and other child health care providers. The AzAAP has built a network among pediatricians and other medical professionals and child advocacy organizations throughout Arizona, working collaboratively to improve the health and well-being of Arizona’s children and to further the education of pediatricians and the public in matters pertaining to children’s health and wellbeing issues.
ACCA	Arizona Child Care Association The Arizona Child Care Association is a non-profit professional trade organization governed by membership through a representative Board of Directors. ACCA’s mission is to represent private, licensed child care centers statewide and to promote affordable, quality early care and education that meets the needs of Arizona’s families and children.
ACEs	Adverse Childhood Experiences Adverse Childhood Experiences (ACEs) are potentially traumatic events that occur before a child reaches the age of 18. These events can have a long-term impact on an individual’s medical and social determinants of health.
ACS	American Community Survey is a yearly sample of population growth and poverty rates for counties with more than 65,000 people. Data is reported for the entire county, by the U.S. Census Bureau.
ADE	Arizona Department of Education The Arizona Department of Education is the state agency responsible for administration and oversight of Arizona’s K-12 public schools. ADE also serves as the administrative body for Early Childhood Special Education for children 3 to 5 years old and other early childhood education programs.
ADOA	Arizona Department of Administration The Arizona Department of Administration oversees training, technical assistance, compliance review and monitoring, evaluation, dissemination of information, administration and allocation of funds and recognition of excellence in agencies and branches of Arizona state government. It provides customers, both internal and external, with administrative service in the following areas: Accounting, Human Resources, Budget and Strategic Planning, Procurement, Facilities Management, Grants Management, and Audit Resolution, Contract and Cost Allocations for the Department.
ASU	Actual Service Unit Actual Service Unit represents the true number of units served or number of products/services delivered during the contract year.
AzAEYC	Arizona Association for the Education of Young Children The local affiliate of the National Association for the Education of Young Children (NAEYC).
ADHS	Arizona Department of Health Services The Arizona Department of Health Services oversees a wide array of programs and services designed to protect and ensure the health of the state’s diverse population. These include public health, including maternal and child health, disease prevention and control, emergency medical services, emergency preparedness and response, state laboratory services, public health data and statistics and vital records; and the licensing and certification of health and child care facilities.
AHCCCS	Arizona Health Care Cost Containment System The Arizona Health Care Cost Containment System is Arizona’s Medicaid program, designed to deliver quality managed care for eligible citizens, including young children. AHCCCS contracts with health plans and other program contractors. AHCCCS receives federal, state and county funds to operate.

AzEIP	<p>Arizona Early Intervention Program</p> <p>The Arizona Early Intervention Program (pronounced A-zip) is a statewide interagency system of support and services for families of eligible children, birth through 36 months of age, with developmental delays or disabilities. AzEIP is established by Part C of the Individuals with Disabilities Education Act (IDEA). Arizona Department of Economic Security (ADES)/AzEIP leads the early intervention system in collaboration and agreement with the following state agencies: Arizona Department of Economic Security (ADES)/Division of Developmental Disabilities (DDD), Arizona Department of Education (ADE), Arizona Department of Health Services (ADHS), Arizona Health Care Cost Containment System (AHCCCS), and Arizona State Schools for the Deaf and the Blind (ASDB).</p>
AzELDS	<p>Arizona Early Learning Development Standards</p> <p>Arizona’s <i>Program Guidelines for High Quality Early Education: Birth through Kindergarten</i>, revised by the ADE in partnership with First Things First, is a set of recommended practices for programs to use as they strive for excellence in the care and education of young children throughout Arizona. This document is intended to provide guidance by delineating quality and providing a set of indicators that concretely describe what a program will look like when providing high quality early care and education for children birth through age 6.</p> <p>Link to AzELDS</p>
BIE	<p>Bureau of Indian Education</p> <p>The federal Bureau of Indian Education, formally known as the Office of Indian Education Programs, oversees educational opportunities from early childhood to adulthood, to assure tribal members’ cultural and economic wellbeing in keeping with the wide diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities. There are 183 elementary and secondary schools within the BIE system serving approximately 48,000 students. Of these schools, 59 are BIE-operated and 124 are tribally controlled through BIE contracts or grants.</p>
CAA	<p>Children's Action Alliance</p> <p>Children's Action Alliance is a non-profit, non-partisan organization dedicated to promoting the well-being of all of Arizona's children and their families through research, publications, media campaigns and advocacy.</p>
CACFP	<p>Child and Adult Care Food Program</p> <p>The United States Department of Agriculture Child and Adult Care Food Program is available to public or private child care providers. This program, administered in Arizona by ADE, reimburses providers for nutritious meals served while children are in care and education settings. The CACFP is not a child care program, but an effort to improve nutrition for children and adults. Participating child care providers must be licensed or certified or submit to a fingerprint and background check to qualify for reimbursement.</p>
CCHC	<p>Child Care Health Consultant</p> <p>A child care health consultant is a health professional who is trained and to work with early care and education programs provides consultation to child care providers to assure the health and safety of children cared for in these settings, and has knowledge of community health resources and regulations.</p>
CCR&R	<p>Child Care Resource & Referral</p> <p>Child Care Resource and Referral is a statewide program in Arizona that helps families find child care. CCR&R also provides information about community training and resources for child care providers and the early childhood community. This program is funded by the Arizona Department of Economic Security, Child Care Administration through federal funding.</p>
CDA	<p>Child Development Associate</p> <p>A CDA is a credential awarded by the National Council for Professional Recognition to professionals working in one of three early care and education settings – child care centers / preschools, family child care and home settings receiving services of a home visitor. There are endorsements associated with particular age groups (infant/toddler or preschool endorsement), as well as language (bilingual endorsement).</p>

CLASS	<p>Classroom Assessment Scoring-System Developed by Robert Piñata at the University of Virginia is a tool for analyzing the quality of teacher-student interactions in the classroom. It produces qualitative ratings of teacher performance on a scale from 1-7 across three broad domains: emotional support, classroom organization, and instructional support.</p>
CQI	<p>Continuous Quality Improvement Continuous quality improvement is a management philosophy used by organizations to better their processes. It is a collaborative process of continuous self-monitoring, reflection, and quality improvement. Data are typically reviewed on a regular basis to assess progress, adjustments are made based on the data, and progress is revisited following adjustments.</p>
CSU	<p>Contracted Service Unit A Contracted Service Unit represents the number of units contracted to be served or the number of products/services proposed to be delivered during the contract year.</p>
DAP	<p>Developmentally Appropriate Practice Developmentally appropriate practice is the term used by The National Association for the Education of Young Children (NAEYC) to describe an approach to education that focuses on the child as a developing human being and lifelong learner. This approach recognizes the child as an active participant in the learning process, a participant who constructs meaning and knowledge through interaction with peers and adults, materials and the environment. The teacher is an active facilitator who helps a child create meaning from the various activities and interactions encountered throughout the day. Developmentally appropriate practices result from the process of professionals making decisions about the well-being and education of children based on at least three important kinds of knowledge related to:</p> <ol style="list-style-type: none"> 1. Child development and learning 2. The strengths, interests, and needs of each individual child in the group 3. The social and cultural contexts in which children live. <p><i>Copyright © 1997. All rights reserved. NAEYC Position Statement.</i></p>
DEC	<p>Division for Early Childhood The Division for Early Childhood is an international membership organization for those who work with or on behalf of young children with disabilities and other special needs. Its mission is to promote policies and advance evidence-based practices to support the optimal development of children with special needs.</p>
DCS	<p>Department of Child Safety (formerly known as Child Protective Services (CPS)) The Arizona Department of Child Safety is charged with child protection, serving as a visionary leader in primary prevention and partnering with other family-serving agencies and community organizations to improve community health and strengthen families.</p>
DDD	<p>Division of Developmental Disabilities Located within DES, the Division of Developmental Disabilities provides services and supports to children and adults with developmental disabilities to assist with self-sufficiency and independence. The division also assists and supports family members and others who are caring for children and adults with disabilities. DDD is also a provider of AzEIP services under DES.</p>
DEI	<p>Diversity, Equity and Inclusion Diversity is the presence of differences within a given setting. Equity is the process of ensuring that processes and programs are impartial, fair and provide equal possible outcomes for every individual. Inclusion is the practice of ensuring that people feel a sense of belonging in the workplace. First Things First’s equity vision statement: https://www.firstthingsfirst.org/wp-content/uploads/2021/12/FTF-Equity-Vision-Statement-2021.pdf</p>
DES	<p>Department of Economic Security The Arizona Department of Economic Security is a state agency whose mission is to promote the safety, well-being, and self-sufficiency of children, adults, and families. Within this state agency, the Child Care Administration is responsible for distribution of federal funds from the Early Childhood Development Block Grant, as well as state funding for child care subsidies.</p>

DIBELS	<p>Dynamic Indicators of Basic Early Literacy Skills</p> <p>The Dynamic Indicators of Basic Early Literacy Skills are a set of standardized, individually administered assessments of early reading development. They are designed to be short (1 minute) fluency measures used to regularly monitor the development of pre and early reading skills such as letter identification.</p>
ECE	<p>Early Care and Education or Early Childhood Education</p> <p>Activities and/or experiences that are intended to effect developmental changes in children prior to their entry into kindergarten. Although ECE can refer to experiences a child has in the home with a parent or primary caregiver, the term is often used to describe preschool or child care programs. Early care and education takes many forms depending on the theoretical and educational beliefs of the educator / parent.</p>
ECMHC	<p>Early Childhood Mental Health Consultation</p> <p>Early Childhood Mental Health Consultation (ECMHC) is an evidence based program designed to support the social and emotional well-being of children by building the skills and capacity of early care and education (ECE) professionals, home visitors and/or family, friend and neighbor (FFN) programs to effectively interact with and support children and their families.</p>
ECQUIP	<p>Early Childhood Quality Improvement Practices</p> <p>Early Childhood Quality Improvement Practices is a system for program improvement developed by ADE for schools receiving state funding through the Early Childhood Section of ADE. There are two parts to the ECQUIP process: an annual self-assessment conducted by the local district or charter and an onsite validation visit by ADE every six years.</p> <p>https://cms.azed.gov/home/GetDocumentFile?id=587957efaadebe0c98a8053c</p>
ELS	<p>Early Learning Standards</p> <p>Early Learning Standards are documents that states have produced to describe what children should know and be able to do at certain stages of development before they start kindergarten. In Arizona, the document is known as the Arizona Early Learning Standards. The Arizona Early Learning Standards were developed by the Department of Education and are considered appropriate for all children 3 to 5 years of age. First Things First is developing the Infant and Toddler Developmental Guidelines for use with children birth to age 3. Early care and education professionals and other family service providers use early learning standards as a framework to plan quality learning experiences for young children.</p> <p>https://www.azed.gov/sites/default/files/2015/02/Arizona%20Early%20Learning%20Standards_4th%20Edition_2021.pdf</p> <p>https://www.azed.gov/sites/default/files/media/Arizona%20Early%20Learning%20Standards_2022_Spanish.pdf</p>
EPSDT	<p>Early and Periodic Screening, Diagnosis, and Treatment</p> <p>The Early Periodic Screening, Diagnosis, and Treatment Program is the child health component of the federal Medicaid program. It is required in every state and is designed to improve the health of low-income children by financing appropriate and necessary pediatric services. EPSDT is a mandatory set of services and benefits for all individuals under age 21 who are enrolled in Medicaid.</p>
ERS ECERS-R/ ITERS-R/ FCCERS-R	<p>Environmental Rating Scales</p> <p>The Environmental Rating Scales are valid and reliable assessment tools that measure indicators of quality in early care and education settings. The ERS tools focus on environmental factors such as the accessibility of learning materials, health and safety procedures, supervision of children and personal care routines. The ERS includes three individual assessments: one for center-based preschool classrooms, one for center-based infant and toddler classrooms and one for family child care home settings. The Early Childhood Environmental Rating Scale-Revised measures quality in preschool classrooms, the Infant Toddler Environmental Rating Scale-Revised measures indicators of quality in infant and toddler classrooms, and the Family Child Care Environmental Rating Scale-Revised measures the quality of family child care home settings.</p>

FFN	<p>Family, Friend, and Neighbor Care</p> <p>Care that takes place in the child’s or caregiver’s home during the day, evening, or overnight, generally based upon the caregiver’s prior relationship with the child and family. The family part of FFN includes older siblings, grandparents, aunts, uncles, and cousins, although research shows the great majority of the family members providing FFN care are grandparents. Friends and neighbors are caregivers unrelated to the child or children in their care. FFN care is usually provided for free or by barter, although a fee may also be paid. Family, Friend and Neighbor care, which is most generally unregulated, is also referred to as Kith and Kin care.</p>
FQHC	<p>Federally Qualified Health Center</p> <p>Federally Qualified Health Centers are community-based health care providers that receive funds from the HRSA Health Center Program to provide primary care services in underserved areas. They must meet a stringent set of requirements, including providing care on a sliding fee scale based on ability to pay and operating under a governing board that includes patients.</p>
FRC	<p>Family Resource Center</p> <p>Family Resource Centers are welcoming, safe, and accessible community hubs that provide flexible, multi-generational, family-focused, and culturally responsive information, resources, and services covering a wide range of topics. Family Resource Centers provide services for families of children birth to age 5 that build on the five key Protective Factors, developed by the Center for the Study of Social Policy (CSSP): Parental Resilience, Knowledge of Parenting and Child Development, Social Connections, Social and Emotional Competence of Children, and Concrete Support</p>
FTF	<p>First Things First</p> <p>First Things First is Arizona’s early childhood agency, committed to the healthy development and learning of young children from birth to age 5.</p>
GRA	<p>Grant Agreement or Tribal Grant Agreement</p> <p>Legal documents describing tasks agreed upon and to be accomplished and/or funds to be paid to one governmental agency (i.e. city, county, tribal, school/district or other) from another (i.e. FTF Statewide or FTF Regional Council).</p>
HFA	<p>Healthy Families Arizona</p> <p>An evidence-based home visitation model.</p>
HS and EHS	<p>Head Start and Early Head Start</p> <p>Head Start is a comprehensive federal child development program that serves children from ages 3 to 5 and their families. Early Head Start serves children under age 3 and pregnant women. The program is child-focused and has the overall goal of increasing the school readiness of young children in families living at or below the poverty level. Federally funded program grantees and delegate agencies deliver a range of services that encompass all aspects of a child's development and learning.</p>
IDEA	<p>Individuals with Disabilities Education Act</p> <p>Individuals with Disabilities Education Act is a federal special education law that mandates a free and appropriate public education for all children with disabilities under age 21.</p>
IEP	<p>Individual Education Plan</p> <p>An Individual Education Plan is a written plan developed by the family and a school's special education team to specify a child's current levels of development, goals for learning, and the supports to be provided to attain those goals within natural environments, such as the home, child care center or school.</p>
IFSP	<p>Individual Family Service Plan</p> <p>An Individual Family Service Plan is completed for families with children from birth to age 3 who are participating in early intervention or other support services. The written plan is developed in partnership between a family and a team of early intervention service providers working with the family, and the IFSP describes a family’s priorities and interests related to the child, the outcomes the family would like to experience as a result of early intervention or support services, and how the service providers will support the family in attaining the outcomes. Home visiting and other family support programs may also use the term “Family Service Plan” to indicate the written plan to achieve family and adult goals.</p>

IHS	<p>Indian Health Service</p> <p>Indian Health Service is an agency within the U.S. Department of Health and Human Services responsible for providing federal health services to American Indians and Alaska Natives. The provision of health services to members of federally-recognized tribes grew out of the special government-to-government relationship between the federal government and Indian tribes. The IHS is the principal federal health care provider and health advocate for Indian people; its goal is to raise health statuses to the highest possible level. The IHS currently provides health services to approximately 1.9 million American Indians and Alaska Natives who are members of more than 564 federally recognized tribes in 35 states.</p>
ISA	<p>Interagency Service Agreement</p> <p>Legal documents describing tasks agreed upon and to be accomplished and/or funds to be paid from one state agency to another.</p>
ITCA	<p>Inter-Tribal Council of Arizona</p> <p>ITCA operates more than 30 projects to provide on-going technical assistance and training to tribal governments in program planning and development, research and data collection, resource development, management and evaluation. The goal of ITCA and its commitment to the member tribes is to ensure the self-determination of Indian tribal governments through their participation in the development of the policies and programs which affect their lives.</p>
KDI	<p>Kindergarten Developmental Inventory</p> <p>The Kindergarten Developmental Inventory is an optional assessment that kindergarten teachers use to obtain an in-depth understanding of the developmental strengths and needs of every child as they enter kindergarten. It is used as the foundation for an ongoing progress monitoring tool to be used throughout the school year to help teachers identify the depths of each child’s knowledge and abilities in all areas of development: (1) Social and Emotional, (2) Language and Communication, (3) Approaches to Learning, (4) Cognitive, and (5) Physical.</p>
KEA	<p>Kindergarten Entry Assessment</p> <p>As required by statute, beginning in the 2022-2023 school year, the State Board of Education shall adopt a statewide Kindergarten entry evaluation tool to administer to pupils in Kindergarten programs within forty-five calendar days after the beginning of each school year or within forty-five calendar days after a pupil enrolls. This statewide Kindergarten entry evaluation will be known as the Kindergarten Entry Assessment.</p>
LEA	<p>Local Education Agency</p> <p>A Local Education Agency refers to a public school district, or a body that oversees multiple schools. The responsibilities of a LEA may include operating the local public school system, distributing grant money to school projects and contracting for educational services.</p>
MIECHV	<p>Maternal, Infant, and Early Childhood Home Visiting Program</p> <p>The Maternal, Infant, and Early Childhood Home Visiting (MIECHV) is a federally funded program that supports pregnant people and parents with young children who live in communities that face greater risks and barriers to achieving positive maternal and child health outcomes. Families choose to participate in home visiting programs, and partner with health, social service, and child development professionals to set and achieve goals that improve their health and well-being.</p>
NAEYC	<p>National Association for the Education of Young Children</p> <p>NAEYC is a national professional organization for the early care and education field, which also has local affiliates which carry out work at the state and community level to improve the quality of early care and education programs and increase the knowledge and skills of the early care and education workforce.</p>
NFP	<p>Nurse Family Partnership</p> <p>An evidenced-based home visitation model.</p>
OML	<p>Open Meeting Law</p> <p>State law which states that meetings of public bodies (FTF Board and Regional Councils) must be conducted openly, and meeting notices and agendas must be provided that contain information as is reasonably necessary to inform the public of the matters to be discussed or decided.</p>

PAT	Parents As Teachers An evidenced-based home visitation model.
PGMS	Partner and Grant Management System FTF's electronic grant management system.
PCPP	Professional Career Pathways Project Professional Career Pathways Project is a scholarship program funded through DES and offered at community colleges throughout Arizona for early care and education coursework only. The recipient must be employed in a DES or DHS regulated home or center-based setting, directly with children birth to age 5. Volunteers may also have limited access to participation in the scholarship program.
Part B/Section 619	Refers to Part B of the Individuals with Disabilities Education Act, which addresses requirements for providing special education services for children (ages 3 through 21 years). Section 619 specifically addresses special education services for preschool aged children (ages 3 to 5 years).
Part C/Early Intervention	Part C of the Individuals of Disabilities Education Act (IDEA) authorizes early intervention services in every state and territory of the United States, for families of eligible children (birth through 36 months of age) with developmental delays or disabilities. The purpose of early intervention under Part C of IDEA is to provide families of eligible children access to services to enhance their capacity to support the child's development.
PEDS	Parent's Evaluation of Developmental Status PEDS is a standardized developmental screening and surveillance tool to identify a child who may be in need of further evaluation for needed intervention services. PEDS is aligned with American Academy of Pediatrics guidelines and serves well for early detection of developmental concerns.
QA	Quality Assurance First Things First conducts quality assurance activities with all grantees by reviewing submitted narrative programmatic and data reports, communications, and other documentation to determine areas of progress and improvement needed for system strategies overall and to provide information to Regional Partnership Councils and the Board about specific strategy implementation.
QF	Quality First A signature program of First Things First – partners with child care and preschool providers to improve the quality of early learning across Arizona
QIRS	Quality Improvement and Rating System A systematic approach to assess, improve, and communicate the level of quality in early care and education programs. Based upon defined program standards, these systems provide an opportunity to (1) increase the quality of care and education for children; (2) increase parents' understanding of and demand for higher quality care; (3) increase professional development of early childhood providers; and (4) provide information and accountability to policymakers for funding. (National Child Care Information Center.)
RBHAs	Regional Behavioral Health Authorities ADHS-Division of Behavioral Health Services contracts with community based organizations, known as Regional Behavioral Health Authorities, to administer behavioral health services throughout Arizona. RBHAs function similarly to health maintenance organizations by contracting with a network of service providers to deliver a full range of behavioral health care services, including prevention programs for adults and children, a full continuum of services for adults with substance abuse issues and general mental health disorders, adults with serious mental illness and children with serious emotional disturbance. The state is divided into six geographical service areas served by four RBHAs.
RFGA	Request for Grant Application Request for Grant Application is the primary mechanism used by First Things First to solicit proposals and award grant funding to community entities for the implementation of strategies approved in regional or statewide funding plans. Eligible entities respond to an RFGA with a competitive grant application that is reviewed by community stakeholders, with final recommendations for grant awards approved by the FTF State Board.

RNA	<p>Regional Needs and Assets report</p> <p>First Things First Needs and Assets reports are produced every other year, alternating between a statewide and a regional focus. Each FTF Needs and Assets report provides a snapshot of the demographic characteristics within the state or region of young children ages birth to five and their families. Also included are the early care, development and health systems, services and other assets available to young children and their families, as well as areas in which the state or region has unmet needs for these systems and services.</p>
SFAZ	<p>Strong Families AZ</p> <p>Strong Families AZ is committed to helping families, particularly by providing help for new parents with young children and pregnant mothers. To provide this help, Strong Families AZ has a number of home visiting programs designed for different needs, including low income families, parents who have children with developmental disabilities, parents interested in learning how to monitor the progress of their child’s mental and physical development, and more.</p>
SOP	<p>Standards of Practice</p> <p>A document developed by FTF for each strategy that includes the recommended practices for early childhood programs that have been identified to be highly effective in supporting young children’s growth and learning</p>
SOW	<p>Scope of Work</p> <p>The area in a grantee agreement or RFGA where the work to be performed is described.</p>
TA	<p>Technical Assistance</p> <p>Technical Assistance is a response to a specific need for information, direct instruction, modeling, or a combination of these, or the request of support from an expert. Strategies for the delivery of TA include consultation (on-site or by phone), training and resource sharing. Technical assistance often includes a written agreement between the TA provider and the requesting person or group. TA may also be offered when performance of contracted services does not conform to service specifications.</p>
TSU	<p>Target Service Unit</p> <p>A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number). Target Service Number represents the number of units proposed to be served or number of products/services proposed to be delivered during the contract year.</p>
WIC	<p>Women, Infants and Children Program</p> <p>The Women, Infants and Children’s program is a federally funded program providing recipients with nutritious food, nutrition education, and referrals. WIC serves pregnant, breastfeeding, and postpartum women, as well as infants and children under age 5, who meet WIC eligibility guidelines.</p>

GLOSSARY OF COMMON TERMS	
Term	Definition
Access/ Accessibility	Accessibility refers to the ability of a family with young children to find and receive the support and services they need that meet their specific needs, including location, timeliness and affordability.
Accountability and Monitoring	Accountability and monitoring processes are in place to ensure that services for children and families are carried out efficiently, economically, effectively, ethically and equitably, while achieving desired program outcomes.
Affordability	Affordability refers to the ability of a family to access quality child care that is within reach of their family budget. Affordability strategies are those that pay a portion of the cost of child care for low-income parents to offer them more options in choosing a child care provider to meet their needs.
Arizona Early Childhood Workforce Registry	<p>The registry is a comprehensive, consistent, and accessible system designed to meet the professional development needs of Arizona’s early childhood professionals from entry to advanced levels and promote high quality professional development.</p> <p>The Registry is a web-based system that enables early childhood professionals and those interested in an early education career to find and register for professional development opportunities, as well as keep a record of their experience, education, professional development, and credentials in a central location.</p>
Arizona Parent Kit	The Arizona Parent Kit is a signature program of First Things First. The kit contains resources to help parents support their child in each phase of their early development, from baby to toddler to preschooler.
Assessment	The process of collecting information to measure the progress or performance of a person, group or system.
Benchmark	A point of reference by which indicators or objectives can be measured in the attainment of a defined goal.
Best Practice	Best practice asserts that there is a technique, method or process that is highly effective at delivering a particular outcome. Best practice can also be defined as the most efficient (least amount of effort) and effective (best results) ways of accomplishing a task, based on repeatable procedures that have proven themselves over time for large numbers of people. Best practices are often contained in the standard of practice for a given strategy and are used to describe the process of developing and following a standard way of doing things that multiple organizations (or regions) can replicate and use for management, program implementation, policy and evaluation.
Birth to Five Helpline	The Birth to Five Helpline is a signature FTF program and is available for all families with young children looking for the latest child development information from experts in the field. Professionals may also take advantage of this free service. Staffed by early childhood development specialists, registered nurses, disabilities specialists, early literacy specialists, and mental health counselors, the Helpline provides a toll-free number for all Arizona families with young children, and parents-to-be, to call with questions or concerns about their infants, toddlers and preschoolers.
Branding	The marketing practice of creating a name, symbol or design that identifies and differentiates a product from other products. A strong brand makes a promise, and transcends programmatic details. In order to advance the early childhood and First Things First brand, we have created the First Thing First Branding Guide.

Budget Modification	A budget modification is requested by a Grantee when they need to move money between budget line items in order to manage their budget more effectively.
Child Care Health Consultation	Child care health consultation by a health professional to build the capacity (and improve the abilities) of early care and education staff and programs providers to assure the health and safety of children cared for in these settings.
Child Health	Child health is a state of physical, mental, intellectual, social and emotional well-being and not merely the absence of disease or infirmity. Healthy children live in families, environments, and communities that provide them with the opportunity to reach their fullest developmental potential.
Child Welfare Policy	Established guidelines and best practices for FTF grant partners as they interface with child welfare entities and serve families involved in the child welfare system.
Children with Special Health Care Needs	Children with special health care needs have, or are at increased risk for, a chronic physical, developmental, behavioral, or emotional conditions, and also require health and related services of a type or amount beyond those generally required by children. (Definition adapted from: https://mchb.hrsa.gov/programs-impact/focus-areas/children-youth-special-health-care-needs-cyshcn).
Coaching	Coaching is an adult learning strategy that incorporates reflective practices to enhance skills and build competencies that support quality services to young children and families. Coaches collaborate with service providers to provide individualized assistance, which may be delivered on-site, through phone or other communication. Coaches facilitate a learning environment in which service providers can analyze current practices through assessment and self-reflection, and then set goals for improvement. Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.
Collaboration	Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations or community leaders that requires a commitment to mutual relationships and goals, a jointly developed structure and shared responsibility, mutual authority and accountability for success, and shared resources and rewards.
Compliance	The act of being in alignment with (FTF) programmatic and fiscal standards, guidelines, terms/conditions, regulations and/or legislation.
Consultation	Consultation is a systematic process to help professionals and parents address concerns, identify goals and make improvements. It is an indirect service delivery model in which a consultant (e.g. early childhood educator, therapist, health professional) and a client work together to address an area of concern or a common goal for change.
Coordinate	To coordinate is to plan, determine roles, avoid duplication of services and open communication channels between organizations and individuals. Authority rests with individual organizations; however, responsibility for program outcomes is shared. Procedures and protocols are exchanged and aligned to ease utilization and participation by community members and service customers.
Dental Home	The ongoing relationship between a dentist and patient inclusive of all aspects of oral health care, delivered in a comprehensive, continuously accessible, coordinated and family-centered way.

Developmental Screening	The use of a brief procedure or standardized instrument designed to identify those who may need further assessment to verify developmental and/or other health risks.
Early Childhood	The period in life which is defined by the profession as the years between birth and age 8, though the statute for First Things First places the focus on birth through age 5 and experiences prior to entry into kindergarten.
Early Childhood Development and Health	For the purposes of First Things First, includes the array of programs, services, and supports in early care and education, health and family support that serve children from birth to age 5 and their families.
Early Childhood Special Education	Refers to the identification and service delivery of specialized services such as education, speech, occupational, or physical therapy to preschool age children (3 to 5 years) with identified special needs.
Early Childhood System	Refers to the entirety of early care and education, health, family support, early literacy, and professional development components that serve children birth to age 5 and their families.
Early Intervention	Typically refers to the specialized services, programs and therapy support provided to children birth to age 3 who have been identified with special health care or developmental needs.
Early Language and Literacy	Various programs and services for families that focus on conducting activities intended to increase parents' knowledge of their children's emerging literacy development, so they can best support their child's development in this area. An example is the Title 1 Even Start/Family Literacy Program which brings together parents and their preschool children within a learning environment. Programs include specific educational objectives for the adult and the children through a comprehensive, intergenerational approach. Existing sites across Arizona are funded and administered through ADE Early Childhood Education and target low income families.
Evidence informed programs	Programs or services that have a clearly articulated theory of change (logic model) and have had some evaluation of the outcomes. This can be based on one program or service model that has been evaluated in multiple settings. An evidence-informed program cannot be based on the evaluation of a program in only one setting, even if it has been done for many years in a community and everyone likes it.
Evidenced based Programs	Programs that have been validated by documented and scientific research and the evidence has gone through a peer review process. Evidence is established through scientific research that has had a comparison between an intervention group and a control group where the intervention group has had a significant impact. Peer review means that someone external to the program or research team has reviewed the methodology and the findings to determine if standards were met.
Family	Family includes biological and adoptive parents, grandparents, aunts, uncles, siblings, guardians or other adults, including extended family members, defined by law or custom of the Tribe, country or cultural group, who provide primary care of a child within a household.
Fidelity	The degree to which a program is implemented according to a specified and proven model.
Financial Incentives	Financial incentives, as used by First Things First, are available through the Quality First program and may be provided to support program improvement, the costs of providing high-quality services, or to reward achievement of quality improvement. Incentives are also tied to other strategies such as those that attract and retain special health providers and reward early education professionals for attaining education milestones.

Goal	Broad measurable statement of intent to set a future direction or desired accomplishment. The goal communicates the direction of (more, less, maintain) the result statement. Goals indicate what FTF will do as part of the comprehensive early childhood system. Each goal is a piece of a larger picture and is inextricably interrelated and linked with the other goals.
Goal Area (FTF)	First Things First has identified 6 goal areas: Health; Quality and Access; Professional Development; Family Support; Coordination, Community Awareness and Evaluation.
Grant Amendment	A written document signed by FTF’s CFO/COO and the Grantee that is issued for making changes in the grant agreement. Grant amendments are issued when an agreement is being renewed or if there is a change in the scope of work. Amendments are rarely issued for an agreement that resulted from a competitive solicitation process.
Grantee	An organization who contracts with FTF to provide services in the community
Health Screening	Health screening refers to a standardized set of questions or procedures used to determine if any concerns with a child’s health (e.g., vision, hearing, oral health, or development) require further investigation with a pediatric provider.
High-Quality	First Things First defines high quality early care and education, health, and family support programs as those providing children with the greatest opportunities to reach their maximum potential in life.
Home Visiting / Home Visitation	Home visiting programs are voluntary and provide participating families of young children with information, support and education on parenting, child development, early learning and health within their homes, while facilitating linkages to other resources or programs, as needed. A variety of models exist to address the spectrum of needs, from those that are universal for all families with young children to more targeted, comprehensive interventions for particular populations, such as first time parents, teen parents, parents with premature babies, families at-risk for abuse or neglect, and low income families.
Inclusion	Inclusion in early childhood pertains to the values, policies, and practices implemented so that every infant and young child and his or her family, regardless of ability, can fully participate in a wide range of activities within various settings. Inclusive settings should include, but are not limited to homes, Head Start programs, schools, early care and education settings, places of worship, recreational locations (such as community playground and community events) and other settings that all children and families enjoy. (Definition adapted from DEC/NAEYC, 2009).
Indicator	A statistic or data source used to measure current conditions as well as identify trends.
Infant Mental Health Specialist	Infant Mental Health Specialists are early childhood professionals with a set of core beliefs and distinct skills, training experiences, and clinical strategies, who incorporate a comprehensive, intensive and relationship-based approach to working with young children birth through age 2 and their families.
Infant-Toddler Specialist	Infant-Toddler Specialists work with young children from birth through age 3 in a variety of early care and education settings. It is the responsibility of specialists to both nurture and provide developmentally appropriate education for children, as well as build relationships with the child’s family members. In fact, working with the families is as important to the specialist as working with the children. The specialist recognizes and honors the culture and needs of the families in all aspects of the program.

Logic Model	A sequential program planning, implementation, and evaluation process that identifies and links all elements to achieve positive impacts on individuals and the community. Using a logic model supports strong program/project planning and design, promotes realistic expectations, leads to identification of meaningful evaluation data, assists in monitoring progress and tracking changes so that successes can be replicated and mistakes avoided.
Medical Home	A model of delivering primary care that is accessible, continuous, comprehensive, family-centered, coordinated, compassionate and culturally effective. (American Academy of Pediatrics).
Mentor	A one-on-one relationship between two individuals which functions over time to facilitate the transfer of knowledge, skills, attitudes, beliefs, and values between a more experienced individual (called a mentor) and a less experienced individual (called a protégé). The relationship may include coaching, tutoring, training, guiding and self-reflection in order to assist the protégé to advance her/his career, enhance her/his education, build skills and develop professional networks.
Monitoring	A system or process designed to check, record, and track progress of any program, service or organization on a regular basis. Monitoring is generally accomplished by comparing performance to a set of expected standards. Examples in early childhood include licensing regulations, Head Start Performance Standards, and quality improvement and rating systems.
Oral Health	Oral health is multifaceted and includes the ability to speak, smile, taste, touch, chew, swallow, and convey a range of emotions through facial expressions with confidence and without pain, discomfort, and disease of the craniofacial complex. Oral health encompasses the health of the mouth. (Definition obtained from the World Dental Federation https://www.fdiworlddental.org/fdis-definition-oral-health)
Priority Areas	The FTF SFY24-27 six priority strategy areas were selected based on the FTF vision, mission, statutory objectives as well as FTF’s unique role, other organizations’ roles and areas of need which are not already the responsibility of another agency. The prioritized six strategy areas include: 1. Quality First 2. Access to Quality Care 3. Professional Development for Early Childhood Education Professionals 4. Building Awareness of the Importance of the Early Years 5. Educating Families and Caregivers 6. Navigating and Connecting Families to Resources. These six strategy areas currently account for 85% of FTF funding statewide.
Professional Development	Professional development generally refers to ongoing learning opportunities available to professionals to enhance skills, knowledge and career advancement. Early childhood professional development encompasses all types of facilitated learning opportunities, including college coursework, conferences/workshops, observation and practice, coaching/mentoring, communities of practice, lesson study, reflective supervision and technical assistance.
Program Standards	Program Standards are the recommended practices for early childhood programs that have been identified to be highly effective in supporting young children’s growth and learning. High quality program standards are not requirements, such as licensing regulations, but address the similar structural components of quality such as healthy and safe environments, curriculum and instruction, staff qualifications, ratios and group sizes, compensation and retention, and family engagement.

Promising Practice	Includes practices that were developed based on theory or research, but for which an insufficient amount of original data have been collected to determine the effectiveness of the practices. Promising practices may also have been tested under different conditions and, therefore, have a research foundation. However, the practices themselves have not been tested using the most rigorous research designs or were tested in different contexts.
Quality Assurance	A systematic process of checking to see whether services being delivered are meeting programmatic standards and are meeting contractual obligations.
Quality First	Quality First — a program of First Things First — partners with child care and preschool providers across Arizona to improve the quality of early learning for kids birth to 5. Quality First has established a statewide standard of quality for early care and education programs and funds quality improvements that research proves help children thrive. This includes training for teachers to expand their skills in working with young children and coaching to help programs provide learning environments that nurture the emotional, social, language and cognitive development of every child.
Regulated Child Care	A general term that covers all forms of rules that are applied to early care and education settings, including building safety approvals, fire safety approvals, licensing, funding requirements, criminal record checks and child abuse and neglect clearances. Informal providers, such as FFN care, are generally not required to be regulated, as long as the provider does not care for more than 4 children for pay. Department of Health Services, Bureau of Child Care Licensing, Department of Economic Security, Child Care Administration, Military, or Tribal Authority
Researched-Based	Research that is based on the neurobiological, behavioral and social sciences that has led to major advances in understanding the conditions that influence whether children get off to a promising or worrisome start in life.
School Readiness	School readiness is a term used with increasing frequency to describe expectations of how children will fare upon entry to kindergarten. Years of research on child development and early learning show that several interrelated domains of development define school readiness—physical wellbeing and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge. These domains are interrelated, build on one another, and form the foundation of learning and positive social interaction which lead to success in school and life. Readiness is built upon a foundation of positive early experiences and learning environments in the home and community. School readiness is also viewed as the readiness of school systems to provide opportunities for young children of all backgrounds and cultures to succeed after entry into kindergarten.
School Readiness Indicators	Benchmarks related to developmental domains of social-emotional, language and literacy, cognitive, and motor and physical used to guide and measure progress in building an effective early childhood system in Arizona.
Specialized Program	A specialized program is one that is specially designed for and serves a specific group of children who may have similar health, developmental, or language needs.
Standards/ Regulatory Standards	All licensing, certification, and approval standards related to early care and education, including those criteria used by state, military and tribal government agencies, and their contracted authorities; inclusive of all professional development standards and teacher certifications. (See also Program Standards).

Strategy (FTF)	A general method or overall approach used to achieve a goal. First Things First strategies provide direction and are globally defined best practices that positively affect the lives of children and families. Strategies work together and indicate how First Things First will implement goals.
Strategy Toolkit	The FTF Strategy Toolkit includes information on over 70 strategies and is organized into sections reflecting the Goal Areas of First Things First. Each strategy section contains information pertinent to strategy implementation, including research evidence, the FTF Standard of Practice, costs or considerations. This toolkit describes strategies currently implemented through regional and state program funding and partnerships.
Sub-grantee or Sub-contractor	An entity contracted through pass-through FTF funding from a Grantee to perform functions directly related to program implementation.
Systems Change	Early childhood systems change is aimed at improving the early childhood system’s efficiency and effectiveness. It includes efforts aimed at improving system partner collaboration and coordinator; building the capacity to better serve young children; addressing operational or policy barriers that impede access to or the provision of resources; and leveraging resources to bring the early childhood system to scale.
Technical Assistance	Technical Assistance is a response to a specific need for information, direct instruction, modeling, or a combination of these, or the request of support from an expert. Strategies for the delivery of TA include consultation (on-site or by phone), training and resource sharing. TA may also be offered when performance of contracted services does not conform to service specifications.
Training	Training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. The objective may be to develop initial or basic qualifications or to maintain, upgrade and update skills with the specific goals of improving capability, capacity, and performance.
Tribal Affairs	Tribal Affairs is an integral component of First Things First. Tribal Affairs serves as a link to tribal governments, Indian organizations, the general public and FTF staff. FTF is intentional in the design of the structure and functions of our Tribal Affairs to ensure that all partners are connected and work together to ensure that young children entering school in tribal communities are healthy and ready to succeed.
Unit of Service	A Unit of Service is used for contracting purposes, and is specific to each FTF strategy. It is composed of a number and a description of that number. A Unit of Service can be a target population and/or a service or product that a grant partner is expected to serve or deliver during the year as part of their contract.
Unregulated Child Care Homes	In Arizona, child care providers who care for 4 or fewer children at any given time and accept compensation for any of those children, do not need to be licensed or certified to provide care. They are defined as unregulated and are not required to have a criminal or Child Protective Services background check.

The following summary is provided for your convenience and as a “guide” only. FTF accepts no responsibility for the interpretation of the cost principles as outlined below. While grants provided by First Things First are those with state funded dollars, we have applied Federal cost principles to determine the allowability of costs. This is NOT an exhaustive list; Grantees should consult the complete set of applicable cost principles to determine allowability and unallowability of costs prior to expending funds. For a complete list go to www.whitehouse.gov/omb/circulars. **All costs must be budgeted and approved on the grant application prior to expenditure.**

COST PRINCIPLES			
Items of Cost	OMB Circular A-87 State, Local and Indian Tribal Governments Relocated to 2 CFR, Part 225	OMB Circular A-122 Non-Profit Organizations Relocated to 2 CFR, Part 230	OMB Circular A-21 Educational Institutions Relocated to 2 CFR, Part 215
Accounting	Allowable	Not addressed	Not addressed
Advertising	Allowable for recruitment of grant personnel; procurement of goods and services; and disposal of surplus materials and any other specific purpose necessary to meet the requirements of the Federal award.	Allowable for recruitment of grant personnel; procurement of goods and services; and disposal of surplus materials and any other specific purpose necessary to meet the requirements of the Federal award.	Allowable for recruitment of grant personnel; procurement of goods and services; and disposal of surplus materials and any other specific purpose necessary to meet the requirements of the Federal award.
Alcoholic Beverages	Unallowable	Unallowable	Unallowable
Audit Services	Allowable for audits conducted under the Single Audit Act (OMB Circular A-133)	Not addressed, but allowable for audits conducted under the Single Audit Act (OMB Circular A-133)	Not addressed, but allowable for audits conducted under the Single Audit Act (OMB Circular A-133)
Automatic Electronic Data Processing	Allowable	Not addressed	Not addressed
Awards for Participation	Although not specifically addressed in OMB A-87, allowable when reasonable in cost and when necessary to accomplish program objectives. Acceptable awards include certificates, plaques, ribbons, and small trophies nominal in cost, or inexpensive instructionally related items such as pens/pencils to be used in the classroom.	Although not specifically addressed in OMB A-122, allowable when reasonable in cost and necessary to accomplish program objectives. Acceptable awards include certificates, plaques, ribbons and small trophies nominal in cost, or inexpensive instructionally related items such as pens/pencils to be used in the classroom.	Although not specifically addressed in OMB A-21, allowable when reasonable in cost and when necessary to accomplish program objectives. Acceptable awards include certificates, plaques, ribbons, and small trophies nominal in cost, or inexpensive instructionally related items such as pens/pencils to be used in the classroom.

Commencement & Convocation Costs	Not addressed	Not addressed	Not addressed
Communication (includes telephone, FAX, postage, messenger service, electronic communications, etc.)	Allowable	Allowable	Allowable
Compensation for Personnel Services (includes salaries, wages, and fringe benefits)	Allowable if costs are reasonable, comparable for similar work, & charges are supported with time distribution records or other documentation as stipulated in OMB A-87	Allowable if costs are reasonable, comparable for similar work & charges are supported with personnel reports as stipulated in OMB A-122	Allowable if costs are reasonable and are supported with documentation that meets the criteria outlined in OMB A-21
Construction, remodeling or alterations	Unallowable	Unallowable	Unallowable
Contingencies	Unallowable	Unallowable	Unallowable
Contributions/Donations to Others	Unallowable	Unallowable	Unallowable
Defense, Prosecution, Claims and Appeals	Unallowable for prosecution of claims against federal/state government	Unallowable in defense of antitrust suit or prosecution of claims against federal/state government	Unallowable for prosecution of claims against federal/state government
Depreciation and Use Allowance	Allowable based on acquisition cost as stipulated in OMB A-87	Allowable based on acquisition cost as stipulated in OMB A-122	Allowable based on acquisition cost as stipulated in OMB A-21
Displays, Demonstrations, and Exhibits	Allowable	Allowable	Allowable
Employee Morale, Health and Welfare	Allowable as stipulated in OMB A-87	Allowable as stipulated in OMB A-122	Allowable as stipulated in OMB A-21
Entertainment (including amusement, diversion, social activities and ceremonials and any costs associated with such)	Unallowable	Unallowable	Unallowable
Equipment and Other Capital Expenditures (includes shipping costs and ancillary charges)	All capital costs require specific approval from FTF	All capital costs require specific approval from FTF	All capital costs require specific approval from FTF
Executive Lobbying Costs	Unallowable	Unallowable	Unallowable
Fines and Penalties	Unallowable except when incurred as a result of compliance with specific federal award provisions	Unallowable except when incurred as a result of compliance with specific federal award provisions	Unallowable except when incurred as a result of compliance with specific federal award provisions

Food Costs	Although not specifically addressed in OMB A-87, food costs are allowable for students & participants as long as they are necessary & reasonable to accomplish the goals & objectives of the program	Although not specifically addressed in OMB A-122, food costs are allowable for students & participants as long as they are necessary & reasonable to accomplish the goals & objectives of the program	Although not specifically addressed in OMB A-21, food costs are allowable for students and participants as long as they are necessary & reasonable to accomplish the goals & objectives of the program
Fringe Benefits (employees)	Allowable	Allowable	Allowable
Fundraising, including financial campaigns and solicitation of gifts, donations, contributions, etc.	Unallowable	Unallowable	Unallowable
Gifts or items that appear to be gifts	Unallowable	Unallowable	Unallowable
Goods and Services for Personal Use	Unallowable	Unallowable	Unallowable
Hospitality Rooms	Unallowable	Unallowable	Unallowable
Housing and Personal Living Expenses	Unallowable	Unallowable	Unallowable
Insurance	Insurance is allowable when pursuant to the grant award and when in accordance with the governmental unit's policy and sound business practice	Insurance is allowable when pursuant to the grant award and when in accordance with the organization's policy and sound business practice	Insurance is allowable when pursuant to the grant award and when in accordance with the institution's policy and sound business practice
Legal Expenses	Not addressed	Not addressed	Not addressed
Lobbying	Unallowable	Unallowable	Unallowable
Maintenance, Operations, and Repair	Maintenance and operation of <u>building space</u> used for grant activities is allowable as specified in OMB A-87	Maintenance and operation of <u>building space</u> used for grant activities is allowable as specified in OMB A-122	Maintenance and operation of <u>building space</u> used for grant activities is allowable as specified in OMB A-21
Materials and Supplies (includes shipping costs)	Allowable	Allowable	Allowable
Meetings/Conferences	Allowable for dissemination of information related to the grant program	Allowable for dissemination of information related to the grant program	Allowable for dissemination of information related to the grant program
Memberships	<u>Allowable</u> for membership with <u>business, professional and technical</u> organizations related to the grant program. Membership must be in the	<u>Allowable</u> for membership with <u>business, professional and technical</u> organizations related to the grant program. Membership must be in the	<u>Allowable</u> for membership with <u>business, professional and technical</u> organizations related to the grant program. Membership must be in the

	name of the grantee organization and not in the name of an individual	name of the grantee organization and not in the name of an individual	name of the grantee organization and not in the name of an individual
Motor Pools	Allowable for grant purposes	Not addressed	Not addressed
Professional and Consultant Services	Allowable	Allowable	Allowable
Promotional Items (such as T-shirts, caps, tote bags, key chains, etc.)	Allowed	Unallowable	Unallowable
Public Relations	Allowable only when specifically required by the grant award; for communicating with the public with regard to grant activities; or to keep the public informed on matters of public concern and as specified in OMB A-87, Attachment B, section 2.d. Costs of public relations designed solely to promote the LEA are unallowable	Allowable only when specifically required by the grant award; for communicating with the public with regard to grant activities; or to keep the public informed on matters of public concern and as specified in OMB A-122, Attachment B, section 1. Costs of public relations designed solely to promote the organization are unallowable	Allowable only when specifically required by the grant award; for communicating with the public with regard to grant activities; or to keep the public informed on matters of public concern and as specified in OMB A-21, section J.1. Costs of public relations designed solely to promote the institution are unallowable
Publication and Printing Costs (includes distribution and mailing of publications)	Allowable	Allowable as <u>indirect costs</u> . Allowable as <u>direct cost</u> to grant program only with specific approval from FTF	Not addressed
Reference Materials	Not specifically addressed, but allowable when related to the grant program	Not specifically addressed, but allowable when related to the grant program	Not specifically addressed, but allowable when related to the grant program
Rental Costs	Allowable to the extent that the rates are comparable		
Sabbatical Leave Cost	Not addressed	Not addressed	Allowable provided Institution has uniform policy
Scholarships and Student Aid Costs	Not addressed	Not addressed	Allowable only when the purpose of the grant is to provide training to selected participants and with specific approval from FTF as specified in OMB A-21
Severance Pay	Allowable if required by law, employer-employee agreement, or agency policy as specified in OMB A-87	Allowable if required by law, employer-employee agreement, or agency policy as specified in OMB A-122	Allowable if required by law, employer-employee agreement, or agency policy as specified in OMB A-21

Subscriptions	Allowable for <u>business, professional and technical</u> periodicals when related to grant program. Subscriptions must be in the name of the grantee organization and not in the name of an individual	Allowable for <u>business, professional, and technical</u> periodicals when related to grant program. Subscriptions must be in the name of the grantee organization and not in the name of an individual	Allowable for <u>business, professional, and technical</u> periodicals when related to grant program. Subscriptions must be in the name of the grantee organization and not in the name of an individual
Training and Education	Training for employee development is allowable	Training for employee development is allowable	Although not specifically addressed in OMB A-21, training for employee development is allowable
Travel Costs (for employees)	Travel costs are allowable for expenses for transportation, lodging, subsistence, & related items incurred by employees traveling on official business. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip, and results in charges consistent with those normally allowed in like circumstances in non-federally-sponsored activities. Notwithstanding the provisions of section 23, travel costs of officials covered by that section, when specifically related to federal awards, are allowable with the prior approval of a grantor agency	Travel costs are allowable for expenses for transportation, lodging, subsistence, and related items incurred by employees traveling on official business. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip, and results in charges consistent with those normally allowed in like circumstances in non-federally-sponsored activities. Notwithstanding the provisions of section 23, travel costs of officials covered by that section, when specifically related to federal awards, are allowable with the prior approval of grantor agency	Travel costs are allowable for expenses for transportation, lodging, subsistence, and related items incurred by employees traveling on official business. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip, and results in charges consistent with those normally allowed in like circumstances in non-federally-sponsored activities. Notwithstanding the provisions of section 23, travel costs of officials covered by that section, when specifically related to federal awards, are allowable with the prior approval of a grantor agency
Tuition and fees related to tuition	Allowable as it pertains specifically to the grant program	Not specifically addressed, but allowable as it pertains to the grant program	Not specifically addressed, but allowable as it pertains to the grant program

Standard Budget Categories for FTF Grants and Contracts

Category	Sub Category	Definition
Personnel Services		
	Wages & Salaries	Staff salaries or wages
	Stipends	Stipends paid to individuals who are not employed by the grantee in lieu of (or over and above) salary or wages for specific programmatic tasks
Employee Related Expenses (ERE)		
	Employee Related Expenses (ERE)	Fringe benefits and other employee related expenses for staff receiving a salary under the grant
Professional and Outside Services		
	Contracted Services	An entity that is contracted by the grant recipient to perform a specific task, such as evaluation, technical assistance, training, etc. as defined they applicant which is <i>not</i> directly part of program implementation
Travel In-State		
	Travel	Mileage, meals, and lodging pertaining to program travel within Arizona. The State of Arizona Travel Policy must be used when developing costs. For current Arizona state rates, visit: https://gao.az.gov/state-arizona-accounting-manual-saam - Travel Policy (Topic 50) & Reimbursement Rates (Section 95).
	Fuel/Maintenance	Costs for fuel other than for heating buildings. Used when not including mileage charges or as part of costs for maintaining fleet vehicles.
	Vehicle Lease	All costs related to maintaining and operation fleet vehicles owned or leased by the agency.
Travel Out-State		
	Travel	Transportation expenses (air fare, trains, shuttles, cabs, rental cars, or public transportation), meals, and lodging pertaining to program travel outside of Arizona. The State of Arizona Travel Policy must be used when developing costs. For current Arizona state rates, visit: https://gao.az.gov/state-arizona-accounting-manual-saam - Travel Policy (Topic 50) & Reimbursement Rates (Section 95).
Aid to Organizations or Individuals		
	Subcontracts/ Subgrants/"Pass-Through" grants	<p>Grantee’s funding passed through to another entity to perform functions directly related to program implementation. Services that are not considered aid to organizations or individuals would be but are not limited to accounting services, technical assistant, evaluation, professional development, etc.) The difference between subgrants and subcontracts is solely up to the terminology the grantee uses. FTF makes no formal distinction between the two.</p> <p>NOTE - Indirect costs may not be taken by the grantee for any amount that is passed through to organizations or individuals performing aspects of program implementation. The option to take up to 10% of direct program costs allowed for indirect costs is passed on to subgrants/subcontracts.</p>

Other Operating Expenses		
Telephone/ Communication Services		Expenses related to office telephones or cellular phones (purchase) and may include on-going monthly bills (if separated from utilities by the applicant)
Internet Access		Expenses related to on-going monthly bills for access to the internet (if separated from utilities by the applicant) and may include the cost to purchase air cards.
General Office Supplies		Costs pertaining to staff utilization of supplies for day-to-day business operations, may include pens, copy paper, file folders, tape dispenser, binder clips, etc. Think office supplies catalog (minus the furniture section).
Food		Expenses related to providing food to program participants during program sessions. Food for grantee staff is not allowable.
Rent/Occupancy Expense		Expenses pertaining to the occupancy of office or programmatic space including expense for services such as extermination and cleaning.
Evaluation (non-contracted)		Expenses related to the evaluation of the program to be done internally by the agency, but not listed specifically as a personnel expense.
Utilities		May include water, gas, electric, sewer, trash disposal, recycling expenses, for program office space.
Furniture		Furniture expenses for new staff/work stations or for spaces used for program implementation.
Postage		Expenses pertaining to postage needed to correspond with program participants, general staff/office use pertaining to the FTF grant.
Software/IT supplies		Costs associated with purchasing computer software necessary for program implementation or evaluation, including general software expenses (if listed separately) for new computers (listed under non-capital equipment). May also include other IT supplies such as CDs, cables, or other consumable IT-related items.
Staff Recruitment		Expenses pertaining to posting open position announcements for positions pertaining to the program and costs associated with hiring staff (such as advertising for positions, conducting background checks, fingerprinting, health exams, drug testing, etc.)
Advertising		Costs associated with advertising program(s) and soliciting participants outside of incentives.
Printing/Copying		Expenses pertaining to the reproduction (copying) or professional printing services of materials needed for general staff/office use pertaining to the FTF grant.
Equipment Maintenance/Lease (including IT support)		Costs required to maintain office equipment (including non-capital equipment) and may include services contracts, technical support contracts, etc. or the cost of leasing office equipment.
Professional Development/Staff training		Costs pertaining to staff training (conference registration fees, materials, trainers' fees or other expenses, room expenses, etc). Staff travel costs to attend should be in the travel budget category.
Conferences/Workshops /Training Fees		Costs pertaining to participant/target population training opportunities (conference registration fees, materials, trainers fees or other expenses)
Subscriptions/Dues		Agency dues to associations, national organizations, etc or materials, books, publications, etc to benefit the professional development of the agency and/or staff.
Insurance		Insurance coverage to meet requirements of the State of Arizona. The expense should be proportionate to the FTF grant.
Program Materials/Supplies		Consumable Materials necessary for use in implementation of the program may be used by staff or program participants.
Program Incentives		Items that incentivize participation in the program, may include transportation vouchers, tangible items (goods), child care services for participants, but <i>not</i> food (see other category).
Scholarships		Expenses pertaining to the educational advancement of program participants. Scholarships may be proposed for college courses or CDA Assessments, as ex.

Non-Capital Equipment		
	Equipment of \$4,999 or less in value	Items with a unit cost less than \$5,000 and an initial estimated useful life beyond a single year. For example, items such as computers, printers, projectors, etc. each with a unit cost less than \$5,000. All purchases should be made through competitive bid or using established purchasing procedures.
Capital Equipment		
	Equipment of \$5,000 or over in value	Items that are tangible, non-expendable, and movable having a useful life of more than one year and a value of \$5,000 or greater. All purchases should be made through competitive bid or using established competitive purchasing procedures.
Capital Outlay		
	Renovation/ Construction	Capital Outlay must first be identified as allowable for a specific strategy through an RFGA process or grant agreement. If allowable, First Things First has established guidelines for capital outlay expenditures and new construction listed in the RFGA/Grant Agreement. In the case for construction and renovation projects for facilities, matching funds are required.
Administrative Costs/Indirect Costs		
	Administrative Costs/Indirect costs	This line item is defined by the applicant, may not exceed 10% of direct program costs. Administrative costs are general or centralized expenses of overall administration of an agency/organization that receives grant funds and <u>does not include</u> particular program costs. Such costs are generally identified with the agency/organization’s overall operation and are further described in 2 CFR 220, 2 CFR 225, and 2 CFR 230. Indirect costs are costs of an organization that are not readily assignable to a particular program, but are necessary to the operation of the organization and the performance of the program. The cost of operating and maintaining facilities, depreciation, and administrative salaries are examples of the types of costs that are usually treated as indirect. NOTE - Indirect costs may not be taken by the grantee for any amount that is passed through to organizations or individuals performing aspects of program implementation. The option to take up to 10% of direct program costs allowed for indirect costs is passed on to subgrants/subcontracts.