

Governor's Office for Children, Youth and Families
 Governor's Division for Substance Abuse Policy
Protecting You/Protecting Me Program:
 Reducing Underage Drinking: Alcohol Use Prevention for Native
 American Youth, Grades 1-5 and High School Students

Request for Grant Applications (RFGA): PC-DSG-05-6253

<u>DEADLINE</u>	Applications shall be submitted on or before 3:00 p.m. on December 14, 2004 at the Governor's Office for Children, Youth and Families in the Executive Tower of the State Capitol, 1700 W. Washington, Suite 101, Phoenix, AZ 85007. Telefaxed or late applications will not be accepted. Please deliver one (1) original and six (6) copies.
<u>SPECIAL ACCOMMODATIONS</u>	Persons with a disability may request reasonable accommodation such as a language interpreter by contacting Tammy Paz-Combs at (602) 542-4043. Requests should be made as early as possible to allow time to arrange the accommodation.
<u>PRE-APPLICATION CONFERENCE</u>	Prospective applicants are encouraged to attend a pre-application conference on November 9 at 1:30 p.m. at the Department of Health, 1740 W. Adams, in the 4th floor conference room, Room 411, Phoenix, AZ 85007. The purpose of the meeting is to discuss and clarify this Request for Grant Application.
<u>PROCUREMENT GUIDELINES</u>	<p>In accordance with A.R.S. 41-2701, competitive sealed grant applications for the services specified within this document will be received by the Governor's Office for Children, Youth and Families at the above specified location until the time and date cited. Grant applications received by the correct time and date will be opened and the name of each applicant will be publicly read.</p> <p>Grant applications must be in the actual possession of the Governor's Office for Children, Youth and Families on or prior to the exact time and date indicated above. Late grant applications will not be considered.</p> <p>Grant applications must be submitted in a sealed envelope with the Request for Grant Application Number and the applicant's name and address clearly indicated on the envelope. All applications must be completed in ink or typewritten and a complete grant application returned along with the offer by the time and date cited above. Additional instructions for preparing a grant application are included within this document.</p> <p>Applicants are strongly encouraged to carefully read the entire Request for Grant Application document.</p>
<u>CONTRACT INFORMATION</u>	<p>SERVICE: Alcohol Use Prevention for Native American Youth: Protecting You/Protecting Me</p> <p>CONTRACT TYPE: Cost Reimbursement</p> <p>CONTRACT TERM: The term of the contract shall commence upon award and shall remain in effect until August 31, 2006, unless terminated, cancelled or extended as otherwise provided herein.</p>

<u>CONTACT INFORMATION</u>	<p>Tammy Paz-Combs GOCYF Operations Manager</p> <p>Fax: (602) 542-3520 E-Mail: tcombs@az.gov</p>
<u>SPECIAL NOTE</u>	<p>All information submitted by the applicant is subject to disclosure and inspection by the public. If an applicant deems all or part of their application to be proprietary, a written justification must be submitted to support non-disclosure.</p>
<u>AMENDMENTS</u>	<p>It is the sole responsibility of the applicant to check the Governor's Office for Children, Youth and Families' website for any amendments that may be posted for this RFGA.</p> <p>http://www.governor.state.az.us/cyf/grant_reg_info/grant_reg.html</p>
<u>MANDATORY SUB-GRANTEE ORIENTATION</u>	<p>All awarded applicants will be required to attend a MANDATORY Sub-grantee Orientation on February 21, 2005 in Phoenix, Arizona. Specific details will be provided upon awards being made. At a minimum, a programmatic and financial staff person will be required to attend.</p>

What is in this Request For Grant Applications (RFGA)?

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JANET NAPOLITANO
GOVERNOR

GOVERNOR'S OFFICE FOR CHILDREN, YOUTH AND
FAMILIES

LISA L. GLOW
DIRECTOR

STATE OF ARIZONA

OFFER AND ACCEPTANCE FORM

TO THE STATE OF ARIZONA:

The Undersigned hereby agrees, if awarded a grant, to all terms, conditions, requirements and amendments in this solicitation document and any written exceptions, as accepted by the State, in the application.

Arizona Transaction (Sales) Privilege Tax License No.:

Name of Point of Contact Concerning this Application:

Name: _____

Federal Employer Identification No.:

Phone: _____ Fax: _____

E-Mail: _____

Name of Applicant

Signature of Person Authorized to Sign Offer

Address

Printed Name

City

State

Zip

Title

CERTIFICATION

By signature in the Offer section above, the bidder certifies:

1. The submission of the application did not involve collusion or other anti-competitive practices.
2. The applicant shall not discriminate against any employee or applicant for employment in violation of Federal Executive Order 11246, State Executive Order 75.5 or A.R.S. §§ 41-1461 through 1465.
3. The applicant has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant in connection with the submitted offer. Failure to provide a valid signature affirming the stipulations required by this clause shall result in rejection of the offer. Signing the offer with a false statement shall void the offer, any resulting contract and may be subject to legal remedies provided by law.

ACCEPTANCE OF APPLICATION

The Application is hereby accepted. The Applicant is now bound to perform as stated in the attached grant application and based upon the RFGA solicitation document, including all terms, conditions, requirements, amendments, etc., and the Applicant's grant application as accepted by the State.

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

State of Arizona

Awarded this

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**2
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Tammy Paz-Combs, Operations Manager

What is the Governor’s Office for Children, Youth and Families (GOCYF)?

The Governor’s Office for Children, Youth and Families develops and implements policy in a variety of human service areas. To achieve the Governor’s vision for healthy communities, the Office is organized into several divisions: Division for Women, Division for Community & Youth Development, Division for Children, Division for Substance Abuse Policy, Division of Finance and Administration, and the State School Readiness Board. Experienced and knowledgeable professionals with expertise in their particular fields comprise each division and act as a resource to communities. The primary functions of each Division are to carry out policy initiatives and administer grant programs that enhance Arizona’s quality of life.

The Governor’s Office for Children, Youth and Families also acts as a catalyst for overall system change. Through the divisions, the office convenes numerous commissions and councils to advise on and monitor its policy initiatives and grant programs. Such commissions and councils include the Arizona Parents Commission on Drug Education and Prevention, Arizona Juvenile Justice Commission, Arizona Drug and Gang Policy Council, Commission to Prevent Violence Against Women, Head Start Collaboration Advisory Council, Commission on the Health Status of Women, Commission on Service and Volunteerism, Governor’s Youth Commission, and the Citizen’s Council on Homeland Security. To achieve its goal of community participation and inclusiveness, the commissions and councils are composed of individuals who represent a variety of locales and are diverse in ethnicity, interests, and professions. The office also works closely with state agencies such as the Arizona Department of Economic Security and the Arizona Department of Health Services to ensure program coordination.

The Mission

The Governor’s Office for Children, Youth and Families (GOCYF) serves the mission of the Governor by fostering and enhancing collaborative relationships across state systems and communities in an effort to ensure the well being of Arizona’s children and families. The GOCYF seeks to develop and influence public policy in efforts focused on coordinating and creating a more comprehensive system of services, and works to secure resources that will provide sustainable and positive impacts for Arizona children, families and communities.

What is the Governor’s Division for Substance Abuse Policy?

The Governor’s Division for Substance Abuse Policy is a division of the Governor’s Office for Children, Youth and Families (GOCYF). Under the GOCYF direction, the Governor’s Division for Substance Abuse Policy specializes in administering grants, providing training and information, and guiding policy on the issues of substance abuse education, prevention and treatment services throughout Arizona.

The Mission

The Governor’s Division for Substance Abuse Policy (GDSAP) works to improve and expand the delivery of substance abuse education, prevention and treatment services throughout Arizona. Through it’s work in resource development, policy development, training and technical assistance and program evaluation, the Division works to create a substance abuse service delivery system that is efficient, effective and responsive to the needs of Arizona’s citizens and communities.

The Division is responsible for staffing and support for The Arizona Drug and Gang Policy Council which is enabled by statute to foster cooperation among state and local entities, community organizations and private organizations to ensure the optimal delivery of education, treatment and prevention programs that will reduce the incidence of substance abuse by children, youth and families.

The Division is also responsible for staffing and support for the Arizona Parents Commission on Drug Education and Prevention. The Commission is created by voter initiative and distributes a portion of Arizona's Drug Education and Treatment Fund. The Commission's mandate is to increase and enhance parental involvement and increase education about the serious risks and public health problems caused by abuse of alcohol and controlled substances.

What is the Protecting You/Protecting Me Program?

Protecting You/Protecting Me is a school-based curriculum for grades 1 - 5, taught by high school students in a peer leadership class. The program was developed as part of the Mothers Against Drunk Driving (MADD) National Elementary School Project, a nationwide effort to prevent alcohol use by youth. Protecting You/Protecting Me (hereafter PY/PM) was created in response to a need for materials to help reach children before they have fully developed their attitudes and opinions about youth alcohol use. Research shows that the risk for alcohol and other drug use increases at an alarming rate when children enter the sixth grade, between the ages of 12 and 13. And by the time Arizona's young students have entered eighth grade, 57% have used alcohol during their lifetime, and 34% have used alcohol in the past thirty days.¹

The goal of PY/PM is to provide an age-specific, developmentally appropriate and culturally sensitive education program to help children develop healthy attitudes and prevent them from making decisions that put them at risk for alcohol use and abuse. The program has been identified as a Substance Abuse and Mental Health Services Administration (SAMHSA) model program, and is endorsed by the National Elementary Principals Association and the American Academy of Pediatrics. In addition, the curriculum works in concert with the goals of the U.S. Department of Health and Human Services, National Institutes of Health, National Institute on Drug Abuse, National Institute on Alcohol Abuse and Alcoholism, the Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, and the U.S. Department of Education Safe and Drug Free Schools and Communities.

The PY/PM curriculum is designed for a universal population of students in grades 1 - 5, taught over a five-year continuum, focusing on the immediate risks of using alcohol before age twenty-one, and incorporating the latest brain development research. PY/PM targets risk and protective factors by teaching children and their parents how their brains work, what behaviors and substances place the brain at risk, and by teaching skills to protect children in their development. The lessons include opportunities for parents to become informed and involved.

The benefits of PY/PM are the program's multi-disciplinary delivery, with the message embedded in the school's curriculum. In addition, the program is taught by high school students enrolled in a peer mentor/leadership course. Evaluations have shown that PY/PM is proven to change children's knowledge about their brains and personal development, increase children's intentions not to ride with an impaired driver, and improve children's vehicle safety skills. Positive outcomes have also

¹ *State of Arizona Youth Survey*. Arizona Criminal Justice Commission. November 2002.

been found among the high school students teaching the program, including reduced use of alcohol and improved perception of the harmfulness of underage alcohol use.² The high school student, youth-led model has shown that teaching PY/PM reduces their use of liquor by 64%, reduces their binge drinking by 72% and showed a 32% increase in perceptions of the harmfulness of underage alcohol use.³

All program materials are available in English and Spanish.

For more information on the PY/PM program, please refer to Exhibit D for additional materials and please visit the website at: <http://www.pypm.org/index.cfm>

What is the Funding Source for this Grant?

In August 2004, the Parents Commission on Drug Education and Prevention allocated funds for addressing the State's underage drinking issues. Part of the allocation was to focus on a school-based, classroom-based prevention program targeted toward Native American youth.

The Arizona Parents Commission on Drug Education and Prevention also known as "The Parents Commission" was created in 1996 by the passage of Proposition 200 - "The Drug Medicalization, Prevention and Control Act". Created by voter initiative, the Parents Commission's mission is to fund programs that will increase and enhance parental involvement and increase education about the serious risks and public health problems caused by abuse of alcohol and controlled substances. Much of the emphasis with Parents Commission programs centers on prevention in regards to substance abuse and strong parental involvement with their children.

The Arizona Parents Commission is unique in that the commissioners are citizens from around the State of Arizona, chosen by the Governor to serve two-year terms. There are nine Commissioners, five of which are parents with children, one is a representative of law enforcement, one is an educator, one is a representative of a county probation department, and one is a representative of the drug education and treatment community.

The Parents Commission works with the Governor's Division for Substance Abuse Policy, which performs all administrative and professional services for the Commission. The Governor's Division for Substance Abuse Policy, on behalf of the Parents Commission, assists the Commission in developing substance use education and prevention and parent involvement strategies. Funds are distributed to programs to increase and enhance parental involvement and to increase substance abuse education and prevention.

What is the Total Amount of Available Funds?

The funds available total approximately \$450,000. The contract period will be from March 1, 2005 – August 31, 2006. Recipients may be renewed for the grant for up to four (4) subsequent years (12 month periods) based on availability of funds and program performance.

² *Protecting You/Protecting Me*. SAMHSA Model Program. U.S. Department of Health and Human Services. www.samhsa.gov

³ *Protecting You/Protecting Me*. SAMHSA Model Program. U.S. Department of Health and Human Services. www.samhsa.gov

What are the Key Elements for this Grant?

- This RFGA will fund implementation of the classroom-based Protecting You/Protecting Me Program by a school or school district whose primary population served is Native American youth in Arizona. Applicants must demonstrate that a significant number, and/or majority of the population served are Native American youth. Please see section, “What is the Protecting You/Protecting Me Program?” on page two of this announcement.
- Programs must demonstrate organizational capacity through both strong administrative support and strong interagency links that help facilitate communication of the program and its goals to students, parents, and the community.
- The Governor’s Office encourages collaborative efforts and partnerships with other entities and programs within the community. Such efforts may provide additional resources such as funding, in-kind, direct services, volunteers, or community support.
- Funding must be used to implement the Protecting You/Protecting Me Program, a classroom-based alcohol-use prevention curriculum for elementary students in grades 1 – 5, to be taught by high school students, over a five-year period. Funding is based on proving implementation of the model with fidelity and meeting performance measurement goals of between 20-30 students served.
- Implementation of the youth-led model requires a high school teacher and high school course dedicated to PY/PM. Programs are expected to set up a high school course to both train high school students in the implementation of PY/PM, and to set up the PY/PM at the elementary school receiving the program.
- Programs must provide PY/PM lessons to elementary school students in grades 1 –5, taught by high school students, once or twice a week over the course of 8-10 weeks.
- Identified staff from funded programs must attend a full-day subgrantee orientation in Phoenix, Arizona on February 21, 2005.
- Program staff must attend two trainings in Phoenix, Arizona, provided by MADD, including a two-day training on how to set up the high school peer leadership class, and a three-day training on implementation of the youth-led implementation of PY/PM. Additional technical assistance will be provided to subgrantees by MADD throughout the award period.
- Program staff should actively address risk and protective factors present in both the community and with individual program participants. The applicant’s program should encompass the Risk and Protective Factor model, whose components state qualities or conditions that moderate a youth’s exposure to risk. Please see Exhibit B for more information on the Risk and Protective Factor model.
 - Target individual risk factors for PY/PM include, but are not limited to: first confrontation with alcohol, lack of passenger safety skills, inadequate life skills, lack of self-control and assertiveness, lack of adult-refusal skills. Protective factors include, but are not limited to:

decision making skills, stress management, opportunities for youth to participate in community activities, frequent and consistent communication with parents.

- Funded programs must plan to participate in a cross-site statewide evaluation project. All evaluation costs will be provided by the offeror. Evaluation components may include pre- and post-tests, survey of students and teachers, and focus groups with high school students. Some evaluation components may be carried out by the applicant, as required by the evaluator.

Who is Eligible to Apply for this Funding Opportunity?

Any Arizona school, school district or community organization that works directly with Native American students, in both elementary and high schools. The primary population where grant funds are expended must be Native American youth. This includes but is not limited to (listed in random order):

- Schools or School Districts
- Local, county or state government entities
- Tribal governments
- Institutions of higher education
- Non-profit organizations designated 501(c) 3
- Any partnership of the above listed organizations (a fiscal agent must be designated)

Services shall be developed and provided in Arizona. All programs shall be provided on behalf of the Governor's Division for Substance Abuse Policy.

Follow These Instructions in Preparing Your Application

1. Applicants will be required to submit the documents and attachments being requested as outlined in this Request for Grant Application. To prepare your application, read this document and its contents, follow Protecting You/Protecting Me Grant Format section of this document and prepare a budget and budget narrative. **Refer to the Checklist on page 21 to verify inclusion of all required documentation and in the proper format.** Applications should be single spaced using a 12-point font and 1 inch margins.
2. Submit one (1) original and six (6) copies of your application. The original copy of your application should be clearly labeled "ORIGINAL". The material should be in sequence, with pages numbered, and related to the RFGA. The State will not provide any reimbursement for the cost of developing or presenting applications in response to this RFGA. **Failure to include the requested information may have a negative impact on the evaluation of the applicant's application.**
3. Attend the Pre-Application Conference on Tuesday, November 9, 2004 at 1:30p.m. at the Department of Health, 1740 W. Adams, in the 4th floor conference room, Room 411, Phoenix, AZ 85007. The Pre-Application Conference will clarify the contents of the RFGA in order to prevent any misunderstanding of the position of the Governor's Office. Any doubt as to the requirements of the RFGA or any apparent omission or discrepancy should be presented to

the State at the Conference. The Governor's Office will then determine the appropriate action necessary, if any, and issue a written amendment to the RFGA if necessary. Oral statements or instructions shall not constitute an amendment to the RFGA. Applicants may not contact any employee of the GOCYF, the Governor's Division for Substance Abuse Policy, or a members of the Parents Commission concerning this solicitation while the applications and evaluations are in process. Attendance at the Pre-Application Conference is encouraged, but not mandatory. Questions concerning this solicitation should be directed in writing to Tammy Paz-Combs, Operations Manager, as identified at the beginning of this document.

4. Submit your completed application on or before **3:00 PM (MST), December 14, 2004 to the Governor's Office for Children, Youth and Families, 1700 W. Washington, Suite 101, Phoenix, 85007**. Telefaxed or late applications shall not be accepted.
5. Submit the Offer and Acceptance Form, with original ink signature by a person authorized to sign the application.
6. Awards are anticipated to be made in February 2005, with an official start date of March 1, 2005.
7. Additional materials such as promotional brochures or examples of other programs should only be submitted if they directly relate to the information requested in the application.
8. Applications shall be opened publicly at the time and place designated on the cover page of this document. The name of each applicant shall be read publicly and recorded.
9. In the event that the applications received exceed the budget limitations of the Protecting You/Protecting Me program, the Governor's Office reserves the option to request a reduction in the scope of the applicant's proposed program. If such an option is exercised by the Governor's Office, funds shall be awarded according to priority scores. Revised budget documents will be required. The Governor's Office reserves the right to award contracts for less than the proposed budget amount.
10. Keep a copy of this RFGA and your grant application. If awarded, the sub-grantee shall be bound to the services listed by the grant application and based upon the RFGA, including all terms, conditions, specifications, amendments, etc.

How Will the Applications be Evaluated?

The following categories will constitute the criteria (in descending order of importance) by which the Governor's Division for Substance Abuse Policy will evaluate applications and select those for an award of grant funds.

Evaluation Criteria

Needs/Resources:	Proposed program clearly addresses the problem identified within the scope of the grant program. The target population is defined as Native American youth. Applicants must demonstrate that a significant number, and/or majority of the population served are Native American
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	youth. Need is validated by data that correlates to the target population. Internal and external team members have been identified with well-defined roles. Other resources directed toward the identified problem have been listed and there is a clear explanation of how this application will interface with those efforts. The applicant has adequately demonstrated prior experience and ability.
Goals and Objectives:	Goals are clearly stated. The goals are supported by achievable outcome objectives. The outcome objectives clearly describe the desired changes to the target group, including when the changes will occur and how the changes will be measured. The outcome objectives correspond to any risk and protective factors and address the identified problems/needs.
Strategies/Approaches:	Strategies/approaches are clearly described and fit with the identified needs and target group and the goals and outcome objectives. The strategies/approaches are well suited to the defined audience.
Implementation Plan:	All resources are listed to implement the strategies/approaches, and the budget is documented with the appropriate forms. Staff roles and accountabilities are well described and are supported by an organizational chart and individual résumés. Appropriate training for staff is defined. The applicant has performed well on other GOCYF grants received and other grants referenced. There is a detailed work plan that lists all activities with timelines needed to implement the strategies/approaches. Process objectives with appropriate measurements and timelines have been written.
Evaluation Plan:	Overall responsibility for evaluation components has been defined. Evaluation is directly connected to the goals and objectives.

Each application will be reviewed and evaluated by an impartial independent review committee. Applicants will be notified if their application has been selected for funding by the Governor’s Office for Children, Youth and Families.

Those applicants not selected for funding will be notified in writing; however, pursuant to A.R.S. 41-2702 (E), all applications shall not be open for public inspection until after grants are awarded. A.R.S. 41-2702 (G) also states the evaluator assessments shall be made available for public inspection no later than thirty (30) days after a formal award is made.

Protecting You/Protecting Me Grant Program Format

Applications shall not exceed 21 pages, not including attachments. Please see Exhibits A-H for resources to aid you in these sections. In addition, applicants are expected to research and demonstrate an understanding of the Protecting You/Protecting Me program and how it will be implemented.

1. Executive Summary (not to exceed one (1) page)

Provide a narrative overview of the proposed program that includes a brief summary of your responses to each of the five components (Needs/Resources, Goals and Objectives, Strategies and Approaches, Implementation Plan and Evaluation Plan).

2. Needs/Resources

A need is a problem identified in your community that you feel can be addressed with funding from the Protecting You/Protecting Me Grant Program.

2.1 State the problem/issue addressed in this application.

2.2 (a) What group of people is the application targeting? What are the demographic characteristics of the target population? If applicable, what risk/protective factors does the target population experience?

2.2 (b) Describe the Native American population to be served, including the number of projected students served by the program, both high school and elementary school.

2.2 (c) Demonstrate how Native American students represent a significant number and/or majority of the population served by the applying entity.

2.3 (a) Identify the internal and external team. Applicants are encouraged to consider support from a tribal elder and/or community support specialist, in addition to the individual trained to teach the high school students PY/PM implementation.

2.3 (b) Identify the internal team. Who are the individuals within the applicant's organization involved in the development and implementation of the proposed program and what are their specific roles? Please include administrative support in this section.

2.3 (c) Identify the external team. What other individuals, organizations or community support, outside of the applicant's organization are involved in the development and/or implementation of the proposed program and what are their specific roles? Please include any interagency links and community partnerships in this section.

2.4 (a) What information/data, including local data (statistics, surveys, focus groups), has been collected to validate the stated problem in 2.1?

2.4 (b) What are the sources of this data?

2.4 (c) How was this data collected?

2.4 (d) How does this data relate to and validate the identified problem? Utilize the data to describe the nature and extent of the problem as it relates to the target population/area.

- 2.5 (a) What other resources (federal, state, or local funds plus any in-kind resources) in your community are currently being directed toward the stated problem?
- 2.5 (b) Will the proposed program support or enhance those efforts? If so, how?
- 2.6 Describe the applicant's/collaboration's ability to meet the identified needs and provide examples of experience in implementing related programs and the outcomes of those programs. (**Attachment A** should be used to list the offeror's experience.)

3. Goals and Outcome Objectives

Goals are general and should reflect what changes are desired within your target population. **Objectives** should support goals, describing specific changes that will be accomplished within a certain period of time and are measurable. It is critical that the goals and objectives are realistic in terms of both time and available resources. Therefore, it may be necessary to develop intermediate or short-term objectives. It is also important that the goals and objectives be stated or otherwise explained in ways that directly link them to the identified problem and, if applicable, the selected risk and protective factors. Applicants must also include specific service goals, including how many students will be served, and when training and implementation will occur in this section, which will be followed in the applicant's strategies/approaches and Implementation Plan sections.

- 3.1 State the goal(s) that will address the identified problem, in the context of implementing the Protecting You/Protecting Me program.
- 3.2 For each goal, identify a(n) objective(s) that:
- Describes what will change in the targeted population (e.g. behavior/attitudes, increase in job skills and/or employment.);
 - Quantifies how much will change (e.g. increase or decrease in numbers, percentages, etc.);
 - Gives a specific date by which the change(s) will occur.
- 3.3 Explain how the goals and objectives are linked to the identified problem and, if applicable, the selected risk and/or protective factors.

4. Strategies/Approaches

Identify and describe the interventions chosen to reach the stated goals and outcome objectives, within the context of the Protecting You/Protecting Me program.

- 4.1 Describe the strategies/approaches (program) that will be used to meet the goals and objectives. This must include a demonstrated relationship between the high school delivering the curriculum and the elementary school receiving the program.
- 4.2 (a) Explain how the selected strategies/approaches address the problem and will lead to achieving the stated goals and objectives.
- 4.2 (b) Describe the evidence that supports community readiness to improve current conditions and implement the selected strategies/approaches. This may include any interagency links and community partnerships identified as part of the applicant's external team (2.3c).

- 4.3 If applicable to your program, how do the strategies/approaches connect to the selected risk and protective factors?
- 4.4 Describe the characteristics of the targeted population and explain, as needed, how the strategies/approaches of delivering PY/PM are culturally competent, age appropriate and gender responsive.

5. Implementation Plan

Please describe the steps that must be taken to put the strategies/approaches into action, through implementation. This section should include all the elements required to operationalize the strategies/approaches for the duration of the grant. Information about PY/PM is included on the program's website and in **Exhibit D** to provide the applicant with information to demonstrate an understanding of what needs to be in place to deliver a model program.

Resources and Budget

- 5.1 List all resources that will be needed to implement the strategies/approaches. Resources may include staff, equipment, supplies, curricula, incentives, etc. (See **Attachment B** for a sample budget. Please use this format and the categories listed to complete your budget.) An authorized agency representative must sign all budget information. This is the person the GOCYF will contact with any clarifying questions relating to the program budget.
- 5.2 Explain where these resources will be obtained including existing resources, the GOCYF grant, and other grants, donations and contributions, both financial and in-kind (complete **Attachment D**).
- 5.3 Complete the attached budget sheets (**Attachments B and C**).

Organizational Capacity and Infrastructure

- 5.4 Describe your organization's business management system by completion of the Financial Systems Survey (**Attachment H**).
- 5.5 In order to implement the strategies/approaches, what capacity building will be needed? This may include additional fundraising, establishing or strengthening relationships with collaborators, increasing staff, adding data or financial systems, contracting with consultants or providers, purchasing equipment (computers, phones, faxes, etc.).
- 5.6 (a) Describe staff accountabilities and qualifications related to the strategies/approaches of the proposed program. List how much time each person will spend on the project. In addition, attach résumés for key individuals involved in the project (See **Attachment F** for listing staff qualifications).
- 5.6 (b) Provide an organizational chart for the proposed program to include staff names and titles, résumés for existing staff that will be a part of the program, and job descriptions for positions to be filled.

Implementation/Work Plan Activities

- 5.7 Sequentially list the activities needed to implement the strategies/approaches including timelines and responsibilities (See **Attachment E**, Sample Implementation Plan for sample items and suggested dates for implementation).
- 5.8 (a) Describe in detail the plan for recruiting and retaining participants/clients. Please see service goal requirements for participation in **Section 6, Evaluation**.
- 5.8 (b) Describe any anticipated barriers to participation and your plans to overcome those barriers.
- 5.8 (c) Describe the process for recruitment and set-up of the high school peer leadership, youth-led program. Include any requirements that need to be met in order to set up the PY/PM class and to implement the youth-led model in your school. Please provide letters of agreement from both the high school that will lead the PY/PM and the elementary school who will receive the program.
- 5.9 (a) Describe any training that will be needed for existing and/or new staff.
- 5.9 (b) How and when will this training be delivered?

6. Evaluation

Evaluation will be directly connected to both the process objectives included in the Implementation Plan and the outcome objectives stated in the Goals and Objectives (Section 3). The process evaluation should measure which activities were implemented and the quality, strengths and weaknesses of the implementation. The outcome evaluation should determine the extent to which the program has accomplished the stated goals and outcome objectives.

Protecting You/Protecting Me is designed to meet specific outcomes for the populations served. Therefore, each funded program will be required to demonstrate the following outcomes that are applicable to the proposed program:

For elementary students

- Increased or improved vehicle safety and passenger safety skills
- Increased knowledge about the brain
- Increased perception of harmfulness of underage alcohol use
- Decreased alcohol use expectancies

For high school students

- Reduced use of alcohol
- Reduced binge drinking
- Increased perceptions of harmfulness of underage alcohol use
- Increased anti-underage drinking attitudes
- Improved teaching and presentation skills

Sub-grantees will be expected to meet specific performance measures and service goals, which must be included in the process evaluation. These include: Projected families recruited, projected families completed, actual families recruited and actual families completed.⁴ Sub-grantees will be expected to provide the program to between 20-30 families as the service goal.

Applicants must agree to participate in a statewide evaluation of the program. Evaluation costs will be provided by the offeror. Evaluation components may include pre- and post-tests, survey of students and teachers, and focus groups with high school students. Some evaluation components may be carried out by the applicant, as required by the evaluator. Applicants will be required to attend a sub-grantee orientation in Phoenix, Arizona with both the offeror and the evaluators on February 21, 2005.

6.1 (a) Who will have overall responsibility for making sure the process and outcome evaluations are adhered to, in accordance with the Evaluator? This includes the person with responsibility and primary contact for the statewide evaluation with the contracted evaluator.

Program Specific Requirements

The following restrictions and requirements shall apply to all applications:

1. The Governor's Division for Substance Abuse Policy shall be responsible for oversight of the contract. You will be provided a contact name and number. A contract file shall be set up in the Governor's Office for Children, Youth and Families. Contract monitoring will be the responsibility of the Governor's Division for Substance Abuse Policy and the Governor's Division of Finance and Administration.
2. Keep a copy of this solicitation and your grant application. If awarded, the sub-grantee shall be bound to the services listed by the grant application and based upon the RFGA, including all terms, conditions, specifications, amendments, etc.
3. No construction costs permitted.
4. Funding: The Protecting You/Protecting Me Program is funded by the Parents Commission on Drug Education and Prevention. The Arizona Parents Commission on Drug Education and Prevention also known as "The Parents Commission" was created by the passage of Proposition 200 - "The Drug Medicalization, Prevention and Control Act". Created by voter initiative, the Parents Commission funds programs that will increase and enhance parental involvement and increase education about the serious risks and public health problems caused by abuse of alcohol and controlled substances. Much of the emphasis with Parents Commission programs centers on prevention in regards to substance abuse and strong parental involvement with their children.

⁴ "Families" is defined by the Governor's Division for Substance Abuse Policy, and may include any combination of a student, youth and/or parent.

The Parents Commission works with the Governor's Division for Substance Abuse Policy, which performs all administrative and professional services for the Commission. The Governor's Division for Substance Abuse Policy, on behalf of the Parents Commission, assists the Commission in developing substance use education and prevention and parent involvement strategies. Funds are distributed to programs to increase and enhance parental involvement and to increase substance use education and prevention.

5. Reports and Payment: The sub-grantee will submit activity reports (e.g. programmatic, financial, etc.) as required by the Governor's Division for Substance Abuse Policy and the Governor's Division of Finance and Administration.
6. The sub-grantee shall notify the Division for Substance Abuse Policy in writing, thirty (30) days in advance, of any changes in the program that will directly affect service delivery under the terms of the contract. No changes shall be implemented without the prior written approval of a formal contract amendment by the Governor's Office for Children, Youth and Families.
7. The sub-grantee shall be paid on a cost-reimbursement basis, monthly/or quarterly for those items submitted and approved in the budget inclusively. **If awarded a contract, your organization must have sufficient funds to meet obligations for up to 30 days while awaiting reimbursements from the Governor's Office for Children, Youth and Families.** Reimbursement requests should be submitted on either a monthly or quarterly basis by the due date on the financial draw down schedules which will be provided upon award. The sub-grantee shall submit a final reimbursement request for expenses obligated prior to the date of contract termination no more than forty-five (45) days after the contract end. Requests for reimbursement received later than forty-five (45) days after contract termination will not be paid.

Reimbursement requests should be submitted to:

Governor's Division of Finance and Administration
State Capitol Building
1700 West Washington, Suite 101
Phoenix, Arizona 85007

Terms & Conditions:

1. Term of Grant: The term of the grant shall commence upon award and shall remain in effect until August 31, 2006, unless terminated, canceled or extended as otherwise provided herein.
2. Requested funding must be submitted in an all-inclusive basis. The Governor's Office will not reimburse any item other than the all-inclusive funding contained on the budget forms.
3. Key Personnel: It is essential that the sub-grantee provide an adequate staff of experienced personnel, capable of and devoted to the successful accomplishment of work to be performed under this grant. The Sub-grantee must assign specific individuals to the key positions. **Once assigned to work under the grant, key personnel shall not be removed or replaced without the prior written approval of the Governor's Office.**

4. **Financial Audit:** At any time during the term of this grant, and at any time within three (3) years after the termination of this grant, the sub-grantee's or any subcontractor's books and records shall be subject to an audit by the State or Federal Government, to the extent that the books and records relate to the performance of the sub-grantee or subcontract. In addition, in compliance with the Federal Single Audit Act (31 U.S.C. par., 7501-7507), as amended by the Single Audit Act Amendments of 1996 (P.L. 104 to 156), grant sub-recipients, as prescribed by the President's Council on Integrity and Efficiency Position #6, expending Federal Grants from all sources totaling \$500,000 or more, must have an annual audit conducted in accordance with OMB Circular #A-133, Audits of States, Local Governments and Non-profit Organizations." **If you are awarded a grant with the Governor's Office for Children, Youth and Families, and have expended more than \$500,000 in federal dollars, a copy of your audit report for the previous fiscal year must be submitted to our office for review.**
5. **Audit Trails:** The sub-grantee shall maintain proper audit trails for all reports related to this grant. The Governor's Office reserves the right to review all program records.
6. **Fund Management:** The sub-grantee must maintain funds received under this grant in separate ledger accounts and cannot mix these funds with other sources. Sub-grantee must manage funds according to federal circular OMB #A-122 "Cost Principles for Nonprofit Organizations" or OMB #A-87 "Cost Principles for State and Local Governments" or OMB #A-21 "Cost Principles for Education Institutions", whichever is applicable. Federal OMB regulations require that in order to be eligible to receive federal funding, an applicant must maintain a financial management system meeting the following criteria:
 - a. Accurate, current and complete disclosure of financial information.
 - b. Adequate identification of the source and application of funds.
 - c. Effective internal controls and processes for safeguarding assets.
 - d. Procedures for minimizing the holding of cash (Cash Management Improvement Act).
 - e. Written procedures for determining the allow ability of costs.
 - f. Accounting records supported by source documents.
7. **Compliance:** All parties to this agreement agree to comply with Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act, and State Executive Order No. 75-5 which mandates that all persons, regardless of race, religion, handicap, color, age, sex, political affiliation or national origin shall have equal access to employment opportunities.

All parties shall comply with 1) the Rehabilitation Act of 1973, as amended, which prohibits discrimination in the employment or advancement in employment of qualified persons because of physical or mental handicap; 2) all applicable federal regulations regarding equal employment opportunity and relevant orders issued by the U.S. Secretary of Labor; and all applicable provisions of the Americans with Disabilities Act (Public Law 101-336, 42 U.S.C. 12101-12213) and all applicable Federal Regulations under the Act including 28 CFR Parts 35 & 36.

8. **Licenses:** Sub-grantee shall maintain in current status all Federal, State, and local licenses and permits required for the operation of the business conducted by the sub-grantee.
9. **Amendments:** Any change in the grant including the Scope of Work described herein, whether by modification or supplementation, must be accomplished by a formal grant amendment signed and approved by and between the duly authorized representatives of the sub-grantee

and the Governor's Office. The Governor's Office for Children, Youth and Families will also approve any amendment, when necessary. Any such amendment shall specify an effective date, any increases or decreases in the amount of the contractor's compensation if applicable and entitled as an "Amendment", and signed by the parties identified in the preceding sentence. The sub-grantee expressly and explicitly understands and agrees that no other method and/or no other document, including correspondence, acts, and oral communications by or from any person, shall be used or construed as an amendment or modification or supplementation to the contract.

10. Sub-contractors: The sub-grantee agrees and understands that no sub-contract which the sub-grantee enters into with respect to performance under this contract shall in any way relieve the sub-grantee of any responsibility for performance of its duties. **It is highly recommended by the Governor's Office that a Memorandum of Understanding or some other type of contract is in place between the Sub-grantee and a Subcontractor for services to be performed, and in which a payment amount has been negotiated and approved, so as to avoid any misunderstanding between both parties.**

11. Indemnification Clause: Sub-grantee shall indemnify, defend, save and hold harmless the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees (hereinafter referred to as "Indemnatee") from and against any and all claims, actions, liabilities, damages, losses, or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation and litigation) (hereinafter referred to as "Claims") for bodily injury or personal injury (including death), or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by the negligent or willful acts or omissions of Sub-grantee or any of its owners, officers, directors, agents, employees or subcontractors. This indemnity includes any claim or amount arising out of or recovered under the Workers' Compensation Law or arising out of the failure of such contractor to conform to any federal, state or local law, statute, ordinance, rule, regulation or court decree. It is the specific intention of the parties that the Indemnatee shall, in all instances, except for Claims arising solely from the negligent or willful acts or omissions of the Indemnatee, be indemnified by Sub-grantee from and against any and all claims. It is agreed that Sub-grantee will be responsible for primary loss investigation, defense and judgment costs where this indemnification is applicable. In consideration of the award of this contract, the

Sub-grantee agrees to waive all rights of subrogation against the State of Arizona, its officers, officials, agents and employees for losses arising from the work performed by the Sub-grantee for the State of Arizona.

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

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

The *insurance requirements* herein are minimum requirements for this Grant and in no way limit the indemnity covenants contained in this Grant. The State of Arizona in no way warrants

that the minimum limits contained herein are sufficient to protect the Sub-grantee from liabilities that might arise out of the performance of the work under this contract by the Sub-grantee, its agents, representatives, employees or subcontractors, and Sub-grantee is free to purchase additional insurance.

A. MINIMUM SCOPE AND LIMITS OF INSURANCE: Sub-grantee shall provide coverage with limits of liability not less than those stated below.

1. Commercial General Liability – Occurrence Form

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

- General Aggregate \$2,000,000
- Products – Completed Operations Aggregate \$1,000,000
- Personal and Advertising Injury \$1,000,000
- Blanket Contractual Liability – Written and Oral \$1,000,000
- Fire Legal Liability \$ 50,000
- Each Occurrence \$1,000,000

a. The policy shall be endorsed to include the following additional insured language: ***“The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees shall be named as additional insured’s with respect to liability arising out of the activities performed by or on behalf of the Sub-grantee”.***

b. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the Sub-grantee.

2. Automobile Liability

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

- Combined Single Limit (CSL) \$1,000,000

a. The policy shall be endorsed to include the following additional insured language: ***“The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees shall be named as additional insured’s with respect to liability arising out of the activities performed by or on behalf of the Sub-grantee, involving automobiles owned, leased, hired or borrowed by the Sub-grantee”.***

3. Worker's Compensation and Employers' Liability

Workers' Compensation	Statutory	Employers' Liability
Each Accident		\$ 500,000
Disease – Each Employee		\$ 500,000
Disease – Policy Limit		\$1,000,000

- a. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the Sub-grantee.
 - b. This requirement shall not apply to: Separately, EACH sub-grantee or subcontractor exempt under A.R.S. 23-901, AND when such sub-grantee or subcontractor executes the appropriate waiver (Sole Proprietor/Independent Contractor) form.
- B. Additional Insurance Requirements: The policies shall include, or be endorsed to include, the following provisions:
- 1. The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees wherever additional insured status is required such additional insured shall be covered to the full limits of liability purchased by the Sub-grantee, even if those limits of liability are in excess of those required by this Grant.
 - 2. The sub-grantee's insurance coverage shall be primary insurance with respect to all other available sources.
 - 3. Coverage provided by the Sub-grantee shall not be limited to the liability assumed under the indemnification provisions of this Grant.
- C. Notice of Cancellation: Each insurance policy required by the insurance provisions of this Grant shall provide the required coverage and shall not be suspended, voided, canceled, or reduced in coverage or in limits except after thirty (30) days prior written notice has been given to the Governor's Office. Such notice shall be sent directly to **(State of Arizona Department Representative's Name AND Address)** and shall be sent by certified mail, return receipt requested.
- D. Acceptability of Insurers: Insurance is to be placed with duly licensed or approved non-admitted insurers in the state of Arizona with an "A.M. Best" rating of not less than A- VII. The State of Arizona in no way warrants that the above-required minimum insurer rating is sufficient to protect the Sub-grantee from potential insurer insolvency.
- E. Verification of Coverage: Sub-grantee shall furnish the State of Arizona with certificates of insurance (ACORD form or equivalent approved by the State of Arizona) as required by this Grant. The certificates for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf.

All certificates and endorsements are to be received and approved by the Governor's Office before work commences. Each insurance policy required by this Grant must be in effect at or prior to commencement of work under this Grant and remain in effect for the duration of the project. Failure to maintain the insurance policies as required by this Grant, or to provide evidence of renewal, is a material breach of grant.

All certificates required by this Grant shall be sent directly to **(State of Arizona Department Representative's Name and Address)**. The State of Arizona project/grant number and project description shall be noted on the certificate of insurance. The State of

Arizona reserves the right to require complete, certified copies of all insurance policies required by this Grant at any time. **DO NOT SEND CERTIFICATES OF INSURANCE TO THE STATE OF ARIZONA'S RISK MANAGEMENT SECTION.**

- F. Subcontractors: Contractors' certificate(s) shall include all subcontractors as insured under its policies **or** Contractor shall furnish to the State of Arizona separate certificates and endorsements for each subcontractor. All coverage for subcontractors shall be subject to the minimum requirements identified above.
- G. Approval: Any modification or variation from the *insurance requirements* in this Grant shall be made by the Department of Administration, Risk Management Section, whose decision shall be final. Such action will not require a formal Grant amendment, but may be made by administrative action.
- H. Exceptions: In the event the Sub-grantee or sub-contractor(s) is/are a public entity, then the Insurance Requirements shall not apply. Such public entity shall provide a Certificate of Self-Insurance. If the sub-grantee or sub-contractor(s) is/are a State of Arizona agency, board, commission, or university, none of the above shall apply.
13. Confidentiality of Records: The Sub-grantee shall establish and maintain procedures and controls that are acceptable to the State for the purpose of assuring that no information contained in its records or obtained from the State or from others in carrying out its functions under the grant shall be used by or disclosed by it, its agents, officers, or employees, except as required to efficiently perform duties under the grant. Persons requesting such information shall be referred to the Governor's Office. Sub-grantee also agrees that any information pertaining to individual persons shall not be divulged other than to employees or officers of the Sub-grantee as needed for the performance of duties under the contract, unless otherwise agreed to in writing by the Governor's Office.
14. Confidential Information: If a person believes that any portion of an application, bid, offer, specification, protest or correspondence contains information that should be withheld, then the Operations Manager for the Governor's Office for Children, Youth and Families shall be so advised in writing (price is not confidential and will not be withheld). Such material shall be identified as confidential wherever it appears. The State, pursuant to A.C.R.R. R2-7-104, shall review all requests for confidentiality and provide a written determination. If the confidential request is denied, such information shall be disclosed as public information, unless the person utilizes the "Protest" provision as noted in §41-2611 through §41-2616.
15. Cancellation: The Governor's Office reserves the right to cancel the whole or any part of the grant due to failure of the Sub-grantee to carry out any term, promise, or condition of the grant. The Governor's Office will issue a written ten (10) day notice of default to the Grant for acting or failing to act as in any of the following:
- The Sub-grantee provides personnel that do not meet the requirements of the contract.
 - The Subgrantee fails to perform adequately the services required in the contract.
 - The Subgrantee attempts to impose on the State, personnel that are of an unacceptable quality.
 - The Subgrantee fails to furnish the required product within the time stipulated in the contract.

- The Subgrantee fails to make progress in the performance of the requirements of the grant and/or gives the Governor's Office a positive indication that the Subgrantee will not or cannot perform to the requirements of the grant.
- If the Subgrantee does not correct the above problem(s) within ten (10) days after receiving the notice of default, the Governor's Office may cancel the grant. If the Governor's Office cancels the grant pursuant to this clause, the Governor's Office reserves all rights or claims to damage for breach of grant.

16. Termination: The Operations Manager for the Governor's Office for Children, Youth and Families reserves the right to terminate the contract at any time, for the convenience of the Governor's Office, without penalty or recourse, by giving written notice to the subgrantee at least thirty (30) days prior to the effective date of such termination. In the event of termination pursuant to this paragraph, all documents, data, and reports prepared by the subgrantee under the contract shall, at the option of the Governor's Office for Children Youth and Families, become property of the State of Arizona. The subgrantee shall be entitled to receive just and equitable compensation for that work completed prior to the effective date of termination.

17. Suspension or Debarment Status: If the agency, firm, business or person submitting this bid or offer has been debarred, suspended or otherwise lawfully precluded from participating in any public procurement activity with any Federal, State or Local Government, the bidder or offeror must include a letter with its bid or offer setting forth the name and address of the governmental unit, the effective date of the suspension or debarment, the duration of the suspension or debarment, and the relevant circumstances relating to the suspension or debarment. Failure to supply the letter or to disclose in the letter all pertinent information regarding a suspension or debarment shall result in rejection of the bid or offer or cancellation of a grant. The State also may exercise any other remedy available by law.
18. Suspension or Debarment Certification: By signing the offer section of the Offer and Acceptance page, the bidder or offeror certifies that the firm, business or person submitting the bid or offer has not been debarred, suspended or otherwise lawfully precluded from participating in any public procurement activity with any Federal, State or Local Government. Signing the offer section without disclosing all pertinent information about a debarment or suspension shall result in rejection of the bid or offer or cancellation of a contract. The State also may exercise any other remedy available by law.
19. Restrictions on Lobbying: The sub-grantee shall not use these funds to pay for, influence, or seek to influence any officer or employee of the State of Arizona or the federal government if that action may have an impact, of any nature, on this agreement.
20. Fingerprinting: The provisions of A.R.S. §46-141 are hereby incorporated as provisions of this contract as they pertain to any new personnel not already covered by this requirement.

The provider shall assume the costs of fingerprint checks and may charge these costs to fingerprint its personnel. The department may allow all or part of the costs of fingerprint checks to be included as an allowable cost in a grant.

Personnel who are employed by any provider, whether paid or not, and who are required or allowed to provide services directly to juveniles shall certify on forms provided by the Department of Public Safety and notarized whether they have ever committed any act of sexual abuse of a child, including sexual exploitation and commercial sexual exploitation, or any act of child abuse.

This grant may be cancelled or terminated if the fingerprint check or the certified form of any person who is employed by a provider, whether paid or not, and who is required or allowed to provide services directly to juveniles discloses that a person has committed any act of sexual abuses of a child, including sexual exploitation or commercial sexual exploitation, or any act of child abuse or that the person has been convicted of or awaiting trial on any of the following criminal offenses in this state or similar offenses in another state or jurisdiction.

21. The sub-grantee shall comply with the Americans With Disabilities Act of 1990 (Public Law 101-336) and the Arizona Disability Act of 1992 (A.R.S. 41-1492 et. seq.), which prohibits discrimination on the basis of physical or mental disabilities in delivering contract services or in the employment, or advancement in employment of qualified individuals.
22. Sectarian Requests: Funds may not be expended for any sectarian purpose or activity, including sectarian worship or instructions.
23. Publications: The Governor's Division for Substance Abuse Policy reserves the right to review and approve any publications funded or partially funded through this contract. All publications funded or partially funded through this grant shall recognize the Governor's Division for Substance Abuse Policy and the Parents Commission on Drug Education and Prevention.
24. The latest edition of the Arizona Uniform General Terms and Conditions and Uniform Instructions to Offerors is incorporated into this Request for Grant Applications by reference. Copies may be obtained from the State Procurement Office (602) 542-5511. The State Procurement website is: www.sporas.ad.state.az.us. The Arizona Uniform General Terms and Conditions and Uniform Instructions to Offers is also available on the Governor's Office for Children, Youth and Families website at: http://www.governor.state.az.us/cyf/grant_reg_info/grant_reg.html

Checklist

Use the following list to make sure your Protecting You/Protecting Me Program application is complete and meets the requirements specified in this Request for Grant Application:

- One (1) original copy marked “**ORIGINAL**”.
- Six (6) additional copies.
- Signed Offer and Acceptance Form.
- Table of Contents.
- All required Attachments (A – I) are completed as instructed.
- Letters of Support from participating schools.
- Page numbers are included on all pages and are in sequence. Page Limit, not including attachments is 21 pages.
- Twelve point font or larger is used. Single-spaced, single-sided.
- Any amendments posted have been signed and submitted with application.
http://www.governor.state.az.us/cyf/grant_reg_info/grant_reg.html
- Do NOT bind your applications in spiral binders or in 3-ring notebooks. Please submit your applications either stapled in the upper left-hand corner or use a binder clip. The GOCYF is not responsible for supplying boxes, envelopes, tape, etc. to applicants.
- Applications are submitted in a sealed envelope with the Grant Application Number PC-DSG-05-6253 and the applicant’s name and address CLEARLY indicated on the outside of the envelope/package.
- A copy of this RFGA and the grant application are kept on file, understanding that if awarded, these constitute our contract and we are bound to the services listed by the grant proposal and based upon the solicitation, including all terms, conditions, specifications, amendments, etc.
- It is the responsibility of each applicant to ensure their application is delivered to the Governor’s Office by the due date and time. Allow for such contingencies as heavy traffic, weather, directions to submittal location, parking, common carriers not delivering as requested, etc. The Governor’s Office SHALL NOT accept late applications past the due date and time.

Attachments

- ❑ Attachment A: Offeror's Experience
- ❑ Attachment B: Sample Budget
- ❑ Attachment C: Budget Narrative
- ❑ Attachment D: List of Other Funding Sources
- ❑ Attachment E: Sample Implementation Plan
- ❑ Attachment F: Personnel Staff Overview
- ❑ Attachment G: Standard Data Collection Form
- ❑ Attachment H: Financial Systems Survey
- ❑ Attachment I: Assurances- Non-Construction Programs
- ❑ Exhibit A: Certificate of Insurance
- ❑ Exhibit B: Risk and Protective Factor Information
- ❑ Exhibit C: Resources
- ❑ Exhibit D: MADD Protecting You/Protecting Me Program Information

Attachment A

Offeror's Experience

The following form may be reproduced with word processing software, or another form may be created that contains all the information requested.

Name and address of organization for which the service or activity was provided.
Location where services or activities were conducted.
Dates the service or activity was conducted (e.g. October 2001 – December 2001).
Describe the services or activities that were provided.
Describe what was achieved with the services or activities (e.g. increased knowledge among 20% of program participants, reduced alcohol use by 10%, etc.).

Attachment B

Sample Line Item Budget

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

Budget Period: March 1, 2005 – August 31, 2006

Budget Category	Line Item	Requested Funds
Personnel and Fringe Benefits		
Personnel	Project Coordinator, Bob Williams, 100%, 18 months (\$34,000 annual salary)	\$51,000.00
Fringe Benefits	Tribal Community Support Specialist, 50%, 18 months (\$10,000 annual stipend)	\$15,000
	Agency Rate (22%) Budget narrative should provide more detailed accounting of how this rate was determined for the agency.	\$14,520.00
Contracted Services/Professional Services		
Contract services		\$1,000.00
Training*	Two-day High School/Peer Leadership Set-up Training (x 2 staff persons)	\$1,200.00
	Three-day Youth-Led Program Implementation Training (x 2 staff persons)	\$2,000.00
Travel*	Project Staff to attend mandatory subgrantee orientation in Phoenix [(300 miles x 34.5 cents per mile) + (1 night hotel room & 2 days MIE)] x 2 staff persons	\$495.50
	Project staff to attend program related training in Phoenix [(300 miles x 34.5 cents per mile) + (5 nights hotel room & 6 days MIE)] x 2 staff persons	\$1,083.50
Pass Through		
Subgrants	Stipends for school personnel 1 person - .10 FTE	\$1,000.00
Supplies and Other Operating		
	Postage (\$100/month x 18 months for monthly flier)	\$1,800.00
	Telephone for Bob Williams (\$75/month x 18 months)	\$1,350.00
	Copy Supplies for Curriculum materials	\$180.00

	Incentives for students and parents	\$200.00
Administrative/Indirect Costs		
	Please see narrative.	
Total		\$90,829.00

* Items designated with a (*) are required line item expenses for the PY/PM program.

As shown, a line item budget justification for each component **MUST** be included in the application that describes the procedure for determining the cost of budget categories. Detail in the line item budget narrative strengthens proposals. See the following page for budget narrative format.

Authorized Signature

Sample Budget Narrative

The purpose of the budget narrative is to provide more clarity and detail on the various budget line items that funds are being requested for. In addition, **please do a separate budget narrative for all match that will be contributed towards this grant.** The budget narrative should explain the criteria used to compute the budget figures on the budget form. Please verify that the narrative and budget form correspond and the calculations and totals are accurate.

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

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

Contracted Consultant/Professional Services: If professional consultants/services costs are proposed in the budget, define how the costs for these services were determined and the justification for the services related to the project. This category includes Evaluation Services. Information for Evaluation Professional Services should include who will be performing the evaluation, the type of work to be performed, and how the costs/rates are determined. Explain how all contracts will be procured.

Training: Subgrantees are required to send two staff persons who will be teaching the high school students to two different trainings. The first is on how to set up the high school peer leadership class, and is two days. The second is on the youth-led implementation of Protecting You/Protecting Me and is three days.

Travel: Include a detailed breakdown of hotel, transportation, meal costs, etc. Indicate the location(s) of travel and the justification for travel, how many employees will attend and how the estimates have been determined. Explain the relationship of each cost item to the project (e.g., if training or training expenses are requested, explain the topic of the training and its relationship to the project). Applicants may follow their own established travel rates. However, the Governor's Office for Children, Youth and Families reserves the right to determine the reasonableness of those rates. If an applicant does not have a written policy they should abide by the State's travel policy (www.gao.state.az.us/travel/).

Pass Through/Subgrants: In the event that this application represents a collaboration and the contract will be utilizing other subgrantees to perform various components of the program, include a list of subgrantees, programmatic work each subgrantee will perform, and how costs for each subgrantee are determined).

Supplies and Operating Expenses: Explain each supply item to be purchased, how the costs were determined and justify the need for the items. Items with a unit cost less than \$5,000 are considered supplies and should be listed in this category. All purchases should be made through competitive bid, state or local award, or established purchasing procedures.

Administrative/Indirect Costs: Administrative costs are general or centralized expenses of overall administration of an organization that receives grant funds and does not include particular project costs. For organizations that have an established federally approved indirect cost rate for Federal awards, indirect costs mean those costs that are included in the organization's indirect cost rate. Such costs are generally identified with the organization's overall operation and are further described in Office of Management and Budget Circulars A-21, A-87, and A-122.

Option A: Administrative Costs: With proper justification, subgrantees may include an allocation for administrative costs for up to 5% of the grant request.

Administrative costs may include direct charges for: costs of financial, accounting, auditing, contracting or general legal services; costs of internal evaluation, including overall organization's management improvement costs; and costs of general liability insurance that protects the organization(s) responsible for operating a project, other than insurance costs solely attributable to the project. Administrative costs may also include that portion of salaries and benefits of the project's director and other administrative staff not attributable to the time spent in support of a specific project.

Options B: Federally Approved Indirect Costs: If your organization has a federally approved indirect cost rate agreement in place, sub-grantees may include an allocation for indirect costs for up to 5% of the grant request.

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

Authorized Signature _____ Date _____

Job Title _____

Attachment D

List of Other Funding Sources

Please list all other funding that your organization currently receives from State or Public Agencies, Federal Agencies, Non-Profit Organizations, or any other source providing funding **for the proposed program***. Use a continuation sheet if necessary.

Type of Funding (Federal, State, local, other)	Received From	Amount	Purpose (i.e. salaries, travel, operating, etc.)
TOTAL:			

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

Implementation Plan

The following is provided as an **example only**.

TASK	PERSON RESPONSIBLE	VERIFICATION	START DATE	END DATE
Hire program Staff	Project Director	Signed letter of Employment	April 1, 2005	May 15, 2005
Design Parent Participation Plan	Consultant	Printed Plan and Meeting Schedule	June 1, 2005	July 1, 2005
Recruit students for PY/PM class	Project Manager	List of confirmed students	April 15, 2005	August 15, 2005

Attachment F

Personnel Staff Overview

In addition to this overview, please attach a résumé (for current personnel) or a job description (for positions to be hired) for the key individuals involved in the project.

STAFF MEMBER	BACKGROUND AND EXPERTISE OF PERSONNEL
Name: Title:	

Attachment G

Standard Data Collection Form for the Grant Management Information System Governor's Office for Children, Youth and Families

A. Applicant Information

Program Name (if applicable) _____

Agency _____ Contact Person _____

Address _____ Position _____

Address _____ Email _____

City, State, Zip _____ Phone _____ x _____ Fax _____

County _____

Employer Identification Number: _____

Have you previously conducted business with the state using this EIN: **Y N**

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

In which Legislative (State) District is your agency? _____ Enter District # _____
<http://www.azredistricting.org> (click on Final Maps)

Approximately how much FEDERAL funding will your organization expend in your current fiscal year? \$ _____

What is your organization's fiscal year-end date? _____

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

Please provide contact information of the audit firm conducting your audit:

Agency _____

Address _____

Phone Number _____

B. Program Description

Please provide a **brief** program description of the program in 1 or 2 paragraphs.

C. Contact Information (Please copy this page as many times as needed)

Program Agency – Indicates person with primary contact with the Governor’s Office for Children, Youth and Families and is directly responsible for ensuring that the program plan is implemented. All future program correspondence will be sent to this person.

Fiscal Agency – Indicates person responsible for financial matters pertaining to this grant.

Collaborator – Indicates all persons/agencies who have been identified as a collaborator, partner, host site as a requirement of this grant.

<input type="checkbox"/> <u>Program Agency</u>	<input type="checkbox"/> <u>Fiscal Agency</u>	<input type="checkbox"/> <u>Collaborator</u>
Agency _____	Contact Person _____	
Address _____	Position _____	
City, State, Zip _____	Phone _____ x _____	
Email _____	Fax _____	
County _____		

<input type="checkbox"/> <u>Program Agency</u>	<input type="checkbox"/> <u>Fiscal Agency</u>	<input type="checkbox"/> <u>Collaborator</u>
Agency _____	Contact Person _____	
Address _____	Position _____	
City, State, Zip _____	Phone _____ x _____	
Email _____	Fax _____	
County _____		

<input type="checkbox"/> <u>Program Agency</u>	<input type="checkbox"/> <u>Fiscal Agency</u>	<input type="checkbox"/> <u>Collaborator</u>
Agency _____	Contact Person _____	
Address _____	Position _____	
City, State, Zip _____	Phone _____ x _____	
Email _____	Fax _____	
County _____		

Attachment H

Financial Systems Survey Governor's Office for Children, Youth and Families

Please answer every question by circling the correct answer. Attach materials and document comments as required.

As stewards of federal and state funds, the Governor's Office for Children, Youth and Families awards funds to organizations (regardless of size) that are both capable of achieving project goals/objectives and upholding their responsibility for properly managing funds as they achieve those objectives.

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

A. General Information

Has your organization received a Federal or State Grant within the last two years?	YES NO
Has your organization completed an A-133 Single Audit within the past two years? If yes, please attach a copy of your Management Letter, including Findings and Questioned Costs.	YES NO
Has your organization been audited by an independent Certified Public Accountant within the past two years? If yes, please attach a copy of the most recent audited financial statements.	YES NO
Please attach a schedule showing the TOTAL federal funds (by granting agency) expended by your agency for the most recent fiscal year. Note: If your organization had an A-133 Single Audit, a copy of the " Schedule of Expenditures for Federal Awards " can be submitted.	
Has your organization received funding from the Governor's Office for Children, Youth and Families within the past two years? If yes, specify the grant contract number(s): _____	YES NO
Has your organization been granted tax-exempt status by the Internal Revenue Service?	YES NO N/A
If you answered YES to question #6, under what section of the IRS code? O 501 C (3) O 501 C (4) O 501 C (5) O 501 C (6) O Other. Specify: _____	
Does your organization have established policies related to salary scales, fringe benefits, travel reimbursement and personnel policies?	YES NO

B. Funds Management

Which of the following describes your organization's accounting system?	Manual Automated Combination
How frequently do you post to the General Ledger?	Daily Weekly Monthly Other
Does the accounting system completely and accurately track the receipt and disbursements of funds by each grant or funding source?	YES NO
Does the accounting system provide for the recording of actual costs	YES

compared to budgeted costs for each budget line item?	NO
Are time and effort distribution reports maintained for employees working fully or partially on state or federal grant programs which account for 100% of each employee's time?	YES NO
Is your organization familiar with Federal Cost Principles (i.e. OMB Circular A-87, A-122 or A-21)?	YES NO
How does your organization plan to charge common/indirect costs to this grant? NOTE: Those organizations using an indirect cost plan/rate need to attach a copy of the methodology and calculations in determining the rate.	Direct Charges Utilizing an Indirect Cost Allocation Plan or Rate

C. Internal Controls

Are duties of the bookkeeper/accountant segregated from the duties of cash receipt or cash disbursement?	YES NO
Are checks signed by individuals whose duties exclude recording cash received, approving vouchers for payment and the preparation of payroll?	YES NO
Are all accounting entries and payments supported by source documentation?	YES NO
Are cash or in-kind matching funds supported by source documentation?	YES NO
Are employee time sheets supported by appropriately approved/signed documents?	YES NO
Does the organization maintain policies which include procedures for assuring compliance with applicable cost principles and terms of each grant award?	YES NO

D. Procurement

Does the organization maintain written codes of conduct for employees involved in awarding or administering procurement contracts?	YES NO
Does the organization conduct purchases in a manner that encourages open and free competition among vendors?	YES NO
Does the organization complete some level of cost or price analysis for every major purchase?	YES NO
Does the organization maintain a system of contract administration to ensure contractor conformance with the terms and conditions of each contract?	YES NO
Does the organization maintain written procurement policies and procedures?	YES NO

E. Contact Information

Please indicate the following information. In the event that the Governor's Office for Children, Youth and Families has questions about this survey, this individual will be contacted.

Prepared By: _____

Title: _____

Date: _____

Phone/Fax/Email: _____

F. Certification

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

Signature

Date

G. Comments and Attachments

Please use the space below to comment on any answers in Sections A – D. Please indicate the Section and Question # next to each comment.

Number of Attachments (please number each attachment): _____

Comments:

**Assurances – Non-Construction Programs
OMB Approval No 0348-0049**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal-awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of the project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination

on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to the nondiscrimination in the sale, rental or financing or housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of the Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §276a to 276a-7), the Copeland Act (40 U.S.C. §276C and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §§470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program

SIGNATURE OR AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

Standard Form 424B (Rev. 7-97)Back

Exhibit A

Sample Certificate of Insurance

Prior to commencing services under this contract, the contractor must furnish the state certification from insurer(s) for coverages in the minimum amounts as stated below. The coverages shall be maintained in full force and effect during the term of this contract and shall not serve to limit any liabilities or any other contractor obligations.

Name and Address of Insurance Agency:	Company Letter:	Companies Affording Coverage:
	A	
	B	
Name and Address of Insured:	C	
	D	

LIMITS OF LIABILITY MINIMUM - EACH OCCURRENCE	COMPANY LETTER	TYPE OF INSURANCE	POLICY NUMBER	DATE POLICY
Bodily Injury Per Person Each Occurrence Property Damage OR Bodily Injury and Property Damage Combined		Comprehensive General Liability Form Premises Operations Contractual Independent Contractors Products/Completed Operations Hazard Personal Injury Broad Form Property Damage Explosion & Collapse (If Applicable) Underground Hazard (If Applicable)		
Same as Above		Comprehensive Auto Liability Including Non-Owned (If Applicable)		
Necessary if underlying is not above minimum		Umbrella Liability		
Statutory Limits		Workmen's Compensation and Employer's Liability		
		Other		

State of Arizona and the Department named above are added as additional insured's as required by statute, contract, purchase order, or otherwise requested. It is agreed that any insurance available to the named insured shall be primary of other sources that may be available.

It is further agreed that no policy shall expire, be canceled or materially changed to affect the coverage available to the state without thirty (30) days written notice to the State. This Certificate is not valid unless countersigned by an authorized representative of the insurance company.

Name and Address of Certificate Holder:

Date Issued:

Authorized Representative

Exhibit B – Risk and Protective Factors Information

Just as public health researchers have identified smoking and a diet high in fat as risk factors for heart disease, researchers over the past 30 years have identified a set of risk factors for adolescent health and behavior problems. Research has shown that certain conditions in children's community, school, family, and peer environments, as well as physiological and personality traits of the children themselves, are common risk factors for problems such as drug abuse, delinquency, teenage pregnancy, and school failure.

Data collection is the first phase of conducting a needs assessment. Data needs to be identified and assembled in order to determine how prevalent each risk factor and protective factor is in your community. If you can identify which risk factors (that increase the likelihood of a problem occurring) are prevalent in your community, then you can identify and implement strategies to reduce those risks and thus reduce the problem behavior. Similarly, by examining the level of protective factors that exist in your community, this will tell you how prevalent factors are which buffer the effects of risk factors.

Risk Factors and Adolescent Problem Behavior

Adolescent Problem Behaviors

Risk Factors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs	√				√
Availability of Firearms		√			√
Community Laws and Norms Favorable toward Drug Use, Firearms and Crime	√	√			√
Media Portrayals of Violence					√
Transitions and Mobility	√	√		√	
Low Neighborhood Attachment and Community Disorganization	√	√			√
Extreme Economic Deprivation	√	√	√	√	√
Family					
Family History of Problem Behavior	√	√	√	√	√
Family Management Problems	√	√	√	√	√
Family Conflict	√	√	√	√	√
Favorable Parental Attitudes and Involvement in the Problem Behavior	√	√			√
School					
Academic Failure Beginning in Late Elementary School	√	√	√	√	√
Lack of Commitment to School	√	√	√	√	√
Individual/Peer					
Alienation and Rebelliousness	√	√		√	
Early and Persistent Antisocial	√	√	√	√	√

Adolescent Problem Behaviors

Risk Factors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Behavior					
Friends Who Engage in the Problem Behavior	√	√	√	√	√
Favorable Attitudes Toward Problem Behavior	√	√	√	√	
Early Initiation of the Problem Behavior	√	√	√	√	√
Constitutional Factors	√	√			√
Gang Involvement	√	√			√

2003 Developmental Research and Programs, Inc. Communities That Care

RISK FACTORS AND SOCIAL INDICATORS

Arizona data related to many of these Social Indicators is available at:
<http://www.hs.state.az.us/bhs/prevention/index.htm>

COMMUNITY DOMAIN

Risk Factor: Availability of Drugs (Substance Abuse)

Indicators: Perceived Availability of Drugs (usually by survey, not archival social indicator data)
Sales of Alcoholic Beverages
Liquor Sales Outlets
Tobacco Sales Outlets

The more available drugs are in a community, the higher the risk that young people will abuse drugs in the community. Perceived availability of drugs is also associated with risk. As an example, in schools where children just think that drugs are more available, a higher rate of drug use occurs.

Risk Factor: Availability of Firearms (Delinquency & Violence)

Indicators: Firearm Sales
Firearms in Home

Firearm availability and firearm homicide have increased together since the late 1950s. If a gun is present in the home, it is much more likely to be used against a relative or friend than an intruder or stranger. Also, when a firearm is used in a crime or assault instead of another weapon or no weapon, the outcome is much more likely to be fatal. While a few studies report no association between firearm availability and violence, more studies show a positive relationship. Given the lethality of firearms, the increase in the likelihood of conflict escalating into homicide when guns are present and the strong association between availability of guns and homicide rates, firearm availability is included as a risk factor.

Risk Factor: Community Laws and Norms Favorable to Drug Use, Firearms, and Crime (Substance Abuse, Delinquency, & Violence)

Indicators: Juvenile Arrests for Alcohol or Other Drug Law Violations
Juvenile Arrests for Violent Crimes
Juvenile Arrests for Curfew, Vandalism and Disorderly Conduct
Juvenile Arrests for Property Crime
Disposition of Juvenile Arrest Cases
Adult Drunken Driving Arrests
Adult Violent Crime Arrests
Adult Drug-Related Arrests
Adult Arrests for Property Crime
Alcohol Related Traffic Fatalities
Alcohol Use During Pregnancy
Tobacco use During Pregnancy
Areas Targeted by Law Enforcement for Drug Cleanup
School Discipline for Behavior Problems
Homicides

Community norms - the attitudes and policies a community holds about drug use and crime - are communicated in a variety of ways: through laws and written policies, through informal social practices, and through the expectations parents and other members of the community have of young people.

One example of the community law affecting drug use is the taxation of alcoholic beverages. Higher rates of taxation decrease the rate of alcohol use at every level of use. When laws, tax rates, and community standards are favorable toward substance use or crime, or even if they are just unclear, children are at higher risk.

Another concern is conflicting messages about alcohol/other drugs from key social institutions. An example of conflicting messages about substance abuse can be found in the acceptance of alcohol use as a social activity within the community. The "Beer Gardens," popular at street fairs and community festivals frequented by young people, are in contrast to zero tolerance messages that schools and parents may be promoting. These conflicting messages make it difficult for children to decide which norms to follow.

Laws regulating the sale of firearms have had little effect on violent crime and those effects usually diminish after the law has been in effect for multiple years. In addition, laws regulating the penalties for violating licensing laws or using a firearm in the commission of a crime have also been related to reduction in the amount of violent crime, especially involving firearms. A number of studies suggest the small and diminishing effect is due to two factors: the availability of firearms from other jurisdictions without legal prohibitions on sales or illegal access, and community norms which include lack of proactive monitoring or enforcement of the laws.

Risk Factor: Media Portrayal of Violence (Violence)

Indicators: General Violent Behavior Portrayed on Television
Serious Assaults Portrayed on Television

The effect of media violence on the behavior of viewers (especially young viewers) has been debated for over three decades. Research over that time period has shown a clear correlation between media violence and the development of aggressive and violent behavior. Exposure to media violence appears to impact children in several ways. First, children learn from watching actors model violent behavior, as well as learning violent problem-solving strategies. Second, media violence appears to alter children's attitudes and sensitivity to violence.

Risk Factor: Transitions and Mobility (Substance Abuse, Delinquency, & School Dropout)

Indicators: Existing Home Sales
New Home Construction
Rental Residential Properties

When communities are characterized by frequent non-scheduled transition rates, there is an increase in problem behaviors. Communities with high rates of mobility appear to be linked to an increased risk of drug and crime problems. The more often people in a community move, the greater the risk of both criminal behavior and drug-related problems in families. While some people find buffers against the negative effects of mobility by making connections in new communities, others are less likely to have the resources to deal with the effects of frequent moves and are more likely to have problems.

Risk Factor: Low Neighborhood Attachment and Community Disorganization (Substance Abuse, Delinquency, & Violence)

Indicators: Percent of Population Voting in Elections
Prisoners In State Correctional Systems
Single Parent Family Households
Vandalism Arrests

Higher rates of drug problems, juvenile delinquency, and violence occur in communities or neighborhoods where people have little attachment to the community, where the rates of vandalism are high, and where there

is low surveillance of public places. These conditions are not limited to low income neighborhoods; they can also be found in wealthier neighborhoods.

Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their lives. If the key players in the neighborhood--such as merchants, teachers, police, human and social services personnel--live outside the neighborhood, residents' sense of commitment will be less. Lower rates of voter participation and parental involvement in schools also indicate lower attachment to the community.

Risk Factor: Extreme Economic and Social Deprivation (Substance Abuse, Delinquency, Violence, Teen Pregnancy, & School Dropout)

Indicators: Persons/Families/Children Living Below Poverty Level
Unemployment Rates
Exhausted Unemployment Benefits
Temporary Assistance for Needy Families
Free and Reduced Lunch Program
Adults Without A Diploma
Single Female Head of Household as a Percentage of All Households
Food Stamp Recipients

Children who live in deteriorating and crime-ridden neighborhoods characterized by extreme poverty are more likely to develop problems with delinquency, teen pregnancy, school dropout, and violence. Children who live in these areas--and have behavior and adjustment problems early in life--are also more likely to have problems with drugs later on.

FAMILY DOMAIN

Risk Factor: Family History of High Risk Behavior (Substance Abuse, Delinquency, Teen Pregnancy, & Dropout)

Indicators: Adults in Treatment
Adults/Parents in Prison
Educational Attainment of Adults
Adult Illiteracy
Children Living Away From Parents

If children are raised in a family with a history of addiction to alcohol or other drugs, the risk of having alcohol and other drug problems themselves increases. If children are born or raised in a family with a history of criminal activity, the risk of juvenile delinquency increases. Similarly, children who are raised by a teenage mother are more likely to be teen parents, and children of dropouts are more likely to drop out of school themselves.

Risk Factor: Family Management Problems (Substance Abuse, Delinquency, Violence, Teen Pregnancy, and School Dropout)

Indicators: Reported Child Neglect and Abuse Cases
Runaway Reports
Children Living in Foster Homes

The risk factor has been shown to increase the risk of drug abuse, delinquency, teen pregnancy, school dropout, and violence. Poor family management practices include lack of clear expectations for behavior,

failure of parents to monitor their children (knowing where they are and who they are with), and excessively severe or inconsistent punishment.

Risk Factor: Family Conflict (Substance Abuse, Delinquency, Violence, Teen Pregnancy, and School Dropout)

Indicators: Domestic Violence Reports
Divorce Rates

Persistent, serious conflict between primary caregivers or between caregivers and children appears to enhance risk for children raised in these families. Conflict between family members appears to be more important than family structure. Whether the family is headed by two biological parents, a single parent, or some other primary caregiver, children raised in families high in conflict appear to be at risk for all of the problem behaviors. For example, domestic violence in a family increases the likelihood that young people will engage in delinquent behaviors and substance abuse, as well as become pregnant or drop out of school.

Risk Factor: Favorable Parental Attitudes and Involvement in the Problem Behaviors (Substance Abuse, Violence, & Delinquency)

Indicators: Adult Violent Crime Arrests
Adult Property Crime Arrests
Adult Alcohol-Related Arrests
Babies Born Affected by Alcohol or Other Drug Use
Drug Use During Pregnancy

Parental attitudes and behavior toward drugs, crime, and violence influence the attitudes and behavior of their children. Parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Similarly, children of parents who excuse their children for breaking the law are more likely to develop problems with juvenile delinquency. In families where parents display violent behavior towards those outside the family, there is an increase in the risk that a child will become violent.

Further, in families where parents involve children in their own drug or alcohol behavior - for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator - there is an increased likelihood that their children will become drug abusers in adolescence.

SCHOOL DOMAIN

Risk Factor: Academic Failure (Substance Abuse, Delinquency, Violence, Teen Pregnancy, and School Dropout)

Indicators: Grade Repetition
ACT Test Scores
SAT Test Scores
Reading Proficiency
Math Proficiency
Science Proficiency
GED Diplomas Issued

Beginning in the late elementary grades, academic failure increases the risk of drug abuse, delinquency, violence, pregnancy, and school dropout. Children fail for many reasons. It appears that the experience or failure--not necessarily ability--increases the risk of problem behaviors.

This is particularly troubling because, in many school districts, African American, Native American, and Hispanic students have disproportionately higher rates of academic failure compared to white students.

Consequently, school improvement and reducing academic failure are particularly important prevention strategies for communities of color.

Risk Factor: Lack of Commitment to School (Substance Abuse, Delinquency, Teen Pregnancy, and School Dropout)

Indicators: Event Dropouts
Status Dropouts
School Enrollment
Average Daily Attendance
Truancy Rates
High School Completion Rates

Low commitment to school means the young person has ceased to see the role of student as a viable one. Young people who have lost this commitment to school are at higher risk for substance abuse, delinquency, teen pregnancy, and school dropout.

In many communities of color, education is seen as a "way out," similar to the way early immigrants viewed education. Other subgroups in the same community may view education and school as a form of negative acculturation. In essence, if you get education, you have "sold out" to the majority culture. Young people who adopt this view are likely to be at higher risk for health and problem behaviors.

INDIVIDUAL/PEER DOMAIN

Risk Factor: Alienation and Rebelliousness (Substance Abuse, Delinquency, and School Dropout)

Indicators: Adult Suicide
Adolescent Suicide
Reported Gang Involvement
Reported Vandalism and Graffiti Damage

Young people who feel they are not part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of drug abuse, delinquency, and school dropout.

Alienation and rebelliousness may be an especially significant risk for young people of color. Children who are consistently discriminated against may respond by removing themselves from the dominant culture and rebelling against it. On the other hand, many communities of color are experiencing significant cultural change due to integration. The conflicting emotions about family and friends working, socializing or marrying outside of the culture, may well interfere with a young person's development of a clear and positive racial identity.

Risk Factor: Early and Persistent Anti-Social Behavior (Substance Abuse, Delinquency, Violence, School Dropout, and Teen Pregnancy)

Indicators: Elementary School Disciplinary Problems
Special Education Classes for Students with Behavior Disorders
Elementary School Students Diagnosed with Behavioral Disorders

Boys who are aggressive in grades K-3 are at higher risk of substance abuse and juvenile delinquency. However, aggressive behavior very early in childhood does not appear to increase risk. When a boy's aggressive behavior in the early grades is combined with isolation or withdrawal, there is an even greater risk of problems in adolescence. This increased risk also applies to aggressive behavior combined with hyperactivity or attention deficit disorder.

This risk factor also includes persistent antisocial behavior in early adolescence, like misbehaving in school, skipping school, and getting into fights with other children. Young people, both girls and boys, who engage in these behaviors during early adolescence are at increased risk for drug abuse, juvenile delinquency, violence, school dropout, and teen pregnancy.

Risk Factor: Friends Who Engage in the Problem Behavior (Substance Abuse, Delinquency, Violence, Teen Pregnancy, and School Dropout)

Indicators: Adolescents in Juvenile Justice System
Reported Use of Drugs and Alcohol by Friends
Adolescents in Treatment
Adolescents Diagnosed with Sexually Transmitted Diseases
Adolescent Pregnancies
Birthrate Among Juveniles

Young people who associate with peers who engage in problem behavior - delinquency, substance abuse, violent activity, sexual activity, or school dropout - are much more likely to engage in the same problem behavior. This is one of the most consistent predictors that research has identified. Even when young people come from well-managed families and do not experience other risk factors, just hanging out with friends who engage in the problem behavior greatly increases the child's risk of that problem. However, young people who experience a low number of risk factors are less likely to associate with friends who are involved in the problem behavior.

Risk Factor: Favorable Attitudes Toward the Problem Behavior (Substance Abuse, Delinquency, Teen Pregnancy, and School Dropout)

Indicators: Disapproval of Use of Alcohol, Cigarettes, and Drugs
Perceived Harmfulness of Use of Alcohol, Cigarettes, and Drugs
Attitudes Regarding Marijuana Laws

During the elementary school years, children usually express anti-drug, anti-crime, and pro-social attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. However, in middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This acceptance places them at higher risk.

Risk Factor: Early Initiation of the Problem Behavior (Substance Abuse, Delinquency, Violence, Teen Pregnancy, and School Dropout)

Indicators: Grade of First Use of Alcohol, Cigarettes, and Drugs
Age of Initial Sexual Activity
School Reports of Disciplinary Problems
Dropouts Prior to 9th Grade
Arrests Related to Alcohol and Other Drugs (Ages 10 to 14)
Violence Arrests (Ages 10 to 14)
Vandalism Arrests (Ages 10 – 14)
Alcohol Arrests (Ages 10 – 14)
Personal and Property Crimes Arrests (Ages 10 – 14)

The earlier young people begin using drugs, committing crimes, engaging in violent activity, dropping out of school, and becoming sexually active, the greater the likelihood that they will have problems with these behaviors later on. For example, research shows that young people who initiate drug use before the age of 15 are at twice the risk of having drug problems as those who wait until after the age of 19.

Gang Involvement (Substance Abuse, Delinquency, and Violence)

Research has shown that children who have delinquent friends are more likely to use alcohol or other drugs and to engage in delinquent or violent behavior than children who do not have delinquent friends. But the influence of gang involvement on alcohol and other drug use, delinquency and violence exceeds the influence of delinquent friends on these problem behaviors. Gang members are even more likely than children who have delinquent friends to use alcohol or other drugs and to engage in delinquent or violent behavior.

Constitutional Factors (Substance Abuse, Delinquency, and Violence)

Constitutional factors are factors that may have a biological or physiological basis. These factors are often seen in young people with behaviors such as sensation-seeking, low harm-avoidance, and lack of impulse control. These factors appear to increase the risk of young people abusing drugs, engaging in delinquent behavior, and/or committing violent acts.

Exhibit C – Resources

NOTE: This is a partial list of resources and is intended as a starting point to assist with the identification of useful resources for research and in collecting information to work through prioritizing and answering sections of the Protecting You/Protecting Me Grant Program Format. These resources are not mandatory in developing your strategy or approach for submission of the Protecting You/Protecting Me grant application.

American Medical Association – Office of Alcohol and Other Drug Abuse

<http://www.ama-assn.org/ama/pub/category/3337.html>

American Psychological Association – The Prevention Connection

www.oslc.org/spr/home.html

Arizona Department of Health Services – Behavioral Health Services

www.hs.state.az.us/bhs/prevention

Arizona Statewide Social Indicator Website

<http://www.hs.state.az.us/bhs/prevention/index.htm>

Arizona Criminal Justice Commission Reports (Including the Arizona Youth Survey and Arizona Youth Survey County Level Reports)

www.acjc.state.az.us/resources/publications.html

Annie E. Casey Foundation

<http://www.aecf.org/>

Arizona Prevention Resource Center

http://www.azprevention.org/Research_And_Reports/Research_Results_And_Reports/Research_Results_And_Reports.htm

Blueprints for Violence Prevention

www.colorado.edu/cspv/blueprints/

Center for Substance Abuse Prevention (CSAP) Western Center for the Application of Prevention Technologies (West CAPT)

www.westcapt.org

CSAP Regional Centers for the Application of Prevention Technologies

www.captus.org

Child Welfare League of America

www.cwla.org

Children’s Defense Fund

www.childrensdefense.org

Communities that Care

www.preventionscience.com/ctc/CTC.html

Governor’s Office for Children, Youth and Families

www.governor.state.az.us/cyf

Join Together Online: Substance Abuse

<http://www.jointogether.org/sa/>

Leadership to Keep Children Alcohol Free

<http://www.alcoholfreechildren.org/>

Monitoring the Future

<http://www.monitoringthefuture.org/>

Mothers Against Drunk Driving

<http://www.madd.org/>

National Academy of Sciences – Reducing Underage Drinking: A Collective Responsibility

<http://www.nap.edu/books/0309089352/html/>

The National Criminal Justice Reference Service

www.ncjrs.org

National Indian Child Welfare Association

www.nicwa.org

National Institutes of Health – National Institute on Alcohol Abuse and Alcoholism

<http://www.niaaa.nih.gov/index-text.htm>

Office of National Drug Control Policy

<http://www.samhsa.gov/oas/nhsda.htm>

One Sky Center – The American Indian/Alaska Native National Resource Center for Substance Abuse

<http://www.oneskycenter.org/>

Prevention Research Center – Pacific Institute for Research and Evaluation

<http://www.prev.org/>

Prevention Science

www.preventionscience.org

Protecting You/Protecting Me

<http://www.pypm.org/index.cfm>

Substance Abuse and Mental Health Services Administration

www.samhsa.gov

U.S. Department of Justice, Office of Juvenile Justice Delinquency Prevention

<http://ojjdp.ncjrs.org/search/topiclist.asp>

U.S. Department of Justice, Bureau of Justice Statistics

<http://www.ojp.usdoj.gov/bjs/>

Exhibit D – MADD Protecting You/Protecting Me Program Information

YOUTH IMPLEMENTATION MODEL



Mothers Against Drunk Driving (MADD) is pleased to announce an opportunity to participate in the Protecting You/Protecting Me project, which is a SAMHSA Model Program. THE YOUTH IMPLEMENTATION MODEL involves high school students enrolled in a peer leadership/helping class for credit that delivers the PY/PM curriculum to elementary students in Grades 1-5.

MADD will offer a PY/PM Institute for interested peer leadership/helping teachers. During the Institute teachers will receive training and materials to prepare them to train their high school students on the developing adolescent brain and implementation of the PY/PM curriculum.



The training will focus on the newest brain research as well as provide an overview of the curriculum and the rationale behind its development. The project team will present detailed information about the project and preparing the high school students to deliver the curriculum. One day will be devoted to planning for the implementation and student training.

Ideal project sites are those with a well-established peer leadership/helping programs with a teacher who is willing to accept all the responsibilities involved in implementing the program, a minimum of 11 carefully selected students who are available to attend PY/PM training provided by the teacher and teach the lessons, and strong administrative support.

Once you submit your registration form, supporting documents and payment, you'll receive your copy of the curriculum and additional details regarding the Institute.



Protecting You/Protecting Me has the potential for making an impact on and for changing thousands of lives. From 1985 to 1996, 3,556 children were killed while riding with a drinking driver. PY/PM is the only curriculum that teaches children how to protect themselves when riding with an unsafe driver. By teaching PY/PM in one of your elementary schools you could be saving the lives of those children that are placed in this dangerous situation. PY/PM is also the only comprehensive curriculum to incorporate the latest brain research as part of its program.

Please contact us with any questions you may have about the program or the training. We hope you share our excitement about the opportunity that lies ahead!

www.pypm.org



MADD's PROTECTING YOU/PROTECTING ME

YOUTH IMPLEMENTATION MODEL

Protecting You/Protecting Me (PY/PM), a SAMHSA Model Program and innovative classroom-based prevention curriculum for a universal population of children in Grades 1-5, is the latest effort by MADD to prevent alcohol use by youth. The multi-year, research-based, life skills curriculum in the individual domain is designed to help children in the elementary grades learn the effects of alcohol on their developing brains and help shape their attitudes and opinions about alcohol use. PY/PM teaches life skills, including resistance, decision-making, social and stress management skills, and belief in societal rules. The focus is on the role of the brain in development and the risks to development by underage alcohol use. PY/PM provides a series of 40 classroom-based lessons. There are eight lessons in Grades 1-5 and plus 40 required ownership activities. The lessons are designed to be infused into the regular classroom curriculum. MADD will provide rigorous training for peer leadership/helping teachers to train their students to implement the PY/PM curriculum with fidelity.

Data from the pilot years indicate that the youth-led implementation model is an effective delivery model for PY/PM. Now that the youth-led model has proven extremely effective and a model for training the high school students is in place, we are moving to training peer leadership/helping teachers from across the country to train their students because it is cost effective, helps with sustainability and builds capacity for the program to expand.

Students delivering the curriculum will sign commitments to remain alcohol and drug free. At each project site, at least one class in each grade 1-5 will be taught each semester; additional classes may be taught as time permits. The students will teach in pairs and each pair will teach at one grade level throughout the year once or twice per week. The teacher will oversee the implementation and the evaluation of the curriculum.

Things about PY/PM you should know:

- All the tools you need are included. PY/PM curriculum contains all the activity guides, handouts and overhead masters. Each lesson is correlated to educational objectives.
- Research tells us that in order to be effective, we must teach prevention in EVERY GRADE. It takes multiple exposures over multiple years for children to internalize information and build and effectively utilize basic skills. So, PY/PM must be taught in all five elementary grades.
- Aside from being a SAMHSA Model Program, PY/PM is endorsed by the American Academy of Pediatrics and the National Association of Elementary School Principals.
- USDE Principles of Effectiveness are incorporated into the curriculum.
- Only individuals who are trained by a PY/PM trainer may provide training to their students.
- Participants must attend the entire training in order to implement the curriculum.

EXHIBIT D, Cont.

Welcome to MADD's Protecting You/Protecting Me Youth Implementation Model!



Protecting You/Protecting Me (PY/PM)[®] is an innovative five-year, classroom-based alcohol use prevention curriculum for elementary students in grades one through five taught by high school students.

The national youth implementation model of PY/PM involves high school students enrolled in a peer leadership/helping class for credit to deliver eight PY/PM lessons. Peer helpers delivering the curriculum must commit to remaining alcohol, tobacco and drug free.

The forty lesson curriculum focuses on reducing injury and death, caused by alcohol, to our nation's youth and targets adolescent peer helpers and elementary-age students simultaneously.

Peer helpers who teach PY/PM:

- Increase perceived harm of having one or two drinks once or twice a month,
- Increase understanding of basic child development and presentation/public speaking skills,
- Increase understanding of adolescent brain development and of the effect of alcohol on brains of people under age 21, and
- Decrease overall alcohol usage, including binge drinking.

PY/PM is proven to impact elementary students by:

- Increasing non-use attitudes and decisions regarding underage alcohol use,
- Increasing knowledge about the human brain and immediate risks posed by exposure to alcohol during development, and
- Increasing refusal and self-protection skills with regard to riding with impaired (unsafe) drivers.

Ideal project sites are those with:

- A well-established peer leadership/ helping program for credit
- Strong administrative support
- A teacher who is willing to accept all the responsibilities involved in implementing the program, and
- A minimum of 11 carefully selected students who are available to attend PY/PM training provided by the teacher and teach the lessons.

At each project site, the students will teach in pairs in at least one class in each grade 1-5 each semester; additional classes may be taught as time permits. Each pair will teach at one grade level throughout the year and deliver lessons once or twice per week.

PY/PM facts:

- All the tools you need are included: activity guides, handouts, overhead masters and all materials to train the peer helping students.
- Each lesson is correlated to national educational objectives and can be infused into the regular classroom curriculum.
- Research tells us that to be effective we must teach prevention in EVERY GRADE. It takes multiple exposures over multiple years for children to internalize information and build and effectively utilize basic skills. Thus, PY/PM must be taught in all five elementary grades.
- PY/PM is a SAMHSA Model Program and an OJJDP Model Program.
- PY/PM is endorsed by the American Academy of Pediatrics, the American Medical Association and the National Association of Elementary School Principals.
- US Department of Education Principles of Effectiveness are incorporated into the curriculum.
- Only individuals who are trained by a PY/PM trainer may provide training to their students.
- Participants must attend the entire training in order to implement the curriculum.

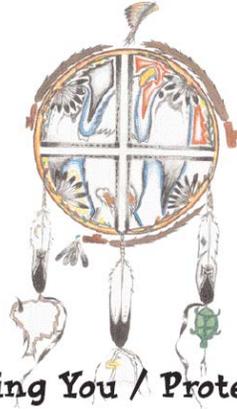
www.pyppm.org

EXHIBIT D, Cont.

Youth
Implementation
Model



PY/PM is a Model Program – U.S. Department of Health and services Administration (SAMHSA), Center for Substance and Delinquency Prevention (OJJDP).



Human services, Substance Abuse and Mental Health Abuse Prevention (CSAP) and Office of Juvenile Justice

Protecting You / Protecting Me

Sponsored by:



"[Youth implemented] Protecting You/Protecting Me is the single most valuable project that we have undertaken to impact our school district."

– Peer helping teacher

"I learned that big kids are heroes to the little kids –they look up to us – and it's up to us to help them go the right way."

– High school peer helper

For more information, contact:

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www.pypm.org

EXHIBIT D, Cont.



The curriculum is designed to fill the gap in current prevention programs that have not yet incorporated the latest research on children's brains and the developmental risks associated with exposure to alcohol before the age of 21.

The curriculum is unique in that it incorporates developmentally appropriate information based on the latest brain research into core lesson content, teaching students:

- our human brain's many roles;
- how our brain operates and develops;
- the risks to brain function and development associated with substance abuse and stress; and
- how to protect their brains from harm.

The curriculum consists of 40 lessons (eight lessons each in grades 1-4 and ten in grade 5) with an equal number of reinforcement activities designed to promote "ownership" of the information. Each lesson carefully integrates several standard educational objectives, including those related to health behaviors and information, personal and interpersonal skills, and identified influencing factors.

Trained school staff, volunteers, or peer helper/mentors can teach the lessons, and each lesson lasts approximately one class period. The same basic topics are taught at age-appropriate levels throughout all grades, but each grade progressively becomes more complex. The curriculum addresses eight basic topics in a formal scope and sequence that is designed to be infused into a school's core curriculum.

Content areas include: Language arts, math, science, social studies, health and fine arts. There are five teaching guides, one each for grades 1-5. Lessons are "scripted" and include lesson plans, student activity worksheets and transparency masters.

Lesson Topic	Major Messages
1. Our Brain	Children's brains are different from grown-ups' brains.
2. Growth and Development	Brain development within the first 21 years of life provides the foundation for development as an adult.
3. Health and Safety	It's our job to protect our brain as it develops.
4. Rules and Laws	Rules and laws are created so we don't have to leave our lives to luck. We know how to protect ourselves and others.
5. Friends	Friends help keep each other safe.
6. Choices and Decisions	We can say "no" and keep our friends.
7. Media Awareness	We need to know what the media doesn't tell us.
8. Communication	Children can talk to grown-ups about difficult subjects. Children can protect themselves when grown-ups don't.

Curriculum Philosophy -- Zero Tolerance

The curriculum takes the stand of "zero tolerance" for the use of any illegal drug, illegal use of alcoholic beverages by persons under 21 years of age, and any misuse or high-risk use of medications and household products containing alcohol.

Theoretical Base -- Resiliency and Protective Factors

The curriculum is based on three complementary and reinforcing mechanisms: risk reduction, resiliency and protective factors, and developmental assets. Programs based on these theories are found to be highly effective in reducing risks for substance abuse and increasing the protective factors that mitigate, reduce, or eliminate risks associated with substance abuse.

Parent Involvement: A key feature of the PY/PM curriculum is the Parent Take Home Activities. For example, in numerous lessons in fifth grade, students conduct surveys with their parents to stimulate discussion on underage drinking, riding with drivers who are not alcohol-free, and other topics. In the earlier grades, children are encouraged to take their activity pages home and discuss the day's topic with their parents/guardians.

End of Solicitation PC-DSG-05-6253 Document