

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Indian Demonstration Grants for Indian Children

CFDA # 84.299A

PR/Award # S299A160093

Grants.gov Tracking#: GRANT12176132

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/31/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="86-0211181"/>	* c. Organizational DUNS: <input type="text" value="0733643580000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="Quechan Indian Tribe"/>	Division Name: <input type="text"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:
Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="760-572-0213"/>	Fax Number: <input type="text" value="760-572-2102"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

I: Indian/Native American Tribal Government (Federally Recognized)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

13. Competition Identification Number:

84-299A2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

PICACHO Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="850,667.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="850,667.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

 ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 system in accordance with generally accepted 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 nondiscrimination in the sale, rental or financing of 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 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 subagreements.
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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Allyson Collins	TITLE President
APPLICANT ORGANIZATION Quechan Indian Tribe	DATE SUBMITTED 05/31/2016

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

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="n/a"/>	7. * Federal Program Name/Description: <input type="text" value="Indian Education -- Special Programs for Indian Children"/> CFDA Number, if applicable: <input type="text" value="84.299"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
Quechan Indian Tribe		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mr.	* First Name: Mike	Middle Name:
* Last Name: Jackson	Suffix: Sr.	
* Title: President		
* SIGNATURE: Allyson Collins	* DATE: 05/31/2016	

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

The Quechan Indian Tribe, a federally recognized Indian Tribe, and the San Pasqual Valley Unified School District, an LEA, propose to partner to implement the objective of developing a shared vision of responsibility among tribal leaders, educational partners, and community-based organizations to focus on the development of a Parent Academy to communicate and educate on issues based on the importance to American Indian (Indian) children's academic success; to foster leadership values among Indian children through increased awareness in Quechan culture and heritage; and increase career exploration and college readiness awareness among Indian children.

The three goals of the program will serve to address overarching problem that the Picacho Project can make an impact in—chronic absenteeism and truancy rates, which are among the top barriers to student achievement.

The Picacho Project aims to reach the approximately 300 of American Indian/Alaska Native students from the K -12th grade of the Fort Yuma Indian Reservation and adjacent district townships of Bard, Winterhaven, Andrade and Felicity, California.

The goals of the Picacho Project will be to hire a Program Manager who will be responsible for developing new and existing activities and programs suitable to the AI/AN students. These activities include a Parent Academy, Enhanced Tutoring, Cultural and Heritage Awareness, and Career Exploration.

The Parent Academy's objectives will be to educate and create awareness of the importance of attendance, examine extensive barriers that cause attendance problems/truancy, foster parent to parent support, improve parent to School District rapport and parent involvement in community activities.

The Enhanced Tutoring segment will be to augment the JOM Program's afterschool and summer tutoring programs by utilizing a teacher's pool from the school district that will infuse teachers whom can assist the JOM Program staff and tutors with developing curriculum for tutoring, while training JOM tutors on styles and methods in the process.

The Cultural and Heritage Awareness program objectives will be to promote and expand upon existing programs as a means to ignite and revive parents of and AI/AN students with one of the most critical aspects of the indigenous spirit – its culture. This objective will bring local and regional speakers on culture to teach Quechan culture and create Tribal cultural awareness on a broader level. This objective will also provide support to the School District staff through cultural awareness workshops that will focus on cultural sensitivity, explaining customs and how it affects learning and attendance and other necessary information to address early intervention of problematic issues.

The Career Exploration objectives will be to expose the AI/AN students to pathways leading to career or job readiness upon high school graduation. Trips to local and regional industries and services will allow the students to explore the types of jobs in demand, thus learning of coursework needed to obtain certificates, skills and degrees to achieve career goals. Opportunities encouraging participation in local community events and regional youth leadership conferences that focus on STEM and other driving industries will bolster the exploration experience.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

The Picacho Project

A collaborative proposal by the
Quechan Indian Tribe
and

the San Pasqual Valley Unified School District

2016 Native Community Youth Projects
Grant Opportunity: ED-GRANTS-022916-002
Department of Education

Picacho Project

Project Narrative

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APPENDIX

This proposal is eligible for 6 total Competitive Priority Points; it meets Priorities 1 and 2.

The Quechan Indian Tribe (Tribe), a federally recognized Indian Tribe, and the San Pasqual Valley Unified School District (School District), an LEA, propose to partner to implement the Picacho Project, with the objective of developing a shared vision of responsibility among tribal leaders, educational partners, and community-based organizations to focus on the development of a Parent Academy to communicate and educate on issues based on the importance to American Indian (Indian) children's academic success; to foster leadership values among Indian children through increased awareness in Quechan culture and heritage; and increase career exploration and college readiness awareness among Indian children.

The three goals of the program will serve to address overarching problem that the Picacho Project can make an impact in—chronic absenteeism and truancy rates, which are among the top barriers to student achievement.

The Picacho Project aims to reach the approximately 300 Indian students from Pre-kindergarten to 12th grade on the Fort Yuma Indian Reservation and adjacent townships of Bard, Winterhaven, Andrade and Felicity, California (See Map 1. Project Location in the Appendix) served by the Tribe's partner, the San Pasqual Valley Unified School District (School District). Organized under a constitution and bylaws ratified by the Tribe on Nov. 28, 1936, and approved by the Secretary of the Interior on Dec. 18, 1936, with revised amendments approved on Nov. 18, 1974, and May 21, 1997, the Quechan Indian Tribe (Tribe) serves its membership on the Fort Yuma Indian Reservation (Reservation) in Winterhaven. The Reservation is located in the far southeast corner of Imperial County, California, on the borders of California, Arizona, and Mexico. **The Tribe is the lead applicant for the NYCP grant meeting Preference Priority Two.**

The School District is serves 725 students (see Table 1.SPVUSD STUDENT POPULATION, below).

Table 1. SPVUSD STUDENT POPULATION (Based on CALPADS) 2015 – 2016

Site	Indian(AI) Student Population	Overall Student Population	Percentage of AI Student Population
Pre-Kindergarten	11	23	48%
Elementary	148	328	45%
Middle	84	179	45%
High School	55	164	33%
Bill M. Manes Adult Education	21	31	67%
SCHOOL DISTRICT TOTAL	319	725	44%

The School District encompasses one pre-school, one elementary school, one middle school, one comprehensive high school, one continuation high school, and one Community Adult Education Day school. **The School District is a Local Educational Agency (LEA) eligible under the Rural and Low-Income School (RLIS) program, meeting Preference Priority One.** Two diverse cultural heritages are supported at School District, with Indian student population at 44 percent and Hispanic student population at 42 percent of enrollment.

Need for Project

In meetings conducted between the Tribe and School District staff, including Tribal Council members, many issues affecting American Indian/Alaska Native (Indian) students at the School District were brought to the table, none more glaring than the attendance/truancy

problem. Attendance/truancy has been identified as the biggest barrier to our Indian students being prepared for college and career bound goals from the onset of their educational careers. For the past three academic years, at a staggering average of 73%, Indian students account for one of the highest truancy rates School District wide, as the Table 2 demonstrates.

Table 2. SPVUSD TRUANCY SCHOOL DISTRICT WIDE

**San Pasqual Valley USD Attendance
Percent of Truant Students
* Truant - 3 or more unexcused absences**

	2012-13			2013-14			2014-15		
	# Truant	Total #	% Truant	# Truant	Total #	% Truant	# Truant	Total #	% Truant
Indian Students	317	421	75%	299	416	72%	295	407	72%
All Students	683	925	74%	675	935	72%	676	907	75%

Source: SPVUSD

What's more alarming is that the truancy rate is highest at the elementary level, with K-2 having the highest percentage of chronic absenteeism in the 2014-2015 academic year (see Table 3. below). A chronic absentee is defined as a pupil who is absent 10 percent more of the school days in the school year when the total number of days a pupil is absent is divided by the total number days the pupil is enrolled and school was actually taught in the district.

Table 3. Extended School Attendance Review Board Report, 2014-2015

Population Served by SARB				
Grade Level	California Basic Educational Data System Enrollment	Number of Chronic Absentees (1)	Percent of Students who are Chronic Absentees (2)	Number of Students Referred to SART or SST Meeting (3)
K	57	34	59.65%	6
1	68	25	36.76%	11
2	63	28	44.44%	10
3	47	16	34.04%	2
4	60	22	36.67%	5
5	67	19	28.36%	2

6	62	6	9.68%	6
7	61	15	24.59%	16
8	41	6	14.63%	3
9	58	17	29.31%	9
10	47	14	29.79%	3
11	49	11	22.45%	6
12	28	8	28.57%	5
Alt Ed	15	0	0.00%	30
Grand Total	723	221	30.57%	114

Taken from the 2014-2015 Extended SARB Report (See Appendix)

It is well-documented that K-2 is a critical educational period of learning as children at these early grade levels are learning the fundamentals of reading and mathematics and just beyond 2nd grade, children are reading to learn. Therefore, to address the need of attendance is critical to success of Indian children in the School District.

In their report “Present, Engaged, and Accounted For: *The Critical Importance of Addressing Chronic Absence in the Early Grades*”, Hedy N. Chang and Mariajosé Romero report their findings that “Among poor children, chronic absence in kindergarten predicts the lowest levels of educational achievement at the end of fifth grade.” They emphasize that “Going to school regularly in the early years is especially critical for children from families living in poverty who are less likely to have the resources to help children make up for lost time in the classroom.” Therefore, given the above statistics and data, the Indian children of the community and school district are typical of this finding. The Picacho Project is designed to address the chronic absenteeism and truancy barrier and improve the rates associated with the data - # of chronic absences, # of SARB referrals, in the lower elementary grades Pre-K through 5th and to increase the career exploration and college readiness among Indian children in the middle and high school grade levels 6th through 12th.

Needs identified at a meeting with Tribal Directors for the NYCP Grant on March 30, 2016, the Quechan Higher Education/Vocational Program Staff stated that due to the simple fact that the current average age of the program's student is 23 years old for both higher education and vocational training is a red flag to the Tribe that Tribal member (American Indian) high school graduates are not immediately seeking educational or vocational scholarships, indicating that college and career paths are not being carried out by the average student. Therefore, the need to target Tribal students at a much younger age/grade level on college and career goals is desired by the Tribe. Please see Letter of Support from Tribal Directors in the Appendix.

To compound these barriers, Indian students of the Reservation face additional challenges simply due to the rural location they reside in. Imperial County, which serves the Fort Reservation and the School District, is one of the most isolated, underserved and economically impoverished counties within the Nation with an average unemployment rate of 20.3% in the past six months (*Unemployment Data, California*). Similarly, Yuma, Arizona, located adjacent to the Reservation in Yuma County has the highest unemployment rate in Arizona averaging 17.6 % within the last six months. The national unemployment rate was 5.0% in March 2016(*Unemployment Data, Arizona*). With a population of 2,800 on the Reservation, employment opportunities for families are limited to existing entities such as tribal programs, tribal business enterprise, casino gaming and outpatient clinical services provided by the Indian Health Service - placing families residing on the Reservation in a very challenging situation in terms of jobs and poverty.

Several other community distress factors are listed as follows: The median income level is \$21,793. The rate of Persons below poverty level, is 31.1%. This number is significantly higher than the Imperial County rate of 23% and the state of California at 15.3%. (2014 Data

Release New and Notable) The High school *graduate or higher* rate for area families is 42.6%, which is much lower than the average rate of 63.8% in Imperial County and approximately half of the average rate in California at 81.0%. (2014 Data Release New and Notable). Another common measure of disadvantaged students is the free/reduced lunch rate. 100% of students in the School District are eligible for the free/reduced lunch program, while the county rate is 69% and the state rate is 53% (2009, California Dept. of Ed. Data).

Project Design

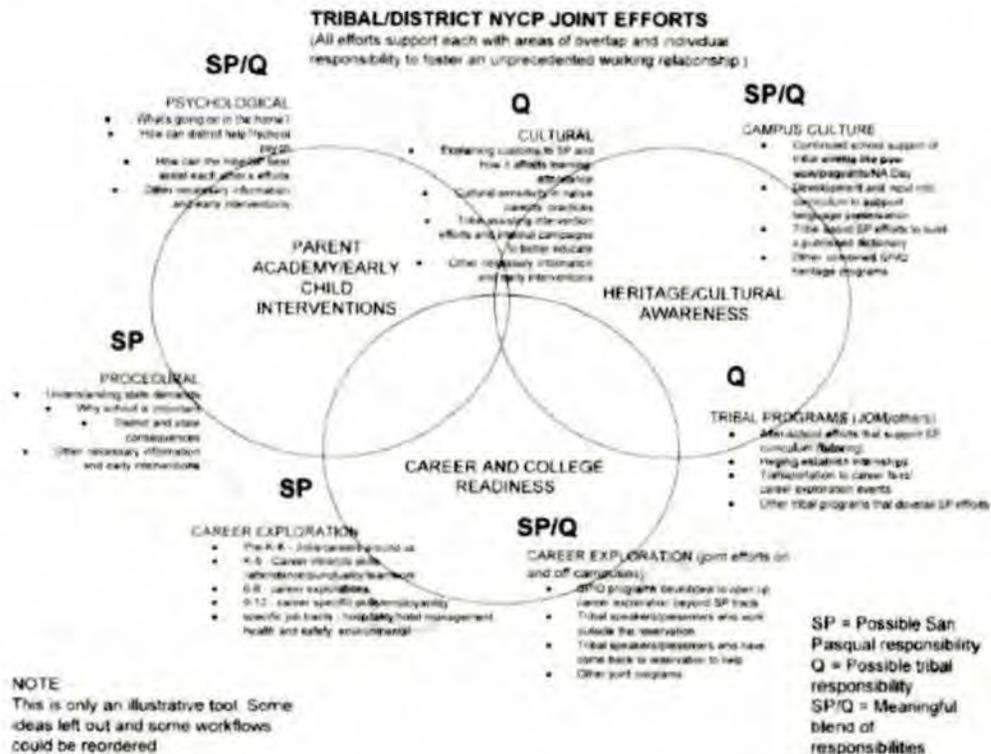
The Picacho Project aims to reach the approximately 300 Indian students from Pre-kindergarten to 12th grade on the Fort Yuma Indian Reservation and adjacent district townships of Bard, Winterhaven, Andrade and Felicity, California (See Map 1. Project Location in the Appendix). The partners envision a community whereby every effort is given to raise up its children to productivity and prosperity.

In the aforementioned report by Hedy N. Chang and Mariajosé Romero, the writers stated that “While parents are responsible for getting their children to school every day, schools and communities need to recognize and address the barriers and challenges that may inhibit them from doing so, especially when they are living in poverty. Large numbers of chronically absent students could indicate systemic problems that affect the quality of the educational experience and/or the healthy functioning of the entire community.” When holding up that mirror to itself, the group recognized itself and concluded that the attendance problem at the early education level is both an in and out of school barrier and set on a strategy to identify objectives to implement a project – the Picacho Project.

In meetings conducted between the Tribe and School District staff, including Tribal Council members, the group brainstormed how each entity could work together with existing

resources to achieve a community effort that supports the child. In Chart 1, a Venn Diagram titled “Tribal/District NYCP Joint Efforts” represents ideas not through brainstorming and planning meetings.

Chart 1. Venn Diagram, “TRIBAL/DISTRICT NYCP JOINT EFFORTS”



The Picacho Project is a shared vision of responsibility among tribal leaders, educational partners, and community-based organizations to focus on the development of a Parent Academy to communicate and educate on issues based on the importance to Indian children’s academic success; to foster leadership values among Indian children through increased awareness in Quechan culture and heritage; and increase career exploration and college readiness awareness among Indian children.

The goals of the Picacho Project will be to hire a Program Manager who will be responsible for developing new and expanding on existing programs suitable to the Indian

student and parents in order to carry out four objectives: 1) develop a Parent Academy to address truancy at the early education level; 2) implement an Enhanced Tutoring Program at the Tribal level; 3) incorporate new and expand upon existing cultural experiences for parent of and Indian students; and 4) facilitate the exploration of career and college bound readiness.

Prior to hiring of a Program Manager, an Advisory Committee will be formed with representatives from partner entities, and a parent representative from the DIPAC to provide support and oversight of all project aspects – including conducting a project kick off meeting. The Advisory Committee will work with the School District on the hiring process.

In Objective 1: The Program Manger will expand upon the Tribe's and School District's parenting program efforts by developing a Parent Academy, whose activities will be carried out on the school campus and the community. A general campaign promoting the program will be created and implemented to communicate and educate on issues based on the importance to Indian children's academic success – emphasizing the attendance and high truancy rates at the early grade levels. The Parent Academy's activities will be to educate and create awareness on the importance of attendance, examine extensive barriers that cause attendance problems/truancy, foster parent to parent support, improve parent to School District rapport and parent involvement in community activities. The Program Manager will work with DIPAC and the Positive Indian Parenting Curriculum, Innovative approaches to literacy with a focus to target Indian students and parents. It will use speakers and elder teachers to bolster its message of empowerment and cultural roles conducive to student and parent success.

Incentives to encourage achieved successes in both attendance and academics will be given. Examples of incentives are bikes, tablets (iPads), movie tickets, and end of the year field trips to the Water Park or a Quechan Rainbow Pool party. The annual academic awards banquet

for students of the Picacho Project will be brought back. All as efforts to foster recognition on achievements will be made – including parents who've improved their children's attendance records.

Quantitative data measurements include improved attendance records by 10%, 15% and 20% in years 1, 2 and 3 and the number of decreased SARB referrals by 10%, 15% and 20% in years 1, 2 and 3, respectively. Qualitative measurements will include pre and post surveys on the college and career pathway awareness of parents. Evaluation of each will be carried out by the Imperial County Office of Education's (ICOE) Grants & Evaluation Office (GEO).

In Objective 2: The Enhanced Tutoring objective will be to augment the Tribe's JOM Program's afterschool and summer tutoring programs in order to provide support to students often trailing behind due to attendance issues, and as a means to offer other meaningful tutoring options to the Indian students, The augmentation will occur by utilizing a teacher's pool from the School District that will infuse teachers as tutors whom can assist the JOM Program staff and tutors with developing curriculum for tutoring, while training JOM tutors on styles and methods in the process.

After school tutoring sessions during the academic year will be for grades Pre-K - 4th grade and grades 5th - 12th. Summer school tutoring will occur in three separate sessions for students entering grades 1st - 4th grade, 5th - 8th grade and 9th -12th grade. At the end of each three summer sessions, a field trip to tour regional companies for a career exploration experience will be offered as incentives for participation.

Quantitative data measurements include improved test scores; In Year 1, a 10% improvement in reading and math scores will be achieved; in Year 2 that measurement will

increase to 15% improvement; and in Year 3, 20% improvement will be achieved. Evaluation of each will be carried out by the ICOE GEO.

In the Objective 3: The Cultural and Heritage Awareness objectives will be to foster leadership values among Indian children through increased awareness in Quechan culture and heritage as a way to ready Indian children for career and college bound initiatives. Activities will include The Quechan Culture Education Series and will have four local Speakers/Elder teachers at Parent Academy or school events, and four local Speakers/Elder at Tribal events who will speak on the importance of family roles, how those roles transcend to modern day Quechan culture and how those roles are conducive to school attendance and achievement. In addition, a Cultural Empowerment Lecture Series will be provided that will feature one regional speaker speak on the broader spectrum of cultural empowerment at one Parent Academy or school events; and at one Back to school or a Tribal community event.

The Cultural and Heritage Awareness activities will also provide support to the School District staff through cultural awareness workshops that will focus on cultural sensitivity, explaining customs to school staff and teachers and how it may affect learning and attendance and other necessary information to address early intervention of problematic issues. The Cultural and Heritage Awareness activities will offer one Cultural Sensitivity Workshop during the school year within Year 1, and two Culturally Sensitivity Workshops prior to the commencement of the academic year and during the year for any new staff or refresher courses needed in Years 2 and 3. Qualitative measurements from pre and post-test of teachers/school staff's knowledge on elements of Quechan culture will be used. Evaluation of each will be carried out by the ICOE GEO.

In the Objective 4: Career Exploration objectives will expose the Indian students to a versatile and demanding Career Exploration experience that will build pathways that lead to increased career readiness upon high school graduation. Career Exploration will also include developing and implementing internship opportunities at the local level industries (Tribal government, casinos, health center, agriculture, etc.).

Trips to and tours of local and regional industries will allow the students to explore the types of jobs in demand, provide insight to the coursework needed to obtain certificates, skills and degrees to achieve career goals. The companies visited will have a STEM focus and other driving industries in the region selected to visit. Students will also be given the opportunity to attend youth leadership conferences that focus on leadership training, career/college readiness, college tours, personal development, and health and wellness.

Field trips will occur during the school year and during the summer. In the school year, the School District will schedule 2 to 3 tours to local companies and 2 tours to regional companies in the Los Angeles or San Diego Counties in California or the Phoenix region in Arizona. During the Summer Enhanced Tutoring session the Tribe will schedule up to 3 tours to regional companies in the Los Angeles or San Diego Counties in California or the Phoenix region in Arizona. In year 1, the School District will offer 1 local and 1 regional field trip, due to the project kicking off in the Spring Semester 2017.

To educate and encourage Indian students to become leaders for the benefit of personal growth and the communities they will represent, both the School District and the Tribe will each schedule a field trip to a leadership conference per year. Students will be introduced to skill building on and learn the need for community leadership.

Quantitative data will be measured by the amount of leadership roles they take on during the school year. Leadership roles in school or community clubs/groups, church groups, and any other community-based or other form of organization will be counted.

As a final activity, the Picacho Project will adopt an existing role of facilitator by hosting the Tribe’s annual Youth Cultural Festival – a 2 and ½ day event that incorporates work service in the Tribe’s environmental/cultural assets of the Tribe – the Yuma East Wetlands, the Sunrise Point Park, and the Elder Village – College readiness and cultural exchange, with visitors from the University of Redlands and the TAMIT youth leadership group. In the past, the event has been funded by donations and volunteer work from the casinos and Tribal staff. By including the event in the Picacho Project, funding to expand activities that will foster greater participation and awareness of college and career readiness while also sharing culturally, will maximize the benefits for all students and youth involved. Those benefits include college readiness and career exploration opportunities, networking, community service/civic duties implementation, cultural sharing and empowerment.

Table 4. Goals, Objectives and Outcomes

Goals, Objectives and Outcomes: Year 1
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Goal: Develop and implement the Picacho Project overall goal of development of a Parent Academy to communicate and educate on issues based on the importance to American Indian children’s academic success; to foster increased awareness in Quechan culture and heritage among tribal children; and increase career exploration and college readiness among Indian children.

Objectives	Activities	Outputs	Outcomes
1. Parent Academy			
The Parent Academy (PA) will be	Implement a Kick-off campaign to introduce	Parent Academy will be in place	Campaign for program awareness emphasizes

developed for Parents of AI students in grades Pre-K through 2 nd	project utilizing program brochures on project purpose, services and activities.	Spring 2017.	the attendance issue.
Decrease truancy rates by 10% of AI students in grades Pre-K-2	Document rates of 2015/2016 academic year and set targets based on the data.	Baseline data to track attendance improvement	Data will be shared with parents of AI students and Advisory Committee
Recruit parents of AI students in grades Pre-K-2 with past truancy problems (SARB referred).	Implement activities for Spring 2017 semester and Back to School (for 2017-2018 year)	# of AI students in Pre-K-2 past truancy problems (SARB referred); # of parents of AI students participating in PA	Participation in the Parent Academy will strengthen awareness on correlation of attendance and student success.
Provide education on the correlation between attendance and college/career readiness.	Education provided on the importance of college readiness and career exploration at the Tribal level.	# of classes held with topics discussed # of participants	Education provided will improve attitudes and attendance will improve.
Improve rapport of parents of AI children in Kinder through 2 nd grades to encourage parent participation in school and community events.	Couponing, cooking demos, parent to parent sharing of time management ideas.	# of classes held with topics discussed; # of participants; Include in pre-survey to parents of AI students in Pre-Kinder through 2 nd grade the level of rapport.	Rapport between parents of AI children in Kinder through 2 nd grades will improve attitudes and foster rapport among parents of AI/AN students.
Set up and implement an attendance rewards and incentives plan for AI students in Pre-Kinder - 2 nd grade.	Program Manager implement plan at the end of the 2016-2017 academic year.	# of AI students in Pre-Kinder through 2 nd grade; # of AI students in Pre-Kinder - 2 nd grade with perfect and improved attendance.	Student recognition will inspire through rewards students and parents to achieve and exceed academic and attendance expectations.
Develop and implement an annual academic awards and recognition banquet for all AI/AN	Event plan for an annual academic awards to be conducted at the community level.	# of awards given AI/AN students in Kinder through 2 nd grade on improved and perfect	Student recognition will inspire students and parents to achieve and exceed academic and attendance

students and parents.		attendance;	expectations.
		# of awards given for academic achievement of all American Indian students.	
2. Enhanced Tutoring			
Enhance the Tribe's tutoring programs to provide additional tutoring opportunities for American Indian children in the School District.	Tutoring for grades Pre-K - 4 th grade and 5 th - 12 th grade, 2 ½ hours per day, 3 days per week for 20 weeks. Summer school tutoring for grades 1st - 4 th grade, 5 th - 8 th grade and 9 th -12 th grade, 6 hours per day, 5 days per week for 3 weeks.	10% improvement in reading and a 10% improvement in math scores as measured by the evaluators (ICOE GEO).	Data will be shared with Advisory Committee and evaluators.
3. Cultural and Heritage			
Quechan culture education series	Hold Quechan Culture Education Series sessions at the Community level and 4 at the school level.	4 Local Speakers/Elder teachers at Parent Academy or school events, and 4 Local Speakers/Elder teachers at Tribe's Back to school and other community events.	Empower students by reviving cultural awareness and identity of the Quechan culture with classes at both the school and Tribal programs.
Cultural Empowerment Lecture Series	Hold Empowerment Lecture Series at the Community level and at the school level.	1 Regional speakers at Parent Academy or school events; and 1 Regional speakers at Back to school, school or a community event	Empower students and parents by reviving cultural identity that will enhance personal growth.
Enrich teachers/school staff's knowledge on sensitive elements of Quechan culture that may affect student's learning.	Provide District wide staff in-service workshops with 1 Local Speakers/Elder teachers	One workshop held on cultural sensitivity during school year and one workshop held before the school year for new teachers; Pre and	At least 10 elementary teachers's cultural awareness/knowledge at the School District will increase. At least two new teachers will learn of basic Quechan Tribe's cultural

		post-test of teachers/school staff's knowledge on elements of Quechan culture.	elements. Data will serve as a baseline.
4. Career Exploration and college readiness			
Participate in Tribe's annual event – Youth Cultural Festival, with emphasis on environment science element, cultural emphasis and college/career readiness awareness.	Participate and financially support the Tribe's Annual Youth Festival.	At least 30 American Indian students will gain experience community, environmental sciences and college and career readiness awareness.	Opportunity for the middle and high school –aged youth to explore career and college readiness, environmental fields of study, and share culture with guests.
Tour local companies for career exploration	1 field trip to local industries in Imperial and Yuma Counties, with the School District.	At least 25 middle and 15 high school students will participate in field trip; Pre and Post tests on college and career readiness	Students will be exposed to careers that may spark interest at the local level.
Tour regional companies for career exploration	3 Field trips to industries in regional areas in Los Angeles, San Diego or Phoenix during Tribe's summer programs.	At least 25 middle and 15 high school students will participate in field trip; Pre and Post tests on college and career readiness	Students will be exposed to careers that may spark interest at broader level.
Tour regional companies for career exploration.	1 Field trips with the School District to industries in regional areas in Los Angeles, San Diego or Phoenix during the academic year.	At least 25 middle and 15 high school students will participate in field trip; Pre and Post tests on college and career readiness.	Students will be exposed to careers that may spark interest at broader level.
Educate and encourage students to become leaders for the benefit of personal growth and the communities they will represent.	Students attend 1 youth leadership conference with the School District and 1 youth leadership conference with the Tribe.	At least 10 middle and 10 high school students will participate in each field trip; Pre and Post tests on community leadership awareness; Amount	Students will be 1) introduced to skill building on and 2) learn the need for community leadership.

of leadership roles taken on during the school year will be counted.

Goals, Objectives and Outcomes: Year 2 and 3

Goal: Operate a Parent Academy to communicate and educate on issues based on the importance to American Indian children’s academic success; continue to foster increased awareness in Quechan culture and heritage among tribal children; and continue to increase career exploration and college readiness among Indian children.

Objectives	Activities	Outputs	Outcomes
1. Parent Academy			
The Parent Academy (PA) will operate for Parents of AI students in grades Pre-K through 2 nd grade in Year 2 and Pre-K through 5th grade in Year 3.	Promote the project utilizing program brochures on project purpose, services and activities.	Parent Academy will be in place Academic Year 2017-2018 in Year 2 and Academic Year 2018-2019 in Year 3.	Campaign for program awareness – emphasizing the attendance factor – in place (includes brochures, flyers, signage, community announcements in Quechan News, school and community marquees, etc.)
Decrease truancy rates by 15% of AI students in grades Pre-K through 2 nd grade in Year 2 and by 20% of AI students in Pre-K through 5th grade in Year 3.	Document rates of 2016/2017 and 2017/2018 academic year and set targets based on the data.	Baseline data to track attendance improvement amongst this grade level.	Data will be shared with parents of AI students and Advisory Committee
Recruit parents of AI students with past truancy problems (SARB referred) in grades Pre-K through 2 nd grade in Year 2 and Pre-K through 5th grade in Year 3. Decrease the # of	Implement program activities for Academic Year 2017-2018 in Year 2 and Academic Year 2018-2019 in Year 3.	# of AI students with past truancy problems (SARB referred) in Pre-Kinder through 2 nd grade in Year 2 and Pre-Kinder through 5th grade in Year 3; # of parents of AI	Participation in the Parent Academy will strengthen the Parent of AI students in awareness on the correlation of attendance and student academic success.

SARB referrals of AI students in grades Pre-K through 2 nd grade in by 15% Year 2 and by 20% of AI students in Pre-K through 5th grade in Year 3.		students participating in PA	
Develop survey that gauges parent's awareness on the correlation between attendance and college/career readiness project.	Conduct pre-survey to parents of AI students in grades Pre-K through 2 nd grade in Year 2 and Pre-K through 5th grade in Year 3.	Baseline data to track attendance improvement amongst these grade levels.	Data will be shared with Advisory Committee and evaluators.
Provide education on the correlation between attendance and college/career readiness.	Education provided on the importance of college readiness and career exploration at the Tribal level through the Parent Academy and JOM Programs.	# of classes held with topics discussed # of participants	Education provided will improve attitudes and attendance will improve.
Provide parents an opportunity for personal growth through positive and motivational speaking experiences.	Speakers at Parent Academy events, Back to school, school and community events	At least 20 parents will attend speaking events; Pre and Post tests on personal growth.	Increased participation of school and community events while gaining from speaking messages that encourage parent involvement and other life skills.
Improve rapport of parents of AI children in grades Pre-K through 2 nd grade in Year 2 and Pre-K through 5th grade in Year 3 to encourage parent participation in school and community events.	Couponing, cooking demos, parent to parent sharing of time management ideas.	# of classes held with topics discussed; # of participants Include in pre-survey to parents their level of rapport.	Rapport between parents of AI children in Kinder through 2 nd grades will improve attitudes and foster rapport among parents of AI/AN students.
Set up and implement an attendance rewards and incentives plan for AI students in grades	Program Manager implement plan at the end of the 2017-2018 academic year for Year 2 and the 2018-2019	# of AI students with perfect and improved attendance.	Student recognition will inspire through rewards students and parents to achieve and exceed academic and

Pre-K through 2 nd grade in Year 2 and Pre-K through 5th grade in Year 3.	academic year for Year 3.		attendance expectations.
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Hold annual academic awards and recognition banquet for all AI/AN students and parents.	Event plan for an annual academic awards to be conducted at the community level.	# of awards given AI/AN students in Pre-K through 2 nd grade in Year 2 and Pre-K through 5th grade in Year 3 on improved and perfect attendance; # of awards given for academic achievement of all American Indian students.	Student recognition will inspire students and parents to achieve and exceed academic and attendance expectations.
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2. Enhanced Tutoring

Enhance the Tribe's tutoring programs to provide additional tutoring opportunities for American Indian children in the School District.	Tutoring for grades Pre-K - 4 th grade and 5 th - 12 th grade, 2 ½ hours per day, 3 days per week for 43 weeks. Summer school tutoring for grades 1st - 4 th grade, 5 th - 8 th grade and 9 th - 12 th grade, 6 hours per day, 5 days per week for 3 weeks.	In Year 2, a 15% improvement in reading and a 15% improvement in math scores; In Year 3, a 20% improvement in reading and a 20% improvement in math scores as measured by the evaluators (ICOE GEO).	Data will be shared with Advisory Committee and evaluators.
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3. Cultural and Heritage

Quechan culture education series	Hold Quechan Culture Education Series sessions at the Community level and 4 at the school level.	4 Local Speakers/Elder teachers at Parent Academy or school events, and 4 Local Speakers/Elder teachers at Tribe's Back to school and other community events.	Empower students by reviving cultural awareness and identity of the Quechan culture with classes at both the school and Tribal programs.
Cultural Empowerment Lecture Series	Hold Empowerment Lecture Series at the Community level and at the school level.	1 Regional speakers at Parent Academy or school events; and 1 Regional	Empower students and parents by reviving cultural identity that will enhance personal

		speakers at Back to school, school or a community event.	growth.
Enrich teachers/school staff's knowledge on sensitive elements of Quechan culture that may affect student's learning.	Provide District wide staff in-service workshops with 1 Local Speakers/Elder teachers	One workshop held on cultural sensitivity during school year and one workshop held before the school year for new teachers; Pre and post-test of teachers/school staff's knowledge on elements of Quechan culture.	At least 10 elementary teachers's cultural awareness/knowledge at the School District will increase. At least two new teachers will learn of basic Quechan Tribe's cultural elements. Data will serve as a baseline.
4. Career Exploration and College Readiness			
Tour local companies for career exploration	2 - 3 field trips to local industries in Imperial and Yuma Counties, with the School District.	At least 25 middle and 15 high school students will participate in field trip; Pre and Post tests on college and career readiness	Students will be exposed to careers that may spark interest at the local level.
Tour regional companies for career exploration	3 Field trips to industries in regional areas in Los Angeles, San Diego or Phoenix during Tribe's summer programs.	At least 25 middle and 15 high school students will participate in field trip; Pre and Post tests on college and career readiness	Students will be exposed to careers that may spark interest at broader level.
Tour regional companies for career exploration.	2-3 Field trips with the School District to industries in regional areas in Los Angeles, San Diego or Phoenix during the academic year.	At least 25 middle and 15 high school students will participate in field trip; Pre and Post tests on college and career readiness.	Students will be exposed to careers that may spark interest at broader level.
Educate and encourage students to become leaders for the benefit of personal growth and the communities they will represent.	Students attend 1 youth leadership conference with the School District and 1 youth leadership conference with the Tribe.	At least 10 middle and 10 high school students will participate in each field trip; Pre and Post tests on community leadership	Students will be 1) introduced to skill building on and 2) learn the need for community leadership.

		awareness. Amount of leadership roles taken on during the school year will be counted.	
Facilitate the annual event – Annual Youth Festival.	Participate and financially support the Annual Youth Festival. with emphasis on environment science element, cultural emphasis and college/career readiness awareness.	At least 50 AI students per year will gain experience community, environmental sciences and college and career readiness awareness.	Opportunity for the middle and high school –aged youth to explore career and college readiness, environmental fields of study, and share culture with guests.

The collaboration aligning the Tribe with the School District speaks volumes as to the effectiveness of project that aims to demonstrate a shared vision of responsibility among tribal leaders, educational partners, and community-based organizations to focus on the development of the Picacho Project. Such a commitment to the shared vision is evident in the Memorandum of Agreement (MOA) entered into by the Tribe and School District. The MOA was reviewed by both the Quechan Tribal Council and the San Pasqual Valley Unified School District Board of Supervisors in May 2016 and is signed by each of its representatives. The MOA is found in the Appendix as Memorandum of Agreement.

Quality of Project Personnel

A Program Manager will be hired to carry out the objectives of the Picacho Project. The Program Manager will be hired by the School District and report to the District Superintendent. This Program Manager will work closely with Quechan Indian Tribe’s Programs, including the Quechan JOM; with the SPVUSD staff; and grant evaluators from the Imperial County Office of Education, to accomplish the goals and objectives of the grant. Preference in filling vacancies will be given to qualified Indian Candidates in accordance with

the Indian Preference Act (Title 25, U.S. Code, Sections 472 & 473). The Position Description is included in the Appendix.

Key project personnel include the Tribe's Grants Writer, the School District Superintendent, and the Chief Business Officer as well as the Imperial County Office of Education Grants and Evaluation Office Resource Development Coordinator. The Tribe's Grants Writer Allyson Collins, BSBA, brings 12 years of grant management experience, working exclusively with the Tribe on various federal and state grants, grants writing, management and project management skills. Ms. Collins will provide grant management and be the contact for the grant for the Tribe, ensuring all reporting is adhered to. The San Pasqual Valley Unified School District Superintendent Dr. David Bealer, Ed.D, and Chief Business Officer Kish Curtis, MBA, bring a combined 35- years of experience working administratively for the school district or other school districts. Both will oversee the program objectives for the School District. The ICOE GEO Resource Development Coordinator, M. Walter Lewis, MA, brings 42 years of experience in school districts from teaching to grant administration/resource development coordinating. Mr. Lewis and his staff will provide guidance on the evaluation of the project as well serve as evaluator. Resumes for each are attached in the Appendix.

The Quechan Indian Tribe has several years of experience in successfully operating both Federal and non-Federal grants and contracts. The Tribal Administration Department has a full-time Grants & Contracts Coordinator and Grant Writer that oversees more than fifty recurring and non-recurring grants and contracts providing social services, health related services, education, infrastructure improvement, and public safety services on the Reservation. The Tribal Finance Department manages over eight million dollars annually in

grants and contracts with a staff of over ten individuals providing financial oversight of these funds in complete compliance with both State and Federal regulations.

Adequacy of Resources

The collaboration aligning the Tribe with the School District speaks volumes as to the effectiveness of the project that aims to demonstrate a shared vision of responsibility among tribal leaders, educational partners, and community-based organizations to focus on the development of the Picacho Project. Such a commitment to the shared vision is evident in the Memorandum of Agreement (MOA) entered into by the Tribe and School District. The MOA was reviewed by both the Quechan Tribal Council and the San Pasqual Valley Unified School District Board of Supervisors in May 2016 and is signed by each of its representatives – the Tribe’s President and the District’s Superintendent. The MOA is found in the Appendix as Memorandum of Agreement.

The salaries of the project personnel are based on the negotiated agreement between the School District and the employee’s union and are adequate to support the proposed project.

Travel costs are based on current prices for transportation, per diem and incidentals for 30 students and two chaperones. Supplies and materials costs are minimal with all other costs being provided by the Tribe and School District’s in-kind, where applicable.

Quality of the Management Plan The Management Plan outlines the responsible party to carryout project objectives or activities and the timeline for completing them are in the table below.

Table 5. Management Plan

Q1 is October – December; Q2 is January – March; Q3 is April – June; Q4 is July - September

	Objective/Activity	Responsible Party	Timeline
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Managerial			Year 1			
	Advisory Committee will be formed; conduct Project kick off meeting	School District	Q1	Q2	Q3	Q4
	Hire Project Manager	School District/Advisory Committee	Q1	Q2	Q3	Q4
	Meet on Q1 progress	Advisory Committee	Q1	Q2	Q3	Q4
	Meet on Q2 progress	Program Manager and Advisory Committee	Q1	Q2	Q3	Q4
	Meet on Q3 progress	Program Manager and Advisory Committee	Q1	Q2	Q3	Q4
	Meet on Q4 progress	Program Manager and Advisory Committee	Q1 of Y2	Q2	Q3	Q4
	Hold Annual Meeting on Program Accomplishments between Tribe and School District	Program Manager and Advisory Committee	Q1 of Y2	Q2	Q3	Q4
Programmatic						
	Develop program objectives 1, including documenting 2015/2016 truancy rates, attendance and academic test results K-2 students, and SARB referred students.	Program Manager; Advisory Committee	Q1	Q2	Q3	Q4
	Set up rewards and incentives plan for Year 1 (Spring 2017 semester) achievements	Program Manager	Q1	Q2	Q3	Q4
	Set up Enhance Tutoring with JOM Program	Program Manager	Q1	Q2	Q3	Q4
	Identify and schedule speakers for Quechan Culture Ed Series and Cultural Empowerment Lecture Series and schedule dates for Staff in service workshops	Program Manager	Q1	Q2	Q3	Q4
	Identify and schedule tours of local and regional workshops for Career Exploration and College Readiness	Program Manager	Q1	Q2	Q3	Q4
	Implement Parent	Program Manager	Q1	Q2	Q3	Q4

	Academy, promote and recruit, hold activities					
	Plan and implement academic awards ceremony for Year 1	Program Manager	Q1	Q2	Q3	Q4
	Implement Enhanced Tutoring afterschool sessions	Program Manager	Q1	Q2	Q3	Q4
	Implement Enhanced Tutoring Summer sessions	Program Manager	Q1	Q2	Q3	Q4
	Implement Quechan culture ed series and Cultural Empowerment Lecture series	Program Manager	Q1	Q2	Q3	Q4
	Implement Cultural Sensitivity workshop	Program Manager	Q1	Q2	Q3	Q4
	Implement Career Exploration and College Readiness activities: local tours	Program Manager	Q1	Q2	Q3	Q4
	Implement Career Exploration and College Readiness activities: regional tours	Program Manager	Q1	Q2	Q3	Q4
	Implement Career Exploration and College Readiness activities: regional tours for JOM Summer sessions	Program Manager	Q1	Q2	Q3	Q4
Evaluation						
	Data collection, analysis, and reporting on the development, implementation and resulting outcomes	ICOE GEO (Evaluators) meet with Program Manager and Advisory Committee	Q1 of Y2	Q2	Q3	Q4
Managerial			Year 2 and 3			
	Meet on Q1 progress	Advisory Committee	Q1	Q2	Q3	Q4
	Meet on Q2 progress	Program Manager and Advisory Committee	Q1	Q2	Q3	Q4
	Meet on Q3 progress	Program Manager and Advisory Committee	Q1	Q2	Q3	Q4
	Meet on Q4 progress	Program Manager and Advisory Committee	Q1 of Y3 & Y4	Q2	Q3	Q4

	Hold Annual Meeting on Program accomplishments between Tribe and School District	Program Manager and Advisory Committee	Q1 of Y3 & Y4	Q2	Q3	Q4
Programmatic						
	Document 2016/2017 and 2017/2018 truancy rates, attendance and academic test results K-2 and K-5 students, and SARB referred students for Y1 and Y2, respectively	Program Manager; Advisory Committee	Q1	Q2	Q3	Q4 of Y1
	Set up rewards and incentives plan for Year 2 and Year 3	Program Manager	Q1	Q2	Q3	Q4 of Y1
	Set up Enhance Tutoring with JOM Program	Program Manager	Q1	Q2	Q3	Q4
	Identify and schedule speakers for Quechan Culture Ed Series and Cultural Empowerment Lecture Series and schedule dates for Staff in service workshops	Program Manager	Q1	Q2	Q3	Q4
	Identify and schedule tours of local and regional workshops for Career Exploration and College Readiness	Program Manager	Q1	Q2	Q3	Q4
	Implement Parent Academy, promote and recruit, hold activities	Program Manager	Q1	Q2	Q3	Q4
	Plan and implement academic awards ceremony for Year 1	Program Manager	Q1	Q2	Q3	Q4
	Implement Enhanced Tutoring afterschool sessions	Program Manager	Q1	Q2	Q3	Q4
	Implement Enhanced Tutoring Summer sessions	Program Manager	Q1	Q2	Q3	Q4
	Implement Quechan culture ed series and Cultural Empowerment Lecture series	Program Manager	Q1	Q2	Q3	Q4
	Implement Cultural	Program Manager	Q1	Q2	Q3	Q4

	Sensitivity workshop					
	Implement Career Exploration and College Readiness activities: local tours	Program Manager	Q1	Q2	Q3	Q4
	Implement Career Exploration and College Readiness activities: regional tours	Program Manager	Q1	Q2	Q3	Q4
	Implement Career Exploration and College Readiness activities: regional tours for JOM Summer sessions	Program Manager	Q1	Q2	Q3	Q4
Evaluation						
	Data collection, analysis, and reporting on the development, implementation and resulting outcomes	ICOE GEO (Evaluators) meet with Program Manager and Advisory Committee	Q1 of Y2 & Y3	Q2	Q3	Q4
Evaluation			Year 4			
	Draft final analysis and reporting on the implementation and resulting outcomes for entire project	ICOE GEO (Evaluators) meet with Program Manager and Advisory Committee	Q1	Q2	Q3	Q4
	Present final analysis and reporting on the implementation and resulting outcomes for entire project to the project partners	ICOE GEO	Q1	Q2	Q3	Q4

Advisory Committee will be formed with representatives from partner entities, and a parent representative from the DIPAC to provide support and oversight of all project aspects – including conducting a project kick off meeting. The Advisory Committee will work with the School District on the hiring process.

The extent to which Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities is evident in that the Quechan Tribal Council reviewed the opportunity for the grant, reviewed the grant application and project

narrative, agreed to partner with the School District via an Memorandum of Agreement (MOA) and will commit its resources to the grant by being proactive as the lead applicant for the grant.

In a District Indian Parent Advisory Committee (DIPAC) meeting on April 25, 2016, parents of Indian students reviewed the NYCP grant opportunity, reviewed the grant objectives and were given the opportunity to comment on the application and project narrative. The Tribe and parents of AI students will be participate in the hiring process of the Program Manager by having one Tribal staff and one parent present on the interview panel. There will be at least one, if not two, Tribal staff representatives and one parent of an AI student sit on the Project Advisory Committee. The parent representative will be an active member of the District Indian Parent Advisory Committee (DIPAC) or be an active participant in the Parent Academy.

Quality of the Project Evaluation

A rigorous evaluation of the Quechan Indian Tribe's Picacho Project will be conducted by an external evaluator, the Imperial County Office of Education's Grants and Evaluations Office (GEO). GEO has extensive experience in program evaluation and research, including a multi-million-dollar state and federal grants. GEO believes evaluation should benefit the project through continual improvement, informed research, and fulfilling reporting requirements. Thus, a collaborative relationship with project staff will ensure success in meeting goals and objectives, and ultimately show the project's impact.

Picacho Project's goals and objectives are presented in a chart in the **Project Design (pages 14-21)**. Nearly every objective is measurable to indicate the anticipated results. Evaluation instruments and methods are aligned to objectives and provided in the chart adjacent to each objective. Evaluation milestones have been included in the **Quality of Management Plan (pages 24-28)** in the activity timeline.

The evaluation design developed for the Picacho Project includes data collection, analysis, and reporting on the development, implementation and resulting outcomes. This design looks at repeated measures during the implementation of project elements (pre/post assessments, surveys, etc.). It also tracks trends of change which help determine if the Picacho Project is responsible for the changes. The design will provide evidence of meeting the objectives and, if favorable providing validation of worth, the results will guide program replication.

The design, based on Provus' Discrepancy Evaluation Model or DEM (Fitzpatrick, Sanders, & Worthen, 2004), is focused on determining discrepancies between performance and expectations (project objectives). Project staff is engaged in continuous improvement, as findings are used in sound decision making (formative evaluation). A logic model to look at progress in increments leading to the goals further enhances this design's usefulness.

The evaluation methods for the Picacho Project are established to monitor progress in a systematic and ongoing analysis of data documenting the extent to which goals are achieved and to provide accountability. Both quantitative and qualitative data collection and analysis will be used. The evaluator will meet with Program Directors/Managers regularly to ensure communication.

Multiple methods and instruments will be used to address project objectives and will facilitate data triangulation. State student enrollment data, when available, and program specific enrollment data will be used. The evaluator and program staff will also design appropriate protocols for other elements of the program, (pre/post surveys, document reviews, interviews). Initial and follow-up surveys with Likert scales for ranking responses will evaluate student and parent knowledge of career and college readiness, and cultural and heritage awareness. Once data is analyzed, interim and annual reports detailing findings will be generated.

The evaluator has been involved in the project design since inception. Once funded, work will begin to ensure all project elements are accurately assessed

The evaluation plan and methods will provide valid and reliable performance data on relevant outcomes with attention to data accuracy and integrity. The data will be analyzed as follows: quantitative data analysis will utilize both t-tests and analysis of variance (ANOVA) to determine the significance between pre and post data; descriptive and content analysis will be used with qualitative data. The surveys and interviews will be examined for themes and patterns determining issue relevant meanings.

The analysis and interpretation of all data will be used to reply to the extent objectives are attained. Frequent written and oral reports will be provided for project staff and partners. Annual comprehensive reports will include recommendations for future development and project course corrections. All requirements outlined by the U.S. Department of Education will be strictly adhered to and all federal reports will be provided as requested. The Memorandum of Understanding is listed in the Appendix order as Evaluator MOU.

APPENDIX

Map 1. Project Location

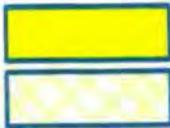
Letter of Support from Tribal Directors

Position Description

Resumes of Key Personnel

Memorandum of Agreement

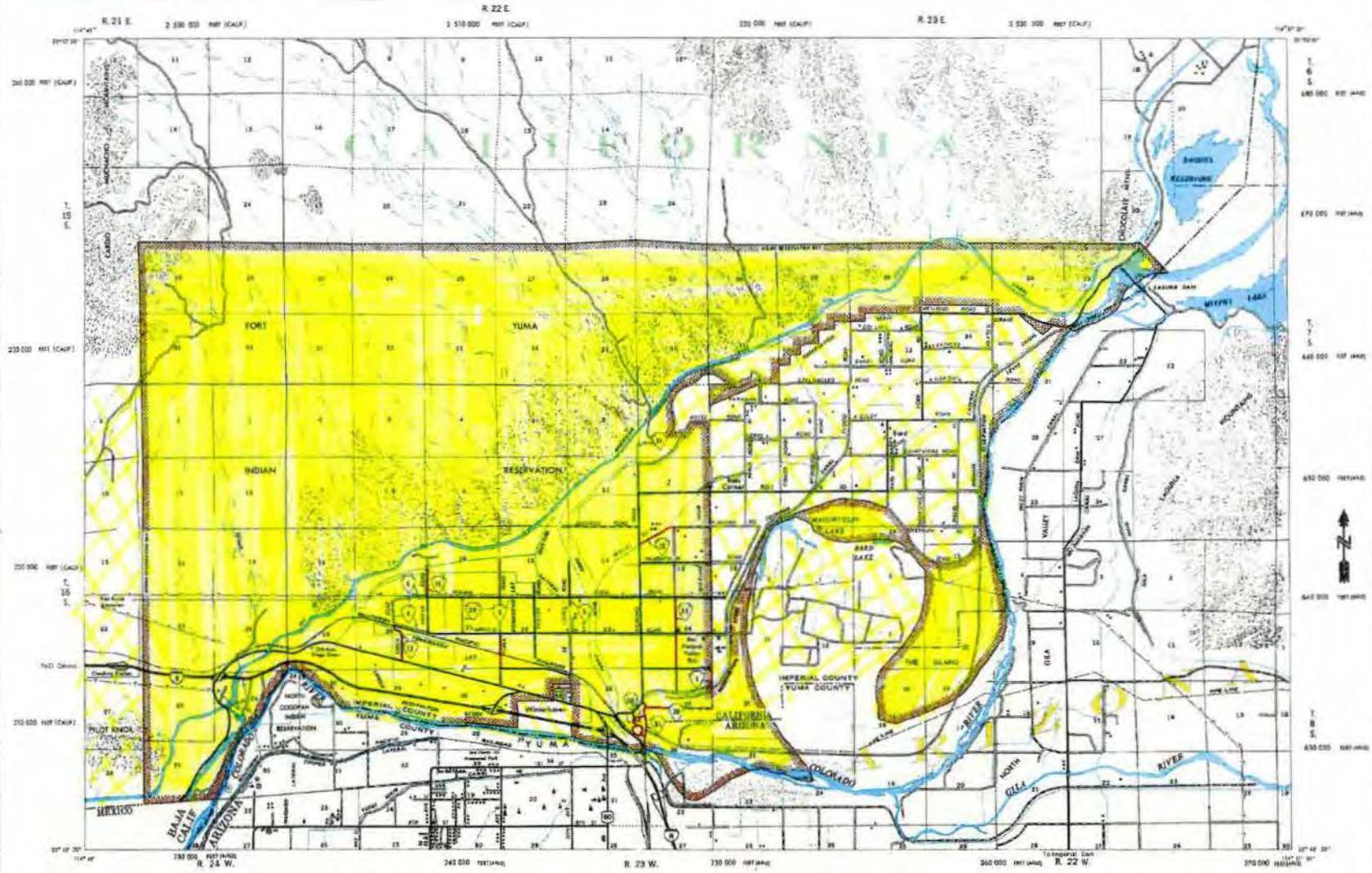
Evaluator MOU



Fort Yuma Indian Reservation

Adjacent communities: Winterhaven, Andrade, Bard and Felicity, California

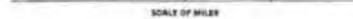
Project Location Map



FORT YUMA INDIAN RESERVATION
IMPERIAL COUNTY, CALIFORNIA & YUMA COUNTY, ARIZONA

THE RESERVATION BOUNDARIES AS SHOWN ON THIS MAP ARE APPROXIMATE FOR EXACT BOUNDARY LOCATION REFER TO THE BIA OFFICE OF TRUST RESPONSIBILITIES

- LEGEND
- UNIMPROVED
 - GRADE AND DRAIN
 - CANAL
 - LIGHT STRUCTURE
 - ASPHALT PAVED
 - U.S. HIGHWAY MARKED
 - STATE HIGHWAY MARKED
 - STATE HIGHWAY UNPAVED
 - BOUNDARY OF INDIAN RESERVATION
 - INDIAN RESERVATION BOUNDARY



KEY TO SHEETS

ROADWAY SYSTEM MAP
FORT YUMA INDIAN AGENCY, CALIFORNIA
U.S. DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
IMPERIAL AREA OFFICE
MARCH 20, 1981

Revised 1981

SHEET 1 OF 2



QUECHAN INDIAN TRIBE

Ft. Yuma Indian Reservation

Office of Tribal Administration

P.O. Box 1899

Yuma, Arizona 85366-1899

Phone (760) 572-0213

FAX (760) 572-2102

May 26, 2016

U.S. Department of Education
ATTN: ED-GRANTS-022916-002; CDFA 84.299
Office of Elementary and Secondary Education
Office of Indian Education
Washington, D.C. 20202-6200

Dear Sirs:

The Tribal Programs of the Quechan Indian Tribe submit this letter of support to the Quechan Indian Tribe for its application for the FY 2016 Native Youth Community Project grant opportunity ED-GRANTS-022916-002.

We support the objectives for addressing the barriers that our community's American Indian/Alaska Native (AI/AN) students and their parents face: attendance and truancy. We also find that in order to serve our middle and high school students with career and college readiness that exploration in personal growth and career fields is critical to their paths for success.

We were given the opportunity to meet, discuss with the preparers of this grant application, and review the objectives for the grant and find them realistic, engaging and attributable to increasing the number of AI/AN students college and career bound.

Lastly, we also feel that the partnership created between the Tribe and School District is a critical step for improved community climate, as they demonstrate working together toward a common goal - increasing the number of AI/AN students whom are career and college bound.

Please give your full consideration to the Tribe's grant application. Thank you.

Respectfully,

(b)(6)

Amelia Magallana, JOM Director

(b)(6)

Earl Daniel, WIOA

(b)(6)

Philbrick Emerson Parks & Recreation

(b)(6)

Opa Lee Durand-Valisto, Higher/Vocational Education

(b)(6)

Sandy Pako, Special Diabetes Project for Indians

(b)(6)

(b)(6)

Letitia Julian, Social Services Program

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION
NATIVE YOUTH COMMUNITY PROJECTS (NYCP)
GRANT PROGRAM MANAGER

SUMMARY

This position coordinates the activities of the NYCP Grant, funded by the U.S. Department of Education through the Quechan Indian Tribe. The purpose of the grant is to improve the education opportunities and achievement of preschool, elementary, and secondary school Indian children by developing, testing, and demonstrating effective services and programs for Native American youth. The NYCP Program Manager will report to the District Superintendent. This Program Manager will work closely with Quechan Indian Tribe's Programs, including the Quechan JOM; with the SPVUSD staff, and grant evaluators from the Imperial County Office of Education, to accomplish the goals and objectives of the grant.

REPRESENTATIVE DUTIES

- Coordinate the services provided to students according to the NYCP grant.
- Develop new and existing programs to support American Indian students, including the establishment of a Parent Academy, expand district awareness of the Native culture, and expose American Indian students to pathways leading to career or job readiness upon high school graduation (career exploration)..
- Establish an Advisory Committee, consisting of Quechan Tribe, SPVUSD, and other relevant stakeholders and convene six bi-monthly meetings to review progress, coordinate agency efforts, celebrate success, and suggest improvements.
- Conduct parent meetings to explain the goals and progress of participating students.
- Coordinate special events and programs to develop career readiness and a college-going culture, e.g. university visits, Higher Education Week, etc.
- Plan, implement, and evaluate attendance improvement, tutoring, parenting academy, career exploration and internship opportunities.
- Collect baseline assessment and other data; work with grant evaluators to analyze and report results as needed for federal requirements and for local decisions regarding program planning. Document the type and frequency of activities provided to a student.
- Facilitate the selection and ordering of materials needed for school programs and for parent activities.
- Develop and monitor budgets and expenditures for the NYCP grant.
- Advises parents and/or legal guardians of student progress for the purpose of supporting grant goals/ expectations, developing methods for improvements and/or reinforcing program goals in the home environment.
- Collaborates with tribal/school personnel, parents and various community agencies for the purpose of improving the quality of student's outcomes, developing solutions and planning curriculum.
- Directs staff for the purpose of providing an effective program and addressing the needs of individual students.
- Monitors student activities (e.g. classroom, lunch, grounds, etc.) for the purpose of providing a safe and optimal learning environment.
- Supervise students on field trips and tours.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to Education Code, district and/or school policies.
- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities and other duties as assigned.
- Other job duties as assigned.

**SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION
NATIVE YOUTH COMMUNITY PROJECTS (NYCP)
GRANT PROGRAM MANAGER**

MINIMUM QUALIFICATIONS

Knowledge of

- Age appropriate teaching methods
- State curriculum framework
- Education code
- Appropriate instructional subjects.

Skill to

- Motivate students
- Communicate with individuals from varied educational and cultural backgrounds
- Direct support personnel
- Evaluate performance

Ability to

- Abilities to stand and walk for prolonged periods
- Perform a variety of specialized and responsible tasks
- Maintain records
- Establish and maintain cooperative working relationships with students, parents, other school personnel
- Meet schedule and deadlines.

EMPLOYMENT STANDARDS

Education

- Bachelor's Degree required
- Master's degree in Education or Public Administration desired

Experience: Prior education leadership work within a community setting is desired

Hiring Preference: Preference in filling vacancies is given to qualified Indian Candidates in accordance with the Indian Preference Act (Title 25, U.S. Code, Sections 472 & 473). Applicants claiming Native American Preference must present valid evidence of Tribal Affiliation.

Licenses/Certificates

- Licenses, Certifications, Bonding, and/or Testing Required: Criminal Justice Fingerprint Clearance. Tuberculosis Screening, Valid California or Arizona Driver's License and evidence of insurance, Cardiopulmonary Resuscitation (CPR) Certificate is required.

•**Supervision:** *Superintendent*

•**Evaluation:** Annually

•**Salary:** \$77,500 annually

•**Work Year:** 12 months

**SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
 JOB DESCRIPTION
 NATIVE YOUTH COMMUNITY PROJECTS (NYCP)
 GRANT PROGRAM MANAGER**

**ADA - CHECKLIST FOR PHYSICAL ACTIVITIES & REQUIREMENTS, VISUAL ACUITY, AND
 WORKING CONDITIONS OF THE POSITION**

**TITLE: Instructional Assistant, Pre-K Teacher, Teacher, Principal, Superintendent, and
 Director of Special Education, *Grant Program Manager***

The physical activity of this position.

Standing. Particularly for sustained periods of time.

Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.

Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.

Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.

The visual acuity requirements including color, depth perception, and field vision.

The worker is required to have visual acuity to determine the accuracy, neatness, and thoroughness of the work assigned (i.e., custodial, food services, general laborer, etc.) or to make general observations of facilities or structures (i.e., security guard, inspection, etc.)

The conditions the worker will be subject to in this position.

The worker is subject to both environmental conditions. Activities occur inside and outside.

Signature _____

Date _____

Allyson C. Collins

Objective

Specializes in all aspects of tribal government administration, with emphasis on contract management, realty management, and government to government relations.

Technical Skills/Proficiencies

- Project management
- Realty management
- Pre-construction management
- Grant management
- Public meeting facilitation/Community outreach
- Serve(d) on boards as a Tribal Representative (e.g., Transit Advisory Committee, Special Distribution Funds Committee, Nineteen Tribal Nations Workforce Investment Board)

Experience

Quechan Indian Tribe	October 2015-Present	Winterhaven, CA
<ul style="list-style-type: none"> • Grants Writer • Research, develop and write proposals that will obtain funding for program services. 		
Quechan Indian Tribe	June 2007-October 2015	Winterhaven, CA
<ul style="list-style-type: none"> • EDA Specialist • Manage projects, handle projects involving infrastructure planning and development, riparian habitat restoration and recreational facility development, community facility development, and transit planning and implementation. 		
Quechan Indian Tribe	January 2006-June 207	Winterhaven, CA
<ul style="list-style-type: none"> • Grants and Contracts Coordinator • Oversaw fifty+ recurring and non-recurring federal and state grants and contracts providing social services, health related services, infrastructure improvement, and public safety services on the Reservation. 		
Quechan Indian Tribe	Nov. 2004-Jan. 2006	Winterhaven, CA
<ul style="list-style-type: none"> • Community Liaison • Administer the Tribe's grant funded human and social service programs - Low Income Home Energy Assistance Program, Northern California Indian Development Council, and Community Development Block Grant. 		

Education

Northern Arizona University	Yuma, AZ Campus	B.S.B.A.
<ul style="list-style-type: none"> • <i>Business Administration – General Management Emphasis</i> • <i>Business Administration, Company management,</i> 		
Arizona Western College	Yuma, AZ	Associate's
<ul style="list-style-type: none"> • <i>Liberal Studies</i> • <i>General studies</i> 		

Awards/Accomplishments

Phi Kappa Phi National Honor Society	May 1997
<ul style="list-style-type: none"> • <i>Magna Cum Laude graduate/Outstanding academic achievement in coursework at NAU-Yuma</i> 	
Golden Key National Honor Society	May 1997
<ul style="list-style-type: none"> • <i>Outstanding Academic Achievement in coursework at NAU-Yuma</i> 	

David E. Bealer

(b)(6)

Improving Educational Achievement • Inspiring Teamwork • Building Community

CAREER LEADER, EXPERIENCED EDUCATOR

...dedicated to preparing students for a successful life and enhancing their potential

Motivational Leader, Team Builder and Improvement-oriented Educator with 38 years experience leading and instructing staff and K-16 students. Navy leadership experience facilitated accelerated promotion to Superintendent following 6 years as principal and 5 years as teacher.

SUMMARY OF QUALIFICATIONS

- **Strong curriculum and business background** – intimate involvement as small district superintendent
 - **Significant success and extensive experience leading personnel** and process improvement
 - **Instructional Leadership** success in leading a Unified School District by analyzing assessment data and developing/implementing teacher training and student interventions
 - **Extensive community-outreach** experience with Quechan Nation and Latino community
-

HIGHLIGHTED PROFESSIONAL EXPERIENCE

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT, Winterhaven, CA **May 2011 – Present**

Superintendent of Schools

Directed school systems to experience equity, access, and excellence in education. Led district through extensive strategic planning process, incorporating successful engagement of staff and local community in forming a five-year District Master Plan embracing defined efforts for student achievement, safety, motivation and implementation of STEM curriculum and 21st century skills. These formed the basis for the District's Local Control Accountability Plan (LCAP) and 2nd year update. Delivered balanced budget.

Highlighted Achievements

- Increased student academic achievement: gains in accountability measures, including API and graduation rate. Significant gains accomplished by District and all schools during last recorded API Growth Report (2012-13).
- Close involvement with business department as superintendent of small rural district. Worked with general contractor during building construction, directed facility master plan formation and worked with architect for successful Safe Route to School Grant, curb and gutter project.
- Chief Negotiator during times of salary improvement and "right-sizing." Built positive relationships with both certificated and classified unions.
- Implemented successful character education programs leading to a reduction in disciplinary actions, suspensions and expulsions.
- Community outreach: Successful leadership of education program for two diverse cultures, 45% Latino, 45% Native American, population was 95% FRL. Cultural fluency and ease partnering with a large Spanish-speaking and Native American community.
- Extensive community involvement through direct participation in events such as Cinco de Mayo celebrations, local Pow Wow, winter coat drive, and numerous community cultural events, Holiday (Memorial Day and Veterans Day) public speaking addresses at local Native American cemeteries. Interaction with community through school and community events, public speaking engagements, newspaper and television interviews.
- Executive Board Member Imperial County SELPA (Special Education Local Plan Area)
- Served as District Superintendent and concurrently as: High School Principal: April – June 2012, Special Education Director: July – October 2013, Technology Director: May – June 2014.

LAKE GREGORY ELEMENTARY SCHOOL, Crestline, CA

Aug 2004–Jun 2010

Elementary School Principal

- Managed staff, students, and community educational stakeholders to accomplish school-wide educational improvement and provide a safe learning environment. Directed finances and facility improvement. Interest-based negotiator for certificated and classified bargaining units.

Highlighted Achievements

Increased student achievement: grew API 61 points to 775; raised Latino subgroup 84 points; increased Socioeconomic Disadvantaged subgroup 75 points.

- In 2009, selected as principal for two elementary schools, achieved 22 & 37 -point gains, APIs: 791 & 796, meeting AYP growth targets and freezing one school at Program Improvement, Year 3.

CENTRAL UNION ELEMENTARY SCHOOL, Lemoore, CA

Sep 1999 – Jun 2004

Elementary School Teacher – Employed innovative methods and experiences to produce effective learning opportunities for 4th – 8th grade students

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY, Lemoore, CA

May 2004 – May 2010

Adjunct Instructor – Instructed active duty service members in Bachelor's and Master's Degree level courses in leadership, business administration and computer/ management information systems.

UNITED STATES NAVY – RETIRED NAVY COMMANDER

Executive Officer, Naval Air Station Lemoore CA

Aug 1995 – Sep 1998

Leader of large organization directing diverse functional departments, e.g., public works, housing, public affairs and operations. Command/Second-in-command of Naval Air Station Lemoore, CA. As Executive Officer, assisted Commanding Officer in directing overall planning and timely execution of administrative, facility and community support programs for 10,000 military and civilian residents and base personnel. Managed an annual operating budget of \$35M, planned, submitted requirements for, and executed over \$400M worth of military construction (MILCON) projects spanning several budgetary years.

Other U.S. Navy Employment Experience, U.S. & Overseas Bases

Jun 1976 – Sep 1998

F-14 Tomcat Naval Flight Officer in U.S. Navy fighter squadrons embarked in aircraft carriers, test & evaluation squadron and operational staffs; department head for maintenance/operations/administrative departments, directing personnel and materiel in accomplishment of U.S. Navy mission; graduate of TOPGUN flight training.

PROFESSIONAL DEVELOPMENT

- ACSA Leadership Academies: School Business Academy (2015); School Finance for Superintendents (2014); Personnel Academy (2013); New Superintendents Academy (2012)
- Executive Leadership Center Seminar Series (2011 – 2015)
- Dissertation (2010): *Promoting Student Achievement: A Case Study of Change Actions Employed by an Urban School Superintendent*
- Spanish Immersion Training, Puebla Mexico, July 2003; Rosetta Stone, 2010

COMMUNITY SERVICE

Stoneridge Community Church	Member	2011 – Present
Imperial Valley Schools JPA	Board Member	2012 – Present
Mountain Community Boys & Girls Club	Grant Partner	2007– 2010
American Red Cross	CPR Instructor	1992 – 2004
Navy-School Partnership	Organizer	1989-1991; 1999-2004

EDUCATION

Doctor of Education (Ed.D.), University of Southern California, Los Angeles CA – 2010

Multiple-Subject Teaching Credential (w/CLAD), California State University, Fresno CA – 2002

Master of Arts (MBA), Business Administration, National University, San Diego CA – 1986

Bachelor of Science (B.S.), Political Science, United States Naval Academy, Annapolis MD – 1976

CERTIFICATIONS & ASSOCIATIONS

California Dept. of Education Administrative Services Credential (SC1A)
Association of California School Administrators (ACSA)
University of Southern California Alumni Association
National University Alumni Association
Naval Academy Alumni Association

Cristin Kish Curtis

Experience

2009-Present San Pasqual Valley USD Winterhaven, CA

Chief Business Officer

- Develop and monitor the District's annual budget of approximately 14 million. Perform all regular and necessary duties for the accurate and efficient budget management of the district throughout the year including designing procedures and internal controls to safeguard district funds.
- Prepares all required State, County, and Federal financial reports including Interim budget reports, Cash flows, Local Control Funding Formula (LCFF), Federal Impact Aid, Attendance reports, Transportation reports, Gann Limit, and Annual financial statements.
- Prepare and salary and benefit projections as well manage employee health and welfare benefits. Assign and complete proper coding of financial transactions with deposits, accounts payable, and payroll through Imperial County Office of Education.
- Works directly with the independent auditors for completion of all annual financial statements and audit reporting. Knowledge of Generally Accepted Accounting Principles, Governmental Accounting Standards, and California School Accounting methods.

2004-2009 San Pasqual Valley USD Winterhaven, CA

Executive Assistant to the Superintendent

- Implemented the CARE team which joins all community and county resources to better meet the needs of students. Oversee Family Resource Center and Health Consortium.
- Coordinate state testing for grades K-12, including: CELDT, STAR, CAHSEE, LAS, PFT.
- Responsible for reporting district student attendance and maintaining Student Information Services (SIS) program. Report CBEDS, SNOR, Language Census annually to the State.
- Organized and maintained District organizational charts and evaluation schedules.
- Completed district reports for cafeteria funding, E-RATE, Mandated Costs, Consolidated Application Parts I & II, After-School Programs.

1999-2004 San Pasqual Valley USD Winterhaven, CA

Consultant

- Wrote Outreach Grants for three school sites that received \$500,000 for three years.
- Responsible for paperwork on \$1,400,000 Elementary School Modernization Project.
- Completed district reports for E-RATE and Mandated Costs Program.

1998-2004 San Pasqual Valley USD Winterhaven, CA

Regional Occupational Program Instructor

- Taught three classes of adults and high school students computerized office and job skills.
- Responsible for recruitment, lesson plans, grades and attendance.

Education

1998 Webster University Yuma, AZ

- **Masters of Business Administration**
- Distinguished Graduate

1994 University of Southern California Los Angeles, CA

- **Bachelor of Science in Finance/Management**

EDUCATION

1972-2005 San Diego State University San Diego/SDSU IV Campus, California

- California Education Administrative Credentialing Program-Tier II-May, 2005
- California Education Administrative Credentialing Program-Tier I-May, 2001
- MA (Curriculum and Instruction with emphasis in mathematics instruction)-May 1997
- BA (Mathematics)-December, 1973

CREDENTIALS

Utah Certificated Licenses- CACTUS #472949

Elementary Education (1-8)

Secondary Education (6-12), Mathematics Level 4 Endorsement, NCLB Compliant

Administrative/Supervisory (K-12)

California Clear Administrative Services Credential

Document Number: 090238449, Issuance Date: 10/20/2009, Expiration Date: 11/01/2014

California Community Colleges Credential (Life)

California Standard Teaching Credential,

K-9 and single subject authorization in mathematics (Life)

EMPLOYMENT

- 2015-2016 Resource Development Coordinator, Imperial County Office of Education, E.C., CA
- 2011-2015 Mathematics Coordinator, Imperial County Office of Education, El Centro, CA
- 2005-2011 Mathematics Teacher, Oquirrh Hills Middle School (7-9), Jordan School District, Riverton, Utah
- 2003-2005 Principal, Vista La Mesa School (Preschool, K-5 elementary, adult education) Lemon Grove School District, Lemon Grove, CA
- 2001-2003 Assistant Principal, De Anza Junior High School (7-9), Calexico Unified School District, Calexico, CA
- 1997-2001 Compensatory Education Projects Coordinator, De Anza Junior High School (7-9), Calexico Unified School District, Calexico, Ca
- 1984-1997 Mathematics Teacher, De Anza Junior High School (7-9), Calexico Unified School District, Calexico, CA
- 1974-1984 Teacher-Grades 2-6, Calexico Unified School District, Calexico, CA

PROFESSIONAL LEADERSHIP

McCarthy Dressman Lesson Study Project, Oquirrh Hills Middle School:

Exploring the use of technology in teaching mathematics through a lesson study model.

InTech Leader, Utah State Office of Education.

Rural/Suburban project exploring using technology to enhance mathematics instruction

Mathematics Department Chairperson, Oquirrh Hills Middle School.

Project Coordinator, Utah Land Trust Project: Technology and Learning Mathematics

Project Administrator, Enhancing Education Through Technology Program Project Administrator,

Nell Soto Parent Involvement Grant (California State Funded)

Project Administrator, Carol M. White Physical Education Program (federal funding)
 Co-chairperson, Program Committee, California Math Council Winter Palm Springs Conference
 Coordination of a mathematics educators conference of over 5000 participants.
 Project Administrator, 21st Century Community Learning Center (federal funding)
 Program Administrator, After School Learning Safe Neighborhood Program
 Project Coordinator, Comprehensive School Reform Demonstration (federal funding)
 Co-chairperson, Student Host Committee, California Math Council Winter Palm Springs Conference
 Coordination of college student helpers for the conference.
 Co-chairperson, Mathematics Standards Committee, Calexico Unified School District
 Developed K-12 mathematics standards.
 President, Imperial Valley Math Council
 Coordinator, Calexico Unified Schools Math Field Day
 Project Coordinator, Middle School Demonstration Program-Mathematics
 Mathematics Education Mentor, Calexico Unified School District
 Provided professional development for elementary and middle school teachers.
 Mathematics Department Chairperson, De Anza Junior High School
 Project Coordinator, Mathematics Education Leadership Training Program,
 San Diego State University/Imperial Valley Campus

Professional Development:

2012 Grades 4-6 Common Core State Standards Math Content Series
 Common Core State Standards Mathematics
 (Heber School District, El Centro Elementary School District
 Administration/leadership, Calipatria Unified School District, Imperial County
 Severely Handicapped Program, San Pasqual Valley Unified School District, Harding
 School, Barbara Worth Junior High School (Brawley Elementary School District),
 Wilson Junior High School (El Centro Elementary School District), Calexico High
 School, Holtville High School,
 Learning Walks (Anaheim City School District, Brawley Union High School, De Anza
 Elementary School,
 Lesson Study (Martin Luther King Elementary,
 California Math Council Palm Springs Conference (Using Geogebra and Project Based
 Learning)
 Checking for Understanding (ongoing PD series and coaching) Holtville High School,
 Calexico High School,
 2011 Checking for Understanding (ongoing PD series and coaching) Hiltville High School,
 Calexico High School
 McCarthy Dressman Lesson Study Project (Oquirrh Junior High School, Riverton, Utah)
 InTech Leader, Utah State Office of Education (Jordan School District, Sandy, Utah)
 2005-2010 McCarthy Dressman Lesson Study Project (Oquirrh Junior High School, Riverton, Utah)
 InTech Leader, Utah State Office of Education (Jordan School District, Sandy, Utah)
 Technology Professional Development (Oquirrh Junior High School, Riverton, Utah)

Memorandum of Agreement (MOA)

Between

The Quechan Indian Tribe

And

The San Pasqual Valley Unified School District

This MEMORANDUM OF AGREEMENT between the Quechan Indian Tribe, represented by the Quechan Tribal Council, and San Pasqual Valley Unified School District, represented by its Superintendent, recognizes the importance of establishing a government-to-government relationship that fosters mutual understanding, shared responsibilities and a commitment to working together on a community-led, comprehensive project to help American Indian/Alaska Native (AI/AN) children become college and career-ready.

This agreement recognizes the importance of developing a comprehensive project that relates the academic and culture the Quechan Indian Tribe for American Indian/Alaska Native (AI/AN) children in the school district. It also recognizes that improvements are needed in the education of Indian children to strengthen their academic achievement and enhance life opportunities, and that the education of Indian children can be advanced by providing activities that includes Tribal experiences and perspectives.

I. INTENT

THIS AGREEMENT is hereby made and entered into by the Quechan Indian Tribe, hereinafter referred to as the Tribe, and San Pasqual Valley Unified School District, hereinafter referred to as the District, who will collaborate on the Picacho Project, a Native Youth Community Project (NYCP), which includes establishing and enhancing activities on academic, Tribal history and culture in the District.

II. SCOPE OF AGREEMENT

THIS AGREEMENT is intended to establish a partnership for the Native Youth Community Project, which includes establishing activities/Tribal curricula for use in schools under the guidance of the Advisory Committee, with oversight of the Quechan Tribal Council and the San Pasqual Valley Unified School District Board of Trustees.

III. DATE AND TERM

THIS AGREEMENT will become effective upon signing by all parties and will commence at the start of the grant project period in the 2016 -2017 academic school year. The Agreement shall be reviewed annually by the parties to determine its continuation and/or need for modification.

PARTIES' MUTUAL RESPONSIBILITIES

- Work cooperatively to ensure appropriate, efficient communication in support of the objectives of this agreement, including hiring of any grant funded personnel.
- Ensure consistent attendance by District/Tribal representatives at all meetings and functions related to accomplishing the objectives of this agreement.
- Regularly share information about students' successes and barriers to success with the intent to improve programs and ensure high school completion by students served by these programs.
- Schedule annually a public meeting of the Advisory Committee and the Project Manager to report on the academic progress of AI/AN students and review the status of NYCP grant program.
- Work jointly to create a program of classroom and community cultural exchanges and celebrations.

QUECHAN INDIAN TRIBE'S RESPONSIBILITIES

- The Tribe will be the Lead applicant for the NYCP grant and handle all finances and financial reporting. The Tribe will reimburse the District on a quarterly basis for any pre-determined grant expenses.
- Identify appropriate representatives of the Tribe to serve on the Advisory Committee convened by the District to recommend activities and/or curricula that incorporates academic, Tribal history and culture for use in the project activities.
- Provide information regarding the Tribe's culture, history and government that may be useful in enhancing the project's activities and/or curricula.
- Facilitate participation by Tribal elders in sharing perspectives and history that may be useful in enhancing the project's activities and/or curricula.
- Assist in identifying and accessing potential sources of funding or other resources to support the development and implementation of the project's activities and/or curricula.
- Encourage community and family supports that will assist students in benefitting from the project's activities and/or curricula.
- Assist in promoting Tribal member awareness of and support for the project's activities

and/or curricula.

- Encourage Tribal member participation in cultural exchanges organized under this agreement.

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT'S RESPONSIBILITIES

- The District will send an invoice to the Tribe quarterly for any pre-determined grant expenses.
- Convene an Advisory Committee for the purpose of recommending activities and/or curricula that incorporates academic, Tribal history and culture for use in the project activities.
- Identify appropriate representatives of the District to serve on the Advisory Committee convened by the District to recommend activities and/or curricula that incorporates academic, Tribal history and culture for use in the project activities.
- Ensure the ADVISORY COMMITTEE considers activities and a curriculum that incorporates information specifically related to the history, culture and government of the Tribe.
- Provide use of facilities and staff support necessary for the implementation of the Native Youth Community Project, which includes academic, Tribal history and culture for use in the project activities.
- Explore potential sources of funding or other resources for development and implementation of Tribal curricula.
- Use due diligence in reviewing the recommendations of the ADVISORY COMMITTEE and identifying the appropriate activities and/or curricula.
- Identify the appropriate activities and/or curricula and establish, in consultation with the Tribe, an implementation strategy for the Native Youth Community Project.
- Provide staff training and instructional materials related to the identified activities and/or curricula.
- Regularly monitor progress on implementation of the identified activities and/or curricula.
- Provide information to parents, students and the community regarding the implementation of the activities and/or curricula.

Signed, this 19th day of May, 2016, by:

FOR THE QUECHAN INDIAN TRIBE:

(b)(6)

Mike Jackson, Sr., President

FOR THE SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT:



Dr. David Bealer, Superintendent



**GRANTS AND EVALUATIONS OFFICE
Imperial County Office of Education
Native Youth Community Project (NYCP)
Memorandum of Understanding**

The Grants and Evaluations Office (GEO) of the Imperial County Office of Education (ICOE), as an independent evaluator, has prepared the following memorandum of understanding for program evaluation services during each of the four years of the Native Youth Community Project (NYCP) led by the Quechan Indian Tribe in partnership with the San Pasqual Valley Unified School District.

GEO will:

- Guide the process on continual program improvement;
- Assist program staff with the process of developing effective data collection methods to meet grant requirements;
- Attend staff meetings as needed to answer evaluation-related questions and guide data collection process;
- Review collected data and analyze to determine impacts or outcomes of the program;
- Assist program director with the reporting process as needed;
- Guide program staff in the completion of evaluation reports requested by the funding agency.

The above services for program evaluation and support will be provided for 10 percent (10%) of the total awarded grant amount.

(b)(6)

Quechan Indian Tribe representative

(b)(6)

GEO/ICOE representative

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 86-0211181

Organization:

Quechan Indian Tribe
P.O. Box 1899
Yuma, AZ 85366-1899

Date: August 31, 2015

Report No(s) .: 15-A-1065

Filing Ref.:

Last Negotiation Agreement
dated May 8, 2014

The indirect cost rate contained herein is for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR Part 200 apply for fiscal years beginning on or after December 26, 2014 subject to the limitations contained in 25 CFR 900 and Section II.A. of this agreement. Applicable OMB Circulars and the regulations at 2 CFR 225 will continue to apply to federal funds awarded prior to December 26, 2014. The rate was negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

Section I: Rate

Type	Effective Period		Rate*	Locations	Applicable To
	From	To			
Fixed Carryforward	01/01/15	12/31/15	31.00%	All	All Programs

***Base:** Total direct costs, less capital expenditures and passthrough funds. Passthrough funds are normally defined as payments to participants, stipends to eligible recipients, subcontracts and subgrants, all of which normally require minimal administrative effort.

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

Section II: General

Page 1 of 3

A. Limitations: Use of the rate(s) contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate(s) agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).

B. Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation.

C. Changes: The rate(s) contained in this agreement are based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in organizational structure, or changes in the method of accounting for costs that affect the amount of reimbursement resulting from use of the rate(s) in this agreement, require the prior approval of the cognizant agency. Failure to obtain such approval may result in subsequent audit disallowance.

D. Rate Type:

1. **Fixed Carryforward Rate:** The fixed carryforward rate is based on an estimate of costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

2. **Provisional/Final Rate:** Within six (6) months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

3. **Predetermined Rate:** A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment. (Because of legal constraints, predetermined rates are not permitted for Federal contracts; they may, however, be used for grants or cooperative agreements.)

4. **Rate Extension:** Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.

E. Agency Notification: Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.

F. Record Keeping: Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.

G. Reimbursement Ceilings: Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

H. Use of Other Rates: If any Federal programs are reimbursing indirect costs to this contractor/contractor by a means other than the approved rates in this agreement, the contractor/contractor should credit such costs to the affected programs, and the approved rates should be used to identify the maximum amount of indirect cost allowable to these programs.

I. Other:

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.

2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment in a future year.

3. Every Indian tribal government desiring reimbursement of indirect costs must submit its indirect cost proposal to our office within six (6) months after the close of the Tribe's fiscal year, unless an exception is approved.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

By the Contract Federal Government Agency:

Sagehan Indian Tribe
Tribal Government

U.S. Department of the Interior
Interior Business Center
Agency

(b)(6)

(b)(6)

(b)(6)

Dorothy J. Roberts
Name

Title

Office Chief
Office of Indirect Cost Services
Title

Pres. Govt
Title

AUG 31 2015

Date

Date
Initiated by Gaiya Wash-pahyay
Telephone: (202) 204-1111

**Quechan Indian Tribe
FY 2013 Carryforward and FY 2015 Rate Computation**

Supplement 1

Program	FY 2013 Actual Direct Cost Base	% of Total	FY 2013 Indirect Cost Pool	Indirect Rate at 30.18%	Indirect Cost Collections	Underfunded Indirect	Overfunded Indirect	Carryforward
BIA (638)	\$499,158	3.84%	\$158,486	\$150,646	\$119,347	\$31,299	\$0	\$7,840
Interior (Non-638)	87,792	0.67%	27,652	26,496	25,168	1,328	0	1,156
IHS (638)	674,344	5.18%	213,790	203,517	184,817	18,700	0	10,273
HHS (Non-638)	1,217,087	9.35%	385,896	367,317	88,458	278,859	0	18,579
Transportation	0	0.00%	0	0	10,591	0	10,591	0
Agriculture	249,287	1.92%	79,243	75,235	15,122	60,113	0	4,008
EPA	134,756	1.04%	42,923	40,669	9,158	31,511	0	2,254
Homeland Security	97,551	0.75%	30,954	29,441	4,994	24,447	0	1,513
Justice	70,316	0.54%	22,287	21,221	0	21,221	0	1,066
Labor	46,300	0.36%	14,858	13,973	6,990	6,983	0	885
State	139,669	1.07%	44,161	42,152	22,611	19,541	0	2,009
Private	37,638	0.29%	11,969	11,359	11,225	134	0	610
Tribal	9,758,621	74.99%	3,095,007	2,945,152				
Totals	\$13,012,519	100.00%	\$4,127,226	\$3,927,178	\$498,481	\$494,136	\$10,591	\$50,193

Accepted FY 2015 Indirect Costs	\$4,075,000
FY 2013 Underrecovery Carryforward to FY 2015	50,193
Accepted FY 2015 Indirect Cost Pool	<u>\$4,125,193</u>
Accepted FY 2015 Direct Cost Base	<u>\$13,305,500</u>
Accepted FY 2015 Indirect Cost Rate	<u>31.00%</u>

1/ Funding of indirect costs for tribal activities is an internal process and is not included in the carryforward computation.

2/ The FY 2013 indirect cost pool includes the previously negotiated FY 2011 underrecovery carryforward of \$334,765.

3/ The amount of "Indirect Cost Collections" need not include direct funds (including direct program funds, direct CSC, or indirect CSC funds lawfully redirected to pay for unfunded direct CSC), private funds, or tribal funds diverted to pay indirect costs in the pool, provided that the amount listed is consistent with the tribal contractors' audited financial statements or post-audit statements, pursuant to Section III.B.1 (a) and (b) of PSA III.

4/ Underfunded indirect should be reported to the respective granting agencies. Underfunded amounts may be, but are not necessarily, due to shortfalls in appropriations. The presence of an amount in either of these columns does not constitute a determination or admission that either the government or the contractor is liable to the other for any amount.

Note: The amount shown as Indirect Cost Collections is based on the Tribe's audited financial statements.

**Quechan Indian Tribe
FY 2015 Direct Cost Base**

Supplement 2

Programs	Amount
FEDERAL PROGRAMS	
Department of the Interior:	
Bureau of Indian Affairs (638)	\$513,000
Bureau of Indian Affairs (Non-638)	57,000
Other DOI (Non-638)	32,000
Department of Health and Human Services:	
Indian Health Service (638)	684,000
Indian Health Service (Non-638)	45,000
Other HHS (Non-638)	1,180,500
Department of Transportation	2,000
Department of Agriculture	250,000
Department of Justice	72,000
Environmental Protection Agency	141,000
Department of Labor	47,000
Department of Homeland Security	100,000
Subtotal Federal Programs	3,123,500
STATE AND OTHER PROGRAMS	
State of California	38,000
State of Arizona	108,000
Private	41,000
TRIBAL PROGRAMS	
General Fund	7,518,000
Debt Service Fund	1,000
Tribal Funded Programs	584,000
Business-Type Activities	1,892,000
Direct Cost Base	\$13,305,500

Note: The approved indirect cost rate will apply to any increase in the programs included in the above amounts and to programs that are received subsequently that benefit from the Tribe's administrative services.

**Quechan Indian Tribe
FY 2015 Indirect Costs**

**Supplement 3
Page 1 of 2**

<u>Title/Description</u>	<u>Amount</u>
Salaries:	
Administration (Council @ 50%)	\$449,000
Finance	532,000
Management Information Systems (MIS)	55,000
Human Resources	94,000
Security	597,000
Maintenance	198,000
Mechanic Shop	32,000
Grants & Contracts	90,000
Land & Groundskeeping	170,000
Subtotal Salaries	2,217,000
Fringe Benefits on the Above Salaries	196,000
Health Insurance (Indirect Portion)	540,000
401(k) Employer Contributions	15,000
Payroll Processing Fees	1,000
Professional Fees (Audit, Accounting Assistance, & ICP)	243,000
Attorney Fees (Indirect Portion)	175,000
Travel & Training	8,000
Office Supplies	100,000
Janitorial Supplies	13,000
Materials & Supplies	16,000
Furniture & Equipment <\$5,000	15,000
Uniforms	3,000
Drug Tests	5,000
Gasoline	45,000
Building R & M	6,000
Pest Control	2,000
Equipment R & M	16,000
Automotive R & M	26,000
Groundskeeping R & M	3,000
Telephone	47,000
Electricity	147,000
Postage & Shipping	29,000
Laundry - Uniforms	6,000
Insurance/Bonding	108,000
Job Advertising	8,000
Dues/Fees	6,000

**Quechan Indian Tribe
FY 2015 Indirect Costs**

**Supplement 3
Page 2 of 2**

<u>Title/Description</u>	<u>Amount</u>
Vehicle Registration	2,000
Bank Charges	28,000
Depreciation	42,000
Miscellaneous	7,000
Subtotal Other	<u>1,858,000</u>
Total Indirect Costs	<u>\$4,075,000</u>

Note: Costs treated as indirect costs should not be allowed as direct charges to contracts and grants. All costs are either direct or indirect depending on whether they apply to direct or indirect activities.



QUECHAN INDIAN TRIBE

Fort Yuma Indian Reservation

P.O. Box 1899
Yuma, Arizona 85366-1899
Phone (760) 572-0213
Fax (760) 572-2102

RESOLUTION

R-98-16

A RESOLUTION OF THE QUECHAN TRIBAL COUNCIL TO AUTHORIZE THE SUBMISSION OF A GRANT APPLICATION FOR THE FISCAL YEAR 2016 NATIVE YOUTH COMMUNITY PROJECTS, UNDER THE DEPARTMENT OF EDUCATION.

WHEREAS: THE QUECHAN INDIAN TRIBE OF THE FORT YUMA INDIAN RESERVATION IS A FEDERALLY RECOGNIZED INDIAN TRIBE ORGANIZED UNDER A CONSTITUTION AND BYLAWS RATIFIED BY THE TRIBE ON NOVEMBER 28, 1936, AND APPROVED BY THE SECRETARY OF THE INTERIOR ON DECEMBER 18, 1936, WITH REVISED AMENDMENTS APPROVED ON NOVEMBER 18, 1974, AND MAY 21, 1997; AND

WHEREAS: THE QUECHAN TRIBAL COUNCIL IS RESPONSIBLE FOR ENSURING INDIVIDUAL, DOMESTIC AND TRIBAL TRANQUILITY AND TO PROMOTE THE GENERAL WELFARE OF THE INDIVIDUAL MEMBERS OF THE QUECHAN TRIBE IN ORDER TO GAIN A RICHER CULTURE AND AN ASSURED ECONOMIC INDEPENDENCE ; AND

WHEREAS: THE QUECHAN TRIBAL COUNCIL HAS REVIEWED THE GRANT OBJECTIVES AND ELIGIBILITY CRITERIA FOR THE FISCAL YEAR 2016 NATIVE YOUTH COMMUNITY PROJECTS (NYCP) GRANT OPPORTUNITY, OFFERED BY THE U.S. DEPARTMENT OF EDUCATION; AND

WHEREAS: THE QUECHAN INDIAN TRIBE UNDERSTANDS AND SUPPORTS THE GRANT REQUIREMENT TO ENTER INTO A WRITTEN AGREEMENT WITH THE SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT IN ORDER TO CARRYOUT THE PROPOSED NYCP GRANT PROGRAM OBJECTIVES; AND

WHEREAS: THE QUECHAN TRIBAL COUNCIL REVIEWED THE GRANT APPLICATION FOR THE FISCAL YEAR 2016 NATIVE YOUTH

COMMUNITY PROJECTS, AND FINDS IT'S NEED AND GRANT FUNDING AMOUNT JUSTIFIED; AND

NOW, THEREFORE, BE IT RESOLVED: THE QUECHAN TRIBAL COUNCIL APPROVES THE SUBMISSION OF THE GRANT APPLICATION FOR THE FISCAL YEAR 2016 NATIVE YOUTH COMMUNITY PROJECTS, ADMINISTERED UNDER U.S. DEPARTMENT OF EDUCATION, ATTACHED HERETO AS ATTACHMENT A; AND

BE IT FINALLY RESOLVED: THAT THE PRESIDENT OR IN HIS ABSENCE THE VICE-PRESIDENT IS THE AUTHORIZED OFFICIAL TO EXECUTE ALL APPLICABLE DOCUMENTS.

CERTIFICATION

THE FOREGOING RESOLUTION WAS PRESENTED AT A **SPECIAL COUNCIL MEETING** OF THE QUECHAN TRIBAL COUNCIL WHICH CONVENED ON **MAY 27, 2016**, DULY APPROVED BY A VOTE OF **6** FOR, **0** AGAINST, **0** ABSTAINED, **0** ABSENT, BY THE TRIBAL COUNCIL OF THE QUECHAN TRIBE, PURSUANT TO THE AUTHORITY VESTED IN IT BY SECTION 16 OF THE RE-ORGANIZATION ACT OF JUNE 18, 1934 (48 STAT., 984) AS AMENDED BY THE ACT OF JUNE 15, 1935 (49 STAT., 378) AND ARTICLE IV, OF THE QUECHAN TRIBAL CONSTITUTION AND BYLAWS. THIS RESOLUTION IS EFFECTIVE AS OF THE DATE OF ITS APPROVAL.

QUECHAN TRIBE

BY:

(b)(6)

MIKE JACKSON, SR., PRESIDENT
QUECHAN TRIBAL COUNCIL

(b)(6)

REGINA M. ESCALANTI, SECRETARY
QUECHAN TRIBAL COUNCIL

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget Narrative

1. Personnel: Year 1 - \$96,300
Year 2 - \$108,500
Year 3 - \$108,500

Program Manager: A Program Manager will be hired to carry out the objectives of the Picacho Project Develop new and existing programs to support American Indian students, including the establishment of a Parent Academy, expand district awareness of the Native culture, and expose American Indian students to pathways leading to career of job readiness upon high school graduation (career exploration) Collect baseline assessment and other data; work with grant evaluators to analyze and report results as needed for federal requirements and for local decisions regarding program planning. Document the type and frequency of activities provided to a student.
\$77,500 per year for 3 years.

Tutors:

2 accredited tutors will be selected from the School District's Teacher's Pool to students on District curricula for each grade level assigned at after school at JOM Program for Enhanced Tutoring Program

Year 1: 2 tutors @ 7.5 hours per week for 20 weeks @ \$32.88 per hour = \$ 9,864 (\$9,900)

Year 2: 2 tutors @ 7.5 hours per week for 20 weeks @ \$32.88 per hour = \$21,208

Year 3: 2 tutors @ 7.5 hours per week for 20 weeks @ \$32.88 per hour = \$21,208

Tutors: 3 accredited tutors will be selected from the School District's Teacher's Pool to students on District curricula for each grade level assigned at Summer Sessions at JOM Program for Enhanced Tutoring Program

Year 1: 3 tutors @ 30 hours per week for 3 weeks @ \$32.88 per hour = \$ 8,878 (\$8,880)

Year 2: 3 tutors @ 30 hours per week for 3 weeks @ \$32.88 per hour = \$ 8,878 (\$8,880)

Year 3: 3 tutors @ 30 hours per week for 3 weeks @ \$32.88 per hour = \$ 8,878 (\$8,880)

2. Fringe Benefits: \$67,500
Fringe benefits for Program Manager, includes Statutory Benefits: \$12,500 Health Insurance: \$10,000 = \$22,500 per year

3. Travel: Year 1 - \$33,000
Year 2 - \$41,500
Year 3 - \$41,500

Each year, The Tribe, through it's Tribal Programs, will take at least 20 students from 3 sessions, 2 chaperones to **tour regional companies** for career exploration. 3 trips @ \$5,000 each for cover transportation, meals and incidentals = \$15,000

Each year, The Tribe, through its Tribal Programs, will take at least 10 students, 2 chaperones to 1 **leadership conference** @ \$5,000 each for cover transportation, meals and incidentals

The School District will take at least 15 middle school and 20 high school students in Year 1 to **tour local companies** (1) \$500 cover transportation and lunch or incidentals; and in Years 2 and 3 to 2 – 3 field trips to **tour local companies** @ \$500 = \$1,500 cover transportation and lunch or incidentals

The School District will take at least 15 middle school and 20 high school students in Year 1 to **tour regional companies** @ \$7,500 each per trip to cover transportation and lunch or incidentals; and in Year 2 and 3: 2 field trips **to tour regional companies** @ \$7,500 each = \$15,000

Each year, the School District will take at least 10 middle school and 10 high school students to 1 leadership conference @ \$5,000 each to cover transportation and lunch or incidentals

4. Equipment: \$0
No equipment costs

5. Supplies: \$47,500
Supplies for office and office automation for Program Manager = \$2,500
A laptop and printer for program manager = \$1,500
Supplies for Enhanced Tutoring Program, including (5) computers and printer set @ \$1,500 each = \$7,500; materials for activities and incentives for Parent Academy, career and college, culture and heritage, and printed materials to promote program (brochure, flyers, posters, banners).

6. Contractual: \$78,730

Evaluation: \$60,730

Evaluation contract with Imperial County Office of Education Grants and Evaluation Office. 10% of total grant amount (direct costs)

Year 1: \$19,430 (10% x \$194,300 direct costs)

Year 2: \$20,650 (10% x \$206,500 direct costs)

Year 3: \$20,650 (10% x \$206,500 direct costs)

Speaker stipends: \$5,000 Year 1

\$6,500 Years 2 and 3

4 local speakers/elder at Tribal events teaching @ \$250/hour = \$1,000

4 local speakers/elder at School District events teaching @ \$250/hour = \$1,000

1 regional motivational speaker at Tribal events @ \$1,500 each

Year 1: 1 regional motivational speaker at School District events @ \$1,500 each

Year 2 and 3: 2 regional motivational speaker at School District events @ \$1,500 each = \$3,000 each year

7. Construction: \$0
No Construction costs

8. Other: \$45,000
Annual Academic banquet, \$5,000 per year for 200 people, including awards, incentives and space rental for event.
Annual Youth Festival, \$5,000 per year for 200 people, including meals, tee shirts, incentives, light towers, water, materials for activities.
Contingency: Mutually Administered Fund Pool for activities/opportunities explored during planning each year. A Tribal or School staff can make requests to the Program Manager and Advisory Committee for activity ideas or opportunities that come up in the year. \$5,000 available each year

9. Total Direct Costs: Year 1 - \$213,730
Year 2 - \$227,150
Year 3 - \$227,150

10. Indirect Costs: Year 1 - \$58,637
Year 2 - \$62,000
Year 3 - \$62,000

- The Quechan Indian Tribe has the most current Indirect Cost Rate Agreement with the U.S. Department of Interior, at a rate of 31% for the Calendar Year 2015 (January 1 – December 31, 2015). It is attached as IDC Agreement 2015 in Mandatory Other Attachment

11. Training Stipends: \$0
Not Applicable

12. Total Costs: Year 1 - \$272,367
Year 2 - \$289,150
Year 3 - \$289,150
\$850,667

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Ms.	First Name: Allyson	Middle Name:	Last Name: Collins	Suffix:
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Address:

Street1:	P.O. Box 1899
Street2:	
City:	Yuma
County:	
State:	AZ: Arizona
Zip Code:	85366-1899
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
760-572-0213	760-572-2102

Email Address:
grantswriter@quechantribe.com

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6
 No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Quechan Indian Tribe

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	96,300.00	108,500.00	108,500.00			313,300.00
2. Fringe Benefits	22,500.00	22,500.00	22,500.00			67,500.00
3. Travel	33,000.00	41,500.00	41,500.00			116,000.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	22,500.00	12,500.00	12,500.00			47,500.00
6. Contractual	24,430.00	27,150.00	27,150.00			78,730.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	15,000.00	15,000.00	15,000.00			45,000.00
9. Total Direct Costs (lines 1-8)	213,730.00	227,150.00	227,150.00			668,030.00
10. Indirect Costs*	58,637.00	62,000.00	62,000.00			182,637.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	272,367.00	289,150.00	289,150.00			850,667.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 01/01/2015 To: 12/31/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): U.S. Department of Interior

The Indirect Cost Rate is 31.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S299A160093

Name of Institution/Organization Quechan Indian Tribe	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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