

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 # S299A160020

Grants.gov Tracking#: GRANT12173682

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

Closing Date: May 31, 2016

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1236-AIRC_Section_427_GEPA)</i>	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
<i>Attachment - 1 (1235-AIRC_Program_Abstract)</i>	e13
7. Project Narrative Form	e15
<i>Attachment - 1 (1238-AIRC_Program_Narrative)</i>	e16
8. Other Narrative Form	e49
<i>Attachment - 1 (1237-AIRC_Other_Attachments)</i>	e50
9. Budget Narrative Form	e97
<i>Attachment - 1 (1234-AIRC_Budget_and_Justification_Narrative)</i>	e98
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e105
11. Form ED_524_Budget_1_3-V1.3.pdf	e106

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="05/26/2016"/>	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: <input type="text" value="American Indian Resource Center, Inc."/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="731185707"/>	* c. Organizational DUNS: <input type="text" value="1453074430000"/>

d. Address:

* Street1: <input type="text" value="110 W. Choctaw Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Tahlequah"/>
County/Parish: <input type="text" value="Cherokee"/>
* State: <input type="text" value="OK: Oklahoma"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="74464-3800"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Pamela"/>
Middle Name: <input type="text" value="E."/>	
* Last Name: <input type="text" value="Iron"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Executive Director"/>	

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="918-456-5581"/>	Fax Number: <input type="text" value="918-458-5415"/>
---	---

* Email: <input type="text" value="aircinc@sbcglobal.net"/>

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Native American Organization

*** 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:**

Sevenstar 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.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="896,428.00"/>
* 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="896,428.00"/>

*** 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

Add Attachment

Delete Attachment

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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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Pamela Iron</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>American Indian Resource Center, Inc.</p>	<p>DATE SUBMITTED</p> <p>05/26/2016</p>

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
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: American Indian Resource Center, Inc.
* Street 1: 110 W. Choctaw Street Street 2:
* City: Tahlequah State: OK: Oklahoma Zip: 74464
Congressional District, if known: OK02

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

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299
--	---

8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name N/A Middle Name
* Last Name N/A Suffix
* Street 1 Street 2
* City State Zip

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

Prefix * First Name N/A Middle Name
* Last Name N/A 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: Pamela Iron
* Name: Prefix * First Name Pamela Middle Name E.
* Last Name Iron Suffix
Title: Executive Director Telephone No.: 9184565581 Date: 05/26/2016

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160020

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.

AIRC_Section_427_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Section 427 (GEPA)

Section 427 of the GEPA requires each applicant for federal funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs. In this proposal, American Indian Resource Center, Inc. has addressed this issue in several sections of the proposal: (1) Extent of Needs, (2) Plan of Operation, and (3) how the applicant, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment with regards to race, color, national origin, gender, age, or disability (the six barriers that can impede equitable access or participation). American Indian Resource Center, Inc. has taken great precaution in planning its recruitment of participants and employment procedures to guarantee full and equitable access to and participation in this program, should it be funded. The reader is referred to the sections cited above for information regarding the applicant's compliance with Section 427.

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

American Indian Resource Center, Inc.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Pamela Middle Name: E.

* Last Name: Iron Suffix:

* Title: Executive Director

* SIGNATURE: Pamela Iron

* DATE: 05/26/2016

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:

PROJECT ABSTRACT

Purpose and Expected Outcomes of the Project: The American Indian Resource Center (AIRC) applicant, will implement the Sevenstar Project, which represents four counties with two rural schools in these counties being our main LEA partners: Kenwood Elementary (Mayes County) and Nowata Public Schools (Nowata County). The Cherokee Nation Educational Department will represent the Cherokee Nation (tribe), & the Cherokee Nation Foundation will be a partner. The Sevenstar Project will use seven strategies to meet the need of Career and College Readiness of American Indian students in 40 schools by using evidenced based curriculum and proven program designs. The outcomes of the project is to provide an overall comprehensive approach to career and college readiness for American Indian students, K-12 grades, living in Delaware, Mayes, Nowata, And Rogers County, Oklahoma. The seven strategies used to reach these outcomes and the GPRA measurements are Leadership, Cultural Identification, Academic Enrichment, STEM, Virtual Learning, EOI/ACT test strategies, and Financial Literacy.

Defined Local Geographical Area Served by the Project: Project Sevenstar, represents the four counties (Delaware, Mayes, Nowata and Rogers in northeast Oklahoma) We will be serving the Indian students in grades K-12th grades in 40 schools in these counties. The project applicant is located in rural northeastern Oklahoma in the heart of Cherokee Nation jurisdictional tribal area and in Cherokee County, Tahlequah, Oklahoma.

Barriers and Opportunities Addressed by the Project: Barriers include the lack or desire to achieve any type of college degree/certificate, the isolated location of their schools and its proximity to opportunities, no structured activities that increase their educational enrichment, a lack of resources, and mindset extended families have about children leaving home and

forgetting their traditions. Opportunities will include partner coordination to deliver services to these communities and how to walk in two worlds.

Community Based Strategies and Measurable Objectives of the Project: Strategies will be to meet the need of Career and College Readiness of American Indian students using evidenced based curriculum and proven program designs. These schools will have access to the seven community based strategies (Leadership Leader In Me/Challenge Day, Cultural Identification, Academic Enrichment(Inclusion/ after-school), STEM (Robotics), Virtual Learning (interactive field trips/ Skype), OIE/ACT Testing Strategies (adapted for cultural and age level), and Financial Literacy (Junior Achievement programs through the Cherokee Nation Foundation).

Objective 1. By the end of the 48 months, students will have increased their scores on the Rosenberg Self-Esteem Scale by 10% by participating in Challenge Day, (10 high schools) “Leader in Me”(Kenwood, Nowata, Wickliffe), and Cultural Identification, (30 elementary schools)

Objective 2: By the end of each school year, students participating in Academic Enrichment, (Kenwood), STEM (ROBOTICS), (30 elementary Schools), Virtual Learning (30 elementary- implement 10 a year for 3 years and 10 high schools the 4th year) will show an increase in one letter grade in two of their core subjects and those students participating in EOI/ACT test strategies (30 elementary and high school) will show an increase of one letter grade in two of their base core subjects and/or a 2 point increase in their ACT retest.

Objective 3: At the end of each school year, the 5th-12th grades (30 elementary schools and 10 high schools will have participated in the Junior Achievement strategy and career exploration with an emphasis on careers with a tribal emphasis with 90% completion rate.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

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Need For Project: This project, Sevenstar, will focus on seven strategies(see page 6) to address the needs of the Indian students in grades Kg-12 in four counties of the Cherokee Nation jurisdiction. All schools to be served are considered rural. There are 19 school districts represented that include 10 high schools and 30 elementary sites. In Delaware county there will be 4 high schools/10 elementary; Mayes county will have 2 high schools and 9 elementary; Nowata county will be 3 high schools and 5 elementary; and in Rogers county there will be 2 high schools and 5 elementary. Of these school sites, there are 6/F, 12/D, 11/C,1/B (elementary); 2/F,0/D,4/C, 4/B (high school). The Oklahoma State Report Card for 2014-15 was given a D+ same as the previous year. The average GPA for the 30 elementary schools is a “D”; the average GPA for the 10 high schools is a “C”. Please see the Attachments for a full list and data on school’s Needs Assessment. These schools were selected based on the state report card grade and isolated location.

The Cherokee Nation Foundation Executive Director-partner, received feedback through one on one interviews with the Cherokee Nation tribal council district representatives who, through their community meetings, that rural schools in their districts are in need of college readiness programs in the earlier grades and opportunities to be on the same level across the nation. These schools will have access to the seven community based strategies (Leadership, Cultural Identification, Academic Enrichment, STEM, Virtual Learning, OIE/ACT Testing Strategies, and Financial Literacy). Kenwood will also have the Enrichment assistance due to their need. The total American Indians to be served will be 5,149 students Kg-12 in one or more of these evidenced based strategies.

Kenwood is an unincorporated community and census-designated place (CDP) in Delaware and Mayes Counties, Oklahoma. As of the 2010 census, it had a population of 1,224..

American Indian Resource Center, Inc. Sevenstar Project - Page 1 of 33

Kenwood is 20 miles (32 km) by road southwest of Jay, the Delaware County seat. It is 11 miles (18 km) east of Salina. The student population for Kenwood Elementary Schools is 101-2015/16 school year. Kenwood is 99.9% American Indian. The district covered 29 square miles, with 3.8 students per mile. The 2015 State Report Card for Kenwood has a grade of “F”.

Students, upon graduation, attend either Salina or Jay High Schools. According to the Superintendent, Billy Taylor, barriers include the lack or desire to achieve any type of college degree or certificate, the isolated location of their school and its proximity to opportunities that larger cities have, result in students only aspirations after high school-unless they drop out- are to work in the chicken plant in Jay, Oklahoma. One student was overheard, “Why do we need to know this (math)? I’m just going to catch chickens.” Another concern Mr. Taylor had was that the Salutatorian of the 2016 class took the Oklahoma State tests and did not meet the math proficiency. Mr. Taylor and Sallie Backwater, community member/grandparent, both discussed concerns with area parent and identified their needs in math and reading, self-esteem, more culture to instill a desire among the students to gain a skill or attend college and complete a degree or certificate to obtain meaningful employment. Another barrier is the mindset extended families have about children leaving home and forgetting their traditions. His JOM program has a ½ cultural day but would like to see it more often throughout the school year. Last year, 23 of 60 Indian students assessed in grades 3-8 achieved math proficiency (38%); 29 of 60 Indian students assessed in grades 3-8 achieved reading proficiency (48%). Kenwood Needs Assessment resulted in: Individual Student Services-1; tutoring-2; American Indian Programs-3; Indian Student Competitions-4; Special Education-5; 4-H-6; Music-7; School aides-8; and other suggestions included after-school programs and learning the Cherokee language. This project will address all seven (7) strategies targeted at the identified needs unmet by JOM at this site to help overcome the

American Indian Resource Center, Inc. Sevenstar Project - Page 2 of 33

plight and bleakness in the community. Mr. Taylor expressed the need to raise the test scores anyway available so these students can have a chance to succeed in high school and hopefully go onto Career-Tech or college. Kenwood is part of the Delaware county Boys & Girls Club held after-school until 7:00 p.m.

Nowata Pubic School District is located at Nowata County, Oklahoma. The student population is 959 for the 2015/16 school year and is 47% American Indian. This public school is in Nowata, a city in Nowata County, Oklahoma with a population of 3,734 people and a disproportionately large retirees (over 65) population. Nowata County has no dependent school districts. All students in this county attend Nowata Public Schools. The same is for the other two schools in this county- Oklahoma Union and South Coffeyville. It is 51 miles (82 km) north of Tulsa and 21 miles (34 km) south of the Kansas state line. According to the United States Census Bureau, the city has a total area of 3.1 square miles (8.0 km²), all land. Industries providing employment: Educational, health and social services (32.0%), Transportation and warehousing, and utilities (11.3%), Information (11.3%). Nowata is situated in an isolated area in northern Oklahoma with limited opportunities in the Nowata area. Nowata is **a low income, less educated** city. According to the American Fact Finder for 2014, only 13.1% indicate having a bachelor's degree or higher and 22.4% had some college no degree (persons 25 and older). The 2015 State Report Card for Nowata Elementary is a "C+", Nowata Middle School has a "D" and the high school has a "B". According to the Leon Ashlock, Superintendent, job opportunities are limited due to the isolated location of their school. Nowata was once a part of a booming oil resource but has seen these opportunities dwindle these past few decades. Their barriers are the isolated location and lack of opportunities. According to their 2015 JOM needs Assessment, the community ranked their needs in this order: Instructional Assistance and Tutoring-1; Instruction

American Indian Resource Center, Inc. Sevenstar Project - Page 3 of 33

Materials-2; Counseling-3; Parent involvement-4; Self-Esteem-5; Cherokee Culture-6; and Community Awareness-7. In discussing needs this project could address Mr. Ashlock would like to see all the programs implemented during the school day with teacher support since the after-school program is off site and creates a barrier for most students to attend. High school students from here, South Coffeyville and Oklahoma Union must travel approximately 20-34 miles to Bartlesville for the nearest college and Career-Tech.

The high school drop-out rate for Delaware County is 6.8%; Mayes County is 10.2%; Nowata County is 2.9% and Rogers County is 6.2% while the state is 8.7% (KIDS COUNT Data Center, 2014).

For the four counties we propose to serve Delaware county had 74% 8th grade math proficiency; 80% 3rd grade reading proficiency; Mayes county had 65% 8th grade math proficiency; 79% 3rd grade reading proficiency; Nowata county had 62% 8th grade math proficiency, 89% 3rd grade reading proficiency; and Rogers county had 71% 8th grade math proficiency and 87% 3rd grade reading proficiency.

On a larger scale, Delaware, Mayes, Nowata and Rogers counties factor into Oklahoma's education system ranking 48th out of the 50 states and the District of Columbia (*Education Week's* "Quality Counts" report card, 2015). The Labor report listed Oklahoma as one of the states with the largest share of employment in occupations that required a high school diploma or equivalent, at 40.7 percent. (2013) The National Center for Family Literacy reports that low family income and a mother's lack of education are the two biggest risk factors that hamper a child's early learning and development. Of Oklahoma children—according to the National Center for Children in Poverty:

- 50% live in a low-income family
- 88% live in low-income families with parents who do not have a high school degree
- 49% live in low-income families with a single parent

County and state data for Delaware, Mayes, Nowata and Rogers, the 40 schools selected warrants the need for a well-designed program to help students in grades KG-12 to become career/college ready. We are prepared to work as a team with our partners focusing on the seven strategies described in the Quality of the Project Design.

Quality of the Project Design:

The project name, Sevenstar, represents the four counties (Delaware, Mayes, Nowata and Rogers in northeast Oklahoma) with two rural schools in these counties being our main LEA partners: Kenwood Elementary (Mayes County) and Nowata Public Schools (Nowata county), American Indian Resource Center (AIRC), Cherokee Nation Educational Department, & Cherokee Nation Foundation, and the seven components/strategies of the project, (Leadership, Cultural Identification, Academic Enrichment, STEM, Virtual Learning, OIE/ACT Testing Strategies, and Financial Literacy). All of these partners will play an important role in meeting the needs established in the above needs section. All partners have collaborated for maximizing the effectiveness of project services. The components also will address the needs of the students to be able to be prepared for becoming a productive, happy, successful adult working in our tribal communities and passing on tribal and family traditions that build strong tribal societies.

The Sevenstar Project will use seven strategies to meet the need of Career and College Readiness of American Indian students in 40 schools in the four counties by using evidenced based

curriculum and proven program designs. Below are the strategies chosen with each strategy defined and the extent of services that will be delivered:

- **Leadership - Leader In Me, Challenge Day:** *The Leader in Me* is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. *The Leader in Me* is also aligned to many national and state academic standards. The process teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups. (Nowata K-12, Kenwood & Wickliffe Elem.)

Challenge Day: The Challenge Day mission is to provide youth and their communities with experiential programs that demonstrate the possibility of love and connection through the celebration of diversity, truth, and full expression. Evidence based research has shown that Challenge Day helps develop leadership in high school students through its day-long Challenge Day programs. The 6 1/2-hour Challenge Day program is designed for 100 students. The program is created to build connection and empathy, and to fulfill our vision that every child lives in a world where they feel safe, loved, and celebrated. (10 high schools)

- **Cultural Identification:** Research shows that strong cultural identification makes adolescents less vulnerable to risk factors for drug use and more able to benefit from protective factors than adolescents who lack this identification. All the activities assume the participation of elders and include the transmission of tribal history, values, and beliefs

(Zickler, 1999). American Indian cultural values and practices contribute to an individual's ability to successfully relate to the world, relationships and to overcome adversity. Cultural career leader presentations will be made available to schools coordinating proximity for cost effectiveness. Having someone from their own background gives students hope of attaining career goals.(30 Elem./10 HS)

- **Academic Enrichment & Power Hour** (tutoring-one to one, computer aided and inclusion) – SMART Moves curriculum – National Boys and Girls Club; Power Hour is a program Boys and Girls Club uses to encourage academic success in today's youth. Every member participates in this program for one hour Monday-Friday. This time is primarily for homework help and academic enrichment. Computer aided enrichment will include reading and math; inclusion will include in-school enrichment with core subjects. This strategy will be implemented at Kenwood elementary, LEA partner.
- **STEM** (Science, Technology, Engineering, Math Theory): Science, technology, engineering, and mathematics education is used to identify individual subjects, a stand-alone course, a sequence of courses, activities involving any of the four areas, a **STEM**-related course, or an interconnected or integrated **program** of study. STEM robotics increase critical thinking skills, problem solving skills and the required research paper prepares students for high school. Through the STEM Coordinator, Robotics will be introduced to schools without this program. (30 Elem.)
- **Virtual Learning and Skype:** *A virtual field trip* is a guided exploration through the World Wide Web that organizes a collection of pre-screened, thematically based web pages into a structured online learning experience. Virtual field trips open up the world and the

universe to students and their teachers. Whether it's a teacher-guided group field trip or individual student projects, the wide array of virtual tours freely available online can add an exciting dimension to the classroom. Students can explore foreign countries, fine arts, National Parks, Language, Science, history, etc. through programs like Symbaloo, etc. *Skype* will be used to bring experts right into classrooms all over the world. Virtual Learning increases student motivation from use of technology; better outcomes for students requiring extra support and/or individualized learning. Rural schools will be provided equipment for their library for access. (30 Elem./10 HS)

- **EOI/ACT Testing Strategies:** Shelly Harris, Founder and President, had spent 20 years in the classroom as a high school teacher when she started *Testing with Success* as she saw the need for test-specific preparation that went beyond what she could teach in the classroom. This strategy saw students' ACT scores jump 6, 10, or even 12 points. She started teaching this process to students preparing for the Oklahoma ACE English 2 and 3 EOI. For 11 semesters, 100% passed the State Test. Ms. Harris modified the ACT Strategy to be able to help 5-8th grade students with their EOI testing. Both EOI/ACT will be provided to 9-12th grade and 5-8th respectively. (30 Elem./10 HS)
- **Financial Literacy – Junior Achievement:** Our volunteer-delivered, kindergarten-12th grade programs foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire students to dream big and reach their potential. With the help of more than 218,000 volunteers, JA students develop the skills they need to experience the realities and opportunities of work and entrepreneurship in the 21st century global marketplace. This project will incorporate JA Biz Town, JA Finance Park Virtual,

JA Personal Finance and/or JA It's My Future programs according to grade level appropriateness. (Grades 5-12)

The project is located in rural northeastern Oklahoma in the Cherokee Nation jurisdictional tribal area of Nowata, Mayes, Delaware, and Rogers, which are four of the northeast counties of Oklahoma. Cherokee Nation jurisdictional service area includes all of eight counties and portions of six in northeastern Oklahoma. Mayes and Delaware are two of the four most populated counties (tribal districts) with American Indians. Kenwood is situated between Mayes and Delaware. Kenwood is 99.9% American Indian. Nowata Public Schools is located approximately 24 miles from the Kansas state line. Nowata is 47% American Indian.

We will be serving the Indian students in grades KG-8th grades in Kenwood and KG-12th grade in Nowata schools. All schools in this area are considered to be rural. The LEA partner (Kenwood and Nowata) in this project is listed on the SRSA and RLIS respectively. Kenwood will participate in Leadership, Power Hour Tutoring, Junior Achievement, Virtual Learning, EOI Testing Strategies, Cultural Identification and STEM related programming. Nowata will participate in Virtual Learning, Leadership, Financial Literacy-Junior Achievement, STEM, and EOI/ACT Testing Strategies. The partner, Cherokee Nation Foundation, will provide services to the 40 rural schools that are listed on the either the SRSA or RLIS (14 in Delaware County: Kenwood, Moseley, Leach, Jay-4, Kansas-3, Colcord-2 and Oaks-Mission-2; 11 schools in Mayes county: Wickliffe, Osage, Pryor, Salina-2, Locust Grove-3; Chouteau, Mazie, and Chouteau-Mazie; 8 schools in Nowata county: Oklahoma Union-3, Nowata-3, and South Coffeyville-2; 7 in Rogers county: Chelsea-3, Inola-3, and Foyil.). In Delaware county there are 7 school districts including 4 high school and 10 elementary; Mayes county will serve 6 school districts with 1 high schools and 10 elementary; Nowata county will serve 3 districts with 3 high schools and 5

American Indian Resource Center, Inc. Sevenstar Project - Page 9 of 33

elementary; and Rogers county will serve 3 districts with 2 high schools and 5 elementary. The American Indian students in these schools will participate in five of the strategies including Leadership, Junior Achievement, EOI/ACT, Virtual Learning, and STEM related programming. Schools in Delaware, Mayes, and Nowata counties incorporate Power Hour provided by the Boys & Girls Club after school activities.

It will be through the Cherokee Nation Foundation partner that we will provide activities to these schools in grades 5-12th grade that will enhance career and college readiness. Skills learned in the JA program teach concepts that students will take with them to college and help them along their career paths. With this programming Cherokee Nation Foundation will be able to provide Biz Town (5-6th grade); JA Finance Park Virtual (satisfies high school students state testing requirement) (8-12 grade), JA Personal Finance (6-8th grade), and It's My Future (6-8th grade). These four components will be culturally adapted to age level. They will utilize the modified ACT prep awareness down to lower grades so that they will have experience taking test and understanding how to prepare for the state EOI. This component will be through positive exposure to activities that develop critical thinking skills.

Goal: to provide an overall comprehensive approach to Career and College readiness for American Indians KG-12th grade living in Delaware, Mayes, Nowata and Rogers Counties, Oklahoma within the Cherokee Nation Tribal Jurisdictional Area. Note: All but one of the 40 schools identified in these counties are considered rural, isolated and/or having a "C" on their state report card.

General Management Tasks:

The project tasks are as follows:

1. The Executive Director and the Administrative Assistant will conduct initial startup activities such as hire staff and finalize consultant contracts including background checks

American Indian Resource Center, Inc. Sevenstar Project - Page 10 of 33

on all staff and consultants that will be working with youth. She will also provide orientation including internal policies, overview of goals, objectives and milestones, and review of job description.

2. The Project Director along with key staff of the program will meet with each new partner to review the partnership agreement & begin executing the agreement.
3. A calendar for regularly scheduled staff meetings will be developed.
4. The staff and partners will attend a two day post award meeting in Washington D.C. to receive technical assistance on management plan and review rules and regulation that govern the grant.
5. The staff will meet to review progress of objectives (implementation strategies). Adjust method of delivery if needed. Discuss challenges and problem solve.
6. The Project Director will lead the staff in developing a webpage on the AIRC's existing website via a Webmaster consultant.
7. The ED 524 Grant Performance Report/APR will be submitted as required. All other progress/performance and financial reporting will be submitted according to the specified requirements in grant document.

Strategy 1 & 2 – Leadership and Cultural Identification

Objective 1: By the end of the 48 months, students will have increased their scores on the Rosenberg Self-Esteem Scale by 10% by participating in Challenge Day, (10 high schools) “Leader in Me”(Kenwood, Nowata, Wickliffe), and Cultural Identification, (30 elementary schools)

Method – Leadership Strategy - Kenwood, Wickliffe and Nowata School Systems will implement the “Leader in Me” program which is a whole school transformation process that
American Indian Resource Center, Inc. Sevenstar Project - Page 11 of 33

teaches life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. The Coordinator will work with each school to purchase and support the implementation of “Leader in Me”. Implementing this strategy will include teacher training as to how to incorporate lessons and activities into the daily schedule.

The Project Director and Coordinator will work with 10 High Schools to implement “Challenge Day”. Challenge Day is a 6 ½ hour day that 100 American Indians students 9-12th grade from each of the 10 schools will participate in. It creates connection and empathy, through the celebration of diversity, truth, and full expression.

Cultural Identification - The two Activities Coordinator will identify individuals known as “National Treasurers and Wisdom Keepers” to provide cultural enrichment in 30 elementary schools utilizing traditionalist that live in their community/vicinity as much as possible. The presentations will be hands on and experiential activities. Supplies will be furnished through the program for any cultural hands-on presentations. Each of the 40 (30 elementary and 10 high schools) school will receive two presentations per year. Presenters will also include American Indian role models from careers in demand or students interests. Students will relate to their successful tribal people realizing their own career can be attainable. Sources will come from tribe, businesses, etc.

Strategy 3,4,5,6 –Academic Enrichment, STEM, Virtual Learning, and EOI/ACT test strategies.

Objective 2: By the end of each school year, students participating in Academic Enrichment, (Kenwood), STEM (ROBOTICS), (30 elementary Schools), Virtual Learning (30 elementary- implement 10 a year for 3 years and 10 high schools the 4th year) will show an increase in one letter grade in two of their core subjects and those students participating in EOI/ACT test strategies

American Indian Resource Center, Inc. Sevenstar Project - Page 12 of 33

(30 elementary and high school) will show an increase of one letter grade in two of their base core subjects and/or a 2 point increase in their ACT retest.

Method – Academic Enrichment - The Activity Coordinator for Kenwood will work with the Boys & Girls club to hire tutors for their Power Hour. In addition computers will be purchased for a computer lab. Every member participates in this program for one hour Monday-Friday. This time is primarily for homework help and academic enrichment. Computer aided enrichment will include reading and math; inclusion will include in-school enrichment with core subjects. In addition there will be two Inclusion Assistants that will work in the classroom to assist one on one with students in math and reading. Computer aided programs will be selected among the teachers with suggestions like I-Ready and Reading Plus.

STEM – The STEM Coordinator will implement the Robotics and other STEM activities in 30 elementary schools. She will work with each elementary school (30) to identify a teacher to be the lead for the Robotics Team. A Robotics Kit will be ordered for each school. She and the Activities Coordinator will provide technical assistance to the lead teacher in person, via email and news bulletins. They will keep the teams informed regarding competitions and new challenges for the year. Kits will be IQ based due to the STEM related activities involved in the components i.e. engineering notebook, STEM research paper and the STEM book-data collected. Competitions for the local, state and world competitions will be assisted should a team qualify. Supplies will be supplied for journals and activities.

Virtual Learning and Skyping: The Project Director and Activities Coordinators will develop a guide for this strategy that describes how to set up a Virtual and Skyping Center. It will include resources from the world-wide-web and other experts that are available to interact with students through Skyping. The Project Director will purchase the necessary equipment and the Activities
American Indian Resource Center, Inc. Sevenstar Project - Page 13 of 33

Coordinators will oversee the installation and monitor the use of the equipment. This program will be implemented over the course of the 2 years in 40 schools. Equipment will be placed in the school resource library for teachers to take the classes for access on scheduled days. Students will be able to skype with book authors and career people as an example. A flat screen TV with the best resolution, a USB port, a HD webcam, mount, a computer than can run skype.

EOI/ACT test strategies The Activities Coordinators will implement the test strategies (30 elementary and 10 high schools) for EOI/ACT. They will set up the time for the Test Strategy Consultant who will provide training for the 5th-12th grade in 40 schools each year. At Kenwood this will be done twice for the benefit of the students to overcome test anxiety when tests are held in the spring.

Strategy 7 Financial Literacy – (Junior Achievement – Biztown, Personal Finance, It’s My Future, and Finance Park)

Objective 3: At the end of each school year, the 5th-12th grades (30 elementary schools and 10 high schools) will have participated in the Junior Achievement strategy and career exploration with an emphasis on careers with a tribal emphasis with 90% completion rate.

Method – The Project Director and the Activities Coordinators will work with the schools (30 elementary and 10 high schools) to implement the age appropriate Junior Achievement curriculum. The 5/6th grade does JA Biz town, 7/8 grade does JA Finance Park Virtual and JA It’s My Future, and the 9-12th grade will do JA Personal Finance. Cherokee Nation Foundation staff has a working relationship with Junior Achievement and will be the contact for these programs scheduling classes and ordering kits for the American Indian students.

Quality of Project Personnel:

Executive Director: Pamela E. Iron, (Cherokee Nation citizen), earned her Bachelor of Special
American Indian Resource Center, Inc. Sevenstar Project - Page 14 of 33

Education at Oklahoma State University and her Masters of Counseling at Northeastern State University. Her early professional career was spent working with American Indian youth as a counselor in the Tulsa Public Schools and developing mentoring programs for tribal youth. Pamela developed health care services in the Tulsa community for Indian children because of the need that was assessed while working as a counselor founding the Indian Health Care Resource Center which is a viable resource for American Indians today. She is a founder of the National Indian Youth Leadership Project which is recognized as a key organization that has developed evidence based projects for American Indian students. As Executive Director of three native organizations, she has written numerous funded youth projects that have had a strong evaluation component. Pamela has provided evaluation services to a variety of projects including youth mentoring, suicide prevention grants, methamphetamine and low vision. In addition she has provided survey and interviewing/Data collection for research projects for National, Government, and Tribal Organizations.

Project Director: Audra Conner, (Cherokee Nation citizen), attended Northeastern State University in Tahlequah where she completed a Bachelor of Arts degree in communications. In May 2000 she received a Master of Science Degree with emphasis in College Teaching from NSU. She served as District 1 Cherokee Nation Tribal Council Representative from 2003-2007, and currently serves on the school board for Peggs K-8 School. She has been a counselor for Talent Search for 23 years and has been the program director for 11 years. She enjoys working with students, opening their eyes to opportunities, and providing encouragement and motivation. Audra will coordinate the project and be responsible for all reporting. See Attachment-Job Description.

Administrative Assistant: Heather Hale has worked for the American Indian Resource Center as Administrative Assistant for over 16 years. She has a Bachelor of Science degree with an emphasis

American Indian Resource Center, Inc. Sevenstar Project - Page 15 of 33

on web design, and has experience maintaining computer networks. Ms. Hale's experience working with federal programs from three different agencies makes her a valuable asset to both the company and the program.

Activities Coordinator(s): Marcella Morton (Cherokee Nation citizen), retired from the Westville Public School system after a total of 28 years. She spent those years teaching various subjects in grades four through eight. She served as chairperson of the Social Studies Department for 10 of her 28 years, 12 years as Student Council sponsor, four years as the GEAR UP Director and was a two-time recipient of Westville's Teacher of the Year award.

Marcella, who grew up as low-income, first generation, minority, from a one parent household, says, "I have much in common with the students I interact with. As a person who has always loved kids, my background allows me to share personal experience and knowledge to encourage students to work hard, set goals, and achieve to their fullest potential."

Setting personal goals and working hard to achieve them became a driving force in her life and she shares those experiences with her students. She has found that her story motivates and encourages many students to work harder to achieve, both in the classroom and in their personal lives. Marcella will coordinate the strategies activities for schools in 2 counties as will the newly hired person. see Attachment Job Description for these positions.

STEM Coordinator: Vickie Bangle, Has her masters of Education and is certified mild-moderate disabilities, intermediate math, mid-level math for high school credit, and has endorsements in Language Arts, Math and Science. Vickie has been the Robotics Coordinator at Tahlequah Public Schools since 2013 and has worked with the Tahlequah Boys & Girls Club organizing robotic teams for competition. As coordinator, she ordered all kits, parts and equipment needed for the present years "challenge". She registered all teams entering them for local, state, national and

American Indian Resource Center, Inc. Sevenstar Project - Page 16 of 33

world competitions should they qualify. She trained teacher volunteers as well as coached teams herself. Ms. Bangle will perform these duties in the four counties with elementary and high school teams to increase student's technology and math skills.

Evaluator Consultant: Owner, Deborah Scott, M.PH./M.B.A., (Cherokee Nation citizen), of Sage Associates, Inc. (TERO Certified, Tribally Recognized Organization with Cherokee Nation) Founded in 1992, Sage Associates, Inc. is Native American, woman-owned business, headquartered in Houston, Texas, with offices in Anadarko, Oklahoma. Sage has expertise and experience in working with Federal and state funding streams, national and local private foundations, community-based organizations and for-profit enterprises. Ms. Scott has 25 years' experience evaluating federal programs for Indian tribes and Indian organizations.

Applicant: American Indian Resource Center, Incorporated, was chartered as a nonprofit private corporation with the State of Oklahoma on June 30, 1983. AIRC is a tax-exempt charitable organization under Section 501(c) (3). AIRC has successfully operated and managed an Educational Talent Search grant for 20 years. Funded through the U.S. Department of Education, Office of Postsecondary Education, this grant serves children in grades 6-12 who are low income and are the first generation in their family to attend college. Currently, ETS serves 850 students in 14 schools, most of which are in Adair, Cherokee, Delaware, Mayes, and Sequoyah counties. The EAGLE Scholars grant is a demonstration grant through the U.S. Department of Education, Office of Indian Education. This grant focuses on a core group of students in three schools, tracking them from their sophomore to their senior year of high school. In the past twenty years, AIRC has been funded and operated five educational personnel training programs. Three were funded by the Office of Indian Education and one by the Office of Special Education and Rehabilitation Services. Approximately 117 students have graduated with a Bachelors, Masters,
American Indian Resource Center, Inc. Sevenstar Project - Page 17 of 33

or Doctorate degrees from these grants. The Community Technology Centers operated by AIRC provided two rural Indian communities, one Cherokee and one Creek, with six technology-based programs. AIRC has completed two major curriculum projects. One is a gender equity curriculum for secondary aged students attending schools in northeastern Oklahoma. AIRC has also developed and implemented a summer academic enrichment program for the U.S. Department of Labor. A Shade Tree Curriculum for Work-based Learning was developed for Language Arts, Mathematics, and Pre-Employment skills. This curriculum was used as a model for other Department of Labor Projects. AIRC has developed the capabilities to provide technology leadership to schools, tribes, and service agencies in this region. AIRC has been a resource to agencies needing expertise in various computer and digital technology. AIRC has provided technological assistance to many school districts establishing learning computer centers. Also, AIRC has been involved in the production of videos for programs funded by the U.S. Department of Labor, and the Indian Health Service. Pamela Iron, Executive Director has her Master's in Counseling and has overseen all programs implemented by AIRC.

Adequacy of Resources:

Applicant: This project, Sevenstar, will include the partners of the American Indian Resource Center, Inc. (AIRC), the Cherokee Nation, Kenwood Elementary and Nowata Public Schools, and the Cherokee Nation Foundation. The AIRC will coordinate all activities among the partners, provide culturally relevant instruction, manage the fiscal responsibility, complete reports, and evaluation of the objectives. AIRC's commitment has and always will be to ensure American Indian students succeed by realizing their own potential to achieve. By coordinating with the partners we feel this is most effective and efficient method. AIRC's mission has always centered

on the education of American Indians. Please see the signed agreement in the Attachments for partner commitment.

LEA Partner: The Kenwood School will assist AIRC in identifying certified teachers and high school mentors to work with the students in raising their academic grade levels. The school will allow the computers to be used by the students to “log” onto enrichment activities during and in the after-school program. These computers will also be used by the Activity Coordinator with the students to show them how to research college or careers they may be interested in. The school is ready to work with the Cherokee Nation Foundation with Junior Achievement Biz Town. By expanding the programs with the foundation, the school will allow these expanded programs into the school year.

LEA Partner: Nowata Public Schools will implement all programs in the school day including Leadership, STEM, Virtual Learning, EOI/ACT, and Financial Literacy. The superintendent has agreed to implement the project for all American Indian students and to have access to these programs during the day and agree to adjust the schedule to accommodate all programs.

Tribe: The Cherokee Nation will work with the applicant AIRC, to make the project successful. Areas the tribe can support this project include their resource library for career information, networking with the departments such as JOM Co-partners, Career Services, Job Training, Vocational-Rehab and Education to make presentations to the after-school children as part of the culturally adapted Junior Achievement curriculum. This department offers Leadership Fairs in the communities and will be requested to select these counties for future events. Bill John Baker, Chief of the Cherokee Nation, stated he is willing to assist in any way he can on behalf of the tribe for the benefit of the students. His administration has placed education as a top priority of the tribe.

American Indian Resource Center, Inc. Sevenstar Project - Page 19 of 33

Cherokee Nation resources and opportunities available include: *TECHNIQUES OF SUCCESSFUL SUPERINTENDENTS*- “activities that promote a positive school culture that supports high expectations for students”; *Cherokee Nation Tribal Youth Council’s* purpose is to create future leaders; *CAMP Cherokee*- This summer camp features classes in arts, traditional Cherokee crafts and STEM for up to 350 students entering the 6th-12th grade; *Cherokee Nation Co-Partner Program*- to increase Indian student achievement levels; *Community Services Youth Development* is to increase participation by exposing Cherokee youth to Cherokee communities and how they have survived and excelled through group or community actions;

Youth Community and Cultural Enrichment- promotes the learning of Cherokee culture, history, language and promotes community involvement through various activities and projects; *About Career Services*- to develop and encourage individuals to achieve and maintain work habits and skills that promote employability that promote employability and self-sufficiency through education, training, rehabilitation, and supportive services; assistance in assessment/certifications leading to good career choices, career exploration, and career readiness certificate.

Education: Cherokee Nation Education Services works to cultivate the development of skilled and knowledgeable Cherokees; *Career*: Cherokee Nation Career Services strives to develop and encourage individuals to achieve and maintain work habits and skills that promote employability and self-sufficiency through programs that encompass education, training, rehabilitation and support services.

The Cherokee Nation is the federally-recognized government of the Cherokee people and has inherent sovereign status recognized by treaty and law. The seat of tribal government is the W.W. Keeler Complex near Tahlequah, Oklahoma, the capital of the Cherokee Nation. Cherokee Nation encompasses 14 counties in northeast Oklahoma. With more than 317,000 citizens, over

American Indian Resource Center, Inc. Sevenstar Project - Page 20 of 33

8,000 employees and a variety of tribal enterprises ranging from aerospace and defense contracts to entertainment venues, Cherokee Nation's economic impact in Oklahoma and surrounding areas is more than 1.5 billion annually. Cherokee citizens benefit from a growing economy, equality and prosperity. Cherokee leaders are promoting the principle of working together for a common cause, encouraging citizens toward self-reliance and independent sovereignty. The Cherokee Language is being preserved and revitalized. Historic sites are being restored, museums endowed. Ancient history, culture and ceremonies are being honored and revived. Cherokee Nation has operated numerous federal programs under their career services and Education departments. Ron Etheridge, Deputy Executive Director of Education Services will be the contact from the tribe.

Partner: Cherokee Nation Foundation has a relationship already in place with the school sites in these Counties and will use this collaboration to expand Junior Achievement Activities, encouraging and supporting the STEM related activities such as the robotic kits. The foundation also has an on-line resource tool students can apply for higher education including the OHLAP program students entering the 8th grade will need to enroll in. The staff will assist with on-site visits to the schools to familiarize the students to these resources and help enroll them. The Executive Director, with her past experience administering the local Boys & Girls Club, still has contact and can be instrumental in recruiting certified teachers and high school mentors for academic enrichment activities at Kenwood. She will assist the Activities Coordinators with designing the components to fit the grade levels 5-12 with a cultural emphasis. The foundation staff has access to a trained ACT Preparation instructor who is also a certified teacher.

The **Cherokee Nation Foundation** is a nonprofit organization serving the Cherokee Nation, a federally recognized tribe of more than 300,000 citizens. Its mission is to provide higher educational assistance to the Cherokee people and help revitalize the Cherokee language. The

foundation is committed to financial transparency and operates in accordance with a board of directors and a Cherokee Nation Tribal Council advisory board. The Cherokee Nation Foundation is a nonprofit, tax-exempt charitable organization under Section 501(c) (3) of the Internal Revenue Code. Programs the foundation operates include the Cherokee Junior Achievement program; Cherokee College Prep Institute; ACT Prep; Scholarship Resources; and the Cherokee Scholars program which aims to help Cherokee students prepare for success in college. Janice Randall, Executive Director, retired school teacher and former Tahlequah Boys & Girls Club director, will be the contact from this partner.

Based on the number of American Indian students to be served with the activities planned (5,149) for the first year this averages out to be \$174.51 per student. We feel this is a cost effective method to address the needs identified in our community. If through these activities a student can raise his/her self-esteem enough to desire to further their education or seek a career then these are cost effective strategies invested in the student.

These rural schools are considered a vital resource to the Sevenstar project because they will be creating classroom & after school time allocation for Leadership programs, Junior Achievement activities, STEM related activities including Robotic teams, Virtual Learning, EOI/ACT Strategies, and Cultural Identification and Enrichment activities. 19 of these school districts have the Johnson O'Malley programs available in schools. The schools include Chelsea, Chouteau-Mazie, Claremore, Coffeyville, Colcord, Foyil, Inola, Jay, Kansas, Kenwood, Leach, Locust Grove Nowata, Oaks Mission, Oklahoma Union, Osage, Pryor, Salina, and Wickliffe. This project will supplement and not supplant the JOM program. Oaks, Locust grove, Chouteau, Inola, Jay and Kansas also have access to Educational Talent Search from AIRC, NSU and Quest for

low-income students wishing to attend college. Kenwood, Jay, Pryor, Locust Grove, Chouteau and Nowata all currently have the after-school Boys & Girls Clubs as a resource.

Quality of the Management Plan:

Goal: To provide an overall comprehensive approach to Career and College readiness for American Indians K-12th grades living in Delaware, Mayes, Nowata, and Rogers County.

General Management Tasks:

The project tasks are as follows:

1. The Executive Director and the Administrative Assistant will conduct initial startup activities such as hire staff and finalize consultant contracts including background checks on all staff and consultants that will be working with youth. She will also provide orientation including internal policies, overview of goals, objectives and milestones, and review of job description.
2. The Project Director along with key staff of the program will meet with each new partner to review the partnership agreement & begin executing the agreement.
3. A calendar for regularly scheduled staff meetings will be developed.
4. The staff and partners will attend a two day post award meeting in Washington D.C. to receive technical assistance on management plan and review rules and regulation that govern the grant.
5. The staff will meet to review progress of objectives (implementation strategies). Adjust method of delivery if needed. Discuss challenges and problem solve.
6. The Project Director will lead the staff in developing a webpage on the AIRC's existing website via a Webmaster consultant.

7. The ED 524 Grant Performance Report/APR will be submitted as required. All other progress/performance and financial reporting will be submitted according to the specified requirements in grant document.

Others Responsible – Administrative Assistant, and Accountant

Timeframe – October-November, 2016

Strategy 1 & 2 – Leadership and Cultural Identification

Objective 1: By the end of the 48 months, students will have increased their scores on the Rosenberg Self-Esteem Scale by 10% by participating in Challenge Day, (10 high schools) “Leader in Me”(Kenwood, Nowata, Wickliffe), and Cultural Identification, (30 elementary schools)

Method – Leadership Strategy - Kenwood, Wickliffe and Nowata School Systems will implement the “Leader in Me” program which is a whole school transformation process that teaches life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. The Coordinator will work with each school to purchase and support the implementation of “Leader in Me”. The Project Director and Coordinators will work with 10 High Schools to implement “Challenge Day”. Challenge Day is a 6 ½ hour day that 100 American Indians students 9-12th grade from each of the 10 schools will participate in. It creates connection and empathy, through the celebration of diversity, truth, and full expression.

Timeframe – November 2016 – April, 2017

Others Responsible: Challenge Day Consultants, Technical Assistance Providers for the “Leader in Me”, Nowata and Kenwood Superintendents.

Cultural Identification - The two Activities Coordinator will identify individuals known as “National Treasurers and Wisdom Keepers” to provide cultural enrichment in 30 elementary
American Indian Resource Center, Inc. Sevenstar Project - Page 24 of 33

schools utilizing traditionalist that live in their community/vicinity as much as possible. The presentations will be hands on and experiential activities. Each of the 40 (30 elementary and 10 high schools) school will receive two presentations per year.

Timeframe – January, 2016 – May, 2017

Others Responsible: Administrative Assistant, Traditionalist/presenters

Strategy 3,4,5,6 –Academic Enrichment, STEM, Virtual Learning, and EOI/ACT test strategies.

Objective 2: By the end of each school year, students participating in Academic Enrichment, (Kenwood), STEM (ROBOTICS), (30 elementary Schools), Virtual Learning (30 elementary- implement 10 a year for 3 years and 10 high schools the 4th year) will show an increase in one letter grade in two of their core subjects and those students participating in EOI/ACT test strategies (30 elementary and high school) will show an increase of one letter grade in two of their base core subjects and/or a 2 point increase in their ACT retest.

Method – Academic Enrichment - The Activity Coordinator for Kenwood will work with the Boys & Girls club to hire tutors for their Power Hour. In addition computers will be purchased for a computer lab. Every member participates in this program for one hour Monday-Friday. This time is primarily for homework help and academic enrichment. Computer aided enrichment will include reading and math; inclusion will include in-school enrichment with core subjects. In addition there will be two Inclusion Assistants that will work in the classroom to assist one on one with students in math and reading.

Timeframe – November, 2016 – April, 2017

Others Responsible: Administrative Assistant, Project Director

STEM – The STEM Coordinator will implement the Robotics and other STEM activities in 30 elementary schools. She will work with each elementary school (30) to identify a teacher to be the lead for the Robotics Team. A Robotics Kit will be ordered for each school. She and the Activities Coordinator will provide technical assistance to the lead teacher in person, via email and news bulletins. They will keep the teams informed regarding competitions and new challenges for the year.

Timeframe – December, 2016 – May, 2017

Others Responsible: Administrative Assistant, Activities Coordinator,

Virtual Learning and Skyping: The Project Director and Activities Coordinators will develop a guide for this strategy that describes how to set up a Virtual and Skyping Center. It will include resources from the world-wide-web and other experts that are available to interact with students through Skyping. The Project Director will purchase the necessary equipment and the Activities Coordinators will oversee the installation and monitor the use of the equipment. This program will be implemented over the course of the 2 years in 40 schools.

Timeframe – January, 2017 – May 2017

Others Responsible: Administrative Assistant

EOI/ACT test strategies The Activities Coordinators will implement the test strategies (30 elementary and 10 high schools) for EOI/ACT. They will set up the time for the Test Strategy Consultant who will provide training for the 5th-12th grade in 40 schools each year.

Timeframe – November, 2016 – May, 2017

Others Responsible: Cherokee Nation Foundation

Strategy 7 Financial Literacy – (Junior Achievement – Biztown, Personal Finance, It's My Future, and Finance Park)

American Indian Resource Center, Inc. Sevenstar Project - Page 26 of 33

Objective 3: At the end of each school year, the 5th-12th grades (30 elementary schools and 10 high schools) will have participated in the Junior Achievement strategy and career exploration with an emphasis on careers with a tribal emphasis with 90% completion rate.

Method – The Project Director and the Activities Coordinators will work with the schools (30 elementary and 10 high schools) to implement the age appropriate Junior Achievement curriculum.

Timeframe – November – May, 2016

Others Responsible: Cherokee Nation Foundation

The community and parental involvement has been threefold for this application. The American Indian Resource Center staff is involved in many community organizations and activities in the Indian community such as Indian churches, community gatherings-hog fry's, School Boards and Johnson O-Malley parent advisory committees. We have assessed parents at church functions in regard to the need of their children, community gatherings and reviewed Johnson-O-Malley Needs Assessments for the past year (2015-2016). In addition we have gathered input from the Principal Chief of the Cherokees, Bill John Baker, school principals and other community leaders.

In a meeting with Bill John Baker, Principal Chief of the Cherokees stated, “My administration has placed education as a top priority.”

Billie Taylor, Superintendent, Kenwood Schools System, and Sallie Backwater, Community member of Kenwood and grandmother both discussed concerns with area parents and identified their needs in math and reading, self-esteem, more culture to instill a desire among the students to gain a skill or attend college and complete a degree or certificate to obtain meaningful employment. Another barrier they discussed was the mindset extended families have about children leaving home and forgetting their traditions so they do not encourage learning.

American Indian Resource Center, Inc. Sevenstar Project - Page 27 of 33

This project will keep the community informed via JOM meetings and through the webpage of the project. Presence at the superintendents meetings and community meetings will be attended by staff for networking, coordination and awareness.

This project has been designed with the intent to build capacity and yield results beyond the period of federal financial assistance. The programs and strategies that include teacher training and “train the trainers” will benefit the schools beyond the project period.

Quality of the Project Evaluation:

The Sevenstar Project evaluation plan is a multi-faceted approach using formative and summative methods while measuring performance by quantitative and qualitative analysis in a cultural context. The outcomes of the project is to provide an overall comprehensive approach to career and college readiness for American Indian students, K-12 grades, living in Delaware, Mayes, Nowata, And Rogers County, Oklahoma. The seven strategies used to reach these outcomes and the GPRA measurements are Leadership, Cultural Identification, Academic Enrichment, STEM, Virtual Learning, EOI/ACT test strategies, and Financial Literacy. Each strategy has an evidence based or proven program to maximize success. All of the objectives have measurable outcomes.

Strategy 1 & 2 – Leadership and Cultural Identification

Objective 1: By the end of the 48 months, students will have increased their scores on the Rosenberg Self-Esteem Scale by 10% by participating in Challenge Day, (10 high schools) Leader in Me(Kenwood, Nowata, Wickliffe), and Cultural Identification, (30 elementary schools)

Strategy 3,4,5,6 –Academic Enrichment, STEM, Virtual Learning, and EOI/ACT test strategies.

Objective 2: By the end of each school year, students participating in Academic Enrichment, (Kenwood), STEM (ROBOTICS), (30 elementary Schools), Virtual Learning (30 elementary- implement 10 a year for 3 years and 10 high schools the 4th year) will show an increase in one letter grade in two of their core subjects and those students participating in EOI/ACT test strategies (30 elementary and high school) will show an increase of one letter grade in two of their base core subjects and/or a 2 point increase in their ACT retest.

Strategy 7 – Financial Literacy (Junior Achievement-Biztown, Personal Finance, It’s My Future, and Finance Park)

Objective 3: At the end of each school year, the 5th-12th grades (30 elementary schools and 10 high schools will have participated in the Junior Achievement strategy and career exploration with an emphasis on careers with a tribal emphasis with 90% completion rate.

The **Evaluation plan** is built to monitor and benchmark progress. The evaluator will be an integral part of the Management Team attending all the staff meetings and planning meetings of the project. Each objective will be documented so that there is sufficient evidence in the reports that will serve as a guide for effective strategies suitable for replication or testing in other settings.

Evaluator – Sage Associates, Inc. is a Native American women-owned business operated by Deborah Scott., M.PH./M.B.A. Sage Associates has worked throughout Indian Country providing needs assessments, evaluation services, program planning, and community development. Ms. Scott has experience writing evaluations in applications as well as after the grant is funded. See corporate capability service in attachments.

Evaluation Chart

<p>Obj. 1 –A. 9th-12th grade students (Nowata & Kenwood) will increase their self – esteem by participating in Leader in Me; Cultural Identification</p>	<p>10% of AI students increasing their self – esteem score</p>	<p>Locus of control scale</p>	<p>Pre & post-test beginning and end of program</p>
<p>Objective 1-B. 10 high schools will increase their self-esteem scores by participating in Challenge Day</p>	<p>85% improvement</p>	<p>Parent Survey</p>	<p>End of year</p>
<p>Objective 1-C. 40 schools will increase their self-esteem scores by participating in</p>			

cultural identification			
Obj. 2 –A. Increase letter grade by 1 level in 2 core subjects by participating in Power Hour (Kenwood)	30% of AI students will increase their letter grade by the end of the school year	Data collection of grades, 2 focus groups with parents get their feedback	Quarterly By semester
Object 2-B. increase letter grad by 1 grade by participating in STEM related programming (Robotics)		Data collection of grades	By semester
Obj. 2-C increase knowledge of the world by participating in the Virtual Learning and Skyping Center		Observation and focus group with youth of all grades	Quarterly Establish baseline;

Obj. 2-D. Increasing testing ability by testing proficient or EOI and raise their ACT 2 points on retest.		Data collection of grades Data collection of scores	End of year
Obj. 3 completing the JA components satisfactorily	90% completion rate	Observation, field notes and pictures, pre and post test	Data collection monthly
	25% of American Indian Students Grade point will increase by 1 point in math and science courses	Data collection of grades Focus group with AI Students	Establish baseline Data collection quarterly
GPRA - Increase collaboration among service providers in the community	Collaborations of community entities will increase 50% that result in additional opportunities for AI students in Delaware, Mayes, Nowata and Rogers County	Minutes of meetings, activities, & field notes	Monthly collection of information
GPRA – 4 objectives being met	100% of objectives being met each year.	Quantitative and Qualitative analysis	Yearly and at the end of the project

		reported of all 4 objectives	
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The quantitative data will be submitted to the Project Director as stated in the chart timeframe so that the data can be used to shape the project as needed. Likewise the qualitative data will be used to review with the Project Director to see what is working and what needs to be changed or improved. The project director will problem solve with the staff using a facilitated fishbone method. All the information collected will be synthase into a yearly report as well as reported on the 524B ED Performance Report Form.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Other Attachments

*Description of the Defined
Geographic Area to be Served*

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40 Sites in the Following Districts

Delaware County Schools

- Kenwood Kansas
- Moseley Colcord
- Leach Oaks-Mission
- Jay

Mayes County Schools

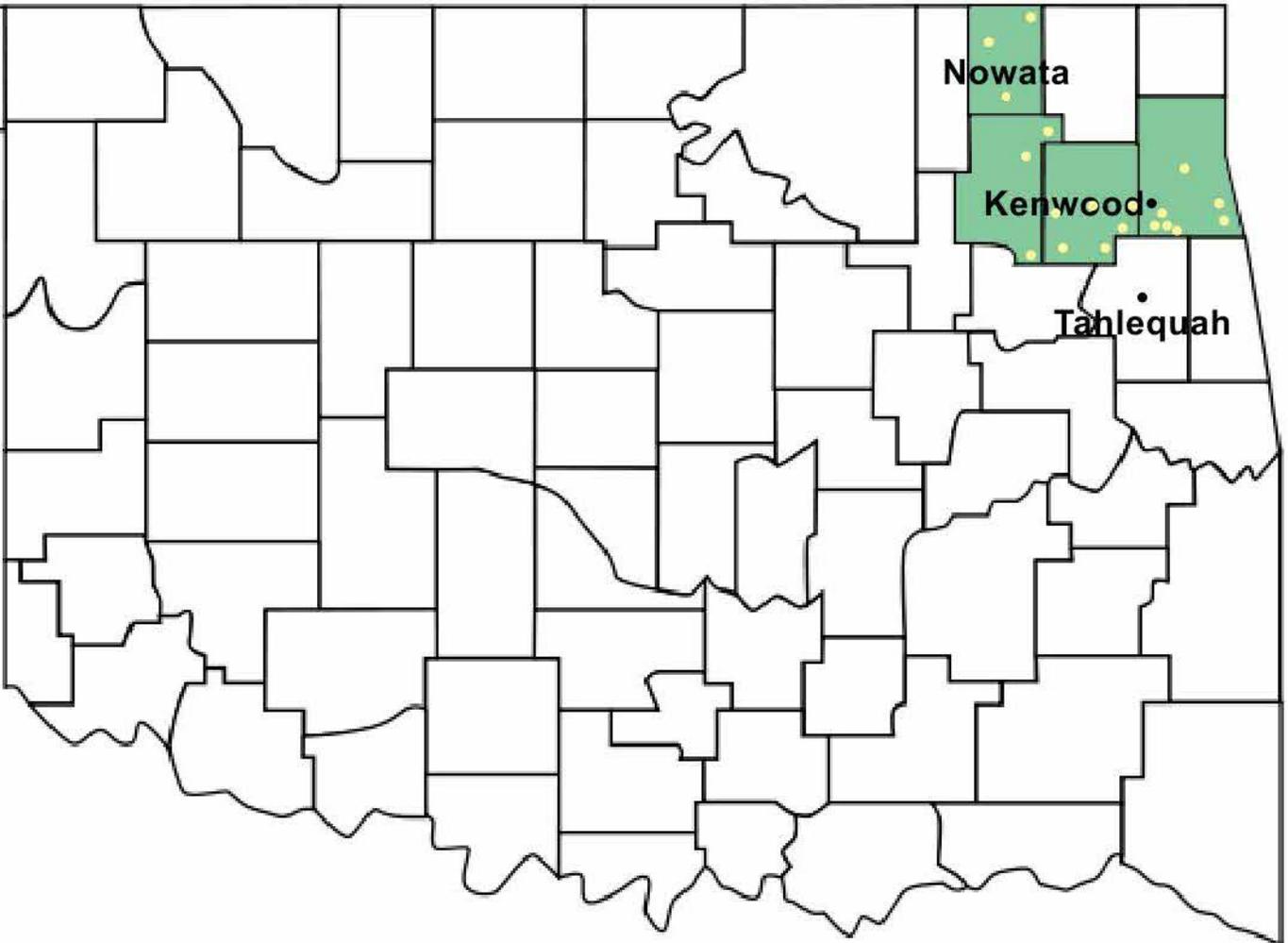
- Wickliffe Salina
- Osage Locust Grove
- Pryor Choteau-Maize

Nowata County Schools

- Oklahoma Union
- Nowata
- South Coffeyville

Rogers County Schools

- Chelsea
- Inola
- Foyil



PR/Award # S299A160020
Page e52

Needs Assessment of Other Data Analysis

Needs Data Source: KIDS Count Data Center Oklahoma State Department of Education

School Name	Grade 2014-15	% Native American/ State 15%	2015 F/R Lunch/ State 62%	Poverty Rate/ State 17%	Unemp. Rate/ State 7%	College degree (Adults 25+)/ State 23%	2015 Avg. Enrollment
Kenwood Elem. K-8	F	99%	78.22%	27%	23%	17%	101
Colcord Elem. K-8	F	58%	93.46%	22%	8%	10%	382
Jay Elem. K-3.	F	39%	86.49%	28%	12%	14%	659
Jay Elem. 4-5	D	39%	77.73%	28%	12%	14%	247
Jay Elem. 6-8	F	39%	77.5%	28%	12%	14%	360
Kansas Elem. K-5	C-	60%	87.88%	18%	9%	10%	396
Kansas 6-8	D-	60%	76.97%	18%	9%	10%	178
Leach Elem. K-8	C	77%	75.17%	27%	6%	18%	145
Moseley Elem. K-8	D+	45%	67.21%	17%	9%	8%	244
Oaks Mission Elem. K-8	D+	73%	74.07%	22%	7%	17%	189
Chouteau-Mazie 3-5	C	23%	76.32%	22%	8%	15%	190
Chouteau-Mazie K-8	D	23%	76.14%	22%	8%	15%	88
Chouteau-Mazie 6-8	C+	23%	79.33%	22%	8%	15%	150
Locust Grove Elem. 2-5	D+	51%	95%	17%	9%	12%	424
Locust Elem. 6-8	C	51%	95%	17%	9%	12%	296
Pryor Elem. 7-9	C-	37%	55.46%	19%	9%	20%	604
Salina Elem. K-5	D+	65%	91.78%	28%	5%	13%	353
Salina Elem. 6-8	C	65%	80.72%	28%	5%	13%	166
Osage Elem. K-8	D+	51%	64.06%	10%	4%	19%	128
Wickliffe Elem. K-8	D	70%	80.17%	28%	8%	8%	116
Chelsea K-5	F	55%	83.79%	19%	11%	15%	475
Chelsea 6-8	C-	55%	73.02%	19%	11%	15%	189
Foyil 7-9	D-	34%	81.82%	18%	12%	10%	308
Inola Elem. K-4	D	25%	55.73%	8%	5%	17%	646

Needs Data Source: KIDS Count Data Center Oklahoma State Department of Education

Inola Elem. 5-8	C	25%	52.67%	8%	5%	17%	300
Nowata Elem. K-5	C+	48%	79.62%	20%	11%	17%	476
Nowata Elem.6-8	D	48%	78.26	20%	11%	17%	207
Oklahoma Union K-5	B+	25%	58.22%	14%	10%	7%	304
Oklahoma Union 6-8	C-	25%	55.41%	14%	10%	7%	148
South Coffeyville Elem. K-8	F	29%	74.39%	11%	10%	13%	164
Average	D	47%	76.05%	19.96%	9.2%	13.63%	8,533

County 2014 Data

County	8 th Math Grade Proficiency	3 rd Grade Reading Proficiency	
Delaware	74%	80%	
Mayes	65%	79%	
Nowata	62%	89%	
Rogers	71%	87%	

Kenwood Needs Assessment resulted in: Individual Student Services-1; tutoring-2; American Indian Programs-3; Indian Student Competitions-4; Special Education-5; 4-H-6; Music-7; School aides-8; and other suggestions included after-school programs and learning the Cherokee language.

Nowata: The community ranked their needs in this order: Instructional Assistance and Tutoring-1; Instruction Materials-2; Counseling-3; Parent involvement-4; Self-Esteem-5; Cherokee Culture-6; and Community Awareness-7.

Opportunities and existing resources in these counties include: Delaware County schools there are only 2 with a Boys & Girls Club; Mayes-3, Nowata-1, and Rogers-0 of the proposed schools to be served. 19 of the schools have the JOM programs. Also: There are 4 Career Technology centers closest to Kenwood, Nowata and schools in the four counties of which high school students living in a technology district attend tuition free. Students are better prepared for college and careers after competing CareerTech instruction. There are 7 colleges/ universities in close proximity that a student could commute daily/weekly.

The chart below shows high school (performance measures as reported from the Office of Educational Quality and Accountability from their 2014 District Profile.

High School	Grade 2014-15	Senior Grad. Rate/ State 98.1 %	4 yr. Dropout rate/ State 8.7 %	Career-Tech Part. Rate/ State 51.7 %	HS Graduates completing Regents College bound curriculum/ State 83.7 %	% Native American/State 15%	2015 Avg. Enrollment
Jay 9-12	B-	96.5	8.9	21.7	23.2	39%	440
Kansas 9-12	B	98.7	7.3	68.4	69.7	60%	299
Colcord 9-12	C-	100	3.1	71.4	87.3	58%	225
Oaks-Mission 9-12	F	95.8	4.2	75	100	73%	109
Locust Grove 9-12	C	98.9	13.6	36.2	85.4	51%	455
Chelsea 9-12	F	100	10.2	58.2	81.1	55%	279
Inola 9-12	C+	96.8	7.2	51.1	81.1	25%	418
Nowata 9-12	B	97.2	4.2	50	50.7	48%	276
Oklahoma Union 9-12	B+	97.7	2.3	62.8	95.4	25%	209
South Coffeyville 9-12	C+	100	0	33.3	87.5	29%	100
	C	98.16	6.1	52.8	76.1	46%	2810

Signed Partnership Agreement



American Indian Resource Center, Inc.
110 W. Choctaw
Tahlequah, OK 74464
(918) 456-5581 Fax: (918) 458-5415

Partnership Agreement
For
The Indian Education Demonstration Grants Program
CFDA 84.299A

The entities listed below have agreed to partner with the American Indian Resource Center, Inc. (AIRC) in applying for the Native Youth Community project that improves educational opportunities and improvement that focuses on increasing college and career readiness grades 5-12. Their section of the partnership agreement describes their commitment to the agreement. AIRC will administer the grant providing the leadership, management, and fiduciary responsibility, including direct services to the American Indian youth in our defined catchment area. AIRC will work with the entities recruiting students for year round enrichment activities geared toward career and college readiness designed by AIRC. The AIRC has demonstrated success in developing programs for school age children and will benefit by being able to work with these various organizations by providing skilled professionals and researched practices providing evidence based programs.

Cherokee Nation

The Cherokee Nation Tribal Education Department serves youth and adults throughout their lifetime in their educational efforts including K-12 educational institutions and GED for Adult learning. We are always striving for new ways to support our tribal members. We agree to be a partner in this much needed effort towards preparing youth for adulthood success. Our educational department will provide all the career information that we have in our resource library and work with the staff of this project in identifying professions and jobs within the tribe that will be needed in the future. We will also assist with identifying other departments within the tribe that can provide opportunities for youth in search of a career path. We will support the collaboration between Kenwood and Nowata Public Schools and the Cherokee Nation Foundation with the American Indian Resource Center. The tribe will benefit by the American Indian youth becoming productive tribal citizens and contributing their talents and education for the good of the tribe.

Cherokee Nation Foundation

The Cherokee Nation Foundation's mission is to provide higher educational assistance to the Cherokee people through a variety of programming including youth development from K-12. The Cherokee Nation Foundation is utilizing the Junior Achievement and the ACT & EOI Test preparation programs with the Kenwood and Nowata 5th through 12th grade and 24 school districts in Delaware, Mayes, Nowata, Craig, Rogers and Tulsa County. The Junior Achievement program provides youth the opportunity to study and meet professionals in

different careers and financial literacy. The Cherokee Nation Foundation will provide access to Junior Achievement and testing strategies for additional youth and provide technical assistance to the project staff on how to recruit adult volunteers for Junior Achievement and other college readiness methods. The Cherokee Nation Foundation will benefit by being able to provide services to additional schools with Native American children.

Kenwood Public School K-8 & Nowata Public School K-12

We know that youth need academic preparedness to succeed but also exposure to careers and college preparedness. We agree to partner with AIRC by providing space, allotted time and the students for the Sevenstars Project. The Kenwood and Nowata Public Schools will benefit by providing their students with enrichment of the work world, college opportunities, and what it takes to succeed as an adult. As the two Lead Local Education Agency's, (LEA) we agree to being the demonstration program to develop models for other LEA's to replicate within the Cherokee Nation boundaries.

We all stand ready to engage with your organization to prepare youth for success in their educational path towards successful adulthood.

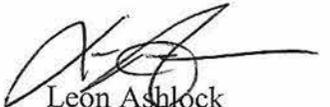
(b)(6)

Bill John Baker
Chief
Cherokee Nation

Janice Randall
Executive Director
Cherokee Foundation



Billy Taylor
Superintendent
Kenwood Public School



Leon Ashlock
Superintendent
Nowata Public School

(b)(6)

Pamela Iron
Executive Director
American Indian Resource Center, Inc.

Evidence of Capacity

Evidence of Organizational Capacity

American Indian Resource Center (AIRC), Incorporated, was chartered as a nonprofit, private corporation with the State of Oklahoma on June 30, 1983. AIRC is a tax-exempt charitable organization under Section 501 (c) (3). AIRC is currently administering several grants in the fields of education and justice serving Native Americans living in rural northeastern Oklahoma. AIRC's current annual budget is \$1,134,467

- \$584,009 – Department of Education grant titled Native Youth Community Initiative
- \$338,404 - Department of Education grant titled Educational Talent Search.
- \$ 212,332 - Department of Justice, Office on Violence Against Women grants.

AIRC management meets weekly to assess status of goals and objectives as well as maintaining project protocol, records and reports necessary for each grant. AIRC management includes an Executive Director, one financial staff, a full time Administrative Assistant/IT as well as three full time Project Directors, four project staff and one-part time staff. All AIRC computers are networked and the organization's website was redesigned in 2014. All three members of the AIRC Board of Directors are American Indian: Dana Tiger (Muscogee Creek); Margaret Raymond (Cherokee); Tonya Hogner-Weavel (Cherokee).

AIRC was awarded this year (2016), the Department of Education Native Youth Community Project initiative which implements career and college readiness to 5-8th grade students in the community. This project focuses on four areas: Leadership, Junior Achievement, STEM and enrichment activities. Activities include experiential based learning, service learning, college/career trips, robotics, and cultural sharing as part of the after-school/weekend/summer program.

A project successfully managed by the organization is the Educational Talent Search (ETS)

grant which has been funded for 25 years. Funded through the U.S. Department of Education, Office of Postsecondary Education, this grant serves children in grades 8-12 who are low income and are the first generation in their family to attend college. Currently, ETS serves 715 students in 10 schools, most of which are in Adair, Cherokee, Delaware, and Mayes counties in northeastern Oklahoma.

The Institute for Native Justice, a division of AIRC, Inc., supports the elimination of interpersonal violence in Indian communities through the creation of culturally appropriate strategies for victims of crime in Indian Country. The Institute has been in operation for 10 years. The Institute accomplishes this by offering training and technical assistance that builds organizational and community capacity, increases understanding of crime victims' issues, particularly with crimes of interpersonal violence, and creates resources to support the work of tribal communities to reduce and eliminate violence by producing a series of on-line training modules for victim advocates working in Indian Country. The project, called Advocacy On-line Training (AOT), is funded by the Office on Violence Against Women, under the U.S. Department of Justice. A second project, Tribal Response and Court Enhancement Strategies (TRACES), funded by the Bureau of Justice Assistance, also features a series of on-line training modules for tribal court personnel. Project Four Direction,

AIRC History - In the past 30 years, AIRC operated five educational personnel training projects funded by the Office of Indian Education and one by the Office of Special Education and Rehabilitation Services. Approximately 117 students graduated with a Bachelor, Master, or Doctorate degree from these projects. The EAGLE Scholars grant, a demonstration grant through the U.S. Department of Education, Office of Indian Education, focused on a core group of Native American students in three schools, tracking them from their sophomore to their senior year of

high school. Participants received college preparatory services.

The Community Technology Centers operated by AIRC provided two rural Indian communities, one Cherokee and one Creek, with six technology-based projects. These projects included community access to computer technology, technology-based after-school activities, adult education, technology-based career development and job preparation, electronic small business and commerce activities, and technology-based family activities.

AIRC completed two major curriculum projects. One was a gender equity curriculum for secondary aged students, based on Cherokee culture and implemented in 10 schools throughout northeastern Oklahoma. The curriculum was published for national distribution by the Women's Equity Program office, U.S. Department of Education. AIRC also developed and implemented a summer academic enrichment program for the U.S. Department of Labor. A Shade Tree Curriculum for Work-based Learning was developed for Language Arts, Mathematics, and Pre-Employment skills. This curriculum was used as a model for other Department of Labor projects.

Another achievement of AIRC is the Youth Empowerment Solutions ("Y.E.S.") Project. This project provided management support, training and technical assistance for 11 youth serving agencies in northeastern Oklahoma. Funded by the Communities Empowering Youth (CEY) of the Compassion Capital Fund, this three-year project built the management and program capacity of these organizations increasing the number of youth served, provided more effective programming and advanced organizational sustainability so that they could continue to provide youth programming for many years to come.

*Evidence of Involvement of
Indian Tribes and Parents*

Evidence of Involvement of Indian Tribes and Parents

- The community and parental involvement has been threefold for this application. The American Indian Resource Center staff is involved in many community organizations and activities in the Indian community such as Indian churches, community gatherings-hog fry's, School Boards and Johnson O-Malley parent advisory committees. We have assessed parents at church functions in regard to the need of their children, community gatherings and reviewed Johnson-O-Malley Needs Assessments for the past year (2015-2016). In addition we have gathered input from the Principal Chief of the Cherokees, Bill John Baker, school principals and other community leaders. In a meeting with Bill John Baker, Principal Chief of the Cherokees stated, "His administration has placed education as a top priority."
- Billie Taylor, Superintendent, Kenwood Schools System, and Sallie Backwater, Community member of Kenwood and grandmother both discussed concerns with area parents and identified their needs in math and reading, self-esteem, more culture to instill a desire among the students to gain a skill or attend college and complete a degree or certificate to obtain meaningful employment. Another barrier they discussed was the mindset extended families have about children leaving home and forgetting their traditions so they do not encourage learning.
- Janice Randall, Cherokee Nation Foundation Director and partner, received feedback through one-on-one interviews with the Cherokee Tribal Council District Representatives who, through their community meetings, related that rural schools in their districts are in need of college readiness programs in the earlier grades and opportunities to be on the same level across the nation.

Demonstration of Research Basis

Demonstration of Research Basis

Leadership - Leader In Me, Challenge Day: *The Leader in Me* is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. *The Leader in Me* is also aligned to many national and state academic standards. The process teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups.

Challenge Day: The Challenge Day mission is to provide youth and their communities with experiential programs that demonstrate the possibility of love and connection through the celebration of diversity, truth, and full expression. Evidence based research has shown that Challenge Day helps develop leadership in high school students through its day-long Challenge Day programs. The 6 1/2-hour Challenge Day program is designed for 100 students. The program is created to build connection and empathy, and to fulfill our vision that every child lives in a world where they feel safe, loved, and celebrated.

Enrichment & Power Hour (tutoring-one to one, computer aided and inclusion) – SMART Moves curriculum – National Boys and Girls Club; Power Hour is a program Boys and Girls Club uses to encourage academic success in today's youth. Every member participates in this program for one hour Monday-Friday. This time is primarily for homework help and academic enrichment. Computer aided enrichment will include reading and math; inclusion will include in-school enrichment with core subjects.

Financial Literacy – *Junior Achievement:* Our volunteer-delivered, kindergarten-12th grade programs foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire students to dream big and reach their potential. With the help of

Demonstration of Research Basis

more than 218,000 volunteers, JA students develop the skills they need to experience the realities and opportunities of work and entrepreneurship in the 21st century global marketplace. This project will incorporate JA Biz Town, JA More Than Money, JA Finance Park Virtual, JA Personal Finance and JA It's My future.

STEM (Science, Technology, Engineering, Math Theory): Science, technology, engineering, and mathematics education is used to identify individual subjects, a stand alone course, a sequence of courses, activities involving any of the four areas, a **STEM**-related course, or an interconnected or integrated **program** of study. Through the STEM Coordinator, Robotics will be introduced to schools without this program.

Virtual Learning and Skype: A *virtual field trip* is a guided exploration through the world wide web that organizes a collection of pre-screened, thematically based web pages into a structured online learning experience. Virtual field trips open up the world and the universe to students and their teachers. Whether it's a teacher-guided group field trip or individual student projects, the wide array of virtual tours freely available online can add an exciting dimension to the classroom. Students can explore foreign countries, fine arts, National Parks, Language, Science, history, etc. through programs like Symbaloo, etc. *Skype* will be used to bring experts right into classrooms all over the world. Virtual Learning increases student motivation from use of technology;; better outcomes for students requiring extra support and/or individualized learning. Rural schools will be provided equipment for their library for access.

ACT/EOI Testing Strategies: Shelly Harris, Founder and President, had spent 20 years in the classroom as a high school teacher when she started *Testing With Success* as she saw the need for test-specific preparation that went beyond what she could teach in the classroom. This strategy saw students' ACT scores jump 6, 10, or even 12 points. She started teaching this process to

Demonstration of Research Basis

students preparing for the Oklahoma ACE English 2 and 3 EOI. For 11 semesters, 100% passed the State Test. Ms. Harris modified the ACT Strategy to be able to help 5-8th grade students with their EOI testing. Both ACT/EOI will be provided to 9-12th grade and 5-8th respectively.

Cultural Identification: Research shows that strong cultural identification makes adolescents less vulnerable to risk factors for drug use and more able to benefit from protective factors than adolescents who lack this identification. All the activities assume the participation of elders and include the transmission of tribal history, values, and beliefs (Zickler, 1999). Native American cultural values and practices contribute to an individual's ability to successfully relate to the world, relationships and to overcome adversity. Cultural presentations will be made available to schools coordinating proximity for cost effectiveness.

Description of Continuing Activities

CONTINUING ACTIVITIES

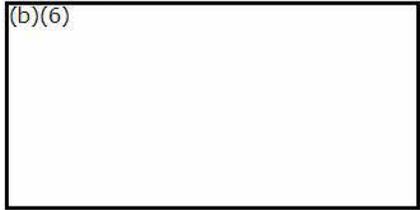
The American Indian Resource Center will create and sustain the partnership and continue to network for added services. A natural extension of this project will be to identify and seek other federal and private funding to support services for students in northeastern Oklahoma.

AIRC's Educational Talent Search program will be able to work with this age group once they reach appropriate grade levels and they continue to be funded for college readiness.

The computers purchased with these program funds will stay on-site at Kenwood School for their use. AIRC and the partners will seek the Boys & Girls Club to expand the after-school program to the Kenwood site. With the funds allotted to Cherokee Nation Foundation, this will allow the Foundation to catapult the local schools to pick up the expanded Junior Achievement costs.

*Resumes for Project Director
and Key Personnel*

Pamela E. Iron



Career Goal

Work with American Indian organizations and communities in developing quality programming, management skills, and sustainable outcomes.

Cherokee/Laguna Pueblo

Highlights of Experience

- ▶ Forty years' experience in organizational development in the health field specializing in urban, tribal Indian health, and Indian Health Service.
- ▶ Provided evaluation services to tribes and tribal organization.
- ▶ Professional survey and interviewing/Data collection for Research Projects for National, Government, and Tribal Organizations
- ▶ Resource development from proposal writing, strategic planning, feasibility studies, to capital campaign fund raising
- ▶ Experience with construction projects, responsible for the building of three major health facilities and two clinic renovation projects
- ▶ Developed testimony for Congressional hearings, 20 years of presenting testimony at budget, appropriations, oversight, health care reform and authorization hearings
- ▶ Analyzed regulations affecting the status of Indian people
- ▶ Quality Assurance Studies with Indian Tribal health programs and Indian Health Service Facilities including making presentations at the National Business Conference for Indian Health Service.
- ▶ Developed Cultural Competency materials for a training program and serve as a trainer and presenter
- ▶ Developed innovative approaches for states to learn how to work with Indian Health Service and tribes for the provision of Breast and Cervical Cancer Screenings
- ▶ Developed a nationwide mentoring program for Indian women and youth of their community

Education

- Northeastern State University, Tahlequah, Oklahoma
Guidance and Counseling, Master Degree, 1987
- Oklahoma State University, Stillwater, Oklahoma
Speech Pathology/Special Education, Bachelor Degree, 1970

Specific Experience

- 2016 – Present** **Executive Leadership**, managing three core projects for the American Indian Resource Center.
- 2014 – 2016** **Health Consultant**, provided evaluation services for the American Indian Resource Center, Project NATIVE grant. Provides the evaluation of workshops, hold focus groups with trainees and is part of the planning of the activities. Also provided evaluation services to Four Directions, an Indian Education demonstration grant funded by the U.S. Department of Education.
- 2000-2013** **Executive Director**, National Indian Women's Health Care Resource Center, provide leadership to the 7 staff and 8 consultants in meeting the scope of work for the organization; oversight on all the grants and contracts; provide coordination of board activities; provide leadership in proposal and grant writing; coordinate long range strategic planning for the organization; develop collaboration and partnerships; lead technical assistance efforts of the organization in Breast and

Cervical Cancer Early Detection/Comprehensive Cancer Control to tribes, urban health programs and states, make presentations on cultural competency to non-Indian organizations providing services to American Indians and Alaska Natives, train mentors and mentees, and provide direction on developing conferences and workshops, provide training on organizational development

1996-2000

Consultant

Iowa Tribe of Oklahoma-set up their contract health service program and providing technical assistance to the health division. Wrote the Indian Self-Determination request for the 638 contracts.

Ponca Tribe -

Cherokee Nation -provided Joint Commission Accreditation of Health Organizations (JCAHO) readiness.

Nez Perce tribe-conducted feasibility studies for the health care operations, provided Community Education on Self-Governance, and provided administrative documents and participated in the negotiating the self-governance compact, 2000.

Quality Assurance Studies for the **Albuquerque Area Office, ACL Hospital, 1997,1998,99; Kickapoo Tribe of Oklahoma, 1999, the Nez Perce Tribe of Idaho, 1999, 2000, Wagner Service Unit, 1999, 2000 the Sisseton/Yankton Service Unit, 2001 both in South Dakota, and the Bemidji Area/Three Service Units, Red Lake, Leech Lake, and White Earth, 1999, 2000**

1989-95

Executive Director, Health Services Division, and Chief of Staff Cherokee Nation

Duties: Management of 800 employees and an executive team member on all tribal operations, led the Indian Health Service self-governance efforts, administrated construction of three (3) health facilities, Total Quality Management development, decentralized the health services for better community access, expanded services to include community based physical therapy, substance abuse (Behavioral Health Services) eye care, and a transportation system. Also served as Chief of Staff and was responsible for the day-to-day oversight of the Cherokee Nation.

1976-89

Executive Director, Tulsa Indian Health Care Resource Center

Duties: Wrote the original proposal to fund this project while in graduate school as a volunteer. Wrote the bylaws, filed the papers for the 501 3C IRS status, wrote the personnel policies and directed the establishment of all other policies. Developed the entire management structure that included the financial system, budgeting, strategic planning, board training, data system, clinic policies and procedures, and other relevant management systems. Led the resource development from an initial fixed price contract of \$75,000 to a \$1.5 million dollar budget. Developed a Community based substance abuse program with a traditional approach. Gained experience in regulatory compliance of Urban Indian Health Programs funded under Title V, Indian Health Care Improvement Act. Participated in the development of these regulations during the implementation of the Indian Health Care Improvement Act (1977-78). Served on a variety of Urban Indian Task Forces that developed national policies and reviewed existing policies for Urban Indian Health Care. Developed a public relations program with the Indian community, local, state, and national government entities, and the private sector.

American Indian Resource Center, Inc.

Job Description

Job Title: Project Director
Reports To: Executive Director
FLSA Status: Exempt
Prepared Date: 05-31-2016
Approved Date

Department: DOE NYCP
Prepared by: Administration
Approved By: Executive Director

Job Summary: Will coordinate, develop and maintain calendar of events and schedule list of attendees. Director will produce professional announcements and correspondence for the public, federal and state agencies, and other governmental agencies. Will assist in other duties as assigned.

Essential Duties and Responsibilities include other duties assigned as well as the following:

Administer the federal grant program. Writes and submits required reports, budget reports; Educates the community on various outreach programs and the importance of utilizing the programs. Attends related board meetings to inform and educate the communities about the project.

Supervisory Responsibilities: Oversees Sevenstar project staff.

Duties to include:

- Hold regular staff meetings;
- Hire certified teachers/non-certified and mentors;
- Meet with school officials and partners for coordination of programs;
- Hiring of staff and finalizing consultant contracts including background checks on all staff;
- Provide orientation of program Objectives to staff;
- Chaperone designated activities;
- Design a webpage for the Sevenstar project;
- Coordinate Parent Awareness meetings;
- Assist in collection of information and Focus groups for evaluation;
- Attend required trainings;
- Assist in development of specified strategies and activities of each: Leadership; Enrichment; STEM; Virtual Learning; ACT/EOI Testing Strategies; Financial Literacy, and Cultural identification

Competencies: To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills; Oral Communication skills; Written Communication skills; Computer skills in Word, Excel.

Education and/or Experience: Bachelor's degree (B.A.) from four-year college or university; or five years related experience and/or training; or equivalent combination of education and administrative experience.

Audra Smoke-Conner

audraconner@hotmail.com • 110 Choctaw, Tahlequah, Oklahoma, 74464 • 918-822-7928

Objectives

To provide quality educational opportunities that enhances American Indian youth to live healthy, happy lives' and contribute to their Indian communities.

Education

Northeastern State University, Tahlequah, Oklahoma

Bachelors of Arts Degree in Communications, May, 1990

Masters of Science Degree in College Teaching, Student Personnel Service,
Northeastern State University, May 2000

Experience

American Indian Resource Center

Educational Talent Search, September, 11, 1991 – Present (25 years)

- Guidance Specialist - 11 years
- Director/Guidance Specialist – 14 years

Duties include providing guidance in career and college readiness to 700 youth targeting American Indians at the high school level.

Accomplishments:

Founding member of the Cherokee Nation Tribal Youth Council, 1989

During college years represented Cherokee Nation as Miss Cherokee 1988-89

Cherokee Nation Tribal Council Representative for District 1 – 2003-2007

Peggs School District - School Board Member – February 2008 – Present

Memberships to State, Regional, and National TRiO Organizations

Member of the Veterans of Foreign War Auxiliary, Tahlequah

American Indian Resource Center, Inc.
Job Description

Job Title: ACTIVITY COORDINATOR Department: DOE NYCP
Reports To: Project Director
FLSA Status: Exempt Prepared by: Administration
Prepared Date: 05-31-2016 Approved By: Executive Director
Approved Date

SUMMARY: Coordinates all activities including tutoring, enrichment related activities that have a direct or indirect relationship to the Sevenstar program as it pertains to the partnering communities in a two county area. Coordinates activities for ACT/EOI Testing Strategies, Challenge Day, Leader In Me, Virtual Learning, Junior Achievement, and Cultural presentations for American Indian youth. Will work with the staff and partners in coordinating project activities for effective service delivery.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Establish an excellent working relationship with the staff and partners.
- Coordinates Power Hour/Enrichment Hour teachers and mentors for Kenwood Elementary.
- Develop, coordinate, and maintain calendar of events and schedule list of attendees
- Provide class schedule and packet information, including: schedule, attendees, directions to facility, important contact numbers, facility amenities and facility open/close instructions.
- Disseminate information regarding vocational-technical education and career opportunities
- Assist in gathering all evaluations and summarizing for the evaluator.
- Work effectively with economically and academically disadvantaged students
- Assist Director to coordinate parent meetings
- Assist STEM Coordinator
- Responds to first aid as required and reports all injuries according to policy.
- Performs miscellaneous job-related duties as assigned.

KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED:

- Ability to organize, prioritize, and schedule work assignments, implement, and administer community outreach, services, and activities in the community development arena.
- Understand the cultural processes of American Indian/Alaska Natives.
- Strong interpersonal and communication skills (both written and oral) and the ability to work effectively with a wide range of constituencies in a diverse community including young people, parents and community.
- Skilled in exercising initiative and judgment reflecting program goal.
- Proficient in Microsoft Word and Excel programs to develop documents needed to perform tasks.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or ability required. Must be willing to travel, attend training, work evenings and weekends as needed. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must maintain a current and valid drivers' license.

Education and/or Experience: Bachelor's degree or equivalent in experience at least five years of experience directly related to the duties and responsibilities specified.

Marcella Morton

(b)(6)

Professional Summary

Highly experienced educator/guidance specialist with 39 years of teaching/counseling in grades 4-12. Knowledgeable in all subject areas and familiar with duties as counselor for middle school/high school students. Strong focus on working with Native American students from low-income backgrounds.

Professional Experience

Elementary/Junior High Teacher - Moseley Public School 1976-80

Self-contained elementary classroom and Junior High Social Studies
Duties: Classes taught: Science, Math, History, Language and Spelling

Elementary Teacher - Westville Elementary School 1980-88

Fourth grade - 1 year - all subjects
Sixth grade - 7 years - all subjects

Junior High Teacher - Westville Junior High 1988-2001

7th & 8th grade Indian Studies, Science and Civics
Sponsor of Student Council - 12 years
Sponsor of Junior High Cheerleaders - 4 years
Social Studies Department head - 12 years

GEAR UP Counselor - Westville & Watts Public Schools (Grades 5-12) 2001-2004

Duties: GEAR UP - a partnership grant shared by both schools allowed me to teach a GEAR UP class serving grades 5-12. The focus was to use in-school programs, summer academies and college visits to get students prepared for college or a career tech school upon graduation.

AIRC- Educational Talent Search Tahlequah, OK 2004-Present

As a Guidance Specialist, I work with middle and high school students to help them recognize educational opportunities and assist them in preparing to make a good college or career tech choice after graduation. Study skills, goal setting, decision making and self-esteem are all a part of our educational goals for our ETS students. We assist students with ACT Prep, ACT registration, college admissions and scholarship information. Campus tours are a large part of our curriculum, along with adventure-based activities such as the Ropes Challenge Course.

Awards/Honors/Accomplishments

Elementary Teacher of the Year Westville Elementary School 1987-88

Junior High Teacher of the Year Westville Junior High 1991-92

Selected by the Cherokee Nation Tsa-Li-Gi Seminary to serve as a June 2000
Cherokee Curriculum Development Specialist

Selected as one of six National STEPS Community Heroes by the CDC June 2007
Nominated by the Cherokee Nation/Healthy Nation to represent our tribe as one of six national
heroes. Awards were given in Seattle, Washington

Selected to appear on episode three of Osiyo, Voices of the Cherokee People March 2015
with Jennifer Lauren, Sterlin Harjo and Jeremy Charles.
My segment was called, "The Promise" and was shown in Washington, D.C. at the Smithsonian
of the American Indian - Spring - 2015

Qualified for the Boston Marathon in December of 2002 at Dallas Whiterock Marathon
Ranked 5th in the state of Texas for fastest marathon time for a 51 year old woman

Ran the Boston Marathon at age 51 in April of 2003

Education

Northeastern State University - Tahlequah, OK
Bachelor of Science Degree in Education
15 hours above Bachelors in Social Work

American Indian Resource Center, Inc.
Job Description

Job Title: STEM COORDINATOR

Department: DOE NYCP

Reports To: Project Director

FLSA Status: Exempt

Approved Date: 05-31-2016

Prepared by: Administration

Approved By: Executive Director

Summary: This position is responsible for coordinating the development, delivery, implementation and monitoring of STEM activities, initiatives, events and projects.

Essential Duties and Responsibilities:

- Coordination, development, implementation of STEM curriculum and programs K-12
- Provide plans to implement STEM curricula into existing courses or after-school programs. i.e. robotics, etc.
- Plans/coordinates partnership activities for STEM content to area teachers.
- Integrates and expands STEM awareness with educators through the website, meetings, and print materials.
- Coordinates and helps organize any special STEM events/activities
- Promotes activities related to STEM education.
- Adheres to high ethical standards and demonstrates professionalism when acting as an agent of the program.
- Performs other duties as may be assigned.

KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED:

- Knowledge of the current theories, techniques and methodologies of STEM
- Knowledge in the development of K-12 STEM curriculum design
- Ability to function as a member of a team and to work as a team member, harmoniously and cooperatively with professional staff and the school community
- Ability to work effectively, cooperatively and respectfully with staff, parents, students and community members
- Ability to recognize sensitive issues and maintain confidentiality
- Knowledge of processes to address cultural diversity and associated issues related to student performance and instructional methodology
- Ability to meet deadlines in a timely manner
- Excellent interpersonal skills
- Effective oral and written communication skills

QUALIFICATION REQUIREMENTS: Word processing skills, Electronic presentation skills, Web navigation skills, Computer network knowledge applicable to the position, Knowledge of computer-related storage devices, Knowledge of computer security expectations.

Education and/or Experience: Bachelor's degree from an accredited educational institution; Five years classroom teaching experience in STEM related areas and/or experience in career and technical education preferred.

▶ Victoria Bangle

P.O. Box 1539 Tahlequah, OK
Phone: 918-931-2345
E-mail: banglev@tahlequahschools.org
Website: [Type your website]

Objectives

To provide students with the essentials to succeed in school.
ROAR (removing obstacles achieving results)

Education

Masters of Education (May 2004)

- ▶ Certified Mild-Moderate Disabilities, Intermediate Math, Mid-Level Math for high school credit
- ▶ Endorsements Language Arts, Math, Science

Experience

Special Education Team Leader

Reports, enrollment, accommodation notebooks, grade checks, meetings,

Middle School Mathematics

Advanced Math 7th grade, Inclusion Math 6th, 7th, 8th grade

Robotics Coordinator (October 2013 till -)

co-organizing fundraisers, ordering parts and equipment, registering teams, entering teams in tournaments, coaching teams.

Boys & Girls Club of Tahlequah (September 2000 till -)

end of year reports for Vision Tracking, OJP reports, National Youth Outcome Initiative reports,

Skills

- ▶ I am able to follow instructions, collaborate well with peers, organize activities, motivate students to excel beyond their own expectations.

American Indian Resource Center, Inc.
Job Description

Job Title: ADMINISTRATIVE ASSISTANT

Department: DOE NYCP

Reports To: Executive Director

FLSA Status: Exempt

Prepared by: Administration

Prepared Date: 05-31-2016

Approved By: Executive Director

Approved Date

SUMMARY: Responsible for composing and typing a variety of correspondence, forms, logs, and reports; taking and transcribing minutes of official meetings; and providing related administrative support for the Executive Director. Assists in processing documents by verifying documents, filing, data entry and follow-up with board members, customers, and general IT assistance.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Includes the following, other duties may be assigned.

- Prepares and delivers outgoing mail, picks-up, and delivers incoming mail.
- Complies and sorts documents, such as invoices and checks, substantiating business transactions.
- Composes and types routine correspondence, reports, and other required paperwork.
- Files correspondence and other records in an established manner.
- Answers telephone and provides information to callers or routes call to appropriate person and places outgoing calls.
- Schedules appointments for the Executive Director.
- Greets visitors, ascertains nature of business, and directs visitors to appropriate person.
- Arranges training and travel schedules and reservations for assigned personnel, consultants and board members.
- Makes copies of correspondence or other printed material as needed, and faxes information as requested.
- Prepares and processes Employee Action Notices and Purchase Orders.
- Maintains supplies for assigned area.
- Maintains network and website as needed and works with IT vendors.

SUPERVISORY RESPONSIBILITIES: None

RESPONSIBILITIES/ACCOUNTABILITIES: The level of responsibility/ accountability required to successfully accomplish the essential duties of this job is as follows:

Medium responsibility and accountability for successful program operations.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or experience:

- Two year certificate from college or technical school in clerical, technology or related field; or one and one-half years related experience and/or training; or equivalent combination of education and experience; or
- Three years related experience; or
- Combination of education and experience

Language Skills: Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals. Comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages, area, circumference, and volume. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Reasoning Ability: Ability to apply commonsense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variable in standardized situations.

Other Skills and Abilities: Must be able to type at least 50 w.p.m., operate a variety of office machines including a computer, photocopier, fax machine, Dictaphone, transcribing machine and 10 key calculator. Must possess knowledge of general office procedures and practices. Must have some bookkeeping, basic computer, and data input skills. Must also have knowledge of Microsoft Word program and Excel, Adobe programs, have excellent Internet skills and the ability to work with minimal supervision.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.
No travel is required.

▶ Heather Hale

(b)(6)

Education

Bachelor of Science, Westwood College, Denver, Colorado

- ▶ **Dean's List, January 2008 term**
- ▶ **President's List, March 2011 term**

Experience

Administrative Officer (August, 1997 – Present)
American Indian Resource Center, Inc. (Tahlequah, OK)

Maintain student database, create forms and documents for internal and external use, assist with the assembly and submission of grants, maintain four websites, manage schedules for all staff and consultants, assist in the timely submission of reports to funding agencies, provide basic network maintenance, and manage equipment inventory.

Office Manager (June, 1995 – August, 1997)
Lost City Outback (Tahlequah, OK)

Answered telephone, answered potential customer questions about products, filled customer orders, assisted with monthly mail out to customers, entered new customers into database, assisted with book keeping.

Administrative Professional (May, 1990 – January, 1993)
American Indian Resource Center, Inc. (Tahlequah, OK)

Data entry into student data base, answered phone, made copies, created forms and documents for Educational Talent Search Program, typed correspondence for all programs, and assisted in typing of capstone papers for students on master's degree program.

Skills

- ▶ Proficient in Microsoft Office, Adobe Acrobat, Adobe Illustrator, Adobe In Design, Adobe Photoshop, Adobe Premiere, Blumen, WordPerfect, WordPress, and Adobe Captivate.

References available upon request.

Documentation of Indian Organization

American Indian Resource Center, Inc.

BYLAWS

06/22/2015

ARTICLE 1

NAME: The name of this organization will be the American Indian Resource Center, Inc.

ARTICLE 2

PURPOSE: Said corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

Special emphasis will be to provide services and consultation in education, health and crime victim assistance.

ARTICLE 3

BOARD OF DIRECTORS: The Board of Director shall serve without pay and may consist of up to (5) members. Officers will be elected from the Board of Director members.

Membership: The membership of the Board of Directors shall consist of 100% American Indians and must be a member of a federally recognized Indian Tribe.

ARTICLE 4

OFFICERS: The officers of the Corporation may consist of 1) **President**, 2) **Vice-President**, 3) **Secretary**, and 4) **Treasurer (a non-voting member of the Board)**. A person may hold more than one position. The determination of positions to be filled will be made at the annual meeting, or if a vacancy exists, a determination may be made at any regular meeting of the Board of Directors.

Duties of the Officers:

The **President** shall call and preside at all Board of Directors meetings, except as provided in these By-Laws, and shall perform the administrative duties of a President and exercise only the authority delegated to the President by the Board of Directors. The President will represent (or designate another person as the representative) to all external organizations.

The **Vice-President** shall assist the President when called upon to do so. In the absence of the President, the Vice President shall have all the rights, privileges, duties, as well as the responsibilities of the President.

The **Secretary** shall keep minutes of all annual and Board of Directors' meetings, maintain files of all previous minutes and official correspondence, maintain rosters and membership lists and register the Corporation and its teams with the appropriate affiliated organizations.

The **Treasurer** shall be the Corporation's Financial Manager/Accountant and will keep an accurate amount of all receipts and disbursements of all funds belonging to the Corporation, provide financial reports at each annual meeting and issue checks on the Corporation's account for expenditures approved by a majority vote of the Board of Directors. The Treasurer shall prepare or caused to be prepared annual federal tax returns as required by law and Financial Statement Audit. **The Treasurer is a non-voting member of the Board of Directors.**

ARTICLE 5

ELECTION OF OFFICERS AND BOARD OF DIRECTORS: An election of Officers will be held at the annual meeting each year from nominations from the Board of Directors. Secret ballot shall be used if there is more than one nominee for any officer or position. All Board of Directors will serve until they resign their position or are removed from office for failure to attend meetings, as provided below.

All vacancies on the Board of Directors shall be filled by the Board of Directors by a unanimous vote of the Board members present at any lawfully called meeting of the Board.

Failure of any member of the Board of Directors to attend three consecutive meetings of the Board of Directors after having received notification of the meeting, unless excused by the Board of Directors, shall automatically result in removal of such officer or Board of Director member from office.

ARTICLE 6

COMMITTEES: The Board may appoint standing or ad hoc committees as needed.

ARTICLE 7

MEETINGS: Bi-annual meeting will be held each year in October and June. The President will call Board of Directors meetings as required. Other meetings of the Board of Directors may be called by the President at his or her discretion and shall be called by him or her for the date and time requested upon the written request of a majority of the members of the Board of Directors. Should the president fail or effuse to call the requested meeting or if a vacancy exists in the President's position, a majority of the members of the Board of Directors shall be

empowered to do so. All members of the Board of Directors shall be notified of any called meeting at least 14 days prior to said meeting. This requirement may be waived by a unanimous decision of all members of the Board of Directors. The method of obtaining the decision will be determined by the person or persons calling said meetings. Meetings may be held in person or by other means as determined by the President or persons calling the meeting. Other means includes, but is not limited to, telephone, video conferencing, and internet communications. The Board of Directors shall have the privilege of calling closed executive sessions by the decision of a majority vote of the board members present at the meeting.

ARTICLE 8

VOTING: A majority of board members constitutes a quorum. In the absence of a quorum, no formal action shall be taken except to adjourn the meeting to a subsequent date. Passage of a motion requires a simple majority.

ARTICLE 9

The Board of Directors will conduct the business of the Corporation to insure that the stated intention is accomplished and that all reasonable efforts are made to preserve the objective of a self-sufficient Corporation.

ARTICLE 10

FISCAL YEAR: The fiscal year of the Corporation will be October 1 to September 30.

ARTICLE 11

EXECUTIVE DIRECTOR: The Board of Directors shall appoint an Executive Director who shall have vested authority to serve as the senior official in charge of the day-to-day operations of the Corporation. He/She shall be responsible for implementation of the decisions and carrying out the directives of the Board of Directors. The Executive Director is responsible for the development and implementation of operational and appropriate policies and directives that will promote and attain the goals of the Corporation. He/She shall exercise direct supervision over employees of the Corporation who, by terms of the Organization Chart, are subject to such supervision. The Executive Director shall have all powers to execute contracts, grants, cooperative agreements, notes, other agreements and any other document necessary to carry out the purposes of the Corporation.

ARTICLE 12

CONFLICT OF INTEREST: A contract or transaction between the Corporation and one or more of its Directors or Officers or between the Corporation and any other corporation, partnership, associations, or other organization in which one or more of its Directors or Officers are directors or officers, or have a financial interest, shall not be void or voidable solely for such reason, or solely because the Director or Officer is present at or participates in the meeting of the Board which authorizes the contract or transaction is authorized, or solely because his, her, or their votes are counted for that purpose, if:

- a. The material facts as to the relationship or interest and as to the contract or transaction are disclosed or are known to the Board, in good faith, authorizes the contract or transaction by the affirmative votes of a majority of the disinterested Directors even though the disinterested directors are less than a quorum; or
- b. The contract or transaction is fair to the Corporation as of the time that it is authorized, approved, or ratified by the Board.

Common or interested Directors may be counted in determining the presence of a quorum at a meeting of the Board which authorizes the contract or transaction.

ARTICLE 13

INDEMNIFICATION: The Corporation shall indemnify any Director or Officer of the Corporation and who was or is a part or is threatened to be made a party to any proceeding (which shall include for the purposes of this article any threatened, pending, or completed action, or other proceeding whether civil, criminal, administrative, or investigative (other than an action by or in the right of the Corporation)) by reason of the fact that such person was or is an authorized representative of the Corporation against expenses (which shall include for purposes of this article, attorney fees), judgements, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action or proceeding if such person acted in good faith and in a manner such person reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal proceeding, had no reasonable cause to believe such person's conduct was unlawful.

ARTICLE 14

Amendments: These Bylaws may be amended by a two-third vote of Board members present at any meeting, provided a quorum is present and a copy of the proposed amendment(s) are provided to each Board member at least one week prior to said meeting.

ARTICLE 15

DISPOSITION OF ASSETS UPON DISSOLUTION: Upon dissolution of the Corporation, all assets will be distributed to the one or more Corporations that operate exclusively for one or

more exempt purposes within the meaning of Section 501(c)(3) of the U.S. Internal Revenue Code or corresponding section of any future code.

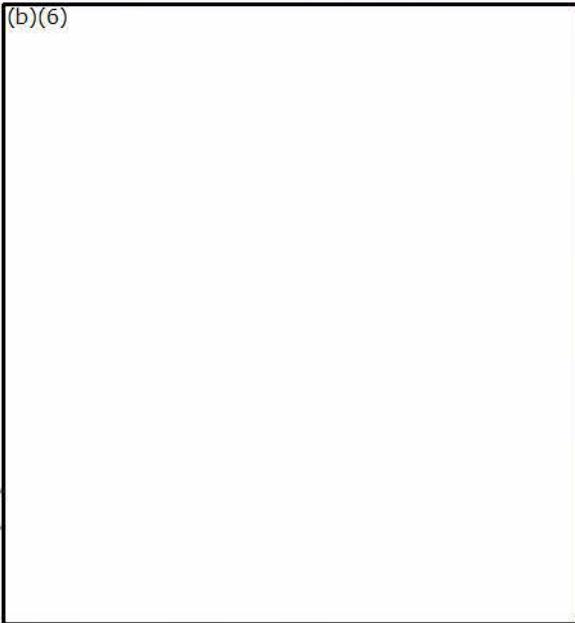
ARTICLE 16

REPEAL AND SAVINGS CLAUSE: All actions and resolutions heretofore enacted by the American Indian Resource Center, Inc.'s Board of Directors shall remain in full force and effect except to the extent that they are inconsistent with these Bylaws.

In the event any sentence, paragraph or section be held invalid by any court of competent jurisdiction, the remaining sentences, paragraphs, or sections shall remain valid and be presumed consistent with the laws of the State of Oklahoma and the Constitution of the United States.

Approved this 22nd day of June, 2015 by a unanimous vote of the Board of Directors.

(b)(6)



President
Title

Secretary
Title

Vice chair
Title

Current AIRC Board Members

Dana Tiger, President (Muscogee Creek citizen)
Margaret Raymond, Secretary (Cherokee citizen)
Tonya Hogner-Weavel (Cherokee citizen)

Indirect Cost Rate Agreement

Indirect Cost Rate Agreement

The following is a copy of the latest Indirect Cost Rate agreement negotiated with the Department of Education. Another indirect cost rate proposal was submitted to the Department of Education in late December, 2015. As of this writing, the proposal is currently on the Director's desk, awaiting assignment to a negotiator.

INDIRECT COST RATE AGREEMENT
NONPROFIT ORGANIZATION

ORGANIZATION:

American Indian Resource Center,
Inc.
110 W. Choctaw
Tahlequah, OK 74464

DATE: NOV - 4 2010
AGREEMENT NO. 2011-003/004/005

FILING REFERENCE: This replaces
previous Agreement No. 2007-035
dated February 12, 2007

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-122 applies. This agreement is issued by the U.S. Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-122.

This Agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

<u>TYPE</u>	<u>Effective Period</u>		<u>Rate</u>	<u>Base</u>	<u>Coverage</u>	
	<u>From</u>	<u>To</u>			<u>Location</u>	<u>Applicability</u>
Final	11-01-06	09-30-09	7.5%	<u>1/</u>	All	Regular Programs
Predetermined	10-01-09	09-30-10	7.5%	<u>1/</u>	All	Regular Programs
Provisional	10-01-10	09-30-12	8.1%	<u>1/</u>	All	Regular Programs
Predetermined	11-01-06	09-30-12	7.5%	<u>1/</u>	All	Training Programs

1/ Total direct costs less items of equipment, alterations and renovations, participant support, pass-through funds and the amount of each sub-award in excess of \$25,000.

Treatment of Fringe Benefits: Fringe Benefits applicable to direct salaries and wages are treated as direct costs.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is in excess of \$5,000.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the **American Indian Resource Center, Inc.** and subject to OMB circular A-122.

LIMITATIONS: Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments, which affect this cost allocation plan, will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This Agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. Federal programs currently reimbursing indirect costs to this Organization by means other than the rate(s) cited in this agreement should be credited for such costs. The applicable rate cited herein should be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

Section IV - Approvals

For the Nonprofit Organization:

American Indian Resource Center,
 Inc.
 110 W. Choctaw
 Tahlequah, OK 74464

(b)(6)

Robley A. Young
 Name

Chief Financial Officer
 Title

11/08/2010
 Date

For the Federal Government:

U.S. Department of Education
 OCFO / FIPAO / ICG
 550 12th Street, SW
 Washington, DC 20202-4450

(b)(6)

Mary Gougisha
 Name

Director, Indirect Cost Group
 Title

NOV - 4 2010
 Date

Nelda V. Barnes
 Negotiator

(202) 245-8005
 Telephone Number

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

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**American Indian Resource Center
Sevenstar Project**

Category	Year One	Year Two	Year Three	Year Four	Total
PERSONNEL					
Executive Director - 0.25 FTE @ \$75,000 per year	\$ 18,750	\$ 19,688	\$ 20,672	\$ 21,705	\$ 80,815
Project Director - 1 FTE @ \$60,000 per year	\$ 60,000	\$ 63,000	\$ 66,150	\$ 69,458	\$ 258,608
Activity Coordinator - 1 FTE @ \$35,000/yr x 2	\$ 70,000	\$ 73,500	\$ 77,175	\$ 81,034	\$ 301,709
STEM Coordinator - 1 FTE @ \$45,000 per year	\$ 45,000	\$ 47,250	\$ 49,613	\$ 52,093	\$ 193,956
Administrative Assistant - 0.25 FTE @ \$45,000 per year	\$ 11,250	\$ 11,813	\$ 12,403	\$ 13,023	\$ 48,489
TOTAL PERSONNEL	\$ 205,000	\$ 215,250	\$ 226,013	\$ 237,313	\$ 883,576
FRINGE BENEFITS					
FICA @ 7.65% of total personnel	\$ 15,683	\$ 16,467	\$ 17,290	\$ 18,154	\$ 67,594
Oklahoma Unemployment @ 1.2% of the first \$17,500 x 8 Staff	\$ 1,680	\$ 1,680	\$ 1,680	\$ 1,680	\$ 6,720
Workman's Compensation Insurance @ 1% of total personnel	\$ 2,050	\$ 2,153	\$ 2,260	\$ 2,373	\$ 8,836
Retirement @ 6% of total personnel	\$ 12,300	\$ 12,915	\$ 13,561	\$ 14,239	\$ 53,015
Employee Life, Medical, and Dental Insurance - 3.5 FTE x \$750 per month x 12 months	\$ 31,500	\$ 31,500	\$ 31,500	\$ 31,500	\$ 126,000
TOTAL FRINGE BENEFITS	\$ 63,213	\$ 64,714	\$ 66,291	\$ 67,946	\$ 262,164
TRAVEL					
<u>Project Director/Partner Meeting</u>					
Airfare @ \$600 each x 4 staff					
Lodging @ \$300/night x 3 nights x 4 staff					
Per Diem @ \$71/day x 4 days x 4 staff					
Mileage @ 150 mi/rt x \$0.54/mi x 4 staff					
Airport Parking @ \$15/day x 4 days x 4 staff					
Dependent Care @ \$25/day/child x 2 children x 4 days x2 trips x 2 staff	\$ 8,500	\$ 8,500	\$ 8,500	\$ 2,325	\$ 27,825

Technical Assistance Meeting

Airfare @ \$600 each x 4 staff

Lodging @ \$300/night x 3 nights x 4 staff

Per Diem @ \$71/day x 4 days x 4 staff

Mileage @ 150 mi/rt x \$0.54/mi x 4 staff

Airport Parking @ \$15/day x 4 days x 4 staff

Dependent Care @ \$25/day/child x 2 children x 4

days x2 trips x 2 staff

\$ 8,500 \$ 8,500 \$ 8,500 \$ 8,500 \$ 34,000

Vicinity Mileage @ 1,200 mi/mo x \$0.54/mi x 12 mos

\$ 7,776 \$ 7,776 \$ 7,776 \$ 7,776 \$ 31,104

TOTAL TRAVEL

\$ 24,776 \$ 24,776 \$ 24,776 \$ 18,601 \$ 92,929

EQUIPMENT

\$ - \$ - \$ - \$ - \$ -

SUPPLIES

Office Supplies @ \$250/month x 12 months

\$ 3,000 \$ 3,000 \$ 3,000 \$ 3,000 \$ 12,000

Computer @ 5 x \$800

\$ 4,000 \$ - \$ 4,000 \$ - \$ 8,000

Printer @ 5 x \$400

\$ 2,000 \$ - \$ 2,000 \$ - \$ 4,000

After School Program Laptops 30 x \$1,000

(For one site, Year 1 only)

\$ 30,000 \$ - \$ - \$ - \$ 30,000

TOTAL SUPPLIES

\$ 39,000 \$ 3,000 \$ 9,000 \$ 3,000 \$ 54,000

CONTRACTUAL

Auditor @ \$100/hour x 40 hours

\$ 4,000 \$ 4,000 \$ 4,000 \$ 4,000 \$ 16,000

Cherokee Nation Foundation (Partner)

\$ 134,000 \$ 134,000 \$ 134,000 \$ 134,000 \$ 536,000

Evaluator

\$ 30,000 \$ 50,000 \$ 50,000 \$ 50,000 \$ 180,000

Red Head Labs (\$95/hr x 50 hrs Y1, 10 hrs 2-4)

\$ 4,750 \$ 950 \$ 950 \$ 950 \$ 7,600

TOTAL CONTRACTUAL

\$ 172,750 \$ 188,950 \$ 188,950 \$ 188,950 \$ 739,600

CONSTRUCTION

\$ - \$ - \$ - \$ - \$ -

OTHER

Postage @ \$100 per month x 12 months

\$ 1,200 \$ 1,200 \$ 1,200 \$ 1,200 \$ 4,800

Telephone/Internet @ \$750/mo x 12 months

\$ 9,000 \$ 9,000 \$ 9,000 \$ 9,000 \$ 36,000

Rent/Utilities/Office Maintenance @							
\$600 per month x 12 months	\$	7,200	\$	7,200	\$	7,200	\$ 28,800
Copy/Duplication @ \$200 per month x 12 mos	\$	2,400	\$	2,400	\$	2,400	\$ 9,600
Challenge Day @ \$6,000/site x 10 sites	\$	60,000	\$	60,000	\$	60,000	\$ 240,000
Leader In Me Program @ for 3 sites	\$	58,000	\$	51,000	\$	46,000	\$ 185,000
Inclusion Enrichment (\$25/hr x 6 hrs x 3 days x 36 weeks x 2 tutors) only at one site	\$	32,400	\$	32,400	\$	32,400	\$ 129,600
Power Hour High School Mentors (\$10/hr x 15 hrs/wk x 36 wks x 2 students) only at one site	\$	10,800	\$	10,800	\$	10,800	\$ 43,200
Cultural/Career Presenter (\$500/speaker x 4 counties x 20 speakers)	\$	40,000	\$	40,000	\$	40,000	\$ 160,000
Virtual Field Trip equipment @ \$4,000 per site x 40 sites (20 yr 1, 20 yr 2)	\$	80,000	\$	80,000	\$	-	\$ 160,000
Robotics Kits & Tournament Fees @ \$1,000 per kit x 30 sites	\$	30,000	\$	30,000	\$	30,000	\$ 120,000
Cultural, STEM, and Enrichment Supplies	\$	10,000	\$	10,000	\$	10,000	\$ 40,000
Background check (4 staff x \$50 each)	\$	200	\$	200	\$	200	\$ 800
	\$	-	\$	-	\$	-	\$ -
	\$	-	\$	-	\$	-	\$ -
TOTAL OTHER	\$	341,200	\$	334,200	\$	249,200	\$ 1,157,800
TOTAL DIRECT CHARGES	\$	845,939	\$	830,890	\$	764,229	\$ 3,190,069
INDIRECT CHARGES	\$	50,489	\$	48,146	\$	43,146	\$ 183,785
7.5% of total direct charges							
TOTAL PROJECT COSTS	\$	896,428	\$	879,036	\$	807,375	\$ 3,373,854

Budget Justification

PERSONNEL (\$205,000 Year 1, \$212,250 Year 2, \$226,013 Year 3, and \$237,313 Year 4):

The Executive Director oversees all personnel and fiscal matters. This position also approves all communication and handles public relations with all the partners.

The Project Director oversees all program activities by coordinating all activities that have a direct or indirect relationship as it pertains to the partnering communities; works with the staff and partners in coordinating their activities by establishing an excellent working relationship with the staff and partners; coordinate tutors and mentors; develop a calendar of events; maintain resource list for staff; gather all evaluations and summarize for the evaluator; work effectively with economically and academically disadvantaged students; coordinate parent meetings; recruit college/career trips for students; gather and summarize information for reports; and perform miscellaneous job-related duties as assigned.

The two Activity Coordinators coordinate all activities that have a direct or indirect relationship to the Sevenstar program as it pertains to the partnering communities; work with the staff and partners in coordinating their activities by establishing an excellent working relationship with the staff and partners; set schedule of tutors and mentors; coordinate and maintain calendar of events and schedule list of attendees; provide class schedule and packet information, including: schedule, attendees, directions to facility, important contact numbers, facility amenities and facility open/close instructions; disseminate information regarding vocational-technical education and career opportunities; assist in gathering all evaluations and summarizing for the evaluator; work effectively with economically and academically disadvantaged students; assist Director to coordinate parent meetings; assist Director in recruiting college/career trips for students; and perform miscellaneous job-related duties as assigned.

The STEM Coordinator is a full time position that will be working in the four counties with elementary and high school robotics teams to increase student technology and math skills. This person will register all qualifying teams entering local, state, national, and world competitions as well as train teacher volunteers and coach robotic competition teams at each site.

The Administrative Assistant is responsible for composing and typing a variety of correspondence, forms, logs, and reports; taking and transcribing minutes of official meetings; and providing related administrative support for the program staff. This person will assist in processing documents by verifying documents, filing, data entry and follow-up with board members, customers, and general information technology assistance.

All salaries are comparative with the largest employers in the area: Northeastern State University and the Cherokee Nation of Oklahoma. A 5% cost of living increase is included each year.

FRINGE BENEFITS (\$62,213 Year 1, \$64,714 Year 2, \$66,291 Year 3, \$67,946 Year 4):

FICA, Unemployment, and Workman's Compensation are mandatory items required by Oklahoma and Federal law. Retirement and employee life, medical, and dental insurance is offered to increase the quality of staff hired.

TRAVEL (\$24,776 Years 1-3, \$18,601 Year 4): Travel expenses for the Director and three staff include airfare, lodging, per diem, mileage, airport parking, and dependent care for four staff to attend the Project Director/Partner meeting and a technical assistance meeting held annually at locations to be determined. Airfare is computed at \$600 per person, lodging is computed between \$125 and \$300 per night (the higher rate is for meetings held in Washington, DC), mileage is computed at the rate of \$0.54 per mile for the approximately 150 mile round trip between Tahlequah and the Tulsa International Airport, airport parking is computed at \$10 per day per person, and the dependent care is computed at the rate of \$25 per day per child for no more than two children. Vicinity mileage is approximated at the rate of 1,200 round trip miles per month at the current federal POV reimbursement rate of \$0.54 per mile. All travel policies are comparable with Department of Education travel policies.

EQUIPMENT (\$0): No equipment costs will be charged to this grant.

SUPPLIES (\$39,000 Year 1, \$3,000 Years 2 and 4, \$9,000 Year 3): Office supplies include paper, pens, paper clips, staples, and other items necessary to conduct program business. This is computed at the rate of \$250 per month (\$3,000). Five computers (\$800 each) and five printers (\$400 each) are necessary for all program staff to conduct program business via email as well as create program materials and document program activities in the first year (\$6,000). An additional five computers and printers will be purchased in year 3 to replace outdated computers and printers at the school sites in order for students to access program services (\$6,000). One school site to be served, Kenwood School, has a rather outdated computer lab and no funding to update the computers. For the first year only, 30 computers at a cost of \$1,000 each (\$30,000) are requested in order to update the computer lab to allow participants to participate and complete program activities online, such as career exploration and homework.

CONTRACTUAL (\$172,750 Year 1, \$188,950 Years 2-4): The auditor is required by federal law to conduct an independent audit of all program financials. For a rate of \$100 per hour for 40 hours, the auditor will not only complete a financial audit, assist in the preparation and filing of the corporate 990 income tax return to the Internal Revenue Service, and assist in the preparation and submission of the yearly indirect cost rate agreement with the Department of Education (\$4,000).

The Cherokee Nation Foundation (CNF) staff will be paid \$9,290 for their technical assistance and expertise in setting up and delivering the Junior Achievement programming. The Junior Achievement programming requires 50 kits for the high school students at the rate of \$350 per kit, 67 kits for students in 5th-8th grades at the rate of \$375 per kit, and another set of three kits for the lower grade students at the same rate of \$375 per kit. The CNF will also assist with the execution of the ACT/EOI test taking skills workshop at the rate of \$1,500 per 150 students, serving 20 groups of students (\$30,000). The total for this line item each year is \$134,000.

The evaluator will be an integral part of the Management Team attending all the staff meetings and planning meetings of the project. Each objective will be documented so that there is sufficient evidence in the reports that will serve as a guide for effective strategies suitable for replication or testing in other settings. All of the objectives have measurable outcomes.

The quantitative data will be submitted to the Project Director as stated in the chart timeframe so that the data can be used to shape the project as needed. Likewise the qualitative data will be used to review with the Project Director to see what is working and what needs to be changed or improved. All the information collected will be synthesize into a yearly report as well as reported on the 524B ED Performance Report Form. The evaluator will be paid at the rate of **\$30,000** for year 1 and \$50,000 per year for years two through four.

Red Head Labs will create a section on the AIRC website for the Sevenstar program. This site will provide information for parents and program participants as well as links to informational websites and photos of program activities. The cost is \$95 per hour, with 50 hours the first year to set up the website (\$4,750), and 10 hours per year for years two through four (\$950) to cover any basic website maintenance or issues that may arise.

CONSTRUCTION (\$0): No constructions costs will be charged to this grant.

OTHER (\$341,200 Year 1, \$334,200 Year 2, \$249,200 Year 3, \$233,200 Year 4): Postage and copy/duplication are necessary items for conducting program business and is computed on average use by comparable AIRC programming at the rate of \$200 per month for duplication and \$100 per month for postage. Telephone/Internet costs (\$750 per month) are average rates for allocated office landlines and cellphones with unlimited talk and text and an 18 gigabyte shared data plan for four staff members to be able to conduct company business and to be in contact with school sites. Rent/utilities/office maintenance is projected at the rate of \$600/month x 12 months, based upon the amount of office space the project is allocated at AIRC **(\$19,800).**

Challenge Day mission is to provide youth and their communities with experiential programs that demonstrate the possibility of love and connection through the celebration of diversity, truth, and full expression. Evidence based research has shown that Challenge Day helps develop leadership in high school students through its day-long Challenge Day programs. The 6 1/2-hour Challenge Day program is designed for 100 students. The program is created to build connection and empathy, and to fulfill our vision that every child lives in a world where they feel safe, loved, and celebrated. This cost of \$6,000 per site for 10 sites per year covers both fees for the activity as well as travel expenses for the presenters **(\$60,000).**

The Leader in Me teaches 21st century leadership and life skills to students and is aligned to many national and state academic standards. The process teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups. Leader In Me programming will be conducted at Nowata Public Schools, Kenwood Schools, and Wickliffe Schools. The cost is approximately \$20,000 per site based upon the student enrollment at each site **(\$58,000 Year 1, \$51,000 Year 2, \$46,000 Year 3, and \$30,000 Year 4).**

Inclusion Enrichment is for 2 certified teachers to provide tutoring services to students at Kenwood School during the after school program Power Hour. Students will be recommended by classroom teachers, parents, or the school principal. Each teacher will tutor no more than 18 hours per week for a total of 36 weeks during the school year. **Total cost per year is \$32,400.**

Power Hour High School mentors is 2 students to mentor 5th-8th grade elementary students at Kenwood School during the after school program Power Hour. Each mentor will be paid \$10 per hour and mentor no more than 15 hours per week for 36 weeks. **Total cost per year is \$10,800.**

Cultural/Career Presenters are individuals known as “National Treasurers and Wisdom Keepers” to provide cultural enrichment in 30 elementary schools utilizing traditionalist that live in their community/vicinity as much as possible. The presentations will be hands on and experiential activities. Each of the 40 (30 elementary and 10 high schools) school will receive presentations per year. Presenters will also include American Indian role models from careers in demand or students interests. Students will relate to their successful tribal people realizing their own career can be attainable. Sources will come from tribe, businesses, etc. This is figured at the rate of \$500 per day for 20 speakers to appear in 40 schools in the four designated counties at a cost of **\$40,000 per year.**

Virtual field trip equipment includes a television, camera, and other materials for each site to participate in virtual field trips conducted by the Smithsonian Museum and other organizations for educational and cultural enrichment. These materials would allow students to interact with a guide as they go through a virtual tour of places that are a great distance from the school and exposes students to places they would not normally be able to go. There will be 20 sites receiving this equipment the first year, and the remaining twenty sites receiving this equipment the second year at a cost of \$4,000 per site (**\$80,000**).

Robotics equipment and tournament fees allows students to be able to build robots as a part of the STEM requirement. Students will not only build robots but will also participate in local and regional tournaments. Each kit is approximated at a cost of \$1,000 each and one kit will be purchased for 30 sites (**\$30,000**).

Cultural, STEM, and enrichment supplies allows program staff and consultants to conduct activities within the scope of the program that are not otherwise listed in previous line items. This cost is approximated at **\$10,000 per year** and covers all 40 sites.

A background check is mandatory as Oklahoma state law requires a yearly background check against the sex offender and violent offender lists of anyone having daily contact with students. This amount is figured for four staff members at \$50 each (**\$200**).

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

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Audra		Conner	

Address:

Street1:	110 W. Choctaw Street
Street2:	
City:	Tahlequah
County:	Cherokee
State:	OK: Oklahoma
Zip Code:	74464
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
918-456-5581	918-458-5415

Email Address:

aircinc@sbcglobal.net

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:

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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

American Indian Resource Center, Inc.

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	205,000.00	215,250.00	226,013.00	237,313.00	0.00	883,576.00
2. Fringe Benefits	63,213.00	64,714.00	66,291.00	67,946.00	0.00	262,164.00
3. Travel	24,776.00	24,776.00	24,776.00	18,601.00	0.00	92,929.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	39,000.00	3,000.00	9,000.00	3,000.00	0.00	54,000.00
6. Contractual	172,750.00	188,950.00	188,950.00	188,950.00	0.00	739,600.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	341,200.00	334,200.00	249,200.00	233,200.00	0.00	1,157,800.00
9. Total Direct Costs (lines 1-8)	845,939.00	830,890.00	764,230.00	749,010.00	0.00	3,190,069.00
10. Indirect Costs*	50,489.00	48,146.00	43,146.00	42,005.00	0.00	183,786.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	896,428.00	879,036.00	807,376.00	791,015.00	0.00	3,373,855.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 # S299A160020

Name of Institution/Organization American Indian Resource Center, Inc.	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)

ED 524