

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 # S299A160064

Grants.gov Tracking#: GRANT12175518

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

Closing Date: May 31, 2016

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

There were problems converting one or more of the attachments. These are: 1236-Sectuion 21.docx

Application for Federal Assistance SF-424

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

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

State Use Only:

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

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="860210241"/>	* c. Organizational DUNS: <input type="text" value="0178725520000"/>
---	---

d. Address:

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

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

Organizational Affiliation:

* Telephone Number: <input type="text" value="928-649-7103"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

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

13. Competition Identification Number:

84-299A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Preventive and alternative program of outdoor therapy activities for youth of Yavapai-Apache Nation

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="2,555,071.00"/>
* 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="2,555,071.00"/>

*** 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

View Attachment

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>Robert Mills</p>	<p>TITLE</p> <p>Chairman</p>
<p>APPLICANT ORGANIZATION</p> <p>Yavapai-Apache Nation</p>	<p>DATE SUBMITTED</p> <p>05/31/2016</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: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Yavapai-Apache Nation * Street 1: 2400 West Datsi Street Street 2: * City: Camp Verde State: Zip: Congressional District, if known:		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: 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: Robert Mills * Name: Prefix * First Name Thomas Middle Name * Last Name Beauty Suffix Title: Telephone No.: Date: 05/31/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

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.

Section 21.docx

Add Attachment

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There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

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 Yavapai-Apache Nation	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Thomas"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Beauty"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Chairman"/>	
* SIGNATURE: <input type="text" value="Robert Mills"/>	* DATE: <input type="text" value="05/31/2016"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT

Yavapai-Apache Nature School (“YANS”) is a community-led, culturally based wilderness program for 3rd grade to 9th grade students, their families and the community. YANS is designed to increase scholastic success and to promote college and/or career readiness by directly addressing the root causes of truancy and school dropout – including *self-destructive behaviors, substance abuse, and impulsivity* that result from unresolved trauma. The program employs experiential education in outdoor settings and is designed to build intrinsic and self-sustaining leadership loops: second-year participants mentor first year participants while third- and fourth- year participants serve in a leadership role mentoring with elementary students. This experiential program helps students regain a sense of identity and connection. Upon completion of the fourth year, the Nation’s program will be fully-licensed and fully-independent.

The Nation is partnering with two local school districts whose leaders will meet monthly with the Program staff to monitor the students’ progress in the program and at school. We are also partnering with Prescott College, a national leader in outdoor adventure education, and the Anasazi Foundation, a pioneering wilderness therapy program. Both Prescott College and Anasazi have decades of proven success in helping youth succeed in educational environments.

YANS is comprised of several interconnected programming branches, each specifically tailored to engage different parts of the community in a mutually reinforcing manner. Starting in year one, Yavapai-Apache Nation middle school students (6th graders) participate in cultural programming and backpacking excursions that begin with a 3-day trip and build up to 7 days in the wilderness. In between backpacking trips, the students visit culturally-significant locations, or “place names,” led by the Nation’s culture department and tribal elders. Parents of the

Yavapai-Apache Nature School Proposal Part Three

participating students will embark on a separate but intertwined track that includes regular programming focused on *conflict resolution, culture and mindfulness*. Parents and community members will also prepare traditional ceremonies to honor the students' achievements.

In year 2, a new cohort of 6th graders begin the same program described above. In addition, the now-7th graders who participated the year before begin to lead monthly programming for 3rd grade students. The new teen leaders teach the younger students outdoor skills, assist in cultural presentations (including teaching food gathering and preparation), and lead visits to culturally significant locations. All programming is monitored by adult staff members, but specific idea generation and program implementation is the responsibility of the 7th grade students, creating leadership and follow through skills. By year 3, the YANS will include new 6th graders, as well as returning 7th and 8th graders. There are also incoming 3rd, and 4th graders who are learning outdoor and cultural skills from the older youth participants (under adult supervision) and who are looking forward to starting their backpacking progression when they are 6th graders.

By year 4, the first group of students, now freshman in high school, will culminate their experience by spending four weeks walking the 180 mile route that their ancestors walked when they were forcibly removed and interred. The students will rely on each other and on the skills they have learned over the last 4 years. In addition, during this trek, tribal elders will join them at identified, ancient campsites to tell stories and share time around the campfire. There is no more real connection to cultural touchstones than to walk along the ancestors' paths. No words can describe what a place smells like at first light in the morning, or how it feels to stare at the sky when dozing off to sleep at night. A group of youth who walk the trail together will become a generation by making their way home together, building a new pride in living in the place their ancestors fought so hard to get back to.

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](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

The Yavapai-Apache Nature School (YANS)

*A Proposal for the Establishment of an Experiential Wilderness Education Program
for Yavapai-Apache Youth*

Prepared for: The United States Department of Education
Office of Elementary and Secondary Education
Office of Indian Education

Prepared by: Jennifer Ruben, Esq., Project Director
Chief Prosecutor Yavapai-Apache Nation
jruben@yan-tribe.org

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NEED FOR PROJECT 3

QUALITY OF THE PROJECT DESIGN 10

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NEED FOR PROJECT

The Yavapai-Apache Nation is losing children daily. The suicide rate at the Nation is extraordinarily high, even compared to other Native populations, causing I.H.S. to declare YAN in a “suicide crisis.” There are epidemic rates of interpersonal and intra-familial violence, which have become so normalized that no one reports these crimes to law enforcement. Located on the interstate leading from Mexico through Arizona, YAN is a meth highway, and the average age for children to start using drugs is 9 years old. The parents (and grandparents) are just as lost as the children. The community suffers from generations of unresolved trauma, grief, loss of connection and loss of identity.

Barrier: Historic (Intergenerational) and Personal Trauma

The Yavapai-Apache Nation (“YAN” or “The Nation”), like many Native communities, suffers from historic trauma. According to Dr. Maria Yellow Horse Brave Heart, historic trauma is difficult to quantify, but it can most easily be seen in the extreme conditions and behaviors that result from it including high suicide rates, rampant substance abuse, the prevalence of violence, and a reduction in physical and behavioral health. Further historic trauma affects populations for generations beyond its originating events. The both the student participants and their caregivers are impacted by its effects. In the case of children—that the trauma arises from multiple and often varied trauma events.

Over the past two years, YAN has suffered an extraordinarily high rate of suicide among young adults. The incidence of suicide has risen well above regional and national levels, even among other Native populations, at approximately 25 per 100,000.¹ Our suicide rate was so high that Indian Health Services (I.H.S.) declared YAN to be in the middle of a crisis “suicide cluster”

¹ Data released by Yavapai-Apache Behavioral Health with Tribal authorization.

and temporarily provided an emergency, on-site psychiatric team to begin to address the issue. That team was subsequently dismantled, resulting in no mental health professionals, and two recent suicides. Behavioral health care is scarcely available in this rural area. Our tribal medical facility, as well as the stateside county in which it sits, have been designated as behavioral health and primary care Health Professions Shortage Areas (HPSAs).

In addition to historic trauma, most tribal members are suffering from complex personal trauma, with complex indicating that the trauma arises from multiple, often-varied traumatic events.

National statistics indicate that 1 in 3 Native women *report* being sexually assaulted and less than 50% of rapes are actually reported.² The silence around this particular issue in The Nation is deafening. Only one sexual assault case has been reported to tribal or federal prosecution within the last five years. Although these cases are not being reported, they are discussed regularly. So its not that they do not so as that they occur at such high rates that domestic violence and intra-familial sexual assault have become normalized. Supporting evidence for this can be found in a recent Tribal Child and Family Services Plan/Annual Progress and Services Report issued by The Nation for fiscal years 2015-2019. In 2014, the report states the single tribal Child Protective Services investigator conducted 113 investigations of abuse. The tribal prosecutor reports this number to be low. Even so, the number is indicative of a high level of child abuse and a low level of basic support.

Barrier: Loss of Identity

If you ask Yavapai-Apache youth what it means to be an Indian, most will not be able to tell you. In fact, recently our Culture Department asked students at Mingus High School this question on a ‘final exam’, and most just left it blank. Educators who work with Yavapai-Apache youth in the local schools report that the kids seem ‘lost’. For the Yavapai-Apache,

² Amnesty International 2007

culture is passed down through families, and most parents are as lost as their kids. There are no more than six speakers of Yavapai still living, over 70 years old. Less than 20 tribal members speak Apache, the youngest is 48 years old, and the rest are in their 60's and 70's. Unlike other Arizona tribes, such as Navajo and Hopi, the Yavapai-Apache land base is not isolated, or protected. When the Yavapai-Apache returned to their homeland in 1900, they were forced to join the Anglo workforce, and cultural connections were lost. There is a lack of connection to the culture and traditions, ancestors, and to the land itself.

Opportunity: Culture and Language Creating a Place of Belonging:

Resolving trauma requires active reconnection with core aspects of identity (Herman, 1992). For an individual, these include feelings of safety and connection with people they can trust. For a community, this means reconnection with language, culture, and place—each a locus of belonging.

Within the last generation, traditional ceremonies, such as Sunrise puberty ceremonies, have begun to reemerge. Preparation for these ceremonies takes families several months, and sometimes a year. The Yavapai-Apache Cultural Department recently received a grant from the Indigenous Museums and Library Services (IMLS) and purchased an interactive digital map, allowing GIS technology to map “place names,” or culturally and morally significant locations in the Verde Valley. Furthermore, The Nation’s culture department is working to organize immersion summer camps and classes for anyone who wants to learn to speak Yavapai or Apache. There are now ongoing language-learning computer programs and Digital Storytelling Workshops to preserve as much history and understanding as possible before the Elders pass away.

The program proposed below expands on and supports many of these projects. Through it families will have the opportunity to participate in preventive, culturally appropriate outdoor programming, and at-risk youth will have the opportunity to participate in an experiential, culturally-relevant wilderness experience.

Barrier: Substance abuse

In addition to the overwhelming, unresolved trauma (or more succinctly because of it) many tribal members are self-medicating with drugs and alcohol at an alarming rate. The tribal prosecutor filed 147 criminal cases in 2014 (including juveniles and adults). Approximately 80% of these cases included methamphetamines, alcohol or both. A few were repeat offenders, but most were not. The 147 cases represent approximately 12% of the 1,200 tribal members living on the reservation. These numbers directly affect both juveniles and adults because almost all of the adults involved in these cases have children at home with them. In 2015, of the 127 criminal cases filed 78% involved drugs or alcohol.

It's not just parents who are abusing substances. The Nation's Youth Prevention Coordinator reports that based on SASSI (Substance Abuse Subtle Screening Inventory) respondents report the average age of onset for substance abuse at 9 years of age. By 11, children are actively trying to obtain substances, and by age 12 they are struggling with full-blown addiction. The Coordinator is currently working with 12 age 12 clients but estimates the actual number of addicted 12 year olds to be three times that rate. This means that 65% of the tribe's 12 year-old population is currently addicted and that rate seems to hold across the 12-15 year old age range.

Opportunity: Culture-Based Intervention:

Most juveniles who return home after rehab remain sober for a short period of time before falling back into old patterns. The preventive program proposed here creates an opportunity to provide real alternatives to unhealthy choices. Furthermore, by providing positive programming to the family unit, the dynamic at home that created the students' behavioral problems, can begin to shift towards healthier interpersonal relationships. Early intervention has been shown to be the most important factor in combatting drug use.³ The proposed program would include students beginning at age 9 and engage them in positive experiential programming while creating a space to talk about how substance abuse affects them.

Barrier: Poverty, Truancy, Drop Out Rate

In 2012-2013, the dropout rates for American Indian students in Arizona were twice as high as non-Native Arizona students.⁴ The high school graduation rate for the Nation is only 60%. Of those graduating only 23% continued to higher education and of those that continue only 11.7% complete a degree. In 2015, 17 students from The Nation were enrolled in a GED program with only one student successfully completing the program.

Statewide, 43.8% of the Native student population was living below the poverty line. Poverty effects students' ability to prepare and focus on academic achievement because of the adverse conditions that poverty creates as families struggle to meet basic human needs such as food, shelter, clothing, and transportation.⁵ Seventy percent of the Yavapai-Apache students received free or reduced lunches in 2015-2016. Thirty-two tribal students were homeless. Despite this, a high percentage of YAN elementary students scored average or above average in Reading (88%) and Math (77%). By middle school, the numbers drop significantly, with only 48% scoring

³ Partnership for Drug Free America (2001) states that kids were 54% less likely to use drugs if they'd had a conversation with their parents between the ages of 9 – 12.

⁴ ITCA, 2014

⁵ Lomawina, Tsianina & McCarty, 2002

above average in Language Arts and 62% in math. By high school, many students just drop out (21% in 2013 – 2014, 7% in 2015-2016). In Arizona drop out rates are also skewed by the fact that education is only mandated by the state through age 16.

Opportunity: Build Bridges with School Districts and Integrate Culture into Curriculum

Promising practices have demonstrated that incorporating tribal language and culture into the school curriculum improves overall student success and helps to rebuild strong tribal nations.⁶ By focusing on promising practices of “... home, community languages, and cultural practices as integral to the school curriculum...” Tribal Nations can seize the opportunity to ensure that American Indian students become college and career ready and can also contribute to building stronger tribal Nations through curriculum that is aligned to respective tribal Nation standards. Both school districts partnering with The Nation are enthusiastically supportive of this program – agreeing to generate monthly reports of participating students, meet monthly with key program staff, and offer academic credit as appropriate (history, language or elective language / culture credit) to participating students.

Students who drop out of school, don’t just drop out of school – they drop off the radar entirely. Therefore, the proposed program seeks to create a safety net for students with monthly collaborative meetings between the partnering school districts and The Nation. In addition, the program proposed below will create an opportunity for many *tribal* departments to communicate more often. In order to implement the objectives in this proposal, the following tribal departments will meet bi-monthly to track students: Title VII coordinator or JOM tutor, tribal police department representative, tribal prosecutor’s office and youth group co-facilitator.

⁶ Inter Tribal Council of Arizona, 2014

EXISTING LOCAL POLICIES, PROGRAMS, PRACTICES, SERVICE PROVIDERS AND FUNDING SOURCES

Title VII of Indian Education Act

There are no schools located on The Nation. Historically, the relationship between the county school districts and the tribe has been acrimonious. For generations, tribal members have felt that the schools are simply racist. In 2011, the Yavapai-Apache Nation and the local school district came together to work towards repairing this broken relationship. As a result, a cultural exchange program was created. As part of this program groups of teachers from the district's schools were invited to visit YAN Culture Department. They were served a traditional meal by Native students accompanied by a presentation on the history and culture of The Nation. This cultural exchange program was expanded and now includes all schools K-12 within the district.

In the fall of 2014, Laurie Stevens, a Yavapai-Apache tribal member, began working as the Title VII coordinator. Laurie created a language class, cultural field trips, athletics, and art projects. She also created a parent committee which meets quarterly. These parent's input and feedback were integrated into the design of this experiential education proposal. Ms. Stevens' programs have been wildly successful; she now has more applicants than available spots in her language classes. Unfortunately, Title VII is not structured to require collaboration with law enforcement, dependency court, juvenile drug court, or outside resources. What is needed is a strong program based on prevention that builds on and ties together the key players that work regularly with tribal kids and their families.

Yavapai-Apache Nation has several facilities that can be used in the proposed preventive program:

- Cloverleaf Ranch is a fully operational 2465 square foot ranch house owned by The Nation.

Renovated in 2011, it features an original flagstone floor, a fully functioning kitchen and four bathrooms.

Partnering Resources in Surrounding Areas:

- The Anasazi Foundation is a 501(c)(3) non-profit behavioral healthcare provider located in Mesa, Arizona, approximately one hour from Yavapai-Apache. Anasazi has been providing wilderness-based programming for at-risk youth since 1988. Anasazi is a licensed, nationally-accredited program.
- Prescott College is a four-year liberal arts university located approximately one hour from Yavapai-Apache Nation. Prescott College houses several nationally-renowned programs whose faculty and students can contribute to this tribal project, including its adventure education program at both the undergraduate and master's level, with concentrations in adventure and wilderness therapy and outdoor administration, its counseling master's concentrations in adventure-based therapy and ecopsychology, and its sustainability education PhD program with several graduate students working in the area of indigenous sustainability.

QUALITY OF THE PROJECT DESIGN

Overview of Program

Through weekly outdoor programming students ages 9 – 15 will engage in culturally appropriate experiential wilderness education programs. Ages 12 – 15 will learn outdoor wilderness skills and apply them through a series of progressive backcountry trips that incorporate traditional Yavapai-Apache lifestyle (seasonal migration patterns, food gathering, etc). Starting in year two, the first year participants (middle school) would assume leadership roles, mentoring elementary age students, ages 9 – 11. The Yavapai-Apache Nature School

(YANS) will culminate in the students retracing the 180-mile route that their ancestors walked when they returned home after forced removal and a 25-year internment.

The parents or custodial adults of the participating students will participate in a parallel, supportive program, focused on healing, decreasing self-destructive behaviors, and reconnecting with their land, culture, and traditions. Through the school year, the adults and relatives will organize ceremonies for their children, honoring the children's accomplishments in the wilderness.

Focused on a Defined Local Geographic Area

The population of this rural Native American Nation is now over 2,500 with about 1,200 living within The Nation's boundaries and many living off-reservation in neighboring Verde Valley incorporated and unincorporated areas that are not part of the reservation. The Yavapai-Apache Reservation encompasses 1,800 acres checker boarded on five separate parcels of land in central Arizona's rural Verde Valley. It is located approximately 90 miles north of Phoenix and 50 miles south of Flagstaff.

Both school districts partnering with The Nation, Camp Verde Unified School District (CVUSD) and Clarkdale-Jerome School District #3 (CJSD), are REAP or SRSA-eligible LEAs located in Yavapai County, Arizona. Yavapai County has a population of approximately 215,133 spread over 8,128 square miles, about the same size as Massachusetts.

The target population for this project is Yavapai-Apache youth ages 9 – 15, and their families.

BASED ON SCIENTIFIC RESEARCH, WHERE APPLICABLE, OR AN EXISTING PROGRAM THAT HAS BEEN MODIFIED TO BE CULTURALLY APPROPRIATE FOR INDIAN STUDENTS

The YAN Wilderness Program is comprised of two overlapping programs: a preventive program for students ages nine – 11 and program for 12 – 15 year olds based on current models of wilderness experiential education.

Twenty years of empirical research has established that wilderness therapy programs have proven effective for various emotional conditions and self-destructive behaviors such as suicide, truancy, and substance abuse. Eighty five percent of wilderness therapy participants remain sober one year after graduation, compared to 10% of youth completing “mainstream” rehabilitation programs. Studies at the University of Idaho (2003, 2005) involving seven different Wilderness programs showed significant improvement in key indicators for behavioral health from intake to discharge. More impressively, the improvements still remained one year after discharge.

The Yavapai-Apache Nation is partnering with Anasazi, a wilderness program based in Mesa, Arizona. Anasazi is the oldest and most successful wilderness program in the country. Because one its founders is Native American much of its terminology and practices are culturally resonant. Anasazi’s efficacy is measured through ongoing research conducted by the Outdoor Behavioral Healthcare Research Cooperative.⁷ Independent research indicates that less than 10% of the youth who participate in Anasazi’s intervention program return to inpatient care, and 56% of the youth who participate for substance abuse and chemical dependency report sustained abstinence after three years.

Preventive programs have repeatedly been shown to reduce a population’s proclivity to contract chronic and debilitating diseases, such as those associated with intergenerational trauma

⁷ <https://obhcouncil.com>

(as seen in the ACE study) and their concomitant costs.⁸ Preventive programs are even more effective when they take place in a nonclinical setting, such as the wilderness.⁹ While wilderness intervention has been shown to be an effective treatment modality, for-profit programs are cost-prohibitive for The Nation. To send a tribal child to an outside program would cost an average of \$60,000 per child for a six-week program.

The Nation is only aware of one Native America program similar to the one proposed here. Toiyabe Family Services, a behavioral health facility servicing nine tribal communities in California, created a program four years ago centered around tribal kids completing a five-day walk (25 miles) tracing the trade route of their ancestors. Although they are still gathering data, anecdotally, outcomes have exceeded their expectations. According to the director of the program, the changes are “overwhelming.” Their participants come from high-risk families, some from juvenile detention. For students completing the program, Toiyabe’s director, himself a member of one of the nine participating tribes, reports that, “Suicide rates have gone way down. Depression, drugs down too. I’ve seen kids more interested in culture, school, after-school youth groups, more interested in doing school work. Parental involvement has gone way up too.” His summary: “This saves kids’ lives.” Toiyabe’s program was originally funded under a suicide-prevention grant, and has since become self-sustaining.

YANS will be comprised of many of the same essential elements as Toiyabe Family Services: culture, wilderness, and therapy. In addition, YANS already has – not just one – but nine tribal departments coming together to create the program. Additionally, YANS will partner with Prescott College for monitoring and evaluation to ensure formative and summative

⁸ Edington 2009, Healthier American’s for a Healthier Economy 2011 report.

⁹ (Goetzel 2015).

feedback, consistent and reliable data collection and analysis, and possible future publication of findings.

Goals:

- Support trauma healing through culturally appropriate wilderness experiential education.
- Decrease co-occurring self-destructive behaviors, such as substance abuse and suicide.
- Increase parental involvement with schools
- Decrease drop out rate by at least 15% percent.
- Maintain high-grade performance (80% of students scoring average or above in math and language) throughout middle school. See attached chart for Measurable Objectives in Part Six.

HOW DOES THE PROGRAM ADDRESS THE NEEDS OF ITS TARGET POPULATION

YANS is aimed at addressing the root of the problems that plague its youth, generations of unresolved personal trauma, and at the co-occurring results of that problem, self-destructive behaviors such as substance abuse, truancy, and suicide. Put simply, trauma can be defined as a loss of connection to others. Personal trauma occurs when the normal human survival responses of fight, flight, or freeze are overwhelmed, causing the brain to become disorganized and fragmented.¹⁰ When a person feels they were unable to keep themselves safe, they lose the ability to trust themselves. Even worse, when the person who hurt them was someone they knew, and should have been able to trust, the survivor loses the ability to trust others as well. Trauma can therefore be understood as a deep inability to trust which leads to disconnection within the self and from others which can induce self-destructive behaviors.

Through regular, evidence-based programming, YANS encourages positive, social connections with other students; builds feeling of belonging and self-worth; and creates a safe

¹⁰ Herman, 1992

place for the student surrounded by familiar land. The therapeutic benefits of spending time in nature have been proven. Time in nature has scientifically-proven **psychological benefits** such as autonomy, sense of mastery, positive relations with others, self-acceptance, purpose in life and personal growth;¹¹ **cognitive benefits** including improved creativity, mental vitality, problem-solving, focus, attention capacity, reflection capacity, self-discipline and ADD/ADHD symptom reduction;¹² **social benefits** such as increased cooperation, self-awareness, enhanced bonding;¹³ **emotional benefits** including reduced stress, aggression, violence, anxiety, depression, exhaustion, and conduct disorders and increased happiness, self-worth, peace, self-control, relaxation, spiritual connection, and overall sense of well-being.¹⁴

By incorporating culture as the backbone of the program, the results are even more profound. In the traditional Apache way, connection to the land is connection to the ancestors.¹⁵ The ancestors' lessons on how to live in this world are embedded at various places within the landscape. When a tribal member commits a societal indiscretion, other Apaches will gently mention a specific place, such as "It happened at Whiteness Spreads Out Descending to Water." That location is linked to a story of the ancestors and a lesson learned there by the Apache people. In that way, "[t]he land is always stalking people. The land makes people live right. The land looks after us. The land looks after people," explains Annie Peaches, age 77.

Prior to 1873, the Yavapai and Apache people hunted and gathered on 20,000 square miles of traditional land. Today, the Yavapai-Apache live on 2.8 square miles of reservation land. When connection to the land was lost, moral guideposts were also lost. Chairman Ronnie

¹¹ Nisbet, et al., 2010

¹² Ryan et al., 2010

¹³ Weinstein, 2009

¹⁴ Ewert, Mitten & Overholt, 2014

¹⁵ Basso 1996

Lupe, age 42, White Mountain Apache explains, “Our children are losing the land. It doesn’t go to work on them anymore. They don’t know the stories about what happened at these places.”

The grounding theories or concepts for the program include the need for place-based experiences for healthy maturation, the need for cultural education and experiences, and the need for identity development in a healthy environment with positive role models. Natural environments provide a unique context for facilitating reciprocal parent-child interactions due, in part, to their restorative properties. Modern family life involves almost constant mental effort across multiple tasks, which can result in attention fatigue that negatively impacts the parent-child relationship. Contact with nature aids in recovery from mental fatigue, which leads to stress relief, reduction in anger, depression, or anxiety, recovery from illness, and increased feelings of well-being.¹⁶

In YANS students will gain wilderness skills and practice them under the careful supervision of trained field staff. During the program, students gradually learn to trust themselves and others again. When children feel safe, they thrive. YANS creates a place of safety and community with other students surrounded by familiar land where they feel they belong. Once the trauma is addressed and the person is able to connect and feel connected to place and people, the self-destructive behaviors begin to drop away.

COLLABORATIONS INVOLVED

The planning and development of this program, including writing this grant, has been done collaboratively with a number of key tribal members and employees and with the input and feedback of parents. The proposal went before Tribal Council for resolution with over 10 named supporters from various tribal departments present. Tribal council voted unanimously to approve

¹⁶ Kaplan & Kaplan, 2005; Ewert et al, 2014

its submission and stated that they wanted to work to ensure YANS sustainability after the grant is over.

In addition, through increased collaboration with both school districts, The Nation will create a safety net and a positive social network surrounding the student, keep track of the students in a holistic way so they don't "fall through the cracks" unnoticed. It will also function to maintain steady parental involvement.

The Anasazi Foundation's program has been successfully running since 1988. It is an international leader within the field, and is the only non-profit wilderness therapy program in the country. Approximately half of all Anasazi participants are on scholarship indicating that organizationally Anasazi is geared toward working with students from less than affluent background. As previously noted, Anasazi's co-founder Ezekiel Sanchez, is Totonac Indian and his wife, Pauline is Navajo. Together they have infused the programming and materials with language and practices that culturally resonant with YANS student participants.

Prescott College's faculty and graduate programs are a perfect match for this program as well. Only an hour away from The Nation, Prescott College can provide hands-on guidance for constant evaluation and continuous improvement of the program throughout the grant cycle. Dr. Mitten, Chair of adventure education master's program, has been creating and successfully running outdoor education programs since the 1970's. Dr. Mitten is dedicated to assisting YANS in creating systems of data collection and evaluation tools, ensuring the program's success and total grant compliance.

QUALITY OF THE PROJECT PERSONNEL

To the extent possible every effort will be made to comply with Section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452 (e)) which requires that hiring preference be given to

qualified Indian applicants, Indian organizations, and Indian-owned enterprises throughout the term of this grant should it be awarded.

JENNIFER RUBEN ESQ., PROJECT DIRECTOR

The Project Director will oversee the program staff, provide administrative leadership, organize collaborative meetings and ensure grant compliance with program objectives and budget. She will work closely with the partners and staff to ensure smooth collaboration, communication and ongoing evaluation. The Project Director will also coordinate the selection of program participants. She will also be trained to facilitate The Anatomy of Peace parent seminar. Additionally, she will be heavily involved and hands on with YANS students in the field. To support this aspect of her responsibilities the Project Director will be trained as a wilderness first responder.

Jennifer Ruben, is the Yavapai-Apache Nation's Chief Prosecutor. For the past 4 years, she has worked with tribal kids and their families, trying to identify the underlying causes of delinquent behavior and to link families to services and resources that address those issues. Ms. Ruben is an avid outdoorswoman who knows firsthand the benefits of wilderness experience. She has worked passionately for over 2 years to build the relationships that underpin the strength of this proposal. In August of 2014, with the blessing of tribal council, Ms. Ruben travelled to the Outdoor Behavioral Health Wilderness Symposium in Park City, Utah to learn about best practices in wilderness education and the current state of research. An attorney since 2002, Jennifer is diligent about compliance. As a prosecutor, she is dedicated to working towards healthy families, healthy kids, and less crime in the future. Ms. Ruben will allocate 50% of her time as Project Director.

CORA-LEI MARQUEZ (TRIBAL MEMBER), COMMUNITY DIRECTOR

The Community Director's primary role will be to oversee cultural programming and logistics, to liaison with partners and contractors who are providing cultural content and programming, and to provide support for the parents or adult caregivers of YANS participants. She will also oversee the parent orientation. Additionally, the Community Director will be trained as a licensed facilitator for the Anatomy of Peace parent seminar, will attend administrative meetings, and will assist in the field as a trail guide as needed. Although Ms. Marquez will not function as a therapist, she will be trained in wilderness therapy curriculum that emphasizes confidentiality, follow-on care, documentation, and reporting, as well as wilderness first responder. She is allocating 15% of her time to the project.

Ms. Marquez is currently The Nation's Crime Victim Advocate. Previously, Cora-Lei was employed as The Nation's Youth Prevention Coordinator, part of The Nation's Alcohol and Substance Abuse program, and The Nation's Wellness Court coordinator, working with tribal families struggling with substance abuse. Cora-Lei received her BA in Applied Human Behavior in 2013 and is currently pursuing her Master's degree in Alcohol Substance Abuse and Family and Marriage Counseling with an emphasis in ecopsychology at Prescott College.

CANDICE ROMERO (TRIBAL MEMBER), EDUCATION DIRECTOR

The Education Director's primary role will be to liaison with partnering schools and to oversee follow-on activities. She will plan and facilitate weekly fire circles with youth participants and liaison with the Anasazi Foundation. Like her counterpart, the Education Director will receive The Anatomy of Peace facilitator training, first responder training, and participate in an overview of wilderness therapy approaches emphasizing confidentiality, follow-on care, documentation, and reporting. The Education Director will attend administrative

meetings, and will assist in the field as a trail guide as needed. She is allocating 15% of her time to the project.

Candice Romero (tribal member) is currently The Nation's Youth Prevention Coordinator, part of the Alcohol Substance Abuse program. Candice recently graduated from the University of Arizona with a BA in Sociology/Psychology with an emphasis on education. She has been influential in implementing prevention programming for youth in The Nation and in the development of campaigns to raise awareness and reduce the stigma of behavioral health intervention.

NEPHI SANCHEZ (NAVAJO), FIELD DIRECTOR

The Field Director will coordinate with the Project Director with respect to all aspects of the wilderness-based component of YANS, including scouting the trail, managing logistics, procuring and maintaining equipment and supplies, coordinating field-based personnel, and serving as a front line response should emergencies arise. The Field Director will be trained as a wilderness first responder. This is a full-time position.

Nephi was born and raised in the shadow of Anasazi Foundation. His father, Ezekiel Sanchez, is a co-founder of Anasazi and a pioneer in the wilderness programming movement. As a result he is an expert in primitive wilderness skills and backcountry living and is intimately aware of what is required for a wilderness program to run smoothly and deliver programming effectively. Mr. Sanchez has worked for the Anasazi Foundation in multiple capacities from direct care and leadership in the field, to overseeing field operations, as well as the development and delivery of Anasazi's proprietary training materials.

BRETT STEPHENSEN, DIRECTOR OF PARENT PROGRAMMING

The Director of Parent Programming will conduct ongoing parent education that fosters and supports direct application of the capacities taught in the initial Anatomy of Peace and Mindfulness Based Stress Relief trainings in order to increase the likelihood of those capacities actually being incorporated into the parenting practice of the participants caregivers, many of whom are also dealing with the effects of their own direct trauma. He will also provide conflict resolution training and family mediation support. The Director of Parent Programming will maintain contact with parents/caregivers in order to conduct an ongoing needs assessment and adapt the training content in response to their concerns and needs.

Brett Stephensen holds a Masters Degree in Conflict Analysis and Resolution from George Mason University specializing in conflict related trauma and wilderness-based interventions. His undergraduate education is in cultural studies with an emphasis on communications. Most recently, Mr. Stephensen has worked as a government contractor for the Environmental Protection Agency specializing in content development and facilitation. He is also a trained mediator. Mr. Stephensen also worked for the Anasazi Foundation for five years as direct care, field coordination, and alumni services. He is also a licensed facilitator for the Anatomy of Peace training.

Key Contractors

Laurie Stevens, (TRIBAL MEMBER) TITLE VII COORDINATOR:

Laurie Stevens is currently the Title VII coordinator for the Camp Verde Unified School District. She assumed her current position in August 2013, and as previously noted has created afterschool programs focused on culture and community. Since Ms. Stevens began working as the Title VII coordinator, attendance of tribal students has more than doubled. Prior to her

YANS Proposal Part Four

current position, she held several positions for The Nation, including employment coordinator and tribal court advocate. Laurie is well respected within the community and thrives on organization. She will be contracted to facilitate monthly meetings with partner schools personnel. She will also lead the continued improvement of relationships between the schools and The Nation. Ms. Stevens will be actively involved in participant selection and will support the development of programming applications, information, and consent/participation materials. She will also be trained as a field guide and will assist in the field as needed.

DENISE MITTEN PHD, PROGRAM EVALUATOR:

Dr. Denise Mitten has agreed to lead the evaluation process. She is a leading experiential education researcher, received the prestigious researcher of the year award in 2015 from the Association of Experiential Education, and regularly supervises research projects for MA and PhD students. She has been involved with the therapeutic use of the outdoors and natural areas for over 40 years, including using evidence-based, trauma informed models of treatment.

Dr. Mitten is currently serving as the Chair of the Masters of Arts in Adventure Education program at Prescott College as well as a faculty member in the PhD program in Sustainability Education. She is an internationally recognized author and scholar/practitioner in outdoor and environmental pedagogy, ethics and leadership. She will lead a team of graduate students in executing YANS project evaluation plan, consolidating and reporting on the data, and potentially publishing program results, pending human subjects approval from Prescott College.

PAUL SUGAR, MINDFULNESS BASED STRESS RELIEF (MBSR) FACILITATOR

Mr. Sugar has been a certified MBSR facilitator since the 1970s. MBSR is the premier mindfulness-based training program, based on the groundbreaking work of Jon Kabat-Zinn. More than 2,500 studies have been conducted that underscore the efficacy of MBSR training.

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The program is an eight-week course delivered in three hours sessions that introduces and instills mindfulness practice into daily life. This training will be provided for program participant parents/caregivers.

JUDY PINER, MAPPING, SITE IDENTIFICATION, AND CULTURAL VIDEO PRODUCTION

Judy Piner is an anthropologist who serves as a staff member over Preservation and Technology for the Yavapai-Apache Cultural Resource Center. She will be conducting supporting research including the scouting and mapping of the San Carlos trail based on descriptions found in the journals of Yavapai-Apache members who walked backed to their homeland after 25 years of internment. This project directly links YANS with an existing cultural project that is already underway in The Nation, which is the development of an interactive Place Names Map using live mapping technology. It will result in the production of a permanent cultural artifact that will place YANS students at a significant moment in the The Nation's history—a return to the San Carlos trail. Ms. Piner will be contracted to map the landscape, provide additional information and descriptions to supplement the Place Names Map, document new discoveries and additional sites along the way and to oversee the filming and production of a video that recounts YANS participants as the first group to hike the trail since their ancestors used it to return to the Verde Valley. The video will be presented to Yavapai-Apache Cultural Resource Center as a gift from the youth to their Elders and will remain as a accessible reminder for participants of their own place in The Nation's cultural history.

QUALITY OF MANAGEMENT PLAN

ADEQUACY OF THE MANAGEMENT PLAN TO ACHIEVE THE OBJECTIVES OF THE PROPOSED PROJECT ON TIME AND WITHIN BUDGET, INCLUDING CLEARLY DEFINED RESPONSIBILITIES, TIMELINES, AND MILESTONES FOR ACCOMPLISHING PROJECT TASKS.

Brief Description of Program:

In the first year, 12 year-old Yavapai-Apache students would participate in all-day programs held once a month at The Nation's Cloverleaf Ranch house. A maximum of eighteen students could participate (9 boys and 9 girls, who would be separated). Students and their families would be notified of the program by sending information home with all tribal students at the beginning of the school year (or shortly after receiving the award letter), and be chosen primarily on a first-come, first-serve basis, with a few exceptions to ensure participation of high-risk (high need) families.

The first few meetings would focus on Anasazi's "rabbitstick" and "badgerstone" program, guided by Anasazi books – curriculum includes: relationships and spiritual readings and activities, journaling experiences, academic and drug education exercises and learning outdoor survival skills. One weekend in the fall, would be an overnight where students ease into the outdoor experience – see how their backpack and boots fit and practice some of their skills. Following the overnight, the monthly meetings would begin to center around culturally-relevant day hikes. Over the course of the school year, students would participate in a backpacking "progression" increasing the number of nights outside gradually (3-day, followed by a 5-day, etc). Interspersed would again be cultural programming and team building led by Prescott College adventure education professors or graduate students. Upon return from a backpacking trip, students would be honored by their parents through ceremony (see explanation of parent involvement below). Placed-based connection is the heart of the program. Students and their families would visit a minimum of four historic sites throughout the year with Yavapai-Apache

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elders as guides. Seasonal plant cultivation and traditional food preparation would occur a minimum of four times throughout the year, using key words in Yavapai or Apache language. In addition to the trail staff, culture department and educational staff, monthly programming would be under the supervision of at least a master's level therapist.

During the first year, while the students are progressing through the program, the staff would begin to "scout" the San Carlos – Yavapai-Apache route. As a bit of background, in 1875 the Yavapai and Apache People were removed from their homelands and force-marched 180 miles over rough mountains, crossing rivers and streams raging with snow-melt, facing starvation and death. While we have accounts of the journey (Corbusier, Gifford, Schroeder), no one in modern times has actually made the trek nor mapped it properly. YANS staff would work with the Yavapai-Apache Culture Department, Tribal Archeologist, a videographer and a GIS professional to begin to accurately mapping and documenting the original route.

By the end of year 1, students would spend approximately 7 days and 6 nights in the outdoors. Students would need to qualify to participate in the 7 day by participating in a minimum of 8 of the monthly sessions, as well as one of the 3 day trips. Students would be provided a journal and encouraged to write letters to their parents or relatives during the 7 day.

In year 2, a new group of 12 year old students would begin the same program described above. In addition, the now-13 year old students who participated the year before, would begin to lead monthly programming for elementary age students (age 9). The 13 year-old graduates who had participated in at least 75% of the program the previous year, would take on a leadership role (and would receive a vest or jacket with a logo). The new teen leaders would teach the younger students outdoor skills as well as assist in cultural presentations including teaching food gathering and preparation, as well as visits to culturally significant locations. All

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programming involving 9 year olds would be monitored at all times by adult staff members (tribal, Anasazi, or Prescott college), but the ideas for the programming and the implementation would be through the 13 year olds. In addition, the 13 year olds would increase their backpacking “progression” increasing to 14 days and 13 nights on the San Carlos trail by the end of year 2.

By year 3, the Wilderness Program now has new 12 year olds, and returning 13 and 14 year olds who are continuing their time together and time in the wilderness. There are also incoming 9, 10 and 11 year olds who are learning beginning skills and looking forward to starting their progression at age 12.

By year 4, the first group of students, now 15, will culminate their experience by spending the summer walking the entire 180 mile route that their ancestors did – relying on each other and on the skills they’d learned over the last 4 years. In addition, during this 180 mile walk, tribal elders will join them at identified ancient campsites to tell stories and share time around the campfire. No words can describe what a place smells like at first light in the morning, or how it feels to stare at the sky when dozing off to sleep at night. There is no more real connection to places or ancestors who have walked there before. A group of kids who walk the trail together become a generation. There’s a feeling of earning their way home, and hopefully a new pride in living in the place their ancestors fought so hard to get back to. Please see chart of management plan, attached in part six.

EXTENT TO WHICH THE METHODS OF EVALUATION PROVIDE PERFORMANCE FEEDBACK AND PERMIT PERIOD ASSESSMENT OF PROGRESS TOWARD ACHIEVING INTENDED OUTCOMES.

YANS views the student in a holistic way by addressing root causes (i.e., trauma) of truancy, delinquency, and apathy that lead to lack of career and college readiness. Students who

drop out of school, which includes 40% of tribal students, are not just dropping out of school – they are often dropping off the radar entirely. Therefore, the Program seeks to evaluate not just their academic progress, but measure anti-social behaviors and strengths of interpersonal relationships as well.

Prior to the first meeting, the parents and students would be asked to complete Youth Outcome Questionnaire (Y-OQ) to get a baseline for several factors: (1) Interpersonal Distress: anxiety, depression, fearfulness, etc.; (2) Somatic: headache, stomach, bowel; (3) Interpersonal Relationships: attitude, communication and interaction with parents, children, and peers; (4) Critical Items: paranoid ideation, suicide, hallucinatory, delusional; (5) Social Problems: delinquent or aggressive behaviors, breaking social mores; and (6) Behavioral Dysfunction: organize and complete tasks, handle frustration, impulsivity, inattention. The Y-OQ survey would be administered prior to participating in the program, after 6 months, after year 1, and then annually to assess longevity of changes. The Y-OQ is a “well-normed and easily administered outcome measure with good internal consistency and test- re-test reliability.” (Russell 2001). In addition to the Y-OQ, Anasazi Foundation requires a Social History prior to participating in their Wilderness Therapy program.

An additional questionnaire by The Nation’s two partnering school districts (CVUSD and CJSD) would be developed to assess parental attendance at school board meetings and student’s GPA. This questionnaire would be administered by the Title VII representative annually.

Finally, Prescott College has a personal interest only in collecting data and providing an opportunity for a graduate student to publish the results. Prescott College is completely independent and has no personal connection or incentive to skew the results, ensuring a more reliable evaluation process. The Program Evaluator, Professor Denise Mitten, PhD., would

ensure that formative and summative feedback procedures will be put into place including: monthly, collaborative meetings of key staff to ensure that issues are addressed as they arise. Through being a member of the Association of Experiential Education (AEE) Accreditation Council she is familiar with safety procedures and expectations of outdoor programs and behavioral outdoor health programs, such as Anasazi (accredited by AEE). Dr. Mitten has committed to monthly meetings in person to ensure that a comprehensive evaluation process for YANS will be in place. As her attached resume shows, Dr. Mitten has personally been running outdoor adventure programs since the 1970's, many through grants such as this one, and has successfully designed and carried out program evaluations.

EXTENT TO WHICH INDIAN TRIBE, AND PARENTS OF INDIAN CHILDREN HAVE BEEN, WILL BE, INVOLVED IN DEVELOPING AND IMPLEMENTING THE PROPOSED ACTIVITIES

The Yavapai-Apache Nation is fully committed to this program. For over a year, the following tribal departments have been meeting regularly to create this program: Office of the Prosecutor, Alcohol Substance Abuse, Department of Social Services, Culture Department, Yavapai-Apache Probation Department, Yavapai-Apache Police Department, Higher Education Department, JOM, and Title VII. As a group, we have met with Tribal Council several times to discuss the parameters of this program and its implementation. Tribal Council voted unanimously for this grant, and the proposed program, to be submitted. The goal is to create a safety net for YANS students. Already, the collaboration amongst tribal departments has helped tremendously. As a group The Nation's departments agreed on the collaborative meetings stated in the objectives (e.g., monthly meetings). As a group, YAN departments agreed that the programming should happen here, as opposed to using funds to send students to outside Wilderness Therapy programs. As a group, The Nation is working to create a program that will continue after the grant ends.

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The design of the program includes the on-going involvement youth participants as mentors and leaders. Starting in year 1, YANS staff will be trained as guides and facilitators. As the program progresses, student graduates of the program will participate in training and become trail guides and facilitators. The program is intended to overlap and double back on itself, ultimately creating an independent Yavapai-Apache Nature School focused on prevention and capable of the interventions used by Anasazi.

Parents must be committed to the program for their child to be able to participate. Research has shown that the primary factor in the student's ability to succeed is the home environment. The parenting program will mirror the Anasazi parenting component, which requires the following of all parents: half-day orientation; a full day session following the philosophy of the Arbinger Institute, and using its book Anatomy of Peace as a guide; regular sessions with a Master's level therapist (either by phone or in person) who is also in communication with the participating student; and, finally, spending 3 days and 2 nights with the child on the trail.

In addition to the regular requirements of Anasazi, The Nation's wilderness program will ask parents to participate in creating ceremonies for their children when the students return home from a wilderness trip. The ceremonies will encompass traditional roles (preparing food, catching game) while preparing a traditional meal and social event.

Parents will be encouraged to journal, and required to write weekly letters to their child if the child is on the trail for over a week (years 2, 3, and 4). These letters will be delivered to the students on the trail at resupply spots.

EXTENT TO WHICH THE PROJECT IS DESIGNED TO BUILD CAPACITY AND YIELD RESULTS THAT WILL EXTEND BEYOND THE PERIOD OF FEDERAL FINANCIAL ASSISTANCE

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Over the course of the four-year grant, The Nation will be certifying and training tribal staff to safely continue the program on its own. Starting in year 1, (and continuing for years 2 and 3) key program staff and selected tribal members will be certified as Wilderness First Responders (WFRs) and in Anasazi's CPS program. These new wilderness guides will participate in the wilderness outings, paired with Anasazi trail staff, to gain necessary experience as guides. In addition, selected tribal members and staff will be trained by Arbinger and Anasazi to facilitate the monthly programs for the parents and students. After 4 years, The Nation will receive a license to use the Anasazi materials, and will continue as an independent program.

Ultimately, the Yavapai-Apache Nation at the conclusion of the project will find great value in the importance of creating a sustainability plan in order to keep YANS successful. The program will empower The Nation to foster cultural identity, boosting language preservation, and enhancing indigenous traditional values. The Nation's efforts of creating a sustainable program will not only assist the youth but reconnect the parents to their children in a holistic method.

During the project The Nation will begin to develop a business plan to help with longevity of the project. The plan will be developed by the Economic Development Authority in assistance with other various departments (Office of the Prosecutor, Alcohol Substance Abuse, Department of Social Services, Culture Department, Yavapai-Apache Probation Department, Yavapai-Apache Police Department, Higher Education Department, JOM, and Title VII). In addition to the business plan, a market analysis and feasibility study will be conducted to ensure complete due diligence is taken to pursue a sustainability plan for the Wilderness Program. The

critical aspect of developing sustainability plan is to generate a revenue stream that would offset the operational costs of the program.

The goal is to take the systems created by Anasazi, and the research base and evaluation tools created by Prescott College and incorporate them into a unique but similar Wilderness Program. The value of this program will be an enormous contribution to The Nation's method to combat negative societal issues that are debilitating the youth and parents.

QUALITY OF PROJECT EVALUATION

EXTENT TO WHICH THE EVALUATION WILL PROVIDE GUIDANCE ABOUT EFFECTIVE STRATEGIES SUITABLE FOR REPLICATION OR TESTING IN OTHER SETTINGS.

YANS plans a robust system of evaluation for both formative and summative use. Knowing the program objectives and the changes in behavior sought through the Program and evaluation processes are iterative in nature, with each informing the other. The evaluation and monitoring of the project will provide accountability information about success and effective strategies useful for replication. The school system is part of the evaluation process and they will be updated about the project in general so as to create a positive influence on the teaching and learning experience of the students.

YANS views the student in a holistic way by addressing root causes (i.e., trauma) of truancy, delinquency, and apathy that lead to a lack of career and college readiness. Therefore, the Program seeks to evaluate their academic progress, measure anti-social behaviors and gauge the strengths of interpersonal relationships as well.

The overall program evaluation is designed using a logic model framework. The evaluation will use a mixed method approach gathering both qualitative and quantitative data. Baseline data will be collected and, depending on the outcome addressed, additional data will be collected monthly, bi-monthly, every six months, or annually. Most data will be compared at six-month intervals throughout the project, allowing for the data to help drive programming.

FORMATIVE EVALUATION & MONITORING PROGRESS

Formative evaluation will take place during the monthly and bi-monthly meetings. These evaluations are based on certain numbers, including participation rates, as well as observations and feedback from staff and participants. Using a formative evaluation process allows staff to modify the program during the grant period in order to maximize outcome objectives. In that sense these collaborative meetings amongst key stakeholders produce a community safety net for students participating within the programs. Key stakeholders participating in these meetings will include: a school district representative (Title VII), a tribal police officer, the tribal prosecutor, key YANS administrative staff, and an Evaluation team member.

Every six months focus groups in the form of anecdote circles will be held with parents, staff, and youth (each having their separate circle). The participants will share their narrative stories about their experiences. The sessions will be recorded and the data used for continuous program improvement.

Interviews with key stakeholders, parents, and students will be conducted at six-month intervals.

Outcomes Evaluated

Measurable outcomes of the grant are interrelated and include 1) increase in children and youth's sense of self, including self identity, self agency; 2) increase in children and youth's sense of place, including increase in their connection with Native culture and their nature connectedness; 3) decrease in self-destructive behaviors; 4) increase in high school graduation rates / GED completion; 5) increase in college and career readiness; 6) increase in parental involvement with the school system; 7) increase in parental involvement with cultural and outdoor activities. These outcomes will be measured through ongoing record keeping and a variety of instruments. Additionally, increased collaboration between The Nation and CVU School District and increased accountability for social services should provide a better than current safety net for children and youth.

Ongoing Record Keeping for the Following Data

- (1) Attendance at monthly outdoor programming for YANS students 9-15 years old.
- (2) Attendance at monthly outdoor programming for YANS students 12-15 years old.

- (3) Attendance at monthly outdoor programming for YANS parents or designated custodial adults. (4) School attendance by YANS students. (5) Truancy rate (6) School GPA (7) School dropout rate (8) High school graduation rates (9) College applications/college admittance/college attendance (10) Employment / unemployment rates (11) Suicide attempts and completed suicides (12) Tribal student homeless rate (13) Self-reported alcohol and drug use (14) Police and court encounters

Measurements and Instruments Used

The Youth Outcome Questionnaire (Y-OQ) will be used to get a baseline for using six subscales and then measure these factors again at intervals (6 months, year 1, and then annually) to assess changes and longevity of changes in (1) Interpersonal Distress: anxiety, depression, fearfulness, etc.; (2) Somatic: headache, stomach, bowel; (3) Interpersonal Relationships: attitude, communication and interaction with parents, children, and peers; (4) Critical Items: paranoid ideation, suicide, hallucinatory, delusional; (5) Social Problems: delinquent or aggressive behaviors, breaking social mores; and (6) Behavioral Dysfunction: organize and complete tasks, handle frustration, impulsivity, inattention. The Y-OQ is a “well-normed and easily administered outcome measure with good internal consistency and test- re-test reliability.”¹⁷ The YOQ is a parent report measure of behavioral changes for children and adolescents (ages 4 – 17) receiving mental health interventions and an adolescent self report (Y-OQ–SR) measure appropriate for ages 12 – 18. The pretest results can be used to inform some priorities of the program.

Measure sense of belonging.¹⁸

Measure family connectedness.¹⁹

Measure cultural connectedness and social capital.²⁰

Measure nature of connectedness.²¹

¹⁷ Ridge, Warren, Burlingame, Wells, & Tumblin, 2009; Russell 2001).¹⁷

¹⁸ Hagerty, Williams, Coyne, & Early, 1996

¹⁹ D’Amore, 2015; Lay et al., 1998

²⁰ Harpham, Grant, & Thomas, 2002

²¹ Cartwright & Mitten, 2016

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Measure body image self-perception.²²

Measurements of physical health: Physical health is a predictor in school success. Participants will complete a health questionnaire and key measurements will be taken at the program start and at six-month intervals.

Data Analysis

The data analysis will be on going. Packages such as SPSS or equivalent will be used. Baseline data will be compared to current data looking for trends and statistically significant changes. Qualitative data will be coded and examined for themes and trends.

Reports of the Results and Outcomes

Reports of the results and outcomes will be available on an ongoing basis. The first report will be a compressive detailing of the baseline data. This will allow other projects on the YAN to use this data base for comparison. A report comparing baseline data with current data will be written after year 1 and each year thereafter. Preliminary journal articles should be ready for submission after year 3 and more submitted after data are analyzed from year 4. Beginning in year 2 presentations will be arranged with select conferences and other venues where like populations can hear about the YAN program.

Accountability Information About Success and Effective Strategies for Replication

Through the measurements and comparisons, as well as the qualitative data collected, the project will be continually evaluated. The evaluation process insures accountability of the project in terms of reporting successes and areas of concern. The program has been planned in detail. There will be detailed documentation of the program, from logistical matters to meeting minutes so that program replication is possible.

²² Mitten & D'Amore, 2015; West Smith, 1997

EXTENT TO WHICH THE EVALUATION WILL PROVIDE GUIDANCE ABOUT EFFECTIVE STRATEGIES SUITABLE FOR REPLICATION OR TESTING IN OTHER SETTINGS.

Many tribal communities suffer with some degree of historic trauma. As Amnesty International discovered, personal unresolved trauma on reservations is “epidemic.” Healing trauma needs to be focused on rebuilding a capacity to trust that one is safe in the world, that one can trust others, and that one has a place of belonging. Outdoor cultural programs and wilderness excursions have been consistently found to target these very things.

Because of the extensive documentation and evaluation planned for this project there will be data and then publications available to share with other interested parties. The project will be replicable. It is imperative that the successes and the parts of the project that need adjustment be shared with others who may be using similar methods to strengthen their tribal cohesion and place-based attachment for their members. Specifically, the Y-OQ data will be added to existing data pools to create a larger research base. This data will be compared to Native youth in Canada where the Y-OQ has also been used.

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The Yavapai-Apache Nature School – Other Documents

DESCRIPTION OF THE DEFINED GEOGRAPHIC AREA TO BE SERVED

The population of this rural Native American Nation is now over 2,500 with about 1,200 living within The Nation's boundaries and many living off-reservation in neighboring Verde Valley incorporated and unincorporated areas that are not part of the reservation. The Yavapai-Apache Reservation encompasses 1,800 acres checker boarded on five separate parcels of land in central Arizona's rural Verde Valley. It is located approximately 90 miles north of Phoenix and 50 miles south of Flagstaff.

NEEDS ASSESSMENT OR OTHER DATA ANALYSIS

The following are data relative to the Yavapai-Apache Nation that support the assertion of barriers made in the foregoing proposal.

Suicide

Over the past two years, YAN has suffered an extraordinarily high rate of suicide among young adults. The incidence of suicide has risen well above regional and national levels, even among other Native populations, at approximately 25 per 100,000.¹ Our suicide rate was so high that Indian Health Services (I.H.S.) declared YAN to be in the middle of a crisis "suicide cluster" and temporarily provided an emergency, on-site psychiatric team to begin to address the issue.

State of Physical and Behavioral Health Care Access

¹ Data released by Yavapai-Apache Behavioral Health with Tribal authorization.

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Our tribal medical facility, as well as the stateside county in which it sits, have been designated as behavioral health and primary care Health Professions Shortage Areas (HPSAs).

Sexual Abuse

National statistics indicate that 1 in 3 Native women *report* being sexually assaulted and less than 50% of rapes are actually reported.² The silence around this particular issue in The Nation is deafening. Only one sexual assault case has been reported to tribal or federal prosecution within the last five years. Although these cases are not being reported, they are discussed regularly. So its not that they do not so as that they occur at such high rates that domestic violence and intra-familial sexual assault have become normalized.

Child Abuse

Supporting evidence for high rates of child abuse can be found in a recent Tribal Child and Family Services Plan/Annual Progress and Services Report issued by The Nation for fiscal years 2015-2019. In 2014, the report states the single tribal Child Protective Services investigator conducted 113 investigations of abuse. The tribal prosecutor reports this number to be low. Even so, the number is indicative of a high level of child abuse and a low level of basic support.

Loss of Identity

If you ask Yavapai-Apache youth what it means to be an Indian, most will not be able to tell you. In fact, recently our Culture Department asked students at Mingus High School this question on a 'final exam', and most just left it blank. Educators who work with Yavapai-Apache youth in the local schools report that the kids seem 'lost'.

Substance Abuse

² Amnesty International 2007

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The tribal prosecutor filed 147 criminal cases in 2014 (including juveniles and adults). Approximately 80% of these cases included methamphetamines, alcohol or both. A few were repeat offenders, but most were not. The 147 cases represent approximately 12% of the 1,200 tribal members living on the reservation. These numbers directly affect both juveniles and adults because almost all of the adults involved in these cases have children at home with them. In 2015, of the 127 criminal cases filed 78% involved drugs or alcohol.

It's not just parents who are abusing substances. The Nation's Youth Prevention Coordinator reports that based on SASSI (Substance Abuse Subtle Screening Inventory) respondents report the average age of onset for substance abuse at 9 years of age. By 11, children are actively trying to obtain substances, and by age 12 they are struggling with full-blown addiction. The Coordinator is currently working with 12 age 12 clients but estimates the actual number of addicted 12 year olds to be three times that rate. This means that 65% of the tribe's 12 year-old population is currently addicted and that rate seems to hold across the 12-15 year old age range.

Poverty and Homelessness

Statewide, 43.8% of the Native student population was living below the poverty line. Poverty effects students' ability to prepare and focus on academic achievement because of the adverse conditions that poverty creates as families struggle to meet basic human needs such as food, shelter, clothing, and transportation.³ Seventy percent of the Yavapai-Apache students received free or reduced lunches in 2015-2016. Thirty-two tribal students were homeless.

The cumulative effect of these barriers is to foster complex post-traumatic responses. When coupled with the burdens of historic trauma and the associated loss of culture and identity these barriers dramatically handicap the ability of youth in The Nation to access and complete

³ Lomawina, Tsianina & McCarty, 2002

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higher education or to gain the skills necessary for successful and fulfilling careers. Evidence for this is shown below:

Educational Rates

In 2012-2013, the dropout rates for American Indian students in Arizona were twice as high as non-Native Arizona students.⁴ The high school graduation rate for the Nation is only 60%. Of those graduating only 23% continued to higher education and of those that continue only 11.7% complete a degree. In 2015, 17 students from The Nation were enrolled in a GED program with only one student successfully completing the program.

In order to put students in The Nation back on track for higher education and career success the root causes of these structural barriers must be addressed. The assertion of this proposal is that the experience and effects of both historic and complex direct trauma are at the root of these barriers. What is needed is a response that addresses and heals the traumatic response and offers multiple paths to scholastic and professional success. This proposal posits culturally appropriate experiential wilderness education as such a response.

EVIDENCE OF CAPACITY

Evidence of capacity to improve outcomes can be designated through YANS selection of key partners, specifically:

The Anasazi Foundation, which pioneered wilderness intervention for youth and has been providing experiential learning and wilderness therapy articulated in a Native American context to at-risk youth in the backcountry of Arizona since 1998. In order to link the Anasazi Foundation's capacity to YANS, key personnel have either been employed by Anasazi for

⁴ ITCA, 2014

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extended periods of time and in a variety of capacities (in the case of Ezekiel Sanchez and Brett Stephensen) or they will be trained by the Anasazi Foundation in The Anatomy of Peace (parenting program), wilderness therapy, and direct care in a wilderness setting before programming is underway. YANS will also be incorporating many of Anasazi's training materials and protocols. Anasazi personnel will assist with the delivery of The Seven Paths training at weekly fire circles and will teach wilderness skills to YANS participants. Thus, the partnership with Anasazi becomes key to improving outcomes.

EVIDENCE OF INVOLVEMENT OF INDIAN TRIBES AND PARENTS

The Yavapai-Apache Nation is fully committed to this program. For over a year, the following tribal departments have been meeting regularly to create this program: Office of the Prosecutor, Alcohol Substance Abuse, Department of Social Services, Culture Department, Yavapai-Apache Probation Department, Yavapai-Apache Police Department, Higher Education Department, JOM, and Title VII. As a group, we have met with Tribal Council several times to discuss the parameters of this program and its implementation. Tribal Council voted unanimously for this grant, and the proposed program, to be submitted. The goal is to create a safety net for YANS students. Already, the collaboration amongst tribal departments has helped tremendously. As a group The Nation's departments agreed on the collaborative meetings stated in the objectives (e.g., monthly meetings). As a group, YAN departments agreed that the programming should happen here, as opposed to using funds to send students to outside Wilderness Therapy programs. As a group, The Nation is working to create a program that will continue after the grant ends.

In the fall of 2014, Laurie Stevens, a Yavapai-Apache tribal member, began working as the Title VII coordinator. Laurie created a language class, cultural field trips, athletics, and art projects. She also created a parent committee which meets quarterly. These parent's input and feedback were integrated into the design of this experiential education proposal.

The parents or custodial adults of the participating students will be enrolled in a parallel, supportive program, focused on healing, decreasing self-destructive behaviors, and reconnecting with their land, culture, and traditions. Through the school year, the adults and relatives will organize ceremonies for their children, honoring the children's accomplishments in the wilderness.

DEMONSTRATION OF RESEARCH BASIS

The grounding theories or concepts for the program include the need for place-based experiences for healthy maturation, the need for cultural education and experiences, and the need for identity development in a healthy environment with positive role models. Natural environments provide a unique context for facilitating reciprocal parent-child interactions due, in part, to their restorative properties. Modern family life involves almost constant mental effort across multiple tasks, which can result in attention fatigue that negatively impacts the parent-child relationship. Contact with nature aids in recovery from mental fatigue, which leads to stress relief, reduction in anger, depression, or anxiety, recovery from illness, and increased feelings of well-being.⁵

Twenty years of empirical research has established that wilderness therapy programs have proven effective for various emotional conditions and self-destructive behaviors such as

⁵ Kaplan & Kaplan, 2005; Ewert et al, 2014.

The Yavapai-Apache Nature School

suicide, truancy, and substance abuse. Eighty five percent of wilderness therapy participants remain sober one year after graduation, compared to 10% of youth completing “mainstream” rehabilitation programs. Studies at the University of Idaho (2003, 2005) involving seven different Wilderness programs showed significant improvement in key indicators for behavioral health from intake to discharge. More impressively, the improvements still remained one year after discharge.

Through regular, evidence-based programming, YANS encourages positive, social connections with other students; builds feeling of belonging and self-worth; and creates a safe place for the student surrounded by familiar land. The therapeutic benefits of spending time in nature have been proven. Time in nature has scientifically-proven **psychological benefits** such as autonomy, sense of mastery, positive relations with others, self-acceptance, purpose in life and personal growth;⁶ **cognitive benefits** including improved creativity, mental vitality, problem-solving, focus, attention capacity, reflection capacity, self-discipline and ADD/ADHD symptom reduction;⁷ **social benefits** such as increased cooperation, self-awareness, enhanced bonding;⁸ **emotional benefits** including reduced stress, aggression, violence, anxiety, depression, exhaustion, and conduct disorders and increased happiness, self-worth, peace, self-control, relaxation, spiritual connection, and overall sense of well-being.⁹

Promising practices have also demonstrated that incorporating tribal language and culture into the school curriculum improves overall student success and helps to rebuild strong tribal nations.¹⁰

⁶ Nisbet, et al., 2010

⁷ Ryan et al., 2010

⁸ Weinstein, 2009

⁹ Ewert, Mitten & Overholt, 2014

¹⁰ Inter Tribal Council of Arizona, 2014

DESCRIPTION OF CONTINUING ACTIVITIES

Over the course of the four-year grant, The Nation will be certifying and training tribal staff to safely continue the program on its own. Starting in year 1, (and continuing for years 2 and 3) key program staff and selected tribal members will be certified as Wilderness First Responders (WFRs) and in Anasazi's CPS program. These new wilderness guides will participate in the wilderness outings, paired with Anasazi trail staff, to gain necessary experience as guides. In addition, selected tribal members and staff will be trained by Arbinger and Anasazi to facilitate the monthly programs for the parents and students. After 4 years, The Nation will receive a license to use the Anasazi materials, and will continue as an independent program.

Ultimately, the Yavapai-Apache Nation at the conclusion of the project will find great value in the importance of creating a sustainability plan in order to keep YANS successful. The program will empower The Nation to foster cultural identity, boosting language preservation, and enhancing indigenous traditional values. The Nation's efforts of creating a sustainable program will not only assist the youth but reconnect the parents to their children in a holistic method.

During the project The Nation will begin to develop a business plan to help with longevity of the project. The plan will be developed by the Economic Development Authority in assistance with other various departments (Office of the Prosecutor, Alcohol Substance Abuse, Department of Social Services, Culture Department, Yavapai-Apache Probation Department, Yavapai-Apache Police Department, Higher Education Department, JOM, and Title VII). In addition to the business plan, a market analysis and feasibility study will be conducted to ensure complete due diligence is taken to pursue a sustainability plan for the Wilderness Program. The

The Yavapai-Apache Nature School

critical aspect of developing sustainability plan is to generate a revenue stream that would offset the operational costs of the program.

The goal is to take the systems created by Anasazi, and the research base and evaluation tools created by Prescott College and incorporate them into a unique but similar Wilderness Program. The value of this program will be an enormous contribution to The Nation's method to combat negative societal issues that are debilitating the youth and parents.

INDIVIDUAL RESUMES FOR PROJECT DIRECTORS AND KEY PERSONNEL

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Yavapai-Apache Nation

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	215,000.00	215,000.00	215,000.00	215,000.00		860,000.00
2. Fringe Benefits	96,750.00	96,750.00	96,750.00	96,750.00		387,000.00
3. Travel	30,043.00	12,940.00	15,342.00	16,382.00		74,707.00
4. Equipment	186,731.00	139,430.00	95,731.00	95,581.00		517,473.00
5. Supplies	43,369.00	104,297.00	134,523.00	143,152.00		425,341.00
6. Contractual	62,950.00	61,460.00	75,220.00	68,970.00		268,600.00
7. Construction						
8. Other	6,250.00	3,200.00	6,250.00	6,250.00		21,950.00
9. Total Direct Costs (lines 1-8)	641,093.00	633,077.00	638,816.00	642,085.00		2,555,071.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	641,093.00	633,077.00	638,816.00	642,085.00		2,555,071.00

***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: 1/1/15 To: 12/31/15 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): BIA

The Indirect Cost Rate is 63.06 %.

(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 %.

**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 86-0210241

Organization:

Yavapai-Apache Nation
2400 West Datsi Street
Camp Verde, AZ 86322

Date:

Report No(s) .:

Filing Ref.:

Last Negotiation Agreement
dated January 22, 2014

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

Section I: Rate

Type	Effective Period		Rate*	Locations	Applicable To
	From	To			
Fixed Carryforward	01/01/15	12/31/15	63.60%	All	All Programs

***Base:** Total direct salaries and wages, excluding fringe benefits. The rate applies to all programs administered by the Tribe. To determine the amount of indirect costs to be billed under this agreement, direct salaries and wages should be summed and multiplied by the rate. All other program costs, including fringe benefits associated with direct salaries and wages, should be eliminated from the calculation.

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

Section II: General

Page 1 of 3

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

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

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

D. Rate Type:

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

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

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

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

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

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

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

H. Use of Other Rates: If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

I. Other:

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

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

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

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

By the Cognizant Federal Government Agency:

Yavapai-Apache Nation
Tribal Government

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

(b)(6)

/s/

/s/

Signature
Thomas Beauty

Signature
Deborah A. Moberly

Name (Type or Print)

Name

Chairman
Title

Office Chief
Office of Indirect Cost Services
Title

6-23-15
Date

Date
Negotiated by Elena Chan
Telephone (916) 566-7102

SIGNED PARTNERSHIP AGREEMENTS

MEMORANDUM OF UNDERSTANDING

The Yavapai-Apache Nation
and
Clarkdale-Jerome School District

THIS MEMORANDUM OF UNDERSTANDING (hereinafter "MOU") is made and entered into this 26th day of May 2016, by and between the **YAVAPAI-APACHE NATION**, a Federally Recognized Indian Tribe (hereinafter the "Nation"), whose principal place of business is within its reservation at Camp Verde, Arizona and the **CLARKDALE-JEROME SCHOOL DISTRICT**, a Lead Educational Agency (hereinafter "CJSD"), whose principal place of business is in Clarkdale, Arizona.

WHEREAS, the Nation and CJSD agree to partner in the creation of a Yavapai-Apache Wilderness Program (hereinafter "The Program"), set forth in detail in the attached grant application under The Indian Education Demonstration Grants Program. The Program will provide outdoor cultural and educational activities for the Nation's students ages 9 through 15, and their families. The Nation is the lead grant applicant and, if awarded the grant monies, the Nation will retain complete administrative and managerial control over The Program. CJSD's partnership in the Program is intended to be supportive of the Nation's efforts.

NOW, THEREFORE, in consideration of the mutual covenants and considerations provided herein, the parties agree as follows:

1. Obligations of the Parties.

A. Nation's Responsibilities. The Nation agrees to:

- (1) Title VII Coordinator and at least one key program staff member will participate in monthly meetings, either by phone or in person, throughout the school year, to discuss the progress of the Nation's students who are participating in The Program. A minimum of three of these meetings each year shall be in person.
- (2) Generate monthly, summary reports, which include the following information for each of the participating students of CJSD: (a) initials and age, (b) dates of attendance, and (c) whether student's parent(s) participated in parental component. These reports will be provided monthly to the contact person for CJSD.
- (3) Assume all responsibilities of grant compliance, staffing of positions, and maintaining of facilities used by The Program.

B. CJSD's Responsibilities. CJSD agrees to:

- (1) Participate in monthly meetings, either by phone or in person, throughout the school year, to discuss the progress of the Nation's students who are participating

in The Program. A minimum of three of these meetings, each year, shall be in person.

- (2) Generate monthly, summary reports, which include the following information for each of the participating students of CJSD: (a) initials and age, (b) school attendance record for that month, and (c) a general description of how the student's behavior has been over that month, both positive and negative (found in the school's guidance log), to assist in collecting accurate feedback and ensure continuous improvement in the operation of The Program over the entire grant period. These reports will be provided monthly to the Title VII Coordinator and The Program Director.
- (3) When possible, provide school credit for third and fourth year students participating in The Program.

2. No Transfer of Funds.

Each party acknowledges that there will be no transfer of funds between the parties in connection with this MOU. Any compensation to CJSD shall be determined by the grant budget and approved by the Department of Education.

3. Term of Agreement.

This MOU shall be contingent upon the Nation's receipt of grant monies under the Indian Education Demonstration Grants Program. If the Nation's grant proposal is accepted, the term this MOU shall be for the entire four (4) year duration of the grant.

4. Sovereignty.

This Nation maintains full control over the administration and management of the Grant and The Program. This MOU shall not be construed in any way infringe upon the sovereignty of the Nation.

IN WITNESS WHEREOF, the parties hereto have set their hand and seals the day and year first above written.

YAVAPAI-APACHE NATION

By: (b)(6)

Thomas Beauty
Chairman

CLARKDALE-JEROME SCHOOL DISTRICT

By: (b)(6)

Its: May 19, 2016

Approved as to Form:

(b)(6)

Office of the Attorney General

MEMORANDUM OF UNDERSTANDING

The Yavapai-Apache Nation
and
Camp Verde Unified School District

THIS MEMORANDUM OF UNDERSTANDING (hereinafter "MOU") is made and entered into this 26th day of Nov, 2016, by and between the **YAVAPAI-APACHE NATION**, a Federally Recognized Indian Tribe (hereinafter the "Nation"), whose principal place of business is within its reservation at Camp Verde, Arizona and the **CAMP VERDE UNIFIED SCHOOL DISTRICT**, a Lead Educational Agency (hereinafter "CVUSD"), whose principal place of business is in Camp Verde, Arizona.

WHEREAS, the Nation and CVUSD agree to partner in the creation of a Yavapai-Apache Wilderness Program (hereinafter "The Program"), set forth in detail in the attached grant application under The Indian Education Demonstration Grants Program. The Program will provide outdoor cultural and educational activities for the Nation's students ages 9 through 15, and their families. The Nation is the lead grant applicant and, if awarded the grant monies, the Nation will retain complete administrative and managerial control over The Program. CVUSD's partnership in the Program is intended to be supportive of the Nation's efforts.

NOW, THEREFORE, in consideration of the mutual covenants and considerations provided herein, the parties agree as follows:

1. Obligations of the Parties.

A. Nation's Responsibilities. The Nation agrees to:

- (1) Title VII Coordinator and at least one key program staff member will participate in monthly meetings, either by phone or in person, throughout the school year, to discuss the progress of the Nation's students who are participating in The Program. A minimum of three of these meetings each year shall be in person.
- (2) Generate monthly, summary reports, which include the following information for each of the participating students of CVUSD: (a) initials and age, (b) dates of attendance, and (c) whether student's parent(s) participated in parental component. These reports will be provided monthly to the contact person for CVUSD.
- (3) Assume all responsibilities of grant compliance, staffing of positions, and maintaining of facilities used by The Program.

B. CVUSD's Responsibilities. CVUSD agrees to:

- (1) Participate in monthly meetings, either by phone or in person, throughout the school year, to discuss the progress of the Nation's students who are participating

in The Program. A minimum of three of these meetings, each year, shall be in person.

- (2) Generate monthly, summary reports, which include the following information for each of the participating students of CVUSD: (a) initials and age, (b) school attendance record for that month, and (c) a general description of how the student's behavior has been over that month, both positive and negative (found in the school's guidance log), to assist in collecting accurate feedback and ensure continuous improvement in the operation of The Program over the entire grant period. These reports will be provided monthly to the Title VII Coordinator and The Program Director.
- (3) When possible, provide school credit for third and fourth year students participating in The Program.

2. No Transfer of Funds.

Each party acknowledges that there will be no transfer of funds between the parties in connection with this MOU. Any compensation to CVUSD shall be determined by the grant budget and approved by the Department of Education.

3. Term of Agreement.

This MOU shall be contingent upon the Nation's receipt of grant monies under the Indian Education Demonstration Grants Program. If the Nation's grant proposal is accepted, the term this MOU shall be for the entire four (4) year duration of the grant.

4. Sovereignty.

This Nation maintains full control over the administration and management of the Grant and The Program. This MOU shall not be construed in any way infringe upon the sovereignty of the Nation.

IN WITNESS WHEREOF, the parties hereto have set their hand and seals the day and year first above written.

YAVAPAI-APACHE NATION

By: (b)(6)

Thomas Beauty
Chairman

CAMP VERDE UNIFIED SCHOOL DISTRICT

By: (b)(6)

Its: 19 May 16

Approved as to Form:

(b)(6)

Office of the Attorney General

MEMORANDUM OF UNDERSTANDING

The Yavapai-Apache Nation
And
Anasazi Foundation

THIS MEMORANDUM OF UNDERSTANDING (hereinafter "MOU") is made and entered into this 26th day of May 2016, by and between the **YAVAPAI-APACHE NATION**, a Federally Recognized Indian Tribe (hereinafter the "Nation") and **ANASAZI FOUNDATION** (hereinafter "ANASAZI"), an accredited, non-profit, outdoor behavioral healthcare provider, whose principal place of business is in Mesa, Arizona.

WHEREAS, the Nation and ANASAZI agree to partner in the creation of a Yavapai-Apache Wilderness Program (hereinafter "The Program"), set forth in detail in the attached grant application for The Indian Education Demonstration Grants Program. The Program will provide outdoor cultural and educational activities for the Nation's students ages 9 through 15, and their families. The Nation is the lead applicant and, if awarded the grant monies, the Nation shall retain complete administrative and managerial responsibility and control over The Program. ANASAZI's participation in The Program is purely supportive of the Nation's efforts.

NOW, THEREFORE, in consideration of the mutual covenants and considerations provided herein, the parties agree as follows:

1. Obligations of the Parties.

A. Nation's Responsibilities. The Nation agrees to:

- (1) Screen and enroll students and their parents/guardians in The Program.
- (2) At least one key Program staff member will participate in monthly meetings with ANASAZI staff. For the first year, monthly meetings shall be in person, in a mutually agreed upon location. Years 2-4, monthly meetings shall be held either by phone or in person, with a minimum of 3 in person meetings each year.
- (3) Assume all responsibilities of grant compliance, staffing of positions, and maintaining of facilities used by The Program.
- (4) Create a support team of appropriate adults, selected by the Nation, to be trained by ANASAZI in the ANASAZI program and philosophy so as to enable the Nation to continue The Program after the grant period ends. The support team shall communicate regularly with ANASAZI staff for up to a year upon completion of the grant cycle to ensure continuous support of the students and their families.

B. ANASAZI's Responsibilities. ANASAZI agrees to:

- (1) Provide programing and materials for The Program and grant the Nation a non-exclusive, non-transferable license to use the ANASAZI program materials during and following the four-year grant. The license does not constitute a sale of the ANASAZI program materials, nor does it pass to the Nation any title to or any proprietary rights in the ANASAZI program materials, all of the same being expressly reserved to and vested in ANASAZI. ANASAZI shall indemnify and hold the Nation and all of its officers, directors, employees and agents harmless against liability or expense resulting from any claim or suit brought against the Nation for infringement of a third party's intellectual property arising out of the Nation's authorized use of the ANASAZI program materials.
- (2) Participate in monthly meetings between the Nation's Program staff and ANASAZI's staff. For the first year, monthly meetings shall be in person, in a mutually agreed upon location. Years 2-4, monthly meetings shall be held either by phone or in person, with a minimum of 3 in person meetings each year.
- (3) Provide training to the Nation's Program staff in the ANASAZI program, and philosophy to ensure appropriate programing continuity after the grant ends for the Nation's Program.

2. No Transfer of Funds.

Each party acknowledges that there will be no transfer of funds between the parties in connection with this MOU. Any compensation to ANASAZI shall be determined by the grant budget and approved by the Department of Education.

3. Term of Agreement.

This MOU shall be contingent upon the Nation's receipt of grant monies under the Indian Education Demonstration Grants Program. If the Nation's proposal is accepted, the term of this MOU shall be for the entire duration of the grant, or four (4) years.

4. Insurance and Indemnification.

The Nation is responsible for procuring and maintaining adequate liability insurance for The Program and its staff and ANASAZI is responsible for procuring adequate liability insurance for its program and staff. Each party will indemnify, hold harmless and defend the other party and its directors, officers, employees and agents from and against any and all actions, suits, claims, judgments, settlements, liabilities, damages, penalties, losses, expenses, and costs, including,

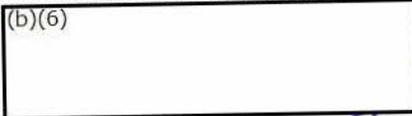
without limitation, attorneys' fees, to the extent arising out of or relating to the negligence or willful misconduct of the other party, its directors, officers, employees or agents.

5. Sovereignty.

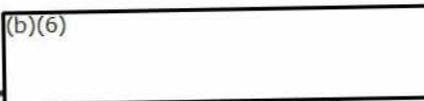
This Nation maintains full control over the administration and management of The Program. This MOU does not in any way infringe upon the sovereignty of the Nation.

IN WITNESS WHEREOF, the parties hereto have set their hand and seals the day and year first above written.

YAVAPAI-APACHE NATION

(b)(6)
By: 
Thomas Beauty
Chairman

ANASAZI FOUNDATION

(b)(6)
By: 

Approved as to Form:

(b)(6)


Office of the Attorney General

MEMORANDUM OF UNDERSTANDING

The Yavapai-Apache Nation
and
Prescott College, Adventure Education Program

THIS MEMORANDUM OF UNDERSTANDING (hereinafter "MOU") is made and entered into this 30 day of Nov 2016, by and between the **YAVAPAI-APACHE NATION**, a Federally Recognized Indian Tribe (hereinafter the "Nation"), whose principal place of business is within its reservation at Camp Verde, Arizona and the **PRESCOTT COLLEGE, ADVENTURE EDUCATION PROGRAM** (hereinafter "Prescott College"), an accredited graduate education program, whose principal place of business is on its college campus at Prescott, Arizona. For purposes of this MOU, the point of contact for Prescott College is Professor Denise Mitten, M.S. PhD.

WHEREAS, the Nation and Prescott College agree to partner in the creation of a Yavapai-Apache Wilderness Program (hereinafter "The Program"), set forth in detail in the attached grant application under The Indian Education Demonstration Grants Program. The Program will provide outdoor cultural and educational activities for the Nation's students ages 9 through 15, and their families. The Nation is the lead grant applicant and, if awarded the grant monies, the Nation will retain complete administrative and managerial responsibility and control over the Program. Prescott College's partnership in the Program is intended to be supportive of the Nation's efforts.

NOW, THEREFORE, in consideration of the mutual covenants and considerations provided herein, the parties agree as follows:

1. Obligations of the Parties.

A. Nation's Responsibilities. The Nation agrees to:

- (1) Fully collaborate with Prescott College in development of The Program and provide Prescott College all program-related information necessary for periodic review and evaluation of The Program. All such information provided by the Nation and used by Prescott College shall be "de-identified" to eliminate any reference to the names of individual Program participants, or any other identifying information, in order to fully protect the privacy of individual Program Participants.
- (2) Participate in monthly meetings between the Nation's key Program staff member(s) and Professor Mitten for the purpose of developing, implementing, evaluating and adjusting The Program to meet the educational and therapeutic needs of Program participants. For the first year, monthly meetings shall be in person, in a mutually agreed upon

location. During years 2-4, monthly meetings shall be held either by phone or in person, with a minimum of 3 in person meetings each year.

- (3) Assume all responsibilities for grant compliance, staffing of positions, and maintaining of facilities and equipment used by The Program. The Nation agrees that Prescott College shall have no responsibility for grant compliance.

B. Prescott College's Responsibilities. Prescott College agrees to:

- (1) Contribute the research base of Prescott College's professors and/or graduate students, under the supervision of Professor Mitten, to ensure that The Program is developed under, evaluated, and supported by strong theory, best practices and logic model.
- (2) Dr. Mitten will supervise and participate in Program data collection and evaluation throughout the entire four-year grant period to ensure continuous improvement of The Program based on feedback and evaluation. Assist in creating an evaluation model that will be applied to The Program and which targets objective performance measures and produces quantitative and qualitative data to the greatest extent possible. Facilitate Program data collection and evaluation throughout the entire four-year grant period to ensure continuous improvement of The Program based on feedback and evaluation. All such information and data provided by the Nation and used by Prescott College shall be "de-identified" to eliminate any reference to the names of individual Program participants, or any other identifying information, in order to fully protect the privacy of individual Program Participants. A full non-redacted copy of all Program evaluations, whether written or in any other media, produced by Prescott College, shall be provided to the Nation within thirty (30) days of its production, whether in draft or final form.
- (3) Participate in monthly meetings between the Nation's key Program staff member(s) and Professor Mitten. For the first year, monthly meetings shall be in person, in a mutually agreed upon location. During years 2-4, monthly meetings shall be held either by phone or in person, with a minimum of 3 in person meetings each year.
- (4) Encourage and support graduate students who may be interested in writing about and/or publishing results from The Program evaluations. All information and data provided by the Nation and by Prescott College to its graduate students as resource for their research and writing shall first be "de-identified" to eliminate any reference to the names of individual Program participants, or any other identifying information, in order to fully protect the privacy of individual Program Participants.

(5) Notwithstanding Section 1.B(4) above, in the course of performing its obligations under this MOU, Prescott College and its students may come in contact with or become familiar with information which the Nation may consider confidential. Prescott College agrees to keep all such information confidential and not to publish, disclose, display or provide access to or otherwise make available such information to any person or entity except with the prior written consent of, and on terms acceptable to, the Nation. Upon termination of this MOU, Prescott College will return to the Nation all documents and other materials provided to Prescott College by the Nation, unless the Nation has expressly consented to the Prescott College's retention of such documents and materials.

2. No Transfer of Funds.

Each party acknowledges that there will be no transfer of funds between the parties in connection with this MOU. Any compensation to Prescott College shall be determined by the grant budget and approved by the United States Department of Education.

3. Term of Agreement.

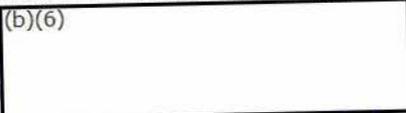
This MOU shall be contingent upon the Nation's receipt of grant monies under the Indian Education Demonstration Grants Program. If the Nation's grant proposal is accepted, the term this MOU shall be for the entire four (4) year duration of the grant.

4. Sovereignty.

This Nation maintains full control over the administration and management of the Grant and The Program. This MOU shall not be construed in any way to infringe upon the sovereignty of the Nation.

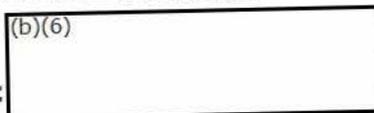
IN WITNESS WHEREOF, the parties hereto have set their hand and seals the day and year first above written.

YAVAPAI-APACHE NATION

(b)(6)
By: 

Thomas Beauty
Chairman

PRESCOTT COLLEGE

(b)(6)
By: 

Dean

Approved as to Form:

(b)(6)

Yavapai-Apache Nation,
Office of the Attorney General

INDIVIDUAL RESUMES FOR PROJECT DIRECTORS AND KEY PERSONNEL

JENNIFER RUBEN

(b)(6)

EDUCATION

Georgetown University Law Center, Washington, DC

Juris Doctor, May 2002

- Juvenile Justice Clinic, August 2001 – June 2002
- Awarded 2002 Juvenile Justice Clinic Public Service Award
- Secretary, Equal Justice Foundation, August 2001 – June 2002

University of Wisconsin, Madison, WI

Bachelor of Arts in Social Welfare With Honors, May 1998

- **Senior Honors Thesis, Cameroon Central Africa.** Awarded research grant to study domestic violence in Cameroon, Central Africa, Spring 1998
- **Université de Saint Louis, Sénégal, West Africa.** Nine-month independent study project, included backpacking alone across parts of four West African countries, October 1995 – June 1996.

WILDERNESS EXPERIENCE

Personal Backpacking Trips

- June – Aug 2010. Thru-hiked substantial portion of Pacific Crest Trail, starting in southern Oregon and ending in northern Washington
- December 2008. Backpacked the southern island of New Zealand.
- 2004 – 2009. Member of Appalachian Mountain Club. Numerous backpacking trips to New Hampshire, Vermont and upstate New York.
- 1994 – 2015. Backpacked parts of almost all 50 states, including Alaska; parts of West Africa; Israel and Egypt.

Backcountry Leadership Experience

- Thunderbird Camp for Girls: summers 1995, 1996, 2001. Taught backpacking progressions to 13-15 year old girls and led multi week excursion, including an 8-week trip. Certified Wilderness First Responder.
- Concordia Language Villages: summers 1997, 1998. Taught canoeing to high school students and led week-long excursions in the boundary waters of Minnesota. Certified Lifeguard and Wilderness First Responder

PROSECUTOR EXPERIENCE

Yavapai-Apache Nation, Camp Verde, AZ

Chief Prosecutor (January 2014 – present)

Prosecutor (May 2011 – January 2014)

- Creates policies, draft criminal relevant codes, and seek out funding sources for criminal justice programs
- Responsible for investigating, preparing and prosecuting all major crimes occurring on the reservation, in which the Nation has jurisdiction
- Supervises deputy prosecutor

Kings County District Attorney's Office, Brooklyn NY

Senior Trial Attorney, Sex Crimes Unit (November 2007 – June 2009)

Assistant District Attorney, Domestic Violence Unit (September 2003 – November 2007)

- Responsible for investigation, preparation and prosecution of a caseload of 35 to 40 felony sex crimes.
- Previously handled a caseload 20 – 25 felony domestic violence cases.
- Lead ADA on multiple felony trials, including Rape in the First Degree and Attempted Murder in the Second Degree, employing the use of DNA, expert witnesses and medical examiner's testimony as evidence.

Trial Lawyers for Public Justice, Washington, DC

Law Clerk, September 2000 – April 2001

Partnership for Civil Justice, Inc., Washington DC

Law Clerk, June 2000 – August 2000

LANGUAGES: Fluent in French. Conversational in Spanish, Wolof and Hebrew.

Cora-lei W. Marquez

(b)(6)

Education

- Grand Canyon University – currently attending working toward a Masters in Alcohol and Substance Abuse- Graduation target date 2016
- Prescott College, Masters in Alcohol and Substance Abuse, Family and Marriage Counseling with and emphasis in Eco psychology, 2014-2015
- NAU/Yavapai – Prescott Valley, Az. BA Applied Human Behavior 2013– GPA 3.25
- Yavapai College- Clarkdale, Az. Associates of Arts 2002

Employment History

- November 2015 – current
 - Yavapai – Apache Nation Crime Victim Advocate, Camp Verde, Az. 86322
- May 2013 – 2014
 - Yavapai- Apache Nation Adult Drug Court Coordinator, Camp Verde, Az. 86322
- February 2013 – May 2013 (Contracted Position)
 - Yavapai – Apache Diabetes Analysis Coordinator, Camp Verde, Az. 86322
- 2012- 2013
 - Yavapai – Apache Nation Wellness Coordinator- Camp Verde, Az. 86322
- 2006-2011
 - Yavapai –Apache Nation Tribal Council - Camp Verde, Az. 863222
- 2004-2008
 - Yavapai-Apache Nation, Women, Infant & Children Coordinator- Camp Verde, Az. 86322

Cora-lei W. Marquez

Professional Experience

COMMUNICATION: REPORTS/PRESENTATIONS/TECHNOLOGY

- ◆ Prepare complex reports for funding obtained by the Federal government, ensuring full compliance with agency requirements and tight deadlines.
- ◆ Worked one on one with participants on a daily bases to help them develop personal growth, confidence and become sustainable citizens within the community.
- ◆ Communicate with staff members on a daily basis to ensure that the clients' are receiving the services needed for their safety.
- ◆ Confidentiality: understands the importance of confidentiality and adheres to all policies that regulate the programs and funding sources.

DETAIL MASTERY & ORGANIZATION

- ◆ Manage all aspects of day-to-day operations as WIC Coordinator.:
 - Client scheduling: counseling, court, updates on hearings and release dates
 - Finances: budgeting, seeking of grants, and other forms of funding
 - Case load management
 - Compliance with all Federal requirements, policies of the Yavapai – Apache Nation and also laws and jurisdiction within the boundaries of the Yavapai- Apache Nation.
 - Adheres to the customs and traditions of the Yavapai – Apache Nation.

Education

University of Arizona, Tucson AZ
Bachelor of Arts in Sociology; Psychology December 2015

Yavapai College, Clarkdale AZ
Associates of Arts, July 2013

Work Experience

Yavapai-Apache Nation ASA Department, Camp Verde AZ
March 2015 - Present

Youth Prevention Coordinator

- Implementing educational programs that promote prevention efforts
- Promote community awareness to reduce stigma of behavioral health interventions
- Support youth as they search for recovery services and encourage their sobriety through continued support

Dillard's, Tucson AZ
April 2014 - November 2014

Sales Associate

- Assist customers in purchases, locating items, finding products to best suit their needs, and returns
- Maintain sales floor and set product/seasonal floor displays

University of Arizona CATS Academics, Tucson AZ
September 2013 - May 2014

Tutor/Mentor

- Tutor and mentor student athletes
- Tutor students in Sociology, Psychology and English courses
- Mentor students in all lower level subjects when needed
- Performed class checks to confirm students attend class regularly

Yavapai-Apache Nation, Camp Verde AZ
Camp Verde High School, Clarkdale-Jerome Elementary School
October 2011 - July 2013

Tutor

- Acted as a liaison between the students attending the public school and Tribal community
- Tutored 42 students in core classes: English, Math, Science, Social Studies, etc.
- Advised student clubs during meetings and facilitated team building exercises

Yavapai-Apache Nation Medical Center, Camp Verde AZ
September 2006 - January 2010, February 2011 - October 2011

Medical Receptionist

- Schedule Appointments within facility and to outside referrals
- Answered and directed phone calls
- Took patients requests and directed inquiries to proper medical staff
- Greeted patients and maintained waiting area

Membership and Activities

UNITY Inc. Alumni Association Planning

- Organizer
 - Appointed Lead Organizer by the Director of the National Organization
 - Design a strategy for the Association to present to the Board of Trustees to be officially recognized under the National 601 c organization.
 - Organize meetings, plan conference calls, maintain communication between Alumni involved in the planning, maintain records of Alumni of the organization, take notes of ideas and edit the draft Constitution and Bylaws.

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(Membership and Activities cont.)

Pageant Committee

- Secretary
 - Maintain records of contestants and Royalty, arrange travel itineraries and organize event participation

Election Board

- Member
 - Send notifications of elections to all Tribal members of voting age, ensure that all candidates follow the regulations outlined in the Tribal Constitution, and assist during the election process.

United National Indian Tribal Youth (UNITY) Inc. Executive Board

- Vice-President/Secretary/Member-at-Large
 - Chaired the Standing Committee on Communications
 - Maintained UNITY's social networks in addition to mediating communication between the office, Executive Committee members, partners, and general participants
 - Filled in the role of Co-President during conferences & meetings as needed
 - Prepared meetings, including minutes and information packets for Executive Committee and National Representatives as well as maintained the organization of correspondence between entities
 - Facilitated team building exercises as well as emceed National conferences and meetings
 - Assisted with the writing of Policy's and Procedures, Code of Conduct & Bylaws for the National Organization as well as local youth councils

Volunteer Experience

Yavapai-Apache Nation

- Education/Culture/Recreation/Daycare/Social Service/Public Relations
 - Facilitated meetings and team-building activities for youth throughout the community
 - Mentored Tribal youth through enthusiastic positive leadership and inspirational presentations
 - Assisted in the organization and operation of community events

League of Women's Voters

- Trained to moderate election forums
- Facilitated candidate forums for the Yavapai-Apache Nation elections and Arizona District I Senate elections.

Inter-Tribal Council of Arizona (ITCA)

- Teen Pregnancy Prevention in Tribal Communities
- Grant done in partnership with Texas Health Institute Teen Pregnancy Prevention Research Project for Minority Communities
- As a part of Phase I Research held monthly educational and research meetings with students and parents

Certificates and Special Skills/Training

MRT Certified

Peer Support Specialist Certified

Mandatory Reporting Certification

Enhancing Community Safety in Indian Country (Research Collection) Certified

University of Arizona FERPA/Sexual Harassment/IT Security Training

TIPS Certified

Tutor & Mentorship Training

Attended trainings for NCAA and University of Arizona Student Athlete Rules and Regulations

CANDICE R. ROMERO - References

(b)(6)

Mary Kim Titla
Director
United National Indian Tribal Youth (UNITY) Inc.
1 N. MacDonald Drive, Suite 212
Mesa, AZ 85201
480-718-9793

Tami Patterson
Administrative Assistant
United National Indian Tribal Youth (UNITY) Inc.
250 S. Elizabeth Way, #2093
Chandler, AZ 85225
253-327-0089

Eliza Yellow Bird
Graduate Assistant
Native American Student Affairs - University of Arizona
1810 E. Blackledge Drive, #306
Tucson, AZ 85719
520-528-1637

Nephi Sanchez

(b)(6)

Experience

ANASAZI Foundation

7/2012 – Present

Walking Director of ANASAZI Way Training

- Examined current ANASAZI Way Training model
- Evaluated teaching model, materials and methods
- Formulated an improved training model focused on A Change of Heart, Accountability, Consistency, Unification and Safeguarding the ANASAZI Way
- Defined methods to A Change of Heart, Awakenings and Heart in Peace or Heart in War
- Reorganized and promoted current staff to increase Unification
- Spearheaded a campaign of Unification through improving communication from Office to Field, acknowledging accomplishments,
- Facilitated new trainings with current RidgeWalkers, WindWalkers, and SageWalkers
- Organized new training with help from current RidgeWalkers, WindWalkers, and SageWalkers to help promote consistency
- Coordinated timing of training topics to increase understanding and implementation
- Implemented new training regiment by delegating to recently trained RidgeWalkers, WindWalkers, and SageWalkers
- Oversaw new training regiment to help safeguarding the ANASAZI Way
- Contributed to observing and redefining the ANASAZI Way Training model during our implementation period to further increase productivity and accomplishing our training goals
- Conducted individual mentoring with current RidgeWalkers, WindWalkers, SageWalkers, and TrailWalkers to help identify ways to improve through self discovery, motivate through exploration of their experiences and stories, encourage by helping them discover their Seed of Greatness, maintain consistency by continuing to helped staff define and understand the ANASAZI Way, teach ANASAZI skills to help promote teachings of the *Gatherings*

ANASAZI Foundation

5/1989 – 5/2006

Training Coordinator

- Created and organized training for new staff
- Supervised training staff, oversaw placement of staff and continuous training of all staff
- Allotted countless hours with client resolving concerns and identifying solutions
- Created the ANASAZI Way Training Model, which increased effectiveness and overall results

Education

Dixie State University

8/2008 – 5/2012

Associate of Science

BRETT STEPHENSEN

(b)(6)

Education

- Master of Science, Conflict Analysis and Resolution, George Mason University, Arlington, Virginia, 2009-2012.
- Bachelor of Arts, Communications, Psychology minor, Brigham Young University Hawaii, Laie, Hawaii, 2001-2005.
- Licensed Leadership Facilitator, the Arbinger Institute, Phoenix, Arizona, 2005.

Experience

Thru-Hiker, Pacific Crest Trail.

Washington, Oregon, and California. 2015 - 2016.

- Hiked over 1500 miles on the Pacific Crest Trail from Canada to Mexico which resulted in increased physical, mental, and social endurance.
- Planned the six-month adventure and secured six company sponsors who donated over \$19,000 of gear for the thru-hike.

Lead Trainer and Facilitator, Solutions by Design.

Vienna, Virginia 2008-2015

- Oversaw all aspects of a Federal Government training program that is utilized by all government agencies. Specific work included: classroom trainings, webcasts, creation of web based training, project evaluations, scheduling, data-base management, and training other trainers. Program was so successful that the contract was renewed for another 5 years.
- Fluent in Microsoft Office, Captivate, Camtasia, and Storyline.

Transformative Art Instructor, Washington Nationals Youth Baseball Academy, Washington DC. 2014-2015

- Taught transformative art to inner-city Washington DC youth to help them imagine a life beyond poverty and crime.

Conflict Transformation Facilitator, Retaliatory Violence Insight Project

George Mason University, Virginia
2011-2014

- Implemented conflict resolution trainings to help the Police Forces of Memphis Tennessee and Lowell Massachusetts address the problem of retaliatory gang violence in their communities. Police officers who went through the training reported improved community relations which resulted in the prevention of retaliatory violence.

Youth Intervention Specialist the Anasazi Foundation

Mesa, Arizona, 2002-2006 (8 days in the field, 6 days off)

- Led at-risk-youth on six week wilderness survival treks to help provide a safe space for them to reconsider their destructive behavior and to improve family relations.
- Mentored all male participants when they returned home to help the Anasazi intervention to "stick."

- Trained and managed the direct care-staff which resulted in improved client relationships, no major injuries, and successful completion of program for all clientele.

Training Specialist, David O. McKay Center for Intercultural Understanding
Laie, Hawaii

2006-2008 (20 hours per week)

- Drove the implementation of The Arbinger Institute's "The Anatomy of Peace" workshop addressing leadership and self-deception to over 250 students, faculty and staff at Brigham Young University Hawaii. The training was so successful that it is not required for all students to attend as part of freshman orientation.

Substitute Teacher, Hawaii Department of Education
Windward District, Hawaii (40 hours per week)

2008

- Taught in all subject areas and all age levels in the K-12 environment with primary work being for underserved students in Hawaii.

Research/Curriculum Developer, Polynesian Cultural Center
Laie, Hawaii

2006-2007 (19 hours per week)

- Selected out of 2500 students to participate on a three-member university task force charged with designing curriculum based on conflict resolution, customer service, hospitality, effective learning, and multi-cultural communication for international students working at the Polynesian Cultural Center.

Student Mentor, Brigham Young University Hawaii
Laie, Hawaii 2004 (19 hours per week)

- Mentored 30 incoming freshmen regarding academic life on a culturally diverse campus which resulted in an average GPA increase one letter grade.

Oversees Service Assignment, Assistant to the President
Bacolod, Philippines, 1998-2000.

- Coordinated and supervised multiple projects in the Philippines establishing humanitarian, educational and ecclesiastical programs. Managed finances, transportation, training, and statistical reports for 230 staff. Designed, implemented and facilitated training for Filipino nationals in leadership positions.
- Studied and gained fluency in the local dialects of Cebuano and Illongo.

Denise S. Mitten

(b)(6)

FORMAL EDUCATION

Bachelor of Forest Science	Forest Resources	University of Washington
Master of Forest Science	Forestry Ecology	Yale University
Master of Science	Counseling	Prescott College
Ph.D.	Education (Leadership)	University of Minnesota

PROFESSIONAL EXPERIENCE

Chair, Adventure Education MAP; Professor, Sustainability Education PhD program 2010 – present. Prescott College, Prescott, AZ

Assistant & Associate Professor, 2002 – 2010. Ferris State University, Big Rapids, MI.

Academic Service Learning Coordinator, 2009 – 2010. Ferris State University, Big Rapids, MI.
Political Engagement Project Coordinator, 2008 – 2009. Ferris State University, Big Rapids, MI.

Research Assistant, 2000 – 2002. Center for Spirituality and Healing, University of Minn., Mpls, MN.

Adjunct Faculty, 1998 - 1999, Ferris State University, Big Rapids, MI.

Director, 1996-1997. Adventure Learning Center at Eagle Village, Hersey, MI.

Community Faculty, 1986-1996. Metropolitan State University, Minneapolis, MN.

Executive Director & CO-director, 1979-1996. Woodswomen, Inc., Minneapolis, MN.

Environmental Review Specialist, 1980-1982. Minnesota Depart. of Natural Resources, St Paul, MN.

Research Forester, 1977-1979. Weyerhaeuser Company, Tacoma, WA.

Technical Advisor, 1977. Thayer School of Engineering, Dartmouth College, NH.

HONORS AND AWARDS (NOT A COMPLETE LIST)

2015 Distinguished Researcher Award

2009 Dr. Martin Luther King, Jr. Social Justice Award from Ferris State University

2009 Carnegie/ AASCU PEP Fellow the Political Engagement Project 2006-2009

2007 Michael Stratton Practitioner of the year Award “for her dedication of furthering the field of experiential education through her devotion to teaching, willingness to share, and desire to place participants in control of their own learning.

2006 Recognition of continued dedication, service and leadership on the AEE Board of Directors

1996 Award of Outstanding Service for advancing Woodswomen’s service mission in support of women and children 1979 – 1996

1993 Entrepreneur of the Year Award, National Association of Professional Saleswomen

1992 The Nancy Rehm Memorial Award for 15 years of providing challenging opportunities for women through outdoor and wilderness experiences

1991-1992 Excellence in Teaching Award, Metropolitan State University, Minneapolis, MN

RESEARCH AND SCHOLARLY ACTIVITIES

Research

My research background includes using numerous research design methodologies as well as employing quantitative and qualitative research methods. I believe that most research projects are strengthened using mixed methods. Beginning with research in dendrochronology (1975) and paleoecology/paleontology (1976) I was exposed to field data collection and lab analysis techniques. Working as a forestry researcher I was involved in the feasibility and planning research for sustainability efforts such as the first wood-fired power plant in Burlington, VT (1978) and the use of second growth forests in New England (ecological economics), as well as plantation thinning trials and worker's compensation issues in the Pacific Northwest, and researching and writing the first U.S. 208 Plan (non-point source pollution in forestry practices) in Minnesota (1982).

I have examined how the ethic of care may influence outdoor leadership and adventure therapy, as well as the difference between instructors advocating for a stress model or a flow concept of human growth. My dissertation research explored the ethics guiding outdoor leaders' decision making using the Discerning Issues Test (DIT) and other methods. Through observational research I found common themes and saw important possibilities for sustainable group development in outdoor and adventure settings. This led to a specific concept of leadership for community development with an emphasis on sustainable communities.

Working as a researcher for the Center for Spirituality and Healing (1999) I entered medical research (University of Minnesota), designed a survey instrument and the research design for an attitudes study about complementary and alternative medicine (CAM) research and medical, pharmacy, and nursing faculty and students, and critiqued efficacy-based research in many CAM modalities. I also compiled efficacy research for many CAMs for use in designing learning modules and future research concentrations for the center and worked with the Anna Weston Foundation in the area of eating disorders (specifically in the areas of outdoor activity and residential program and building design).

I completed an action research project working with Ferris State University college students to help underserved youth (7th grade -12th grade) understand the intersection of health, nutrition, physical activity and economics. Working with the Baldwin Schools Program staff in Baldwin, Michigan we designed a 12-week program and tested for physical and cognitive changes. Working with the Michigan MOISD Math Science Center I designed a measurement strategy to test for physical changes after a 10th grade backpacking trip for these students.

Throughout my career I have studied the intersection of health and wellness and being in nature. Project areas I have studied or assisted with include sense of place, spirituality and nature, body image and outdoor activity participation, eating disorders and outdoor activity, program development for socially and economically disadvantaged women and children and the impacts of outdoor time, and the impact of a college three-week outdoor orientation program on biophilic profiles. Some of my work is summarized in

<http://norwegianjournaloffriluftsliv.com/doc/122010.pdf>

http://wupcenter.mtu.edu/community/no_child_left_indoors/under_your_noses.html

<http://norwegianjournaloffriluftsliv.com/doc/212010.pdf>

Other research topics have included nature's impact on healing, spirituality and nature (Forest Service sponsored study), adventure therapy and eating disorders, incorporating nature into residential programs for women with eating disorders, women and body image, alternative care for asthma, hegemony in adventure therapy, legal issues in risk management, stress management, hidden curriculum in adventure education, and gender topics.

Select Publications Books, Proceedings & Chapters

2014 A. Ewert, D. Mitten, & J. Overholt. *Human health and natural environments*. UK: Cabi Press.

2008 Warren, K., Mitten, D. and Loeffler, TA. *The Theory and Practice of Experiential Education*, Boulder, CO: Association of Experiential Education.

- 2009 Mitten, D. & Itin, C. M. (Eds.) *Connecting with the Essence of Adventure Therapy: Proceedings from the 4th International Adventure Therapy Conference (2006)*. Boulder CO: Association for Experiential Education.
- Mitten, D., Cheung, L., Yan, W., Withrow-Clark, R. (2017, in press). Adventure education. In: Russ, A. and Krasny, M. (Eds.), *Urban environmental education review*. Ithaca, NY: Cornell University Press.
- 2016 Mitten, D. (2016, in press) Connections, compassion, and co-healing: the ecology of relationship, in Malone, K., Gray, T., Truong, S. (Eds) *Reimagining Sustainability in Precarious Times*, UK: Springer.
- 2015 D'Amore, C. & Mitten, D. (2015). Nurtured Nature: The Connection Between Care for Children and Care for the Environment, in Thomas, P.L., Carr, P., Gorlewski, J., & Porfilio, B.(Eds) *Pedagogies of Kindness and Respect: On the Lives and Education of Children*. New York, NY: Peter Lang.
- 2009 Mitten, Denise, Three functions of leadership essential to the welfare of a group in B. Stremba and C. Bisson (EDs) *Teaching Adventure Education Theory Best Practices*, IL: Human Kinetics.
- 2009 Mitten, Denise, Setting the stage: how to get the group norms you want, in B. Stremba and C. Bisson (EDs) *Teaching Adventure Education Theory Best Practices*, pp. 289 – 300. IL: Human Kinetics.
- 2009 Mitten, Denise and M. Whittingham, Be safe out there: Critically thinking risk in adventure education in B. Stremba and C. Bisson (EDs) *Teaching Adventure Education Theory Best Practices*, IL: Human Kinetics.
- 2008 Mitten, Denise, Getting fit for hiking and backpacking in M Goldenberg and B. Martin (EDs) *Outdoor Adventures: Hiking and Backpacking*, IL: Wilderness Education Association and Human Kinetics. Pp. 21-50.
- 2007 Mitten, Denise and K. Clement, Skills and Responsibilities for Adventure Education Leaders in R. Prouty, J. Panicucci and R. Collinson (EDs) *Adventure Based Programming and Education*, pp. 79 – 99. IL: Human Kinetics.
- 2004 Mitten, Denise, Adventure Therapy as a Complementary and Alternative Therapy in S. Bandoroff and S. Newes (EDs) *Coming of Age: The evolving field of adventure therapy* (pp. 240 – 257). Boulder, CO: Association of Experiential Education.
- 1996 Mitten, Denise, The Value of Feminist Ethics in Experiential Education Teaching and Leadership, In K. Warren (ED) *Women and Experiential Education*, Dubuque, IA: Kendall/Hunt Publishing Company.
- 1994 Mitten, Denise, A Philosophical Basis for a Women's Outdoor Adventure Program, in K, Warren, M. Sakofs, J. Hunt, Jr. (EDs) *The Theory of Experiential Education*, IA: Kendall/Hunt Publishing Company. pp 187-195.
- 1994 Mitten, Denise, Ethical Considerations in Adventure Therapy: A Feminist Critique, in E. Cole, E. Erdman, E. Rothblum (EDs) *Wilderness Therapy for Women: The Power of Adventure*, Binghamton, New York: Harrington Press. pp 55-84.

- 1999 Mitten, Denise, Leadership for community building, in J. Miles & S. Priest (EDs) *Adventure Programming*, pp. 253 – 261. State College, PA: Venture Publishing, Inc.
- 1992 Mitten, Denise, The American Team, in R. da Silva (ED) *Leading Out: Women Climbers Reaching for the Top*, Seattle: Seal Press. pp. 201-217

Select Papers

- 2014 D'Amore, C. & Mitten, D. (2014, January). Relationship Between Outdoor Experience and Body Image in Female College Students. In *Coalition for Education in the Outdoors Twelfth Biennial Research Symposium* (p. 38).
- 2013 Kristin Litz and Denise Mitten, Inspiring Environmental Stewardship: Developing a Sense of Place, Critical Thinking Skills, and Ecoliteracy to Establish an Environmental Ethic of Care, *Pathways: The Ontario Journal of Outdoor Education*, 25(2) 4-8.
- 2009 Mitten, Denise, Under our Noses: The Healing power of nature, *Taproot Journal* 19(1), 20-26. http://wupcenter.mtu.edu/community/no_child_left_indoors/under_your_noses.html
- 2005 Mitten, Denise, A Group Formation Model Strengthened by using Affirmations. WE: A newsletter for people who care about self-esteem. 20(4), 2-8.
- 2002 Kreitzer, MJ., Mitten, Denise, Harris, I., and Shandeling, J. Attitudes toward CAM among medical, nursing, and pharmacy faculty and students: A comparative analysis, *Alternative Therapies in Health and medicine* 8(6), 44-7, 50-3.
- 2002 Mitten, Denise, An Analysis of Outdoor Leaders' Ethics Guiding Decisions, in , M. Bialeschki, K. Henderson, A. Young, and R. Andrejewski (EDs) *Research in Outdoor Education, Volume 6*, Bradford Woods, IN: Coalition for Education in the Outdoors.
- 1998 Mitten, Denise, "You ain't gonna get me on that rock," *ZipLines: The voice for adventure education*, (34) 46-50.
- 1996 McAvoy, L., D. Mitten, L. Stringer, J. Steckart, and Kraig Sproles, Group Development and Group Dynamics in Outdoor Education, in L. McAvoy, L. Stringer, M. Bialeschki, and A. Young (EDs) *Coalition for Education in the Outdoors Research Symposium Proceedings*, Bradford Woods, IN: Coalition for Education in the Outdoors.
- 1995 Mitten, Denise, Building the group: Using personal affirming to create healthy group process, *The Journal of Experiential Education* 18 (2).
- 1993 Mitten, Denise and Rosalind Dutton, Outdoor Leadership Considerations with Women Survivors of Sexual Abuse, *Journal of Experiential Education* 16 (1) 130-140.
- 1992 Mitten, Denise, Empowering Girls and Women in the Outdoors, *The Journal of Physical Education, Recreation, & Dance* 63(2) 56-60.
- 1989 Mitten, Denise, Healthy Expressions of Diversity Lead to Positive Group Experiences, *Journal of Experiential Education* 12 (3).

Recent Invited Presentations

- From a Parents Perspective: What leaders should know. Keynote presentation at the Outdoor Orientation Program Conference (OOPS), Portland, OR, October, 2015.

- Research in Adventure Therapy. Keynote presentation at the Best Practices Therapeutic Adventure Professional Group (TAPG) conference Association for Experiential Education (AEE), Denver, CO, June 2015.
- Human Development and nature: The need for attachment. 7th International Adventure Therapy Conference (7IATC), Denver, CO, June 2015.
- Healing power of nature for people and the land. Maryland Association of environmental; and Outdoor Educators (MAEOE). Ocean City, MD, February 2015
- Girls and women in the outdoors: Loving the life style, Keynote presentation at the Girl Scout National Convention, Salt Lake City, Utah, October 2014

LETTERS OF SUPPORT



May 12th, 2016

RE: NATIVE AMERICAN YOUTH OUTDOOR EDUCATION/YAVAPAI-APACHE NATION.

Dear Mr. Creek,

We are writing to you in full support of the proposal to implement a program for our youth that is based on a culturally specific platform oriented out-of-doors and sensitive to the needs and particular challenges our children face. Between the pressures of modern life and all of the distractions, which constantly intervene in all of our lives it has become difficult if not impossible to budget time outside of the home, school or office. This is not only unfortunate, but unhealthy.

There was a time for our People not that long ago *when* the outside/natural world *was* our home, school and office, as well as grocery store, church and mall. With that in mind the proposal to insert the natural world back into the lives of our children in a meaningful and positive way is a timely and welcome approach. We hope that this grant will create an environment in which the children will be excited to learn and better their lives because they can discover for themselves what is important, not simply because they were told by somebody else in a classroom.

(b)(6)

Vincent E. Randall
Director of Apache Cultural Preservation
& Former Tribal Chairman

(b)(6)

Gertrude Smith
Director of Yavapai Cultural Preservation

2400 West Datsi Street Camp Verde, Az. 86322

928.567.3649
PR/Award # S299A160064



YAVAPAI-APACHE NATION

Department of Social Services

Phone: (928) 849-7100

Fax: (928) 567-6832

May 25, 2016

John Cheek, Indian Education Demonstration Grants Program
US Dept. of Education
400 Maryland Avenue, SW
Room 3W207
Washington D.C. 20202

Dear Mr. Cheek,

It is my pleasure to write this letter of support for the grant proposal being submitted to the Indian Education Demonstration Grants Program by the Yavapai Apache Nation.

I am a social worker with the Yavapai Apache Nation Department of Social Services. I work primarily with teenagers and their families with the goal of reunification and family healing. Throughout the course of my duties I have seen a need for culturally relevant, preventative and intervention programs. The wilderness therapy program proposal meets all of these needs.

I have witnessed the power of wilderness therapy first hand. I participated in the Anasazi Foundation program with a court dependent child. He completed the seven week program successfully. Though he had a period of struggle since he completed the program he has utilized the tools he gained to better himself since then. He has become more self-reliant, responsible and accountable, all traits he lacked prior to his Anasazi experience. His ability to utilize the tools he gained during the wilderness therapy program is especially satisfying since he is now an adult and a father. Though his experience was focused on intervention, it's not a stretch to believe this is also a prevention method as he is influencing his son, thus breaking the cycle of self-destruction and substance abuse.

In conclusion, I fully support the efforts of the Yavapai Apache Nation as they seek funding to create a wilderness therapy program. I am privileged to aid in the programs implementation and will ultimately be rewarded by bearing witness to the superlative positive change that a wilderness therapy program can effect for the youth of the Yavapai Apache Nation.

Sincerely,

(b)(6)

Erin Ortega
Yavapai Apache Nation Department of Social Services

2400 W Datsi Street. Camo Verde. AZ 86322



Johnson O'Malley Program
Yavapai-Apache Nation
2400 West Datsi
Camp Verde, AZ 86322

May 19, 2016

To Whom It May Concern:

I am writing to you in full support of the proposal to implement a program for our youth based on a culturally specific plan oriented for outside involvement, sensitive to the needs and challenges that face our youth. The pressures of modern life have left some of our youth feeling they can't survive, they have low self-esteem and unable to cope with many demands they have to face. This feeling of insecurity affects their whole outlook on life, including their education.

I have worked within the local school district for 7 years and have seen how the youth struggle to find where they "fit in". I have seen them unable to handle certain situations because they seem to lack self-confidence in themselves, even to the point of inflicting harm by cutting because of lack of coping skills.

I am encouraged that this program could benefit our youth educationally, spiritually, and boost their self-image to reconnect them to the land. This program could teach our youth how to survive, how to trust themselves, and learn their cultural heritage first hand, not being told by someone else. I believe that this program will excite the youth to want to learn, which will affect their everyday life and increase their learning potential in school.

Thank you

(b)(6)

Cindy Eaton
JOM Manager
Phone: 928-649-7112
Cell: 928-301-4121
Email: ceaton@yan-tribe.org



ALCOHOL SUBSTANCE ABUSE

3462 Smith Street Camp Verde, Arizona 86322
Phone (928)649-7113 Fax (928)649-7175

John Cheek
Indian Education Demonstration Grants Program
US Dept. of Education
400 Maryland Ave, SW
RM 3W207
Washington D.C. 20202

May 25, 2016

Re: Wilderness Grant Application

Dear Mr. John Cheek;

On behalf of the ASA Youth Prevention program I strongly support the application for the Wilderness Grant by the Yavapai-Apache Nation.

As a coordinator of Prevention Services I feel it is in the best interest of the youth of the community to have a wilderness-based program implemented into their services. Youth who are involved in activities, especially those that incorporate a family and culturally-based component, are less likely to engage in negative behaviors and are more likely to feel confident in their individual choices. Being in a small community where substance abuse and other risky behaviors are prevalent, it is important to show our youth other avenues of life. By teaching the youth in our community how to utilize their skills for positive purposes, while incorporating Traditional and Cultural teachings through nature, allows our youth to build personal confidence and self-awareness by allowing them to take ownership of their history and their ancestral lands.

Sincerely,

(b)(6)

Candice Romero
ASA Youth Prevention Coordinator
Yavapai-Apache Nation

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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The Yavapai-Apache Nature School – Budget Narrative

Year 1

1) Personnel

A) Salaries

i) Program Director	45,000
ii) Community Director	25,000
iii) Education Director	25,000
iv) Field Director	55,000
v) Director of Parent Programming	65,000

Narrative: Project director and project co-coordinators are current tribal employees that will be given additional duties for administration of the grant program. The money given to each staff will be the time and duties required by the grant program.

The Program Director will oversee the program staff, provide administrative leadership, organize collaborative meetings and ensure grant compliance with program objectives and budget. She will work closely with the partners and staff to ensure smooth collaboration, communication and ongoing evaluation. The Program Director will also coordinate the selection of program participants. She will also be trained to facilitate The Anatomy of Peace parent seminar. Additionally, she will be heavily involved and hands on with YANS students in the field. To support this aspect of her responsibilities the Program Director will be trained as a wilderness first responder and in MBSR.

The Community Director's primary role will be to oversee cultural programming and logistics, to liaison with partners and contractors who are providing cultural content and programming, and to provide support for the parents or adult caregivers of YANS participants. She will also oversee the parent orientation. Additionally, the Community Director will be trained as a licensed facilitator for the Anatomy of Peace parent seminar, will attend administrative meetings, and will assist in the field as a trail guide as needed. Although Ms. Marquez will not function as a therapist, she will be trained in wilderness therapy curriculum that emphasizes confidentiality, follow-on care, documentation, and reporting, as well as wilderness first responder. She is allocating 15% of her time to the project.

The Education Director's primary role will be to liaison with partnering schools and to oversee follow-on activities. She will plan and facilitate weekly fire circles with youth participants and liaison with the Anasazi Foundation. Like her counterpart, the Education Director will receive The Anatomy of Peace facilitator training, first responder training, and participate in an overview of wilderness therapy approaches emphasizing confidentiality, follow-on care, documentation, and reporting. The Education Director will attend administrative meetings, and will assist in the field as a trail guide as needed. She is allocating 15% of her time to the project.

The Field Director will coordinate with the Project Director with respect to all aspects of the wilderness-based component of YANS, including scouting the trail, managing

YANS Proposal Part Five

logistics, procuring and maintaining equipment and supplies, coordinating field-based personnel, and serving as a front line response should emergencies arise. The Field Director will be trained as a wilderness first responder. This is a full-time position.

The Director of Parent Programming will conduct ongoing parent education that fosters and supports direct application of the capacities taught in the initial Anatomy of Peace and Mindfulness Based Stress Relief trainings in order to increase the likelihood of those capacities actually being incorporated into the parenting practice of the participants caregivers, many of whom are also dealing with the effects of their own direct trauma. He will also provide conflict resolution training and family mediation support. The Director of Parent Programming will maintain contact with parents/caregivers in order to conduct an ongoing needs assessment and adapt the training content in response to their concerns and needs.

2) Fringe Benefits

i) 50,000 x 45 % 96,750

Narrative: Yavapai-Apache Nation calculates fringe benefits at 45% of salary.

3) Travel

total: 30, 043

A) Project Director's Meeting Site TBD.

i) Airfare: 300 x 3 900
ii) Lodging: 200 x 3 x 4 nights 2,400
iii) Per Diem: 60 x 3 x 5 days 900

Narrative: 3 people attend the annual Project director's training: Program Director, Education Director and one person from Partnering Agency.

B) Travel for Training of Four Key Wilderness Program Staff

i) National Outdoor Leadership School Wilderness First Responder training (see attached sheet) 13, 345
ii) CPI training through ANASAZI foundation (see attached sheet) 110
iii) Core training for key staff members in
(a) Trail guides (10 days) 4380
(b) Shadow (10 days) 5580
(c) Parent facilitation programming (5 days) 2428

Narrative: All key program staff (Program Director, Education Director, Community Director, and Title VII coordinator and the Field Director) will be trained in the core Anasazi curriculum – basic trail guide training (and WFR medical certification) is a requirement for any adults supervising children in the wilderness setting. For Key program staff, it is also recommended they be trained in the techniques and requirements

YANS Proposal Part Five

of other key staff, such as the parent facilitators and the therapist (“shadows”). This will allow the program to run smoothly as everyone is aware of others’ roles and responsibilities. In years 2 – 4, the Nation’s key staff will implement that information learned at trainings, under the guidance of Anasazi and Prescott college. After the grant period ends, the Nation’s key staff (tribal members and employees) will be able to continue the program seamlessly.

4) Equipment

A) Individual Gear	30,429
B) Group Gear	2,052
C) 3 suburbans at 50 K each	150,000
D) Gear, Anasazi for staff	4,250

Narrative: Each student participating in the program will need to be outfitted with gear (clothing, backpack, sleeping bag) to be safe and comfortable in the outdoors. See attached sheet which calculates individual gear for each student to be \$1,323. In addition to individual gear, the group of students needs shared gear such as satellite phones in case of emergency, first aid kits, and tents. See attached sheet for itemized list of group gear.

Each group in the wilderness will be transported in a Suburban. Many insurance companies won’t insure children being transported in a 15 passenger van, so a suburban is the most common vehicle used by wilderness programs. YANS will need one van to transport each group (one group of girls, one group of boys) and a third vehicle to be in the area of the hikers in case an emergency evacuation is needed. In year one, three vehicles need to be purchased to allow the program to start. Only one will be purchased each year after that.

Anasazi outfits every participant with “primitive” gear. The staff who are participating in

the Anasazi will purchase the Anasazi gear as group gear. If students chose to s

5) Program Supplies

i) General Office Supplies: 50 per month x 12	600
ii) Recruitment and advertising:	500
iii) Fire circle materials	4320
iv) Group supplies for backpacking	1,209
v) Food during programming	16,170
vi) Supplies for parent group	11,520
vii) Supplies for Shadow training for 5 key staff	4250
viii) Supplies for Parent Facilitator training	250
ix) Jacket with YANS logo	4,550

Narrative:

YANS Proposal Part Five

General Office supplies are for operational needs such as paper, pens, and calendars. Recruitment materials are needed as program is being implemented. Items include: printing, posters, fliers and electronic recruitment and advertising.

Wilderness start up supplies include group and personal gear such as sleeping bags, tents, clothing, cooking items, shoes and backpacks.

Jacket with logo is \$70 each jacket x

6) Contractual		
i) Anasazi Administrative cost (30%)		2,550
ii) Field staff		8,500
46 tw @150 / day =	6,900	
4 tw @ 400 / day =	1,600	
iii) Parent facilitation		9,000
MBSR facilitator \$250 per person x 36 parents		
iv) Prescott College (program evaluation)		18,000
(a) Program evaluation: 20 hrs per month / \$ 75 per hour x 12 months		
(b) Facilitation fee for monthly programming		
v) Laurie K		
(a) \$20 per hour x 20 hours per month x 12		4,800
vi) YAN culture department		
14 instructional visits per year @ 150 a day =		2,100
4 visits from an elder @ 150 each =		600
vii) Judie Piner's project - 15,000 divided by 3 =	5,000	
viii) Storage Room		2400
To house equipment. 10 x 15 storage unit, climate controlled 200 per month		
ix) Liability Insurance		10,000
7) Other		
a) Key staff to be trained as Wilderness First Responders		4,750
b) Key staff to be trained as CPI		1,500

Year 2

1) Personnel

A) Salaries

i) Program Director	45,000
ii) Project Coordinator	25,000
iii) Project Coordinator	25,000
iv) Field Director	55,000
v) Director of Parent Programming	65,000

Narrative:

See above

2) Fringe Benefits

i) 170,000 x 45 %	96,750
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Narrative: calculated at 45% of salary.

3) Travel

A) Project Director's Meeting Site TBD.

i) Airfare: 300 x 3	900
ii) Lodging: 200 x 3 x 4 nights	2,400
iii) Per Diem: 60 x 3 x 5 days	900

Narrative: 3 people attend the annual Project director's training: Program Director, Program Coordinator, and one person from Partnering Agency.

B) Travel to OBHIC Wilderness Symposium 2017 (location is not yet announced, but usually its in Park City, UT)

i) Airfare: 300 x 2	600
ii) Lodging: \$200 / night x 3 nights x 2 staff	1200
iii) Per Diem: 74 x 2 x 4 days	592

C) Travel for Training of Additional Staff

i) National Outdoor Leadership School Wilderness First Responder training (see attached sheet)	6224
ii) CPI training through ANASAZI foundation (see attached sheet)	220
iii) Core training for key staff members in	
(a) Trail guides (10 days)	4250
(b) Shadow (10 days)	1182
(c) Parent facilitation programming (5 days)	1064

Narrative: All key program staff (Program Director, Program co-coordinators, and Title VII coordinator) will be trained in the core Anasazi curriculum – basic

YANS Proposal Part Five

trail guide training (and WFR medical certification) is a requirement for any adults supervising children in the wilderness setting. For Key program staff, it is also recommended they be trained in the techniques and requirements of other key staff, such as the parent facilitators and the therapist (“shadows”). This will allow the program to run smoothly as everyone is aware of others’ roles and responsibilities. In years 2 – 4, the Nation’s key staff will implement that information learned at trainings, under the guidance of Anasazi and Prescott college. After the grant period ends, the Nation’s key staff (tribal members and employees) will be able to continue the program smoothly.

4) Equipment		
A) Individual Gear		37,378
B) Group Gear		2,052
C) 2 suburbans at 50 K each		100,000
5) Program Supplies		
i) General Office Supplies: 50 per month x 12		600
ii) Recruitment and advertising:		500
iii) Fire circle materials		15,840
iv) Group supplies for backpacking		1,209
v) Group supplies for Trail guide training		4790
vi) Supplies during parent program		23,040
vii) Food during programming		53,768
	Incoming 6 th graders program	24,052
	Returning 7 th graders program	29,716
viii) Jacket with YANS logo		4,550

Narrative:

General Office supplies are for operational needs such as paper, pens, and calendars. Recruitment materials are needed as program is being implemented. Items include: printing, posters, fliers and electronic recruitment and advertising.

Wilderness start up supplies include group and personal gear such as sleeping bags, tents, clothing, cooking items, shoes and backpacks.

Jacket with logo is \$70 each jacket x 65

B) Contractual		
i) Anasazi Administrative cost (30%)		3660
ii) Field staff		12,200
	60 tw @150 / day = 9,000	
	8 tw @ 400 / day = 3200	
iii) Parent facilitation		9,000
	MBSR facilitator 250 per person x 36 parents	
iv) Prescott College (program evaluation)		9000
(a) Program evaluation: 10 hrs per month / \$ 75 per hour x 12 months		

YANS Proposal Part Five

(b) Facilitation fee for monthly programming	
v) Laurie K	
(a) \$20 per hour x 20 hours per month x 12	4,800
vi) YAN culture department	
28 instructional visits per year @ 150 a day =	4200
8 visits from an elder @ 150 each =	1200
vii) Judie Piner's project - 15K divided by 3 = 5,000	5,000
viii) Storage Room	2400
To house equipment. 10 x 15 storage unit, climate controlled 200 per month	
xi) liability insurance	10,000
6) Other	
A) WFR training	1700
B) CPI training	1500

YANS Proposal Part Five

Year 3

1) Personnel

A) Salaries

i) Program Director	45,000
ii) Community Director	25,000
iii) Education Director	25,000
iv) Field Director	55,000
v) Director of Parent Programming	65,000

Narrative: Project director and project co-coordinators are current tribal employees that will be given additional duties for administration of the grant program. The money given to each staff will be the time and duties required by the grant program. See descriptions under Year 1.

2) Fringe Benefits

i) 50,000 x 45 %	96,750
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Narrative: Yavapai-Apache Nation calculates fringe benefits at 45% of salary.

3) Travel

total: 12,940

A) Project Director's Meeting Site TBD.

i) Airfare: 300 x 3	900
ii) Lodging: 200 x 3 x 4 nights	2,400
iii) Per Diem: 60 x 3 x 5 days	900

Narrative: 3 people attend the annual Project director's training: Program Director, Education Director and one person from Partnering Agency.

B) Travel for Training of additional YANS Staff

i) National Outdoor Leadership School Wilderness First Responder training (see attached sheet)	6,224
ii) CPI training through ANASAZI foundation (see attached sheet)	110
iii) Core training for key staff members in	
(a) Trail guides (10 days)	4250
(b) Shadow (10 days)	1182
(c) Parent facilitation programming (5 days)	1064

C) Travel to OBHIC Wilderness Symposium 2017 (location is not yet announced, but usually its in Park City, UT)

i) Airfare: 300 x 2	600
ii) Lodging: \$200 / night x 3 nights x 2 staff	1200
iii) Per Diem: 74 x 2 x 4 days	592

YANS Proposal Part Five

Narrative: All key program staff (Program Director, Education Director, Community Director, and Title VII coordinator and the Field Director) will be trained in the core Anasazi curriculum – basic trail guide training (and WFR medical certification) is a requirement for any adults supervising children in the wilderness setting. For Key program staff, it is also recommended they be trained in the techniques and requirements of other key staff, such as the parent facilitators and the therapist (“shadows”). This will allow the program to run smoothly as everyone is aware of others’ roles and responsibilities. In years 2 – 4, the Nation’s key staff will implement that information learned at trainings, under the guidance of Anasazi and Prescott college. After the grant period ends, the Nation’s key staff (tribal members and employees) will be able to continue the program seamlessly.

4) Equipment

A) Individual Gear	38,829
B) Group Gear	2,652
C) 1 suburban	50,000
D) Gear, Anasazi for staff	4,250

Narrative: Each student participating in the program will need to be outfitted with gear (clothing, backpack, sleeping bag) to be safe and comfortable in the outdoors. See attached sheet which calculates individual gear for each student to be \$1,323. The incoming 6th graders (N=18) need individual gear (30,429) and the now 7th and 8th graders each need replacement gear for clothing they’ve grown out of have damaged or lost (200 per student for replacement gear x 36 returning students = 7,200).

In addition to individual gear, the group of students needs shared gear such as satellite phones in case of emergency, first aid kits, and tents. See attached sheet for itemized list of group gear. We are estimating 600 of group gear has been damaged or lost.

Finally, each group in the wilderness will be transported in a Suburban. Many insurance companies won’t insure children being transported in a 15 passenger van, so a suburban is the most common vehicle used by wilderness programs. YANS will need one van to transport each group (one group of girls, one group of boys) and a third vehicle to be in the area of the hikers in case an emergency evacuation is needed.

5) Program Supplies

i) General Office Supplies: 50 per month x 12	600
ii) Recruitment and advertising:	500
iii) Fire circle materials	27,360
iv) Group supplies for backpacking	1,209
v) Food during programming	128,200
(a) Incoming 6 th graders program	24,052
(b) Returning 7 th graders program	29,716
(c) Returning 8 th graders program	34,716
(d) Returning 9 th graders program	39,716

YANS Proposal Part Five

vi) Supplies for parent group	11,520
vii) Supplies for Shadow training additional staff	50
viii) Supplies for Parent Facilitator training	250
ix) Jacket with YANS logo	4620

Narrative:

General Office supplies are for operational needs such as paper, pens, and calendars. Recruitment materials are needed as program is being implemented. Items include: printing, posters, fliers and electronic recruitment and advertising.

Wilderness start up supplies include group and personal gear such as sleeping bags, tents, clothing, cooking items, shoes and backpacks.

Jacket with logo is \$70 each jacket x 66

6) Contractual

i) Anasazi Administrative cost (30%)	4,770
ii) Field staff	19,600
88 tw @150 / day = 13200	
16 tw @ 400 / day = 6400	
iii) Parent facilitation	9,000
MBSR facilitator \$250 per person x 36 parents	
iv) Prescott College (program evaluation)	18,000
(a) Program evaluation: 20 hrs per month / \$ 75 per hour x 12 months	
(b) Facilitation fee for monthly programming	
v) Laurie K	
(a) \$20 per hour x 20 hours per month x 12	4,800
vi) YAN culture department	
42 instructional visits per year @ 150 a day =	6,300
12 visits from an elder @ 150 each =	1800
vii) Storage Room	2400
To house equipment. 10 x 15 storage unit, climate controlled 200 per month	
viii) Liability Insurance	10,000

7) Other

c) Key staff to be trained as Wilderness First Responders	4,750
d) Key staff to be trained as CPI	1,500

YANS Proposal Part Five

Year 4

1) Personnel

A) Salaries

i) Program Director	45,000
ii) Community Director	25,000
iii) Education Director	25,000
iv) Field Director	55,000
v) Director of Parent Programming	65,000

Narrative: Project director and project co-coordinators are current tribal employees that will be given additional duties for administration of the grant program. The money given to each staff will be the time and duties required by the grant program. See descriptions under Year 1.

2) Fringe Benefits

i) 50,000 x 45 %	96,750
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Narrative: Yavapai-Apache Nation calculates fringe benefits at 45% of salary.

3) Travel

total: 16,382

A) Travel for Training of additional YANS Staff

i) National Outdoor Leadership School Wilderness First Responder training (see attached sheet)	6,224
ii) CPI training through ANASAZI foundation (see attached sheet)	110
iii) Core training for key staff members in	
(a) Trail guides (10 days)	4250
(b) Shadow (10 days)	1182
(c) Parent facilitation programming (5 days)	1064

C) Travel to OBHIC Wilderness Symposium 2017 (location is not yet announced, but usually its in Park City, UT)

i) Airfare: 300 x 2	600
ii) Lodging: \$200 / night x 3 nights x 2 staff	1200
iii) Per Diem: 74 x 2 x 4 days	592

Narrative: All key program staff (Program Director, Education Director, Community Director, and Title VII coordinator and the Field Director) will be trained in the core Anasazi curriculum – basic trail guide training (and WFR medical certification) is a requirement for any adults supervising children in the wilderness setting. For Key program staff, it is also recommended they be trained in the techniques and requirements

YANS Proposal Part Five

of other key staff, such as the parent facilitators and the therapist (“shadows”). This will allow the program to run smoothly as everyone is aware of others’ roles and responsibilities. In years 2 – 4, the Nation’s key staff will implement that information learned at trainings, under the guidance of Anasazi and Prescott college. After the grant period ends, the Nation’s key staff (tribal members and employees) will be able to continue the program seamlessly.

4) Equipment

A) Individual Gear	41,229
B) Group Gear	2,652
C) 1 suburban	50,000
D) Gear, Anasazi for staff	1700

Narrative: Each student participating in the program will need to be outfitted with gear (clothing, backpack, sleeping bag) to be safe and comfortable in the outdoors. See attached sheet which calculates individual gear for each student to be \$1,323. The incoming 6th graders (N=18) need individual gear (30,429) and the now 7th and 8th graders each need replacement gear for clothing they’ve grown out of have damaged or lost (200 per student for replacement gear x 54 returning students = 10,800). In addition to individual gear, the group of students needs shared gear such as satellite phones in case of emergency, first aid kits, and tents. See attached sheet for itemized list of group gear. We are estimating 600 of group gear has been damaged or lost. Finally, each group in the wilderness will be transported in a Suburban. Many insurance companies won’t insure children being transported in a 15 passenger van, so a suburban is the most common vehicle used by wilderness programs. YANS will need one van to transport each group (one group of girls, one group of boys) and a third vehicle to be in the area of the hikers in case an emergency evacuation is needed.

5) Program Supplies

i) General Office Supplies: 50 per month x 12	600
ii) Recruitment and advertising:	500
iii) Fire circle materials	38880
iv) Group supplies for backpacking	2418
v) Food during programming	88,484
vi) Supplies for parent group	11,520
vii) Supplies for Shadow training additional staff	50
viii) Supplies for Parent Facilitator training	250
ix) Jacket with YANS logo	4,550

Narrative:

General Office supplies are for operational needs such as paper, pens, and calendars. Recruitment materials are needed as program is being implemented. Items include: printing, posters, fliers and electronic recruitment and advertising.

YANS Proposal Part Five

Wilderness start up supplies include group and personal gear such as sleeping bags, tents, clothing, cooking items, shoes and backpacks.

Jacket with logo is \$70 each jacket x 66

6) Contractual		
i) Anasazi Administrative cost (30%)		4,770
ii) Field staff		15,900
74 tw @150 / day = 11,100		
12 tw @ 400 / day = 4800		
iii) Parent facilitation		9,000
MBSR facilitator \$250 per person x 36 parents		
iv) Prescott College (program evaluation)		9,000
(a) Program evaluation: 10 hrs per month / \$ 75 per hour x 12 months		
(b) Facilitation fee for monthly programming		
v) Laurie K		
(a) \$20 per hour x 20 hours per month x 12		4,800
vi) YAN culture department		
42 instructional visits per year @ 150 a day =		6,300
12 visits from an elder @ 150 each =		1800
vii) Judie Piner's project - 15,000 divided by 3 = 5,000		5,000
viii) Storage Room		2400
To house equipment. 10 x 15 storage unit, climate controlled 200 per month		
ix) Liability Insurance		10,000
7) Other		
e) Key staff to be trained as Wilderness First Responders		4,750
f) Key staff to be trained as CPI		1500

Year One - 6th graders

	Overnight / all day	Location	Activity	participants (incl staff)	Staff	Meals
Nov Week 1	All-day Orientation students + parents	Cloverleaf	Program orientation for both parents and students. Overview of program (1 hr) Culture (2 hrs- intro to Place names) Parents and students split for ½ day: students – fire making and team building. Receive 7 paths. Receive memory pouch. Parents – anasazi intro firecircle	18 (6 th gr) 36 parents <u>10 staff</u> 64 total	ED, CD, FD, DPP & Dir. PC x 1 A x 2 YANC x 2	B L C
Nov wk 2	Evening	Fire circle. 7 paths – path of light - activity		24	ED, CD, FD, Dir, TW x 2	S
Nov wk. 3	Evening	Fire circle. Path of light – activity		24	ED, CD, FD, Dir TW x 2	S
Nov wk 4	Evening	Fire circle. Activity: mindfulness.		23	ED, CD, FD, Dir FCBF	S
Dec Week 1	Cloverleaf	Cloverleaf	Rabbit stick: make gatherings bag	18 (6 th gr) <u>7 staff</u> 25 total	ED, CD, FD & Dir TW x 2	B L
Dec wk. 2	Evening	Firecircle. 7 paths: path of wind activity		24	ED, CD, FD, Dir and TW x 2	S
Dec wk. 3	Evening	Firecircle. Path of wind activity: YANC.		24	ED, CD, FD, Dir YANC x 2	S
Dec wk 4	Evening	Firecircle. Activity: mindfulness		23	ED, CD, FD, Dir, DPP	S
Jan 2017 Week 1	overnight	TBD	Team building Outdoor skills (rabbitstick)	18 (6 th gr) <u>5 staff</u> 23 total	ED, FD TW x 3	B x 2 L x 2 D x 1
Jan wk 2	Evening	Firecircle. 7 paths: path of water activity		24	ED, CD, FD, Dir and TW x 2	S
Jan wk 3	Evening	Firecircle path of water. Activity: YANC		24	ED, CD, FD, Dir YANC x 2	S
Jan wk 4	evening	Firecircle. Activity: mindfulness		23	ED, CD, FD, Dir DPP	S
Feb	All-day	Cloverleaf	Culture – mesquite grinding Mesquite pancakes/ prickly pear jelly	18 (6 th gr) <u>6 staff</u> 24 total)	ED, CD, FD, Dir YANC x 2	B L
Feb wk 2	Evening	Firecircle. Path of stone activity		24	ED, CD, FD, Dir and TW x 2	S
Feb wk 3	Evening	Firecircle . path of stone: activity		24	ED, CD, FD, Dir and TW x 2	S
Feb wk 4	Evening	Firecircle: activity: Mindfulness		23	ED, CD, FD, Dir DPP	S

Mar wk 1	3 day	TBD Fossil creek	Badgerstone Elder meets group for one night	18 (6 th gr) <u>7 staff</u> 25 total	ED, FD, Dir TWs x 2 Elder x 2	B x 3 L x 3 D x 2
Mar wk 2	Evening	Firecircle: path of plants activity		24	ED, CD, FD, Dir and TW x 2	S
Mar wk 3	Evening	Firecircle: path of plants activity		24	ED, CD, FD, Dir and TW x 2	S
Mar wk 4	evening	Firecircle: activity: mindfulness		24	ED, CD, FD, Dir DPP	S
April wk 1	All-day	Cloverleaf	Food gathering	18 (6 th gr) <u>4 staff</u> 22 total	ED, CD, FD, YANC x 2	B L
Apr wk 2	Evening	Firecircle: path of animals activity		24	ED, CD, FD, Dir and TW x 2	S
Apr wk 3	Evening	Firecircle: path of animals activity		24	ED, CD, FD, Dir and TW x 2	S
Apr wk 4	Evening	Firecircle: Activity: mindfulness		23	ED, CD, FD, Dir DPP	S
May	All-day	Cloverleaf	Conflict resolution Team building	18 (6 th gr) <u>6 staff</u> 24 total	ED, CD, FD, Dir PC x 2	B L
June	6 night	TBD	Badgerstone Elder(s) comes to meet group for one night	18 (6 th gr) <u>9 staff</u> 27 total Last Night Total = 65	ED, FD, Dir TW x 2 Elder x 2 YANC x 2	B x 7 L x 7 C (65 people)
June wk 3	All day	Cloverleaf	Debrief trip Pollen Gathering for welcoming ceremony of next years participants	18 (6 th gr) <u>6 staff</u> 24 total	ED, CD, FD, Dir, YANC x 2	B L

Staff: ED = education director
CD = community director
Dir = program director
FD= Field director
PC = Prescott College
A = Anasazi
YAN C = Yavapai-Apache Nation Culture Department
TW = Trailwalker (field staff)
FCBF = Family capacity development facilitator

Meals B = Breakfast \$8 per person x 493 breakfasts = \$3,944
L = Lunch \$12 per person x 493 lunches = \$5,916
D = Dinner \$16 per person x 73 dinners = \$1,168
S = Snack (light) \$6 per person x 427 snacks = \$2,562
C = Ceremony \$20 per person x 129 = \$2,580

Year two - 6th graders

	Overnight / all day	Location	Activity	# participants (incl staff)	Staff	Meals
April wk 1 2017						
July wk 1	Orientation	Cloverleaf	Program orientation for both parents and students. Overview of program (1 hr) Culture (2 hrs- intro to Place names) Parents and students split for ½ day: students – fire making and team building. Receive 7 paths. Receive memory pouch. Parents – anasazi intro firecircle	18 (6 th gr) 36 parents <u>10 staff</u> 64 total	ED, CD, FD FCBF, & Dir. PC x 1 A x 2 YANC x 2	B L C
July wk 2	Evening	Fire circle. 7 paths – path of light		24	ED, CD, FD, Dir, TW x 2	S
July wk 3	Evening	Fire circle. Path of light		24	ED, CD, FD, Dir TW x 2	S
July wk 4	Evening	Fire Circle: path of light		24	ED, CD, FD, Dir TW x 2	S
Aug wk 1	All day	Cloverleaf	Rabbit stick: make gatherings bag	18 (6 th gr) <u>4 staff</u> 24 total	ED, FD, TW x 2	B L
Aug wk 2	Evening	Firecircle: mindfulness		23	ED, CD, FD, Dir DPP	S
Aug wk 3	Evening	Firecircle: path of light YANC		25	ED, CD, FD, Dir YANC x 2	S
Aug wk 4	Evening	Firecircle: path of wind		24	ED, CD, FD, Dir TW x 2	S
Sept wk 1	Overnight	TBD	Team building, mindfulness Outdoor skills - rabbit stick	18 (6 th) <u>4 staff</u> 22 total	ED, FD, TW x 2	B x 2 L x 2 D x 1
Sept wk 2	Evening	Firecircle: path of wind		24	ED, CD, FD, Dir TW x2	S
Sept wk 3	Evening	Firecircle: path of wind		24	ED, CD, FD, Dir TW x2	S
Sept wk 4	Evening	Firecircle: mindfulness		23	ED, CD, FD, Dir DPP	S
Oct wk. 1	All day	Cloverleaf	Cultural activity	18 (6 th) <u>6 staff</u> 24 total	ED, CD, FD, Dir YANC x 2	B L

Oct wk 2	Evening	Firecircle: path of wind		24	ED, CD, FD, Dir TW x 2	S
Oct wk 3	Evening	Firecircle: path of water		24	ED, CD, FD, Dir TW x 2	S
Oct wk 4	Evening	Firecircle: path of water		24	ED, CD, FD, Dir TW x 2	S
Nov Wk 1	All day	Cloverleaf		24	ED, CD, FD, Dir TW x2	S
Nov wk 2	Evening	Firecircle: path of water		24	ED, CD, FD, Dir TW x 2	S
Nov wk. 3	Evening	Firecircle: YANC		24	ED, CD, FD, Dir YANC x 2	S
Nov wk 4	Evening	Fire circle. activity: mindfulness.		23	ED, CD, FD, Dir DPP	S
Dec Week 1	Overnight	TBD	Team building Outdoor skills (rabbitstick)	18 (6 th) 4 staff 22 total	ED, FD, TW x 2	B x 2 L x 2 D x 1
Dec wk. 2	Evening	Firecircle. 7 paths: path of stone activity		24	ED, CD, FD, Dir and TW x 2	S
Dec wk. 3	Evening	Firecircle. Path of stone activity		26	ED, CD, FD, Dir TW x 2 YANC x 2	S
Dec wk 4	Evening	Firecircle. Path of stone: YANC		23	ED, CD, FD, Dir, DPP	S
Jan 2018 Week 1	All day	Cloverleaf	Cultural Activity	24	ED, CD, FD, Dir YANC x 2	B L
Jan wk 2	Evening	Firecircle. 7 paths: Mindfulness		24	ED, CD, FD, Dir and TW x2	S
Jan wk 3	Evening	Firecircle. Path of plants activity		24	ED, CD, FD, Dir YANC x 2	S
Jan wk 4	evening	Firecircle. Path of plants activity		23	ED, CD, FD, Dir DPP	S
Feb	All-day	Cloverleaf		18 (6 th gr) 6 staff 24 total)	ED, CD, FD, Dir YANC x 2	B L
Feb wk 2	Evening	Firecircle. Path of plants activity		24	ED, CD, FD, Dir and TW x 2	S
Feb wk 3	Evening	Firecircle . path of plants: YANC		24	ED, CD, FD, Dir and YANC x2	S

Feb wk 4	Evening	Firecircle: activity: Mindfulness		24	ED, CD, FD, Dir DPP	S
Mar wk 1	All day	Cloverleaf		18 (6 th gr) <u>6 staff</u> 24 total	ED, CD, FD, Dir TWs x 2	B x 3 L x 3 D x 2
Mar wk 2	Evening	Firecircle: path of animals		24	ED, CD, FD, Dir and TW x2	S
Mar wk 3	Evening	Firecircle: path of animals		24	ED, CD, FD, Dir and TW x2	S
Mar wk 4	evening	Firecircle: activity: animals		23	ED, CD, FD, Dir DPP	S
April wk 1	3 night	TBD	Badgerstone – elder meets group on trail for one night	18 (6 th gr) <u>6 staff</u> 24 total	ED, FD, Dir TW x 2 Elder x 1	
BApr wk 2	Evening	Firecircle: path of animals: YANC		24	ED,CD, FD, Dir and TW x2	S
Apr wk 3	Evening	Firecircle. Mindfulness		23	ED, CD, FD, DPP, & Dir	S
Apr wk 4	Evening	Firecircle. Path of we		24	ED, CD, FD, Dir, TW x2	S
May wk 1	All-day	Cloverleaf	Conflict resolution Team building	18 (6 th gr) <u>6 staff</u> 24 total	ED, CD, FD, Dir PC x 2	B L
May wk 2	Evening	Firecircle: Path of we		24	ED, CD, FD, Dir, TW x2	S
May wk 3	Evening	Firecircle: Path of we		24	ED, CD, FD, Dir, TW x2	S
May wk 4	Evening	Firecircle: Path of we: YANC		24	ED, CD, FD, Dir, YANC x2	S
June	6 night	TBD	Badgerstone Elder(s) comes to meet group for one night	18 (6 th gr) <u>6 staff</u> 24 total For last night, parents join +36 Total = 60	ED, FD, Dir TW x 2 Elder x 2	B x 7 L x 7 D x 6 C (65 people)
June wk 3	All day	Cloverleaf	Debrief trip Pollen Gathering	18 (6 th gr) <u>5 staff</u> 23 total	ED, CD, FD, Dir, YANC x2	B L

Staff: ED = education director
CD = community director
Dir = program director
FD = Field director
PC = Prescott College
A = Anasazi
YAN C = Yavapai-Apache Nation Culture Department
TW = Trailwalker (field staff)
FCBF = Family capacity development facilitator

Meals B = Breakfast \$8 per person x 580 breakfasts = \$4640
L = Lunch \$12 per person x 580 lunches = \$6960
D = Dinner \$16 per person x 320 dinners = \$5120
S = Snack (light) \$6 per person x 792 snacks = \$4752
C = Ceremony \$20 per person x 129 = \$2580

For returning now 7th graders: \$29,716

Breakfast = \$8 per person x 748 breakfasts = \$5984

Lunch = \$12 per person x 748 lunches = \$8976

Dinner = \$16 per person x 464 dinners = \$7424

Snack = \$6 per person x 792 snacks = \$4752

Ceremony = \$20 per person x 129 = \$2580

Year two – returning participants (7th graders)

	Overnight / all day	Location	Activity	# participants (incl staff)	Staff (co-facilitators present at every event)	Meals
July 2017	All-day	Cloverleaf	Welcome back! Debrief first year. Discuss this year, focus on setting and attaining goals	16(7 th) <u>3 staff</u> 19 total	CoF & D (3)	L
Aug	All-day	Cloverleaf	Edibles	16(7 th) <u>3 staff</u> 19 total	CoF x 2 A x 1	L
Sept	Overnight	Place name	Mindfulness	16 (7 th) <u>4 staff</u> 20 total	CoF x 2 PC x 1 TW x 1	B x 2 L x 2 D x 1
Oct	All-day	TBD	Day hike	16(7 th) <u>3 staff</u> 19 total	CoF x 2 A x 1	L
Nov	overnight	Grand Canyon	Mindfulness	16(7 th) <u>6 staff</u> 19 total	CoF x 2 TW x 2 Pc x 2	B x 2 L x 2 D x 1
Dec	All-day	Cloverleaf	Mesquite pancakes and prickly pear jelly for 6 th graders returning from overnight	16 (7 th) <u>3 staff</u> 19 total	CoF x 2 YANC x 1	L
Jan 2018	All –day	Cloverleaf	Conflict resolution with parents	16 (7 th) 32 parents <u>7 staff</u> 55 total	CoF & D (3) PC x 2 A x 2	B L
Feb	All-day	Cloverleaf	Making fireset	16 (7 th) <u>3 staff</u> 19 total	cof x 2 A x 1	B L
Mar	3 night	Place name	Badgerstone Elder comes to meet group for one night	16 (7 th) <u>8 staff</u> 24 total	CoF x 2 PC x 2 TW x 2 Elder x 2 (one day)	B x 6 L x 6 D x 5
April	All-day	Cloverleaf	Gather wild onion Prepare welcoming ceremony for new participants	16 (7 th) <u>3 staff</u> 19 total	CoF x 2 YANC x 1	L
May	All-day	Cloverleaf	Welcoming ceremony for incoming 6 th graders	16 (7 th)	(staff already included)	

June	2 weeks	TBD	Badgerstone Elders to meet group for 2 nights	16 (7 th)	CoF x 2 TW x 4 Elder x 2 (one day)	B x 16 L x 16 D x 15 C
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Year Three - Eighth graders

	Overnight / all day	Location	Activity	# participants (incl staff)	Staff (co-facilitators present at every event)	Meals	objective
July 2018	All day	Cloverleaf	Welcome back! Debrief 2 week trip. Discuss this year – focus on service to community	14 (8 th) <u>3 staff</u> 17 total	CoF & D (3)	L	
Aug	3 night	TBD	With help of PC student, participants plan this trip to a location of their choosing. Participants plan route, food, and gear.	14 (8 th) <u>6 staff</u> 20 total	CoF x 2 PC x 2 TW x 2	B x 3 L x 3 D x 2	
Sept	All day	Place name	Map a place name of their choosing onto the interactive map	14(8 th) <u>3 staff</u> 17 total	CoF x 2 YANC x 1	L	
Oct	All day	Cloverleaf	With the guidance of a PC student, plan an activity for elementary school participants	14 (8 th) <u>4 staff</u> 18 total	CoF x 2 PC x 2	L	
Nov	3 night	Place name		14 (8 th) <u>6 staff</u> 17 total	CoF x 2 TW x 4	B x 4 L x 4 D x 3	
Dec	All day	Cloverleaf	Conflict resolution / mindfulness for participants and their parents	14 (8 th) 28 parents <u>6 staff</u> 48 total	CoF x 2 PC x 2 A x 2	B L	
Jan 2019	All day	Cloverleaf	Participants facilitate an activity for elementary students	14 (8 th) <u>2 staff</u> 16 total	CoF x 2	L	
Feb	All day	Cloverleaf	Students prepare meal for their parents using traditional ingredients such as acorn, mesquite, red berries and wild onion, labeling the foods with key Yavapai and Apache words.	14 (8 th) 28 parents <u>3 staff</u> 45 total	CoF x 2 YANC x 1	C	
Mar	4 night	TBD		14(8 th) <u>6 staff</u> 20 total	CoF x 2 TW x 4	B x 5 L x 5 D x 4	
April	All day	Place name	Participants map a place name of their choosing	14 (8 th) <u>3 staff</u> 17 total	CoF x 2 YANC x 1	L	
May	All day	Cloverleaf	Participants prepare a meal for tribal elders and serve it at the elder lunch, using key words in Yavapai and Apache	14 (8 th) 15 elders <u>4 Staff</u> 33 total	coF x 2 YANC x 2	C	
June	3 wks on trail	TBD	Badgerstone Elders come to meet group 3 xs on trail	14 (8 th) 7 staff	CoF & D (3) TW x 4	B x 27 L x 27	

				<u>6 elders</u> 27 total	Elder x6 (one day)	D x 26 C	
Upon returning from their 3 week trip, participants create a presentation for tribal council on how the experience impacted their identity as a Yavapai-Apache tribal member.							

Year Four - Ninth graders

	Overnight / all day	Location	Activity	# participants (incl staff)	Staff (co-facilitators present at every event)	Meals	objective
July 2019	All day	Cloverleaf	Welcome back! Debrief 3 week trip. Discuss next year. Focus on leadership	12 (9 th) <u>3 staff</u> 15 total	CoF & D (3)	L	
Aug	3 night	TBD	Participants plan this trip to a location of their choosing. Participants plan route, food, and gear	12 (9 th) <u>4 staff</u> 16 total	CoF x 2 TW x 2	B x 4 L x 4 D x 3	
Sept	All day	Place name	Map a place name of their choosing onto the interactive map	12 (9 th) <u>3 staff</u> 15 total	CoF x 2 YANC x 1	L	
Oct	All day	Cloverleaf	Conflict resolution with parents	12 (9 th) 24 parents <u>4 staff</u> 40 total	CoF x 2 PC or A x 2	B L	
Nov	3 night	TBD		12 (9 th) <u>4 staff</u> 16 total	CoF x 2 TW x 2	B x 4 L x 4 D x 3	
Dec	All day	Place name	With the guidance of a PC student, plan an activity for elementary school participants	12 (9 th) <u>4 staff</u> 16 total	CoF x 2 Pc x 2	L	
Jan 2020	All day	Cloverleaf	Activity for elementary age	12 (9 th) <u>2 staff</u> 14 total	CoF x 2	L	
Feb	All day	Cloverleaf	Students prepare meal for their parents using traditional ingredients such as acorn, mesquite, red berries and wild onion, labeling the foods with key Yavapai and Apache words.	12 (9 th) 24 parents <u>4 staff</u> 40 total	CoF x 2 YANC x 2	C	
Mar	4 night	TBD	Participants plan this trip to a culturally-significant location of their choosing. Participants plan route, food, and gear.	12 (9 th) <u>6 staff</u> 18 total	CoF x 2 TW x 4	B x 5 L x 5 D x 4	
April	All day	Place name	Participants map a place name of their choosing	12 (9 th) <u>3 staff</u> 15 total	CoF x 2 YANC x 1	L	

May	All day	Cloverleaf	Supervised by a PC student, participants plan an overnight for YAN elementary students.	12 (9 th) <u>4 staff</u> 16 total	coF x 2 PC x 2	L	
June	180 miles on Exodus trail		Badgerstone Elders come to meet group 4 xs on trail and share camp fire. Parents join their children for the last 3 days of the trail.	12 (9 th) <u>8 Staff</u> 20 total 24 parents 8 elders	CoF & D (3) TW x 5 Elders x 8 (one day) Parents (3 days)		
Upon return home, other relatives have created a ceremony for the families, including a full meal prepared in a traditional way. The welcome home ceremony shall include a Bonfire and cultural dance at the ceremonial grounds.							
Upon return from the Exodus trail, students create a digital story of their experience.							

Family Program

Overnight / all day	Location	Activity	# participants (incl staff)	Staff (co-facilitators present at every event)	Meals	
Sept/Oct	Information and permission slips go home with all YAN 6 th graders in Sept (one week after receipt of award letter) Selection of participants done by September 30, 2016. Exclusion criteria Solidify schedule and ensure availability of consultants					
Nov	Orientation/ All Day	Cloverleaf	Orientation for both parents and students. Overview of program	18 (6 th gr) 36 parents <u>10 staff</u> 64 total	ED, CD, FD, DPP & Dir. PC x 1 A x 2 YANC x 2	B L C
Dec wk 1	All day		Two day Aribinger training	36 Parents <u>4 Staff</u> 40	DPP, AF, DIR, DC	B L D
Dec wk 2-4			Weekly visit or phone call from the DPP			
Jan wk 1	Evening		Mindfulness training	36 Parents <u>4 Staff</u> 40	DPP, MBSR, DIR, DPP	S
Jan wk 1			Weekly visit or phone call from DPP			
Jan wk 2	Evening		Mindfulness training	36 Parents <u>4 Staff</u> 40	DPP, MBSR, DIR, DPP	S
Jan wk 2			Weekly visit or phone call from DPP			
Jan wk 3	Evening		Mindfulness training	36 Parents <u>4 Staff</u> 40	DPP, MBSR, DIR, DPP	S
Jan wk 3			Weekly visit or phone call from DPP			
Jan wk 4	Evening		Mindfulness training	36 Parents	DPP, MBSR, DIR,	S

				<u>4 Staff</u> 40	DPP	
Jan wk 4			Weekly visit or phone call from DPP			
Feb wk 1	Evening		Mindfulness training	36 Parents <u>4 Staff</u> 40	DPP, MBSR, DIR, DPP	S
Feb wk 1			Weekly visit or phone call from DPP			
Feb wk 2	Evening		Mindfulness training	36 Parents <u>4 Staff</u> 40	DPP, MBSR, DIR, DPP	S
Feb wk 2			Weekly visit or phone call from DPP			
Feb wk 3	Evening		Mindfulness training	36 Parents <u>4 Staff</u> 40	DPP, MBSR, DIR, DPP	S
Feb wk 3			Weekly visit or phone call from DPP			
Feb wk 4	Evening		Mindfulness training	36 Parents <u>4 Staff</u> 40	DPP, MBSR, DIR, DPP	S
Feb wk4			Weekly visit or phone call from DPP			
March wk 1	Evening		Trauma Healing	36 Parents <u>4 Staff</u> 40	DPP, MBSR, DIR, DPP	S
Mar wk 1			Weekly visit or phone call from DPP			
Jan 2018	All day	Cloverleaf	Mindfulness / conflict resolution with students			
March wk 2			Weekly visit or phone call from DPP			
Mar wk 3			Weekly visit or phone call from DPP			
March wk4			Weekly visit or phone call from DPP			
Apr wk 1	Evening		Narrative Repair	36 Parents	DPP, MBSR, DIR,	S

				<u>4 Staff</u> 40	DPP	
Apr wk 2			Weekly visit or phone call from DPP			
Apr wk 3			Weekly visit or phone call from DPP			
Apr wk 4			Weekly visit or phone call from DPP			
May wk 1			Conflict Resolution	36 Parents <u>4 Staff</u> 40	DPP, MBSR, DIR, DPP	S
May wk 2			Weekly visit or phone call from DPP			
May wk 3			Weekly visit or phone call from DPP			
May wk 4			Weekly visit or phone call from DPP			
June	All day	Cloverleaf	Prepare ceremony for children returning home from trip		ED, CD, FD, Dir, YANC x 2 Ax2, TWx2	

Year Four							
	9 th graders	8 th graders	7 th graders	6 th graders	5 th graders	4 th graders	3 rd graders
July 2019							
Aug	3 nights		Overnight				
Sept		3 nights		Overnight			
Oct							
Nov	3 nights		Overnight				
Dec				3 nights			
Jan		3 nights					
Feb							
March	3 nights		3 nights				
April							
May			2 weeks 4 TW				
June	4 weeks 2 TW	3 weeks 4 TW		1 week 4 TW			

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Year 1 – train key staff as TW and co-facilitators
 Year 2 – train 2 tribal members as TW / co-facil
 Year 3 – train 2 tribal members as TW / co facil
 Year 4 – train 2 tribal members as TW / co facil

4 tribal TWs
 6 tribal TWs
 8 tribal TWs
 10 tribal TWs + anasazi + PC

TRAINING OF ADDITIONAL STAFF
(2) TRAIL GUIDES, (1) THERAPIST AND (2) PARENT FACILITATORS
YEARS TWO, THREE, & FOUR

TRAINING OF STAFF MEMBERS	ANASAZI CORE CURRICULUM		
<p>During the second, third and fourth years, additional individuals will be trained as wilderness guides to ensure that, upon completion of the grant, the Nation has sufficient staff to continue the program. Years 2, 3, and 4, the Nation will train</p> <p>2 trail guides (who will receive certification as WFRs and CPI)</p> <p>1 therapist (trained in therapeutic role, not licensed to practice)</p> <p>2 parent facilitators</p> <p>All staff will participate in Anasazi 10-day trail guide training, including the 2 nights camping to ensure that all staff can relate to what the students are participating in.</p> <p>All staff will receive training in CPI.</p> <p>These staff will start to co-facilitate the monthly programming with an experienced Anasazi or Prescott College staff member. Ultimately, over the course of the 4 years, the tribal staff will assume more and more of the leadership roles and Anasazi and Prescott College will assume more of an assisting role.</p> <p>This core training includes:</p> <p>Trail guide See description under Year 1</p> <p>Therapist. See description under year 1</p> <p>Parent facilitator: See description under year 1</p>	<p>TRAIL GUIDE – 5 additional staff</p> <p>LODGING: \$60 per night x 6 nights (2 nights are camping) x 5 rooms = 1800</p> <p>MEALS: 5 staff at \$59 / day x 8 days = 2360</p> <p>5 staff x \$30 x per day for first and last days of travel x 2 days x 1 trip = 300</p> <p>MILEAGE: Camp Verde, AZ to Mesa, AZ is 108 miles each way x 2 = 216 x .51 per mile = 110 x 3 cars</p> <p>GEAR = 850 per person x 5 = 4250</p> <p>COST OF TRAINING free through Anasazi</p> <p>(30% administrative cost is added as a separate line item per year) <i>Gear</i></p> <hr/> <p style="text-align: right;"><i>Travel Sub total</i></p>	<p>1800</p> <p>2360</p> <p>300</p> <p>330</p> <p>4250</p> <p>4790</p> <hr/> <p>\$ 4250</p>	
	<p>THERAPIST (SHADOW) – 1 additional staff</p> <p>LODGING: \$60 per night x 9 nights x 1 room = 540</p> <p>MEALS: 1 staff at \$59 / day x 8 days = 472</p> <p>1 staff x \$30 x per day for first and last days of travel x 2 days x 1 trip = 60</p> <p>MILEAGE: Camp Verde, AZ to Mesa, AZ is 108 miles each way x 2 = 216 x .51 per mile = 110</p> <p>GEAR = no gear, 50 per person x 1</p> <p>COST OF TRAINING free through Anasazi</p> <hr/> <p style="text-align: right;"><i>subtotal supplies</i></p>	<p>540</p> <p>472</p> <p>60</p> <p>110</p> <p>50</p> <hr/> <p>50</p>	
	<i>Sub total travel</i>		\$ 1182
	<p>PARENT FACILITATOR</p> <p>LODGING: \$60 per night x 4 nights x 2 rooms = 480</p> <p>MEALS: 2 staff at \$59 / day x 3 days = 354</p> <p>2 staff x \$30 x per day for first and last days of travel x 2 days x 1 trip = 120</p> <p>MILEAGE: Camp Verde, AZ to Mesa, AZ is 108 miles each way x 2 = 216 x .51 per mile = 110</p> <p>MATERIALS: 50 per person x 2= 100</p> <p>COST OF TRAINING free through Anasazi</p> <hr/> <p style="text-align: right;"><i>subtotal supplies</i></p>	<p>480</p> <p>354</p> <p>120</p> <p>110</p> <p>100</p> <hr/> <p>100</p>	
	<i>Sub total travel</i>		\$1064

Individual Gear – Backpacking progression (Equipment, line 4)

Number of kids (grade)	Gear New Gear per person = 1323 Replacement, student = 200 Replacement, staff = 100	Subtotals	Total
Year One			
18(6 th) 5 staff	1323x 18 = 23,814 1323 x 5 = 6,615	30,429	
Year Two			
18(6 th) 18 (7 th) 5 staff 2 (new) staff	1232 x 18 = 23,814 200 x 18 = 3,600 100x 5 = 500 1232 x 2 = 2,464	30,378	
Year three			
18(6 th) 18(7 th) 18(8 th) 7 (returning) staff 2 (new) staff	1232 x 18 – 23,814 200x 18 = 3,600 200 x 18 = 3,600 100 x 7 = 700 1232 x 2 = 2,464	34, 178	
Year Four			
18 (6 th) 18 (7 th) 18 (8 th) 18 (9 th) 9 (returning) staff 2 (new) staff	1232 x 18 = 23,814 200 x 18 = 3,600 200x 18 = 3,600 200 x 18 = 3,600 100 x 9 = 900 1232 x 2 = 2, 464	37, 978	132,963 - Equipment

Individual Materials – fire circle (Supplies, line 5)

Number of kids	Materials = \$10 / student / fire circle x 24 firecircles per year	Subtotal	
Year One			
18(6 th)	10 x 18 x 24 = 4,320	4,320	
Year two			
18(6 th)	10 x 18 x 24 = 4,320	15,840	
18(7 th)	10 x 18 x 24 = 4320		
30(3 rd)	10 x 30 x 24 = 7,200		
Year Three			
18 (6 th)	10 x 18 x 24 = 4320	27,360	
18 (7 th)	10 x 18 x 24 = 4320		
18 (8 th)	10 x 18 x 24 = 4320		
30 (3 rd)	10 x 30 x 24 = 7,200		
30 (4 th)	10 x 30 x 24 = 7,200		
Year Four			
18 (6 th)	10 x 18 x 24 = 4320	38,880	86,400 - Supplies
18 (7 th)	10 x 18 x 24 = 4320		
18 (8 th)	10 x 18 x 24 = 4320		
18 (9 th)	10 x 18 x 24 = 4320		
30(3 rd)	10 x 30 x 24 = 7,200		
30 (4 th)	10 x 30 x 24 = 7,200		
30 (5 th)	10 x 30 x 24 = 7,200		

Group Gear (equipment line 4)					
Item	Use	Notes	Quantity	Individual Price	Price
Year one (6th graders, 2016)					
3 season 4 person tent for students	Shelter	1 tent for 3 students 9 students per group (3 tents) x 2 groups (one boys one girls) = 6	6	300	300
3 season 4 person tent for staff	Shelter	1 tent for 2 staff 2 staff / group x 2 groups = 2	2	300	600
Radio	To contact of the backup safety person	1 per group, 2 groups (one boys one girls)	2	138	276
Satellite Phone	To contact the backup safety person	1 per group, 2 groups	2	318	636
Cooking stove	Cooking food	3 per group, 2 groups	6	40	240
Total for 2 groups : 2,052					
Additional years					
Each year (2017, 2018, 2019) two additional groups of 6 th graders will be added. 2,052 / year					
Group Supplies (line 5)					
Year One					
Prepaid contract for satellite phone	To contact the backup safety person	Each group needs a phone and therefore a prepaid plan	2	462	924
Fuel	Fuel for camp stove	2 per stove per week 2 x 3 = 6 x 2 groups = 12 x 2 weeks = 24	24	7.30	175.20
First Aid Kit	For treating minor injuries	1 per group x 2 groups	2	30	60
Toilet paper		3 per group per week 3 x 2 = 6 x 2 weeks = 12	12	3	36
SunScreen	Sun protection	1 per group x 2 groups	2	7	14
Total group supplies year 1: 1,209.2					
Each year, all of these costs will be repeated for each group. Year 2, 4 groups Year 3, 6 groups, Year 4, 6 groups.					

Individual Gear (Based on REI Prices)

Item	Use	Climate	Quantity	Price
Clothing				
Short Sleeve Shirt	Hiking and Camping.	Warm to hot temperatures	1	\$30
Long Sleeve Shirt	Hiking and Camping.	Cold to hot temperatures. Good protection against the sun and thorns	1	\$40
Pants	Hiking and Camping.	All temperatures. Good protection against the sun and thorns.	1	\$45
Shorts	Used for hiking and camping.	Warm to hot temperatures	1	\$40
Socks	Merino Wool socks for hiking and camping. Wool has "wicking" capacity that is comfortable and prevents blisters.	All temperatures.	2	\$29
Underwear	Sports underwear that is good many miles of hiking.	All temperatures	2	\$44
Sports Bra*	Sports bra that is good many miles of hiking.	All temperatures	1	\$25
Mld Layer	Hiking and Camping. This is used as part of a "layering" system for when the temperature begins to drop.	Cool - cold temperatures	1	\$80
Down Jacket	Used primarily in camp when not moving. The down jacket is the warmest layer of the cold weather "layering" system.	Good for winter camping and cold desert nights.	1	\$100
Rain Jacket	The rain jacket is useful for dealing with rain and also providing the outside layer of a cold weather "layering" system.	All temperatures	1	\$100
Sun Hat	Hiking and camping.	All temperatures. Provides protection for the head and eyes from the sun.	1	\$30
Balaclava	Camping	Provides warmth for the entire head for cold temperatures.	1	\$24.99
Gloves	Camping	Cool - cold temperatures	1	\$20
Footwear				
Boots	Provides protection for the foot and ankle on backcountry trails.	All temperatures	1	\$130
Crocs	Camp shoes so the feet don't have to be in boots all the time.	All temperatures	1	\$20
Gear				
Backpack	Backpack to be used to carry gear on wilderness excursions.	All temperatures	1	\$260
Knife	Knife to be used for making primitive skills and for cooking.	All temperatures		\$14
Cooking Cup	Cup for cooking	All temperatures	1	\$14
Compass	Compass for backcountry navigation	All temperatures		\$12
Ground Tarp	For placing on the ground and protection of gear. Can also be used as a shelter.	All temperatures	1	\$8
Sleeping bag liner	sleep system, hygiene	Cool - cold temperatures	1	\$55

Sleeping bag	sleep system	20 degrees and above	1	\$150
Insulate pad	sleep system / ground insulation	All temperatures	1	\$45
Water bottle	For drinking and transportation of water	All temperatures	2	\$7
Hygeine				
Soap	For healthy hygeine	All temperatures	1	\$5
Tooth Paste	Dental health	All temperatures	1	\$3
Tooth brush	Dental health	All temperatures	1	\$2
Hand Sanitizer	Sanitation	All temperatures	1	\$3
Total				\$1,323

TRAINING OF ADDITIONAL STAFF
 (2) TRAIL GUIDES, (1) THERAPIST AND (2) PARENT FACILITATORS
 YEARS TWO, THREE, & FOUR

TRAINING OF STAFF MEMBERS	WFR -- 2 tribal staff	
<p>During the second, third and fourth years, additional individuals will be trained as wilderness guides to ensure that, upon completion of the grant, the Nation has sufficient staff to continue the program. Years 2, 3, and 4, the Nation will train</p> <p>2 trail guides (who will receive certification as WFRs and CPI) 1 therapist (trained in therapeutic role, not licensed to practice) 2 parent facilitators</p> <p>All staff will participate in Anasazi 10-day trail guide training, including the 2 nights camping to ensure that all staff can relate to what the students are participating in. All staff will receive training in CPI.</p> <p>Wilderness First Responder certifications are an 80 hour course provided by National Outdoor Leadership School (NOLS). Often these courses are held in more remote locations (the three courses currently scheduled in November are in Bishop CA; Moab, UT; Yellowstone NP) therefore, we're allotting a little more for airfare and a car rental.</p> <p>Trainings sometimes include food and lodging, but sometimes do not, depending on who is hosting the training. If food and lodging are included, then we'll remove lodging and per diem costs prior to the training. Anyone supervising youth in a wilderness setting must be certified as a Wilderness First Responder</p>	<p>AIRFARE: \$400 (round trip, advance purchase) x 2 = 800 BAGGAGE FEE: 2 staff x \$25 per check in x 2 check ins x 1 trip = 200 AIRPORT PARKING: 2 staff x \$12 daily x 10 days = 240 LODGING: 150 per night x 9 x 2 = 2700 MEALS: 2 staff x \$61 x 7 days = 854 2 staff x \$30 x per day for first and last days of travel x 2 days x 1 trip = 120 CAR / INSURANCE RENTAL: 1 rental x \$120 per day x 10 days and 10 days of insurance at \$11 per day = 1310 COST OF TRAINING (average cost) \$950 / person x 2 staff = 1900</p>	<p>800 200 240 2700 854 120 1310 1900</p>
	Subtotal Travel:	\$6224
	Sub total training	\$ 1700
	CPI training at Anasazi -- 5 additional staff	
<p>TRAINING OF STAFF MEMBERS Each key staff member will receive training in how to retrain a potentially dangerous child in a safe, non provocative way. The training is held at Anasazi with certified trainers, trained at the Crisis Prevention Institute. It is a one-day training in Mesa, AZ.</p>	<p>COST OF TRAINING \$300 / person x 5 staff = 600 MILEAGE from Yavapai-Apache to Mesa, AZ 108 miles each way x 2 = 216 x .51 / mile = 110 x 2 cars = 220</p>	<p>1500 - training 220 - travel</p>

YEAR ONE – FOUR KEY STAFF
(PROJECT DIRECTOR, TWO CO-FACILITATORS, AND TITLE VII REPRESENTATIVE)

TRAINING OF STAFF MEMBERS	ANASAZI CORE CURRICULUM	
<p>During the first year, the five key staff members (program director, community director, education director, field director and Title VII coordinator) will be trained in the core curriculum of Anasazi. These staff will start to co-facilitate the monthly programming with an experienced Anasazi or Prescott College staff member. Ultimately, over the course of the 4 years, the tribal staff will assume more and more of the leadership roles and Anasazi and Prescott College will assume more of an assisting role.</p> <p>This core training includes:</p> <p>Trail guide supervises youth who are on overnight or multi night outdoor trips. Anasazi holds 3 – 4 trainings a year for their incoming staff. YANS can participate in their training free of cost (as long as its at a time already set for Anasazi staff). Core curriculum is 10 days, which includes 2 nights and 3 days camping. Anasazi outfits staff with very primitive gear at \$850 / person. Topics include: Outdoor survival, primitive skills and technologies, and orienteering.</p> <p>Therapist. Although all staff members will not be qualified to act in a therapeutic role, it is helpful to the collaboration of the project that all key staff and trail guides are aware of the role of the therapist. Training in the core therapeutic, wilderness therapy curriculum is an additional 10 days and covers such topics as Child and adolescent psychology, confidentiality, treatment and aftercare planning, documentation, and reporting.</p> <p>Parent facilitator: Each key staff member will receive training in the Anasazi parenting curriculum. The training is held at Anasazi with certified trainers, trained at the Arbinger Institute in Utah. It is a five day training. The training is free of cost to YAN staff members, but there is a cost of \$50 per person for materials including four curriculum books, including Anatomy of Peace.</p>	<p>TRAIL GUIDE</p> <p>LODGING: \$60 per night x 6 nights (2 nights are camping) x 5 rooms = 1800</p> <p>MEALS: 5 staff at \$59 / day x 8 days = 2360</p> <p>5 staff x \$30 x per day for first and last days of travel x 2 days x 1 trip = 300</p> <p>MILEAGE: Camp Verde, AZ to Mesa, AZ is 108 miles each way x 2 = 216 x .51 per mile = 110 x 2 vehicles = 220</p> <p>5 staff x 850 gear = 4250</p> <p>COST OF TRAINING free through Anasazi (30% administrative cost is added as a separate line item year)</p> <hr/> <p style="text-align: right;"><i>Sub total</i></p>	<p>1800</p> <p>2360</p> <p>300</p> <p>220</p> <hr/> <p>\$ 4380 travel</p> <p>\$4250 equip</p>
	<p>THERAPIST (SHADOW)</p> <p>LODGING: \$60 per night x 9 nights x 5 rooms = 2700</p> <p>MEALS: 5 staff at \$59 / day x 8 days = 2360</p> <p>5 staff x \$30 x per day for first and last days of travel x 2 days x 1 trip = 240</p> <p>MILEAGE: Camp Verde, AZ to Mesa, AZ is 108 miles each way x 2 = 216 x .51 per mile = 110 x two vehicles</p> <p>MATERIALS: \$50 / person x 5 = 250</p> <p>COST OF TRAINING free through Anasazi</p> <hr/> <p style="text-align: right;"><i>Sub total</i></p>	<p>2700</p> <p>2360</p> <p>300</p> <p>220</p> <p>250</p> <hr/> <p>\$5580 travel</p> <p>\$250 supplies</p>
	<p>PARENT FACILITATOR</p> <p>LODGING: \$60 per night x 4 nights x 5 rooms =1200</p> <p>MEALS: 5 staff at \$59 / day x 3 days = 885</p> <p>staff x \$30 x per day for first and last days of travel x 2 days x 1 trip = 300</p> <p>MILEAGE: Camp Verde, AZ to Mesa, AZ is 108 miles each way x 2 = 216 x .51 per mile = 110 x 2 vehicles</p> <p>MATERIALS: 50 per person x 5 = 250</p> <p>COST OF TRAINING free through Anasazi</p> <hr/> <p style="text-align: right;"><i>Sub total</i></p>	<p>1200</p> <p>708</p> <p>300</p> <p>220</p> <p>250</p> <hr/> <p>\$2428 travel</p> <p>250 supplies</p>

**YEAR ONE – FIVE KEY STAFF
(PROJECT DIRECTOR, TWO CO-FACILITATORS, AND TITLE VII REPRESENTATIVE)**

TRAINING OF STAFF MEMBERS	WFR - 4 key staff	
<p>During the first year, five key staff members (program director, community director, education director, field director and Title VII coordinator) will be certified in Wilderness First Responder (the necessary certification to accompany children in the wilderness) and C.P.I.</p> <p>Wilderness First Responder certifications are a 80 hour course provided by National Outdoor Leadership School (NOLS). Assuming the award letter is received in September, the four staff will be attending a course in November. Often these courses are held in more remote locations (the three courses currently scheduled in November are in Bishop CA; Moab, UT; Yellowstone NP) therefore, we're allotting a little more for airfare and a car rental. Trainings sometimes include food and lodging, but sometimes do not, depending on who is hosting the training. If food and lodging are included, then we'll remove lodging and per diem costs prior to the training.</p>	<p>AIRFARE: \$400 (round trip, advance purchase) x 5 = 2000</p> <p>BAGGAGE FEE: 5 staff x \$25 per check in x 2 check ins x 1 trip = 250</p> <p>AIRPORT PARKING: 5 staff x \$12 daily x 10 days = 600</p> <p>LODGING: 150 per night x 9 x 5 = 6750</p> <p>MEALS: 5 staff x \$61 x 7 days = 2135</p> <p>5 staff x \$30 x per day for first and last days of travel x 2 days x 1 trip = 300</p> <p>CAR / INSURANCE RENTAL: 1 rental x \$120 per day x 10 days and 10 days of insurance at \$11 per day = 1310</p> <p>COST OF TRAINING (average cost) \$950 / person x 5 staff = 3400</p>	<p>2000</p> <p>250</p> <p>600</p> <p>6750</p> <p>2135</p> <p>300</p> <p>1310</p> <p>4750</p>
	Sub total	\$13,345 travel
	Sub total	\$ 4750 training
	CPI training at Anasazi – 4 key staff	
<p>TRAINING OF STAFF MEMBERS</p> <p>Each key staff member will receive training in how to retrain a potentially dangerous child in a safe, non provocative way. The training is held at Anasazi with certified trainers, trained at the Crisis Prevention Institute. It is a one-day training in Mesa, AZ.</p>	<p>COST OF TRAINING \$300 / person x 5 staff = 1500</p> <p>MILEAGE from Yavapai-Apache to Mesa, AZ 108 miles each way x 2 = 216 x .51 / mile = 110</p>	<p>1500</p> <p>110</p>
	Subtotal	110 travel
		1500 training

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:
Miss	Jennifer		Ruben	

Address:

Street1:	2400 West Datsi Street
Street2:	
City:	Camp Verde
County:	
State:	AZ: Arizona
Zip Code:	86322-8412
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
928-567-1059	

Email Address:

jruben@yan-tribe.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

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

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Yavapai-Apache Nation

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	215,000.00	215,000.00	215,000.00	215,000.00		860,000.00
2. Fringe Benefits	96,750.00	96,750.00	96,750.00	96,750.00		387,000.00
3. Travel	30,043.00	12,940.00	15,342.00	16,382.00		74,707.00
4. Equipment	186,731.00	139,430.00	95,731.00	95,581.00		517,473.00
5. Supplies	43,369.00	104,297.00	134,523.00	143,152.00		425,341.00
6. Contractual	62,950.00	61,460.00	75,220.00	68,970.00		268,600.00
7. Construction						
8. Other	6,250.00	3,200.00	6,250.00	6,250.00		21,950.00
9. Total Direct Costs (lines 1-8)	641,093.00	633,077.00	638,816.00	642,085.00		2,555,071.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	641,093.00	633,077.00	638,816.00	642,085.00		2,555,071.00

***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 # S299A160064

Name of Institution/Organization Yavapai-Apache Nation	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