

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



**APPLICATION FOR GRANTS
UNDER THE**

OIE Demonstration Grants

CFDA # 84.299A

PR/Award # S299A150021

Grants.gov Tracking#: GRANT11949495

OMB No. , Expiration Date:

Closing Date: Jun 29, 2015

Table of Contents

Form	Page
<i>1. Application for Federal Assistance SF-424</i>	e3
<i>2. Assurances Non-Construction Programs (SF 424B)</i>	e6
<i>3. Disclosure Of Lobbying Activities (SF-LLL)</i>	e8
<i>4. ED GEPA427 Form</i>	e9
<i>. Attachment - 1 (1235-AIRC_GEPA_Requirements)</i>	e10
<i>5. Grants.gov Lobbying Form</i>	e11
<i>6. ED Abstract Narrative Form</i>	e12
<i>Attachment - 1 (1234-AIRC_Program_Abstract)</i>	e13
<i>7. Project Narrative Form</i>	e15
<i>Attachment - 1 (1242-AIRC_Program_Narrative)</i>	e16
<i>8. Other Narrative Form</i>	e47
<i>Attachment - 1 (1237-AIRC_Consortium_Agreement)</i>	e48
<i>Attachment - 2 (1238-AIRC_Resumes)</i>	e50
<i>Attachment - 3 (1239-AIRC_Continuing_Activities)</i>	e63
<i>Attachment - 4 (1240-Documentation_of_Indian_Organization)</i>	e64
<i>Attachment - 5 (1241-AIRC_Indirect_Cost_Agreement)</i>	e70
<i>9. Budget Narrative Form</i>	e73
<i>Attachment - 1 (1236-AIRC_Budget_Detail_and_Narrative)</i>	e74
<i>10. Form ED_524_Budget_1_2-V1.2.pdf</i>	e82
<i>11. Form ED_SF424_Supplement_1_2-V1.2.pdf</i>	e84

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/26/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="73-1185707"/>	* c. Organizational DUNS: <input type="text" value="1453074430000"/>
--	---

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="9184565581"/>	Fax Number: <input type="text" value="9184585415"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

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-042815-001

* 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:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Four Directions Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="588,884.00"/>
* 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="588,884.00"/>

*** 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>Wathene Young</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>American Indian Resource Center, Inc.</p>	<p>DATE SUBMITTED</p> <p>06/26/2015</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

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

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

6. * Federal Department/Agency: US Dept. 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: Wathene Young
* Name: Prefix * First Name Wathene Middle Name
* Last Name Young Suffix
Title: Executive Director Telephone No.: 9184565581 Date: 06/26/2015

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

PR/Award # S299A150021

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

AIRC_GEPA_Requirements.pdf	Add Attachment	Delete Attachment	View Attachment
----------------------------	----------------	-------------------	-----------------

Section 427 (GEPA)

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION American Indian Resource Center, Inc.	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Wathene"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Young"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Executive Director"/>	
* SIGNATURE: <input type="text" value="Wathene Young"/>	* DATE: <input type="text" value="06/26/2015"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

PROJECT ABSTRACT

Purpose and Expected Outcomes of the Project: The Four Directions represents the four partners, (American Indian Resource Center (AIRC), Cherokee Nation Educational Department, & Cherokee Foundation), and the four components of the project, (Leadership, Educational Enrichment, Financial Literacy and STEM Theory). The overall outcomes of the project are to increase the career and college readiness of American Indian 5th-8th grade students in 12 Cherokee County, Oklahoma schools. 1) Increase in self-esteem and locus control; 2) Increase in grade point; 3) Increase in financial literacy; 4) Increase in STEM related course grade point. As a result we will see an Increase in A/I students ready for career exploration at the high school level; and, an increase in American Indian students being ready for high school college track.

Defined Local Geographical Area Served by the Project: We will be serving the Indian students in grades 5th-8th grades in Cherokee County. The project is located in rural northeastern Oklahoma in the heart of Cherokee Nation jurisdictional tribal area and in Cherokee County which is one of the 77 counties of Oklahoma.

Barriers and Opportunities Addressed by the Project: Barriers at the immersion school are that there is no daily structured after-school activities that increase their educational enrichment, a lack of resources, and the inter-generational barrier. Parents have not been exposed to financial literacy and career opportunities so these skills are not passed down to their children. Historical trauma and grandparents raised in boarding schools where they had no parenting model, allow this pattern to continue generation after generation.

Community Based Strategies and Measurable Objectives of the Project: Strategies will be to meet the need of Career and College Readiness of American Indian students in Cherokee County by using evidenced based curriculum and proven program designs.

- Leadership - Project Venture – National Indian Youth Leadership Project
- Power Hour (tutoring-one to one & computer aided) – SMART Moves curriculum – National Boys and Girls Club
- Financial Literacy – Junior Achievement through the Cherokee Nation Foundation
- STEM (Science, Technology, Engineering, Math Theory) Northeastern State University STEM related camps

Objective 1. By the end of 48 months 6-8th grade students (100) will have increased their scores on the Rosenberg Self Esteem Scale by 10% by participating in the Project Venture-NIYLP curriculum that includes service leadership (service to the community)

Objective 2: At the end of each school year, the Cherokee Immersion Charter School 5th-8th grade students (50) participating in Power Hour tutoring will show an increase of one letter grade in two of their core subjects.

Objective 3: At the end of each school year, the 7th and 8th grades students (1500) will have participated in the expanded Junior Achievement components with a 90% completion rate.

Objective 4: At the end of each school year, those 5th & 8th grade students participating in STEM and Robotics programs will increase their science and math scores 1 grade point.

The LEA partner (Cherokee Immersion Charter School) in this project is listed on the RLIS. The Cherokee Immersion Charter School will participate in Power Hour Tutoring, Junior Achievement and STEM related programming. The other partner, Cherokee Nation Foundation provides junior Achievement Biz Town services to the 10 other rural schools that are listed on the RLIS (Briggs, Grandview, Keys, Lowery, Shady Grove, Tenkiller, Norwood, Woodall, and Tahlequah). Hulbert and Peggs will be added as a new site. The other 3 components of J/A will be added to achieve objectives. Leadership will be incorporated each year involving school sites.

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](#)

Needs

The Four Directions project will address the Career and College Readiness needs of the Indian students in grades 5-8 in the Cherokee County area. All schools in this area are considered to be rural. The LEA partner (Cherokee Immersion Charter School) in this project is listed on the RLIS. The other partner, Cherokee Nation Foundation provides services to the 10 other rural schools that are listed on the RLIS (Briggs, Grandview, Keys, Lowery, Shady Grove, Tenkiller, Norwood, Woodall, and Tahlequah). Peggs and Hulbert will be added as a new site. It will be through this foundation we will provide activities to these schools in grades 5th-8th that will enhance career and college readiness. The Cherokee Nation Foundation utilizes the Junior Achievement program. Skills learned in the program teach concepts that students will take with them to college and help them along their career paths. Working with this partner will allow more Native American students to attend and be exposed to JA BizTown, JA Finance Park Virtual, JA Personal Finance, JA It's My Future.

Cherokee County consists of (1) Charter School known as the Cherokee Immersion Charter School (Tsalagi Tsunadeloquasdi) Pre-K-8th grade; and (2) Eight dependent schools districts Early childhood-8th grade; and (3) three Independent Schools Districts that have their own EC-8th grade. At the Cherokee Immersion, lessons are taught from a Cherokee cultural perspective while addressing the Oklahoma PASS (Priority Academic Student Skills) objectives (Cherokee Nation Website info). Instruction is total immersion in the Cherokee language i.e. speaking, writing and reading the Cherokee Syllabary. Beginning in the 2014-15 school year the 5th and 6th grade began with instruction ½ day in Cherokee and ½ in English. This was designed based on feedback from the 7th and 8th grade English teachers recommendation in order for the students to be ready for high

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 1 of 31

school. The children transition from the Immersion to all English instruction in the 7th grade. According to the 2013-14 A-F Report Card produced by Oklahoma State Department of Education the Cherokee Immersion School received a letter grade of “F” (56). Grades reported in Reading, Math, Science, Social Studies/Geography/US History, all received an “F”. When these students reach the ninth grade they apply to attend Sequoyah High School operated by the Cherokee Nation. This site is 100% Native American. One of the activities we wish to implement here is “Power Hour”, from the nationally acclaimed SMART Moves most Boys & Girls Clubs use, a comprehensive homework help and tutoring program designed to raise the academic proficiency. Interviews with parents of the 6th, 7th and 8th grade students have concerns for their children adjusting to the regular school day i.e. coursework, homework, and testing. Of the parents interviewed, 100% shared similar concerns for their child to meet the challenges of high school, being prepared for college or Vo-tech.

Cherokee County also has eight dependent schools that feed into Tahlequah High School, Keys High School, Hulbert High School or Sequoyah High School when they reach the ninth grade. These schools are Lowery, Norwood, Woodall, Shady Grove, Peggs, Grandview, Briggs, and Tenkiller. Tahlequah, Keys and Hulbert have their own elementary schools. For a total of 19 schools the GPA average for these school sites would be 1.79 (D).

The 2013-14 District Profile (see page 3) shows a low percent of parents that have college degrees except for one school (Lowery). Parent discussions regarding their children’s homework have stated that even though they have a college degree it does not help them be able to help their child with the new the methods of teaching math, science, language and geography thus establishing a need for a tutoring program. In the interviews with the Immersion student’s

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 2 of 31

parents they expressed a concern that Cherokee words have a different meaning and thought process than English and sometimes this makes it difficult to teach an English concept using the Cherokee language such as subtraction. It is critical that they receive academic enrichment from a cultural perspective.

School Name	Grade 2013-14	% Native American/ State	F/R Lunch/ State	Poverty Rate/ State	Unemp. Rate/ State	College degree (Adults 25+)/ State	Avg. Enrollment
Cherokee Immersion Charter School K-8	F						
Briggs Elementary K-8	F	65%/15%	92.7%/62%	21%/17%	8%/7%	23%/23%	450.4
Grandview Elementary K-8	C-	56%/15%	88.5%/62%	28%/17%	12%/7%	29%/23%	569.5
Lowery Elementary K-8	F	71%/15%	83.0%/62%	14%/17%	3%/7%	30%/23%	146.7
Norwood Elementary K-8	D-	43%/15%	92.9%/62%	9%/17%	5%/7%	11%/23%	180.9
Peggs Elementary K-8	B-	2%/15%	78%/62%	23%/17%	12%/7%	15%/23%	252.8
Shady Grove Elementary K-8	D+	75%/15%	82.2%/62%	25%/17%	6%/7%	16%/23%	143.1
Tenkiller Elementary K-8	B-	76%/15%	79.6%/62%	17%/17%	5%/7%	9%/23%	287.3
Woodall Elementary K-8	B-	59%/15%	70.3%/62%	14%/17%	12%/7%	16%/23%	490.7
Keys Elementary K-8	C-	See below EC-12	See below EC-12	See below EC-12	See below EC-12	See below EC-12	See below EC-12
Keys High School 9-12	A-	57%/15%	70.6%/62%	15%/17%	5%/7%	27%/23%	875.0
Hulbert Elementary K-6	D-	See below EC-12	See below EC-12	See below EC-12	See below EC-12	See below EC-12	See below EC-12

Hulbert Jr-Sr HS (Jr)	C	See below EC-12					
Hulbert Jr-Sr HS (Sr)	B	59%/15%	82.4%/62%	14%/17%	8%/7%	17%/23%	624.4
Tahlequah Cherokee Elem. K-4	D	See below EC-12					
Tahlequah Greenwood Elem. K-4	C	See below EC-12					
Tahlequah Heritage Elem. K-4	A-	See below EC-12					
Tahlequah Middle School 5-8	C-	See below EC-12					
Tahlequah High School 9-12	B-	45%/15%	71.5%/62%	30%/17%	8%/7%	29%/23%	3,478.5

The statewide report card received a letter grade of a D+.

Sequoyah High School, a tribally operated Bureau of Indian Education funded school is not listed on the state report card. However, all courses address the Priority Academic Student Skills Objectives. Based on this 2015 graduating class, the graduation rate for this class was 95%. A resource the school has is Plato, an online learning tool and contains all subjects a traditional High School would have in its curriculum. Sequoyah uses Plato for credit recovery, remediation, skill building, ACT Prep, and it is also used for homebound purposes. Regular classroom teachers use Plato as a teaching tool in place of worksheets or in addition to textbook material. The Cherokee Charter School does not have this resource.

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 4 of 31

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

High School	Senior Grad. Rate/ State	4 yr. Dropout rate/ State	Career-Tech Part. Rate/ State	HS Graduates completing Regents College bound curriculum/ State	Oklahoma college going rate/ State	Oklahoma College Freshmen 1+ remedial course needed (math, reading, English, Science)/ State
Keys HS	97.7% / 98.1%	7.6% / 8.7%	44.2% / 51.7%	28.2% / 83.7%	48.2% / 47.2%	50% / 39.2%
Hulbert HS	91.9% / 98.1%	22.7% / 8.7%	50.0% / 51.7%	100% / 83.7%	38.3% / 47.2%	67.4% / 39.2%
Tahlequah HS	99.1% / 98.1%	8.6% / 8.7%	42.4% / 51.7%	78.9% / 83.7%	40.2% / 47.2%	39.9% / 39.2%

According to KIDS Count Data Center Report 2012, the number of American Indian children in Cherokee county in 2012 under 18 is 5,795. The per capita income is \$27,119.00 (State - \$36,066); unemployment rate is 5.7% (State – 6.5%); TANF recipients is 190; child poverty last data reported is 2012 is 3,569 (31.8%) and 2013 at 24.6% when the state is 24.1% and the national is 14.5%; and in the class of 2013 data reported the percent of drop-outs at 6.3%. The total births for ages 10-19 for 2012 were 84 for Cherokee County while the state had 5,909. According to the U.S. Census data 2013 Small Area Income and Poverty Estimates, 22% of Cherokee County population is under the poverty level. The 2012 Cherokee County Themes and Strengths Assessment indicated that Cherokee county residents identified teenage pregnancy as one of the ten most important health problems in their communities. This same report

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 5 of 31

indicated that Cherokee County residents identified drug abuse as the most important risk behavior in the community. The Forces of Change Assessment also identified an increase in drug abuse including synthetic drugs as a threat to the health and wellness of the county. The 2012 Oklahoma Prevention Needs Assessment Survey indicated that, of students in Grade 12 responded to the survey:

- 39.7% had used marijuana in their lifetime, 17.8% in the last 30 days
- 18.0% had used sedatives in their lifetime
- 22.6% had used prescription drugs in their lifetime

The Cherokee County Community Themes and Strengths Assessment indicated that Cherokee County residents identified tobacco use as the fourth most important risky behavior in their communities.

According to the Oklahoma Department of Health and Human Services 2013 County Profile for Cherokee County there were 27 American Indian children in Foster Care and 73 Out of Home Care placements. This alone affects the well-being of the child not only mentally but educationally.

According to the Data Center Kids Count the Eighth Grader Math Proficiency in 2012-13 for Cherokee County was 67% compared to the State of Oklahoma at 72%.

The 2014 State of the State's health Report for Cherokee County reported 1 in 4 people in Cherokee County lived in poverty; the rate of deaths due to suicide increased 80%; under Risk Factors and behaviors the Teen fertility (rate per 1,000) Cherokee County was 31.8% and received a grade of "F".

The data for Cherokee County youth warrants a need for a well-designed program to help students in grades 5-8 holistically (educational, spiritual, and emotional) to become career and/or college ready. We want our students to be better prepared to make career choices and be college ready. This is what our project will focus on in the 4 year timeframe through American Indian Resource Center.

Quality of the Project Design

The project name, The Four Directions, represents the four partners, (American Indian Resource Center (AIRC), Cherokee Nation Educational Department, Cherokee Immersion Charter School-LEA, & Cherokee Nation Foundation), and the four components of the project, (Leadership, Educational Enrichment, Financial Literacy and STEM Theory). All of these partners will play an important role in meeting the needs established in the above needs section. The components also will address the needs of the students to be able to be prepared for becoming a productive, happy, successful adult working in our tribal communities and passing on tribal and family traditions that build strong tribal societies.

The Four Directions Project will use four strategies to meet the need of Career and College Readiness of American Indian students in Cherokee County by using evidenced based curriculum and proven program designs.

- Leadership - Project Venture – National Indian Youth Leadership Project
- Power Hour (tutoring-one to one & computer aided) – SMART Moves curriculum – National Boys and Girls Club
- Financial Literacy – Junior Achievement through the Cherokee Nation Foundation

- STEM (Science, Technology, Engineering, Math Theory) Northeastern State University
STEM related camps

The project is located in rural northeastern Oklahoma in the heart of Cherokee Nation jurisdictional tribal area and in Cherokee County which is one of the 77 counties of Oklahoma. We will be serving the Indian students in grades 5th-8th grades in Cherokee County. All schools in this area are considered to be rural. The LEA partner (Cherokee Immersion Charter School) in this project is listed on the RLIS. The Cherokee Immersion Charter School will participate in Power Hour Tutoring, Junior Achievement and STEM related programming. The other partner, Cherokee Nation Foundation provides services to the 10 other rural schools that are listed on the RLIS (Briggs, Grandview, Keys, Lowery, Shady Grove, Tenkiller, Norwood, Woodall, Hulbert and Tahlequah). Peggs will be added as a new site. The American Indian students in these schools will participate in three of the objectives including Leadership, Junior Achievement, and STEM related programming. These schools already incorporate Power Hour provided by the Boys & Girls Club. Cherokee Immersion does not have this implemented.

It will be through the Cherokee Nation Foundation partner that we will provide activities to these schools in grades 5th-8th grade that will enhance career and college readiness. Skills learned in the JA program teach concepts that students will take with them to college and help them along their career paths. They are providing programming for JA BizTown however with this programming CN Foundation will be able to expand to JA Finance Park Virtual, JA Personal Finance, and It's My Future. These three components will be culturally adapted to age level. They also will be able to expand the ACT prep awareness down to lower grades so that they will have

experience taking test and understanding how to prepare. This component will be through positive exposure to activities that develop critical thinking skills.

Cherokee County consists of (1) Charter School known as the Cherokee Immersion Charter School (Tsalagi Tsunadeloquasdi) Pre-K-8th grade; and (2) Eight dependent schools districts Early childhood-8th grade; and (3) three Independent Schools Districts that have their own EC-8th grade. At the Cherokee Immersion, lessons are taught from a Cherokee cultural perspective while addressing the Oklahoma PASS (Priority Academic Student Skills) objectives (Cherokee Nation Website info). Instruction is total immersion in the Cherokee language i.e. speaking, writing and reading the Cherokee Syllabary. Beginning in the 2014-15 school years the 5th and 6th grade began with instruction ½ day in Cherokee and ½ in English. This was designed based on feedback from the 7th and 8th grade English teachers recommendation in order for the students to be ready for high school. The children transition from the Immersion to all English instruction in the 7th grade. When these students reach the ninth grade they apply to attend Sequoyah High School operated by the Cherokee Nation. This site is 100% American Indian. Based on the need cited in the needs section, one of the activities we wish to implement at the Immersion School is “Power Hour”, from the nationally acclaimed SMART Moves that most Boys & Girls Clubs use. It is a comprehensive homework help and tutoring program designed to raise the academic proficiency. **Goal:** to provide and overall comprehensive approach to Career and College readiness for American Indians 5th-8th grade living in Cherokee County, Oklahoma within the Cherokee Nation Tribal Jurisdictional Area.

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15. Page 9 of 31

Objective 1. By the end of 48 months 6-8th grade students (100) will have increased their scores on the Rosenberg Self Esteem Scale by 10% by participating in the Project Venture-NIYLP curriculum that includes service leadership (service to the community)

Method – Cherokee Nation Immersion Charter School (CNI) and Hulbert Schools are the school sites chosen to implement Project Venture the first year. Project Venture (PV) is evidence based project aimed at developing personal skills such as internal locus of control, decision making/problem solving, and judgement. It is also aimed at the development of interpersonal skills such as teamwork, cooperation, respect, and trust thus developing resiliency. Cultural games and skills such as stickball, marbles, bow making, and wilderness experiences reinforce cultural values and traditions as described in the **Project Management Plan**. The Activity Coordinator and the language/cultural specialist will be the key staff to implement PV. During the Project Venture allocated time, an inspirational speaker will be scheduled at ten (10) schools that are American Indian “role models” such as Sequoyah Alumni, Angel Goodrich, Women’s National Basketball League and Sam Bradford, Cherokee Quarterback in the National Football League. Other speakers will be National Treasures of the Cherokee Nation that are steeped in the Cherokee traditions such as stickball makers, bow makers, Stomp Dance Leaders, etc. The Northeastern State University Continuing Education Adventure staff will provide certified staff for rafting, hiking, rappelling and camping experiences. The Executive Director, Project Director, Language/Cultural Specialist, and Evaluator, will be chaperones to the National Camp held at NIYLP’s camp at Mt Taylor, Laguna Pueblo, New Mexico. Ten (10) youth will be chosen to attend this camp during the summer. The evaluator will conduct pre and posttest each year using the Rosenberg Self Esteem Scale and other appropriate instruments.

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 10 of 31

Objective 2: At the end of each school year, the Cherokee Immersion Charter School 5th-8th grade students (50) participating in Power Hour tutoring will show an increase of one letter grade in two of their core subjects.

Method – The “Power Hour” component from *SMART MOVES Boys & Girls Club curriculum* that is structured tutoring will be held after school 5 days a week as needed. The Project Director and the Activities Coordinator will hire the certified teachers for tutoring core subjects and the high school mentors for tutoring and self-esteem activities. A baseline grades will be established and the evaluator will collect grades on these subjects quarterly. She will hold a focus group with the parents to ascertain the attitudes of their children, to address their concerns, and their understanding of the reason for educational attainment. Computers will be used as educational enrichment such as KHAN Academy.

Objective 3: At the end of each school year, the 7th and 8th grades students (1500) will have participated in the expanded Junior Achievement components with a 90% completion rate.

Method: The Cherokee Nation Foundation provides one component, *BizTown* of the Junior Achievement to the 5th & 6th grade students in Cherokee County. With this partnership they will be able to expand to **JA Finance Park Virtual, Personal Finance, & JA It’s My Future**. The Finance Park Virtual includes a career exploration component. They will collaborate with each school to provide these expanded services. In addition Students will have a presentation on WHAT is the ACT and SAT and why it is important. In addition the *Four Directions* staff will work with the CN Foundation staff to develop precursor activities to College Academic testing for the lower grades so they can hone their critical thinking and test taking skills through teamwork and cooperative learning. Studies have shown that American Indians learn best in group and

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 11 of 31

cooperative settings. Examples would be teaming up to play Jeopardy by two teams reading a short paragraph and then answering the Jeopardy statement with a question, Who or What is? Another example of group learning is reading paragraphs and then to discuss questions regarding the paragraph for comprehension. Five (5) college campus tours will be provided to 100 students with an emphasis on career and their connection to college courses. Cherokee Nation staff along with the Four direction staff will set up a process to identify professions within the tribe that will be needed in the future and set up job shadowing opportunities.

Objective 4: At the end of each school year, those 5th-8th grade students participating in STEM and Robotics programs will increase their science and math scores 1 grade point.

Method: The Project Director and Administrative Assistant will staff this objective by meeting with the school contact in regard to how they will operate their robotics program. They also will order and deliver the robotics kits. Each school will have an after school robotics club utilizing these kits. Students from these clubs will have the opportunity to go to the next level at the Northeastern State University Robotics and STEM related Camps held in June and July of each year. These two staff will process the applications. The evaluator will establish a baseline with participants past grades in math and science. At the end of the school year, the evaluator will collect those grades of the students that participated. A focus group will be held with the students that attend the robotics camps to ascertain the benefits they received. In addition these students will be followed for the next school year to measure the effect on grade point that the STEM related camps had.

Quality of Project Personnel

Executive Director: Wathene Young (Delaware tribal citizen), the executive director, earned her Bachelor of Science in Education degree and her Master's Degree in Speech Communications from Oklahoma State University. She also received a counseling certificate and a school administration certificate. She has been the executive director of the American Indian Resource Center since 1983, providing leadership for many federally funded education programs including Educational Talent Search. A community leader, Young served as a councilwoman to the Cherokee Nation, co-founder of the National Indian Youth Leadership Program, co-founder of Help in Crisis and charter member of the American Indian Theater Company. She was named Tulsa Tribune Citizen's Honor Roll for outstanding service to the community in promoting racial understanding, is in the Directory of Significant Twentieth Century Minority Women in America and received the Ford Fellowship in Advanced Studies for American Indian Scholars. She is also a Founder of the National Indian Youth Leadership Project, Gallup, New Mexico.

Project Director: Georgia Dick, (Cherokee Nation citizen) earned her Bachelors of Art in Political Science from Northeastern State University, Tahlequah, Oklahoma. She has nearly 27 years' experience in Grant Writing and has spent the last 23 administering federal programs including grant compliance. She has knowledge of the Circulars applicable and maintains integrity for adherence, reporting of all federal monies. Her experience includes several federally funded programs achieving national recognition while working in the school setting administrating programs for American Indians. Georgia has been instrumental in closing out Audit findings to the agencies satisfaction while working for the United Keetoowah Band of Indians in Oklahoma.

Cultural Specialist: Wyman Kirk, (Cherokee Nation citizen), received his Bachelors of Art in English from Northeastern State University, Tahlequah, Oklahoma and then his Masters of Art in Cultural Anthropology from Indiana University, Bloomington, Indiana. Wyman has worked for the Cherokee Nation as a research scientist under the title of “Coordinator of Strategic Intelligence” and has spent the last ten years working the Cherokee Language Program at Northeastern State University teaching Cherokee language and culture while also serving as the program’s accreditation and content supervisor. He is currently under contract for the Cherokee Nation developing a set of standard’s based lessons for an online curriculum to be made available to public schools both locally and nationally.

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

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 14 of 31

Organizations.

Administrative Assistant: Heather Hale has worked for the American Indian Resource Center as Administrative Assistant for over 15 years. She has a Bachelor of Science degree with an emphasis on web design, and has experience maintaining computer networks. Ms. Hale's experience working with federal programs from three different agencies makes her a valuable asset to both the company and the program.

Adequacy of Resources

This project, Four Directions, will include the partners of the American Indian Resource Center, Inc. (AIRC), the Cherokee Nation, Cherokee Immersion Charter School, and the Cherokee Nation Foundation. The AIRC will coordinate all activities among the partners, provide culturally relevant instruction, manage the fiscal responsibility, complete reports, and evaluation of the objectives. AIRC's commitment has and always will be to ensure American Indian students succeed by realizing their own potential to achieve. By coordinating with the partners we feel this is most effective and efficient method. Please see the signed agreement in the Attachments for partners.

The Cherokee Nation will work with the applicant AIRC, to make the project successful. Areas the tribe can support this project include their resource library for career information, networking with the departments such as JOM Co-partners, Career Services, Job Training, Voc-Rehab and Education to make presentations to the after-school children as part of the culturally adapted Junior Achievement curriculum. The Chief of Staff stated he is willing to assist in any way he can on behalf of the tribe for the benefit of the students.

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

The Cherokee Nation Foundation has arrangements already in place with the school sites in Cherokee County and will use this collaboration to expand Junior Achievement Activities, encouraging and supporting the STEM related activities such as the robotic kits. The foundation will identify which schools need assistance and in turn the schools will help the foundation identify students for STEM enrichment camps. The foundation also has an on-line resource tool students can apply for higher education including the OHLAP program students entering the 8th grade will need to enroll in. The staff will assist with on-site visits to the schools to familiarize the students to these resources and help enroll them. The Executive Director, with her past experience administering the local Boys& Girls club, still has contact and can be instrumental in recruiting certified teachers and high school mentors for academic enrichment activities. She will assist the Activities Coordinator with designing the components to fit the grade levels 5-8 with a cultural emphasis. The foundation staff has a trained ACT Preparation instructor who is also a certified teacher. This person has worked with the immersion students in the past with the third grade students who are now becoming sophomores.

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 16 of 31

Based on the number of students to be served with the activities planned (1700) for the first year this averages out to be \$346.40 per student. We feel this is a cost effective method to address the needs identified in our community. If through these activities a student can raise his/her self-esteem enough to desire to further their education or seek a career then these are cost effective strategies invested in the student.

Other: The Boys & Girls Club of Tahlequah will provide background checks on the high school mentors recommended to work with the immersion students for Power Hour.

The Cherokee County schools are considered a vital resource to the Four Directions project because they will be creating classroom & after school time allocation for Project Venture, Junior Achievement activities, and robotics and STEM related activities.

Northeastern State University (NSU) is an important resource for the Four Directions project providing certified outdoor adventure instructors through their Continuing Education program for Project Venture and Summer STEM related camps.

Quality of Experience

Applicant: American Indian Resource Center, Incorporated, was chartered as a nonprofit private corporation with the State of Oklahoma on June 30, 1983. AIRC is a tax-exempt charitable organization under Section 501(c) (3). AIRC has successfully operated and managed an Educational Talent Search grant for 20 years. Funded through the U.S. Department of Education, Office of Postsecondary Education, this grant serves children in grades 6-12 who are low income and are the first generation in their family to attend college. Currently, ETS serves 850 students in 14 schools, most of which are in Adair, Cherokee, Delaware, Mayes, and Sequoyah counties. The EAGLE Scholars grant is a demonstration grant through the U.S. Department of Education,

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 17 of 31

Office of Indian Education. This grant focuses on a core group of students in three schools, tracking them from their sophomore to their senior year of high school. In the past twenty years, AIRC has been funded and operated five educational personnel training programs. Three were funded by the Office of Indian Education and one by the Office of Special Education and Rehabilitation Services. Approximately 117 students have graduated with a Bachelor's, Master's, or Doctorate degrees from these grants. The Community Technology Centers operated by AIRC provided two rural Indian communities, one Cherokee and one Creek, with six technology-based programs. AIRC has completed two major curriculum projects. One is a gender equity curriculum for secondary aged students attending schools in northeastern Oklahoma. AIRC has also developed and implemented a summer academic enrichment program for the U.S. Department of Labor. A Shade Tree Curriculum for Work-based Learning was developed for Language Arts, Mathematics, and Pre-Employment skills. This curriculum was used as a model for other Department of Labor Projects. AIRC has developed the capabilities to provide technology leadership to schools, tribes, and service agencies in this region. AIRC has been a resource to agencies needing expertise in various computer and digital technology. AIRC has provided technological assistance to many school districts establishing learning computer centers. Also, AIRC has been involved in the production of videos for programs funded by the U.S. Department of Labor, and the Indian Health Service. Wathene Young, Executive Director and founder of AIRC, has her Master's in Education and has overseen all programs implemented by AIRC.

Tribes: The Cherokee Nation is the federally-recognized government of the Cherokee people and has inherent sovereign status recognized by treaty and law. The seat of tribal government is the W.W. Keeler Complex near Tahlequah, Oklahoma, the capital of the Cherokee Nation.

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 18 of 31.

Cherokee Nation encompasses 14 counties in northeast Oklahoma. With more than 317,000 citizens, over 8,000 employees and a variety of tribal enterprises ranging from aerospace and defense contracts to entertainment venues, Cherokee Nation's economic impact in Oklahoma and surrounding areas is more than 1.5 billion annually. Cherokee citizens benefit from a growing economy, equality and prosperity. Cherokee leaders are promoting the principle of working together for a common cause, encouraging citizens toward self-reliance and independent sovereignty. The Cherokee Language is being preserved and revitalized. Historic sites are being restored, museums endowed. Ancient history, culture and ceremonies are being honored and revived. Cherokee Nation has operated numerous federal programs under their career services and Education departments. Bruce Davis, Deputy Executive Director of Education Services will be the contact from the tribe.

Partner: Cherokee Immersion Charter School serves 120 students in grades PK-8. The student: teacher ratio of 10:1 is lower than the OK average of 15:1. Minority enrollment is 100% of the student body (majority American Indian), which is more than the state average of 48%.

Cherokee Immersion Charter School operates within the [Cherokee Immersion Charter School District](#). Tsalagi tsunadeloquasdi began in 2001 as a language preservation program. Twenty-six students and four staff members paved the way to revitalizing the language with our young people. In 2010 the process was completed and approved by the state to become the Cherokee Immersion Charter School. Our mission is to promote the revitalization/usage of the Cherokee language while educating children in a safe and cultural environment. Lessons are taught from a Cherokee cultural perspective while addresses addressing the Oklahoma PASS (Priority

Academic Student Skills) objectives. The school receives state funding and tribal funding from the Cherokee Nation. Holly Davis, principal, will be the contact from the charter school.

Partner: The **Cherokee Nation Foundation** is a nonprofit organization serving the Cherokee Nation, a federally recognized tribe of more than 300,000 citizens. Its mission is to provide higher educational assistance to the Cherokee people and help revitalize the Cherokee language. The foundation is committed to financial transparency and operates in accordance with a board of directors and a Cherokee Nation Tribal Council advisory board. The Cherokee Nation Foundation is a nonprofit, tax-exempt charitable organization under Section 501(c) (3) of the Internal Revenue Code. Programs the foundation operates include the Cherokee Junior Achievement program; Cherokee College Prep Institute; ACT Prep; Scholarship Resources; and the Cherokee Scholars program which aims to help Cherokee students prepare for success in college. Janice Randall, Executive Director, retired school teacher and former Tahlequah Boys & Girls Club director, will be the contact from this partner.

Quality of the Management Plan

Goal: To provide and overall comprehensive approach to Career and College readiness for American Indians 5th-8th grade living in Cherokee County, Oklahoma within the Cherokee Nation Tribal Jurisdictional Area			
A. General Management Tasks			
Project Tasks	Person(s) Responsible	Milestones	Timeline
1. Conduct initial startup activities Re: Hiring of staff and finalizing consultant contracts including background checks on all staff and consultants that will be working with youth.	Executive Director Project Director Administrative Assistant	Background checks done on staff that were bid in the project and signed contract with evaluator.	Within 15 days of start up
2. Provide orientation including internal policies, overview of Goals, Objectives & milestones, and review of job descriptions	Executive Director Project Director Evaluator	One day orientation completed	Within 30 days of start up
3. Attend two day post award meeting in Washington, DC to receive TA on management plan and review rules and regulations that govern the grant.	Project Director Outreach Coordinator Evaluator Cherokee foundation Director/Partner	Travel and other arrangements completed after Grantor agency sets date.	Within 2 weeks of notification
4. Meet with each partner to review the partnership agreement & begin executing the agreement	Project Director Outreach Coordinator Evaluator	3 meetings with documented notes	Within two weeks of D.C. meeting
5. Establish a calendar for regularly scheduled staff meetings	Project Director Administrative Assistant	Calendar posted and online	Within 45 days of startup
Meet to review progress of objectives (implementation strategies). Adjust	All staff participating with Evaluator facilitating the meeting	Evaluator documents adjustments, challenges, & results of problem solving	By month 1-12 each year

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 21 of 31

method of delivery if needed. Discuss challenges and problem solve.		in a report for input into sustainability and replication	
6. Develop a webpage on the Four Directions Project on AIRC's existing website targeting parental information and input.	Project Director Administrative Assistant Webmaster consultant	Webpage is developed and staff begins receiving feedback from students and parents.	Within 6 months of startup
7. The ED 524 Grant Performance Report/APR will be submitted as required. All other progress/performance and financial reporting will be submitted according to the specified requirements in grant document.	Executive Director Project Director Administrative Assistant Chief Financial Officer Evaluator	Reports written and submitted	The APR and final performance reports will be submitted as required.
B. Objective 1: By the end of 48 months, 5th-8th grade students (100) will have increased their scores on the Rosenberg Self Esteem Scale by 10% by participating in the one (1) or more of the Project Venture-NIYLP curriculum components that includes service leadership (service to the community)			
Project Tasks	Person(s) Responsible	Milestones	Timeline
1. Replication team receive Technical Assistance from Developer (Computer based (Virtual and telephonically)	Project Director Activity Coordinator Language/Cultural Specialist Evaluator	Training completed	By month 2 each year
2. Materials ordered from NIYLP	Administrative Assistant	Materials ordered	By month 1 year 1
3. Implement Project Venture in CN Immersion Charter (CNI) school & Hulbert choosing a classroom setting during the school day which youth (approx.. 25 in 12 schools) engage in experiential games & initiatives for approximately 20 hrs. a year building self-esteem.	Activity Coordinator Language/Cultural Specialist Evaluator	Sign in sheets documenting each session	By month 3 each year
4. Recruit 25 youth from Boys & Girls Clubs & classroom activities targeting	Activity Coordinator Administrative Assistant	25 applications completed	By month 4 each year

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 22 of 31

CN Immersion Charter School & Hulbert school the first year.			
5. Hold parent awareness meeting and get their input, making home visits when necessary.	Executive Director Project Director Activity Coordinator Language/Cultural Specialist	Minutes of meeting documented	By month 4 each year
6. Administer the Rosenbery Self-Esteem pretest on students after they have been enrolled in the program.	Evaluator	Pretest completed	By month 5 each year
7. Four (4) one (1) day outdoor experiential adventure activities such as team and trust-building, hiking, rafting, low ropes, and rappelling will be held with the youth.	Activity Coordinator Language/Cultural Specialist Project Director Outdoor Adventure Trainers	Activities completed	By month 8 each year
8. Ten (10) youth will be chosen to attend the National Indian Youth Leadership camp at Mt Taylor that is an experiential wilderness adventure camp.	Executive Director Activity Coordinator Project Director Evaluator	Trip planned and completed	By month 10 each year
9. A self-assessment survey will be administered before and after the camp.	Evaluator	Data collected, analyzed & report written	By month 11 each year
10. Meet to review the progress of objectives (implementation strategies) Adjust method of delivery if needed. Discuss challenges and problem solve.	All staff participating with Evaluator facilitating the meeting	Evaluator documents adjustments, challenges, & results of problem solving in a report	By month 1-12 each year
11. A posttest will be administered to the 25 youth by the evaluator and the data will be analyzed and provided in a report form to the Project Director	Evaluator	Pre and Posttest completed, evaluation of this objective reported in writing	By month 12 each year

C. Objective 2: At the end of each school year, the Cherokee Immersion Charter School 5th-8th grade students (50) participating in Power Hour tutoring will show an increase of one letter grade in two of their base core subjects.

Project Tasks	Person(s) Responsible	Milestones	Timeline
1. Meet with partner to establish Power Hour room, supply cabinet and discuss the hiring of the tutors and high school mentors. (forms, etc., background checks)	Project Director Activity Coordinator	Meeting date set	By month 1 each year.
2. Hire certified teachers and high school mentors	Project Director Cultural Specialist	Agreements signed and background checks completed	By month 1 each year
3. Purchase computers and set up computer aided educational enrichment using KHAN Academy	Activity Coordinator Administrative Assistant	Computer lab set up	By month 4 year 1
3. Power Hour will be implemented 5 days a week when school is in session except for testing days.	Activity Coordinator Language/Cultural Specialist	Sign in sheets are completed for each day for the students and the tutors/mentors	By month 2 each year
4. Base line data collected on students enrolled regarding previous years grades	Evaluator	Data compiled for measurement purposes	By month 3 each year
5. Collect grades after each report card is issued for analysis and evaluation purposes.	Evaluator	Compilation of data for year-end evaluation of the objective.	By month 9 each year.
6. Hold 2 focus groups (1 in the fall & 1 in the spring) with 12 parents to assess their perception of child's attitude towards tutoring and their concerns.	Project Director Evaluator	Focus groups outcomes will be used to improve the Power Hour	By month 7 of each year.

D. Objective 3: At the end of each school year, the 7th and 8th grades students (1500) will have participated in the Junior Achievement components, Academic Testing Presentation and activities, and Career exploration with an emphasis on careers with a Tribal emphasis with 90% completion rate.

Project Tasks	Person(s) Responsible	Milestones	Timeline
----------------------	------------------------------	-------------------	-----------------

1. Meet with CN Foundation partner to set up evaluation of this objective	Project Director Evaluator	Meeting date set and notes documented	By month 1 each year
2. Staff will be trained on how Junior Achievement works	Project Director Activity Coordinator Evaluator	Staff training completed	By month 2 each year
3. A pretest that establishes a baseline will be administered to 10% of students.	Partner Evaluator	Pretest developed & administered	By month 1 each year
4. The staff will attend monthly Junior Achievement activities to observe youth and record antidotal information for the progress of the objective.	Project Director Activity Coordinator Evaluator	Staff will document attendance and observations in their monthly report.	By month 2 – 12 each year
5. An Academic Testing presentation will be developed and presented at each school. Team Activities will be developed with this presentation to follow up.	Partner staff Project Director Activity Coordinator Evaluator	Document developed and presentation made	By month 3 (Development of presentation and activities Year 1 only) Presentation – by month 6 year 2-4
6. 5 college campus tours will be provided to 100 students with an emphasis on career and their connection to college courses.	Executive Director Project Director Evaluator	Documented debriefing with students at the end of the day	By month 10 each year
7. Provide access to students of the materials that the CN Education Department has available on career information	Partner staff Project Director	Date of meeting with CN Educational staff	By month 5 each year
8. CN staff along with the Four Directions staff will set up process to identify professions within the tribe that will be needed in the future and set up job shadowing opportunities	Project Director Activity Coordinator	Process document developed and job shadow professions identified and matched up with students.	By month 6 each year

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 25 of 31

9. Hold a focus group at each school with 10 students to document their experience with the activities of this objective.	Evaluator Project Director Partner	Focus group report written and presented to Project Director	By month 12 each year
10. Track completion rate of students at each school.	Evaluator	Analysis data in written report to the Director	By month 12 each year
11. Hold parent meeting to assist them with filling out the <i>Oklahoma Promise</i> packet for 8 th grade eligible students.	Activity Coordinator Administrative Assistant	Number of students that enroll in the <i>Oklahoma Promise</i> program	By month 9 each year

E. Objective 4 At the end of the school year, those 5th - 8th grade students (50) attending STEM and Robotics programs will increase their science and math scores 1 grade point.

Project Tasks	Person(s) Responsible	Milestones	Timeline
1. Meet with 12 schools to receive final information regarding Robotics class schedule	Project Director Activity Coordinator	Set date for meeting and keep notes	By month 1 each year
2. Work with Teacher on evaluation method for Robotics class	Evaluator	Set date to meet with teacher and document meeting	By month 2 each year
3. Order Robotics kits for schools	Administrative Assistant	Purchase Order	By month 1 each year
4. Deliver Robotics Kits to schools	Activity Coordinator	Teachers sign receipt of receiving kits	By month 1 each year
5. Gather baseline grade information (science & math) on students in Robotics	Evaluator	Compilation of data	By month 3 each year
6. Collect grades after each report card period	Evaluator	Analysis of data for year-end reporting	By month 11 each year
7. Recruit 50 youth to attend STEM related camps held by the NSU Summer youth program	Project Director Activity Coordinator Administrative Assistant	Track youth application	By month 8 each year

8. Attend the STEM related summer NSU camps to observe students interacting.	Activity Coordinator Evaluator	Onsite observation forms	By month10 each year
9. Hold a focus group with 15 youth who attended the STEM related summer camps to glean information regarding stimulation factor –math & science	Evaluator Project Director	Written summary of focus group findings	By month11 each year

Quality of the Project Evaluation

The Four Directions Project evaluation plan is a multi-faceted approach using formative and summative methods while measuring performance by quantitative and qualitative analysis in a cultural context. The overall outcomes of the project are to increase the career and college readiness of American Indian student's 5th-8th grade in 12 Cherokee County, Oklahoma schools. The four components used to reach these outcomes and the GPRA measurements are Leadership, Tutoring, Financial Literacy, and the STEM Theory. Each component has an evidence based or proven program to maximize success. All of the objectives have measurable outcomes.

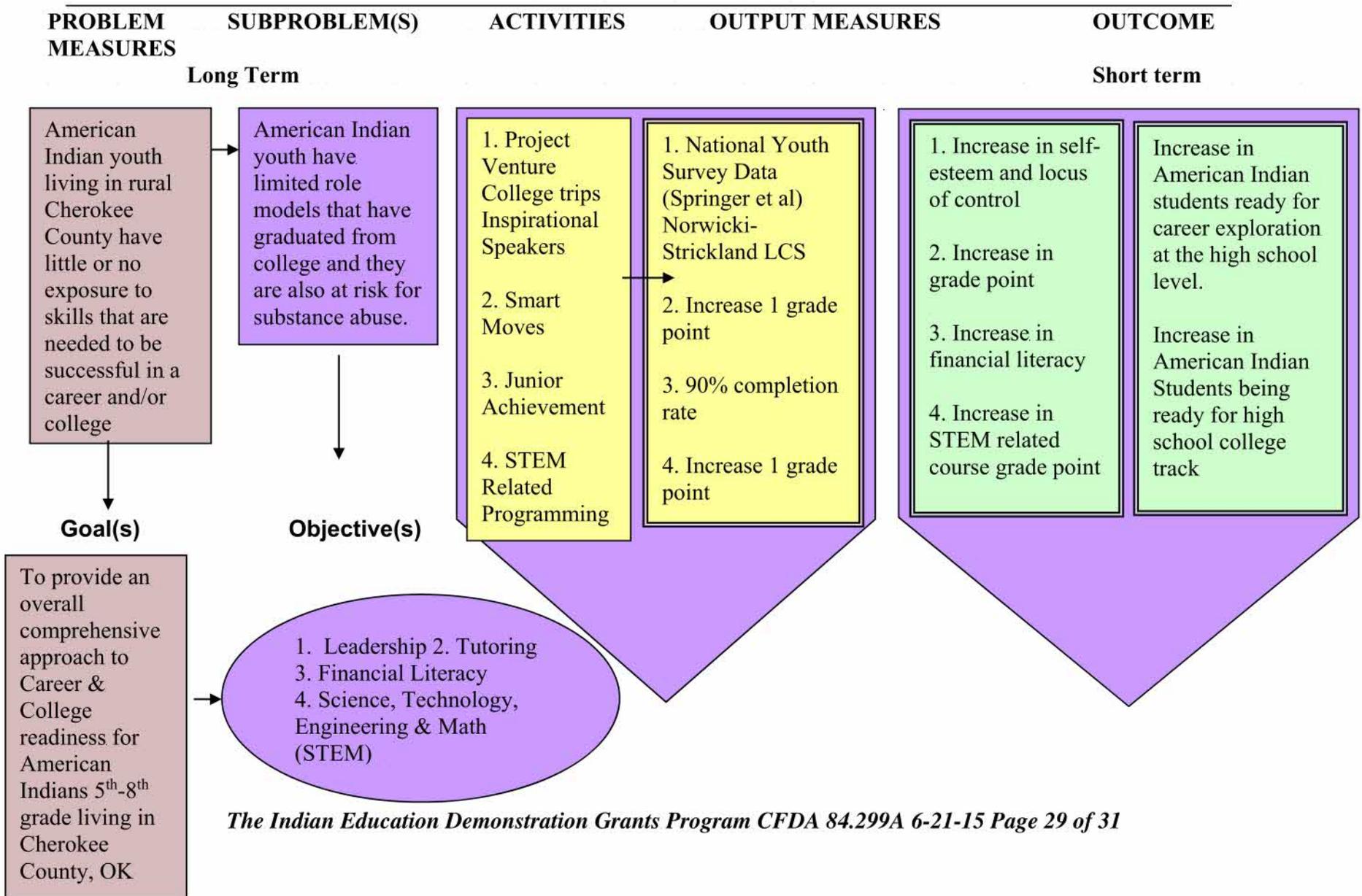
Objective 1: By the end of 48 months, 5th-8th grade students (100) will have increased their scores on the Rosenberg Self Esteem Scale by 10% by participating in the one (1) or more of the Project Venture-NIYLP curriculum components that includes service leadership (service to the community)

Objective 2: At the end of each school year, the Cherokee Immersion Charter School 5th-8th grade students (50) participating in Power Hour tutoring will show an increase of one (1) letter grade in two of their base core subjects.

Objective 3: At the end of each school year, the 7th and 8th grades students (1500) will have participated in the Junior Achievement components, Academic Testing Presentation and activities, and Career exploration with an emphasis on careers with a Tribal emphasis with 90% completion rate.

Objective 4 At the end of the school year, those 5th - 8th grade students (50) attending STEM and Robotics programs will increase their science and math scores 1 grade point.

Four Directions Logic Model



The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 29 of 31

Four Direction Evaluation Plan and Data Collection Table

Project Outcomes	Performance Measures	Method/instrument	Time/line
General- Project that can be replicated Meet to review implementation strategies. Adjust method of delivery if needed. Discuss challenges	All Objectives met at the end of the year and at the end of the project. Change overtime - # of changes that resulted in meeting outcome	Documentation of problem solving and how the strategies were changed for positive programming/replication	Month, year, 4 years (Monthly meetings to collaborate. Update/ problem solve)
Obj. 1 Increased self-esteem-locus of control through implementation of Project Venture	10% of AI students increasing their self – esteem score	National Youth Survey (Springer et al) &Norwicki-Strickland Locus of control scale .	Pre & post-test beginning and end of program
Obj. 2 Increase letter grade by 1 point in 2 core subjects	30% of AI students will increase their letter grade by the end of the school year	Data collection of grades, 2 focus groups with parents get their feedback	Quarterly Semi-annual
Obj. 3 completing the JA components satisfactorily	90% completion rate	Observation, field notes and pictures, pre and post test	Data collection monthly
Obj. 4 increasing grade point by participating in STEM related programming (Robotics)	25% of American Indian Students Grade point will increase by 1 point in math and science courses	Data collection of grades Focus group with AI Students	Establish baseline Data collection quarterly
GIPRA - Increase collaboration among service providers in the community	Collaborations of community entities will increase 50% that result in additional opportunities for AI students in Cherokee County	Minutes of meetings, activities, & field notes	Monthly collection of information
GIPRA – 4 objectives being met	100% of objectives being met each year.	Quantitative and Qualitative analysis reported of all 4 objectives	Yearly and at the end of the project

The quantitative data will be submitted to the Project Director as stated in the chart timeframe so that the data can be used to shape the project as needed. Likewise the qualitative data will be used to review with the Project Director to see what is working and what needs to be changed or

The Indian Education Demonstration Grants Program CFDA 84.299A 6-21-15 Page 30 of 31

improved. The project director will problem solve with the staff using a facilitated fishbone method. All the information collected will be synthase into a yearly report as well as reported on the 524B ED Performance Report Form.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

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

The entities listed below have agreed to partner with the American Indian Resource Center, Inc. (AIRC) in applying for the Native Youth Community project that improves educational opportunities and improvement that focuses on increasing college and career readiness grades 5-8. Their section of the partnership agreement describes their commitment to the agreement. AIRC will administer the grant providing the leadership, management, and fiduciary responsibility, including direct services to the American Indian youth in our defined catchment area. AIRC will work with the entities recruiting students for summer enrichment activities geared toward career and college readiness designed by AIRC. The AIRC has demonstrated success in developing programs for school age children and will benefit by being able to work with these various organizations by providing skilled professionals and researched practices providing evidence based programs.

Cherokee Nation

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

Cherokee Nation Foundation

The Cherokee Nation Foundation's mission is to provide higher educational assistance to the Cherokee people through a variety of programming including youth development from K-12. The Cherokee Nation Foundation is utilizing the Junior Achievement program with the Cherokee Immersion program grades 5-8, and 12 public schools throughout Cherokee County. The Junior Achievement program provides youth the opportunity to study and meet professionals in different careers and financial literacy. The Cherokee Nation Foundation will provide access to Junior Achievement for additional youth and provide technical assistance to the project staff on how to recruit adult volunteers for Junior Achievement and other college readiness methods. The Cherokee Nation Foundation will benefit by being able to provide services to additional schools with Native American children.

Cherokee Nation Immersion School

The Cherokee Nation is a charter school providing K-8th grade American Indian Youth with a unique experience of learning the Cherokee language as the center fold of their education. The school has been in existence for the past 12 years with a marked success in not only educating the youth but also providing the students with an enriched opportunity to integrate the Cherokee language in their learning and everyday activities. We know that youth need academic preparedness to succeed but also exposure to careers and college preparedness. We agree to partner with AIRC by providing space, allotted time and the students for the Four Directions Project. The Cherokee Immersion School will benefit by providing their students with enrichment of the work world, college opportunities, and what it takes to succeed as an adult.

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

(b)(6)

Chuck Hosking Sr.
Chief of Staff
Cherokee Nation

Janice Randall
Executive Director
Cherokee Foundation

Holly Davis
Principal
Cherokee Immersion School

(b)(6)

Wathene Young
Executive Director,
American Indian Resource Center

WATHENE YOUNG
DELAWARE TRIBAL MEMBER

(b)(6)

BRIEF SUMMARY OF QUALIFICATIONS

Over 40 years experience directing educational and leadership development programs for American Indian youth in urban and rural settings. Supervised six teacher training grants funded by Office of Indian Education.

30 years Executive Director of American Indian Resource Center, Inc.

Thirteen years teaching and supervising teacher interns in the teacher education program for Northeastern State University

Five years experience as director of Center 5 Resource and Evaluation Center for Office of Indian Education, U.S. Department of Education.

More than five years experience as an education consultant providing technical assistance in student leadership, program evaluation, needs assessment, resource development, and program planning and design.

Ten years service as founder, volunteer and board member of National Indian Leadership Youth Program camps in Oklahoma, New Mexico, and Arizona (advocate of servant leadership concept).

EDUCATION

Oklahoma State University, Stillwater, Oklahoma. Graduated with a Bachelor of Science in Educations in 1967

Oklahoma State University, Stillwater, Oklahoma. Completed requirements for Master's Degree in Speech Communications in 1970

Northeastern State University, Tahlequah, Oklahoma. Received Counseling Certificate and School Administration Certificate in 1978

EMPLOYMENT HISTORY

Executive Director, American Indian Resource Center, Inc. (AIRC) (1983 - present)

Description of Responsibilities:

Provide program leadership and serve as administrator for non-profit Indian organization

Assist in seeking funds and developing proposals for funding in areas of education, substance abuse, and youth services

Monitor and evaluate staff and program services provided by AIRC

Director, AIRC Talent Search Program 1992-1994, 1997-2005

Description of Responsibilities:

Provide program development leadership and supervision of Talent Search Activities in targeted schools in northeastern Oklahoma

Field Coordinator, Northeastern State University, 1987-2000

Description of Responsibilities:

Supervise teacher interns as well as placement in individual public schools

Director, Teaching Professionals for Indian Children, 1987-1992 (AIRC)

Description of Responsibilities:

Supervise and plan activities for Indian students participating in Teacher Training Program at NSU

Director, Resource and Evaluation Center for USDE Office of Indian Education (1983-1987) (AIRC)

Description of Responsibilities:

Planned and conducted training and technical assistance workshops for Indian Education grantees in a 6 state area

Director, Indian Pupil Education (Title IV-A), Tulsa Public Schools, Tulsa, Oklahoma (1973-1978)

Description of Responsibilities:

Program planning, development and administration of Indian Education Program for the Tulsa Public Schools

COMMUNITY SERVICES/ORGANIZATIONS

- Councilwoman, Cherokee Nation, 1984-1988
- Co-founder and Board Member, National Indian Youth Leadership Program, Zuni, New Mexico 1986-2001
- Co-founder and Board Member, Help in Crisis, City of Tahlequah
- Charter Member and Board of Directors, American Indian Theater Company

RECOGNITIONS

- Tulsa Tribune Citizen's Honor Roll for outstanding service to the community in promoting racial understanding
- Directory of Significant Twentieth Century Minority Women in America
- Ford Fellowship in Advanced Studies for American Indian Scholars

(b)(6)

Georgia Dick

- Experience 2015-Present Consultant, Grant Writer Tahlequah, OK
- Completed Applications to Dept. of Justice, Federal Transit Administration, Department of Health & Human Services Administration for Native Americans, National Park Service Historic Preservation Fund, Institute for Museum & Library Services, Americorp National Civilian Community Corp
- 2005-2015 United Keetoowah Band of Cherokee Indians in Oklahoma Tahlequah, OK
- Grant Writer/ Compliance
- Complete proposal applications for funding
 - Member of Grant Review Committee and wrote policy for committee
 - Ensure current federal funding remain in compliance
 - Special project assignments by Administration
- 2002-2005 Miami Tribe of Oklahoma Miami, OK
- Grant Officer/Grant Writer
- 67% success rate on proposal applications
 - Chaired Grant Review Committee
 - Special Projects included 8a application
 - Compliance with regulations and circulars resolving issues and direction
 - Officers Planning group
- 2001-2002 Miami Tribe Business Development Authority Miami, OK
- Grants Coordinator
- Researched and sought funding sources for business development
 - Chaired Distance-Learning Committee seeking funding sources and coordination with other organizations and agencies.
 - Chairperson of Grant Review Committee
 - Developed procedures for Grant Review Committee and process for departments seeking funding
 - Obtained funding for new business development for an Internet Service Provider
- 2000-2001 Miami Business Development Authority Miami, OK
- Customer Service Representative
- Attempt to increase player time on Class II gaming machines.
 - Maintained contact with gaming facility with weekly visits including any promotions.
 - Maintained machines including cleanliness and minor problems.
- 1990-1998 Tahlequah Public Schools Tahlequah, OK

Director of Indian Education

- Designed and wrote proposals and administered federal grant applications in which all three programs attained Exemplary recognition and showcase projects at national conferences.
- Designed culturally relevant activities and curriculum.
- Developed report forms, needs assessments and annual reports.
- Developed activities for summer school, after-school, service-learning, cultural events, leadership, and character development.

1985-1986 Field Foundation Intern/Fellows Washington, DC

Intern

- Obtained and researched rules and regulations i.e. Solid Waste, Sludge, Toxic Substances, Nuclear and Hazardous Wastes.
- Wrote proposals for community organization
- Prepared application for 501c (3) for community organization.
- Developed Environmental Recommendation Report and submitted to the Cherokee Nation.
- Created public awareness on harmful effects of various wastes on the environment and the public health.

Education **1987** Northeastern State University Tahlequah, OK

- B.A., Political Science, minors in Business/Paralegal Emphasis.

1979 University of New Mexico Albuquerque, NM

- American Indian Law Center, Paralegal Training Program

Interests Gardening/yard work, family, cooking.

Volunteer Volunteered as parent on local Cherokee Nation Head Start Policy Council, Johnson O'Malley and Title IX Parent Committees 1986—1990.

Continuing Education 1983-Present

- Attended various trainings, workshops, seminars and conferences on the subjects of Indian Law and Water Management, Waste Management, Education, Culture, Legal Bibliography, Tribal Strategic Planning, Grant writing, Self-Governance, Head Start, Child Care Development, Public Law 477 for Tribes, OMB Circulars, Indirect Cost, plus various others.

References

(b)(6)

Wyman Kirk



EDUCATION:

Indiana University, Bloomington: ABD in Cultural Anthropology

Indiana University, Bloomington: MA in Cultural Anthropology (2005)

Northeastern State University: BA in English (1995)

ACADEMIC APPOINTMENTS

Assistant Professor, Cherokee Education Degree Program, Northeastern State University, Tahlequah, OK

ADMINISTRATIVE APPOINTMENTS AT NSU AND OTHER INSTITUTIONS:

Assessment and Accreditation Coordinator for the Cherokee Education Program, Northeastern State University.

DUTIES AND RESPONSIBILITIES:

Course instructor for minimum of nine hours per semester for courses within the Cherokee Education Degree. Faculty advisor for Cherokee Education and Cherokee Cultural Studies Majors. Responsible for initial oversight of language development, language research, and curriculum development related to Cherokee Degree courses. Responsible for development, initial oversight, and implementation of program assessments per accreditation standards for State and National program review.

OTHER EMPLOYMENT RELATED TO YOUR PROFESSIONAL ACTIVITY:

Instructor, Cherokee Clemente Course, Tahlequah, OK 08/06-Present
The Cherokee Clemente Course addresses Cherokee “humanities” as evidenced by historical and contemporary Cherokee lifeways. Cherokee humanities in a broad context are defined and understood, and then compared and contrasted then with Western humanistic traditions. The course is a two semester sequence provided in two classes that starts in the Fall and completes in the Spring semester. The course is coordinated by the Cherokee Heritage Center, and it is arranged through Northeastern State University.

Cherokee Nation, Tahlequah, OK 5/01-8/05
Coordinator of Strategic Intelligence. Responsible for conducting environmental scans at

the local, regional, and national level for potential threats and opportunities to the Cherokee Nation. Co-director for the 2002 language assessment survey titled "Gadugi," a project funded through a grant by the Administration for Native Americans (ANA) that provided baseline data on the number of Cherokee speakers and attitudes/perspectives on Cherokee language initiatives and priorities for the Cherokee Nation. Conducting fieldwork in the Cherokee Nation's Tribal Jurisdictional Service Area on communities and community resources along with quantitative and qualitative analysis of those findings.

MEMBERSHIP IN PROFESSIONAL, HONORARY, AND LEARNED SOCIETIES:

Member, American Anthropological Association

Member, American Society for Ethnohistory

Member, Oklahoma Native Languages Association

Member, Oklahoma Foreign Language Teachers Association

Member, American Council for the Teaching of Foreign Languages

PROFESSIONAL ASSOCIATIONS / BOARD MEMBERSHIPS:

Board President, American Indian Resource Center, 2009 to Present

Committee Member, Cherokee Nation Institutional Review Board, 2005 to Present

Committee Member, Cherokee National Historical Society, Educational Programming Committee, 2009 to Present

Member, Native Humanities Council

AWARDS AND HONORS:

1999 Ella C. Deloria Award, American Anthropological Association

1996-1998 David C. Skomp Fellowship for Summer Research, Department of Anthropology, Indiana University

PRESENTATIONS / PROFESSIONAL EXPERIENCE:

2005-2015 Presented 36 papers/workshops over Cherokee language, Cherokee humanities, Cherokee immersion, Cherokee teaching methods, and Cherokee communities.

JOB TITLE: ACTIVITY COORDINATOR, Four Directions

SUMMARY: Under limited supervision, coordinates all activities that have a direct or indirect relationship to the Four Directions program as it pertains to the partnering communities. Works with the staff and partners in coordinating their activities.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Establish an excellent working relationship with the staff and partners.
- Coordinate and set schedule of Power Hour teachers and mentors.
- Develop, coordinate, and maintain calendar of events and schedule list of attendees
- Provide class schedule and packet information, including: schedule, attendees, directions to facility, important contact numbers, facility amenities and facility open/close instructions.
- Disseminate information regarding vocational-technical education and career opportunities
- Assist in gathering all evaluations and summarizing for the evaluator.
- Work effectively with economically and academically disadvantaged students
- Assist Director to coordinate parent meetings
- Assist Director in recruiting college/career trips for students
- Performs miscellaneous job-related duties as assigned.

KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED:

- Ability to organize, implement, and administer community outreach, services, and activities in the community development arena.
- Ability to foster a cooperative work environment.
- Understand the cultural processes of American Indian/Alaska Natives.
- Strong interpersonal and communication skills and the ability to work effectively with a wide range of constituencies in a diverse community.
- Skill in organizing resources and establishing priorities.
- Ability to organize, prioritize, and schedule work assignments.
- Proficient in Microsoft Word and Excel programs to develop documents needed to perform tasks.

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

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

Language Skills: Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals. Comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers and other employees of the organization.

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

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

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

While performing the duties of this job, the employee is frequently required to sit, stand and walk; drive a vehicle; and talk or hear.

The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.

Driving distances, daytime travel to communities and class site and some overnight trips.

JOB TITLE: ADMINISTRATIVE ASSISTANT, Four Directions

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

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

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

SUPERVISORY RESPONSIBILITIES: None

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

Medium responsibility and accountability for successful program operations.

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

Education and/or experience:

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

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

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

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

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

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

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

Pamela E. Iron



Career Goal

Work with organizations in developing health and human services strategies that result in improving the health care status of individuals and communities.

Highlights of Experience

- ▶ Wrote a three (3) year grant for the visually impaired to provide them with visual aids and opportunities to continue living independently or become independent.
- ▶ Thirty eight years’ experience in organizational development in the health field specializing in urban, tribal Indian health, and Indian Health Service.
- ▶ Provide evaluation services to tribes and tribal organization.
- ▶ Professional survey and interviewing/Data collection for Research Projects for National, Government, and Tribal Organizations
- ▶ Resource development from proposal writing, strategic planning, feasibility studies, to capital campaign fund raising
- ▶ Conduct Quality Assurance Studies for health and humans service organizations.
- ▶ Developed cultural competency materials for a training program and serve as a trainer and presenter
- ▶ Developed a nationwide mentoring program for women and youth of their community

Education

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

Specific Experience

- 2014 – Present** **Health Consultant**, providing grant writing, evaluation and strategic planning to non profit organizations and tribes.
- 2011 -2014** Provided grant writing and evaluation services for the American Indian Resource Center in regard to the Native American Training in Visual Empowerment (NATIVE) project.
- 2000-2013** **Executive Director**, National Indian Women’s Health Care Resource Center, provide leadership to the 7 staff and 8 consultants in meeting the scope of work for the organization; oversight on all the grants and contracts; provide coordination of board activities; provide leadership in proposal and grant writing; coordinate long range strategic planning for the organization; develop collaboration and partnerships; lead technical assistance efforts of the organization in Breast and Cervical Cancer Early Detection/Comprehensive Cancer Control to tribes, urban health programs and states, make presentations on cultural competency to non-Indian organizations providing services to American Indians and Alaska Natives, train mentors and mentees, and provide direction on developing conferences and workshops, provide training on organizational development. Oversee curriculum development of all the projects to ensure the cultural appropriateness of the materials. Project Director of a video and book entitled “Strategies for Cultural Competency in Indian Health.

1996-2000 **Consultant**, provided health care planning, grant writing evaluation, and program development to 20 different organizations over a 4 year period.

1989-95 Executive Director, Health Services Division, and Chief of Staff Cherokee Nation

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

1976-89 Executive Director, Tulsa Indian Health Care Resource Center

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

(b)(6)

Janice Carlile Randall

Experience

1971-2003. Tahlequah Public Schools Tahlequah, OK

1971-1978 Classroom Teacher
1980-1991 Cherokee Nation Summer Cultural Programs
1979 Federal Title I Pilot Math Program State of Oklahoma
1980-Research work for BIA
1981-2000 Coordinator for Title I, Title VI, and Title VII (Indian Ed.)
2000-2003 Project Director for 21st CCLC

1997-2013. Boys & Girls Club of Tahlequah. Tahlequah, OK

1997 Volunteer Boys & Girls Club of Tahlequah (1st Native Club in OK)
1998 Unit Director Central Unit Boys & Girls Club of Tahlequah
1999 - 2003 Program Director Boys & Girls Club of Tahlequah
2003-Present Chief Professional Officer Boys & Girls Club of Tahlequah

2013 – Present Cherokee Nation Foundation Tahlequah, OK
2013 – Present Executive Director

Education

1971. Northeastern State University Tahlequah, OK

B.S. Education/Business
Oklahoma State University Multicultural Graduate Program
Strom Thurmond Boys & Girls Club Leadership Institute @Clemson
University 2004
Tribal Justice and Safety-Government to Government Consultation-2007
School of Executive Leadership-University of Michigan/Ross School of
Business-2008
Advanced Leadership Program Boys & Girls Club of America 2009

Awards

2007 Native American Service Award
2010 Executive of the Year for Boys & Girls Clubs
2012 Herman S. Prescott Professional Association Award

CONTINUING ACTIVITIES

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

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

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

American Indian Resource Center, Inc.

BYLAWS

06/22/2015

ARTICLE 1

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

ARTICLE 2

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

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

ARTICLE 3

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

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

ARTICLE 4

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

Duties of the Officers:

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

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

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

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

ARTICLE 5

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

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

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

ARTICLE 6

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

ARTICLE 7

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

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

ARTICLE 8

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

ARTICLE 9

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

ARTICLE 10

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

ARTICLE 11

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

ARTICLE 12

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

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

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

ARTICLE 13

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

ARTICLE 14

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

ARTICLE 15

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

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

ARTICLE 16

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

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

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

(b)(6)

Signature

President

Title

(b)(6)

Signature

Secretary

Title

(b)(6)

Vice chair

Title

INDIRECT COST RATE AGREEMENT
NONPROFIT ORGANIZATION

Organization

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

Date: MAY 15 2014

Agreement No: 2014-162

Filing Reference: Replaces previous
Agreement No. 2011-005

Dated: 11/4/2010

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Office of Management and Budget Circular A-122 (relocated to 2 CFR 230).

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Final	10/01/2010	09/30/2011	9.8%	MTDC	All Programs
Final	10/01/2011	09/30/2012	7.8%	MTDC	All Programs
Predetermined	10/01/2012	09/30/2013	8.0%	MTDC	All Programs
Predetermined	10/01/2013	09/30/2014	8.0%	MTDC	All Programs
Predetermined	10/01/2012	09/30/2013	7.5%	MTDC	Training
Predetermined	10/01/2013	09/30/2014	7.5%	MTDC	Training

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

All Programs The rates herein are applicable to All Programs.

Training Indirect cost on a training grant is limited to 8% of MTDC or the actual indirect cost calculation, whichever is lower (per 34 CFR 562(c)(1)).

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Vacation, holiday, sick leave and other paid absences are included in salaries claimed on awards. Separate claims for paid absences are not made.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

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

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

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

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: 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 may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling 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.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to expiration dates of the rates in this agreement.**

Section IV - Approvals

For the Organization:

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

For the Federal Government:

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

(b)(6)

Signature

Wathene Young

Name

Exec Director

Title

Date

5/19/14

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

MAY 15 2014

Date

Negotiator: Frances Outland
Telephone Number: (202) 245-8082

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

American Indian Resource Center
Indian Education Demonstration

Category	Year One	Year Two	Year Three	Year Four	Total
PERSONNEL					
Executive Director - 0.15 FTE @ \$75,000 per year	\$ 11,250	\$ 11,813	\$ 12,403	\$ 13,023	\$ 48,489
Project Director - 1 FTE @ \$60,000 per year	\$ 60,000	\$ 63,000	\$ 66,150	\$ 69,458	\$ 258,608
Cultural Specialist - 0.5 FTE @ \$60,000 per year	\$ 30,000	\$ 31,500	\$ 33,075	\$ 34,729	\$ 129,304
Activity Coordinator - 1 FTE @ \$55,000 per year	\$ 55,000	\$ 57,750	\$ 60,638	\$ 63,669	\$ 237,057
Administrative Assistant - 0.25 FTE @ \$45,000 per year	\$ 11,250	\$ 11,813	\$ 12,403	\$ 13,023	\$ 48,489
TOTAL PERSONNEL	\$ 167,500	\$ 175,875	\$ 184,669	\$ 193,902	\$ 721,946
FRINGE BENEFITS					
FICA @ 7.65% of total personnel	\$ 12,814	\$ 13,454	\$ 14,127	\$ 14,834	\$ 55,229
Oklahoma Unemployment @ 2.7% of the first \$18,700 x 5 Staff	\$ 2,525	\$ 2,525	\$ 2,525	\$ 2,525	\$ 10,098
Workman's Compensation Insurance @ 1% of total personnel	\$ 1,675	\$ 1,759	\$ 1,847	\$ 1,939	\$ 7,219
Retirement @ 6% of total personnel	\$ 10,050	\$ 10,553	\$ 11,080	\$ 11,634	\$ 43,317
Employee Medical and Dental Insurance - 2.9 FTE x \$750 per month x 12 months	\$ 26,100	\$ 26,100	\$ 26,100	\$ 26,100	\$ 104,400
TOTAL FRINGE BENEFITS	\$ 53,163	\$ 54,390	\$ 55,678	\$ 57,031	\$ 107,553
TRAVEL					
Project Director/Partner Meeting					
Airfare @ \$600 each x 4 staff					
Lodging @ \$300/night x 3 nights x 4 staff					
Per Diem @ \$71/day x 4 days x 4 staff					
Mileage @ 150 mi/rt x \$0.575/mi x 4 staff					
Airport Parking @ \$15/day x 4 days x 4 staff	\$ 7,721	\$ 7,721	\$ 7,721	\$ 1,930	\$ 25,093

Technical Assistance Meeting

Airfare @ \$600 each x 4 staff									
Lodging @ \$300/night x 3 nights x 4 staff									
Per Diem @ \$71/day x 4 days x 4 staff									
Mileage @ 150 mi/rt x \$0.575/mi x 4 staff									
Airport Parking @ \$15/day x 4 days x 4 staff									
	\$ 7,721	\$ 7,721	\$ 7,721	\$ 7,721	\$ 7,721	\$ 7,721	\$ 7,721	\$ 7,721	\$ 30,884

National Indian Youth Leadership Camp

Vehicle Rental@ 2 vans x \$400/week x 2 weeks									
Lodging @ \$120/night x 2 nights x 4 rooms									
Per Diem @ \$71/day x 2 days x 14 people									
	\$ 3,908	\$ 3,908	\$ 3,908	\$ 3,908	\$ 3,908	\$ 3,908	\$ 3,908	\$ 3,908	\$ 15,632

Project Venture Facilitator Workshop

Vehicle Rental@ 1 van x \$400/week x 1 week									
Lodging @ \$120/night x 3 nights x 2 rooms									
Per Diem @ \$71/day x 4 days x 4 staff									
Vicinity Mileage @ 500 mi/mo x \$0.575/mi x 12 mos									
	\$ 2,256	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,256
	\$ 3,450	\$ 3,450	\$ 3,450	\$ 3,450	\$ 3,450	\$ 3,450	\$ 3,450	\$ 3,450	\$ 13,800
TOTAL TRAVEL	\$ 25,056	\$ 22,800	\$ 17,009	\$ 17,009	\$ 87,665				

EQUIPMENT

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

SUPPLIES

Office Supplies @ \$150/month x 12 months									
Computer @ 2 x \$800									
Printer @ 2 x \$400									
After School Program Laptops 20 x \$800									
	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 7,200
	\$ 1,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,600
	\$ 800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 800
	\$ 16,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,000
TOTAL SUPPLIES	\$ 20,200	\$ 1,800	\$ 25,600						

CONTRACTUAL

Auditor @ 1% of direct cost to grant									
Cherokee Nation Foundation (Partner)									
Evaluator									
Red Head Labs (\$85/hr x 50 hrs Y1, 10 hrs 2-4)									
	\$ 5,880	\$ 5,880	\$ 5,880	\$ 5,880	\$ 5,880	\$ 5,880	\$ 5,880	\$ 5,880	\$ 23,520
	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 360,000
	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 80,000
	\$ 4,250	\$ 850	\$ 850	\$ 850	\$ 850	\$ 850	\$ 850	\$ 850	\$ 6,800
TOTAL CONTRACTUAL	\$ 120,130	\$ 116,730	\$ 470,320						

CONSTRUCTION

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

BUDGET JUSTIFICATION

PERSONNEL (\$167,500 Year One, \$175,875 Year Two, \$184,669 Year Three, \$193,902 Year Four)

The Executive Director oversees all personnel and fiscal matters. This position also assists the Project Director and Activity Coordinator in supervision and transportation of student participants to the STEM and Project Venture Camps.

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

The Cultural Specialist receive technical assistance from all curriculum and ensure cultural appropriateness; assist in games and initiatives to build student self-esteem in a culturally appropriate manner; assist in parent meetings; assist in all student activities; assist in the selection of Power Hour teachers and mentors; assist in the implementation of Power Hour; work effectively with economically and academically disadvantaged students; and perform miscellaneous job-related duties as assigned. His focus will be at the Immersion School.

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

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

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

FRINGE (\$51,163 Year One, \$54,390 Year Two, \$55,768 Year Three, \$57,031 Year Four)
FICA, Unemployment, and Workman's Compensation insurance are all mandatory benefits required by law. Retirement and medical/dental insurance is offered to full time employees as an incentive to increase the quality of applicants.

TRAVEL (\$25,056 Year One, \$22,800 Years Two and Three, \$17,009 Year Four)
Travel expenses for the Project Director and three partners to attend the mandatory project director/partner meeting in Washington, DC include airfare (\$600 each person), lodging (\$300 per night for three nights), per diem (\$71 per day for four days), mileage (150 miles round trip at the rate of \$0.575 per mile), and airport parking (\$15 per day for four days), totaling \$7,721 per year. In year four of the grant, only the Project Director will attend this meeting (\$1,930).

Travel expenses for the Project Director and three partners to attend the mandatory project technical assistance meeting in Washington, DC include airfare (\$600 each person), lodging (\$300 per night for three nights), per diem (\$71 per day for four days), mileage (150 miles round trip at the rate of \$0.575 per mile), and airport parking (\$15 per day for four days), totaling \$7,721 per year.

Travel expenses for 4 staff members and 10 students to attend the National Indian Youth Leadership Camp in Gallup, New Mexico include vehicle rental (2 vans at \$400 per week for two weeks), lodging on the way there (\$120 per night for two nights for four rooms), and per diem (\$71 per day for two days for 14 people), totaling \$3,908 per year.

Travel Expenses for 4 staff members to attend the Project Venture Facilitator workshop in Albuquerque, New Mexico include vehicle rental (\$400 for one van for one week), lodging (\$120 per night for three nights), and per diem (\$71 per day for four days), totaling \$2,256 for year one only.

Vicinity mileage is figured at approximately 500 miles per month at the rate of \$0.575 per mile, totaling \$3,450 per year.

EQUIPMENT (\$0)

There will be no equipment purchased under this grant.

SUPPLIES (\$20,200 Year One, \$1,800 Years Two through Four)

Office supplies are computed at the rate of \$150 per month. These include paper, pens, toner, printer ink, and other items necessary to carry out the objectives of the proposal. The total amount per year is \$1,800.

Two laptop computers (\$1,600 Year One only) will be purchased for program staff to conduct program business by creating documents, writing and sending e-mail, tracking data, etc.

Two printers (\$800 Year One only) will be purchased for program staff to use with the laptop computers listed above.

20 laptops (\$16,000 Year One only) will be purchased for use by participants in the Immersion School after school program to do homework, research careers, (see program narrative). Students in the 5th-8th grades are not assigned individual laptop computers and often do not have access to a computer during the school day. Many of these students come from low income homes where the household cannot afford a computer and are not able to travel to the public library.

CONTRACTUAL (\$119,250 Year One, \$115,850 Years Two through Four)

An independent audit is required by law since AIRC receives more than \$500,000 per year in federal funds. The rate for the auditor is approximately 1% of the total grant award, totaling \$5,880 per year.

The Cherokee Nation Foundation will provide 200 students at Peggs and Hulbert Public Schools with the BizTown curriculum at a cost of \$25 per student. The Junior Achievement BizTown curriculum combines classroom learning with a daylong visit to a fully interactive, simulated town to help students make the connection between what they learn in school and in the real world. Topics covered include financial literacy, community and economy, work readiness, and business management. The Foundation will also supply approximately 75 classrooms with a Personal Finance, It's My Future, and Finance Park virtual curriculum. These three kits assist students in recognizing the fundamental elements of smart personal finances and allows them to set specific goals for their lifelong financial needs and desired quality of life. It's My Future offers practical information about preparing for the working world. Students explore potential careers, discover the four factors to consider in choosing a career, and recognize basic job-hunting tools. Finance Park helps students build a foundation upon which they can make intelligent financial decisions that last a lifetime, including decisions related to income, expenses, savings, and credit. Total cost per year is \$90,000.

Red Head Labs will create a section on the AIRC website for the Four Directions program. This site will provide information for parents and program participants as well as links to informational websites and photos of program activities. The cost is \$85 per hour, with 50 hours the first year to set up the website, and 10 hours per year for years two through four to cover any basic website maintenance or issues that may arise.

CONSTRUCTION (\$0)

There will be no construction costs charged to this grant.

OTHER (\$161,750 Year One, \$166,810 Years Two through Four)

Postage, telephone, internet, rent/utilities/office maintenance, and copy/duplication are needed to conduct program activities. Postage to conduct program business @ \$100/month x 12 months, phone service and internet access @ \$200/month x 12 months, rental of office space, utilities, and basic office maintenance @ \$600/month x 12 months, based upon the amount of office space the project is allocated at AIRC, copy/duplication of materials to conduct program business @ \$200/month x 12 months. Total cost per year is \$13,200.

The National Indian Youth Leadership Camp enrollment fees are \$675 per participant. AIRC anticipates taking 10 students and 4 staff each year to Gallup, New Mexico. The week long

camp activities are saturated with cultural and family values and are focused on reconnecting youth to the Natural world. Total cost per year is \$9,450.

The robotic kits offer instruction that can be used in classrooms during the school day as well as for competition. It enhances math skills and increases cooperative learning among students. This integrated learning program allows teachers to engage students meaningfully in STEM. 30 kits will be purchased at a cost of approximately \$500 per kit, totaling \$15,000 per year.

The STEM related camp at Northeastern State University is held each summer by the Continuing Education department. Topics for each camp include VEX robotics, RACE to the Robots, Minecraft (encourages social interaction while accomplishing tasks in STEM and reading areas using engineering skills to build structures), and a forensic science camp. Each week long camp is \$150 per student, and 50 students each summer will be allowed to participate in a camp of their choice. Total cost per year is \$7,500.

Power Hour Enrichment is for 10 certified teachers to provide tutoring services to students at the Immersion School during the after school program Power Hour. Students will be recommended by classroom teachers, parents, or the school principal. Each teacher will tutor no more than 20 hours per week for a total of 18 weeks during the school year. Total cost per year is \$54,000.

Power Hour High School mentors is 10 students during year one (12 students per year for years 2-4) to mentor 5th-8th grade elementary students at the Immersion School during the after school program Power Hour. Each mentor will be paid \$8 per hour and mentor no more than 20 hours per week for 28 weeks. Total cost for year one is \$44,800 and \$53,760 per year for years two through four.

Native American speakers will visit classrooms to discuss topics such as high school graduation, college experience, traditional Native values, and career success. Each speaker will receive \$100, and a total of 70 classrooms will host a speaker yearly. Total cost per year is \$7,000.

Program participants will travel to various local college campuses for a tour of the campus and facilities available to students. Five trips will be made per year with 20 students attending each trip. Transportation costs for each trip are \$350 for two vehicles, \$8 per student for lunch. The total cost per year is \$4,300

NSU Outdoor Adventure is an experiential adventure program offering an opportunity to participate in a series of activities involving mental, physical, and emotional risk in a safe environment. The ropes course consists of a specifically designed series of ropes, cables, steel, and types of logs that combine in such a way to simulate challenges that might be encountered a natural setting. All initiatives and elements are guided by a trained facilitator. The facilitator and course will be used by 20 students per day for four days at the rate of \$600 per day. Total cost per year is \$2,400.

A yearly background check is required by Oklahoma law for all adults who are in direct contact with children daily. Each background check is \$50 for four staff. Total cost per year is \$200.

Project Venture is a culturally appropriate outdoor experiential youth development program designed for American Indian youth. This program relies on American Indian traditional values to help youth develop positive self-concept, effective social interactive skills, a community service ethic, internal locus of control, and increased decision making and problem-solving skills. This program compliments the National Indian Youth Leadership Camp and is a SAMHSA and OJJDP model program. Program materials (\$1,400 for one set) and facilitator training (\$625 per person for four staff) are included in this line item. Total cost for year one only is \$3,900.

TOTAL DIRECT CHARGES (\$546,919 Year One, \$537,525 Year Two, \$547,608 Year Three, \$552,403 Year Four)

INDIRECT CHARGES (\$41,019 Year One, \$40,314 Year Two, \$41,071 Year Three, \$41,430 Year Four)

An indirect cost rate of 7.5% has been approved by AIRC's cognizant agency, the U.S. Department of Education. A copy of the current indirect cost rate agreement has been attached to this proposal application.

TOTAL PROJECT CHARGES (\$587,938 Year One, \$577,840 Year Two, \$588,678 Year Three, \$593,833 Year Four)

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

American Indian Resource Center, Inc.

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	167,500.00	175,875.00	184,669.00	193,902.00	0.00	721,946.00
2. Fringe Benefits	53,163.00	54,390.00	55,678.00	57,031.00	0.00	220,262.00
3. Travel	25,056.00	22,800.00	22,800.00	17,009.00	0.00	87,665.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	20,200.00	1,800.00	1,800.00	1,800.00	0.00	25,600.00
6. Contractual	120,130.00	116,730.00	116,730.00	116,730.00	0.00	470,320.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	161,750.00	166,810.00	166,810.00	166,810.00	0.00	662,180.00
9. Total Direct Costs (lines 1-8)	547,799.00	538,405.00	548,487.00	553,282.00	0.00	2,187,973.00
10. Indirect Costs*	41,085.00	40,380.00	41,137.00	41,496.00	0.00	164,098.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	588,884.00	578,785.00	589,624.00	594,778.00	0.00	2,352,071.00

***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: 10/01/2013 To: 09/30/2014 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 7.50 %.

(3) 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 %.

Name of Institution/Organization American Indian Resource Center, Inc.	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
---	---	--

**SECTION 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)

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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Georgia	<input type="text"/>	Dick	<input type="text"/>

Address:

Street1:	110 W. Choctaw Street
Street2:	<input type="text"/>
City:	Tahlequah
County:	Cherokee
State:	OK: Oklahoma
Zip Code:	744643800
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="9184565581"/>	<input type="text" value="9184585415"/>

Email Address:

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) #:

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.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
----------------------	---	--	--