

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



**APPLICATION FOR GRANTS  
UNDER THE**

**OIE Demonstration Grants**

**CFDA # 84.299A**

**PR/Award # S299A150047**

**Grants.gov Tracking#: GRANT11950535**

OMB No. , Expiration Date:

Closing Date: Jun 29, 2015

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/29/2015"/>	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: <input type="text" value="Phoenix Indian Center, Inc."/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="86-6006566"/>	* c. Organizational DUNS: <input type="text" value="0744614760000"/>

**d. Address:**

* Street1:	<input type="text" value="4520 North Central Ave."/>
Street2:	<input type="text" value="Suite 250"/>
* City:	<input type="text" value="Phoenix"/>
County/Parish:	<input type="text" value="Maricopa"/>
* State:	<input type="text" value="AZ: Arizona"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="85012-7814"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Patricia"/>
Middle Name: <input type="text" value="K."/>	
* Last Name: <input type="text" value="Hibbeler"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="CEO"/>	

Organizational Affiliation: <input type="text" value="Phoenix Indian Center"/>
---

* Telephone Number: <input type="text" value="602-264-6768"/>	Fax Number: <input type="text" value="602-274-7486"/>
---	---

* Email: <input type="text" value="phibbeler@phxindcenter.org"/>
--

**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.):**

FP target areas.pdf

Add Attachment

Delete Attachment

View Attachment

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

Forward Promise:.. Future Inspired Native American Leaders  
A College and Career Readiness Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,031,425.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,031,425.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt?. (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

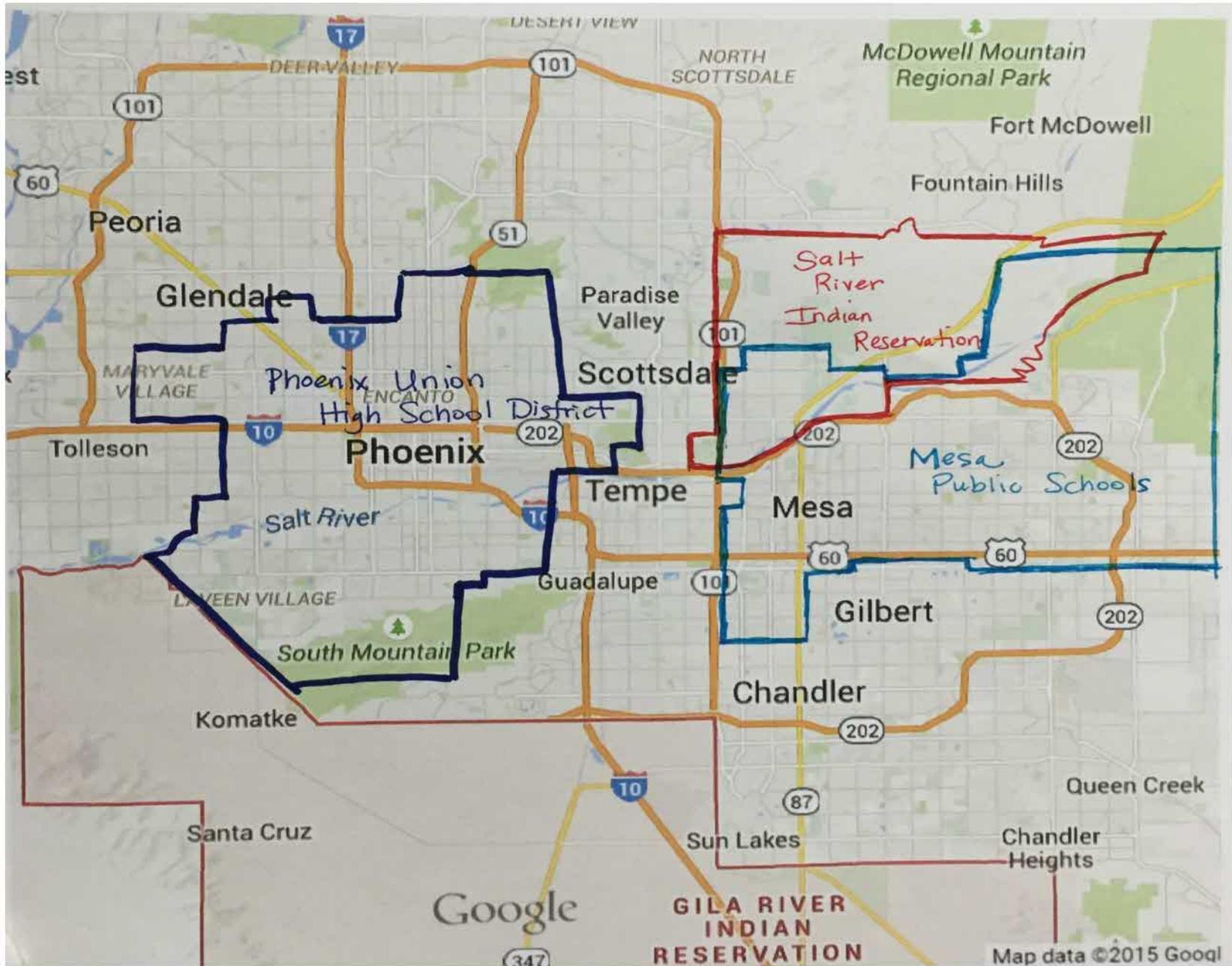
Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:



Forward Promise: Future Inspired Native American Leaders  
A College and Career Readiness Program

Arizona Congressional Districts within targeted areas

- AZ-001
- AZ-005
- AZ-006
- AZ-007
- AZ-008
- AZ-009



## 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>Patricia Hibbeler</p>	<p>TITLE</p> <p>CEO</p>
<p>APPLICANT ORGANIZATION</p> <p>Phoenix Indian Center, Inc.</p>	<p>DATE SUBMITTED</p> <p>06/29/2015</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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: Phoenix Indian Center

\* Street 1: 4520 N Central Ave Street 2: Suite 250

\* City: Phoenix State: AZ: Arizona Zip: 85012-7814

Congressional District, if known: AZ-004

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

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

<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$. <input type="text"/>
--	---

**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: Patricia Hibbeler

\* Name: Prefix Ms. \* First Name Patricia Middle Name K.  
\* Last Name Hibbeler Suffix

Title: CEO Telephone No.: 02-264-6768 Date: 06/29/2015

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

PR/Award # S299A150047

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number. 1894-0005.

**Optional - You may attach 1 file to this page.**

CCR GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## Forward Promise - GEPA statement

Native American youth in Arizona are the most at-risk group for educational failure. For many people, education, especially higher education has been the route to an improved quality of life. Yet for many Native Americans, it has been a futile path, Forward Promise: Future Inspired Native American Leaders is a college and career readiness program designed to address long-standing barriers to American Indian youth's educational and career attainment. This does not negate or undermine efforts designed to assist other groups, but simply provides a focus, concentrated effort on the most disadvantaged educational group in our targeted area.

The school district facilities are all physically barrier-free and completely accessible. Instructional materials are prepared and adapted so that each student has materials in a readily accessible formats. Each participating agency has a published nondiscriminatory employment policy, ADA accessible facilities, and the administration's commitment to equity.

The resources and support that children receive outside of school from partnering agencies complement, reinforce, and add to the youth's school experiences. Other supportive elements include individualized support services, access to mentors, materials, and supplies; parental involvement; and exposure to and participation in traditional American Indian cultural activities and information. Some of the specific steps taken by project staff to ensure equitable participation of the targeted group include the following:

### *Curriculum and Assessment:*

Any adopted or proposed curriculum and instructional strategies will be reviewed for appropriateness to the targeted population. Staff will make sure that it contains content and illustrations that depict appropriate levels of cultural diversity, accuracy, and relevance.

### *Project Personnel:*

All recruiting and hiring of project personnel and selection of program participants will be done according to Federal (e.g., GEPA Section 427; section 7B) of the Indian Self-Determination and Education Assistance Act) and institutional guidelines to assure access and also preference to American Indians in the administration of grant activities. With all other qualifications being equal, American Indian candidates will be given hiring preference. Staff will be recruited who have backgrounds similar to those of the population that the program will serve. Planned and continuous staff training opportunities will increase sensitivity towards and knowledge of the targeted students.

### *Community Involvement:*

Native American parents and community members are an integral part of program management via the community partnership component. Their feedback and involvement is a requirement for the planning, oversight, and evaluation of program activities.

Project staff will enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. All information disseminated by this project will be made available in a variety of formats for participants with varying disabilities and learning needs.

## 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.

<b>* APPLICANT'S ORGANIZATION</b> Phoenix Indian Center, Inc.	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Ms.	* First Name: Patricia Middle Name: K.
* Last Name: Hibbeler	Suffix:
* Title: CEO	
<b>* SIGNATURE:</b> Patricia Hibbeler	<b>* DATE:</b> 06/29/2015

## 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.]

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## You may now Close the Form

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Forward Promise: Future Inspired Native American Leaders: A College & Career Readiness Program: ABSTRACT

#### Lead Organization & Project Partners

The Phoenix Indian Center, Inc. respectfully submits this request for funding from the U.S. Department of Education's Indian Education Demonstration Grants Program (CFDA 84.299A). The Phoenix Indian Center will serve as the lead organization and fiscal agent. Formal project partners include: The Gila River Indian Community, Mesa Public Schools, Native American Connections, Native Health, Phoenix Union High School District, and the Salt River Maricopa Pima Indian Community.

#### Purpose and Expected Outcomes

Forward Promise is a program designed for American Indian high school students in the Phoenix metropolitan area. The purpose of the program is two-fold: First, to provide interventions focused on dropout prevention and increasing high school graduation rates; Second, to promote career training initiatives that empower students to be college and career readiness. In short, our Project Forward Promise program expects to equip its participants with the knowledge and resources they need to achieve success--both during and after high school.

#### Defined Geographical Area Served

The targeted group for this proposal is Native American youth in grades 9-12 attending schools within the Phoenix Union High School District or Mesa Public Schools District in Maricopa County, Arizona. One LEA, Mesa Public Schools, borders the Salt River Pima Maricopa Indian community. The other LEA, Phoenix Union High School district, borders the Gila River Indian Community. Both LEAs have the highest numbers of American Indian Students as compared to other school districts within the geographic region.

### Barriers and Opportunities Addressed

American Indian students in Maricopa County face a variety of barriers as they matriculate from elementary to secondary school and beyond. This includes: low academic achievement, Substance abuse – Alcohol & Marijuana, Lack of connection to culture, Mobility, and Poverty. The primary opportunities created by this proposal include those provided by the unique collaboration with our community partners. These agencies are working together to solve students' problems – both as individuals and families –so that program participants remain focus on staying in school and planning for their futures.

### Community-based Strategies and Measureable Objectives

Program activities include a two-week “career explorations” camp, mentoring, monthly "Saturday Academies" which focus on academic skills, college/career readiness topics, and strengthening cultural identity as well as tutoring and College Fairs. Last, staff Navigators provide individualized opportunities for participants to increase knowledge of pathways to college and career, and they meet directly with parents/guardians to assess issues and provide *navigation* to customized social services and other resources that will eliminate barriers for the students and their families.

Measurable objectives include a minimum of 80% attendance, matriculation, increased academic achievement, and postsecondary enrollment. We also expect to see 90% of participants reporting increased engagement, sense of belonging, cultural awareness, Last, each year we expect at least 95% of collaborating partners to report enhanced reach, capacity, and effectiveness in service provision for American Indian Youth.

## Project Narrative File(s)

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## **Forward Promise: Future Inspired Native American Leaders**

### ***A College and Career Readiness Program***

Forward Promise is a program designed for American Indian high youth in the Phoenix metropolitan area. The program's purpose is two-fold: First, to provide interventions focused on dropout prevention and increasing high school graduation rates; second, to promote career training initiatives that empower students to be college and career ready. In short, Forward Promise strives to equip its participants with the knowledge and resources they need to achieve success--both during and after high school. Teaching and learning about traditionally American Indian core values -- compassion, respect for others, humility, honesty, and generosity of spirit -- are infused into all program activities. Partnering Indian Tribes include the Gila River Indian Community and the Salt River Pima Maricopa Community. Partnering LEAs include Mesa Public Schools and the Phoenix Union High School District. Partnering native non-profit organizations include Phoenix Indian Center as the backbone agency, Native American Connections, and Native Health.

#### **1. Need for project**

a.) The greatest barriers both in and out of school to the readiness of local Indian students for college and careers;

The Forward Promise program addresses critical and well-documented needs in our community as identified by qualitative and statistical data from a variety of sources. Recent state and local data show that American Indian (AI) students in Maricopa County face a variety of barriers as they matriculate from elementary to secondary school and beyond. The greatest

barriers identified for the targeted population (AI youth between grades 9-12), fall into the following four general categories, which are described in more detail below.

<b>Forward Promise:</b>
<b>Barriers to readiness for college and careers</b>
Low academic achievement
Substance abuse – Alcohol & Marijuana
Lack of connection to culture
High Mobility
Poverty that impacts families

**Low academic achievement** is a major barrier for American Indian students. State-level quantitative data from the Arizona Department of Education (2014) indicates that American Indian (AI) youth have the highest reported drop-out rates and the lowest levels of academic achievement in the state. The Arizona Department of Education reports that, statewide in both math and reading, 60% of AIs fall below or far below performance standards as compared to 30% of White and 52% of Hispanic students.

Mesa Public Schools (MPS) and the Phoenix Union High School District (PUHSD) are two large urban area school districts that partner with the Phoenix Indian Center as LEAs for this project. Both school districts have higher than average enrollment of American Indian students due to their proximity to local tribal reservations (many students live on the reservation and attend schools within these Districts). The academic patterns reported by our partnering LEAs mirror the state trends. American Indian students exhibit a lower four-year graduation rate, a higher special education percentage, higher mobility rate, and higher absenteeism than their non-

Indian peers in these districts. The combination of absenteeism and low academic achievement levels lead to a high school drop-out rate for American Indian youth of 7.5%, much higher than the District averages of 5.2%. In addition, one partnering tribe, the Gila River Indian Community, reported that only 34.2% of their youth graduate from high school and only 17% percent went on to college.

**Under-age alcohol and marijuana use** is also a major barrier for American Indian youth across Arizona. The state’s 2014 Arizona Youth Survey reveals that by 12th grade, nearly 75% of AI seniors report trying alcohol. The same survey reports that 33% of AI 12th graders have come to school impaired by alcohol, as compared to 19% for all other youth. Data about marijuana use is even more striking. By 12th grade, 33% of AI students report using marijuana within the last 30 days, as compared to 18% of their peers. The table below represented American Indian youth residing within the zip codes of the two LEAs partnering in this project.

**2014 Arizona Youth Survey Results**

Data presented refers to youth living in zip code(s) American Indian-Maricopa County

	<b>Grade 8</b>	<b>Grade 10</b>	<b>Grade 12</b>	<b>Total</b>
<b>Year</b>	<b>2014</b>	<b>2014</b>	<b>2014</b>	<b>2014</b>
<b>Number of Youth</b>	<b>1292</b>	<b>475</b>	<b>354</b>	<b>2121</b>
<b>Percentage of Students Who Used ATODs During Their Lifetimes</b>				
<b>Drug Used</b>				
Alcohol	36.8%	59.3%	70.4%	47.4%
Cigarettes	25.1%	31.0%	41.4%	29.1%
Marijuana	23.9%	38.5%	57.1%	32.6%
Hallucinogens	2.8%	6.8%	12.5%	5.3%
Cocaine	2.8%	3.8%	11.3%	4.4%
Inhalants	13.5%	13.0%	7.3%	12.4%
Methamphetamines	1.2%	1.8%	2.1%	1.5%
Heroin or Other Opiates	1.1%	1.8%	1.8%	1.4%
Ecstasy	3.9%	5.3%	14.4%	5.9%
Steroids	2.4%	3.1%	1.5%	2.4%
Prescription Pain Relievers	8.3%	18.6%	22.0%	12.9%
Prescription Stimulants	3.1%	7.3%	11.3%	5.4%
Prescription Sedatives	6.6%	8.0%	9.8%	7.4%
Prescription Drugs	12.1%	20.8%	26.8%	16.5%

Over-the-Counter-Drugs	8.7%	10.9%	12.0%	9.8%
Synthetic Drugs (Bath Salts, Spice, etc.)	4.9%	6.0%	8.3%	5.7%
<b>Percentage of Students Who Used ATODs During the Past 30 Days</b>	<b>Grade 8</b>	<b>Grade 10</b>	<b>Grade 12</b>	<b>Total</b>
<b>Drug Used</b>				
Alcohol	17.0%	30.3%	40.5%	23.9%
Cigarettes	9.2%	11.7%	19.0%	11.3%
Chewing Tobacco	6.5%	10.1%	11.1%	8.1%
Marijuana	12.2%	19.7%	30.2%	16.8%
Hallucinogens	1.1%	2.7%	1.8%	1.6%
Cocaine	0.8%	0.9%	1.5%	1.0%
Inhalants	5.5%	4.0%	1.8%	4.6%
Methamphetamines	0.0%	0.9%	1.2%	0.4%
Heroin or Other Opiates	0.2%	0.4%	0.6%	0.3%
Ecstasy	1.9%	1.8%	3.7%	2.2%
Steroids	0.7%	0.9%	1.2%	0.8%
Prescription Pain Relievers	5.3%	9.6%	7.9%	6.7%
Prescription Stimulants	1.0%	3.1%	4.6%	2.1%
Prescription Sedatives	2.7%	4.5%	4.3%	3.4%
Prescription Drugs	6.5%	11.1%	12.8%	8.6%
Over-the-Counter-Drugs	5.1%	6.1%	4.0%	5.1%
Synthetic Drugs (Bath Salts, Spice, etc.)	2.1%	0.7%	1.2%	1.6%

*2014 AYS data for targeted area*

The Phoenix Indian Center conducted youth and parental focus groups during the spring, 2015 ( $n = 23$  AI youth and 31 AI parents) and found that that alcohol use by siblings and other adult family members is a major influential factor in underage drinking. Parents often supply alcohol and other drugs to underage users, thus exhibiting a permissive attitude toward underage substance use. The focus group results also showed that American Indian parents felt that alcohol and marijuana use among underage American Indian youth was a significant problem and the main contributor was cited as family alcohol/drug use or modeling. Data on youth substance abuse has been collected by project partners for the past five years and continues to show adults play a major role in underage drinking, as parents, party hosts, retailers, etc., thus, understanding their attitudes towards underage drinking is critical to designing effective strategies that are targeted to youth.

The **lack of connection to cultural roots** is a barrier that can be traced back to the U.S. Government policy from the mid-20<sup>th</sup> century. The Indian Relocation Act (PL 959) created a mass migration of American Indians from rural, reservation settings to large scale cities across the United States during the 1950-1960s. The act was an attempt to assimilate American Indians into the prevailing non-Indian city life culture which removed their practice of Native culture and traditions through the break-up of reservation systems. Phoenix was designated as one of the original “relocation cities.” Many who moved to Phoenix during this time period were children, taken directly from their families and forced to attend the Phoenix Indian School, one of several of such boarding schools nationwide. This social disruption translated into systemic and long term challenges for the urban American Indian population, and is prevalent at different levels for all AI youth living both on and off the reservation due to the close proximity to the city.

The proposed Forward Promise program services youth from more than 12 tribal backgrounds with the majority from the Gila River and Salt River Tribes. There are also youth who have little or no contact with their affiliated tribal reservation due to proximity. Even for youth living on the partnering reservations, developing and maintaining their cultural ties is sometimes not reinforced within the school district or their family circles. Some researchers have indicated that tribal members, like Gila River Indian Community, who live on the margins of both the traditional and the majority cultures are at the highest risk for substance abuse (May, 1986). These findings support the theory that a strong sense of group identification is needed to maintain a state of well-being (Moran & Reaman, 2002).

**Mobility** is another issue facing our targeted youth. The Phoenix Indian Center was recently involved in a mobility rate study (funded by NIDA) in which findings showed the mobility rate for American Indian youth within the Phoenix Union High School District alone

was 36%. Students moved on and off the local reservations and they also changed schools (sometimes within the same urban area) a number of times. This back-and-forth pattern for more than 1/3 of our youth is unique, and contributes to their lack of both low educational attainment and low cultural awareness.

**Issues related to poverty are the final barrier** facing many of the targeted American Indian youth and their families. Poverty manifests itself through hunger, lack of adequate or consistent housing, lack of access to transportation, lack of resources to pay for needed health care services and more, all which impact the ability of American Indian youth to be successful at school. These issues relating to poverty have been linked to low student persistence.

Poverty is a big issue for students and families living in urban areas as well as the reservation. Mesa Public Schools has an average rate of 62% of Title I eligible students while Phoenix Union has an average of 81% poverty based on students eligible for National Free and Reduced Lunch Program.

According to the 2010 Census, poverty rates on the Gila River Indian Community (48%) are more than three times higher than those of the State average (15%). Almost half of all households (48%) on the Gila River Indian Community are classified as “severely poor,” with poverty ratios that ranges from below 0.5 to .99. These rates are three times those of the State (15%) or the County (13%). On the reservation, almost two-thirds (61%) of all children under 18 years of age are considered to be living in poverty. The highest poverty rates for tribal members are recorded for those children between 6 and 17 years of age, where 27 percent of these school-aged children live below the poverty line.

During FY14-15, Forward Promise partnering agencies described lack of student access to needed health and dental services as common. Health disparities continually show that Native

Americans suffer from when compared to the general U.S. population. These disparities include alcoholism, suicide, heart disease, type II diabetes and more.

Local partner Native Health and a partner on another project, Dignity Health, report that American Indian youth and families seek medical services (many times in an emergency room) to treat an acute, critical issue and do not utilize preventative and well child clinics. Since access to health services are usually crisis-driven, an identified barrier for youth is obtaining adequate, preventative health and dental care. This issue may be exacerbated for urban AI youth who cannot access health services in the same way as American Indians residing on or near local reservations. Reservation based services also vary as Gila River does have its own health clinics but Salt River does not.

b.) Opportunities in the local community to support Indian students;

We know of no other agency within Maricopa County that is taking such a comprehensive approach to the challenge of improving education and career outcomes for American Indian high school youth. Many local social service agencies do target “at-risk” youth for services or programs, but these programs lack the comprehensive nature of addressing the whole student and the cultural component. Also, in our community, most Native people prefer to receive services in a Native specific environment from Native providers and thus do not consistently participate in programs run by non-Native organizations.

That said, there is one college readiness program, College Depot, providing services to all individuals in the Phoenix metropolitan area. This program has created a successful model in providing classes and planning services for youth and adults seeking out direct information about college and careers. Located at the central public library in downtown Phoenix, their team of

college planning advisors and assistants offer one-on-one appointments and workshops regarding admissions, financial aid, and scholarships for the self-directed and self-motivated individual. They are currently working on specializing their services to that adult population. We have taken this model a step further and made it part of the *required programming* for participants. In fact, a tour and visit to College Depot is embedded into the program for students and their parents as a resource. Forward Promise is different because our staff infuses the values and traditions of American Indian communities and provide for career planning in a culturally respectful manner. As described below, the wrap-around services offered by our staff navigators also set the Forward Promise program apart from others in this community and are necessary in working with this specific population.

The Be a Leader Foundation (BALF) is another local agency that has a variety of programs designed to help participants develop a high school and college educational plan. The program staff work directly with middle school and high school students, **primarily Hispanic**, with the goal of participants getting a college degree. The program teaches students to be college bound by delivering a 9 workshop curriculum (one each month of the academic year) that teaches critical skills necessary to become prepared for college requirements. BALF also provides personalized help with the college and scholarship application process. A Senior Boot Camp begins the summer before the students' senior year and requires that students work with BALF staff during the critical college and financial aid application process.

Neither of these programs specifically addresses American Indian youth. College Depot is for self-directed, self-motivated youth and BALF serves primarily Hispanic youth, but both offer promising practices with some strong results.

Our two partnering LEAs have a Native American Education Program that employs American Indian staff to assist Native students. The program provides students and their families with tools and resources to increase the personal and academic levels of Native American students. Their services include limited tutoring, cultural activities, and providing supplemental instructional materials and supplies. The programs receive their funding from the Johnson - O'Malley Act funding as well as Title VII, the Indian Education Act. Both sources of funding are limited but are designed to support the educational needs of Indian students. The partnering LEAs also have access to Title I funds (part of the Elementary and Secondary Education Act) which provides limited funding for low-income families and students.

c.) Existing local policies, programs, practices, service providers, and funding sources.

Forward Promise represents the one existing local program that is taking a comprehensive approach to improving outcomes for American Indian high school youth. Forward Promise began as a pilot program in 2014 with modest funding from the Robert Wood Johnson Foundation (RWJ) and the Nina Mason Pulliam Foundation. The project began when, in support of the White House Initiative, My Brother's Keeper, RWJ provided seed funding and technical assistance to develop college and career readiness services to American Indian boys. The pilot program met with great success and is the basis for this proposal and has been a rich resource for expanding opportunities for American Indian youth (boys and girls) living both on and off reservation.

One important program component is that staff and activities provide American Indian role models and a unique understanding of American Indian culture and values. Our partnering agencies combine critical services with native traditions and culture for a unique approach to this important population. There are very few educational and career readiness programs that are

positioned to provide those services. The partners of the Forward Promise program have worked together for a number of years on different projects.

Individually, the partnering organizations provide an array of support for AI students. A summary of these supports and services are detailed in the chart below.

<b>Partnering Agency</b>	<b>Programs and services</b>
Gila River Indian Community (GRIC)	Federally recognized tribe ordering the Southern end of the greater Phoenix Metro-area with an youth and education department; recently hosted a Gen-I meeting; provides limited scholarships for students college education (books, tuition, and living expenses)
Native American Connections (NAC)	Founded in 1972, provides affordable housing, behavioral health services and community economic development. Traditional healing ceremonies and practices are integrated into all of its services; provides homeless and housing services to Forward promise participants
Native Health (NC)	Founded in 1978, provides American Indians high-quality, culturally competent primary health care, dental, medical and wellness services; provides behavioral health and annual well-checks/physicals for Forward Promise participants
Mesa Public Schools (MPS)	School District that serves over 500+ American Indian Students; Native American program specialists, Johnson O'Malley and Title VII funded activities
Phoenix Indian Center (PIC)	Founded in 1947; Lead (backbone) Agency; Program Management; Fiscal Agent; Provides staffing for all program activities; Agency in-house resources include Native language and culture specialists, drug and alcohol prevention, Workforce development services, and family intake "Navigators" who provide case management/referral to needed social services.
Phoenix Union High School District (PUHDS)	Includes nearly 800 Native students; home to Cesar Chavez High School where most Gila River students attend high school. Native American advising program is headed by a graduate from the Gila River reservation. Provides Native American program specialists, JOM and Title VII funded activities
Salt River-Pima Maricopa Indian Community (SRPMIC)	Federally recognized tribe bordering the Eastern side of the greater Phoenix Metro-area with a youth and education department; provides limited scholarships for student college education (books, tuition and living expenses)

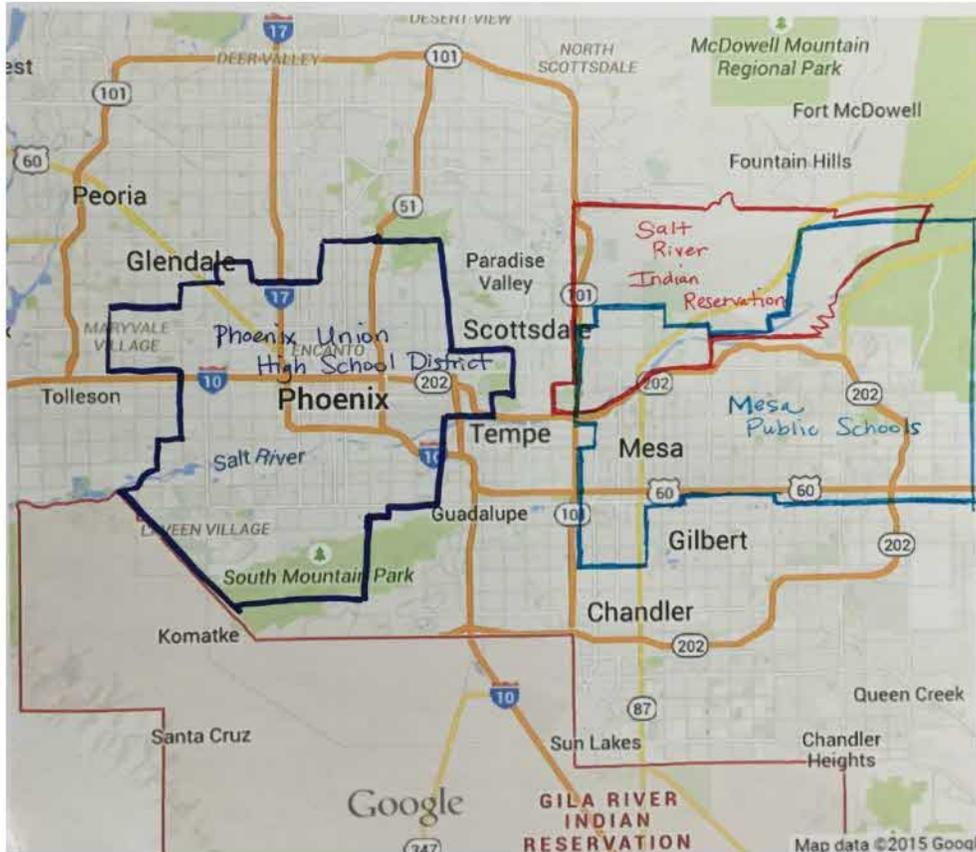
Specifically, the Phoenix Indian Center and its pilot funders (Robert Wood Johnson and Nina Mason Pulliam) provide program management, staffing, transportation, and funding for

administration/implementation of project activities. Phoenix Union High School District, Mesa Public School District, Salt River Pima Maricopa Indian Community and Gila River Indian Community identify and refer the program participants. The two school districts provide direct academic support and are one source of data about participants' academic progress. Native Health and Native American Connections are two culturally-competent social service agencies that provide for specific needs of the families of the program participants (housing, medical/behavioral health, food). It is necessary to address the entire family's health in this program so that the participants do not leave school to find low paying jobs to help support the family or take care of younger siblings in order for parents to work. Finally, local corporations, universities and government agencies provide on-site career awareness visits to their businesses, information sessions, and are the source for potential internships and one-on-one professional mentors.

## **2. Quality of the project design**

a.)The extent to which the project is focused on a defined local geographic area.

The targeted group for this proposal is Native American youth in grades 9-12 attending schools within the Phoenix Union High School District or Mesa Public Schools District. The following map displays the physical boundaries of the Gila River Indian Reservation, the Salt River Pima Maricopa Community, and the district boundaries of the two LEAs. One LEA, Mesa Public Schools, borders the Salt River Pima Maricopa Indian community. The other LEA, Phoenix Union High School district, borders the Gila River Indian Community.



b.) The extent to which the proposed project is based on scientific research, or based on an existing program that has been modified to be culturally appropriate for Indian students.

The Forward Promise program is based on the large body of existing prior research that indicates the importance of culture in prevention activities for American Indians (Baker, 2005; Carter, Straits, & Hall, 2007; Moran & Reaman, 2002; Oetting and Beavous, 1985; Schinke et al, 2007; Whitebeck, McMorris, Hoyt, Subben & LaFromboise, 2002; and Zickler, 1999). The studies indicate that successful approaches to working with an American Indian population incorporate ethnic and cultural components into prevention programs to promote the characteristics such as increased family and social support, strong peer groups or clusters, ceremony and ritual, and community healing through prevention.

In partnership with the Phoenix Indian Center, Arizona State University researchers have focused on developing a curriculum *Living in 2 Worlds (L2W)* for substance use prevention. The target group is urban American Indian (AI) middle school students. The research project engaged youth, families, elders, and Native community leaders in a community-driven participatory process to identify cultural sources of resilience that protect AI youth from substance use and other risk behaviors. Despite the diverse tribal backgrounds of urban AI families, ten *inter-tribal cultural elements* identified by the community were found to resonate widely, and these were infused into the prevention curriculum. Preliminary data from a quasi-experimental study show promising results of effectiveness in expanding Native youth's repertoire of drug resistance skills (Kulis, Dustman, Harthun, Reeves, & Brown, 2013). *L2W* students increased their reliance on more direct methods of resisting substance use opportunities, and they reported less use of alcohol and inhalants than those in the comparison schools (Kulis, Dustman, Brown, & Martinez 2013). Culture as prevention forms the underlying component of the Forward Promise project and provides the targeted American Indian youth with a comprehensive community approach as shown in the figure below.



An important assumption for culturally specific research is that community ownership must exist for it to be successful. Ownership involves community leadership in identifying the problem that needs to be addressed, creating the intervention, and implementing the intervention. As demonstrated by our Forward Promise model, the program is developed within the culture via knowledge from AI service providers, tribal leaders, and community members.

In addition to the research on culture as prevention and the two college readiness programs discussed earlier (College Depot and BALF), Forward Promise also modeled its College and Career Readiness program from the model Exploring Career and College Options (ECCO) - Research on over 18 Career Academies. ECCO was pilot tested in 18 career academies in four states. Data were collected to measure both the implementation of ECCO and its influence on key student outcomes. In addition to regular site visits, during which school leaders, teachers, students, and employers were interviewed, MDRC administered a student survey and a survey of employer hosts, collected student class rosters to measure retention, and collected time-use logs completed by coordinators to assess the level of effort needed to deliver the program as designed. The study found that students in academies that adopted ECCO were more likely to report participation in college and career awareness exploration activities.

The ECCO program consists of several components including a paid, part-time site coordinator; professional development; curricula; and staff intensive resource and navigation guides to support a set of non-classroom activities, such as career exploration visits, internships, and college campus visits. In a report produced by MDRC Public Policy (2013), specific program activities consists of a cohort –based two-week summer session with visits to local work sites and college campuses; and a series of in-class lessons that culminates in mentorship and work internships.

c.) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The proposed Forward Promise program's college and career readiness purpose is two-fold: First, to provide interventions focused on increasing high school graduation rates; second, to promote career training initiatives that empower students to be college and career ready. To achieve these broad goals, Forward Promise uses a community driven, comprehensive, wrap-around approach, that helps American Indian students become college and career-ready and prepares them to be future community leaders through twelve-month program.

Program activities start in the summer and continue through the school year. Although an open-entry program, the majority of the participants are identified and accepted into the program by the end of June. In July, they engage in a highly-focused two-week "**career explorations**" **camp** which includes visiting local businesses and interfacting with community leaders. Last summer's explorations included visits to both corporations (ex: Arizona Public Service, Central Arizona Project, and Resolution Copper), and government agencies (ex: City of Phoenix Forensic lab, City of Scottsdale Fire and Police Departments). In 2015, a **mentorship program** will be added so that juniors and seniors can be paired with an American Indian role model working in their field of interest. Beginning in August, the participants attend monthly "**Saturday Academies**" which focus on academic skills, college/career readiness topics, and strengthening cultural identity. In addition, the program provides sessions with **small group instruction** building on the Saturday Academy topics. **Two College Fairs** are provided in each program year. **Bi-weekly intercessions by staff Navigators** provide individualized opportunities for participants to increase knowledge of pathways to college and career. Navigators also meet directly with parents/guardians to assess issues and provide *navigation to*

**the social services** and other resources that will eliminate barriers, allowing students to focus on academics and preparation for college and careers. Program component dosage is below.

<b>Activity Title</b>	<b>What</b>	<b>When/How Often</b>
Summer Career Exploration Camp	Two week (10 day) camp; includes 7 visits to businesses for back-end tours and discussions with key personnel about their pathway to success; includes career interest survey career pathways	Once per year in July 10 consecutive week days, from 9AM to 1PM weekdays with van pickups at 8AM and drop off by 2:30PM
Saturday Academies	Classroom skill building sessions on teamwork, critical listening, motivation, presentation skills, resume writing etc.; drug and alcohol prevention and culture is embedded in each session	Monthly on a Saturday from 9AM to 1PM
Mentor Component	American Indian adult career mentors assigned to junior and senior participants to further engage in the workforce and navigating career pathways	Two mentor trainings per year Mentor meetings monthly.
Small Group Instruction	Weekly meetings to expand skill building from Saturday Academies i.e. completing written resumes, taped interviews, assistance with college apps etc.	Scheduled based upon participant schedule (evenings)
College and Career Fairs	Community fairs with college representatives	Two per year
Intercessions	Specially scheduled career talks or business visits based on identified career clusters of participants	Two to four per month as identified
Navigation	Meetings with youth and parent/guardian based on family needs or meetings with school counselors/teachers	Two to four meetings per month for each participant for intake and check-ins for needs and assistance follow up
Partner Meetings	Meetings to discuss and coordinate activities	Monthly
Biannual Partner Meetings	Meetings of all key partner staff from different departments to attend and learn program results	Twice a year

The specific goals, objectives and outcomes are provided in the following chart:

<b>College and Career Readiness Objectives</b>			
	<b>Activities</b>	<b>Outputs</b>	<b>Outcomes</b>
CCR 1: Within one year of programming, at least 90% of participants will increase their secondary education achievement, retention, and graduation rates as measured by LEA data indicators	Mentoring, Saturday academies and intercession activities; Navigator services; Program coordinator oversight; College Fairs	Number of participants; attendance within program components; Live Career assessment results; Number matriculating	School performance and achievement increases; academic progression and graduation rates
CCR 2: By the end of each programming year, 90% of participating students will increase their knowledge and skills related to CCR as measured by pre/post survey data.	Saturday Academies; Two week career exploration camp; Intercession activities, Mentoring support	# of students and mentors; program attendance; depth and selection of topics; # of speakers/ companies, and colleges	Students report increased CCR knowledge; students report increased readiness/aspirations; enrollment in postsecondary ed or certification program
CCR3: Within one year of program completion, 90% of participants will be on track to successfully complete their postsecondary and/or career goals as measured by self-report data.	Mentoring, CCR programming, program evaluation activities,	Retention rates, student response rates; numbers enrolled by CCR pathway (college, certification training).	Completion of postsecondary education or certification training; Increased employment rates, Sustainable family wage
<b>Family/Support Objectives</b>			
FS 1: Staff provide satisfactory referrals, interventions, and support for 100% of requesting participants (including those identified for crisis management) during the year as documented by program/ staff logs and participant feedback	Navigator referrals and services; Partnership coordination/collaboration	Number of participants; Number of partnering agencies and related services	Increased student engagement; increased health and wellness
FS 2: 90% of participants will report more protective factors, an increased sense of belonging, and less ATOD risky behavior as measured by pre/post surveys.	Parent workshops/involvement activities; Intercession activities; Mentoring	Number of parents and guardians, attendance, number and variety of support activities.	Reduced risky behaviors, and increased listing of protective factors

	<b>Activities</b>	<b>Outputs</b>	<b>Outcomes</b>
<b>Youth Culture and Leadership Objectives</b>			
YCC 1: By the end of one year of programming, 90% of participants will report an increase in their cultural identity and awareness as measured in focus group discussions.	Saturday Academies; Cultural specialist; Embedded curriculum; Native advisors and staff mentoring	Number of students; program attendance; depth and selection of topics and speakers	Increased student self-confidence/awareness; Increased student connection to social fabric
YCC 2: By the end of one year of programming, 90% of participants will report an increase in their leadership and self-confidence/efficacy as measured by pre/post survey.	Civics and leadership activities; Micro enterprise business; community engagement service	Number of students, business status, involvement levels	Returning alumni; increased student confidence/efficacy; participants identify themselves as current or future community leaders
<b>Community Partnership Objectives</b>			
CP 1: Annually, 95% of project partners will report increased capacity, coordination, and reach from their combined efforts as reported in their annual evaluation interviews and surveys.	Monthly coordination meetings, Bi-annual planning meetings; ongoing correspondence by email or phone.	Number of individuals and partnering agencies; meeting attendance and input quality; Number of services and connectors to participants	Effective/collaborative programming and coordination of services
CP 2: 100% of partners identified for this project will attend monthly organizing meetings and support the ongoing design and sustainability of the project as measured by meeting minutes and focused discussions.	Monthly coordination meetings, Bi-annual planning meetings; ongoing correspondence by email or phone.	Number of individuals and partnering agencies; meeting attendance and input quality; Number of resources available	Community partners develop and implement a plan to maintain/sustain activities beyond federal funding by project end.

In addition to the programmatic objectives and outcomes described, the project will also deliver a process evaluation (please see Evaluation section) that documents the development and implementation of the project. The process documentation will provide critical information in order to demonstrate program successes and challenges for future replication.

d). The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

The program objectives and activities are designed to address our identified needs: low academic achievement, risk factors such as ATOD use, mobility, and the effects of poverty. The participants in this program come from families who face a myriad of difficult problems, thus the need for intensive navigation services and support. Unemployed or homeless parents/families, not enough food, grandparents or kinship living arrangements, and lack of transportation are common. However, the combination of partner agencies is committed to solving the identified academic **and** social problems on a case-by-case basis, so that each Forward Promise participant can remain fully engaged in school, without shouldering the weight of worrying about their family's troubles. For the participants, it is truly a promise to help each participant move forward and be successful in life, as American Indians and ultimately employed in a position that can support themselves and their family.

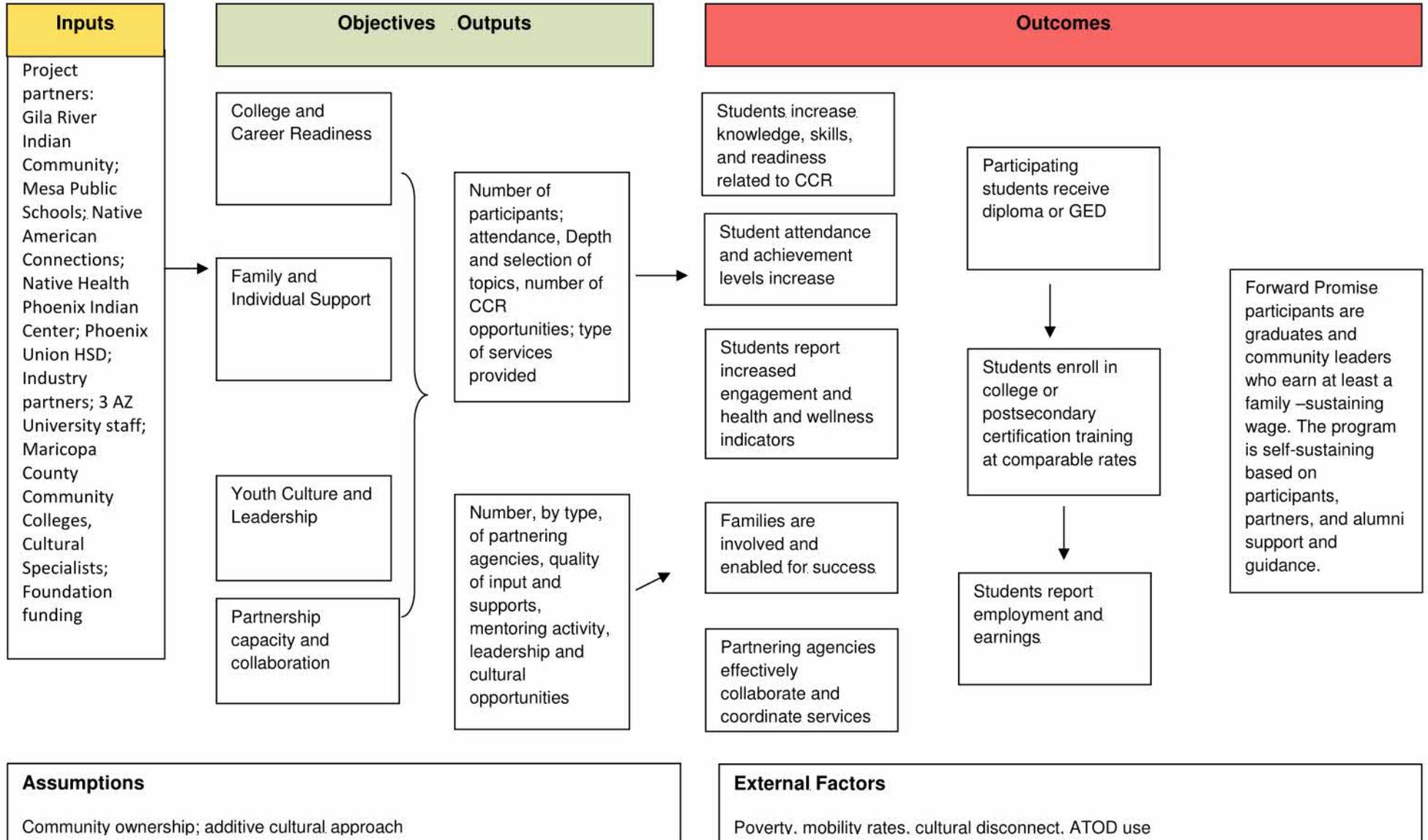
This is a unique opportunity to increase the support structure for these vulnerable students. On an individual level, students receive wrap-around support – specific family problems are solved so that students can stay focused on their academic work and future plans. The nature of these outputs varies based on the particular need of the student. For example, one of this year's program participants came into the program from a transitional housing shelter. Partner agencies worked with his family to find permanent housing as well as employment for

the student's father and school placement for his younger siblings. Another student developed a serious toothache during the summer. It was revealed that he had never visited a dentist in his life. Partner agencies provided dental care and the problem was resolved. Forward Promise was born out of the philosophy that truly systemic change within the urban American Indian community must start with ensuring success for its young people. However, this project's wider impact extends well beyond the immediate benefit to the participants, thus the process documentation to develop this project as a model.

e.) The extent to which the proposed project is supported by strong theory (as defined in 34CFR77.1c)

As described above, the project is based on culture as prevention. It assumes a caring, overarching community that includes tribal leaders and cultural services from urban AI agencies and local tribes. The inputs are their varied resources and staff who are committed to collaborating and delivering a comprehensive system of support. Note that theory has been discussed on previous pages and how that theory is adapted into the Forward Program, i.e. drug and alcohol prevention, culture, college and career readiness program models blended. Please see the program logic model on the following page.

**Program: Forward Promise Logic Model**



f.) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

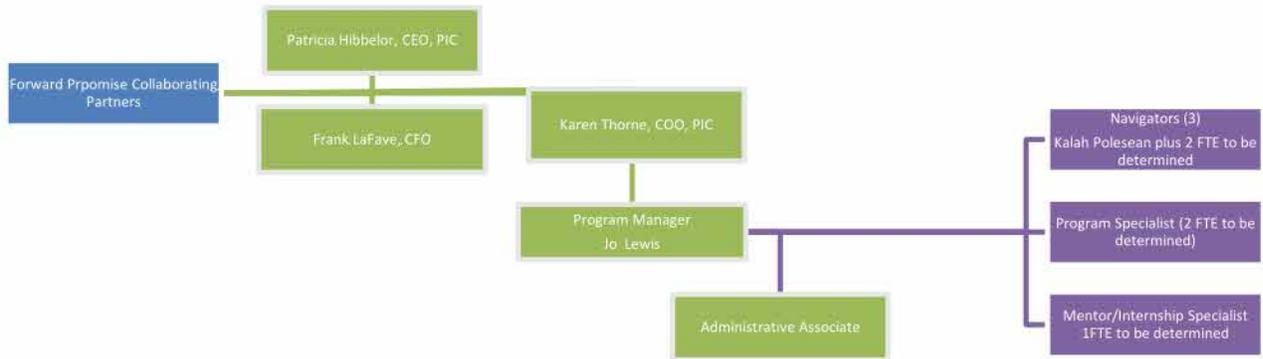
The partnering members are experts in their service area and are committed to providing strategic direction for the Forward Promise Program. In fact, they have been doing so for the past year. The project has expanded to formally include both the Salt River Pima Maricopa Indian Community and Gila River Indian Community tribes. The original partners signed an agreement a year ago and the two additional partners in this proposal, Salt River and Gila River Indian Communities, signed a new agreement. Please see attachments. Note Phoenix Union High School District's original agreement is attached here as, due to school being out for the summer and staff schedules, we were unable to garner this signature on the new agreement although they continue as a key partner in this program.

This funding allows us to continue a one-year start-up program, serving 150 plus youth and adding a strong mentorship program. Each Navigator will facilitate the issues of 50+ students by monitoring the needs and growth including referrals to the array of support services offered by the partnering agency. It is this program facet that uniquely distinguishes it from other college and career readiness programs along with the strong cultural component. The services are also comprehensive and target all aspects of the student and their family life.

Partner meetings, with representatives of each partner, will be held monthly to discuss previous and future activity along with building a strong partnership positioned for success. In addition to the monthly meetings, a more formal biannual meeting will be held for all partner staff, administrators, parents, and program participants. Evaluation reports will be shared quarterly with the summative, year-end report scheduled for one of the biannual meetings.

### 3. Quality of project personnel

In order to best implement the wide range of project activities, the Forward Promise project would employ personnel as shown in the organizational chart below.



a.) The qualifications, including relevant training and experience, of the project director or principal investigator.

Below describes the relevant expertise of all project staff. Leadership staff has a strong background in education and workforce development, facilitating strong career readiness.

STAFF MEMBER	BACKGROUND AND EXPERTISE OF STAFF
Name: Patricia Hibbeler, Salish and Kootenai Title: CEO What percent of time will be spent on this project: 10% in-kind	Ms. Hibbeler serves as CEO at the Phoenix Indian Center, providing project linkages with Executive Directors at all partner agencies. Ms. Hibbeler holds an ABD in Educational Policy with a Master of Arts in Education. She has over thirty years in providing linkages with local and federal programs. This position is funded with other Center funding.
Name: Frank LaFave, Walla Walla and Cherokee Title: CFO What percent of time will be spent on this project: 10% in-kind	Mr. Frank LaFave provides fiscal oversight for this project as Phoenix Indian Center’s CFO. He holds a BS in Finance and has 40+ years’ experience as CFO including 27 years as a small business owner, implementing several federal contracts for training and technical assistance on financial and business operations for tribes. This position is funded with other Center funding.
Name: Karen Thorne, Gila River Indian Community Title: Chief Operating Officer/Workforce Development Specialist What percent of time will be spent on this project: 10% in-kind	Ms. Thorne has over 30 years in workforce development, specializing in case management, intake, database maintenance, program development, best practices and daily oversight/directing workforce program. She has five years’ experience as COO, maintaining the organization’s daily activities. She has strong relationships with businesses and nonprofits that provide work experience. She assures that the program is embedded into the infrastructure of PIC and maintains all organizational policies This position is funded with other Center funding.

<p>Name: Jo Lewis, Mono</p> <p><b>Title: Forward Promise Program Director</b></p> <p>What percent of time will be spent on this project: 100%</p>	<p>Ms. Jo Lewis serves as Project Coordinator for the project, coordinating activities. She is responsible for ongoing data collection and supervision, support and training of project staff, interfacing with programs officer and reporting, along with evaluation oversight. She has a Master’s degree in Educational Administration with over 30 years’ experience as a school principal and director of education for American Indian communities; consultant and trainer for schools nation-wide; developing school improvement plans. She is responsible for strategic plans, outcomes and projects’ implementation and coordination.</p>
<p>Name: TBD (2 FTE)</p> <p><b>Title: Forward Promise Navigators</b></p> <p>What percent of time will be spent on this project: 100%</p>	<p>Program Navigators will have a combination of education and experience of a bachelor degree in education or social work and two years relevant experience. Navigators will be responsible for participant intake, interfacing with students and family members navigating to support services, follow up with participants to assure receipt of support services, track participants and support families in school meetings.</p>
<p>Name: TBD (2 FTE)</p> <p><b>Title: Forward Promise Project Specialists</b></p> <p>What percent of time will be spent on this project: 100%</p>	<p>Program Specialists will have a combination of education and experience of a bachelor degree in education or social work and two years relevant experience. One specialist will be responsible for administering the mentorship program and the other will be planning and coordinating the training and specialized sessions with youth participants and mentors.</p>

b.) The qualifications, including relevant training and experience, of key project personnel.

Jo Lewis supervises project staff which currently includes two Program Navigators and a Specialist hired with seed funding. The Navigators (2), to be hired, will join an already existing Navigator, Kalah Polsean, whose role is to meet continually with each student and their parent/guardian to build a strong relationship with the program along with assessing social living barriers and navigating access to helpful services and maintain retention in the program. Two Specialists are also to be hired – one will be responsible for coordinating the Saturday academies, business visits, special guest speakers, teach skill building classes, coordinate two college going workshops while the other will manage the mentorship program.

All staff are supported in their efforts by Patricia Hibbeler, Chief Executive Officer, who is committed in assuring program effectiveness and sustainability. Karen Thorne, Chief

Operating Officer of the Phoenix Indian Center, assures that the program is embedded into the infrastructure of the Center and maintains all organizational policies. Frank LaFave, Chief Financial Officer, oversees all fiscal related operations and assures the program follows organizational fiscal policies. Please see resumes for key staff and job descriptions for each position to be hired in attachments.

**4. Adequacy of resources**

- a.) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

The project partners are fully committed to providing adequate facilities and administrative support to aid in the successful completion of the Forward Promise project. The partnership will provide strategic direction and have an important voice in determining what activities and strategies will reach our targeted AI youth to positively change attitudes and behaviors. Each agency has a wide range of successful programs and services for American Indians in their community. This chart briefly describes them, as they relate to high school students, and includes the resources available in support of the project.

<b>Gila River Indian Community</b>
Relevance and commitment: Recently hosted a Gen-I meeting; Provides scholarships for students college education (books, tuition, and living expenses); local career and higher education workshops.
Resource support: Indian education department and staff; Funding support; Tribal government interest in education; Community representatives in Forward Promise meetings. Collaborate with Prevention Program and Cultural Program to interface with Forward Promise.
<b>Mesa Public School</b>
Relevance and commitment: Long history of supporting the American Indian students in the East Valley, specifically from the metro-based reservations in Maricopa County. District has a Native American Education Program (NAEP) comprised of 3 federal funding sources: Title VII, Impact Aid, and Johnson O'Malley (JOM). The staff work closely with the education departments of the Salt River Pima-Maricopa and Fort McDowell communities.
Resource support: NAEP program staff and services; identify and refer American Indian students for program; District representatives in Forward Promise meetings.

<b>Native American Connections (NAC)</b>
Relevance and commitment: NAC began in 1972 to provide a safe haven for Native Americans recovering from substance abuse. Now a nationally recognized provider of affordable housing, behavioral health services and community economic development. Traditional healing ceremonies and practices are integrated into all of its services. They own-operate 300+ single-family and multi-family affordable housing units. More than 5,000 individuals/families benefit from their comprehensive behavioral health and housing services each year.
Resource support: In support of this project, Native American Connections will provide services to targeted youth and their families in the areas of substance abuse, behavioral health, and affordable housing. Agency representatives will attend Forward Promise meetings.
<b>Native Health</b>
Relevance and commitment: Founded in 1978, provides urban Native Americans high-quality, culturally competent primary health care, dental, medical and wellness services. Each year, Native Health serves they serve over 12,000 individual patients representing between 80 and 100 different tribes, the majority from within Arizona.
Resource support: In support of this project, Native Health will provide general physicals and dental exams. They will also accept all medical referrals needed for the students and their family members. Agency representatives will attend Forward Promise meetings.
<b>Phoenix Indian Center (PIC)</b>
Relevance and commitment: Established in 1947, the Phoenix Indian Center provides social, economic, educational, leadership, and employment training for urban American Indians in Maricopa County. The Center has four departments: Native Workforce Services, Educational and School-based Prevention Services, Social Services (including Culture), and Administration.
Resource support: In support of this project, PIC will serve as the grant's fiscal agent and provide project staffing, meeting space, and fiscal oversight. In addition, program staff from Native language and culture specialist and Workforce services will support project activities.
<b>Phoenix Union High School District</b>
Relevance and commitment: District's Native American Education Program (NAEP) is funded by the federal Title VII Indian Education Program, Johnson O'Malley funds. NAEP encourages Native students to stay in school, graduate, and succeed in their college and career endeavors.
Resource support: NAEP program staff and services; identify and refer American Indian students for program; District representatives in Forward Promise meetings.
<b>Salt River Pima-Maricopa Indian Community</b>
Relevance and commitment: The Salt River Pima-Maricopa Indian Community is a sovereign tribe located in metropolitan Phoenix. The Community has a Department of Education which includes two schools and an early childhood center. The Community also has a Community Children's Foundation to provide assistance and prevention programs for children and youth.
Resource support: Indian education department and staff; Funding support; Tribal government interest in education; Community representatives in Forward Promise meetings. Collaborate with Prevention Program and Cultural Program to interface with Forward Promise.

b.) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

The chart below compares the average cost per participant for a number of youth-serving programs. Some are related to workforce development while others are related to college

readiness. As can be seen, the average cost per participant in Forward Promise is comparable and in many cases lesser than the others, especially for an intensive and year-long program.

<b>Program</b>	<b>Avg cost per participant</b>	<b>Notes</b>
Youth Build	\$22,000	Average cost per participant includes wages and stipends for annual work performed
Upward Bound	\$4,800	The program provides high school students from underrepresented groups with college-preparatory academic and nonacademic enrichment courses, along with guidance in the college search and application process.
GED Bridge to College Careers Program	\$3,000 per student	The 14-week program serves adults, ages 19 and older, and integrates GED preparation with rigorous college-level material using a career-focused curriculum
Cultural Leadership	\$7,000 per student	. Cultural Leadership was designed to provide youth people with the knowledge, motivation, and skills necessary to address cultural issues in communities
<b>Forward Promise</b>	\$3,333 per student	Culturally responsive program providing wrap-around services for American Indian youth, 150 per year, to increase their college and career readiness and their ability to become community leaders.

## 5. Quality of Experience

The extent to which the applicant, demonstrates capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources.

The previous section described each partner and their long years of service to American Indian youth in the targeted area. Individually, each organization has the capacity to improve outcomes related to their program mission. Our project seeks to collectively coordinate and enhance the impact of individual agencies—transforming our reach into a comprehensive collaboration that provides a full range of wrap-around services for our targeted AI youth. The

lead applicant, the Phoenix Indian Center, has over 68 years of providing support and sustenance programs for American Indians in Maricopa County. A summary of relevant programs, their funding sources, and their outcomes are provided in the following chart. In addition to the Phoenix Indian Center and the two school districts also have demonstrated capacity to improve student outcomes as well. The collaborative reach of this proposed project is expected to enhance their ability to improve student outcomes. The partnerships' supplemental processes are needed to enable students to achieve.

Partnering agency capacity and prior experience

Agency	Program/Focus Area	Funding Source	Targeted group and Outcomes
Phoenix Indian Center	Living in 2 Worlds (L2W) Forward Promise (All 4 program components) UICAZ (Collaboration, Social factors, i.e., ATOD use) Native Workforce Services (Career Readiness) Language and Culture (Culture and Leadership)	Magellan/Value Options United Way Governor’s Office for Children Youth and Families MercyCare Department of Labor WIOA Robert Wood Johnson Foundation Nina Mason Pulliam Trust Navajo Nation Salt River Pima Maricopa Indian Community	L2W results indicate stronger intervention effects with notable effects sizes. Better outcomes included recent use of ATOD, AI cultural identification and involvement, and educational aspirations; Over the past 9 years the AI underage drinking 30-day use rates decreased. Community Readiness score increased from 3 in 2006 to 6 in 2014; 82% workforce retention within PIC workforce services
Mesa and Phoenix School Districts	Parent Advisory Committee (PAC) Cultural activities Academic Support	Title VII Indian Education Program, Johnson O’Malley funds, Dropout Prevention Program	Self-report of high student engagement with NAEP; Students report feeling connected to NAEP activities and staff; Self-report engaged and committed AI staff, many from two local reservations; Increased attendance rate
Gila River and Salt River Tribes	Education Department Cultural Services Prevention Program; Social Services	Tribal Funding	Partnerships to enroll more students at ASU with 7 recent college graduates.
Native American Connections	Homeless Services Support Behavioral Health Affordable Housing	Magellan Tribal Treatment Contracts HUD	HUD Most Valuable Partner Award (2014); Small Business Community Champion (2014). winner Greater Phoenix Chamber of Commerce Impact Awards.
Native Health	Medical and Dental Services Behavioral Health	Magellan AZ Dept of Health Indian Health Services Urban Tribal Health	2014 "Big Shot for Arizona" by 400+ member The Arizona Partnership for Immunization (TAPI); offers vision svcs

## 6. Quality of the management plan

- a.) The adequacy of the management plan to achieve the objectives of the proposed project, including defined responsibilities, timelines, and milestones for project tasks.

The chart below page details the management plan for the Forward Promise project. It includes project responsibilities, the anticipated timeline, and expected milestones for accomplishing project tasks. Bold items are considered Project Milestones.

Year One\*

Activity	Responsibility	Measure	Year 1			
			Q1	Q2	Q3	Q4
<b>Managerial</b>						
Initial partner “kick-off” meeting on grant award notice	Karen Thorne, COO of PIC to convene.	Attendance of all partners, at least 1 representative; approved action plan	Q1	Q2	Q3	Q4
Positions posted and recruitment underway	Karen Thorne, COO of PIC and Jo Lewis	Targeted recruitment of AI professionals plus position acceptance	Q1	Q2	Q3	Q4
<b>Program staff meeting</b>	Jo Lewis Program Manager	Action steps outlined for the year; position descriptions and reporting lines clarified	Q1	Q2	Q3	Q4
Mid year status meeting	Jo Lewis Program Manager	Meeting minutes with detailed feedback and updates from partners	Q1	Q2	Q3	Q4
Year end status meeting and program evaluation review	Jo Lewis Program Manager, Project evaluator	Meeting minutes with detailed feedback and updates from partners	Q1	Q2	Q3	Q4
<b>Programmatic</b>						
Cohort recruitment for half-year services	Partner agencies	Student application log	Q1	Q2	Q3	Q4
Student services begin for new cohort	PIC Staff	Navigator profiles, attendance logs	Q1	Q2	Q3	Q4
<b>Monthly collaborative meetings underway</b>	Program Manager	Meeting minutes with detailed feedback and updates from partners	Q1	Q2	Q3	Q4
Recruitment and program planning begins for next year	PIC Staff, Partners	Meeting minutes, LEA feedback	Q1	Q2	Q3	Q4
<b>Evaluative</b>						
Evaluator meets with partners to share evaluation plan	Jo Lewis Program Manager, Project evaluator	Meeting minutes, feedback correspondence	Q1	Q2	Q3	Q4
Process and output data	Jo. Lewis Program	Correspondence with	Q1	Q2	Q3	Q4

collection underway	Manager, Project evaluator	Program Manager				
First year process report delivered to partners	Jo Lewis Program Manager, Project evaluator	Process report and supporting documentation with PIC	Q1	Q2	Q3	Q4

Years 2-4\*

Activity	Responsibility	Measure	Year 1			
<b>Programmatic</b>						
Student recruitment	Specialists	Student application log	Q1	Q2	Q3	Q4
<b>2 week summer camp</b>	Specialists, partners	Navigator profiles, attendance logs; career assessments	Q1	Q2	Q3	Q4
<b>Saturday Academies + Intercession activities</b>	Specialists, partnering agencies	Attendance logs; workshop surveys	Q1	Q2	Q3	Q4
Monthly collaborative meetings underway	Program Manager	Meeting minutes with detailed feedback and updates from partners	Q1	Q2	Q3	Q4
Student support services delivered	Navigators	Student profile logs	Q1	Q2	Q3	Q4
Mentoring support	Mentoring specialist	Student profile logs	Q1	Q2	Q3	Q4
Recruitment and program planning begins for next year	PIC Staff, Partners	Student application log; meeting minutes	Q1	Q2	Q3	Q4
<b>Managerial</b>						
Weekly program staff meeting	Program Manager and staff	Action steps outlined for the year; position descriptions and reporting lines clarified	Q1	Q2	Q3	Q4
Mid year status meeting	Program Manager	Meeting minutes with detailed feedback and updates from partners	Q1	Q2	Q3	Q4
<b>Year end status meeting and program evaluation review</b>	Program Manager, Project evaluator	Meeting minutes with detailed feedback and updates from partners	Q1	Q2	Q3	Q4
<b>Evaluative</b>						
Data collection	Evaluator, LEA partners	Correspondence with Program Manager + LEAs	Q1	Q2	Q3	Q4
Mid-year evaluation report delivered	Jo Lewis Program Manager, Project evaluator	Hard copy report and supporting documentation with PIC	Q1	Q2	Q3	Q4
<b>Year-end evaluative report delivered</b>	Jo Lewis Program Manager, Project evaluator	Hard copy report and supporting documentation with PIC	Q1	Q2	Q3	Q4

Project management role is the Phoenix Indian Center who will provide oversight, coordination, and evaluation of the project plan. The Phoenix Indian Center was established in 1947 to serve the needs of the American Indians who moved to Phoenix during Indian relocation or came to Phoenix to sell their arts and crafts. Through a collaboration with the City of Phoenix, the Center was born to provide workforce and social services assistance. The Center created a more formal structure and incorporated in 1954. Today, the Center is the primary resource of social, economic, educational, leadership, employment and training for urban American Indians residing in Maricopa County. The Phoenix Indian Center (PIC) is the oldest urban-based nonprofit organization serving the needs of American Indians.

About five years ago, Native American Connections, Inc., Native American Community Health Center, Inc. and Phoenix Indian Center, Inc. jointly purchased a six-story, 85,000 square foot office building located at 4520 N. Central Avenue. Together, the three nonprofit agencies formed an LLC which operates the multi-purpose Native American business, cultural and social services center, providing the urban Native American community with a ‘one-stop service center.’ Collectively, the three nonprofit partner agencies -- all based in Central Phoenix – have provided almost 120 years of service to the urban Native American community in Greater Phoenix, with a population has now grown to over 90,000.

PIC serves as the fiscal agent for the Forward Promise project. The Center is operated and managed by a Chief Executive Officer and a Management Team comprised of senior level staff. The Center operates an array of programs and services intended to both facilitate the transition of newcomers to the Phoenix area and improve the quality of life for those who have resided in the valley over periods of time. The overall agency goal is to increase self-sufficiency

of clients served. In addition, the Center collaborates with other Indian and non-Indian agencies to create economic and social opportunities for the greater area's Indian community.

PIC is comprised of four departments: Native Workforce Services, Educational and School-based Prevention Services, Social Services and Administration. The Center currently has approximately 35 full and part-time employees and 92% are American Indians representing various tribes. The Center effectively manages quite a few large federal grants including a Department of Labor program. One of the PIC programs, the UICAZ, has collected data on community attitudes and norms related to substance use for a number of years. This highlights the Center's capacity to serve as a hub of information and management. The information they've gathered will assist this project to plan for policies and strategies that the community is likely to support.

As a community based non-profit organization, the Phoenix Indian Center, Inc., has a governing board comprising of up to 20 board of directors. A majority of the Board of Directors are enrolled members from tribal lands. The board of directors has extensive education and professional experience in their respective fields and operates not only as a strategic think tank, moving the center towards the future but also using their skills on working committees.

The project management plan includes Karen Thorne, the existing Director of the PIC's Native Workforce Services, as the overall Project Administrator. An American Indian Project Manager would then be hired to oversee all, proposed grant activities. Program specialists and Navigators would also be hired to implement the main project college/career, support, and cultural activities. The project manager will be responsible for overseeing the progress of the staff toward meeting these objectives.

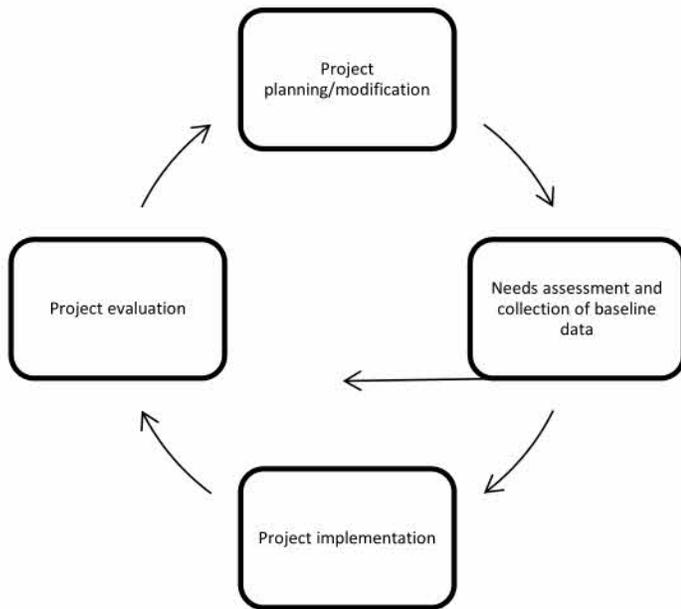
b.) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

The management plan for the project includes a number of opportunities to support planning and improvement. The project staff of Forward Promise will meet weekly to review program feedback data in order to make formative adjustments to activities. The collaborating community agencies will meet once per month to provide input and address programmatic feedback in order to improve operations. The entire range of partners and stakeholders such as parents, university representatives and industry leaders will be invited to participate in biannual meetings. These forums are a chance to obtain information and to provide feedback on the project as well.

The project evaluation plan in the next section details some of the major programmatic procedures related to continuous improvement. For example, the formative evaluation will

provide ongoing feedback on the project's progress toward its stated objectives and milestones. These data will be made available to project staff and to the collaborating partners on a routine basis. The side chart outlines the relationship between project evaluation and the program.

In addition, the collaborating partners will participate in an annual pre-post survey to provide feedback about processes related to



participant's satisfaction and their understanding of the community's effectiveness. The results will be used to support the partnership and help the partners prioritize action steps to better address the current and overarching needs of our targeted youth.

The final development of the evaluation plan occurs with the collaborating agencies. The external evaluator will have the overall responsibility for the process and outcome evaluation aims.

The evaluator will provide on-going reports to project staff and administrators, funders and stakeholders. Each quarter, a formative, evaluation report will be presented to the partners. An annual, compiled evaluation report will also serve as a summation of effect and as a planning document for the next year's activities.

Based on evaluation data, the program staff will be able to regularly review its goal strategies and objectives for growth or improvement.

c.) The extent to which Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities.

The first year pilot project was implemented with strong parent and youth voices in the development. Several focus groups, surveys and personal conversations and meetings have been held. This comprehensive data, including training and event evaluation, during the development of the program has informed the continual program improvements and ultimately the holistic program being introduced in this proposal.

Each of the partnering tribes expressed strong interest in working on the Forward Promise project. Their input will be a strong addition to the continual dialogue, surveys, and focus groups. This will also occur through their participation in the monthly partner meetings.

We have a commitment to partner and interface closely with both the Salt River and Gila River Tribe and their divisions: Education, Cultural, Drug and Alcohol Prevention, and Youth Programs.

In its pilot year, the Forward Promise Summer Career Seminar conducted a tour of the tribal businesses on the Salt River Pima Maricopa Indian Community for sixty-three boys. Salt River and the Phoenix Indian Center’s drug and alcohol prevention and cultural programs have worked together over the past three years providing each other technical assistance and support along with working together on collaborative projects. Most recently the two tribes and PIC implemented community Gather of Native Americans (GONA), a process to bring communities together. This collaborative process will continue through this project. Also, the PIC CEO, Patricia Hibbeler, has a strong relationship with both tribal President and Governor and also their Education Programs. The chart below documents how input will occur for tribes and parents of AI children:

Surveys – program input	Administered to parents and youth participants twice per year and at every event participants are asked to evaluate
Focus groups	Two focus groups will be held annually with parents and youth regarding program effectiveness
Data collection	All staff will document case notes and information relating to suggestions from parents and/or program participants
Biannual meetings	Biannual meetings will be held with all partners and several individuals with their staff including but not limited to tribal President, Governor, Education Directors, Youth Program Directors, Cultural Directors and Prevention Coordinators
Ongoing	Forward Promise first year pilot has begun to hold quarterly meetings with parents/guardians for feedback. This process will continue.

## 7. Project Evaluation

a.) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The project evaluation is designed to inform the quality of this project by providing timely information and recommendations to program staff and stakeholders. All project staff and the external evaluator will participate in any national evaluation of this program as expected.

The project evaluation will include information on the extent to which the project is meeting its objectives, delivering its projected activities, and how well the project is working and meeting outcomes. This feedback is essential for continuous improvement. Formative evaluation processes also enable staff to analyze unanticipated consequences, understand new needs assessment data, and reflect upon information or resources that could help to better inform the project. Continuous feedback and evaluation use are integral parts of program delivery and modification.

The rigorous evaluation design will best demonstrate the impact of the program on participants. As mentioned earlier, the formative evaluation will involve collecting to inform continuous program improvement and to ensure fidelity to the proposed program design. Please see the table below for details on how the project objectives and outcomes will be evaluated.

One of the potential evaluation problems includes the level of customized service delivered to program participants. The Navigator's job is to identify behavioral, physical, or home-based needs of the participants and work with the collaborating agencies to provide support for those needs that impede student success. Understandably, the duration and the range

of support will vary by participant. The “dosage” will become a feature of the analysis so that student outcomes are not skewed.

Our current outside evaluator on the program is Dr. Mary White from Arizona Evaluation and Research Associates who has twenty plus years evaluating educational and social programs for educational institutions and nonprofit organizations.

**Forward Promise Evaluation Matrix**

<b>College and Career Readiness Objectives</b>	
<b>Objective</b>	<b>Measures</b>
CCR 1: Within one year of programming, at least 80% of participants will increase their secondary education achievement, retention, and graduation rates as measured by LEA data indicators	Program attendance tallies, participant focus groups/interviews, LEA data and reports (graduation rates, matriculation, grades, AZMerit scores, discipline data)
CCR 2: By the end of each programming year, 90% of participating students will increase their knowledge and skills related to CCR as measured by pre/post survey data.	Career assessment (LIVE career) High School Survey of Student Engagement (CEEP, 2012); College and Career Readiness Student Survey (OCCRL, 2011); Pre-post-program survey, post program focus groups/interviews
CCR3: Within one year of program completion, 90% of participants will be on track to successfully complete their postsecondary and/or career goals as measured by self-report data.	Alumni post-program survey; program focus groups/interviews

<b>Family/Support Objectives</b>	
FS 1: Staff provide satisfactory referrals, interventions, and support for 100% of requesting participants (including those identified for crisis management) during the program year	Program/ staff logs; Navigator case notes; program focus groups/interviews.
FS 2: 90% of participants will report more protective factors, an increased sense of belonging, and less ATOD risky behavior as measured by pre/post surveys.	Living in 2 Worlds (L2W) survey, Arizona Youth Survey, and ADHS Core Instruments for Adolescents

<b>Youth Culture and Leadership Objectives</b>	
<b>Objective</b>	<b>Measures</b>
YCC 1: By the end of one year of programming, 90% of participants will report an increase in their cultural identity and awareness as measured in focus group discussions.	Pre-post Living in 2 Worlds (L2W) survey; pre-post activity or program survey; program focus groups/interviews
YCC 2: By the end of one year of programming, 90% of participants will report an increase in their leadership and self-confidence/efficacy as measured by pre/post survey.	Student self-assessment survey; program focus groups/interviews

<b>Community Partnership Objectives</b>	
<b>Objective</b>	<b>Measures</b>
CP 1: Annually, 95% of project partners will report increased capacity, coordination, and reach from their combined efforts as reported in their annual evaluation interviews and surveys.	Partnership self assessment tool (PSAT) ; program focus groups/interviews
CP 2: 100% of partners identified for this project will attend monthly organizing meetings and support the ongoing design and sustainability of the project	Document review (meeting minutes and project correspondence) ; program focus groups/interviews

The process evaluation component is one mechanism for ensuring feedback and continuous improvement in the operation of the proposed project. The evaluator will collect data related to the project implementation and fidelity to the original proposal. These data will be reported back to staff and the collaborating partners, at least quarterly, but on a more frequent basis in the program's first year. Please see the chart below for the evaluation questions and related measures. This data will be summarized and included in the annual, summative report and also used in a separate document related to program replication and sustainability. It is expected to provide careful details on program successes, challenges, and solutions.

## Process evaluation

Process Evaluation Questions	Process Evaluation Activities and Data Collection
Program delivery as outlined in the approved proposal?	Fidelity monitoring of outputs, staffing, timeline, and activities
What are the program characteristics?	Monitor/tally the following, each quarter:  Outputs by objective Services for use Participants Partners Participation rates Services referrals/resolutions Coordination
What are the program participants' characteristics?	Demographic data and Navigator baseline risk assessment
What are the participants' satisfaction levels?	Satisfaction, post-event surveys Focus groups/Interviews Event/workshop feedback
What is the staff's and program partners' perception of the program?	Observation Meeting minutes Program debriefing Focus Groups Interviews
What were the individual program participant dosages?	Monitor individual participation/profiles and schedule/programming

b.) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

The choice of a pre-post test experimental evaluation design was made in order to provide a rigorous evaluation of project activities and their impact. For our population and partners, this design offers the strongest option for isolating the independent effects of the program. It is also the most feasible design based on the geography of our targeted area.

The process evaluation is designed to closely monitor and to document the program development and implementation. The evaluation reports (delivered quarterly) will be a research

resource made available to help guide future replication or testing of the program model in other settings. The process evaluation plan is included above.

The project evaluation results are expected to help demonstrate program impact, however, the evaluation is also expected to find enough convincing evidence and programmatic detail that the model can be exported for replication or testing in other settings.

**Forward Promise – Future Inspired Native American Leaders  
A College and Career Readiness Program / Description of Continuing Activities**

This request to the Department of Education's Indian Education Demonstration Grants Program would represent a significant increase in resources for the Forward Promise Program. The program started in 2014 with seed funding from the Robert Wood Johnson Foundation (RWJ) and Nina Mason Pulliam. Both have a vested interest in working with us to make sure the program succeeds over the long term. As soon as we received initial funding, the Phoenix Indian Center and its partners began taking steps to prepare for long term sustainability. The partners have: (1) Initiated intentional development activities, including hiring a grant writer at the Phoenix Indian Center to identify local and national prospects, cultivate, and ultimately request funds from those prospects; (2) Created a working list of 30+ corporate and foundations we know to be interested in meeting the needs of under-served youth and/or the American Indian community and are systematically developing relationships with these potential funders; (3) Outlined a 5-year strategic plan for the program; Part of which calls for developing a micro-enterprise that would allow the program participants to gain valuable work skills/experience while generating revenue for the program itself. The Phoenix Indian Center's CEO has (4) begun a discussion about creating a permanent Endowment Fund with representatives from the Arizona Community Foundation. The Arizona Community Foundation is where a majority of local non-profit organizations have chosen to establish and set-up their Endowments. With this fund, assets would be permanently invested and grow – the interest generated could be used to support the program. Another opportunity, (5) involves future government partnerships, such as with the City of Phoenix, that could receive funding from the local tribal gaming funds. We are confident that this combination of outreach and development activities will allow us to continue this unique programming once the 4-year grant period is completed.

## Other Attachment File(s)

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U.S. Department of Education  
 Office of Elementary and Secondary Education  
 Office of Indian Education  
 Washington, D.C. 20202-6200

June 29, 2015

This partnership agreement is being submitted by the organizations participating in the Forward Promise Project. The project is designed for American Indian high school students attending the partnering LEAs. Our shared vision is to improve the educational opportunities and outcomes of secondary Indian students using a community-driven, comprehensive approach that makes them college- and career-ready. The attached grant proposal details our project objectives, activities, and anticipated outcomes. The anticipated responsibilities for each partnering organization (listed in alphabetical order) are below.

<b>Entity</b>	<b>Type</b>	<b>Responsibilities</b>
Gila River Indian Community	Indian tribe	Program advisement/refinement, collaborative planning, partner with PUHSD
Salt River Pima Maricopa Indian Community	Indian tribe	Program advisement/refinement, collaborative planning, partner with MPS
Mesa Public School District	LEA	Student recruitment, onsite programming, student support services; collaborative planning
Native American Connections	Indian organization	Program advisement/refinement; collaborative planning, behavioral health support; housing assistance
Native Health	Indian organization	Native health and wellness services, Program advisement / refinement, collaborative planning
Phoenix Indian Center (lead agency)	Indian organization	Program coordination and staffing, collaborative planning; program evaluation
Phoenix Union High School District	LEA	Student recruitment, onsite programming, student support services

SIGNATURE PAGE

As partners in this exciting project, we pledge to provide our time, resources, and energies to bettering the education and career opportunities for our targeted American Indian youth.

Name: Diana Yazzie Devine	Date: 6-26-15
Title: President/CEO	Organization: Native American Connections
Signature: (b)(6)	

Name: Craig Pattee	Date: June 26, 2015
Title: Development Director	Organization: Native Health
Signature: (b)(6)	

Name: Theresa N. Price	Date: 6-23-15
Title: Director	Organization: Mesa Public School Dist. #4 Native American Educ. Program
Signature: (b)(6)	

Name: Dr. Cynthia Clary	Date: 6/25/2015
Title: Acting Education Director/Superintendent	Organization: Salt River Pima-Maricopa Community Schools
Signature: (b)(6)	

As partners in this exciting project, we pledge to provide our time and energies to bettering the education and career opportunities for our targeted American Indian youth.

Name: Karen Thorne	Date: 06-26-15
Title: Chief Operating Officer	Organization: Phoenix Indian Center
Signature: 	



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## Job Description

**JOB TITLE:** College & Career Specialist

**DATE WRITTEN:** June 4, 2015

**FUNCTIONAL AREA:** Youth Services

**DATE APPROVED:**

**REPORTS TO:** Program Manager

**PREPARED BY:** Bridget K. Blixt

**GRADE:** Exempt

**JOB SUMMARY:** (Summarize in two to three sentences the main responsibilities, major results or outcomes of a person in this position. What is the purpose of this position?)

Coordinate, plan and implement special projects pertaining to youth college and career readiness. Facilitate and teach college and career youth sessions. Participate in the development of curriculum, program planning and evaluation. Assist with recruitment of students and communication to students and their parents. Conduct outreach to local employers, colleges and community experts to build relationships and partnerships with the Forward Promise: Future Inspired Native American Leaders program. Maintain inventory control, secure volunteers for events and assist with administrative duties and data entry. Take a lead role in the annual Youth Leadership Day conference.

**MAJOR FUNCTIONS:** (What are the broad responsibilities of the position? What key outcomes must the employee demonstrate?)

- Assure appropriate supplies and materials are available and provided for all program events including food and beverage, documents and equipment
- Locate and negotiate site/venue contracts and serve as liaison to that off-site location and vendors
- Conduct research, make site visits, and find resources to help staff make decisions about event possibilities
- Assist with managing on-site production, registration and clean up for events as necessary
- Research and secure external industry experts, businesses, post secondary educational institutions, etc... to teach classes, conduct presentations, host tours and informational sessions
- Organize campus tours, speaker presentations, college fairs, job fairs, monthly activities, Saturday academies
- Assist Youth Development Specialists with follow up contact with students and parents for RSVP's; applications and other required forms and documents
- Support team members with making copies; database entries; flyer creation; and other administrative duties
- Prepare and submit monthly reports and other data requests

**ADDITIONAL FUNCTIONS (Other related job functions)**

Other duties include, but are not limited to, the following:

- Prepare and modify event contracts as requested
- Maintain a positive working relationship with agency staff and support management of the organization
- Participates in scheduled external and internal meetings and trainings
- As needed, assist Native Workforce Services Workforce Skills Trainer with adult job readiness training
- Other duties as assigned

**SUPERVISORY REPSONSIBILITIES (List the job titles and the number of direct reports to this position. May list related education and experience preferred)**

Supervision of volunteers is required

**MINIMUM QUALIFICATIONS (What are the essential knowledge, skills and abilities the incumbent MUST possess to perform the major functions?)**

- Bachelor's Degree (preferably in Social Work, Education or Business) plus two years experience or any equivalent combination of education and experience
- Experience in teaching, training or mentoring youth
- Excellent verbal and written communication skills including proof reading, relationship building, ability to communicate ideas, project updates, project outputs and outcomes, data and evaluation findings, and reporting requirements effectively
- Ability to manage multiple projects and work assignments with attention to detail
- Ability to forecast needs and accomplish projects with little supervision
- Strong knowledge of MS word, excel, power point, publisher to include mail merges
- Knowledge of the social, educational, cultural and economic development and needs of urban American Indians and demonstrated ability to provide culturally sensitive and appropriate services to American Indian youth and their families
- Availability to work some evenings and weekends
- State of Arizona Department of Public Safety Fingerprint Clearance Card or ability to obtain one within 90 days of employment
- Dependable transportation, valid driver's license, and automobile insurance coverage in compliance with Center requirements



## Phoenix Indian Center, Inc.

4520 N. Central Avenue, Suite 250, Phoenix, AZ 85012

Phone (602) 264-6768 Fax 602-274-7486

[www.phxindcenter.org](http://www.phxindcenter.org)

---

### Job Description

**JOB TITLE:** Youth Development Specialist

**DATE WRITTEN:** June 3, 2015

**FUNCTIONAL AREA:**

**DATE APPROVED:**

**REPORTS TO:** Bridget Blixt, Program Manager

**PREPARED BY:**

**GRADE:** Exempt

**JOB SUMMARY:** (Summarize in two to three sentences the main responsibilities, major results or outcomes of a person in this position. What is the purpose of this position?)

Provides outreach, recruitment, enrollment and retention for high school youth eligible for the Forward Promise: Future Inspired Native American Leaders, a College & Career Readiness program. Participates in program planning, implementation and evaluation. Navigates youth and their families who are in need of education, career preparation, housing, clothing, transportation, food, other community services. The Youth Development Specialist will act as an advocate to youth and their families in gaining access to services and in maximizing the use of community resources based upon their needs. The Youth Development Specialist will assist in development and planning of all youth activities intended to enhance educational and career advancement.

**MAJOR FUNCTIONS:** (What are the broad responsibilities of the position? What key outcomes must the employee demonstrate?)

The Youth Development Specialist's role includes, but is not limited to the following responsibilities:

Duties and Responsibilities:

- Conduct comprehensive enrollment of incoming youth customers and their family members
- Collaborate with team members, community partners, and school representatives on development and planning of various youth activities, curriculum and resource identification
- In collaboration with the customer create next steps for action and navigated service and provide personalized navigation to services agencies to address needs and conduct follow-up process to all agencies to assure navigated service was provided
- Maintain current knowledge of services available throughout the valley and develop and maintain partnerships with other service providers
- Maintain a services agency data base with contact information and become knowledgeable of pertinent eligibility criteria for all agencies
- Document and maintain records, both through a electronic database and paper copy, in a confidential and timely manner, following agency procedures
- Prepare data as required for submittal of monthly, quarterly and annual reports
- Participate in planning, implementation and staffing for all youth programming, including weekend and weekday evening events

Job Description  
Youth Development Specialist

**ADDITIONAL FUNCTIONS (Other related job functions)**

The Youth Development Specialist's duties include, but are not limited to, the following:

- Maintain and comply with agency confidentiality requirements
- Establish and maintain positive working relationships with all internal and community based agency staff
- Participate in scheduled external and internal meetings and trainings as requested, including coordinating quarterly resource presentations for staff
- Participate in all Center youth projects
- Other duties as assigned

**SUPERVISORY RESPONSIBILITIES (List the job titles and the number of direct reports to this position. May list related education and experience preferred)**

No supervision required.

**MINIMUM QUALIFICATIONS (What are the essential knowledge, skills and abilities the incumbent MUST possess to perform the major functions?)**

- Bachelor's Degree (preferably in Social Work, Education or Business) plus two years relevant experience or any equivalent combination of education and experience
- Experience in youth development/youth services with proven ability to engage youth and motivate them toward action and follow up
- Knowledge of homelessness, substance abuse, mental illness and domestic violence as these areas relate to youth and their families
- Experience in case management or duties in administering long term, ongoing support and linking to other services
- Demonstrated ability to communicate ideas, findings, and recommendations effectively with staff, customers and affiliated providers
- Strong knowledge of MS word, excel, power point, publisher
- Excellent verbal and written communication skills to effectively communicate project updates, project outputs and outcomes, data and evaluation findings, and reporting requirements
- Knowledge of basic counseling skills and the ability to identify priorities based on presenting customer need and effectively move the customer to a service to meet their need
- Demonstrated ability to manage multiple tasks with attention to detail
- Strong leadership skills
- Knowledge of the social, educational, cultural and economic development and needs of urban American Indians and demonstrated ability to provide culturally sensitive and appropriate services to American Indian youth and their families
- Availability to work some evenings and weekends
- Must have a State of Arizona Department of Public Safety Fingerprint Clearance Card or ability to successfully obtain one immediately, within 90 days
- Dependable transportation, valid driver's license, and automobile insurance coverage in compliance with Center requirements.

**PATRICIA K. HIBBELER**  
**RESUME**

---

**Education**

*Arizona State University, Tempe, Arizona, ABD, Doctorate in Educational Policy Studies*

*Hastings College, Hastings, Nebraska, 1990 / Master of Arts in Teaching: Business Management  
Emphasis: Human Resource and Business Management*

*University of Montana, Missoula, Montana, 1987 / Bachelor of Arts: Secondary Education  
Teacher Certification: Business Education*

**Career Experiences**

*Phoenix Indian Center, Inc., Phoenix, Arizona: Chief Executive Officer - 2004 to Present*  
Provide oversight and implement the strategic future for the Phoenix Indian Center, a non-profit organization housing social services, workforce development, education and prevention programming and language/culture revitalization programs. Provide in-house evaluation and grant writing expertise. Develop and maintain agency and corporate relationships. Maintain Board of Director relations and oversee long-range strategic planning and fund development for the Center. Serves on several boards.

*Washington University, St. Louis, Missouri: Field Research Director: George Warren Brown School of Social Work - American Indian Multisector Health Inventory (AIM-HI), 2000-2004*  
Responsible for coordination of field-research for NIDA – funded project, coordinate with local tribe and urban community for data collection, analyze data, write research articles, disseminate results

*Arizona State University, Tempe, Arizona: Assistant Director, Arizona Prevention Resource Center Office of the President for Student Affairs, 1993 – 2000 - Responsible for coordination of contractual activities on a state, tribal and federal level. Create work plan for projects and proposals. Write proposals, manage budgets, write and submit quarterly and year end reports, provide oversight of multiple contracts. Coordinate partnership activities with state agencies, tribes and other funders of services. Plan, maintain and facilitate stakeholder meetings. Oversee needs assessment data collection.*

*Arizona State University, Tempe, Arizona: Part-Time Faculty College of Education 1996 - 2002*  
Introduction of Indian Education / Role of State, Federal and Tribal Policy; Teaching the Multicultural Child; Introduction to Education; Counseling the American Indian Child

*Arizona State University, Tempe, Arizona: Faculty Associate 1992-1996*  
*Nebraska Department of Education – Director Drug Free Schools Program, Lincoln Nebraska 1989-1992*

**Consultant Status Positions**

*Phoenix Indian Medical Center, Phoenix, Arizona 2000-2005*  
Needs Assessment Development / Focus Group Research / Patient Satisfaction Research

*Various School Districts, Arizona and South Dakota 1996-2004*  
Training Coordination / Research Based Concept Development / Grant Writing / Program Evaluation

Board Positions: ASU President Crow Advisory Committee, Maricopa Community College District Chancellors Advisory Committee, ASU SIRC Minority Research Committee, ASU Indian Educ Advisory Committee, Phoenix Workforce Board and more

Several presentations and speaking engagements

## S. Jo Lewis

(b)(6)

---

### EDUCATION

School Superintendent Licensure Program, Cardinal Stritch University, Milwaukee, Wisconsin, November, 2005.

Master of Educational Administration (M.Ed.), Arizona State University, Tempe, Arizona, 1982.

Bachelor of Arts in Education (B.A.), Arizona State University, Tempe, Arizona, 1971

### EXPERIENCE IN PREVENTION: COALITION BUILDING AND COMMUNITY DEVELOPMENT

- Project Manager: Phoenix Indian Center, Phoenix, Arizona 2008-present  
Coordination the College and Career Readiness Program-Forward Promise, a program providing skills for American Indian youth towards success for high school graduation and skills for success college and higher training programs and ultimately employment and oversight and facilitation of partnership and coalition meetings that guide this effort and issues on American Indian youth substance abuse prevention and child welfare from a data-driven decision making process – a process that oversees a comprehensive needs assessments culminating in an annual community-based strategic plan. Also provide supervision, sit on boards and planning committees, interface with multiple agency directors as necessary and provide program direction and leadership.

### EXPERIENCE IN SCHOOL ADMINISTRATION

- Education Director, Indian Community School of Milwaukee, Inc., Milwaukee, Wisconsin, 2000-2006.
- Principal, Indian Community School of Milwaukee, Inc., Milwaukee, Wisconsin, 1999-2000.
- Principal, Blackwater Community School, Gila River Indian Community, Coolidge, Arizona, 1982-1999.

### EXPERIENCE IN TEACHING

- Elementary Teacher, Casa Blanca Day School, Bureau of Indian Affairs, Bapchule, Arizona, 1973-1982.
- Elementary Teacher, Pendergast Elementary School, Pendergast Elementary School District #92, Tolleson, Arizona, 1972-1973.
- Teacher Assistant, Science, Phoenix Indian High School, Bureau of Indian Affairs, Phoenix, Arizona, 1972,
- Teacher Substitute, Scottsdale Elementary School District, Scottsdale, Arizona, 1971-1972.

### CONSULTING EXPERIENCE

- High/Scope Trainer: Provided consulting and training for BIA and BIA funded schools
- Engage Learning Consultant: Provided consulting and training for BIA and BIA funded schools

### CERTIFICATION

- Arizona Board of Education Certification, Principal
- Arizona Department of Education Certification, Elementary Education K-8

# RESUME

**Karen A. Thorne**

**Employment:** Phoenix Indian Center, Inc., 4520 N. Central Ave., Suite 250.  
Phoenix, AZ 85004  
602/264-6768, ext. 2119; email: kthorne@phxindcenter.org

**Current Position:** Chief Operating Officer

**Other Positions Held at PIC:** Native Workforce Services Director, (18 years)  
JTPA Employment Spec./Counselor Supv., (4 years)  
Employment Specialist, (3 years)  
CETA Program Liaison, City of Phoenix, (4 years)  
Central Intake Specialist, (1.5 years)

**Education:** Phoenix College - Liberal Arts  
Arizona State University - Sociology  
ASU West - Business Mgmt./Public Programs

**Other Training:** Indian Health Service Group Relations  
Family/Crisis Counseling Interviewing Skills/Methods  
U.S. Dept. of Labor - Program Mgmt./Admin.  
U.S. Dept. of Labor - Financial Mgmt.  
Board of Directors Training/Mgmt.

**Affiliations:** Board Member, Maricopa Workforce Connections (WIB)  
Committees: Marketing & Development Committee  
Management Council  
Board Member, Phoenix Workforce Connections (WIB)  
Committee: Operations/Service Products Task Force  
Nat'l. Indian & Native American Employment & Training  
Conference - Planning Comm.  
Chair - Election & Site Selection Comm.  
WIA INA Western Regional Co-Chair (AZ, NV, CA, HI, OR, WA, AK,  
ID)  
US DOL New Program Director Peer Trainer  
Member, South Mountain Community College President's Advisory  
Council  
Arizona Cactus-Pine Girl Scout Council, past Board Member  
U.S. Dept. of Labor, Technical Assistance Peer Provider  
Phoenix Host Agency - Presidents Commission on Race  
Pueblo Grande Museum Advisory Board

Franklin W. LaFave, Jr.  
4520 N. Central Ave., Suite 250  
Phoenix, Arizona 85012

## Resume

### Education:

Arizona State University, BS Finance, 1968

### Experience:

Phoenix Indian Center  
January, 2000 to Present  
Chief Finance Officer

As the Chief Financial Officer, I am responsible for all the financial operations of the Indian Center, including all accounting activities, as well as all financial planning, including budget preparations and forecasting. Areas of responsibility include billings, cash receipts, cash disbursements, and the proper recording, posting and journaling of all financial transactions. As most of our funds are Federal funds, I am also responsible for adhering to all applicable OMB rules and regulations dealing with accounting for the expenditure of Federal funds, i.e. OMB Circular A133, etc. I am also responsible for audit preparation as well as assisting the auditor in conducting the annual audit. Additional areas of responsibility include the Center's Internet Technology activities, including interfacing with our contracted IT services; overseeing all equipment maintenance and replacement, including organizational vehicles, and the acquisition of capital goods along with staff supervision.

American Indian Consultants, Inc.  
March, 1972 to October, 1999  
President and Founder

American Indian Consultants was a corporation I founded and managed that was primarily responsible for small business development activities on Indian Reservations throughout the US. AIC held a "call contract" with the US Department of Commerce, Minority Business Development Administration. We assisted individuals and Tribes in the development of businesses on reservations throughout the US. I successfully managed this contract for approximately 15 years and provided services to well over 400 individuals and/or Tribes. I was also responsible for all the accounting and financial management of the corporation during this period. As our funds were also Federal funds we were subject to annual audit. We were also responsible to adhering to the same rules and regulations, i.e. OMB Circulars, dealing with cost allowability that apply to the Phoenix Indian Center. In addition to the US Department of Commerce we held contracts with the US Department of Labor, US Department of Interior and other Federal agencies.



## Phoenix Indian Center, Inc.

4520 N. Central Avenue, Suite 250 - Phoenix, AZ 85012

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[www.phxindcenter.org](http://www.phxindcenter.org)

### BOARD OF DIRECTORS LISTING (DOCUMENTATION OF INDIAN ORGANIZATION)

---

#### **PRESIDENT**

Mr. Anthony Kahn  
APS, Design Engineering Mechanical/Civil  
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#### **MEMBERS**

Ms. Marilyn Beck

(b)(6)

Tribal Affiliation: Navajo

(b)(6)

Mr. Paul Bullis

(b)(6)

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(b)(6)

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PAGE TWO**

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Mr. Steve Geiogamah  
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4021 N. 75<sup>th</sup> Street  
Suite 102  
Scottsdale, AZ 85251  
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480-312-4013 (O)  
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(b)(6)

Mr. Urban Giff  
729 E. Chilton Dr.  
Tempe, AZ 85283-4618  
Tribal Affiliation: Gila River Indian Community  

(b)(6)

Dr. Traci L. Morris  
Arizona State University, American Indian  
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**CHIEF EXECUTIVE OFFICER:**

Ms. Patricia Hibbeler  
Phoenix Indian Center  
4520 N. Central Ave. Ste 250  
Phoenix, AZ 85012  
Tribal Affiliation: Salish and Kootenai  
602-264-6768 (office)  
602-274-7486 (fax)

01/2015

DGDEN UT 84201-0038

In reply refer to: 0437907700  
Sep. 26, 2012 LTR 4170C 0  
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PHOENIX INDIAN CENTER  
4520 N CENTRAL AVE STE 250  
PHOENIX AZ 85012-7814

RECEIVED

SEP 26 2012

ADMINISTRATION

Person to Contact: Susie Lewis  
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of Sep. 17, 2012, regarding the tax-exempt status of Phoenix Indian Center.

Our records indicate that a determination letter was issued in April 1956, granting this organization exemption from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate this organization is not a private foundation within the meaning of section 509(a) of the Code because it is described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to this organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to the organization or for its use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website [www.irs.gov/eo](http://www.irs.gov/eo) for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

If you have any questions, please call us at the telephone number shown above.



# Mission & Vision Statement

## **MISSION STATEMENT:**

*The Phoenix Indian Center develops a strong American Indian community through collaborative partnerships, providing quality, culturally based services.*

## **VISION STATEMENT:**

*The Phoenix Indian Center aspires to be a premier American Indian nonprofit organization supporting American Indian people and the local community through innovative, research based, community driven services by implementing nationally recognized social, economic, educational and cultural programs for all community members.*



## **Phoenix Indian Center, Inc.**

4520 N. Central Avenue, Suite 250 - Phoenix, AZ 85012

Phone (602) 264-6768 Fax (602) 274-7486

[www.phxindcenter.org](http://www.phxindcenter.org)

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June 18, 2015

Matthew Hanson, GPC  
Statewide Grant Administrator  
ADOA, Office of Grants and Federal Resources  
100 N. 15<sup>th</sup> Avenue, 4<sup>th</sup> Floor  
Phoenix, AZ 85007

Dear Mr. Hanson:

On behalf of the Phoenix Indian Center, I am writing to inform you that we are applying for a new grant offered by the Indian Education Demonstration Grants Program (CFDA 84.299A). We are partnering with the Native American Connections, Native Health, The Phoenix Union High School District, and the Gila River Tribal Nation in an effort to improve academic outcomes and better prepare American Indian high students for college and careers. Thank you, and please do not hesitate to contact me at 602-264-6768, ext. 2101, with any further questions.

Sincerely,

Patricia Hibbeler  
Chief Executive Officer

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

## Budget Narrative

### Year 1

#### 1. Personnel

Position Title	Salary	FTE
<b>Project Manager</b> Duties: Project Manager provides overall guidance in program implementation. Responsible for supervising staff and daily program oversight. Supports collaboration of community partners and services. (1.0 FTE @ \$60,000) Salary cost based on similar staffing positions locally.	\$60,000	1.0
<b>Program Navigator (2)</b> Duties: Navigates youth and their families who are in need of education, career preparation, housing, clothing, transportation, food, other community services. The Youth Development Specialist will act as an advocate to youth and their families in gaining access to services and in maximizing the use of community resources based upon their needs. (1.0 FTE @ \$35,000). Salary cost based on similar staffing positions locally.	\$70,000	2.0
<b>Project Specialist (2)</b> Duties: Coordinate and implement activities for youth college and career readiness. Facilitate college and career sessions; assist with student recruitment and communication to students and their parents. Conduct outreach to local employers, colleges and community experts. (1.0 FTE @ \$35,000). Salary cost based on similar staffing positions locally.	\$70,000	2.0
<b>Mentor Internship Specialist</b> Duties: Work with management staff to determine the goals and needs of mentor programs and develop necessary protocols and materials. Recruit mentors to partner with young men in the program; train mentors and match them with designated students; maintain appropriate records and report progress to supervisors and program partners.	\$38,000	1

#### 2. Fringe Benefits

Component	Percent of Salary
Payroll tax (FICA)	7.65%
Workers Compensation	.55%
Retirement	3.2%
Medical and Dental Insurance	9.6%
<b>TOTAL FRING BENEFIT RATE</b>	<b>21%</b>

Percentages for fringe benefits are figured using the Center's agency rate of 21% as an average that includes not only Phoenix Indian Center paid staff on other projects but our coalition and

volunteer members, which includes payroll taxes (FICA and state unemployment tax), Workers comp, retirement and health benefits. Annually, our health and dental benefits are put out for a bid process and based on the cost, the Center determines new carriers. Those exact costs are the figured percentages below.

	<b>Wage</b>	<b>Benefits Cost</b>
Project Manager (1)	\$60,000	\$12,600
Program Navigator (2)	\$70,000	\$14,700
Project Specialist (2)	\$70,000	\$14,700
Mentor and Internship Specialist (1)	\$38,000	\$7,980
	<b>TOTAL</b>	<b>\$49,980</b>

### 3. Travel

<b>Purpose of Travel</b>	<b>Location</b>	<b>Item</b>	<b>Rate</b>	<b>Cost</b>
Grantee Meeting	Washington, DC	Airfare	\$500/flight x 3 persons	\$1,500
Grantee Meeting	Washington, DC	Hotel	\$190/night x 3 persons x 4 nights	\$2,280
Grantee Meeting	Washington, DC	Per Diem (meals)	\$59/day x 3 persons x 4 days	\$708
Local travel	County-wide	Mileage	3,000 miles@ \$0.565/mile	\$1,695
			<b>TOTAL</b>	<b>\$6,183</b>

Purpose of travel is to attend the Grantee workshop in Washington DC, Travel is set aside for the Project Manager and two partner representatives. Also proposed is local mileage reimbursement for staff and partners. Local travel is figured at the Federal rate of .565 per mile x 3000 miles.

### 4. Equipment

<b>Item(s)</b>		<b>Cost</b>
Computer work stations with necessary software to support additional (5) for staff	\$1,200 each X 5	\$6,000
	<b>TOTAL</b>	<b>\$6,000</b>

## 5. Supplies

Item(s)	Rate	Cost
General office supplies	\$500/mo. x 12 mo.	\$6,000
Postage and printing	\$100/mo. x 12 mo.	\$1,200
Promotional items	150 items @ \$10 each	\$1,500
Training materials for student workshops, intercession visits and mentorship trainings	12 monthly workshops + 24 intercessions + 2 mentorship trainings; 38 X \$166; Discretionary supplies and materials funds for Navigator/Student Use \$150/student x 150 = \$22,500	\$28,800
	<b>TOTAL</b>	<b>\$37,500</b>

General office supplies such as paper, pens, poster paper, markers etc. are necessary to administer the program activities as designed. Postage is necessary for specific mailings but figured as a lesser amount as much communication will occur via conference calls and email systems. Promotional items will be used as incentives for the participants and as recruitment material for future students. Training materials include items necessary for administration of the program including special curriculum, cultural based materials such as special wood, arrowheads etc. Discretionary funds are available for students based on their individual needs.

## 6. Contractual

Contracted tutoring services:

Highly qualified teachers will be contracted from the partnering LEAs to provide supplemental tutoring assistance to targeted participants. Tutors will be paid at the rate of \$25/hour and are expected to provide 500 hours of tutoring services annually (July through May of each year).

Summer Career Exploration Staff – highly qualified personnel will be hired to drive vans and assist in supervision of youth during the two-week summer session of visits to business sites. Temporary staff will be paid a stipend of \$600 each (for 6 hours of work per day for 10 days) X 6 staff = \$3,600

Contracted evaluation services: A local evaluator will be contracted to develop, implement, and provide the project evaluation efforts. The evaluator will conduct process and annual outcomes evaluation studies in conjunction with the Project Manager. The evaluator will also be responsible for coordinating with the U.S. Department of Education with any additional evaluation requirements. The evaluator, Dr. Mary Aleta White, currently serves as the Forward Promise pilot project evaluator and has over 20 years experience evaluating educational and social programs. The annual cost for the project evaluation is \$18,200 or 242 total hours @ \$75/hour.

7. **Construction:** Not applicable.

8. **Other**

Rent	6 offices @ 500 per office x 12 months Office space for new staff, please see lease agreement in attachment for details.	\$36,000
Bus Transportation	Bus passes and contracted van rental for participants without transportation to attend workshops and activities 2 week summer career exploration camp 10 vans X \$1700 per van = \$17,000  42 bus passes per month X \$6 per daily bus pass X 12 months = \$3,024	\$20,024
	<b>TOTAL</b>	<b>\$56,024</b>

9. **Total Direct Costs**

- The sum of expenditures, per budget category, of lines 1-8 \$430,487

10. **Indirect Costs**

- Identify indirect cost rate 21%  
\$64,573

A copy of the most recent approved indirect cost rate agreement is included in the Other Attachments section of the application.

11. **Training Stipends**

- Not applicable.

12. **Total Costs**

- Sum total of direct costs and indirect costs. **\$495,060**

Year 1 Total Costs	\$495,060
Year 2 Total Costs	\$500,301
Year 3 Total Costs	\$511,245
Year 4 Total Costs	\$524,819
Grand Total Costs	\$2,031,425

### **Statutory Administrative Cost Limit**

A percentage of the Program Manager salary (.05FTE or \$3,630), the evaluation consultant (1/8 of contract or \$1,400), and DC travel (\$6,243) are considered administrative costs in that they are designed to support the administration of the federal grant: reporting, evaluation, and the annual Directors meeting. These amounts equal 2% of the total budget.

## Budget Narrative

### Year 2

#### 1. Personnel

<b>Position Title Project Manager</b>	<b>Salary</b>	<b>FTE</b>
Duties: Project Manager provides overall guidance in program implementation. Responsible for supervising staff and daily program oversight. Supports collaboration of community partners and services. (1.0 FTE @ \$60,000) Salary cost based on similar staffing positions locally.	\$61,800	1.0
<b>Position Title: Program Navigator (2)</b>	<b>Salary</b>	<b>FTE</b>
Duties: Navigates youth and their families who are in need of education, career preparation, housing, clothing, transportation, food, other community services. The Youth Development Specialist will act as an advocate to youth and their families in gaining access to services and in maximizing the use of community resources based upon their needs. (1.0 FTE @ \$35,000). Salary cost based on similar staffing positions locally.	\$72,100	2.0
<b>Position Title: Project Specialist (2)</b>	<b>Salary</b>	<b>FTE</b>
Duties: Coordinate and implement activities for youth college and career readiness. Facilitate college and career sessions; assist with student recruitment and communication to students and their parents. Conduct outreach to local employers, colleges and community experts. (1.0 FTE @ \$35,000). Salary cost based on similar staffing positions locally.	\$72,100	2.0
<b>Position Title: Mentor Internship Specialist</b>	<b>Salary</b>	<b>FTE</b>
Duties: Work with management staff to determine the goals and needs of mentor programs and develop necessary protocols and materials. Recruit mentors to partner with young men in the program; train mentors and match them with designated students; maintain appropriate records and report progress to supervisors and program partners.	\$39,140	1

Personnel salaries reflect a 3% cost of living increase.

#### 2. Fringe Benefits

<b>Component</b>	<b>Percent of Salary</b>
Payroll tax (FICA)	7.65%
Workers Compensation	.55%
Retirement	3.2%
Medical and Dental Insurance	9.6%
<b>TOTAL FRING BENEFIT RATE</b>	<b>21%</b>

Percentages for fringe benefits are figured using the Center's agency rate of 21% as an average that includes not only Phoenix Indian Center paid staff on other projects but our coalition and volunteer members, which includes payroll taxes (FICA and state unemployment tax), Workers comp, retirement and health benefits. Annually, our health and dental benefits are put out for a bid process and based on the cost, the Center determines new carriers. Those exact costs are the figured percentages below.

	<b>Wage</b>	<b>Benefits Cost</b>
Project Manager (1)	\$60,000	\$12,978
Program Navigator (2)	\$70,000	\$15,141
Project Specialist (2)	\$70,000	\$15,141
Mentor and Internship Specialist (1)	\$38,000	\$8,219.40
	<b>TOTAL</b>	<b>\$51,479</b>

### 3. Travel

<b>Purpose of Travel</b>	<b>Location</b>	<b>Item</b>	<b>Rate</b>	<b>Cost</b>
Grantee Meeting	Washington, DC	Airfare	\$600/flight x 3 persons	\$1,800
Grantee Meeting	Washington, DC	Hotel	\$195/night x 3 persons x 4 nights	\$2,340
Grantee Meeting	Washington, DC	Per Diem (meals)	\$72/day x 3 persons x 4 days	\$860
Local travel	County-wide	Mileage	3,540 miles@ \$0.565/mile	\$2,000
			<b>TOTAL</b>	<b>\$7,000</b>

Purpose of travel is to attend the Grantee workshop in Washington DC, Travel is set aside for the Project Manager and two partner representatives. Also proposed is local mileage reimbursement for staff and partners. Local travel is figured at the Federal rate of .565 per mile x 3500 miles.

### 4. Equipment

<b>Item(s)</b>		<b>Cost</b>
Annual software updates on computer work stations	\$100 each X 5	\$500
	<b>TOTAL</b>	<b>\$500</b>

## 5. Supplies

Item(s)	Rate	Cost
General office supplies	\$500/mo. x 12 mo.	\$6,000
Postage and printing	\$100/mo. x 12 mo.	\$1,200
Promotional items	150 items @ \$10 each	\$1,500
Training materials for student workshops, intercession visits and mentorship trainings	12 monthly workshops + 24 intercessions + 2 mentorship trainings; 38 X \$166; Discretionary supplies and materials funds for Navigator/Student Use \$150/student x 150 = \$22,500	\$28,800
	<b>TOTAL</b>	<b>\$37,500</b>

General office supplies such as paper, pens, poster paper, markers etc. are necessary to administer the program activities as designed. Postage is necessary for specific mailings but figured as a lesser amount as much communication will occur via conference calls and email systems. Promotional items will be used as incentives for the participants and as recruitment material for future students. Training materials include items necessary for administration of the program including special curriculum, cultural based materials such as special wood, arrowheads etc. Discretionary funds are available for students based on their individual needs.

## 6. Contractual

Contracted tutoring services:

Highly qualified teachers will be contracted from the partnering LEAs to provide supplemental tutoring assistance to targeted participants. Tutors will be paid at the rate of \$25/hour and are expected to provide 500 hours of tutoring services annually (July through May of each year).

Summer Career Exploration Staff – highly qualified personnel will be hired to drive vans and assist in supervision of youth during the two-week summer session of visits to business sites. Temporary staff will be paid a stipend of \$600 each (for 6 hours of work per day for 10 days) X 6 staff = \$3,600

Contracted evaluation services: A local evaluator will be contracted to develop, implement, and provide the project evaluation efforts. The evaluator will conduct process and annual outcomes evaluation studies in conjunction with the Project Manager. The evaluator will also be responsible for coordinating with the U.S. Department of Education with any additional evaluation requirements. The evaluator, Dr. Mary Aleta White, currently serves as the Forward Promise pilot project evaluator and has over 20 years experience evaluating educational and social programs. The annual cost for the project evaluation is \$18,200 or 242 total hours @ \$75/hour.

**7. Construction:** Not applicable.

**8. Other**

Rent	6 offices @ 500 per office x 12 months Office space for new staff, please see lease agreement in attachment for details.	\$36,000
Bus Transportation	Bus passes and contracted van rental for participants without transportation to attend workshops and activities 2 week summer career exploration camp 10 vans X \$1700 per van = \$17,000  42 bus passes per month X \$6 per daily bus pass X 12 months = \$3,024	\$20,024
	<b>TOTAL</b>	<b>\$56,024</b>

**9. Total Direct Costs**

- The sum of expenditures, per budget category, of lines 1-8 \$435,044

**10. Indirect Costs**

- Identify indirect cost rate 21%  
\$65,257

A copy of the most recent approved indirect cost rate agreement is included in the Other Attachments section of the application.

**11. Training Stipends**

- Not applicable.

**12. Total Costs**

- Sum total of direct costs and indirect costs. **\$500,301**

## Budget Narrative

### Year 3

#### 1. Personnel

<b>Position Title</b>	<b>Salary</b>	<b>FTE</b>
<b>Project Manager</b> Duties: Project Manager provides overall guidance in program implementation. Responsible for supervising staff and daily program oversight. Supports collaboration of community partners and services. (1.0 FTE @ \$60,000) Salary cost based on similar staffing positions locally.	\$63,654	1.0
<b>Program Navigator (2)</b> Duties: Navigates youth and their families who are in need of education, career preparation, housing, clothing, transportation, food, other community services. The Youth Development Specialist will act as an advocate to youth and their families in gaining access to services and in maximizing the use of community resources based upon their needs. (1.0 FTE @ \$35,000). Salary cost based on similar staffing positions locally.	\$74,263	2.0
<b>Project Specialist (2)</b> Duties: Coordinate and implement activities for youth college and career readiness. Facilitate college and career sessions; assist with student recruitment and communication to students and their parents. Conduct outreach to local employers, colleges and community experts. (1.0 FTE @ \$35,000). Salary cost based on similar staffing positions locally.	\$74,263	2.0
<b>Mentor Internship Specialist</b> Duties: Work with management staff to determine the goals and needs of mentor programs and develop necessary protocols and materials. Recruit mentors to partner with young men in the program; train mentors and match them with designated students; maintain appropriate records and report progress to supervisors and program partners.	\$40,314	1.0

Personnel salaries reflect a 3% cost of living increase.

#### 2. Fringe Benefits

<b>Component</b>	<b>Percent of Salary</b>
Payroll tax (FICA)	7.65%
Workers Compensation	.55%
Retirement	3.2%
Medical and Dental Insurance	9.6%
<b>TOTAL FRING BENEFIT RATE</b>	<b>21%</b>

Percentages for fringe benefits are figured using the Center's agency rate of 21% as an average that includes not only Phoenix Indian Center paid staff on other projects but our coalition and volunteer members, which includes payroll taxes (FICA and state unemployment tax), Workers comp, retirement and health benefits. Annually, our health and dental benefits are put out for a bid process and based on the cost, the Center determines new carriers. Those exact costs are the figured percentages below.

	<b>Wage</b>	<b>Benefits Cost</b>
Project Manager (1)	\$60,000	\$13,367.34
Program Navigator (2)	\$70,000	\$15,595.23
Project Specialist (2)	\$70,000	\$15,595.23
Mentor and Internship Specialist (1)	\$38,000	\$8,465.94
	<b>TOTAL</b>	<b>\$53,024</b>

### 3. Travel

<b>Purpose of Travel</b>	<b>Location</b>	<b>Item</b>	<b>Rate</b>	<b>Cost</b>
Grantee Meeting	Washington, DC	Airfare	\$600/flight x 3 persons	\$1,800
Grantee Meeting	Washington, DC	Hotel	\$195/night x 3 persons x 4 nights	\$2,340
Grantee Meeting	Washington, DC	Per Diem (meals)	\$72/day x 3 persons x 4 days	\$860
Local travel	County-wide	Mileage	3,540 miles @ \$0.565/mile	\$2,000
			<b>TOTAL</b>	<b>\$7,000</b>

Purpose of travel is to attend the Grantee workshop in Washington DC, Travel is set aside for the Project Manager and two partner representatives. Also proposed is local mileage reimbursement for staff and partners. Local travel is figured at the Federal rate of .565 per mile x 3500 miles.

### 4. Equipment

<b>Item(s)</b>		<b>Cost</b>
Annual software updates on computer work stations	\$100 each X 5	\$500
	<b>TOTAL</b>	<b>\$500</b>

## 5. Supplies

Item(s)	Rate	Cost
General office supplies	\$500/mo. x 12 mo.	\$6,000
Postage and printing	\$100/mo. x 12 mo.	\$1,200
Promotional items	150 items @ \$10 each	\$1,500
Training materials for student workshops, intercession visits and mentorship trainings	12 monthly workshops + 24 intercessions + 2 mentorship trainings; 38 X \$166; Discretionary supplies and materials funds for Navigator/Student Use \$150/student x 150 = \$22,500	\$28,800
	<b>TOTAL</b>	<b>\$37,500</b>

General office supplies such as paper, pens, poster paper, markers etc. are necessary to administer the program activities as designed. Postage is necessary for specific mailings but figured as a lesser amount as much communication will occur via conference calls and email systems. Promotional items will be used as incentives for the participants and as recruitment material for future students. Training materials include items necessary for administration of the program including special curriculum, cultural based materials such as special wood, arrowheads etc. Discretionary funds are available for students based on their individual needs.

## 6. Contractual

Contracted tutoring services:

Highly qualified teachers will be contracted from the partnering LEAs to provide supplemental tutoring assistance to targeted participants. Tutors will be paid at the rate of \$25/hour and are expected to provide 500 hours of tutoring services annually (July through May of each year).

Summer Career Exploration Staff – highly qualified personnel will be hired to drive vans and assist in supervision of youth during the two-week summer session of visits to business sites. Temporary staff will be paid a stipend of \$600 each (for 6 hours of work per day for 10 days) X 6 staff = \$3,600

Contracted evaluation services: A local evaluator will be contracted to develop, implement, and provide the project evaluation efforts. The evaluator will conduct process and annual outcomes evaluation studies in conjunction with the Project Manager. The evaluator will also be responsible for coordinating with the U.S. Department of Education with any additional evaluation requirements. The evaluator, Dr. Mary Aleta White, currently serves as the Forward Promise pilot project evaluator and has over 20 years experience evaluating educational and social programs. The annual cost for the project evaluation is \$18,200 or 242 total hours @ \$75/hour.

**7. Construction:** Not applicable.

**8. Other**

Rent	6 offices @ 500 per office x 12 months Office space for new staff, please see lease agreement in attachment for details.	\$36,000
Bus Transportation	Bus passes and contracted van rental for participants without transportation to attend workshops and activities 2 week summer career exploration camp 10 vans X \$1700 per van = \$17,000  42 bus passes per month X \$6 per daily bus pass X 12 months = \$3,024	\$20,024
	<b>TOTAL</b>	<b>\$56,024</b>

**9. Total Direct Costs**

- The sum of expenditures, per budget category, of lines 1-8 \$444,561

**10. Indirect Costs**

- Identify indirect cost rate ..... 21%  
\$66,684

A copy of the most recent approved indirect cost rate agreement is included in the Other Attachments section of the application.

**11. Training Stipends**

- Not applicable.

**12. Total Costs**

- Sum total of direct costs and indirect costs. **\$511,245**

## Budget Narrative

### Year 4

#### 1. Personnel

<b>Position Title Project Manager</b>	<b>Salary</b>	<b>FTE</b>
Duties: Project Manager provides overall guidance in program implementation. Responsible for supervising staff and daily program oversight. Supports collaboration of community partners and services. (1.0 FTE @ \$60,000) Salary cost based on similar staffing positions locally.	\$65,564	1.0
<b>Position Title: Program Navigator (2)</b>	<b>Salary</b>	<b>FTE</b>
Duties: Navigates youth and their families who are in need of education, career preparation, housing, clothing, transportation, food, other community services. The Youth Development Specialist will act as an advocate to youth and their families in gaining access to services and in maximizing the use of community resources based upon their needs. (1.0 FTE @ \$35,000). Salary cost based on similar staffing positions locally.	\$76,491	2.0
<b>Position Title: Project Specialist (2)</b>	<b>Salary</b>	<b>FTE</b>
Duties: Coordinate and implement activities for youth college and career readiness. Facilitate college and career sessions; assist with student recruitment and communication to students and their parents. Conduct outreach to local employers, colleges and community experts. (1.0 FTE @ \$35,000). Salary cost based on similar staffing positions locally.	\$76,491	2.0
<b>Position Title: Mentor Internship Specialist</b>	<b>Salary</b>	<b>FTE</b>
Duties: Work with management staff to determine the goals and needs of mentor programs and develop necessary protocols and materials. Recruit mentors to partner with young men in the program; train mentors and match them with designated students; maintain appropriate records and report progress to supervisors and program partners.	\$41,524	1.0

Personnel salaries reflect a 3% cost of living increase.

#### 2. Fringe Benefits

<b>Component</b>	<b>Percent of Salary</b>
Payroll tax (FICA)	7.65%
Workers Compensation	.55%
Retirement	3.2%
Medical and Dental Insurance	9.6%
<b>TOTAL FRING BENEFIT RATE</b>	<b>21%</b>

Percentages for fringe benefits are figured using the Center's agency rate of 21% as an average that includes not only Phoenix Indian Center paid staff on other projects but our coalition and volunteer members, which includes payroll taxes (FICA and state unemployment tax), Workers comp, retirement and health benefits. Annually, our health and dental benefits are put out for a bid process and based on the cost, the Center determines new carriers. Those exact costs are the figured percentages below.

	<b>Wage</b>	<b>Benefits Cost</b>
Project Manager (1)	\$60,000	\$13,768.44
Program Navigator (2)	\$70,000	\$16,063.11
Project Specialist (2)	\$70,000	\$16,063.11
Mentor and Internship Specialist (1)	\$38,000	\$8,720.04
	<b>TOTAL</b>	<b>\$54,614</b>

### 3. Travel

<b>Purpose of Travel</b>	<b>Location</b>	<b>Item</b>	<b>Rate</b>	<b>Cost</b>
Grantee Meeting	Washington, DC	Airfare	\$600/flight x 3 persons	\$1,800
Grantee Meeting	Washington, DC	Hotel	\$195/night x 3 persons x 4 nights	\$2,340
Grantee Meeting	Washington, DC	Per Diem (meals)	\$72/day x 3 persons x 4 days	\$860
Local travel	County-wide	Mileage	3,540 miles@ \$0.565/mile	\$2,000
			<b>TOTAL</b>	<b>\$7,000</b>

Purpose of travel is to attend the Grantee workshop in Washington DC, Travel is set aside for the Project Manager and two partner representatives. Also proposed is local mileage reimbursement for staff and partners. Local travel is figured at the Federal rate of .565 per mile x 3500 miles.

### 4. Equipment

<b>Item(s)</b>		<b>Cost</b>
Annual software updates on computer work stations	\$100 each X 5	\$500
	<b>TOTAL</b>	<b>\$500</b>

## 5. Supplies

Item(s)	Rate	Cost
General office supplies	\$500/mo. x 12 mo.	\$6,000
Postage and printing	\$100/mo. x 12 mo.	\$1,200
Promotional items	150 items @ \$10 each	\$1,500
Training materials for student workshops, intercession visits and mentorship trainings	12 monthly workshops + 24 intercessions + 2 mentorship trainings; 38 X \$166; Discretionary supplies and materials funds for Navigator/Student Use \$150/student x 150 = \$22,500	\$28,800
	<b>TOTAL</b>	<b>\$37,500</b>

General office supplies such as paper, pens, poster paper, markers etc. are necessary to administer the program activities as designed. Postage is necessary for specific mailings but figured as a lesser amount as much communication will occur via conference calls and email systems. Promotional items will be used as incentives for the participants and as recruitment material for future students. Training materials include items necessary for administration of the program including special curriculum, cultural based materials such as special wood, arrowheads etc. Discretionary funds are available for students based on their individual needs.

## 6. Contractual

Contracted tutoring services:

Highly qualified teachers will be contracted from the partnering LEAs to provide supplemental tutoring assistance to targeted participants. Tutors will be paid at the rate of \$25/hour and are expected to provide 500 hours of tutoring services annually (July through May of each year).

Summer Career Exploration Staff – highly qualified personnel will be hired to drive vans and assist in supervision of youth during the two-week summer session of visits to business sites. Temporary staff will be paid a stipend of \$600 each (for 6 hours of work per day for 10 days) X 6 staff = \$3,600

Contracted evaluation services: A local evaluator will be contracted to develop, implement, and provide the project evaluation efforts. The evaluator will conduct process and annual outcomes evaluation studies in conjunction with the Project Manager. The evaluator will also be responsible for coordinating with the U.S. Department of Education with any additional evaluation requirements. The evaluator, Dr. Mary Aleta White, currently serves as the Forward Promise pilot project evaluator and has over 20 years experience evaluating educational and social programs. The annual cost for the project evaluation is \$20,200 or 270 total hours @ \$75/hour.

**7. Construction:** Not applicable.

**8. Other**

Rent	6 offices @ 500 per office x 12 months Office space for new staff, please see lease agreement in attachment for details.	\$36,000
Bus Transportation	Bus passes and contracted van rental for participants without transportation to attend workshops and activities 2 week summer career exploration camp 10 vans X \$1700 per van = \$17,000  42 bus passes per month X \$6 per daily bus pass X 12 months = \$3,024	\$20,024
	<b>TOTAL</b>	<b>\$56,024</b>

**9. Total Direct Costs**

- The sum of expenditures, per budget category, of lines 1-8. \$456,364

**10. Indirect Costs**

- Identify indirect cost rate 21%  
\$68,455

A copy of the most recent approved indirect cost rate agreement is included in the Other Attachments section of the application.

**11. Training Stipends**

- Not applicable.

**12. Total Costs**

- Sum total of direct costs and indirect costs. **\$524,819**

**NEGOTIATED INDIRECT COST RATE AGREEMENT  
NONPROFIT ORGANIZATION**

**ORGANIZATION:**

Phoenix Indian Center, Inc.  
4520 N. Central Avenue, Ste. 250  
Phoenix, AZ 85012  
EIN #86-6006566

**DATE:** August 19, 2014

**FILE REF:** This replaces the  
**Agreement dated:** August 16, 2013

The indirect cost rate(s) contained herein are for use on grants, contracts, and other agreements with the Federal Government, to which OMB Circular No. A-122 applies, subject to the conditions in Section II, A, below. The rate(s) were negotiated by the Phoenix Indian Center, Inc., and the U.S. Department of Labor in accordance with the authority contained in Attachment A, Section E, of the Circular.

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**SECTION I: RATES**

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<u>TYPE</u>	<u>EFFECTIVE PERIOD</u>		<u>RATE*</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
	<u>FROM</u>	<u>TO</u>			
Final	07/01/09	06/30/10	15.22%	All	All Programs
Final	07/01/10	06/30/11	16.23%	All	All Programs
Final	07/01/11	06/30/12	15.05%	All	All Programs
Final	07/01/12	06/30/13	15.30%	All	All Programs
Provisional	07/01/13	06/30/15	15.30%	All	All Programs

(SEE SPECIAL REMARKS)

**\*BASE:** Total direct costs excluding Capital Campaign payments, depreciation, capital expenditures, flow through funds, subawards, and participant allowances/support costs.

**TREATMENT OF FRINGE BENEFITS:** Fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed in the Special Remarks Section of this agreement.

**TREATMENT OF PAID ABSENCES:** Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims for the costs of these paid absences are not made.

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## SECTION II: GENERAL

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A. **LIMITATIONS:** Use of the rate(s) contained in this Agreement is subject to any statutory or administrative limitations and is applicable to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rate(s) agreed to herein is predicated upon the conditions:

- (1) that no costs other than those incurred by the grantee/contractor or allocated to the grantee/contractor via an approved central service cost allocation plan were included in its indirect cost pool as finally accepted and that such incurred costs are legal obligations of the grantee/contractor and are allowable under the governing cost principles,
- (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs,
- (3) that similar types of costs have been accorded consistent treatment, and
- (4) that the information provided by the grantee/contractor which was used as a basis for acceptance of the rate(s) agreed to herein is not subsequently found to be materially inaccurate.

The elements of indirect cost and the type of distribution base(s) used in computing provisional rates are subject to revision when final rates are negotiated. Also, the rates cited in this Agreement are subject to audit.

B. **CHANGES:** The grantee/contractor is required to provide written notification to the indirect cost negotiator prior to implementing any changes which could affect the applicability of the approved rates. Changes in the indirect cost recovery plan, which may result from changes such as the method of accounting or organizational structure, require the prior written approval of the Division of Cost Determination (DCD). Failure to obtain such prior written approval may result in cost disallowances.

C. **NOTIFICATION TO FEDERAL AGENCIES:** A copy of this document is to be provided by this organization to other Federal funding sources as a means of notifying them of the Agreement contained herein.

D. **PROVISIONAL-FINAL RATES:** The grantee/contractor must submit a proposal to establish a final rate within six months after their fiscal year end. Billings and charges to Federal awards must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

Indirect costs allocable to a particular award or other cost objective may not be shifted to other Federal awards to overcome funding deficiencies, or to avoid restrictions imposed by law or by terms of the award.

E. SPECIAL REMARKS:

1. Indirect costs charged to Federal grants/contracts by means other than the rate(s) cited in this Agreement should be adjusted to the applicable rate(s) cited herein and be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program.
2. Grants, contracts and other agreements providing for ceilings as to the indirect cost rate(s) or amount(s) which are indicated in Section I above, will be subject to the ceilings stipulated in the grant or contract agreements. The ceiling rate(s) or the rate(s) cited in this Agreement, whichever is lower, will be used to determine the maximum allowable indirect cost on the contract or grant agreement.
3. Administrative costs consist of all **Direct** and **Indirect** costs associated with the management of an organization's programs. Organizations should refer to their contracts/grants terms and specific program legislation for the applicable definition of "Administrative Costs" and any related limitations.
4. The indirect cost pool includes the salaries and fringe benefits for the following positions:

Executive Director	Financial Officer
Executive Assistant	

The pool also includes the following non personal service costs:

Professional Fees	Travel & Conferences	Occupancy Costs
Miscellaneous Expenses	Materials and Supplies	Other Operating Costs

5. Fringe benefits include FICA, health/dental/life insurance, unemployment compensation, workers' compensation, and retirement.

ACCEPTANCE

**BY THE ORGANIZATION:**

Phoenix Indian Center, Inc.

(Grantee)

(b)(6)

(Signature)

Patricia K. Hibbeler

(Name)

Chief Executive Officer

(Title)

Date: 08.20.14

**BY THE COGNIZANT AGENCY ON BEHALF OF  
THE FEDERAL GOVERNMENT:**

U.S. Department of Labor

(Agency)

(b)(6)

(Signature)

Victor M. Lopez

(Name)

Chief, Division of Cost Determination

(Title)

Date: August 19, 2014

Negotiated By: Dr. James Turkvant

Telephone No.: (202) 693-4105

Turkvant.James.B@dol.gov

U.S. Department of Labor

Office of the Assistant Secretary  
for Administration and Management  
Washington, D.C. 20210



August 19, 2014

Ms. Patricia K. Hibbeler  
Chief Executive Officer  
Phoenix Indian Center, Inc.  
4520 North Central Avenue, Ste. 250  
Phoenix, AZ 85012

Dear Ms. Hibbeler:

Enclosed for your signature are two copies of an Indirect Cost Negotiation Agreement reflecting a Final rate for FYE 6/30/2013 and a Provisional rate for FYE 6/30/2014 and 6/30/2015. These documents reflect an understanding reached by your organization and the U.S. Department of Labor concerning indirect cost rates for use on grants and contracts funded by the Department and other Federal agencies.

Please sign and date each of the copies. Return one copy to Dr. James Turkvant and retain a copy for your files. Since the plan does not become effective until it is signed by a duly authorized representative of your organization, please give this matter your immediate attention.

Your next indirect cost proposal based upon your financial data for your fiscal year ending 6/30/14 will be due in this office no later than **December 31, 2014** and should be submitted to:

U. S. Department of Labor  
Division of Cost Determination  
200 Constitution Avenue, NW  
Room S-1510  
Washington, DC 20210

Attn: Dr. James Turkvant

Your indirect cost proposals must be supported using the enclosed checklist.

If you have any questions, please contact Dr. James Turkvant (202-693-4105) or our main office at (202) 693-4100.

Sincerely, ;

(b)(6)

VICTOR M. LOPEZ, Chief  
Division of Cost Determination  
Enclosure

(b)(6)

**Indirect Cost Proposal Checklist<sup>1</sup>**  
**Non-Profits and Commercial Organizations**

1. Submit once unless changes are observed:
  - 1a. Organizational chart,
  - 1b. Employee time sheet sample, providing for distribution of hours to direct/indirect functions.
  - 1c. Signed Cost Policy Statement.
  
2. An indirect cost rate proposal(s) providing the following:
  - 2a. Personnel Costs Worksheet, including fringe benefits breakdown.
  - 2b. Allocation of Personnel Worksheet, providing indirect/direct time charges.
  - 2c. Fringe Benefits Worksheet,
  - 2d. Statement of Total Costs, supporting the indirect and direct costs incurred by expense category, identified by Federal agency, specific government grant, contract, and other non-government activities.
  - 2e. Statement of Indirect Costs, including indirect cost pool(s), allocation base(s), and indirect cost rate(s) proposed.
  
3.  Audited financial statements, if available. If audited financial statements are not available, IRS Form 990 (non-profits) or compilation/review financial statements (for-profits) for the final rate proposal. Approved budget for provisional proposal, if needed. OMB A-133 supplemental information, if available. Note: The Statement of Total Costs (2d. above) must reconcile to Financial Statements. If not, please provide a reconciliation statement.
  
4.  Certification that the indirect cost rate proposal is:
  - 4a. prepared in a manner consistent with the applicable cost principles set forth in OMB A-122 for non-profits, or the Federal Acquisition Regulations (Part 31) for commercial organizations.
  - 4b. in compliance with the lobbying requirements of OMB Circular A-122 (Attachment B, paragraph 25) for non-profit organizations.The certifications should be signed by the President/Executive Director, or Comptroller/ CFO.
  
5.  A listing of grants and contracts by Federal agency, subagency, program office funding source (including ARRA - American Recovery and Reinvestment Act), award amount, period of performance, and the indirect cost (overhead) limitations (if any) applicable to each, such as, ceiling rates or amounts restricted by administrative or statutory regulations, applicable to the period(s) of the proposal(s). This listing must be supported with copies of the approved federal grants or contracts notification awards (1<sup>st</sup> page).

Note: For organizations receiving funding from DOL's Employment and Training Administration (ETA) or Job Corps, please ensure that the proposed individual compensation (salary and bonus) complies with salary limitations disclosed in ETA's TEGL 5-06 and/or Job Corps memo dated 1/13/09. These documents can be access through DCD's website – see link below. If applicable, two additional proposal worksheets (see 2b. and 2d above) may be needed; to show ETA and/or Job Corps rates reflecting unallowable compensation and prorated amounts.

If you have any questions, visit our website (see link below) for contact information.

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<sup>1</sup> Refer to the following website to obtain samples of indirect cost proposal exhibits, employee timesheet, certification and cost policy statement: <http://www.dol.gov/oasam/boc/dcd/>

## COMMERCIAL LEASE AGREEMENT

This Commercial Lease Agreement ("**Lease**") is made and effective November 12, 2012, by and between NAC 4520 N Central LLC ("**Landlord**") and Phoenix Indian Center, Inc. ("**Tenant**").

WHEREAS, Landlord is the owner of land and improvements commonly known and numbered as 4520 N Central Avenue, Phoenix, Arizona 85012 (the "**Building**").

WHEREAS, Landlord makes available for lease a portion of the Building designated as Suite 250 at 4520 N Central Avenue (the "**Leased Premises**").

WHEREAS, Landlord desires to lease the Leased Premises to Tenant, and Tenant desires to lease the Leased Premises from Landlord for the term, at the rental and upon the covenants, conditions and provisions herein set forth,

THEREFORE, in consideration of the mutual promises herein, contained and other good and valuable consideration, it is agreed:

### 1. Term.

A. Landlord hereby leases the Leased Premises to Tenant, and Tenant hereby leases the same from Landlord, for an "**Initial Term**" beginning January 1, 2013 and ending December 31, 2022. Landlord shall use its best efforts to give Tenant possession as nearly as possible at the beginning of the Lease term. If Landlord is unable to timely provide the Leased Premises, rent shall abate for the period of delay. Tenant shall make no other claim against Landlord for any such delay.

B. Total leasable square footage of the Leased Premises is 15,363 sq. ft. and is detailed in Attachment A.

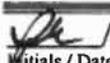
C. There is no renewal option.

D. In the event that Landlord is unable to refinance the existing indebtedness related to the Building on or before March 31, 2013, this Lease may be terminated at Tenant's option to provide for the renegotiation of the rental amounts set forth in Section 2 hereof.

### 2. Rental.

Tenant shall pay to Landlord during the Initial Term rental at the rate set forth on Attachment B. Each installment payment shall be due in advance on the first day of each calendar month during the lease term to Landlord at 4520 N Central Ave, Suite 600, Phoenix, AZ 85012 or at such other place designated by written notice from Landlord or Tenant. The rental payment amount for any partial calendar months included in the lease term shall be prorated on a daily basis. There is no security deposit required.

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### **3. Annual Cumulative Adjustment for Operating Expenses.**

In addition to the Rent, Tenant shall pay Landlord as additional rent at the end of each Landlord fiscal year, the Tenant's proportionate share of the amount by which the actual Operating Expenses (defined below) exceeded the Operating Expenses approved by Tenant. The annual increase in Operating Expenses is limited to 5% on a cumulative basis. Landlord shall determine Tenant's proportionate share based on the increase in allowable Operating Expenses and the percentage of total Building square footage that comprises the Leased Premises. Payment to Landlord shall be made in one single payment within 30 days of receipt of Additional Rent or over the next six (6) months of the Lease.

For purposes of this calculation, "Operating Expenses" shall include all expenses, costs and disbursements (other than taxes) of every kind and nature paid or incurred by Landlord in connection with the ownership, operation, maintenance and repair of the Building and underlying premises, except as follows:

- a) Cost of alterations to any tenant's premises;
- b) Principle or interest payments on Loans secured by mortgages or trust deeds on the Building and/or Land;
- c) Cost of capital improvements, except that such Operating expenses shall include the cost as amortized over such number of years as Landlord may reasonably determinate, with interest at the rate of percent (6%) per annum on the unamortized amount, of any capital improvements made or installed which in the Landlord's reasonable opinion, will have the effect of reducing any component cost included in Operating expenses; are made or installed to keep the Property in compliance with all governmental rules and regulation applicable from time to time; under generally applied real estate accounting practices may be expenses or treated as deferred expenses;
- d) Leasing commissions for space in the building.

### **4. Use.**

Notwithstanding the forgoing, Tenant shall not use the Leased Premises for the purposes of storing, manufacturing or selling any explosives, flammables or other inherently dangerous substance, chemical, thing or device.

### **5. Sublease and Assignment.**

Tenant shall have the right without Landlord's consent, to assign this Lease to a corporation with which Tenant may merge or consolidate, to any subsidiary of Tenant, to any corporation under common control with Tenant, or to a purchaser of substantially all of Tenant's assets. Except as set forth above, Tenant shall not sublease all or any part of the Leased Premises, or assign this

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Lease in whole or in part without Landlord's consent, such consent not to be unreasonably withheld or delayed.

#### **6. Repairs.**

During the Lease term, Landlord shall make, at Landlord's expense, all necessary repairs to the Leased Premises, unless such repairs are the result of damage caused by the Tenant or neglect by the Tenant to inform Landlord of the repair in order to prevent additional costs for the repair. Repairs shall include such items as routine repairs of floors, walls, ceilings, and other parts of the Leased Premises worn through normal occupancy, subject to the obligations of the parties otherwise set forth in this Lease.

#### **7. Alterations and Improvements.**

Tenant, at Tenant's expense, shall have the right following Landlord's consent to remodel, redecorate, and make additions, improvements and replacements of and to all or any part of the Leased Premises from time to time as Tenant may deem desirable, provided the same are made in a workmanlike manner and utilizing good quality materials. Tenant shall have the right to place and install personal property, trade fixtures, equipment and other temporary installations in and upon the Leased Premises, and fasten the same to the premises. All personal property, equipment, machinery, trade fixtures and temporary installations, whether acquired by Tenant at the commencement of the Lease term or placed or installed on the Leased Premises by Tenant thereafter, shall remain Tenant's property free and clear of any claim by Landlord. Tenant shall have the right to remove the same at any time during the term of this Lease provided that all damage to the Leased Premises caused by such removal shall be repaired by Tenant at Tenant's expense.

#### **8. Property Taxes.**

Landlord shall pay, prior to delinquency, all general real estate taxes and installments of special assessments coming due during the Lease term on the Leased Premises, and all personal property taxes with respect to Landlord's personal property, if any, on the Leased Premises. Tenant shall be responsible for paying all personal property taxes with respect to Tenant's personal property at the Leased Premises.

#### **9. Insurance.**

A. If the Leased Premises or any other part of the Building is damaged by fire or other casualty resulting from any act or negligence of Tenant or any of Tenant's agents, employees or invitees, rent shall not be diminished or abated while such damages are under repair, and Tenant shall be responsible for the costs of repair not covered by insurance.

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B. Landlord shall maintain fire and extended coverage insurance on the Building and the Leased Premises in such amounts as Landlord shall deem appropriate. Tenant shall be responsible, at its expense, for fire and extended coverage insurance on all of its personal property, including removable trade fixtures, located in the Leased Premises.

C. Tenant and Landlord shall, each at its own expense, maintain a policy or policies of comprehensive general liability insurance with respect to the respective activities of each in the Building with the premiums thereon fully paid on or before due date, issued by and binding upon some insurance company approved by Landlord, such insurance to afford minimum protection of not less than \$1,000,000 combined single limit coverage of bodily injury, property damage or combination thereof. Landlord shall be listed as an additional insured on Tenant's policy or policies of comprehensive general liability insurance, and Tenant shall provide Landlord with current Certificates of Insurance evidencing Tenant's compliance with this Paragraph. Tenant shall obtain the agreement of Tenant's insurers to notify Landlord that a policy is due to expire at least (10) days prior to such expiration. Landlord shall not be required to maintain insurance against thefts within the Leased Premises or the Building.

#### 10. Utilities.

Landlord shall pay all charges for water, sewer, and gas, electricity, used by Tenant on the Leased Premises during the term of this Lease unless otherwise expressly agreed in writing by Landlord. Tenant acknowledges that the Leased Premises are designed to provide standard office use electrical facilities and standard office lighting. Tenant shall not use any equipment or devices that utilize excessive electrical energy or which may, in Landlord's reasonable opinion, overload the wiring or interfere with electrical services to other tenants.

#### 11. Signs.

Following Landlord's consent, Tenant shall have the right to place on the Leased Premises, at locations selected by Landlord, a signs which is permitted by applicable zoning ordinances and private restrictions. Landlord may refuse consent to any proposed signage that is in Landlord's opinion too large, deceptive, unattractive or otherwise inconsistent with or inappropriate to the Leased Premises or use of any other tenant. Landlord shall assist and cooperate with Tenant in obtaining any necessary permission from governmental authorities or adjoining owners and occupants for Tenant to place or construct the foregoing signs. Tenant shall repair all damage to the Leased Premises resulting from the removal of signs installed by Tenant.

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**12. Entry.**

Landlord shall have the right to enter upon the Leased Premises at reasonable hours to inspect the same, provided Landlord shall not thereby unreasonably interfere with Tenant's business on the Leased Premises.

**13. Parking.**

During the term of this Lease, Tenant shall have the non-exclusive use in common with Landlord, other tenants of the Building, their guests and invitees, of the non-reserved common automobile parking areas, driveways, and footways, subject to rules and regulations for the use thereof as prescribed from time to time by Landlord. Landlord reserves the right to designate parking areas within the Building or in reasonable proximity thereto, for Tenant and Tenant's agents and employees. Tenant shall provide Landlord with a list of all license numbers for the cars owned by Tenant, its agents and employees. Tenant hereby leases from Landlord 50 in such structural parking area, such spaces to be monitored by the Tenant and assigned by Tenant.

**14. Building Rules.**

Tenant will comply with the rules of the Building adopted and altered by Landlord from time to time and will cause all of its agents, employees, invitees and visitors to do so; all changes to such rules will be sent by Landlord to Tenant in writing. The initial rules for the Building are attached hereto as Exhibit "A" and incorporated herein for all purposes.

**15. Damage and Destruction.**

Subject to Section 8 A. above, if the Leased Premises or any part thereof or any appurtenance thereto is so damaged by fire, casualty or structural defects that the same cannot be used for Tenant's purposes, then Tenant shall have the right within ninety (90) days following damage to elect by notice to Landlord to terminate this Lease as of the date of such damage. In the event of minor damage to any part of the Leased Premises, and if such damage does not render the Leased Premises unusable for Tenant's purposes, Landlord shall promptly repair such damage at the cost of the Landlord. In making the repairs called for in this paragraph, Landlord shall not be liable for any delays resulting from strikes, governmental restrictions, inability to obtain necessary materials or labor or other matters which are beyond the reasonable control of Landlord. Tenant shall be relieved from paying rent and other charges during any portion of the Lease term that the Leased Premises are inoperable or unfit for occupancy, or use, in whole or in part, for Tenant's purposes. Rentals and other charges paid in advance for any such periods shall be credited on the next ensuing payments, if any, but if no further payments are to be made, any such advance payments shall be refunded to Tenant. The provisions of this paragraph extend not only to the matters aforesaid, but also to any occurrence which is beyond Tenant's reasonable control and which renders the Leased Premises, or any appurtenance thereto, inoperable or unfit for occupancy or use, in whole or in part, for Tenant's purposes.

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**16. Default.**

If default shall at any time be made by Tenant in the payment of rent when due to Landlord as herein provided, Tenant agrees to pay late fees of **5% of the outstanding rent** and if said default shall continue for fifteen (15) days after written notice thereof shall have been given to Tenant by Landlord. In addition to the late charge described above, if any installment of rent is not paid promptly when due, it shall bear interest at the rate of 12% per annum, on all amounts that become owing to landlord and are not paid within 5 days of the due date until paid in full; provided, however, this provision shall not relieve Tenant from any default in the making of any payment at the time and in the manner required by this Lease. If default shall be made in any of the other covenants or conditions to be kept, observed and performed by Tenant, and such default shall continue for thirty (30) days after notice thereof in writing to Tenant by Landlord without correction thereof then having been commenced and thereafter diligently prosecuted, Landlord may declare the term of this Lease ended and terminated by giving Tenant written notice of such intention, and if possession of the Leased Premises is not surrendered, Landlord may reenter said premises. Landlord shall have, in addition to the remedy above provided, any other right or remedy available to Landlord on account of any Tenant default, either in law or equity. Landlord shall use reasonable efforts to mitigate its damages.

**17. Quiet Possession.**

Landlord covenants and warrants that upon performance by Tenant of its obligations hereunder, Landlord will keep and maintain Tenant in exclusive, quiet, peaceable and undisturbed and uninterrupted possession of the Leased Premises during the term of this Lease.

**18. Condemnation.**

If any legally constituted authority condemns the Building or such part thereof which shall make the Leased Premises unsuitable for leasing, this Lease shall cease when the public authority takes possession, and Landlord and Tenant shall account for rental as of that date. Such termination shall be without prejudice to the rights of either party to recover compensation from the condemning authority for any loss or damage caused by the condemnation. Neither party shall have any rights in or to any award made to the other by the condemning authority.

**19. Subordination.**

Tenant accepts this Lease subject and subordinate to any mortgage, deed of trust or other lien presently existing or hereafter arising upon the Leased Premises, or upon the Building and to any renewals, refinancing and extensions thereof, but Tenant agrees that any such mortgagee shall have the right at any time to subordinate such mortgage, deed of trust or other lien to this Lease on such terms and subject to such conditions as such mortgagee may deem appropriate in its discretion. Landlord is hereby irrevocably vested with full power and authority to subordinate this Lease to any mortgage, deed of trust or other lien now existing or hereafter placed upon the

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Leased Premises of the Building, and Tenant agrees upon demand to execute such further instruments subordinating this Lease or attorning to the holder of any such liens as Landlord may request. In the event that Tenant should fail to execute any instrument of subordination herein required to be executed by Tenant promptly as requested, Tenant hereby irrevocably constitutes Landlord as its attorney-in-fact to execute such instrument in Tenant's name, place and stead, it being agreed that such power is one coupled with an interest. Tenant agrees that it will from time to time upon request by Landlord execute and deliver to such persons as Landlord shall request a statement in recordable form certifying that this Lease is unmodified and in full force and effect (or if there have been modifications, that the same is in full force and effect as so modified), stating the dates to which rent and other charges payable under this Lease have been paid, stating that Landlord is not in default hereunder (or if Tenant alleges a default stating the nature of such alleged default) and further stating such other matters as Landlord shall reasonably require.

## 20. Security Deposit.

The Security Deposit shall be held by Landlord without liability for interest and as security for the performance by Tenant of Tenant's covenants and obligations under this Lease, it being expressly understood that the Security Deposit shall not be considered an advance payment of rental or a measure of Landlord's damages in case of default by Tenant. Unless otherwise provided by mandatory non-waivable law or regulation, Landlord may commingle the Security Deposit with Landlord's other funds. Landlord may, from time to time, without prejudice to any other remedy, use the Security Deposit to the extent necessary to make good any arrearages of rent or to satisfy any other covenant or obligation of Tenant hereunder. Following any such application of the Security Deposit, Tenant shall pay to Landlord on demand the amount so applied in order to restore the Security Deposit to its original amount. If Tenant is not in default at the termination of this Lease, the balance of the Security Deposit remaining after any such application shall be returned by Landlord to Tenant. If Landlord transfers its interest in the Premises during the term of this Lease, Landlord may assign the Security Deposit to the transferee and thereafter shall have no further liability for the return of such Security Deposit.

## 21. Notice.

Any notice required or permitted under this Lease shall be deemed sufficiently given or served if sent by United States certified mail, return receipt requested, addressed as follows:

If to Landlord to:

NAC 4520 N Central LLC

4520 N Central Ave, Suite 600

Phoenix, AZ 85012

 / 11.26.12  
Initials / Date

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If to Tenant to:

Phoenix Indian Center, Inc.  
4520 N Central Ave, Suite 250  
Phoenix, AZ 85012

Landlord and Tenant shall each have the right from time to time to change the place notice is to be given under this paragraph by written notice thereof to the other party.

**22. Brokers.**

Tenant represents that Tenant was not shown the Premises by any real estate broker or agent and that Tenant has not otherwise engaged in, any activity which could form the basis for a claim for real estate commission, brokerage fee, finder's fee or other similar charge, in connection with this Lease.

**23. Waiver.**

No waiver of any default of Landlord or Tenant hereunder shall be implied from any omission to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver and that only for the time and to the extent therein stated. One or more waivers by Landlord or Tenant shall not be construed as a waiver of a subsequent breach of the same covenant, term or condition.

**24. Memorandum of Lease.**

The parties hereto contemplate that this Lease should not and shall not be filed for record, but in lieu thereof, at the request of either party, Landlord and Tenant shall execute a Memorandum of Lease to be recorded for the purpose of giving record notice of the appropriate provisions of this Lease.

**25. Headings.**

The headings used in this Lease are for convenience of the parties only and shall not be considered in interpreting the meaning of any provision of this Lease.

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*Ph* / 11.24.12  
Initials / Date  
PIC11-12-12

Page 8

**26. Successors.**

The provisions of this Lease shall extend to and be binding upon Landlord and Tenant and their respective legal representatives, successors and assigns.

**27. Consent.**

Landlord shall not unreasonably withhold or delay its consent with respect to any matter for which Landlord's consent is required or desirable under this Lease.

**28. Performance.**

If there is a default with respect to any of Landlord's covenants, warranties or representations under this Lease, and if the default continues more than fifteen (15) days after notice in writing from Tenant to Landlord specifying the default, Tenant may, at its option and without affecting any other remedy hereunder, cure such default and deduct the cost thereof from the next accruing installment or installments of rent payable hereunder until Tenant shall have been fully reimbursed for such expenditures, together with interest thereon at a rate equal to the lesser of twelve percent (12%) per annum or the then highest lawful rate. If this Lease terminates prior to Tenant's receiving full reimbursement, Landlord shall pay the unreimbursed balance plus accrued interest to Tenant on demand.

**29. Compliance with Law.**

Tenant shall comply with all laws, orders, ordinances and other public requirements now or hereafter pertaining to Tenant's use of the Leased Premises. Landlord shall comply with all laws, orders, ordinances and other public requirements now or hereafter affecting the Leased Premises.

**30. Final Agreement.**

This Agreement terminates and supersedes all prior understandings or agreements on the subject matter hereof. This Agreement may be modified only by a further writing that is duly executed by both parties.

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Initials / Date  
PIC11-12-12

**31. Governing Law.**

This Agreement shall be governed, construed and interpreted by, through and under the Laws of the State of Arizona.

IN WITNESS WHEREOF, the parties have executed this Lease as of the day and year first above written.

NAC 4520 N CENTRAL LLC

(b)(6)

By: Diana Yazzie Devine  
Its: Manager

PHOENIX INDIAN CENTER, INC.

(b)(6)

By: ~~Patti Hibbeler~~ *PATRICIA R.*  
Its: Chief Executive Officer

*11.26.12*

*Oh* *11.26.12*  
Initials / Date  
PIC11-12-12

**ATTACHMENT A**

Phoenix Indian Center Leasable Square Footage details:

	<i>Calculations</i>	Leased Square Footage
<b>2nd floor - Suite 250</b>		<b>14,129</b>
	<i>2nd floor entire square footage</i>	14,129
<b>6th floor - IT room</b>		<b>138</b>
	<i>6th floor entire space</i>	14,129
	<i>IT room equals 1% of the entire 6th floor</i>	
<b>6th floor - Conference room (1/3 space of total space)</b>		<b>491</b>
	<i>1,473 conference space total</i>	1,473
<b>6th floor common area</b>		<b>87</b>
	<i>6th floor common area 2,650</i>	2,490
	<i>Percentage of leased 6th floor space</i>	3%
<b>1st floor common area</b>		<b>518</b>
	<i>1st floor common area is based on building load X total 1st floor common space</i>	
	<i>Total 1st floor common area 2,881</i>	2,881
	<i>Total leased square footage on floors 2 and 6</i>	14,851
	<i>Building load is total leased square footage divided by total building square footage</i>	84,774
	<i>Building load</i>	18%
<b>Total Leasable Square Footage -</b>		<b>15,363</b>

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 Initials / Date  
 PIC11-12-12

**ATTACHMENT B**

**Rent Schedule**

<b>Lease dates</b>	<b>Square footage rent</b>	<b>Total Leaseable Square Footage</b>	<b>Total Annual rent</b>
1-1-13 - 12-31-13	\$ 16.00	15,363 \$	245,808.00
1-1-14 - 12-31-14	\$ 16.00	15,363 \$	245,808.00
1-1-15 - 12-31-15	\$ 16.00	15,363 \$	245,808.00
1-1-16 - 12-31-16	\$ 17.00	15,363 \$	261,171.00
1-1-17 - 12-31-17	\$ 17.00	15,363 \$	261,171.00
1-1-18 - 12-31-18	\$ 18.00	15,363 \$	276,534.00
1-1-19 - 12-31-19	\$ 18.00	15,363 \$	276,534.00
1-1-20 - 12-31-20	\$ 18.00	15,363 \$	276,534.00
1-1-21 - 12-31-21	\$ 20.00	15,363 \$	307,260.00
1-1-22 - 12-31-22	\$ 20.00	15,363 \$	307,260.00

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*[Signature]* 11/26/12  
Initials / Date  
PIC11-12-12

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

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

Name of Institution/Organization

Phoenix Indian 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	238,000.00	245,140.00	252,494.00	260,069.00		995,703.00
2. Fringe Benefits	49,980.00	51,479.00	53,024.00	54,614.00		209,097.00
3. Travel	6,183.00	7,000.00	7,000.00	7,000.00		27,183.00
4. Equipment	6,000.00	500.00	500.00	500.00		7,500.00
5. Supplies	37,500.00	37,500.00	37,500.00	37,500.00		150,000.00
6. Contractual	36,800.00	36,800.00	36,800.00	38,800.00		149,200.00
7. Construction						
8. Other	56,024.00	56,625.00	57,243.00	57,881.00		227,773.00
9. Total Direct Costs (lines 1-8)	430,487.00	435,044.00	444,561.00	456,364.00		1,766,456.00
10. Indirect Costs*	64,573.00	65,257.00	66,684.00	68,455.00		264,969.00
11. Training Stipends						
12. Total Costs (lines 9-11)	495,060.00	500,301.00	511,245.00	524,819.00		2,031,425.00

**\*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: 07/01/2013 To: 06/30/2015 (mm/dd/yyyy)

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

The Indirect Cost Rate is 15.30 %.

(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 Phoenix Indian Center, Inc.	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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:
Ms.	Patricia	K	Hibbeler	

Address:

Street1:	4520 N Central Ave
Street2:	Suite 250
City:	Phoenix
County:	Maricopa
State:	AZ: Arizona
Zip Code:	85012-7814
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
602-264-6768	602-274-7486

Email Address:

phibbeler@phxindcenter.org

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #:

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.