

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

APPLICATION FOR GRANTS
UNDER THE

Indian Education Discretionary Grant Programs—Native Youth Community Program

CFDA # 84.299A

PR/Award # S299A220057

Grants.gov Tracking#: GRANT13599880

OMB No. 1810-0722, Expiration Date: 06/30/2023

Closing Date: Apr 19, 2022

PR/Award # S299A220057

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Abstract

The purpose of the Phoenix Indian Center – College and Career Readiness (PIC CCR) program is two- fold: First, to provide interventions focused on increasing high school graduation rates for American Indian (AI) students in the Phoenix area; Second, to promote career training initiatives that empower AI students to be college and career ready, with a focus on promoting the education field. Expected outcomes include: increased academic progression and graduation; increased readiness to achieve employment and post-secondary opportunities; increased self-confidence; and increased collaboration among partnering AI organizations. To achieve these broad goals, PIC CCR 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 and educators through a twelve-month program.

For this application, PIC is applying under *Competitive Priority 1: Tribal Lead Applicant*. The Phoenix Indian Center was originally established in 1947, incorporated with the State of Arizona as a private non-profit "501(c)(3)" status in 1954, making it the oldest urban-based nonprofit organization serving the needs of American Indians. The Mission of the PIC is to serve the American Indian community with culturally relevant youth services, language and culture revitalization programs, education and workforce development. PIC envisions a healthy and thriving Indian Country, leading with the core values of integrity, accountability, adaptability and innovation and respect.

Today, the Center is the primary resource of social, economic, educational, leadership, employment and training for urban American Indians residing in Maricopa County. Infused into all programming at PIC is a cultural component of what it means to be American Indian

in an urban environment. Guided by a majority American Indian Board of Directors, PIC focuses on a target population of urban Native Americans who traditionally were located in Central Phoenix, but who have moved into other parts of Maricopa County.

Among the activities and program components, PIC aims to provide students with opportunities to explore many career and college opportunities, including educational opportunities. Program components include after-school programming, internships, college prep camps, cultural classes, and mentoring. Program staff are Indigenous, and AI youth can see themselves reflected in leadership positions.

The PIC CCR program will serve 250 AI youth throughout the greater Phoenix area, with an emphasis on the Phoenix Union High School district boundaries. Site locations will be at various high schools, as well as at the Phoenix Indian Center located in Central Phoenix.

The program participants will be identified and recruited from a variety of ways. PIC staff attend college and career fairs where students are introduced to the programming offered at PIC; the LEA partner, Phoenix Union High School District (PUHSD), promotes the CCR program to AI youth at high schools within the service area; other AI service providers are able to refer into the program. Youth complete an intake and are eligible to participate in any of the program components offered throughout the year.

One of the partners on this project is the Navajo Nation. They are a federally recognized tribe with the largest number of American Indians residing in the greater Phoenix area. The Navajo Nation is selected as the tribal partner due to the high percentage of Navajo students attending schools within PUHSD. As a partner, the Navajo Nation will provide input and advise on cultural and programmatic activities as they are implemented.

A) Need for the project

The Phoenix Indian Center: College and Career Readiness (PIC CCR) Program addresses critical and well-documented needs in the urban American Indian (AI) community as identified by qualitative and statistical data from a variety of sources. Recent state and local data show that American Indian 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 general categories: low academic achievement; substance abuse – alcohol & marijuana; lack of connection to culture; high mobility; and 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 (ADE) (2020) indicates that AI youth have the highest reported drop-out rates and the lowest levels of academic achievement in the state. The ADE split AI data for the 2020 Indian Education Annual Report into low-density and high-density schools; low-density schools are defined as schools with less than 25% AI enrollment; high-density schools are defined as 25% or greater AI enrollment. In Maricopa County, only 1% of schools classify as high-density.

For 2019, the last year reported due to COVID-19, 75% of AI students in low-density schools fell below performance standards statewide in both math and reading. This is in comparison to 44% of White and 68% of Hispanic students who fell below performance standards. The Phoenix Union High School District (PUHSD) is a large urban area school district that partners with the Phoenix Indian Center as the LEA for this project. This school district has a higher-than-average enrollment of American Indian students due to the proximity to local tribal reservations (many students live on the reservation and attend schools

within this District). The academic patterns reported by our partnering LEA 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 this district. The combination of absenteeism and low academic achievement levels lead to a high school drop-out rate for American Indian youth of 6%, much higher than the District averages of 2.8%.

Under-age alcohol and marijuana use is also a major barrier for American Indian youth across Arizona. The state's 2020 Arizona Youth Survey reveals that 31.3% of AI students report trying alcohol in their lifetime. 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; 16.9% of AI students report using marijuana within the last 30 days, as compared to 12.4% of their peers.

The Phoenix Indian Center conducted youth and parental focus groups during the spring of 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-20th 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 AIs 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.” Sadly, many who moved to Phoenix during this time were children, taken directly from their families and forced to attend the Phoenix Indian School, one of several of such boarding schools nationwide. This practice has contributed to generational distrust of the education system. This social disruption translated into systemic and long-term challenges for the urban AI population and is prevalent at different levels for all AI youth living both on and off the reservation due to the proximity to the city.

The PIC CCR program services youth from many tribal backgrounds with a majority from the Navajo Nation. There are also youth who have little or no contact with their affiliated tribal community due to proximity. Even for youth living on the partnering reservation, 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, who live on the margins of both the traditional and the majority cultures, through attending urban schools, 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 the targeted youth. PIC was 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 was 36%. Students moved on and off the local reservations and they also changed schools (sometimes within the same urban area) numerous times. This back-and-forth pattern for more than 1/3 of the youth is unique and contributes to their low educational attainment and low cultural awareness.

Issues related to poverty are the final barrier facing many of the targeted AI 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 AI youth to be successful at school. These issues relating to poverty have been linked to low student performance.

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

According to the 2020 Census, 30% of all American Indian households in Maricopa County are classified as poor. This rates is two times those of the State (15%) three times of the County (13%). In greater Phoenix, 37% of all American Indian children, under 18 years of age are considered to be living in poverty.

PIC CCR partnering agencies described lack of student access to needed health and dental services as common. Health disparities continually show that Native Americans suffer more when compared to the general U.S. population. These disparities include alcoholism, suicide, heart disease, type II diabetes and more. Local service providers Native Health and 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.

Based on the above data, it is evident that urban AI youth in the greater Phoenix area are in need of programming to assist with college and career goals. We know of no other agency, other than PIC, within Maricopa County that is taking such a comprehensive approach to the challenge of improving education and career outcomes for AI 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 the 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.

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. This project takes the 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. *PIC CCR* is different because the staff infuse the

values and traditions of AI communities and provide for career planning in a culturally respectful manner. As described below, the wrap-around services offered by the project specialists also set the *PIC CCR* 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 collegebound 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 address 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.

The partnering LEA has a Native American Education Program that employs American Indian staff to assist AI students. Having AI staff work with students in the school setting is important as youth see someone with potentially similar life experiences and shared worldview succeed in the education field. 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 LEA also has access to Title I funds (part of the Elementary and Secondary Education Act) which provides limited funding for low-income families and students.

PIC CCR represents the one existing local program that is taking a comprehensive approach to improving outcomes for AI high school youth. PIC CCR, previously called 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 was 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 youth participants AI role models and a unique understanding of American Indian culture and values. The 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 these services. The partners of the PIC CCR program have worked together for several 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.

Figure 1. Support and services for AI students

Agency	Programs and services
Navajo Nation	Federally recognized tribe with the largest number of American Indians residing in the greater Phoenix area. The Navajo Nation is selected as the tribal partner due to the high percentage of Navajo students attending schools within PUHSD. As a partner, the Nation will provide input on cultural and programmatic activities.
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 services; provides homeless and housing services to PIC CCR participants
Maricopa Community College District	Network of community colleges serving more than 220,000 students. Programs offered lead to two-year associate degree and occupational certificates. Will assist with facility resources, level current bridging resources and collaborative planning with PIC CCR program.
Phoenix Indian Center (PIC)	Founded in 1947; Lead 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.
Phoenix Union High School District (PUHSD)	Includes nearly 800 Native students; home to inner city high schools like Central and Trevor Browne where many Navajo Nation students attend high school. Employ Native American advisors at the schools. Provides Native American program specialists, JOM and Title VII funded activities

Specifically, the Phoenix Indian Center provides program management, staffing, transportation, and funding for administration/implementation of project activities. Phoenix Union High School District and Navajo Nation will identify and refer the program participants. The school district provides direct academic support and are one source of data about participants' academic progress. Native American Connections is a culturally competent

social service agency 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.

B) Project Design

The PIC CCR 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 AI 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 developed 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 designed 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. These included the imperative of knowing ancestry, embracing kinship, and emphasizing oral traditions (Reeves, Dustman, Harthun, Kulis, & Brown, 2013). Data from the study show positive 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 PIC CCR project and provides the targeted American Indian youth with a comprehensive community approach as shown in figure 2 below.

Figure 2. Wholistic model approach for CCR



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 the PIC CCR 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), PIC also modeled its College and Career Readiness program from the model Exploring Career and College Options (ECCO) - Research on over 18 Career Academies. With the help of Bloom Associates and in partnership with the National Academy Foundation and the Center for College and Career, 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 consist of a cohort-based two-week summer session with visits to local worksites and college campuses; and a series of in-class lessons that culminates in mentorship and work internships.

Goals, Objectives, and Outcomes

The proposed PIC CCR program purpose is two- fold: First, to provide interventions focused on increasing high school graduation rates for AI students; second, to promote career

training initiatives that empower AI students to be college and career ready, with a focus on promoting the education field. To achieve these broad goals, PIC CCR 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 and educators through a twelve-month program. It is anticipated that this program will serve 250 AI youth each year.

As the PIC CCR program is currently running on previously secured funding, the program activities start in the summer and continue through the school year. Due to the federal funding cycle of an October 1 start and school years in Arizona beginning in late July/early August, the program layout may look reversed. Students will be recruited during Quarters 3 and 4 of the previous funding year and continue with programming through funding quarters 1 and 2 of the following year. Although an open-entry program, the majority of the participants are identified and accepted into the program by the end of June. In June/July, they engage in a highly-focused one-week “**college prep**” **camp** which provides participants with a college experience at a local partner college or university. Students will take a tour of the campus, including the education department, take course instruction, and may experience living on campus. The PIC CCR program also has a **mentorship** aspect, where program specialists host lunchtime sessions with AI youth at different partner high schools and bring in a guest speaker to discuss various career topics. Program Specialists will ensure that at least two of the sessions focus on ways students can pursue a career in education, and the various forms that can take. Throughout the sessions, participants will create their vision boards to be completed by the end of the school year. The vision board will pertain to their vision for their college and career aspirations.

Beginning in August, the participants attend **cultural classes** focusing on strengthening cultural identity; these classes run quarterly throughout the program year. PIC staff attend **College and Career Fairs** where they recruit participants and share the different ways PIC CCR program can assist AI students as they prepare for college/careers. PIC CCR offers the **Youth 2 Work** program where enrolled students complete job readiness workshops with the opportunity to continue to a paid internship during the summer or winter break, if qualified.

Program specialists 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.

Figure 3. PIC CCR Program components

Activity Title	What	When/How Often
Summer College Prep Camp	One week (5 day) camp; includes touring the campus; experiencing class instruction and essentially getting a look into college life.	Once per year in June/July 5 consecutive weekdays
Cultural Classes	Classroom cultural sessions where culture is embedded in each session. Students learn various skills such as drum making and ribbon skirt, making with a chance to learn cultural ways as a protective factor.	Quarterly
Mentor Component	Program specialists visit schools to provide lunchtime mentorship to AI students through workshops/presentations on various career and college topics, including teaching, to further engage in the workforce and navigating career pathways	Monthly sessions in 3 designated schools
College and Career Fair	Community fairs with college representatives	As requested

Youth 2 Work	Job readiness workshops for junior and seniors that once complete, transition to paid internships	Three weeks in summer; two weeks over Winter break
Youth Leadership Day	Annual event that brings AI leaders together to speak power over generational thinking patterns to honor, create and build resilience.	Annual event
F.I.N.A.L Youth Council	20 youth sign up at the beginning of each school year; build skill set by being involved in various program components and activities	Bi-weekly meetings
Partner Meetings	Meetings to discuss and coordinate activities	As required

PIC CCR Program Goals

Goal 1- By the end of the program year, 70% of 250 registered program participants will advance to the next grade level as evidenced by school data and self-reported data.

Goal 2 – By the end of the program year, 80% of 250 registered program participants will report 5% greater self-confidence in achieving college and career goals as measured by pre/post survey data.

Goal 3- By the end of the program year, 90% of program partners will report 5% increased capacity to provide services to AI youth as measured by satisfaction surveys.

College and Career Readiness Objectives				
Goal #	Objectives	Activities	Outputs	Outcomes
1	CCR 1: Within one year of programming, at least 70% of the 250 participants will increase their secondary education achievement, retention, and graduation rates as measured by self-reporting surveys.	Mentoring; cultural classes; program manager 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
2	CCR 2: By the end of each programming year, 80% of 250 participating students will increase their knowledge and skills related to CCR as measured by pre/post survey data.	Cultural classes; One week college prep camp; mentoring support; Youth 2 Work	# of students attending mentorship; 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
1	CCR3: Within one year of program completion/graduation, 70% 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
Family/Support Objectives				

1	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 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
1	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.	Parental involvement activities; cultural classes; Mentoring	Number of parents and guardians, attendance, number and variety of support activities	Reduced risky behaviors, and increased listing of protective factors
Youth Culture and Leadership Objectives				
3	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 by retrospective self-reflective surveys	Cultural activities; Embedded curriculum; Native advisors and staff mentoring, Youth Leadership Day	Number of students; program attendance; depth and selection of topics and speakers	Increased student self-confidence/awareness; Increased student connection to social fabric

3	YCC 2: By the end of one year of programming, 80% 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, Youth Council	Number of students, business status, involvement levels	Returning alumni; increased student confidence/efficacy; participants identify themselves as current or future community leaders
Community Partnership Objectives				
3	CP 1: Annually, 95% of project partner will report increased capacity, coordination, and reach from their combined efforts as reported in their annual evaluation surveys.	Coordination meetings; ongoing correspondence by video conferencing, email or phone.	Number of individuals and partnering agencies; meeting attendance and input quality; Number of services and connectors to participant; Partner surveys	Effective/collaborative programming and coordination of services
3	CP 2: 100% of partners identified for this project will attend as needed organizing meetings and support the ongoing design and sustainability of the project as measured by meeting minutes and focused discussions.	As needed coordination and 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 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.

The program objectives and activities are designed to address the 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 PIC CCR participant can remain fully engaged in school. For the participants, it is truly a promise to help each student 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 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 past program participant 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. PIC CCR 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.

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 PIC CCR program, i.e. drug and alcohol prevention, culture, college and career readiness program models blended. Please see the program logic model below.

C) Project Personnel

The Phoenix Indian Center is an organization that encourages job applicants from all abilities, genders, ages, and races. In accordance with the Indian Preference Regulations, preference for employment is given to American Indians. PIC advertises job opportunities on a variety of different websites and platforms. This is important when working with youth serving college and career programming because the youth need to see others from similar backgrounds having successful careers and know there are opportunities for them to do the same. On this project, there is one program specialists to be hired.

The Program Manager, and thus project director, on this project is [REDACTED]. Ms. [REDACTED] has a Bachelor of Arts degree from Quinnipiac University and has been working in management positions for the past five years. Currently, she manages the daily contract deliverables of several grant funded projects at PIC, including the PIC CCR program. She assists with outreach and community events with Maricopa County. She is responsible for organizing educational and cultural events for youth.

The Program Specialists for this program are [REDACTED] and [REDACTED]. [REDACTED] is Navajo and grew up in a traditional family and learned the native practices and ceremonies of the Navajo people. He has worked his entire career for AI youth and finds the work very rewarding. [REDACTED] family originated from the village of Alou in American Samoa but grew up on the Navajo Reservation. He has been working with youth in the Phoenix area for 15 years. He has a Bachelor's degree in Educational Studies from Grand Canyon University and a Master's degree in Human Relations from the University of Oklahoma. Outside of work, [REDACTED] continues to work with youth in the capacity of a high school football coach. Please see resumes for each staff member in attachments.

D) Project Services

Each agency previously identified is an expert in their service area and are committed to providing strategic direction for the PIC CCR Program. The partners involved in this program have successfully worked together for the past five years of delivering the PIC CCR project.

This funding allows us to continue the established program, serving over 250 youth and continuing a strong mentorship program. Each Project Specialist 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 comprehensive and target all aspects of the student and their family life.

Partner meetings, with representatives of each partner, will be held on an as needed basis to discuss previous and future activity along with building a strong partnership positioned for success. Partners are in close communication and able to problem solve any issues that arise on an as needed basis. Evaluation reports will be shared quarterly with the summative, and the year-end report shared once completed.

This project directly responds to the needs of the local community as described in the above need for the project section. 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 were 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.

In its pilot year, the PIC CCR 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 worked together over many years providing each other technical assistance and support along with working together on collaborative projects. The tribe and PIC implemented community Gathering of Native Americans (GONA), a process to bring communities together. This collaborative process will continue through this project.

The Future Inspired Native American Leaders (F.I.N.A.L) Youth Council have a very active role in the planning of program activities. The council, comprised of AI high school students, meet biweekly and contribute to the direction of the PIC CCR program, ensuring youth buy-in and participation.

E. Management Plan

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

Figure 5. Project Management Plan
Year 1

Activity	Responsibility	Measure	Year 1			
Management						
Initial partner “kick-off” meeting on grant award notice	██████████, CEO of PIC to convene.	Attendance of all partners, at least 1 representative; approved action plan	Q1 X	Q2	Q3	Q4
Positions posted and recruitment underway	██████████, Program Manager	Targeted recruitment of AI professionals plus position acceptance	Q1 X	Q2 X	Q3	Q4
Program staff meeting	██████████, Program Manager	Action steps outlined for theyear; position descriptions and reporting lines clarified	Q1 X	Q2 X	Q3	Q4
Mid-year status meeting	██████████, Program	Meeting minutes with detailed feedback and updates from partners	Q1	Q2	Q3 X	Q4

	Manager					
Year end status meeting and program evaluation review	██████████, Program Manager, Project evaluator	Meeting minutes with detailed feedback and updates from partners	Q1	Q2	Q3	Q4 X
Programming						
Cohort recruitment for services	Partner agencies	Student application log	Q1	Q2	Q3 X	Q4 X
Student services begin for new cohort	PIC Staff	Navigator profiles, attendance logs	Q1 X	Q2 X	Q3	Q4
Monthly collaborative meetings underway	██████████, Program Manager	Meeting minutes with detailed feedback and updates from partners	Q1	Q2 X	Q3 X	Q4 X
Recruitment and program planning begins for next year	PIC Staff, Partners	Meeting minutes, LEA feedback	Q1	Q2	Q3	Q4 X
Evaluation						
Evaluator meets with partners to share evaluation plan	██████████, Program Manager; Project Evaluator	Meeting minutes, feedback correspondence	Q1 X	Q2 X	Q3	Q4
Process and output data collection underway	██████████, Program Manager; Project evaluator	Correspondence with Program Manager	Q1	Q2 X	Q3 X	Q4 X
First year process report delivered to partners	██████████, Program Manager; Project evaluator	Process report and supporting documentation with PIC	Q1	Q2 X	Q3 X	Q4 X

Subsequent Years

Activity	Responsibility	Measure	Year			
Programming						
Student recruitment	Program Specialists	Student application log	Q1	Q2	Q3 X	Q4 X

1 week college prep camp	Program Specialists, partners	Navigator profiles, attendance logs; career assessments	Q1	Q2	Q3 X	Q4
Cultural classes	Program Specialists, partnering agencies	Attendance logs; workshop surveys	Q1	Q2 X	Q3 X	Q4 X
Monthly collaborative meetings underway	Program Manager	Meeting minutes with detailed feedback and updates from partners	Q1 X	Q2 X	Q3 X	Q4 X
Student support services delivered	Program Specialists	Student profile logs	Q1 X	Q2 X	Q3 X	Q4 X
Mentoring support	Program Manager; Program Specialists	Student profile logs	Q1 X	Q2 X	Q3 X	Q4 X
Recruitment and program planning begins for next year	PIC Staff, Partners	Student application log; meeting minutes	Q1	Q2	Q3 X	Q4
Management						
Weekly program staff meeting	Program Manager and staff	Action steps outlined for the year; position descriptions and reporting lines clarified	Q1 X	Q2 X	Q3 X	Q4 X
Mid year status meeting	Program Manager	Meeting minutes with detailed feedback and updates from partners	Q1	Q2 X	Q3	Q4
Year end status meeting and program evaluation review	Program Manager, project evaluator	Meeting minutes with detailed feedback and updates from partners	Q1	Q2	Q3	Q4 X
Evaluation						
Data collection	Evaluator, LEA partners	Correspondence with Program Manager + LEAs	Q1 X	Q2 X	Q3 X	Q4 X
Mid-year evaluation report delivered	██████████, Program Manager; Project evaluator	Hard copy report and supporting documentation with PIC	Q1	Q2	Q3 X	Q4
Year-end evaluation report delivered	██████████, Program Manager; Project evaluator	Hard copy report and supporting documentation with PIC	Q1	Q2	Q3	Q4 X

F) Evaluation Plan

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 required. The external evaluator on this project will be the Arizona State University Southwest Interdisciplinary Research Center, Office of Evaluation and Partner Contract (SIRC). SIRC works in partnership with local, city, county, state and national non-profit, governmental agencies, to perform evaluations and disseminate findings that support effective research-based interventions aimed at preventing, reducing and eliminating health disparities. They will design and perform evaluations, provide training, and disseminate findings aimed at project goals and outcomes.

The project evaluation will include information on the extent to which the project is meeting its objectives, delivering the projected activities, and how effective the project 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 data to inform continuous program improvement and to ensure fidelity to the proposed program design. Please see the table below (Figure 6) for details on how the project objectives and outcomes will be evaluated.

Figure 6. Evaluation Matrix

College and Career Readiness Objectives	
Objective	Measures
CCR 1: Within one year of programming, at least 70% of the 250 participants will increase their secondary education achievement, retention, and graduation rates as measured by self-reported data.	Program attendance tallies, participant focus groups/interviews, youth self-reported surveys
CCR 2: By the end of each programming year, 80% of 250 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 interviews
CCR3: Within one year of program completion, 80% 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
Family/Support Objectives	
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; project specialists case notes.
FS 2: 80% of participants will report more protective factors, an increased sense of belonging, and less ATOD risky behavior as measured by pre/post surveys.	Cultural class self-reflective survey; Arizona Youth Survey, and ADHS Core Instruments for Adolescents
Youth Culture and Leadership Objectives	
Objective	Measures

YCC 1: By the end of one year of programming, 80% of participants will report an increase in their cultural identity and awareness as measured self-reflective surveys.	Pre-post activity or program survey; program
YCC 2: By the end of one year of programming, 80% of participants will report an increase in their leadership and self-confidence/efficacy as measured by pre/post survey.	Student self-assessment survey
Community Partnership Objectives	
Objective	Measures
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); satisfaction forms
CP 2: 100% of partners identified for this project will attend as needed organizing meetings and support the ongoing design and sustainability of the project	Document review (meeting minutes and project correspondence)

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 proposal. These data will be reported back to staff and the collaborating partners, at least quarterly. 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 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

Figure 7. 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 Service 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 forms
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

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



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

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Phoenix Indian Center

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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	175,000.00	183,750.00	192,938.00	202,584.00	212,714.00			966,986.00
2. Fringe Benefits	36,750.00	38,588.00	40,517.00	42,543.00	44,670.00			203,068.00
3. Travel	8,284.00	3,697.00	8,280.00	3,907.00	6,551.00			30,719.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	33,700.00	27,700.00	12,000.00	9,700.00	3,800.00			86,900.00
6. Contractual	138,000.00	138,000.00	138,000.00	133,000.00	124,000.00			671,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	31,600.00	31,600.00	31,600.00	31,600.00	31,600.00			158,000.00
9. Total Direct Costs (lines 1-8)	423,334.00	423,335.00	423,335.00	423,334.00	423,335.00			2,116,673.00
10. Indirect Costs*	76,666.00	76,665.00	76,665.00	76,666.00	76,665.00			383,327.00
11. Training Stipends								
12. Total Costs (lines 9-11)	500,000.00	500,000.00	500,000.00	500,000.00	500,000.00			2,500,000.00

***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: 07/01/2021 To: 06/30/2022 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): US Department of Labor
 The Indirect Cost Rate is 18.11%.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) – Are you using a rate that:
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S299A200067

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