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 # S299A220062

Gramts.gov Tracking#: GRANT13600000

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

Closing Date: Apr 19, 2022

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Grantee: Dallas Inter-Tribal Center

PR#: S299A220062

Project Name: Urban Inter-Tribal Center of Texas (UITCT) Native Youth Community Program (NYCP)

Number of Students Served: 222,053 (Focus area North Texas); 749,958 (State of Texas)

Tribe(s): 175 Federally Recognized tribes, including the Choctaw Nation, Cherokee Nation, Muscogee (Creek) Nation, Chickasaw Nation, Navajo Tribe, Comanche Indian Tribe, Mississippi Band Choctaw Indians, Seminole Nation, Kiowa Indian Tribe, Citizen Potawatomi Nation

Location: Texas

Grade Level(s): K – 12th Grades

Funding Amount: $450,000.00

Abstract

Objective: The Native Pathways Program aims to reclaim cultural awareness and education and to integrate best practices that support improved career and college readiness. This project is informed by existing needs, data analysis, and best practices proven to improve college and career readiness outcomes for Native American (NA) students.

Population Served: This program serves K–12 American Indian/Alaska Native (AIAN) youth, with a focus on North Texas and a broader service area of the entire state of Texas.

Primary Activities: Identified 'at-risk' students participate in customized tutoring plans developed by the Education Coordinator and their school districts. Parents and schools refer students for consideration on an ongoing basis. To increase culture and educational opportunities, local AI/AN college-level students and instructors provide these services when possible. The Education Coordinator and UITCT's Administrative Assistant develop and maintain a list of qualified tutors. The program centers on three goals: (1) Reclaim and increase cultural awareness and education amongst AI/AN students, (2) Increase equity in educational opportunities for low-income AI/AN students, and (3) Provide increased tutoring for 'at-risk' youth on an ongoing basis.

Outcomes: This project will (1) Increase levels of cultural awareness and education; (2) Improve family engagement between AI/AN students and their parents; (3) Improve access to educational opportunities for low-income AI/AN students; (4) Improve career and college readiness data amongst participants; (5) Improve graduation rates amongst 'at-risk' students, and (6) Improve local college and career readiness data amongst participants.

Abstract

Applicant Name: Urban Inter-Tribal Center of Texas

Area(s) Served by Grant: North Texas

Project Name: Native Pathways Program

Summary of Program Activities

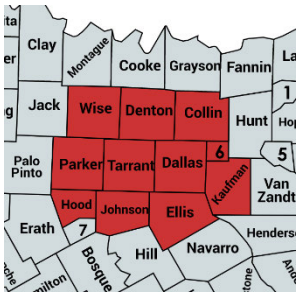
The Urban Inter-Tribal Center of Texas (UITCT) is requesting funding under the Office of Indian Education's Native Youth Community Projects (NYCP) for our upcoming Native Pathways Program, which will aim to reclaim cultural awareness and education amongst American Indians and Alaskan Native youth in North Texas and integrate best practices that support improved career and college readiness. This project is informed by existing needs, data analysis, and best practices that have been proven to improve college and career readiness outcomes for Native American students. Outcomes through this project's performance period will include:

1. Increased Levels of Cultural Awareness and Education
2. Increased College and Career Readiness
3. Improved Graduation rates
4. Increased Family Engagement
5. Increased equity in educational opportunities for low-income AI/AN students

Applicant Point of Contact: Adam Shorter, Operations Director, (214) 941-1050, [redacted]

A. Need for Project

The Urban Inter-Tribal Center of Texas ("the Center") is an eligible Urban Indian Organization representing over 749,958 Native Americans and Alaskan Natives in the state of Texas. Native American and Alaskan Natives in the state of Texas—as in other places—are impacted by the long-term consequences of historical trauma due to loss of tribal lands and identity, suppression of cultural and spiritual beliefs, boarding schools, and relocation programs in the 1950s and 1960s (Fixico, 1986). These consequences include loss of cultural connectedness and a subsequent impact on overall education, health, employment, child welfare, and engagement with the criminal justice system. This is evidenced by high rates of violence, substance abuse, unresolved grief and loss, depression, and suicide (Brave Heart & Debruyn, 1998; Evans-Campbell, 2008). The targeted underserved population for this project are Native American and Alaskan Native (NA/AN) K-12 students residing in our North Texas service area. According to data from the U.S. Census Bureau's 2020 American Community Survey, there are an estimated 222,053 residing in the North Texas region, making this area home to one of the largest concentrations in the country.



The Urban Inter-Tribal Center of Texas is located in Dallas, Texas, and assumes a geologically defined area of several counties within the North Texas region for the provision of various other programs and services (see map). North Texas is considered to include the area south of Oklahoma, east of Abilene, west of Paris, and north of Waco. These counties include Collin, Dallas, Denton, Ellis, Hill, Hood, Johnson, Kaufman, Parker, Rockwall, Tarrant, and Wise counties. ***The proposed project will serve K-12 Native American and Alaskan Native (NA/AN) students residing in our service area.***

Tribal Overview: Our current service area includes members from over 175 different federally recognized tribes, including the Choctaw Nation, Cherokee Nation, Muscogee (Creek) Nation, Chickasaw Nation, Navajo Tribe, Comanche Indian Tribe, Mississippi Band Choctaw Indians, Seminole Nation, Kiowa Indian Tribe, and the Citizen Potawatomi Nation. These tribes make up approximately 78% of the clients utilizing UITCT services:

Name of Tribe	**Percentage**
1. Choctaw Nation, OK	29%
2. Cherokee Nation, OK	14.5%
3. Muscogee (Creek) Nation, OK	6.7%
4. Chickasaw Nation, OK	6.5%
5. Navajo Nation, AZ NM, and UT	5.6%
6. Comanche Indian Tribe, OK	4.3%
7. Mississippi Band Choctaw Indians, Miss	3.3%
8. Seminole Nation, OK	2.2%
9. Kiowa Indian Tribe, OK	1.9%
10. Citizen Potawatomi Nation, OK	1.7%

An **analysis of existing data sources** determined the greatest barriers, both in and out of school, to the readiness of local Indian students for college and careers. For example, 2020 data reporting made available from the Texas Education Agency (TEA) shares the following for students in Dallas County:

Graduation Rate: AI/AN students in Dallas County graduate at a much lower rate than other races.

Student Group	*2020 Outcome*	*Target Met*
All Students	84.8%	No
African American	83.2%	No
Hispanic	85.1%	No
White	89.2%	No
American Indian	**70%**	**No**

College and Career Readiness: AI/AN students also ranked far lower than other races in terms of college and career readiness. For example, TEA's College, Career, or Military Readiness (CCMR) Performance Status component measures students' preparedness for college, the workforce, or the military. Each group of students has a performance goal in terms of students who demonstrate readiness for college, career, or the military. The goal for each student group was set based on the Every Student Succeeds Act (ESSA) and House Bill 22 in the 85th Texas Legislature. CCMR measures how well all groups of students are meeting those goals.

Student Group	*Target*	*Outcome*
All Students	47%	46%
African American	31%	39%
Hispanic	41%	46%
White	58%	75%

American Indian	**42%**	**41%**

A community assessment conducted by the Urban Inter-Tribal Center of Texas in 2022 that involved surveying, intensive meetings with parents, two local school districts (Dallas and Fort Worth ISD), and concerned community members has revealed the depth of existing educational barriers to AI/AN youth. Data collected from 203 participants provided the following:

- 42.9% of participants indicated they spoke a second language
- 79% are low-income
- 90% are uninsured
- 18% of adults over the age of 25 years of age have less than a high school diploma
- 71% of parents indicated they would like to be more involved in their child's education journey
- 89% felt that current and local educational services were not culturally-appropriate for AI/AN students to succeed

Furthermore, interviews with participating AI/AN parents revealed that most households (91%) lack the financial means to access education assistance services, such as tutoring. ***Opportunities in the local community to support Indian students*** are also limited. Beyond limited programming provided through Dallas and Fort Worth ISD, <u>there are no culturally relevant awareness and educational learning opportunities for AI/AN students in our service area.</u> Data and community input represent the severe need for a well-designed program to help Native American and Alaskan Native students in grades K-12 in their journey to become career/college-ready. To meet this

B. Quality of the Project Design

Goals, Objectives, and Outcomes: The table below displays the highlights of the proposed project's goals, objectives, and outcomes:

Goal #1: To reclaim and increase cultural awareness and education amongst American Indians and Alaskan Native students.
Objective #1: UITCT's Outreach Coordinator and Development Coordinator will provide cultural education activities to AI/AN students on a monthly basis. Activities will include Native American history, traditional/cultural activities to support family engagement, and the use of guest speakers to promote both culture and education. ***Measure:*** *Annual program survey for students and parents.* ***Evaluation:*** *The Project Director and Education Coordinator will track participation and evaluate these results to make ongoing adjustments that ensure progress.*
Outcome: Increased levels of cultural awareness and education.
Outcome: Improved family engagement between AI/AN students and parents
Goal #2: To increase equity in educational opportunities for low-income AI/AN students
Objective #2: Provide STEM programming to approximately AI/AN 120 students each year to support career and college readiness. Students will participate in STEM workshops developed on a quarterly basis and one annual camp each year. These OST activities will be managed by the Education Coordinator and divided into two workshops amongst grade levels K-5 and 6-12. ***Measure:*** *Annual program survey for students and parents.* ***Evaluation:*** *The Project Director and Education Coordinator will track ongoing participation and evaluate these results to make adjustments that ensure progress*
Outcome: Improved access to educational opportunities for low-income AI/AN students.

Outcome: Improved career and college readiness data amongst participants.
Goal #3: UITCT will provide increased tutoring for "at-risk" youth on an ongoing basis.
Objective: 100% of identified "at-risk" K-12 students will participate in a customized tutoring plan developed by the Education Coordinator and their school district. Students will be referred on an ongoing basis by parents and their school for consideration. To increase culture and educational opportunities, local AI/AN college-level students and instructors will provide these services where possible. A list of qualified tutors will be developed and maintained by the Education Coordinator and UITCT's Admin Assistant. ***Measure:*** *Annual program survey for students and parents.* ***Evaluation:*** *The Project Director and Education Coordinator will track student participation, effectiveness, and evaluate these results to make ongoing adjustments that ensure progress.*
Outcome: Anticipated outcomes will include improved graduation rates amongst at-risk students.
Outcome: Improved local college and career readiness data amongst participants.

Each of these goals and objectives are designed to be achievable within the timeframe of the grant period and with available resources. The objectives are intended to be specific and measurable. The following figure is our NYCP **Logic Model** based on our collected and strong theory of best practices for Native American student achievement:

Assumptions	*Inputs*	*Outputs*	*Outcomes*

Low Family Engagement/Intergenerational Trauma	UITCT	Monthly Cultural Relevant Events and Presentations	Increased Levels of Cultural Awareness and Education
Limited Cultural Awareness and Education Opportunities		Monthly Stem Activities	Increased College and Career Readiness
High Poverty		One Stem Camp Annually	Improved Graduation Rates
Low Graduation Rates		Tutoring for identified "at-risk" students	Improved Family Engagement
			Increased equity in educational opportunities for low-income students.

This logic model is based on Kellogg's Logic Model, which breaks down the entire project into key components. The NYCP logic model begins with assumptions, these are the identified barriers to Al/AN success derived from the needs analysis, as well as the data collected from UITCT. The assumptions are the problems or issues that the NYCP will focus on reducing in order to help increase the college and career readiness of the AI/AN students in our service area. The inputs describe all of the stakeholders, resources, and partners that will be comprehensively involved in

the NYCP. All entities listed as an input will contribute to the planning, implementation, maintenance, and evaluation of the project. The components on the activities list have been selected as the best means to achieving the overarching NYCP goal. The outputs describe the expected direct results from the activities, such as the number of classes and workshops that will take place, or the frequency of meetings to be expected. The outcomes describe the expected changes in Al/AN behavior, knowledge, and/or skills. The desired results are expected to be quantifiable and subsequently measured by the end of the first year. The impact of this NYCP project is to increase the college and career readiness of the AI/AN students in our service area. This logic model also depicts the need for program analytics and evaluation in order to make necessary adjustments for continued student achievement.

C. Quality of Project Personnel

UITCT places a preference on hiring qualified AI/ANs, including those with disabilities. Preference for hiring AI/ANs with disabilities will be compliant with 34 CFR 371.43 (b). The Human Resources Department will ensure that all hiring for our Native Pathways Program is compliant with relevant laws, policies, and procedures. All positions for the proposed project will be published on job boards, websites, and social media to ensure ample access to job announcements for members of each participating Tribe. Indian Preference will also be administered in accordance with applicable law. Key staff for this project will include the following:

Project Director: The position will have overall operational and management responsibility in completing the project and serve as its primary spokesperson. The Project Director will monitor expenditures throughout the program budget year to ensure program spending is within proposed

levels and applicable regulations. The Project Director participates in monthly and quarterly meetings with the UTICT Executive Director, management team, and project stakeholders. The Project Director collaborates and discusses development such as data results, student progress, successes, and modifications.

Education Coordinator – 100%: Upon hiring, the Education Coordinator shall have a minimum of two (2) years of experience in education. The Coordinator will work closely with the school districts in identifying at-risk AI/AN students and implementing intervention strategies set forth by the project design. The Coordinator will monitor the students' academic progress and assist in career-related activities. The Coordinator will reduce educational barriers for at-risk students. They will also work closely with the school districts and serve as liaisons between the school and the families of at-risk students. The Coordinator will spend 60 percent of their time developing relationships with those mentioned above, building the program and acting as the lead resource. 20% of the time will be spent tutoring students; the remaining 20 percent will be spent in the office completing program duties. The Coordinator will be funded completely with NYCP funds. The position will also participate in professional development to build specific knowledge and skills to work with project partners to improve practices and understand Native learners. The position will perform other related tasks as assigned by the Project Director.

Other supporting key staff for this project is described in our organization management plan and attached bio-sketches.

Organizational Capacity: UITCT's current organizational capacity consists of a Board of Trustees, Executive Leadership (Executive Director, Accounting Director, Operations Director, Clinical Operations Director, and Medical Director) in addition to Program Coordinators who guide each program's progress and its direction. Approximately 50% of our staff are enrolled

members of federally recognized Tribes with successful experience working within Native American and Alaskan Native communities. The key personnel for UITCT's Native Pathways Program will consist of staff members funded through the grant for service delivery and program management in addition to non-funded posts involved in quality improvement and reporting activities.

The Management Plan for UITCT's Native Pathways Program includes:

Name	**Title**	**FTE**
[redacted]	Executive Director	.025
[redacted]	Admin Assistant	.025
[redacted]	Project Director	.10
[redacted]	Outreach Coordinator	.10
[redacted]	Development Coordinator	.10
TBD	Education Coordinator	1.0

As one of 41 Urban Indian Organizations in the United States, the Urban Inter-Tribal Center of Texas is a 501(c)(3) Non-Profit Corporation formed in 1971 under the Internal Revenue Code. The organization was created to enhance the health and socio-economic status of the severely underserved Urban Indian population in the Dallas/ Fort Worth Metroplex. UITCT has consistently administered several other federal grants, including the Special Diabetes Program for Indians (SDPI) and the Community Opioid Intervention Pilot Program (COIPP), under funding from the Indian Health Service. As an Urban Indian Organization (UIO), UITCT has also contracted with the IHS since the 1970s and has consistently achieved referral treatment and counseling goals set by that program. This demonstrates UITCT's organizational capacity to successfully implement

and maintain an effective program that benefits the AI/AN community we serve. Further, the federal grants that UITCT has administered have included planning, project management, procurement activities, labor compliance, program, and project monitoring, record management, community development planning, client case management, compliance monitoring, financial reporting, performance reporting, complex interagency agreements such as Memorandum of Understanding, cost-sharing arrangements, contract management, accounting activities, civil rights compliance, project close-out, and grant close-out activities.

In addition, UITCT will provide many resources to support the proposed program:

A. Facilities: UITCT has dedicated office space for this project. UITCT's clinic building is equipped with six state-of-the-art medical exam rooms, an in-house pharmacy, a dental department, a laboratory, private room(s) for behavioral counseling, an equipped fitness room, and in-house language translation services. Our Family Services Department will also offer office space for programming and a community meeting room for cultural education and STEM activities. We are currently under contract to renovate and expand these Departments in the summer of 2022.
B. Equipment: All office space comes with office furniture (desks, chairs, tables, etc.). All other major equipment such as durable office furniture will be an in-kind contribution by UITCT.
C. IT Systems: UITCT also uses several different software packages that will be available for this project: Microsoft Office Suite, Adobe, and other software compatible with Windows Operating System. UITCT also employs an IT professional for all system and network issues. The IT professional will perform any special duties such as data security.

D. Financial Systems: UITCT uses QuickBooks Non-Profit (Enterprise Edition) for processing all transactions and financial report generation. The Accounting Departments, composed of an Accounting Director, Staff Accountant, Accounting Assistant, and Accounts Payable, ensure the integrity of the financial systems. The Payment Management System (PMS) is also utilized for federal grant program draws and the production of Federal Financial Reports. UITCT's accounting system is operated in accordance with General Acceptance Accounting Practices (GAAP) and 2 CFR 200 Uniform Guidance.

One of our key strengths is low employee turnover, allowing the local AI/AN community to feel comfortable with our staff throughout our organization. To ensure continuous project stability and minimal change in the operational environment during the life of the grant, a copy of all project goals and objectives will be available to view on the company file, which is accessible by all employees and reviewed during monthly meetings by project staff. This practice has historically yielded positive outcomes and strengthened capacity within our culturally specific organization. Furthermore, our UITCT Operations Director will serve as the Project Director, who will implement each of these proposed activities and oversee the cross-training of key staff. In the future, third-party revenues from our health clinic will be used to support the proposed program to ensure the project continues beyond the life of the grant.

E. Quality of the Management Plan

UITCT's Evaluation and Performance Measurement Plan will build on the project's Logic Model and play a critical role in assessing where the proposed project is accomplishing what it set out to do and how its work might be improved. After all, our ultimate aim will be to determine whether program strategies are both scalable and effective at reaching our intended AI/AN community.

Analysis and Interpretation

UITCT's Project Director and Development Coordinator will be responsible for analyzing and interpreting all evaluation data. Upon startup, UTICT's Project Director and Development Coordinator will participate in meetings quarterly to present and discuss evaluation options and findings at least quarterly, determine the most appropriate ways to track project indicators and assess progress, present preliminary and final data, and lead a discussion of course correction based on collected data. In addition, the Project Director will conduct three studies (Implementation, Process, and Cost-Effectiveness) to evaluate the program activities carried out under this grant. These studies will gauge the effectiveness of program activities during and after the program's implementation. By using this evaluation design type, the evaluation results will inform both UITCT and the OIE if the proposed project has met its goals, whether there were any unintended consequences, and how to improve student performance.

Methods

To gauge the credibility and feasibility of data, UTICT's Project Director will seek various input, using mixed methods such as interviews, focus groups, and surveys. The additional use of existing data sources such as Texas Education Agency and the IHS Resource Patient Management System (RPMS), where applicable, will help reduce costs and maximize the use of existing information. Further, data will be collected from both project participants and our general AI/AN community via annual surveys for continuous program improvement. Through the Project Director, data collected for program measures will include:

1. Increases and decreases AI/AN students graduating.
2. Increases and decreases in college and career-ready AI/AN students.
3. Number of AI/ANs participating in cultural awareness and education opportunities.
4. Number of AI/ANs participating in programs that provide increased family engagement.

No less than annually, UITCT will also revisit data collection efforts throughout our multi-year evaluation plan to examine utility against the burden on respondents and stakeholders.

Implementation & Key Questions of the Evaluation

First, the Project Director will conduct an implementation study to determine if the design, administration, operations, services, and goals are consistent with the overall goals and objectives of the grant. The implementation study will answer the following question for this project:

1. What are the project goals, concept, and design?
2. Are they based on sound theory and practice, and, if not, in what respects?
3. Does UITCT have the resources and capacity available to implement and sustain the project as planned, and if not, what is needed?
4. Is the project suited to the community served?
5. Are project processes and systems operating as planned, and, if not, how and why?
6. Is the project reaching the intended target population with the appropriate services at the planned rate? If not, how and why?
7. Are participants achieving desired outcomes, and, if not, how and why?

Process Study

Second, the Director will conduct a process study to evaluate the processes, mechanisms of change, and context of the evidence-based strategies interventions used by UITCT to achieve its goals using several methods:

1. Evaluate the implementation of all activities.
2. Understand mechanisms of change of the evidence-based strategies.

3. Develop a record over time of factors that may have affected the implementation of the intervention, mechanisms of change, and outcomes, including factors at population levels.
4. Capture broader expected and unexpected impacts of the intervention activities amongst the target population.

Cost-Effectiveness Analysis

The Cost-Effectiveness Analysis for this project will examine if the project's costs are justified compared to effective alternatives recommended by the OIE to determine project reasonableness. The Project Director will also monitor cost per participant throughout this project.

Use, Dissemination, and Sharing Plan

UTICT's Project Director will share responsibility for disseminating evaluation findings with the OIE. As specific findings are developed, they will be summarized in formats suitable for our target audience (e.g., brochures, PowerPoint presentations, social media postings, and feature new articles) to increase community knowledge and capacity while supporting this project. Evaluation findings and success stories shall be reported to the OIE and relevant conferences. In addition, all requirements set-fourth in GPRA 2010 will be met, such as all rules related to annual performance planning requirements, quarterly and yearly performance requirements, and federal priority goals. For example, UITCT will also report annually on our performance measures and further develop our evaluation plan with support from the OIE as necessary. This reporting will primarily focus on data collection for our short-term and immediate measures related to our project's chosen strategies. Finally, UITCT will collaborate with the OIE to develop a final dissemination document covering the entire grant period.

NEGOTIATED INDIRECT COST RATE AGREEMENT

NON-FEDERAL ENTITY:
Dallas Inter-Tribal Center, Inc.,
DBA Urban Inter-Tribal Center of Texas
1283 Record Crossing Road,
Dallas, TX 75235

EIN: 23-7156945

DATE: 6/15/2021
FILE REFERENCE: This replaces the agreement dated 5/21/2021

The indirect cost rate(s) contained in this Agreement are for use on grants, contracts, and other agreements with the Federal Government. This Agreement was negotiated by **Dallas Inter-Tribal Center, Inc., DBA Urban Inter-Tribal Center of Texas** (non-Federal entity) and the **U.S. Department of Labor** in accordance with the authority contained in the Federal Acquisition Regulation (FAR) for commercial entities, or Title 2 of the Code of Federal Regulations, Part 200 for nonprofit and state/local entities. This Agreement is subject to the limitations in Section II, A, below.

When applicable, the rates presented in this Agreement may only be applied to: (1) cost-reimbursement contracts and (2) actual costs for materials in time-and-materials (T&M) contracts. Any indirect rates for labor costs in T&M, labor-hour and fixed-price contracts must be negotiated with the Contracting Officer during pre-award in accordance with FAR Part 15.404-1(c).

SECTION I: RATES

TYPE	APPROVAL	FROM	TO	RATE	BASE	LOCATION	APPLICABLE TO
Indirect	Final	07/01/2019	06/30/2020	19.70%	MTDC-1	Loc-1	AP-1
Indirect	Provisional	07/01/2020	06/30/2022	19.70%	MTDC-1	Loc-1	AP-1

(SEE SPECIAL REMARKS)

BASE(S):
MTDC-1) Total direct costs excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each sub-award in excess of $25,000.

LOCATION:
Loc-1: All Locations

APPLICABLE TO:
AP-1: All Programs

TREATMENT OF FRINGE BENEFITS: Fringe benefits are specifically identified to each employee and are charged individually as direct or indirect cost (as applicable). See Special Remarks section of this Agreement for more details.

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 are not made for the cost of these paid absences.

E. Budget and Budget Narrative

Personnel

Position		Time	Cost
(1) Executive Director	[redacted]	0.025 FTE	$3,750.00
(2) Operations Director		0.10 FTE	$8,500.00
(3) Education Coordinator		1.0 FTE	65,000.00
(4) Development Coordinator		0.10 FTE	$6,000.00
(5) Outreach Coordinator		0.10 FTE	$6,000.00
(6) Executive Assistant		0.025 FTE	$1,375.00
Total		**1.4 FTE**	**$90,500.00**

Justification:

(1) Oversees all UITCT program resources, promotions, and Quality Improvement Plans.
(2) Oversees the execution of overall project, grant proposals, submissions, budgets and completing grant-specific reports.
(3) The Education Coordinator will help develop and implement the NYCP and STEM Program. They will be UITCT's liaison to school districts, STEM organizations or STEM vendors, to determine the best resources, options and innovations that will optimize the learning experience for NA/AI students.
(4) Development of grant proposals and submissions, completing grant-specific reports and program outcomes monthly using established reporting methods.
(5) Helps organize outreach, recruit, and organize volunteers, and promote programs and events.
(6) The Executive Assistant assists the Executive Director with his duties and is involved with outreach activities.

Fringe Benefits

Item	Total Personnel Cost	Rate	Amount Requested
(1) Fringe Benefits	$90,500.00	25.00%	**$22,625.00**

Justification:

(1) This rate includes 7.65% FICA and Medicare, health insurance coverage, life insurance, dental insurance, vision insurance, workers comp insurance, Texas workforce coverage, and UITCT retirement benefits.

Travel

Purpose	Location	Item	Rate	Cost
(1) Meeting	Washington, DC	Air Fare, Hotel, Registration, PD	TBD	$7,595.00
(2) Local Travel	Outreach	Mileage		$869.85
Total				**$8,464.85**

Justification:

(1) As instructed in details of the grant, budgeted amount to send two staff (Project Coordinator and 1 other key personnel) to attend annual grantee meeting.
(2) Local travel is needed to attend local meetings, project activities, and training events. Local travel rate is based on GSA.

Equipment – N/A

Supplies

Item	Rate	Cost
(1) General Office Supplies	$150/month x12 months	$1,800.00
(2) Publications	Various	$3,000.00
(2) Education Materials	Various	$20,000.00
(3) Laptop	$2,500.00/laptop x 1	$2,500.00
(4) Custodial Supplies	$37.50/ month x 12 months	$450.00
Total		**$27,750.00**

Justification:

(1) General Office Supplies, Postage, and Copies are needed for general operation of the project.
(2) Printed promotional and educational materials used at various community functions (powwows, health fairs, etc.).
(2) To purchase classroom, STEM educational materials and outreach materials for youth education assistance and events.
(3) To provide the Education Coordinator with computer equipment necessary to perform job functions.
(4) Cleaning supplies to provide high quality sanitation and infection control for our patrons due to COVID-19 and other communicable diseases.

Contractual

Item		Rate	Cost
(1) Cleaning Services		$208.33/per month x 12 months	$2,500.00
(2) UITCT Website		$41.66/per month x 12 months	$500.00
	Total		**$3,000.00**

Justification:

(1) UITCT contracted cleaning services to provide high quality sanitation and infection control for our patients due to COVID-19 and other communicable diseases.
(2) The program's contribution towards the UITCT"s website to educate the public on UITCT's programs, services, and more.

Construction - NOT ALLOWED

Other

Item	Rate	Cost
(1) Utilities	$41.66/month x12 months	$500.00
(2) Telephone and Internet	$250.00/month x12months	$3,000.00
(3) Fees, Licenses	$50.00/month x12 months	$600.00
(4) Training	$416.66/month x12 months	$5,000.00
(5) Copy Machine, Postage, Shipping	$100.00/month x12 months	$1,200.00
(6) Cultural STEM Classes & Camps	Description Below	$74,000.00
(7) STEM Program Materials	Description Below	$50,000.00
(8) Cultural STEM Events/Competitions	Description Below	$34,300.00
(9) Tutoring	Description Below	$35,000.00
(10) Transportation	Description Below	$20,000.00
Total		**$223,600.00**

Justification:

(1) Utilities are prorated based on the amount of space used by the program.
(2) The program's contribution towards telephone and internet services used for communicating, sending faxes, sending and receiving e-mails, webinars, downloading health education literature, etc.
(3) Licenses, and fees for the Education Coordinator.
(4) Education specific continuing education and training. OSHA/AAAHC trainings, such as Fire Safety, CPR, Blood Borne Pathogen, etc. for all UITCT staff.
(5) Allocation of the Copy Machine Lease. Postage/shipping costs for appointment reminders, pamphlets, and mailing of other pertinent information related to the program.
(6) The culturally designed STEM classes and camps will teach native youth about STEM (science, technology, engineering and math), while giving them the opportunity to explore different concepts and enhance their education outside the traditional classroom. STEM camps for kids may even ignite a child's passion for learning and encourage them to pursue a career that they can enjoy in the future. UITCT will work with the American Indian Science and Engineering Society (AISES), Dallas ISD Indian Education Program and Ft. Worth ISD Indian Education program to provide opportunities for their students to participate in programs and camps.
(7) UITCT will use funding to provide equipment needs for the STEM program. Examples of program equipment needs are STEM project packs, Robokits, books, program software and more.
(8) This funding will assist UITCT in co-hosting youth STEM events with local museums and organizations (Dallas Perot Museum, Ft. Worth Museum of Science and History, UTA Planetarium etc.) It will also be UITCT's goal to participate in local, regional and state competitions for STEM.
(9) UITCT will provide means to help Native American youth seek assistance with tutoring programs for elementary, and secondary schooling.

(10) Funds allocated to help Native American youth overcome transportation barriers to group events, such as camps, competitions and more. School Bus rates are negotiated with the Independent School Districts.

Total Direct Costs

Category	Amount Requested
Personnel	$90,500.00
Fringe Benefits	$22,625.00
Travel	$8,464.85
Equipment	$0.00
Supplies	$27,750.00
Contractual	$3,000.00
Construction	$0.00
Other	$223,600.00
Total	**$379,939.85**

Indirect Costs

Item	Modified Direct Cost	IDC Rate	Amount Requested
(1) Indirect Cost	$375,939.85	19.7%	**$74,060.15**

Justification:

(1) Modified Direct Cost is Total Direct Cost less equipment cost, rent, participant support cost, sub-awards and sub-contracts in excess of $25,000. Modified Direct Cost = Direct Cost- (Treatment Services- Client Transportation- Patient Education Materials) = $459,482.04. Modified Direct Cost x Negotiated Indirect Cost Rate = Total Indirect Costs.

Total Federal Request - $450,000.00

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

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

Name of Institution/Organization

Dallas Inter-Tribal 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	90,500.00							90,500.00
2. Fringe Benefits	22,625.00							22,625.00
3. Travel	8,464.85							8,464.85
4. Equipment								
5. Supplies	27,750.00							27,750.00
6. Contractual	3,000.00							3,000.00
7. Construction								
8. Other	223,600.00							223,600.00
9. Total Direct Costs (lines 1-8)	375,939.85							375,939.85
10. Indirect Costs*	74,060.15							74,060.15
11. Training Stipends								
12. Total Costs (lines 9-11)	450,000.00							450,000.00

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: 07/01/2020 To: 06/30/2022 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Labor

The Indirect Cost Rate is 19.70 %.

(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))?

Name of Institution/Organization	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.	
Dallas Inter-Tribal Center		

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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
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)

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Tracking Number:GRANT13600000 Funding Opportunity Number:ED-GRANTS-021822-001 Received Date:Apr 19, 2022 10:00:27 PM EDT

Name of Institution/Organization	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.	
Dallas Inter-Tribal Center		

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%): ☐

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

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 Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

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