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Memorandum

Memo: MC09-038

DATE: MAY 21, 2009

TO: MAYOR AND CITY COUNCIL

FROM: DAVE BIGOS, MAYOR AND COUNCIL ASSISTANT DB

THRU: W. MARK PENTZ, CITY MANAGER
NACHIE MARQUEZ, COMMUNICATIONS & PUBLIC AFFAIRS DIR. NM

SUBJECT: **Resolution No. 4303**

RECOMMENDATION:
Request approval of Resolution No. 4303 authorizing the submittal of a $100,000 Pass-Through Indian Gaming Grant application from the Chandler Education Foundation to the Salt River Pima-Maricopa Indian Community.

BACKGROUND/DISCUSSION:
The grant would be used to fund scholarships and programs related to the VISION: College Bound and Destination College programs. Attached is a memo from Glenna McCollum-Cloud, Chief Executive Officer of the Chandler Education Foundation, outlining plans for this funding. It should be noted an identical grant request is being made to the Ak-Chin and Gila River Indian communities. It should also be noted the request asks that payments be disseminated over a four-year period, which could tie up funding for other requesters in future years. The attached Tribal application provides a detailed account of the request.

PROPOSED MOTION:
Move to approve Resolution No. 4303 authorizing the submittal of a $100,000 Grant application from the Chandler Education Foundation to the Salt River Pima-Maricopa Indian Community.

Attachments:
Resolution 4303
City Application
Tribal Application and/or Related Documentation on behalf of the Chandler Education Foundation

RESOLUTION NO. 4303

A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF CHANDLER, ARIZONA, AUTHORIZING THE MAYOR TO SUBMIT AN APPLICATION FOR AN INDIAN GAMING REVENUE SHARING GRANT TO SALT RIVER PIMA-MARICOPA INDIAN COMMUNITY ON BEHALF OF THE CHANDLER EDUCATION FOUNDATION IN THE AMOUNT OF $100,000.

WHEREAS, pursuant to A.R.S. § 5-601.02, Indian tribes entering into a tribal-state gaming compact shall contribute monies to " . . . cities, towns and counties . . . for government services that benefit the general public, including public safety, mitigation of impacts of gaming, and promotion of commerce and economic development"; and

WHEREAS, those Indian tribes entering into a tribal-state gaming compact have various grant application procedures for evaluating which cities, towns and counties, and which government services, will receive gaming revenue sharing contributions pursuant to A.R.S. § 5-601.02; and

WHEREAS, it has become a relatively common practice for cities to authorize the submission of grant applications for such Indian gaming revenue sharing grants on behalf of 501(c)(3) nonprofit organizations that are deemed to be providing government related services that benefit the general public; and

WHEREAS, the Chandler Education Foundation, a 501(c)(3) nonprofit organization, has requested that the City authorize the submission of an application for such Indian gaming revenue sharing grant funding to Salt River Pima-Maricopa Indian Community on its behalf in the amount of $100,000; and

WHEREAS, the funding sought by the Chandler Education Foundation, is intended to be used to fund scholarships and programs related to the VISION: College Bound and Destination College programs, as more specifically described in the application materials prepared by the Chandler Education Foundation, to be submitted to Salt River Pima-Maricopa Indian Community which application materials are attached hereto and incorporated herein by this reference; and

WHEREAS, the City Manager's Office has reviewed the application materials prepared by the Chandler Education Foundation, and believes that the funding request described in such application materials qualifies as being for government related services that benefit the general public and is consistent with the City's Administrative Regulation regarding such grant applications.

NOW, THEREFORE, BE IT RESOLVED by the City Council of the City of Chandler, Arizona, that:

1. The Chandler Education Foundation, is hereby authorized to submit the application materials prepared by the Chandler Education Foundation, that are attached hereto, together with this Resolution, to Salt River Pima-Maricopa Indian Community.

2. The Mayor is hereby authorized to execute the application, in the form attached hereto, in conjunction with the grant application to be submitted to Salt River Pima-Maricopa Indian Community on behalf of the Chandler Education Foundation.

3. Within ten (10) days of the City's receipt of any grant funds from Salt River Pima-Maricopa Indian Community pursuant to a grant application submitted on behalf of the Chandler Education Foundation, City staff is directed to mail a check to the Chandler Education Foundation, covering one hundred percent (100%) of the funds received by the City from Salt River Pima-Maricopa Indian Community pursuant to such application.

4. The City, by virtue of this Resolution, is simply acting as a financial conduit between the Salt River Pima-Maricopa Indian Community and the Chandler Education Foundation, and is in no way:

(a) Agreeing or obligating itself to monitor or report on the expenditure of any grant funding distributed to or on behalf of the Chandler Education Foundation; or

(b) Guaranteeing or warranting the accuracy, completeness or truthfulness of the information set forth in the application materials prepared by the Chandler Education Foundation; or

(c) Supervising, or taking any responsibility regarding, the actions or activities undertaken by the Chandler Education Foundation; or

(d) Representing that the Chandler Education Foundation either has, or does not have, other sources of funding relating to the intended use of grant funding set forth in this Resolution, including funding from grant applications made on the Chandler Education Foundation's behalf to other Indian tribes.

PASSED AND ADOPTED by the City Council of the City of Chandler, Arizona, this ____ day of _____, 2009.

ATTEST:

_____ _____

CITY CLERK MAYOR

APPROVED AS TO FORM:

_____

CITY ATTORNEY

CERTIFICATION

I HEREBY CERTIFY that the above and foregoing Resolution No. 4303 was duly passed and adopted by the City Council of the City of Chandler, Arizona, at a regular meeting held on the ____ day of _____, 2009, and that a quorum was present thereat.

_____

CITY CLERK

PRELIMINARY INFORMATION REGARDING REQUEST THAT THE CITY OF CHANDLER PASS-THROUGH AN APPLICATION FOR AN INDIAN GAMING REVENUE SHARING GRANT ON BEHALF OF NON-PROFIT ORGANIZATION

1. Requestor Name:
   Chandler Education Foundation

2. Address:
   1525 W. Frye Road, Chandler Arizona 85224

3. Contact Person and Contact Information:
   Dr. Glenna McCollum-Cloud

4. Date of obtaining 501(c)(3) non-profit organizational status and verification of such status at time of the request.
   February 10, 1988 (see attached IRS letter) #86-0589677

5. Describe the nexus between Requestor and the City of Chandler and its residents.
   The Chandler Education Foundation is the 501(c)3 nonprofit partner for the Chandler Unified School District. The Requestor provides an equal opportunity for ALL CUSD high school students to become a VISION:CollegeBound(VCB) Scholar and thus receive a reward for meeting all the criteria of grades, attendance, and community service. The VCB program promotes completion of a high school education and encourages students to continue on with a college education. As a result, it promotes academic achievement and responsible citizenship. The impact for the Chandler Community and its residents include the community service hours completed on behalf of the VCB students throughout their high school years (most classes complete MORE than the required 100 hours of community service), and the long-term economic impact from an educated workforce..

6. Specifically, but concisely, describe how the grant funding sought by Requestor will be utilized (please do not just refer to general description included in the application materials).
   The majority of the funds will be used to provide student rewards (75%). The balance of the funds will be used for instruction and coordination, supplies, transportation, evaluation, and administrative costs.

7. Describe how the use for which funding is sought will provide "government (related) services that benefit the general public, including public safety, mitigation of impact of gaming and promotion of commerce and economic development". (See A.R.S. § 5-601.02(H)(4)).
   The support and encouragement for completion of high school and a college education enable our children to be better prepared for the workforce or higher education, thus impacting the economic welfare and development of our community (VISION:CollegeBound and Destination College programs).

8. Describe how the use for which funding is sought will benefit Chandler residents as a whole rather than simply benefiting a particular individual, entity or class of individuals.
The VISION:CollegeBound Scholars program encourages responsible citizenship by requiring the VCB students to engage in service learning (minimum 100 hours) during their high school years. These students volunteer in our churches, hospitals, schools, nonprofits, youth sports, and much much more. VCB students "give" of their time, treasure and talent (social capital) and communities that have a high social capital index "are healthier, happier, more prosperous, less pugnacious, more tolerant of diversity, live in more productive neighborhoods, enjoy more efficient government, and benefit from a more equitable distribution of income (Putnam, cited in Edwards & Foley, 2001). The whole community of Chandler benefits from the VISION:CollegeBound program.

The VCB Scholars program is promoted to all incoming 9th grade students of the Chandler Unified School District, a district that is comprised of over 35,000 students, representing the diversity of our Chandler families. In addition, VCB is promoted to all of our participating Destination College students and their families from our Title I schools. Destination College (part of Children of Promise) is a 3 week summer program for graduating 5th grade students who attend Chandler-Gilbert Community College. Destination College also promotes the completion of high school and encourages students to set a vision for college and their future career.

9. Verify that no portion of the funding sought will be used to in any way promote or teach any religious or political viewpoint or cause. (initial)

10. Identify the Tribe that Requestor wishes the City to submit application materials on Requestor's behalf, and the deadline for such application submittal.
We wish to request support for the VISION:CollegeBound and Destination College programs from all of the Arizona tribes with Indian gaming revenue sharing grants.

11. Identify any application for Indian gaming revenue sharing grant submitted on Requestor's behalf by another city, town or county, and the amount of funding sought.
None

12. Attach to the request all information that is to be submitted to the Tribe on Requestor's behalf.
See Attachments

13. Agree that, to the fullest extent permitted by law, Requestor shall defend, indemnify and hold harmless the City of Chandler, its Mayor and Council, officials, officers and employees from and against all losses, claims, suits, actions, payments and judgments, demands, expenses, damages, including consequential

damages and loss of productivity, attorney's fees, defense costs or actions of any kind and nature relating to, arising out of, or alleged to have resulted from the City of Chandler's processing or consideration of this request to pass through an application for an Indian gaming revenue sharing grant on behalf of Requestor, or in passing through any grant funds awarded pursuant to such application.
(_____initial)

By signing below, *Dr. Glenna McCollum-Cloud*, asserts that he or she has the authority to execute the application on behalf of Requestor, has read, understands and agrees to be bound by Sections 9 and 13 of this application, and otherwise certifies that the information provided herein is believed to be true and correct.

Dr. Glenna McCollum-Cloud
(Signature)
Dr. Glenna McCollum-Cloud
(Print)
Chief Executive Officer, CEF
(Title)
May 21, 2009
(Date)

STATE OF ARIZONA)
)ss
County of Maricopa)

SUBSCRIBED AND SWORN to before me this 22nd day of May, 2009 by Glenna McCollum-Cloud

DONNA NIGH
Notary Public - Arizona
MARICOPA COUNTY
My Comm. Exp. 06-07-2012

Donna Nigh
Notary Public

My Commission Expires:
06-07-2012

May 22, 2009

The Honorable Mayor and City Council
C/O W. MARK PENZ, CITY MANAGER
City of Chandler
55 North Arizona Place
P.O. Box 4008 MS #603
Chandler, Arizona 85244

RE: VISION:CollegeBound and Destination College
Request for Approval to Submit Grant Application to the Salt River Pima-Maricopa Indian Community's State-Shared Revenue Program
Multiple Year Request: 4 Year ($25,000/year)

The Chandler Education Foundation (CEF), in collaboration with the Chandler Unified School District (CUSD), requests approval from the City of Chandler to request $100,000 (Multiple Year) in grant funding from the Salt River Pima- Maricopa Indian Community's state-shared revenue program. CEF is seeking support for the VISION:CollegeBound (VCB) and Destination College programs. VCB is an existing high school retention program with a successful track record of achieving effective results. The VCB program is designed to retain high school students through graduation, prepare students for college – academically and in terms of personal development – and provide a financial incentive to get them started in college. Destination College provides incoming 6th grade students the opportunity to experience life on a college campus, as well as maintain and improve their academic skills during the summer intersession.

Thank you for your consideration of this important request.

Sincerely,

Dr. Glenna McCollum-Cloud
Chief Executive Officer
Chandler Education Foundation
1525 West Frye Road
Chandler, Arizona 85224
(480) 224-3031

A. NARRATIVE

1. Purpose of Grant

a) ***Description of proposed program.*** Chandler Education Foundation's (CEF) *VISION:CollegeBound* (VCB) program engages students as they enter high school and helps them over the next four years to better prepare for and gain access to colleges and universities. The program's expectations for regular attendance, high academic achievement, and community service are incentivized with rewards for accomplished students. *VCB* was launched in 1995 with the first graduating seniors receiving their scholarships in 1999. Currently nearly 4,000 students participate each year, and over $750,000 has been paid out in scholarships and 8,000 college credit hours have been completed by VCB-assisted students. The *VCB* program is recognized as one of Arizona's Best Practices in Education by the Arizona Commission for Postsecondary Education (2003).

b) ***Description of how the proposed program satisfies one or more of the applicant organization mission.*** CEF's mission is *to provide community support for excellence in education and promote life long learning and responsible citizenship for Chandler Unified School District students.* VCB serves as a bridge between secondary and postsecondary education, by extending resources and developing personal capacity to make college success more likely for targeted youth. Specific to this letter of request, the purpose of the sought-after funds is to increase the number of students who are assisted with college access, particularly at risk students, and to enhance the support provided to these students to encourage college-worthy performance throughout high school. A secondary goal is to improve the program's capacity for tracking long term impact, particularly as it relates to college participation and completion.

c) ***Identification of needs/problems to be addressed, target population and number of people to be served by the program.*** Based on previously administered surveys and CEF's 20-year history in serving the Chandler Unified School District, the typical needs facing *VISION* students include: (1) increased awareness of college access resources and support; (2) information/resource linkages to address individual needs as they related to school achievement; (3) motivation and incentives for good performance; (4) opportunities for personal and life skills development; (5) tracking and accountability; and (6) financial assistance for college.

The *VISION:CollegeBound* is a dropout prevention and college access program designed to retain high school students throughout the four years to completion, prepare students for college--academically and in terms of personal development--and provide a financial incentive to get them started in college. This is a program that intervenes early; the concept of the *VISION:CollegeBound* program is initially introduced to elementary school students through CEF's *Destination College* children's program. Intensive recruitment for the *VISION* program occurs during the 9th grade when fully 100% of the district's 9th graders are presented with program information a during their freshman English class. Each of the city's four high schools devotes resources (staff and time) to ensure that all 9th graders receive information packets and are assisted with understanding and enrolling into the program. Students who register for the program fully understand the academic (maintain a 3.4 GPA or higher), attendance (95% or better), and community service (documenting a minimum of 100 hours volunteer time) requirements, and the financial incentive— a $1,000 reward— that

awaits them upon successful completion and high school graduation. This results in a very high initial registration number, which diminishes over the next four years based on student's compliance with program requirements. Once enrolled, student progress is monitored by CEF staff through tracking data provided by the school district and through communication with students through regularly scheduled events, mailers, and surveys.

The *VISION* program design is based on established best practices for building success in high school and college preparation. The program features early intervention, student achievement tracking, investment from the key partners, real-world application and interaction through community service, high attendance expectations, and financial incentives for achievement. Internal support for the *VISION* program is evident by a 10+ year history of commitment, involvement, and interaction between Chandler's K-12 and postsecondary systems to ensure that students are successful. The program addresses local and national concerns for high school student achievement and postsecondary access.

At the requested funding level, the program will serve a minimum of 1,076 senior level students over a one year period from among over 2,000 9th through 12th graders to be served within the same period. This represents a 19% increase in the number of seniors to be served in 2009-2010 over the previous year. From this amount, CEF anticipates that 24% will successfully complete the VISION program, qualify for the $1,000 reward, and graduate from high school. During the grant period, the program will intensify the efforts to enroll at risk students by identifying and following up with those 9th graders who failed to pass the state's standardized basic skills test at the 8th grade level (9th graders are not tested), as well as those 9th graders who are approved for free or reduced lunch.

The *VISION* program design including the proposed enhancements, will address the support needs of participating students. The program exposes students early in their high school tenure with college access resources and support. Although the entire 9th grade student population is provided with program enrollment information, the proposed community partnerships will ensure that at risk students have more than one opportunity to learn about the program, enroll, and receive encouragement for continued success. Data reports provided by the District office enable CEF to identify students enrolled and students who failed to enroll; this allows for additional follow up with the targeted populations. CEF staff is accessible for individual questions and concerns during the period of enrollment. Referrals can be made to local support programs that assist students with tutoring for students who are having difficulties with maintaining the GPA level requirement. The criteria for earning the $1,000 reward upon graduation are designed to incent good performance, personal motivation and follow through. CEF's Ready for the Real World seminars will help to build self awareness and life skills, and promote goal attainment. District and program tracking of student progress and overall outcomes helps the program to make adjustments for improved performance. Finally, the $1,000 reward provides a much needed financial "foot in the door" for college access.

d) ***Description of program goals and objectives, and plan to meet them.*** The primary goal is to increase the number of students who are assisted with college access, particularly at risk students, and to enhance the support provided to these students to encourage college-worthy performance throughout high school. A secondary goal is to improve the program's

capacity for tracking long term impact, particularly as it relates to college participation and completion.

Successful high school completion requires an acceptable level of academic achievement, attendance, and personal accountability mixed with motivators and rewards for long term commitment and success. The VISION program will aid students to complete high school successfully *and* qualify for college placement by design; the program sets rigorous standards that must be met in order to qualify for the $1,000 reward upon high school graduation, and provides the critical supports needed throughout high school to help ensure that students are successful. Students who complete the program have maintained the level of academic performance and attendance that guarantees a high school diploma. The $1,000 reward that can be earned upon graduating provides an added incentive to maintain over the course of high school the necessary grades and attendance that will help with qualifying not only for graduation but more important, for college access. The VISION program emphasizes achievement in what matters most for college placement; sustained academic performance, personal accountability, and community engagement.

In addition to the criteria for successful completion and the $1,000 incentive, the VISION program offers the necessary supports throughout high school for those students who are struggling to maintain an acceptable level of performance. Several examples are described below.

Staff support: students are able to access CEF staff for referrals and individual assistance when they are struggling to maintain grades or attendance. CEF may refer such students to tutoring programs available within the school, or even the local "Phone a Friend" telephone-based tutoring service operated by Arizona Association for Supportive Childcare, which provides a free tutoring service that can be accessed from the student's home. Staff can also assist students who need help with connecting to local service organizations for completion of community service hours.

School support: The VISION program is well established and highly regarded throughout the district. Teachers and school administrators at all high schools encourage participation and are often tremendous resources to students who are struggling academically and/or in need of suggestions and referrals for completing community service hours. For example, the high school DECA programs link students with local social service agencies in need of youth volunteers.

VISION's community engagement component affords students the opportunity to form and maintain positive relationships with peers and adults and to make positive contributions to the community. In addition to developing job skills and real world work experience, students are also exposed to positive adult role models who offer guidance and supervision (as well as a future employment reference!).

With the aid of additional funding, CEF can attain the proposed outcomes through existing service strategies that are proven effective and holistic in approach, including:

Early Awareness - CEF begins to introduce the concept of college access at the elementary school level, then aggressively targets incoming 9th graders for recruitment and enrollment into the VCB program. This approach engages and excites students about the idea of college at an early age.

Adequate Academic Preparation – The VCB program sets high achievement goals (a 3.4 GPA or better) as a means of development. The high schools apply an array of institutional resources to help students succeed, such as on-site learning centers for tutoring assistance and career centers for college access resources. In addition, VCB staff further assists students by providing information and referrals to local community resources (such as free telephone based tutoring services). Last, VCB's high attendance standards (95% or better) boost a student's ability to be more successful in academia simply by being present on a consistent basis.

Community Engagement as a Life Skill - *VCB*'s community service component helps students to form and maintain positive relationships with peers and adults, and to make lasting contributions to the community. Most (80%) students report that they intend to continue their community service after graduation. VCB students consistently perform more community service hours than are required; this year's graduating class *exceeded the minimum number required by 10,611 hours.*

Rewards – student achievement is encouraged and rewarded with program-completion certificates and ceremonies and a $1,000 scholarship. Additionally, students have multiple opportunities to interact with program alumni who have successfully entered college.

Partner Investment – Since inception VCB has enlisted the support and resources of community, educational and corporate partners, resulting in the critical integration of volunteers, in-kind contributions and financial support.

Tracking and Accountability – VCB tracks attendance and GPA attainment through district reports that delineate results by grade level, school, gender and ethnicity. Also available through the district are special reports to identify and track at risk students based on various indicators such as enrollment in free/reduced lunch, chronic absenteeism, and low performance on standardized tests. Students are responsible for documenting and submitting community service hours. One of the proposed enhancements concerns the tracking of long term outcomes specific to college participation (enrollment, retention, and degree attainment). This effort will require more staff and data gathering/reporting capacity. CEF has started to engage partners in this effort, including the Virginia Piper Charitable Trust and the AZ Department of Education, to identify the types of long term measures that should be tracked and begin to seek resources for financing this effort.

e) ***Defining the project as a new or continuing program.*** VCB and Destination College are continuing programs. VCB was launched in 1995 with the first graduating seniors receiving their scholarships in 1999. Currently nearly 4,000 students participate each year, and over $750,000 has been paid out in scholarships and 8,000 college credit hours have been completed by VCB-assisted students. Destination College has been held on the campus of Chandler Gilbert Community College since 2005. Incoming 6th grade students from Erie, Frye, Galveston, Hartford Sylvia Encinas, Knox, and San Marcos Elementary Schools are bussed to the CGCC campus to experience a taste of life on college campus. Students learn about the many career opportunities that are available to them as well as the importance of obtaining a college degree to help make their career goals possible.

f) ***Identification of other organizations, partners or* funders participating *in the project and their roles.*** Key partners are organizations that offer managerial, financial, and/or operational support. The ***Chandler Unified School District*** assists in management

by offering office/meeting space and administrative support as well as secure access to information systems for student tracking and program reporting. CUSD Superintendent Camille Casteel is a key member of CEF's Board of Directors, involved in strategic planning and fundraising among other activities. ***The Chandler/Gilbert Community College (and other local community colleges)*** (CGCC) sponsors CEF events and makes facilities and faculty/staff available to introduce students to the college campus and programs. CGCC President Marie Hesse is another key member of CEF's Board of Directors. All Arizona universities including, ***Arizona State University, Northern Arizona University, University of Arizona*** and other state community colleges collaborate with CEF in accepting VCB recipients. Financial and operational support is given by the ***City of Chandler***, local corporations and businesses, and the City's four high schools. ***Chandler's Mayor*** Boyd Dunn is an active CEF Board member and key advocate for the program, and the City provides financial support in the form of grants. ***Corporate and business partners*** yield in-kind, financial and leveraging relationships; they make direct contributions as well as provide access to other corporations and high power networks throughout the community for fundraising purposes. No less than 14 major businesses are represented on the CEF Board of Directors, and each year over 200 corporate contributors support CEF events and fundraising activities.

School faculty and staff actively participate in recruiting 9th grade students by introducing the program and assisting with registration during all Freshman English classes. Faculty encourages students to maintain program standards throughout the duration of high school, and helps students identify community service opportunities. The VCB program is well known among area ***civic groups, local community-based and faith-based organizations, who often refer candidates for, or help to subsidize, scholarships***. CEF will formalize three new partnerships with local grass roots/community/faith based organizations to increase the number of referrals of, and follow up among, at risk (including low income/minority and underachieving) students. While ***parental involvement*** is understandably key to student's success in the program, until this year CEF has not offered services that particularly target the parents. As previously mentioned, this year CEF proposes to offer parents-only seminars to engage parents as a strong resource in the program's objectives. Also new this year, CEF formed a partnership with the Arizona-based Virginia Piper Trust and the Arizona Department of Education to increase the program's capacity for tracking and documenting long term outcomes for the VCB program.

g) **Indication of any applications to and/or awards made by another Tribe for state shared revenues for this and/or other projects/programs.** Applications have also been submitted to other tribes for state-shared revenue, however none have been received to date.

h) ***Timetable for Implementation.*** Please see Attachment # 5.

i) ***Identify long-term funding resources.*** Since the onset of the *VISION: CollegeBound* program the Board of Directors and management staff have ensured that, through successful and aggressive fundraising, donor relations, grant writing, and sponsorships, the operating costs and financial obligations to students have been met each year. The growing population

and increasing number of students registering for the program is prompting the need for new and even more aggressive strategies to secure additional funds. To this end, the CEF Board of Directors recently engaged several new members and is embarking on a strategic planning process with particular emphasis on determining new fundraising activities that will bring about increased funding for the program, to include sustaining the new program enhancements described within this proposal. For example, CEF is devoting more time and resources to tracking and re-engaging program alumni (students who previously received the VISION reward and have since graduated from college and started their careers) to sponsor current enrollees. Although continued fundraising is the intent of the Board, other alternatives such as reducing the amount of the financial reward and/or the payout process in order to serve more students have been explored. In fact, for the class of 2011 (9th grade class recently enrolled), the Chandler Education Foundation Board approved a new program change: "Changes to the program include a change in funding beginning with the Class of 2011: Rather than rewarding a set amount, qualifying students will receive an equally divided amount of what is designated that year by the Chandler Education Foundation in support of the VISION:CollegeBound Scholars program and can be up to $1,000 per qualifying student." (CEF Board minutes, March 6 2008). Specific examples of fundraising strategies include the Annual Corporate Golf Tournament, the Annual Car Raffle, and the CELEBRATE Chandler Fundraiser targeted specifically for Chandler alumni and past VISION:CollegeBound graduates.

2. Reports

Description of plant to document progress and results. Current data collection capacity includes statistical reports generated by the CUSD, data maintained by CEF staff, and input provided directly by students. District reports include the number of students enrolled by grade, gender, and ethnicity, and track their progress (by number and percentage) according to meeting attendance and academic requirements from registration through to the end of 12th grade within these same categories. District reports are accessible at any time and provide real time data in the categories noted. CEF staff maintains records on students registered and receives and tracks the number of community service hours completed based on reports submitted by each student (and signed by a teacher or supervisor). From this data, CEF is able to determine the outcomes in terms of students who will qualify for the $1,000 reward upon graduating, by grade level, gender, and ethnicity as well as monitor progress by grade in terms of meeting academic, attendance, and community service requirements for all current enrollees.

CEF will work with the school district to access data that allows for increased targeting of at risk students. CEF will receive data on students who failed to meet minimum acceptable standards on the reading and math components of the state's standardized test (Arizona Instrument for Measuring Standards), which is administered to students in the 8th, 10th and 12th grades. This information will be accessible at the start of the school year to allow for targeting during the period of program enrollment, which occurs early in the school year. Also available through the district office is data on students who are having significant attendance problems throughout the school year. Both categories of students will be targeted for follow up on enrollment.

CEF has formed partnerships with the Arizona-based Virginia Piper Trust and the Arizona Department of Education to increase the organization's capacity for tracking and documenting longer term outcomes for the VISION program. To date program tracking has been limited to monitoring students while they are enrolled and up to the point of high school graduation; however there is an increasing interest in learning the longer term impact of the program's strict criteria and the financial reward students receive upon graduating. For example, CEF's interest is to learn the degree to which this reward improves the likelihood of a student's entry into college. Similarly, once enrolled in college, to what extent are students maintaining the same GPA (3.4 or better) and attendance (95% or better) as was required during high school, and do they continue to be engaged in volunteerism? These partnerships will enable CEF to build the necessary resources (staff and time) and give access to state education data to improve the ability to measure the long term impact of the program as it relates to college participation.

CEF is presently able to track high school graduation rates among VISION students, as well as overall progress in terms of improved grades and improved attendance to measure improvements in groups of students from one grade level to the next. Individual tracking in these areas is also possible via the District reporting system, including for students who have transferred from one high school to another (while remaining within the school district).

B. ATTACHMENTS

- Resolution from the applicable governing body in support of the proposed programs. — Attachment #1
- Proposed budget for the programs. — Attachment #2
- List of other funders, potential funders and amounts committed or requested in support of the proposed programs. — Attachment #3
- Timetable for Implementation, as requested by line item h. — Attachment #A

ATTACHMENT #3 – Page 2
Proposed Budget

VISION:CollegeBound and DESTINATION:College
January 1, 2009 – December 30, 2010

PROGRAM	DESCRIPTION	TOTAL AMOUNT	GRANT REQUEST
TOTAL BUDGET (projected)	2009-2010	**$350,000**	(Portion)
AMOUNT APPLIED FOR		**$100,000**	**$100,000**
INCOME:			
	Contributions	22,000	
	City Contributions	30,000	
	Fundraising Proceeds • Golf Tournament ($35,000) • Car Raffle ($55,000) • High Tea ($75,000) • Alumni Campaign ($33,000)	198,000	
	Grant Solicitation	$100,000	**$100,000**
	Total Income (2009-2010)	**$350,000**	
EXPENSES:			
VISION:CollegeBound (VCB)			
	Salaries (Program Coordination)	12,000	3,000
	Benefits	3,360	1,120
	Postage	1,000	
	Printing and Production	2,000	
	Student Rewards	255,000	75,000
	Supplies	500	380
	Food & Refreshments (Lunch for Students)	7,500	
	Evaluation Process	5,000	5,000
	Transportation & Travel	640	
	Misc.	500	
	Administrative Cost (@10%)	32,500	8,000
	SUB TOTAL (VCB)	**325,000**	**92,500**
DESTINATION:College (DC)			
	Salaries (Instruction & Staff)	12,000	3,000
	Benefits	3,360	1,120
	Postage	100	
	Printing & Production	500	
	Supplies	4,000	2,000
	Food and Refreshments	500	
	Transportation & Travel	2,000	1,000
	Misc.	40	
	Administrative Costs (@ 10)	2,500	380
	SUB TOTAL (DCB)	**25,000**	**7,500**

Descriptions: The majority of the funds will be to support the student rewards and Destination:College program.	**Request** for Instruction & Coordination **Request** for Student Rewards **Request** for Supplies & Transportation **Request** for Evaluation of Program **Request** for CEF Administrative Costs **TOTAL REQUEST**		**$8,240** **$75,000** **$3,380** **$5,000** **$8,380** **$100,000**

ATTACHMENT #3
List of other funders

Other funding already secured:

- City of Chandler Youth Enhancement funds: $27,500
- Valley of the Sun United Way: $4,531
- NCS Pearson: $2,000
- Get Away Today, Inc.: $1,677
- Timothy L. Frey: $1,000

Other funding pending:

- Private donations/contributions: $22,000
- Golf Tournament: $35,000
- Car Raffle: $55,000
- High Tea: $75,000
- Alumni Campaign $33,000

ATTACHMENT #A
Timetable for Implementation

CHANDLER EDUCATION FOUNDATION VISION:CollegeBound Program for the period July 2008 – June 2010 (est)			
Goal	**Task**	**Timeframe**	**Lead Responsible** (Refer to Attachment H for Resumes of Key Personnel)
Promote the program	Develop and distribute press release	September 1, 2009, 2010, & 2011	Glenna McCollum
	Update program materials to note grant received	September 1, 2009, 2010, & 2011	PR Staff
Increase enrollments among at risk youth	Formalize partnerships with local grass roots organizations and the public housing program	August 1, 2009, 2010, & 2011 and September 5, 2009, 2010, & 2011	Glenna McCollum
	Conduct informational presentations among local agencies and public housing sites to raise awareness	First Friday of every month at CNPC	Glenna McCollum
		(Collaborative mtgs of Chandler nonprofits)	
Conduct program registration for incoming 9th graders	VISION:CollegeBound enrollment follows first intersession	10 days, first week of October 2009, 2010, & 2011	CEF Staff, High School VCB Counselors, and New Partners
Monitor enrollments	Review monthly achievement reports noting progress in areas of attendance, academic, and community service.	Monthly	CEF Staff
	Follow up on student inquiries and make referrals for needed support	ongoing	CEF staff
Report progress	Complete monthly or quarterly progress reports in accordance with grant requirements	Monthly/Quarterly	CEF Staff
	Board of Directors review of program progress in accordance with grant requirements; identify successes and determine alternative strategies where necessary	Quarterly	
	Prepare and submit final report upon completion of grant term.	At conclusion of grant	

Internal Revenue Service
District Director

Department of the Treasury

1100 COMMERCE STREET
DALLAS, TX 75242-0000

Date: FEB 10 1988

Employer Identification Number:
86-0589677
Contact Person:
EO TECHNICAL ASSISTOR
Contact Telephone Number:
(214) 767-3526

CHANDLER EDUCATION FOUNDATION INC
P O BOX 2362
CHANDLER, AZ 85244

Chandler Education Foundation, Inc.
1600 W. Chandler Blvd. Suite 120
Chandler, Arizona 85224

Accounting Period Ending:
JUNE 30
Form 990 Required:
YES
Caveat Applies:
N/A

Dear Applicant

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

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

CHANDLER EDUCATION FOUNDATION INC

The heading of this letter indicates whether you must file Form 990, Return of Organization Exempt from Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. The law imposes a penalty of $10 a day, up to a maximum of $5,000, when a return is filed late, unless there is reasonable cause for the delay.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If the heading of this letter indicates that a caveat applies, the caveat below or on the enclosure is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Glenn Cagle
District Director

The Chandler Education Foundation, Inc. is a broadly-based, non-profit community organization whose purpose is exclusively educational and charitable and is to secure and distribute contributions from individuals, corporations, and foundations for the benefit of promoting excellence in education in the Chandler community. Established on July 1, 1986.

CHANDLER EDUCATION FOUNDATION

BOARD MEMBERS AND STAFF 2008-2009

Officers: (Executive Committee)

President Gary Niekerk

Vice-President Jane Poston

Past-President Marlane Porter

Treasurer Michael Basha

Secretary Charles Anthony

Member-at-Large (2) Ken Barney
Maria Hesse

Board of Directors (Voting)

Brandon Ames ( )
President, Able Technologies, Inc
2915 W. Fairview Street
Chandler, Arizona 85224
Phone: (480) 477-0100
Email: Brandon@ableinc.com
T =

Charles Anthony ( )
Wells Fargo Bank / Teacher
3896 E Packard Dr
Gilbert, AZ 85298
Phone: 602-696-0728 Mob
877-749-9753 Fax
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T = Corporate & Donor Development

Ken Barney (7/19)
CHS Alumni
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602 885-0234 mob
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T = Alumni, Annual Campaign

Michael Basha (4/26)
Bashas'
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(480) 940-2245 fax
(480) 201-0034 mob
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T=Children of Promise; Finance Golf Tournament, VCB;

Karen Bredeson (pending)
M&I Bank
1990 W. Chandler Blvd
Chandler AZ 85224
T:

Rod Carruthers (12/27)
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Sun Lakes, AZ 85248
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T=Retirees; PIRC

Lindsay Coburn
Countrywide Financial
HHS Alumni/ VCB/ CEF Scholar
1151 E. Commonwealth
Chandler, AZ 85225
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480 899-5058 fax
480 612-1363 mob
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T=Scholarships;

Glenn Cochran (pending)
Intel Corporation, CH7-301
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T:

Carmen Cornejo
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T= Volunteers

Boyd W. Dunn (ending 6.09)(12/23)
Mayor, Chandler City Council
55 N. Arizona Place
PO Box 4008, MS #603
Chandler, AZ 85244
Phone: (480)-782-2206 wk
480-782-2233 Fax
Email: Linda.hedstrom@Chandleraz.gov
T= Corporate and Donor Development

David Evans
CUSD Governing Board
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T= Planned Giving; Donor Development

Craig Fennell
Executive Director of Student Financial Aid Assistance, Arizona State University
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T =

Bob Hardin
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Maria Hesse (to be replaced 6.09)
President, Chandler-Gilbert Community College
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Maria.Hesse@cgcmail.maricopa.edu
T

Frank Narducci (pending) ( )
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T=Golf Tournament

Tim Nguyen (pending)
Northern Trust
23714 S. Alma School Road
Sun Lakes, AZ 85248-6181
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T

Gary Niekerk ( )
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5000 W. Chandler Blvd.
Chandler, AZ 85226
Phone: 480 554-3682 wk
480-554-7122 fax
480 363-6956 mob
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T= Corporate Development; Finance; VISION:CollegeBound

Marlane Porter (4/22)
Attorney at Law
1756 E. Greenway St.
Mesa, AZ 85203
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T = Social Capital, Legal, VCB

Merold Porter
Gila River Indian Community
Convention Services Manager
Sheraton Wildhorse Pass
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T =

Jane Poston ( )
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Phone: 480 782-2231 wk
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T=VISION:CollegeBound

CHANDLER EDUCATION FOUNDATION

BOARD MEMBERS AND STAFF 2008-2009

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T= Alumni

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Lynn Fisher (5/23)
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T: Dinner & Auction; Raffle

Glennys "Terry" Saba (3/15)
16 N. Bullmoose
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Phone: 480 963-3210 hm
T: VISION;CollegeBound; Raffle; Golf Tournament

CUSD

Camille Casteel (9/21)
CUSD Superintendent
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480 812-7013 fax
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T=Raffle; Dinner & Auction

Terry Locke (8/22)
CUSD Community Relations
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T=Public Relations; Prize Patrol; Raffle; Scholarship Reception

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(480) 812-7000

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Physical Address:
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Website:
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PIRC STAFF:
Project Director:
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Rev: April 2009