

Tohono O'odham Kekel Ha-Maṣcamakuḍ

Board of Trustees Regular Meeting

December 18, 2025

TOCC Boardroom, Ma:cidag Gewkdag Ki:

S-cuk Du'ag Maṣcamakuḍ

In Person & Virtual Meeting

Tohono O'odham Kekel Ha-Maṣcamakuḍ
Board of Trustees Regular Meeting
Thursday, December 18, 2025, 9:00 a.m.
TOCC Boardroom, Ma:cidag Gewkdag Ki:, S-cuk Du'ag Maṣcamakuḍ

In Person and Virtual Meeting – Phone, Internet via Zoom

AGENDA

General Matters

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4. Announcements and Upcoming Events
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6. Call to the Audience

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General Matters

7. Executive Session

Adjournment

Tohono O'odham Kekel Ha-Maṣcamakuḍ
TOCC Board of Trustees
P.O. Box 3129 Sells, AZ 85634
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www.tocc.edu

Tohono O'odham Kekel Ha-Maṣcamakuḍ
Board of Trustees Regular Meeting
Thursday, November 20, 2025
9:00 a.m.
TOCC Boardroom, Ma:cidag Gewkdag Ki:, S-cuk Du'ag Maṣcamakuḍ
In Person / Virtual Meeting

GENERAL MATTERS

1. Call to Order / Roll Call

   The Board of Trustees Regular Meeting was Called to Order at 9:18 a.m. by Chairperson Ofelia Zepeda. Four (04) members of the Board of Trustees were present.

Present	Excused Absence	Unexcused Absence	Attendance Time	TOCC Board of Trustees
X			9:18 a.m.	Dr. Ofelia Zepeda, Chairperson
X			9:18 a.m.	Jonas Robles, Vice Chairperson / Elder Member
X			9:18 a.m.	Treena Parvello, Secretary
X			9:18 a.m.	Mary Bliss, Member
				Administration Members
X			9:18 a.m.	Dr. Stephen Schoonmaker, President
X			9:18 a.m.	Joann Miguel, Dean of Finance
X			9:18 a.m.	Dr. Laura Sujo-Montes, Academic Dean
X			9:18 a.m.	Yolanda Pacheco, Dean of Student Services
				Recorder
X			9:18 a.m.	Evan Thomas, Special Assistant to the President
				Guests
X			9:18 a.m.	Carmella Ortega, Interim Director, Sponsored Projects Office
X			9:18 a.m.	Jay Juan, Chief of Operations
X			9:18 a.m.	Brennen Jensen, Director of Engagement & Resilience, Blue Strike Environmental
X			9:18 a.m.	Sol Sheperd, Energy & Climate Technical Analyst, Blue Strike Environmental
X			9:18 a.m.	Sylvia Hendricks, Director of Student Life

X			9:18 a.m.	Tracy Worthey, Interim Human Resources Director
X			9:18 a.m.	Jane Latane', Development, Consultant
X			9:18 a.m.	Annastasia Gonzalez, Office Coordinator, Operations
X			9:18 a.m.	Cassandra Scott, Director, Phoenix Center
X			9:18 a.m.	Chloe Begay, Human Resources Generalist
X			9:18 a.m.	Diana Antone, Financial Aid Manager
X			9:18 a.m.	Frances Benavidez, Program Director, NSF TEAC, O'odham Ñi'okĭ Ki:
X			9:18 a.m.	Jackson Doe, Director, Apprentice Program
X			9:18 a.m.	Anselmo Ramon, Chair of Workforce and Community Development
X			9:18 a.m.	E. Lynn Liston, Multimedia Coordinator, O'odham Ñi'okĭ Ki:
X			9:18 a.m.	Nikki Miguel, Accounting Technician, Finance Division
X			9:18 a.m.	Rebecca Valentine, Data Entry

Executive Summary: TOCC BOT acted on the following at the November 20, 2025 regular meeting:

- Approved the October 18, 2025 TOCC Board of Trustees Regular Meeting minutes as presented.
- Accepted the October 2025 Financial Report as presented.
- Approve the selection and implementation of ADP Workforce Now as the college's new Human Capital Management (HCM) system as presented.
- Accepted the Human Resources Report for November 10, 2025 as presented.
- Approved the revised TOCC Personnel Policies as presented.
- Approved the request to restore the Cultural Liaison position as presented.
- Approved the three (03) Office 365 Trainer positions revised as presented.
- By consensus the BOT agreed to participate in the AICF TCU Futures Project as presented.

2. Invocation

   The Invocation was given by Vice Chairman / Elder Member Jonas Robles.

3. Review and Approval of Agenda

   The BOT meeting agenda was reviewed. TOCC Board of Trustees Biographies was added as Presentation Item 2 with Jane Latane' making the presentation.

   A motion was made to approve the meeting agenda with the additional item.

MOTION: Motion by Mary Bliss, Seconded by Treena Parvello to approve the meeting agenda with the additional item
VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 0 ABSENT.
MOTION APPROVED

4. Announcements and Upcoming Events

   TOCC All Staff Meeting
   Friday, November 21, 2025
   Wisag Kos Mascamakud
   Breakfast, Mural Building 8:30 am
   All Staff Meeting, Apprentice Program Shop 9:00 am

2024 – 2025 TOCC Annual Report Presentations
Sif Oidak District Council
To be rescheduled
Kaicu Ki:, North Komelik

Social Pow Wow
Saturday, November 15, 2025
Was a success despite being rained out
Recognize the planning committee

Thanksgiving Holiday
Thursday, November 27, 2025 & Friday, November 28, 2025
TOCC Closed

TOCC Christmas Gathering
Friday, December 12, 2025
10:00 am – 2:00 pm
Desert Diamond Casino – Sahuarita
Announcements have been distributed
Deadline to RSVP is Friday, December 05, 2025, 5:00 pm
TOCC Employee & Guest are welcome to attend

TOCC Winter Break
Thursday, December 25 through Thursday, January 01, 2025
TOCC Closed

Keihina
January 13 - 16, 2026
Nightly 6:00 pm – 12:00 am
Baseball Field, Hawan Naggia / San Isidro Community
Volunteers needed for each night

Recognition of the TOCC Jegos Cross Country Team – Drew Harris, Athletic and Wellness Manager

Athletic and Wellness Manager Harris introduced the following members of the TOCC Jegos Cross Country Team:

Brandon Dude	Natalie Johnson
Justin Manuel	Marlinda Francisco, Head Coach

The student athletes were commended for completing an exciting season. On behalf of the BOT, the individual team members were presented with shell necklaces by President Schoonmaker.

5. Minutes from the October 16, 2025, regular meeting of the TOCC Board of Trustees

Minutes from the October 16, 2025 BOT regular meeting were distributed electronically and included in the November 2025 board packet. Secretary Parvello reviewed the minutes via email and noted there were no changes.

A motion was made to approve the October 16, 2025 TOCC Board of Trustees regular meeting minutes as presented.

MOTION: Motion by Mary Bliss, Seconded by Treena Parvello to approve the October 16, 2025 TOCC Board of Trustees regular meeting minutes as presented.
VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 0 ABSENT
MOTION APPROVED

6. Call to the Audience – None

NEW BUSINESS

1. Financial Report – Joann Miguel, Dean of Finance

   <u>October 2025 Financials</u>

   Dean Miguel reviewed the October 2025 Financial Report with the Board of Trustees.

   A new section was added to the Restricted and Unrestricted Expenses: Budget by Project report to show the AICF Bridge Fund. This grant will be shown as a special project for tracking purposes and to separate it from the annual operating budget.

   As recommended, an interest–bearing account was established with Bank of America and funds will be transferred once online access is completed. The account will be monitored monthly.

   The Interoffice Memorandum was reviewed.

   A motion was made to accept the October 2025 Financial Report as presented.

MOTION: Motion by Jonas Robles, Seconded by Mary Bliss to accept the October 2025 Financial Report as presented.
VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 0 ABSENT
MOTION APPROVED

2. TOCC Board of Trustees Biographies – Jane Latane, Development, Consultant

   Consultant Jane Latane' compiled biographies of every member that has ever been seated on the TOCC Board of Trustees. The information is for historical purposes and will be archived in the college's library.

   Several individuals were designated to contact family members to obtain more information on those BOT members that have passed on.

   Current BOT members will review their information and the President's Office will share their contact information with Jane Latane' to schedule time to review and gain further insights for the biographies.

3. ADP Recommendation – Tracy Worthey, Interim Human Resources Director; Joann Miguel, Dean of Finance

   TOCC currently utilizes Paychex for payroll services. To meet the growing needs of the college a more comprehensive Human Capital Management (HCM) platform is needed. The move is intended to eliminate disparate systems, reduce manual administrative burden, improve data accuracy and enhance the overall employee experience.

   The transition to ADP is justified based on its comprehensive features, superior scalability, integrated support model, and 24/7 concierge-style services for employees, making it the preferred choice over our current system and other competing solutions.

   Several districts of the Nation utilize ADP for their payroll services. There will be a transition period between our existing PayChex system and launching ADP services so that there is no disruption in the payroll cycles as ADP is implemented. During the review and recommendation process, a total of four (4) payroll service companies were assessed and analyzed for compatibility and functionality based on the current and future needs in HR and Payroll support to TOCC employees. ADP was the clear choice and recommendation.

   A motion was made to approve the selection and implementation of ADP Workforce Now as the college's new Human Capital Management (HCM) system as presented.

MOTION: Motion by Jonas Robles, Seconded by Mary Bliss to approve the selection and implementation of ADP Workforce Now as the college's new Human Capital Management (HCM) system as presented.
VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 0 ABSENT
MOTION APPROVED

4. Human Resources Report – Tracy Worthey, Interim Human Resources Director

   Interim HR Director Worthey reviewed the November 10, 2025 Recommendation for Approval of Personnel Actions which included the Resource List and Employment Vacancy Activity Log.

   Recent positions posted are: Student Success Coach, Food Program Manager, Tutor Coordinator, Facilities Technician I, and three positions at S-Ki:kig Mascama Ki: (Phoenix Center).

   A motion was made to accept the Human Resources report for November 10, 2025 as presented.

MOTION: Motion by Mary Bliss, Seconded by Jonas Robles to accept the Human Resources report for November 10, 2025 as presented.
VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 0 ABSENT
MOTION APPROVED

5. Revised TOCC Personnel Policies – Tracy Worthey, Interim Human Resources Director

   The Paid Parental Leave and Donated Leave have been revised. Interim HR Director Worthey reviewed the additions, modifications and deletions with the BOT. With involvement from the

College President, Administrative Leadership Team and Cedar Tree Native Law, the Personnel Policies handbook will be updated upon approval of the BOT.

A motion was made to approve the revised TOCC Personnel Policies as presented.

MOTION: Motion by Mary Bliss, Seconded by Treena Parvello to approve the revised TOCC Personnel Policies as presented.
VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 0 ABSENT
MOTION APPROVED

6. Restored Position Request – Tracy Worthey, Interim Human Resources Director
    - Cultural Liaison

    This position reported to the President and their role was to lead the Himdag Committee, chairing the committee, work with campus community to help instill the Himdag throughout our efforts and to work with the Communication and College Advancement area for Himdag events.

    It has been determined this is a full-time position and needed to be reestablished to reduce the work load for others that work on events organized by the Himdag Committee for the college.

    A motion was made to approve the request to restore the Cultural Liaison position as presented.

MOTION: Motion by Jonas Robles, Seconded by Mary Bliss to approve the request to restore the Cultural Liaison position as presented.
VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 0 ABSENT
MOTION APPROVED

7. New Positions Request – Tracy Worthey, Interim Human Resources Director
    - Office 365 Trainer

    Through the recent NTIA grant, TOCC successfully established and executed a Computer Literacy Program. The funding for this initiative officially concluded on July 31, 2025. Two experienced staff members have been displaced from their roles within TOCC.

    Through another grant managed by the Education Division, Workforce Development has revamped this program to create three (3) positions to be the Office 365 Trainers. These positions will directly address two primary institutional goals: Nation-wide Workforce Readiness and Academic Support. The two previous displaced employees will transition into two of these positions and the third will be advertised.

    A motion was made to approve the three (3) Office 365 Trainer positions as presented.

MOTION: Motion by Treena Parvello, Seconded by Mary Bliss to approve the three (03) Office 365 Trainer positions revised as presented.
VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 0 ABSENT
MOTION APPROVED

8. AICF Futures Project – Dr. Stephen Schoonmaker, President

The TCU Futures Project is designed to develop the governance and executive capabilities of TCU governing boards and presidents. Dr. Schoonmaker reviewed the outlined two-year engagement process with the BOT. Upon completion of the project, each participating TCU will be awarded $1M. Use of the funds will be determined by the TCU Governing Board and President through mutual engagement.

By consensus the BOT agreed to participate in the AICF TCU Futures Project as presented.

9. 2026 AIHEC TCU Legislative Summit – Dr. Stephen Schoonmaker, President

   President Schoonmaker reviewed the information and schedule of events for the AIHEC Legislative Summit in February 2026. Registration is currently open. Up to 10 participants from TOCC can attend. TCU Impact Sheets provided by AIHEC have been forwarded to complete with a deadline of December 5, 2025. The President's Office will follow up with the BOT as to the interest and attending the conference.

REPORTS – BY DIVISION and DIVISION COMPONENTS

The TOCC Division and Division Component Reports were reviewed and highlights summarized.

1. President, Human Resources, Operations, O'odham Ñi'okĭ Ki:, Title III

2. Education Division, O'ohana Ki:

3. Student Services Division: Phoenix Center Director; The Student Services Division Report was distributed to the In-Person attendees

4. Division for Sustainability: LGOS, Workforce and Community Development

5. Student Life, Food Program, Residence Life, Athletics & Wellness, Security, TOCC Jegos Cross Country Team - 2025 Schedule & Results

GENERAL MATTERS

7. Executive Session

   The BOT excused the meeting guests and convened for an Executive Session at 12:03 p.m.

ADJOURNMENT – 12:38 p.m.

A motion was made to adjourn the November 20, 2025 TOCC BOT regular meeting.

MOTION: Motion by Mary Bliss, Seconded by Treena Parvello to adjourn the November 20, 2025 TOCC BOT regular meeting.
VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 0 ABSENT
MOTION APPROVED

November 2025

Monthly Report

Fiscal Year-End June 30, 2026

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Prepared By: Nicole Ramer, YPTC
on December 9, 2025

Note: Data is sourced from Jenzabar and the board approved budget.

EXECUTIVE SUMMARY

Despite ongoing political uncertainty, Tohono O'odham Community College (TOCC) remains financially strong.

As of November, unrestricted expenses continue below budget, with 62% of the annual budget remaining—slightly better than the target of 58%. This reflects strong financial stewardship across departments, aided by unfilled budgeted positions.

The Other unrestricted revenues and expenses section at the bottom of the Statements of Activities – Budget and Actual has been expanded to include interest, endowment and investment income as well as depreciation.

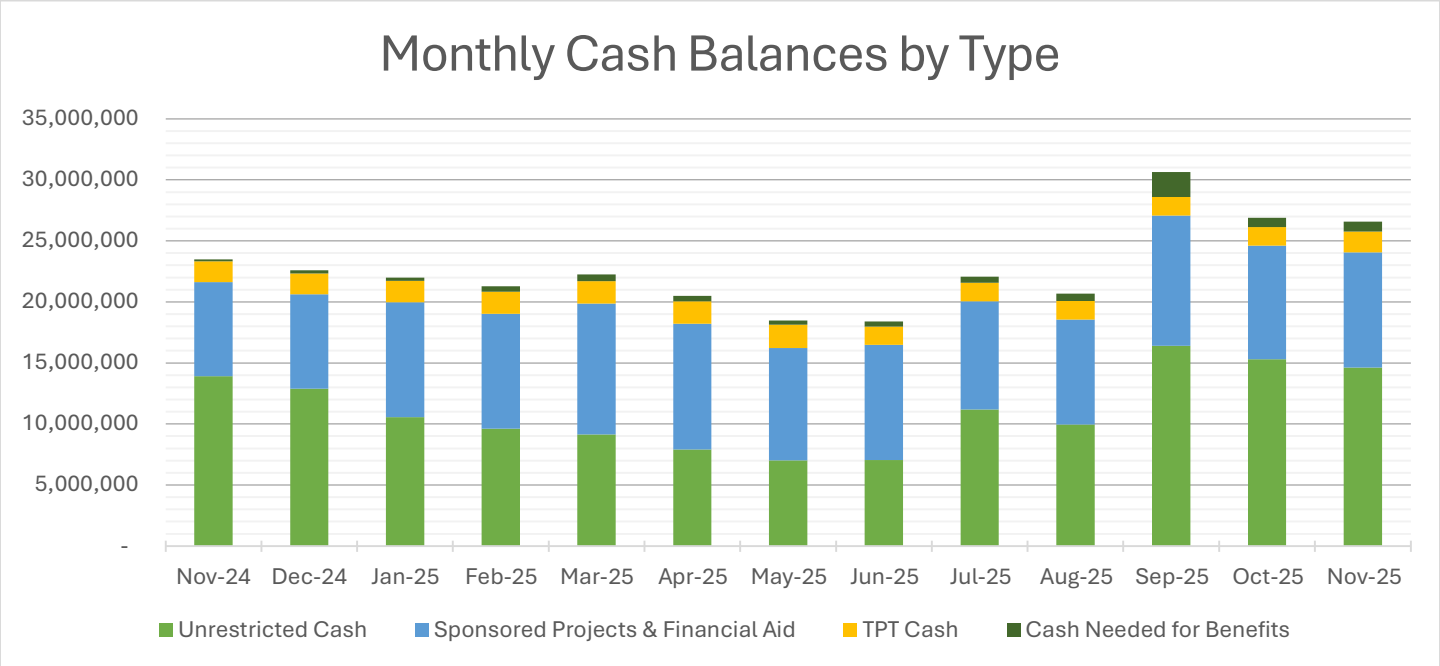
Please note: Fall term tuition has been recorded but not yet waived for tribally enrolled students. Once tuition waivers are applied, both student accounts receivable and tuition revenue will decrease accordingly.

FINANCIAL HIGHLIGHTS

Cashflow: The chart below breaks down the total cash balance for the last 13 months by the following categories:

- Cash Needed for Benefits –the outstanding balance payable to TON which represents 9 months of benefits. The last month invoiced by the Nation is September 2025.
- TPT Cash – restricted cash for AZ TPT State Construction Needs Funding (20-1400).
- Sponsored Projects & Financial Aid – restricted cash for net grant activities.
- Unrestricted Cash – the total cash balance less the amounts detailed above.

With unrestricted expenses averaging $990K per month over the past year, the current unrestricted cash balance can cover approximately 15 months of expenses. This is expected to decline over the remainder of the school year.



FINANCIAL HIGHLIGHTS *continued*

Sponsored Projects & Financial Aid:

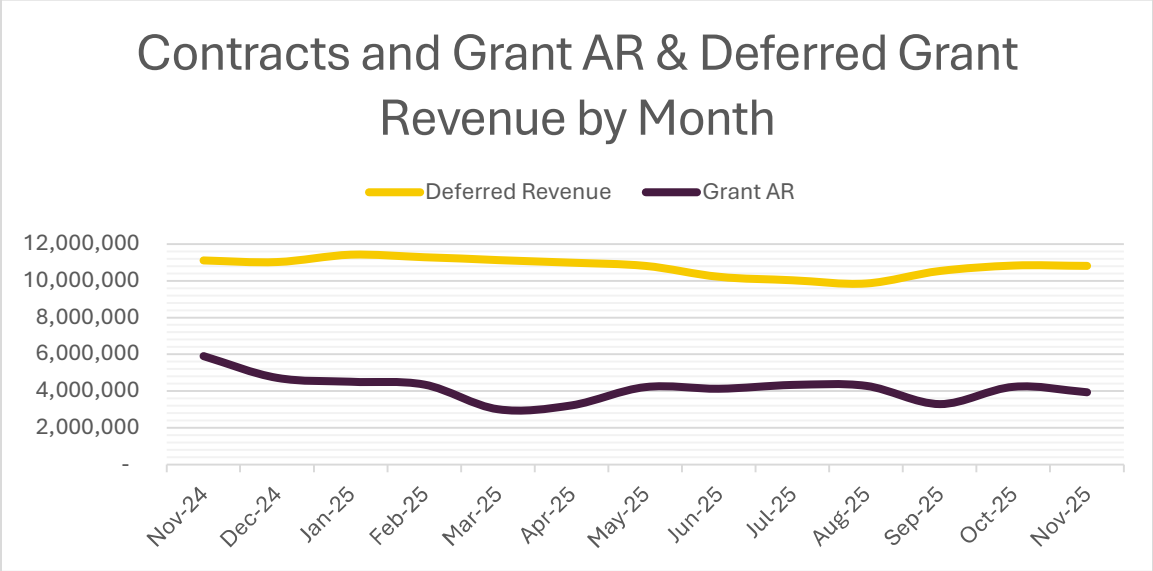
The graph below shows the trend of both deferred revenue and grant accounts receivable over the last 13 months. The deferred revenue will decrease as restricted funds have been spent. Grant AR will decrease as drawdowns are processed and rise with new expenditures.

Grant AR decreased from last month after the final drawdown for 20-1140 as noted below. Deferred revenue decreased slightly in November after monthly expenditures. Most of the deferred revenue balance is concentrated in three grants: AZ TPT State Construction Needs Funding (1400), American Rescue Plan Fund (ARP) BIE PL 117-2 (1680) and Ed Stabilization Fund Covid 19 Assistance (8021).

Key grant activity in November includes drawdowns and receipts for:

- NIST/NTIA Connecting Communities (1140) - final drawdown of $495K
- AICF President Leadership Award (1235) - $2K
- AZ TPT State Construction Needs Funding (1400) - $158K. This represents July through October distributions from the State of Arizona.

In addition to the grant funds, $24K was received from AICF and other direct scholarships for students.



RECOMMENDATIONS / UPDATES

- A review of the grant drawdown and reporting process is recommended. A meeting will be scheduled with Sponsored Projects staff to gather requirements for a reporting template and to improve indirect cost calculations, including consultant expense methodology.
- An initial transfer to the interest-bearing account with Bank of America was completed and interest of $25K was recorded in November. Based on average monthly expenses, a balance of $2.6M will be kept in the non-interest-bearing checking account. The balance will be reviewed and updated monthly.

INTEROFFICE MEMORANDUM

TO: **Board of Trustees, Tohono O'odham Community College**
FROM: **Finance Department**
DATE **12/18/2025**
AGENDA ITEM: **Monthly Financial Reports For November 30, 2025**

EXECUTIVE SUMMARY

Enclosed are the financial reports for November 2025, and detailed budget reports by department.
The format was prepared and "Intended For Internal Management Use Only".
For the month ending November 30, 2025, as follows:

	Bank of America - operating account		$ 1,977,228
	Bank of America - operating savings account		22,918,297
	Bank of America - TPT construction needs		1,683,041
	Bank of America - secondary checking		6,550
	Bookstore cash		(511)
	Petty cash		100
Cash and cash equivalents in all accounts			$ 26,584,705
Investments:			
	Wells Fargo Investments - building and operating reserves		$ 2,149,719
	Community Foundation of Southern Arizona - endowment		492,569
Investment total			$ 2,642,289
Other Assets			
	Student accounts receivable, net	1,067,528	
	Contracts and grants receivable	3,932,158	
	Bookstore inventory	343,043	
	Prepaid expenses	227,164	
	Right of use assets, net	235,326	
	Land, buildings and equipment (net of depreciation)	21,053,647	
			$ 26,858,865
Total Assets			$ 56,085,859

Recommendation: The President recommends the Board of Trustees accept the financial report for the month ended November 30, 2025.

Operating Ending Cash Balance for November 30, 2025

Bank of America - operating account	$ 1,977,228
Bank of America - operating savings account	22,918,297
Less: Restricted Sponsored Projects Net Activity	(10,232,117)
Less: Restricted Student Financial Aid Net Activity	797,148
Less: Estimated cash needed for accrued benefits payment to TON	(834,172)
Ending Operating Cash Balance as of November 30, 2025	$ 14,626,385
Ending Operating Cash Balance as of November 30, 2024	$ 12,696,912

Tohono O'odham Community College
Statements of Financial Position
As of November 30, 2025, October 31, 2025, and June 30, 2025 (Unaudited)
(Intended for Internal Management Purposes Only)

Assets	(Unaudited) November 2025	(Unaudited) October 2025	(Unaudited) June 2025
Bank of America - operating account	$ 1,977,228	$ 25,350,163	$ 16,899,615
Bank of America - operating savings account	22,918,297	-	-
Bank of America - TPT construction needs	1,683,041	1,524,633	1,488,113
Bank of America - secondary checking	6,550	6,550	6,550
Bookstore cash	(511)	391	1,266
Petty cash	100	100	100
* Student accounts receivable, net	1,067,528	1,040,801	276,053
Contracts and grants receivable	3,932,158	4,244,343	4,130,812
Bookstore inventory	343,043	341,658	302,126
Prepaid expenses	227,164	207,167	176,184
Wells Fargo Investments - building and operating reserves	2,149,719	2,149,719	2,075,467
Community Foundation of Southern Arizona - endowment	492,569	492,569	475,157
Right of use assets, net	235,326	235,326	235,326
* Land, buildings and equipment, net	21,053,647	21,053,647	21,301,963
Total Assets	**$ 56,085,859**	**$ 56,647,067**	**$ 47,368,732**
Liabilities and Net Assets			
Accounts payable	$ 187,061	$ 180,114	$ 479,785
Salary related payable	1,490,354	1,417,897	1,057,807
Deposits/funds held for others	29,870	29,870	29,870
Other payables and accrued expenses	338,124	360,580	376,710
Right of use liabilities	250,155	250,155	250,155
Deferred grant revenue	10,827,220	10,839,980	10,222,439
Total Liabilities	**$ 13,122,784**	**$ 13,078,595**	**$ 12,416,766**
Net Assets:			
Unrestricted:			
Designated by the board of trustees	$ 1,818,011	$ 1,818,011	$ 1,818,011
Designated endowment CFSA	210,340	210,340	210,340
Expended for property and equipment	8,638,796	8,638,796	8,638,796
Designated for operating budget plus grants	30,152,287	29,784,718	21,868,138
Unrestricted Net Assets	40,819,434	40,451,865	32,535,285
Temporarily restricted:	2,143,641	3,116,606	2,416,681
Restricted Net Assets	2,143,641	3,116,606	2,416,681
Total Net Assets	**$ 42,963,075**	**$ 43,568,472**	**$ 34,951,966**
Total Liabilities and Net Assets	**$ 56,085,859**	**$ 56,647,067**	**$ 47,368,732**

*Recap #1

* Recap Explained of Net Students Accounts Receivable	November 2025	October 2025	June 2025
Accounts receivable	$ 1,244,198	$ 1,217,472	$ 452,724
Allowance for bad debt	(176,671)	(176,671)	(176,671)
* Student accounts receivable, net	$ 1,067,528	$ 1,040,801	$ 276,053

*Recap #2

* Recap Explained of Net Fixed Assets	November 2025	October 2025	June 2025
Land, buildings & equipment	$ 32,615,283	$ 32,615,283	$ 32,615,283
Accumulated depreciation	(11,561,635)	(11,561,635)	(11,313,319)
* Land, buildings and equipment, net	$ 21,053,647	$ 21,053,647	$ 21,301,963

TOHONO O'ODHAM COMMUNITY COLLEGE

Unrestricted Budget Activity

For the Five Months Ended November 30, 2025

Tohono O'odham Community College
Statements of Activities - Budget and Actual
For the Five Months Ended November 30, 2025
(Intended for Internal Management Purposes Only)

UNRESTRICTED OPERATING BUDGET	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
Unrestricted revenues:				
Tuition and fees	$ 418,053	$ 124,000	$ 294,053	237%
Student housing	-	82,000	(82,000)	-100%
Legislative contribution - Tohono O'odham Nation	5,096,045	5,096,045	-	0%
Tribal Community College Act	8,122,757	7,000,000	1,122,757	16%
Indirect costs recovered on restricted federal grants	104,948	700,000	(595,052)	-85%
Unrestricted gifts and donations	2,946	75,000	(72,054)	-96%
Bookstore sales	41,979	159,000	(117,021)	-74%
Miscellaneous income	8,500	11,000	(2,500)	-23%
Total Unrestricted Revenues	$ 13,795,228	$ 13,247,045	$ 548,183	4%
Unrestricted expenses:				
Educational program services:				
Instruction	$ 1,186,311	$ 3,426,795	$ 2,240,484	65%
Student services	470,838	1,510,119	1,039,282	69%
Auxiliary enterprises	191,668	550,700	359,032	65%
Supporting services:				
Academic support	226,027	705,772	479,745	68%
Institutional support without depreciation and bad debt	1,131,766	3,662,077	2,530,311	69%
Operations and maintenance	468,668	1,423,491	954,823	67%
Sustainability and solar	57,380	314,308	256,928	82%
Student life	239,523	728,027	488,504	67%
San Carlos	1,374,782	1,447,639	72,857	5%
Culinary arts program	1,112	93,000	91,888	99%
Tohono Kosin	75,859	294,224	218,365	74%
S-Ki:kig Maşcama Ki: Many Houses - Phx	55,550	284,557	229,007	80%
Grant match (1117/1526)	-	62,629	62,629	100%
Total Unrestricted expenses	$ 5,479,484	$ 14,503,338	$ 9,023,854	62%
Unrestricted operating change in net assets	$ 8,315,744	$ (1,256,293)	$ 9,572,037	
Other unrestricted revenues and expenses:				
Unrestricted special projects revenue	$ 100,000			
Unrestricted special projects expenses	-			
Unrestricted special projects change in net assets	100,000			
Interest Income	25,057			
Endowment income net of fees	17,413			
Investment income net of fees	74,252			
Total other income	116,722			
Depreciation	248,316			
Total other unrestricted revenue and expenses	(31,595)			
Restricted change in net assets	(273,040)			
Total change in net assets	$ 8,011,110			
FY25 Unspent funds to rollover to FY26				
Sustainability and solar		131,354		
Tohono Kosin		253,853		
Total FY25 Unspent Funds to Rollover		385,207		
Budgeted unrestricted operating change in net assets Including rollover funds		(871,086)		

Note: All data is sourced from Jenzabar

Tohono O'odham Community College

Unrestricted Expenses and Budget by Department
For the Five Months Ended November 30, 2025
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is: 58%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
INSTRUCTION				
Instruction - 1100				
Compensation	$ 899,817	$ 2,549,763	$ 1,649,946	65%
Employee related expenses	167,879	503,338	335,460	67%
Commuter allowance	4,908	1,854	(3,054)	-165%
Consultant fees	18,675	17,650	(1,025)	-6%
Education supplies	-	5,000	5,000	100%
Furniture & fixtures	-	10,000	10,000	100%
Meeting expense	6,253	5,000	(1,253)	-25%
Mileage	-	1,500	1,500	100%
Office supplies	-	2,500	2,500	100%
Art Program Supplies	13,456	-	(13,456)	
Registrations	450	4,000	3,550	89%
Stipends	-	10,350	10,350	100%
Subscriptions/periodicals	-	1,000	1,000	100%
Travel & training	2,094	25,000	22,906	92%
	$ 1,113,532	$ 3,136,955	$ 2,023,423	65%
Work Force Comm Development - 1500				
Compensation	$ 53,824	$ 133,167	$ 79,343	60%
Employee related expenses	11,766	30,569	18,803	62%
Advertising & promotion	-	1,500	1,500	100%
Commuter allowance	755	1,854	1,099	59%
Consultant fees	-	2,000	2,000	100%
Education supplies	-	3,000	3,000	100%
Guest speakers/honorariums	1,000	3,000	2,000	67%
Meeting expense	-	2,000	2,000	100%
Office supplies	-	500	500	100%
Office Equipment	1,648	2,000	352	18%
Other office supplies	331	800	469	59%
Stipends	250	-	(250)	
Registrations	-	2,000	2,000	100%
Travel & training	-	6,000	6,000	100%
	$ 69,574	$ 188,390	$ 118,816	63%
ABE-GED - 1800				
Compensation	$ -	$ 60,000	$ 60,000	100%
Employee related expenses	-	19,050	19,050	100%
Education supplies	3,204	8,000	4,796	60%
Meeting expense	-	6,000	6,000	100%
Memberships	-	400	400	100%
Other office supplies	-	1,000	1,000	100%
Printing	-	1,000	1,000	100%
Registrations	-	2,000	2,000	100%
Travel & training	-	4,000	4,000	100%
	$ 3,204	$ 101,450	$ 98,246	97%
TOTAL INSTRUCTION	$ 1,186,311	$ 3,426,795	$ 2,240,484	65%

Tohono O'odham Community College

Unrestricted Expenses and Budget by Department
For the Five Months Ended November 30, 2025
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is: 58%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
STUDENT SERVICES				
Student Services - 5100				
Compensation	$ 247,183	$ 707,623	$ 460,440	65%
Employee related expenses	68,477	203,676	135,199	66%
Comm/student events	3,411	15,000	11,589	77%
Commuter allowance	1,509	3,708	2,199	59%
Consultant fees	3,600	10,000	6,400	64%
Education supplies	880	500	(380)	-76%
Furniture & fixtures	-	3,000	3,000	100%
Graduation	-	18,000	18,000	100%
Meeting expense	138	2,000	1,862	93%
Memberships	-	2,000	2,000	100%
Mileage	481	750	269	36%
Printing	-	4,000	4,000	100%
Other office Supplies	-	3,000	3,000	100%
Promotional	-	6,000	6,000	100%
Recruiting	2,210	22,000	19,790	90%
Registrations	-	9,000	9,000	100%
Travel & training	320	20,000	19,680	98%
	$ 328,208	$ 1,030,257	$ 702,049	68%
Financial Aid Office - 5200				
Compensation	$ 62,194	$ 195,902	$ 133,708	68%
Employee related expenses	16,344	57,802	41,458	72%
Memberships	-	1,000	1,000	100%
Office supplies	-	500	500	100%
Program supplies	-	1,000	1,000	100%
Registrations	-	3,500	3,500	100%
Travel & training	517	15,000	14,483	97%
	$ 79,055	$ 274,704	$ 195,649	71%
Residence Life - 5400				
Compensation	$ 37,380	$ 133,907	$ 96,527	72%
Employee related expenses	14,159	18,351	4,192	23%
Advertising	-	1,500	1,500	100%
Community/student events	734	6,000	5,266	88%
Custodial expenses	4,538	9,000	4,462	50%
Furniture & fixtures	-	10,000	10,000	100%
Meeting expense	413	1,000	587	59%
Memberships	-	500	500	100%
Mileage	-	1,200	1,200	100%
Office supplies	148	200	52	26%
Program Supplies	-	1,500	1,500	100%
Registration expenses	-	1,500	1,500	100%
Stipends	6,100	10,500	4,400	42%
Subscriptions/periodicals	-	4,000	4,000	100%
Travel & training	102	5,000	4,898	98%
	$ 63,574	$ 204,158	$ 140,584	69%
Student Clubs - 1410				
Office supplies	$ -	$ 400	$ 400	100%
Meeting expense	-	600	600	100%
	$ -	$ 1,000	$ 1,000	100%
TOTAL STUDENT SERVICES	$ 470,838	$ 1,510,119	$ 1,039,282	69%

Tohono O'odham Community College

Unrestricted Expenses and Budget by Department
For the Five Months Ended November 30, 2025
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is:	58%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
AUXILIARY ENTERPRISES					
Athletics - 5300					
Compensation		$ 36,842	$ 102,458	$ 65,616	64%
Employee related expenses		13,740	41,549	27,809	67%
Advertising & promotion		2,025	10,000	7,975	80%
Archery expense		1,723	6,000	4,277	71%
Consultant fees		9,050	20,500	11,450	56%
Contracts/subcontracts		25,753	60,000	34,247	57%
Meals		6,946	-	(6,946)	
Memberships		12,522	14,000	1,478	11%
Mileage		-	4,500	4,500	100%
Office supplies		1,806	2,500	694	28%
On travel medical		756	1,000	244	24%
Printing		1,269	-	(1,269)	
Program supplies		6,373	25,000	18,627	75%
Recruiting expense		-	2,500	2,500	100%
Travel		1,397	5,000	3,603	72%
Uniform/retail purchases		15,641	20,000	4,359	22%
		$ 135,842	$ 315,007	$ 179,165	57%
Bookstore - 9100					
Compensation		$ 40,496	$ 98,479	$ 57,983	59%
Employee related expenses		12,956	32,214	19,258	60%
Cost of goods sold-retail		-	67,000	67,000	100%
Office supplies		2,375	8,000	5,625	70%
Promotional		-	30,000	30,000	100%
		$ 55,826	$ 235,693	$ 179,867	76%
TOTAL AUXILIARY ENTERPRISES		$ 191,668	$ 550,700	$ 359,032	65%
ACADEMIC SUPPORT					
Academic Support - 1200					
Compensation		$ 94,216	$ 284,477	$ 190,261	67%
Employee related expenses		21,024	71,960	50,936	71%
Community student events		396	7,500	7,104	95%
Consultant fees		200	5,000	4,800	96%
Contracts/subcontracts		-	7,000	7,000	100%
Meeting expense		200	2,500	2,300	92%
Memberships		-	2,000	2,000	100%
Office supplies		-	2,000	2,000	100%
Program supplies		-	2,000	2,000	100%
Promotional		-	500	500	100%
Registrations		-	2,000	2,000	100%
Travel & training		750	8,000	7,250	91%
		$ 116,786	$ 394,937	$ 278,151	70%

Tohono O'odham Community College

Unrestricted Expenses and Budget by Department
For the Five Months Ended November 30, 2025
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is:	58%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
Library - 4130					
Compensation		$ 67,672	$ 175,795	$ 108,123	62%
Employee related expenses		23,938	59,376	35,438	60%
Commuter allowance		755	1,854	1,099	59%
Consultant fees		4,800	18,600	13,800	74%
Contracts/subcontracts		-	10,000	10,000	100%
Education supplies		-	3,000	3,000	100%
Library collection		470	5,000	4,530	91%
Meeting expenses		-	400	400	100%
Memberships		-	160	160	100%
Office equipment		1,506	7,000	5,494	78%
Other office supplies		-	1,000	1,000	100%
Program supplies		-	500	500	100%
Promotional		-	500	500	100%
Registrations		-	150	150	100%
Subscriptions/periodicals		9,624	25,000	15,376	62%
Travel & training		476	2,500	2,024	81%
		$ 109,241	$ 310,835	$ 201,594	65%
TOTAL ACADEMIC SUPPORT		$ 226,027	$ 705,772	$ 479,745	68%
INSTITUTIONAL SUPPORT					
President's Office - 6100					
Compensation		$ 103,695	$ 340,208	$ 236,513	70%
Employee related expenses		22,957	82,838	59,881	72%
Car allowance		3,849	7,416	3,567	48%
Meeting expense		943	1,500	557	37%
Mileage		-	500	500	100%
Office supplies		140	500	360	72%
Registrations		425	2,500	2,075	83%
Student related travel		237	1,000	763	76%
Travel & training		6,415	15,000	8,585	57%
		$ 138,662	$ 451,462	$ 312,800	69%
Himdag - 6150					
Community/student events		$ 13,600	$ 20,400	$ 6,800	33%
Employee Related Benefits		$ 96	$ -	$ (96)	
Meeting Expense		5,859	-	(5,859)	
Promotional		-	2,000	2,000	100%
Stipends		-	7,000	7,000	100%
		$ 19,555	$ 29,400	$ 9,845	33%
Board of Trustees - 6190					
Communications		$ 364	$ 1,000	$ 636	64%
Meeting expenses		5,387	7,000	1,613	23%
Mileage		1,126	4,000	2,874	72%
Travel & training		3,334	4,500	1,166	26%
Trustee fees		9,655	12,500	2,845	23%
		$ 19,866	$ 29,000	$ 9,134	31%

Tohono O'odham Community College

Unrestricted Expenses and Budget by Department
For the Five Months Ended November 30, 2025
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is: 58%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
Institutional Effectiveness - 1300				
Compensation	$ 28,088	$ 126,809	$ 98,721	78%
Employee related expenses	7,397	37,263	29,866	80%
Mileage	-	200	200	100%
Registrations	-	600	600	100%
Travel & training	-	5,000	5,000	100%
	$ 35,485	$ 169,872	$ 134,387	79%
Administration & Finance - 6200				
Compensation	$ 110,404	$ 509,096	$ 398,692	78%
Employee related expenses	30,842	155,652	124,811	80%
Auditing	12,000	80,000	68,000	85%
Bank charges	440	2,500	2,060	82%
Commuter allowance	755	1,854	1,099	59%
Contracts/subcontracts	75,287	324,000	248,713	77%
Meeting expenses	325	400	75	19%
Mileage	-	100	100	100%
Office supplies	1,416	4,500	3,084	69%
Registrations	-	250	250	100%
Travel & training	-	1,000	1,000	100%
	$ 231,468	$ 1,079,352	$ 847,884	79%
General Support Services - 6300				
Benefits unemployment	$ 585	$ 6,000	$ 5,415	90%
Advertising & Promotion	12,500	-	(12,500)	
Employee tuition waivers	-	6,810	6,810	100%
Insurance	155,127	250,000	94,873	38%
Legal fees	5,856	35,000	29,144	83%
Meeting expenses	9,566	8,000	(1,566)	-20%
Memberships	12,825	41,600	28,775	69%
Postage & delivery	1,683	25,000	23,317	93%
Promotional	25,030	3,500	(21,530)	-615%
Subscriptions & periodicals	2,778	5,000	2,223	44%
Travel & training	215	6,400	6,185	97%
	$ 226,164	$ 387,310	$ 161,146	42%
IT - 6350				
Compensation	$ 25,907	$ 139,151	$ 113,244	81%
Employee related expenses	7,489	39,816	32,327	81%
Communications	52,007	168,000	115,993	69%
Computer related items	100,522	290,000	189,478	65%
Consultant fees & expenses	28,361	144,000	115,640	80%
Contracts/subcontracts	10,600	183,000	172,400	94%
Licenses & fees	141,727	235,000	93,273	40%
Machine equip repairs & service	2,907	25,000	22,093	88%
Meeting expense	-	500	500	100%
Memberships	77	1,177	1,100	93%
Office equipment	-	40,000	40,000	100%
Office supplies	-	1,500	1,500	100%
Other equipment & tools	-	5,000	5,000	100%
Registrations	-	6,000	6,000	100%
Travel & training	-	8,000	8,000	100%
	$ 369,597	$ 1,286,144	$ 916,547	71%

Tohono O'odham Community College

Unrestricted Expenses and Budget by Department
For the Five Months Ended November 30, 2025
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is: 58%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
Human Resources - 6700				
Compensation	$ 16,323	$ 157,272	$ 140,949	90%
Employee related expenses	5,577	45,961	40,384	88%
Advertising	1,386	6,000	4,614	77%
Commuter allowance	-	1,854	1,854	100%
Memberships	-	500	500	100%
Meeting expense	-	500	500	100%
Office supplies	-	360	360	100%
Other professional fees	67,684	4,990	(62,694)	-1256%
Recruiting	-	1,800	1,800	100%
Registrations	-	3,300	3,300	100%
Travel & training	-	7,000	7,000	100%
	$ 90,970	$ 229,537	$ 138,567	60%
TOTAL INSTITUTIONAL SUPPORT	$ 1,131,766	$ 3,662,077	$ 2,530,311	69%
OPERATIONS AND MAINTENANCE - 7100				
Compensation	$ 170,998	$ 546,018	$ 375,020	69%
Employee related expenses	49,546	163,119	113,573	70%
Auto expenses	805	20,000	19,195	96%
Building rent	110,785	180,000	69,215	38%
Commuter allowance	755	1,854	1,099	59%
Contracts/subcontracts	25,357	128,000	102,643	80%
Custodial expense	19,446	45,500	26,054	57%
Office supplies	64	2,000	1,936	97%
Travel & training	-	2,000	2,000	100%
Utilities	15,299	200,000	184,702	92%
Vehicle & building repair & maintenance	10,592	25,000	14,408	58%
Vehicle rental	65,022	110,000	44,978	41%
TOTAL OPERATIONS AND MAINTENANCE	$ 468,668	$ 1,423,491	$ 954,823	67%
SUSTAINABILITY - 5160				
Compensation	$ 43,511	$ 145,316	$ 101,805	70%
Employee related expenses	13,114	38,790	25,676	66%
Commuter allowance	755	1,854	1,099	59%
Meeting expense	-	1,000	1,000	100%
Mileage	-	600	600	100%
Office equipment	-	500	500	100%
Office supplies	-	1,000	1,000	100%
Registrations	-	1,000	1,000	100%
Travel & training	-	2,000	2,000	100%
TOTAL SUSTAINABILITY	$ 57,380	$ 192,060	$ 134,680	70%
Solar Program (5161)				
Compensation	$ -	$ 75,000	$ 75,000	100%
Employee related expenses	-	20,948	20,948	100%
Consultants	-	6,000	6,000	100%
Education supplies	-	10,000	10,000	100%
Guest speakers	-	1,000	1,000	100%
Machine equipment repairs	-	1,000	1,000	100%
Meeting expense	-	1,000	1,000	100%
Memberships	-	800	800	100%
Mileage	-	1,500	1,500	100%
Office equipment	-	500	500	100%
Other office supplies	-	500	500	100%
Registrations	-	1,000	1,000	100%
Travel & training	-	3,000	3,000	100%
TOTAL SOLAR	$ -	$ 122,248	$ 122,248	100%
TOTAL SUSTAINABILITY AND SOLAR	$ 57,380	$ 314,308	$ 256,928	82%

Tohono O'odham Community College

Unrestricted Expenses and Budget by Department
For the Five Months Ended November 30, 2025
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is: 58%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
STUDENT LIFE - 5150				
Compensation	$ 193,130	$ 556,183	$ 363,053	65%
Employee related expenses	44,667	153,990	109,323	71%
Community & student events	454	1,000	546	55%
Commuter allowance	755	1,854	1,099	59%
Contracts/subcontracts	342	1,500	1,158	77%
Meeting expense	-	400	400	100%
Office supplies	-	600	600	100%
Program supplies	175	5,000	4,825	97%
Registrations	-	1,500	1,500	100%
Travel & training	-	6,000	6,000	100%
TOTAL STUDENT LIFE	$ 239,523	$ 728,027	$ 488,504	67%
SAN CARLOS - 6900				
Cost of goods sold	$ -	$ 90,000	$ 90,000	100%
ISC BIE annual funds	1,374,782	1,300,000	(74,782)	-6%
Tuition & fees	-	57,639	57,639	100%
TOTAL SAN CARLOS	$ 1,374,782	$ 1,447,639	$ 72,857	5%
CULINARY ARTS PROGRAM - 1498				
Compensation	$ -	$ 60,000	$ 60,000	100%
Employee related expenses	-	19,050	19,050	100%
Education supplies	-	5,250	5,250	100%
Equipment	-	5,000	5,000	100%
Guest speakers/honorariums	-	500	500	100%
Mileage	-	1,500	1,500	100%
Office supplies	1,112	-	(1,112)	
Printing	-	200	200	100%
Registrations	-	500	500	100%
Travel & training	-	1,000	1,000	100%
TOTAL CULINARY ARTS PROGRAM	$ 1,112	$ 93,000	$ 91,888	99%
TOHONO KOSIN				
Compensation	$ 39,028	$ 161,093	$ 122,065	76%
Employee related expenses	9,010	42,231	33,221	79%
Cleaning supplies	-	2,000	2,000	100%
Contracts/subcontracts	-	8,000	8,000	100%
Equipment	25,597	10,000	(15,597)	-156%
Food Purchases	512	30,000	29,488	98%
Licenses & fees	-	1,000	1,000	100%
Mach/equip repairs	-	6,000	6,000	100%
Mileage	-	500	500	100%
Office equipment	-	1,000	1,000	100%
Other office supplies	-	1,000	1,000	100%
Program supplies	1,714	30,000	28,286	94%
Registrations	-	400	400	100%
Travel & training	-	1,000	1,000	100%
TOTAL TOHONO KOSIN	$ 75,859	$ 294,224	$ 218,365	74%

Tohono O'odham Community College

Unrestricted Expenses and Budget by Department
For the Five Months Ended November 30, 2025
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is: 58%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
S-Ki:kig Maṣcama Ki: Many Houses - Phx				
Compensation	$ 39,141	$ 190,284	$ 151,143	79%
Employee related expenses	11,391	53,669	42,278	79%
Advertising & promotion	-	2,000	2,000	100%
Commuter allowance	755	1,854	1,099	59%
Events	677	5,000	4,323	86%
Furniture and Fixtures	-	6,000	6,000	100%
Mileage	942	3,000	2,058	69%
Meeting Expense	41	750	709	95%
Other office supplies	23	3,500	3,478	99%
Parking fees	2,437	9,000	6,563	73%
Printing	-	500	500	100%
Registrations	-	3,000	3,000	100%
Student meals	-	3,000	3,000	100%
Travel & training	145	3,000	2,855	95%
S-Ki:kig Maṣcama Ki: Many Houses - Phx	$ 55,550	$ 284,557	$ 229,007	80%
Grant match total	$ -	$ 62,629	$ 62,629	100%
TOTAL UNRESTRICTED	$ 5,479,484	$ 14,503,338	$ 9,023,854	62%
Salaries & Benefits % of Total Expenses	52%	64%		

TOHONO O'ODHAM COMMUNITY COLLEGE

Restricted and Unrestricted Expenses: Budget by Project

For the Five Months Ended November 30, 2025

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
ACTIVE RESTRICTED SPONSORED PROJECTS				
Apprenticeship Program				
BIA 93-638 - Occupational Training TCCU (1301)				
(July 01, 2019 - June 30, 2025)				
Restricted revenues:				
Federal government grants	$ 636,740	$ 200,000	$ (436,740)	-218%
Restricted expenses:				
Compensation	120,446	200,000	79,554	40%
Employee related expenses	18,399	-	(18,399)	N/A
Consultants	19,260	-	(19,260)	N/A
Travel	200	-	(200)	N/A
Total restricted expenses	158,306	200,000	41,694	21%
Excess (deficiency)	$ 478,434	$ -	$ (478,434)	
BIA 93-638 - Occupational Training TCCU (1302)				
(July 01, 2019 - June 30, 2025)				
Restricted revenues:				
Federal government grants	$ 162,234	$ 300,000	$ 137,766	46%
Restricted expenses:				
Compensation	11,106	-	(11,106)	N/A
Employee related expenses	11,694	175,000	163,306	93%
Mileage	-	5,000	5,000	100%
Supplies/other program cost	-	25,000	25,000	100%
Consultants/contracts	78,591	95,000	16,409	17%
Total restricted expenses	101,391	300,000	198,609	66%
Excess (deficiency)	$ 60,843	$ -	$ (60,843)	
Workforce Development (1401)				
(July 1, 2017 - June 30, 2021)				
Restricted revenues:				
Grant from other sources	$ 1,544,374	$ 897,810	$ (646,564)	-72%
State government grants	313,979	-	(313,979)	N/A
Total restricted revenues:	1,858,354	897,810	(960,544)	-107%
Restricted expenses:				
Compensation	955,460	-	(955,460)	N/A
Employee related expenses	197,334	-	(197,334)	N/A
Commuter allowance	6,381	-	(6,381)	N/A
Printing	711	-	(711)	N/A
Vehicle rental	127,619	-	(127,619)	N/A
Program supplies	85,592	-	(85,592)	N/A
Office supplies	698	-	(698)	N/A
Communications	3,308	-	(3,308)	N/A
Meeting expense	35,066	-	(35,066)	N/A
Stipends	581,923	-	(581,923)	N/A
Training	61,686	-	(61,686)	N/A
Subscriptions/periodicals	6,346	-	(6,346)	N/A
Office equipment	13,285	-	(13,285)	N/A
Computer equipment	8,433	-	(8,433)	N/A
Contracts/subcontracts	939,767	897,810	(41,957)	-5%
Construction materials	19,929	-	(19,929)	N/A
Total restricted expenses	3,043,538	897,810	(2,145,728)	-239%
Excess (deficiency)	$ (1,185,184)	$ -	$ 1,185,184	
AZ DES Workforce Scholarship Program (1409)				
(July 10, 2025 - Sept 30, 2026)				
Restricted revenues:				
State government grants	$ -	$ 1,120,000	$ 1,120,000	100%
Restricted expenses:				
Compensation	-	708,355	708,355	100%
Employee related expenses	-	79,951	79,951	100%
Other equipment and tools	-	73,885	73,885	100%
Vehicle rental	-	46,000	46,000	100%
Indirect costs	-	211,810	211,810	100%
Total restricted expenses	-	1,120,000	1,120,000	100%
Excess (deficiency)	$ -	$ (0)	$ (0)	
Total Apprenticeship Program				
Total Revenue	$ 2,657,328			
Total Expenses	3,303,234			
Total Excess (deficiency)	$ (645,907)			

Note: All data is sourced from Jenzabar

Tohono O'odham Community College
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	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
AICF AT & T Digitized Career Success Program (1128)				
(7/1/22 - until expended)				
Restricted revenues:				
Grant from other sources	$ 150,000	$ 150,000	$ -	0%
Restricted expenses:				
Stipends	-	1,600	1,600	100%
Travel & training	29,891	29,891	(1)	0%
Meeting expense	34,927	40,087	5,160	13%
Program supplies	14,781	15,590	809	5%
Promotion/advertising	3,545	8,224	4,679	57%
Registrations	1,650	1,650	-	0%
Computer equipment	30,422	34,669	4,247	12%
Awards & gifts	18,289	18,289	(0)	0%
Total restricted expenses	133,505	150,000	16,495	11%
Excess (deficiency)	$ 16,495	$ -	$ (16,495)	
TO Language Ctr Appropriation of Funds fr TON (1131)				
(10/1/23 -9/30/28)				
Restricted revenues:				
Grant from other sources	$ 896,880	$ 896,880	$ -	0%
Restricted expenses:				
Compensation	480,308	456,341	(23,967)	-5%
Employee related expenses	125,766	142,487	16,722	12%
Computer equipment	55,944	110,000	54,056	49%
Mileage	-	4,000	4,000	100%
Registrations	4,840	5,000	160	3%
Travel	9,549	9,000	(549)	-6%
Commuter allowance	3,219	2,800	(419)	-15%
Postage	-	5,000	5,000	100%
Participant support	11,327	-	(11,327)	N/A
Printing	1,985	10,000	8,015	80%
Promotion/advertising	17,194	26,000	8,807	34%
Equipment	6,974	8,100	1,126	14%
Consultant fees	14,454	50,000	35,546	71%
Office supplies	-	8,000	8,000	100%
Meeting expense	6,687	17,900	11,213	63%
Honorariums	7,046	14,408	7,362	51%
Program supplies	13,796	27,843	14,047	50%
Total restricted expenses	759,090	896,880	137,790	15%
Excess (deficiency)	$ 137,790	$ (0)	$ (137,790)	
NIST/NTIA Connecting Communities (1140)				
(8/1/22 -7/31/25)				
Restricted revenues:				
Federal government grants	$ 1,594,592	$ 1,912,357	$ 317,765	17%
Restricted expenses:				
Compensation	392,917	489,105	96,188	20%
Employee related expenses	86,138	120,427	34,289	28%
Commuter allowance	0	1,800	1,800	100%
Computer equipment	288,082	204,518	(83,564)	-41%
Consultants	340,300	372,000	31,700	9%
Meeting expense	11,950	9,559	(2,391)	-25%
Mileage	-	7,473	7,473	100%
Office supplies	-	7,003	7,003	100%
Printing	230	230	-	0%
Participant support	236,680	147,728	(88,952)	-60%
Promotion/Advertising	4,518	33,364	28,845	86%
Stipends	3,641	3,875	234	6%
Program supplies	(41,274)	7,291	48,565	666%
Registration	3,875	3,875	-	0%
Travel	13,450	210,000	196,550	94%
Indirect costs	264,621	297,984	33,363	11%
Total restricted expenses	1,605,129	1,916,232	311,103	16%
Excess (deficiency)	(10,537)	$ (3,875)	$ 6,662	

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
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	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
TEA Center: Reclaiming the O'odham Language (1151)				
04/01/2023-03/31/2028				
Restricted revenues:				
Federal government grants	$ 847,199	$ 1,000,000	$ 152,801	15%
Restricted expenses:				
Compensation	398,114	146,360	(251,754)	-172%
Employee related expenses	109,711	46,250	(63,461)	-137%
Travel	3,404	12,045	8,641	72%
Commuter allowance	2,631	-	(2,631)	N/A
Stipends	84,540	316,718	232,178	73%
Printing	21,891	36,000	14,109	39%
Equipment	2,966	1,500	(1,466)	-98%
Consulting fees	213,285	153,657	(59,629)	-39%
Meeting expense	53,243	33,830	(19,413)	-57%
Honorariums	20,220	20,000	(220)	-1%
Contracts/subcontracts	9,129	3,600	(5,528)	-154%
Participant support	6,763	-	(6,763)	N/A
Program supplies	64,686	113,200	48,514	43%
Indirect costs	114,009	116,840	2,831	2%
Total restricted expenses	1,104,593	1,000,000	(104,593)	-10%
Excess (deficiency)	$ (257,394)	$ -	$ 257,394	
AICF Community Aid for Student Success (1222)				
1/1/2021 - Until expended				
Restricted revenues:				
Grant from other sources	$ 48,000	$ 48,000	$ -	0%
Restricted expenses:				
Office supplies	7,610	2,000	(5,610)	-281%
Stipends	7,250	11,273	4,023	36%
Education/program supplies	2,181	3,768	1,587	42%
Office equipment/computers	22,227	30,959	8,732	28%
Total restricted expenses	39,268	48,000	8,732	18%
Excess (deficiency)	$ 8,732	$ -	$ (8,732)	
AICF 2023 Summer Success Conference (1223)				
04/01/2023 -Until Expended				
Restricted revenues:				
Grant from other sources	$ 10,000	$ 10,000	$ -	0%
Restricted expenses:				
Transportation	1,713	1,713	-	0%
Stipends	-	-	-	N/A
Promotion/advertising	2,587	6,859	4,272	62%
Meeting expenses	1,429	1,429	0	0%
Total restricted expenses	5,728	10,000	4,272	43%
Excess (deficiency)	$ 4,272	$ (0)	$ (4,272)	
AICF Indigenous Early Childhood Educ (1224)				
06/15/2023 - Until Expended				
Restricted revenues:				
Grant from other sources	$ 31,000	$ 24,000	$ (7,000)	-29%
Restricted expenses:				
Travel/mileage	14,811	10,628	(4,183)	-39%
Participant support	8,229	4,000	(4,229)	-106%
Promotion/advertising	860	1,172	312	27%
Registrations	1,080	-	(1,080)	N/A
Consultant fees	6,000	7,200	1,200	17%
Meeting expenses	165	1,000	836	84%
Total restricted expenses	31,144	24,000	(7,144)	-30%
Excess (deficiency)	$ (144)	$ -	$ 144	

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
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	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
AICF Cultivating Native Student Success SEM (1225)				
7/1/2023 - 8/31/2028				
Restricted revenues:				
Grant from other sources	$ 750,000	$ 750,000	$ -	0%
Restricted expenses:				
Compensation	57,647	100,000	42,353	42%
Employee related expenses	15,257	31,500	16,243	52%
Education supplies	-	900	900	100%
Furniture & fixtures	-	12,000	12,000	100%
Guest speakers/honorariums	4,700	700	(4,000)	-571%
Licenses & fees	4,610	10,500	5,890	56%
Meeting expenses	92,146	140,445	48,299	34%
Program supplies	4,653	300	(4,353)	-1451%
Mileage	-	4,000	4,000	100%
Other equipment & tools	-	4,000	4,000	100%
Promotion/advertising	97,693	124,000	26,307	21%
Registration	40,627	48,500	7,873	16%
Stipends	14,418	17,000	2,582	15%
Student meals	12,930	20,500	7,570	37%
Travel & training	140,738	235,655	94,917	40%
Total restricted expenses	485,418	750,000	264,582	35%
Excess (deficiency)	$ 264,582	$ -	$ (264,582)	
AICF Community Based Native Arts (1226)				
6/1/2024 2/28/2026				
Restricted revenues:				
Grant from other sources	$ 75,000	$ 75,000	$ -	0%
Restricted expenses:				
Compensation	11,350	10,000	(1,350)	-14%
Employee Related Benefits	919	3,160	2,241	71%
Travel	430	1,148	718	63%
Meeting Expense	-	1,232	1,232	100%
Mileage	-	1,960	1,960	100%
Consultants	42,965	42,965	-	0%
Stipends	9,190	-	(9,190)	N/A
Participant supoprt	-	9,517	9,517	100%
Program supplies	-	2,768	2,768	100%
Indirect admin fee expense	1,946	2,250	304	14%
Total restricted expenses	66,800	75,000	8,200	11%
Excess (deficiency)	$ 8,200	$ -	$ (8,200)	
AICF Advancing Indigenous Early Childhood Education (1227)				
6/1/2024 - 5/31/2027				
Restricted revenues:				
Grant from other sources	$ 70,000	$ 70,000	$ -	0%
Restricted expenses:				
Compensation	-	12,000	12,000	100%
Employee related expenses	-	3,780	3,780	100%
Travel	10,512	15,100	4,588	30%
Mileage	-	250	250	100%
Meeting expenses	-	500	500	100%
Consultants & professional fees	-	6,000	6,000	100%
Guest Speakers/honorariums	1,000	1,000	-	0%
Participant support	15,653	28,366	12,713	45%
Indirect admin fee expense	815	3,004	2,189	73%
Total restricted expenses	27,981	70,000	42,019	60%
Excess (deficiency)	$ 42,019	$ -	$ (42,019)	
AICF/TCU Preview Grant FY25 (1229)				
8/28/2024-05/01/2025				
Restricted revenues:				
Grant from other sources	$ 2,000	$ 2,000	$ -	0%
Restricted expenses:				
Promotion/advertising	1,832	1,898	66	3%
Meeting expense	85	102	17	17%
Total restricted expenses	1,916	2,000	84	4%
Excess (deficiency)	$ 84	$ -	$ (84)	

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	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
AICF/Dollar General Adult Education Program (1230)				
Ends- 06/30/2025				
Restricted revenues:				
Grant from other sources	$ 30,000	$ 30,000	$ -	0%
Restricted expenses:				
Travel & training	700	2,500	1,800	72%
Program supplies	22,682	6,000	(16,682)	-278%
Meeting expense	845	2,500	1,655	66%
Memberships	90	500	410	82%
Office supplies	-	4,000	4,000	100%
Education supplies	-	6,000	6,000	100%
Promotions	2,147	1,000	(1,147)	-115%
Awards & gifts	60	7,500	7,440	99%
Total restricted expenses	26,524	30,000	3,476	12%
Excess (deficiency)	$ 3,476	$ -	$ (3,476)	
AICF Faculty Professional Development (1231)	**2610.95**	$ 606.46		
01/01/2025 - 12/31/2025				
Restricted revenues:				
Grant from other sources	$ 23,782	$ 23,782	$ -	0%
Restricted expenses:				
Travel	11,117	15,000	3,883	26%
Mileage	-	1,000	1,000	100%
Registration	-	2,000	2,000	100%
Consultant fees	699	2,000	1,301	65%
Meeting expense	12,500	1,682	(10,818)	-643%
Indirect admin fee expense	2,100	2,100	-	0%
Total restricted expenses	26,416	23,782	(2,634)	-11%
Excess (deficiency)	$ (2,634)	$ -	$ 2,634	
AICF Growing Indigenous Success - Geographic Information Science Computer Lab (1232)				
06/27/2025 - 02/27/2026				
Restricted revenues:				
Grant from other sources	$ 12,100	$ 12,100	$ -	0%
Restricted expenses:				
Computer equipment	-	12,100	12,100	100%
Total restricted expenses	-	12,100	12,100	100%
Excess (deficiency)	$ 12,100	$ -	$ (12,100)	
AICF Empowering Relatives Emergency Funds (1234)				
10/19/2025 - 06/60/2026				
Restricted revenues:				
Grant from other sources	$ 48,000	$ 23,000	$ (25,000)	-109%
Restricted expenses:				
Travel	-		-	N/A
Mileage	-		-	N/A
Registration	-		-	N/A
Consultant fees	-		-	N/A
Participant support	-	23,000	23,000	100%
Indirect admin fee expense	-		-	N/A
Total restricted expenses	-	23,000	23,000	100%
Excess (deficiency)	$ 48,000	$ -	$ (48,000)	
AICF President Leadership Award (1235)				
10/19/2025 - 06/60/2026				
Restricted revenues:				
Grant from other sources	$ 2,000	$ 2,000	$ -	0%
Restricted expenses:				
Total restricted expenses	-	-	-	N/A
Excess (deficiency)	$ 2,000	$ 2,000	$ -	

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Tohono O'odham Community College
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	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
AZ TPT State Construction Needs Funding (1400)				
(July 1, 2017 - June 30, 2037)				
Restricted revenues:				
State government grants	$ 2,926,212	$ 3,120,000	$ 193,788	6%
Restricted expenses:				
Contracts/subcontracts	337,515	3,120,000	2,782,485	89%
Equipment rental	1,130	-	(1,130)	N/A
Construction supplies	638,844	-	(638,844)	N/A
Bank charges	106	-	(106)	N/A
Total restricted expenses	977,595	3,120,000	2,142,405	69%
Excess (deficiency)	$ 1,948,617	$ -	$ (1,948,617)	
A Western Regional Native American Language Resource Center in AZ (1408)				
(10/01/2024 - 9/30/2028)				
Restricted revenues:				
Grant from other sources	$ -	$ 85,000	$ 85,000	100%
Restricted expenses:				
Contracts/subcontracts	-	51,504	51,504	100%
Meeting expense	-	7,200	7,200	100%
Printing	-	20,000	20,000	100%
Indirect costs	-	6,296	6,296	100%
Total restricted expenses	-	85,000	85,000	100%
Excess (deficiency)	$ -	$ -	$ -	
AZ State TOCC Remedial Education (1413)				
2023-2024 Academic Year				
Restricted revenues:				
State government grants	$ 2,000,000	$ 2,000,000	$ -	0%
Restricted expenses:				
Total restricted expenses	-	-	-	N/A
Excess (deficiency)	$ 2,000,000	$ 2,000,000	$ -	
NAAF Horseshoeing Program (1414)				
11/1/23-12/31/24				
Restricted revenues:				
Grant from other sources	$ 192,073	$ 192,073	$ -	0%
Restricted expenses:				
Equipment	-	39,503	39,503	100%
Travel	10,995	16,784	5,789	34%
Auto expense	2,821	4,300	1,479	34%
Printing	36	1,000	964	96%
Insurance-liability	-	5,000	5,000	100%
Membership	-	1,140	1,140	100%
Consultant fees	96,049	65,394	(30,655)	-47%
Educational supplies	-	900	900	100%
Other supplies	-	5,374	5,374	100%
Meeting expense	452	2,000	1,548	77%
Subscription/periodicals	-	1,000	1,000	100%
Program supplies	57,348	32,503	(24,846)	-76%
Indirect contract expense	-	17,176	17,176	100%
Total restricted expenses	167,702	192,073	24,371	13%
Excess (deficiency)	$ 24,371	$ -	$ (24,371)	
Seed Fund (1415)				
(FY2024 - FY2025)				
Restricted revenues:				
Grant from other sources	$ 75,000	$ 75,000	$ -	0%
Restricted expenses:				
Education supplies	-	1,000	1,000	100%
Equipment	-	4,200	4,200	100%
Meeting expense	-	4,000	4,000	100%
Office supplies	-	10,000	10,000	100%
Program supplies	-	50,000	50,000	100%
Furniture & fixtures	-	5,800	5,800	100%
Total restricted expenses	-	75,000	75,000	100%
Excess (deficiency)	$ 75,000	$ -	$ (75,000)	

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	Actual	Grant Budget	Remaining Budget	Remaining %
NAAF Traditional Agriculture (1416)				
(11/1/2024-10/31/2025)				
Restricted revenues:				
Grant from other sources	$ 134,721	$ 149,690	$ 14,969	10%
Restricted expenses:				
Total restricted expenses	-	-	-	N/A
Excess (deficiency)	$ 134,721	$ 149,690	$ 14,969	
Planting the Seeds of Culture & Food: Agricultural Experiential Education with Micro-credentials (1421)				
(9/1/2022 - 8/31/2026)				
Restricted revenues:				
Federal government grants	$ 254,587	$ 157,142	$ (97,445)	-62%
Restricted expenses:				
Compensation	203,198	69,038	(134,160)	-194%
Employee related expenses	54,336	20,449	(33,887)	-166%
Commuter allowance	138	20,449	20,311	99%
Indirect contract expense	54,125	33,408	(20,717)	-62%
Consultants	7,680	3,200	(4,480)	-140%
Materials	-	11,049	11,049	100%
Stipends	-	20,000	20,000	100%
Total restricted expenses	319,477	177,593	(141,884)	-80%
Excess (deficiency)	$ (64,890)	$ (20,451)	$ 44,439	
BIE TCU Facilities & Improvements (1430) PL 116-260 (1430)				
(4/15/2020 -6/30/2026)				
Restricted revenues:				
Federal government grants	$ 2,228,570	$ 857,142	$ (1,371,428)	-160%
Restricted expenses:				
Construction supplies	84,116	-	(84,116)	N/A
Program supplies	116,150	-	(116,150)	N/A
Other office supplies	5,114	-	(5,114)	N/A
Equipment	85,363	-	(85,363)	N/A
Consultants	800	-	(800)	N/A
Other structural improvements	794,885	857,142	62,257	7%
Total restricted expenses	1,086,428	857,142	(229,286)	-27%
Excess (deficiency)	$ 1,142,142	$ -	$ (1,142,142)	
NIFA Endowment (1502)				
(Sept 1, 2021- Aug 31, 2024)				
Restricted revenues:				
Federal government grants	$ 513,239	$ 243,073	$ (270,166)	-111%
Restricted expenses:				
Compensation	1,590	-	(1,590)	N/A
Travel/professional development	2,779	-	(2,779)	N/A
Printing	10,694	-	(10,694)	N/A
Moving expenses	5,000	-	(5,000)	N/A
Communications	3,334	-	(3,334)	N/A
Vehicle rental	44,512	-	(44,512)	N/A
Promotion/advertising	39,854	36,000	(3,854)	-11%
Consultants/professionals	275,428	86,677	(188,751)	-218%
Building materials	1,689	-	(1,689)	N/A
Registrations	9,840	-	(9,840)	N/A
Meeting expense	24,163	7,500	(16,663)	-222%
Staff development	2,000	-	(2,000)	N/A
Guest Speaker/honorariums	1,361	-	(1,361)	N/A
Program supplies	69,854	96,000	26,146	27%
Other structural improvements	810	-	(810)	N/A
Office supplies	-	7,500	7,500	100%
Furniture & fixtures	5,087	-	(5,087)	N/A
Computer equipment	-	9,396	9,396	100%
Total restricted expenses	497,994	243,073	(254,921)	-105%
Excess (deficiency)	$ 15,245	$ -	$ (15,245)	

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	Actual	Grant Budget	Remaining Budget	Remaining %
NIFA Endowment (1504)				
(Sept 1, 2024- no expiration)				
Restricted revenues:				
Federal government grants	$ 275,171	$ -	$ (275,171)	N/A
Restricted expenses:				
Consultants	9,320	-	(9,320)	N/A
Equipment rental	5,020	-	(5,020)	N/A
Mach/equip repairs	15,118	-	(15,118)	N/A
Program supplies	61,937	-	(61,937)	N/A
Vehicle rental	6,944	-	(6,944)	N/A
Total restricted expenses	98,339	-	(98,339)	N/A
Excess (deficiency)	$ 176,832	$ -	$ (176,832)	
NIFA Endowment (1511)				
(Sept 1, 2025- no expiration)				
Restricted revenues:				
Federal government grants	$ 403,307	$ -	$ (403,307)	N/A
Restricted expenses:				
Total restricted expenses	-	-	-	N/A
Excess (deficiency)	$ 403,307	$ -	$ (403,307)	
Extension Capacity "Sovereign O'idag" (Gardens) for A Sovereign Nation (1542)				
(Sept 1, 2022- Aug. 31, 2026)				
Restricted revenues:				
Federal government grants	$ 544,402	$ 519,000	$ (25,402)	-5%
Restricted expenses:				
Compensation	542,697	152,287	(390,410)	-256%
Employee related expenses	110,987	47,210	(63,777)	-135%
Travel	19,941	11,250	(8,691)	-77%
Stipends	-	8,800	8,800	100%
Meals		6,000	6,000	100%
Materials & supplies	49,977	17,253	(32,724)	-190%
Consultants	-	3,200	3,200	100%
Total restricted expenses	723,602	246,000	(477,602)	-194%
Excess (deficiency)	$ (179,200)	$ 273,000	$ 452,200	
Title III Part A Our Circle of Strength (1632)				
(Oct. 1, 2020 - Sept. 30, 2025)				
Restricted revenues:				
Federal government grants	$ 9,333,783	$ 6,559,520	$ (2,774,263)	-42%
Restricted expenses:				
Compensation	1,621,690	1,520,000	(101,690)	-7%
Employee related expenses	382,157	420,000	37,843	9%
Travel expense	-	86,000	86,000	100%
Commuter allowance	8,930	-	(8,930)	N/A
Vehicle rental	4,825	-	(4,825)	N/A
Consultant fees & expenses	36,050	200,000	163,950	82%
Education supplies & outreach	-	36,000	36,000	100%
Office supplies	7,217	-	(7,217)	N/A
Registrations	75	-	(75)	N/A
Contracts/subcontracts	34,738	-	(34,738)	N/A
Other structural Improvements	7,784,441	3,619,520	(4,164,921)	-115%
Office equipment	61,216	100,000	38,784	39%
Other	169	578,000	577,831	100%
Total restricted expenses	9,941,509	6,559,520	(3,381,989)	-52%
Excess (deficiency)	$ (607,725)	$ -	$ 607,725	

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
Title III Part A Our Circle of Strength (1633)				
(Oct. 1, 2025 - Sept. 30, 2030)				
Restricted revenues:				
Federal government grants	$ -	$ 6,845,836	$ 6,845,836	100%
Restricted expenses:				
Compensation	50,228	494,176	443,948	90%
Employee related expenses	4,347	95,589	91,242	95%
Commuter allowance	69	2,000	1,931	97%
Consultants	-	10,000	10,000	100%
Contracts/subcontracts	-	10,000	10,000	100%
Memberships	-	100	100	100%
Other structural Improvements	-	6,205,771	6,205,771	100%
Printing	-	4,000	4,000	100%
Office equipment	-	5,000	5,000	100%
Other equipment, tools & supplies	-	16,000	16,000	100%
Registrations	-	500	500	100%
Travel	-	2,700	2,700	100%
Total restricted expenses	54,644	6,845,836	6,791,192	99%
Excess (deficiency)	$ (54,644)	$ -	$ 54,644	
Title III Part F Honoring Yesterday to Build Tom. (1642)				
(Oct. 1, 2020 - Sept. 30, 2025)				
Restricted revenues:				
Federal government grants	$ 6,089,770	$ 4,655,008	$ (1,434,762)	-31%
Restricted expenses:				
Other structural Improvements	6,055,232	4,655,008	(1,400,224)	-30%
Total restricted expenses	6,055,232	4,655,008	(1,400,224)	-30%
Excess (deficiency)	$ 34,538	$ -	$ (34,538)	
Title III Part F Honoring Yesterday to Build Tom. (1643)				
(Oct. 1, 2025 - Sept. 30, 2030)				
Restricted revenues:				
Federal government grants	$ -	$ 3,654,615	$ 3,654,615	100%
Restricted expenses:				
Other structural Improvements	-	3,654,615	3,654,615	100%
Total restricted expenses	-	3,654,615	3,654,615	100%
Excess (deficiency)	$ -	$ -	$ -	
USDA RD Solar Electric System (1652)				
(9/26/2022 - 9/25/2027)				
Restricted revenues:				
Federal government grants	$ -	$ 327,650	$ 327,650	100%
Restricted expenses:				
Consultants	-	327,650	327,650	100%
Total restricted expenses	-	327,650	327,650	100%
Excess (deficiency)	$ -	$ -	$ -	
USDA RD Solar Electric System (1006) Match				
Restricted expenses:				
Consultants	-	17,245	17,245	100%
Total matching expenses	-	17,245	17,245	100%
Excess (deficiency) Match	$ -	$ (17,245)	$ (17,245)	
Total USDA RD Solar Electric System (1652)	-	(17,245)	(17,245)	

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
USDA RD Furniture/Solar Electric System (1653)				
(9/1/2023 - 8/31/2028)				
Restricted revenues:				
Federal government grants	$ -	$ 351,000	$ 351,000	100%
Restricted expenses:				
Consultants	-	84,031	84,031	100%
Office equipment	7,114	8,000	886	11%
Other structural improvements	-	31,422	31,422	100%
Furniture & fixtures	214,141	178,174	(35,967)	-20%
Computer equipment	9,800	49,373	39,573	80%
Total restricted expenses	231,056	351,000	119,944	34%
Excess (deficiency)	$ (231,056)	$ -	$ 231,056	
USDA RD Furniture/Solar Electric System (1007) Match				
Restricted expenses:				
Furniture and Fixtures	18,600	18,600	-	0%
Total matching expenses	18,600	18,600	-	0%
Excess (deficiency) Match	$ (18,600)	$ (18,600)	$ -	
Total USDA RD Furniture/Solar Electric System (1653)	(249,656)	(18,600)	231,056	
USDA/NIFA (PARTNERSHIP w/ASU): Biobased Hydrogel Crystals for Mitigating Shrinkage in 3D-printed Concrete (1654)				
(July 2024 - June 2027)				
Restricted revenues:				
Federal government grants	$ -	$ 50,000	$ 50,000	100%
Restricted expenses:				
Compensation	12,000	-	(12,000)	N/A
Employee related expenses	918	3,150	2,232	71%
Participant support	12,448	-	(12,448)	N/A
Stipends	-	31,000	31,000	100%
Mileage	-	1,850	1,850	100%
Consultant fees & expenses	-	12,000	12,000	100%
Indirect contract expense	-	2,000	2,000	100%
Total restricted expenses	25,366	50,000	24,634	49%
Excess (deficiency)	$ (25,366)	$ -	$ 25,366	
USDA RD Planning for Sustainability (1655)				
(9/12/2024 - 9/11/2029)				
Restricted revenues:				
Federal government grants	$ -	$ 178,216	$ 178,216	100%
Restricted expenses:				
Consultants	-	178,216	178,216	100%
Total restricted expenses	-	178,216	178,216	100%
Excess (deficiency)	$ -	$ -	$ -	
USDA RD Planning for Sustainability (1655) Match				
Restricted expenses:				
Consultants	3,500	26,784	23,284	87%
Total matching expenses	3,500	26,784	23,284	87%
Excess (deficiency)	$ (3,500)	$ (26,784)	$ (23,284)	
Total USDA RD Planning for Sustainability	(3,500)	(26,784)	(23,284)	

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
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(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
USDA RD Community Faciities Program (1656)				
(9/18/2025 - 9/17/2030)				
Restricted revenues:				
Federal government grants	$ -	$ 265,220	$ 265,220	100%
Restricted expenses:				
Furniture and Fixtures	-	265,220	265,220	100%
Total restricted expenses	-	265,220	265,220	100%
Excess (deficiency)	$ -	$ -	$ -	
USDA RD Community Faciities Program (1656) Match				
Restricted expenses:				
Furniture and Fixtures	-	13,959	13,959	100%
Total matching expenses	-	13,959	13,959	100%
Excess (deficiency) Match	$ -	$ (13,959)	$ (13,959)	
Total USDA RD Community Faciities Program (1656)	-	(13,959)	(13,959)	
American Rescue Plan Fund (ARP) BIE PL 117-2 (1680)				
(July 1, 2019 - Until funds expended)				
Restricted revenues:				
Federal government grants	$ 5,581,278	$ 5,581,278	$ -	0%
Restricted expenses:				
Student assistance	-	5,581,278	5,581,278	100%
CARES ACT Emeg. Relief SCAC	1,259,555	-	(1,259,555)	N/A
Total restricted expenses	1,259,555	5,581,278	4,321,723	77%
Excess (deficiency)	$ 4,321,723	$ -	$ (4,321,723)	
TO Gaming Back to Campus Daily Meals and Archery Range (1716)				
May 27,2022 - Until funds expended				
Restricted revenues:				
Grant from other sources	$ 9,247	$ 9,247	$ -	0%
Restricted expenses:				
Events	-	1,500	1,500	100%
Student meals	1,487	3,352	1,866	56%
Program supplies	1,401	2,745	1,344	49%
Advertising & promotion	1,650	1,650	-	0%
Total restricted expenses	4,538	9,247	4,709	51%
Excess (deficiency)	$ 4,709	$ -	$ (4,709)	
Project Success Ascendium (1727)				
Emergency Aid/Paid Internship				
(Jan 1, 2020 - Dec 31, 2025)				
Restricted revenues:				
Grant from other sources	$ 106,689	$ 169,000	$ 62,311	37%
Restricted expenses:				
Adminstrative costs emergency aid	3,910	9,000	5,090	57%
Adminstrative costs paid internship	11,612	30,000	18,388	61%
Student funds emergency aid	15,957	30,000	14,043	47%
Stipends	1,650	-	(1,650)	N/A
Office supplies	424	-	(424)	N/A
Student funds paid internship	20,844	100,000	79,156	79%
Meeting expense	2,571	-	(2,571)	N/A
Total restricted expenses	56,968	169,000	112,032	66%
Excess (deficiency)	$ 49,721	$ -	$ (49,721)	

Note: All data is sourced from Jenzabar

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
Ed Stabilization Fund Covid 19 Assistance (8021)				
(July 1, 2019 - Until funds expended)				
Restricted revenues:				
Federal government grants	$ 4,910,968	$ 4,910,968	$ -	0%
Restricted expenses:				
Compensation	375,184	-	(375,184)	N/A
Employee related expenses	153,499	-	(153,499)	N/A
Awards & Gifts	3,000	-	(3,000)	N/A
Book waivers	544,520	-	(544,520)	N/A
CARES ACT Higher Ed Emergency Relief	365,000	4,910,968	4,545,968	93%
CARES ACT Emeg. Relief SCAC	758,495	-	(758,495)	N/A
Cleaning supplies	4,672	-	(4,672)	N/A
Computer equipment	9,999	-	(9,999)	N/A
Construction Materials	718	-	(718)	N/A
Contracts/subcontracts	130,120	-	(130,120)	N/A
Consultants	61,802	-	(61,802)	N/A
Education supplies	46,950	-	(46,950)	N/A
Meeting expense	2,749	-	(2,749)	N/A
Payment to SCAC	91,537	-	(91,537)	N/A
Staff development	46,000	-	(46,000)	N/A
Stipends	292,780	-	(292,780)	N/A
Student meals	17,861	-	(17,861)	N/A
Travel	9,955	-	(9,955)	N/A
Total restricted expenses	2,914,839	4,910,968	1,996,130	41%
Excess (deficiency)	$ 1,996,130	$ -	$ (1,996,130)	
TOTAL ACTIVE RESTRICTED SPONSORED PROJECTS				
Restricted revenues:				
Federal government grants	$ 33,375,841	$ 38,568,025	$ 5,192,184	13%
State government grants	5,240,192	6,240,000	999,808	16%
Grant from other sources	4,210,866	3,694,582	(516,284)	-14%
Total Restricted Revenues	42,826,898	48,502,606	5,675,708	12%
Restricted expenses:	32,031,590	46,102,243	14,070,654	31%
Excess (deficiency)	$ 10,795,309	$ 2,400,363	$ (8,394,945)	

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Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
STUDENT FINANCIAL AID				
Scholarships AICF (8010)				
Restricted revenues:				
Scholarship Award	$ 2,887,795			
Restricted expenses:				
Travel/meeting/office expense	300			
Program supplies	744			
Scholarships	2,879,054			
Total restricted expenses	2,880,098			
Excess (deficiency)	$ 7,697			
FSEOG (8020)				
Restricted revenue:				
Federal government grants	$ -			
Restricted expenses:				
Tuition & fee waivers	58,753			
Total restricted expenses	58,753			
Excess (deficiency)	$ (58,753)			
PELL (8030)				
Restricted revenue:				
Federal government grants	$ 7,596,163			
Restricted expenses:				
Refunds	1,623			
Grants to students	8,340,632			
Total restricted expenses	8,342,255			
Excess (deficiency)	$ (746,092)			
TOTAL STUDENT FINANCIAL AID				
Restricted revenue:				
Federal government grants	$ 7,596,163			
Scholarship Award	2,887,795			
	10,483,958			
Restricted expenses	11,281,106			
Excess (deficiency)	$ (797,148)			
UNRESTRICTED SPECIAL PROJECTS				
AICF Bridge Fund (1233)				
Oct 14, 2025 - Until funds expended				
Unrestricted revenues:				
Grant from other sources	$ 100,000	$ 100,000	$ -	0%
Unrestricted expenses:				
Total Unrestricted expenses	-	-	-	N/A
Excess (deficiency)	$ 100,000	$ 100,000	$ -	
TOTAL UNRESTRICTED SPECIAL PROJECTS				
Unrestricted revenues:				
Federal government grants	$ -	$ -	$ -	N/A
State government grants	-	-	-	N/A
Grant from other sources	100,000	100,000	-	0%
Total Unrestricted Revenues	100,000	100,000	-	0%
Unrestricted expenses:	-	-	-	N/A
Excess (deficiency)	$ 100,000	$ 100,000	$ -	

Note: All data is sourced from Jenzabar

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project Summary by Source
For the Grant Budget Period
(Intended for Internal Management Purposes Only)

		Actual			Grant Budget			Remaining Budget			Encumbrances*	
Source		Revenue	Expenses	Excess (deficiency) or Deferred Revenue (Grant AR)	Revenue	Expenses	Excess (deficiency)	Revenue	Expenses	Excess (deficiency)	Open POs	Remaining Budget Excess (deficiency) After Open POs
	Active Sponsored Projects											
Federal	NIST/NTIA Connecting Communities (1140)	$ 1,594,592	$ 1,605,129	$ (10,537)	$ 1,912,357	$ 1,916,232	$ (3,875)	$ 317,765	$ 311,103	$ (6,662)	$ -	$ (6,662)
Federal	TEA Center: Reclaiming the O'odham Language (1151)	847,199	1,104,593	(257,394)	1,000,000	1,000,000	-	152,801	(104,593)	(257,394)	96,194	(353,589)
Federal	BIA 93-638 - Occupational Training TCCU (1301)	636,740	158,306	478,434	200,000	200,000	-	(436,740)	41,694	478,434	3,047	475,387
Federal	BIA 93-638 - Occupational Training TCCU (1302)	162,234	101,391	60,843	300,000	300,000	-	137,766	198,609	60,843	-	60,843
Federal	Planting the Seeds of Culture & Food: Agricultural experiential education with Micro-credentials (1421)	254,587	319,477	(64,890)	157,142	177,593	(20,451)	(97,445)	(141,884)	(44,439)	23,120	(67,559)
Federal	BIE TCU Facilities & Improvements (1430) PL 116-260	2,228,570	1,086,428	1,142,142	857,142	857,142	-	(1,371,428)	(229,286)	1,142,142	62,203	1,079,940
Federal	NIFA Endowment (1502)	513,239	497,994	15,245	243,073	243,073	-	(270,166)	(254,921)	15,245	5,006	10,239
Federal	NIFA Endowment (1504)	275,171	98,339	176,832	-	-	-	(275,171)	(98,339)	176,832	43,180	133,652
Federal	NIFA Endowment (1511)	403,307	-	403,307	-	-	-	(403,307)	-	403,307	-	403,307
Federal	Extension Capacity "Sovereign O'idag" (Gardens) for A Sovereign Nation (1542)	544,402	723,602	(179,200)	519,000	246,000	273,000	(25,402)	(477,602)	(452,200)	4,596	(456,796)
Federal	Title III Part A Our Circle of Strength (1632)	9,333,783	9,941,509	(607,725)	6,559,520	6,559,520	-	(2,774,263)	(3,381,989)	(607,725)	13,955	(621,680)
Federal	Title III Part A Our Circle of Strength (1633)	-	54,644	(54,644)	6,845,836	6,845,836	-	6,845,836	6,791,192	(54,644)	-	(54,644)
Federal	Title III Part F Honoring Yesterday to Build Tom. (1642)	6,089,770	6,055,232	34,538	4,655,008	4,655,008	-	(1,434,762)	(1,400,224)	34,538	-	34,538
Federal	Title III Part F Honoring Yesterday to Build Tom. (1643)	-	-	-	3,654,615	3,654,615	-	3,654,615	3,654,615	-	-	-
Federal	USDA RD Solar Electric System (1652)	-	-	-	327,650	327,650	-	327,650	327,650	-	-	-
Federal	USDA RD Furniture/Solar Electric System (1653)	-	231,056	(231,056)	351,000	351,000	-	351,000	119,944	(231,056)	1,009	(232,065)
Federal	USDA/NIFA Biobased Hydrogel Crystals for Mitigating Shrinkage in 3D-printed Concrete (1654)	-	25,366	(25,366)	50,000	50,000	-	50,000	24,634	(25,366)	-	(25,366)
Federal	USDA RD Planning for Sustainability	-	-	-	178,216	178,216	-	178,216	178,216	-	126,230	(126,230)
Federal	USDA RD Community Faciities Program (1656)	-	-	-	265,220	265,220	-	265,220	265,220	-	-	-
Federal	American Rescue Plan Fund (ARP) BIE PL 117-2 (1680)	5,581,278	1,259,555	4,321,723	5,581,278	5,581,278	-	-	4,321,723	4,321,723	-	4,321,723
Federal	Ed Stabilization Fund Covid 19 Assistance (8021)	4,910,968	2,914,839	1,996,130	4,910,968	4,910,968	-	-	1,996,130	1,996,130	24,735	1,971,395
	Total Federal Sponsored Projects	$ 33,375,841	$ 26,177,457	$ 7,198,383	$ 38,568,025	$ 38,319,351	$ 248,674	$ 5,192,184	$ 12,141,893	$ 6,949,709	$ 403,276	$ 6,546,434
State	AZ TPT State Construction Needs Funding (1400)	$ 2,926,212	$ 977,595	$ 1,948,617	$ 3,120,000	$ 3,120,000	$ -	$ 193,788	$ 2,142,405	$ 1,948,617	$ 33,557	$ 1,915,060
State	Workforce Development (1401)	1,858,354	3,043,538	(1,185,184)	897,810	897,810	-	(960,544)	(2,145,728)	(1,185,184)	1,134	(1,186,318)
State	AZ DES Workforce Scholarship Program (1409)	-	-	-	1,120,000	1,120,000	(0)	1,120,000	1,120,000	0	-	0
State	AZ State TOCC Remedial Education (1413)	2,000,000	-	2,000,000	2,000,000	-	2,000,000	-	-	-	-	-
	Total State Sponsored Projects	$ 6,784,566	$ 4,021,133	$ 2,763,433	$ 7,137,810	$ 5,137,810	$ 2,000,000	$ 353,244	$ 1,116,677	$ 763,433	$ 34,690	$ 728,742
AICF	AICF AT & T Digitized Career Success Program (1128)	$ 150,000	$ 133,505	$ 16,495	$ 150,000	$ 150,000	$ -	$ -	$ 16,495	$ 16,495	$ 59	$ 16,435
AICF	AICF Community Aid for Student Success (1222)	48,000	39,268	8,732	48,000	48,000	-	-	8,732	8,732	8,408	324
AICF	AICF 2023 Summer Success Conference (1223)	10,000	5,728	4,272	10,000	10,000	(0)	-	4,272	4,272	-	4,272
AICF	AICF Indigenous Early Childhood Educ (1224)	31,000	31,144	(144)	24,000	24,000	-	(7,000)	(7,144)	(144)	-	(144)
AICF	AICF Cultivating Native Student Success SEM (1225)	750,000	485,418	264,582	750,000	750,000	-	-	264,582	264,582	32,826	231,756
AICF	AICF Community Based Native Arts (1226)	75,000	66,800	8,200	75,000	75,000	-	-	8,200	8,200	5,237	2,963
AICF	AICF Advancing Indigenous Early Childhood Education (1227)	70,000	27,981	42,019	70,000	70,000	-	-	42,019	42,019	6,851	35,168
AICF	AICF TCU Preview Grant FY25 (1229)	2,000	1,916	84	2,000	2,000	-	-	84	84	-	84
AICF	AICF Dollar General Adult Education Program (1230)	30,000	26,524	3,476	30,000	30,000	-	-	3,476	3,476	8,003	(4,526)
AICF	AICF Faculty Professional Development (1231)	23,782	26,416	(2,634)	23,782	23,782	-	-	(2,634)	(2,634)	28	(2,662)
AICF	AICF Growing Indigenous Success - Geographic Information Science Computer Lab (1232)	12,100	-	12,100	12,100	12,100	-	-	12,100	12,100	-	12,100
AICF	AICF Empowering Relatives Emergency Funds (1234)	48,000	-	48,000	23,000	23,000	-	(25,000)	23,000	48,000	29,400	18,600
AICF	AICF President Leadership Award (1235)	2,000	-	2,000	2,000	-	2,000	-	-	-	-	-
	Total AICF Sponsored Projects and Unrestricted Projects	$ 1,251,882	$ 844,701	$ 407,181	$ 1,219,882	$ 1,217,882	$ 2,000	$ (32,000)	$ 373,181	$ 405,181	$ 90,812	$ 314,369

*Note that encumbrance data shown reflects all open POs. As only fully expended POs may be closed in Jenzabar, amounts may be overstated from partial expenditures.

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project Summary by Source
For the Grant Budget Period
(Intended for Internal Management Purposes Only)

		Actual			Grant Budget			Remaining Budget			Encumbrances*	
Source		Revenue	Expenses	Excess (deficiency) or Deferred Revenue (Grant AR)	Revenue	Expenses	Excess (deficiency)	Revenue	Expenses	Excess (deficiency)	Open POs	Remaining Budget Excess (deficiency) After Open POs
Other	TO Language Ctr Appropriation of Funds fr TON (1131)	$ 896,880	$ 759,090	$ 137,790	$ 896,880	$ 896,880	$ (0)	$ -	$ 137,790	$ 137,790	$ 31,473	$ 106,317
Other	NAAF Horseshoeing Program (1414)	192,073	167,702	24,371	192,073	192,073	-	-	24,371	24,371	-	24,371
Other	A Western Regional Native American Language Resource Center in AZ (1408)	-	-	-	85,000	85,000	-	85,000	85,000	-	-	-
Other	Seed Fund (1415)	75,000	-	75,000	75,000	75,000	-	-	75,000	75,000	4,094	70,906
Other	NAAF Traditional Agriculture (1416)	134,721	-	134,721	149,690	-	149,690	14,969	-	(14,969)	-	(14,969)
Other	TO Gaming Back to Campus Daily Meals and Archery Range (1716)	9,247	4,538	4,709	9,247	9,247	-	-	4,709	4,709	-	4,709
Other	Project Success Ascendium Emergency Aid/Paid Internship (1727)	106,689	56,968	49,721	169,000	169,000	-	62,311	112,032	49,721	-	49,721
	Total Other Sponsored Projects	$ 1,414,610	$ 988,298	$ 426,312	$ 1,576,890	$ 1,427,200	$ 149,690	$ 162,280	$ 438,902	$ 276,622	$ 35,568	$ 241,055
	Total Sponsored Projects	$ 42,826,898	$ 32,031,590	$ 10,795,309	$ 48,502,606	$ 46,102,243	$ 2,400,363	$ 5,675,708	$ 14,070,654	$ 8,394,945	$ 564,346	$ 7,830,600
	Student Financial Aid											
AICF	Scholarships- 21-8010 AICF	$ 2,887,795	$ 2,880,098	$ 7,697	$ -	$ -	$ -	$ (2,887,795)	$ (2,880,098)	$ (7,697)	$ -	$ (7,697)
Federal	FSEOG (8020)	-	58,753	(58,753)	-	-	-	-	(58,753)	58,753	-	58,753
Federal	PELL (8030)	7,596,163	8,342,255	(746,092)	-	-	-	(7,596,163)	(8,342,255)	746,092	-	746,092
	Total Student Financial Aid	$ 10,483,958	$ 11,281,106	$ (797,148)	$ -	$ -	$ -	$ (10,483,958)	$ (11,281,106)	$ 797,148	$ -	$ 797,148
	Unrestricted Special Projects											
AICF	AICF Bridge Fund (1233)	$ 100,000	$ -	$ 100,000	$ 100,000	-	$ 100,000	$ -	$ -	$ -	$ -	$ -
	Total Active Restricted Budgets and Unrestricted Special Projects	$ 53,410,856	$ 43,312,696	$ 10,098,160	$ 48,602,606	$ 46,102,243	$ 2,500,363	$ (4,808,250)	$ 2,789,547	$ 9,192,094	$ 564,346	$ 8,627,748
	Inactive Sponsored Projects											
Federal	NSF -TCUP Pathways to Indigenous STEM - 1114	$ 2,609,528	$ 2,609,528	$ -	$ 2,514,278	$ 2,501,346	$ 12,932	$ (95,250)	$ (108,182)	$ (12,932)	$ -	$ (12,932)
Federal	ANA Increase Technical Capacity - (1117) Federal Share	550,538	872,782	(322,244)	1,200,000	1,181,100	18,900	649,462	308,318	(341,144)	-	(341,144)
AICF	AICF AT&T TCU BRAIDING Success Project (1118)	167,200	139,496	27,704	168,630	96,570	72,060	1,430	(42,926)	(44,356)	-	(44,356)
Other	AICF Native Students Stepping Forward - Dollar General High School Equivalency Completion Program (1127)	600,000	967,828	(367,828)	900,000	848,252	51,748	300,000	(119,576)	(419,576)	-	(419,576)
Other	Dollar General Native Americans Stepping Forward (GED) (1127)	195,000	193,092	1,908	50,000	50,000	-	(145,000)	(143,092)	1,908	-	1,908
AICF	AICF Community Based Native Arts Learning Sharing (1216)	35,000	32,673	2,328	9,000	9,000	-	(26,000)	(23,673)	2,328	-	2,328
AICF	AICF/TCU Preview Grant (1217)	4,000	2,542	1,458	2,000	3,539	(1,539)	(2,000)	997	2,997	-	2,997
AICF	AICF Pres Fund Lang/Cultural/HW6/22-5/24 (1218)	100,000	100,751	(751)	100,000	100,000	-	-	(751)	(751)	-	(751)
AICF	AICF Food Security Emergency Aid for Student Success (1221)	5,700	8,874	(3,174)	5,700	5,700	-	-	(3,174)	(3,174)	-	(3,174)
Other	IECD Practitioner Symposium (1303)	80,400	18,354	62,046	80,400	80,400	-	-	62,046	62,046	-	62,046
AICF	AICF/On-Line Instruction Program	-	10,000	(10,000)	10,000	10,000	-	10,000	-	(10,000)	-	(10,000)
Other	Univ of AZ NASA Space Grant (1402)	35,500	27,116	8,384	29,500	29,500	-	(6,000)	2,384	8,384	-	8,384
Other	Haury Program Tribal Resilience Initiative Award for A Student's Journey (1406)	335,838	304,323	31,515	315,206	321,206	(6,000)	(20,632)	16,883	37,515	-	37,515
Federal	NIFA Education for Sustainable Tomorrow: Food Sovereignty (1508)	432,746	413,087	19,660	442,259	443,865	(1,606)	9,513	30,779	21,266	-	21,266
Federal	USDA Furniture Arts & Science (1509)	166,200	166,200	0	166,200	166,200	-	-	0	0	-	0
Federal	USDA Disaster Relief Health & Wellness (1526)	99,975	99,975	0	99,975	99,975	-	-	0	0	-	0
Federal	USDA NIFA Extension Capacity (1531)	171,280	249,502	(78,222)	177,238	177,238	-	5,958	(72,264)	(78,222)	-	(78,222)
Federal	NIFA Extension Capacity Bldg Together III (1541)	593,300	593,412	(112)	661,500	372,620	288,880	68,200	(220,792)	(288,992)	-	(288,992)
Federal	USDA TCI E Campus Community Facilities (1621)	137,703	109,683	28,020	137,703	137,703	-	-	28,020	28,020	-	28,020
Federal	USDA TCI Wellness Ctr (1628)	181,367	181,367	-	181,367	181,367	-	-	-	-	-	-
Other	Community of Practice (1720)	88,143	52,027	36,116	108,000	108,000	-	19,857	55,973	36,116	-	36,116
	Total Inactive Grants	$ 6,589,418	$ 7,152,609	$ (563,192)	$ 7,358,956	$ 6,923,580	$ 435,375	$ 769,538	$ (229,029)	$ (998,567)	$ -	$ (998,567)

*Note that encumbrance data shown reflects all open POs. As only fully expended POs may be closed in Jenzabar, amounts may be overstated from partial expenditures.

Waiting on internal budget

Note: All data is sourced from Jenzabar

Tohono O'odham Community College
Statement of Cash Flows
For the Five Months Ended November 30, 2025
(Intended for Internal Management Purposes Only)

	For the Month Ended 11/30/2025	YTD FY26
Operating Activities		
Change in Net Assets	$ (605,396)	$ 8,011,110
Cash Flow Adjustments		
Depreciation	$ -	$ 248,316
Change in Assets and Liabilities		
Student accounts receivable	(26,727)	(791,474)
Contracts and grants receivable	312,184	198,653
Prepaid expenses	(19,997)	(50,980)
Bookstore inventory	(1,385)	(40,917)
Accounts payable	6,947	(292,724)
Salary related payable	72,457	432,546
Other payables and accrued expenses	(22,456)	(38,586)
Deferred grant revenue	(12,759)	604,782
Net Cash from / (used for) Operating Activities	$ (297,132)	$ 8,280,726
Investing Activities		
Sales or purchases of investments	$ -	$ (91,665)
Net Cash from / (used for) Investing Activities	$ -	$ (91,665)
Net Change in Cash	$ (297,132)	$ 8,189,061
Cash at Beginning of Period	26,881,837	18,395,644
Cash at End of Period	$ 26,584,705	$ 26,584,705

TOHONO O'ODHAM COMMUNITY COLLEGE

TO: BOARD OF TRUSTEES

THRU: STEPHEN SCHOONMAKER, PRESIDENT

FROM: TRACY WORTHEY, INTERIM HR DIRECTOR

SUBJECT: **RECOMMENDATION FOR APPROVAL OF PERSONNEL ACTIONS** (NEW HIRES, TRANSFERS, AND SEPARATIONS

DATE: **12/9/2025**

CC: FILE

Background

The Administration respectfully requests the Board of Trustees to approve the personnel actions (new hires, transfers, and separations) detailed in the list below.

All proposed actions have been reviewed by the Human Resources Department and are in full compliance with College policy.

The President of Tohono O'odham Community College **approves** and **recommends** this slate of personnel actions for the Board's final endorsement.

RESOURCE LIST
November 10 – December 9, 2025

New Hires:

Name	Position	Date
Mirta Fuentes	Student Success Coach	12/8/2025

Promotions:

Name	Position	Date
Gracie Garcia	Food Program Manager	12/1/2025
Adrienne Brown	Tutor Coordinator	12/1/2025

Separations: None

Tohono O'odham Community College
Employment Vacancy Activity Log
November2025

Administrative/Faculty/Exempt

Vacant Position	Division	Number of Applicants	Tohono O'odham	Native American	Other	Application Meeting Minimum Qualifications		Most Recent Activity Log Update	Recommended for Interview		Interview Scheduled	Recommendation Made		Comments
						Yes	No		Yes	No		Yes	No	
Student Support Specialist	Student Services	7	2	0	5	7		10/6/2025	6		12/2/2025			Awaiting CBC results
Student Success Coach	Student Services	5	3		2	4	1	10/6/2025	4	0	4	2	2	Approved started 12/8/2025
WFD Success Coach	Student Services	1			1			11/24/2025						Reposted 11/24/25
Food Program Manager	Student Life	1	1	0	0	1	0	10/24/2025	1		1			President Approved Started 12/1/2025
Behavioral Health Counselor	Student Services	2	1		1	1	1	10/7/2025						Still posted for additional candidates
Pre-College GED Instructor	Workforce & Community Development	4	1		3	4	1	12/5/2025						Awaiting interview dates
Information Systems Solutions Analyst	Office of Sustainability	4	1	1	2	3		10/27/2025	2		12/5/2025			Awaiting Reference checks
Adjunct Instructor Pool	Education	3		1	2	3		11/26/2025						Ongoing pool for adjunct positions
Cultural Liaison	President Office	1	1			1		11/26/2025						Posted internal only first, now open to external candidates
Interim Academic Dean	President Office	2	1		1	2		11/26/2025						President reviewing candidates materials

Hourly/Non-Exempt

Vacant Position	Division	Number of Applicants	Tohono O'odham Native American Other			Application w/ Complete documents		Most Recent Activity Log Update	Recommended for Interview		Interview Scheduled	Recommendation Made		Comments
						Yes	No		Yes	No		Yes	No	
Lead Facilities Maintenance Tech	Operations	0						10/6/2025						Seeking External Posting Places
Facilities Technician I	Operations	13	13			10	3	12/4/2025	5		11/13/2025			Waiting for references
Phoenix Center Site Technician	Student Services	3		2	1	3		10/6/2025	3		12/2/2025	1		Awaiting CBC
Phoenix Center Receptionist	Student Services	19	4		15	19		10/6/2025	7	1	12/8/2025			Waiting for references
Lead Cook	Student Life	3	3			1		10/6/2025						Open for additional candidates
Assistant Cook	Student Life	13	13			12	1	10/6/2025	3	2				Scheduling Interviews
Library Assistant	Education	8	7		1	8		10/8/2025	5		12/8/2025			Waiting for recommendation
Tutor Coordinator	Education	1	1			1		10/8/2025	1		11/13/2025			President Approved Started 12/1/2025
Embedded Tutor	Education	1			1			12/9/2025						Seeking additional candidates
Procurement Specialist	Administrative Services & Finance	4	3		1	4		10/23/2025						Waiting for Interview dates
Office Coordinator	Administrative Services & Finance	6	6			6		10/23/2025						Waiting for Interview dates
Apprenticeship Driver Part-time	President's Office	5	5			4	1	11/7/2025	3	1	12/3/2025			Waiting for references
Office 365 Trainer	Workforce & Community Development							11/21/2025						

TOHONO O'ODHAM COMMUNITY COLLEGE

TO: BOARD OF TRUSTEES

THRU: DR. STEPHEN SCHOONMAKER, PRESIDENT

ADMIN TEAM – REVIEW DATE

FROM: NAME & TITLE

SUBJECT: **ANNUAL CARRY OVER AND VACATION LEAVE CASH OUT**

DATE: DECEMBER 18, 2025

CC: EVAN THOMAS, SPECIAL ASSISTANT TO THE PRESIDENT

Background:
The current non-faculty Vacation Leave policy contains inconsistencies regarding the maximum number of carryover hours employees may bring forward into a new calendar year. As a result, the annual vacation leave cash-out program led to administrative complications and employee confusion.

Current policy indicates the following:

- **Tiered carryover limits** of vacation leave based on years of service:
  - **80 hours** for employees with less than four (4) years of service.
  - **120 hours** for employees with four (4) or more years of service.
- Simultaneously, the current policy references a higher figure of **240 hours** related to a maximum carryover or accumulation, creating confusion. This reference to **240 hours** appears incompatible with the tiered carryover limits for vacation leave in the current policy.

Justification:
The ambiguity and inconsistency in the stated carryover limits became evident when the College began this year's process for our annual vacation leave cash-out program. Further investigation led to discovering a history of inconsistent payout calculations and varied allowable maximum carryover amounts – all contrary to existing policy. As the College sorted out these disparities, attempts to apply the current policy as written (versus to what had been implemented in previous years) led to employee confusion, and demonstrated to the College a clear need to:

1. Standardize the vacation leave carryover rule for all employees to ensure equitable application.
2. Align the written policy with the desired maximum accumulation threshold used for eligibility in the cash-out program.

Action Requested:
We are requesting the Board's approval to formally amend the Vacation Leave Policy to correct these inconsistencies and standardize the carryover and cash-out eligibility requirements.

Recommendation:
We recommend standardizing the Annual Vacation Leave Carryover limit for **all eligible employees** to **240 hours** each year, regardless of years of service.

The recommended change will establish the following clear criteria for the **Annual Vacation Leave Cash out Program**:

- **Cash out Eligibility:** Employees who have an accumulated vacation leave balance greater than **240 hours** at the time of the first full pay period in December will be eligible for the cash out.
- **Cash out Amount:** Eligible employees will have the option to cash out up to **80 hours** of their banked vacation leave.
- **Payment:** The payout will be calculated at **fifty percent (50%) of the employee's standard hourly rate**, and will be issued in the last paycheck of the calendar year.
- **Maximum Vacation Leave Carryover Amount:** Employees will not be allowed to carryover more than **240 hours** of vacation leave into a new calendar year. Any employee who has vacation leave hours in excess of the **240 hours** maximum vacation leave carryover amount, even after cashing out **80 hours** of vacation leave (the maximum cash out amount allowed), will forfeit excess vacation leave hours at the end of the calendar year.

This change eliminates ambiguity, promotes consistency, and ensures that the policy aligns with administrative procedures for the cash-out program.

Revised Annual Leave Policy for Non-Faculty Employees

Annual leave is accrued from the date of employment.

- **Full-time non-faculty employees** accrue annual leave at a base rate of **six (6) hours** per pay period.
- **Part-time staff** accrue annual leave at a proportionate rate based on their regular assigned hours compared to the standard full-time schedule of forty (40) hours per week.

Accrual Rate Tiers (Based on Service)

Years of Service	Full-Time Accrual Rate (Per Pay Period)	Part-Time Accrual Rate
Less than 4 years	6 hours	Proportionate
4 to 9 years	**7 hours**	Proportionate
10+ years	**8 hours**	Proportionate

Maximum Carryover

- **Carryover Limit:** Employees may carry over a maximum of **240 hours** of annual leave accrued into the next calendar year.

Usage, Eligibility, and Pay Out

- **Eligibility to Use:** An employee may use annual leave upon accrual after **thirty (30) days of satisfactory service**. An exception may be made with a pre-arranged annual leave agreement with the hiring supervisor.
- **Termination Pay:** If an employee terminates in **good standing**, they will receive pay for unused, earned annual leave, except as otherwise provided by these Personnel Policies.
- **Exclusions:** Annual leave cannot be accrued by or granted to temporary employees or adjunct faculty employees.
- **Non-Accrual:** Employees do not earn annual leave hours when they are not working while on worker's compensation, family medical leave, disability programs, or certain other types of leave, including leave without pay. Employees should consult their personnel policies and the Human Resource office for clarification.

1. Request for Leave

All annual leave requests require the employee to submit a **"Time off/Leave Request" via TOCC's timekeeping system** two (2) weeks prior to the requested leave time. Exceptions may be made for emergencies.

a. Granting Annual Leave

The immediate supervisor may approve annual leave online for all eligible personnel. Personnel are encouraged to plan annual leave time with their supervisor and others affected by the employee's absence, subject to the immediate supervisor's approval. In the event of conflict among the staff for leave time, the supervisor will make the determination if leave is granted and to whom.

b. Disapproval of Annual Leave

Annual leave requests made after the fact may not be approved, unless the employee supplies proof of an emergency to the supervisor. The supervisor has discretionary authority to approve or disapprove leave in an emergency situation. If disapproved, the employee will be charged leave without pay in addition to any applicable disciplinary action as warranted.

2. Annual Leave Cash Out

An eligible employee may cash out a portion of his/her annual leave during the last pay period of the calendar year, provided the employee has accumulated at least **240 hours** of annual leave as of the first full pay period in December. The employee may receive **up to 80 hours at 50% of the employee's rate of hourly pay**.

TOHONO O'ODHAM COMMUNITY COLLEGE

TO: BOARD OF TRUSTEES

THRU: DEAN OF ACADEMICS, DR. LAURA SUJO-MONTES; DEAN OF STUDENT SERVICES, YOLANDA PACHECO

FROM: REGISTRAR, CHANDRA CLAW

SUBJECT: CHANGES TO SPRING 2026 ON THE 2025-2026 ACADEMIC CALENDAR,

DATE: DECEMBER 9, 2025

Background:

The 2025-2026 Academic Calendar, previously approved by the Board of Trustees requires two changes. The first change is to add one more week to the Spring 2026 semester to accommodate two 8-week sub-terms. This due to the one week of Spring break when no classes are in session. The second change is to add a Registration Deadline for the Spring 2026 semester second 8-week sub-term.

Justification:

To allow the class time required for the second 8-week sub-term an additional week is needed. The addition of a later Registration Deadline for the second 8-week sub-term will allow students to register themselves online rather than going through a tedious process of acquiring numerous approvals to register.

Action Requested:
This is informational and no action requested.

Recommendation:

Tohono O'odham Community College 2025-2026 Academic Calendar











Fall Semester 2025	
2025 Fall Admissions Deadline	Aug 8, 2025
First Day of Instruction	Aug 18, 2025
Registration (To add) Deadline	Aug 22, 2025
Labor Day - **College Closed**	**Sept 1, 2025**
Drop/Full Refund Deadline	Sept 2, 2025
2025 Fall Graduation Application Due	Sept 12, 2025
O'odham Tas - **College Closed**	**Sept 26, 2025**
Fall Break - **No Classes**	**Sept 29 - Oct 3, 2025**
St. Francis Day - **College Closed**	**Oct 3, 2025**
45th Day Census	Oct 1, 2025
2026 Spring Registration Begins	Oct 20, 2025
Withdrawal Deadline	Oct 29, 2025
Veteran's Day - **College Closed**	**Nov 11, 2025**
Thanksgiving Holiday - **College Closed**	**Nov 27, 2025**
Native American Heritage Day - **College Closed**	**Nov 28, 2025**
Last Day of Instruction	Dec 5, 2025
Final Grades Due	Dec 12, 2025
Winter Break - **College Closed**	**Dec 25, 2025 - Jan 1, 2026**

Fall Semester 2025	
2025 Fall Admissions Deadline	Aug 8, 2025
1st 8 Week Subterm Begins	Aug 18, 2025
Registration (To add) Deadline	Aug 22, 2025
Drop/Full Refund Deadline	Aug 26, 2025
Withdrawal Deadline	Sept 23, 2025
1st 8 Week Subterm Ends	Oct 10, 2025
Final Grades Due	Oct 17, 2025
2nd 8 Week Subterm Begins	Oct 13, 2025
Drop/Full Refund Deadline	Oct 21, 2025
Withdrawal Deadline	Nov 17, 2025
2nd 8 Week Subterm Ends	Dec 5, 2025
Final Grades Due	Dec 12, 2025















Spring Semester 2026	
2026 Spring Admissions Deadline	Jan 2, 2026
First Day of Instruction	Jan 12, 2026
Registration (To add) Deadline	Jan 16, 2026
Martin Luther King Jr.-**College Closed**	**Jan 19, 2026**
Drop/Full Refund Deadline	Jan 26, 2026
2026 Spring & Summer Graduation Application Due	Feb 6, 2026
President's Day - **College Closed**	**Feb 16, 2026**
45th Day Census	Feb 25, 2026
Spring Break - **No Classes**	**Mar 9-13, 2026**
2026 Summer & 2026 Fall Registration begins	Mar 16, 2026
Withdrawal Deadline	Mar 30, 2026
Last Day of Instruction	May 8, 2026
Final Grades Due	May 15, 2026
Spring 2026 Commencement	May 22, 2026

Spring Semester 2026	
2026 Spring Admissions Deadline	Jan 2, 2026
1st 8 Week Subterm Begins	Jan 12, 2026
Registration (To add) Deadline	Jan 16, 2026
Drop/Full Refund Deadline	Jan 20, 2026
Withdrawal Deadline	Feb 17, 2026
1st 8 Week Subterm Ends	Mar 6, 2026
Final Grades Due	Mar 13, 2026
2nd 8 Week Subterm Begins	Mar 16, 2026
Registration (To add) Deadline	Mar 20, 2026
Drop/Full Refund Deadline	Mar 24, 2026
Withdrawal Deadline	Apr 20, 2026
2nd 8 Week Subterm Ends	May 8, 2026
Final Grades Due	May 15, 2026

Summer Semester 2026	
Summer 8 Week Session	
2026 Summer Session Admissions Deadline	May 15, 2026
Memorial Day - **College Closed**	**May 25, 2026**
First Day of Instruction	May 26, 2026
Registration (To add) Deadline	May 29, 2026
Drop/Full Refund Deadline	Jun 3, 2026
Juneteeth Day - **College Closed**	**Jun 19, 2026**
Withdrawal Deadline	Jun 29, 2026
Independence Day - **College Closed**	**Jul 3, 2026**
Last Day of Instruction	Jul 17, 2026
Final Grades Due	Jul 24, 2026

Updated 11/19/2025

Tohono O'odham Community College

TO: Board of Trustees

THRU: Yolanda Pacheco, Dean of Student Services, and Dr. Stephen Schoonmaker, College President

FROM: Brandi Espuma, Dual Enrollment Coordinator

SUBJECT: Dual Enrollment - Memorandum of Understanding with St. Peter's Indian Mission Catholic School

DATE: December 9th, 2025

Background:
The Dual Enrollment program has been designed to be a bridge for high schools and community colleges. The Program at TOCC provides the "enrollment of an eligible secondary student in a post-secondary course for which the student receives both credit toward a high school diploma and college credit toward a vocational certificate or an associate degree."

Students enrolled in the program excel in courses designed to provide convenience, support, and academic rigor for high school students. The Dual Enrollment Program has provided opportunities for students to accomplish writing, reading, language, history, and math requirements for TOCC and state universities.

Only through our collaborative effort can we provide equal access and opportunity for more students from underrepresented areas. This will allow us to assist and educate students on college readiness and provide a successful transition from secondary to post-secondary institutions.

Justification:

To further expand our reach to O'odham high school students, a working relationship with St. Peter's Indian Mission Catholic School (SPIMCS) has led to the establishment of dual-enrollment courses within their curriculum. SPIMCS is a part of the Diocese of Phoenix Catholic Schools, which has seven campuses across the Phoenix area covering multiple populations. SPIMCS specifically serves local Native American students in the Casa Blanca area of the Gila River Indian Community. Motivated staff at SPIMCS reached out with their need for a language course and more college access to their local O'odham students.

Action Requested:
Request the Board of Trustees' approval of the Memorandum of Understanding between St. Peter's Indian Mission Catholic School and Tohono O'odham Community College's Dual Enrollment program.

Recommendation:

DUAL ENROLLMENT MEMORANDUM OF UNDERSTANDING

TOHONO O'ODHAM COMMUNITY COLLEGE

AND

PHOENIX DIOCESE SCHOOL DISTRICT

THIS "MEMORANDUM OF UNDERSTANDING" IS ENTERED INTO BETWEEN TOHONO O'ODHAM COMMUNITY COLLEGE ("TOCC"), PHOENIX DIOCESE AND ST. PETER INDIAN MISSION CATHOLIC SCHOOL. THIS AGREEMENT SHALL BE IMPLEMENTED AND GUIDED BY ARIZONA REVISED STATUTE ("A.R.S.") 15-1821.01.

1. **Purpose:**

The purpose of this Agreement is to set forth the understanding of the Parties as to their responsibilities and their rights in providing Dual Enrollment courses as defined in Section 2, to all eligible students.

Program Objectives will be reflected in Arizona Tribal College Dual Enrollment Program between TOCC and High School, dated July 21, 2025.
Program IGA number 17-04-ED, Section 1.

2. **Definition:**

The "Dual Enrollment course(s)" shall have the same definition as set forth in A.R.S. 15-101 (11) and pursuant to A.R.S. 15-1821.01 (3); physical education courses shall not be offered as Dual Enrollment Courses.

A "Dual Enrollment student" at Tohono O'odham Community College shall be defined as a high school student (pursuant to A.R.S. 15-1821.01 (2,6,7) enrolled at TOCC and a high school, seeking credit to be applied toward a high school diploma and a college program of study/major simultaneously as outlined in the TOCC Dual Enrollment Policy in Exhibit A.

3. **Term:**

This agreement is a five (5) year term from, 2025 to June 30th, 2030, and each year thereafter unless either party chooses to terminate or modify the conditions of this agreement. A written statement must be received by the initiating party no later than May 31st of that given year.

A. This agreement shall be effective:
   i. After the Governing Bodies of the Parties have approved it;
   ii. On the date that authorized representatives of Parties have signed it ("Effective Date");

B. The term of this Agreement shall be from the Effective Date through [June 30th, 2030] ("Summer")

4. High School Dual Enrollment Courses:

The Parties will jointly identify courses that may be taken for high school credit and college credit. The process necessary for dual enrollment admissions shall be determined through the joint effort of the high school and the college. Examples of some Dual Enrollment Courses that could be offered pursuant to this Agreement are listed in Exhibit B attached to this Agreement.

Pursuant to A.R.S. 15-701.01 (F) the Parties agree that the School District shall award at least one-half of a Carnegie unit and up to and including one Carnegie unit for each three semester hours of credit that the student earns in an approved College course.

5. Tohono O'odham Community College Role:

1. A tuition schedule for Dual Enrollment courses shall be made available to Phoenix Diocese School District and St. Peter's Mission Indian Catholic School and interested high school students before the beginning of the academic year if changed from the financial provision 15- 244.01.
2. TOCC shall be responsible for the hiring of all Dual Enrollment adjunct faculty, regardless of course location; qualifications shall be based on the credentialing requirements as set forth by the Higher Learning Commission ("HLC"). All high school faculty members seeking to teach for the dual enrollment program must be approved through the College Education Division prior to the start date of the Dual Enrollment course(s).
3. TOCC will facilitate course and adjunct evaluations for the Dual Enrollment course(s).
4. Dual Enrollment Course(s) must meet TOCC's academic requirements and policies set forth by the State of Arizona (A.R.S. 15-1821.01). TOCC will ensure that academic rigor is being met within the dual enrollment setting by implementing the following:

    a. Require all course syllabi to adhere to the College's agreed-upon format including the stated learning outcomes.

    b. Each faculty shall submit a completed syllabus and include a grading scheme prior to the commencement of his/her course and a completed grading schedule at its completion to the high school administrator.

    c. Only transferable college courses numbered 100 and above are eligible for dual enrollment.

    d. Students will only be awarded transferable credit for a grade "C" or above in accordance with State of Arizona policies.

5. ISBN number(s) of the textbook(s) currently used for the course at TOCC shall be provided to the adjunct faculty member.
6. TOCC will provide access to all forms that are specific to the College's Dual Enrollment Program via www.tocc.edu.
7. TOCC will identify the College's Dual Enrollment liaisons, who will conduct business and handle matters on behalf of the College's Dual Enrollment Program. Those liaisons are:

    a. Dual Enrollment Coordinator
    b. Academic Dean
    c. Registrar/Admissions Specialist

6. Phoenix Diocese Unified School District Role:

1. Provide transportation, as needed, for students enrolled in the Dual Enrollment Program.
2. If applicable, provide mileage reimbursement for adjunct faculty teaching Dual Enrollment courses.
3. Provide for the following:
    a. Adequate facilities to include classroom space, lab access, and other facility support as needed
    b. Equipment or supplies associated with course instruction

7. St. Peter Indian Mission High School Role:

1. The high school will provide classroom space(s) free of charge, including (but not limited to) computer and science labs, auditoriums, and recreational facilities to TOCC.

2. Provide interested students with registration materials for the Dual Enrollment Program. High school students may earn both high school and college credit in this program; however, any TOCC course to be taken by a student for dual enrollment must be pre-approved by the high school.

3. The high school will observe the following:
    a. Designate a period/hour(s) in which the course(s) will be taught for dual enrollment.
    b. Students enrolling in Dual Enrollment courses will follow the timelines as mutually agreed upon in addition to the policies and procedures outlined in the TOCC Catalog.
    c. Ensure that only those students who have fully registered for the Dual Enrollment course(s) participate in said course.

4. The TOCC Application for Admissions and Registration Material Deadlines:
    a. The last day of registration for classes that start in August will be identified as "Last Day to Add without an Instructor's Signature," in the current TOCC Academic Year Calendar
    b. The last day of registration for classes that start in January will be identified as "Last Day to Add without an Instructor's Signature," in the current TOCC Academic Year Calendar

5. The high school and TOCC will determine if the student has the skills needed to succeed in the proposed college coursework. An additional consideration for course participation may be given via instructor approval and signature.

6. The high school will declare no later than two (2) months prior to the beginning of the school semester which courses will be taught for dual enrollment.

7. The following information must be disclosed and on file at the course request time:
    a. Application for Adjunct Faculty at TOCC
        i. Instructor(s) who will teach the course
        ii. Instructor(s) resume and official transcripts
        iii. Start and end dates for course

8. The high school will provide TOCC with all calendars (i.e. regular bell schedule, testing schedule, early release, etc.) at the time of course offering request

9. The high school will provide access to data used for reporting purposes that are in the best interest of students, including, but not limited to, data required for funding.
10. The high school will identify Dual Enrollment liaisons as those who will conduct business and handle matters on behalf of the high school. Those positions are listed as the following:

a. Principal
b. Office Manager

8. Student Responsibilities:

1. Complete the Application for Admission and supply all registration materials (as detailed by the current College Catalog) to TOCC by the dates listed below:
    a. The "Last Day to Add without an Instructor's Signature," in the current TOCC Academic Year Calendar for courses that start in August
    b. The "Last Day to Add without an Instructor's Signature," in the current TOCC Academic Year Calendar for courses that start in January
2. Obtaining all required signatures to confirm registration by submitting the completed Underage/Dual Enrollment Permission Form in Exhibit D attached to this agreement.

9. Non-Discrimination

The parties to this Agreement do not discriminate on the basis of race, creed, religion, sex, marital status, color, age, sexual orientation, gender, physical or mental handicap, or because of national origin, unless based on reasonable grounds, in compliance with the requirements of the Civil Rights of 1964, Title IX of the Educational Amendments of 1972, Title VII and VIII of the Public Health Service Act, and the Rehabilitation Act of 1973.

IN WITNESS THEREOF TO THIS MEMORANDUM OF UNDERSTANDING has been executed on the 14th day of July, 2025.

TOHONO O'ODHAM COMMUNITY COLLEGE

By: _____
Name: _____

Title: _____
Tohono O'odham Community College Board of Trustees

Date: _____

PHOENIX DIOCESE UNIFIED SCHOOL DISTRICT

By: _____
Name: 07/21/2025
Denise Jackson
Title: School Board President
Phoenix Diocese Unified School District

Date: _____

TOHONO O'ODHAM COMMUNITY COLLEGE

By: _____
Name: _____

Title: _____
Tohono O'odham Community College President

Date: _____

ST. PETER INDIAM MISSION CATHOLIC HIGH SCHOOL

By: _____
Name: Sr. Pamela Catherine Peasel
Sister Pamela Catherine Peasel
Title: High School Principal

Date: 7/21/2025

EXHIBIT A:

TOCC DUAL ENROLLMENT POLICY

A Dual Enrollment student at Tohono O'odham Community College shall be defined as a high school student (pursuant to Arizona Revised Statute (A.R.S.) 15-1821.01 (2, 6, 7)) enrolled at TOCC and a high school, seeking credit to be applied toward a high school diploma and a college program of study/major simultaneously. This is different from a Concurrent Enrollment student who is enrolled at both institutions at the same time but not seeking to have credit applied toward a high school diploma.

A Dual Enrollment Course shall be offered pursuant to A.R.S. 15-1821.01 (3), which includes courses numbered 100 or above, transferable to a university or to an approved community college program. Physical education courses will not be offered as dual enrollment.

All Dual Enrollment students must meet enrollment criteria (i.e. placement scores, course prerequisites, etc.) as identified in the current course catalog pursuant to A.R.S. 15-1821.01 (2).

A Dual Enrollment student must also be enrolled at a high school within the State of Arizona. Exemptions will be made for out-of-state schools with an established Intergovernmental Agreement (IGA) (i.e. residential boarding schools).

A high school student may seek Dual Enrollment Credit independent of an Intergovernmental Agreement with a school district. In this instance, a student must submit the Underage/Dual Enrollment Permission Form as it will serve as the contract between the high school and college. If the high school agrees to honor a course for Dual Enrollment, then a student will be considered a Dual Enrollment Student. If the high school does not agree to honor a course for Dual Enrollment, then a student will be considered a Concurrent Student.

EXHIBIT B:

DUAL ENROLLMENT COURSES

For complete course descriptions, refer to the current College catalog. All courses listed here are available for Dual Enrollment. Generally, courses listed under an approved AGEC are also eligible for offer. It is understood by Parties, that this is not a comprehensive list and that course offerings will be updated on a regular semester basis listed in the College course schedule and website: www.tocc.edu/startprogram/

High School	Course Prefix and Number	Title	Credits	Semester
EXAMPLE:	HIS 122	Tohono O'odham History and Culture I	3	Fall
	HIS 122	Tohono O'odham History and Culture I	3	Fall
	HIS 125	Tohono O'odham History and Culture II	3	Spring
	THO 101	Elementary Tohono O'odham I	4	Fall
	THO 102	Elementary Tohono O'odham II	4	Spring
	THO 106	Conversational Tohono O'odham I	4	As Needed
	THO 107	Conversational Tohono O'odham II	4	As Needed
	THO 201	Intermediate Tohono O'odham	4	Fall
	THO 202	Advanced Tohono O'odham	4	Spring
	AIS 101	Introduction to American Indian Studies 1	3	As Needed
	ANR 111N	Agroecology and Tohono O'odham Crop Production	4	As Needed
	APA 101	Apache Language I	4	Fall
	APA 102	Apache Language II	4	Fall
	ART 100	Basic Design	3	Fall/Spring
	ART 104	Digital Media and Photography	3	Fall/Spring
	BIO 100N	Biology Concepts	4	As Needed
	BIO 127N	Human Nutrition and Biology	4	As Needed
	CHM 121N	Chemistry and Society	4	As Needed
	CHM 130N	Fundamental Chemistry	4	As Needed
	CIS 100	Introduction to Computers	3	Fall/Spring
	CPH 101	Exploring Careers in Health Professions	2	Fall/Spring
	CUA 110	Food Safety & Sanitation	3	As Needed
	CUA 120	Culinary Math	2	As Needed
	CUA 125	Professional Cooking I	4	As Needed
	ECE 105	Foundations of Early Childhood Education	3	Fall/Spring
	ECE 125	Nutrition and Safety of Young Children	3	Fall

High School	Course Prefix and Number	Title	Credits	Semester
EXAMPLE:	HIS 122	Tohono O'odham History and Culture I	3	Fall
	HIS 122	Tohono O'odham History and Culture I	3	Fall
	HIS 125	Tohono O'odham History and Culture II	3	Spring
	THO 101	Elementary Tohono O'odham I	4	Fall
	THO 102	Elementary Tohono O'odham II	4	Spring
	THO 106	Conversational Tohono O'odham I	4	As Needed
	THO 107	Conversational Tohono O'odham II	4	As Needed
	THO 201	Intermediate Tohono O'odham	4	Fall
	THO 202	Advanced Tohono O'odham	4	Spring
	AIS 101	Introduction to American Indian Studies 1	3	As Needed
	ANR 111N	Agroecology and Tohono O'odham Crop Production	4	As Needed
	APA 101	Apache Language I	4	Fall
	APA 102	Apache Language II	4	Fall
	ART 100	Basic Design	3	Fall/Spring
	ART 104	Digital Media and Photography	3	Fall/Spring
	BIO 100N	Biology Concepts	4	As Needed
	BIO 127N	Human Nutrition and Biology	4	As Needed
	CHM 121N	Chemistry and Society	4	As Needed
	CHM 130N	Fundamental Chemistry	4	As Needed
	ECE 217	Child Development	3	Fall
	ECE 226	Effective Interactions and Guidance	3	Spring
	ECE 228	Family, Culture, and Community	3	Spring
	ECN 200	Basic Economic Principles	3	As Needed
	HIS 130	Apache History	3	As Needed
	HIS 141	History of the United States	3	As Needed
	HIS 142	History of the United States II	3	As Needed
	LIT 174	Introduction to Native American Writings	3	As Needed
	MAT 142H	College Mathematics	4	Fall
	MAT 151	College Algebra	4	Spring
	MAT 187	Pre-Calculus	5	As Needed
	MAT 220	Calculus I	5	As Needed
	PHI 101	Introduction to Philosophy	3	As Needed
	POS 110	American National Government	3	As Needed
	POS 226	Tohono O'odham Nation Government	3	As Needed
	PSY 101	Introduction to Psychology	3	As Needed
	SCI 101	Pathways to Science	2	As Needed
	SOC 101	Introduction to Sociology	3	As Needed
	SPE 110	Public Speaking	3	As Needed

High School	Course Prefix and Number	Title	Credits	Semester
EXAMPLE:	HIS 122	Tohono O'odham History and Culture I	3	Fall
	HIS 122	Tohono O'odham History and Culture I	3	Fall
	HIS 125	Tohono O'odham History and Culture II	3	Spring
	THO 101	Elementary Tohono O'odham I	4	Fall
	THO 102	Elementary Tohono O'odham II	4	Spring
	THO 106	Conversational Tohono O'odham I	4	As Needed
	THO 107	Conversational Tohono O'odham II	4	As Needed
	THO 201	Intermediate Tohono O'odham	4	Fall
	THO 202	Advanced Tohono O'odham	4	Spring
	AIS 101	Introduction to American Indian Studies 1	3	As Needed
	ANR 111N	Agroecology and Tohono O'odham Crop Production	4	As Needed
	APA 101	Apache Language I	4	Fall
	APA 102	Apache Language II	4	Fall
	ART 100	Basic Design	3	Fall/Spring
	ART 104	Digital Media and Photography	3	Fall/Spring
	BIO 100N	Biology Concepts	4	As Needed
	BIO 127N	Human Nutrition and Biology	4	As Needed
	CHM 121N	Chemistry and Society	4	As Needed
	CHM 130N	Fundamental Chemistry	4	As Needed
	STU 101	Becoming a Master Student	3	As Needed
	TOC 150	Tohono O'odham Food Systems	3	As Needed
	TOS 111	Tohono O'odham Traditional Arts	3	As Needed
	TOS 112	Tohono O'odham Traditional Arts: Pottery and Basketry	3	As Needed
	WRT 101	Writing I	3	Summer/Fall
	WRT 102	Writing II	3	Summer/Spring

EXHIBIT C:

TOCC TUITION SCHEDULE

Credit Hours	Tuition
1	$34.25
2	$68.50
3	$102.75
4	$137.00
5	$171.25
6	$205.50
7	$239.75
8	$274.00
9	$308.25
10	$342.50
11	$376.75
12	$411.00
13	$445.25
14	$479.50
15	$513.75
16	$548.00

Semester Processing Fee (A non-refundable fee due every semester, including summer session): $10

Miscellaneous Lecture Fee: Not to Exceed $40.00 per course (for recovery of extraordinary course-specific costs)

Miscellaneous Laboratory Fee: Lab fees vary with course

Student Activity Fee: $15

Technology Fee: $2.50 per credit hour

Art Courses: Fees depend on the materials used

Financial Provision

15-244.01. Tribal college dual enrollment program fund; intergovernmental agreements

A. The tribal college dual enrollment program fund is established, consisting of monies deposited pursuant to section 5-568, other monies appropriated by the legislature, and gifts, grants, devises, and other contributions of monies or property from any lawful public or private source. The Department of Education shall administer the fund. The department shall distribute monies in the fund to provide choice and access to higher education for high school students in this state by compensating tribal colleges for books and instructional materials and for tuition and fees that are waived to allow high school students to attend classes at tribal college campuses, including classes that are provided electronically by the tribal college to high school students. Monies in the fund are subject to legislative appropriation. On notice from the department, the state treasurer shall invest and divest monies in the fund as provided by section 35-313, and monies earned from investment shall be credited to the fund.

B. The office of Indian Education within the department may provide technical assistance to tribal colleges and high schools in connection with initiating and operating a dual enrollment program.

C. A tribal college dual enrollment program may offer courses pursuant to intergovernmental agreements with high schools that are located outside of a reservation to student members of a tribe living off of the reservation and to other students. A course offered pursuant to this subsection must qualify for a certificate or degree program and must relate to tribal language, government or culture or any other college subject.

EXHIBIT D:

Tohono O'odham Community College

Office: (520)479-2305 | admissions@tocc.edu | Fax: (520)383-8403

Underage Student Enrollment Permission Form

Name:_____ TOCC Student ID#:_____ DOB: _____

School Name:_____ Grade:_____ Graduation Date:_____ SAIS/ID Number: _____

Dean of Student Services/Designee's Signature:_____ Date: _____
Note: Students 16 years of age or younger must have permission from the TOCC Dean of Student Services

Courses to be taken at Tohono O'odham Community College:

Course Prefix	Course Number	Course Section	Credit Hours

Student's Signature: Date:	Parent or Guardian's Signature (if under age 18) Date:

Note to Student and Parent:

- Signatures above give permission for TOCC to release grades to high school officials.
- Signatures also give permission for high school officials to release final transcript to TOCC.

High School Dual Enrollment Permission Form

TOCC Dual Enrollment Course Plan:

- High school approval is required prior to TOCC course registration for any classes taken during any session if TOCC courses are to be used for high school graduation credit
- The High School Counselor will determine the equivalent high school course
- Three (3) TOCC credits equal (1/2) of a high school credit.
- Fill in the TOCC Courses that the student is enrolling in and submit this form when registering for classes.

Year: _____ Term: ☐ Fall ☐ Spring ☐ Summer

Tohono O'odham Community College Course			Equivalent High School Course	
Course Prefix	Course Number	Credit Hours	Course	Credit Hours

- Is the student graduating from high school at the end of this semester? Yes_____ No_____

High School Counselor's Signature: Date:	High School Administrator's Signature: Date:

STAFF USE ONLY:

_____ Registration Site_____
TOCC Registration Official Date

Tohono O'odham Community College is an equal opportunity, affirmative action employer and educational institution committed to excellence through diversity. Reasonable accommodations, including materials in an alternative format, will be made for individuals with disabilities when a minimum of five working days advance notice is given. Contact the Counseling Office at (520) 479-2300 ext. 1210 or email: aespinoza@tocc.edu

Updated 9/2022

TOHONO O'ODHAM COMMUNITY COLLEGE

TO: BOARD OF TRUSTEES

THRU: DR. STEPHEN SCHOONMAKER, PRESIDENT

FROM: REYNA NORIEGA, NTIA DIRECTOR

ANSELMO RAMON, WORKFORCE & COMMUNITY DEVELOPMENT

SUBJECT: HEWEL WEPEGI MACHIDAG KC, WOG = "LEARNING THE INTERNET ROAD" CONNECTING MINORITY COMMUNITIES PILOT PROGRAM EVALUATION

DATE: DECEMBER 10, 2025

CC: EVAN THOMAS, SPECIAL ASSISTANT TO THE PRESIDENT

Background:
In 2022, the College received a $1.9M grant from the National Telecommunications and Information Administration (NTIA) to provide computer literacy training to members of the Tohono O'odham Nation from all eleven (11) districts. While the grant was supposed to end in 2024, the College received a one-year extension, through July 31, 2025, to complete the program, with an additional three-month time period (through October 31, 2025) to close out the grant. An important component of the grant was to evaluate the program. TOCC hired an external evaluator, Apex Applied Technology. The attached report from Apex Applied Technology presents the final evaluation of the Tohono O'odham Community College (TOCC) Connecting Minority Communities (CMC) Pilot Program through NTIA, Hewel Wepegi Macidag kc, wog ("Learning the Internet Road").

Justification:
Over the three years of the NTIA funded grant, the Hewel Wepegi Macidag kc, wog program aimed to reduce the digital divide on the Tohono O'odham Nation through digital literacy training, expanded broadband access, device distribution and capacity building within TOCC and district communities.

Highlights of the final evaluation include:

- The program combined three critical elements:
  1. **Community-based digital literacy training in all 11 Nation Districts.**
  2. **Equipment and broadband support to ensure access.**
  3. **Institutional and community capacity building through trainers and area monitors.**
- **120 unique community participants** from all 11 districts.
- **132 learners** utilized NorthStar Digital Literacy platform; **125 (94.7%)** completed assessments.
- **108 Level I completions** (essential computer skills)
- **63 Level II completions** (Microsoft Office skills).

- Distributed **136 laptops**, **17 hotspots**, **80 broadband subscriptions** to learners.
- **11 community monitors** trained and deployed (one in each district).
- **4 computer literacy trainers** employed to provide digital literacy skills.
- **3 districts (Hickiwan, San Xavier, Gu Achi)** to continue digital literacy programming using their own resources after the grant ended.
- **52 responders** to post-program survey self-rated their skills as improved (from "Some" and "Fair" to "Satisfactory," "Very Good," or "Excellent."
- **Skills identified** include job searches, work tasks, online banking, telemedicine, supporting family members, and community activities.
- **Program Met or Exceeded performance targets**, particularly for participation, course completions, and equipment/broadband support.
- **Program results demonstrated a viable, culturally grounded delivery model** based on community monitors, district partnerships, and alignment with the ***Himdag***.
- **Program built durable capacity** at TOCC and in districts that will extend digital inclusion efforts beyond the grant period.
- **Key recommendations** include:
  - integrating digital literacy as a core, ongoing TOCC community service;
  - formalizing partnerships with continuing districts;
  - developing an advanced Level III curriculum; and
  - using evaluation evidence to secure funding to continue the program.

Action Requested:
Request the Board of Trustees review and accept the final NTIA Evaluation Report.

Recommendation:
Acceptance of the final NTIA Evaluation Report.

Hewel Wepegi Macidag kc, wog = “Learning the Internet Road”

2025

Connecting Minority Communities Pilot Program Evaluation

Prepared by:
Apex Applied Technology on behalf of Tohono O'odham Kekel Ha-Maṣcamakuḍ (Tohono O’odham Community College)



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Hewel Wepegi Macidag kc, wog = "Learning the Internet Road"

Evaluation of the National Telecommunications and Information Administration's Connecting Minority Communities Pilot Program by Tohono O'odham Community College

SECTION 1: EXECUTIVE SUMMARY

This report presents the final evaluation of the Tohono O'odham Community College (TOCC) Connecting Minority Communities (CMC) Pilot Program, *Hewel Wepegi Macidag kc, wog* ("Learning the Internet Road"), funded by the National Telecommunications and Information Administration (NTIA). Over three years, the program aimed to reduce the digital divide on the Tohono O'odham Nation (TON) through digital literacy training, expanded broadband access, device distribution, and capacity-building within TOCC and district communities.

The TOCC CMC program combined three critical elements:

1. **Community-based digital literacy training** delivered across all 11 political districts;
2. **Equipment and broadband support** to address cost, device, and connectivity barriers; and
3. **Institutional and community capacity building** through dedicated IT staff and trained community monitors.

Across the grant period, the program:

- Served **120 unique community participants** from all 11 districts.
- Registered **132 learners** in the NorthStar Digital Literacy platform, with **125 (94.7%)** completing assessments.
- Achieved **108 Level I completions** (essential computer skills) and **63 Level II completions** (Microsoft Office skills).
- Distributed **136 laptops**, **17 MiFi devices**, and **80 broadband subscriptions** to learners and households.
- Trained **11 community monitors** (one in each district) and sustained **4 IT staff** at TOCC dedicated to CMC implementation.
- Supported **3 districts (Hickiwan, San Xavier, Gu Achi)** to continue digital literacy programming using their own resources after the grant ended.

A post-program participant survey (52 responses out of 92 invitations, 56.5% response rate) indicates that most learners entered the program with self-rated skills in the "Some" or "Fair" range and left with skills they described as "Satisfactory," "Very Good," or "Excellent." Participants reported applying skills in job searching, work tasks, supporting children and grandchildren, online banking and bill payment, telemedicine, and community activities. Nearly all respondents would recommend the training to others.

The evaluation concludes that the TOCC CMC Pilot Program:

- **Exceeded or met most performance targets**, particularly for participation, course completions, and equipment/broadband support.
- **Demonstrated a viable, culturally grounded delivery model** based on community monitors, district partnerships, and alignment with the Tohono O'odham Himdag.

- **Built durable capacity** at TOCC and in districts that will extend digital inclusion efforts beyond the grant period.

Key recommendations include: integrating digital literacy as a core, ongoing TOCC community service; formalizing partnerships with continuing districts; developing an advanced Level III curriculum; and using evaluation evidence to secure funding to continue the program.

SECTION 2: PROGRAM BACKGROUND AND CONTEXT

2.1 Tribal College and University (TCU) within an Anchor Community

Chartered by the Tohono O'odham Nation in 1998 and accredited by the Higher Learning Commission in 2005, Tohono O'odham Community College (TOCC) is one of the 37 Tribal Colleges and Universities (TCUs) recognized by the American Indian Higher Education Consortium (AIHEC). TOCC is an open admissions institution with an enrollment of 843 students, 95% of whom are Native American. The majority of students are Tohono O'odham, with additional Native students representing 50 tribal nations.

The Tohono O'odham Nation (TON) is a federally-recognized tribe that includes approximately 28,000 members occupying tribal lands in Southern Arizona. The Nation is **the second largest Native American Reservation in the United States** with a land base of 2.8 million acres, approximately the size of the State of Connecticut. The TON is divided into four non-contiguous segments surrounding rural areas of Pima County, Cochise County, and Santa Cruz County in Arizona.

For TCUs located on land held in trust by the United States that are also located within a reservation, the boundary of the reservation on which the TCU falls will be substituted for the 15-mile buffer to create an Area of Interest (AOI) for each institution. The AOI was used to define the institution's anchor community boundary. Therefore, for the purposes of this program, the entire TON Reservation was the target anchor community (**Figure 1 and Figure 2**).

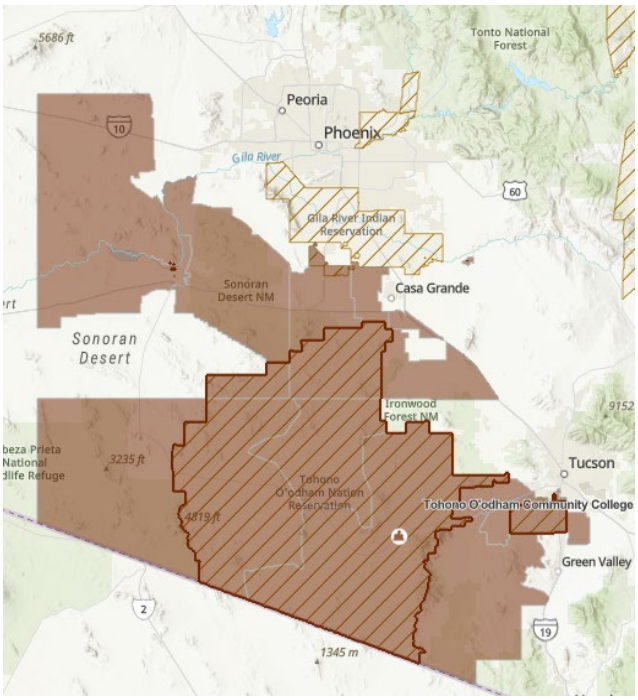


Figure 1: The Anchor Community of the Tohono O'odham Nation - the AOI for the TCU Tohono O'odham Community College

Source: https://broadbandusa.maps.arcgis.com/apps/dashboards/1725df85c8b94d0ab91f5807bcc91c39

2.2 Program Background

The Tohono O'odham Nation experiences high poverty and limited infrastructure, conditions that contribute to lower household incomes, reduced access to

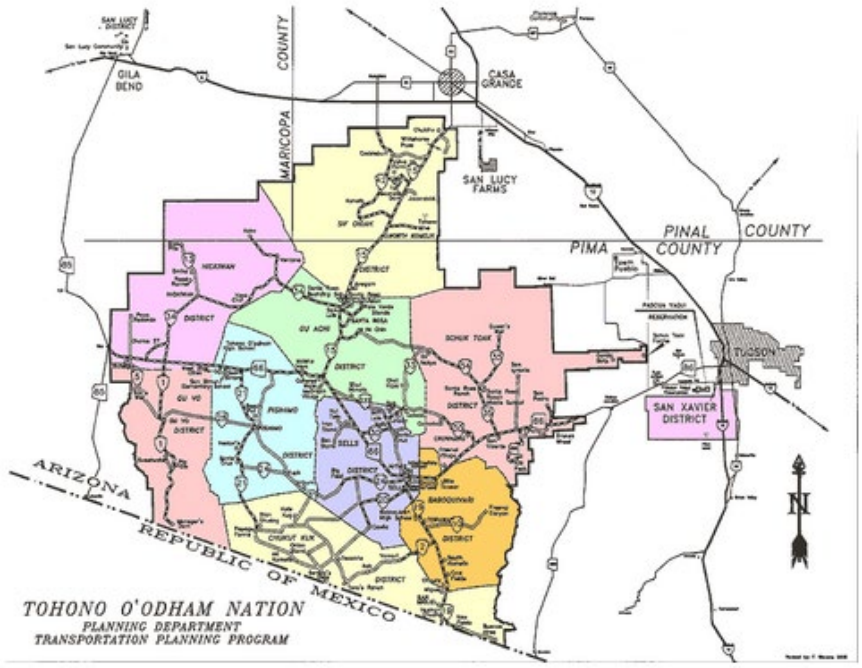


Figure 2: TON Boundaries and Districts

Source: https://www.tonation-nsn.gov/location/

reliable broadband, and fewer opportunities for digital learning and technology-enabled employment. These systemic barriers have long created a persistent digital divide that affects education, health access, economic development, and civic participation. Limited digital readiness across the Nation's communities has made it difficult for many residents to fully engage with the digital systems that now shape daily life, from online services and telemedicine to remote education and workforce platforms.

Recent national data reinforce the depth of these challenges. A 2024 U.S. Census Bureau analysis found that only about 71% of households on tribal lands had a broadband subscription in 2021, compared to 90% of households nationwide, with tribal areas in states such as Arizona among the lowest in the country (**Figure 3**). Although the digital-access gap has narrowed slightly since 2016, the Census emphasizes that many tribal communities continue to face structural barriers, including limited infrastructure, high service costs, and device shortages, that inhibit digital participation. For the Tohono O'odham Nation, where poverty rates are high and many households remain geographically isolated, these national trends manifest acutely and further constrain residents' ability to participate fully in education, health care, and economic opportunities that increasingly rely on reliable broadband access.

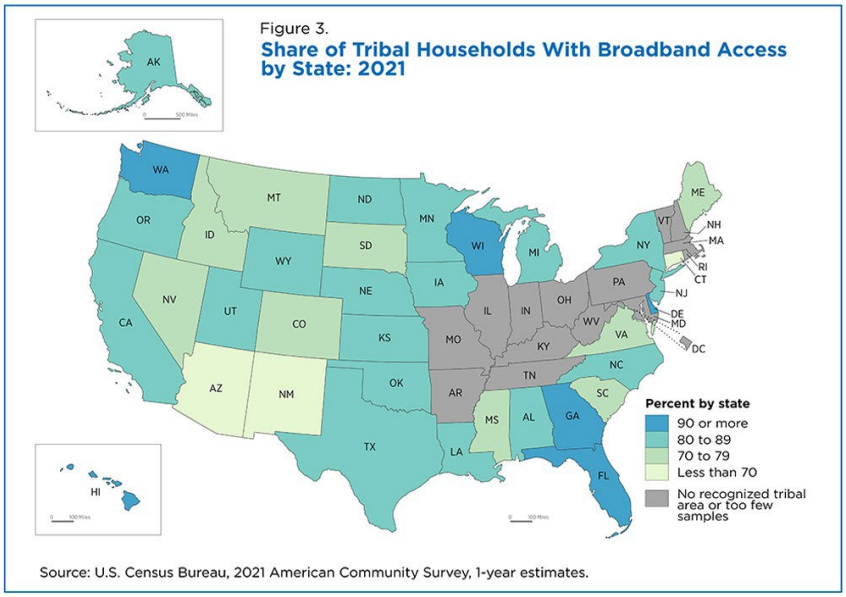


Figure 3: Tribal Households with Broadband Access

Source: https://www.census.gov/content/dam/Census/library/stories/2024/06/broadband-access-tribal-areas/figure-3.jpg

Within this landscape, Tohono O'odham Community College (TOCC) has served as a central educational anchor for the Nation. As a two-year tribal college accredited by the Higher Learning Commission and operating as a land-grant institution, TOCC's mission has been to support both academic advancement and the preservation and practice of Tohono O'odham Himdag, which is the cultural knowledge, language, and values that guide community life. The College offers associate degrees for transfer, workforce certificates, apprenticeships, and pre-college programs, all designed to strengthen individuals, families, and communities through culturally grounded education. Digital inclusion, in this context, is not simply a technical matter but one of sovereignty, self-determination, and equitable participation in a digital society on O'odham terms.

Prior to the Connecting Minority Communities (CMC) Pilot Program, TOCC had already developed a strong infrastructure for community engagement and workforce development through partnerships with district governments. College personnel regularly visited all eleven districts to provide informational sessions, gather feedback, and coordinate training programs. These experiences positioned TOCC as a trusted institution capable of delivering culturally responsive, community-based digital programming at scale.

TOCC's 2018–2022 Strategic Plan further underscored the need to strengthen digital access and technology-related offerings. Two institutional priorities guided the development of the CMC program:

- **Increasing access** by expanding online courses, reducing transportation barriers, and establishing instructional sites closer to communities; and
- **Offering new degrees and credentials** in fields aligned with the Nation's workforce priorities, particularly in Information Technology, Teacher Education, and Health.

Through ongoing conversations with district leaders and community members, TOCC identified significant gaps in foundational digital skills, computer access, and confidence using technology. Many districts lacked dedicated IT personnel or local instructors capable of providing digital literacy training, and residents frequently expressed interest in learning basic computer operations, online navigation, and productivity tools but lacked the resources or support to begin. These conditions created a clear need for a coordinated and culturally grounded digital inclusion initiative.

In response, TOCC applied for the National Telecommunications and Information Administration's (NTIA) Connecting Minority Communities Pilot Program. The College proposed a community-based model designed to:

- Expand broadband and IT infrastructure;
- Provide culturally relevant digital literacy training across all eleven districts;
- Support learners with devices and connectivity solutions; and
- Build a local digital literacy workforce through the training of district-based community monitors.

The CMC program built directly on TOCC's established strengths in outreach, workforce development, and culturally informed instruction. It also aligned with broader national efforts to expand broadband access across tribal lands and close the digital divide through training, equipment, and capacity building. With support from district governments, several of which had already collaborated with TOCC through tuition-free professional development, TOCC implemented the program as a coalition effort grounded in community relationships and shared responsibility for strengthening digital capacity across the Nation.

SECTION 3: PROGRAM DESCRIPTION

3.1 Program Goals and Objectives

The overarching goal of the TOCC CMC project was:

To support economic development on the Tohono O'odham Nation through digital workforce development, community connectivity improvement, and computer literacy enhancement.

To operationalize this goal, the project adopted five core objectives:

1. **Address the digital divide** experienced by remote tribal households by providing basic computer literacy training, improved internet access, and increased IT capacity.
2. **Expand adoption of broadband internet**, particularly among low-income students and community members, through stipends and lending programs for equipment and services.
3. **Increase capabilities for remote instruction and distance learning** at TOCC, supporting student retention and educational continuity.
4. **Develop a computer-literate workforce** for the Tohono O'odham Nation through campus-based, remote, and in-community programming.
5. **Increase TOCC's long-term capacity** to deliver ongoing broadband and computer literacy services through IT staff capacity building and training.

These objectives were linked to specific performance measures, targets, and tangible products in the original proposal.

3.2 Target Population and Geographic Scope

Rural communities in Southern Arizona have long experienced persistently high poverty rates, and these conditions were especially acute in tribal communities. The Tohono O'odham Nation, the third largest reservation in the United States, had approximately 10,325 residents across about 2,745 households. Poverty and unemployment remained significantly higher on the Nation than in the state or the country. An estimated 44.9 percent of residents lived below the federal poverty level, and the median household income of $30,304 for a household of nearly four individuals was only about 115 percent of the federal poverty threshold for a family of four. More than one third of households relied on assistance from the Supplemental Nutrition Assistance Program.

Educational disparities paralleled these economic challenges. Approximately 95 percent of TOCC students are Native American, and TOCC reflected national trends in which Native youth were far less likely to enroll in or complete college compared to other demographic groups. Most TOCC students attend part time, and retention and graduation rates are low. Prior community assessments showed that transportation barriers, childcare responsibilities, and limited access to reliable home broadband contributed significantly to students' difficulty accessing and completing coursework. Although TOCC offered remote learning, many households lacked the bandwidth or devices needed to participate consistently.

The COVID 19 pandemic further exposed gaps in digital access. As schools, service providers, and community groups shifted to online platforms, many TON households lacked the equipment, skills, or connectivity necessary to engage. National data indicated that Native American households were among the least connected in the country (**Figure 4)**, with more than one third lacking high speed internet service and many lacking a computer. Elders were particularly affected, as they often had limited digital exposure and already faced high rates of chronic illness that could be mitigated through telemedicine. Limited digital access contributed to social isolation, interrupted communication, and reduced access to health and educational resources.

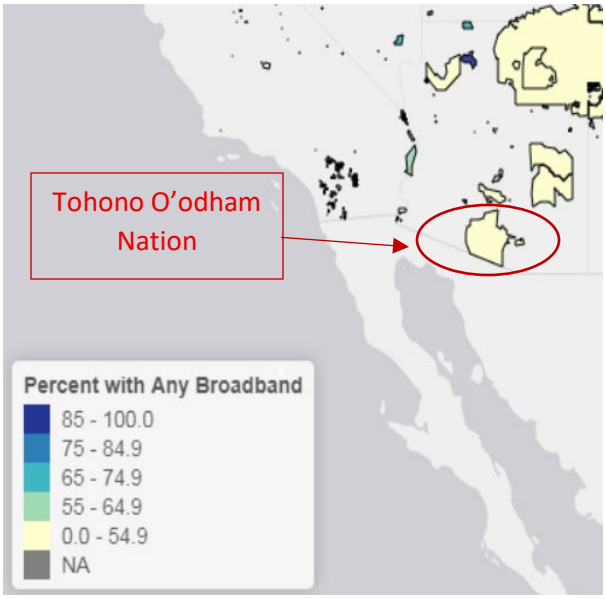


Figure 4: The Digital Divide in Indian Country

Source: US Census Bureau CSR (Sep 2017)

Given these conditions, the target population for the CMC program included TOCC students, adult learners, elders, and community members across the Nation who faced barriers to digital access and participation. TOCC made a strategic decision for the program to center community members rather than focusing on enrolled students. Target participants included elders and seniors with limited digital exposure, working age adults seeking employment or advancement, unemployed individuals preparing to enter or reenter the workforce, parents and caregivers supporting K–12 and college aged students, and potential future TOCC students who needed foundational digital skills before pursuing formal education.

Geographically, the program served all eleven political districts of the Tohono O'odham Nation. Rather than requiring participants to travel to the main TOCC campus, the program brought digital literacy classes directly to district community centers and other local facilities. This approach was essential to addressing the realities of distance, transportation barriers, and family responsibilities that have historically limited participation in both traditional and online educational programs on the Nation.

3.3 Curriculum Structure: Levels I, II, and the Level III Concept

The digital literacy curriculum was organized into a tiered structure designed to meet learners at their current skill level and support progressive advancement. This structure reflected the diversity of digital readiness across the Tohono O'odham Nation and allowed participants to move through the program in a way that matched their goals, confidence, and experience. Each level targeted a specific subgroup of learners and built upon the needs identified during the baseline assessment and pre-award planning.

To support consistent instruction across districts and ensure that learners were placed appropriately, the program utilized Northstar Digital Literacy as its core assessment and curriculum framework. Northstar is a nationally recognized platform that evaluates essential computer skills, including basic device operation, internet navigation, email use, online safety, and foundational productivity software. TOCC selected Northstar because it offered a widely validated, culturally

neutral, and easy-to-use set of assessments and learning modules that aligned with the program's goal of providing clear, competency-based pathways for participants with varying levels of prior experience.

Northstar played a central role in both instruction and evaluation. Participants completed assessments at multiple points in the program, which allowed instructors to identify specific skill gaps, tailor lessons, and support learners at an appropriate pace. The platform's structured modules provided a consistent curriculum for Level I and Level II instruction, while its certificates offered participants tangible evidence of their accomplishments. Learners responded positively to the clarity and immediate feedback provided by Northstar, and many reported that seeing their own progress helped increase confidence and sustained engagement. By combining a tiered instructional model with a standardized assessment framework, the program ensured that digital literacy training was accessible, targeted, and responsive to community-defined needs.

Level I: Essential Computer Skills (New Computer and Internet Users)

Level I served participants who were new to computers or who lacked confidence using digital tools. This level drew on thirteen NorthStar Digital Literacy modules covering topics such as basic computer operation, keyboarding, navigating the internet, email communication, online safety, online forms, and common digital tasks.

The intention of this level, as articulated in TOCC's grant application, was to reach community members who needed foundational knowledge to participate safely and independently in essential online activities. These included telemedicine visits, online banking, communicating with family members through video platforms, accessing government services, and participating in micro-commerce or small-scale online marketplaces. By focusing on practical, immediately useful skills, Level I aimed to reduce fear of technology and increase participants' confidence and comfort in digital environments.

Level I learners included elders, adults who had limited exposure to computers, and parents who needed basic skills to support children's education. For many, this level served as an introduction to devices they received through the program and created the foundation for continued digital engagement.

Level II: Software and Productivity Tools (Continuing Education, Prospective, and Current Students)

Level II supported participants who had already developed essential skills through Level I or who entered with equivalent experience. Built around four NorthStar modules, Level II focused on productivity software including Microsoft Word, Excel, and PowerPoint, as well as integrated task scenarios that required learners to apply multiple skills in combination.

In the original program design, Level II targeted continuing education learners, high school equivalency students, and community members aiming to increase their employability. This level prepared participants to use common workplace and academic tools at the basic to intermediate level, which aligns with the expectations of most employers and educational institutions.

By acquiring these skills, Level II participants were positioned to:

- Enroll in and complete the TOCC GED program remotely;
- Begin or continue college-level coursework with greater confidence;
- Earn continuing education units or apply credits toward degree pathways (TOCC was not able to offer any Continuation Units or apply any credits toward degree pathways.)
  However, the plans to continue this work in the districts and communities will involve

possibilities in CEU's (Continuing Education Units, and/or other pathways such as CTE, and Competency Based learning models.); and
- Access employment opportunities that were previously out of reach due to limited computer literacy.

Participants in this level were often working-age adults seeking new or improved employment, TOCC students needing stronger digital skills for coursework, or community members supporting children's educational technology needs.

Level III: Advanced Pathway (Advanced Users and the Technical Workforce)

Level III was envisioned as an advanced pathway for participants interested in technical skills beyond the core digital literacy and productivity competencies. During the grant period, this level remained primarily conceptual, informed by findings from the baseline needs assessment, which highlighted strong community interest in topics such as coding, website design, data management, spreadsheet analysis, online marketplace development, and other higher-level digital competencies. In the original plan, Level III was intended to support learners who had progressed through Levels I and II and were ready to pursue more specialized training, degree or certificate programs, or workforce development opportunities in information technology and related fields. This pathway was designed to contribute to a long-term strategy for building a digitally capable workforce within the Nation, supporting tribal departments, local employers, educational institutions, and community organizations in meeting future digital staffing needs.

Although Level III was not fully developed during the program period, it provided a forward-looking framework for TOCC to continue expanding digital education offerings and aligning them with emerging workforce and community needs.

3.4 Community-Based Delivery and Train-the-Trainer Model

To deliver programming effectively across a large and geographically dispersed Nation, the CMC program used a train-the-trainer model centered on community-based monitors. This approach was selected because it aligned with TOCC's long-standing practice of delivering instruction within district communities, and because it built local capacity that could be sustained after the grant period. At the outset of the program, TOCC sought to secure participation from all eleven political districts (**Figure 5**) and ultimately recruited eleven monitors, one from each district or from nearby communities when a local monitor was not available. Several districts, including Hickiwan, had committed to participation prior to implementation based on successful collaborations with TOCC in earlier grant-funded workforce development programs.

Each monitor received training in foundational digital literacy content, instructional strategies, and the expectations of Levels I, II, and III of the curricula. They were prepared to deliver Level I programming, which focused on basic computer literacy and broadband education, and to assist learners advancing into Level II and the planned Level III pathway. In addition to delivering instruction, monitors supported local outreach efforts by connecting the program to district offices, health and elder care centers, schools, and other community organizations.

The community-based monitors were supported by TOCC's project director and three IT and program technicians who provided specialized assistance across all districts. These staff managed NorthStar registration and assessment, coordinated equipment distribution and troubleshooting,

and offered ongoing pedagogical and technical coaching to the monitors. While serving as the core support team for the CMC program, they also provided broader campus IT support under the TOCC Land Grant Office of Sustainability.

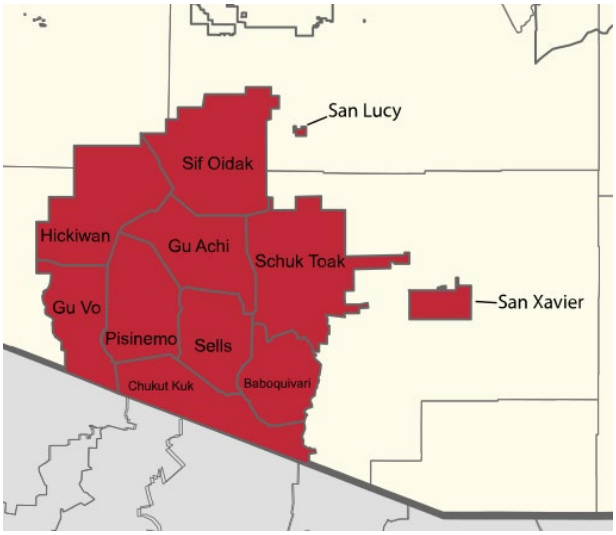


Figure 5 – TON Political Districts

Source: https://commons.wikimedia.org/w/index.php?title=File:Map_of_the_Districts_of_the_Tohono_O%27odham_Nation.svg&oldid=1095068340

3.5 Cultural Integration and Himdag

Integrating the values of the Tohono O'odham Himdag was central to the train-the-trainer model. Himdag encompasses the culture, language, and ways of living that define the Tohono O'odham people, and TOCC has long incorporated these values across its teaching and community engagement. In the context of the CMC program, this meant encouraging intergenerational learning, using examples and stories relevant to life on the Nation, incorporating O'odham language where appropriate, and celebrating Native American entrepreneurial and professional success in digital fields. Because monitors came from the communities they served, participants learned from individuals who understood local context, relationships, and cultural expectations. This contributed to higher comfort levels among learners, reduced anxiety about technology, and strengthened trust in the program.

Over time, monitors became recognized local resources for digital questions and support. The train-the-trainer approach not only expanded the reach of the CMC program, but also built a foundation of district-level expertise that positioned communities to continue offering digital literacy instruction beyond the grant period.

SECTION 4: BASELINE NEEDS ASSESSMENT

4.1 Methods and Sample

In early 2023, TOCC's Workforce and Community Development Department and Apex Applied Technology conducted a baseline needs assessment to better understand digital access and skills across the Nation. A paper-and-online survey collected **240 responses** during four major outreach events, including the Sells 84th Annual Rodeo, farmers' markets in Sells and San Xavier, and a TOCC open house.

The survey captured:

- Demographics (community of residence, tribal membership, age, employment status);
- Household internet access type and reliability;
- Reasons for not having internet at home;
- Places where respondents access the internet;
- Self-reported computer literacy and topics of interest.

4.2 Key Findings

Demographics and Employment

- Respondents came from many communities across the Nation, with a large share from Sells and surrounding districts, reflecting the locations of outreach events.
- Nearly 90% of respondents identified as members of the Tohono O'odham Nation.
- Most respondents were adults of working age (18–44), with smaller shares under 18 and over 65.
- Approximately half of respondents were employed full-time or part-time, and others were self-employed, unemployed, retired, or students.

Internet Access and Reliability

- A majority reported having some form of internet at home, often through TOUA (Tohono O'odham Utility Authority) broadband. TOUA is the primary source of internet connectivity to residents and cell phone users across the Tohono O'odham Nation.
- However, 17.4% reported no internet at home.
- Some households relied solely on mobile phone data or hotspots, which can be more expensive and less reliable.
- Where service existed, most respondents considered it reliable; where it did not, there were often structural constraints.

Barriers to Home Internet

Among respondents without home internet, the primary reasons included:

- Cost of monthly service (39.5%);
- No laptop or computer at home (23.3%);
- Internet service not available at their location;
- A smaller portion who simply did not want internet at home, or had past-due bills.

Additional contextual factors that emerged during implementation further complicate the picture. Staff noted that many participants were not the primary head of household, which meant they were unable to apply for internet service themselves. In these cases, adoption depended on whether the head of household agreed to add broadband to existing utility bills. This was an obstacle not captured in the baseline survey, but encountered frequently in practice.

Staff also emphasized that elder residents faced structural barriers within subsidy systems. Existing elder-assistance programs often do not categorize internet service as an eligible necessity, treating it instead as a "luxury" item. As a result, elders who rely on these programs for essential support cannot use them to offset the cost of broadband, even when digital access is critical for telemedicine, communication, and social connection.

These layered economic, household-authority, and policy barriers directly influenced the CMC program's emphasis on device distribution, broadband stipends, and community-center access points as strategies to expand adoption among those unable to secure service independently.

Computer Literacy and Interest Areas

The assessment showed:

- High interest in coding, developing/designing websites, working with spreadsheets, and selling products online.
- Substantial interest in telemedicine, online government services, digital safety, and online banking and bill payment.

- While some respondents reported not knowing certain terms (e.g., "telemedicine," "safe online practices"), overall unfamiliarity rates were relatively modest.

The assessment highlighted a clear need for tiered programming: some participants required basic computer literacy, while others were ready for more advanced topics. These findings validated the multi-level curriculum structure used in the CMC program. A copy of the original **Needs Assessment Report** is available in **Appendix A**.

SECTION 5: EVALUATION APPROACH

5.1 Evaluation Questions

The evaluation was designed around two central questions:

1. Implementation and Effectiveness: Did TOCC implement the CMC program as proposed, and did it meet or exceed its performance targets related to training, equipment, broadband access, and capacity-building?
2. Outcomes and Impact: To what extent did the program increase digital skills, expand access to devices and broadband, and build sustainable capacity within TOCC and the districts it served?

5.2 Data Sources

Multiple data sources were used to evaluate the program:

- **Baseline Needs Assessment (2023)** – 240 responses capturing access, barriers, and interests. A copy of the Needs Assessment Report is available in **Appendix A**.
- **NorthStar Digital Literacy Data** – number of registrations, assessment completions, module completions, and pass rates for Levels I and II.
- **Attendance and Participation Records** – district-by-district participation, unique participants, course participation, and stipend records.
- **Equipment and Broadband Distribution Logs** – documentation of 136 laptops, 17 MiFi devices, and 80 broadband subscriptions distributed to participants.
- **Post-Program Participant Survey** (Aug–Sept 2025) – 52 responses out of 92 invitations (56.5% response rate), covering self-rated skills before and after, satisfaction, application of skills, and recommendations. A copy of the Participant Survey Results is available in **Appendix B**.
- **TOCC Institutional Records – staffing** (4 IT positions), curriculum materials, and partnership documentation.
- **NTIA Technical Performance Reports** – submitted semi-annually during the project, used as reference for consistency.

5.3 Logic Model and Evaluation Framework

The evaluation approach for the TOCC CMC Pilot Program is guided by a logic model that outlines how project resources, activities, and conditions collectively support the program's intended outcomes. The model provides a structured illustration of TOCC's theory of change for digital inclusion on the Tohono O'odham Nation, clarifying the pathway from initial community needs to

short-term skill gains, intermediate behavior changes, and long-term improvements in digital access and capacity.

The context for the model is the set of digital barriers identified through the CMC needs assessment and TOCC's ongoing community engagement. Many community members face challenges such as limited or unreliable internet access, lack of devices, low digital confidence, and limited culturally grounded opportunities to learn and practice digital skills. These barriers shape the Program's problem statement, which anchors the logic model and defines the need for intervention.

To address these challenges, the model identifies several key inputs essential to the Program's success, including TOCC's trained staff, district partnerships, community monitors, culturally grounded instructional approaches, technology resources, physical community spaces for instruction, and evaluation tools. These inputs support a coordinated set of activities, such as recruiting and training monitors, developing or adapting curriculum, conducting community-based instruction across the 11 districts, providing device and connectivity support, and offering one-on-one digital coaching.

The inputs and activities generate several measurable outputs, including the delivery of multi-level digital literacy sessions, the training of district monitors, participant engagement with instruction, completion of skill assessments, and provision of access supports such as devices and connectivity solutions. These outputs represent the direct products of program implementation and serve as the basis for evaluating early progress.

The model distinguishes between short-term outcomes, such as increased foundational digital skills, enhanced confidence, improved ability to complete everyday online tasks, and expanded access to devices and reliable internet, and intermediate outcomes, such as participants' increased use of digital tools in daily life, greater engagement with online services, and the strengthening of district-level digital literacy capacity. Over time, these intermediate changes contribute to long-term outcomes, including improved digital inclusion across communities, stronger educational and workforce opportunities, and increased tribal capacity to sustain digital initiatives.

Finally, the logic model acknowledges both assumptions and external factors that influence program effectiveness. Assumptions include the value of culturally relevant instruction, the importance of community trust, and the need for paired skills-and-access supports. External factors include broader infrastructure conditions, economic constraints, and policy changes that may affect participation or connectivity.

The result is a clear framework for understanding how TOCC's community-based, culturally grounded digital literacy program is designed to create change. It also guides the evaluation by linking specific indicators to each part of the model, ensuring that performance measurement reflects the Program's goals, implementation approach, and community context.

•**Inputs**: NTIA funding, TOCC staff and facilities, district partners, NorthStar platform, devices and connectivity (TOUA connectivity and technology (fiber) maps for the Tohono O'odham Nation), and the Himdag framework.
•**Activities**: Needs assessment, recruitment and training of community monitors, curriculum development, delivery of Level I and Level II classes, assessment, equipment and broadband distribution, and ongoing support.
•**Outputs**: Number of learners registered and completing levels, devices and subscriptions distributed, monitors trained, staff hired and maintained, districts served.

•**Outcomes**: Increased digital skills and confidence; expanded access to devices and home broadband; enhanced opportunities for employment, education, and community participation; and sustained programming in selected districts.

5.4 Limitations

Key limitations include:

- Scope of measurement: Outcomes are measured for program participants, not the entire TON population, and the program was not designed as a randomized or quasi-experimental impact study.
- Attribution: Some originally envisioned metrics (e.g., changes in TOCC graduation rates) were difficult to attribute solely to CMC, given other institutional changes and the focus on community participants.
- Self-report bias: Survey data reflects learners' self-perceptions and may be positively biased, although the consistency across data sources strengthens confidence in findings.

Despite these limitations, the evaluation provides a coherent and evidence-based account of the program's implementation and outcomes.

SECTION 6: PROGRAM RESULTS BY OBJECTIVE

Drawing on the logic model and evaluation framework, the following section presents outcomes, performance measures, targets, and results for each program objective. Each objective includes a summary table paired with a short narrative that interprets program performance and highlights key achievements.

Objective 1: Address the "digital divide" experienced by remote tribal households by providing basic computer literacy training and improved internet access on the TON, the anchor community served by TOCC.

Outcome	Performance Measure	Performance Targets	Measurement Tools	Results
Elders, senior citizens, and community members will have an improved quality of life through increased broadband internet capabilities	Number of elders, senior citizens, and community members participating in courses	5-10 community members in each of multiple Districts will participate in Level I courses, for a total of 50-100 participants 30-50 community members across multiple Districts will participate and graduate from Level II courses	Attendance logs at courses	132 community members registered in NorthStar 125 participants completed assessments 108 participants completed Level I (exceeds 50–100 target) 63 participants completed Level II (exceeds 30–50 target)

Remote TON community members will have improved options for accessing broadband internet	Number of community members participating in the broadband access program	50-100 participants will acquire broadband service or equipment during the 2-year pilot program period	Application records Post-program surveys	136 participants received laptops 80 participants received broadband subscription support 17 participants received MiFi devices Combined device and connectivity support exceeded the 50–100 target

The program achieved strong results for Objective 1, significantly reducing digital access and skills barriers across the Tohono O'odham Nation. Participation exceeded expectations: 132 learners registered in NorthStar and 125 completed assessments, demonstrating widespread engagement across districts. Level I training reached 108 participants, surpassing the target range of 50 to 100 and equipping learners with essential computer and internet skills. Level II training also exceeded expectations, with 63 participants completing software and productivity modules that support employment, education, and everyday digital tasks.

The program also surpassed its targets for expanding broadband access. Through device and connectivity support, 136 participants received laptops, 80 obtained broadband subscription assistance, and 17 accessed MiFi devices. These supports directly addressed the equipment and affordability barriers identified in the needs assessment and increased the capacity of households to participate in online services, remote learning, and community communication. Overall, Objective 1 was fully achieved and exceeded, demonstrating strong progress in addressing the digital divide among remote tribal households.

Objective 2: Expand adoption of broadband internet through stipends and lending programs for internet service, modems, routers, hotspots, and other eligible equipment as defined by the NTIA CMC program for eligible students & community members that would otherwise be financially/technically prohibited from acquiring them.

Outcome	**Performance Measure**	**Performance Targets**	**Measurement Tools**	**Results**
TON students and community members will have improved options for accessing broadband internet	Number of community members participating in the broadband equipment loan/stipend program	10 in each of 11 Districts, up to 110 total "low-income consumer" participants will acquire broadband routers, modems, and/or wifi hotspots during	Application records Post-program surveys	The broadband access program launched and became operational within the planned timeframe Outreach and advertising were

		the 2-year pilot program period		conducted consistently throughout implementation 80 participants received broadband subscription support 17 participants received MiFi devices Combined connectivity support (broadband plus MiFi) exceeded the target range of 110 eligible participants receiving either broadband service, a device, or both
Adoption of broadband internet service will increase among program participants	% of participants that acquire household broadband service during the grant period which lacked service previously % of those participants that maintain service beyond the grant period	50% of course participants which lacked service previously will acquire broadband service for their household 50% of those acquiring service above will maintain this service beyond the 2-year grant period	Application records Pre- and post-program course surveys	80 participants received broadband subscription support, including participants without prior home internet service Participants reported increased ability to access online services due to greater home connectivity Long-term maintenance of service after the grant period could not be directly measured within the evaluation timeframe
Adoption of broadband internet service	Change in subscribership to TOUA broadband services	TOUA broadband subscribership will increase	TOUA publicly available information	TOUA subscribership data were not publicly available for the

will increase across the TON				evaluation period, preventing direct measurement of this outcome Program-level results still demonstrated increased household-level broadband adoption among participants

The program made significant progress toward expanding broadband adoption among students and community members. Through the equipment loan and stipend effort, 80 participants received broadband subscription support and 17 received MiFi devices. These supports directly addressed cost and infrastructure barriers identified in the needs assessment and exceeded the program's target range for broadband-related participation. Program outreach was conducted consistently, and the broadband access program became operational on schedule.

Throughout implementation, all participants were encouraged to consider continuing their internet service beyond the grant period so they could sustain the digital skills, learning, and exploration developed through the program. Staff emphasized that, while CMC-funded access removed cost barriers during training, ongoing service after the grant would depend on the needs and financial capacity of each household, informed by the digital confidence and use-cases participants gained through the program's no-cost learning opportunities.

Participants who previously lacked home internet gained the ability to access online education, employment platforms, telemedicine, and essential digital services. Although long-term maintenance of service beyond the grant period could not be measured within the evaluation timeframe, the program clearly increased broadband access among households participating in CMC activities.

Measurement of broadband adoption at the tribal system level was limited due to the unavailability of TOUA subscribership data. However, participant-level results indicated meaningful progress toward the objective of increasing connectivity and reducing digital access barriers across the Nation.

Objective 3: Increase capabilities for remote instruction and distance learning at TOCC, resulting in an increase in retention and graduation rates at the college.

Outcome	**Performance Measure**	**Performance Targets**	**Measurement Tools**	**Results**
IT capacity at TOCC will be maintained or increased	Number of IT staff maintained by the college	4 IT staff will be hired or maintained	TOCC employment records	TOCC successfully maintained 3-4 IT staff positions throughout the program period

				The Program Manager and key IT staff were in place within the planned startup window Staff supported both CMC programming and broader campus IT needs, including remote instruction infrastructure
Participation in remote instruction courses at TOCC will increase	Number of students enrolled in remote instruction courses	Remote instruction enrollment will increase by 20%	TOCC enrollment records	Remote instruction enrollment data did not show measurable growth attributable directly to the CMC program Most CMC participants were community members rather than enrolled TOCC students, making the original measure misaligned with actual program activities Remote instruction capacity improved through IT staffing and infrastructure, but enrollment shifts could not be isolated or directly linked to the program
Graduation rates will improve because of increased remote learning opportunities	College graduation rate	College graduation rate will improve from current levels	TOCC enrollment and degree records	No direct improvement in graduation rates could be attributed to the CMC

				program within the evaluation period Because the program primarily served community learners rather than degree seeking students, graduation rate changes were outside the program's sphere of influence Graduation and retention metrics continue to be affected by multiple institutional and community factors not addressed by the CMC program

The program achieved mixed results for Objective 3. The most tangible success was the maintenance of four IT staff positions throughout the award period, which strengthened TOCC's technical capacity to support distance learning, troubleshoot infrastructure issues, and assist with digital literacy programming. This staffing stability met the program target and contributed to the College's broader readiness to deliver remote instruction.

However, the program did not produce measurable increases in remote instruction enrollment or graduation rates. This was an expected outcome once implementation began, as the CMC program primarily served community members rather than matriculated TOCC students. As a result, the original performance measures related to student enrollment and graduation were not strongly aligned with program activities. While the program enhanced the College's technical capacity, the evaluation could not isolate or verify any direct effect on enrollment patterns or degree completion.

Overall, Objective 3 was partially achieved: TOCC's IT capacity was strengthened as intended, but institutional outcomes related to enrollment and graduation did not change in ways attributable to the CMC program.

Objective 4: Develop a computer-literate workforce for the TON through a combination of campus-based, remote, in-community, and professional development programs.

Outcome	Performance Measure	Performance Targets	Measurement Tools	Results
Computer literacy continuing education units (CEUs) will be made available	Number of computer CEU courses available through TOCC	2 CIS related courses will be developed at TOCC	TOCC course catalogs	The program successfully developed two full digital literacy curricula (Level I and Level II), meeting the core intent of this objective However, these were designed and delivered as community based digital literacy offerings rather than formal TOCC CEU courses No new CIS courses were added to the official TOCC catalog during the program period Skill demonstrations occurred through NorthStar assessments rather than CIS course examinations
Participation in computer courses will increase	Enrollment in computer-related courses	Enrollment in computer courses will increase by 25%	TOCC enrollment records	Enrollment in TOCC's formal computer related courses did not increase during the evaluation period Program participation occurred primarily in community based digital literacy classes rather than catalog courses, leaving this target unmet

				Community participation in Levels I and II was strong, but this did not translate into increased college course enrollment
Participants in computer-related courses will be able to demonstrate skills.	Course audits and performance on assessments	All participants will be able to demonstrate basic computer literacy	Post-course surveys and assessments	Participants in Levels I and II demonstrated strong skill acquisition 108 learners completed Level I, demonstrating basic digital literacy 63 learners completed Level II, demonstrating competency in productivity tools These achievements reflect community program outcomes, not credit bearing or CEU courses in the TOCC catalog Skill verification relied on NorthStar assessments rather than TOCC course assessments

The evaluation found that Objective 4 was partially achieved. TOCC successfully developed two comprehensive digital literacy curricula and delivered them to community members across all districts, which significantly strengthened foundational and intermediate digital skills within the Tohono O'odham Nation. These efforts supported workforce development by preparing learners to use essential software tools and navigate digital environments relevant to employment, education, and daily life.

A critical factor shaping implementation was the demographic profile of participants. Most individuals who enrolled in CMC digital literacy courses were "non-traditional" learners, such as elders, adults who had not been in school for years, or community members who had never received formal or informal computer training at home or in the workplace. Some participants arrived with extremely limited exposure to digital tools, and staff noted that in households without internet, children often grow up believing that computers and broadband are resources available only at school, not at home. These realities underscored both the depth of the digital divide and the importance of meeting learners where they were, outside conventional academic pathways.

Because the program primarily served these community-based learners rather than matriculated students, most digital literacy training occurred outside TOCC's formal academic programs. As a result, while the program produced structured curricula and high levels of participation, TOCC did not add new CIS courses to the official catalog during the grant period, nor did enrollment increase in existing catalog courses. These elements of the original performance measures were therefore not fulfilled as initially envisioned.

Participants in the CMC courses nonetheless demonstrated clear gains in skill and confidence, verified through Northstar assessments and post-program surveys. These results indicate that the program meaningfully advanced digital workforce readiness, but did so through community-based digital skill development, rather than through expanded CEU coursework or increased enrollment in catalog courses. Overall, Objective 4 was partially achieved, reflecting strong community learning outcomes delivered through a model tailored to the needs of non-traditional adult learners.

Objective 5: Increase the long-term capacity of TOCC to provide ongoing services in broadband and computer literacy to its students and surrounding anchor community through IT staff capacity building and training.

Outcome	Performance Measure	Performance Targets	Measurement Tools	Results
IT capacity at TOCC will be maintained or increased	Number of IT staff maintained by the college	4 IT staff will be hired or maintained	TOCC employment records	TOCC successfully maintained 4 IT and program staff dedicated to the CMC program across the grant period Staff provided program coordination, assessment administration, device logistics, and technical support
The college will develop a network of trained community "monitors"	Number of community monitors trained in TON Districts	6-11 community monitors will be trained	Program reporting and oversight	11 community monitors were successfully recruited and trained

				Monitors provided instruction and outreach in all districts
Curriculum resources at TOCC for computer literacy and broadband education will be created	Number of course curriculum sets developed	2 course curriculum sets will be developed	Program oversight and reporting	2 full curriculum sets were developed: Level I (essential computer skills) and Level II (software and productivity skills) Both curricula were implemented across districts and remain available for future use
A funding strategy will be developed for the continuation of a program based on this pilot program.	Number of grant/loan proposals submitted	1-2 grant proposals will be submitted	Program oversight and reporting	No grant or loan proposals were submitted during the award period TOCC laid groundwork for future funding by documenting outcomes, establishing district partnerships, and creating reusable curriculum materials District investment in continuing digital literacy activities in three districts demonstrated early sustainability, though formal external funding

				strategies were not completed

The program made substantial progress toward increasing TOCC's long term capacity to support digital literacy and broadband access. The College successfully maintained four IT and program staff throughout the grant period, meeting a core requirement of the objective and strengthening institutional ability to support community-based programming. Staff capacity enabled consistent coordination of training, assessments, and equipment distribution across all districts.

The program also fully achieved its target of building a network of trained community monitors. Eleven monitors completed training and supported instruction across the Nation, and three districts elected to continue programming using trained monitors after the grant ended. This represents a significant increase in localized digital literacy capacity and provides a strong foundation for program sustainability.

Curriculum development was another major success. Two complete curriculum sets were developed and implemented, meeting the performance target and creating reusable instructional materials that TOCC can carry forward. Level III was conceptualized as an advanced pathway but not fully developed. Other capacity-building targets were not met. No new CIS courses were added to the College catalog, and TOCC did not submit new grants or loans specifically tied to the continuation of CMC activities during the program period. While these targets were not achieved, TOCC's strengthened staffing, established district partnerships, and proven curriculum provide a strong base for future expansion.

Importantly, through the implementation of CMC activities, TOCC now recognizes a growing need for expanded community-based education programs, not only in digital literacy but also across a range of topics that support lifelong learning. Staff noted that many community members of all ages are eager to continue learning and that others require opportunities to get up to speed on the benefits of computer literacy, digital tools, and technology use in both the workplace and the home. The CMC experience highlighted that sustained, community-centered programming is essential for meeting these ongoing educational needs.

In response to these identified needs, TOCC has already committed to launching a Part II of the computer literacy initiative, focused on Microsoft 365 applications. This next-phase program will deliver workforce-oriented training in spreadsheets, word processing, presentations, and other MS applications that support career advancement for individuals currently in the workforce as well as those preparing to enter it. All eleven districts will be served, and the structure of the program will follow the community-based NTIA model established through the CMC grant. TOCC has retained two NTIA-trained instructors as permanent employees to carry this work forward and plans to add two additional positions as district leadership and community partners finalize the training format. Groundwork for implementation is already underway, including survey collection and district coordination, and the new MS 365 training series is expected to begin in mid to late December 2025.

Overall, Objective 5 was partially achieved. While formal funding strategy targets were unmet, **TOCC built durable instructional, staffing, and district-level capacity that can support ongoing digital inclusion efforts beyond the CMC grant**.

SECTION 7: CROSS CUTTING OUTCOMES AND IMPACT

Across all data sources, one of the most significant impacts of the CMC program was the profound increase in participants' confidence and sense of self-efficacy. Many community members began the program believing that technology "was not for people like me," or worrying that they might "break something" if they tried to use a computer. As they progressed through the training, they described feeling increasingly capable of navigating digital tools, solving problems independently, and even helping family members and neighbors. This shift in self-perception was especially meaningful in communities that have historically faced limited access to devices, training, and culturally relevant instruction. The CMC program helped participants see themselves as belonging in the digital world and as capable contributors within it.

This newfound confidence translated directly into daily life. Participants reported using their skills to manage household finances online, assist children with school assignments and online learning platforms, communicate with relatives through email, messaging, and video calls, and access telemedicine services that reduced travel burdens and improved continuity of care. Others applied their skills to support community events, district meetings, and local administrative tasks, demonstrating how digital literacy strengthened both individual functioning and community participation. These outcomes underscored that digital inclusion was not theoretical; it improved the educational, economic, and health-related well-being of families across the Nation.

The program's culturally grounded approach was central to these successes. This approach was especially effective because the CMC grant prioritized bringing instruction directly to community members in their home districts. No previous program had attempted to reach all eleven districts with a single, unified training model, yet TOCC's Workforce & Community Development team accomplished this with a small group of four committed staff. Because training was delivered in partnership with district governments and rooted in the values of Himdag, participants experienced learning environments that felt safe, respectful, and relevant. Instructors and community monitors took time to explain concepts without judgment, allowed learners to move at their own pace, welcomed elders and younger learners together, and connected digital skills to everyday responsibilities within families and tribal life. This cultural alignment fostered trust and engagement, and contributed to the strong retention rates seen across districts. It also influenced sustainability: three districts chose to continue offering digital literacy programming after the grant period because they saw the value of instruction that resonated with community needs and values.

Elders experienced particularly meaningful benefits. Many reported feeling less isolated once they gained access to communication tools that helped them stay connected to family and community. They described increased comfort using telehealth services or managing medical appointments and records online. Several expressed pride in being able to help children or grandchildren with technology for the first time. Given the high prevalence of chronic health conditions such as diabetes among O'odham adults, improved digital access to health information and remote care represented a significant secondary impact of the program and aligned closely with broader community health priorities.

Together, these cross-cutting outcomes demonstrate that the CMC program not only expanded digital skills and access, but also strengthened community connection, cultural alignment, and the capacity of individuals, particularly elders, to engage more fully in everyday life through digital tools.

SECTION 8: CHALLENGES AND ADAPTATIONS

The CMC program operated in a complex environment and confronted several challenges that shaped implementation and outcomes. A significant early challenge stemmed from the remote location of the Tohono O'odham Nation, which made hiring key program personnel difficult. Recruiting an NTIA Program Director required drawing applicants from outside the region, and the individual ultimately selected relocated from another state to Tucson in order to lead the initiative. This hiring process, along with similar challenges in securing computer literacy trainers, contributed to an approximately one-year delay in launching program activities. Of the trainers eventually hired, two lived within the reservation boundaries and one relocated from outside the Nation. Throughout implementation, the Director and Curriculum Coordinator traveled more than 60 miles one way to reach TOCC's Wisag Kos Mascamakud (Hawks Nest Campus), which served as the program's base of operations. These staffing and travel demands reflected both the geographical scale of the Nation and the limited local pool of individuals with the required technical expertise.

One of the most significant ongoing challenges was the sheer geographic scale of the Tohono O'odham Nation. Serving a 2.8-million-acre reservation with widely dispersed communities required extensive travel, coordination, and scheduling flexibility. Many participants lived far from the TOCC campus, and transportation constraints often made traditional campus-based programming inaccessible. The community-based model, which placed monitors within each district and delivered classes in local community centers, proved essential for overcoming these logistical barriers and ensuring equitable access across all districts.

Another challenge was the wide variation in baseline digital skills among participants. While some learners were complete beginners who had never used a computer, others were familiar with smartphones or certain online tasks but had significant gaps in foundational computer literacy. TOCC addressed this diversity through a multi-level curriculum designed to meet learners where they were. NorthStar assessments helped instructors identify individual needs, tailor instruction, and support learners as they progressed at their own pace.

Technology-related anxiety also emerged as a meaningful barrier, particularly among elders. Many adults expressed fear of breaking devices or believed they were "too old to learn," which often prevented them from engaging with technology independently. Instructors and monitors mitigated this anxiety by normalizing mistakes, providing repeated practice opportunities, and fostering supportive peer learning environments. This patient, culturally grounded approach helped build learners' confidence and encouraged sustained participation.

Infrastructure variability across districts added another layer of complexity. Broadband access was stronger in some areas than in others, and some households lacked stable connectivity altogether. The program adapted by distributing MiFi devices, offering connectivity support, and scheduling classes in locations with more reliable service. These strategies reduced disparities in access and enabled learners in remote or underserved areas to participate meaningfully.

Finally, the program was implemented during and following the COVID-19 pandemic, a period in which many institutions were still adjusting to remote and hybrid learning structures. This context influenced staffing patterns, participant availability, and some of the original assumptions underlying program metrics related to remote instruction. Despite these challenges, the program's flexible design and emphasis on community-based delivery allowed it to remain responsive to evolving conditions.

Collectively, these challenges underscored the importance of flexibility, strong district partnerships, and iterative adaptation in digital equity work. The CMC program's ability to adjust its strategies in response to community needs was central to its success and will continue to inform future digital inclusion efforts on the Nation.

SECTION 9: LESSONS LEARNED AND RECOMMENDATIONS

The TOCC CMC program generated a range of insights that are valuable for sustaining digital inclusion efforts on the Tohono O'odham Nation and can inform similar initiatives at other Tribal Colleges and Minority-Serving Institutions. These lessons reflect both the strengths of the program design and the adaptations that emerged through implementation. Together, they underscore the importance of culturally grounded, community-based approaches to digital equity work and provide a foundation for long-term planning.

Key Lessons Learned

- **Community-based delivery was essential for equity.** Bringing classes into each district ensured access for learners who could not travel to campus because of distance, transportation barriers, or family responsibilities.
- **The train-the-trainer model built durable community capacity.** Investing in monitors created a local instructional workforce that will continue supporting digital literacy beyond the grant period.
- **Cultural integration was central to engagement.** Embedding Himdag values made instruction relevant, respectful, and responsive, increasing learner comfort and participation.
- **Digital inclusion required integrated supports.** Training, devices, and connectivity worked together. None of these components would have been sufficient alone.
- **Psychological safety drove adult learning.** Participants progressed most when instruction was patient, nonjudgmental, and supportive, especially those with prior negative educational experiences.
- **Evaluation promoted continuous improvement.** Needs assessment data, NorthStar results, and participant feedback enabled TOCC to refine curriculum, scheduling, and instructional support throughout the program.
- **Identifying and leveraging local IT talent is essential.** The CMC experience showed the importance of understanding who within the Nation's workforce has digital skills, both O'odham and non-O'odham, and intentionally drawing from that expertise for roles such as directors, supervisors, and trainers. Establishing a clear picture of existing local talent will strengthen recruitment, reduce delays, and build internal capacity.
- **Digital literacy must become a Nation-wide priority.** Staff emphasized the need for a coordinated call to action among Tohono O'odham Nation leadership to make computer literacy a core expectation across all ages and settings, from K–12 schools to college programs to elder services.

- **Policy change is needed to classify internet access as a basic need.** Current rules that treat broadband as a luxury for elders limit participation and reinforce inequities. Recognizing broadband as essential infrastructure is necessary to expand adoption and to support educational, economic, and health outcomes.
- **Technology hubs in districts and schools are key to long-term digital equity.** Sharing CMC findings with district governments and public school leadership can support the creation of local technology hubs that ensure consistent access for students, families, and workers. Community members emphasized that the Nation should not be left out of the rapidly evolving digital world.
- **Lifelong learning must be prioritized.** The CMC experience demonstrated that digital literacy needs span all generations. Emphasizing lifelong learning, including continuous community-based educational opportunities, will be essential for sustaining digital inclusion and workforce development for the Nation.

Recommendations

Recommendations for TOCC

- Institutionalize digital literacy programming as a permanent community service with stable funding.
- Develop and pilot Level III advanced curriculum in areas of participant interest such as advanced Excel, website creation, e-commerce, coding, and cybersecurity.
- Formalize partnerships with districts by creating MOUs that outline roles, responsibilities, and cost-sharing for ongoing digital literacy efforts.
- Leverage evaluation evidence to secure new funding from tribal, state, federal, and philanthropic sources.
- Strengthen data systems to integrate digital literacy tracking into TOCC's institutional research processes and monitor long-term participant outcomes.

Recommendations for Other Tribal Colleges and Minority-Serving Institutions

- Design with community, not just for community, by involving local stakeholders early in planning.
- Adopt multi-level, flexible curricula that meet learners at different stages of digital readiness.
- Pair training with devices and connectivity to ensure equitable access for participants.
- Invest in local instructional talent, who bring cultural knowledge and community trust essential for engagement.
- Plan for sustainability from the start, including curriculum ownership, staff development, and long-term funding strategies.

SECTION 10: CONCLUSION

The TOCC Connecting Minority Communities Pilot Program made substantial and measurable progress in narrowing the digital divide for the individuals, households, and districts it served. Implemented across a geographically vast and historically underserved Nation, the program succeeded in expanding digital access, strengthening digital skills, and building the long-term capacity needed to sustain these gains. Through community-based instruction, culturally grounded curriculum, and targeted access supports, the program exceeded many of its performance targets and delivered meaningful change in the daily lives of participants.

The program's outcomes were rooted in the realities revealed through the baseline needs assessment. Community members lacked reliable connectivity, functional devices, and opportunities to learn in culturally relevant environments. In response, TOCC deployed a tiered curriculum tailored to a wide range of learners and established a train-the-trainer model that placed trusted community monitors at the center of instruction. This approach helped overcome transportation barriers, technology anxiety, and disparities in baseline knowledge, ensuring that learners could access instruction close to home and at a pace that matched their needs. As a result, more than one hundred learners achieved foundational digital gains, dozens advanced to intermediate productivity tools, and many applied these skills to work, education, household management, and participation in community life.

The program also strengthened TOCC's institutional capacity. By maintaining IT staff, developing reusable curriculum sets, establishing district-level instructional knowledge, and deepening partnerships with local governments, TOCC positioned itself to continue offering digital literacy programming beyond the grant period. Several districts elected to maintain training using monitors prepared through CMC, demonstrating both community buy-in and early signs of sustainability. The Workforce and Community Development department, led by Chair Anselmo Ramon, played a central role in shaping the program's instructional model. Ramon, who oversees TOCC's community-focused education and workforce initiatives and has publicly discussed the need to reduce fear and build trust around technology use among O'odham learners, guided the implementation of the train-the-trainer approach. His leadership helped demonstrate that investing in people first, particularly through culturally grounded mentorship and the development of local instructors, is a key factor in building durable digital capacity. This approach continues to show strong results and offers a promising model for other tribal nations and minority communities working to advance both cultural priorities and digital skill development. These achievements underscore the program's alignment with TOCC's mission as a land-grant institution and its commitment to advancing the Tohono O'odham Himdag by supporting the wellbeing, opportunity, and self-determination of the Nation.

Important lessons emerged as well. The evaluation showed that digital inclusion efforts must be flexible, iterative, and rooted in community partnership. Infrastructure disparities, varying levels of digital readiness, and the lingering impacts of the COVID-19 pandemic challenged the program's implementation but also affirmed the effectiveness of community-based delivery and culturally relevant instruction. The program demonstrated that digital inclusion is most successful when training, devices, connectivity, and ongoing support are delivered together as an integrated strategy.

Most importantly, the program transformed participants' sense of what is possible. Many entered with hesitation, anxiety, or a belief that digital technology was beyond their reach. They finished with skills, confidence, and the ability to help others, which are changes that reflect the deepest form of digital inclusion. This shift from exclusion to empowerment aligns directly with TOCC's commitment to promoting community strength, cultural knowledge, and opportunity through education.

By the end of the program, TOCC and its partners had established a foundation for long-term digital capacity building on the Tohono O'odham Nation. The results demonstrate a successful model for culturally grounded digital literacy programming and provide a clear path for future investment, expansion, and sustained community benefit. The continued effectiveness of TOCC's train-the-trainer model also positions it as an example that other tribal nations and minority-serving communities can adapt. Its focus on local people, local leadership, and cultural relevance illustrates a powerful

pathway for building digital skills while strengthening community identity. The CMC Pilot Program not only addressed immediate digital needs but also contributed to broader goals in education, health access, workforce readiness, and tribal digital sovereignty. In doing so, it advanced TOCC's mission and strengthened the ability of O'odham people to engage fully and confidently in an increasingly digital world.

Appendix A – Baseline Needs Assessment (2023)

Tohono O'odham Community College

Connecting Minority Communities Program–Needs Assessment Report

Prepared by: Apex Applied Technology
August 2023

Background

Tohono O'odham Community College (TOCC) was awarded a Connecting Minority Communities grant by the National Telecommunications and Information Administration (NTIA) in 2022. The overarching goal of this program is to support economic development on the Tohono O'odham Nation through digital workforce development, community connectivity improvement, and computer literacy enhancement. To this end, TOCC has developed an extensive computer literacy training program that will be implemented throughout the Tohono O'odham Nation (the Nation). To create an effective and impactful program, TOCC executed an initial needs assessment of O'odham community members in early 2023.

The needs assessment was designed to assess computer literacy and current broadband access and utilization on the Nation. It was not designed as a research device, and instead is only meant to guide TOCC's efforts in program implementation. The six main questions that were hoped to be answered, as well as their corresponding survey questions, are summarized in **Table 1.** The full paper survey can be found in **Appendix A.**

Table 1: Main Study Questions and Corresponding Survey Questions

Main Study Question	**Survey Question**
What are the basic demographics of the targeted population?	What community do you live in?
	Are you a member of the the Nation?
	What is your age?
	What is your employment status?
What kind of internet access do the households have?	Does anyone in your home need to do any online schooling?
	What type of internet connection do you have at home?
What are potential reasons for not having internet access?	Why do you not have internet access at home?
	Is your internet connection reliable?
	Do you have electric power at home?
Where is internet being accessed?	Please tell us where you and members of your household have used the internet in the past month.
What level of computer literacy does the community have?	Please tell us about your computer skills and what you would like to learn (i.e. search engine use, social media, telemedicine, etc.)
What topics are they interested in learning about?	

A paper survey was developed that was handed out to participants, but there is also a corresponding Google form with the same questions. Participants had the opportunity to fill out a paper form to hand in to TOCC staff, or to use their phone to answer the Google form. All answers were logged to the same Google form, collecting all results in one place.

TOCC staff collected responses through four major outreach events. The first was the Sells 84th Annual Rodeo from February 3 to February 5, 2023; the second was the Sells Farmers Market on May 12, 2023; the third was the San Xavier Cooperative Farm Farmers Market on June 23, 2023; and the fourth was the TOCC open house event on July 28, 2023. There were 240 results logged through these events.

Demographic Results

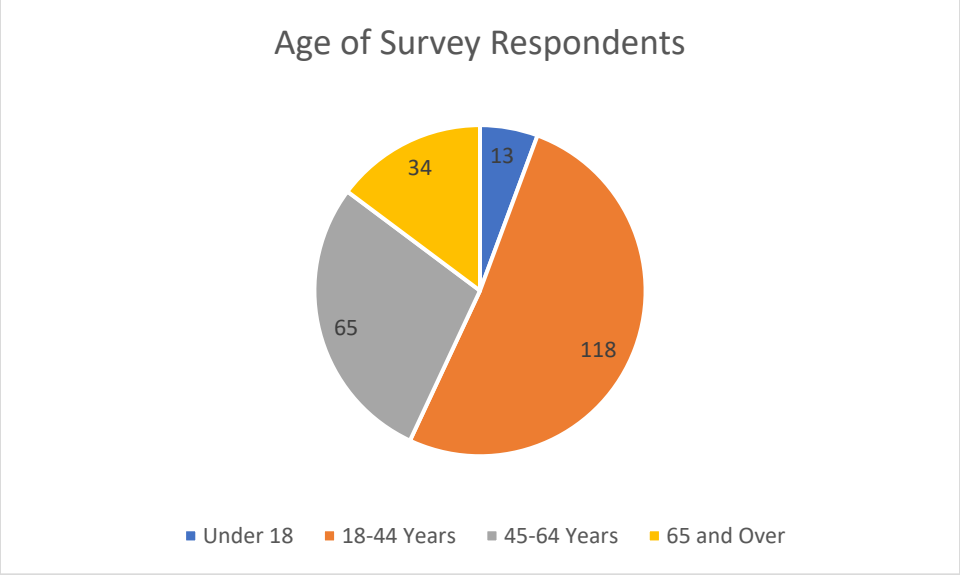
Respondents to the survey were from communities throughout the Nation. There were 23 respondents who lived outside of the Nation, but otherwise individuals listed communities, districts, and towns that they were living in. The full list of reported places is included in **Table 2.** The majority of respondents reported being from Sells, either the district of the town. This is reasonable considering three of the four outreach events were located in Sells, AZ.

Community Name, District, or Town Listed	Number of Respondents
Anegam	3
Baboquivari	2
Big Fields	2
Casa Grande	1
Choulic	5
Chu Chu	2
Chukut Kuk	3
Cockleburr	3
Coldfield	1
Comobabi	2
Covered Wells	1
Cowlic	9
Crowhang	3
Diamond Bell II	1
Fresnal	1
Fresnal	2
Garcia Strip	1
Ge Oidag	1
Gila River	2
Gu Achi	3
Gunsight Community	1
GuVo	5
Hanem Kek	2
Hikiwan	1
Hodi Shon Wa Charco 27	1
KaKa	2
Komckud Ewaosidk	1
Little Tucson	5
New Fields	2
North Komelic	2
Outside of the Nation	23
Palo Verde	5
Pascua	2
Pisinemo	6
San Isidro	1
San Lucy	1
San Miguel	4

San Pedro	1
San Simon	2
San Xavier	5
Santa Cruz	1
Santa Rosa	6
Schuk Toak	2
Sells	83
Sif Oidak	1
Sil Nakya	1
South Komelic	7
Topawa	4
Vamori	2
Ventana	3

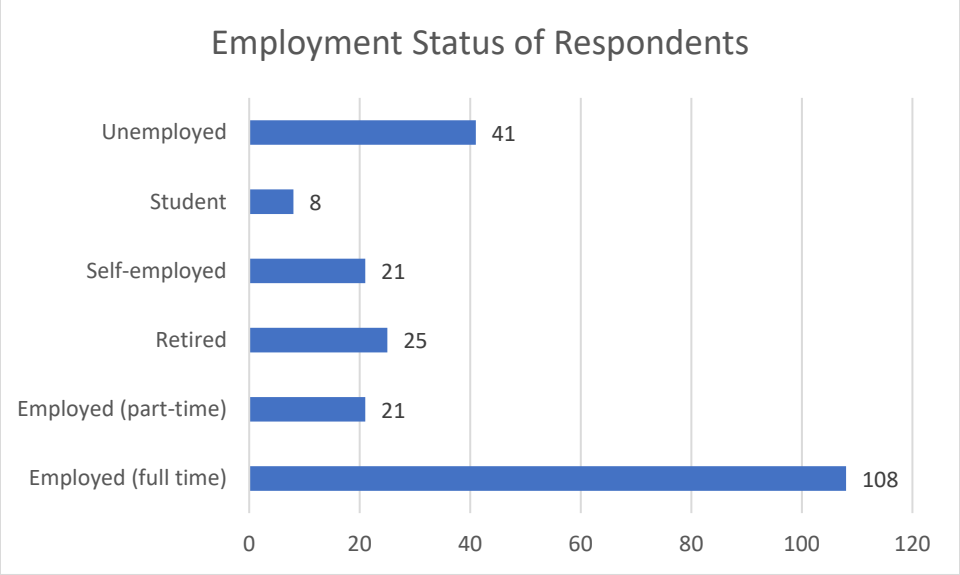
When asked if they were members of the Tohono O'odham Nation, 89.9% of respondents answered "yes." The majority of respondents were between the ages of 18 and 44, with the age breakdown of respondents summarized in **Figure 1.**

Figure 1: Age Breakdown of Respondents.



The last section of demographic data was their employment status. Of survey respondents reached, 48% were employed, and this data is summarized in **Figure 2.**

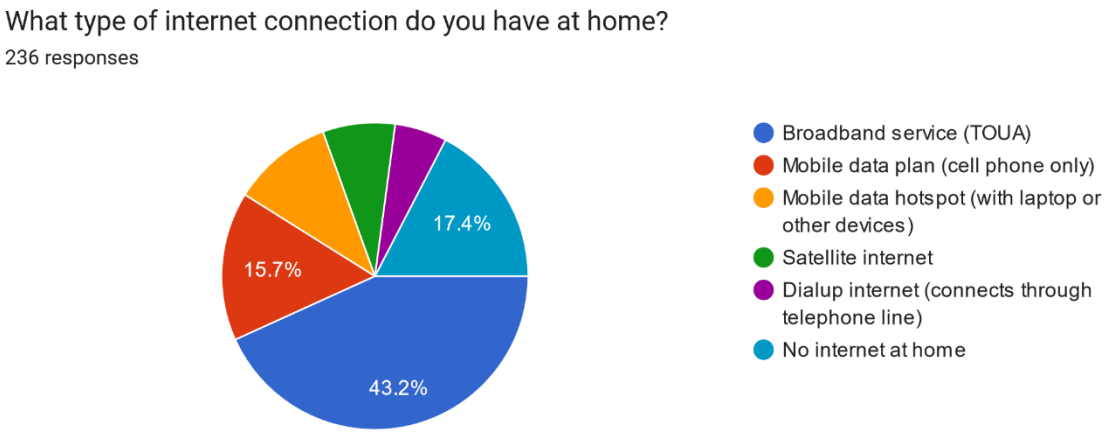
Figure 2: Employment Status of Respondents



Household Internet Use

Participants were asked a couple of questions to gauge how internet access is used in the household. When asked if anyone in the household needed to do online schooling (including k-12, GED, or College/University classes), 51.3% responded with "yes" while 48.7% responded with "no." Participants were then asked what kind of internet access they have available at home. The responses are summarized in **Figure 3.** The majority of respondents reported that they have broadband service from TOUA at home. Otherwise, they either have no internet at home or rely on a mobile data plan. Of the respondents, 7.6% reported that they use Satellite Internet, 5.5% reported they use dialup, and 10.6% reported they use a mobile hot-spot.

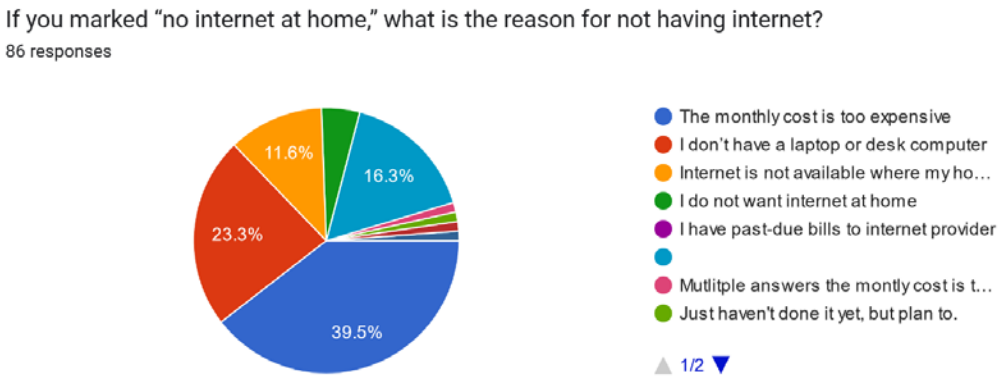
Figure 3: Summary of responses for what kind of internet access is available at home



Identifying Reasons for Lack of Internet Access in the Home

This survey also hopes to identify why individuals do not have internet access in the home. The responses to this question are summarized in **Figure 4.** The majority of respondents, 39.5%, cite the cost of internet being too prohibitive. The second main reason is a lack of laptop or computer at home followed by the internet not being available at their house. There was an "other" option, but the majority were left blank. There were 4.7% of respondents who stated they don't want internet at their home, and four write-in answers that included "no electricity," "too expensive," "just haven't set up yet," and "just moved here."

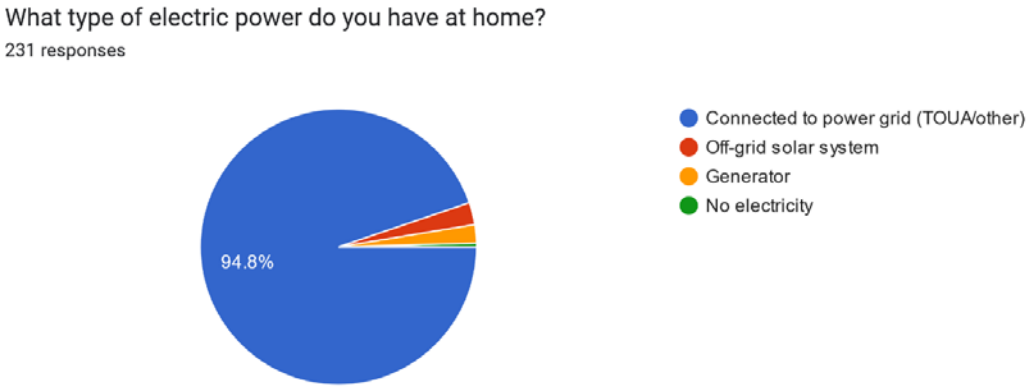
Figure 4: Summary of Responses to Why There is No Internet at Home



For those who do have internet, they were asked upon their reliability of the connection, meaning that they can connect 99% of the time. Of the respondents, 73.8% replied that their internet is reliable, while 26.2% replied that it is not.

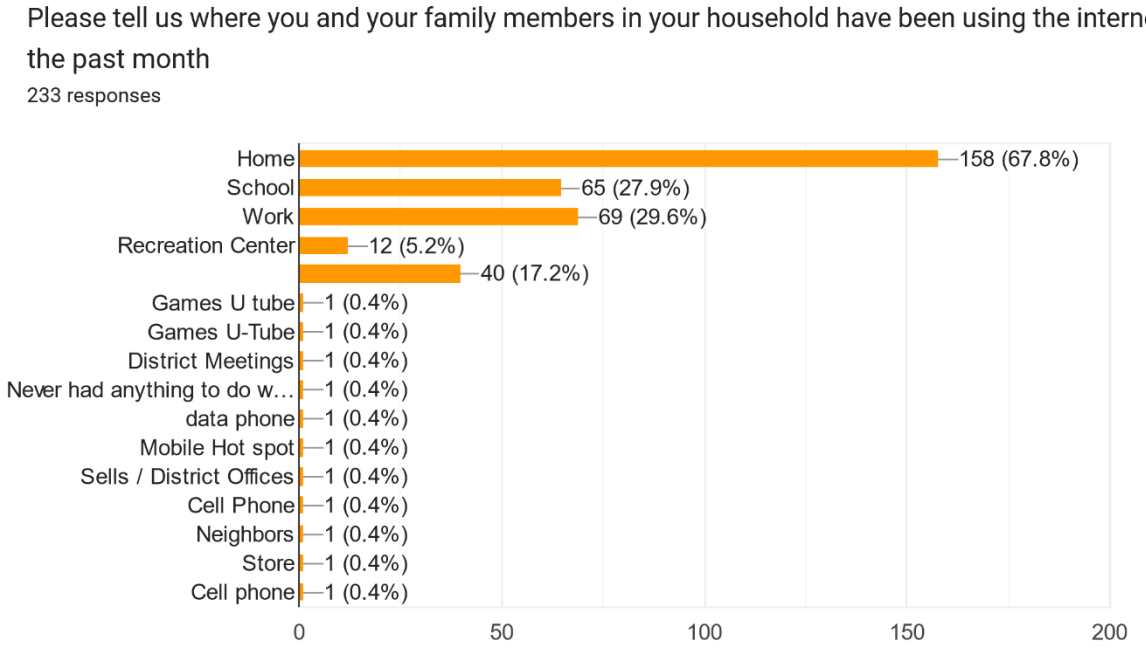
Due to the rural nature of many communities on the Nation, respondents were asked to provide information on what kind of electric power they have available in the home. The summary of answers is provided in **Figure 5.** The majority, 94.8%, stated they are connected to the power grid, while 2.6% rely on an off-grid solar system, 2.2% rely on a generator, and one person responded that they have no electric power.

Figure 5: Summary of Responses on Types of Electric Power in the Home



In terms of places where individuals in the household access internet, the main location is in the house. The summary of responses can be found in **Figure 6.** These are followed by work, school, a recreation center, and "other," which was often left blank.

Figure 6: Locations Where Individuals Access the Internet

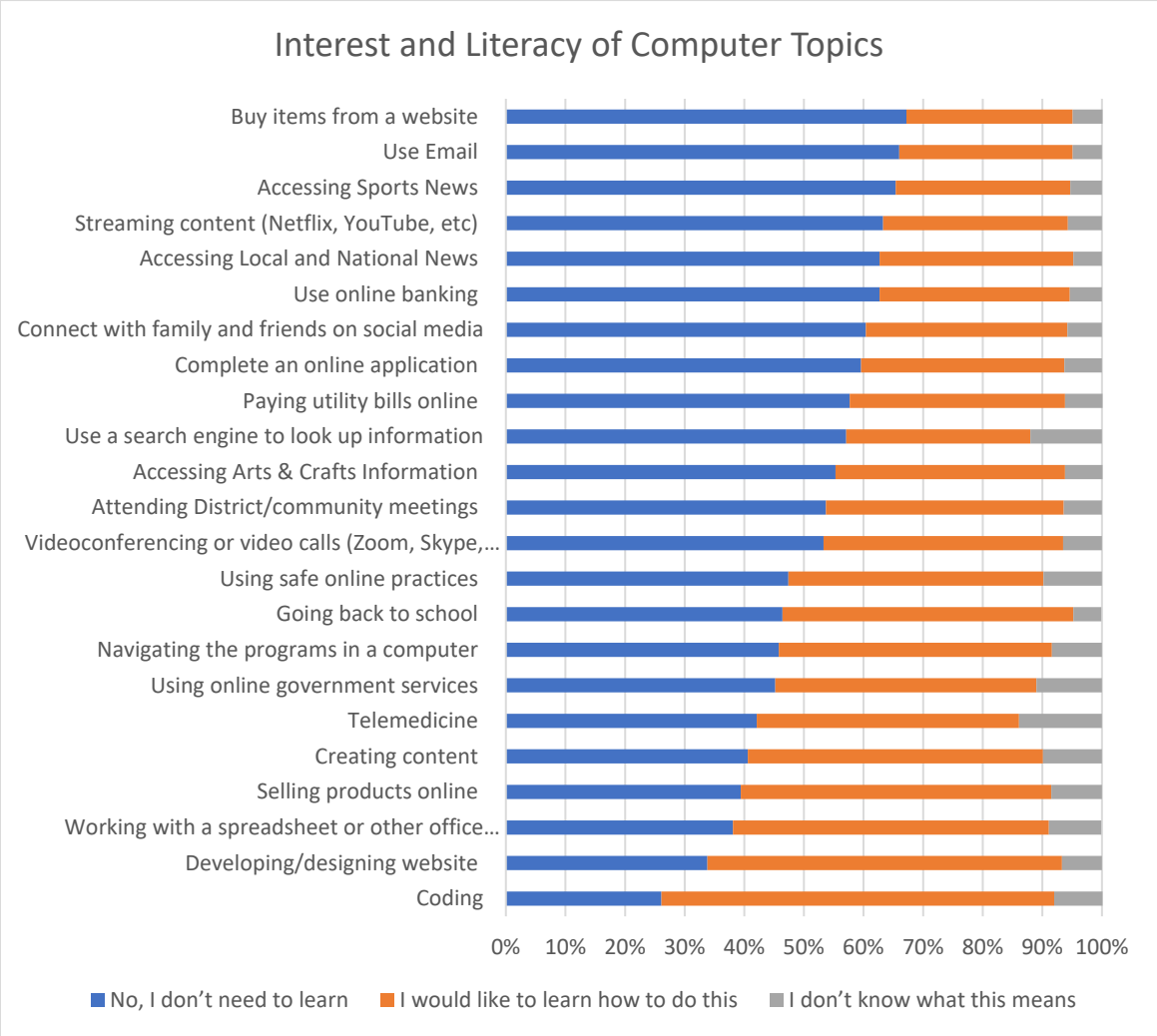


Assessing Computer Literacy and Topics of Interest

A large part of the survey was dedicated to assessing the community's current literacy with certain topics, as well as their interest in learning more about these topics. These were combined into questions where individuals could look at a topic and reply if they were interested in learning how to do it, if they were not or did not need to learn, and if they were not sure what the topic was. The results are summarized in

Figure 7. The main topics of interest were coding, developing/designing a website, working with a spreadsheet, and selling products online. The topics of least interest were buying items from a website, using email, accessing sport news, and streaming content. Finally, the topics that most people identified as not being familiar with were telemedicine, using a search engine, using online government services, and using safe online practices. However, the percent of people not familiar with concepts was relatively small throughout all categories, reaching 14% at its highest point.

Figure 7: Summary of Responses on Interest and Literacy of Computer Topics



Conclusions From Initial Needs Assessment

The main purpose of this needs assessment was to answer six basic questions:

1. What are the basic demographics of the targeted population?
2. What kind of internet access do the households have?
3. What are potential reasons for not having internet access?
4. Where is internet being accessed?
5. What level of computer literacy does the community have?
6. What topics are they interested in learning about?

TOCC is hoping to use this information to develop an effective computer literacy curriculum with a complementary broadband access program. The information from this needs assessment is a starting point, and evaluation throughout the program will be completed to assess entry level knowledge as well as post-program knowledge. The project team will adjust techniques and curriculum based on participant feedback, creating a dynamic program that can adjust to community needs.

At this time, the majority of survey respondents are from the Sells district or town and are between the ages of 18 and 44 years. As outreach efforts expand beyond the Sells district, it is likely that different needs will be identified. The majority of respondents are members of the Nation and only 9% of respondents live off the reservation. Most respondents are employed, either full-time through an employer (48%), part-time (9.3%), or are self-employed (9.3%). Of the respondents, 18% were unemployed, 11% were retired, and 3.5% were students. The majority of respondents are therefore of working age and likely looking to use computer literacy as a way to improve employment prospects. This is reflected in the high degree of interest in coding, designing websites, and working with spreadsheets.

In terms of what kind of internet use is available, the majority of respondents already have broadband access. However, a significant portion, or 25%, of respondents rely on cellular phone plans or hot spots for internet access. There is also a significant portion, 17%, who do not have internet at home. Of those that don't have internet, the biggest barrier is cost. The subsidized cost of equipment and subscriptions through the TOCC program will be an effective way to address this barrier. Another main reason for lack of internet access is the lack of a computer at home, which will also be addressed with the program through providing laptops. A significant challenge that will require coordination with TOUA is the individuals who noted there is no internet access available at their home. As the program develops it will become clearer how this barrier can be addressed.

Topics of interest range by respondent, and there are likely topics that are not listed on the survey that people are interested in. It seems there is already a clear distinction between individuals who will need basic computer literacy classes, with help buying things online, using email, etc, and those who are ready for more advanced curriculum, such as learning how to code or use Microsoft Excel. The structure of the program should therefore allow for participants to identify what level they are at and participate only in classes that are appropriate for them. Having classes that are too basic or too advanced will only frustrate participants and can lead to higher drop-out rates for the program. Consistent evaluation and open communication between participants and coordinators will be key to successfully implementing the curriculum.

Appendix A – Paper Needs Assessment

TOCC CMC Broadband Literacy Survey

1. What community do you live in? _____
2. Are you a member of the Tohono O'odham Nation? ☐ Yes ☐ No
3. What is your age? _____
4. Please select all that apply to you:
   - ☐ Employed (full time)
   - ☐ Employed (part-time)
   - ☐ Self-employed
   - ☐ Unemployed
   - ☐ Retired
   - ☐ Student
   - ☐ Other:

5. Does anyone in your household need to do any online schooling?
   - ☐ Yes (k-12), (GED), (College/University)
   - ☐ No

6. What type of internet connection do you have at home?
   - ☐ Broadband service (TOUA)
   - ☐ Mobile data plan (cell phone only)
   - ☐ Mobile data hotspot (with laptop or other devices)
   - ☐ Satellite internet
   - ☐ Dialup internet (connects through telephone line)
   - ☐ No internet at home
7. If you marked "no internet at home," what is the reason for not having internet?
   - ☐ The monthly cost is too expensive
   - ☐ I don't have a laptop or desk computer
   - ☐ Internet is not available where my house is
   - ☐ I do not want internet at home
   - ☐ I have past-due bills to internet provider
   - ☐ Other:
8. If you have internet at home, is it reliable or do you regularly experience outages?
   - ☐ Reliable (I can connect 99% of the time)
   - ☐ Not reliable (I am unable to connect 80% of the time)
9. What type of electric power do you have at home?
   - ☐ Connected to power grid (TOUA/other)
   - ☐ Off-grid solar system
   - ☐ Generator
   - ☐ No electricity
10. Please tell us where you and your family members in your household have been using the internet in the past month
    - ☐ Home
    - ☐ School
    - ☐ Work
    - ☐ Recreation Center
    - ☐ Other:

11. Please tell us about what computer skills you have and what you'd like to learn

Skill	No, I don't need to learn	I don't know what this means	I would like to learn how to do this
Use a search engine to look up information	☐	☐	☐
Connect with family and friends on social media	☐	☐	☐
Use Email	☐	☐	☐
Use online banking	☐	☐	☐
Buy items from a website	☐	☐	☐
Complete an online application	☐	☐	☐
Navigating the programs in a computer	☐	☐	☐
Using safe online practices	☐	☐	☐
Videoconferencing or video calls (Zoom, Skype, GoTo, etc)	☐	☐	☐
Streaming content (Netflix, YouTube, etc)	☐	☐	☐
Working with a spreadsheet or other office applications	☐	☐	☐
Using online government services	☐	☐	☐
Paying utility bills online	☐	☐	☐
Developing/designing website	☐	☐	☐
Going back to school	☐	☐	☐
Creating content	☐	☐	☐
Coding	☐	☐	☐
Selling products online	☐	☐	☐
Accessing Local and National News	☐	☐	☐
Accessing Sports News	☐	☐	☐
Accessing Arts & Crafts Information	☐	☐	☐
Telemedicine	☐	☐	☐
Attending District/community meetings	☐	☐	☐

Thank you for completing the survey!

Appendix B – Post-Program Participant Survey

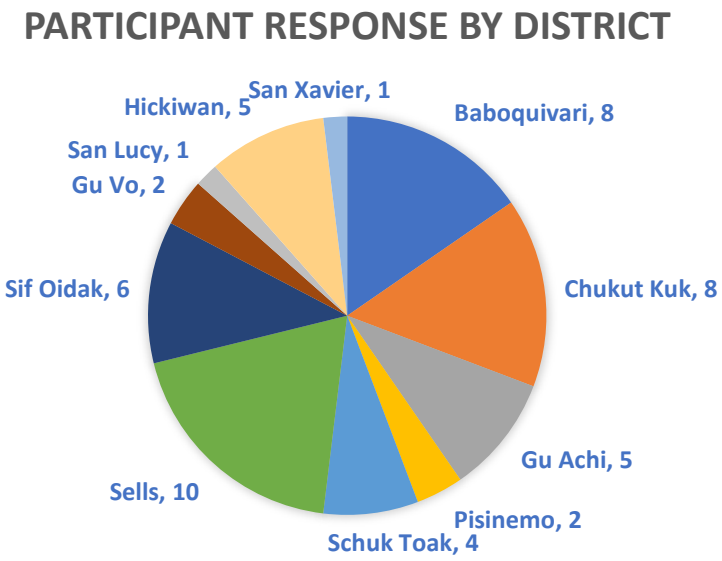
Evaluation Survey

The NTIA CLT Evaluation survey results confirm that the computer literacy training program performed extremely well. The fact that the program was in all eleven districts made the training program more accessible to participants, which led to the success of the program.

Participation & Demographics

The survey was conducted on Monday, August 18, 2025, through Monday, September 15, 2025.

- 52 participants responded out of 92 requests sent; The response rate was 56.5%.
- District representation: All districts participated.

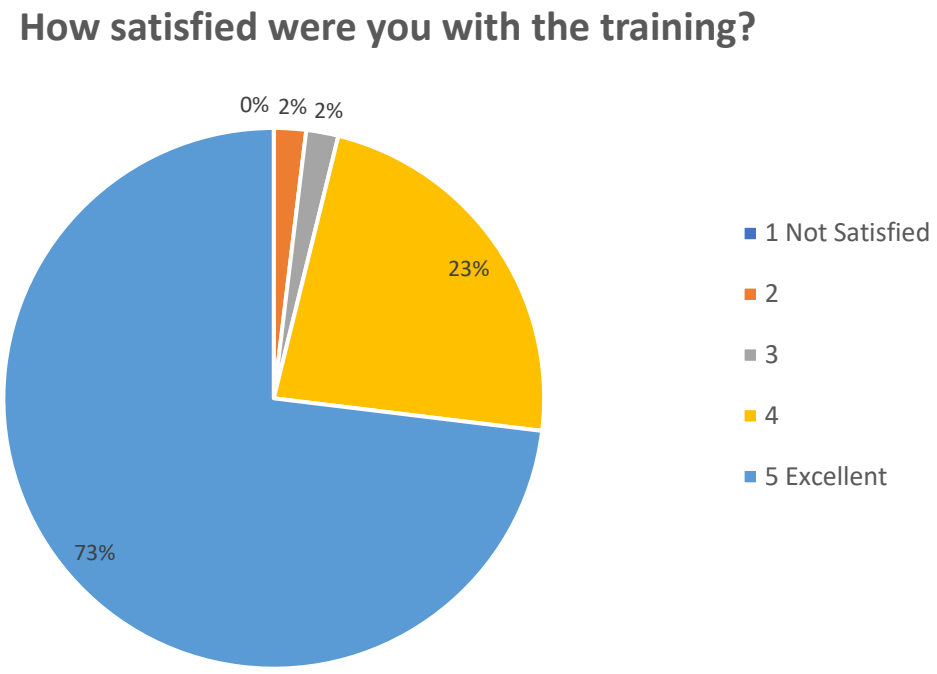


Registration Process

- The majority found the registration process easy and accessible, frequently citing helpful instructors and straightforward steps.
- Some minor issues did come up. There was occasional confusion or initial delays during district staff changes. These were resolved quickly.

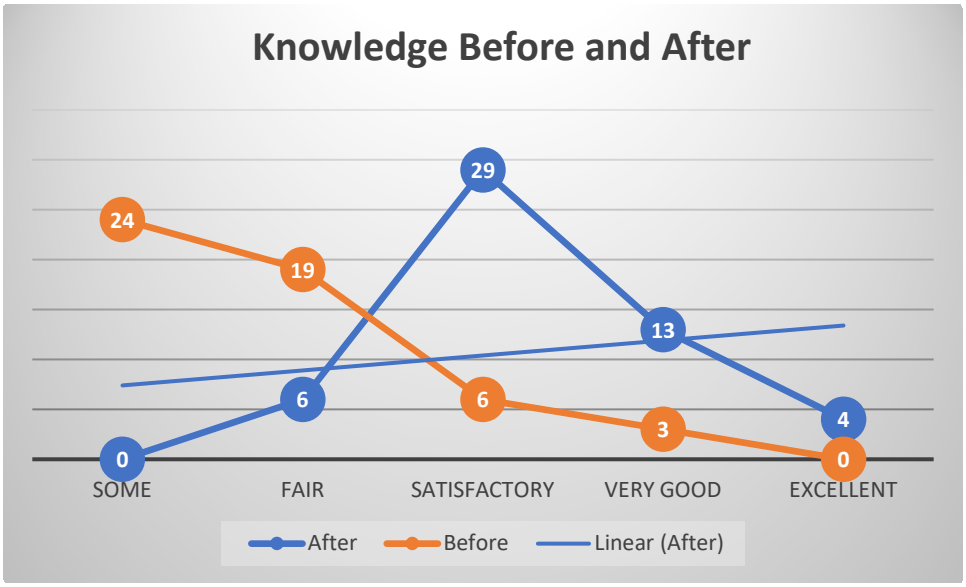
Materials, Instructors, and Learning Environment

- Materials (NorthStar, PowerPoints, YouTube, Microsoft Suite) were rated adequate to excellent, especially when paired with instructor support.
- Instructor effectiveness was highly praised for clarity, patience, and encouragement. The positive classroom atmosphere, hands-on activities, and support, even for those who are nervous about technology.
- Several suggested improvements: more printed handouts, additional class days or hours, and evening or flexible help sessions.



Knowledge & Skills Development

- Self-rated computer skill levels before training: Most marked "Some" or "Fair".
- After training: Responses shifted sharply upward; most now rate their skills as "Satisfactory" or better ("Very Good," "Excellent").
- Participants consistently report they can now:
  - Troubleshoot issues independently.
  - Use email, Word, PowerPoint, and Excel for real-life needs.
  - Create documents, forms, posters, and budgets.
  - Support family, friends, or colleagues with their computer learning.



Application, Impact & Future Intentions

- Most respondents now use their new skills at home, work, or to help others. Many want to continue learning or even want to start teaching others or start community language/tech groups.
- Examples include:
  - Supporting personal businesses or agriculture
  - Taking on job applications, community roles, or family technology support
  - Using computers for education, communication, or household management.

- Confidence and enthusiasm for continued learning are nearly universal.

Suggestions & Areas for Improvement

- Frequently requested improvements:
    - **Longer sessions or additional class days**
    - More printed materials or handouts, especially on complex topics (e.g., Excel, PowerPoint)
    - Evening or after-hours access to help
    - More hands-on practice and advanced content for interested learners.

Facilities & Classroom Experience

- Most rated locations are comfortable and well-equipped with proper Air Conditioning, Wi-Fi, and seating.
- A few noted that the room temperature was sometimes too cold, or that space sharing with other events occasionally caused disruption.

Community Recommendations

- Nearly all would recommend training to others, often because it replaced technology anxiety with skill, confidence, and community connection. Many cite the program as essential for daily life in the modern world.

Summary: Training Impact Table

Area	Sentiment / Result	Evidence
Registration	Very easy and accessible	Simple steps, helpful staff, issues resolved swiftly
Materials & Instruction	High quality, widely praised	Frequent positive comments, especially on instructor support
Knowledge & Skill Gains	Substantial improvement, broad confidence	"Satisfactory" and up after training
Impact at Home and Work	Widespread, practical, ongoing	Job skills, helping family, new hobbies, and community support
Ongoing Learning	Strong desire for more	Nearly all plan to continue
Suggestions for Improvement	More time, more handouts, some advanced content, evening support	Recurring, constructive feedback in open responses
Facility Satisfaction	High, with rare minor issues	Most facilities rated "very good" or "excellent"
Community Recommendation	Near-universal encouragement for others to participate	"Essential in today's world," "shouldn't be afraid of tech"

Conclusion:

The program demonstrates exceptional success, increased digital confidence, and the training is considered essential, practical, and transformative for participants, families, and the broader Tohono O'odham Nation community.

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President's Report to the Board of Trustees

December 9, 2025

Dr. Ofelia Zepeda, Chair
Tohono O'odham Community College Board of Trustees

Dear Dr. Zepeda and Members of the Board of Trustees,

It is an honor to submit to our esteemed members of the Board of Trustees my December board report detailing significant events and activities during the month of November, 2025. November is a month of disjointed weeks, with the observance of Limoṣan, the honoring of Veteran's Day, and the holidays during the week of thanks, which this year landed at the very end of the month. As our academic calendar fell, when the College reopened after these holidays, we were at the start of the month of December and at the final week of the fall semester. Despite these interruptions in the flow of the weeks, much was accomplished in November as the College focused on finishing the fall semester strong.

Highlights from November, 2025:

Item	Actions	Notations
1. Panelist, Gates Foundation Higher Endeavor Ecosystem Convening	Spoke at Convening in Phoenix as part of a panel of Higher Education leaders about the impact of our Student Success efforts on closing achieving gaps for students at TOCC.	Served on a Panel with Dr. Kelly Campbell (CSUSB), Dr. Norman Golar (Stillman College), and Dr. Daniel Corr (Arizona Western College).
2. Veterans Day Observance	Gathered together as a College community to honor our Veterans	This event is one of the most meaningful for me that we hold each year. A huge thank you to those who organized the event, as it was well planned and well received by the Veterans in attendance.
3. Met with ACCJC Rep	As San Carlos Apache College seeks another regional accreditor to pursue their accreditation, met with the agency to understand our role as their accrediting sponsor.	Dr. Laura Sujo-Montes (our ALO) and I met with ACCJC and learned more about their process, and our role should SCAC pursue accreditation with them instead of with HLC.

Item	Actions	Notations
4. NSF TCUP Leaders' Forum	Frances Benavidez and I attended the NSF TCUP Leaders' Forum in Washington DC from November 13 - 15.	The presentations were helpful to not only learn more about our current TCUP NSF project with the O'odham Ñiokĭ grant and how it aligns with other TCUP efforts, but to also learn of other opportunities offered through the newly created TCUP HUB that TOCC could participate in, especially in our STEM fields.
5. Staffer Meeting, Congresswoman Adelita Grijalva	With AIHEC's help, I held a meeting with staffers from Representative Grijalva's DC office on November 14.	Shared some key legislative priorities for TCUs, and to alert the office to our upcoming visit to DC in February.
6. FIPSE Grant	Federal Government diverted grant funds into hastily formed FIPSE (Funding for the Improvement of Post Secondary Education) Grant competition. Announced 11/10, due 12/3. TOCC chose to apply for creating micro-certificates as a catalyst for impacting regional economic development (1 of 7 priorities listed in the grant).	TOCC staff attended a FIPSE webinar of 11/20; team meeting held 11/21; grant writer secured 11/21 and team began assembling the grant, securing letters of support, and submitting by the 12/3 deadline. Extreme thanks to Kristin Eberhardt, Mario Montes-Helu, Adrian Quijada, Jane Latane, Jackson Doe, Joann Miguel, and our two hired grant writers.
7. Meeting with Pascua Yaqui Economic Development Corporation	Met with Daunes Cardenas, CEO	Jackson Doe and I met with Daunes to discuss collaborating on Heavy Equipment training. This ties in with recent budgeting of Title III grant funds to purchase equipment so the College can relaunch our Heavy Equipment training program.
8. Decades Project Grant Application	Collaborated with the Decades Project to submit Entrepreneurship Grant	In Fall, 2024 the College worked on an Entrepreneurship Grant opportunity that dissolved late in the calendar year. A new funder became available to resubmit the core tenets of the grant.
9. *Inside Higher Education* Interview	Reporter Sara Weissman interview.	Sara's article was published on 12/3.

Respectfully Submitted,

Dr. Stephen Schoonmaker
President
Tohono O'odham Community College

November 2025 Board Report Activities
Human Resources

Issues/Items	**Discussion/ Situation**	**Summary/ Resolution**
Posting New Positions	Have meet with all but two of the supervisors of all the new positions approved in the spring for postings.	Currently have 23 postings with a total of 25 openings. One position is filling more than one position: Facilities Technician has 3 vacancies
ADP Transition	Working with Interim Payroll Technician to clean employee data for Paychex and ADP.	Reviewing all employee electric files for accuracy.
Search Committee Training	Continue to offer training for hiring managers and committee members.	Have trained 50 thus far, with plans to post through Canvas for review at any time.
Job Description Template	Created a new job description template to capture all the required information for creating and updating a position.	59 positions have been moved into the new template and reviewed with the supervisor.
Proposed five new policies	Crafted policies for Volunteers on Campus, Supplemental Payments, Animals on Campus, and Annual Leave Accruals	In various stages of vetting through either Legal Counsel, the President, or Administrative Leadership Team.
Whistleblower Compliant	Received on November 5th.	Discussed with Legal Counsel, finished interviews, sending report to President and Legal.

Report to TOCC Board of Trustees:

Jay Juan
Chief of Operations
November 2025

Issues/Items	Actions/Assessment
AC Replacement in Dorms –C100 & Staff Housing	• Apprenticeship program is working on installing electric and mechanical disconnects for AC units. • Contractor is ordering AC units
Sustainability Plan	Met with Blue Strike biweekly to discuss sustainability plan proposal
Wiṣag Koṣ Restroom Renovation	• Demolition has started • Material lists are being created and ordered
Fill Facilities Maintenance position vacancies	• Reviewed applicants • Established interview questions • Scheduled & conducted interviews • Working on reference checks
GSA Vehicle Maintenance	Schedule and transport GSA vehicles for preventive maintenance (Oil change) in Tucson.
GSA Mileage Reports	Collected and uploaded vehicle mileages to GSA website
Calls for Service	15 – Trip/Vehicle Requests 16 – Maintenance Requests
Transportation/Shuttle Service	11/4 - 11/7/2025. 27 student passengers, average of 6.75 for four days. 11/10 - 11/14/2025. 13 student passengers, average of 3.25 for four days. Veterans Day. 11/17 - 11/21/2025. 17 student passengers, average of 3.4 for five days. 11/24 - 11/26/2025. 16 student passengers, average of 5.3 for three days.

To: Tohono O'odham Community College Board of Trustees
Thru: Dr. Stephen Schoonmaker, President
From: Ronald Geronimo, Director
Frances Benavidez, Project Director, NSF TEAC
Subject: November 2025 Board Report

O'odham Ñi'okĭ Ki: (ONK) - Key Issues / Items Addressed in November 2025 p. 1 of 2

Strategic Initiative	Issues/ Items	Actions/Assessments
Language Documentation and Media– Print, Video, and Broadcast	Developing new media, digital and print resources.	**Advancing Efforts to Document, Share, and Promote the O'odham Ñi'okĭ:** Hekajin g ñi'okĭ - the O'odham Ñi'okĭ Ki:'s radio show expanded from one show per month to two shows a month. Now segments air every Wednesday from 3-4pm followed by an encore show every other week. Tohono O'odham Ki:ki Association (TOKA) Translation Partnership – As TOKA develops new housing communities, they have requested and are now utilizing our services to translate road names into O'odham.
Capacity Building: Training for Language Sustainability	Building capacity for language speakers to lead language continuity efforts through varying training initiatives.	**O'odham Language Training Programs:** O'odham Ñi'oki Ha-Maṣcama (OÑHM) - The second session of OÑHM began with a strong enrollment of 25 new speakers. Participants are focused on building their skills to become community-based conversational O'odham language teachers, gaining the tools and confidence needed to lead language classes in their communities. O'ohona Taṣogida – This new program supports writers of the O'odham language in strengthening their writing skills. The class helps participants identify and avoid common mistakes, and currently serves 18 participants in the weekly sessions. Immersion-Based Training for Head Start Educators – Continued building capacity toward immersion schools by providing monthly collaborative lesson development sessions for teachers, coordinators, and aides of the Head Start Centers.
Networking and Outreach – Organizing with the Community	Promoting Language Use and Visibility	**Community Outreach and Engagement** Participated in 5 outreach events in partnership with 4 different programs, including: • Family Engagement Nights – Santa Rosa, North Komelik, Pisin Mo'o (3 events) • O'odham Olympics – early childhood students engaged in traditional games and activities, learning the O'odham language while reinforcing cultural values through play. • Baboquivari Middle School O'odham Taṣ - hosted language focused games and encouraged language use during BMS culture day. Collaborative Partnerships - TON Language-Focused Program Planning Meetings – The third cicwida hemapada is scheduled for late-January at the Himdag Ki: with planning currently underway.

TO: Tohono O'odham Community College Board of Trustees

THRU: Dr. Stephen Schoonmaker, President

FROM: Kristin Eberhardt, Title III Project Director

DATE: December 7, 2025

SUBJECT: Title III Grants Board Report November 2025

Key Issues/Items addressed

Issues/Items	**Actions/Assessment**
Title III Part A	• Document Team on-going organization of Finance documents • Prepare for the Annual Performance Report for Part A • Budget for Part A.1 for new grant year
Title III Part F	• Budget for Part F for the grant year • Prepare for the Annual Performance Report for Part F
Radio	• Radio shows were edited and sent to KOHN • Compilation of radio shows for the grant year • Start of new five year grant radio shows
Accuplacer/EdReady	• Review of incoming students taking EdReady • Review of EdReady reports with NROC • EdReady webinars • EdReady organization and review
Tutors	• Review Tutor Logs for Annual Performance Report
Grants Team	• Review grant management training • Grant management review by request • FIPSE research • FIPSE grant forms, budget, budget narrative
Misc	• Pryor Training Rewards employee check in • Final plans and structural design for Multipurpose Building • Choose colors for the Multipurpose Building • Jenzabar trainings

O'odham Ñi'okĭ Ki: (ONK) - Key Issues / Items Addressed in November 2025 p. 2 of 2

Strategic Initiative	Issues/ Items	Actions/ Assessments
Other	Grant Reporting and Collegewide Programming	**Tohono O'odham Nation –** as part of our fiscal responsibility to the Nation for our five-year award, the language center shared our second annual report with the Tohono O'odham Legislative Council, highlighting programs and services offered through their support. **Collegewide Support – Contributing to Cultural and Institutional Priorities** The O'odham Language Center worked closely with the Himdag Committee to plan and support cultural events, including: - Veterans Recognition Ceremony - Limoṣan - Chukut Kuk District Visit - Powwow **Development of TOS Bachelors Program** - Participating in regularly scheduled meetings toward developing a bachelors in Tohono O'odham Studies.

Board of Trustees Report
Laura Sujo-Montes, Dean of Academics
Education Division November 2025

Issue	Discussion	Summary/resolution
Collaborations	Pascua Yaqui Tribe	We met with representatives of the Pascua Yaqui Tribe (PYT) and they are interested in reengaging in the existing MOU for some of our programs, including Casino Operations; Social Services; Substance Abuse & Addiction Studies), and add Agriculture/Natural Resources micro-certificates. They also offered us to use their space and their equipment, especially for the CNA program and heavy machinery.
	University of Arizona	We continue conversations with the Veterinary School of Medicine to create a pathway for our students, and the Wassaja Center to support our students in the Pre-Professional Nursing Program. A team from TOCC and Wassaja Center will support our students while still at TOCC. Our students have automatic admission into their nursing program if they meet the requirements.
Tohono O'odham Studies Program (TOSP)	Meetings for Learning Outcomes	The TOSP Director and faculty continue to have regular meetings to design the program learning outcomes. They engaged in reading "The Outcomes Primer" to understand how to create actionable learning outcomes. Good progress continues to be made.
Substance Abuse and Prevention	Associate of Applied Science	Dr. Curtis Peterson has almost completed the program. Three courses still need development. We have identified Dr. Norma Magdaleno as a potential consultant to develop at least two of the courses that are needed. One of them will focus on the use of culture and alternative ways to prevent relapse.

O'ohana Ki:, *November 2025*

Issues/Items	Actions/Assessment
Resource Support	● Instructional sessions on database and research skills were provided to 5 Writing courses ● Staff assisted with the Social PowWow preparations and "behind the scenes" assistance at the event. Library resources such as extension cords, signage materials, and coffee makers were utilized.
Usage	● Students utilized the later hours on Wednesday. Students made requests to use the library for later hours so the hours were extended. In-house O'odham language and writing tutoring was provided during the extended hours as well. ● Staff and students utilized the library during the month in preparation for the last day of classes.
Library Staff	● Library director, along with fellow HLC Writing Team members, attended an HLC Writing Seminar virtually ● The tutor coordinator position was interviewed for and a person was offered the position. Next steps will be to work on tutoring and EdReady. The hiring process was explained in great detail by HR staff and support was provided throughout the steps. ● Meeting with an NBF representative to plan furnishings in the student success space in the multipurpose building. Furnishings to incorporate spaces that support group, paired, individual work were reviewed.

Student Services November 2025

Title: Dean of Student Services	Name: Yolanda Pacheco
TOPIC	DISCUSSION
Academic Calendar Committee formed	At the recommendation of the President an Academic Calendar Committee was formed to review and finalize academic calendars for future years. The committee members represent the following offices or positions, Registrar, Dean of Academics, Dean of Student Services, Advising Manager, Human Resources Director, Director of Community & Workforce Development, Director of Apprenticeship, Faculty Senate.
American Association of Collegiate Registrars and Admissions Officers (AACRAO) Strategic Enrollment Management (SEM) Conference Las Vegas, NV November 8-12, 2025	Dean of Student Services and Registrar attend the AACRAO SEM Conference. The American Indian College Fund sponsored a pre-conference workshop for TCU's participating in the Cultivation Native Student Success grant program. We each attended sessions relevant to TOCC and our enrollment management grant initiatives.

Title: Phoenix Center Director	Name: Cassandra Scott
TOPIC	DISCUSSION
November visitors	Visitors: 97 (staff/faculty 27)
November Items & Events	Administrative • Weekly ALT Meeting with President and Deans • Baboquivari District Council Meeting • 4041 Lease info pending due final legal edits & insurance information • HR job search for 3 open positions at Phoenix Center • Arizona American Indian Excellence in Leadership Awards attendee Outreach/Recruitment • PHX Union NAEP Parent Meeting at Bostrom High School • Miss Indian PXU Pageant Judge • Phoenix Indian Center Workforce Development partnership meeting • Transforming Tomorrow's Youth College and Vocational Fair Training/Professional Development • Indigenous Visionaries Fellowship - November Virtual Connection • Phoenix Center Director completing Beginning O'odham I (Phoenix Indian Center) • Tohono O'odham Community College - Softdocs Demonstration • Experiences in Creating a Value-added Food/Forage-Based Business • Family Friendly Tribal & Rural Campuses: Learn from TCUs Building Support for Student Caregivers • College Fund Book Club: The Berry Pickers (Amanda Peters) • What's Next? A Faculty Career Discussion • Trump and Higher Ed: Understanding the Latest - Part 6

	Student focused activities/retention • TOCC Advising at Phoenix Center • 2025 OIE Indigenous Author's Panel • Virtual College Fair: Explore & Connect • College Connections Campus Edition: Arizona State University's West Valley Campus • Native Voices in STEM - Fall 2025 • Career Conversations That Count: Building Workforce Bridges Early • AIHEC Member & Student Svcs Fall Town Hall • Indigenous Peoples Law and Policy Program Info Session • Tribal College/University Fair - Day 1, Day 2 • Scholarships 101: Finding Funding for Every Future • Student Success Scholarship Program Overview

Title: Student Success Coordinator	Name: Rene Garciaguirre
TOPIC	DISCUSSION
Meetings and Workshops:	• Conducted 18 meetings focusing on ADA compliance, student success strategies, and Satisfactory Academic Progress (SAP). • Presented a workshop at the American Indian College Fund's TCU Virtual Fair. This session, aimed at a national audience, discussed practical strategies for supporting academic success, personal growth, and confidence throughout the college journey. • Coordinated and facilitated a workshop titled "From Struggle to Leadership; A Journey to Sobriety and Advocacy" for the TOCC student body. The workshop, attended by 30 participants, focused on overcoming addiction and achieving leadership roles within college and the broader community. • Presented at two new student orientations, highlighting the services provided by the Office of Student Success.
Retention and Outreach:	• Conducted retention services outreach for eight students through the Student of Concern form, providing targeted support to those in need.

Title: Recruiter	Name: Jai Juan
TOPIC	DISCUSSION
Admissions	1. Hosted virtual admissions information sessions for the public. Covered our admissions requirements and provided a step-by-step guide for applying online. 2. Reply to inquiries received in the admissions and info email inboxes. Providing links to information and next steps.
Outreach	1. Pima Community College Native American Heritage Day tabling event. Spoke with high school and college students about our program offerings and our summer institute. 2. Gila Bend High School College Fair tabling. Spoke with Freshmen, Sophomores, Juniors, and Seniors about our programs and summer institute.

	3. San Lucy District Day tabling. Spoke with community members and event attendees about our admissions process and spring semester deadlines. 4. Presented at American Indian College Fund's TCU fair. Provided an overview of the college, who we are, our mission, current offerings, and semester deadlines.
T O S-AP	1. Provided a goal-setting workshop and provided information for TOSAP 2026 to Ha:san freshmen, sophomores, juniors, and seniors. 2. Hosted an in-person information session and application workshop. We had five attendees, with one completed application and one application in progress.
New Student Orientation	1. Held a virtual orientation session for new students - five students in attendance. 2. Held an in-person orientation session for new students—four students in attendance. 3. Shared MyTOCC pages for review before publishing them. Awaiting review and approval.
Other	1. Develop and post holiday closures on Facebook.

Title: Dual Enrollment Coordinator	Name: Brandi Espuma
TOPIC	DISCUSSION
New Business: - National Alliance of Concurrent Enrollment Partnerships Conference - St. Peter's Mission School - Casa Blanca, AZ; Memorandum of Understanding	Attended the annual NACEP conference to meet and network with the leading dual enrollment organization, to learn new practices, and to understand how TOCC can best adapt to the changing environment for students. Have been meeting with the high school admin to ensure we are set to begin the course in the Spring, after final board approval.
Ongoing: Dual Enrollment Admin - Community College Research - Dual Enrollment Training - High School Adjunct Check-Ins - TCU Dual Enrollment Community of Practice	 The primary contributor od data to the NACEP organization presented on their findings to help students throughout the year by creating specific pathways that focus on the student experience. Met with adjunct instructors from Ajo HS and Ha:san Prep. to see how the semester is going and what resources are needed for assistance. Had our monthly meeting with other TCU dual enrollment programs to exchange best practices while moving out of the fall semester onto Spring.
Ongoing: AICF Digitization Grant & SEM Grant - TOS-AP Outreach	 - 11/19: Tohono O'odham High School - Juniors & Seniors

	- 11/20: Ha:san Prepretory & Leadership School - 11/24: TOS-AP Infomational Session
Ongoing: Dual Enrollment Outreach	- 11/4: Pima CC Native American Heritage Month Event - 11/5: Gila Bend HS College and Career Fair - 11/15: San Lucy District Day

Board of Trustees Report
Anselmo Ramon
Chair of Workforce & Community Development
(November) 2025 Report

Programs, Actions and Accomplishments

Program Areas	Actions	Summary/Outcomes
Workforce & Community Development – Outreach and networking	Attended PCC, Native American Heritage Day at Pima west campus. A variety of vendors and activities were provided for the public and current and future Native students.	Made contacts with programs and resources that support Native students who live in the Tucson and surrounding areas. TOCC and TON One Stop were well represented.
UofA Indigenous People Law and Policy Information Sessions	Participated in the zoom session as IPLP provided information on the programs available for Native students interested in pursuing a law degree/certificates	A well rounded review of programs that native youth and adults can consider as they pursue this course of study at the UArizona law school.
Baboquivari Alternative School (8)	WCD, Pre-College GED Instructor B. Taylor presented the steps of the GED/CCP offerings at TOCC.	Encouraged the completion of a High School Education however option are available at TOCC for those who are not able to complete their high school education
Pre-College GED enrollment	Total number of students enrolling in November 2025: 13.	Total number of students in the program and pending (students working through program steps w/ approved TOCC apps: (39)
TCU Career Consortium Webinar	November 2025 webinar, Dustin Hutchins of Salish Kootenai College	The focus on SKC's Holistic Advising process and newly implemented advising syllabus that includes a holistic career critical success activities
2nd Annual Tribal Education Symposium: Honoring the legacy of Vine Deloria, Jr.	"A legacy of teaching and scholarship" This symposium will reflect on Vine's work, the impact that he had on his	Educator, scholar, lawyer, activist, theologian. Vine Deloria, Jr. (Standing Rock Sioux). Born in 1933 and passing away in November 2005, Vine's more than fifty-

	contemporaries and students, and how his interdisciplinary legacy continues to thrive twenty years later.	year career spurred a legacy that is still strong at the University of Arizona and beyond.
TOCC/NTIA final closeout NTIA program evaluation report completed by APEX. Hewel Wepegi Macidag kc, wog = "Learning the Internet Road" Connecting Minority Communities Pilot Program	Apex, TOCC Finance and WCD met to finalize all of the reporting requirements to officially close the TOCC/NTIA project A special thank you to Reyna Noriega, NTIA Director and Alex Vavages, Curriculum Coordinator/Instructor for completing the project successfully.	Concluded the required closeout for the NTIA grant, final documents and reports to be completed and submitted by APEX before the end of November 2025
Pre-College GED Program presentation to TON One Stop Division	Ms. Bridget Taylor presented the overview of TOCC's Pre-College GED program enrollment process	One stop Employment Specialists were present to gain valuable enrollment information for one stop clients seeking GED attainment and/or college enrollment at TOCC.
3rd Annual TON Elders Resource Fair.	focusing on giving thanks to the elder community. As well as providing information about elder needs.	WCD provided an information table and the newly established MS365 Instructors were on hand to conduct a survey of needs regarding computer literacy & training.

Ñla, Oya G-T-Taccul Am Hab E-ju:
Our Dream Fulfilled

TO: Tohono O'odham Community College Board of Trustees
THRU: Stephen Schoonmaker, President
FROM: Sylvia Hendricks, Director of Student Life
DATE: December 8, 2025
SUBJECT: Student Life **December 2025** Board Reports

Sylvia Hendricks- Director of Student Life
Key Issues/Items addressed in 2025 November

Issues/Items	Actions/Assessment
Director of Student Life Monthly Highlights	Just a few Highlights for the month for November 2025: The month of November continues with students getting close to finishing up the Fall session, preparing for presentation, turning assignments and studying for finals, as I see and remind my grandchildren, question them along with other students attending TOCC how they are doing thus far and if they are ready for finals, etc. November was also filled with traditional events such as our annual Limosan along with a short but family oriented Thanksgiving break to spend time with family and friends for both students, staff and instructors. ➢ The following are meetings and events I attended during the month of November: o Weekly ALT Meeting on Monday afternoons o Himdag Committee Meeting- Every other Monday o ALT Meeting- 11/5/2025 (Wednesday) o Food Program Manager Interview- 11/6/2025 o Residence Life Meeting- 11/7/2025 o Meal Distribution Drive- 11/18/2025 o Pow Wow/Kehina Debriefing- 11/19/2025 o Meeting w/President- 11/19/2025 o TOCC Board of Trustees Meeting- 11/20/2025 o TOCC Limosan- 11/20/2025 o TOCC Limosan Feeding- 11212-025TOCC o All Staff Meeting (virtually)- 11/21/2025 o Thanksgiving Break- 11/27-28/2025 ➢ Quick highlights on a few meetings and events attended: o As part of the Himdag Committee I was able to assist with the Limosan set up and attended the Rosary. There was a change in the location to set up which is something that has been recently decided on is to rotate our events between the Wiṣag Koṣ Maṣcamakuḍ, and S-Cuk Du'ag Maṣcamakuḍ . This year Limosan was done at the Wisag Kos Campus. o I also continue to work on reconciling the Student Life Credit Card statement by ensuring that I have received all the receipts and they are all going through the requisition system and preparing my reconciliation reports for the Finance Department each month. I have completed and submitted my

	reports for July and August for FY26. I am close to completing September statement and should have October and November during the fall break. ➢ I also continue to meet and work with the Food Program, Security, Wellness/Athletic Program and the Residence Life staff on projects and events they are working on, making sure they have all the resources they need to complete projects.
Food Program Information	Just a few of highlights in regards to the Food Program: o The Food Program continues in providing Breakfast, Lunch and Dinner (residence only) at S-Cuk Du'ag Maṣcamakuḍ and Breakfast and lunch at Wiṣag Koṣ Maṣcamakuḍ, o An Interview was scheduled for the Food Program Manager which is a new approved position for the Food Program. Recommendation was made to hire or move Gracie Garcia into the Manager position. She moved into her new position on December 1, 2025. o The other two positions that will need to be finalized and filled are the Lead Cook and Assistant Cook positions, which should be done before the end of the calendar year. o On Tuesday, November 18, 2025 the Food Program initiated a Meal Assistance Drive-thru event for nation's community members at 2 locations, the Tohono Kosin in Sells and Schuk Toak District on the S-Cuk Du'ag Campus. The results of the Meal Distribution was: **Tohono Kosin:** 288 meals distributed **Schuk Toak District:** 127 meals distribute **Total Meals Distributed:** 415 meals The Food Program had assistants from other divisions and dorm students. I also was able to assist and received many gratitude comments from community members for the free food and wanting to know when we will be having another event. I've attached the flyer.
Community relations and outside college contacts	All areas of Student Life as well as the Athletic/Wellness Program have been collaborating with other programs on and off the nation as well as the community and other TOCC departments.

Briana Hudgins, Residence Life Coordinators (RLC)
Key Issues/Items addressed in 2025 November

Issues/Items	**Actions/Assessment**
Current Residents	- 3 residents and 1 non-resident were involved in an unauthorized guest. Resident 1 was given verbal warning, Resident 2 was removed from the dorm, and Resident 3 was placed on residency probation. - 1 resident notified RLC of voluntarily moving-out. The reason is unknown. - There are currently 27 residents (11 female, 16 male) in the dorms. - 9 resident vehicles have been registered with RLC and Security. RLC will begin assigning parking permits.
Preparation of Physical Structures	- Minor repairs entered into the School Dude program and are quickly addressed and resolved. - A/C units in the Men's, Staff Housing, and Women's dorm are continuously blowing warm air. Temporary window units have been installed until facilities can begin repairs. - Projected A/C installation dates 12/8 - 1/ 9, main contact Josh Lopez.

Residence Life Coordinator	- RLC has been meeting with the Director of Student Life weekly to discuss student updates on upcoming events, student resident probation and disciplinary actions. - RLC has been meeting with the Student Success Coordinator to discuss residents' academic warnings/Student of Concern. - RLC assisted in facilitating the Meal Assistance 11/18 at Main Campus. 6 residents volunteered their time. - Past Resident Events & Outings: 1. November 25: U of A vs Baylor Football 2. December 1: Resident Movie Night/Hot Cocoa Mixer 3. December 2: Ornament Decorating December 3: Cookie Decorating
Resident Assistants	- RA Concerns: 1. Cleaning Tasks - RAs will notify residents of any cleaning violations and give a 24- Hour period for residents to resolve cleaning violations. IF the task is not completed, the resident will be FINED.

Drew Harris- Athletic/Wellness Manager

Key Issues/Items addressed in 2025 November

Issues/Items	**Actions/Assessment**
Working status	a) As of today overall registrants to the Apedag Ki is 329. b) In the month of October 0 new registrant have signed up to the Apedag Ki: c) Overall user traffic in the month of October was 197. Within the 197 users there were 26 Community members, 29 Employees, and 73 Students who utilized the Apedag Ki: d) Social Media- Instagram: 831 Followers as of November 71 new Followers. Facebook: 3,366 Followers and 3,190 Likes.
Coaching and Recruiting	a) In November, the XC program offered 5 Seniors at Baboquivari High School a Letter of Interest at their Senior Night for Cross-Country. Official LOI's have been sent out in November. 2 have officially signed. b) The XC program held a team meeting to discuss who will return and who will not be. 5 will be returning and 3 will not be. c) The XC program ended their season in October. It was successful as all 8 of the runners ended the Regional Championship with a Personal Best (PB) time.
Scheduling	a) The Apedag Ki: current schedule is 6:30am-6:30pm. b) December gym closers will be DEC. 11th & 12th. Also the week of Dec 22nd & Dec 29th. Return opening on January 5th. a) The Athletic/Wellness Manager is working with TCU Esports League to develop the TCU Esports League Season Schedule in January.
Academics	a) The Athletic/Wellness Manager is working on developing criteria the TOCC Esports team academic eligibility requirements to join the team. An onboarding packet for individuals who want to join the team is being developed. b) XC team has been notified that they must enroll in the Spring Semester Full-time to continue to abide by their scholarship.
Administration	a) The Athletic/Wellness Manager worked with the contracted digital artist to develop the official TOCC Esports Team logo. Athletic/ Wellness Manager submitted the New Logo Form and is awaiting next approval step in the process.
Wellness	a) Starting in the Spring semester the Wellness classes will be downsized. Very little to no participation has happened with almost all the wellness classes offered. The

	Wellness staff has tried many different times and classes that have been met with no interest. b) The Athletic/Wellness Manager is now working on a different plan of wellness engagement. Community events on the other hand will remain and have had some success.
Budget/Fundraising	a) The TOCC Athletics fundraiser is complete and the Athletics department is awaiting TOCC Fundraiser account information to make transfer. A total of $3,750 was raised.
Outreach/Community Service	a) In November, the Wellness Team hosted a 3-day Native American Heritage Month (NAHM) Event. The Wellness team collaborated with TON Cultural museum, Local TOKA Community Teams, and Local Native Women Owned Massage Therapy Company.

Valentine Lee and Anne Miguel- Lead & Co-Lead Security

Key Issues/Items addressed in 2025 November

Issue/Items	**Actions/Assessment**
Student Issue/Disciplines	o 1 Student received a letter to vacate from RL another student placed on RL Probation for violating RL and Student Policy. o Student concern regarding transportation policy for medical situations.
Incidents reports	o Students found in a restricted area of Co-Ed Dorm. Same students were in restricted area and visiting during no visiting hours later in the month. o Report documented for missing items/furniture in the Patio
Security Staff	o Daily logs and incident reports forms were revised last month. There are some minor issues that should resolve itself. o Security assisted: Kitchen staff with a Meal Assistance Drive-Thru at S-cuk Doag and Wisog Kos campus. This event provided a meal to community members during the government shutdown. o 3 Security members assisted the O'odam Ni Oki Ki with the first Powwow, social gathering at TOCC, o 2 security personnel assist Operations office in driving TOCC vehicles for service in Tucson, o Veterans Recognition Day, was held virtually and in person. Security was able to raise the flag prior to the ceremonies. o All security employees attend the mandatory Security Meeting. RLC attended and updated Security of the cancelation of overnight visiting and change of hours for visiting. There will be no visiting from 6:00 pm to 8:00 am during the week and no visiting on weekends. o 2 Security personnel attended the Search Committee Training o 1 Security member assisted Office of Emergency Management with sorting and issuing out boxes of food to Nations members.



MEAL ASSISTANCE DRIVE-THRU

Due to the ongoing government shutdown and recent issues affecting SNAP and EBT benefits, TOCC will be hosting a Free Meal Distribution Event to support families experiencing food insecurity.
We will be providing **Bean and Cheese Popover (1) and Drink (1) per person** to families in need of meal assistance.
Together, we can support our community during this challenging time.

When: Tuesday, November 18, 2025
Time: 4:30 PM - 6:30 PM

Locations

Schuk Toak District
TOCC Main Campus

Sells District
Tohono Kosin @ Bashas' Plaza

For more information, please contact Gracie Garcia at (520)479-2300 or ggarcia@tocc.edu