

**I. OPENING MEETING** *(Suggested 3 minutes)*

- a. Roll Call
  - i. Jason Ramos
  - ii. Jace Baldosser
  - iii. Michael Shackleford
  - iv. Kelsay Shackelford
  - v. Michele Johnson
- b. Moment of Silence
- c. Special presentations and acknowledgements
  - i. Presentation of an American flag, pole, and stand to the BOE from American Legion Auxiliary Arcata Unit #274
- d. Pledge of Allegiance

*Roll Call is mandatory, but the moment of silence and the pledge of allegiance are optional. The moment of silence is typically used to acknowledge a loss, a tragic event, or anything the BOE feels it should respectfully acknowledge in a public forum.*

**II. REPORTS**

- a. The Executive Director's Report *(Suggested 3 minutes)*
  - i. Update on STEP Grant
  - ii. Update on Pathmakers Grant
  - iii. Update on Air Quality Curriculum Grant
- b. Financial Reports *(Suggested 3 minutes)*
  - i. STEP Financial Reports – Accounting
  - ii. Pathmakers Financial Reports – Budget, Expenditures, Carryover Request
- c. Marketing & Communications Report *(Suggested 3 minutes)*

**III. PUBLIC COMMUNICATIONS** *(Maximum 30 minutes allowed by policy)*

A member of the public (speaker) may address the Board during the Public Communications section of the BOE Agenda. Comments by public speakers made during the Public Communications will be limited to items on the BOE Agenda or items within the jurisdiction of the Board. The number of speakers who speak during Public Communications will not exceed ten. A speaker, in lieu of speaking during Public Communications, may speak during an agenda item. Comments during an agenda item will be limited to the topic of the agenda item. Speakers may register to speak by calling the Acting Clerk of the Board at 668-5101 x1057 by noon on the day of the BOE meeting, or they may register at the location of the BOE meeting until 10 minutes before the meeting begins. When registering to speak, a speaker will identify the topic the speaker wishes to address. A speaker's comments at a meeting will not exceed 3 minutes, will be limited to the registered topic, and will not include personnel matters concerning TEA or Tribal employees and/or matters that would violate the privacy of students. Speakers will provide (7) copies of any handouts to the Acting Clerk of the Board for distribution at the Board table. For more information and restrictions, please see BOE policy Section 1402.6 *Board of Education Agendas, Calendars, & Meetings*.

Board of Education Minutes  
Blue Lake Rancheria Tribal Education Agency  
Tuesday, August 18, 2020 – 7PM  
Zoom Online Meeting  
Blue Lake, CA

IV. **CONSENT AGENDA** *(Suggested x minutes – 2 minutes per item)*

V. **ITEMS REQUIRING BOARD ACTION OR DISCUSSION**

- a. Blue Lake Elementary School Covid-19 closure – BLR Response

VI. **MISCELLANEOUS** *(Suggested 2 minutes)*

- a. Approval of DRAFT BOE Meeting Minutes of 02/11/2020
- b. Approval of DRAFT BOE Professional Development Training Meeting Minutes of 3/7/2020

VII. **NEW BUSINESS** *(Suggested 10 minutes)*

VIII. **AJOURNMENT**

**Blue Lake Rancheria Tribal Education Agency Five-Year Plan<sup>1</sup>**

Program Names & Priorities		Blue Lake Elementary School District Assistance Program	Post-Secondary Tribal Scholarship Program	2018 NYCP Pathmakers Grant	Toma Resilience Campus - EDA Grant	2019 TEA STEP Development Grant	CARB Air Quality Grant	<b>2020 TEA 3YR STEP Grant - R3E &amp; MYA</b>	RCOP Creation & Accreditation Priority	Toma Resilience Campus Regional Occupational Center & Program	<i>TEA Toma HS Academies (Native Heritage &amp; Vocational Focus)</i>	<i>Blue Lake Early Childhood Development Center</i>
Age Group / Grades Served		Grades K-8	HS Grads thru Post-Graduate	Grades K - 12	No direct services to students <sup>2</sup>	No direct services to students	Grades 6 - 12	<i>No direct services to students</i>	No direct services to students	Grades 10-12 & Adults 18+	<i>Grades 9 - 12</i>	<i>Birth thru Pre-K</i>
Funding Responsibility		(Tribally Funded)		(Federal Grant Funding)			<i>(pending)<sup>3</sup></i>	(Tribally Funded)	Multi-Funded	<i>Multi-Funded</i>	<i>Multi-Funded</i>	
Status	Date Range											
Completed	10/2015 - 09/2016	1.0 FTE	HS Grad, Undergrad, and Post-Grad Scholarships									
Completed	10/2016 - 09/2017	1.0 FTE	HS Grad, Undergrad, and Post-Grad Scholarships									
Completed	10/2017 - 09/2018	1.0 FTE	HS Grad, Undergrad, and Post-Grad Scholarships									
Completed	10/2018 - 09/2019	1.0 FTE	HS Grad, Undergrad, and Post-Grad Scholarships	Year 1	Year 1							
Current Year	10/2019 - 09/2020	1.0 FTE	HS Grad, Undergrad, and Post-Grad Scholarships	Year 2	Year 2	Single Year						
	10/2020 - 09/2021	1.0 FTE	HS Grad, Undergrad, and Post-Grad Scholarships	Year 3	Year 3	Extended - Covid-19 pandemic	Year 1	<i>Year 1</i>	Year 1			
	10/2021 - 09/2022	1.0 FTE	HS Grad, Undergrad, and Post-Grad Scholarships	Year 4	Year 4		Year 2	<i>Year 2</i>	Year 2			
	10/2022 - 09/2023	1.0 FTE	HS Grad, Undergrad, and Post-Grad Scholarships				Year 3	<i>Year 3</i>		Year 1 Adults 18+ w/focus on ages 18 - 21 & Training Seminars		
	10/2023 - 09/2024	1.0 FTE	HS Grad, Undergrad, and Post-Grad Scholarships							Year 2 Expansion to include HS grades 11 & 12	<i>Transition Period</i>	<i>Concept Investigation &amp; Planning</i>
	10/2024 - 09/2025	1.0 FTE	HS Grad, Undergrad, and Post-Grad Scholarships							Full Implementation	<i>All Four Grades</i>	<i>Concept Investigation &amp; Planning</i>

<sup>1</sup> The Blue Lake Rancheria Tribal Education Agency Five Year Plan will show four prior years plan activities, the current year, and five years out past the current year, for a total of ten years.

<sup>2</sup> No direct services to students programs are specifically for building construction, program research & development, and TEA capacity building.

<sup>3</sup> Pending refers to the 2020 Grant Competition - funding is unknown until late September 2020

Program Area Goals Priorities

Goals By Program & Priority	Description	Blue Lake Elementary School District Assistance Program	Post-Secondary Tribal Scholarship Program	2018 NYCP Pathmakers Grant	Toma Resilience Campus - EDA Grant	2019 TEA STEP Development Grant	CARB Air Quality Grant	2020 TEA 3YR STEP Grant	RCOP Creation & Accreditation Priority	Toma Resilience Campus Regional Occupational Center & Program	TEA Toma HS Academies (Native Heritage & Vocational Focus)	Blue Lake Early Childhood Development Center
<b>1.0 Administrative Capacity Building</b>												
<b>1.1 Board of Education</b>												
1.1.1	BOE Member Training, Development & Recruitment					x						
1.1.2	TEA Long Term Planning & Goal Development					x		x				
1.1.3	Parents Advisory Council to the BOE			x		x					x	
1.1.4	Community in Schools Development							x				
1.1.5	Coordination of BLR Tribal Services & Programs (Transit, Food Sov, Energy)			x		x		x	x	x	x	x
1.1.6	HS Academies Concept Exploration & Development							x				
<b>1.2 Education Code</b>												
1.2.1	Code Development & Adoption					x			x			
1.2.2	On-going Revisions for program expansions		x					x	x			
<b>1.3 Joint Powers Authority</b>												
1.3.1	Agreement Development & Implementation					x			x	x		
1.3.2	Employers Advisory Council					x		x		x	x	
1.3.3	Regional Occupational Center & Program Oversight					x			x	x		
<b>1.4 TEA &amp; Toma Resilience Campus Administration</b>												
1.4.1	TEA Administrative SOPs <sup>1</sup>					x			x			
1.4.2	TEA Facility Management & Use SOPs					x			x			
1.4.3	TEA Pupil Information & Enrollment Accounting Capacity Building					x						
1.4.4	Toma Management Plan Development (HR, Facility Use, & Marketing Strategies)					x						
1.4.5	Income Generating Programs: Café, Retail Space, Makerspace, Construction Program, & On-line Catalog (Program Sustainability)									x		
1.4.6	HS Academies Concept Exploration & Development							x			x	
<b>1.5 Operational - Campus Construction</b>												
1.5.1	Makerspace / Shop Space Design & Curriculum Development			x	x			x		x	x	
1.5.2	Commercial Grade Teaching Kitchen & Cafe (Culinary Prog)				x					x	x	
1.5.3	Business Center & Computer Lab				x					x	x	
1.5.4	Classrooms & Seminar Spaces				x					x	x	
1.5.5	Retail Store Space				x			x	x	x	x	
<b>1.6 Community In Schools</b>												
1.6.1	Career Closet coordination							x		x	x	
1.6.2	Social Emotional Support System	x										
<b>2.0 Elementary School Programs</b>												
<b>2.1 Classroom Support</b>												
2.1.1	Teaching Staff	x										
2.1.2	Classroom Support Staff			x								
<b>2.2 Continue &amp; Expand upon Pathmakers Program</b>												
2.2.1	Culturally responsive curriculum	x		x								
2.2.2	STEAM project-based learning curriculum	x		x								
<b>3.0 Secondary School Programs</b>												

Program Area Goals Priorities

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<b>3.1 Continue &amp; Expand upon Pathmakers Program</b>												
3.1.1	Project Lead the Way for grades 6 - 8	x										
3.1.2	Technology Rich Classrooms Professional Development	x						x			x	
3.1.3	Environmental Sciences & Renewable Energy Programs			x			x			x	x	
3.1.4	Teaching Staff			x								
3.1.5	Classroom Support Staff			x			x					
<b>3.2 CTE Pathways &amp; Workforce Development</b>												
3.2.1	Modern Youth Apprenticeships							x			x	
3.2.2	Designated Subject Credentials CTE Teacher Recruitment Program							x	x	x		
3.2.3	The Six Primary Industry Sectors of Focus for BLR - development & alignment with LEAs											
3.2.3.1	Building & Construction Trades			x				x			x	
3.2.3.2	Business & Finance							x			x	
3.2.3.3	Energy, Environment, & Utilities			x			x	x			x	
3.2.3.4	Health Science & Medical Technology							x			x	
3.2.3.5	Hospitality, Tourism & Recreation							x			x	
3.2.3.6	Manufacturing & Product Development			x				x			x	
<b>3.3 Toma Resilience HS Academies</b>												
3.3.1	Academies Concept Exploration & Development							x			x	
3.3.2	Academies Enrollment & Implementation										x	
<b>4.0 Post-Secondary Programs</b>												
<b>4.1 Higher Education</b>												
4.1.1	Undergraduate Scholarship Program		x									
4.1.2	Post-Graduate Scholarship Program		x									
4.1.3	Research Internship & Fellowship Program		x									
<b>4.2 Vocational Education</b>												
4.2.1	Modern Youth Apprenticeships Transition Program		x					x		x	x	
4.2.2	Program Development & Expansion with College of the Redwoods		x					x		x	x	
4.2.3	Employers Advisory Council ongoing input on local Workforce needs		x			x		x		x	x	
<b>4.3 Lifelong Learning Programs</b>												
4.3.1	Adult Basic Education (ABE) Program		x							x		
4.3.2	General Education Development (GED) Program - Equivalency Certificate		x							x		
4.3.3	Small Business Development Center - Toma Resilience Campus Incubator									x		
4.3.4	ACT WorkKeys National Career Readiness Certificate									x		
<b>5.0 Early Childhood Development Program</b>												
<b>5.1 Program Concept &amp; Design Investigation</b>												
5.1.1	Montessori Method evaluation											x
5.1.2	Waldorf Method evaluation											x
5.1.3	Reggio Emilia Method evaluation											x
5.1.4	Concept Evaluation & Decision											x
<b>5.2 Facility Research &amp; Design</b>												
5.2.1	Location & Construction											x

Program Area Goals Priorities

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5.2.2	FFE based on program design											x
<b>5.3 Staffing Recruitment &amp; Training</b>												
5.3.1	Identify Program Leadership & Train Recruit Native American persons											x
5.3.2	interested in being trained in chosen program methodologies as Pre-K teachers									x		x

**Blue Lake Rancheria**  
Statement of Revenues and Expenditures - Unposted Transactions Included In Report  
03 - Grants from other agencies  
281 - TribalEduc Dev Prj#S415A190001  
From 8/1/2019 Through 7/31/2020

		YTD Budget - Original	Current Year Actual	YTD Budget \$ Variance - Original
<b>Revenues</b>				
Grants from other agencies rev	4200	156,116.00	33,528.00	(122,588.00)
<b>Total Revenues</b>		<u>156,116.00</u>	<u>33,528.00</u>	<u>(122,588.00)</u>
<b>Expenditures</b>				
Wages	5001	54,500.00	18,225.95	36,274.05
Bonus/Merits	5002	0.00	1,075.90	(1,075.90)
Covid Pay	5003	0.00	480.00	(480.00)
Social Security Tax	5102	3,379.00	1,226.51	2,152.49
Medicare Taxes	5103	791.00	286.85	504.15
Federal Unemployment Taxes	5104	840.00	23.29	816.71
State Unemployment Taxes	5106	1,853.00	131.87	1,721.13
Worker's Comp Expenses	5109	2,633.00	694.30	1,938.70
Health Insurance	5111	7,944.00	3,398.57	4,545.43
Retirement Expense	5116	4,360.00	1,525.29	2,834.71
Travel/Registration	5140	584.00	2,145.26	(1,561.26)
Supplies	5211	0.00	36.03	(36.03)
Fuel	5280	0.00	10.00	(10.00)
Consultant Fees	5300	50,000.00	0.00	50,000.00
Fees Membership/License/Applic	5360	6,175.00	0.00	6,175.00
Indirect Cost Pool Expense	6000	23,057.00	6,276.54	16,780.46
<b>Total Expenditures</b>		<u>156,116.00</u>	<u>35,536.36</u>	<u>120,579.64</u>
<b>Revenue over (under) expenditures</b>		<u>0.00</u>	<u>(2,008.36)</u>	<u>(2,008.36)</u>

Blue Lake Rancheria  
Tribal Education Agency  
NYCP Pathmaker Program Grant  
Budget Period Overview

	10/01/2018 - 09/30/2019		10/01/2019 - 09/30/2020		10/01/2020 - 09/30/2021		10/01/2021 - 09/30/2022		10/01/2018 - 09/30/2022	
Resource Categories	Dept of ED Approved		Dept of ED Approved		Dept of ED Approved		Dept of ED <i>Unapproved</i>		Original Total Budget	Revised Total Budget
	Original Yr 1 Budget	Revised Yr 1 Budget	Original Yr 2 Budget	Revised Yr 2 Budget	Original Yr 3 Budget	Revised Yr 3 Budget	Original Yr 4 Budget	Revised Yr 4 Budget		
Salary	\$ 75,000	\$ 136,472	\$ 77,250	\$ 123,737	\$ 79,568	\$ 153,373	\$ 81,955	<b>\$ 81,955</b>	\$ 313,773	\$ 495,537
Fringe	33,488	46,636	34,492	41,400	35,527	59,596	36,593	<b>36,593</b>	140,100	184,225
Travel	4,698	4,698	4,839	4,839	4,984	4,984	5,133	<b>5,133</b>	19,654	19,654
Equipment		17,000							-	17,000
Supplies	3,500	3,500	3,605	3,605	3,713	2,200	3,825	<b>3,825</b>	14,643	13,130
Contractual	520,784	455,064	413,093	395,041	407,383	331,413	417,675	<b>417,675</b>	1,758,935	1,599,193
Other	22,000	4,218	22,660	2,660	23,340	2,435	24,040	<b>24,040</b>	92,040	33,353
Indirect	62,396	54,278	64,268	48,925	66,196	66,710	68,182	<b>68,182</b>	261,042	238,095
	<b>\$ 721,866</b>	<b>\$ 721,866</b>	<b>\$ 620,207</b>	<b>\$ 620,207</b>	<b>\$ 620,711</b>	<b>\$ 620,711</b>	<b>\$ 637,403</b>	<b>\$ 637,403</b>	<b>\$2,600,187</b>	<b>\$2,600,187</b>
<b>Running Budget Totals</b>	<b>\$ 721,866</b>		<b>\$1,342,073</b>		<b>\$ 1,962,784</b>		<b>\$ 2,600,187</b>			



Year 1 Budget Period 10/01/2018* - 09/30/2019										Year 2 Budget Period 10/01/2019 - 09/30/2020			
	2019												2019 Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Salary	5,163.47	2,884.62	3,857.87	7,400.50	7,787.33	13,707.14	23,567.78	14,399.56	8,921.12	17,307.89	23,251.21	13,200.31	141,448.80
Fringe	2,811.49	1,775.20	1,508.34	2,384.13	1,434.40	2,068.49	4,750.94	3,362.11	2,548.78	4,354.96	5,663.50	4,192.47	36,854.81
Travel						977.57	177.76		230.17	651.11		150.00	2,186.61
Equipment				17,000.00									17,000.00
Supplies		41.50	699.92	827.33	1,245.35	15,957.17	1,007.44	583.26	2,075.09	949.29	1,252.46	139.25	24,778.06
Contractual	26,599.25	40,680.13	12,182.09	42,281.56	25,953.55	17,626.08	23,162.00	20,623.10	20,352.96	12,886.49	1,000.00	14,324.74	257,671.95
Other	(633.53)	4.77		1,650.00	1,165.48	(104.15)		50.00	150.00	(1,318.00)			964.57
Indirect									40,862.63				40,862.63
<b>Grand Total</b>	<b>33,940.68</b>	<b>45,386.22</b>	<b>18,248.22</b>	<b>71,543.52</b>	<b>37,586.11</b>	<b>50,232.30</b>	<b>52,665.92</b>	<b>39,018.03</b>	<b>75,140.75</b>	<b>34,831.74</b>	<b>31,167.17</b>	<b>32,006.77</b>	<b>521,767.43</b>

\*There were no expenditures posted prior to 01/01/2019

Year 1 Budget Period Expenditures	423,761.75	Yr 2 - 1st Qtr Expenditures	98,005.68	521,767.43
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	2019	2020								2020 Total	Grand Total
		1	2	3	4	5	6	7*	8*		
Salary	141,448.80	15,379.77	15,777.03	13,056.54	8,882.94	9,688.45	5,801.69			68,586.42	210,035.22
Fringe	36,854.81	4,315.94	3,993.37	3,667.69	3,190.74	2,929.42	2,098.40	1,399.96		21,595.52	58,450.33
Travel	2,186.61	851.73	1,625.35	209.88	94.00		72.23			2,853.19	5,039.80
Equipment	17,000.00										17,000.00
Supplies	24,778.06	1,768.16	576.25	640.30	645.42	157.51	36.18	1,450.00		5,273.82	30,051.88
Contractual	257,671.95	75,991.06	11,559.81	57,136.58	20,015.84	12,309.27	22,056.07	10,000.00	6,500.00	215,568.63	473,240.58
Other	964.57		153.00							153.00	1,117.57
Indirect	40,862.63										40,862.63
<b>Grand Total</b>	<b>521,767.43</b>	<b>98,306.66</b>	<b>33,684.81</b>	<b>74,710.99</b>	<b>32,828.94</b>	<b>25,084.65</b>	<b>30,064.57</b>	<b>12,849.96</b>	<b>6,500.00</b>	<b>314,030.58</b>	<b>835,798.01</b>

\* Don't have full numbers for expenditures for July & August as not all payroll related expenditures have been transferred

Yr 2 - Total Expenditures to Date	412,036.26	-
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Office of Indian Education Budget Revision Form  
**Worksheet for Budget Revisions**  
**FY 2020-21 Budget Revision**

Grantee Number: S299A180007      Date: 04/28/2020  
 Director: **Alison Robbins**

**Step One: Enter Grant Award Amount in yellow cell**      \$ 620,711.00

**Step Two: Enter data below. Calculations will be automatic.**

Budget Category	Original Budget (Yr. 3) 10/01/20 - 09/30/21	Increase (+) or Decrease (-)	Revised Budget	Carryover (Yr. 2 Budget) 10/01/19 - 09/30/20	Revised Budget with Carryover 10/01/20 - 09/30/21
Personnel	\$ 79,568.00	\$ 73,805.00	\$ 153,373.00	\$ 22,281.00	\$ 175,654.00
Fringe Benefits	\$ 35,527.00	\$ 24,069.00	\$ 59,596.00	\$ 1,840.00	\$ 61,436.00
Travel	\$ 4,984.00	\$ -	\$ 4,984.00	\$ 400.00	\$ 5,384.00
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies	\$ 3,713.00	\$ (1,513.00)	\$ 2,200.00	\$ 15,200.00	\$ 17,400.00
Contractual	\$ 407,383.00	\$ (75,970.00)	\$ 331,413.00	\$ 60,058.00	\$ 391,471.00
Other	\$ 23,340.00	\$ (20,905.00)	\$ 2,435.00	\$ 1,000.00	\$ 3,435.00
Indirect Charges (29.97 %)	\$ 66,196.00	\$ 514.00	\$ 66,710.00	\$ 12,204.00	\$ 78,914.00
<b>Total Costs</b>	<b>\$ 620,711.00</b>		<b>\$ 620,711.00</b>	<b>\$ 112,983.00</b>	<b>\$ 733,694.00</b>

**Step Three: Check your work**      Is column's total equal to amount in yellow box above?      this column should show "-" for total Negative #'s in ( )      Is column's total equal to amount in yellow box above?      This column is carryover from previous years      This column is the total Carryover and FY19 Full Award

**Step Four: Fill out sheet2 for Budget justification. You can also provide narrative on word document.**

**Step Four: save and submit:via email to Bianca.Williams@ed.gov using subject line "Budget Revision for [Grant #S299A18007]**

Blue Lake Rancheria Tribal Education Agency

Toma Resilience Campus

**Regional Occupational Center & Program**

*Certification Programs in the following industry areas:*

- Building & Construction Trades*
- Business & Finance*
- Energy, Environment, & Utilities*
- Health Science & Medical Technology - Patient Care Technician, Medical Assistant, Medical Front Office, Dental Assisting*
- Hospitality, Tourism & Recreation - Culinary Arts Degree & Restaurant Occupations*
- Manufacturing & Product Development*
- Adult Basic Education (ABE) Program*
- General Education Development (GED) Program - Equivalency Certificate*
- ACT-licensed test center for The ACT WorkKeys National Career Readiness Certificate*

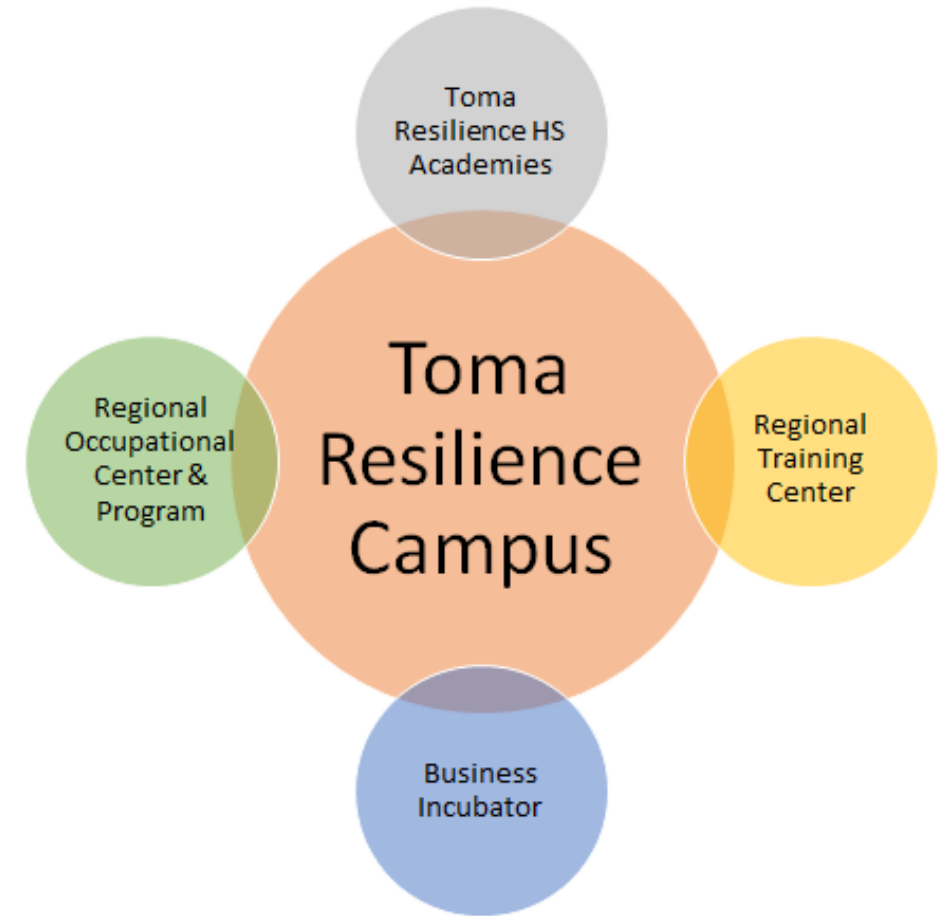
**Resilience Training and Innovation Center**

*Capacity Building Training Programs in for governments, non-profits & private industry:*

- Emergency preparedness*
- Lifeline sectors (e.g., power, water, food, transportation, communication)*
- Community Planning and Capacity Building*
- Health & Social Services development and recovery*
- Natural and cultural resources development and recovery*
- Continuity of Operations*
- Clean energy skill sets (technology and operations)*
- Economic development and recovery*
- Infrastructure development and protection*
- Other skill building (e.g., GIS, career readiness, environmental literacy, civic engagement activities)*

**Business Incubator**

- Low-cost amenities to start-ups & enterprises in early stages of development*
- Resilience Store*
- Innovation Kitchen & Café*
- Makerspace*
- Strategic Partner Network*



**Toma Resilience HS Academies**

- Culturally responsive core academic: English, Integrated Math, Physical & Social Sciences*
- Native Language Mastery in Yurok*
- Native Cultural "Maker" Workshops*
- Focus on Six Primary CTE Industry Sectors:*
  - Building & Construction Trades*
  - Business & Finance*
  - Energy, Environment, & Utilities*
  - Health Science & Medical Technology*
  - Hospitality, Tourism & Recreation*
  - Manufacturing & Product Development*

## Budget Narrative

Budget Categories	Project Year 1 10/1/2020	Project Year 2 10/1/2021	Project Year 3 10/1/2022	Total
<b>1. Personnel</b>	\$ 53,382	\$ 55,417	\$ 57,668	\$ 166,467
Base Salary	52,617	54,196	55,822	162,635
Bonus / Merit Pay	765	1,221	1,846	3,831
<b>2. Fringe Benefits</b>	\$ 22,222	\$ 23,017	\$ 23,899	\$ 69,138
Social Security	3,310	3,436	3,575	10,321
Medicare Taxes	774	804	836	2,414
Federal Unemployment Taxes	840	840	840	2,520
State Unemployment Taxes	476	476	476	1,428
Worker's Comp Expenses	1,874	1,945	2,024	5,843
Health Insurance	10,677	11,083	11,534	33,294
Retirement Expense	4,271	4,433	4,614	13,318
<b>3. Travel</b>	\$ 2,300	\$ 2,363	\$ 2,426	\$ 7,089
Travel - Director's Meeting	2,100	2,163	2,226	6,489
Quarterly Mileage/ Fuel Fleet Car	200	200	200	600
<b>4. Equipment</b>	\$ -	\$ -	\$ -	\$ -
<b>5. Supplies</b>	\$ 1,200	\$ 175	\$ 175	\$ 1,550
<b>6. Contractual</b>	\$ 13,500	\$ 68,850	\$ 65,475	\$ 147,825
HCOE	4,500	2,250	1,125	7,875
NHUHSD	4,500	2,250	1,125	7,875
CR	4,500	2,250	1,125	7,875
R3E Program Candidate Tuition & Fees		38,100	38,100	76,200
Independent Contractors - Mentor & Supervising Teachers		24,000	24,000	48,000
<b>7. Construction</b>				\$ -
<b>8. Other</b>	\$ 3,925	\$ 4,850	\$ 4,850	\$ 13,625
Background Check	50	600	600	1,250
Internet Services (Zoom Mtg License)	150	150	150	450

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Advertising	125	500	500	<b>1,125</b>
Advisory Council				
Honorariums	3,600	3,600	3,600	<b>10,800</b>
<b>9. Total Direct Costs (line 1-8)</b>	<b>\$ 96,529</b>	<b>\$ 154,672</b>	<b>\$ 154,493</b>	<b>\$ 405,694</b>
<b>10. Indirect Costs</b>	<b>\$ 24,884</b>	<b>\$ 25,721</b>	<b>\$ 26,679</b>	<b>\$ 77,284</b>
29.97%	24,884	25,721	26,679	<b>77,284</b>
<b>11. Training Stipends</b>			<b>\$</b>	<b>-</b>
<b>12. Total Costs (lines 9-11)</b>	<b>\$ 121,413</b>	<b>\$ 180,393</b>	<b>\$ 181,172</b>	<b>\$ 482,978</b>

Personnel

The Project Director employed under this grant project is a current employee of the Blue Lake Rancheria (BLR). They will transition into this positions on 10/01/20. Upon notification of award, the position of Career Readiness Education Program Coordinator will be posted online and in local newspapers, and the new employee will be interviewed, drug tested, background checked, and on-boarded within the first 60 days of the grant budget period.

**Project Director:** This position is a part-time position (.12 FTE), approximately 250 hours, translating to 4 – 6 hours per week. This person is currently the full-time Director of the 2018 NYCP grant, and will transition into a split position, lowering her commitment to NYCP to .88 FTE, or approximately 1,830 hours, or 34 – 36 hours per week to accommodate the oversight of this project’s implementation. This position’s focus will be (1) the supervision of the Career Readiness Education Program Coordinator, (2) leading C-TIE Steering Committee and staff meetings, (3) overall project and budget management, (4) compiling, reviewing, and reporting to the BOE and US Department of ED on a regular basis, and (5) attending all mandatory Directors’

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meetings. Salary budget coming from STEP grant for the STEP Grant Project Director: (Yr. 1) \$9,346; (Yr. 2) \$9,627; (Yr.3) \$9,891 for a total of \$28,864 for all three years.

**Career Readiness Education Program Coordinator:** This position is a full-time position (1.00 FTE), approximately 2,080 hours. The occupant of this position will be the primary staff member who implements Objectives 1 and 2, researching, designing and implementing the two programs (1) Recruit, Retrain, & Retain Educators “R3E” program, and (2) Modern Youth Apprenticeships Academies “MYAA”. It is the Coordinator’s responsibility to ensure all policies, procedures, forms, and communication for these programs straightforward, easy to understanding, and is efficient and clear in its explanations of how program processes work for teaching candidates, and Career Technical Education Vocational Education Plans. The Coordinator will ensure that information provided to R3E candidates, and HS Guidance Counselors & the Humboldt County Workforce Development Pipeline leaders contains thorough descriptions and provides enough detail to make the training, course descriptions, and all program information sharing simple. With assistance and training from HCOE, CR, and NHUHSD staff via contractual agreements, the Coordinator will gather information, analyze it, and develop the strategies for both programs during year 1, implementing them in years 2 & 3. Salary budget coming from STEP grant for the Coordinator is: (Yr. 1) \$44,036; (Yr. 2) \$45,790; (Yr.3) \$47,777 for a total of \$137,604 for all three years.

Total Personnel budget coming from STEP grant: \$166,467

	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Total</b>
<b>1. Personnel</b>	<b>\$ 53,382</b>	<b>\$ 55,417</b>	<b>\$ 57,668</b>	<b>\$ 166,467</b>
Base Salary	52,617	54,196	55,822	<b>162,635</b>
Bonus / Merit Pay	765	1,221	1,846	<b>3,832</b>

## Fringe Benefits

The fringe benefit applied to personnel costs for the Blue Lake Rancheria Tribal Office staff is 40.0 percent (40%) of base salary. Fringe covers all federal, state, and local taxes, health insurance, and retirement benefit costs. The fringe amounts are:

- Project Director: (Yr. 1) \$4,318; (Yr. 2) \$4,428; (Yr.3) \$4,531 for a total of \$13,277 for all three years.
- Career Readiness Education Program Coordinator: (Yr. 1) \$17,904; (Yr. 2) \$18,589; (Yr.3) \$19,368 for a total of \$55,861 for all three years.
- Total Fringe budget coming from STEP grant: \$ 69,138

	Project Year 1	Project Year 2	Project Year 3	Project Total
<b>2. Fringe Benefits</b>	<b>\$ 22,222</b>	<b>\$ 23,017</b>	<b>\$ 23,899</b>	<b>\$ 69,138</b>
Social Security	3,310	3,436	3,575	<b>10,321</b>
Medicare Taxes	774	804	836	<b>2,414</b>
Federal Unemployment Taxes	840	840	840	<b>2,520</b>
State Unemployment Taxes	476	476	476	<b>1,428</b>
Worker's Comp Expenses	1,874	1,945	2,024	<b>5,843</b>
Health Insurance	10,677	11,083	11,534	<b>33,294</b>
Retirement Expense	4,271	4,433	4,614	<b>13,318</b>

## Travel

Travel costs consist of mileage between Tribal lands and various partners for collaborative meetings and trainings. Travel costs also include airfare, per diem, hotel, and ground transportation for attending a mandatory Project Director’s meeting annually.

Total Travel STEP grant budget: \$7,089

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	Project Year 1	Project Year 2	Project Year 3	Project Total
<b>3. Travel</b>	<b>\$ 2,300</b>	<b>\$ 2,363</b>	<b>\$ 2,426</b>	<b>\$ 7,089</b>
Travel - Director's Meeting	2,100	2,163	2,226	<b>6,489</b>
Quarterly Mileage/ Fuel Fleet Car	200	200	200	<b>600</b>

### Equipment

There is no equipment proposed to be purchased through the STEP grant.

### Supplies

Supplies for the project will primarily be purchased in Year 1 and consist of a laptop for the Career Readiness Education Program Coordinator, along with the license fee for the software installed on the laptop. Additional program specific supplies for meeting, and program information dissemination (i.e. printed brochure, and business cards) will be purchased over the course of the project period. All other supplies including staff desks, bookshelves, filing cabinets, phones, chairs, general office supplies like staplers, paperclips, pens, legal pads, and other consumables will be purchased by the Tribe from General Fund resources.

	Project Year 1	Project Year 2	Project Year 3	Project Total
<b>5. Supplies</b>	<b>\$ 1,200</b>	<b>\$ 175</b>	<b>\$ 175</b>	<b>\$ 1,550</b>

### Contractual

BLR will contract with the following people and organizations:

- Humboldt County Office of Education for approximately 100 hours of contract services for TEA capacity building covering the design, implementation and monitoring of R3E and MYAA programs for the amount of \$4,500 during year 1. As the major portion of HCOE's time will be in capacity building during year 1, years 2 & 3 hours are reduced as programs are implemented, and their services reduced to coordination efforts. It is estimated in year



2 that approximately 50 hours of coordination will be needed costing \$2,250. In year 3, after streamlining using continuous improvement monitoring coordination efforts can be further reduced to a total of 25 hours of coordination costing \$1,125. Coordination efforts will be focused on promoting and connecting R3E candidates, and assisting MYAA Guidance Counselors & the CRE Program Coordinator with connecting and managing Modern Youth Apprenticeship partnerships and opportunities. Total contractual funding for HCEO over all three years is \$7,875.

- Northern Humboldt Union High School District and College of the Redwoods will be offered the same contract for the same services as Humboldt County Office of Education at the same rates per year. Each organization would also receive \$7,875
- Various Online Course Providers – Starting in year 2, and continuing in year 3, tuition and fees will be paid for R3E program candidates for online courses need to complete the requirements of their Designated Subject Credential. The proposed budget is based upon similar program fees for the Ventura County Office of Education’s DSC program which come to roughly \$3,175 per candidate. The proposed budget funds 12 candidates in Year 2 for \$38,100, and 12 in Year 3 for an additional \$38,100. Total tuition & fees for R3E program candidates is \$76,200.
- Independent Contractors for Mentor & Supervising Teachers will be paid for their services in mentoring, training, modeling classroom management skills, and adaptive lesson planning as direct services to R3E program candidates. Mentor & Supervising Teachers will be paid \$1,000 per year to provide mentoring and classroom observations while R3E candidates (who are unpaid) lesson plan, and student teach. Mentoring & Supervising Teachers do not provide direct services to students under this program. Their only focus is

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providing feedback and guidance to R3E candidates during their training program. Starting in year 2, the proposed budget funds 12 candidates, each with a Mentor & an in-the-field Supervisory Teacher, who will allow R3E candidates to student teacher certain lessons in their classrooms while they observe and provide instructional coaching. This part of the program only takes place during the regular school year. With the proposed funding of 12 candidates, the cost is \$24,000 per year (12 candidates x \$1,000 per mentor, & \$1,000 per supervisory teacher) or \$2,000 per candidate for 12 candidates. The total amount of independent contracts for mentoring & supervising teachers for the project comes to \$48,000.

Contractual budget coming from STEP grant: \$147,825.

	Project Year 1	Project Year 2	Project Year 3	Project Total
<b>6. Contractual</b>	<b>\$ 13,500</b>	<b>\$ 68,850</b>	<b>\$ 65,475</b>	<b>\$ 147,825</b>
HCOE	4,500	2,250	1,125	<b>7,875</b>
NHUHSD	4,500	2,250	1,125	<b>7,875</b>
CR	4,500	2,250	1,125	<b>7,875</b>
R3E Program Candidate Tuition & Fees		38,100	38,100	<b>76,200</b>
Independent Contractors - Mentor & Supervising Teachers		24,000	24,000	<b>48,000</b>

### Construction

No construction costs are associated with the STEP Development grant budget.

### Other

Other costs are for (1) employees and R3E candidates background checks at \$50 per head, (2) Zoom Meeting internet services license at \$150 per year, (3) local advertising costs for program recruitment totaling \$1,125 over the three years, and (4) the various Advisory Council Honorariums which are budgeted at \$50 per meeting, depending on the full attendance of the meetings, how often they are scheduled to meet the proposed budget is \$3,600 per year, totaling \$10,800 over three years.

Other budget costs coming from STEP grant: \$13,625.

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	Project Year 1	Project Year 2	Project Year 3	Project Total
<b>8. Other</b>	<b>\$ 3,925</b>	<b>\$ 4,850</b>	<b>\$ 4,850</b>	<b>\$ 13,625</b>
Background Check	50	600	600	<b>1,250</b>
Internet Services (Zoom Mtg License)	150	150	150	<b>450</b>
Advertising	125	500	500	<b>1,125</b>
Advisory Council Honorariums	3,600	3,600	3,600	<b>10,800</b>

Indirect Costs

Blue Lake Rancheria’s current negotiated indirect cost rate is 29.97%. The indirect cost rate is valid from 01/01/2020 through 12/31/2020 and was issued by the Department of the Interior as the cognizant agency.

Indirect budget costs coming from STEP grant: \$77,284.

	Project Year 1	Project Year 2	Project Year 3	Project Total
<b>10. Indirect Costs</b>	<b>\$ 24,884</b>	<b>\$ 25,721</b>	<b>\$ 26,679</b>	<b>\$ 77,284</b>

## I. OPENING MEETING

- a. Meeting was called to order at 7:06 PM by Jace Baldosser, Vice-President
- b. Roll Call –
  - i. BOE in attendance: Michele Johnson, Michael Shackelford, Kelsay Shackelford, Jace Baldosser; Absent: Jason Ramos (excused – Rancheria IT upgrade). Quorum established.
  - ii. BOE Staff: Bonnie Mobbs, Alison Robbins
  - iii. Member of the Public Present: David Narum
- c. Pledge of Allegiance – it was noted that there was no flag present in the Tribal Council chambers. *Staff directed to acquire flag for future meetings.*
- d. Special presentations and acknowledgements
  - i. Presentation of the Oath of Office Certificates to BOE – reprinted certificates were signed by those present. Jason Ramos to sign all certificates tomorrow.

## II. REPORTS

- a. The Executive Director's Report
  - i. The prepared report was read. Let it be noted that Higher Ed Scholarship Update was unavailable due to a lack of numbers from external sources on the 8<sup>th</sup> grade scholarship projected recipients for 2020; confirmed dates of BOE Training weekend 3/07/2020 @ 10AM; Info on NYCP & STEP TEA Program Director's meeting 2/17-21 in Denver; New grant from First Nations.
  - ii. Report presented by Bonnie Mobbs, Inter-Executive Director TEA
- b. Financial Reports
  - i. STEP TEA Development Grant – Alison provided the program synopsis which was provided to the Tribal Council January 30. She provided a copy of the budget revision which was submitted in October to US Department of ED. Explanations on why the revision was mandatory due to ED's making a directors meeting mandatory which was not a part of the Notice of Funding Availability (NOFA). Monthly updates on this grant will be provided.
  - ii. NYCP Demonstration Grant: Pathmakers Program – Alison provided the program synopsis which was provided to the Tribal Council January 30. Alison explained the timeframe and fiscal years of the grant which David Narum wrote and was the original Director over. She then provided a summary of year 1's expenditures vs. budget, explaining carryover from year 1, and the combination of the carryover and year 2's budget. She explained the obligations current pending on the grant, and an estimation of a very small carryover of this budget into year 3's

budget which will start 10/01/2020. She pointed out the amount of Indirect which would reimburse the Tribe's general fund.

- iii. Higher Education Scholarship Program - No financial information was available by the time the meeting adjourned. Updates numbers will be available for the March 24<sup>th</sup> BOE meeting.
- iv. First Nations Native Farm to School Program – Alison provided information on a scholarship which David Narum found to supplement the work being done in curriculum and program development for the Pathmakers Program. The scholarship covers all travel and tuition costs for Alison to attend the Native Farm to School Program in Albuquerque, NM. Alison explained that she will be returning with information which will assist in creating a coordinated program with Blue Lake Elementary and NHUHSD for use of the Tribe's greenhouses, hydroponics, and aquaponics equipment provided under the UIHS Food Sovereignty grant. Updates on this program will be provided monthly.

### III. PUBLIC COMMUNICATIONS

David Narum – member of the public; employee of Blue Lake Rancheria, principle grant writer, and education code writer. Speaking about the history of Pathmakers, and extended himself as a resource for the BOE.

### IV. CONSENT AGENDA

- a. Contract with Humboldt County Office of Education (HCOE)
  - i. Contact(s): Bonnie Mobbs, Alison Robbins
  - ii. Purpose: Approval of the negotiated contract (version 1/31/2020) with HCOE for the provision of expert guidance and training, hereby known as the “Tribal Master of Governance Program & Institute for New Board Members” – contract not to exceed \$20,000, funded by STEP TEA Development Grant (Fiscal: 03/281/5300). Draft contract included in BOE Binder.
  - iii. Recommendation: Board approval.
    1. **DISCUSSION**: Jace Baldosser called for discussion. Michael Shackelford asked questions about what HCOE will be providing exactly. Alison explained the need for learning the practical applications of policy and procedures for schools, districts, boards. HCOE will provide training for the BOE and staff on foundational administrative policies and SOPs, as well as working towards the necessary steps to form a Joint Powers Authority.

2. **NOMINATIONS:** Michael Shackelford motions to approve the partnership between the BLR's BOE and HCOE to support BLR's TEA STEP Development grant with the objective of providing foundational guidance. Kelsay Shackelford 2<sup>nd</sup> motion.
  3. **DECISION:** 4-0, motion carries
  4. **ACTION:** Staff is to provide Jason Ramos with the contract for signing, and then provide to HCOE for their signature. Staff instructed to provide future training dates for BOE as soon as they are available.
- b. Contract with Northern Humboldt Union High School District (NHUHSD)
- i. Contact(s): Bonnie Mobbs, Alison Robbins
  - ii. Purpose: Approval of the BOE for staff to pursue contract negotiations with NHUHSD, for guidance in designing supplementary educational programming for Career and Technical Education courses to be offered by the TEA and included in the new Education Code. Contract to assure alignment with and non-supplanting of established programming within NHUHSD. Contract not exceed \$5,000, funded by STEP TEA Development Grant (Fiscal: 03/281/5300).
  - iii. Recommendations: Board approval.
    1. **DISCUSSION:** Jace Baldosser called for discussion. Kelsay Shackelford asked for clarification on what the contract would cover. Alison stated that the contract negotiations will cover the design of the Education Code, policy, and procedures for working with NHUHSD so that courses offered at Toma through the Regional Occupational Center and Program will meet all of the standards for Career and Technical Education career pathways the district must meet in order to issue acceptable credit to students for graduation.
    2. **NOMINATIONS:** Kelsay Shackelford motions to pursue contract negotiations, ensuring the contract is not to exceed \$5,000; Michael Shackelford 2<sup>nd</sup> motion.
    3. **DECISION:** 4-0, motion carries
    4. **ACTION:** Staff is directed to schedule meeting(s) with Roger Macdonald the Superintendent of NHUHSD for contract negotiations. Negotiated contract to be returned to BOE for approval.
- c. Contract with College of the Redwoods
- i. Contact(s): Bonnie Mobbs, Alison Robbins
  - ii. Purpose: Approval of the BOE for staff to pursue contract negotiations with College of the Redwoods, for guidance in designing supplementary educational programming for Career and Technical Education and workforce development

level courses to be offered by the TEA and included in the new Education Code. Contract to assure alignment with and non-supplanting of established programming with CR. Contract not exceed \$10,000, funded by STEP TEA Development Grant (Fiscal: 03/281/5300).

iii. Recommendations: Board approval.

1. **DISCUSSION**: Jace Baldosser called for discussion. Michael Shackelford asked for clarification on what the contract would cover. Alison stated that the contract negotiations will cover the design of the Education Code, policy, and procedures for working with CR so that courses offered at Toma Resilience Campus through the Regional Occupational Center and Program will meet all of the pre-requisite standards for courses, licensure requirements for TEA professors and CR professors providing concurrent credit course in order to issue acceptable credit to students for graduation. Michele Johnson asked if Healthcare courses would be included in the future program design. Alison indicated that had been discussed when CR wrote their letter of support for the initial TEA grant application. Alison anticipates Healthcare to be a priority for program design.
2. **NOMINATIONS**: Michele Johnson motioned to approve the pursuit of contract negotiations with CR for a contract not to exceed \$10,000. Michael Shackelford 2nds.
3. **DECISION**: 4-0, motion carries
4. **ACTION**: Staff is directed to schedule meeting(s) with CR representatives to negotiate the contract. Negotiated contract to be returned to BOE for approval.

**V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION**

- a. Education Code: Article I – General Provisions: Chapter 1
  - i. Contact(s): Bonnie Mobbs, Alison Robbins
  - ii. Purpose: Chapter 1 covers the title of the ordinance, its purpose and intent, and the definitions of specific terms used throughout the rest of the ordinance. The definition section is pending additional terms.
  - iii. Recommendations: Board approval for this Chapter to be sent to HCOE and to legal counsel David Rapport for review. Any changes resulting from the reviews will be brought to the BOE for final approval before being sent to the Tribal Council for adoption as the Education Code ordinance.
  - iv. **DISCUSSION**: Discussion over this Chapter highlighted the need for further discussion with the full Board present as Chapter 1 speaks to the goals and intent

of establishing an Education Code. Jace and Alison both expressed a desire to hear Jason Ramos point of view and that he not be excluded. Michael asked if this was something that could be put off until next meeting so that it could be discussed with the full Board. Jace called for a motion.

- v. **NOMINATIONS:** Michael Shackelford motioned to table further discussion or action by the Board on this Chapter until March 24, 2020 meeting; Kelsay Shackelford 2nd
  - vi. **DECISION:** 4-0, motion carries
  - vii. **ACTION:** Staff will place Article I Chapter 1 on the March 24 agenda.
- b. Education Code: Article I – General Provisions: Chapter 2
- i. Contact(s): Bonnie Mobbs, Alison Robbins
  - ii. Purpose: Chapter 2 covers the authority, application, adoption, and transition guidelines for the Education Code ordinance.
  - iii. Recommendations: Board approval for this Chapter to be sent to HCOE and to legal counsel David Rapport for review. Any changes resulting from the review will be brought to the BOE for final approval before being sent to the Tribal Council for adoption as the Education Code ordinance.
  - iv. **DISCUSSION:** Alison provided information on where the authority listed came from in the Tribe’s constitution, and explained that once the Tribal Council adopts this section of the Code, that the areas highlighted in yellow would be filled in at that time – dates of adoption. Clarification on how the process would follow after the BOE approves this Chapter was requested. Alison explained that the Chapter would be forwarded to HCOE for their review to ensure nothing in this section would prevent the two organizations working together, and that all items were code/policy related, and were not better used as a part of a Standard Operating Procedures (SOP) manual. After HCOE’s review, the President and Vice-President would be briefed on the results and would determine if the item would need to come back to the BOE (if there were significant changes) and put on the next agenda, or if it should be sent to the Tribe’s legal counsel David Rapport. After the review by HCOE and David Rapport it would come back to the BOE who would accept or reject it. Acceptance would send the Chapter on to the Tribal Council for adoption. If rejected it would be sent back to staff with notes on the rejection and the Chapter would be reworked, put through the same process repeatedly until it met acceptance by the BOE for forwarding to the Tribal Council for adoption. Alison explained that all of the Chapters before the BOE this evening would follow the same process.
  - v. **NOMINATIONS:** Kelsay Shackelford motions to send to Chapter 2 to HCOE for their review to begin the process outlined by Alison; Michael Shackelford 2nd



- vi. **DECISION:** 4-0, motion
  - vii. **ACTION:** Staff is directed to send the draft of Article I Chapter 2 to HCOE per the process outlined above, taking all subsequent actions as necessary.
- c. Education Code: Article I – General Provisions: Chapter 3
- i. Contact(s): Bonnie Mobbs, Alison Robbins
  - ii. Purpose: Chapter 3 covers the language of instruction, which is English.
  - iii. Recommendations: Board approval for this Chapter to be sent to HCOE and to legal counsel David Rapport for review. Any changes resulting from the review will be brought to the BOE for final approval before being sent to the Tribal Council for adoption as the Education Code ordinance.
  - iv. **DISCUSSION:** English as the primary language of instruction was discussed, and agreed upon as necessary.
  - v. **NOMINATIONS:** Michele Johnson motions to approve the sending of Chapter 3 to HCOE for review; Kelsay Shackelford 2nd
  - vi. **DECISION:** 4-0, motion carries
  - vii. **ACTION:** Staff is directed to send the draft of Article I Chapter 3 to HCOE per the process outlined earlier in the meeting, taking all subsequent actions as necessary.
- d. Education Code: Article I – General Provisions: Chapter 4
- i. Contact(s): Bonnie Mobbs, Alison Robbins
  - ii. Purpose: Chapter 4 covers the parameters of the Tribal Education Agency, its Boards, and Offices.
  - iii. Recommendations: Board approval for this Chapter to be sent to HCOE and to legal counsel David Rapport for review. Any changes resulting from the review will be brought to the BOE for final approval before being sent to the Tribal Council for adoption as the Education Code ordinance.
  - iv. **DISCUSSION:** Alison provided information on 1401, 1403, and 1404 which was noted to have an incorrect numbering and needed correction. Alison pointed out that the Tribe had an office which handled scholarships, but as the new Regional Occupational Center and Program that was coming with the opening of the Toma Campus, that there would be classes offered that were not considered K-12 classes, and thus would be post-secondary in nature; some classes would thus issue credit acceptable by community and state colleges – CR & HSU. Therefore, it was necessary to have two specific offices (1) dealing with post-secondary education (Section 1403), (2) dealing with academic scholarships (Section 1404), mostly for post-secondary education. Alison pointed out that the Tribal Council had adopted Article I, Chapter 4, Section 1402 to establish the Board of Education.

- v. **NOMINATIONS:** Kelsay Shackelford motions to send Article I, Chapter 4, all sections, to HCOE for review; Michele Shackelford 2nd
  - vi. **DECISION:** 4-0, motion carries
  - vii. **ACTION:** Staff is directed to send the draft of Article I Chapter 4 to HCOE per the process outlined earlier in the meeting, taking all subsequent actions as necessary.
- e. Education Code: Article II – Education Code Revision: Chapter 1
- i. Contact(s): Bonnie Mobbs, Alison Robbins
  - ii. Purpose: Chapter 1 covers the process, initiation, and advertisements surrounding the revision of the Education Code ordinance.
  - iii. Recommendations: Board approval for this Chapter to be sent to HCOE and to legal counsel David Rapport for review. Any changes resulting from the review will be brought to the BOE for final approval before being sent to the Tribal Council for adoption as the Education Code ordinance.
  - iv. **DISCUSSION:** Alison discussed the process of revision to the Education Code, and the need to have these processes in place.
  - v. **NOMINATIONS:** Michele Johnson motions to send Article II Chapter 1 to HCOE for review; Michael Shackelford 2nd
  - vi. **DECISION:** 4-0, motion carries
  - vii. **ACTION:** Staff is directed to send the draft of Article II Chapter 1 to HCOE per the process outlined earlier in the meeting, taking all subsequent actions as necessary.
- f. Education Code: Article II – Education Code Revision: Chapter 2
- i. Contact(s): Bonnie Mobbs, Alison Robbins
  - ii. Purpose: Chapter 2 covers the Committee of the Whole meetings and public hearings involved with revising the Education Code ordinance.
  - iii. Recommendations: Board approval for this Chapter to be sent to HCOE and to legal counsel David Rapport for review. Any changes resulting from the review will be brought to the BOE for final approval before being sent to the Tribal Council for adoption as the Education Code ordinance.
  - iv. **DISCUSSION:** Alison explained the nature of Committee of the Whole meetings and public hearings involved with revising the Education Code. A discussion of public meetings and The Brown Act ensued. Kelsay Shackelford requested more information on public meetings and the requirements of the Brown Act. Jace and Alison discussed how the Education Code is being developed with the spirit of the Brown Act behind its design, but that the Brown Act was not adopted by the Tribal Council and will not be adopted formerly by the BOE since the Tribal Council

hasn't adopted it. Staff suggested The Brown Act be covered in HCOE provided training for the BOE. Kelsay Shackelford stated she would appreciate such training.

- v. **NOMINATIONS:** Michael Shackelford motions to send Article II Chapter 2 to HCOE for review; Kelsay Shackelford 2nd
- vi. **DECISION:** 4-0, motion carries
- vii. **ACTION:** Staff is directed to send the draft of Article II Chapter 2 to HCOE per the process outlined earlier in the meeting, taking all subsequent actions as necessary. Staff will ensure that BOE members training scheduled with HCOE will touch upon The Brown Act per the request of Kelsay Shackelford.

g. Education Code: Article II – Education Code Revision: Chapter 3

- i. Contact(s): Bonnie Mobbs, Alison Robbins
- ii. Purpose: Chapter 3 covers the Board of Education and Tribal Council review of revisions to the Education Code ordinance.
- iii. Recommendations: Board approval for this Chapter to be sent to HCOE and to legal counsel David Rapport for review. Any changes resulting from the review will be brought to the BOE for final approval before being sent to the Tribal Council for adoption as the Education Code ordinance.
- iv. **DISCUSSION:** Alison provided information regarding how the process of reviewing revisions to the Education Code would play out. Similar to the previous chapter, the discussion centered on the Education Code being an ordinance of the Tribe and under the purview of the Tribal Council to adopted or revise. BOE may make recommendations and review all language, but ultimately, the Tribal Council makes the Education Code law.
- v. **NOMINATIONS:** Kelsay Shackelford motions to send Article II Chapter 3 to HCOE for review; Michael Shackelford 2nd
- vi. **DECISION:** 4-0, motion carries
- vii. **ACTION:** Staff is directed to send the draft of Article II Chapter 3 to HCOE per the process outlined earlier in the meeting, taking all subsequent actions as necessary.

VI. MISCELLANEOUS

- a. Approval of DRAFT BOE Meeting Minutes of 01/21/2020
  - i. **DISCUSSION:** Alison presented the minutes for review, and stated that once the minutes were approved, they would be posted on the BOE website.
  - ii. **NOMINATIONS:** Michele Johnson motions to approve the minutes as presented. Kelsay Shackelford 2nds

- iii. **DECISION:** 4-0, motion carries
- iv. **ACTION:** Staff will provide APPROVED minutes to Toni Ramos for uploading on the BOE website. Staff will place a hardcopy of APPROVED minutes in the Clerk of the Board's official binder, and give the binder to the Tribal Office Secretary so that if a member of the public desires to see the minutes, they can have immediate and free access to the public record.

**VII. NEW BUSINESS**

a. Committee Appointments

- i. Contact(s): Bonnie Mobbs, Alison Robbins
- ii. Purpose: Committees expedite work for specific projects, and assist staff with getting multiple points of view on the subject matter, while producing well-reasoned, evidence based options and opinions for the Board of Education.
- iii. Recommendations: Creation of committees is recommended as follows:
  - 1. The Audit Committee: Per Section 1402.18 BOE Audit Committee, the Audit Committee shall be comprised of two Board of Education members, two community members, the Director, and the Chief Financial Officer.
  - 2. Committee Creation & Appointments: Staff recommends a committee for the creation of the TEA Vision and Mission Statement Development comprised of two BOE members, two appointed community members, and TEA staff (Bonnie, Alison, and David).
- iv. **DISCUSSION:** Michele Johnson requests information on specifically what the Audit Committee did. Alison referred the BOE to section 1402.18 of the adopted section which outlines the duties of the Audit Committee. Michele Johnson volunteers for the Vision and Mission Statement Committee and Audit Committee; Michael Shackelford volunteers to sit on the Audit Committee; Kelsay Shackelford volunteers to sit on the Vision and Mission Statement committee.
- v. **NOMINATIONS:** Deemed unnecessary due to volunteers
- vi. **DECISION:** Jace Baldosser accepts the BOE members' voluntary assignments to the two committees.
- vii. **ACTION:** Staff directed to work with BOE members on committees to find two community members for each of the committees, and to establish a regular working committee meeting schedule for the Vision and Mission Statement committee.

**VIII. AJOURNMENT**

- a. Michele Johnson motions to adjourn; Kelsay Shackelford 2<sup>nd</sup>
- b. Jace Baldosser adjourned the meeting at 8:01PM

This meeting was scheduled for the express purpose of providing professional development training per *“29. Professional Development for Board of Education Members*

*Members of the Board of Education are expected to participate in planned and continuing programs of professional development in order to enhance the quality and effectiveness of public school governance in the school community of the Blue Lake Rancheria Tribal Education Agency.*

- i. Newly-elected members to the Board shall participate in timely and specifically planned professional development activities which will deal with the basic function of the Board and the managerial operations of the Tribal Education Agency in general.”*

This training session is the first which was contracted for with Humboldt County Office of Education. As this meeting was not one called for the Board of Education to make any decisions, and was for the purpose of professional development, the following “minutes” are presented here more as notes on what was taught and discussed, as there were no items for consent, or new business, as this was not structured as a business meeting.

Those attending the meeting:

BOE Members: Jason Ramos, Jace Baldosser, Michele Johnson, Kelsay Shakelford, Michael Shakelford

Staff: Bonnie Mobbs, Toni Ramos, Alison Robbins

Trainer: Chris Hartley, Superintendent, Humboldt County Office of Education

Public/Guest(s): Rachel McBride-Praetorius, Director of Tribal Relations, Cal State University, Chico

*Photography Session: BOE members, staff, and other participants took part in a photo shoot for documentation purposes, and for upgrading the TEA website. (Took place from: 9:30AM – 10AM)*

*Meeting called to order at 10AM*

## **1.0 Welcome, Review Agenda and Purpose**

- 1.1 Chris Hartley, Superintendent, Humboldt County Office of Education – introduction
- 1.2 Rachel McBride-Praetorius, Director of Tribal Relations, Cal State University, Chico – introduction
- 1.3 Introduction of the BOE members
  - 1.3.1 “Learning is lifelong” – suggested motto for the BOE (Michele)
- 1.4 Boards are the strongest when diverse. Diversity brings a wealth of knowledge to the table.
- 1.5 This training is flexible. Focus on roles of Board and staff. What do we want for the children and community? Mission and Vision – setting priorities

## 2.0 Meeting Norms: Guidelines, Review Purpose & Establish

- 2.1 Difference between single boss and a group of board members
  - 2.1.1 Board Members are elected bodies, collective supervisory responsibilities
- 2.2 Discussion on Meeting Norms (procedures: way of doing business)
  - 2.2.1 Jason explaining the use of Robert’s Rules of Order
    - 2.2.1.1 You can have disagreements, but be respectful, no attacking the person, keeping to the issue. It is okay to search those things out, and have different options.
    - 2.2.1.2 Recommends use of subcommittee that takes on the detail knowledge about a specific subject matter. They gather information and put the issues out.
  - 2.2.2 Alison explaining standing rules, and suggests the BOE adopt Meeting Guidelines or Standing Rules.
  - 2.2.3 Exercise with Chris leading the discussion – recommendation from Chris “You don’t know if you need them, until you need them.” Having norms are really helpful when the public are coming for hearings and comments. Having them ready to give to the public when they attend.
    - 2.2.3.1 No interruptions, with active listening
    - 2.2.3.2 Rachel recommends – addressing technology, turn your cellphone off, no Facebook in a meeting. It’s becoming something that many boards are encountering.
    - 2.2.3.3 Listening to learn and understanding, and not listening to argue. Don’t think about coming up with your counterpoint – listen to learn and understand where the other person is coming from. Listen to respond not to react.
      - 2.2.3.3.1 Bonnie asked a questions about public comments at a meeting and who leads
  - 2.2.4 The “Art” and “Tact” of using the policies to running a meeting
    - 2.2.4.1 You allow for adequate input when it is needed
    - 2.2.4.2 When you listen to each other, remember to listen to the public, because sometimes they may actually be bringing a nugget of wisdom or information with their comments – keep an open mind
  - 2.2.5 Why are we interested in being BOE members? Add their whys to the post-it on the walls. (*gather the post-its and add to notes*)
    - 2.2.5.1 Kelsay making excellent points on social responsibility
- 2.3 What’s a successful student:
  - 2.3.1 Mike: Confident student. Example: Child without confidence, no self-efficacy

- 2.3.2 Kelsay: Supported, safe, engaged, nourished, respected; Example: (*respect*) between teacher and student – example Native American teacher
- 2.3.3 Michele: Made to feel that they can do anything they want to do, (*empowered*)
- 2.3.4 Bonnie: Students that are supported (*financially and emotionally*); students need to be given opportunities
- 2.3.5 Jace: Opportunities to develop teamwork, social emotional support with peers, and by school staff
- 2.3.6 Jason: Developing behavioral characteristics, show up every day (*soft skills*)  
Character education?
- 2.3.7 Alison: Resilient spirit, understanding the value of education
- 2.3.8 Rachel: Students that can contribute and define their own success
- 2.3.9 Chris: A study who is independent, independent thinkers. Problem solvers; find resources.

### **3.0 Role of a Board Member**

- 3.1 Activity – breaking into teams
  - 3.1.1 Code of Ethics
    - 3.1.1.1 Making sure the community feels their voices are being heard;
    - 3.1.1.2 Important to have and be responsive to both negative and positive reviews from the public
    - 3.1.1.3 Servants of all the persons in the community, and their long term goals.  
Above political concerns.
  - 3.1.2 Board of Trustees Responsibilities
    - 3.1.2.1 Broader than just making policy
    - 3.1.2.2 Responsible fiscal agent of public funds
    - 3.1.2.3 Responsible employer
    - 3.1.2.4 Responsible to your citizens, your constituency – expressing the views and interests of those who elected you
  - 3.1.3 Twelve Ways to be an Effective Board Member
    - 3.1.3.1 Displaying Emotional Intelligence
    - 3.1.3.2 Emphasizing service to the community
      - 3.1.3.2.1 Service above, Self! - Rotary
      - 3.1.3.2.2 Service not, Self! – American Legion Auxiliary
    - 3.1.3.3 We are in the relationship business – cooperation, people make programs, and without good relationships how do you run programs.
      - 3.1.3.3.1 Modeling appropriate behavior
- 3.2 Learning to not be insular, but always to remember involving our community.
  - 3.2.1 Chris – wanted to discuss what are we planning to do – because that will help drive us. We need to listen to the industry in our local area. There is a need.

- 3.2.2 Our code of ethics is grounded in how we get the work done
- 3.2.3 Jason – invisible hand shapes opportunity. Endogenous Theory. When you make investment locally in a region. Paul Romer – find his book. Found pdf explaining theory: <https://web.stanford.edu/~chadj/RomerNobel.pdf>
- 3.2.4 Endogenous Growth Theory with Nobel Laureate Paul Romer: <https://youtu.be/cjvryWknjhA>
- 3.2.5 Rachel – discussion on priorities – serving Native and non-Native
  - 3.2.5.1 Educating the community about our history
  - 3.2.5.2 CDE has a curriculum that tribes can write
- 3.2.6 Chris – the power of our story is super powerful to guiding us to our future
- 3.3 Jason asking questions: Equality and Equity – how do other school boards address those?
  - 3.3.1 Chris believes the terms are different
    - 3.3.1.1 Equal we all have the same portion of the pizza – we all get the same
    - 3.3.1.2 Equity is giving the person who is hungrier and more in need, more – we give more to those who need more
    - 3.3.1.3 How can we be most impactful?
      - 3.3.1.3.1 Dividing it equally \$ divided by # of students?
      - 3.3.1.3.2 Adverse child situations, special education, health needs, mental health needs – do we use weighted formulas? Is that a slippery slope?
      - 3.3.1.3.3 Whatever decisions we make should reflect our priorities
      - 3.3.1.3.4 Chris – not going an inch deep, and a mile wide. Let's do that 1 thing and do it well.
- 3.4 Chris discussion on California School Boards Association – can we become members?
  - 3.4.1 Chris is politically motivated to challenge them on their definition of who can be members. He says to be continued

*Lunch served at Noon – with continuing discussion on the above listed topic on Equality and Equity*

#### **4.0 Understanding the Role of Governance Team**

- 4.1 Using the Understanding Roles – *(Diagram insert into notes)*
  - 4.1.1 Staff
    - 4.1.1.1 Alison – Acting as a Clerk of the Board
    - 4.1.1.2 Bonnie – Acting Executive Director of the TEA
    - 4.1.1.3 In a typical District: The Superintendent works for the Board, and everyone else works for the Superintendent
    - 4.1.1.4 The Staff is the HOW
  - 4.1.2 Board
    - 4.1.2.1 The Board is about the beliefs and the why, the mission, the policies – THE WHAT



- 4.1.2.2 There is a perceived power and actual power.
  - 4.1.2.2.1 The public’s perception of what the Board has authority to do
  - 4.1.2.2.2 The actual reality of dealing with TEA staff vs. Executive Director (who is the BOE’s only staff)
- 4.1.2.3 TEDNA – Tribal Education Departments National Assembly
  - 4.1.2.3.1 It’s suggested we join TEDNA, NIEA, and CSBA (symbolic)
- 4.2 A personal Look at Your Role as a Board Member
  - 4.2.1 Has your why changed or focused?
    - 4.2.1.1 Kelsay: Want to make sure that Native American students are supported: job training
    - 4.2.1.2 Mike: Thinking more about public perception: This place, these people – gambling; There is so much more service to the community and to the public which people don’t realize.
    - 4.2.1.3 Chris: Your why should continue to evolve and continue to get tighter and tighter. The “why” is the message
  - 4.2.2 What are we most concerned about?
    - 4.2.2.1 Jace: Do everything we can do upfront to create a clear path of how to implement this kind of program/ TEA for other Tribes.
    - 4.2.2.2 Alison: Nuts of bolts
    - 4.2.2.3 Rachel: How are we making our plans replicable? And how, we move forward securing our tribal sovereignty.
    - 4.2.2.4 Bonnie: Concerned about making sure we are setting a good model.
  - 4.2.3 What are we looking forward to?
    - 4.2.3.1 Kelsay: Being trail blazers – keeping our mindset towards the future, and our ripple effect
      - 4.2.3.1.1 How we can be an example?
    - 4.2.3.2 Michele: Looking forward to kids being responsible, productive citizens in our community
    - 4.2.3.3 Jason: Real practical applications – making and building things that are impactful, meaningful; that matter
    - 4.2.3.4 Chris: Continuing learning. Meeting the challenge of training on this new BOE. “Don’t screw anything up for anyone today.” Building HCOE’s capacity as a county office – being diverse. Growing together moving forward.
    - 4.2.3.5 Rachel: Excited to see it happening for Tribes.
- 4.3 Gaining Clarity of Roles and Responsibilities:
  - 4.3.1 What the Board needs from the Staff:
    - 4.3.1.1 The staff will support trustees in fulfilling their responsibilities by

- 4.3.1.1.1 Providing information and guidance
- 4.3.1.1.2 Consistent communication – GROUPME app?
  - 4.3.1.1.2.1 FOIA – emails, serial communications/meeting
  - 4.3.1.1.2.2 Two-way communication
- 4.3.1.1.3 Be open to innovation – be trail blazers
- 4.3.1.1.4 Don't get stuck with solution-itus
  - 4.3.1.1.4.1 Don't rush to a solution, and don't leave people behind
  - 4.3.1.1.4.2 Don't just assume that because a solution has been made that everyone understands it – being mindful of a common mindset – do we all understand what we're talking about
- 4.3.2 What the Staff needs from the Board:
  - 4.3.2.1 Give me criticism and feedback
  - 4.3.2.2 Tell me what you want to learn or know
  - 4.3.2.3 Tell me what you want me to pursue and what not to pursue
  - 4.3.2.4 Tell me how you want me to communicate with you, and provide you access to your information
- 4.3.3 How do we handle performance issues?
  - 4.3.3.1 Staff not doing what the Board needs
  - 4.3.3.2 Board not doing what the Staff needs
- 4.3.4 Rachel: Remember that you can burnout. Remember that we need to stay mindful of our mental stress. Board retreats. Board and Executive Staff can step away to refresh.
- 4.3.5 Chris: Go slow to go fast. Use the urgency scale. Don't be reactionary. Refocus.
- 4.4 Some of the Most Challenging Situations Board Members Face
  - 4.4.1 Be aware of family and tribal connections and politics
  - 4.4.2 Remember, people thinking of you as one of the "Bosses"
  - 4.4.3 Being the minority on the decision side – and remember that it's okay to agree to disagree
  - 4.4.4 Appear responsive but remember – no surprises for staff or circumventing staff
  - 4.4.5 Trust that things are being properly handled without knowing all the details
  - 4.4.6 Resolving Conflicts
    - 4.4.6.1 Referring to the contract, Board Policy and Education Code we should refer to first:
      - 4.4.6.1.1 Education Code – Business
      - 4.4.6.1.2 Board of Education Insurance – individual liability

**5.0 Each Student Should Be/Should Have Activity (*tabled until next training*)**

**6.0 Setting Priorities** (*tabled until next training*)

**7.0 Understanding the “Why”**

7.1 Video clip presented: <https://www.youtube.com/watch?v=sfzpNVDzre0>

7.1.1 Video: Gentleman sings Amazing Grace when told to (he knows “what” he is asked to do) and the rendition while pleasant isn’t passionate, or particularly memorable; Then, gentleman is asked to sing it again imagining he is expressing what he is feeling after he’s been through terrible scenarios suggested by the host. Now that the gentleman knows “why” his is singing, his song is much more passionate, expressive, and literally brings audience members to their feet with the performance.

7.2 Chris: understanding the Why behind the What provides energy, clarity, and will inspire greater effort and thoughtfulness

**8.0 SWOT Activity**

8.1 Strengths of the whole project and BOE

8.1.1 Michele: We’re team players who are team players with a passion for learning, and we have good communication

8.1.2 Mike: We have vision and we have opportunity

8.1.3 Jace: Resources and financial backing; our diversity of our team; massive amount of different types of experiences and knowledge.

8.1.4 Jason: We are innovators. Staff resources. Tribal government history of making decisions and moving quickly.

8.1.5 Kelsay: Strong ties to the community. Gives us higher stakes, makes us vested.

8.1.6 Rachel: Knowledge, diversity, great staff, passion

8.1.7 Chris: Resources, how much you have going for you with tribal resources and staff. We have ideas and ways to make it happen. – Remember to let our stakeholders, our investors know about our strengths. Showcase that. Stick them out there.

8.2 Weaknesses

8.2.1 Kelsay: We have the unknown. We don’t know what we don’t know.

8.2.2 Jace: We need more staff so our staff doesn’t get burnout and overburden them. Understanding what kind of growth we will see in the future. Not overloading a small amount of people.

8.2.3 Jason: We are new, and there is a lot of policy work that needs to be done. It’s a different type of an animal. We are known as winners, and people just have these expectations. Not getting complacent – the struggles and hard work that are there that people on the outside don’t see.

- 8.2.4 Chris: Plan for sustainability. Have it sooner than later. You can live and die by grant.
- 8.2.5 Rachel: What's your alternative, and/or contingency plan? What happens if things don't go to the original plan? Work the relationships out there so we have community support (with JPA). Build those relationships, how do we still receive recognition as a TEA. There isn't just one way to do it.
- 8.3 Opportunities
  - 8.3.1 Kelsay: Opportunity to fill the recognized need in our community labor force.
  - 8.3.2 Jace: Ability to work with partners (CSU, HCOE) – able to get feedback from experts. Getting advice for setting ourselves up for positive outcomes.
  - 8.3.3 Jason: Partnerships – long history to grow from and into new opportunities. Leveraging the partnerships for future.
    - 8.3.3.1 Kelsay: Toma Resilience Campus: opportunity to take the lead in energy technology – practical application of renewable energy opportunity
  - 8.3.4 Bonnie: Using our media outreach to promote our goals. We may be small, but we have educated, nimble, dedicated people who are idea makers who understand phases, and planning to grab opportunities.
  - 8.3.5 Rachel: Look at smaller opportunities; look at this as an opportunity to educate people, the larger community, what they don't know. Incorporating Blue Lake's story into it. The Rancheria contributes more than just gaming. Own community, larger community need to understand who and what BLR is every step of the way. Start with the implementation of each new program and spell it out. Have a local history course, a course of BLR history and Tribal Sovereignty.
- 8.4 Threats
  - 8.4.1 Michele: Prejudice and racism from the community
  - 8.4.2 Jace: Lack of understanding of what we are doing. People don't know what we are doing – we need to explain ourselves. We are partners not competition. The more transparent, the less likely for people to put up roadblocks. An incorrect message
  - 8.4.3 Kelsay: Gatekeepers of the power. The one and only way.
  - 8.4.4 Rachel: This is the way it has always been done
  - 8.4.5 Chris: External employee groups, i.e.: CTE Voc Ed teachers; politics; soft money. Grants that you go for are fitting the mission, not just casing money

*Michele Johnson needed to leave the meeting due to a prior work related engagement at 2PM*

*Meeting was adjourned at 2:10PM*