

I. OPENING MEETING

- a. Roll Call

II. REPORTS

- a. The Executive Director's Report
 - i. NYCP Annual Performance Report
 - ii. STEP TEA Development Final Performance Report
 - iii. STEP R3E MYAA first year implementation report
- b. Marketing & Communications Report

III. PUBLIC COMMUNICATIONS

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 Clerk of the Board at (707) 668-5101 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 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.

IV. CONSENT AGENDA

- a. Contract Extension for NHUHSD from TEA Development Grant
 - i. Contact(s): Alison Robbins
 - ii. Purpose: In response to BOE direction and training from HCOE, further services from NHUHSD are desired for program evaluation and development of our policies and procedures for education programs. Total cost \$24,000. Jason has reviewed the performance goals of the contract and approved. As this is over \$5,000 (Alison's personal authorization limit) we are requesting the BOE approve this extension.
 - iii. Recommendation: Approval of existing contract extension through May with additional funding for work already provided in April.
 - 1. **DISCUSSION:**
 - 2. **NOMINATIONS:**

Board of Education Meeting Agenda
Blue Lake Rancheria Tribal Education Agency
Tuesday, May 4, 2021 – 7PM
Zoom Meeting On-line Platform
Blue Lake, CA

3. **DECISION:**

4. **ACTION:**

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

a. BIE Tribal Consultation letter

i. Contact(s): Alison Robbins

ii. Purpose: The BIE would like input on whether BIE should request a waiver of assessment requirements for the 2020-2021 School Year (SY) from ED for the protection of the health and safety of students, staff, and their communities, which have been impacted by the COVID-19 pandemic.

iii. Recommendation:

1. **DISCUSSION:**

2. **NOMINATIONS:**

3. **DECISION:**

4. **ACTION:**

VI. MISCELLANEOUS

a. Approval of DRAFT BOE Meeting Minutes of 04/13/2021

1. **DISCUSSION:**

2. **NOMINATIONS:**

3. **DECISION:**

4. **ACTION:**

VII. UNFINISHED BUSINESS

VIII. NEW BUSINESS

IX. AJOURNMENT



U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1894-0003
Exp. 07/31/2021

Check only one box per Program Office instructions.

☒ | Annual Performance Report ☐ | Final Performance Report

PR/Award # (11 characters): **S299A180007**

(See Instructions)

The second year of the Pathmakers program implementation was disrupted by the Covid-19 pandemic when schools closed in Humboldt County on 03/13/2020 and remained closed through the remainder of Year 2, 09/30/2020. Project implementation was responsive to the ever changing Tiers and lockdown levels issued by the State of CA, Humboldt County, and BLR's Tribal Council. Program staff had to completely reinvent the implementation, as our program is based on the premise of hands-on, in-person, place based learning. We pivoted into virtual programming as did everyone else, however, none of our curriculum was adapted to be virtual, and thus summer 2020 was a virtual conversion extravaganza of curriculum adaptation. Staff performed an Asset Based Community Development methodology SWOT analysis and tapped community partners that could assist with this new virtual instruction, namely Humboldt State University (HSU), Two Feathers Native American Family Services, Inc. (NAFS) and CA State Parks Northcoast Redwood District.

HSU's TRiO Talent Search Program agreed to provide Goal 3B & 3C (Self-Efficacy & 21st Century Hard & Soft Skills for College & Career Readiness) implementation support. CA State Parks agreed to expand their PORTS program to include the use of the Klamath Trinity Land Tenure Curriculum which Pathmakers staff was adapting for our program use, supporting Goal 2 (Makerspaces). Two Feathers NAFS was also a tremendous help with implementing Goal 3 (Native Life Skills Development), and proved to be essential as the stress of the pandemic weighed heavily upon our students, as elders began to die, and communities felt the loss of their cultural bearers and family, while violence too reared its head taking three community members due to murder. All of this was compounded by one of the fiercest wildfire seasons in recent history, as the Red Salmon Complex fire burned more than 3,800 acres of the Hoopa Valley Reservation, and all of Humboldt County's skies were choked with ash and smoke, turning them red and severely limiting the ability to go outside as we entered the fifth month of shelter in place and the beginning of the school year. So heavy and stressful was this school year that 1/3 of Indian Education Office tracked students ceased attending virtual school during the performance period. We were thankful that contracts were in place by the end of Year 2, and along with the restricting of the staffing, we were ready to take on Year 3 starting October 1.

The restructuring to the staffing and program implementation design to both respond to the P>D>C>A continuous improvement evaluation and the Covid-19 pandemic has worked successfully. Ongoing timely review has allowed Pathmakers staff to remain on top of the plethora of changes to the school reopening plans for Fall 2020 that poured out from the 31 school districts which our program serves; and again in February 2021 as vaccines rolled out. The pandemic proved to be a springboard to outreach efforts to community partners for long term sustainability. Two especially helpful community partners donated funds for Agriculture Program supplies (\$1,000) and provided connections through their organization reaching more program participants than we had enlisted before, Pierson Building Center, and Humboldt County 4H, respectively. Our new Agri-Business Food Sovereignty program would not be as far along as it is without this community support.

At the beginning of Year 3, we also learned that due to the Volkswagen lawsuit, we will be receiving a new electric Mobile Maker Van as a replacement for our current diesel engine van. We hope this transition will be complete by mid-implementation of Year 4.

We deliberately started slow for Year 3 with the motto of "Going slow now, to go fast later". Our staff started with virtual classroom observations to determine how the various schools and teachers were using their platforms, determining what was working and what wasn't. Detailed notes on the observations were taken by our staff, and suggestions for the use of our curriculum were provided, as well as training offered. Teachers arranged one on one and grade level group training with our staff, and began to use the curriculum we'd develop by themselves with growing confidence. However, they also invited our staff to provide synchronous instruction on specific days each week. A schedule was developed and continues to be implemented throughout Year 3. While total hours of service went down, due to multiple classrooms being able to tune into the synchronous instruction, far more Native students were reached, exceeding all of our participation rate performance measures. Creative methods for delivery of supplies around the county were developed using our Pathmakers backpack program, which was so successful, we ran out of backpacks (250 were purchased) and had to begin using paper bags. More than 500 "backpacks" were provided with maker activity supplies for implementing our curriculum to students who needed supplies.

However, we were faced with pressing issues brought to us by parents due to the numerous varieties of school services they were facing: completely virtual, hybrid, and in-person split schedule "pod" learning which saw students attending two or three days a week, which rotated between days, and between morning and afternoons. Parents were struggling with returning to in-person work while their young children's schedule conflicted with work schedules, and the majority of daycare services were closed to school age children. Consultation with Changing Tides Family Services in Eureka, provided us with a list of families which had requested help. Our BOE President and Pathmakers Program Director, leveraging BIA 93-638 Contract funds, and the use of the Tribe's Sapphire Palace Event Center, closed due to Covid-19, developed "The Palace is the Place: Homework Assistance Kids Club" which provided services from 8AM to 5:30PM – Monday through Friday to all K-8 students and families that (1) live on or work for the Blue Lake Rancheria, (2) all Native

American students in Humboldt County that did not have internet services or computers, and/or (3) students who could not be left at home due to their age, or their need for assistance using technology while attending virtual school. The Tribe's BIA contract paid for three mentors added to the two NYCP paid Pathmakers mentors. The Tribe's casino donated the space, all the social distancing furniture, IT support, cleaning supplies, and student daily snacks, drinks, and lunch. The program enrolled 14 students in grades K-8, with an average daily attendance of 5.4 over 53 days, as children rotated in and out according to their home school's instructional schedule, their parents work schedules, and the changing Tier levels which closed the program after Thanksgiving through the New Year. The program is currently running and is planned to be open through June 10, 2021.

Overall, C-TIE Steering Committee is pleased with what was accomplished during Year 2 implementation despite the pandemic. Specifically, the improvement to the 9-12 program numbers and efforts were noteworthy. The Afterschool Makerspace program workshops (Native Maker Workshops) for 9-12 students in 2019-2020 were: Acorn Paddle Classes: 14 students; Net Making Classes: 6 students; Beading Classes: 5 students. In 2020-2021 there have been Acorn Paddle Classes: 10 students; Beading Classes: 8 students, and Redwood Fish Cooking Sticks Classes: 6 students. Additionally, with the approval of the Internship program, we feel that our program has been responsive to directions and suggestions provided to us by the Parent Advisory Council (PAC).

The School Crisis Counselor provided services to 45 students, referring 11 to Two Feathers NAFS, and 2 to Open Door Clinic. A Native American student took their lives on campus at McKinleyville HS in May 2019, and students were traumatized by this event. Working with the school, United Indian Health Services, Inc. (UIHS) Behavioral Services Department and Two Feathers NAFS provided additional support for students dealing with this tragedy. Then, three members of the Bear River Band of Rohnerville Rancheria were murdered, and again, the community was in need of healing and support. As this happened in February, the community is still feeling the impact of these deaths and will continue to, as the suspect has yet to come to trial, and there is no sense of closure.

Feedback from our leadership groups C-TIE, PAC, and the TEA's BOE has been positive. Feedback from students and parents via surveys, conversations, and email correspondence has been helpful, and reaffirming. Pathmakers staff feels that Year 2, despite the current Covid-19 pandemic, achieved a great deal of what it set out to, and are honestly pleasantly surprised at how well Year 3 has gone thus far; one of the greatest achievements being the development of 75 cultural adapted modules of curriculum and a multiple week lesson guide for teachers, along with over 50 complementary videos for virtual A-synchronous instruction through the efforts of our staff and our community partners.

As we stated in last year's APR, our response to Covid-19, stayed focused on program evaluation and planning efforts to address the "new normal" for schools, students, and our community. Discussions did occur frequently. We had planned on weekly meetings, and soon found ourselves living on Zoom, with upwards of nine meetings or more a week. Technical advisory meetings with OIE contractor, Patrice Williams, proved to be invaluable, as have those with Sarah Brightwell, and the Program Director disseminated this information to everyone who'd listen, repeatedly. Using suggested best practices from OIE TA, GFOA, and grant cohorts, and through the efforts of BLR's Marketing & Communication Division, the TEA website expanded to improve promotional and informational items that supported outreach to build community partnerships, as well as the interest in and dissemination of Native Maker role model posters for classrooms, and videos with free virtual curriculum. Redesign of HCOE's website for virtual Family Maker Nights has proved to be the template for virtual enrollment, supply chain management, and all virtual instruction.

The greatest challenge to grant management was the 'upgrade' of BLR's financial system's payroll module which occurred July 2020. This is the first year of the new module, and while it can do everything we had hoped with allowing for the tracking of persons working on multiple cost objectives, there has been difficulty getting all of those details translated and imported into the General Ledger module, so that we are losing the level of detail that had been desired. Thus, the Program Director must manually reconcile time cards outside of the system, and cross check the group entries in the General Ledger looking for errors. The Tribe's Controller is completely dissatisfied with this new module, as it is not achieving the desired results, and is currently looking for a software implementer to assist with the creation of an interface which will solve this issue between Payroll and GL modules, or if need be, and entirely new system. Systems such as PeopleSoft have been explored, but fall way outside of the budget the Tribe had set aside for upgrading the financial and payroll systems. Needless to say, with both the Controller, and the Project Director scrutinizing every detail of the payroll, errors are highly unlikely to sneak past, and thus, the time and labor studies performed by the Project Director on the efficiency of program efforts are reliable and thoroughly trusted by Pathmakers' various leadership groups.

All things considered, what can be gleaned from Pathmakers program response to the pandemic is a leaner, and more efficient program with greater community connections for the long term buy-in and sustainability of the program. Using P>D>C>A continuous improvement Pathmakers scaled back, closed down, innovated, and scaled up where appropriate. Cost savings in one program area due to planned synchronicity between funding sources and Tribal programs were used to scale up other program areas. Through data analysis project staff were able to identify strengths, weaknesses, opportunities, and threats addressing unsustainable costs or items which would increase BLR's indirect cost rate (due to systemic upgrades like the Payroll module). Making data driven, evidence based decisions to ensure cost effectiveness of our program implementation with fidelity was and will continue to be C-TIE's focus. It is C-TIE's sincere hope that when things return to "normal" that the grace and goodwill which has bloomed in the community as a result of the pandemic will persist.

Original Grant or New Partnership	MOU In Place?	Partner Name	Key Partner Responsibilities	Key Grantee Responsibilities	Primary Contact Person	Contact Information
Previous	No	CalSOAP	4-8th Grade Tutoring	CalSOAP works to hire HSU students as tutors for 4th-8th grade students. CalSOAP also provides Financial Aid, FAFSA writing, and scholarship workshops. Additionally, the CalSOAP team and Pathmakers team have been able to collaborate on marketing jobs to HSU students, as we have the same hiring pool.	Cindy Porter	cporter@hcoe.org
Current	No	Workability Program (WA1)	9th Grade -Young Adult Programming	Through the Workability program (WA1), Lori helps coordinate a program that assists young adults with learning challenges earn work experience and do career exploration. The WA1 work crew has also assisted Pathmakers in filling the bags for FMN.	Lori Rocklein	lrocklein@hcoe.org
Current	No	Olivia Kernan	K-8 Envrionmental Education	Olivia's collaborative work has led to several well-produced programs that are used as career exploration in Natural Resources, such as the Environmental Webinar series and coordination of Steelhead in the Classroom, which provides opportunities for career exploration in fisheries, hydrology, restoration, and more.	Olivia Kernan	Okernan@hcoe.org
Previous	Yes	Tanya Trump	K-8 Pathmakers Program Manager, HCOE	Tanya works to bring her many hats she wears for HCOE to the table when discussing project. From her CTE background, Tanya has previous offered 9-12th grade College and Career Exploration through the California Career Zone platform	Tanya Trump	ttrump@hcoe.org
Current	No	Jim Ritter	9-12 College + Career Exploration	Jim Ritter has been organizing "College Chats" with department heads at Humboldt State University and allowing space for students and teachers to have informal conversations about the epectation of the departments, of college, etc.	Jim Ritter	jritter@hcoe.org
Current	Yes	Jim Stemach, Steelhead in the Classroom	CA Fish + Wildlife/HCOE Environmental Ed	Jim Stemach is our regional leadership for the the CA Fish + Wildlife Steelhead in the Classroom program and works with Olivia Kernan, offering similar career exploration opportunities.	Jim Stemach	jstemach@hcoe.org
Current	No	Leisyka Parrott, Educational Outreach for Bureau of Land Management (BLM)	Environmental Education	Leisyka collaborated with Pathmakers for a presentation at a FMN program. She taught us all about marine bird migration	Leisyka Parrott	
Previous	Yes	Karen Skoglund	NHUHSD Indian Education Director	Karen provides a myriad of College + Career exploration opportunities for her Indian Education high school students and the repsective high school Native American Clubs including: providing the CA Career Zone exploration for all Indian Education high school students; (pre-pandemic) college tours, assisting students in planning the Success in Both Worlds Conference, which is all career exploration.	Karen Skoglund	kskoglund@nohum.k12.ca.us

Original Grant or New Partnership	MOU In Place?	Partner Name	Key Partner Responsibilities	Key Grantee Responsibilities	Primary Contact Person	Contact Information
Previous	No	Dave Marshall, Math Professor	9-12 Programming/ Oceanography department HSU	In Yr 2, Dave consulted with Pathmakers in May 2020 about a Robotics camp he was helping coordinate and then in Yr 3, we built off of those relationships by co-coordinating the UAS Drone Pilots License camp. Dave uses his Educational Researchers background to help find exciting and engaging opportunities for Native Youth and ensures the students have appropriate support.	Dave Marshall	dave@humboldt.edu
Current	No	Tamara Barriquand, Oceanography	9-12 Programming	Tamara joined our connections as a part of the UAS Drone camp planning meeting. Tamara is an Veteran of the Army and a professor at HSU. She maintains a lot of miliary connections and has her pilot's licence	Tamara Barriquand	tab105@humboldt.edu
Previous	No	Dr. Cutcha Risling-Baldy, NAS Department Chair	HSU Native American Studies Deparatment Chair	Cutcha has been an invaluble connection for this program as her approval comes highly esteemed within our community. As a tenured professor at HSU, Dr. Risling-Baldy is providing college and career readiness from the students in her classroom, to the youth in Two Feather's ACORN camps.	Dr. Cutcha Risling-Baldy	Cutca.baldy@humboldt.edu
Previous	Yes	Skip Lowry, Cultural Advisor	6-12 Programming	Skip is another invaluable member of the Pathmakers community. Skip is making his own path as one of the first Indigenous (Yurok, Mountain Maidu) California State Park Interpreters and has been working for many years as an apprentice under several Yurok elders with specialties in Fire and Environmental Education. Currently Skip leads Native youth through a Cultural Youth Interpereter camp	Skip Lowry	skip.lowry@parks.ca.gov
Previous	Yes	Margo Robbins, KTJUSD Indian Ed Director	K-12 Indian Education Programming	As the Director of the KTJUSD Indian Education direction AND the Director of Culture Fire Management Council AND a basketweaver and a mother/grandmother, Margo works with us as a cultural advisor on our curriculum, as well as a collaborator with us as we create STEAM activities to compliment the Indian Land Tenure curriculum. This partnership leads to expanded opportunity for career and college exploration for her students	Margo Robbins	mrobbins@ktjUSD.k12.ca.us
Previous	Yes	Rain Marshall, Native Youth Advocate/Lawyer/Professor	Youth Advocacy	Within the community, Rain works as a Youth Advocate for the ACLU, she also works for the NCIDC and has been organizing Know Your Rights workshops for youth to encourage civil engagement for Native Youth. Rain has also previously given Pathmakers staff workshops and trainings	Rain Marshall	rain.marshall@humboldt.edu
Previous	Yes	Leo Canez, Dip Net Weaver/HSU Admissions Counselor	Traditional Maker	Leo works as an Admission Counselor for HSU in the recruitment department and plays a B I G role in recruiting local Native students to HSU. Leo has also joined the Pathmakers team as a Maker Workshop leader, where he taught McKinleyville and Arcata High School students how to make dip nets.	Leo Canez	leo.canez@humboldt.edu

Original Grant or New Partnership	MOU In Place?	Partner Name	Key Partner Responsibilities	Key Grantee Responsibilities	Primary Contact Person	Contact Information
Previous	No	Cultural Fire Management Council (CFMC)	Community Fire Management	Culture Fire is the embodiment of College and Career exploration as they regularly train tribal community members (ages 0-100) to maintain the land in a cultural way through the TREX program and (in non-pandemic times) hosting community events.	Margo Robbins	margo@culturefire.org
Current	No	Northern California Indian Development Council (NCIDC) - Humboldt	Native American Family Services	As Rain works for NCIDC and provides their Know Your Rights workshops, NCIDC also offers a 6-12th grade youth group and offers tutoring to those students	Rain Marshall	rain@ncidc.org
Current	Yes	Save California Salmon	Water Advocacy Education	Provides extensive youth and adult trainings on Water Advocacy and Policy; with many workshops, teachers trainings and certifications through HSU. Pathmakers also partnered with SCS, providing them with contracting opportunities for their curriculum development.	Regina Chigazola	regina@californiasalmon.org
Previous	No	Jude Marshall, Potowot Community Outreach Coordinator	Food Sovereignty Education	Provides community Food Sovereignty education through the Potowot Community Garden, which is located at United Indian Health Services (UIHS). In addition to regularly scheduled (pre-pandemic) community workshops, Jude also helps coordinate Masters Food Preserver classes	Jude Marshall	jude.marshall@uihs.org
Current	No	Green Diamond Resource Company	Environmental Education	Provides schools and the community with outreach in careers in Natural Resources. Pathmakers collaborates with Green Diamond to provide opportunities for Native youth to gather from Green Diamond land	Gary Rynearson	grynearson@greendiamond.com
Current	No	4-H of Humboldt	Environmental Education/ Life Skills development	Provides extensive youth career exploration through 6-hour 'projects' allowing many students to explore their agricultural and life skills options	Dorina Espinoza	dmespinoza@ucanr.edu
Current	Yes	Sonoma Technology Inc	6-12 Computer Science Education	Pathmakers works with Sonoma Technology on a Climate Education grant that provides local students and teachers with a place-based air quality monitoring curriculum, which leads to career exploration in Natural Resources	Olivia Ryder, Atmospheric Scientist	oryder@sonomatech.com
Previous	Yes	CA State Parks: North Coast Redwoods District	Community Environmental Education	Our partnership with CA State Park directly leads to College and Career exploration, as every event we plan with them is directly related to how our work leads to a career or an education path	Victor Bjelajac, District Superintendent	victor.bjelejac@parks.ca.gov



PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Total Students Served	Native Students
Marlee	9/24/19	2	Big Lagoon School	Classroom Observations	23	9
Marlee	10/1/19	2	Big Lagoon School	Classroom Observations		
Marlee	10/3/19	5	Toddy Thomas	Classroom Observations	23	2
Wakara, Ellen, Floyd, Karen, Erick	10/5/19	8	Christy Field (Blue Lake)	Medieval Festival 2019	12	0
Wakara, Ellen, Floyd, Karen, Erick	10/6/19	8	Christy Field (Blue Lake)	Medieval Festival 2019	22	0
Marlee	10/8/19	2	Big Lagoon School	Curriculum Delivery		
Marlee	10/8/19	1	Trinidad Elementary	After School Program Observations	45	2
Marlee	10/10/19	5	Toddy Thomas	Classroom Observations	25	5
Marlee	10/15/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Marco	10/15/19	1	Trinidad Elementary	After School Program Observations	39	1
Floyd, Enrique, Marco	10/17/19	4	Pacific Union	Family Maker Night	57	1
Wakara, Loowyza, Sophie, Sarah	10/17/19	4	Cutten	Family Maker Night	73	1
Amada	10/17/19	4	Toddy Thomas	Family Maker Night	68	10
Amada, Erick, Floyd, Karen, Wakara	10/18/19	4	UIHS	Harvest Festival	2	2
Erick, Karen	10/21/19	2	Arcata Elementary	After School Program Observations		13
Erick, Karen	10/25/19	1.5	Sunny Brae Middle School	After School Program Observations		7
Erick, Floyd, Marco, Tanya	10/25/19	3	Blue Lake School	Classroom Observations 1st/6th	42	7
Marlee	10/29/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Erick	10/30/19	2.5	Toddy Thomas	Curriculum Delivery	24	0
Marlee	11/5/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Marco	11/5/19	1	Trinidad Elementary	Curriculum Delivery	50	3
Marlee, Erick, Amada	11/6/19	2.5	Toddy Thomas	Curriculum Delivery	21	3
Erick, Karen	11/8/19	1.5	Sunny Brae Middle School	After School Program Observations		
Erick, Floyd, Marco	11/8/19	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick	11/12/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Erick, Amada	11/13/19	2.5	Toddy Thomas	Curriculum Delivery	23	7
Erick, Karen	11/15/19	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick, Floyd, Marco	11/15/19	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Erick, Karen	11/18/19	2	Arcata Elementary	After School Program Observations		
Marlee, Erick	11/19/19	2	Big Lagoon School	Curriculum Delivery		
Marlee Erick, Amada	11/20/19	2.5	Toddy Thomas	Curriculum Delivery	19	6
Wakara and ???	11/21/19	4	Redwood Coast Montessori	Family Maker Night	68	0



PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Total Students Served	Native Students
Marlee, Floyd	11/21/19	4	Trinidad Elementary	Family Maker Night	54	1
Erick, Karen	11/22/19	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick, Floyd, Marco	11/22/19	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Erick, Karen	12/2/19	2	Arcata Elementary	After School Program Activity Delivery		
Marlee, Erick	12/3/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Marco	12/3/19	1	Trinidad Elementary	Curriculum Delivery	40	2
Erick, Amada	12/4/19	2.5	Toddy Thomas	Curriculum Delivery	25	2
Erick, Floyd, Marco	12/6/19	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick	12/10/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Marco	12/10/19	1	Trinidad Elementary	Curriculum Delivery	45	2
Marlee, Erick	12/11/19	2.5	Toddy Thomas	Curriculum Delivery	21	4
Marlee	12/12/19	3	Loleta Elementary	Lunch Time Observation	100	
Erick, Marlee	12/13/19	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Erick, Karen	12/16/19	2	Arcata Elementary	After School Program Activity Delivery		
Erick, Karen	12/16/19	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Marlee, Erick	12/17/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Marco	12/17/19	1	Trinidad Elementary	Curriculum Delivery	35	1
Erick, Karen	12/20/19	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick, Marlee	12/20/19	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick	1/7/20	2	Big Lagoon School	Curriculum Delivery		
Marlee	1/9/20	3	Loleta Elementary	Class Observation - 8th Grade		
Erick, Karen	1/10/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	1/10/20	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick, Angie	1/14/20	2	Big Lagoon School	Curriculum Delivery		
Korby, Karen S. & Karen G	1/16/20	4	Morris Elementary	Family Maker Night	159	28
Erick & Karen V	1/16/20	4	Pine Hill Elementary	Family Maker Night	96	4
Marlee, Sarah, Angie	1/16/20	4	Freshwater Elementary	Family Maker Night	74	5



PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Total Students Served	Native Students
Marlee	1/16/20	3.5	Loleta Elementary	Class Observation - 8th Grade		
Erick, Karen	1/17/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	1/17/20	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick, Angie	1/21/20	2	Big Lagoon School	Curriculum Delivery		
Erick, Marlee	1/23/20	4	Loleta Elementary	Class Observation - 8th Grade		
Erick, Karen	1/24/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	1/24/20	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick, Angie	1/28/20	2	Big Lagoon School	Curriculum Delivery		
Erick, Karen	1/31/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	1/31/20	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick, Angie	2/4/20	2	Big Lagoon School	Curriculum Delivery		
Erick	2/5/20	4	Loleta Elementary	Spanish Translation Classroom Aid	1	
Erick, Karen	2/7/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	2/7/20	2.5	Blue Lake School	Curriculum Delivery 3rd/5th	41	5
Marlee, Erick, Enrique, Karen	2/9/20	3	E & O Bowling Alley	Two Feathers Mentorship Academy	60	60
Marlee	2/10/20	2	McKinleyville High School	Beading w/ Korby	7	7
Erick, Karen	2/10/20	2.5	Morris Elementary	Classroom Observations	25	
Angie	2/10/20	1	Dows Prairie	STEAM Curriculum assistance	23	4
Marlee, Erick, Angie	2/11/20	2	Big Lagoon School	Curriculum Delivery		
Erick	2/12/20	4	Loleta Elementary	Spanish Translation Classroom Aid		
Erick, Karen	2/14/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	2/14/20	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee	2/24/20	2	Arcata High School	Beading w/ Korby	8	8
Erick, Karen	2/24/20	2.5	Morris Elementary	Curriculum Delivery	25	
Erick, Angie	2/25/20	2	Big Lagoon School	Curriculum Delivery		
Erick	2/26/20	4	Loleta Elementary	Spanish Translation Classroom Aid		
Marlee & Angie	2/27/20	4	Big Lagoon School	Family Maker Night	18	9
Erick & Karen V	2/27/20	4	Sunny Brae Middle School	Family Maker Night	70	4

PathMakers Student Tracking YR2 - Oct 2019_Sept 2020 (1)




PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Total Students Served	Native Students
Sarah	2/27/20	4	Alder Grove	Family Maker Night	50	9
Marlee	2/27/20	4	Loleta Elementary	Curriculum Delivery - 8th Grade		
Erick, Karen	2/28/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	2/28/20	2.5	Blue Lake School	Curriculum Delivery 3rd/5th/6th		
Erick, Karen	3/2/20	2.5	Morris Elementary	Curriculum Delivery	27	
Marlee, Erick, Angie	3/3/20	2	Big Lagoon School	Curriculum Delivery		
Marlee	3/5/20	4	Loleta Elementary	Curriculum Delivery - 8th Grade		
Erick, Karen	3/6/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	3/6/20	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee	3/6/20	2	Redwood Days	Maker Presentation	356	
Marlee	3/8/20	3	Trinidad Elementary School	Two Feathers Mentorship Academy	40	40
Erick, Karen	3/9/20	2.5	Morris Elementary	Curriculum Delivery	24	
Marlee	3/9/20	2	McKinleyville High School	Beading w/ Korby	6	6
Marlee, Erick, Angie	3/10/20	2	Big Lagoon School	Curriculum Delivery		
Erick, Angie	3/13/20	2.5	Blue Lake School	Curriculum Delivery 3rd/5th	LAST DAY OF SCHOOL - COVID-19 CANCELLED CANCELLED CANCELLED CANCELLED CANCELLED CANCELLED	
	3/19/20		Blue Lake School	Family Maker Night		
	3/19/20		NU-HCS	Family Maker Night		
	3/19/20		Eagle Prairie School	Family Maker Night		
	3/27/20		Redwood Days	Maker Presentation		
	4/25/20		Blue Lake Rancheria Palace	Maker Faire		
	3/23/20		Dows Prairie	STEAM Curriculum delivery		
Merry Kate, Marlee	9/17/20	2.5	Virtual (on Zoom)	Virtual Family Maker Night	Did not have a good tracking system	
TOTALS		265.5			2066	280


Fast Facts	Hrs Spent	Total Kids Served	Native Youth Served	Backpacks
Weekend/FMN Activities	72	1279	174	123
Pathmaker Student Observations	35.50	297	46	



PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Total Students Served	Native Students
September FMN Supplies /						
Backpacks sent to:	Total Students	Native Students	123 TOTAL backpacks sent out with art supplies for Sept FMN			
Weitchpec School		10				
Jack Norton		26				
Morris		13				
Dows Prairie		2				
MMS		1				
JCS		3				
Blue lake		2				
Trinidad		7				
Orleans		19				
Hoopa El		40				
		123				

												
PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Organization / School	Total Students Served	Native Students	Teacher	Notes	FMN Supply sacks to Indian Ed	Total Students	Native Students
Merry Kate	10/15/2020	2	Virtual (on Zoom)	Family Maker Night (Live event)		44	2		Pathmakers: Special Place on the Earth	85	479	110
Merry Kate	11/19/2020	2	Virtual (on Zoom)	Family Maker Night (Live event)		118	25		Pathmakers: River TEK	100		
Merry Kate	1/21/2021	2	Virtual (on Zoom)	Family Maker Night (Live event)		104	26		Pathmakers: Redwood Tree Protector of the People	85		
Merry Kate	2/25/2021	2	Virtual (on Zoom)	Family Maker Night (Live event)		100	28		Pathmakers: Boats are People	120		
Merry Kate	3/18/2021	2	Virtual (on Zoom)	Family Maker Night (Live event)		113	29		Pathmakers: Water is Life	140		
Merry Kate	11/12/2020	0.75	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Agnes Johnson - Weott Charter - 2nd/3rd grade			Principal	Cohort 1			
Merry Kate	11/13/2020	0.75	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Agnes Johnson - Weott Charter - 2nd/3rd grade			Principal	Cohort 2			
Merry Kate	11/18/2020	0.5	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Trinidad - 3rd grade	24	9	Stephanie Strasser	Directed Drawing of Native Berries			
Merry Kate	11/19/2020	0.5	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Jack Norton - K-3	11	10	Neva Lenk	Directed Drawing of Native Berries			
Merry Kate	11/20/2020	0.5	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Trinidad - 4th	25	5	Rachel Dilthey	Directed Drawing of Native Berries			
Merry Kate	12/2/2020	0.5	Virtual (on Zoom)	Native STEAM - Acorns	Jack Norton K-3	11	10	Neva Lenk				
Merry Kate	12/3/2020	0.75	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Dow's 1st Trinidad - Kindergarten	23	7	Lucy Crackel	Directed Drawing of Native Berries			
Merry Kate	12/7/2020	0.5	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Kindergarten	20	2	Emmilee Prince	Directed Drawing of Native Berries			
Merry Kate	1/25/2021	0.5	Used Virtual recording	FMN Catapult	Jack Norton - K-3	13	11	Neva Lenk				
Merry Kate	1/28/2021	0.75	Virtual (on Zoom)	Native Foods - Berries	Dows 1st	19	5	Hilary Murphy	Directed Drawing of Native Berries			
Merry Kate	1/28/2021	0.75	Virtual (on Zoom)	Native Foods - Berries	Dows 1st	18	5	Melissa Dodd	Directed Drawing of Native Berries			
Merry Kate	1/29/2021	0.75	Virtual (on Zoom)	Acorns	Dows 1st	23	7	Lucy Crackel				
Merry Kate	2/4/2021	0.75	Virtual (on Zoom)	Acorns	Dows 1st	19	5	Hilary Murphy				
Merry Kate	2/4/2021	0.75	Virtual (on Zoom)	Acorns	Dows 1st	18	5	Melissa Dodd				
Merry Kate	2/5/2021	0.75	Virtual (on Zoom)	Redwood: Protector of the Yurok	Dows 1st	23	7	Lucy Crackel				
Merry Kate	2/11/2021	0.75	Virtual (on Zoom)	Redwood: Protector of the Yurok	Dows 1st	19	5	Hilary Murphy				
Merry Kate	2/11/2021	0.75	Virtual (on Zoom)	Redwood: Protector of the Yurok	Dows 1st	18	5	Melissa Dodd				
Merry Kate	2/11/2021	0.5	Used Virtual recording	Boats are People	Jack Norton K-3	13	11	Neva Lenk	Familymaker Night Recording			
Merry Kate	2/24/2021	1	Virtual (on Zoom)	Native STEAM-Steelhead 1 Part 1	Trinidad 5th	21	4	Emmet Bowman	Stewards of the River			
Merry Kate	3/3/2021	1	Virtual (on Zoom)	Native STEAM-Steelhead 1 Part 2	Trinidad 5th	21	4	Emmet Bowman	Stewards of the River			
Merry Kate	3/10/2021	1	Virtual (on Zoom)	Native STEAM - Steelhead Week 2	Trinidad 5th	21	4	Emmet Bowman	TEK			
Merry Kate	3/15/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 1	Big Lagoon 4-8th	9	3	H. Macanas	Stewards of the River			
Merry Kate	3/16/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 1	Hoopa 7th	28	28	Yuko Wentzel -	Stewards of the River			
Merry Kate	3/17/2021	1	Virtual (on Zoom)	Native STEAM - Steelhead Week 7	Trinidad 5th	21	4	Emmet Bowman	Water is Life			
Merry Kate	3/18/2021	0.75	Virtual (on Zoom)	Native Foods - Berries	Big Lagoon K-3	15	5	Rebecca Lawrence	Directed Drawing of Native Berries			
Merry Kate	3/19/2021	0.75	Virtual (on Zoom)	Native STEAM TEK	Dows 1st	23	7	Lucy Crackel				
Merry Kate	3/19/2021	1	Virtual (on Zoom)	Native STEAM CA History	Trinidad - 4th	25	5	Rachel Dilthey				
Merry Kate	3/22/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Big Lagoon 4-8th	9	3	H. Macanas	Water is Life			
Merry Kate	3/23/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Hoopa 7th	28	28	Yuko Wentzel -	Water is Life			
Merry Kate	3/24/2021	1	Virtual (on Zoom)	Native STEAM - Steelhead Week 7	Trinidad 5th	21	4	Emmet Bowman	Water is Life 2			
Merry Kate	3/25/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 7	Big Lagoon K-3	15	5	Rebecca Lawrence	Water is Life			
Merry Kate	3/25/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Dows 1st	12	3	Hilary Murphy	Cohort A-Water is Life			
Merry Kate	3/25/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Dows 1st	10	3	Hilary Murphy	Cohort B - Water is Life			
Merry Kate	3/25/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 7	Dows 1st	14	3	Melissa Dodd	Cohort A Water is Life			
Merry Kate	3/25/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 7	Dows 1st	4	2	Melissa Dodd	Cohort B Water is Life			
Merry Kate	3/26/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 7	Dows 1st	11	4	Lucy Crackel	Cohort A Water is Life			
Merry Kate	3/26/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 7	Dows 1st	12	3	Lucy Crackel	Cohort B Water is Life			
Merry Kate	3/29/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 9	Big Lagoon 4-8th	9	3	H. Macanas	Boats are People			
Merry Kate	3/30/2021	1	Virtual (on Zoom)	Native STEAM CA History	Hoopa 7th	28	28	Yuko Wentzel -	Native STEAM CA- History & Hope			
Merry Kate	3/31/2021	1	Virtual (on Zoom)	Native STEAM CA History	Trinidad 5th	21	4	Emmet Bowman				
Merry Kate	4/1/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 7	Big Lagoon K-3	15	5	Rebecca Lawrence	Water is Life 2			
Merry Kate	4/1/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 9	Dows 1st	12	3	Hilary Murphy	Cohort A			
Merry Kate	4/1/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 9	Dows 1st	10	3	Hilary Murphy	Cohort B			
Merry Kate	4/1/2021	0.75	Virtual (on Zoom)	Native STEAM TEK	Dows 1st	14	3	Melissa Dodd	Cohort A			
Merry Kate	4/1/2021	0.75	Virtual (on Zoom)	Native STEAM TEK	Dows 1st	4	2	Melissa Dodd	Cohort B			
Merry Kate	4/2/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 9	Dows 1st	11	4	Lucy Crackel	Cohort A Boats are People			
Merry Kate	4/2/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 9	Dows 1st	12	3	Lucy Crackel	Cohort B Boats are People			
Merry Kate	4/5/2021	1	Virtual (on Zoom)	Native STEAM: Tiana Williams	Big Lagoon 4-8th	9	3	H. Macanas	Yurok Tribe Wildlife/Yurok Tribal Member-			
Merry Kate	4/5/2021	1	Virtual (on Zoom)	Native STEAM Steelhead Week 5	Hoopa 8th	36	35	Yuko Wentzel -	CAEP Flipgrid			
Merry Kate & Skip	4/6/2021	1	Virtual (on Zoom)	Native STEAM - TEK	Trinidad 6th	20	3	Lovitt	TEK			
Merry Kate	4/6/2021	1	Virtual (on Zoom)	Native STEAM: Tiana Williams	Hoopa 7th	28	28	Yuko Wentzel -	Yurok Tribe Wildlife/Yurok Tribal Member-			
Merry Kate	4/7/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Jack Norton K-3	13	10	Neva Lenk	Water is Life			
Merry Kate	4/7/2021	1	Virtual (on Zoom)	Native STEAM - Steelhead Week 7	Trinidad 5th	21	4	Emmet Bowman	Water is Life 3 (Requested by teacher to finish			
Merry Kate	4/7/2021	1	Virtual (on Zoom)	Native STEAM CA History	Trinidad 6th	20	3	Lovitt	Native STEAM CA History			
Merry Kate Lowry	4/7/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 1	Hoopa 8th	36	35	Yuko Wentzel -	Stewards of the River			
Merry Kate	4/8/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 9	Big Lagoon K-3	15	5	Rebecca Lawrence	Boats are People			
Merry Kate	4/8/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Dows 1st	12	3	Hilary Murphy	Cohort A-Water is Life Part 2			
Merry Kate	4/8/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Dows 1st	10	3	Hilary Murphy	Cohort B - Water is Life Part 2			
Merry Kate	4/8/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 9	Dows 1st	14	3	Melissa Dodd	Cohort A Boats are People			
Merry Kate	4/8/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 9	Dows 1st	4	2	Melissa Dodd	Cohort B Boats are People			

* We are not getting an answer from the school. Have tried calling and email. No response

<div></div>												
PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Organization / School	Total Students Served	Native Students	Teacher	Notes	FMN Supply sacks to Indian Ed	Total Students	Native Students
Merry Kate	4/19/2021	1	Used Virtual recording	Familymakers Cultural Fire	Big Lagoon 4-8th	9	3	H. Macanas	Familymaker Night Recording			
Merry Kate	4/20/2021	1	Used Virtual recording	Familymakers Cultural Fire	Hoopa 7th	28	28	Yuko Wentzel -	Familymakers Night Recording			
Merry Kate	4/21/2021	1	Used Virtual recording	Familymakers Cultural Fire	Trinidad 5th	21	4	Emmet Bowman	Familymakers Night Recording			
Merry Kate	4/21/2021	1	Used Virtual recording	Familymakers Cultural Fire	Hoopa 8th	36	35	Yuko Wentzel -	Familymakers Night Recording			
Merry Kate	4/22/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Big Lagoon K-3	15	5	Rebecca Lawrence	Familymaker Night Recording			
Merry Kate	4/22/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Dows 1st	12	3	Hilary Murphy	Familymaker Night Recording			
Merry Kate	4/22/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Dows 1st	10	3	Hilary Murphy	Familymaker Night Recording			
Merry Kate	4/22/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Dows 1st	14	3	Melissa Dodd	Cohort A			
Merry Kate	4/22/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Dows 1st	4	2	Melissa Dodd	Cohort B			
Merry Kate	4/23/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Dows 1st	11	4	Lucy Crackel	Cohort A			
Merry Kate	4/23/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Dows 1st	12	3	Lucy Crackel	Cohort B			
Merry Kate	4/26/2021	1	Virtual (on Zoom)	Native STEAM Steelhead Week 5	Big Lagoon 4-8th	9	3	H. Macanas	CAEP Flipgrid			
Merry Kate	4/27/2021	1	Virtual (on Zoom)	Native STEAM Steelhead Week 5	Hoopa 7th	28	28	Yuko Wentzel -	CAEP Flipgrid			
Merry Kate	4/28/2021	1	Virtual (on Zoom)	Tiana Williams Native STEAM	Trinidad 5th	21	4	Emmet Bowman	Yurok Tribe Wildlife/Yurok Tribal Member-			
Merry Kate	4/28/2021	1	Virtual (on Zoom)	Native STEAM Steelhead Week 5	Trinidad 5th	21	4	Emmet Bowman	Flipgrid Video			
Merry Kate	4/28/2021	1	Virtual (on Zoom)	Native STEAM: Tiana Williams	Hoopa 8th	36	35	Yuko Wentzel -	Yurok Tribe Wildlife/Yurok Tribal Member-			
Merry Kate	4/29/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Big Lagoon K-3	15	5	Rebecca Lawrence	Flipgrid Video			
Merry Kate	4/29/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Dows 1st	12	3	Hilary Murphy	Flipgrid Video			
Merry Kate	4/29/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Dows 1st	10	3	Hilary Murphy	Flipgrid Video			
Merry Kate	4/29/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Dows 1st	14	3	Melissa Dodd	Cohort A Flipgrid Video			
Merry Kate	4/29/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Dows 1st	4	2	Melissa Dodd	Cohort B Flipgrid Video			
Merry Kate	4/30/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Dows 1st	11	4	Lucy Crackel	Cohort A Flipgrid Video			
Merry Kate	4/30/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Dows 1st	12	3	Lucy Crackel	Cohort B Flipgrid Video			
TOTALS						Total Students 1835	Native Youth 726	Supply Sacks 530				
Total Non-Native Students Served						1109						

Fast Facts	Hrs Spent	otal Kids Served	Native Youth Served
Weekend/FMN	10	479	110
Pathmaker Student Observations	no in-person classrom observations		

Email Address	Advisor Name	Student Name	Best Email Address	Date of Service	School	Grade	Workshop or 1:1?	Total Minutes	Type of Contact	Type of Communication	Notes	Entered in Blumen	Column1
vc629@humboldt.edu	Vanessa Cota	Adets Benson Geronimo	adetsrogers@gmail.com	11/25/2020	Hoopa Valley Elementary School	8	1:1	60	Annual Check In	Video call			
vc629@humboldt.edu	Vanessa Cota	Alexander Vielma-Pacheco		4/10/2020	Eureka High School	12	1:1	10	CP	Student is admitted to CR, doesnt know what classes to take			
vc629@humboldt.edu	Vanessa Cota	Alexis Campos		4/10/2020	Arcata High School	9	1:1	5	phone call	does not need services			
vc629@humboldt.edu	Vanessa Cota	Amanda Cruz Campos		4/10/2020	Fortuna Union High School	12	1:1	5	Phone call	Admitted to CR, does not need services ATM			
vc629@humboldt.edu	Vanessa Cota	Anahi Orozco Vielma		4/10/2020	Eureka High School	11	1:1	5	Phone call				
vc629@humboldt.edu	Vanessa Cota	Andrew Salinas		4/2/2020	Hoopa Valley High School	9	1:1	5	Phone call check in	Talked to grandfather, was very adamant on not contacting again			
vc629@humboldt.edu	Vanessa Cota	Angelena Phillips		4/9/2020	McKinleyville High School	12	1:1	5	Phone call check in				
vc629@humboldt.edu	Vanessa Cota	Anthony E Alvarez-Chavez	anthony.forfuoco@icloud.com	4/10/2020	Fortuna Union High School	9	1:1	10	phone call	wants to go to college but doesn't know what to study			
vc629@humboldt.edu	Vanessa Cota	Ashley Montero Cabrera		4/10/2020	Eureka High School	12	1:1	5	CP, Phone call	Wants to go to CR and transfer to Berkeley and go to law school eventually			
vc629@humboldt.edu	Vanessa Cota	Ashlyn Reed	areed@nohum.k12.ca.us	4/9/2020	McKinleyville High School	11	1:1	15	CP	working on questbridge scholarship. wants all info on scholarship or grants			
vc629@humboldt.edu	Vanessa Cota	Ashlyn Reed		5/13/2020	McKinleyville High School	11	1:1	30	Annual Check In	Got to know Ashlyn, her goals, and questions she had for me!			
vc629@humboldt.edu	Vanessa Cota	Benson-Geronimo Rogers		3/27/2020	Hoopa Valley Elementary School	7	1:1	5	parent check in				
vc629@humboldt.edu	Vanessa Cota	Brenda Esteves	elinesilva3002@gmail.com	5/13/2020	N/A	11	Workshop	60	FA	Budgeting and Money Management Workshop, this is a non participant			
vc629@humboldt.edu	Vanessa Cota	Buck Logan		4/2/2020	Hoopa Valley High School	9	1:1	10	phone call with guardian	Follow up. interested in robotics, won a robotics competition, going through reunification process with family. Check in with Student via FB maybe?			
vc629@humboldt.edu	Vanessa Cota	Chloe Hunter		3/27/2020	Hoopa Valley Elementary School	8	1:1	7	CA, parent check in				
vc629@humboldt.edu	Vanessa Cota	Cochise Nez	coach2000nez@gmail.com	4/9/2020	McKinleyville High School	12	1:1	8	CP	Interested in advising meeting			
vc629@humboldt.edu	Vanessa Cota	Codey Lackey	jess1122@yahoo.com	10/8/2020	McKinleyville High School	12	1:1	10	Annual Check In	Phone call			
vc629@humboldt.edu	Vanessa Cota	Cody Caylor	ccaylor@nohum.k12.ca.us	4/9/2020	McKinleyville High School	11	1:1	10	CA	student is interested in trade school, welding specifically			
vc629@humboldt.edu	Vanessa Cota	Daisy Martinez		4/10/2020	Fortuna Union High School	10	1:1	5	Phone call				
vc629@humboldt.edu	Vanessa Cota	Darly Diaz		4/10/2020	Fortuna Union High School	12	1:1	5	phonecall				
vc629@humboldt.edu	Vanessa Cota	David Cross	Drkcross08@gmail.com	2/26/2021	Trinity Valley Elementary School	7	1:1	30	Annual Check In	Video call	Checking in, wants to go to college but not sure if that's possible. Wants to attend Indigenous Scholar Hour		
vc629@humboldt.edu	Vanessa Cota	David Cross		3/27/2020	Trinity Valley Elementary School	6	1:1	5	parent check in				
vc629@humboldt.edu	Vanessa Cota	Dayra Ramirez Pacheco	dramirezpacheco61@eurekacityschools.org	4/15/2020	Eureka High School	12	1:1	60	CP	Created account for CR			
vc629@humboldt.edu	Vanessa Cota	Dayra Ramirez Pacheco	dramirezpacheco61@eurekacityschools.org	4/20/2020	Eureka High School	12	1:1	60	CP	Helping Dayra log into CR account and begin application process			
vc629@humboldt.edu	Vanessa Cota	Dayra Ramirez Pacheco	dramirezpacheco61@eurekacityschools.org	4/21/2020	Eureka High School	12	1:1	60	CP	Began and submitted application for CR with Dayra. Yay!			
vc629@humboldt.edu	Vanessa Cota	Dayra Ramirez Pacheco		4/22/2020	Eureka High School	12	1:1	60	CP	Went over courses and next steps of action for Dayra			
vc629@humboldt.edu	Vanessa Cota	Dayra Ramirez-Pacheco	dramirezpacheco61@eurekacityschools.org	4/7/2020	Eureka High School	12	Workshop	60	FA, CP, CA, SS				
vc629@humboldt.edu	Vanessa Cota	Dayra Ramirez-Pacheco	dramirezpacheco61@eurekacityschools.org	4/8/2020	Eureka High School	12	1:1	180	FA, CP, CA, SS, Check in	This was a follow up to the Spanish info session the night before. Assisted in creating a CR account and created a follow up meeting.			
vc629@humboldt.edu	Vanessa Cota	Delainey Sorrell		3/27/2020	Hoopa Valley Elementary School	8	1:1	5	parent check in				
vc629@humboldt.edu	Vanessa Cota	Dennis McGovern		10/8/2020	Hoopa Valley Elementary School	8	1:1	15	Annual Check In	Phone call	Doing well in school, packets, doesn't need tutoring		
vc629@humboldt.edu	Vanessa Cota	Dennis MCGovern		3/27/2020	Hoopa Valley Elementary School	7	1:1	5	CA				
vc629@humboldt.edu	Vanessa Cota	Dylan Dolson Gonzalez	dyl641gon.z@gmail.com	1/28/2021	McKinleyville High School	12	1:1	30	FA, CP, CA	Video call	Asked about CSS and scholarships for Latino students. got an efc of 0! Yay!!!		
vc629@humboldt.edu	Vanessa Cota	Ellie Lynch	elliefontaine06@icloud.com	5/14/2020	Eureka High School	11	Workshop	60	Wellness Hour Workshop				
vc629@humboldt.edu	Vanessa Cota	Gavyn Albers	gmalbers@icloud.com	10/7/2020	Hoopa Valley High School	11	1:1	10	Annual Check In	Phone call	Has a lot of support from parents :)		
vc629@humboldt.edu	Vanessa Cota	Gia McCovey		4/2/2020	Hoopa Valley High School	9	1:1	3	CP, Phone call check in	Follow up on FRIday			
vc629@humboldt.edu	Vanessa Cota	Haley Price	mariexox13@gmail.com	4/9/2020	McKinleyville High School	11	1:1	10	CP	Wants to go to cr, doesn't need tutoring at the moment, would be interesed in advising in the future			
vc629@humboldt.edu	Vanessa Cota	Isabella Cabrera	bellacabrera198@gmail.com	4/2/2020	Hoopa Valley High School	9	1:1	10	CP	Very interested. Wants to follow up on Friday.			
vc629@humboldt.edu	Vanessa Cota	Ivana Lopez	ivana_2007@icloud.com	5/13/2020	Crescent Elk Elementary School	7	Workshop	60	FA	Money Management and Budgeting Workshop			
vc629@humboldt.edu	Vanessa Cota	Jacklyn Keller		10/7/2020	Hoopa Valley Elementary School	8	1:1	10	Annual Check In	Phone call	Not doing so well but does not want tutoring services :(
vc629@humboldt.edu	Vanessa Cota	Jacklyn Keller		3/27/2020	Hoopa Valley Elementary School	7	1:1	5	CA				
vc629@humboldt.edu	Vanessa Cota	Jacob Paz		4/15/2021	McKinleyville High School	9	1:1	30	Tutoring, Annual Check In	Text message	Chcking in about last semester and scheduling a meeting for next Tuesday		
vc629@humboldt.edu	Vanessa Cota	Jada Hayes	jhayes@nohum.k12.ca.us	4/9/2020	McKinleyville High School	11	1:1	15	CP, CA, Annual Check In	Wants to set up advising meeting on Zoom next week at 3pm			
vc629@humboldt.edu	Vanessa Cota	Janethe Vega-Lopez	v3ga.l0p3z@icloud.com	1/20/2021	McKinleyville High School	11	1:1	5	scheduling a meeting	Text message			
vc629@humboldt.edu	Vanessa Cota	Janethe Vega-Lopez		1/27/2021	McKinleyville High School	11	Workshop	90	CA	Video call			
vc629@humboldt.edu	Vanessa Cota	Janethe Vega-Lopez		1/27/2021	McKinleyville High School	11	1:1	30	CA, SS, Tutoring	Video call	Needs support with tutoring subjects and creating a schedule. Setting her up with tutors this meeting and will be going over resume and tutoring(again) next meeting. Need to connect her with Jack from ACORN and Anne Asap		

Email Address	Advisor Name	Student Name	Best Email Address	Date of Service	School	Grade	Workshop or 1:1?	Total Minutes	Type of Contact	Type of Communication	Notes	Entered in Blumen	Column1
vc629@humboldt.edu	Vanessa Cota	Janethe Vega-Lopez		2/3/2021	McKinleyville High School	11	1:1	30	SS, Tutoring	Video call, Text message	Setting up tutoring appt, fixing resume, going over schedule that works for her		
vc629@humboldt.edu	Vanessa Cota	Jenna Crandall	jcrandall@nohum.k12.ca.us	3/26/2021	McKinleyville High School	12	1:1	30	CP, Annual Check In, Par	Video call, Text message			
vc629@humboldt.edu	Vanessa Cota	Jenna Crandall	jennacrandall25@gmail.com	4/9/2021	McKinleyville High School	12	1:1	20	CP	Text message	Checked in via text and rescheduling for next week instead!		
vc629@humboldt.edu	Vanessa Cota	Jeremy Tejeda		4/11/2020	Fortuna Union High School	11	1:1	5	phone call				
vc629@humboldt.edu	Vanessa Cota	Jesus Vielma		4/11/2020	Fortuna Union High School	11	1:1	5	phone call				
vc629@humboldt.edu	Vanessa Cota	John Blake III		3/27/2020	Hoopa Valley Elementary School	6	1:1	5	Parent check in				
vc629@humboldt.edu	Vanessa Cota	John Smith	johnedsmith10@gmail.com	5/7/2020	Hoopa Valley High School	12	1:1	60	CP, CA, Annual Check In	Has not heard anything about AP exams, plans on going to Cornell or Haskell University			
vc629@humboldt.edu	Vanessa Cota	Juan Olivares		4/11/2020	Arcata High School	10	1:1	10	phonecall	does not need services at the moment			
vc629@humboldt.edu	Vanessa Cota	Kendra Lee		5/13/2020	Toddy Thomas Middle School	7	Workshop	60	FA	Money Management and Budgeting Workshop			
vc629@humboldt.edu	Vanessa Cota	Lorenita McKinnon	lmacin79@gmail.com	5/7/2020	Hoopa Valley High School	11	1:1	60	FA, CP, CA, Annual Chec	Has not heard from her counselors or advisors about her Cal Grant or early graduation, is very frustrated and just wants answers			
vc629@humboldt.edu	Vanessa Cota	Lorenita McKInnon		5/12/2020	Hoopa Valley High School	11	1:1	30	CP, CA	Updates on graduation and CR			
vc629@humboldt.edu	Vanessa Cota	Lorenita Mckinnon		5/18/2020	Hoopa Valley High School	11	1:1	10	high school exit!	Expressed she is upset that she will not be graduating early			
vc629@humboldt.edu	Vanessa Cota	Lorenita McKinnon		5/19/2020	Hoopa Valley High School	11	1:1	30	news about captain John				
vc629@humboldt.edu	Vanessa Cota	Lorenita Mckinnon		5/20/2020	Hoopa Valley High School	11	1:1	5	text regarding Internship				
vc629@humboldt.edu	Vanessa Cota	Lorenita Mckinnon		5/21/2020	Hoopa Valley High School	11	1:1	5	text about internship				
vc629@humboldt.edu	Vanessa Cota	Lorenita Mckinnon		5/28/2020	Hoopa Valley High School	11	1:1	10	text exchange about internship				
vc629@humboldt.edu	Vanessa Cota	Lorenita McKinnon		6/3/2020	Hoopa Valley High School	11	1:1	20	Summer registration texts and junior year updates				
vc629@humboldt.edu	Vanessa Cota	Madison Bengtson	bengtsonmadison@gmail.com	5/13/2020	Eureka High School	10	Workshop	60	FA	Money Management and Budgeting Workshop			
vc629@humboldt.edu	Vanessa Cota	Marisa Hernandez	Hmarisa159@gmail.com	5/13/2020	NU Charter	11	Workshop	60	FA	Money Management and Budgeting			
vc629@humboldt.edu	Vanessa Cota	Marisa Hernandez		6/3/2020	NU Charter	11	Workshop	60	SS	Journaling Workshop			
vc629@humboldt.edu	Vanessa Cota	Mehschulen Scott	ballerchillz23@gmail.com	4/2/2020	Hoopa Valley High School	9	1:1	3	PHone call	did not want to follow up			
vc629@humboldt.edu	Vanessa Cota	Michael Colegrove		3/27/2020	Hoopa Valley Elementary School	8	1:1	10	parent check in				
vc629@humboldt.edu	Vanessa Cota	Milennia McKindley		3/27/2020	Trinity Valley Elementary School	7	1:1	5	parent check in				
vc629@humboldt.edu	Vanessa Cota	Moncerrat Bernal		4/11/2020	Fortuna Union High School	12	1:1	5	phone call				
vc629@humboldt.edu	Vanessa Cota	Natalia Flores		3/10/2021	Hoopa Valley Elementary School	7	Workshop	60	CA, Indigenous Scholar I-	Video call	Indigenous Scholar Hour Workshop		
vc629@humboldt.edu	Vanessa Cota	Natalia Flores		1/19/2021	Hoopa Valley Elementary School	8	1:1	45	Just checking in	Video call			
vc629@humboldt.edu	Vanessa Cota	Natalia Flores	natalia973flores@gmail.com	3/23/2021	Hoopa Valley Elementary School	8	1:1	30	Check in and Twilight Box	Video call			
vc629@humboldt.edu	Vanessa Cota	Natalia Flores	natalia973flores@gmail.com	4/20/2021	Hoopa Valley Elementary School	8	1:1	40	CP	Video call, Text message	Is participating in TRIO Summer Program and is interested in TRIO Ambassadorship		
vc629@humboldt.edu	Vanessa Cota	Neo McKindley	neomckindley@gmail.com	4/2/2020	Hoopa Valley High School	9	1:1	5	CA, Phone call check in				
vc629@humboldt.edu	Vanessa Cota	Noemi Aguilar Ferro		4/11/2020	Fortuna Union High School	11	1:1	5	phone call				
vc629@humboldt.edu	Vanessa Cota	Oden Kohl		3/27/2020	Trinity Valley Elementary School	7	1:1	5	parent check in				
vc629@humboldt.edu	Vanessa Cota	Pamela Houston		10/27/2020	Hoopa Valley Elementary School	8	1:1	20	Annual Check In, Parent (Phone call	Nisha is mom. text tutoring form. struggling with math, likes history and science. does not like virtual learning. cheerleading, was the flyer. Wants to do cheer in HS. terrified of covid. happy we reached out		
vc629@humboldt.edu	Vanessa Cota	Preston Neil		10/7/2020	Hoopa Valley Elementary School	7	1:1	5	Parent Communication	Phone call			
vc629@humboldt.edu	Vanessa Cota	Preston O'Neil		3/27/2020	Hoopa Valley Elementary School	6	1:1	20	CA, Parent check in	Was on the phone with parent for about 20 minutes. Had really good conversations!			
vc629@humboldt.edu	Vanessa Cota	Raudel Gonzalez	oglz999rke@gmail.com	11/26/2021	McKinleyville High School	12	1:1	20	CP	Phone call, Text message	Doing great, attending HSU hopefully!		
vc629@humboldt.edu	Vanessa Cota	Raudel Gonzalez Fregoso		1/27/2021	McKinleyville High School	12	1:1	45	FA, CP	Text message			
vc629@humboldt.edu	Vanessa Cota	Raudel Gonzalez Fregoso	rgonzalezfregoso@nohum.k12.ca.us	4/9/2020	McKinleyville High School	11	1:1	10	CP, Annual Check In	wants to go to hsu, wants an advising meeting			
vc629@humboldt.edu	Vanessa Cota	Ruby King	rubyking1116@icloud.com	4/9/2021	Hoopa Valley High School	12	1:1	40	CP, Annual Check In	Video call, Text message	Scholarship interview next week. Might go to Cal! Woohoo!!!		
vc629@humboldt.edu	Vanessa Cota	Ruby King		4/26/2021	Hoopa Valley High School	12	1:1	60	FA, CP	Video call, Text message	going to cal on a full ride! Had her Mcconnel Scholarship after our meeting. Super stoked. Needs to complete housing application!		
vc629@humboldt.edu	Vanessa Cota	Sam Boyd		6/2/2020	Hoopa Valley High School	11	1:1	10	texts about internship				
vc629@humboldt.edu	Vanessa Cota	Samantha Boyd		4/21/2020	Hoopa Valley High School	11	1:1	60	CP, CA, Annual Check In	students	Getting to know eachtoher, talked about hobbies and interests, college, and how best to reach out to		
vc629@humboldt.edu	Vanessa Cota	Samantha Boyd	samanthalovescows0@gmail.com	5/7/2020	Hoopa Valley High School	11	1:1	30	CP, CA	Might join the military			
vc629@humboldt.edu	Vanessa Cota	Samantha Boyd		5/13/2020	Hoopa Valley High School	11	1:1	30	CP				
vc629@humboldt.edu	Vanessa Cota	Shanna Hodges		1/27/2021	McKinleyville High School	12	1:1	15	CP	Video call	Interested in Native Scholars Group!		

Email Address	Advisor Name	Student Name	Best Email Address	Date of Service	School	Grade	Workshop or 1:1?	Total Minutes	Type of Contact	Type of Communication	Notes	Entered in Blumen	Column1
vc629@humboldt.edu	Vanessa Cota	Shanna Hodges	hodgesgirl03@gmail.com	4/9/2021	McKinleyville High School	12	1:1	20	FA, CP	Video call, Text message	Will be going over her financial aid awards for sjsu next week!		
vc629@humboldt.edu	Vanessa Cota	Shanna Hodges	hodgesgirl03@gmail.com	4/21/2021	McKinleyville High School	12	1:1	45	FA, CP	Email, Video call, Text message	Went over finaidd package, work study, accepting awards!		
vc629@humboldt.edu	Vanessa Cota	Shanna Hodges		6/27/2020	McKinleyville High School	11	1:1	10	emails regarding internship				
vc629@humboldt.edu	Vanessa Cota	Sharon Hernandez		4/2/2020	Hoopa Valley High School	9	1:1	5	Phonecall	Call again on Friday			
vc629@humboldt.edu	Vanessa Cota	Talena Downs-Miguelena		3/27/2020	Trinity Valley Elementary School	8	1:1	10	CA				
vc629@humboldt.edu	Vanessa Cota	Talia Trujillo		4/2/2020	Hoopa Valley High School	9	1:1	5	CP	Following up on Friday			
vc629@humboldt.edu	Vanessa Cota	Talon Rodriguez		3/10/2021	McKinleyville High School	9	1:1	30	CA	Video call	Went over his resume, asked if he needed tutoring		
vc629@humboldt.edu	Vanessa Cota	Talon Rodriguez	tarodriguez@nohum.k12.ca.us	1/20/2021	McKinleyville High School	10	1:1	60	CP, CA, Annual Check In	Phone call	Setting up for weekly meetings. Wants to go into film or acting. Would like to find a job soon.		
vc629@humboldt.edu	Vanessa Cota	Talon Rodriguez		1/27/2021	McKinleyville High School	10	1:1	10	phone call	Phone call	Power is out, cannot attend meeting		
vc629@humboldt.edu	Vanessa Cota	Victoria Claros	toriacclaros@gmail.com	2/23/2021	McKinleyville High School	12	1:1	60	FA, Annual Check In	Email, Video call, Text message	Walked Victoria through HAF application and reviewed her SAR!		
vc629@humboldt.edu	Vanessa Cota	Victoria Claros		4/9/2020	McKinleyville High School	11	1:1	5	Annual Check In				
vc629@humboldt.edu	Vanessa Cota	Victoria Huggins	torihuggins02@gmail.com	4/9/2020	McKinleyville High School	12	1:1	10	CA	cell not in service, email for google hang out next week in the afternoon			
vc629@humboldt.edu	Vanessa Cota	Virali Patel		6/3/2020	South Fork High School	11	Workshop	60	SS	Journaling Workshop			
vc629@humboldt.edu	Vanessa Cota	Wey-Se-Naw Markrussen	wmarkrussen13@yahoo.com	3/23/2021	Hoopa Valley Elementary School	7	1:1	20	SS, Tutoring, Annual Che	Phone call	Talked to Athena, Wey-se-Naw's mom and she mentioned she needed tutoring and wanted her to attend the workshops as well as needing a hotspot.		
vc629@humboldt.edu	Vanessa Cota	Zoe Booth	lztbooth13@gmail.com	1/22/2021	Hoopa Valley High School	12	Workshop	30	CP	Video call	Paying for her applications with Blaine		
vc629@humboldt.edu	Vanessa Cota	Zoe Booth	lztbooth13@gmail.com	3/11/2021	Hoopa Valley High School	12	1:1	40	FA, CP, CA, SS	Video call	Got accepted to UofA! Checking her finaidd package. EFC of 0! Woohoo!		
vc629@humboldt.edu	Vanessa Cota	Zoe Booth	lztbooth13@gmail.com	4/9/2021	Hoopa Valley High School	12	1:1	40	FA, CP	Video call, Text message	Checking out her finaidd package, not looking very good but we will be trouble shooting so we can figure out a way to pay for it if not figure out a new plan!		
vc629@humboldt.edu	Vanessa Cota	Zoe Booth		5/21/2020	Hoopa Valley High School	11	1:1	60	questions and advice on internship application				
vc629@humboldt.edu	Vanessa Cota	Zoe Booth		5/28/2020	Hoopa Valley High School	11	1:1	20	Check in on internship application				
vc629@humboldt.edu	Vanessa Cota	Zoe Marie		5/7/2020	Hoopa Valley High School	11	1:1	30	Annual Check In	Getting to know each other, she loves sports and is getting tutoring!			



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1894-0003
Exp. 07/31/2021

PR/Award # (11 characters): **S299A180007**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

The reports found at the end of this Section are taken from the Project Director's budget tracker which is updated by both the Finance Department and the Project Director to create a full picture of program expenditures and status at a glance. This is used in monitoring progress, and making decisions by the Project Director. On the Budget vs. Actuals expenditure report the columns represent the following:

- **Budget** – represents the approved Year 3 budget, available for expenditures between 10/1/2020 – 03/31/2021. This budget is the combination of the approved Year 3 allocation, and Year 2 carry forward budget which was approved by ED OIE.
- **Actuals** – represents those expenditures which have posted to the bank and have been paid out to vendors
- **Invoices** – represents those items approved for payment by the Project Director after review under cost principles which are in the process of being paid by the Finance Department
- **Obligations** – represents commitments made via contracts or agreements with employees, independent contractors, and the Tribe. These have fixed amounts based upon the agreements, thus, on the Personnel and Fringe rows, this represents the Project Director, MMT Community Services Coordinator, and Youth Programs Coordinator who are full-time employees receiving health insurance and retirement benefits. Under Contractual it represents contracts with the Cultural Advisors, HCOE, NHUHSD, Two Feathers Native American Family Services, Inc., Humboldt State University, and Native Workshops contractors. In Supplies, the Obligations represent supplies for our joint Robotics & Math Recovery Summer Camp, the 100 sets of Native American Role Model Posters, and the Body & Brain STEM Curriculum supplies.
- **Pre-Obligations** – represents commitments made via agreements with employees. This is used for hourly non-exempt employees and the maximum amount of hours (in cost) those employees have been authorized work during the budget period based upon their schedule. The Supplies row shows the amount allocated to Virtual Maker Share/Faire, Native Maker Workshops, additional Air Quality curriculum kits, and the Mini-Lending Libraries student project costs. These earmarked funds have been allocated to the various program leaders.
- **Budget Balance** – represents the remaining budget considered unencumbered, and available for use in the program. Budget Balance is calculated by subtracting Actuals, Invoices, Obligations, Pre-Obligations from the Budget column.
- **% Spent** – represents the percentage of the budget which has been “spent / committed / obligated”
- **% Unobligated** – represents the percentage of the budget which is considered unencumbered and free for use in the program.
- **Notes** – contains information on the primary reason there is encumbered budget balance

At the top of the report, there are filters to ensure only allowable transactions for the performance period are captured on the report. During monthly P>D>C>A of financial reports, the Project Director marks items which were mistakenly charged to the grant by Accounting which are now pending journal entry corrections so they can be removed for appropriate reporting to C-TIE and the TEA's BOE.

Personnel

- **Program Director** – Responsible for overall program sustainability and design, management & coordination including: data collection, internal continuous improvement evaluations w/ reporting to C-TIE, PAC, and BOE, staffing management (timesheets, personal activity reports, and employee reviews), financial tracking & Accounting transaction review, website content management and report writing. Alison was 70% time during this reporting period, but will return to 92% time once the 2019 STEP TEA Development grant final performance report is completed. The Program Director has kept detailed tracking of her work, and routinely works more than 80 hours in a

pay period, and more than occasionally, reaching over 100 hours. She is a salary exempt employee so this excess of hours does not impact the program's budget, and thus the true cost of her time is not demonstrated by the numbers. Through the time and labor study of her work, discussed with C-TIE and program evaluator, it is quite clear that the grant was originally budgeted too lightly in the staff area, and the work the Program Director is doing is far greater than one person can sustain without exhaustion. We have noted that work increased exponentially for the Program Director with the onset of the Covid-19 pandemic and hopefully will resume to a more bearable load when things return to a semblance of normality by the beginning of Year 4.

- *Redesigned the Mobile Maker Technician position originally covered under Humboldt County Office of Education's contract and the HSU Pathmakers Mentoring implementation.* Reasoning for this action: The tasks that the original grant application set for the MMT were lofty and although sounding simple on paper, they were not when put into practice during full implementation of the program during Fall 2019. Coordination of services with 31 districts in our county took a great deal of time. Aligned with the issues discussed above with the HSU Pathmakers Mentors' schedules, the scheduling and the managing of the scheduling took up a majority of the MMT's time outside of the classroom setting, leaving greatly reduced time to work on the other objectives of the MMT. Additionally, schools were not being served consistently by the HSU Mentors who participated in the Fall and either had to (1) quit because their own schooling became too much to handle with an external job, or (2) had so many scheduling conflicts between their own college schedule and the schools' needs that they were reduced to an hour or two of work a week which wasn't enough to support them financially. Thus, the C-TIE Steering committee decided to take the following actions:
 - *MMT under HCOE contract (MMT-HCOE)* – this position has focused their time on virtual classroom work with students on the culturally adapted curriculum for nearly the full time of their employment under the contract. Merry Kate Lowry was hired in August 2020, and is currently in this position.
 - *MMT as a BLR employee (MMT-BLR)* – this position has focused on the coordination of scheduling of services between all the different schools, the MMT under HCOE, with the Pathmakers Paraeducators, Two Feathers Mentors, Cultural Advisors, and soon the summer camp mentors. This position will be responsible for collecting all of the GPRA 2 performance measure data and working with the Program Director on analyzing it for the Program Evaluation with Jack Bareilles of NHUHSD who is providing Evaluation services under their contract with BLR. Furthermore, the MMT employed by BLR has coordinate the services provided by Third Party Contractors with the schools, camps, and events ensuring each has the most update curriculum adaptation version, the training, and the supplies needed to implement the curriculum. Finally, this position will provide direct services to students during summer camps (UAS Drone Summer Camp), weekend events (CA State Parks Kindling the Flame Youth Cultural Revitalization), and virtual family maker nights. Marlee Mansfield-Chavez who was hired to work as HCOE's MMT in March 2019 has moved into this position leaving HCOE on 4/17/2020, being hired by BLR on 4/20/20, so we had a smooth transition and no loss of organizational/program memory.
 - *Hiring Two (2) Pathmakers Paraeducators (PPs)* – We have had FOUR different persons filling these positions due to the pandemic closing the program mid-implementation. Wakara Scott and Sierra Joyner were hired in October to provide in-person services at “The Palace is the Place: Homework Assistance Kids Club” which has run for a total of 53 days during the reporting period. When the Covid-19 Pandemic Tier Level was raised, all in-person services were suspended, and the program shuttered temporarily. We had to lay off our paraeducators so they could receive unemployment benefits related to the Covid-19 forced closure. Wakara Scott moved on to full-time employment with Two Feathers Native American Family Services, Inc. and has returned through their contract to provide mentoring services at our weekend maker workshops at Sumeg Village when in-person services returned. Sierra Joyner did not return due to the unreliable nature of the program hours being tied to the Covid-19 Tier. We have hired Thao Le, and Frederique Guezille to replace Wakara and Sierra. Our Paraeducators are also working with our Interns in the Building & Construction Trades, and in May our Agri-Business Intern.
 - *Summer Camp Pathmakers Mentors* – We have hired Angela Felecity Cross to work with Marlee Mansfield-Chavez on the UAS Drone Pilot Summer Camp, and the potential summer camp currently in the works at Sumeg Village with CA State Parks.
 - *Youth Programs Coordinator* – Daniel Holsapple has been hired and is currently working on the Agri-Business Program in our community garden. The first Food Sovereignty curriculum module has been created through Daniel's work, as has the first Ag program video, and backpack activity that went out to 30 Ag Program participants. Daniel is also developing our aquaponics curriculum in conjunction with the design process for the Modern Youth Apprenticeship Academies, currently under development under the Tribe's 2020 STEP grant for College & Career Readiness.
 - *Student Interns* – Four internships were requested by the Parent Advisory Council (PAC) and thus, we have endeavored to fill them this year, despite the pandemic. Jesse Widmark, student intern in the Building & Construction Trades program, was hired in October and has been working 10 hours per week with the

Blue Lake Rancheria Facilities Division. He has participated in the rehabilitation of a small building into the new Farm Stand for our Agri-Business program located in the community garden. He has also assisted the Facilities staff with general maintenance on all of the Tribe's various facilities. Two Agri-Business interns have been interviewed, but their schedules have been unworkable at this time. We are attempting to work around the second applicant's schedule to allow him to work through September harvest. We have created the job descriptions for the remaining two positions (1) Natural Resources & Native Interpreter Internship with CA State Parks Northcoast Redwood District, working directly with Yurok Cultural bearer Skip Lowry who is an Interpreter I with State Parks; (2) Graphic Arts & Technology Internship with Blue Lake Rancheria's Marketing & Communications Division. This Internship would focus on the creation of the remaining sets of Native Role Model educational posters used in our program, as well as creating the advertisements and media that go with all of our Program's social media, website, and communication flyers. As the equipment needed to do this work is located at the schools which are closed, we have waited to hire this position until schools reopened.

Fringe

Fringe expenditures follow personnel expenditures. Blue Lake Rancheria employees with FTEs (non-temporary) have benefits such as health insurance, employee assistance program, 401K matching contributions of up to 8%, and other associated benefits. Employers share of taxes are also included in the Fringe budget. Fringe rates for employees with FTE range between 32-45% depending on the employee's selection of benefit packages. Employees without FTE (employees who are temporary, part-time, and under 29 hours a week) are budgeted for only employer's share of payroll taxes.

Travel

The Travel budget was hardly touched because we drastically scaled back in –person service provision in the Mobile Maker Van and didn't attend an in-person mandatory annual Director's meeting due to the Covid-19 pandemic. The remaining budget here should be moved into Contractual when the carryover budget is created, as providing virtual programming lead to other costs not originally planned for such as Prezi and Zoom.

Supplies

The supplies purchased in this budget have been tracked and monitored by grant goals to ensure the majority of expenditures are focused on classroom instruction / direct services to students as directed by the TEA BOE, and suggested by the Program Director for use in evaluation. Costs are predominantly supplies for the Native Maker workshops such as wood, beading supplies, as well as for the Native "clubs" promoting the social emotional health, self-efficacy projects and curriculum. Classroom sets of books used in the support of our culturally adapted curriculum were also purchased, as were books given to program participants at the weekend Kindling the Flame Youth Cultural Revitalization sessions. Weekend workshop participants also received protective equipment and tools to take home to continue working on the student projects since school building and associated tools were unavailable to them. The expenditures spent on Grant Management represent (1) an Adobe Acrobat license so that produced curriculum can be in a pdf format, (2) new Fox planners for Program Director & BLR's MMT (3) new business cards for Program Director as all her cards were mailed out with communications to community/families. Supplies were also purchased for participant incentives for the "Success in Both Worlds" virtual conference and for the Agri-Business program.

Contractual

The largest portion of the Pathmakers Program budget is under **Contractual**. Our program partners Humboldt County Office of Education (HCOE) and Northern Humboldt Union High School District (NHUHS) account for \$372,248.81 in expenditures representing 88.55% of Contractual costs. These costs are primarily focused on direct services to children in the classroom, virtual maker fair, counseling and career readiness, with minor amounts for program administration and coordination between schools and the C-TIE Steering Committee. Contractual expenditures cover all goals of the program:

Goal 1: Adaptive Curriculum Creation

There is a great deal of detail on the curriculum that was created under Section C of the APR. This funding paid for the *Save California Salmon* curriculum for water protectors and advocacy, as well as the *My Sisters*, *Soldiers Unknown*, *The Original Patriots* curriculum, and for K-1 *Be A Builder* curriculum which is under development and awaiting cultural

advisors' review. *Body & Brain STEM Workout* curriculum and Agri-Business Food Sovereignty curriculum. HCOE spent some of their contract budget on developing *Python Coding* curriculum.

Goal 1 & 2: Program Evaluation & Maker Space

Continuous improvement program review to provide Program steering committee with reports and recommendations facilitating data driven decision making. This is now being provided under a contract with NHUHSD and experienced program evaluator Jack Bareilles (costing \$24,000) and is shown as a part of NHUHSD under Goal 2 Makerspace.

Goal 2 & 3: Maker Spaces, Native Youth Participation, Self-Efficacy, Goal Setting & Persistence

These contracts with our partners cover direct & virtual classroom services to students K-12 at all 31 districts in our County, as well as crisis counseling, college & career counseling/planning, social emotional development & self-advocacy training services, weekend academies & festival activities. These contracts are with: Humboldt County Office of Education, Humboldt State University's TRiO Talent Search Program, Two Feathers Native American Family Services, CA State Parks Northcoast Redwood District, and various local cultural bearers for Native Maker Workshops.

Goal 4: General Administration

The general administration costs are for the a three (3) person license for Prezi, Inc. online service to be used by staff in presentations at meetings and training sessions with contractors, employees, and advisory committees and for the recruitment of community partners in the development and attainment of program goals. Zoom is also in this category.

Other

Other expenditures make up a very minor portion of the budget by design. This budget also covers the Mobile Makerspace Van's annual DMV registration fees, and other odd miscellaneous fees and costs associated with program implementation (background checks, finger printing, etc.)

Indirect

The negotiated indirect cost rate for the Blue Lake Rancheria changes from year to year based on the Tribe's fiscal year. The Tribe's fiscal year coincides with the calendar year and thus, it runs from January 1 to December 31, of any given year. Thus, during the APR's performance period of 10/01/2020 – 03/31/2021 the tribe has two federally approved negotiated indirect cost rates, as follows:

- January 1 – December 31, 2020 – 29.97% - this is the rate to be applied to applicable expenditures posting to the general ledger between these dates
- January 1 – December 31, 2021 – 20.32% - this is the rate to be applied to applicable expenditures posting to the general ledger between these dates

The negotiated indirect cost rate agreement has been provided to the US Department of Education, again, with these mid-year reports.

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

NYCP Demonstration Grant
Pathmakers Program
P>D>C>A Analysis

Budget Year Yr 3 - 10/01/2020 - 09/30/2021
Posting Month (All)
P>D>C>A Notes (Multiple Items)

Year 3
Months Completed 7

Year 3 Award Budget vs. Actuals

	Budget	Actuals	Invoice	Obligation	Pre-Obligation	Total Costs	Budget Balance	% Spent	% Unobligated
Salary	\$ 177,957.00	\$ 68,110.98		\$ 68,848.36	\$ 40,159.50	\$ 177,118.84	\$ 838.16	77%	23%
Fringe	\$ 60,786.00	\$ 20,160.30		\$ 29,078.88	\$ 6,669.14	\$ 55,908.32	\$ 4,877.68	81%	19%
Travel	\$ 4,984.00	\$ 143.40		\$ 121.08		\$ 264.48	\$ 4,719.52	5%	95%
Equipment	\$ -					\$ -	\$ -		
Supplies	\$ 29,750.00	\$ 9,359.21		\$ 8,600.90	\$ 11,720.91	\$ 29,681.02	\$ 68.98	60%	40%
Contractual	\$ 415,452.00	\$ 156,805.27	\$ 399.73	\$ 231,478.35	\$ 26,750.00	\$ 415,433.35	\$ 18.65	94%	6%
Other	\$ 2,435.00	\$ 391.12		\$ 900.00		\$ 1,291.12	\$ 1,143.88	53%	47%
Indirect	\$ 107,942.00	\$ 55,411.19			\$ 52,530.81	\$ 107,942.00	\$ -	51%	49%
Grand Total	\$ 799,306.00	\$ 310,381.47	\$ 399.73	\$ 339,027.57	\$ 137,830.36	\$ 787,639.13	\$ 11,666.87		

Items considered spent are actuals, invoices mid-processing, and obligations. Pre-Obligation items are earmarked funds which are either (1) Hourly employee's pay & benefits, (2) Funds under contract negotiation, or (3) Supplies being research & priced

Current % Spent	38.88%
Current % Obligated/Pre-Oblg	59.66%
% UnObligated	1.46%
	<u>100.00%</u>

P>D>C>A Analysis of Year 3 Expenditures

Budget Year Yr 3 - 10/01/2020 - 09/30/2021
P>D>C>A Notes (Multiple Items)

Year 3 Expenditures & Obligations by Main Grant Goals

	Actuals	Invoice	Obligation	Pre-Obligation	Grand Total	P>D>C>A Notes
1 - Culturally Adapated Curriculum	\$ 7,665.85		\$ 4,800.00		\$ 12,465.85	
2 - Makerspaces	\$ 151,044.25		\$ 221,765.54	\$ 54,245.88	\$ 427,055.67	
3 - Life Skills, College & Career Readiness	\$ 7,780.58		\$ 16,363.95	\$ 31,053.67	\$ 55,198.20	
4 - Grant Management	\$ 55,619.51	\$ 399.73	\$ 96,098.08	\$ 52,530.81	\$ 204,648.14	
(blank)	\$ 88,271.28				\$ 88,271.28	These expenditures support multiple goals
Grand Total	\$ 310,381.47	\$ 399.73	\$ 339,027.57	\$ 137,830.36	\$ 787,639.13	

Budget Year Yr 3 - 10/01/2020 - 09/30/2021
P>D>C>A Notes (Multiple Items)

Year 3 Expenditures & Obligations by Project Objective

	Actuals	Invoice	Obligation	Pre-Obligation	Grand Total	P>D>C>A Notes
1C - CAC Module Creation	\$ 7,000.00		\$ 4,800.00		\$ 11,800.00	
1D - Internal Program Evaluation	\$ 78.97				\$ 78.97	
2A - Native Youth Participation	\$ 145,662.40		\$ 221,644.46	\$ 54,245.88	\$ 421,552.74	
2B - Makerspaces Operation	\$ 6,047.70		\$ 121.08		\$ 6,168.78	
3A - Native Life Skills Development	\$ 1,132.94		\$ 13,867.06	\$ 10,000.00	\$ 25,000.00	
3B - Self-Efficacy Skills	\$ 3,373.51		\$ 2,496.89		\$ 5,870.40	
3C - 21st Century Hard & Soft Skills	\$ 3,274.13			\$ 21,053.67	\$ 24,327.80	
GPRA, GEPA, or Overall Support	\$ 55,540.54	\$ 399.73	\$ 96,098.08	\$ 52,530.81	\$ 204,569.17	
(blank)	\$ 88,271.28				\$ 88,271.28	These expenditures support multiple objectives
Grand Total	\$ 310,381.47	\$ 399.73	\$ 339,027.57	\$ 137,830.36	\$ 787,639.13	

Budget Year Yr 3 - 10/01/2020 - 09/30/2021
P>D>C>A Notes (Multiple Items)

Year 3 Expenditures & Obligations by Functional Area

	Actuals	Invoice	Obligation	Pre-Obligation	Grand Total	P>D>C>A Notes	% of Yr 3 Costs
10 - Instruction	\$ 151,863.08		\$ 224,141.35	\$ 70,299.55	\$ 446,303.98		56.66%
21 - Student Support Services	\$ 7,311.05		\$ 14,767.06	\$ 10,000.00	\$ 32,078.11		4.07%
22 - Instructional Support Services	\$ 7,398.27		\$ 34,506.91	\$ 5,000.00	\$ 46,905.18		5.96%
23 - TEA Administration	\$ 126.60	\$ 399.73	\$ 65,491.18		\$ 66,017.51		8.38%
25 - Central Services (Acct, HR, IT)	\$ 55,411.19			\$ 52,530.81	\$ 107,942.00	Indirect Charges	13.70%
26 - Facilities			\$ 121.08		\$ 121.08		0.02%
(blank)	\$ 88,271.28				\$ 88,271.28	These expenditures support multiple Functions	11.21%
Grand Total	\$ 310,381.47	\$ 399.73	\$ 339,027.57	\$ 137,830.36	\$ 787,639.13		

Demonstration Grants for Indian Children (Demo): Native Youth Community Project (NYCP)						
Optional Budget Revision Form						
Grantee Name: Blue Lake Rancheria						
PR Award #: S299A180007						
Project Director: Alison Robbins						
Budget Categories		Existing Grant Budget			Requested Revised Budget	
		Current Performance Period Budget	Carryover	Total Existing Budget	Total Revised Budget	Budget Revision Explanation
Please add lines to categories as necessary in order to itemize/detail expenditures.		These figures should match the amounts in your approved budget.			Requested Budget for Oct 2020 to Sept 2021	Please provide narrative to describe the allocation of funds in your budget revision. Make sure to reference how this will help you achieve your grant goals and objectives.
		156,727	21,230	177,957	177,957	
	Project Director	74,190			74,190	Project Director coordinates overall direction of grant implementation - 70% through March 2021 (.70 FTE) ; then returns to 92% April - Sept 2021 (.92 FTE)
	Mobile Maker Technician - Coordinator	44,242			44,242	Provides & coordinates direct services to students, specifically coordinates contractors' service provisions to students & tracking GPRA measure efforts - 100% / 1.0 FT
	Ag Prog. Youth Prj. Coordinator		4,160		4,160	Implements new Agri-Business/Food Sov. Program - recommended by Advisory Council
	Paraeducator #1	14,340			14,340	Works directly with students on STEAM activities and synchronous & a-synchronous virtual video prod. - school year & summer programs
	Paraeducator #2	14,340			14,340	Works directly with students on STEAM activities synchronous & a-synchronous virtual video prod. - school year & summer programs
	Paraeducator #3	795	10,050		10,845	Works directly with students on STEAM activities - school year - Additional direct services recommended by BOE & LEA (122 days of school @ 5.5 hrs. per day)
	4 Pathmakers Student Interns		7,020		7,020	Grades 9-12 Work Study Internships for Building & Trades, Ag Prog, and Graphic Design - recommended by Advisory Council
	3 Summer Prog. Mentors	8,820			8,820	Summer Program mentors for 6-8 grade "summer camp" - Summer 2021
FRINGE		54,864	5,922	60,786	60,786	
	Project Director	30,334			30,334	Benefits associated with payroll for the position noted in Personnel
	MMT - Coordinator	18,355			18,355	Benefits associated with payroll for the position noted in Personnel
	Ag Prog. Youth Prj. Coordinator		2,322		2,322	Benefits associated with payroll for the position noted in Personnel
	Paraeducator #1	2,200			2,200	Benefits associated with payroll for the position noted in Personnel
	Paraeducator #2	2,200			2,200	Benefits associated with payroll for the position noted in Personnel
	Paraeducator #3		2,185		2,185	Benefits associated with payroll for the position noted in Personnel
	4 Pathmakers Student Interns		1,415		1,415	Benefits associated with payroll for the position noted in Personnel
	3 Summer Prog. Mentors	1,775			1,775	Benefits associated with payroll for the position noted in Personnel
TRAVEL		4,984	-	4,984	4,984	
	Director's Meeting	2,984			2,984	Set aside for Mandatory grant management meeting. If not held in person, these funds will be used for additional local travel expenditures for the Mobile Maker Van
	Mobile Maker Van	2,000			2,000	Local milage on the Mobile Maker van (billed as fuel on general ledger)
EQUIPMENT		-	-	-	-	
SUPPLIES		14,750	15,000	29,750	29,750	
	Office & general program support	1,000			1,000	Annual subscriptions for Zoom, Adobe, Covid-19 supplies (disposable masks, wipes, hand sanitizer, PPE, etc.)

Demonstration Grants for Indian Children (Demo): Native Youth Community Project (NYCP)						
Optional Budget Revision Form						
Grantee Name: Blue Lake Rancheria						
PR Award #: S299A180007						
Project Director: Alison Robbins						
Budget Categories		Existing Grant Budget			Requested Revised Budget	
		Current Performance Period Budget	Carryover	Total Existing Budget	Total Revised Budget	Budget Revision Explanation
Please add lines to categories as necessary in order to itemize/detail expenditures.		These figures should match the amounts in your approved budget.			Requested Budget for Oct 2020 to Sept 2021	Please provide narrative to describe the allocation of funds in your budget revision. Make sure to reference how this will help you achieve your grant goals and objectives.
	School(s) Native American "Clubs"		3,000		3,000	Grades 6-12 backpack program supplies supporting virtual implementation (Tuesdays TEK videos) - recommended by Advisory Council
	Cultural Workshops	1,000	6,000		7,000	Native Maker workshops on TEK - recommended by Advisory Council
	Student Projects (9-12)	200	4,000		4,200	Internship program student project supplies - program recommended by Advisory Council
	Summer School Supplies		2,000		2,000	Summer camp supplies
	My Sisters (Baskets) Classroom Sets	1,750			1,750	Classroom sets of books w/ new curriculum
	Soldiers Unknown Classroom Sets Hoopa	1,000			1,000	50 Books for Hoopa schools w/ new curriculum
	Ag Prog. Curriculum & Supplies	4,000			4,000	Agi-Business farm stand, value added product supplies, & 4-H curriculum - program recommended by Advisory Council
	Mini-Lending Libraries	5,800			5,800	Materials for mini-lending libraries - cultural STEM books, activities, DVDs, music
CONTRACTUAL		339,451	76,001	415,452	415,452	
	HCOE - Contract	160,010	24,715		184,725	Humboldt County Office of Education - K-8 program, Virtual Maker Faire, Family Maker Nights, and online curriculum catalog for synchronous & a-synchronous services
	Program Evaluator	4,090			4,090	Guidance on program's continuous improvement processes
	Native Maker Workshops	899	7,011		7,910	Independent contractor agreements with local Native's providing TEK workshops - recommended by Advisory Council
	Cultural Advisors	5,000	5,000		10,000	Independent contractor agreements for review of adapted curriculum modules
	Curriculum Development	6,250			6,250	Independent contractor agreements for creation of adapted curriculum modules
	CA State Parks Program		10,000		10,000	Cooperative program with new partner "Kindling the Flame: Youth Cultural Revitalization Program" - Native Interpreters pilot program for grades 6-12 - recommended by Advisory Council
	Two Feathers NAFS, Inc.		15,000		15,000	Cooperative program to provide mentoring, counseling, tutoring, and student support services, including support for in person weekend activities, and on-line workshop breakout rooms
	NHUHSD	163,202			163,202	Northern Humboldt Union High School District - primarily focuses on 9-12 programs, the parent Advisory Council, and coordination of TEK maker workshops & summer programming
	HSU TRiO & Hoopa ES/HS		14,275		14,275	Cooperative w/ Humboldt State University's TRiO program - expanding services to include self-efficacy program activities, mentoring, and STEM classroom activity support for K-12 at Hoopa Indian Reservation schools
OTHER		2,435	-	2,435	2,435	
	Summer School Transport	1,085			1,085	Bus for field trips for summer camp
	Mobile Maker Van Registration	1,350			1,350	Mobile Maker annual vehicle registration and insurance/maintenance upkeep
INDIRECT		47,500	60,442	107,942	107,942	Indirect cost from Yr 2 needing to post to General Ledger \$60,442; Reduction of Indirect rate for Yr 3
TOTALS		620,711	178,595	799,306	799,306	



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 07/31/2021

PR/Award # (11 characters): **S299A180007**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

This section is organized to support each Project Status Chart with additional information and every attempt will be made to reference/cross reference the Section A: Project Objective number and the Performance Measure Number. Information is organized as follows:

Project Objective 1 – GPRA Measure 1: *The percentage of the annual measurable objectives, as described in the application, that are met by grantees;*

Project Objective 2 – GPRA Measure 2: *The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.*

Grant Goal 1 - Native Youth in the Pathmakers program will be provided with culturally adapted curriculum (CAC), developed through a collaborative community process.

- Project Objective: 3 – performance measure 1.a.1 and 1.a.2: *Culturally Adapted Curriculum Development (CACD) Workbook Update each year as part of the P>D>C>A continuous improvement cycle of project internal evaluation*
- Project Objective: 4 – performance measure 1.b.1 and 1.b.2: *Cultural Adaptation Committee (CAC) One meeting per quarter, scheduled, to review progress. Modules to be emailed to members for their review and comment. Using electronic methods as much as possible to facilitate creation.*
- Project Objective: 5 – performance measure 1.c.1 and 1.c.2: *Each program year, the CAC process will culturally adapt two modules for each grade K-12.*
- Project Objective: 6 – performance measure 1.d.1 and 1.d.2: *Internal Program Evaluation Compilation of results on an ongoing basis from formative evaluation of CAC module use, and prepare semi-annual reports for review by C-TIE Steering Committee. These reports will provide the basis for continuous improvement of Pathmakers program delivery and progress toward achieving objectives and outcomes.*

Grant Goal 2 – The Pathmakers program will provide extra-curricular, project-based, applied STEAM opportunities to Native Youth through mobile makerspace for younger learners and fixed makerspace for older learners.

Performance Measure Metric Group 2A: Participation Rates:

- Project Objective: 7 – performance measure 2.a.1 and 2.a.2: *2A(1) NHUHSD Pathmakers afterschool Makerspace program 40 Native Youth in the 13-18 age cohort will participate in the NHUHSD Pathmakers afterschool Makerspace program.*
- Project Objective: 8 – performance measure 2.a.1 and 2.a.2: *2A(2) Mobile Makerspace activities 250 Native Youth in the NHUHSD K-8 feeder and non-feeder schools will participate in Mobile Makerspace activities*
- Project Objective: 9 – performance measure 2.a.1 and 2.a.2: *2A(3) Weekend and Summer Camps 50 Native Youth will participate in weekend and/or summer camps.*
- Project Objective: 10 – performance measure 2.a.1 and 2.a.2: *2A(4) Pathmakers Backpack Checkout 150 Native Youth will participate by checking out a backpack and completing at least one activity module at home.*
- Project Objective: 11 – performance measure 2.a.1 and 2.a.2: *2A(5) HCOE Website and Makers Faire 40 Native Youth will display their projects(s) on the HCOE website and at the Makers Faire.*
- Project Objective: 12 – performance measure 2.a.1 and 2.a.2: *2A(6) American Indian Life Skills Curriculum for Native Youth resiliency. 50% of Native Youth program participants will complete the American Indian Life Skills Curriculum for Native Youth Resiliency by the time they graduate.*

Performance Measure Metric Group 2B: Mobile Makerspace Implementation/Operation:

- Project Objective: 13 – performance measure 2.b.1 and 2.b.2: 2B(1) *Mobile Makerspace Afterschool Sessions. Each program year, the Mobile Makerspace Technician will conduct three 2.5-hour afterschool sessions per week (totals 285 hrs.)*
- Project Objective: 14 – performance measure 2.b.1 and 2.b.2: 2B(2) *Training of 10 K-8 teachers. Each program year, HCOE will provide training to 10 K-8 teachers on conducting their own in-class maker activities.*
- Project Objective: 15 – performance measure 2.b.1 and 2.b.2: 2B(3) *HSU Student Mentors. Six weekend workshops.*
- Project Objective: 16 – performance measure 2.b.1 and 2.b.2: 2B(4) *HSU Mentors. Three two-week (10 days – 5 hrs. per day) summer camps at locations throughout the project area (total 180 hrs.)*
- Project Objective: 17 – performance measure 2.b.1 and 2.b.2: 2B(5) *HSU Mentors. One regional “Maker Fair”, co-hosted with HCOE’s office, NHUHS maker-space teachers, and middle and high school maker clubs.*
- Project Objective: 18 – performance measure 2.b.1 and 2.b.2: 2B(6) *Virtual Maker Faire. Develop an annual “virtual Maker Faire” on the HCOE website.*

Grant Goal 3 – Native Youth participating in Pathmakers will develop: self-efficacy, goal setting skills, persistence in achieving defined goals, and the soft and hard skills and competencies required to be college and career ready.

Performance Measure Metric Group 3A: Self-Efficacy:

- Project Objective: 19 – performance measure 3.a.1 and 3.a.2: *Native Youth enrolled in the 13-18 age cohort for longer than six months will show greater than 10% gains in self-efficacy as measured (semi-annually) from a baseline self-efficacy assessment.*

Performance Measure Metric Group 3B: Goal Setting and Persistence:

- Project Objective: 20 – performance measure 3.b.1 and 3.b.2: 3B(1) *Each program year, each Native Youth participant in the High School Makerspace will complete the design process (including goal setting) for a minimum of four STEAM/Maker activity modules.*
- Project Objective: 21 – performance measure 3.b.1 and 3.b.2: 3B(2) *Each program year, an index of “academic perseverance” will show 10% gains developed using proxy measures, including: attendance, suspensions, on-time grade progression, and overall GPA.*

Performance Measure Metric Group 3C: Soft and Hard Skill Development:

- Project Objective: 22 – performance measure 3.c.1 and 3.c.2: 3C(1) *Pathmakers participants will show statistically significant, measureable improvements in 1) self-reported risk factors, 2) observations of life skills taught, 3) peer ratings of a student’s life skills, 4) anger management, 5) assisting peers in problem-solving.*
- Project Objective: 23 – performance measure 3.c.1 and 3.c.2: 3C(2) *Pathmakers participants will show statistically significant, measureable improvements in “21st Century” skills and competencies, including 1) cognitive skills: critical thinking, problem-solving, and knowledge application, 2) creativity, 3) interpersonal skills, 4) intrapersonal skills: self-direction, motivation, learning how to learn*

Please note that most Project Status Charts will say See Section C for Details as a standard last statement on each form. It does not necessarily mean there are more details. Additionally, some information is applicable to multiple project objectives

Project Objective 2 – GPRA Measure 2: *The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.*

Information provided below comes from observational notes from service providers, meeting notes from program leadership groups, and feedback from students covering 11 individual events promoting college and career readiness which have taken place between 10/01/2020 and 03/31/2021 – with details regarding one event occurring on April 7th.

In the performance of the continuous improvement P>D>C>A cycle monthly review, the C-TIE Steering committee discussed the need to address service delivery for the college and career readiness goals during the pandemic response. Staff moved quickly to identify various platforms for conducting these services and decided upon Google Classrooms,

Zoom, and Padlets, as all school campuses closed on 03/01/2020, and remained completely closed through 02/28/2021, and partial closed through the remainder of this performance period of 03/31/2021. Due to the need to be completely virtual, a SWOT analysis was done addressing the discussed methods of delivery paying particular attention to GEPA policy adopted by lead agency Blue Lake Rancheria (BLR) and its new Tribal Education Agency's (TEA) Board of Education (BOE). During meetings, the Program Director, Alison Robbins, lead discussions to perform the SWOT with the following results: (1) strengths: multiple platforms available on PC, Android, and iPhone; 24 hr. access for students with internet connectivity so they can self-pace through activities allowing for self-care during these stress filled months; (2) weakness: internet connectivity dependent; challenges in tracking measurable results; current staffs' time needed to implement this and alternatives to allow for equitable participation; (3) opportunities: expansion of community connections to provide services to students who would slip through the cracks of the primary on-line implementation; (4) threats: increased costs to contract for expansion of services with community connections might be unsustainable if the pandemic lockdown and school closures extend for too long, potentially causing budget issues and overrun of costs. A quick Asset Based Community Development (ABCD) methodology was used, and Humboldt State University (HSU) appeared to have the assets we needed to attempt to continue the implementation of these objectives with fidelity.

After these discussions and analysis of available funds in the program, it was decided to pursue a contract for services with HSU, specifically their TRiO Talent Search program which already had an established presence on the Hoopa Valley Reservation where the majority of our students with internet connectivity issues live. HSU's employee under this contract, Vanessa Cota, addressed this challenge by using text messages, phone calls, and written letters sent home in school supply bags; on-line platforms with phone in capability were also used for those that did have connectivity and access to phone service. Additionally, staff realized that all of the virtual media was downloadable (videos, forms, etc.) and could be placed on a jump drive and sent home to students via the supply bags and backpacks of activities as well. Over the course of implementation, feedback from students raised the issue that as many of our students are from families in which they would be the first member to go on to post-secondary education, their family did not know what needed to be done to support them to be college and career ready as they themselves never experienced that. Thus, Vanessa's implementation efforts, she made sure to provide workshops on specific knowledge and skills which were open to students as well as parents/guardians. Vanessa has completed five workshops thus far into Year 3 implementation, namely: (1) Money Management and Budgeting Workshop, (2) Wellness Hour Workshop, (3) Indigenous Scholarships Workshop, (4) Journaling Workshop, and (5) Paying for Applications w/ Blaine – Vanessa's HSU co-worker from the TRiO Program. Journaling Workshop focused on career-readiness and personal evaluation of efficacy. Wellness Hour Workshop centered on personal growth and work/life balance. Journaling and Wellness workshops contributed to college essay content.

When the campuses reopened in March 2021, so did the Career & College Center. Since reopening, Indian Education participants using the services and workshops which are interest and grade specific were tracked: (a) Freshman: 7 (ACORN program participants); (b) Sophomore: enrollment currently happening as of 03/31/2021; (c) Junior: enrollment currently happening as of 03/31/2021; (d) Seniors: 8. Services provided: filling out FAFSA forms, writing practice application essays, reviewing career prospects of various career pathways.

Virtual programs run through program staff located at NHUHSD Indian Education Office were as follows:

Platform: *Google Classrooms* – gave students the flexibility to collaborate and engage on the college and career readiness subject matter. Staff tracked participation rates as these weren't specific individual events. Thus, for the purposes of the GPRA measure, we are counting Google Classrooms as an individual event, with multiple breakout sessions.

- Seniors: 60 posts on opportunities for Native students and college information;
- Juniors: 54 posts on opportunities for Native students and college information;
- Sophomores: 51 posts on opportunities for Native students;
- Freshman: 30 posts on opportunities for Native students.

Platform: *Email exchanges* – NHUHSD Indian Education Office staff provided general college and career readiness information via email exchanges between specific students addressing their individual education plans, post-secondary goals and plans, and responding to both explicit and implicit needs referring students to community partners who assisted with college and career readiness, such as [HSU ITEPP](#) for those students considering HSU, and Northern California Indian Development Council, Inc., which ended up sup-

porting the student lead “Success in Both Worlds” conference, among other community partners; details regarding that conference are noted below. Staff tracked the number of students served, not the number of emails sent, as these weren’t specific individual events according to the GPRA measure, and thus, we are counting Email exchanges as an individual event.

- Seniors – 90
- Juniors – 40
- Sophomores – 5
- Freshman – 2

Platform: *PADLETS* – The effort has been called the “Padlet of Opportunities” and is a collection of constantly updated information operating as an interactive discussion board serving as the College and Career Center’s virtual presence.

Below are links to the individual padlets which contain information for services also found on different platforms and through community partners such as important opportunities for discussions about different majors and what college is really like which happened via Zoom every Wednesday from 12:00 – 12:45PM featuring different guests each week via College Connect: an Education @ Work Initiative. For the purposes of the GPRA measure, we are counting our “Padlet of Opportunities” as an individual event, with multiple breakout sessions

[Success in Both Worlds \(SIBW\)](#)

[Opportunities for Native Students](#)

[Opportunities for Underrepresented Students](#)

[College Info](#)

[C&CC Current Info \(directory to C&CC Padlets](#)

[College Info Buffet](#)

[Community College Info](#)

[Acorn Program](#)

Platform: *Zoom* - [Success in Both Worlds Conference](#) - A youth designed, driven, and implemented conference. This program was designed to demonstrate the program participants growing abilities utilizing soft & hard skills, specifically: (a) planning and goal setting; (b) self-advocacy; (c) money & budget management skills. The students’ focus for this conference was how their Traditional Ecological Knowledge (TEK) plays into the success of their lives and their futures. Because the students had to design the conference, the students had a lot of buy-in, which tied directly into the grant’s goals of building self-efficacy. Students also engaged in entrepreneurial activities by identifying sponsors to donate student participant incentives and ‘thank you’ / token of appreciation and acknowledgement gifts to presenters such as keynote speaker [Dr. Cutcha Risling Blady](#), and Yurok Cultural Bearer, [James Gensaw](#). Students also received donated supplies and materials which they used to make some of the incentives and gifts as well. Students did not initially want to market the conference to the community, solely to other students. However, when word of the conference began to circulate in the community, they wished to join as well. Below are some of the conference’s trackable data:

- 56 Students Registered
- 37 Staff & Community (not advertised to community)
- 6 workshops – (i) Fishing, (ii) Eeling, (iii) Makers, (iv) Ceremony, (v) Traditional Foods, (vi) Traditional Burning
- 2 speakers
- 2 storytellers
- Conference Evaluation - on a scale of 1-5 in gaining knowledge the overall score was 3.11 pre and 4.03 post.

SIBW 2021 Conference Co-sponsors recruited by students:

ED 524B

- [United Indian Health Service, Inc.](#)
- [Eureka Branch of the National Association for the Advancement of Colored People](#)
- [Northern California Indian Development Council, Inc.](#)
- [Yurok Tribe](#)
- [Blue Lake Rancheria](#)
- [Rotary Club of the Arcata Sunrise](#)
- [McKinleyville High Native American Club](#) – Fundraisers Account

Virtual programs hosted *solely* by community partners were as follows:

Platform: Zoom [American Indian College Motivation Day](#) held Thursday, 11/05/2020 from 10:00AM to 12:00PM. The agenda:

10:00am - Welcome/Virtual Tour

10:15am - Student Panel

10:45am - Keynote Speaker: [Tonia Jo Hall](#)

11:15am - College Fair/Instant Admits

11:45am - Closing

Five (5) students from the Pathmakers program at NHUHSD attended per tracking information provided to Indian Education Office from HSU.

As we are mid-way through implementation, we anticipate continuing this work. BLR's Mobile Maker Technician (MMT) who focuses on community involvement has an ever expanding list which is being kept on the OIE TA provided NYCP Planner Google Sheet.

Grant Goal 1 - Native Youth in the Pathmakers program will be provided with culturally adapted curriculum (CAC), developed through a collaborative community process.

- Project Objective: 3 – performance measure 1.a.1 and 1.a.2: *Culturally Adapted Curriculum Development (CACD) Workbook Update each year as part of the P>D>C>A continuous improvement cycle of project internal evaluation*

As eluded to on the Section A: Project Status Chart, the Humboldt County Office of Education (HCOE) Family Maker Night (FMN) videos adhered to the culturally adapted curriculum development workbook. This link is the [HCOE FMN Homepage](#) from which the monthly events individual pages with lessons can be reached. Per instructions for access and equitability, information is also provided in Spanish, as we do have ELL in our community. Eleven (11) schools covering grades K-8 participated in hosting portions of the FMN events, creating their own videos with activities conforming to guidelines.

- Project Objective: 4 – performance measure 1.b.1 and 1.b.2: *Cultural Adaptation Committee (CAC) One meeting per quarter, scheduled, to review progress. Modules to be emailed to members for their review and comment. Using electronic methods as much as possible to facilitate creation.*

Meetings are mainly facilitated by BLR's MMT (who is focused on community services connections), who sought out and recruited the appropriate community members and cultural advisors to adapt the curriculum. The following is a list of meetings surrounding the curriculum adaption process that were conducted:

PREVIOUS YEAR (Data to complete Year 2's implementation information starting after previous APR): Information is taken from detailed notes kept by both MMTs, and Youth Programs Coordinator, and from monthly P>D>C>A reports created for reporting to C-TIE, PAC, and the TEA's BOE. Reports to the BOE can be found [here](#).

- June 2020 – one (1) meeting scheduled with Margo Robbins to discuss how Pathmakers can help contribute STEM activities to the existing Klamath Trinity Indian Land Tenure Curriculum lessons. This began a discussion on how to use the curriculum best, who is qualified to do so, and what we want the future of the curriculum use to look like.
- August 2020 – two (2) meetings with Michael Carter and the Python Coding Curriculum team. With all of the strife that the summer brought us, we found that working through the events of the summer was extremely difficult. Many of the members of this curriculum team were directly impacted by the events of Summer 2020, namely the Red Salmon Complex Fire, all while being in the midst of the pandemic. There was a lot of relationship building that needed to be done before we continued on with meetings, and big breaks in meetings helped make space for those relationships and that healing process started. It was at this point that Merry Kate Lowry took over meeting with Michael in order to ensure the completion of this curriculum.
- August 2020 – one (1) meeting and that was to work with M. Chag Lowry to design the [Soldiers Unknown](#) poster that goes along with the curriculum being developed, as well as discussing the use and distribution of the curriculum via BLR TEA's website.
- September 2020 – seven (7) meetings total: four (4) covering content and presentation of TEK; two (2) dedicated to practicing [FMN](#), as this was our first month being virtual. One (1) were inclusive of planning the lessons presentation order, flow, and materials distribution, and ensuring our cultural advisors were paid.

CURRENT YEAR: Information is taken from detailed notes kept by both MMTs, and Youth Programs Coordinator, and from monthly P>D>C>A reports created for reporting to C-TIE, PAC, and the TEA's BOE. Reports to the BOE can be found [here](#). There are a minimum of 21 meetings during the reporting period for which we have documentation with meeting minutes.

- October 2020 - one (1) meeting, the first with Humboldt County 4-H occurred. BLR will be pursuing funding for agricultural education resources for regional Native youth through local partnerships with Pierson Building Center who has donated \$1,000 to start the program off with supplies. BLR's Office of Environmental Services has received a \$50,000 Native American Agriculture Fund (NAAF) grant for teaching adults about Agri-Business, and this will pair well with planned career pathways exploration through Pathmakers, and with the newly awarded grant for design Modern Youth Apprenticeship Academies (MYAA) from OIE. 4H Curriculum was discussed and found to be a work of the colonizing mindset deemed inappropriate for implementation as is. Cultural advisors on Food Sovereignty to be sought, several names floated. Action items to reach out to HSU Food Sovereignty Lab (per recommendations from BOE President Dr. Jason Ramos), and to Jude Marshall at United Indian Health Services, Inc. (UIHS) Potawot Community Garden.
- October 2020 – three (3) meetings on the partnership of US Fish & Wildlife on the Flip Grid curriculum. Ultimately resulting in the initial video of a planned four-part series. One 5-minute Flip Grid video about local Tribal Fishing: [CAEP Tribal Fishing Relationships](#) – discussions about Educator Log-Ins required. Our first meeting was an introductory meeting, with the two HSU students that were looking for advising on the video. From that initial meeting, our next meeting included Merry Kate Lowry, HCOE's MMT focused on appropriate curriculum adaptation for virtual presentation maintaining cultural themes, and then finally, we met with Charlie Reed, Year 1 Pathmakers Mentor now employed with community partner, Two Feathers Native American Family Services, Inc., full-time and that helped them complete their project and work with cultural advisors.
- November 2020 – two (2) meetings occurred within November consisting of more planning on how the tribe would transition into creating a 4-H program, what we need, who to bring on. By this point, we had started looking for someone to fill a Cultural Advisor position for the curriculum in earnest and had received a CV from Evie Ferreira (HSU Alum, BA Environmental Studies & BA Native American Studies, Minor, Ethnic American Literature) who had been a volunteer and intern at the Potawot Community Garden in Goudi'ni (Arcata, CA) located on the UIHS 40-acre campus. Recommendations from Dr. Ramos, Jude Marshall, and Daniel Holsapple (Youth Programs Coordinator for Ag Programs) led to the contracting of Evie as the cultural advisor for the Food Sovereignty curriculum which would be created from the skeletal outline of gutted 4H programming.
- November 2020 – one (1) meeting via email to discuss M. Chag Lowry's videos, and posting the videos to our website. Three (3) total Storytelling and storyboarding videos will be created this year. Chag will be employing a videographer so the videos will have a professional finishing touch to them. Provided guidelines on what

should be included in the three videos so they do not simply repeat the instructions provided in the [written curriculum and lesson plans](#), but supplement instructional experience for students and staff.

- December 2020 – one (1) meeting via email with M. Chag Lowry to check in on [video production](#), and discuss the latest curriculum for [Original Patriots](#)
- January 2021 – three (3) meetings with cultural advisor, Amada Lang, former Year 1 Pathmakers Mentor now employed full-time by Two Feathers, to create a curriculum plan for the Body & Brain STEM Workout aimed at grades K-8. Amada's experience with documenting student progress, and BS in Recreation Administration will be utilized to create 6 Units covering 24 modules. She will provide us a discount on her services if we allow her to use the information and data gleaned from this work for her Masters Thesis. She's also agreed to create the pre-, post-, and day of activity student surveys to evaluate the effectiveness of the curriculum. She'll test pilot those surveys at the CA State Parks Kindling the Flame sessions.
- January 2021 – one (1) meeting connecting the 4H Agriculture Program and Curriculum team. Pathmakers Youth Program Coordinator: Daniel Holsapple responsible for all Community Garden activities, dual employee of the TEA and the BLR's Office of Environmental Services. Pathmakers Paraeducator – Frederique Guezille, BS Forestry Ag Certification will act as direct mentor to Agri-Business interns from NHUHSD working in this program; Evie Ferreria – Contracted cultural advisory for curriculum adaptation and creation; Merry Kate Lowry – HCOE MMT and cultural advisor; Karen Skoglund – NHUHSD Indian Education Liaison, cultural advisory, and former 4H Group leader. Meeting to discuss making good connections with existing community assets for sustainability of this work and plan preliminary module ideas.
- February 2021 – one (1) meeting of Body & Brain STEM Workout team. This month, Amada and BLR's MMT Marlee only met once. February was a month of chaos and tragedy in the community as 3 of our Tribal family were [murdered](#). All of the victims of the tragedy were connected with Amada in some way and she needed to take some time away from working on the curriculum. Xia Quinos, certified physical trainer, has been contracted to be the implementer of the modules on site at "The Palace is the Place: Homework Assistance Kids Club". Meetings scheduled with Xia Quinos and Alison Robbins for initial meeting of children (meeting outside reporting period - 04/28/2021), physical pre-assessments (meeting outside the reporting period 05/03/2021), and coordination of supplies (meeting outside the reporting period 04/30/2021) needed with curriculum completion.
- February 2021 – one (1) meeting this month for 4H Agriculture Program and Curriculum team. This was the second meeting with Evie on there and we were able to come up with some preliminary module ideas and research similar programs in our area and beyond.
- February 2021 – two (2) meetings for [Save California Salmon Curriculum](#). The first meeting was to introduce BLR's MMT Marlee, to the [existing Save California Salmon team](#) and how Pathmakers would be contributing. The second meeting was to disseminate information on who the curriculum reviewers are and how they would be contracted with. Cultural advisors and curriculum creation team: Taylor Pennewell, Joshua Norris, Lois Risling, Maggie Peters, Natalie Scott, and Merry Kate Lowry – HCOE MMT.
- February 2021 – two (2) meetings for Native Makers / Role Models. Translation into Spanish to meet GEPA policy with Lia Guezille. The first meeting was to discuss what we would like done under her contract and the second meeting was to go over the posters needing translations. Potential for created videos to have Spanish subtitles if funding is available, to be determined after financial analysis and planned use of carryover funds. Need a time and cost estimation as well as printed transcriptions of the videos that accompany the posters. Four videos so far: [Leo Canez](#), [Alme Allen](#), [Dorothy McKinnon](#), and [Rachel Sundberg](#)
- March 2021 – one (1) meeting for Agriculture Curriculum. Evie and Daniel had produced their first mock ups of a module, all about seeds called: Our Native Seeds. Daniel and Frederique created a [video](#) to go along with the module.
- March 2021 – one (1) meeting for Body & Brain STEM Workout. Amada and Marlee were able to meet **once** during March. Considering the circumstances in her life, we made sure to work around her availability, so she could attend to her many responsibilities outside of the curriculum creation. Amada has been able to complete 10 of the modules out of the planned 24.
- March 2021 – one (1) meeting for Save California Salmon Curriculum. One meeting occurred during March to practice for the two scheduled SCS Teacher trainings and [teacher resource and curriculum guide](#).

Additional cultural advisors brought on to review adapted curriculum and activities by HCOE to review their work in-progress. HCOE did not provide a detailed listing of meeting dates, times, or topics of discussion at the time of this reporting. The curriculum reviewed is detailed in Project Objective 5: 1.c.1 and 1.c.2 in the section below.

Grades K-5 Curriculum	Grades K-8 Curriculum	Grades 6-12 Curriculum	Grades K-12 Curriculum
Dr. Kishan Lara-Cooper	Skip Lowry	Josh Norris	Margo Robbins
	Victoria Carlson	Melissa Powless	Richard Stewart
	Brittany Vigil-Burbank		Karen Skoglund
	Karen Gruetzmaker		
	Tiana Williams		
	Elizabeth Azzuz		
	Dr. Seafa Ramos		

- Project Objective: 5 – performance measure 1.c.1 and 1.c.2: *Each program year, the CAC process will culturally adapt two modules for each grade K-12.*

Klamath Trinity Joint Unified School District - Land Tenure Curriculum									
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Lesson 1	Native Foods: What Our Ancestors Ate We Can Eat Today	Hupa, Karuk, and Yurok Use of Animals in Ceremonial Practices	Respect, Identify, Belonging, and Responsibility	Tribal Origin Stories	Tribal Origin Stories	Tribal Origin Stories	Origin Stores and Land Stewardship Beliefs	Traditional Land Use Rights	Early Relationships between Tribes and US Government
Lesson 2	Respect, Identify, Belonging, and Responsibility	Native Foods: What Our Ancestors Ate We Can Eat Today	Hunting Rights	Sovereignty and Self-Determination	Treaties	Tribal Territories Pre and Post Contact	Respectful Care and Stewardship of Lands	Observing Nature	Protection of Sacred Sites on Government Lands - G-O-Road
Lesson 3	Acorns, A Traditional Food of Many Tribes	Acorns, A Traditional Food of Many Tribes	Plant Medicine	Treaties	Tribal Leaders	Treaties	Culture Depends on Land and Its Resources	Native Perspective of the Gold Rush	Case Study in Tribal Land & Resource Management
Lesson 4	The Redwood Tree, Protector of the Yurok	Water Rights and Dams	Hupa, Karuk, and Yurok Use of Feathers in Ceremonial Practices	Gifts of Nature	Respectful Caretakers of Community Environments	Types of Land Ownership	Cultural Resource Protection and Sustainability	The Origin of Reservations	Protecting The Land To Preserve the Land
Lesson 5	Creation Gifts Are All Around Us	Respect, Identify, Belonging, and Responsibility	Being From A Special Place on Earth	Election of Tribal Officials	Natural Resources	Land Use On The Reservation	Similarities and Differences Between Tribal Communities and Beliefs	Treaties of 1851	Dependence on the Land for Preservation of Unique Traditions
Lesson 6	Plant Medicine	Shells, Dentalium, and The Ocean	Acorn Baskets		Culturally Significant Places			Tribal Constitution and Laws	Tribal Leadership
Lesson 7	Hupa, Karuk, and Yurok Use of Animals in Ceremonial Practices	The Redwood Tree, Protector of the Yurok	Creation Gifts Are All Around Us						
Lesson 8	Hupa, Karuk, and Yurok Use of Feathers in Ceremonial Practices	Plant Medicine - The Peppernut	Hupa, Karuk, and Yurok Use of Animals in Ceremonial Practices						
Lesson 9		Indigenous Origins: Creation Stories and Poems	Water Rights and Dams						
Lesson 10		Plant Medicine	Sacred Places						
Lesson 11			Shells, Dentalium, and The Ocean						
Lesson 12			Boats Are People						
Lesson 13			Ceremonies						

PREVIOUS YEAR (Data to complete Year 2's implementation information starting after previous APR): Klamath Trinity Land Tenure Curriculum lessons chart showing modules that have and continue to be used as the basis for the creation of virtual curriculum activities and videos through Year 2 and into Year 3. During Year 2 of implementation, the Klamath Trinity Joint Unified School District – Land Tenure Curriculum (KTLTC) was purchased. Review and adaptation began.

CURRENT YEAR - While the KTLTC had many activities for its 64 lessons, some of them did not meet our curriculum guidebook standards, and thus, we focused on adapting those activities, and creating virtual programming. Additionally, [videos produced under the contract with community partner CA State Parks Northcoast Redwood District](#) are used to supplement the KTLTC activities and assist with visualization and connection to place, as the majority of videos were filmed on site at Sumeg Village.

Grades	Module Name	Notes
K-1	Native STEAM- Redwood: Protector of the Yurok	Activities created to accompany KTLTC Grade K Lesson 4, Grade 1 Lesson 7
K-1	Native STEAM – Native Foods: Berries	Activities created to accompany KTLTC Grade K Lesson 1, Grade 1 Lesson 2
K-1	Native STEAM – Acorns	Activities created to accompany KTLTC Grade K Lesson 3, Grade 1 Lesson 3
K-1	Native STEAM – Boats are People	Activities adapted for younger grades from KTLTC Grade 2 Lesson 12
K-1	Native STEAM – Water if Life	Activities created to accompany KTLTC Grade 1 Lesson 4
K-1	Native STEAM – Stewards of the River (River TEK PPT only)	Activities created to accompany KTLTC Grade 1 Lesson 4
2-3	Native STEAM- Redwood: Protector of the Yurok	Activities adapted to continue younger grades exploration of this topic – see above
2-3	Native STEAM – Native Foods: Berries	Activities adapted to continue younger grades exploration of this topic – see above
2-3	Native STEAM – Acorns	Activities adapted to continue younger grades exploration of this topic – see above
2-3	Native STEAM – Boats are People	Activities adapted to accompany KTLTC Grade 2 Lesson 12
2-3	Native STEAM – Water if Life	Activities adapted to accompany KTLTC Grade 2 Lesson 9
2-3	Native STEAM – Stewards of the River	Activities adapted to accompany KTLTC Grade 2 Lesson 9
4-5	Native STEAM- Redwood: Protector of the Yurok	Activities adapted to continue younger grades exploration of this topic – see above
4-5	Native STEAM – Native Foods: Berries	Activities adapted to continue younger grades exploration of this topic – see above
4-5	Native STEAM – Acorns	Activities adapted to continue younger grades exploration of this topic – see above
4-5	Native STEAM – Boats are People	Activities adapted to continue younger grades exploration of this topic – see above
4-5	Native STEAM – Water if Life	Activities adapted to continue younger grades exploration of this topic – see above
4-5	Native STEAM – Stewards of the River	Activities adapted to continue younger grades exploration of this topic – expanding with more information about ceremonial fish run management, Tribal Sovereignty, and the ways the salmon is interconnected in the ecosystem to support the forest, animals, etc.
4-5	Native STEAM – History of CA	Humboldt State University Native American Studies Program History of Native CA video; Describe in more complex terms traditional ecological knowledge and common and management practices, identify obstacles to the continuance of those practices, the revitalization and continuance of those practices, and inclusion of TEK in higher education in Humboldt County
4-5	Native STEAM - Tribal Fishing Relationships	Trinity River is Sacred video, Winnemum Wintu tribal Member Michael Preston video and connection to inter-tribal nation alliances for watershed protection. Then the students create video response to Tribal Fishing Relationships Flipgrid - Native STEAM: Steelhead in the Classroom CAEP Interview with Charlie Reed
6-8	Python Coding Lessons Computer Science Curriculum: Simple Games	Original curriculum and activity creation based on Yurok basketry designs
6-8	Python Coding Lessons Computer Science Curriculum: Chatting & Singing	Original curriculum and activity creation based on Yurok basketry designs
6-8	Python Coding Lessons Computer Science Curriculum: Loops	Original curriculum and activity creation based on Yurok basketry designs
6-8	Python Coding Lessons Computer Science Curriculum: Patterns	Original curriculum and activity creation based on Yurok basketry designs
6-8	Python Coding Lessons Computer Science Curriculum: Functions & Randomness	Original curriculum and activity creation based on Yurok basketry designs

6-8	Python Coding Lessons Computer Science Curriculum: Simple Games	Original curriculum and activity creation based on Yurok basketry designs
6-8	Native STEAM- Redwood: Protector of the Yurok	Activities adapted to continue younger grades exploration of this topic – see above
6-8	Native STEAM – Native Foods: Berries	Activities adapted to continue younger grades exploration of this topic – includes more information about uses, management, and challenges for survival of plants; vocabulary such as invasive species, and pesticides
6-8	Native STEAM – Acorns	Activities adapted to continue younger grades exploration of this topic - identify chemistry in making acorn soup
6-8	Native STEAM – Boats are People	Activities adapted to continue younger grades exploration of this topic – Redwood blanks available for students who want to make their own redwood canoe at home
6-8	Native STEAM – Water if Life	Activities adapted to continue younger grades exploration of this topic – see above
6-8	Native STEAM – Stewards of the River	Activities adapted to continue younger grades exploration of this topic – see above
6-8	Native STEAM – History of CA	Activities adapted to continue younger grades exploration of this topic – see above
6-8	Native STEAM - Tribal Fishing Relationships	Activities adapted to continue younger grades exploration of this topic – see above
K-8	Body & Brain STEM Workout Unit 1: Physical: Module 1: Movement vs. Fitness and the Medicine Wheel	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 1: Physical: Module 2: Movement is Our Culture	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 1: Physical: Module 3: Hunting & Gathering	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 1: Physical: Module 4: Holistic Health, Wellness, and Self-Care	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 1: Physical: Module 5: Traditional Foods	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 1: Physical: Module 6: Singing/Drumming	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 2: Spiritual: Module 1: Ceremony/Connection to Land/Goal Pyramid	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 2: Spiritual: Module 2: Connection to River	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 2: Spiritual: Module 3: Revitalization w/ Fire + Cultural/Prescribed Burns	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 2: Spiritual: Module 4: Karuk Language	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 3	In development
K-8	Body & Brain STEM Workout Unit 4	In development
K-8	Body & Brain STEM Workout Unit 5	In development
K-8	Body & Brain STEM Workout Unit 6	In development
K-12	Food Sovereignty Agri-Business Curriculum: Module 1: Our Native Seeds	First of multiple modules adapted from 4H curriculum, in development
9-12	Save California Salmon Curriculum 1. The State of California Salmon	
9-12	Save California Salmon Curriculum 2. Culture, Advocacy + Environmental Justice for Tribal Communities	
9-12	Save California Salmon Curriculum 3. Advocacy and Allyship with Indigenous Movements	
9	Soldiers Unknown: Modern California	Original curriculum created by M. Chag Lowry & Rebecca Lowry
9	Soldiers Unknown: Survey of World Religions	Original curriculum created by M. Chag Lowry & Rebecca Lowry

9	Soldiers Unknown: The Humanities	Original curriculum created by M. Chag Lowry & Rebecca Lowry
9	Soldiers Unknown: Sociology	Original curriculum created by M. Chag Lowry & Rebecca Lowry
9	Soldiers Unknown: Ethnic Studies	Original curriculum created by M. Chag Lowry & Rebecca Lowry
10	Soldiers Unknown: The Rise of Imperialism and Colonialism	Original curriculum created by M. Chag Lowry & Rebecca Lowry
10	Soldiers Unknown: Causes and Course of World War I	Original curriculum created by M. Chag Lowry & Rebecca Lowry
10	Soldiers Unknown: Rise of Totalitarian Governments after World War I	Original curriculum created by M. Chag Lowry & Rebecca Lowry
10	Soldiers Unknown: Additional Questions for Consideration	Original curriculum created by M. Chag Lowry & Rebecca Lowry
3-8	My Sisters: Where do I come from?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Conducting a family interview & journal entry.
3-8	My Sisters: What kind of basket am I?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Discussion, art project, & journal entry.
3-8	My Sisters: How does my basket grow?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Thoughtful journaling
3-8	My Sisters: Where does my basket grow?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Student research via library & CA State Parks Interpreters & research summary essay, art project, small group environmental challenge, and creative writing challenge
9-12	My Sisters: Where do I come from?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Conducting a family interview & journal entry.
9-12	My Sisters: What kind of basket am I?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Discussion, art project, & journal entry.
9-12	My Sisters: How does my basket grow?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Thoughtful journaling, art & reflection on healthy relationship building.
9-12	My Sisters: What do I hold and how do I release?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Journal entry, art project, and discussion.
9-12	My Sisters: How do I mend?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Journal entry, art project, and guided meditation.
9-12	My Sisters: Where do I belong?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Journal entry & art project.
9-12	My Sisters: Spoken Word	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Poetry and spoke word performance.
9-12	The Original Patriots: California Indian Veterans of the Korean War (1) Reading Comprehension	Original curriculum created by M. Chag Lowry & Rebecca Lowry.
9-12	The Original Patriots: California Indian Veterans of the Korean War (2) Argumentative Essay	Original curriculum created by M. Chag Lowry & Rebecca Lowry.
9-12	The Original Patriots: California Indian Veterans of the Korean War (3) Community Challenge in Three Parts	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Three parts: (1) Oral History (Interview), (2) Geography (Mapping colonial institutions), (3) Advocacy (How language affects perception)

There are a total of 75 modules that have been created, or are in development during Years 2 & 3, with additional modules which will continue to be worked on during Year 4. Progress towards goals was assessed and progress exceeds minimum standards. Each year 26 modules are required to be developed. To date, added to year 1, a total of 101 modules have been adapted, originally created, or are in-development as of the writing of this report, 26 being completed the first year. We are three modules shy of completing all four years' worth of adapted curriculum per the grant's plan.

- Project Objective: 6 – performance measure 1.d.1 and 1.d.2: *Internal Program Evaluation Compilation of results on an ongoing basis from formative evaluation of CAC module use, and prepare semi-annual reports for review by C-TIE Steering Committee. These reports will provide the basis for continuous improvement of Pathmakers program delivery and progress toward achieving objectives and outcomes.*

Continuation from Project Status Chart:

1) Shifting from many HSU college age mentors to fewer, more experienced, paraeducators. This came about through the review of the Program Director's personal activity reports and the time spent dealing with all the issues that arise from having many young full-time college students providing services. This was a major time suck for the Program Director, and the inconsistencies of the college students' schedules had a negative effect when building relationships with schools due to their unreliableness;

2) Splitting the MMT position into two different positions at two different consortium partner offices. This came about for multiple reasons pre-pandemic and was confirmed as necessary once lockdown began, and thus, in April, we hired Marlee at BLR to start focusing on the community connection issue, and advertised at HCOE for the implementation issues, hiring Merry Kate in August of 2020. Our issues: (a) our cultivation of community connections for sustainability was lagging behind our internal goals, (b) the need to go virtual for the pandemic implementation requiring someone dedicated to upgrading all of our program curriculum w/ cultural advisors to maintain the integrity of implementation, (c) desiring a more experienced classroom presence in Merry Kate Lowry, particularly needed for conveying things in the new virtual format, (d) the difference between districts' pandemic response (some virtual, some in-person, some hybrid) required our MMT to be in multiple places at the same time due to scheduling, and thus Marlee took over Big Lagoon in-person implementation while Merry Kate focused on Synchronous & A-Synchronous virtual implementation.

3) "The Palace is the Place: Homework Assistance Kids Club" was our solution to the requests of parents, and the Blue Lake Elementary School District, as well as Tribal citizens, and employees, all impacted by the various districts' methods of "re-opening" school in Fall 2020. Many parents could not leave their young children at home without care to return to work while their students attended virtual, and some lacked both internet, and computers. Thus, we first sought to contract for services to provide in-person support, but after that plan wasn't working, we reassessed, and directly hired staff with the assistance of both the budget adjustment done for the grant, and via the Tribe's BIA 93-638 contract funds for tribal member education which was used to hire tribal members attending college virtually to mentor the 14 students who participated in this new program implementation. They provided classroom assistance during virtual instruction time with the student's school, also providing technical assistance with virtual formats and work, and then providing engagement afterschool enrichment time, which led to the development of additional modules, such as Body & Brain STEM workout. This was a response to parents and students relating that they were tired of being laptop bound and wanted some physical activities. This program is scheduled to run through June 10, the last day of the school year. During the implementation of this program, BLR's Office of Emergency Services continued to provide pandemic response support and training which required the use of the Sapphire Palace where this program was held, on two separate occasions, each last two weeks, the program had to be moved into the Blue Lake Casino Hotel conference rooms which were significantly smaller than the original space. This was not ideal. As we had no other alternatives, participants and staff did their best to make the experience as pleasant as possible.

We were able to be so responsive due to the P>D>C>A continuous improvement process combined with Asset Based Community Development methodologies, and the ability to leverage funds and program supports from multiple sources. Throughout implementation, we have provided pre-, post-, and during activity surveys to students and parents for their feedback on our pandemic implementation. We have also received unsolicited remarks from parents and teachers when they interacted with staff, which were relayed to C-TIE to be included in our internal review. Here are a few of the emails we received:

#1 - *"Kids Club was a huge help to my family this year. My son, who is in Third grade, and my daughter, who is in Kindergarten, both attended. The Teachers were all very helpful with making sure that they logged in on time for their classes and assisted with their homework. They were always able to make sure that my children stay ahead in their classes. They also helped make sure they were able to socialize in a safe setting. The Teachers were very on top on sanitation, social distancing, and temperature checks. The setting that they helped create made this adjustment so much easier for my children. My daughter's first year of school has really been affected by the pandemic, and she had been looking forward to her kindergarten year since she was three. Having the Kids Club open really helped bridge that gap that she desperately needed. I also enjoyed that they both were so close that I could go and check on them at break time. I hope that if this pandemic continues, that Kids Club will continue to be an option. It has really made huge difference in our*
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year. It has been a joy that my children have looked forward to that they can enjoy when there is so much right now that they cannot. Thank you all for all you do.” Caldwell Family – received via email 04/25/2021

#2 – “My son, Gage Bluwe, has been attending kids club. Gage stated that his experience has been nice to be around the other kids since he has not been able to go to school or see his friends. He really enjoyed Tanner because he played air ball with him and helped with his homework. He also liked that there was lunch. I really appreciated the ability to return to work and have my son close by so I could monitor him and his progress with school. Gage has struggled in the past with Math, but he got almost all A’s this past year. He has had the help from the tutors and I think this pushed him to do better and achieve all A’s. Gage’s teacher was impressed with his ability to stay focused when so many other kids have struggled over the past year. The tutors found fun safe ways to keep the kids engaged and entertained during a long work day. My son has expressed that he wants to stay on home school all through next year too because of this experience. Thank you for all you do.” Kimberli Hawthorne – received via email 04/24/2021

#3 – “The Homework Assistance Program has been very beneficial for our family during the pandemic. The pandemic had reduced the elementary school to distance learning. My wife and I both work and are unable to be home. Our children have a safe environment to go and learn. They are given technical assistance with their computers, Wi-Fi, and lunch. I believe the greatest asset of the Homework Assistance Program are the staff members. They keep the children on task, help with homework, and provide a fun environment for the kids. With the elementary school reduced to distance learning, the Homework Assistance Program has been a wonderful opportunity for our family.” Jimmy Midtun – received via email 04/22/2021

Observations made by my Tanner Lewis, post-secondary student attending school virtually & Tribal member employed via BIA contract funds. Tanner Lewis is graduating with his BA in Psychology from UCLA in Spring 2021, and he provided the following observations in an email to the Program Director on 04/23/2021: *“Over the course of working here, we have consistently struggled with kids wearing their masks the correct way, or forgetting about them. Tutors would remind them to wear the mask correctly, but soon after they would forget again. Being the age that they are, most of their development is in the social domain, so playing and interacting in a socially distanced manner was very difficult to maintain. This was especially apparent when the program was moved to the hotel meeting rooms. While in the Palace the children had space to play; in the meeting rooms there was little space to run or play, without being too loud for the other guests in the hotel. To solve this, we would take the kids to the grass lawn by the hotel pool to play outside for thirty minutes or so after they had finished all class meetings and homework. In the future, I think it would be necessary to have a place outside where the kids could play freely. However, the Palace provided enough space for the most part to run and play. We would often play ball tag, or hide and seek, which the kids loved. They also enjoyed having fresh meals made for them from the kitchen at Alice’s. They said it is much better than the food they get at the school. Other than that I think the children really enjoyed coming to the program.”* Using feedback has assisted C-TIE with being responsive, and making changes rapidly to accommodate community desires and needs.

Grant Goal 2 – The Pathmakers program will provide extra-curricular, project-based, applied STEAM opportunities to Native Youth through mobile makerspace for younger learners and fixed makerspace for older learners.

Performance Measure Metric Group 2A: Participation Rates:

- Project Objective: 7 – performance measure 2.a.1 and 2.a.2: 2A(1) *NHUHSD Pathmakers afterschool Makerspace program 40 Native Youth in the 13-18 age cohort will participate in the NHUHSD Pathmakers afterschool Makerspace program.*

Additionally, we pivoted further and offered individual internships to the HS students who were interested in continuing with makerspace activities on-site at the BLR. Due to social distancing policy, we had a limit of four internships. One Native Youth, age 16, accepted. Jesse Widmark became an intern in October 2020, and worked 10 hours per week in the BLR Facilities department, learning how to follow workplace policies and SOPs. Jesse participated in the moving of a building, and the rehabilitation of this building for future Pathmakers program use in the Agri-Business Food Sovereignty curriculum as that building is now the Farm Stand. Jesse Widmark received both high school credit, and credit with the local Community College for this work. As of the writing of this report, Jesse is still dual enrolled, and working 10 hours per week. We are currently in the process of reviewing applicants for the Agri-Business internship which will commence in May and continue through September with a HS student working in the community garden and learning how to run the Farm Stand. Pictures were shared at the April 2021 Annual Director’s Conference Discussion Boards.

- Project Objective: 8 – performance measure 2.a.1 and 2.a.2: 2A(2) *Mobile Makerspace activities 250 Native Youth in the NHUHSD K-8 feeder and non-feeder schools will participate in Mobile Makerspace activities*

CURRENT YEAR: Additional information to add to the Project Status Chart. Between the months of October-April, Merry Kate Lowry conducted 88 Native STEAM sessions composed of 1,835 K-8 youth of which 726 were Native. Some youth participated in multiple presentations. Each of these presentations addressed social emotional areas of focus for both Native and non-Native students. By breaking stereotypes of Native Americans in an inclusive way that developed connections and support between students and promoted intercultural healthy relationships, all students benefited and were provided with strategies and skills for improving self-esteem, communication, and self-efficacy. The purpose of Native STEAM is not only to provide culturally responsive curriculum, it's to continue the healing process of our whole community, Native and non-Native, from a history of genocide and discrimination. Outcomes include but are not limited to: student/teacher cultural competency, intercultural communication skills, and developing connections between Native and non-Native students, as well as teachers, furthering the healing process between our Native families and the educational institutions.

- Project Objective: 9 – performance measure 2.a.1 and 2.a.2: 2A(3) *Weekend and Summer Camps 50 Native Youth will participate in weekend and/or summer camps.*

CURRENT YEAR: Further details continuing from the Project Status Charts on planned activities for the remainder of Year 3 implementation.

Additionally, at the Sunday weekend workshops, Skip Lowry, Yurok Interpreter for CA State Parks, is teaching the students how to start and maintain cultural fires with-in the structures, explaining and demonstrating the importance of maintaining fires within the plank homes for their longevity. The rehabilitation project is necessary because there hasn't been an Interpreter program which kept fires alight inside the Sumeg Village homes, so they began to rot due to the climate. CA State Parks has approached us with establishing an Internship with their Interpreters program to pass on the plank house maintenance techniques to future generations. This is currently in development.

Summer Camps scheduled for 2021

06/16/2021 – 07/21/2021 - Unmanned Aircraft Systems (UAS) Youth Education Training Program currently planned as virtual learning for students ages 15-18; a four week, four hours per day program, Monday – Friday, totaling 80 hours of instruction with a total number of 25 campers. Participating students will earn \$100 at the end of each week, for a total of \$400, which will contribute to the students' ability to test and obtain the Part 107 FFA Drone Pilots License. Through this camp program, near-peer age mentors will be partnered with 2-3 campers for guidance through the UAS Drone Training program in order to support students with growing skills in appropriate goal setting, career exploration, self-efficacy building, and persistence toward life-long learning. This program came about due to the efforts of the MMT dedicated to growing community connections for long-term sustainability. Because of previous involvement in projects with a Humboldt State University Robotics Camp from the prior year, David Marshall, a Math professor and Education Researcher at HSU, reached out to the MMT for direct consultation on a grant he was applying for that directly served Native American Youth. This consultation then led to the MMT joining the newly formed UAS Camp Planning Team and was tasked with bringing in more relevant partners. Additional community connections and synchronicity of Tribal Educational Agency long-range plans have also benefitted from the establishment of this program. Four long term goals a part of the 5, 10, and 20-year educational plans have been connected due to these efforts: (1) Capacity Building of TEA staff under the STEP grant, (2) community connections for long-term sustainability, (3) growing our own Native American teachers and administrators, and (4) developing career pathways for Modern Youth Apprenticeships. How did these tie together?

Angela Felicity Cross, Yurok Tribal Member, is a recipient of the Blue Lake Rancheria Post-Secondary Education Scholarship paid for with Blue Lake Rancheria general funds. She attends Humboldt State University as a senior, majoring in Natural Resources Engineering. Angela was hired as a mentor for our CA State Parks Kindling the Flame: Youth Cultural Revitalization weekend program serving youth grades 6-12 (paid for by the NYCP grant), and as the daily morning mentor for “The Palace is the Place: Homework Assistance Kids Club” (grades K-8) a program initiated under the NYCP grant in Year 3, but mentors paid for by the Tribe's BIA 93-638 Contract for education programs. Angela is now also being trained in the UAS program implementation, earning her own Part 107 FFA Drone Pilot License, and is exploring the option of seeking a teaching credential using her degree to become a secondary level science teacher, contributing to the TEA's efforts to increase both Native American and female STEM teachers.

Furthermore, the MMT's extensive cross marketing of the UAS program to recruit participants generated an additional community connection via Andrew Bogar of the Red Cross. Andrew desires to work with BLR's Office of Emergency Services on strengthening Tribal relationships and Emergency Preparedness, which are among curriculum topics currently offered through [BLR's OES training program](#). This program will be moved to the Toma Resilience Campus when its construction is completed in Fall 2022. The Toma Resilience Campus will also house the supplemental CTE courses being piloted under the NYCP grant, and designed under the STEP grant's Modern Youth Apprentice Academies focused on six industry clusters, including career exploration, internships, and apprenticeships with emergency preparedness and response agencies, like the Red Cross.

This is a result of C-TIE's continuous improvement process of P>D>C>A. This process was used consistently as the internal evaluation of the following criteria: (1) program responsiveness to community needs and adherence to long-range TEA plans; (2) cost effectiveness of program for sustainability purposes. The UAS program costs only the MMT's hourly wages put into marketing, connecting, and training for the implementation of the program, as the student stipends, curriculum, and supplies are paid for by HSU; (3) contributed to the career exploration for Native Youth with deep diving into the careers options opened to those obtaining a Drone pilot's license; (4) contributed to strengthening and establishing community connections. Thus, this one UAS summer camp program is on the road to setting the model for how we frame and support future programming.

07/05/2021 – 07/30/2021 HSU TRiO Talent Search & GEAR UP Youth Robotics & Math Credit Recovery Summer Camp currently planned as virtual learning for students grades 6-12; a four week, three hours per day program, Monday – Friday, totaling 60 hours of instruction with a total number of 75 campers – 27 of which have been reserved specifically for Pathmakers students. MMT and HSU Contractor, Vanessa Cota, are targeting those students who have been experiencing difficulties in math and have been using our math tutoring program under Vanessa's contract. Vanessa's contract also covers social-emotional growth and health, and she is working towards recruiting those students still lacking in self-efficacy for the Robotics program in which students construct their own robotics and learn how to program them. Vanessa has been keeping extensive and detailed documentation on her time with students providing feedback and assessments of students' growth and academic progress. She has provided notes on each students' current status, and their college and career planning, as well as their service needs.

Some of the assessments and information provided through Vanessa's reports appear on the next page.

Vanessa's comments and notes also helped us keep track of the students who attended our virtual workshops on college and career readiness, such as the Budgeting and Money Management Workshop, which some parents actually attended, Journaling Workshop, and Indigenous Scholarship Workshop. Vanessa also helped identify students and schools which needed assistance in Spanish, helping us with our P>D>C>A process when complying with our new Education Code regarding GEPA, ensuring that full program participation is equitable, and accessible to all potential beneficiaries of TEA programs. Vanessa's notes and feedback she received through parents' surveys as a part of her services initiated revisions to program implementation to include additional newspaper advertising in Two Rivers Tribune for tutoring. The produced flyer was available on our website: and [this flyer](#) appeared as an ad in the Two Rivers Tribune for multiple weeks from mid-March 2021 through June 2021. This information and services provided by Vanessa Cota via the HSU Contract also supports numerous other performance objectives, namely:

1.d.1 / 1.d.2 – Internal Program Evaluation	1.d.1 / 1.d.2 – Internal Program Evaluation	2.a.1 / 2.a.2 – 2A(6) – Life Skills Acquisition
3.a.1 / 3.a.2 – Self-Efficacy	3.b.1 / 3.b.2 – Various Goal Setting, and Persistence related sub-goals noted as 3B(1), 3B(2), and 3C(1), 3C(2)	
GPRA #2		

Email Address	Advisor Name	Student Name	Best Email Address	Date of Service	School	Grade	Workshop or 1:1?	Total Minutes	Type of Contact	Type of Communication	Notes
vc629@humboldt.edu	Vanessa Cota	Adets Benson Geronimo	adetsrogers@gmail.com	11/25/2020	Hoopa Valley Elementary School	8	1:1	60	Annual Check In	Video call	
vc629@humboldt.edu	Vanessa Cota	Alexander Vielma-Pacheco		4/10/2020	Eureka High School	12	1:1	10	CP	Student is admitted to CR, doesn't know what classes to take	
vc629@humboldt.edu	Vanessa Cota	Alexis Campos		4/10/2020	Arcata High School	9	1:1	5	phone call	does not need services	
vc629@humboldt.edu	Vanessa Cota	Amanda Cruz Campos		4/10/2020	Fortuna Union High School	12	1:1	5	Phone call	Admitted to CR, does not need services ATM	
vc629@humboldt.edu	Vanessa Cota	Anahi Orozco Vielma		4/10/2020	Eureka High School	11	1:1	5	Phone call		
vc629@humboldt.edu	Vanessa Cota	Andrew Salinas		4/2/2020	Hoopa Valley High School	9	1:1	5	Phone call check in	Talked to grandfather, was very adamant on not contacting again	
vc629@humboldt.edu	Vanessa Cota	Angelena Phillips		4/9/2020	McKinleyville High School	12	1:1	5	Phone call check in		
vc629@humboldt.edu	Vanessa Cota	Anthony E Alvarez-Chavez	anthony_forluoco@icloud.com	4/10/2020	Fortuna Union High School	9	1:1	10	phone call	wants to go to college but doesn't know what to study	
vc629@humboldt.edu	Vanessa Cota	Ashley Montero Cabrera		4/10/2020	Eureka High School	12	1:1	5	CP, Phone call	Wants to go to CR and transfer to Berkeley and go to law school eventually	
vc629@humboldt.edu	Vanessa Cota	Ashlyn Reed	areed@nohum.k12.ca.us	4/9/2020	McKinleyville High School	11	1:1	15	CP	working on questbridge scholarship. wants all info on scholarship or grants	
vc629@humboldt.edu	Vanessa Cota	Ashlyn Reed		5/13/2020	McKinleyville High School	11	1:1	30	Annual Check In	Got to know Ashlyn, her goals, and questions she had for me!	
vc629@humboldt.edu	Vanessa Cota	Benson-Geronimo Rogers		3/27/2020	Hoopa Valley Elementary School	7	1:1	5	parent check in		
vc629@humboldt.edu	Vanessa Cota	Brenda Esteves	elinesilva3002@gmail.com	5/13/2020	N/A	11	Workshop	60	FA	Budgeting and Money Management Workshop, this is a non participant	
vc629@humboldt.edu	Vanessa Cota	Buck Logan		4/2/2020	Hoopa Valley High School	9	1:1	10	phone call with guardian	Follow up. interested in robotics, won a robotics competition, going through reunification process with family. Check in with Student via FB maybe?	
vc629@humboldt.edu	Vanessa Cota	Chloe Hunter		3/27/2020	Hoopa Valley Elementary School	8	1:1	7	CA, parent check in		
vc629@humboldt.edu	Vanessa Cota	Cochise Nez	coach2000nez@gmail.com	4/9/2020	McKinleyville High School	12	1:1	8	CP	Interested in advising meeting	
vc629@humboldt.edu	Vanessa Cota	Codey Lackey	jess1122@yahoo.com	10/8/2020	McKinleyville High School	12	1:1	10	Annual Check In	Phone call	
vc629@humboldt.edu	Vanessa Cota	Cody Caylor	ccaylor@nohum.k12.ca.us	4/9/2020	McKinleyville High School	11	1:1	10	CA	student is interested in trade school, welding specifically	
vc629@humboldt.edu	Vanessa Cota	Daisy Martinez		4/10/2020	Fortuna Union High School	10	1:1	5	Phone call		
vc629@humboldt.edu	Vanessa Cota	Darby Diaz		4/10/2020	Fortuna Union High School	12	1:1	5	phonecall		
vc629@humboldt.edu	Vanessa Cota	David Cross	Drkcross08@gmail.com	2/26/2021	Trinity Valley Elementary School	7	1:1	30	Annual Check In	Video call	Checking in, wants to go to college but not sure if that's possible. Wants to attend Indigenous Scholar Hour
vc629@humboldt.edu	Vanessa Cota	David Cross		3/27/2020	Trinity Valley Elementary School	6	1:1	5	parent check in		
vc629@humboldt.edu	Vanessa Cota	Dayra Ramirez Pacheco	dramirezpacheco61@eurekacityschools.org	4/15/2020	Eureka High School	12	1:1	60	CP	Created account for CR	
vc629@humboldt.edu	Vanessa Cota	Dayra Ramirez Pacheco	dramirezpacheco61@eurekacityschools.org	4/20/2020	Eureka High School	12	1:1	60	CP	Helping Dayra log into CR account and begin application process	
vc629@humboldt.edu	Vanessa Cota	Dayra Ramirez Pacheco	dramirezpacheco61@eurekacityschools.org	4/21/2020	Eureka High School	12	1:1	60	CP	Began and submitted application for CR with Dayra. Yay!	
vc629@humboldt.edu	Vanessa Cota	Dayra Ramirez Pacheco		4/22/2020	Eureka High School	12	1:1	60	CP	Went over courses and next steps of action for Dayra	
vc629@humboldt.edu	Vanessa Cota	Dayra Ramirez-Pacheco	dramirezpacheco61@eurekacityschools.org	4/7/2020	Eureka High School	12	Workshop	60	FA, CP, CA, SS		
vc629@humboldt.edu	Vanessa Cota	Dayra Ramirez-Pacheco	dramirezpacheco61@eurekacityschools.org	4/8/2020	Eureka High School	12	1:1	180	FA, CP, CA, SS, Check	This was a follow up to the Spanish info session the night before. Assisted in creating a CR account and created a follow up meeting.	
vc629@humboldt.edu	Vanessa Cota	Delainey Sorrell		3/27/2020	Hoopa Valley Elementary School	8	1:1	5	parent check in		
vc629@humboldt.edu	Vanessa Cota	Dennis McGovern		10/8/2020	Hoopa Valley Elementary School	8	1:1	15	Annual Check In	Phone call	Doing well in school, packets, doesn't need tutoring
vc629@humboldt.edu	Vanessa Cota	Dennis McGovern		3/27/2020	Hoopa Valley Elementary School	7	1:1	5	CA		
vc629@humboldt.edu	Vanessa Cota	Dylan Dolson Gonzalez	dyl641gon.z@gmail.com	1/28/2021	McKinleyville High School	12	1:1	30	FA, CP, CA	Video call	Asked about CSS and scholarships for Latino students. got an efc of 0! Yay!!!
vc629@humboldt.edu	Vanessa Cota	Ellie Lynch	elliefontaine06@icloud.com	5/14/2020	Eureka High School	11	Workshop	60	Wellness Hour Workshop		
vc629@humboldt.edu	Vanessa Cota	Gawyn Albers	gmalbers@icloud.com	10/7/2020	Hoopa Valley High School	11	1:1	10	Annual Check In	Phone call	Has a lot of support from parents :)
vc629@humboldt.edu	Vanessa Cota	Gia McCovey		4/2/2020	Hoopa Valley High School	9	1:1	3	CP, Phone call check in	Follow up on Friday	
vc629@humboldt.edu	Vanessa Cota	Haley Price	marlexox13@gmail.com	4/9/2020	McKinleyville High School	11	1:1	10	CP	Wants to go to cr, doesn't need tutoring at the moment, would be interested in advising in the future	
vc629@humboldt.edu	Vanessa Cota	Isabella Cabrera	bellacabrera198@gmail.com	4/2/2020	Hoopa Valley High School	9	1:1	10	CP	Very interested. Wants to follow up on Friday.	
vc629@humboldt.edu	Vanessa Cota	Ivana Lopez	ivana_2007@icloud.com	5/13/2020	Crescent Elk Elementary School	7	Workshop	60	FA	Money Management and Budgeting Workshop	
vc629@humboldt.edu	Vanessa Cota	Jacklyn Keller		10/7/2020	Hoopa Valley Elementary School	8	1:1	10	Annual Check In	Phone call	Not doing so well but does not want tutoring services :(
vc629@humboldt.edu	Vanessa Cota	Jacklyn Keller		3/27/2020	Hoopa Valley Elementary School	7	1:1	5	CA		
vc629@humboldt.edu	Vanessa Cota	Jacob Paz		4/15/2021	McKinleyville High School	9	1:1	30	Tutoring, Annual Check I	Text message	Chcking in about last semester and scheduling a meeting for next Tuesday
vc629@humboldt.edu	Vanessa Cota	Jada Hayes	jhayes@nohum.k12.ca.us	4/9/2020	McKinleyville High School	11	1:1	15	CP, CA, Annual Check I	Wants to set up advising meeting on Zoom next week at 3pm	

- Project Objective: 12 – performance measure 2.a.1 and 2.a.2: 2A(6) *American Indian Life Skills Curriculum for Native Youth resiliency. 50% of Native Youth program participants will complete the American Indian Life Skills Curriculum for Native Youth Resiliency by the time they graduate.*

CURRENT YEAR: Feedback from students comes from Vanessa's tracking

School	Student Name	Type of Communication
Arcata High School	Alexis Campos	does not need services
	Juan Olivares	does not need services at the moment
Crescent Elk Elementary School	Ivana Lopez	Money Management and Budgeting Workshop
Eureka High School	Alexander Vielma-Pacheco	Student is admitted to CR, doesn't know what classes to take
	Ashley Montero Cabrera	Wants to go to CR and transfer to Berkeley and go to law school eventually
	Dayra Ramirez Pacheco	Began and submitted application for CR with Dayra. Yay!
		Created account for CR
		Helping Dayra log into CR account and begin application process
		Went over courses and next steps of action for Dayra
	Dayra Ramirez-Pacheco	This was a follow up to the Spanish info session the night before. Assisted in creating a CR account and created a follow up meeting.
Fortuna Union High School	Madison Bengtson	Money Management and Budgeting Workshop
	Amanda Cruz Campos	Admitted to CR, does not need services ATM
	Anthony E Alvarez-Chavez	wants to go to college but doesn't know what to study
Hoopa Valley Elementary School	Preston O'Neil	Was on the phone with parent for about 20 minutes. Had really good conversations!
Hoopa Valley High School	Andrew Salinas	Talked to grandfather, was very adamant on not contacting again
	Buck Logan	Follow up. interested in robotics, won a robotics competition, going through reunification process with family. Check in with Student via FB maybe?
	Isabella Cabrera	Very interested. Wants to follow up on Friday.
	John Smith	Has not heard anything about AP exams, plans on going to Cornell or Haskell University
	Lorenita McKinnon	Expressed she is upset that she will not be graduating early
		Has not heard from her counselors or advisors about her Cal Grant or early graduation, is very frustrated and just wants answers
		Updates on graduation and CR
	Mehschulen Scott	did not want to follow up
		Getting to know each other, talked about hobbies and interests, college, and how best to reach out to students
	Samantha Boyd	Might join the military
	Sharon Hernandez	Call again on Friday
	Zoe Marie	Getting to know each other, she loves sports and is getting tutoring!
	Ashlyn Reed	Got to know Ashlyn, her goals, and questions she had for me!
McKinleyville High School		working on questbridge scholarship. wants all info on scholarship or grants
	Cochise Nez	Interested in advising meeting
	Cody Caylor	student is interested in trade school, welding specifically
	Haley Price	Wants to go to cr, doesn't need tutoring at the moment, would be interested in advising in the future
	Jada Hayes	Wants to set up advising meeting on Zoom next week at 3pm
	Raudel Gonzalez Fregoso	wants to go to hsu, wants an advising meeting
	Victoria Huggins	cell not in service, email for google hang out next week in the afternoon
	Marisa Hernandez	Journaling Workshop
		Money Management and Budgeting
South Fork High School	Virali Patel	Journaling Workshop
Toddy Thomas Middle School	Kendra Lee	Money Management and Budgeting Workshop

Performance Measure Metric Group 2B: Mobile Makerspace Implementation/Operation:

- Project Objective: 13 – performance measure 2.b.1 and 2.b.2: 2B(1) *Mobile Makerspace Afterschool Sessions. Each program year, the Mobile Makerspace Technician will conduct three 2.5-hour afterschool sessions per week (totals 285 hrs.)*

CURRENT YEAR: Further details on the implementation. This is a list of current schools Merry Kate has scheduled regular Synchronous instruction in the virtual environment which will contribute to the accumulate hours towards our performance implementation ratio.

- Hannah Macanas (4-8th) Big Lagoon - Native STEAM lessons conducted via Zoom to her students. Ongoing weekly lessons beginning March 15, 2021
- Rebecca Lawrence (K-3rd) Big Lagoon - Native STEAM lessons conducted via Zoom to her students. Ongoing weekly lessons beginning March 18, 2021
- Hilary Murphy (1st) Dow's Prairie - Native STEAM lessons conducted via Zoom to her students. Ongoing weekly lessons beginning March 25, 2021
- Lucy Crackel (1st) Dow's Prairie - Native STEAM lessons conducted via Zoom to her students. Ongoing weekly lessons beginning March 26, 2021
- Melissa Dodd (1st) Dow's Prairie - Native STEAM lessons conducted via Zoom to her students. Ongoing weekly lessons beginning March 25, 2021
- Emmett Bowman (5th) Trinidad - Native STEAM lessons conducted via Zoom to his students. Ongoing weekly lessons beginning March 10, 2021

- Project Objective: 14 – performance measure 2.b.1 and 2.b.2: 2B(2) *Training of 10 K-8 teachers. Each program year, HCOE will provide training to 10 K-8 teachers on conduction their own in-class maker activities.*

CURRENT YEAR: Details of training provided to teachers from 10/01/2020 – 03/31/2021

Family Maker Night Events - October, November, January, February, March each had a 30 minute NativeSTEAM presentation in addition to other Maker/STEAM activities. 20+ teachers/administrators attended these presentations and/or used the recorded activities to improve their delivery of NativeSTEAM and Maker activities in their classroom.

Teacher	Grade	School	Curriculum	Date / Time / Hours Info
Rachel Dilthey	4	Trinidad Elementary School	Native STEAM curriculum coaching/advising and planning	2 hrs.
Stephanie Strasser	3	Trinidad Elementary School	Native STEAM curriculum coaching/advising and planning	1 hr.
Jason Lovitt	6	Trinidad Elementary School	Native STEAM curriculum coaching/advising and planning	2 hrs.
Hannah Macanas	4-8	Big Lagoon Elementary School	Native STEAM curriculum coaching/advising and planning	1 hr.
Rebecca Lawrence	K-3	Big Lagoon Elementary School	Native STEAM curriculum coaching/advising and planning	2 hrs.
Hilary Murphy	1	Dow's Prairie	Native STEAM curriculum coaching/advising and planning	2 hrs.
Lucy Crackel	1	Dow's Prairie	Native STEAM curriculum coaching/advising and planning	1 hr.
Melissa Dodd	1	Dow's Prairie	Native STEAM curriculum coaching/advising and planning	1 hr.
Emmett Bowman	5	Trinidad Elementary School	Native STEAM curriculum coaching/advising and planning	1 hr.
22 Teachers	K-8	Multiple Schools	Native STEAM Steelhead in the Classroom Teacher Training	1 hr.

- Project Objective: 15 – performance measure 2.b.1 and 2.b.2: 2B(3) *HSU Student Mentors. Six weekend workshops.*

CURRENT YEAR: It was challenging attempting to follow Humboldt County reopening guidelines for social distancing. We needed to purchase and store a great many supplies for the sessions, including leather work gloves, all kinds of small tools, eye protection, masks, hand sanitizer, wet wipes, etc. We used Word Press for our enrollment forms and Excel to track enrollment. PDFs were created of the forms signed by parents and provided to CA State Parks for their records. Constant communication with the CA State Parks staff and numerous bimonthly meetings May 2020 through March 2021 were held to monitor program development and implementation as part of the Program Director's P>D>C>A continuous improvement process. Emails such as the one below have been saved, and used as documentation for any potentially questioned implementation practices.

From: Lowry, Skip@Parks <Skip.Lowry@parks.ca.gov>
Sent: Monday, April 26, 2021 3:55 PM
To: Alison Robbins
Subject: Double purchase explanation

Hello,

I want to thank you for the purchase of additional gloves for the Kindling the Flame Program. Due to the pandemic, we did not share gloves and the first group of students were able to take them home after completing the program. I don't foresee having to repeat this now that things are looking better regarding the pandemic. I believe in safety first and again appreciate the support on this matter.

Respectfully,
Skip Lowry
Interpreter I
Suemeg Village, Patrick's Point State Park
4150 Patrick's Point Drive, Trinidad CA 95570
707.677.3570 office
707.834.2647 cell

- Project Objective: 16 – performance measure 2.b.1 and 2.b.2: 2B(4) *HSU Mentors. Three two-week (10 days – 5 hrs. per day) summer camps at locations throughout the project area (total 180 hrs.)*

Additional details regarding Summer Camps was covered under Project Objective: 9 – performance measure 2.a.1 and 2.a.2: 2A(3) *Weekend and Summer Camps 50 Native Youth will participate in weekend and/or summer camps.*

Grant Goal 3 – Native Youth participating in Pathmakers will develop: self-efficacy, goal setting skills, persistence in achieving defined goals, and the soft and hard skills and competencies required to be college and career ready.

The following information supports all of the Performance Objectives under Grant Goal 3 and will only be repeated here once.

CURRENT YEAR:

To address this, the BLR MMT focused on Community Connections for growth and sustainability of our services established relations with Northern California Indian Development Council's Education Director, Dr. Rain Marshall, to target these topics of concern in their efforts. BLR TEA's website calendar and events page provided information on all NCIDC's workshops and talking groups for youth grades 10-12. Information can be found at this link: [Da'luk Youth Group](#), and all C-TIE partners used social media to promote this community partner's efforts.



United States Department of the Interior

OFFICE OF THE SECRETARY
Washington, DC 20240

APR 14 2021

Dear Tribal Leader:

On February 22, 2021, the U.S. Department of Education (ED) issued guidance providing flexibilities in administering School Year (SY) 2020-2021 assessments required by the Elementary and Secondary Education Act of 1965 (ESEA), Pub. L. 89-10, as amended.¹ The BIE's implementing regulations of the ESEA, as amended, require the Bureau of Indian Education (BIE) to administer unified assessments each SY. The ED's assessment flexibilities included (1) extending the testing window, (2) moving assessments to the summer or fall, and (3) shortening the state assessment in an effort to make testing more feasible to implement and prioritize in-person learning time.

While BIE acknowledges it is critically important to measure student achievement and hold all students to the highest expectations, the current COVID-19 pandemic has had a disproportionate impact on our students' communities. The BIE has received numerous requests from various entities, including Tribes and BIE-funded schools, to waive the requirement to administer BIE's unified assessments this school year.

The BIE would like your input on whether BIE should request a waiver of assessment requirements for the 2020-2021 School Year (SY) from ED for the protection of the health and safety of students, staff, and their communities, which have been impacted by the COVID-19 pandemic. Alternatively, should BIE utilize the flexibilities noted above?

The BIE welcomes your input into the following questions:

- 1) The Department of Education has given the flexibility to conduct Spring 2021 assessments in the Fall 2021. Given the negative impact of COVID-19 on instruction and student social behavioral health, should BIE conduct Spring 2021 assessments this Fall?
- 2) The BIE respects Tribes' decisions to ensure the health and safety of their community members. A majority of BIE-funded schools are open remotely and in-person testing is not feasible. Should BIE request a system-wide waiver (rather than delay) of assessments for school year 2020-2021?

In order to allow sufficient time for schools to plan assessments for the summer or fall, BIE is seeking an expedited consultation. The schedule of consultation is as follows:

- May 4, 2021: 3:00 p.m. – 4:00 p.m.
- May 5, 2021: 3:00 p.m. – 4:00 p.m.

Please register in advance for these sessions at:

<https://www.zoomgov.com/meeting/register/vJItcumgqjMvH9cg5ttOrsDY0KmZB1IuLJQ>

After registering, you will receive a confirmation email containing information about joining the meeting. Each day of Tribal consultation session will be followed by a public session from 4:00 p.m. - 5:00 p.m. ET.

The BIE will accept both oral and written comments. Written comments may be emailed to consultation@bia.gov or by postal mail to Bureau of Indian Education, Ms. Juanita Mendoza, 1849 C Street NW MIB-3612, Washington, DC 20240. Comments must be received on or before 11:59 p.m. ET, Friday, May 7, 2021. Questions regarding the Tribal consultations may be directed to Dr. Tamarah Pfeiffer, Chief Academic Officer, Bureau of Indian Education via fax: (505) 563-3043 or email: Tamarah.Pfeiffer@bie.edu.

Sincerely,



Bryan Newland
Principal Deputy Assistant Secretary –
Indian Affairs

Cc: Chief Academic Officer
Associate Deputy Bureau Director, School Operations
Associate Deputy Director – Bureau Operated Schools
Acting Associate Deputy Director – Tribally Controlled Schools
Acting Associate Deputy Director – Navajo Schools

ⁱ <https://www.ed.gov/news/press-releases/us-department-education-releases-guidance-states-assessing-student-learning-during-pandemic>

I. OPENING MEETING 7:15pm

a. Roll Call

- i. BOE: Jason Ramos, Jace Baldosser, Kelsay Shackelford, Michael Shackelford, Michele Kindred (7:25pm). Quorum established.
- ii. Staff: Lisa Hoffman, Marlee Mansfield-Chavez, Alison Robbins, Frederique Guezille

II. REPORTS

a. The Executive Director's Report

- i. Palace is the place is closed this week for spring break. Moving back to the Sapphire palace mid-week from the hotel where it's currently taking place.
- ii. All additional programs have had their flyers approved by the various parties, they are now on the TEA website, Marlee has been sending them out to our various community connections, and Andrea has put them all up on social media.
- iii. Kindling the Flame program had its initial meeting last week and there are currently 4 students enrolled. We have opened it up to students grade 6-12. Our internship job description will be discussed under the consent agenda.
- iv. Native role model posters have been approved by Jason and Toni has ordered a preliminary set to see how the finished product looks.
- v. Virtual Maker Fair will go live online on May 28th for people to be able to view and buy things. Posters are being approved and we estimate the website will be open for submissions by May 15th.
- vi. Tribal Climate Resistance Program is moving ahead with its application; Jason has signed the letter of support which will be discussed further later in this meeting. We have been in contact with the Wiyot Tribe and they are submitting an application for youth engagement as well and we hope to blend what we are doing with what they are doing and the Pathmakers and CA State Parks programs.
- vii. Higher Ed Students: we have 5 students graduating this year.
- viii. Professional Development Application with the Dept of Ed: we have identified 59 school districts with a high percentage of native students enrolled that we are sending emails to in order to get letters of support and commitment from them. These letters will be stating that they would consider hiring graduates from our program as administrators for their districts should they have openings for those position. That application is due May 3rd and we are supplying them with sample letters.

b. Marketing & Communications Report

- i. Marlee will be taking over some of the Pathmakers media responsibilities including photos and video

III. **PUBLIC COMMUNICATIONS**

No public comments submitted

IV. **CONSENT AGENDA**

a. Job Description – Natural Resources Student Intern

- i. Contact(s): Alison Robbins
- ii. Purpose: Job description for student intern in the Natural Resources Industry Sector. This student will be employed by BLR and serve as a volunteer in the CA State Parks North Coast Redwood District Interpreter's program. This particular intern will shadow and work with Skip Lowry at Sumeg Village. Pathmakers has budgeted 200 hours @ \$15 per hour for the student intern through September 2021. This job description will serve as the basis for future student interns in the Natural Resources Industry Sector as the Modern Youth Apprenticeship Academies under the STEP grant develops further.
- iii. Recommendation:
 1. **DISCUSSION**: No further discussion requested
 2. **NOMINATIONS**: Michael Shackelford made a motion to approve, Michele Kindred seconded the motion
 3. **DECISION**: 5-0 motion carried
 4. **ACTION**: Staff to send job description to NHUHSD to PAC 5/4, and to post on TEA website.

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

a. Tribal Consultation Answers to be sent to US Department of Education

- i. Contact(s): Alison Robbins
- ii. Purpose: To review the responses to the questions asked by the US Department of Education. Answers will be reviewed and discussed in BOE meeting.
- iii. Recommendation:
 1. **DISCUSSION**: On question 8, the BOE discussed what type of written data would be required to be shared. Rewording the answer to make it clear/limit what type of data is required to be shared
 2. **NOMINATIONS**: Jace Baldosser made a motion to approve, Kelsay Shackelford seconded the motion
 3. **DECISION**: 5-0 motion carried
 4. **ACTION**: Alison to reword the answer for question 8 to make it more specific, make a few adjustments, then send the answers to the US Department of Education

VI. **MISCELLANEOUS**

Board of Education Meeting Minutes
Blue Lake Rancheria Tribal Education Agency
Tuesday, April 13, 2021 – 7PM
Zoom Meeting On-line Platform
Blue Lake, CA

- a. Approval of DRAFT BOE Meeting Minutes of 03/23/2021
 1. **DISCUSSION:** No further discussion requested
 2. **NOMINATIONS:** Jace Baldosser made a motion to approve, Michele Kindred seconded the motion
 3. **DECISION:** 4-0, Jason Ramos abstained due to not having been at the March meeting. Motion carried
 4. **ACTION:** Frederique to send approved minutes to Toni for the website

VII. UNFINISHED BUSINESS

- a. HCOE training for the BOE on April 24th from 10:00am – 1:00pm.
- b. Letter of approval from Jason for BIA Grant

VIII. NEW BUSINESS

- a. Jason brought up in the Executive Directors Report, that he is having a meeting with president Jackson from HSU about a tribal college and would like Alison to be at the meeting as well. Jason would also like us to look for grant funding for machining or design in the barn for the TOMA campus. He wants to look into bio-digesters. He asked for the feasibility studies and job training creations programs to fund this kind of work. He wants us to look for partnerships with businesses in the area.

IX. AJOURNMENT

- a. Jace Baldosser made a motion to adjourn the meeting, Kelsay Shackelford seconded the motion. Jason Ramos adjourned the meeting at 8:47pm