

I. OPENING MEETING

- a. Roll Call

II. REPORTS

- a. The Executive Director's Report
 - i. Pathmakers Program
 - ii. GYOA
 - iii. TEA R3E MYIA Career Readiness
 - iv. Higher Ed Scholarship Program
- b. Marketing and Communications report
 - i. TEA Website redesign update
 - ii. Native Maker Role Model poster sets/Chag Lowry
 - iii. Social Media Posts & Community Outreach

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. TEA Community Services Coordinator – Job Description
 - i. Contact(s): Alison Robbins
 - ii. Purpose: Creating a job description reflective of duties currently being performed for TEA programs by the Mobile Makerspace Technician. The Makerspace Technician job description will also be updated.
 - iii. Recommendation: Staff recommends the approval of this job description, and that the HR Personal Action Form process be initiated to update Marlee Mansfield-Chavez official job description on file.

Board of Education Meeting Agenda
Blue Lake Rancheria Tribal Education Agency
Tuesday, February 15, 2022 – 7PM
Zoom Meeting On-line Platform
Blue Lake, CA

1. **DISCUSSION:**
2. **NOMINATIONS:**
3. **DECISION:**
4. **ACTION:**

b. Karen Skoglund – Independent Contractor Agreement for Services

- i. Contact(s): Alison Robbins
- ii. Purpose: To provide services for TEA capacity building and program coordination between NHUHSD, ECS, KTJUSD, HCOE, and Blue Lake Rancheria. Detailed list of scope and services listed in the attached contract. Karen Skoglund, as the recently retired Title VI Native Education coordinator who has worked previously with BLR TEA's NYCP grant is uniquely qualified for the services proposed in the contract.
- iii. Recommendation: Staff recommends approval of the \$20,000 independent contract for Karen Skoglund.
 1. **DISCUSSION:**
 2. **NOMINATIONS:**
 3. **DECISION:**
 4. **ACTION:**

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

a. Strategic Plan – Elementary Program

- i. Contact(s): Alison Robbins
- ii. Purpose: To review the section on Elementary Programming and provide both feedback and direction for themes, and focus for the creation of the Action Plan. This will be used for the creation of new grant applications.
- iii. Recommendation: Staff has no recommendation at this time, and desires BOE guidance moving forward.

1. **DISCUSSION:**
2. **NOMINATIONS:**
3. **DECISION:**
4. **ACTION:**

VI. MISCELLANEOUS

a. Approval of Board minutes from 01/11/2022

- i. Contact(s): Alison Robbins
- ii. Recommendation: TEA Staff recommends approval of the draft minutes for publication
 1. **DISCUSSION:**
 2. **NOMINATIONS:**
 3. **DECISION:**

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4. ACTION:

VII. UNFINISHED BUSINESS

- a. Presentations for Blue Lake Elementary School District staff

VIII. NEW BUSINESS

- a. NIEA Day on the Hill – (see Agenda)
- b. Letter of Support for HSU Talent Search grant (see attached)
- c. Tribal Consultation Email - NSF

IX. AJOURNMENT

Tribal Education Agency Executive Director's Report

Program Updates

- **Pathmakers Program** – website has been reorganized thanks to staff efforts (Marlee, Merry Kate, and Isak). Program is currently:
 - Preparing for this Thursday night's **Family Maker Night** (FMN). There are two (2) more FMN events scheduled this year (March & April).
 - Working with CA State Parks on the **Kindling the Flame** program for Spring 2022. Flyer and registration will be out on the website and Facebook by the end of the month.
 - **Summer Programming** is in planning stages; plan to work with Cal Poly Humboldt Talent Search Summer Robotics Camp, Algebra Camp, and more. Drone Camp – in discussion.
 - **Mobile Classroom work** –
 - Merry Kate is working with Nannette Kelly of The McKinleyville Land Trust - Dowes Prairie; TEK interpretation on plans, land management, etc. Working toward signs with Native language words for plants and environment. Potential for filming and use in virtual a-synchronous curriculum offerings.
 - Potential participation at the **Humboldt Math Festival** on April 2nd at the Adorni Center. Considering the activity/content of work/presentation/activity; *Potential sponsorship?*
 - **Air Quality Monitoring STEM Curriculum and Activities** – Spring push to get teachers interested and trained for August implementation.
 - **Basket Classes** – paused, and will restart, along with more Native Maker workshops coming in the Spring and Summer.
 - **Upcoming Events, and Reports:** Program Director's meeting has been scheduled for May, and the Annual Performance Report (APR) is due in April. We have been invited to present the work done on the Equity Series with HCOE by Marlee and Merry Kate at the Director's meeting. An 8-minute presentation on the work, and our plans for the future of the work. (*See Attachment on Equity Series*)
- **Grow Your Own Administrator** – website is under development. The design and content has been provided to Toni and Isak, and is scheduled to go live by this weekend. Currently, there are seven (7) continuing cohort participants:
 - **2021 Fall Cohort 1 Participants:**
 - Rachel Brakeman – Eureka City Schools (Humboldt)
 - Alvin "Joe" Dukepoo – Round Valley Unified School District (Mendocino)
 - Cindy Hogue – Happy Valley Primary School District (Shasta)
 - Travis Hunt – Antelope Elementary School District (Tehama)
 - Margaret "Maggie" Peters – Klamath-Trinity Joint Unified School District (Humboldt)
 - Kadee Strait – Gateway Unified School District (Shasta)
 - Michelle Windes – Cedarwood / Paradise Union School District (Butte)
 - Kirsten Wright – Klamath-Trinity Joint Unified School District (Humboldt)
 - **2022 Spring Cohort 1 Participants:**
 - 7 of the 8 Fall participants are continuing
 - Kadee Strait is leaving the program as this time due to family obligations, and will be entering into a payback arrangement for Fall 2021 Tuition and Living Allowances for August 2021 – January 2022.
 - **Upcoming Events, Reports, Travel:** The annual Program Director's meeting is approaching in May; the Annual Performance Report (APR) is due in May, and the Small School District Association conference is in March in Sacramento. There will be an annual summer cohort

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conference, hopefully in Blue Lake at the Sapphire Palace & Hotel if the spaces are ready in late June or early July.

- **Recruitment:** We are currently recruiting eight (8) participants for Cohort 2 which will begin in August 2022. We are also recruiting Champion Mentors to support Cohort 1 participants who will be entering in to the two-year Induction portion of the program, receiving 20 hours of mentoring from the Champion Mentors, and 40 hours of mentoring through HCOE and Association of California School Administrators (ACSA) Induction Program.
- **Recruit, Retrain, and Retain Educators** – website has been designed and is now active. Focused on recruiting 12 Native American persons interested in obtaining their CTE credential so they are able to teach classes and workshops in the identified six industry clusters at local schools and out our new Ta'm Resilience Campus. Recruitment meetings are being scheduled. Posts have gone up on Facebook, and a media push is being developed. Director's meeting and Annual Performance Report (APR) are coming in March and April.
- **Native American Career Technical Education** – website has been designed and is now active. Daniel and Frederique are working on Action Plans for:
 - **Agricultural and Natural Resource Internships:** begun to identify organizations for student internships. Have done a site visit to Hog Island Oyster Farm. Working towards two (2) paid internships with HIOF starting in April or May 2022. Currently, one (1) Natural Resources student intern at CA State Parks Sue-meg. One (1) Natural Resource student intern position is open for the Wiyot cultural interpretation program being developed at Ft. Humboldt with CA State Parks. BLR TEA has two (2) Agricultural Internships available for work in the community garden and Farm Stand.
 - **Career Exploration Field Trips:** Frederique is cultivating relationships with several businesses and organizations for career exploration field trips, and interviews. Green Diamond is an example of an organization who is currently interested in participating.
 - **Agribusiness:** The Farm Stand will be open Tuesdays and Fridays 2PM – 6PM. Student interns will be working in this Farm Stand / Agribusiness skills.
 - **Student and Intern Projects:**
 - This could be anything from Egg Hatching via a partnership with the Humboldt County Sherriff's department farm, or an Indigenous tea garden within the community garden, or another suggested project of significance to the community, culture, or immediate needs.
 - **Post-Secondary Credits:** In coordination with the Modern Youth Internship Academies concept, discussions are underway with HSU for STEM Career Exploration classes which will provide CSU credit (Area E GE credits) first course is Science 100 – Being a STEM Professional in the 21st Century. (*See Attachment – Syllabus*)
 - **Teacher Summer Externships:** TEA has provided a contract and funding to NHUHSD to arrange two (2) teacher externships with local agriculture or natural resources businesses, providing teachers with two (2) weeks of working experience.
 - **Annual Performance Report & Director's Meeting:** The APR and Directors meeting are coming in the next two months. The Director's meeting will be virtual.

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- **Tribal Climate Resilience Program** – website has been designed and is now active. Staff member, Thao Le, who is over this project is moving out of the area, and we will be advertising for her position to take over this program. We are looking to contract with five (5) scientists for the discussion boards with \$300 independent contractor agreements.
 - **Resiliency Program** – in coordination with Northern Arizona University ITEP, two (2) climate resiliency classes will be offered – open to 100 students; virtual classes; students receive college credit. Student Interns will be hired to work on a student led environmental conference.
- **Higher Education Scholarship Program** – The Higher Education Scholarship program provides tuition & fees, books, educational supplies, rents, and living allowances for post-secondary students. Currently, there are eight (8) students on scholarship. We are anticipating one student graduating in Spring 2022, and one student starting undergraduate work in Fall 2022, thus, as of now, we are projecting eight (8) full-time students for Fall 2022.
 - **2021 Graduates:**
 - Jace Baldosser - MBA
 - Angela Felecity Cross – BS Environmental Engineering
 - Ashley Lance – MA Philosophy (Classics)
 - Tanner Lewis – BA Psychology
 - **Current Spring 2022 Students:**
 - Undergraduate:
 - Sean Brundin – Mechanical Engineering
 - Chloe Kindred – Sociology
 - Mandi Kindred – Pre-med program
 - Sloan Lewis – Undeclared – *Fall 2021 GPA 3.9 – three (3) A's, and one (1) A-*
 - Chloe Thomas - Marketing
 - Graduate Students:
 - Tanner Lewis – Medical school pre-requisite program
 - Jack Norton – Mechanical Engineering – *graduating Spring 2022*
 - Post-Graduate Students:
 - Ashley Lance – PhD in Philosophy (*year 1*)
 - **New Fall 2022 Students:**
 - Undergraduate:
 - Grace Kindred – Seattle University, partial university scholarship
 - **THUS** – for all Post-Secondary Educational Programs (*including Higher Education Scholarship Program and the Grow Your Own Administrator Program*) we currently have 16 enrolled students/participants. We will be adding 12 through the R3E program for persons seeking their CTE credentials, and we'll be adding 8 more in cohort 2 of GYOA. We are projecting a total of $(8+7+8+12) = 35$ post-secondary students for Fall 2022.

Grant Application Updates

- HCOE Ethnic Studies Curriculum grant application has been funded. The application which Alison worked with Jack Bareilles on in the Fall, and the BOE provided a letter of commitment and support for has been approved and funded. Alison will be providing 10 days of support on this five

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year grant per year. Humboldt will be working with San Diego County Office of Ed to produce this statewide curriculum.

Upcoming Travel and Events

- **IMLS** – January 26, the Director of the Institute of Museum and Library Services emailed Alison Robbins, an invitation to participate in “Empowering Readers, Empowering Citizens” which is convening to generate new ideas and innovations for promoting literacy development and reading practices at Planet Word Museum in Washington, DC on March 1 and 2. Travel arrangements and all costs are being covered by IMLS. Alison will be leaving on Monday, February 28, and returning on Thursday, March 3.
 - While in DC, Alison will be meeting with US Department of Education, Office of Indian Education Program Officers, Donna (NYCP) and Angela (PD) – providing them with copies of Chag Lowry’s books used in our programs.
- **SSDA** – Small School District Association conference is being held Sunday, March 6 through Tuesday, March 8. Alison will be driving to Sacramento, using the Tribal van, and taking two (2) of the Grow Your Own Administrator cohort participants to the conference. All cohort participants will be attending, as will Alison, Rosie (HCOE), and Jack (NHUHSD), funded by the GYOA grant program.

March 2022 Series

Date 2/8/22

Series overview:

Chag Lowry, Marnie Atkins, Melodie George-Moore, Natalie Carpenter-Scott, Maggie Peters, Tina West, Vincent Feliz, Skip Lowry and MerryKate Lowry will support teachers, aides and all school staff with understanding, utilizing and applying local indigenous worldviews, curriculum, literature and resources to support the full humanity of our students while meeting state educational standards.

Students, families and community members are encouraged to attend.

Resources provided to attendees include the Northwest Indigenous Gold Rush History book and a handout showing how the featured curriculum is aligned with CA state standards. Certificates for attending all five sessions (7.5 hours) of this professional development will be provided the first week of April by Sharrone Blanck.

Gawu Lughurru'lou'y Pouri' Lugu'w, Rrughurrayuqi': Rrughurrayuqi', Nashgit, Wenoutwuk Introduction to Northwest Indigenous History: History, Hope and Healing

All Tuesdays in March 5pm to 6:30pm on Zoom

March 1 - Overview Local North West California Tribes

March 8 - Settle Up and Social Emotional Curriculum (ACES)

March 15 - Native Authors and Literature

March 22- Circles of Health/Teaching Hard History: Missions and Gold Rush

March 29 - Wiyot Cultural Center & Klamath Trinity Joint Unified School District (KTJUSD) Land Tenure Curriculum Training

March 1 - Overview Local North West California Tribes

Facilitators: Marnie Atkins, Chag Lowry, Vincent Feliz, Skip Lowry and MerryKate Lowry

Topic: This is an introduction to the series that will focus on the film *History and Hope*, its origin and the ways it can be utilized in the community. Speakers will share how to use the film and other local resources to support 3rd through 12th grade classrooms. They will present the history of this area and the impact of the Gold Rush with a focus on the resilience and strength of Tribes then and now. They will introduce the Circle of Healing as a way to teach hard history.

March 8 - Settle Up and Social Emotional Curriculum (ACES)

Facilitators: Melodie George-Moore and Natalie Carpenter-Scott

Topic: The focus is to show how true healing begins to occur when this history is brought to the light and discussed in personal terms for its impact on people, on the land, and current events. Various methods employed in the classroom to address historical and other traumas will be discussed but an emphasis on the tool of Mediation/Settle Up will be highlighted. Settling up is a local traditional practice of taking ownership over things you may have done wrong to a person or the community, or to pay respect to others for various reasons.

March 15 - Native Authors and Literature

Facilitator: Chag Lowry, Skip Lowry and MerryKate Lowry

Topic: Identifying and using local Native Literature in the classroom. He is the author of the graphic novel ***Soldiers Unknown*** from Great Oak Press, ***The Original Patriots: Northern California Indian Veterans of World War Two*** from Original Voices, ***The Original Patriots: California Indian Veterans of the Korean War*** from Original Voices, and is the co-producer and director of multiple PBS documentaries about California Indigenous people and cultures. Chag's book ***Soldiers Unknown*** is a 2022 American Indian Youth Literature Honor Book and is endorsed by the United States World War One Centennial Commission and by the American Indian Veterans Association of Southern California. He and Weshoyot Alvitre (Tongva) co-wrote and she drew a new comic story about California Indigenous basketry titled ***My Sisters***. This comic is endorsed by the California Indian Basketweavers' Association (CIBA).

March 22 - Circles of Health/Teaching Hard History: Missions and Gold Rush

Facilitators: Marnie Atkins and Chag Lowry, Skip Lowry and MerryKate Lowry

Topic: Participants will learn to use the Circle of Healing model to teach about the California Gold Rush and Missions in a healing and empowering way that brings all students together. This will be done using resistance stories, primary sources, and contemporary resources created by Native educators. These resources will provide insight, inspiration, and testimonial justice from the lived experiences of Indigenous people during the Gold Rush and history of the Missions.

March 29 - Wiyot Cultural Center and Klamath Trinity Joint Unified School District (KTJUSD) Land Tenure Curriculum Training

Facilitators: Marnie Atkins, Maggie Peters, Tina West and MerryKate Lowry

Topic: Introduction of the Wiyot Cultural Center **Da gou rou louwi'** ("the ongoing return of all"). When naming the new Cultural Center, Da gou rou louwi' Cultural Center, the Wiyot people wanted a name that described a place that would house the ongoing return of all thoughts, things, ideas, and initiatives that are important to Wiyot people. Klamath Trinity Indian Education program received the Indian Land Tenure grant for creating K-8th grade curriculum about the Yurok, Karuk, and Hoopa Tribes that met California state educational standards for language arts. Lessons range from ceremonial uses of feathers to tribal sovereignty, water rights to tribal leadership.

Science 100 for Among Giants
Syllabus: Science 100 - Being a STEM Professional in the 21st Century

General Information

Sci 100 Meeting times and Places:

Lecture: Monday and Friday (time and room number here)

Break Out Group (BOG): Wednesday

BOG leader 1- group meets in _____

BOG Leader 2- group meets in _____

Required Materials can be found on Canvas Course Site and include:

Required readings

Assignments

Field Materials

Binoculars (checked out from either Biology, Wildlife or Forestry Stockroom)

Rite in the Rain Notebooks (Bookstore or Provided during Summer Immersion)

Instructor name and contact information:

Large Lecture (and BOG) Instructor:

Office: Dawn Goley

Office Hours: Wednesday 1-3 pm, Thursday 2-3 pm, Monday 1-2

Telephone: xt 4168

E-mail: Dawn.Goley@humboldt.edu

John Steele:

Office: SB 324A

Office Hours: Monday and Wednesday 4-5, Thursday and Friday 10-11 am

Telephone: xt 3178

E-mail: john.steele@humboldt.edu

Changes to this Syllabus: Changes to this syllabus are anticipated. All changes will be announced in class and on Canvas.

Specific Course Information and Learner Outcomes

Sci 100. Becoming a STEM Professional in the 21st Century (3 units) Introduction to the impact of your chosen discipline on student life and society, practical aspects of the study of the disciplines and associated careers from different perspectives.

General Summary:

This class was designed to support first-year CNRS students. This course will support your academic and personal goals and will help to connect you with your major, your peers, faculty, department, college, University and local community. It is centered around the understanding of the Science of Self, Science of Success, and Science of Science.

Learning Objectives: There are a few levels of learning objectives, or outcomes for this class. The Area E GE Learning outcomes refer to goals we have identified for all students taking a general education class in Area E. The University and HSU grade outcomes are goals we have identified for all HSU students while they are attending HSU and after they have graduated. Finally, the Sci 100 outcomes are the learning goals we have identified for students specifically in this class. More detail is included below.

Area E GE Learning Outcomes:

Upon completing this requirement:

- Students will explain and demonstrate an appreciation for the nature of being human as an integration of physiological, psychological, and sociocultural influences. "Human Integration"
- Students will demonstrate preparation for the life-long and complex process of self-understanding, self-analysis, and self-development as an individual among others. "Self"

This course will give you skills that will allow you to progress in the following Humboldt State University Student Learning Outcomes

University Learning Objectives:

- Communicate effectively through written and oral modes.
- Develop critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues
- Display competence in a major area of study.
- Foster appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities and viewpoints.

HSU graduates will be prepared to:

- Succeed in their chosen careers.
- Take responsibility for identifying personal goals and practicing lifelong learning.
- Pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.

Sci 100 Student Learning Outcomes:

- Students will be introduced to their home department, the College of Natural Resources and Sciences, the University and the surrounding area. They will build relationships with faculty and students from their home department and will create a broad community of peers, mentors and resources to support them during their time at HSU.
- Students will connect and engage with academic and self-development campus resources. Through guest speakers, workshops and on campus resource visits, they will be empowered to seek resources independently.
- Students will advance their academic and emotional resilience.
- Students will be introduced to what it means to be a scientist. Through reading popular and technical writing in their field they will develop their critical thinking skills.
- Students will be able to formulate their goals as a future professional in their chosen major. Students will evaluate their strengths and weaknesses as student-learners.
- Students will gain an appreciation for and understanding of an expanded world perspective by engaging with other students, staff, and faculty within and outside their field.
- Students will develop confidence and communication skills to culture a professional mindset and skill set. Through this, students will evaluate the meaning of scholastic and humanistic success and form a better understanding of their target career path.

Course Requirements

- **Summer Immersion Assignment: 25 points**

You are expected to turn in your field notebook with all of your notes from Summer Immersion during the first class meeting of SCI 100, your two worksheets for mammals and complete your immersion reflection and submit to Canvas before the first class meeting.

- **Weekly Assignments: 150 Points**

You are expected to complete weekly assignments on your own using Canvas. These entries are broken up into four sections that are intended to model and reinforce skills and habits that you should use throughout your college years: 1) **REVIEW** - review what you've learned in class during the previous week, 2) **PREVIEW** - preview upcoming material and prepare yourself for it, 3) **ABOUT YOU** - reflect on yourself, your personal growth, and different topics. 4) **To Do** - complete one or more assignments or remind yourself about assignments that will be due soon. The specific instructions will be posted on Canvas each week and you will have one week to complete.

Weekly Assignments will be due by 11:59 pm every Thursday, and no late entries will be accepted (see "Late Policy section on the following page).. Weekly Assignments will be assessed on the completion and quality of your responses to all prompts. 15 assignments @ up to 10 points each - 150 points possible.

- **Sci 100 Attendance and Participation: 80 points**

You are expected to come to every class meeting, although we understand you may miss class due to illness or personal emergency. You are permitted 3 free missed classes. You will receive 2 points for being present, prepared and fully participating in the day's activities, for a total of up to 80 points possible.

- **STEM Buffet: 50 points**

You are expected to complete 5 assignments for the Buffet - 3 completed assignments will be due by the end of the 8th week of classes and 2 will be due by the last week of class. You will select to attend one activity and complete the associated assignment (Found on Canvas) within EACH of the following categories. 3 are due by week 8 and 2 are due by finals week.

- 1 Wellness skillshop that is meaningful to you
- 1 Professional skillshop that is meaningful to you
- 1 Success skillshop that is meaningful to you
- 1 seminar or talk on/around campus that is meaningful to you
- 1 club meeting that is of interest to you

Hands-on Project Based Assignments

Arcata Marsh Project (WOB Project (Willow Phenology, Observation and Biodiversity) – 75 points

The final assignment for the WOB project will include: summary graphs, Interpretive summaries, raw data, and field notes. You will be provided a template to complete for this project on Canvas.

Poster - Final Group Project - 50 Points

The final group poster project will be on a topic related to climate change, and will culminate in a formal group poster presentation in the Library on the last day of class.

Participation in field and group work - 25 points

You will be assessed on your contribution to your team projects using Catme surveys and mentor meetings.

Final Exam - Reflection Assignment - 75 points

You will complete three reflection assignments on what you have learned about the science of self, success, and science throughout the semester. These are due during your final exam period.

Grading Information

- **Evaluation- 525 points total:**

Immersion Assignment-25 possible points (~ 5 % of grade)
Weekly Assignments - 150 possible points (~ 30 % of grade)
Attendance and Participation - 80 possible points (~ 15 % of grade)
Arcata Marsh Project - 75 possible points (~ 15 % of grade)
Team Participation - 20 possible points (~5 % of grade)
Final Group Poster project - 50 possible points (~ 10 % of grade)
Reflection Assignments - 75 possible points (~ 15 % of grade)
STEM Buffet - 50 possible points (~ 10% of grade)
Total points - 525 possible points

- **Grade Scale:**

A	93 - 100 %	A-	90 - 92.9 %		
B+	87 - 89.9 %	B	83 - 86.9 %	B-	80 - 82.9 %
C+	77 - 79.9 %	C	73 - 76.9 %	C-	70 - 72.9 %
D+	67 - 69.9 %	D	60 - 66.9 %		
F	< 60 %				

- A grade of "I" for "Incomplete" indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons, and that there is still a possibility of earning credit for the course. Such a grade will only be given in those rare cases in which the student cannot complete the course requirements due to circumstances beyond the control of the student.
- Late Policy. All assignments are expected to be completed by the due date and time. If there are extenuating circumstances, contact the instructor via email before the assignment is due.

Weekly assignments submitted within 12 hours of the deadline will incur a 20% penalty. Weekly assignments submitted more than 12 hours after the due date will not be accepted.

Course Policies and Campus Resources for Students and Additional University Policies

This course is offered in a face-to-face format and will use Canvas for accessing course materials and some assignment submissions. Please follow the Course Schedule.

Need Help?

If you have questions about the course, such as concepts covered in the course, your assignments, or scores post your question in the **"Ask Questions Here"** forum in the Discussion link on the left navigation menu. You may also contact (dawn.goley@humboldt.edu), during office hours, or by appointment.

If you have technical questions, such as the suitability of your home computer for the course, installing plug-ins, problems with your password, etc., contact the HSU Help Desk (help@humboldt.edu or 707-826-4357).

Inclusivity

Students in this class are encouraged to speak up and participate in-class and online. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. We believe that this is what will enrich all of our experiences together. We recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please speak with

me early in the semester so that we can work together to help you become an active and engaged member of our class and community.

Expectations of the Student

1. Check your email daily. Come to class.
2. Expect to spend about 6 hours per week working on this course.
3. Prepare to the best of your ability for every aspect of this course.
4. Take the opportunity to learn how to write your own thoughts; don't plagiarize. Be sure to give credit where credit is due and cite your sources or use footnotes or endnotes.
5. Learning through collaboration (defined as working with or learning from another) is an effective tool used in this class and in your future employment. When I expect you to collaborate, I'll make it very clear in the assignment instructions. All other work in this class is to be done independently.

Expectations of the Instructors

If we all live up to our academic responsibilities, this course will be meaningful for all who participate. Please feel free to discuss these points with us at any time during the course this semester.

1. We will prepare and review course materials to be as current and accurate as possible.
2. We will be available to answer questions or issues that may arise for you during this course. **Expect a 24-hour turnaround time for responses to emails on weekdays and 48 hours on weekends.**
3. We will try to the best of our ability to prepare you for the assignments and other assessments in this course.
4. We will utilize fair and honest evaluation techniques for each assignment required for this course.
5. We will do our best to address the needs of a diverse range of learning styles in this course.
7. We will make every effort to follow QLT (Quality Learning and Teaching) best practices.
8. We will only share your student information per FERPA guidelines.

Class Culture*: We will decide on the final expectations together, but some of the guiding principles might involve:

- Respect for each other (what does that mean to you?)
- Come to class sober
- Keep cell phones put away
- Food or drink?
- Be in your seat before class starts
- Do not leave in the middle of class unless there is a real need (e.g., family emergency, you are too ill to stay in class)
- Stay until class is over
- Be a regular and willing participant

*Talk with instructor if you need special accommodation or exception from these rules.

University Policies:

Below are the links for University policies that will be respected in this class. These links relate to our expectations about student and faculty behavior in our class. **Please read** these thoroughly and please ask if you have any questions.

Information about Student and Faculty Behavior:

- Academic Honesty Policies
<https://www2.humboldt.edu/studentrights/academic-honesty>
- Attendance and Disruptive Behavior Policy
<https://www2.humboldt.edu/studentrights/attendance-behavior>
- Complaints against Faculty Staff or Administrators
<https://www2.humboldt.edu/studentrights/complaint-staff>
- Sexual Misconduct/Discrimination Report Form
http://cm.maxient.com/reportingform.php?HumboldtStateUniv&layout_id=10
- Student Code of Conduct
http://studentrights.humboldt.edu/sites/default/files/student-rights/code_of_conduct_0.pdf
- Animals in Classrooms or Laboratories

According to the HSU Animal Policy (EM:P08-02), animals are prohibited in classrooms or laboratories except Service Animals as defined by the Americans with Disabilities Act (ADA). The ADA and therefore this policy does not cover Comfort or Emotional Support Animals. For more information contact the Student Disability Resource Center (SDRC)
<https://policy.humboldt.edu/animals-campus-policy-%E2%80%9393-student-campus-residents-and-visitors>

Information about Campus Procedures:

- Dropping or Adding a Class
(**Note: September 9th 2019** is the deadline to Add or Drop classes without a serious and compelling reason for the Fall 2018 semester)
<http://pine.humboldt.edu/registrar/students/regulations/schedadjust.html>
- Campus Emergency Procedures
http://risksafety.humboldt.edu/sites/default/files/risksafety/hsu_eop-g_9.3.pdf
- Students Disabilities Resource Center
Students with Disabilities: Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in the university Learning Commons 826-4678 (voice) or 826-5392 (TDD). Disability accommodations must be pre-approved by the Student Disability Resource Center.

Your classrooms should be equipped with at least one desk and chair for students with disabilities or temporary physical challenges. Please assure that students who need this equipment are able to use it. If you are not physically challenged yourself, please assume that others may indeed need that furniture -- even if they do not appear to be disabled: Please select another seat in the classroom.

<http://disability.humboldt.edu/>

Information about Student Services and Resources

- Learning Center
<http://www2.humboldt.edu/learning/>
- Counseling and Psychological Services
<http://www2.humboldt.edu/counseling/>
- Financial Aid Office
<http://www2.humboldt.edu/finaid/>
- Academic and Career Advising Center
<http://www2.humboldt.edu/acac/>

Technical Assistance

It is crucial to seek help when you can't access Canvas or you have difficulty with your computer settings or browser:

- For **technical assistance** contact HSU's Help Desk at 707.826.HELP (4357) or send an email to help@humboldt.edu
- For **Canvas support**, please use the Help button located on the bottom left of your course.
- Please see the [Canvas Student Guides](#) to learn more about specific Canvas functions.

Special notes: Browsers and Mobile Devices

1. The Canvas app: Available for iOS or Android: [Canvas Mobile Guides](#)
2. Firefox or Chrome are recommended browsers for accessing Canvas. If you have problems opening some content, first try another browser. If you are using a mobile device, try accessing the content on a computer.
3. If Flash-based content is used in this course, it won't display on Mobile devices, especially iOS devices.
4. External URLs: To open certain URLs (http vs. https) you may be prompted to click on the shield icon in your browser to "allow" access to the unsecure content. Simply click on the shield and click the "allow" button when asked.
5. Please note that some content may be blocked if you are using a campus computer, as HSU computer labs do not allow opening certain types of unsecure content.

Class Schedule and Notes

Week	Date	Topic	Notes
1	26-Aug	Welcome! Introduction to Science 100 Class Goals and Learning Outcomes, Syllabus Review- components of class- Expectations/Opportunities for class	
	28-Aug	Welcome to your BOG! Roses and Thorns Develop Ground Rules Introduce upcoming field trip and team development exercises	** Part Time Job Fair on the quad - 10-2:00 **Weekly Assignments are due EVERY Thursday by 11:59
	30-Aug	Finalize Class Ground Rules to include in syllabus Personal Values, Goals, Habits and Behaviour Revisit Immersion Experiment/Prep for weekend data analysis for your PBLC- if relevant	Complete CatMe survey
2	2 Sept Labor Day	LABOR Day - no Class	
	4 Sept	Check in - Assign CATme Groups Introduce and develop Arcata Marsh Project Introduce National Phenology Network (Willow project) and iNaturalist (Biodiversity Project) and Observation or other PBLC related Components	***Volunteer Fair on Quad 10-2 pm
	6 Sept	Field Trip Logistics - Scientific Discovery at the Arcata Marsh and Wildlife Sanctuary (AMWS)	*DROP DEADLINE on Monday.
	8 Sept for AG and KC- WiFi Meet in FH 118	Meet at Founders Hall in the morning at 9:00 am for Introduction to Arcata Marsh Project and Activities. Afternoon- 11:30-3 Field Trip to the Arcata Marsh - Required	9-11 in classroom activities include discussion of place, Traditional Ecological Knowledge, The Arcata Marsh WasteWater Treatment Plant and logistics for the Arcata Marsh Project. 11:30-3 leave Library Circle for the Arcata Marsh for instruction on the

			Arcata Marsh Project and data collection
3	9-Sep	Debrief - Field Trip and Wrap up Immersion Project	
	11-Sep	Team Development Create a reverse calendar for Arcata Marsh project - schedule fieldwork, create a group management and communication plan	Bring Laptop to class Community and Belonging Fair 10-2 on Quad
	13-Sep	Professionalism in your field - what does it mean to be a scientist in your discipline?	
4	16-Sep	Learning Center Visit - Discussion of Effective Time Management Tools and Learning Support Services for this semester	This visit supports previous weekly assignments with weekly planner, Semester on a Page and Study Skills Self-Assessment
	18-Sep	Check in on Arcata Marsh Project Provide Feedback on Field Notes Club Rep visits - PBLC specific	Meet student representatives of clubs relevant to your major
	20-Sep	Connect with Major/Department	-Discipline Specific Speaker (Faculty) -Discuss Major Or visit facilities/resources
5	23-Sep	Student Health and Wellness Services - Counseling and Psychological Services - Health Center	Meet with invited guests from Student Health and Wellness Services and CAPs
	25-Sep	Project Check in; Data Management/Quality and Graphing Intro; Revisit data collection project timeline and learning objectives	Bring Your Laptop to class or meet in Computer Room
	27-Sep	Quick visit from Academic Advisor Exam prep/study strategies	Attend Office Hours Attend study session for first Botany Make and appointment with advisor
6	30-Sep	Financial Aid - FAFSA, Scholarships - Financial planning Housing /Res Life to answer questions	

	2 Oct	Data Management and Graphing Skills Instruction and Support	Meet in Computer lab or bring laptops to class
	4 Oct	Science vs. News - Influence of news on Science	
7	7-Oct	How to Read a Scientific Paper	
	9-Oct	Exam Self-Assessment - Exam Wrapper and Mindset Discussion	Individual Graphing Assignment Due 10 October by 11:59
	11-Oct	Methods of Scientific Inquiry	
8	14-Oct	Discuss Biodiversity Paper or other discipline specific paper	
	16-Oct	Data Management and Graphing Skills Continued Instruction and Support for graphing team data	Meet in Computer labs or bring your laptop to class **3 Buffet Assignments Due on 17 October at 11:59
	18-Oct	Undergraduate Student Panel	Meet with undergraduates in your department
9	21-Oct	Academic Advisor Arcata Marsh project Report Introduction and workday	Bring Laptop to class
	23-Oct	Arcata Marsh Project workday	Bring Laptop to class
	25-Oct	Revisit Immersion	Guest Speakers - Mark Wilson, Missy Hawkins, Erik Jules
10	28-Oct	Climate Justice	
	30-Oct	Check in on Project	

		Faculty Guest Speaker	
	1 Nov	Discipline Specific Resource Visit	Last Day of Data Collection for Arcata Marsh Project
11	4 Nov	Check in on Project Guest Speaker - Discipline Specific	
	6 Nov	Finalize Arcata Marsh/WOB Project	CATME Mid-semester evaluation Schedule meeting with BOG instructor **Arcata Marsh Project Due on Thursday 7 November at 11:59 pm
	8 Nov	Traditional Uses of common plants at the Arcata Marsh Special Evening Presentation by Visiting Scientist	**Special Evening Presentation by Visiting Scientists
12	11-Nov	Veterans Day - NO Class	
	13-Nov	Introduce Poster and Select Poster Case Studies	Poster Assignment #1 Due Thursday 14 Nov by 11:59
	15-Nov Meet in Library Computer Rooms	First Year Librarian visit - workshop on keyword search, and scientific citations	Important lecture for successful poster completion
13	18-Nov	Revisit classes Plan Strategy for remainder of semester Work on Abstract of Poster in class	Bring Laptop to class Poster Assignment #2 Due by 18 November at 11:59
	20-Nov	Poster pop up talks	Poster Assignments #3 Due by Thursday 21 November by 11:59
	22-Nov	Complete "Scientific Issue" and "Implications sections" of poster in class	Rough draft of poster content should be complete

14	25-Nov	Fall Break	
	27-Nov	Fall Break	
	29-Nov	Fall Break	
15	2 Dec	Welcome back! Finalize all Poster sections and begin assembly	
	4 Dec	Poster 4 min presentations- rough draft	
	6 Dec	Poster Presentation Feedback Session	Final Poster Assignment Due by 6 December 11:59 pm.
16	9-Dec Large class meeting	Possible Lives Map - Research and Internships Elevator Pitch	Posters sent to printer at 8:00 am Kristina Hunt (Career Counselor for CNRS)
	11-Dec	Planning for your future/ Professional panel	Meet with Professionals in your discipline ** Final 2 STEM Buffet Assignments Due 12 December 11:59 pm.
	13-Dec	Final Performance in Class/Wrap up	Poster Session in Library 4:30-6:30
	Final Day	Final Reflection Essays Due during Final Period	

Media Campaign Goals:

Make sure Chag's webpage works, links to good book sellers, all links on pdfs work. **DOES Chag and Rebecca want his contact information available on our website?**

1. Chag's goals

- a. New Curriculum – ready to roll out? – *My Sisters*
- b. Existing Curriculum – already rolled out – *Soldiers Unknown & Original Patriots*
 - i. Interesting connection with the Moon Family – Bear River Rancheria Moon Family
 - ii. Connecting it to the Clark Museum – new Moon mural
- c. Future Curriculum – planned for roll out – *Follow the Water* (March or April 2022)

2. TEA Goals

- a. Highlighting the entrepreneurship ideas and concepts behind our programs
- b. Highlighting our partnerships around our curriculum development
- c. Looking for sustainability to support both tribal efforts and Chag's new business Original Voices

Radio Spots

3. **Native Talk Arizona** – need dates, times, and links – start publishing it ASAP on Facebook – if that radio station has a Facebook page, we might find it as an Event? Logos, pictures, etc.
4. **KZZH 96.7FM** Humboldt local radio: *The Redwoods Community Report*, Thursday from 6PM to 6:30PM – 3 minute spots available. Pre-record spots are available, and reoccurring role in the program. (email forwarded to Marlee)

TV Documentary / YouTube

1. Rick Bartow Documentary – need dates, times, and links; pictures, logos, or thumbnails to videos. Specific details to highlight: when, where, why, how, who

Planned Events

1. Conferences
 - a. Any pending for grant work?
2. Meetings
 - a. Sacramento Library presentation on *Soldiers Unknown* – need dates, times, links, a photo, a blurb
3. Webinars or on-lines classes (**LEA Capacity Building Event – GPRA Measures**)
 - a. Northwest Indigenous Gold Rush History series – scheduled February 28 – March 29
 - i. Every Tuesday, 5PM – 6:30PM – recorded and placed
 - ii. Need it on Facebook Events
 - iii. Links on our TEA webpage



Blue Lake Rancheria Tribe of California

POSITION DESCRIPTION

MANAGEMENT RETAINS THE RIGHT TO CHANGE JOB DESCRIPTION AS DEEMED NECESSARY

Job Title: Community Services
Coordinator
Department: Tribal Education Agency
Reports To: Executive Director
FLSA Status: Non-Exempt
Prepared By: Executive Director
Revised Date: 02/14/2022
Approved By:
Approved:

JOB SUMMARY

Community Services Coordinator (CSC) works with our Tribal departments to identify new and existing organizational partnerships for the provision of services to program participants. The CSC focuses on developing sustainable and effective program coordination via interpersonal communications, and contract management all within a context of the Board of Education's priorities to enhance sovereignty, revitalize cultural traditions, and practice sound educational programming. CSC oversees program implementation efforts specifically for partnership contracts, documenting participation, optimizing the grant reporting process, collaboration of social media campaigns, preparing progress reports, ensuring compliance with all TEA policies and procedures, managing coordination databases, and assisting in educating staff on program specific policies. Skills and expertise in successful community partnership building will aid our organization in serving the public by securing continuous support, and executing meaningful projects.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Coordinating participation in programs and determining student support needs, seeking appropriate support from external organizations and partners.
- Collaborate with members of local Native American Tribes to schedule the delivery of culturally responsive resources, activities, and services;
- Supports successful implementation of Native Maker workshops, contracts, programs and activities;
- Serves as liaison between external organizations and C-TIE attending related meetings and trainings when needed or requested to do so by Executive Director.
- Coordinating and engaging with partners during program design, and program implementation.
- Identifying and developing a supporter agencies database, cultivating strong relationships with external agencies.

- Optimizing the program implementation process by managing timelines and deliverables using the continuous improvement process.
- Preparing, submitting, and tracking participation, needs assessments, and surveys for future planning of student support services, TEA and LEA capacity building.
- Preparing reports to the Executive Director and Board of Education.
- Honor all commitments to partner organizations.

Promotes the following within the department and among all Team Members:

- Creates a collaborative, inclusive, and culturally responsive atmosphere
- Encourages mutual respect, dignity and integrity with all Team Members, by setting positive examples at all times.
- Maintains a professional departmental, company, and community reputation.

Blue Lake Rancheria requires Team Members, on a continual basis...

- To provide a safe work environment for Team Members, through compliance with established safety guidelines, identifying potential safety hazards, and reporting same to the appropriate person for proper resolution.
- To maintain a professional departmental, company and community reputation.
- To enforce performance standards, policies and procedures as they relate to the department.
- To maintain a consistent, regular attendance record.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Minimum requirement: Degree in communications, English, anthropology, social work, or minimum three years' equivalent experience working in educational organizations doing similar work. Three years of grant or project management/coordination work experience. Preferred applicant: Master of communications, English, social work, or anthropology. Five years of grant and project management work experience.

COMPUTER SKILLS

Must be highly knowledgeable and proficient working with the Microsoft Office Suite, processing intermediate to advanced skills using Microsoft Word, Excel, and PowerPoint; Microsoft Access is also desired, but not required. Ability to understand and use Google Drive, Adobe Acrobat, and similar calendar, search engine, and software platforms. Experience in the use of Project Management and Database software highly desired.

LANGUAGE SKILLS

Ability to read, analyze, and interpret Tribal, local, state and federal laws applicable to project development and implementation as well as, policies and standard or technical procedures, including governmental guidance and regulations. Ability to write social media posts for community and parent

engagement, business correspondence, logic models, and project implementation or action plans. Ability to effectively present information and respond to questions from co-workers, Tribal citizens, and the general public.

- Prepare and design engaging communications for TEA events encouraging parental and community engagement and promotional materials for TEA programming.
- Design, prepare, disseminate, collect and analyze surveys in connection with engagement communications.
- Prepare clear and concise reports, correspondence and other written materials.
- Strong public speaking skills

MATHEMATICAL SKILLS

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs.

REASONING ABILITY

Ability to solve complex problems, dealing with a variety of concrete or unknown variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

- Use innovative techniques and both broad-based and detailed knowledge of the sociocultural anthropology of the North Coast to formulate and implement program concepts.
- Analytical skills for evaluating the effectiveness of programs and services, suggesting necessary changes and improvements.
- Exercising sound independent judgment within established guidelines when called upon.

CERTIFICATES, LICENSES, REGISTRATIONS

Possession of a valid California driver's license

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by a Team member to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the Team Member is regularly required to sit; use hands to finger, handle, or feel; and talk or hear. The Team Member frequently is required to reach with hands and arms. The Team Member is occasionally required to stand; walk; climb or balance; and stoop, kneel, crouch, or crawl. The Team Member must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

Must pass a criminal background check and drug test.

WORK ENVIRONMENT

The work environment characteristics describe here are representative of those a Team Member encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the Team Member is frequently exposed to 1) general office environment, 2) various indoor and outdoor environments located around the Rancheria on and off trust land. Includes the use of standard office machinery, small makerspace devices or equipment. Job duties may extend outside the office to meetings locally and abroad. Travel required by funding agencies to attend management and program related trainings is expected.

DRAFT

Independent Contractor Agreement for Services

This Agreement is made this 02/07/2022 between the parties, Karen Skoglund, ("Contractor"), and Blue Lake Rancheria ("BLR") to complete the scope or work described herein (the "Project").

1. **Effective Dates.** This Agreement shall become effective as of the date of execution by BLR, and shall continue until 09/30/2022 unless terminated earlier in accordance with the provisions in Articles 19, 20, or 21 of this agreement.
2. **Independent Contractor.** It is the express intent of the parties that Contractor is an independent contractor and not an employee, agent, joint venturer or partner of BLR. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between BLR and Contractor or any employee or agent of Contractor. All work product developed by Contractor shall be deemed owned and assigned to BLR. This Agreement is not authority for Contractor to act for BLR as its agent or make commitments for BLR. Contractor retains the discretion in performing the tasks assigned within the scope of work specified. Both parties acknowledge that Contractor is not an employee for state or federal tax purposes. Contractor shall retain the right to perform services for others during the term of this Agreement so long as the performance of these services does not interfere with the completion of the Project.
3. **Taxpayer Identification Number.** Prior to commencing the Project, Contractor must provide BLR with a valid Employer Identification Number (EIN) from the IRS or in the absence of an EIN, a social security number. If Contractor does not have a valid EIN, Contractor must complete and submit a duly executed Form 554 to the IRS and obtain an EIN before payment can be made.
4. **Tax Reporting and Filing.** Contractor acknowledges and agrees that he shall be responsible (as a self-employed individual) for filing all tax returns, tax declarations, and tax schedules, and for the payment of all taxes required, when due, with respect to any and all compensation earned by Contractor under this Agreement. BLR will not withhold any employment taxes from compensation it pays Contractor. Rather, BLR will report the amount it pays Contractor on IRS Forms 1099, to the extent required to do so under applicable Internal Revenue Code provisions and state or local law. Contractor is not the BLR's employee, and Contractor is responsible for paying all required state and federal taxes.
5. **No Benefits.** None of the benefits, if any, that are provided by BLR to its employees shall be available to Contractor (or his employees, if any, which for purposes of this paragraph shall be included in the term "Contractor"). Contractor's exclusion from benefit programs maintained by BLR is a material term of the terms of compensation negotiated by the Parties, and is not premised on Contractor's status as a non-employee with respect to BLR. To the extent that Contractor may become eligible for any benefit programs maintained by BLR (regardless of the timing of or reason for eligibility), Contractor hereby waives the right to participate in these programs. Contractor's waiver is not conditioned on any representation or assumption concerning Contractor's status under the common law test. Contractor agrees that, consistent with an independent contractor status, Contractor will not apply for any government-sponsored benefits that are intended to apply to employees, including, but not limited to, unemployment benefits.
6. **Project Covered.** BLR hereby engages Contractor to provide the following services (the "Project"): Administrative and implementation support of the Tribal Education Agency's programs with services to include:

- Consult with NH and ECS Title VI programs with: technical assistance in program management, completion of required reports and applications, 506 enrollment forms, family and community outreach best practices, and other requested supports as it pertains to the above.
- Consult with NH and ECS Indian Education/Grant programs with: technical assistance in program management, completion of required reports and applications, family and community outreach best practices, and other requested supports as it pertains to the above.
- Consult with BLR TEA and other staff on Indian Education program technical assistance.
- Consult with staff from BLR and partners to support development of student work internships.
- Communicate with local stakeholders to support BLR, ECS, NHUHS under the realm of Indian Education.
- Other mutually agreed upon duties and tasks.;

7. **Method of Performing Services.** Contractor will determine the method, details and means of performing the above-described services in compliance with the terms of this contract. The Contractor shall provide all services in accordance with applicable, local, tribal, state, federal laws, and the terms and conditions of this agreement.
8. **No Training or Instructions.** BLR enters into this Agreement based on Contractor's demonstrated ability to perform the type of services that it believes, and that Contractor has represented, are needed to accomplish the Project. Consequently, BLR does not contemplate providing Contractor with any training or instructions with respect to the Project.
9. **Employment of Assistants.** Contractor may, at Contractor's own expense, employ such assistants as Contractor deems necessary to perform the services required of Contractor by this Agreement. BLR may not control, direct, or supervise Contractor's assistants or employees in the performance of those services. Contractor assumes full and sole responsibility for the payment of all compensation and expenses of unemployment insurance, Social Security, disability insurance and other applicable withholdings. Contractor agrees to provide proof of workers' compensation insurance for assistants he/she engages. Contractor is responsible for acts or omissions of employees, sub-contractors and other persons performing portions of work under the contract for the Contractor. Contractor agrees to hold BLR harmless against any and all liabilities attributable to the obligations imposed on Contractor under this Paragraph. The Contractor shall employ no employee of BLR.
10. **Compensation.** In consideration for the services to be performed by Contractor, BLR agrees to pay Contractor the amount set forth below; with payment(s) made in accordance with the schedule and process set forth below:
 - a. 200 hours @ \$100 per hour, to be billed monthly.
 - b. Total costs under this contract not to exceed \$20,000.
11. **Expenses.** Contractor shall be responsible for all costs and expenses incidental to the performance of services to BLR, including but not limited to; all costs of equipment provided by Contractor, all fees, fines, licenses, bonds or taxes required of or imposed against Contractor and all other of Contractor's costs of doing business. BLR shall not be responsible for expenses incurred by Contractor in performing services for BLR, except for those specifically agreed to in the compensation and scope of work section.
12. **Liability Insurance.** Not required. Contractor is responsible for all liability for _____ . See section 23 Indemnification. Initials of contractor: _____

- 13. Contractor's Business Activities**
- (a) Contractor is an independent contractor and may engage in other business activities at the same time service is provided to BLR.
 - (b) Contractor shall not during the term of this Agreement solicit BLR's employees or accounts on behalf of Contractor or another entity. Likewise, BLR shall not during the term of this Agreement solicit Contractor's employees or accounts on behalf of BLR or another entity. For either party to do so would warrant immediate termination of the agreement pursuant to Section 21.
 - (c) Contractor shall devote such time, attention, and energy to the business and affairs of BLR as requested by BLR, and in any event no less that the amount of time required to do a satisfactory completion of the required Project.
- 14. Confidential Information.** If Contractor is working with design data, trade secrets, drawings, specifications, reports, sensitive cultural information, health information, or other information that is identified as confidential, the Contractor shall not disclose, publish or authorize others to publish design data, trade secrets, drawings, specifications, reports or other information pertaining to the work assigned to Contractor by BLR. Contractor agrees to refrain from disclosing, during the term of this agreement, or at any time thereafter, any confidential information to any third person or persons, or business organizations without the prior written consent of BLR.
- 15. Representations and Warranties.** Contractor represents and warrants:
- (a) that Contractor has no obligations, legal or otherwise, inconsistent with the terms of this Agreement or with Contractor's undertaking this relationship with BLR
 - (b) that the performance of the services called for by this Agreement do not and will not violate any applicable law, rule or regulation or any proprietary or other right of any third party,
 - (c) that Contractor has not entered into or will enter into any agreement (whether oral or written) in conflict with this Agreement.
- 16. Labor, Tools and Equipment.** Contractor shall furnish all labor, equipment, supervision, transportation, supplies, and incidentals required to perform services under this Agreement. Contractor is not required to purchase or rent any tools, equipment, or services from BLR.
- 17. Assignment.** The rights of each party under this Agreement are personal to that party and may not be assigned or transferred to any other person, firm, corporation, or other entity without the prior, express, and written consent of the other party.
- 18. Cooperation of BLR.** BLR agrees to comply with all reasonable requests of Contractor (and provide access to all documents) reasonably necessary to the performance of Contractor's duties under this Agreement.
- 19. Termination.** Either party may terminate this Agreement upon thirty (30) days written notice to the address of the other party contained in this Agreement.

20. **Termination by Default or Material Breach.** In the case of default or material breach of this Agreement by one Party, the other Party shall have the right to terminate this Agreement with no advance notice, only after providing the breaching Party with notice of the breach and the breaching Party fails to cure the breach within ten (10) days after receipt of the notice of breach. For the purposes of this section, a material breach of this Agreement shall include, but not be limited to the following: failure to provide services as specified or failure to complete project within the time specified in Section 1.

21. **Termination for Failure to Make Agreed-Upon Payments.** Should BLR fail to pay Contractor all or any part of the compensation set forth in Section 10 of this Agreement as specified, Contractor may terminate this Agreement if such failure is not remedied by BLR within thirty (30) days of receipt of written notice from Contractor of the breach.

22. **Notices.** Any notice provided for or concerning this Agreement shall be in writing and be deemed sufficiently given when sent by certified or registered mail to the respective address as set forth in this section:

If to Contractor:

Karen Skoglund
Mailing address
Hoopa, CA 955xx

If to BLR:

Jason Ramos, Tribal Administrator
Blue Lake Rancheria
428 Chartin Road
PO Box 428
Blue Lake, CA 95525

23. **Indemnification Agreement.** The Contractor agrees to protect, defend, indemnify and hold harmless the BLR, its Business Council, and its officers, employees and agents free and harmless from and against any and all losses, penalties, damages settlements, costs, charges, professional fees or other expenses or liability of every kind and character arising out of or relating to any and all claims, liens, demands, obligations, actions, proceeding or causes of action of every kind and character in connection with or arising directly or indirectly out of this Agreement and/or the performance hereof. Without limiting the generality of the foregoing, any and all such claims, etc., relating to personal injury, death, damage to property, defects in materials or workmanship, actual or alleged infringement of any patent, trademark, copyright (or application for any therefore) or of any other tangible or intangible statute, ordinance, administrative order, rule or regulation, or decree of any court, shall be included in the indemnity hereunder. The Contractor further agrees to investigate, handle, respond to, provide defense for and defend any such claims, etc., at his sole expense and agrees to bear all other costs and expenses related hereto, even if it (claims, etc.) is groundless, false or fraudulent. Contractor initials:

24. **Entire Agreement of the Parties.** This Agreement supersedes any and all agreements, either oral or written, between the parties hereto with respect to the rendering of services by Contractor for BLR and contains all the covenants and agreements between the parties with respect to the rendering of such services in any manner whatsoever. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any parties, which are not embodied herein.

25. **Sovereign Immunity Not Waived.** Nothing in this Agreement shall be deemed or construed to be a waiver of the sovereign immunity of the Blue Lake Rancheria or its Business Council, officials, entities, or employees acting within their official or individual capacities.

26. **Termination for Convenience of BLR.** The Tribal Administrator of BLR, by written notice, may terminate this contract subject to Section 19 or 20, in whole or in part, when it is in BLR's best interest. If this contract is terminated, BLR shall be liable only for payment under the payment provisions of this contract for services rendered before the effective date of termination.
27. **Waivers.** The failure of either party to this Agreement to insist upon the performance of any of the terms and conditions of this Agreement, or the waiver of any breach of any of the terms and conditions of this Agreement, shall not be construed as thereafter waiving any such terms and condition, but the same shall continue and remain in full force and effect as if no such forbearance or waiver had occurred.
28. **Modification of Agreement.** Any modification of this Agreement or additional obligation by either party in connection with this Agreement shall be binding only if placed in writing and signed by both parties or an authorized representative of both parties.
29. **Governing Law.** This Agreement shall be governed by, construed, and enforced in accordance with the laws of the Blue Lake Rancheria. The parties hereto agree that all actions and proceedings relating directly or indirectly hereto shall be litigated in the Tribal Court of the Blue Lake Rancheria. The parties expressly consent to the jurisdiction of the Blue Lake Rancheria Tribal Court and to venue therein and consent to service of process in any such action or proceeding by certified registered mail of the summons and complaint therein directed to the parties at their respective addresses set forth in this Agreement. By agreeing to this venue, BLR does not waive its sovereign immunity, or its right to raise sovereign immunity as a defense.
30. **Headings.** The titles to the paragraphs of this Agreement are solely for the convenience of the parties and shall not be used to explain, modify, simplify, or aid in the interpretation of the provisions of this Agreement.
31. **Independent Counsel.** Contractor acknowledges that Contractor has had the opportunity to consult legal counsel in regard to this Agreement. Contractor has read and understands this Agreement and is fully aware of its legal effect. Contractor acknowledges that he or she has entered into this Agreement freely and voluntarily and based on Contractor's own judgment, and not on any representations or promises other than those contained in this Agreement.
32. **Drug and Alcohol Policies.** Contractor and his employees are expected to be free from the effects of drug or alcohol use or abuse while conducting business for or in the name of BLR or a Tribal entity. If the Contractor has employees, Contractor shall provide a copy of Contractor's drug and alcohol policy to BLR upon execution of this Agreement.

The Parties have duly executed this Agreement as of the date of BLR's execution.

Karen Skoglund, Contractor

Date

Jason Ramos, Tribal Administrator

Date

Elementary Programming

Elementary programming covers in-school curriculum and extra-curricular activities for students enrolled in grades K-8 at schools in Humboldt County. Services are provided by a mix of Humboldt County Office of Education (HCOE) and TEA staff, as well as by independent contractors and agreements for coordination of services with external organizations and businesses for the development of a cradle to career educational concept; elementary programming is focused on the use of culturally adapted curriculum to introduce Native STEM concepts. Programming is delivered by the Mobile Makerspace Teacher in-person using the Pathmakers Mobile Makerspace Van or via virtual means, allowing for greater student participation across Humboldt County. Virtual programming is available in both synchronous and A-synchronous formats, and includes virtual tours of places and spaces covered in the curriculum via the CA State Parks PORTS programming, and original programming created by C-TIE partners.

Pathmakers – Elementary Programming

Pathmakers programming for secondary students focuses on college and career readiness education combined with cultural revitalization focused through the lens of resiliency, self-sufficiency, and self-determination in the context of the greater community and traditions. Students are encouraged to explore and define what success means to them personally, while preparing themselves for their futures, attaining both the hard and soft skills necessary to achieve their goals.

Cultural Revitalization Weekend & Summer Camps

We believe that Native youth should be encouraged to learn about their Tribal cultural practices using place based curriculum and experiential learning. We resolve to establish and support the creation and implementation of a Youth Cultural Revitalization program with CA State Parks at various locations within Humboldt County to occur during the Fall and Spring semesters over periods of five or six weekends, and for full weeks during the summer in coordination with other organizations and informed by the schedules of ceremonial practices. Elementary age students will be recruited and paired with older students and mentors to assist them in language, Traditional Ecology Knowledge (TEK) and skills acquisition.

Mobile Makerspace Culturally Adapted Curriculum

Native education experts in the region cite a number of factors that foster a lack of persistent effort in learning, including a lack of culturally-relevant curriculum. We are dedicated to working with Native American authors and curriculum developers to address this lack. By providing Humboldt classrooms with culturally adapted curriculum, rich in Traditional Ecological Knowledge, and accompanied by project-based multi-disciplinary hands on learning, opportunities for students to see themselves and their community values represented and valued in their formal education will increase, spurring greater interest and persistence. This will be facilitated by the Mobile Makerspace staff, utilizing the Mobile Makerspace vehicle, transporting needed materials for implementation of the curriculum. Staff will model curriculum, demonstrate activities, work with children, and provide assistance to teachers.

Mini-Lending Libraries

We believe that children need access to engaging, culturally appropriate reading materials and activities designed to encourage curiosity, and lifelong learning outside of the school environment. Our goals are to promote parent and family engagement, and a positive viewpoint towards education in general. In 2021-2022, we resolve to establish and maintain four (4) mini-lending libraries located on four reservations/rancherias in Humboldt County, providing books and STEAM activity supplies on a regular basis covering topics that align with TEA curriculum. In future years, we foresee establishing additional lending libraries maintained by our partner Tribes and the communities served by these libraries.

I. OPENING MEETING

- a. Jason Ramos, President, calls the meeting to order 7PM
- b. Roll Call : Jason Ramos, Jace Baldosser, Michele Kindred, Michael Shackelford, Kelsay Shackelford – quorum established

II. SPECIAL AGENDA – ELECTION RESULTS

- a. BOE Election – Results of the Election & Election of Board Officers

- i. Contact(s): Isak Brayfindley, Clerk of the Board
- ii. Purpose: Per Article 1, Chapter 4, Section 1402, “*Organization and Functions of the Board: The first regular meeting in January of each year shall be the organizational meeting. The Board will approve the meeting calendar for the fiscal year at the organizational meeting. At the Board’s first meeting on or after the Second Monday in January each year, the Board shall elect a president and vice-president from its members, each of whom shall serve for one year, or until his/her successor is elected.*”

1. To announce the results of the Board of Education election for public record (Notice of Tribal Election), and
2. Election new Board Officers (President & Vice-President)

- iii. Recommendation:

1. The Clerk of the Board recommends that the current BOE accepts the results of the election.
 - a. **DISCUSSION**: 11 people voted out of 17 eligible to vote.
 - b. **NOMINATIONS**:
 - c. **DECISION**: not applicable
 - d. **ACTION**: BOE Clerk to Post per Code
2. The Clerk recommends the BOE members make nominations for the offices of President and Vice-President, to serve the next one-year term for 2022.
 - a. **DISCUSSION**: Discussion on which officers are being looked for because Jason and Jace’s terms are up. Jason feels new people are needed and other people who are interested who would like to take it on should give it a shot. Michele Kindred said she would. Michele has a question on what are the duties of the President. Alison directed the members to the attachment on the duties of the President and Vice-President from the BOE section of the Education Code. Jason highlights the signing of official documents, bring the BOE’s public face, running the meeting with Robert’s Rules of Order, appointing people to subcommittees, and acting as a liaison. Discussion and nominations for VP: Jace said he would be willing to stay on, but

he would like to encourage the others to take a step up into the VP role. Jason encouraged the others, and Kelsay said she would like to take a shot.

b. **NOMINATIONS:**

i. **Nominees for President:** Jason Ramos nominates Michele Kindred for President. The nomination was 2nd by Jace Baldosser.

ii. **Nominees for Vice-President:** Jason Ramos nominates Kelsay Shackelford for VP. The moniation was 2nd by Jace Baldosser.

c. **DECISION:**

i. **President:** 4-0, 1 abstain – Michele; Michele is the new President.

ii. **Vice-President:** 4-0, 1 abstain – Kelsay; Kelsay is the new VP.

d. **ACTION:**

i. For this meeting, Michele will take over at this time so Jason can assist her with running the meeting.

III. **CONSENT AGENDA**

a. BOE 2022 Meeting Dates

i. Contact(s): Isak Brayfindley, Clerk of the Board

ii. Purpose: Per Article I, Chapter 4, Section 1402.6 the BOE “shall establish a 12-month calendar of Board of Education meetings each January.” ([See Education Code excerpt: BOE Calendar attachment](#))

iii. Recommendation: The Clerk of the Board makes the following recommendations for dates in 2022, all dates are Tuesdays:

January 11	May 17	September 6
February 15	June 14	October 4
March 22	July 12	November 1
April 19	August 9	December 6

1. **DISCUSSION:** Michele requests an explanation of how the agenda for consent items get to this point. Alison outlined how items are introduced as New Business to gauge the BOE’s interest and receive direction to proceed with work. Items are then worked on and brought back to the BOE as Items of Discussion where the work is assessed, and the BOE makes a decision to proceed or end the work. If the work proceeds, the final work is brought before the BOE as a Consent Agenda item where, if there are no last minute changes, it is voted on by the BOE, and the item is published/released to the public for consumption, use, etc. Michele thanked Alison for a review of the process and calls for any further

Board of Education Meeting Agenda
Blue Lake Rancheria Tribal Education Agency
Tuesday, January 11, 2022 – 7PM
Zoom Meeting On-line Platform
Blue Lake, CA

discussion on the calendar under review for the BOE year 2022. Isak stated a poll went out to the BOE on the dates. Jason asked about 2/15 and President's Day. Jace said President's Day was on the third Monday. Isak confirmed this, and the date is 2/21. Alison thanked Isak. Michele called for further discussion, hearing none, she entertained a motion to approve. Jason provided information on how to call for more discussion after the motion before the 2nd to the motion, but if the motion is 2nd without further discussion, it goes to a vote.

2. **NOMINATIONS:** Jason Ramos made the motion to approve the calendar, Jace Baldosser 2nd the motion.
3. **DECISION:** 5-0
4. **ACTION:** Clerk of the BOE to post these per Code.

IV. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

- a. None

V. MISCELLANEOUS

- a. Approval of Board minutes from 12/21/2021
 - i. Contact(s): Alison Robbins
 - ii. Recommendation: TEA Staff recommends approval of the draft minutes for publication
 1. **DISCUSSION:** No discussion
 2. **NOMINATIONS:** Jason Ramos motions to approve the minutes as submitted, Kelsay Shackelford 2nd
 3. **DECISION:** 5-0
 4. **ACTION:** Clerk of the BOE will post the minutes and distribute per Code

VI. UNFINISHED BUSINESS

- a. Presentations for Blue Lake Elementary School District staff
 - i. Review of discussion that Jason was going to have with DeAnn at Blue Lake Elementary School District. Jason discusses the issues with the Brown Act, and Covid. He thinks that the check for the donation and a picture will be taken care of separately. Jace will be taking it to the BOE meeting on Thursday. Jace wondered if we needed a blurb or video. Alison suggests an online Zoom presentation for 1 or 2 BOE members and the school staff where our TEA staff can do presentations of what the curriculum. Jace requests an email.
- b. Strategic Planning Meetings
 - i. Doodle poll has been sent out to the BOE. Meetings will be scheduled for Strategic Planning meetings with no more than 2 BOE members per meeting.

VII. NEW BUSINESS

- a. Request for Assistance from an Arcata High School Student from NHUHS

Board of Education Meeting Agenda
Blue Lake Rancheria Tribal Education Agency
Tuesday, January 11, 2022 – 7PM
Zoom Meeting On-line Platform
Blue Lake, CA

- i. Alison explains a request for assistance from a student. Jason questions about the funding source. Alison explains that the funding the NYCP has strings attached regarding serving students. Jason discusses setting a precedent for purchasing personal computers from tribal funds. Jason also states that other tribes need to support their tribal citizens first before those citizens turning to Blue Lake. Also the duty of this BOE is to serve BLR citizens first, and then consider the precedent that can be set. Jason also discusses pandemic relief funds and what went to other local tribes vs. what went to BLR, and their decision making on where their funds have gone. BOE discusses what other grant or funding the person has tried to find from other local tribes. Alison states we do not have the NECEP/ACES grant the Yurok tribe has access to. Alison thanked the BOE for their guidance and will contact NHUHSD.
- b. California Tribal College Leadership Council
 - i. Alison brought up the nomination for the regents of the Northern region. 9 leadership regents, and 4 at-large regents. Jason asked about the location of the California Tribal College – the one in Sacramento; actually Woodland. Jason and Jace express interest. Jason notes it is supported by Rumsey/Cache Creek. Jason pulled up the website and discussed the programs at the college. Certificate programs currently, future building: federal Indian Law, business administration, tribal governance, and others. Jason asked about Jim McQuillen from the Yurok Tribe; Alison stated Jim is on the State BOE. Jason knows Dr. Joseph Giovannetti. Mike Shackelford states that Jace and he are cousins with Joe Giovannetti (this was said in the written meeting chat). Alison stated that Dr. Giovannetti was on the board for UIHS. Jason also knows James Siva from Morongo Band very well. Jason had a question about the Little River Band of Pomo. Michele asked about the benefit of joining this. Alison and Jason stated that learning about running a college is the benefit. Jason is doubtful that we can learn much since they are also just starting. Jason asked about how often the meetings are. Alison referred the BOE to page 4 of the packet from the CTC. It doesn't specifically state the number of meetings, just the two-year term of service. Jason and Michele said they would be willing to be put on the nomination form. Minimum of a bachelor's degree disqualifies Michele. There is a background investigation. Jace says he's interested. Jason says put him for Leadership Regent. Alison and Isak will try to get all the required documents together before the deadline for Jason and Jace.

VIII. AJOURNMENT

- a. Michele entertains a motion to adjourn
 - i. Michael Shackelford makes the motion to adjourn, Jason Ramos 2nds the motion
 - ii. Meeting adjourned at 7:34 pm



NIEA Hill Week

March 15-17, 2022

Tuesday, March 15, 2022

Time	Event	Location
8:00am-8:30am	Registration & Meeting Schedules	Holiday Inn Washington – Capitol 550 C Street SW Washington, DC 20024
8:30am-9:00am	Opening Prayer and Welcome	Capitol Ballrooms I & II
9:00am-9:30am	Opening Keynote Address	Capitol Ballrooms I & II
9:30am-10:30am	Administration Updates: Supporting Native Students at the National Level <i>Engage with Administration officials regarding critical programs that support Native students.</i> <ul style="list-style-type: none"> Julian Guerrero – Director, Office of Indian Education (invited) Tony Dearman – Director, Bureau of Indian Education (invited) Hope MacDonald LoneTree – Deputy Commissioner, Administration for Native Americans (invited) <i>Facilitator:</i> Jason Dropik, President, National Indian Education Association	Capitol Ballrooms I & II
10:30am-10:45am	BREAK	Capitol Ballroom Foyer
10:45am-12:00pm	Partner Updates <i>Engage with NIEA's partners to address national priorities for Native education.</i> <ul style="list-style-type: none"> National Education Association National Johnson O'Malley Association <i>And more!</i>	Capitol Ballrooms I & II
12:00pm-1:30pm	LUNCH ON YOUR OWN	

1:30pm-2:45pm	<p>NIEA Advocacy Training <i>Join NIEA to learn effective strategies for engaging with your Congressional representatives.</i> Advocacy and Indian Education 101</p> <ul style="list-style-type: none"> Chris Topoleski - Legislative Director, National Indian Education Association Shanise Ka'aikala – Legislative Analyst, National Indian Education Association 	Capitol Ballrooms I & II
2:45pm-3:00pm	<i>BREAK</i>	Capitol Ballroom Foyer
3:00pm-4:00pm	NIEA Appropriations Training (concurrent session)	Capitol Ballroom I
	NIEA Educational Sovereignty Presentation (concurrent session)	Capitol Ballroom II

Wednesday, March 16, 2022

Time	Event	Location
8:30am-8:45am	Opening Prayer and Welcome	Capitol Ballrooms I & II
8:45am-9:15am	Congressional Speakers	Capitol Ballrooms I & II
9:15am-10:30am	Panel Discussion – Ensuring Critical Funding for Native Education	Capitol Ballrooms I & II
10:30am-10:45am	Break	Capitol Ballroom Foyer
10:45am-12:00pm	Panel Discussion – Preserving and Improving Impact Aid Funding	Capitol Ballrooms I & II
12:00pm-1:00pm	LUNCH ON YOUR OWN	
1:30pm-2:00pm	<p>Congressional Speakers</p> <ul style="list-style-type: none"> Rep. Sharice Davids 	Capitol Ballrooms I & II
2:00pm-3:30pm	<p>Panel Discussion – Native Education Priorities in Congress</p> <ul style="list-style-type: none"> Joe Herrbach, House Education and Labor Committee Naomi Miguel, House Natural Resources Committee 	Capitol Ballrooms I & II
3:30pm-4:00pm	Group Photograph	TBD

Thursday, March 17, 2022

Time	Event	Location
9:00am-10:30am	Meet with Staff to Prepare for Congressional Visits	Holiday Inn Washington – Capitol
9:00am-5:00pm	Congressional Hill Meetings	Capitol Hill or Virtual

Dear Mrs. Francia,


This letter of support is for the *2022 Research and Creative for Equity and Justice* Grant Application Award sponsored by Cal Poly Humboldt. The grant will further expand our virtual Summer Algebra Institute (SAI) for the second consecutive summer. With the additional funding will increase Black, Indigenous, and youth of color (BIPOC) enrollment from 61 to 100, increase BIPOC students who are academically prepared to meet A-G requirements in math, and hire additional staff to maintain a low student to teacher or teacher assistant ratio for the 2022 Summer Algebra Institute. Furthermore, in order to spread the word and recruit more BIPOC students for the CSU SAI 2022, we agree to distribute promotional material to our constituents.

On behalf of, the Blue Lake Rancheria Tribal Education Agency, our organization or department is in full support of the Summer Algebra Institute proposal to increase access for BIPOC youth in Humboldt, Del Norte, and Mendocino Counties. We agree to partner with TRIO Educational Talent Search on recruitment and retention of our BIPOC youth grades 6-12 for the 4-week college and career access program based on individual mathematical enrichment and skill-building to remediate learning loss and gaps in knowledge.

Additional partnership or contribution include:

Thank you for your partnership in supporting of local area BIPOC communities and youth. We support the removal of any educational barriers by creating a supportive environment to fill learning gaps and master mathematical concepts while building self-confidence, a growth mindset, and enriching community for students to achieve their dreams.

Sincerely,

DocuSigned by:

DC22627864A34BB...
Alison Robbins, Executive Director

02/09/2022

Support Letter for BIPOC Youth and Summer Algebra Institute 2022

Rose S Francia <Rose.Francia@humboldt.edu>

Wed 2/9/2022 6:01 AM

Cc:Aubrey Emmons <age16@humboldt.edu>; Dan Saveliff <Dan.Saveliff@humboldt.edu>;

📎 1 attachment

Final Report CSU Summer Algebra Institute 2021, .pdf;

[EXTERNAL EMAIL] This e-mail originated from outside the Blue Lake Rancheria. Please take caution with its content and do not click links or attachments unless you recognize the sender and know that they are safe.



February 8th, 2022

Dear Educational and Community Partners,

We invite you to [sign this form letter of support](#) or write a letter of support for the *2022 Research and Creative for Equity and Justice* Grant Application Award sponsored by Cal Poly Humboldt Sponsored Programs Foundation. The grant will further expand our virtual Summer Algebra Institute (SAI) for the second consecutive summer. With the additional funding, we can further increase Black, Indigenous, and youth of color (BIPOC) enrollment, increase BIPOC students who are academically prepared to meet A-G requirements in math, and hire additional staff to maintain a low student to teacher or teacher assistant ratio for the 2022 Summer Algebra Institute.

SAI's Context and Mission

SAI's goal is to demystify Science, Technology, Engineering, Arts, and Mathematics (STEAM) related projects, majors, and careers in STEM to increase Humboldt, Del Norte, and Mendocino County BIPOC students to pursue majors and careers in STEM. Please see the attached final report for additional information.

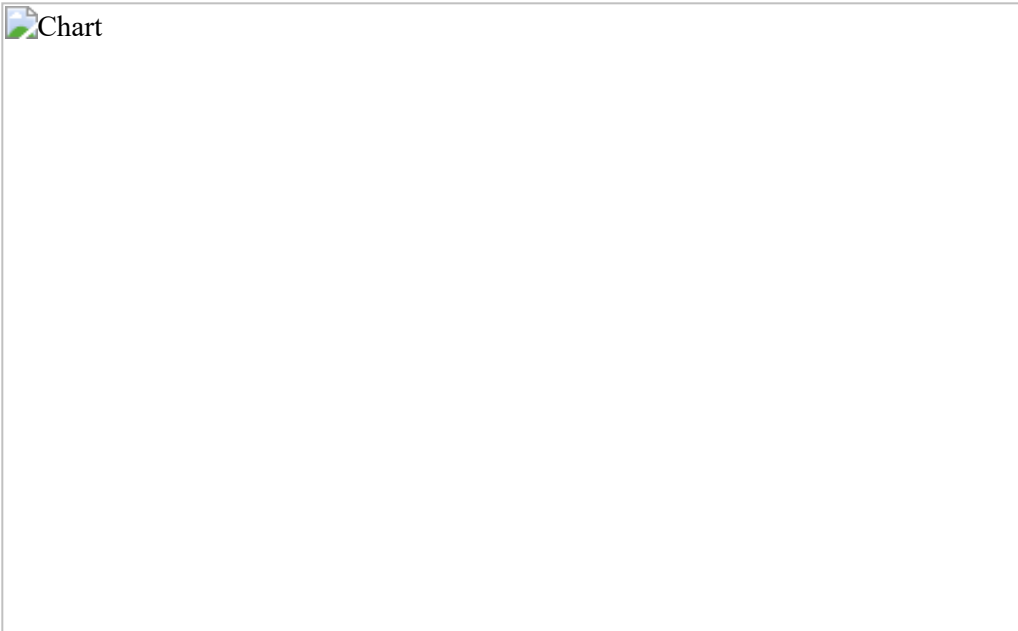
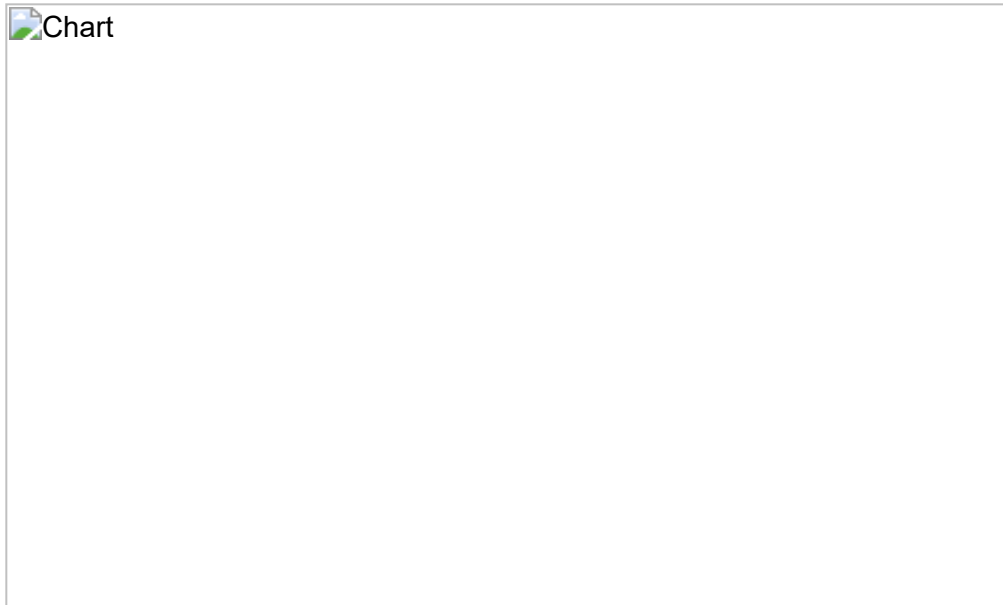
SAI is a 4-week program, where students attend (a Math Class and a college knowledge series) Monday to Friday, 9 AM-12 PM, to prepare BIPOC students with tangible math skills in order to continue to strengthen their confidence in advanced math courses by learning study skills, attending office hours, and learning about different academic resources and supports for the retention and recruitment of BIPOC students, primarily in STEM.

Summer 2021

HSU's TRIO ETS program hosted the 2021 CSU Summer Algebra Institute (SAI) which was held virtually for 4 weeks, from M-F from 9am-12pm to 75 student participants. The program had two cohorts, one with 51 students funded through CSU Chancellor's Office, which required a C in math or higher to participate. The second cohort allowed students who earned a D or F in math to participate. There were 24 students in the second cohort that was funded by Cal Poly Humboldt Educational Opportunities Program (EOP), the CSU Math and Science Teacher Initiative (MSTI), and the Blue Lake Rancheria Pathmakers. The program staff makeup were: a.) 3 Math Instructors, b.) 1 Program Coordinator, and c.) 15 Teacher Assistants (T.A.).

SAI 2021 Programming Included:

- I.
 - 75 students
 - A.
 - Students who identified as BIPOC ~ 81.3%
- II.
 - 100% Virtual programming
- III.
 - Ethnic and grade level breakdown of attendees (Refer to Graphs 1 and 2)

Graph 1: Ethnicity Chart Chart**Graph 2: Grade Level****SAI 2022 Programming with BIPOC Award Grant:**

- I.
125 Students (An increase of 50 students)
- II.
Virtual(Instruction), with in-person Early College Experiences at Cal Poly Humboldt and College of the Redwoods
- III.
In-person site lead in Hoopa, Del Norte, and Fort Bragg to increase access for BIPOC youth

We are requesting a letter be received by the end of the day on **Monday, February 14th, 2022**. Happy Valentine's Day!

We have created a form letter for ease of providing a letter of support. Please [click here for the support letter link](#), or email a letter to rsf9@humboldt.edu.
If you have any questions, please feel free to reach out via email.

Thank you for your continued partnership!

In Solidarity,
Rose Sita Francia and the [TRIO Educational Talent Search team](#)
Cal Poly Humboldt
rsf9@humboldt.edu

FW: Dear Tribal Nation Leader

Anita Huff

Wed 2/2/2022 9:28 AM

To: Alison Robbins <arobbins@bluelakerancheria-nsn.gov>;

Cc: Jason Ramos <JRamos@tgc.bluelakerancheria-nsn.gov>;

Having trouble viewing this email? [View it as a Web page.](#)



National Science Foundation



Dear Tribal Nation Leader:

As the Director of the National Science Foundation (NSF), an independent federal agency responsible for supporting research and education in all fields of Science, Technology, Engineering, and Mathematics (STEM), I am committed to improving accessibility to NSF's programs and expanding NSF's engagement with individuals and communities who have been historically underrepresented in STEM fields. One important step toward meeting this commitment is to strengthen NSF's relationships with Tribal Nations.

NSF heard powerful feedback from the Tribal Nations on these topics at the NSF Director's Town Hall with Tribal Nations, held in the spring of 2021, which included a 90-day comment period. That feedback included a reference, from Chief Benjamin Barnes of the Shawnee Tribe, to the expression, "Nothing about Us without Us." Based on this feedback, I am committed to meaningful change. Toward this end, I created the Tribal Consultation and Engagement Working Group to focus on strengthening NSF's relationships with Tribal Nations.

As a follow-up to our Town Hall with Tribal Nations, I invite you or your designee to attend two Listening Sessions facilitated by our Tribal Consultation and Engagement Working Group. These sessions are designed to seek your input on the best ways to enhance NSF's government-to-government consultation and engagement efforts and to identify steps to improve collaboration on research.

Several date and time options are provided below for each Listening Session; NSF will add additional sessions, if needed.

Table 1. Available Dates and Times for Listening Session 1: Promoting Meaningful Government-to- Government Consultation and Engagement

Meeting Date	TIME ZONES				
	<i>Alaska</i>	<i>Pacific</i>	<i>Mountain</i>	<i>Central</i>	<i>Eastern</i>
Tuesday, March 22, 2022	10 a.m.–12 p.m.	11 a.m.–1 p.m.	12–2 p.m.	1–3 p.m.	2–4 p.m.
Thursday, March 24, 2022	9–11 a.m.	10 a.m.–12 p.m.	11 a.m.–1 p.m.	12–2 p.m.	1–3 p.m.
Thursday, March 31, 2022	1–3 p.m.	2–4 p.m.	3–5 p.m.	4–6 p.m.	5–7 p.m.

Table 2. Available Dates and Times for Listening Session 2: Enhancing Collaboration on Research

Meeting Date	TIME ZONES				
	<i>Alaska</i>	<i>Pacific</i>	<i>Mountain</i>	<i>Central</i>	<i>Eastern</i>
Thursday, April 21, 2022	9–11 a.m.	10 a.m.–12 p.m.	11 a.m.–1 p.m.	12–2 p.m.	1–3 p.m.
Wednesday, May 4, 2022	1–3 p.m.	2–4 p.m.	3–5 p.m.	4–6 p.m.	5–7 p.m.
Thursday, May 5, 2022	10 a.m.–12p.m.	11 a.m.–1 p.m.	12–2 p.m.	1–3 p.m.	2–4 p.m.

For these Listening Sessions, we would like to hear your ideas and suggestions regarding how NSF may enhance its efforts to consult and collaborate with Tribal Nations on NSF research policies, practices, processes, and activities that may impact your communities and citizenry. Additional information on the Listening Session topics and guiding questions are included as an attachment to this letter. Although the Listening Sessions will be held virtually via Zoom, attendees also will have the option to participate via conference call.

Please [register here](#) to join us for the Listening Sessions.

To allow for meaningful dialogue, each session will have a limited capacity of 30 participants. If your preferred date and time has reached capacity, you will have the opportunity to select another date and time. As mentioned above, if additional sessions are necessary to accommodate participants, NSF will schedule them.

To supplement the Listening Sessions, I also welcome your written comments on these topics during the accompanying comment period, which will be open through May 14, 2022. Comments may be e-mailed to: tribal.engagement@nsf.gov. As an alternative, you are also welcome to provide comments by visiting our virtual meeting room at your convenience. The virtual meeting room is expected to open in mid-March, and will remain open for the duration of the comment period. This option for commenting can be accessed at the above-referenced registration website.

The comments we receive during the Listening Sessions and the comment period will be valuable to the development of NSF's Tribal Consultation Plan, which will provide guidance on how NSF may better engage in government-to-government consultation with Tribal Nations moving forward.

I look forward to engaging with you on these important topics and to strengthening our nation-to-nation relationship.

Sincerely,



Dr. Sethuraman Panchanathan
Director, National Science Foundation

Attachments:

[Listening Session Topics and Guiding Questions PDF](#)

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