

Board of Education Meeting Agenda
Blue Lake Rancheria Tribal Education Agency
Tuesday, October 4, 2022 – 7PM
Zoom Meeting On-line Platform
Blue Lake, CA

I. OPENING MEETING

- a. Roll Call

II. REPORTS

- a. The Executive Director's Report
 - i. Program Updates
- b. Marketing and Communications Report
 - i. 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. CONCENT AGENDA

- a. Contract Amendment for Cal Poly Humboldt TRiO Program
 - i. Contact(s): Alison Robbins
 - ii. Purpose: Adding \$18,500 to the Cal Poly TRiO Program in support of College and Career Readiness workshops, tutoring, high school readiness retreat, summer programming, and tutoring.
 - iii. Recommendation: Staff recommends the approval of the additional funds for the contract with Cal Poly Humboldt not to exceed \$18,500.
 - 1. **DISCUSSION:**
 - 2. **NOMINATIONS:**
 - 3. **DECISION:**
 - 4. **ACTION:**

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

- a. Support of Native American Youth Conference Attendance
 - i. Contact(s): Alison Robbins, Maggie Peters, and Rose Francia

Board of Education Meeting Agenda
Blue Lake Rancheria Tribal Education Agency
Tuesday, October 4, 2022 – 7PM
Zoom Meeting On-line Platform
Blue Lake, CA

- ii. Purpose: Under the NYCP No Cost Extension, the TEA has been approved to support college and career readiness activities for Hoopa HS in conjunction with Cal Poly and other state university programs. The [FY22 Native American Youth Conference is being held at Fresno State on November 5, 2022](#). The NYCP grant has earmarked \$1,500 for support of this type of activity for Hoopa HS, however, this amount does not fully cover the associated costs. Student registration for the conference is due October 24th. [See conference graphic and cost estimates](#).
- iii. Recommendation: Staff recommends BLR TEA fund Hoopa HS with the \$1500 from the NYCP No Cost Extension, and any additional support recommended by the BOE from tribal funds to support this opportunity.
 - 1. **DISCUSSION:**
 - 2. **NOMINATIONS:**
 - 3. **DECISION:**
 - 4. **ACTION:**

b. Board of Education Election 2022

- i. Contact(s): *Alison Robbins, Isak Brayfindley*
- ii. Purpose: The Board of Education election is scheduled for Saturday, December 31, 2022 per tribal policy. Staff seeks authorization to begin advertising the election next week. Three BOE members' terms are currently expiring at the end of 2022: 1) Michele Kindred, 2) Michael Shackelford, and 3) Kelsay Shackelford. Advertising will take place on the Rancheria via flyers, and on Facebook, primarily.
- iii. Recommendation: Staff recommends the BOE authorizes the approval of election advertising for the BOE positions.
 - 1. **DISCUSSION:**
 - 2. **NOMINATIONS:**
 - 3. **DECISION:**
 - 4. **ACTION:**

VI. MISCELLANEOUS

a. Approval of Board minutes from 09/13/2022

- i. Contact(s): Alison Robbins
- ii. Purpose: Approval of the prior meetings minutes
- iii. Recommendation: Staff recommends approval
 - 1. **DISCUSSION:**
 - 2. **NOMINATIONS:**
 - 3. **DECISION:**
 - 4. **ACTION:**

VII. UNFINISHED BUSINESS

- a. NYCP FY22 Pathmakers+ Application [See US Dept of ED letters](#).

Board of Education Meeting Agenda
Blue Lake Rancheria Tribal Education Agency
Tuesday, October 4, 2022 – 7PM
Zoom Meeting On-line Platform
Blue Lake, CA

- b. BOE schedule for approving codes, policies, and action plans formerly tabled

VIII. NEW BUSINESS

- a. Letter of Support for Sabbatical Project Industry Advisory Council – *See attached draft*
- b. CA Coastal Commission - [Whale Tail Grant Application](#) – November 4th - *See attached flyer*
- c. BOE 2023 Calendar Dates

IX. ADJOURNMENT

.

Tribal Education Agency Executive Director's Report

Program Updates

Bureau of Indian Affairs Programs

- **BIA – Tribal Climate Resilience Program (TCRP) – Youth Engagement**
 - Report for year 1 was completed and submitted on September 14th.
 - Frederique has arranged for eight environmental scientists to work with us on discussion boards and a podcast on Climate Change
 - Lisa Hoffman will be taking over this program for the remainder of its run.
- **BIA – Resiliency in carryover – extended through the end of June 2023;**
 - Six student interns are going through the hiring process right now with our Job Coach, Sheila, and PAFs will be submitted before the end of the month for students to begin as official interns
 - Meetings with Northern Arizona University are being scheduled per their contract (provided by Anita).
 - The conference has been scheduled for April 21 and 22.
 - We do not have a location as of yet for the conference.
 - Marlee and Lisa are working on coordinating this conference with the students.
- **NEW BIA – Woodlands & Parks - Tribal Youth Initiative Program (TPA)**
 - The TPA will hire **two (2) Natural Resource high school interns**, and **one (1) undergraduate intern**. They will also be working with Frederique.
 - Due to changes with CA State Parks staffing, this programing is being redesigned. Marlee and Alison have met with Marnin from State Parks, and he is currently working on a proposal which will be submitted by the end of the year.

US Department of Education Programs

- **Native Youth Community Partnership Grant - [Pathmakers Program](#)** – No Cost Extension Period
 - Marlee and Alison are setting up meetings and services per the most recently approved budget revision from Department of Education.
 - Hoopa HS is planning a student trip to a conference – more information under Item for Discussion
- **State Tribal Education Partnership (STEP) – Career Readiness Education Programs**
 - Lisa has been producing more recruitment flyers, and posts that have been sent out to our contacts via email and via Facebook to recruit potential teachers
 - Training for teachers are scheduled in October on new curriculum
 - Student Extended Ed program fees were renegotiated to increase student participation from 30 to 64.
- **Professional Development Grant – Grow Your Own Administrator**
 - Required PDPDCS website updates have been made to remove the three cohort 2 participants that dropped from the program prior to any expenditures on their part.
 - Required PDPDCS website updates have been made for cohort 2's five recipients of living allowances / stipends for the Fall 2022 semester.

Tribal Education Agency Executive Director's Report

- We have not received the tuition bill yet from Cal Poly Humboldt, but all forms are ready to go for submission to Finance when it arrives.
- Alison has been invited to speak at the National Indian Education Convention on a panel for Professional Development, specifically on the Grow Your Own Administrator program. She will be attending the convention October 5th through the 9th in Oklahoma City.
- **Native American Career Technical Education Program**
 - Frederique has given her notice, and her last day will be October 21. Lisa Hoffman will be taking over this program
 - Annual Performance Report update is due on this grant prior to Thanksgiving
 - Alison has provided information on our program implementation to our Program Officer who will be presenting information on the Modern Youth Internship Academies and how NACTEP is strengthening CTE program efforts at the NIEA conference in Oklahoma City.

Other Blue Lake Rancheria State and Tribal Programs

- **Humboldt County Office of Education – McKinney Vento Program**
 - Work has begun on this grant program, and an invoice for Chag Lowry's contract was submitted to HCOE for \$40,000.
- **California Air Quality Resources Board (CARB) – Air Quality Monitoring Program**
 - Additional teacher training has been scheduled for later this month
 - Sylvia of the Environmental Office will be working with Lisa, receive training, and assist in implementing the air quality monitoring program classroom activities
- **BLR Tribal Higher Education Scholarship Program**
 - We received a wonderful report from Ashley Lance on her Phd progress which will be forwarded to the BOE members for their review

Tribal Education Agency Website Update

Media Reports

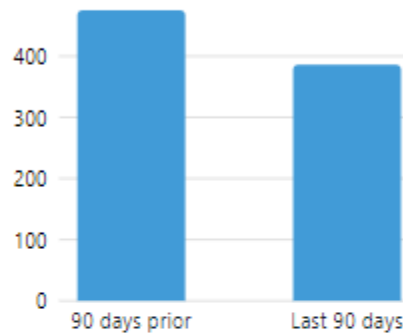
Facebook Consortium for Tribal Innovation and Entrepreneurship (C-TIE) Page

Engagement

Post reactions, comments and shares ⓘ

386 ↓ 18.7%

Total from last 90 days vs 90 days prior



Median post reactions, comments and shares per media type ⓘ

For posts created in the last 90 days

Videos

21

Images

16

Text

2

Links

1

Audio

0

Median post reactions, comments and shares per content format ⓘ

For posts created in the last 90 days

Album posts

29

Other posts

2

Live posts

0

Reels

0

360° video posts

0

360° image posts

0

Top-performing organic posts

Here are posts that have performed well over the last 90 days. Understanding what's working can help you decide what to create and share next, so you can keep up the great work.

Highest reach on a post ⓘ



Facebook post

What a fantastic Indigenous Science Camp yesterday...

Aug 18, 2022, 10:39 AM

This post reached 2,869% more people (1,247 people) than your median post (42 people) on Facebook.

Highest reactions on a post ⓘ



Facebook post

What a fantastic Indigenous Science Camp yesterday...

Aug 18, 2022, 10:39 AM

This post received 2,850% more reactions (59 reactions) than your median post (2 reactions) on Facebook.

Highest comments on a post ⓘ



Facebook post

The farm stand at Blue Lake Rancheria's Daluviwi'...

Sep 16, 2022, 12:55 PM

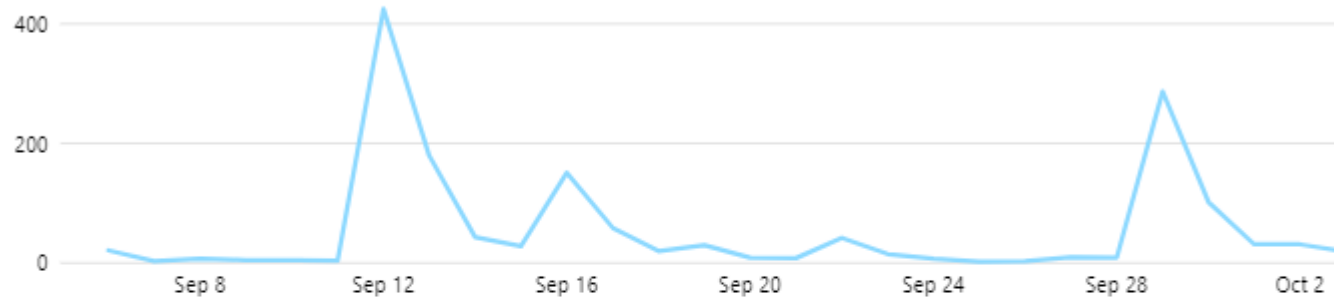
This post received 3 comments compared to your median post (0 comments) on Facebook.

- We are still working on improving and adjusting to the fall timetable for postings

Tribal Education Agency Website Update

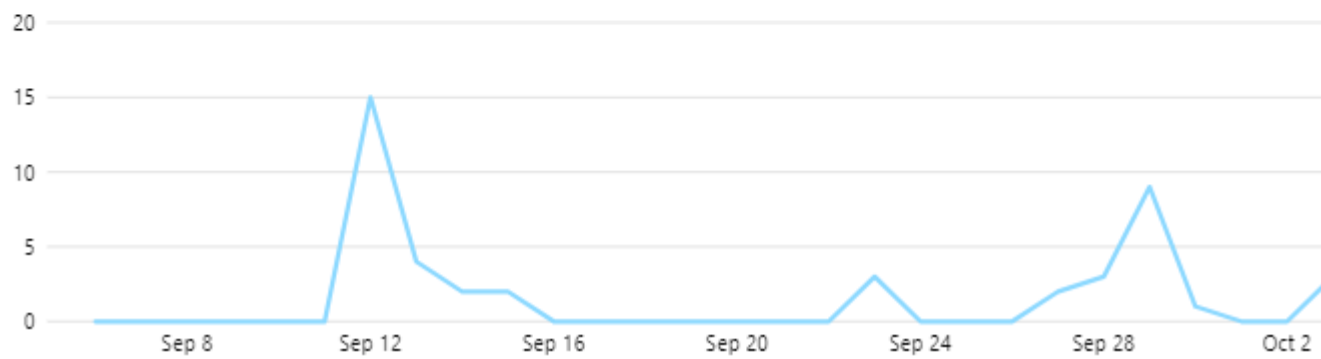
Facebook Page reach ①

1,102 ↓ 48.1%



Facebook Page visits ①

44 ↓ 58.5%

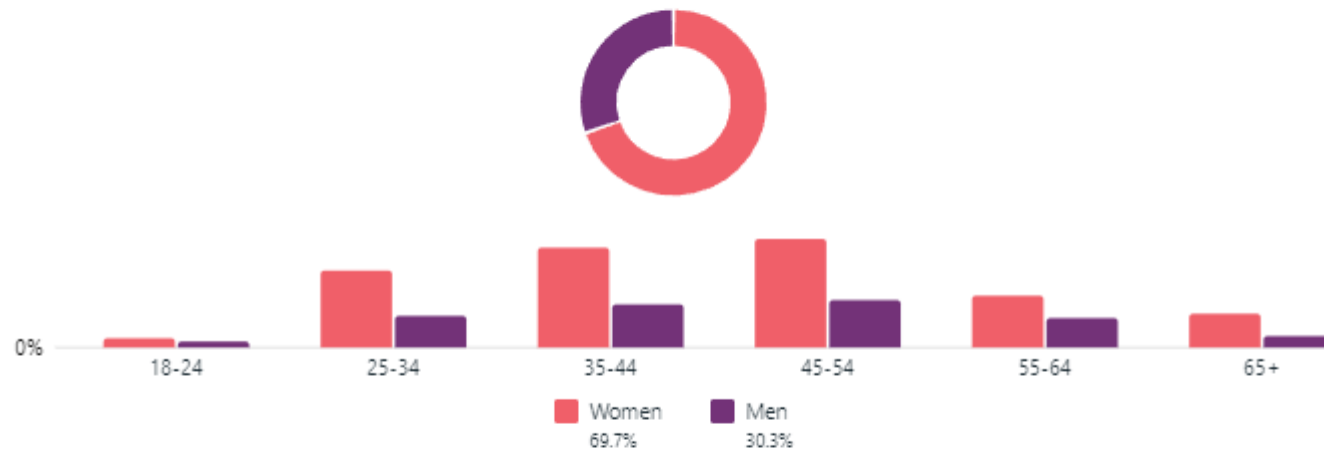


Tribal Education Agency Website Update

Facebook Page followers ⓘ

254

Age & gender ⓘ



Top cities

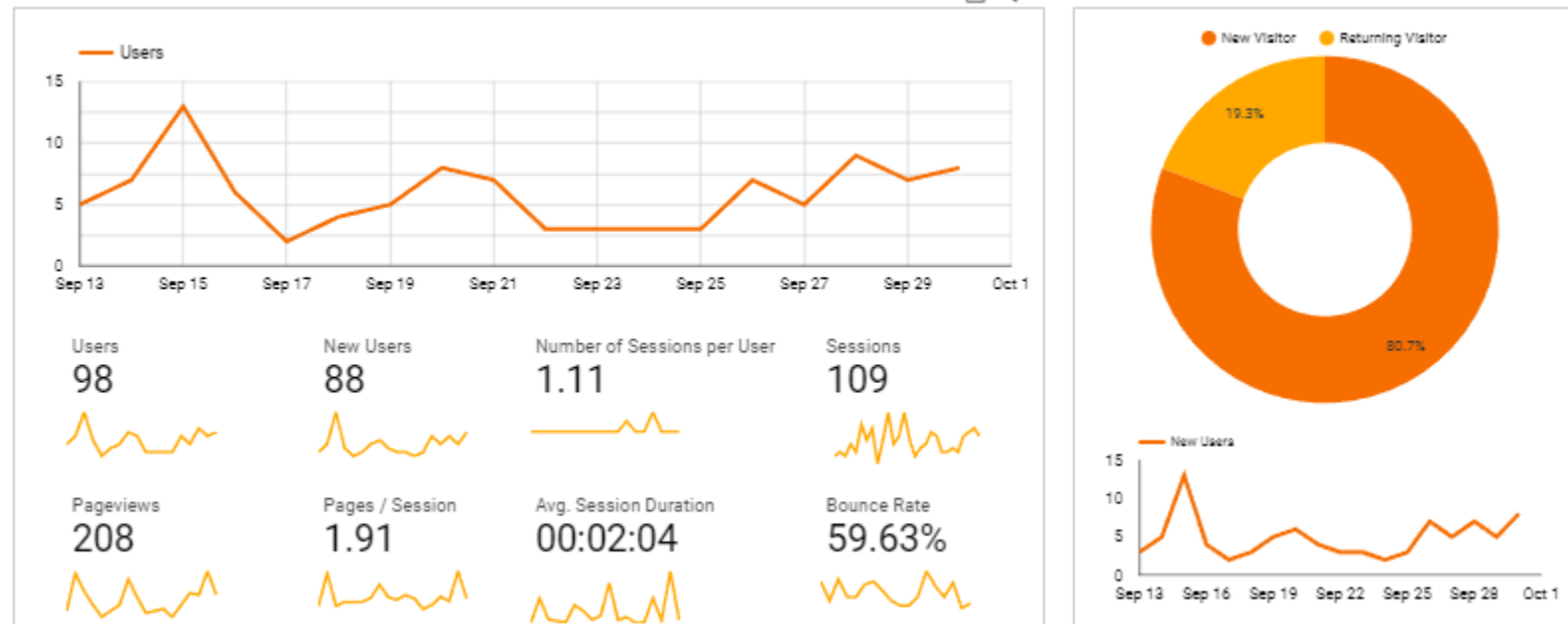


Tribal Education Agency Website Update

<https://www.tea.bluelakerancheria-nsn.gov/>

Google Analytics report

Your audience at a glance



Native American Youth Conference Saturday November 5th

Event would include

2 vans to transport 17 students = \$600 - \$800

5 hotel rooms (4 people to a room) for Friday and Saturday = \$300each = \$1500

Food per diem for 20 people at \$40 a day = \$800

Items above were clarified by Margaret Peters

Total request would be around \$3100.

The 2022 Native American Youth Conference (NAYC) is hosted under the department of Outreach and Special Programs at Fresno State. The conference has a target audience of 6th - 12th grade Native American students from all school districts. Our goal is to provide an opportunity for future students to explore the pathways towards higher education by participating in workshops covering application admissions information, financial aid and scholarships, A-G requirements, pathways towards higher education, student services, and resources. Along with hearing from a special guest keynote speaker, cultural and higher education presentations, and providing on and off campus resources to help students excel. There is no registration fee, no parking fee and lunch is provided for all registered youth including a free conference t-shirt.

<https://sites.google.com/mail.fresnostate.edu/2022nayc/home>

SAVE THE DATE!! 2022 Native American Youth Conference will be held in-person at Fresno State on Saturday, November 5th.

The conference is open for 6th-12th grade Native American students from all school districts. This will be the first time we'll have the conference on the weekend and I encourage parents/guardians to join the conference with their students. All students must have a chaperone with them at all times during the event. More details will continue to be shared out and those subscribed to my newsletter will be the first to get updates about the conference.

[#NAYC22](#) [#FresnoState](#) [#FutureFSBulldog](#)



Save the Date

NATIVE AMERICAN YOUTH CONFERENCE

Saturday, November 5, 2022

Satellite Student Union - In-Person at Fresno State
6th-12th grade Native American students

FRESNO STATE
Outreach and Special Programs

Contact: Amber Esquivel
Outreach Counselor - Native American Initiative
esquivelamber@csufresno.edu | 559.278.4430

Board of Education Meeting Minutes
Blue Lake Rancheria Tribal Education Agency
Tuesday, September 13, 2022 – 7PM
Zoom Meeting On-line Platform
Blue Lake, CA

I. OPENING MEETING

- a. Roll Call
 - i. BOE Members Present: PM Michele Kindred, Jason Ramos, Michael Shackelford, Kelsay Shackelford, Jace Baldosser (Quorum established)
- b. Members of staff present: Marlee Mansfield-Chavez, Lisa K. Hoffman, Alison Robbins, Isak Brayfindley

Meeting Called to order at 7:01 PM

II. REPORTS

- a. The Executive Director's Report (*see attached*)
 - i. Program Updates
 - ii. Financial Reports
- b. Marketing and Communications Report
 - i. TEA Website redesign update
 - ii. Social Media Posts & Community Outreach

III. PUBLIC COMMUNICATIONS

No Public Comments were submitted at this meeting

IV. CONCENT AGENDA

- a. MOU for Consortium for Tribal Innovation and Entrepreneurship
 - i. Contact(s): Alison Robbins
 - ii. Purpose: Renew the consortium agreement with our current partners: Humboldt County Office of Education, College of the Redwoods, Eureka City Schools, Northern Humboldt Union High School District, and add two new partners to the consortium officially: Cal Poly Humboldt TRiO Talent Search Program, and Hoopa Valley High School. 2020-2021 revised agreement is attached – this is the basis of what will be renewed. Names of retired persons will be updated, and two new partners added upon the BOE's approval.
 - iii. Recommendation: Staff recommends the renewal of the agreement with updates and additions.
 - 1. **DISCUSSION**: The President asked if there was any further Discussion. Hearing none, the President called for a motion on the item
 - 2. **NOMINATIONS**: Kelsay Shackelford made the motion; Michael Shackelford seconded the motion
 - 3. **DECISION**: 5-0-0
 - 4. **ACTION**: Add Cal Poly TRIO Talent Search program, Hoopa Valley High School; Change the names of the retired and updated persons, changed material then needs to be sent to Jason Ramos to be signed

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

- a. Cal Poly Master Plan Tribal Representative Request

Board of Education Meeting Minutes
Blue Lake Rancheria Tribal Education Agency
Tuesday, September 13, 2022 – 7PM
Zoom Meeting On-line Platform
Blue Lake, CA

- i. Contact(s): Jason Ramos and Alison Robbins
- ii. Purpose: A request from Adrienne Colegrove-Raymond on behalf of Cal Poly Humboldt has been made for the tribe to designate a person to the committee developing the Campus Physical Master Plan. This request was sent on August 30th to Jason and Claudia via email. Per the email: The entire process will take up to 24 months. The team will meet once a month and deliver progress and solicit focused feedback. Overall commitment would be approximately 6 hours a month (1 hour meetings and 5 hours of review work). Cal Poly will provide a stipend for the time worked. The tribe may nominate 1 or more persons to serve.
- iii. Recommendation: Staff recommends that the BOE nominate a main, and an alternate to be decided by the BOE, and approved by Tribal Council.
 5. **DISCUSSION**: Jason Ramos nominated Jace Baldosser as primary and Michael Shackelford as secondary
 6. **NOMINATIONS**: Jason Ramos made the motion; Michele Kindred seconded the motion
 7. **DECISION**: 5-0-0
 8. **ACTION**: Staff will use the email provided with the nomination link and put down Jace Baldosser as primary, and Michael Shackelford as alternate for Campus Physical Master Plan as representatives of Blue Lake Rancheria

VI. MISCELLANEOUS

- a. Approval of Board minutes from 08/09/2022
 - i. Contact(s): Alison Robbins
 - ii. Purpose: Approval of the prior meetings minutes
 - iii. Recommendation: Staff recommends approval
 1. **DISCUSSION**: The President asked if there was any further Discussion. Hearing none, the President called for a motion on the item
 2. **NOMINATIONS**: Jason Ramos made the motion; Kelsay Shackelford seconded the motion
 3. **DECISION**: 5-0-0
 4. **ACTION**: Approved; Staff will remove draft mark and post minutes to the TEA website

VII. UNFINISHED BUSINESS

- a. Promise Neighborhood Grant Application

VIII. NEW BUSINESS

IX. ADJOURNMENT

Board of Education Meeting Minutes
Blue Lake Rancheria Tribal Education Agency
Tuesday, September 13, 2022 – 7PM
Zoom Meeting On-line Platform
Blue Lake, CA

- a. Jason Ramos made the motion; Michele Kindred seconded the motion
 - i. **Meeting adjourned at 8: 10 PM.**

DRAFT



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Alison Robbins
Blue Lake Rancheria
1 Aee Yee Kwee Loop
Blue Lake, CA 95525-0428

Dear Alison Robbins:

Thank you for submitting an application to the Native Youth Community Program (NYCP) CFDA No. 84.299A; PR# S299A220035. The purpose of the Demonstration program is to provide financial assistance to projects that develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of Indian students in preschool, elementary, and secondary schools.

The U.S. Department of Education (the Department) completed its review of the applications for the 2022 competition, and we regret to inform you that your application was not among those selected for funding. The Department selected the highest scoring applications for funding. I have enclosed a copy of the peer reviewers' comments on your application for your information. Hopefully this will help inform you of your application strengths and weaknesses that may be applied to future grant applications.

Thank you for taking the time and effort to apply for these funds. If you have questions, please visit the program website [here](#) or contact my staff at donna.bussell@ed.gov.

Sincerely,

Donna Sabis-Burns

Donna Sabis-Burns
Group Leader, Discretionary Grants

D

cc: Jason Ramos

Status: Submitted

Last Updated: 06/10/2022 03:55 PM

Technical Review Coversheet

Applicant: BLUE LAKE RANCHERIA (S299A220035)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Define Objectives	4	4
2. Significance	3	3
3. Address the Needs	3	3
Quality of Project Design		
1. Effectiveness of the Appr	10	8
2. Goals & Objectives	5	4
3. Project Implementation	7	7
4. Project Rationale	10	10
5. Objective Measures	5	5
Quality of Project Personnel		
1. Employment-Specific Group	6	0
2. Project Director	3	2
3. Key Project Staff	3	2
Quality of Project Services		
1. Appropriate Partners	5	5
2. Meeting the Needs	5	5
Quality of the Management Plan		
1. Budget Objectives	14	12
2. Diversity for Recipients	5	5
3. Building Capacity&Results	5	4
Quality of the Project Evaluation		
1. Provided Feedback	4	4
2. Guidance for Strategies	3	3
Sub Total	100	86

Priority Questions

Criteria

CPP Three Point Rubric

1. Promoting educational equ	7	0
------------------------------	---	---

Sub Total	7	0
------------------	---	---

Total	107	86
--------------	-----	----

Technical Review Form

Panel #1 - Panel 1 - 1: 84.299A

Reader #1: *****

Applicant: BLUE LAKE RANCHERIA (S299A220035)

Questions

Selection Criteria - Need for Project

1. **Need for project (Up to 10 points)** In determining the need for the proposed project, the Secretary considers the following factors:

The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (Up to 4 points)

Strengths:

Applicant provided assessment data gathered by The Northern California Indian Development Council who has over 40 years of service to the tribe in providing high quality needs assessment data. Applicant identified barriers supported by evidence (Pg. e21). Each objective and proposed service and activity will address each identified barrier and challenge or gap in service.

Weaknesses:

None.

Reader's Score: 4

2. **The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (Up to 3 points)**

Strengths:

State assessment data was used to demonstrate the need for services as well as input from the parents and community.

Weaknesses:

None.

Reader's Score: 3

3. **The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. (Up to 3 Points)**

Strengths:

Applicant clearly defines services to be provided by answering the who, what, when and why. Although the services to be provided are to enhance current program activities the applicant states how they will enhance each component. For example, to expand their aquaponics program they will create a virtual component.

Weaknesses:

None.

Reader's Score: 3

Selection Criteria - Quality of Project Design

- 1. Quality of project design (Maximum 37 points). In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (Up to 10 points)

Strengths:

Proposed project will build upon current programs to enhance services currently providing. The project uses a thorough methodical evaluation method "PDCA" (pg. e29-31) which allow proper evaluation and replication of services/strategies.

Weaknesses:

Because the project activities and services are interwoven with the use of different grant funds the proposed project is convoluted in nature.

Reader's Score: 8

- 2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (Up to 5 points)**

Strengths:

The applicant outlines objectives using SMART goals. Specific, Measurable, Achievable, Relevant, and Time-Bound.

Weaknesses:

The timeline has objectives identified as goals in timeline but the narrative lists them as objectives.

Reader's Score: 4

- 3. The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. (Up to 7 points)**

Strengths:

The project design incorporates relevant research in project design and uses relevant and local data to support project design. Applicant also demonstrates the use of methodical tools for evaluation (pg. e 29) by use of developed tool by the tribe.

Weaknesses:

None.

Reader's Score: 7

4. The extent to which the proposed project demonstrates a rationale (as defined in this notice). (Up to 10 points)

Strengths:

Applicant provides a thorough rationale by providing a logic model and also gives a summary of current services provided by other funding sources and how these grants will work together to achieve overall goal as defines in 10-year strategic plan.

Weaknesses:

None.

Reader's Score: 10

5. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (Up to 5 points)

Strengths:

The outlined goals and objectives correlate with identified performance measures. The overall goal of the project is to enhance and expand current TEA goals. Reports created by the project include both qualitative and quantitative data. Reports will consist of narratives, financial reports, charts, and reports submitted to the funding agency to measure grant progress toward goals and objectives. (pg. e31)

Weaknesses:

None.

Reader's Score: 5

Selection Criteria - Quality of Project Personnel

1. Quality of the project personnel (Maximum 12 points). In determining the quality of project personnel, the Secretary considers the following factors:

The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (Up to 6 points)

Strengths:

None.

Weaknesses:

Criterion not met.

Reader's Score: **0**

2. The qualifications, including relevant training and experience, of the project director or principal investigator. (Up to 3 points)

Strengths:

PD/PI for this project has extensive experience program and grant implementation. The individual has some teaching experience.

Weaknesses:

The PD/PI for this project does not demonstrate working with native communities prior to current position.

Reader's Score: **2**

3. The qualifications, including relevant training and experience, of key project personnel. (Up to 3 points)

Strengths:

The individual to be hired as the Technology Support Technician for this project has relevant and adequate experience to serve in this capacity. The individual to fill the position for the Community Services Coordinator has 4 years of experience in Education.

Weaknesses:

The identified staff for this project lack experience working with tribal communities especially with Native children.

Reader's Score: **2**

Selection Criteria - Quality of Project Services

1. Quality of Project Services (Maximum 10 points). The Secretary considers the quality of the project services. In determining the quality of project services, the Secretary considers the following factors:

The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (Up to 5 points)

Strengths:

The applicant demonstrates that the proposed project has acquired the appropriate partners by establishing MOUs with partnering TEAs, LEAs and IHEs.

Weaknesses:

None.

Reader's Score: 5

2. The extent to which the services to be offered would meet the needs of the local population, as demonstrated by an analysis of community-level data, including direct input from parents and families of Indian children and youth. (Up to 5 points)

Strengths:

This proposed project is part of a 10-year strategic plan that was created by the applicant (BLR) that includes community input as it is regularly update at the TEAs board of education meeting which are open to the public. Also, the applicant has included testimony from a parent whose child has previously received services from the TEA.

Weaknesses:

None.

Reader's Score: 5

Selection Criteria - Quality of the Management Plan

1. **Quality of Management Plan (Maximum 24 points).** The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (Up to 14 points)

Strengths:

Project objectives and its tasks are outlined in the attached management plan (pg. e123) that lists tasked within a timeframe and lists the individual responsible for completing tasks.

Weaknesses:

Objective 1 tasks are described within the narrative but it is unclear what those tasks/activities are once place within the management plan table.

Reader's Score: 12

2. **How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (Up to 5 points)**

Strengths:

The applicant has demonstrated that a diversity of perspectives will be apparent or considered within project design and activities. This is evident in the various partners and collaborative efforts involved in this project.

Weaknesses:

None.

Reader's Score: 5

- 3. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (Up to 5 points)**

Strengths:

The proposed project demonstrates the ability to yield results beyond the federal funding period in that a foundational change in policies and evidence of effective practices will be implemented and established. These informed practices and approached can be share within the community and similar educational settings.

Weaknesses:

Although the project may result in evidence-based practices to inform future research it is unclear how those practices will continue to be implemented and evaluated.

Reader's Score: 4

Selection Criteria - Quality of the Project Evaluation

- 1. Quality of the Project Evaluation (Maximum 7 points). The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (Up to 4 points)

Strengths:

According to the proposed methods of evaluation, PDCA method, (Pg. e29-31) the project will be continuously evaluated throughout the project period. Also, according to the management plan project goals and objectives will be reviewed and discussed during weekly/monthly meetings.

Weaknesses:

None.

Reader's Score: 4

- 2. The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. (Up to 3 points)**

Strengths:

The proposed project includes adequate evaluation methods that yield results that can be used to inform future practices and can be used in similar settings.

Weaknesses:

None.

Reader's Score: 3

Priority Questions

Criteria - CPP Three Point Rubric

1. Competitive Preference Priority 3: Promoting Equity in Student Access to Educational Resources and Opportunities (0 to 7 points).

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students--

(1) In one or more of the following educational settings:

(i) Elementary school.

(ii) Middle school.

(iii) High school.

(iv) Career and technical education programs.

(iv) Out-of-school-time settings.

(vi) Alternative schools and programs.

(2) That examines the sources of inequity and inadequacy and implements responses, and that includes increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.

For this priority, peer reviewers will evaluate and score applications according to the following rubric, which we are establishing for the FY 2022 grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition, in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1).

Strengths:

None.

Weaknesses:

No CPP3 claimed.

Reader's Score: 0

Status: Submitted

Last Updated: 06/10/2022 03:55 PM

Status: Submitted

Last Updated: 06/09/2022 10:43 AM

Technical Review Coversheet

Applicant: BLUE LAKE RANCHERIA (S299A220035)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Define Objectives	4	3
2. Significance	3	3
3. Address the Needs	3	3
Quality of Project Design		
1. Effectiveness of the Appr	10	10
2. Goals & Objectives	5	3
3. Project Implementation	7	7
4. Project Rationale	10	10
5. Objective Measures	5	2
Quality of Project Personnel		
1. Employment-Specific Group	6	0
2. Project Director	3	3
3. Key Project Staff	3	3
Quality of Project Services		
1. Appropriate Partners	5	5
2. Meeting the Needs	5	4
Quality of the Management Plan		
1. Budget Objectives	14	10
2. Diversity for Recipients	5	4
3. Building Capacity&Results	5	3
Quality of the Project Evaluation		
1. Provided Feedback	4	4
2. Guidance for Strategies	3	0
Sub Total	100	77

Priority Questions

Criteria

CPP Three Point Rubric

1. Promoting educational equ	7	0
------------------------------	---	---

Sub Total	7	0
------------------	---	---

Total	107	77
--------------	-----	----

Technical Review Form

Panel #1 - Panel 1 - 1: 84.299A

Reader #2: *****

Applicant: BLUE LAKE RANCHERIA (S299A220035)

Questions

Selection Criteria - Need for Project

1. Need for project (Up to 10 points) In determining the need for the proposed project, the Secretary considers the following factors:

The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (Up to 4 points)

Strengths:

In response to a need for the project the applicant identifies four goals. Noted goals include focusing on Native County youth, preparation for college and careers with a special emphasis on STEM, removing barriers and enhancing community-based strategies and developing partnerships guided by parents and the community. Page e16 Other factors include low-self efficacy, a lack of a culturally relevant curriculum and few opportunities for extra-curricular programs that are culturally relevant. Page 21

Weaknesses:

Supporting information is not provided defining the magnitude of identified gaps.

Reader's Score: 3

2. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (Up to 3 points)

Strengths:

Supporting inquiry data indicates that one third of students stopped attending school mid year, one third of students were struggling based on computer work. Page e21 Data from 2018-2019 indicate disparities in performance among the County and the state in English/Language Arts and math relative to meeting the standard. Page e26

Weaknesses:

No weaknesses found.

Reader's Score: 3

3. The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. (Up to 3 Points)

Strengths:

Resources that will be provided include virtual instruction, internships, project-based learning, mentoring and tutorial support. The strategies and services provided are in direct alignment with the needs of the target population. All services reflect cultural heritage and needs.

Weaknesses:

No weaknesses found.

Reader's Score: **3**

Selection Criteria - Quality of Project Design

- 1. Quality of project design (Maximum 37 points). In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (Up to 10 points)

Strengths:

In response to replication of project activities the applicant outlines expectations of what the project will involve which further is supported by monitoring. Information defining student internship, community outreach and monitoring and outreach will be available. Provisions for monitoring and reporting on components of the project are outlined. Page 31 The reports that will originate as a result of the project will serve as a foundation for replication and monitoring as noted by written format, narratives, financial reports and charts.

Weaknesses:

No weaknesses found.

Reader's Score: **10**

- 2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (Up to 5 points)**

Strengths:

Three goals have been established for the project. Each goal is directly related to an identified need and/or purpose. The goals for the project are referenced in the provided timeline. Page e123

Weaknesses:

The goals as presented are not in measurable terms. A performance indicator is not provided. This limitation impacts a determination in defining progress.

Reader's Score: **3**

- 3. The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of**

appropriate methodological tools to ensure successful achievement of project objectives. (Up to 7 points)

Strengths:

Throughout the development of the project the applicant provides supporting research citations and references in support of strategies, concepts and activities included in the project. The citations provided are relevant and recent. Supporting information detailing the implementation of strategies relative to defined goals will have a positive impact in meeting the needs of participants.

Weaknesses:

No weaknesses found.

Reader's Score: 7

4. The extent to which the proposed project demonstrates a rationale (as defined in this notice). (Up to 10 points)

Strengths:

In support of a rationale for the project the applicant provides a logic model. The model include inputs, activities and outcomes of the project. The collective model provides a conceptual framework of components that will effectively address the needs of the target population and expectations of the grant. Page e48

Weaknesses:

No weaknesses found.

Reader's Score: 10

5. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (Up to 5 points)

Strengths:

The applicant outlines goals for the project. The goals are aligned with direct purposes of the project. The goals as outlined have the capacity to produce information relative to project.

Weaknesses:

The applicant does not identify specific performance measures in support of established goals. This limitation does not allow for a determination of statistical progress.

Reader's Score: 2

Selection Criteria - Quality of Project Personnel

- 1. Quality of the project personnel (Maximum 12 points). In determining the quality of project personnel, the Secretary considers the following factors:**

The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (Up to 6 points)

Strengths:

The applicant does not address this criterion.

Weaknesses:

The applicant does not address this criterion.

Reader's Score: 0

2. The qualifications, including relevant training and experience, of the project director or principal investigator. (Up to 3 points)

Strengths:

The identified executive director has 26 years of experience in public sector finance and management. She also has 14 years of experience with grant management. Additionally, she has an MPA and extensive professional experiences. Collectively, she will be highly-qualified. Page e38

Weaknesses:

No weaknesses found.

Reader's Score: 3

3. The qualifications, including relevant training and experience, of key project personnel. (Up to 3 points)

Strengths:

Other key staff positions include technology support technician 1.0 FTE (five years of experience in IT with a bachelor's degree), community services coordinator (1.0 FTE, four years of experience, high school diploma), chief financial officer (32 years of experience, CPA), Tribal Financial Manager (19 years of experience), Youth Programs Coordinator (four years experience). All positions will be an asset to the project. Page 38

Weaknesses:

No weaknesses found.

Reader's Score: 3

Selection Criteria - Quality of Project Services

1. Quality of Project Services (Maximum 10 points). The Secretary considers the quality of the project services. In determining the quality of project services, the Secretary considers the following factors:

The extent to which the services to be provided by the proposed project involve the

collaboration of appropriate partners for maximizing the effectiveness of project services. (Up to 5 points)

Strengths:

The applicant identifies collaborative partners who will provide support to the project. All resources provided will effectively support the implementation and operation of the project and its intended purposes. A letter of support is provided by each partner. Page e110

Weaknesses:

No weaknesses found.

Reader's Score: 5

- 2. The extent to which the services to be offered would meet the needs of the local population, as demonstrated by an analysis of community-level data, including direct input from parents and families of Indian children and youth. (Up to 5 points)**

Strengths:

Noted services provided to the target population include internships, agricultural gardening, aquaponics, air quality and climate change and watershed restoration projects. All services and focus areas are directly aligned with needs of students. Page e25

Weaknesses:

Limited information is provided regarding an analysis of services/focus areas addressed by the project.

Reader's Score: 4

Selection Criteria - Quality of the Management Plan

- 1. Quality of Management Plan (Maximum 24 points). The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (Up to 14 points)

Strengths:

The applicant provides a timeline that denotes when major elements in support of addressing established goals will be implemented. The timeline indicates when selected programs will be implemented. All activities/programs are supported by staff responsibility. The timeline as outlined will provide guidance and accountability for implementation of key programs and components. Page e123

Weaknesses:

The timeline as presented reflects the implementation of major programs and not specific components that will support the implementation and operations of the project.

Reader's Score: 10

- 2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (Up to 5 points)**

Strengths:

The perspectives of various groups and individuals will be noted through the CTE Steering Committee, Board of Education, Parent Advisory Committee, Blue lake Rancheria Tribal Education Agency and Tribal Council. All groups meet at various times and include various members.

Weaknesses:

Supporting information is not provided detailing the inclusion of student input.

Reader's Score: 4

- 3. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (Up to 5 points)**

Strengths:

The applicant identifies the Humboldt County Office of Education as contribution that will assist with continuing the project once federal funding ends. Page e42

Weaknesses:

A complete plan to sustain the project after federal funding ends is not developed. Information detailing who will provide sustainability leadership, sources of potential financial support, status of current collaborative partners, a timeline of activities is not provided.

Reader's Score: 3

Selection Criteria - Quality of the Project Evaluation

- 1. Quality of the Project Evaluation (Maximum 7 points). The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (Up to 4 points)

Strengths:

The evaluation plan as outlined is organized in four stages. Each stage reflects an organized methodology of capturing information/data. The four stages include: plan, do, check and adjust. The plan will permit periodic assessment of progress regarding attainment of outcomes. Page e42

Weaknesses:

No weaknesses found.

Reader's Score: 4

2. The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. (Up to 3 points)

Strengths:

The applicant does not address this criterion.

Weaknesses:

The applicant does not address this criterion.

Reader's Score: 0

Priority Questions**Criteria - CPP Three Point Rubric**

1. Competitive Preference Priority 3: Promoting Equity in Student Access to Educational Resources and Opportunities (0 to 7 points).

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students--

(1) In one or more of the following educational settings:

(i) Elementary school.

(ii) Middle school.

(iii) High school.

(iv) Career and technical education programs.

(iv) Out-of-school-time settings.

(vi) Alternative schools and programs.

(2) That examines the sources of inequity and inadequacy and implements responses, and that includes increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.

For this priority, peer reviewers will evaluate and score applications according to the following rubric, which we are establishing for the FY 2022 grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition, in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1).

Strengths:

The applicant does not address this criterion.

Weaknesses:

The applicant does not address this criterion.

Reader's Score: **0**

Status: Submitted

Last Updated: 06/09/2022 10:43 AM

Status: Submitted

Last Updated: 06/09/2022 12:38 PM

Technical Review Coversheet

Applicant: BLUE LAKE RANCHERIA (S299A220035)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Define Objectives	4	4
2. Significance	3	3
3. Address the Needs	3	3
Quality of Project Design		
1. Effectiveness of the Appr	10	10
2. Goals & Objectives	5	5
3. Project Implementation	7	7
4. Project Rationale	10	10
5. Objective Measures	5	5
Quality of Project Personnel		
1. Employment-Specific Group	6	0
2. Project Director	3	3
3. Key Project Staff	3	2
Quality of Project Services		
1. Appropriate Partners	5	5
2. Meeting the Needs	5	5
Quality of the Management Plan		
1. Budget Objectives	14	12
2. Diversity for Recipients	5	5
3. Building Capacity&Results	5	4
Quality of the Project Evaluation		
1. Provided Feedback	4	4
2. Guidance for Strategies	3	0
Sub Total	100	87

Priority Questions

Criteria

CPP Three Point Rubric

1. Promoting educational equ	7	0
------------------------------	---	---

Sub Total	7	0
------------------	---	---

Total	107	87
--------------	-----	----

Technical Review Form

Panel #1 - Panel 1 - 1: 84.299A

Reader #3: *****

Applicant: BLUE LAKE RANCHERIA (S299A220035)

Questions

Selection Criteria - Need for Project

1. Need for project (Up to 10 points) In determining the need for the proposed project, the Secretary considers the following factors:

The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (Up to 4 points)

Strengths:

The applicant indicates a viable need for the project, as follows. The project identifies the target Native student population to be served are in grades Kindergarten and twelfth grade in Humboldt County (pgs. E16) with a recruitment of 100 students for co-curricular activities (pg. E30). The applicant indicates a drop in Native student enrollment due to moving to charter and Christian schools for in-person instruction, last reported Native student enrollment at 1,550 during the 2020-21 academic year is low compared to 2019-20 at 1,614 (pg. E21). Dropout rates for Native students in Humboldt County at 2.6% is higher compared to 1.5% than the countywide average. Absenteeism rate for Native American students at 25.7% is high compared to a countywide average of 15.2%. Suspension rate for Native students at 11.4% is high compared to a 6.4% rate countywide. AG requirement completion is low with 12% of Native students meeting the requirements, compared to a county average of 32% and a statewide average of 50%. California Assessment of Student Performance and Progress of both English Language Arts and math "standard no met" scores are significantly high with 56.6% and 61.0% of Native students compared to all students in Humboldt County at 31.5% and 38.3%, all Native students in the state at 37.5% and 47.3%, and all students in the state at 26.7% and 34.9%. College and career readiness for Native students are low at 16.7% compared to all students in the county at 47.4% (pg. E23).

Weaknesses:

No weaknesses indicated

Reader's Score: 4

2. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (Up to 3 points)

Strengths:

The applicant feasibly identifies the need for the services to be provided, as indicated. The Blue Lake Rancheria Tribal Education Agency plans to implement a Pathmakers Plus+ program, a place based experiential learning opportunities for Native youth grades K-12 with a cradle to career workforce pipeline concept focused on Traditional Ecological Knowledge (TEK) using STEM based activities and career pathway related internships for six industry clusters (pg. E13). The six industry clusters include 4H, Kindling the Flame that will culturally integrate Native language, internships with industry partners such as Hog Island Oyster Farm, Mad River Fish Hatchery, and California state parks, air quality monitoring program and climate change, and tribal climate resilience program.

Weaknesses:

No weaknesses indicated

Reader's Score: 3

3. The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. (Up to 3 Points)

Strengths:

The applicant proposes a suitable plan for services and/or addressing the needs of at-risk students, as follows. The project assessed the pros and cons of virtual schooling's impact on Native students noting although many students yearned for in-person instruction most students preferred virtual learning due to its autonomy and not having to deal with bullying. Knowing this, the project will offer both in-person and virtual curriculum to ensure retention suited to student preferences of instruction (pg. E22). Additional services include The Community in Schools Closet which will provide nutritious snacks, drinks, school supplies, clothes and shoes, laundry detergent, and hygiene supplies. The Working with Humboldt Independent Practice Association will develop a working closet for high school students and the project will identify students' needs and develop a Google Sheet that will list community services in a simple to use format which will be continuously updated (pgs. E33 & 34).

Weaknesses:

No weaknesses indicated

Reader's Score: 3

Selection Criteria - Quality of Project Design

1. Quality of project design (Maximum 37 points). In determining the quality of the design of the proposed project, the Secretary considers the following factors:

The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (Up to 10 points)

Strengths:

The applicant provides a viable design to replicate project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project, as follows. The project will implement the SMART Goal and Deming Cycle of Plan-Do-Check-Adjust (PDCA) methods to create, implement, and monitor/evaluate the progress of its programs and associated projects. SMART Goals define each program objective by being Specific, Measurable, Achievable, Relevant, and Time-bound (pg. E24).

Weaknesses:

No weaknesses indicated

Reader's Score: 10

2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (Up to 5 points)

Strengths:

The applicant proposes a feasible plan specifying and measuring the project's goals, objectives, and outcomes, as indicated. The goals, objectives, and outcomes to be achieved include, but not limited to, Objective One addresses retooling, expansion and enhancement of direct instructional programming according to SMART evaluation steps, as follows, the Specifics segment involves the Traditional Ecological Knowledge instructional programs, such as, the Daluviwi' Community Garden by 4H Program to be offered in the late Spring-early Summer 2023 as a co-curricular activity. As a co-curricular activity, program hours would primarily be after school, weekends, and during summer break allowing for students to work with family, community members, and volunteers. Students will learn how to monitor the water quality, the fish stock's health, as well as how to harvest, clean, and prepare the fish, also learning about the nutritional value and health benefits of the fish and the recipes (pg. E25). Measure will include implementing the Tribe's established monthly Plan Do Check Adjust monitoring process a Deming Cycle. The Plan segment will incorporate a methodology developed by staff to track and assess program goals; the Do segment entails staff implementing each instructional component; the Check segment involves reviewing the produced results of the Do phase. This review will be completed by comparing expectations with achieved results, including evaluation of measurable progress made; and the Adjust segment involves, the receipt of a review report with recommended changes by the project director (pgs. E29-31). The Achievable component involves, skills, resources, environment, and effort needed, for example, receiving tribal revenue to support staffing of the project (pg. E31 & 32). The Relevant segment will examine the overall alignment of the mission and strategy in accordance with the 10-year Strategic Plan for Elementary and Secondary programming (pg. E32). And the Time-bound segment will ensure Objective One will be completed by the granting period utilizing a timeline outlining tasks to be accomplished utilizing the SMART goal (pgs. E32).

Weaknesses:

No weaknesses indicated

Reader's Score: 5

3. The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. (Up to 7 points)

Strengths:

The applicant provides a feasible review of relevant literature and utilization of methodological tools to ensure successful achievement of the project's objectives. The project cites evidence-based research, "Using Project-based Learning to Encourage Interdisciplinary Work" that indicates students will explore the Energy, Environment, and Utilities industry sector and its career pathways through topics associated with air quality management both as a STEM professional through scientific experimentation and STEM teacher careers through peer mentoring and tutoring. The project will parallel this literature via utilizing CARB grant purchased air quality monitoring equipment. Students will learn scientific method, sample the air quality of their homes, neighborhoods, school campus, and various tribal lands throughout the school year. Students will enter the data into a web-based database, producing various reports and analysis from their data. Students will also learn about on-line data security and data integrity through their work on a problem-solving project to improve local air quality (pgs. E26).

Weaknesses:

No weaknesses indicated

Reader's Score: 7

4. The extent to which the proposed project demonstrates a rationale (as defined in this notice). (Up to 10 points)

Strengths:

The applicant proposes a viable demonstration of a rationale, as indicated. The project's rationale demonstrates the input, activities, and output to be implemented during the project that include, but not limited to, input indicates culturally adapted curriculum; activities executed include co-curricular activities, Native Makers Workshops, and parent/family and community engagement; and output entails increased knowledge of culture, language, and practices of local Indigenous tribes (pg. E48)

Weaknesses:

No weaknesses indicated

Reader's Score: 10

5. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (Up to 5 points)

Strengths:

The applicant indicates reasonable methods of evaluation related to intended outcomes of the project and the production of qualitative and quantitative measurement, as follows. The applicant plans to implement a Plan Do Check Adjust model to produce quantitative and qualitative data. Quantitative analyses will involve establishing baselines generated from student assessment and attendance; collect participant feedback via Google Forms; and collection of participant applications both online and paper form. Qualitative measure involves the tribe's developed expectations of the program that will entail periodic monitoring that includes, but not limited to, ensuring a diversified student internship pool covering all eligible students at the targeted high schools in the six industry sectors through the implementation a communication campaign compliant with GEPA, and of fair recruitment and employment practices (pgs. E31).

Weaknesses:

No weaknesses indicated

Reader's Score: 5

Selection Criteria - Quality of Project Personnel

1. Quality of the project personnel (Maximum 12 points). In determining the quality of project personnel, the Secretary considers the following factors:

The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (Up to 6 points)

Strengths:

No strengths indicated

Weaknesses:

The applicant indicates proposed individuals to fill project positions that may be currently employed or working in other grant programs. The Chief Financial Officer indicates experience working within tribal structures (pg. E39) and technology support assistant has five years of experience working in Native communities (pg. E38) and two possible enrolled Native employees to serve as Youth Coordinators (pg. E40). The applicant does not directly address this criterion in its entirety; therefore, this criterion does not pose a strength. (6pts not awarded)

Reader's Score: **0**

2. The qualifications, including relevant training and experience, of the project director or principal investigator. (Up to 3 points)

Strengths:

The applicant provides viable qualifications, relevant training and experience of the project director, as indicated. The project director education requirement includes Master of Public Administration with a concentration in Public Management. Experience includes, planning, developing, coordinating, conducting and the implementation of program projects and/or activities; Oversees the day-to-day operations of the program and ensure implementation fidelity including data gathering, formative evaluations, formalizing & reporting the results of research, processes and deliverables to Board of Education; Prepares annual performance reports for granting agencies (pg. E51 of the appendix).

Weaknesses:

No weaknesses indicated

Reader's Score: **3**

3. The qualifications, including relevant training and experience, of key project personnel. (Up to 3 points)

Strengths:

The applicant provides limited and narrow qualifications of relevant training and experience of key personnel, as follows. The project key personnel consist of the following targeted hire individuals, a technology support technician and a community services coordinator. The technology support technician's education and experience include a bachelor's degree in Journalism and experience in maintaining and editing online websites and journals possessing over five years of experience working in a Native community (pg. E38). The community services coordinator's education and experience include a high school diploma and has four years' experience working on coordinating community information and services, the last three of which specifically in the Native American community (pg. E38).

Weaknesses:

The key personnel positions to be paid by the grant indicate degrees either required or preferred and experience relevant to the project. However, the applicant does not provide the degrees required or preferred for the following positions indicated as not being paid by the project that includes, but not limited to, the Chief Financial Officer, Tribal Financial Manager, and one vacant position for the Youth Programs Coordinator. Therefore, this criterion does not possess a strength. (1pt not awarded)

Reader's Score: 2

Selection Criteria - Quality of Project Services

- 1. Quality of Project Services (Maximum 10 points).** The Secretary considers the quality of the project services. In determining the quality of project services, the Secretary considers the following factors:

The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (Up to 5 points)

Strengths:

The applicant provides a feasible collaboration of appropriate partners for project services effectiveness, as indicated. The project indicates its tea & herb garden program will expand the career pathways exploration created under the Native American Career Technical Education Program grant to branch into aquaponics in Fall 2022. The Tribe has purchased Aquaponics equipment in support of the expansion. The project plans to enhance and expand upon current program offerings by including a virtual component as well as linking program activities to Yurok and Wiyot language acquisition and cultural practices taught under the California State Parks Kindling the Flame program where students will be able to access an online virtual visual dictionary of plants from the community garden (pg. E25).

Weaknesses:

No weaknesses indicated

Reader's Score: 5

- 2. The extent to which the services to be offered would meet the needs of the local population, as demonstrated by an analysis of community-level data, including direct input from parents and families of Indian children and youth. (Up to 5 points)**

Strengths:

The applicant indicates a feasible plan for analyzing community-level data with direct input from parents and families of Native children and youth, as follows. The project cites input from its community stakeholders that include a Native student, a Native educator, and a parent serving on a parent committee expressing a need for more youth engaged activities and outreach programs; the need for programs to increase student's self-esteem, social skills, coping strategies, and cultural pride; and need of parental involvement, culturally relevant education and opportunities for real-world learning outside of the classroom (pgs. E20 & 21).

Weaknesses:

No weaknesses indicated

Reader's Score: 5

Selection Criteria - Quality of the Management Plan

- 1. Quality of Management Plan (Maximum 24 points).** The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (Up to 14 points)

Strengths:

The applicant provides a limited management plan to achieve objectives on time, defined responsibilities and milestones, as follows. The project's management timeline includes, but not limited to, SMART Goal One expansion and enhancement of direct instructional programming with the following goals and/or tasks in support of co-curricular cultural and place-based project-based learning such as Native Maker and Leadership Club Workshops and Conferences to be held every semester during the project operation to be conducted by Northern Humboldt Union High School District and the Community Support Coordinator (pgs. E123 appendix).

Weaknesses:

The applicant provides a limited timeline indicating the activities to be conducted. However, the timeline does not detail the intricate components to be implemented within each activity. (2pts not awarded)

Reader's Score: 12

- 2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (Up to 5 points)**

Strengths:

The applicant proposes a feasible plan to ensure a diversity of perspectives are brought to bear in the operation of the project, as follows. The project will Consortium for Tribal Innovation and Entrepreneurship will study the results of the partnerships, feedbacks, qualitative surveys, and needs assessments as well as student assessment and attendance data. The Director will provide status reports to the Consortium for Tribal Innovation and Entrepreneurship Steering committee as well as to the Board of Education and Parent Advisory Committees. Determination on the quality of program implementation, its adherence to goals, timelines, and mission will be made by the Board of Education. (pg. E42 & 43).

Weaknesses:

No weaknesses indicated

Reader's Score: 5

- 3. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (Up to 5 points)**

Strengths:

The applicant proposes a viable plan for capacity building and yielding results to extend beyond the Federal financial assistance period, as indicated. The project indicates that prior and current received funding support from either Tribal funding and/or with support in part by other federal grants. Direct funding support include school district financial support and scholarships awarded to students for postsecondary education (pg. E41).

Weaknesses:

The applicant indicates the probability of acquiring funding from tribal and/or other federal funding may be allocated. However, the applicant does not directly detail definitive fiscal support as assurity for funding beyond the grant cycle. (1pt not awarded)

Reader's Score: 4

Selection Criteria - Quality of the Project Evaluation

- 1. Quality of the Project Evaluation (Maximum 7 points). The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (Up to 4 points)

Strengths:

The project proposes a feasible quality project evaluation, as follows. The project plans to implement a research-based evaluative method, PDCA known as Plan, Do, Check, and Adjust with each segmented part contributing to the whole of evaluative strategies, for example, during the Do phase, established partnerships will help identify areas of improvement, such as communication, reporting, and coordination of services. In the case of designing the programs, project-based learning plans and procedures will be written, reviewed, debated, and approved, as will Vocational Education Plans. External partners and program participants will provide feedback on program performance (pg. E42).

Weaknesses:

No weaknesses indicated

Reader's Score: 4

- 2. The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. (Up to 3 points)**

Strengths:

No strengths indicated

Weaknesses:

The applicant does not directly address this criterion. Therefore, this criterion cannot be assessed and deemed a strength. (3pts not awarded)

Reader's Score: 0

Priority Questions

Criteria - CPP Three Point Rubric

- 1. Competitive Preference Priority 3: Promoting Equity in Student Access to Educational Resources and Opportunities (0 to 7 points).**
Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students--
(1) In one or more of the following educational settings:
(i) Elementary school.
(ii) Middle school.
(iii) High school.

(iv) Career and technical education programs.

(iv) Out-of-school-time settings.

(vi) Alternative schools and programs.

(2) That examines the sources of inequity and inadequacy and implements responses, and that includes increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.

For this priority, peer reviewers will evaluate and score applications according to the following rubric, which we are establishing for the FY 2022 grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition, in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1).

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Status: Submitted

Last Updated: 06/09/2022 12:38 PM

Status: Blank

Last Updated: 06/02/2022 02:15 AM

Technical Review Coversheet

Applicant: BLUE LAKE RANCHERIA (S299A220035)

Reader #4: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Define Objectives	4	
2. Significance	3	
3. Address the Needs	3	
Quality of Project Design		
1. Effectiveness of the Appr	10	
2. Goals & Objectives	5	
3. Project Implementation	7	
4. Project Rationale	10	
5. Objective Measures	5	
Quality of Project Personnel		
1. Employment-Specific Group	6	
2. Project Director	3	
3. Key Project Staff	3	
Quality of Project Services		
1. Appropriate Partners	5	
2. Meeting the Needs	5	
Quality of the Management Plan		
1. Budget Objectives	14	
2. Diversity for Recipients	5	
3. Building Capacity&Results	5	
Quality of the Project Evaluation		
1. Provided Feedback	4	
2. Guidance for Strategies	3	
Sub Total	100	

Priority Questions

Criteria

CPP Three Point Rubric

- | | |
|------------------------------|---|
| 1. Promoting educational equ | 7 |
|------------------------------|---|

Sub Total	7
------------------	---

Total	107
--------------	-----

Technical Review Form

Panel #1 - Panel 1 - 1: 84.299A

Reader #4: *****

Applicant: BLUE LAKE RANCHERIA (S299A220035)

Questions

Selection Criteria - Need for Project

1. Need for project (Up to 10 points) In determining the need for the proposed project, the Secretary considers the following factors:

The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (Up to 4 points)

Reader's Score:

2. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (Up to 3 points)

Reader's Score:

3. The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. (Up to 3 Points)

Reader's Score:

Selection Criteria - Quality of Project Design

1. Quality of project design (Maximum 37 points). In determining the quality of the design of the proposed project, the Secretary considers the following factors:

The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (Up to 10 points)

Reader's Score:

2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (Up to 5 points)

Reader's Score:

3. The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. (Up to 7 points)

Reader's Score:

4. The extent to which the proposed project demonstrates a rationale (as defined in this notice). (Up to 10 points)

Reader's Score:

5. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (Up to 5 points)

Reader's Score:

Selection Criteria - Quality of Project Personnel

1. Quality of the project personnel (Maximum 12 points). In determining the quality of project personnel, the Secretary considers the following factors:

The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (Up to 6 points)

Reader's Score:

- 2. The qualifications, including relevant training and experience, of the project director or principal investigator. (Up to 3 points)**

Reader's Score:

- 3. The qualifications, including relevant training and experience, of key project personnel. (Up to 3 points)**

Reader's Score:

Selection Criteria - Quality of Project Services

- 1. Quality of Project Services (Maximum 10 points). The Secretary considers the quality of the project services. In determining the quality of project services, the Secretary considers the following factors:**

The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (Up to 5 points)

Reader's Score:

- 2. The extent to which the services to be offered would meet the needs of the local population, as demonstrated by an analysis of community-level data, including direct input from parents and families of Indian children and youth. (Up to 5 points)**

Reader's Score:

Selection Criteria - Quality of the Management Plan

- 1. Quality of Management Plan (Maximum 24 points).** The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (Up to 14 points)

Reader's Score:

- 2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (Up to 5 points)**

Reader's Score:

- 3. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (Up to 5 points)**

Reader's Score:

Selection Criteria - Quality of the Project Evaluation

- 1. Quality of the Project Evaluation (Maximum 7 points).** The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (Up to 4 points)

Reader's Score:

2. The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. (Up to 3 points)

Reader's Score:

Priority Questions

Criteria - CPP Three Point Rubric

1. **Competitive Preference Priority 3: Promoting Equity in Student Access to Educational Resources and Opportunities (0 to 7 points).**
Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students--
 - (1) In one or more of the following educational settings:
 - (i) Elementary school.
 - (ii) Middle school.
 - (iii) High school.
 - (iv) Career and technical education programs.
 - (iv) Out-of-school-time settings.
 - (vi) Alternative schools and programs.
 - (2) That examines the sources of inequity and inadequacy and implements responses, and that includes increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.

For this priority, peer reviewers will evaluate and score applications according to the following rubric, which we are establishing for the FY 2022 grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition, in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1).

Reader's Score:

Status: Blank
Last Updated: 06/02/2022 02:15 AM

BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY

P.O. Box 428
Blue Lake, CA 95525

Office: (707) 668-5101
Fax: (707) 668-4272

www.bluelakerancheria-nsn.gov
TribalEd@bluelakerancheria-nsn.gov



As a representative of Blue Lake Rancheria, I am in complete support of Dr. Pachmayer's proposed Sabbatical Project to create an Industry Advisory Council (IAC). As a government agency that aims to hire a variety of professionals that would be graduating from the Recreation Administration program, the IAC speaks to the workforce development and "Cradle to Career" continuum the Tribal Education Agency actively strives to foster. The creation of a Recreation IAC would be mutually beneficial for students, the university, and our own Tribe.

As a student myself, I have firsthand experience listening to my fellow students who feel like they cannot find jobs in the local area that utilize their degrees and new skills; over and over again. We owe it to the students we recruit here, and our local students, to establish clear pathways to successful, *local*, and meaningful employment. However, our ultimate goal isn't to get students jobs, it's to teach them. The creation of an IAC will lead to myriad of Place Based Learning (PBL) opportunities for our students with options for on-site, industry learning through field trips, industry expert speakers, and opportunities for direct student input. Likewise, as a professional, I also know firsthand how difficult it is to find students to fill intern/mid-level positions. For those on the outside of the university, gaining access and creating relationships with students can be challenging. A group like this will help bridge that gap, which ultimately helps the student and the university.

As CalPoly Humboldt continues to ease into its new self, there will inevitably be more changes; and to help make those changes come to fruition the university needs to align itself with partnerships rooted in community and trust. The creation of an IAC will undoubtedly lead to new interactions, while also strengthening existing partnerships. With more opportunities for partnership amongst industry partners and more opportunities for PBL for students, the Recreation Administration department turns into a thriving department that is graduating out Tourism superstars rooted in real-life experience and learning.

When the program is informed by industry professionals and the students are engaging in meaningful learning opportunities **and** have a clear pathway to success post-graduation, our regional community hugely benefits. We get to benefit from an energized and educated workforce that (ideally!) stays local after they graduate; while the Recreation Administration department gains more recognition for being a fun and engaging major and career path.

To reiterate, The Blue Lake Rancheria Tribal Education Agency fully supports the proposed Sabbatical Leave Project and will be overjoyed to work with Dr. Pachmayer on this project.

and tidepool surveys will engage students and adults. Marine debris studies conducted during beach cleanups at the adopted beaches will provide insight into educational needs throughout the Yurok Indian Reservation.

Northcoast Regional Land Trust **\$12,000**
Location: Humboldt County

This project will help make Northcoast Regional Land Trust coastal properties relevant and accessible to as many people as possible. NRLT will conduct outreach to Spanish speakers and students at Humboldt State University through bilingual radio ads and other forms of publicity to let them know about public events at the two properties. NRLT will create signs in Spanish and English on the topics of migratory species, agriculture, how sea level rise will affect Humboldt Bay's shoreline, and habitat restoration. NRLT will host eight Stewardship Day events for people of all ages to engage in activities such as native plant propagation, planting, trail maintenance, sustainable agricultural practices, or invasive plant removal. At least one event will be held in English and Spanish. At least three events will be held with partner community groups.

Funding for WHALE TAIL® Grants



The **WHALE TAIL® License Plate** is a specialty license plate issued by the Department of Motor Vehicles for cars registered in California. Proceeds from the sales of the plates benefit the California Coastal Commission's Adopt-A-Beach Program, California Coastal Cleanup Day, the WHALE TAIL® Grants Program, and other coastal and marine education and restoration projects within the state. Order online at www.ecoplates.com.

The **Protect Our Coast and Oceans Fund** is one of the "tax check-off" funds listed near the end of the California state tax form. It provides taxpayers the option to voluntarily contribute any dollar amount to the Protect Our Coast and Oceans Fund, and proceeds from the donations specifically benefit the WHALE TAIL® Grants Program. To learn more, visit www.checkthecoast.org.

In 2021, additional funding was allocated to the Whale Tail Grants Program through the state budget.

WHALE TAIL® Grants



Apply by November 4, 2022

Get more information and download application materials at www.coastal.ca.gov/whaletailgrant

WHALE TAIL® Grants fund projects that connect people to the California Coast and its watersheds through experiential education, stewardship, and outdoor experiences.

WHALE TAIL® Grants focus on reaching communities that have historically received fewer marine education and stewardship opportunities. Applicant organizations based in and composed of the communities they are engaging are strongly encouraged. This grant program strives for a broad geographic distribution, and projects anywhere in California are eligible.

Available Funding: Applicants may request any amount up to \$50,000, with at least 25% of funded grants at \$20,000 and below.

Funded projects will fall into one or more of the following categories: 1) youth education programs, 2) programs for educating the general public or adults, 3) climate change education and stewardship, 4) shoreline cleanup and enhancement programs (such as Adopt-A-Beach®).

Eligible applicants: Non-profit 501(c)(3) organizations, projects of a non-profit fiscal sponsor, public schools or districts, government entities, Federally Recognized Tribes and other California Native American Tribes as defined by Governor's Executive Order B-10-11. Funded projects must engage audiences in California.

Visit www.coastal.ca.gov/whaletailgrant to read Frequently Asked Questions, register for a webinar on October 4, 2022, 3:30-5:00pm to walk through the application, and to download grant guidelines and application form. Applications will be accepted by email, digital upload, or postal mail.

Questions? Email Annie Kohut Frankel at Annie.Frankel@coastal.ca.gov

EXAMPLES OF PREVIOUS GRANTS

Port of Los Angeles High School \$18,000
Project Location: San Pedro

The school will expand its sustainable aquaculture program. The associated curriculum will cover topics such as the state of global fisheries, the history of aquaculture, the key elements of sustainable seafood aquaculture practices, toxicity and control, food safety, and how to design and create their own aquaponics systems. Students will learn about the causes and effects of ocean acidification and how to do water quality testing. Kelp grown through this program will be used in restoration along the coast. The students will present their program to the public at two school community events. They will further develop their career skills by creating an aquaculture business plan.

The Center for Independent Living \$47,649
Project Location: Alameda County

The Youth Coastal Connections Program will provide public transit and environmental education workshops and bring cohorts of youth with disabilities to coastal environments around the Bay Area via public transit. The program will engage up to 80 youth total over two years, with up to 10 youth participants per program cycle. Each cohort will engage in a six-week program, with meetings once to twice a week. Each cohort will participate in two travel excursions via public transit, one a coastal education field trip, and the other for a beach cleanup. Participants will create a presentation on their overall program experience as well as one topic of advocacy related to accessibility or natural environments that they learned about during the program.

Yurok Tribe Environmental Prog. \$50,000
Project Location: Yurok Indian Reservation and Ancestral Territories

The Yurok Tribe's Environmental Program will establish an educational program for Yurok elementary schools with new curriculum, educational materials, and field trips. Educational and stewardship opportunities will be made available to the entire Yurok community through the adoption of two Del Norte County beaches, the installation of five monofilament fishing line recycling stations, and through the development of educational materials for community distribution. Beach cleanups