

Board of Education Meeting Agenda
Blue Lake Rancheria Tribal Education Agency
Tuesday, February 21, 2023 – 7PM
In-Person Meeting w/ Zoom On-line Platform Available
Blue Lake, CA

I. OPENING MEETING

- a. Roll Call

II. REPORTS

- a. The Executive Director's Report
- b. Marketing and Communications Report
 - i. Social Media Posts & TEA Website Engagement

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. Job Description – Climate Change Resilience Intern (Post-Secondary) [see attachment](#)
 - i. Contact(s): Alison Robbins
 - ii. Purpose: To update the previous Tribal Climate Resilience Intern job description for the second budget period to include actual restoration work performed on tribal lands including hands on work in the garden, plant propagation, soil work, and general restoration work. Previous job description was focused on remote work, and the Tribe's Climate Adaptation Plan. Job description was reviewed and approved by Environmental Programs Director, William Matsubu, to ensure it meets his program and staff needs. Internship is 480 hours through August 15, 2023.
 - iii. Recommendation: Staff recommends the approval of this job description and dissemination of the job posting to Cal Poly INRSEP & ITEP departments.

- 1. **DISCUSSION:**
- 2. **NOMINATIONS:**

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3. **DECISION:**

4. **ACTION:**

b. Grow Your Own Administrator (GYOA) Champion Mentor Contract Amendments

i. Contact(s): Alison Robbins

ii. Purpose: To increase Champion Mentor contracted amounts adding hours for the participation in Induction Program Panels deemed necessary post-evaluation of graduate supports in administrator duties. Estimated additional costs added to EACH contract:

1. Five total hours (3hrs prep, 1.5hrs in panel, .5hrs debrief) @ \$155 per hour = \$775 per Champion mentor

2. Three Champion Mentors have agreed to the panel = $\$775 \times 3 = \$2,325$

iii. Recommendation: Staff recommends amendment of the original contracts with three (3) Champion mentors.

1. **DISCUSSION:**

2. **NOMINATIONS:**

3. **DECISION:**

4. **ACTION:**

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

a. Tribal Consultation on U.S. Department of Education's FY 2024 Comprehensive Center Grant Competition & FY 2023 Teacher Retention Initiative Grant Competition [see attachment](#)

i. Contact(s): Alison Robbins, Executive Director TEA

ii. Purpose: On January 24, 2023, the U.S. Department of Education (the Department) conducted a multi-topic Tribal Consultation to inform the development of (1) the Department's FY 2024 Comprehensive Center grant competition; and (2) the development of a FY 2023 Teacher Retention Initiative grant competition. The purpose of this consultation is to receive meaningful input from American Indian, Alaska Native, and Native Hawaiian communities to ensure that Tribal leader views are addressed.

iii. Recommendation: Staff recommends the BOE approve the written comments herein submitted, and direct the President to sign, and staff to submit by 2/24/2023 to US Department of Education.

1. **DISCUSSION:**

2. **NOMINATIONS:**

3. **DECISION:**

4. **ACTION:**

VI. MISCELLANEOUS

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a. Approval of DRAFT BOE Meeting Minutes of 01/10/2023

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

VII. UNFINISHED BUSINESS

- a. Tribal Consultation Meeting & Letter – Eureka City Schools [see attachment](#)
- b. Cal Poly Humboldt Contract for Extended Ed – update
 - i. Incorporating AIR Program from Southern California -Dwight Lomayesva [see attachment](#)
- c. BOE previous tabled items

VIII. NEW BUSINESS

- a. February 2023 CTE Month Proclamation [see attachment](#)
- b. University of New Mexico Survey (response) [see attachment](#)
- c. Panel participation: Making a Difference for American Indian and Alaska Native Students: Innovations and Wise Practices: Indigenous Educator Pathways II: Designing Our Systems [see attachment](#)
- d. BIA Tribal Youth Initiative Proposal submitted 01/13/2023 [see attachment](#)
- e. OCTAE's 2023 Equity Summit Webinar Series entitled Equity in Career Connected Education: Advancing Economic Mobility – February 27th, has been moved to March 28 & 29; Alison will give a 20-minute presentation.
- f. BOE Professional Development

IX. AJOURNMENT

Item II – Executive Director’s Report: Organizational Meeting of the BOE 02/21/2023

The Blue Lake Rancheria Tribal Education Agency is funded by multiple grants and the Tribe’s general fund, as well as contracts with the Bureau of Indian Affairs, and grants from other agencies such as California Humanities, the California Rural Air Quality Board, and the Decolonizing Wealth Foundation. The grants are:

Native Youth Community Partnership (NYCP) FY18 – US Department of Education, Office of Indian Education *(Currently in No Cost Extension ending 09/30/2023) – BLR will not be able to fund this programs after this date, and is looking for funding. Staff salaries covered: Alison (.60 FTE); Marlee (1.0 FTE) and Isak (1.0 FTE); and covers three MYIA student interns.*

- Steelhead in the Classroom has begun - #s are forthcoming from HCOE on classes/schools and students being served
- Marlee is providing STEM activities to Big Lagoon Elementary
- Little lending libraries are under construction – Marlee to confirm sites for installation, and books to be disseminated
- MYIA Internships
 - Hospitality, Tourism, and Recreation CTE Industry Sector
 - One at The Club in McKinleyville
 - Two earmarked with Wiyot Tribe for their cultural center
- Extended education courses NAS 104 – confirmed a total 47 students (32 funded by BLR TEA)
- Student leadership projects – Native American “clubs” Success in Both Worlds conference is April 21-22, 2023
 - US Department of Education Office of Indian Ed is planning to come out for a week to meet and film program activities

State Tribal Education Partnership (STEP) FY20 – US Department of Education, Office of Indian Education *(Year 3 of 3) – Staff salaries covered: Alison (.05 FTE) and Lisa (.35 FTE)*

- Recruit, Retrain, Retain Educators (R3E) – professional development for teachers
 - Seven applications have been submitted since we expanded the program service area in October, Lisa is working on getting these applicants enrolled by the end of March.
- Modern Youth Internship Academies (9-12) – new Extended Ed courses are in development
 - SCI 100 - Aiming for Summer 2023 enrollment; meeting scheduled 3/22 with Cal Poly
 - New NAS course on Environmental Justice issues for lower division and HS students covering similar topics as NAS 335 has been developed by Dr. Risling-Baldy
 - AIR Program via UCSD, SDSU, Palomar CC – certificate program
- Annual Performance Report covering 10/01/2022 – 02/28/2023 is due 03/31/2023
 - Will require Jason’s signature on the cover sheet
 - Includes financial reports
 - May include a projection for a No Cost Extension (carryover)

Professional Development FY21 – US Department of Education, Office of Indian Education *(Year 2 of 5) – Staff salaries covered: Alison (.30 FTE)*

- Grow Your Own Administrator Program – currently recruiting for cohort 3
 - We currently have five (5) interested applicants in processing, with six (6) more spaces available
 - A recruitment meeting was held, Monday, February 6
 - 214 people and organizations have been emailed with the information

Item II – Executive Director’s Report: Organizational Meeting of the BOE 02/21/2023

- Program evaluation conducted by NHUHSD and a survey of graduates revealed some are struggling with areas the Ed Leadership courses did not cover in detail, thus, graduates are asking for additional supports
 - \$5,000 has been earmarked to provide Maggie Peters in Hoopa with administrative sub days so she can have help/time processing a lot of necessary paperwork
 - \$2,325 has been earmarked to provide a Champion Mentor Panel on the first topic of concern: Budgeting for schools/districts
 - Future Champion Mentor Panels will be developed depending on funding available, and interests of graduates in the Induction phase
- Spring semester classes began in January, enrollment has been confirmed with Cal Poly, tuition will be billed and paid before the end of March (*estimated \$27,924*); monthly living stipends will resume, and the PDPDCS website will be updated to reflect this by 3/31/2023
- Annual Performance Report covering 07/01/2022 – 02/28/2023 is due 03/31/2023
 - Will require Jason’s signature on the cover sheet
 - Includes financial reports
 - Will include a budget adjustment to account for changes in HCOE services, increase in Induction services, changes in the Indirect cost rate, and fringe benefits

Native American Career Technical Education Program FY21 – US Department of Education, Office of Career, Technical, and Adult Education (OCTAE)

(Year 2 of 5) – Staff salaries covered: Alison (.05 FTE) and Lisa (.16 FTE)

- Lisa is now servicing Blue Lake Elementary, Alder Grove, and Orick Elementary under this grant funding, along with Eureka, McKinleyville, and Arcata HS;
 - Post-Tribal Consultation Meeting with Asst. Superintendent Gary Storts, we are planning to expand to include Zane MS and Zoe Barnum.
 - Still looking for two additional schools to participate
- Modern Youth Internship Academies (9-12) at four high schools – Agriculture & Natural Resources program components *only*
- Teacher Externships (professional development) for high school science & Career & Technical Education (CTE) teachers – open to all STEM teachers in HumCo – See our Facebook page

Bureau of Indian Affairs – Tribal Climate Resilience Program FY21: CAT9: Youth Engagement – US

Department of Interior *(Year 2 of 2) – Staff salaries covered: Lisa (.29 FTE)*

- Lisa is meeting with EHS, MHS, and AHS students weekly to organize Success in Both Worlds, and work on Climate Change topics, such as the Climate Adaptation Plan
 - Students turning in assignments: comparative analysis of CAP with EPA and other Tribes’ with suggestions for actions to be taken by tribe, community, and students
- Discussion boards with environmental scientists are up and running
- Website pieces currently listed as Under Construction to be completed before the conference in April

Bureau of Indian Affairs – Tribal Climate Resilience Program FY21: CAT8: Internships – US Department of

Interior *(Year 2 of 2) – Staff salaries covered: Two Undergraduate Interns*

- New Job Description has been developed with the help of Environmental Office staff – *under Consent Agenda*
- Two Cal Poly students will be recruited to work 480 hours each with the Environmental Office staff completing the TCRP FY21 grant – *see attached Performance Report and Budget*

Bureau of Indian Affairs – Resiliency FY20: Climate Change Conference – US Department of Interior *(No Cost Extension) – Staff salaries covered: Six MYIA HS Student Interns*

- Five (5) of six (6) high school interns have been hired; pursuing an additional student currently
- Contract with Northern Arizona University ITEP for conference support is being monitored by Marlee – lack of communication from NAU ITEP has been a concern, and potential canceling of contract is an option

Bureau of Indian Affairs – Wildlife & Parks: Tribal Youth Initiative for Modern Youth Internship Academies FY22: – US Department of Interior

Ends August 2023 – Staff salaries covered: Two MYIA HS Student Interns, One Undergraduate Intern

- One (1) of two (2) high school interns has been hired
- One (1) undergraduate intern has been hired
- CA State Parks Jr. Rangers is beginning its design phase; awaiting State Parks initial design

Truth Justice and Healing Grant FY22 – Decolonizing Wealth Fund

- Conference is scheduled for September 2023
- Coordinates with the California Humanities grant so all promotional items must go by them first if we use their logo
- Chag Lowry working on contracts for keynote and panelists currently

California Humanities FY22 Mini-Grant – grant to provide resources for Veterans attending the Truth & Healing Conference in September 2023 – no funds expended yet, expecting this come July and August.

McKinney-Vento Project w/ Humboldt County Office of Education FY22

- Chag Lowry is planning a visit in the next few weeks
- Have reached out to Leah Lamattina regarding support for foster youth and homelessness needs for Native Youth for the purpose of grant applications
- Dates for Advisory meetings are pending

Northern Humboldt Union High School District – Title VI Indian Ed Program Contract

- Meeting scheduled in March with Jack Bareilles on curriculum under this contract

California Air Resources Board – Community Air Grants Program

Ending March 31, 2023 – Staff salaries covered: Lisa (.20 FTE) Note: when this grant ends, Lisa’s time will be increased in both the STEP and NACTEP funding.

- 13 classroom teachers have received the training (5 schools)
- Training happened yesterday at HCOE office, and another is scheduled in March
- Having issues with syncing the ‘phones’ student use, and issues have been reported to Sonoma Tech

Blue Lake Rancheria Higher Education Scholarship Program

- Currently have:
 - One PhD Candidate in her second year - Ashley
 - Two Graduate students applying to Medical school – Tanner & Mandi
 - Five Undergraduate students – Chloe T, Chloe K, Sean, Grace, Sloan
 - Three pending students – Michele Kindred, Kyle Mayr and Toni Brown

- Michele Kindred – Capella University – psychology/social work major; transfer accepted 108 credits towards her degree program; \$15,000 in tuition scholarship granted due to Mandi’s referral; Pending start date: March 6. Part-time undergraduate attendance.
- Toni Brown – San Francisco School of Film – Professional Certificate in Digital Filmmaking with a potential for Associates of Applied Science in Digital Filmmaking should an online/asynchronous program become available. Part-time undergraduate attendance or vocational/technical school attendance depending on program. Pending start date: undetermined at this time.
- Kyle Mayr – College of the Redwoods – EMT pathway – full-time vocational/technical school attendance. Pending start date: Fall 2023 depending on approval of Finance Department.
- THREE UNDERGRADUATES ARE GRADUATING:
 - Sean Brundin from Chico State University
 - Meeting with him to go over graduation/diploma fees in the next few weeks
 - Not planning on seeking a Masters degree at this time
 - Support will end in June after graduation
 - Chloe Kindred from University of Montana
 - Meeting with him to go over graduation/diploma fees in the next few weeks
 - No plan as of yet to seek a Masters degree
 - May have a class to complete in Summer
 - Support should end by July 31 after Summer course(s); lease end date.
 - Chloe Thomas from Chapman University
 - Has received confirmation of acceptance into a Masters program and a 15% reduction in tuition fellowship
 - Support will continue through Summer 2024 [see attachment](#)



Performance Progress Report

*Blue Lake Rancheria's Tribal Climate Resilience Program
Internship 8/16/2021-2/15/2022*

Background

Blue Lake Rancheria's Environmental Programs Department has designed a Tribal Climate Resilience Internship Program where interns will contribute to the tribal program mission of protecting and improving the natural and cultural resources on the Blue Lake Rancheria and ancestral lands, for current and future generations. Interns will each compile a critical portion of a Climate Adaptation Plan (CAP) with research and input from key sources. Two internships will be offered each summer for college students or recent college graduates, supervised by the Environmental Director. They will have the opportunity to work with different departments within the tribal government and be introduced to other regional tribal climate planning workgroups and efforts. Tribal Climate Resilience Program interns will gain understanding of tribal vulnerabilities to climate change generally and at BLR specifically, and research best methods for addressing them.

Milestones:

- orientation materials reviewed and outline of key research questions and sources;
- regional contacts list created;
- dates set for key conversations, report out on meetings;
- draft one of CAP sections, revisions;
- final draft; and
- presentation to tribal council.

Success will be measured by thoroughness of research, meeting timeline objectives, and final product quality. Expected outcomes: interns will gain experience working in tribal natural resource management, understanding of regional tribal climate resilience planning efforts, an overview of BLR's climate resilience work to date, setting goals and priorities for the CAP, and experience presenting their work to tribal council.

Interns will be guided on an orientation of BLR's history & climate adaptation planning, tribal climate adaptation resources, setting meetings with key participants, reviewing documents, determining priorities for research, finding quality sources, essential components of the CAP to be updated, & presenting their contributions to tribal council. Other related trainings will be offered as appropriate/available.

Progress Summary

This first progress period involved developing the recruitment process, advertising the internship, and receiving applications. We developed the flier posted below to spread the word and solicit applications. We shared it on our website and with Cal Poly Humboldt's Native American Studies and environmental program majors. We have received several applications and will conduct the selection process in March.



Blue Lake Rancheria is now hiring: *Tribal Climate Resilience Paid Internship*

Summary

Under the direction of the Environmental Programs Director, the Climate Resilience Intern will be tasked with updating assigned sections of the Tribe's Climate Adaptation Plan. Climate Resilience Interns will utilize information and data from the Tribe's existing climate planning documents, Multi-Hazard Mitigation Plan, tribal climate adaptation planning guidance, and research from credible sources. Input should be collected from appropriate tribal staff and leadership, and the internship will culminate with a presentation of their work. The intern will work mostly remotely, with regular coordination and progress updates with their supervisor. It is anticipated that some on-site meetings and in person research will be needed over the course of the internship, following Covid safety protocols. This project is funded through a BIA Tribal Climate Resilience Program grant. Pay is \$18/hour, 20-29 hours per week for 12-16 weeks.

Job Duties:

- Onboarding: meet with Environmental Director for an overview of Blue Lake Rancheria and its climate resilience initiatives, overview of the project, focused research areas, potential trainings and workshops, and tribal staff that may be involved.
- Establish internship workplan and timeline, specify trainings or workshops to be completed during internship, and key interviews.
- Participate in Environmental Department meetings, submit weekly timesheet and progress reports to Environmental Director for grant compliance and project oversight.
- Schedule final presentation on the updates made to the Climate Adaptation Plan (in person or virtual depending on Covid protocols at that time) for Blue Lake Rancheria tribal government staff.

Required Qualifications:

- Current college student or recent graduate (graduated less than 1 year ago).
- Proficient in standard computer programs (Microsoft Word, PowerPoint, Excel) and ability to understand and use Google Drive, Adobe Acrobat, and similar commonly-used programs.
- Excellent communication skills, both written and oral.
- Good organizational skills.
- Familiarity with tribal environmental, cultural, and climate change issues.
- Able to succeed working independently and with others.

*Send cover letter and resume via email to mfuller@bluelakerancheria-nsn.gov
by February 12th to be considered for Spring or Summer 2022 Internships.*

Blue Lake Rancheria Tribal Climate Resilience Program: Category 8 Internships

Resource Category	Budget	Actuals	Projected Expenditures	Budget Balance	Notes
00 - Revenue	\$ 44,517.00	\$ -			
01 - Salary	\$ 31,752.00	\$ 13,207.30	\$ 16,320.00	\$ 2,224.70	
02 - Fringe	\$ 4,930.00	\$ 2,464.55	\$ 2,080.80	\$ 384.65	
03 - Travel	\$ -	\$ 4.46		\$ (4.46)	Supply budget covers this
05 - Supplies	\$ 368.00	\$ 36.47		\$ 331.53	
07 - Other	\$ -	\$ 75.00		\$ (75.00)	Supply budget covers this
08 - Indirect	\$ 7,467.00	\$ 3,261.77	\$ 6,933.42	\$ (2,728.19)	
Grand Total	\$ 89,034.00	\$ 19,049.55	\$ 25,334.22	\$ 133.23	

New Indirect Cost Rate - started January 1, 2023

37.68%

	<u>Intern #1</u>	<u>Intern #2</u>	<u>Totals</u>
Total Number of Hours	480	480	960
Hourly Wage	\$ 17.00	\$ 17.00	
Total Projected Salary	\$ 8,160.00	\$ 8,160.00	\$ 16,320.00
Total Projected Indirect on Salary	\$ 3,074.69	\$ 3,074.69	\$ 6,149.38
Total Project Fringe @ 12.75%	\$ 1,040.40	\$ 1,040.40	\$ 2,080.80
Total Projected Indirect on Fringe	\$ 392.02	\$ 392.02	\$ 784.05
Total Projected Indirect			\$ 6,933.42

From: [Thomas, Chloe](#)
To: [Tribal Education](#)
Subject: Fw: MSRE
Date: Saturday, February 18, 2023 11:56:57 AM
Attachments: [Chloe Thomas MSRE Tuition Breakdown.xls](#)

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

From: Dolansky, David <ddolansky@chapman.edu>
Sent: Friday, February 17, 2023 4:16 PM
To: Thomas, Chloe (Student) <chlthomas@chapman.edu>
Cc: Healey, Serena <healey@chapman.edu>
Subject: MSRE

Hello Chloe,

Congratulations on your admission to the MS in Real Estate program for the 2023-2024 school year! We are so excited to have you in the program! I have attached a document below that breaks down what your tuition costs would be.

Additionally, your primary point of contact moving forward will be my advisor Serena Healey who is CC'd on this email. Wish you all the best on your journey in Real Estate!

Best,
David

David C. Dolansky (MBA/MFA '24)
Assistant Director, Graduate Business Programs
Argyros School of Business and Economics
[Chapman University](#)
One University Drive, Orange, CA 92866

****Interested in applying or already applied – [Let's Meet!](#)**

****Currently enrolled – [Schedule a meeting!](#)**

Work: 1-714-516-5842
chapman.edu/mba

US News Ranks the [Chapman MBA](#)
#72 Best Full Time MBA Program Nationwide
#3 Best Private School on West Coast



CHAPMAN
UNIVERSITY

Argyros School of
Business and Economics

MS Real Estate Course Schedule Fall 2023 to Summer 2024

			Credits	Tuition (without fellowship)	Tuition with Fellowship Applied
Class Dates		Fall 2023			
August 28- Dec 17		Real Estate Fundamentals	3	\$ 4,830	
		Real Estate Underwriting and Risk Analysis	3	\$ 4,830	
		Real Estate Law and Taxation	3	\$ 4,830	
		Real Estate Analytics and Technology	3	\$ 4,830	
				\$ 19,320	\$ 16,422
		Interterm 2024			
Jan 5- Jan 28		RE Economics	3	\$ 4,830	
Feb 2- May 20		Spring 2024			
		RE Investment MGMT	3	\$ 4,830	
		RE Development and Management	3	\$ 4,830	
		Real Estate Financing	3	\$ 4,830	
		Special Topics in Real Estate	3	\$ 4,830	
				\$ 24,150	\$ 20,528
		Summer 2024			
June 1- July 8		RE Entrepreneurship & Investment (Capstone)	3	\$ 4,830	
				\$ 4,830	\$ 4,106
				\$ 48,300	\$ 41,055



Blue Lake Rancheria Tribe of California

POSITION DESCRIPTION

MANAGEMENT RETAINS THE RIGHT TO CHANGE JOB DESCRIPTION AS DEEMED NECESSARY

Job Title: Tribal Climate Resilience Program Internship
Department: Tribal Education Agency
Reports To: TEA Executive Director & assigned mentoring supervisor
FLSA Status: Non-Exempt
Prepared By: Alison Robbins
Revised Date: 05/17/2022
Approved By: BOE
Approved:

JOB SUMMARY

Under the direction of Tribal Education Agency Director and assigned Environment Department mentor, the Climate Resilience Intern will be tasked with updated assigned sections of the Tribe's Climate Adaptation Plan and its implementation. Climate Resilience Interns will utilize information and data from the Tribe's existing climate planning documents, Multi-Hazard Mitigation Plan, tribal climate adaptation planning guidance, and research from credible sources. During the 480 hour internship, Interns will contribute to the protecting and improving of natural and cultural resources on the Blue Lake Rancheria and ancestral lands by participating in restoration activities, compiling information for a portion of the Climate Adaptation Plan (CAP), and working with students and professionals in tribal programs. Internship goals are:

- To increase efficacy in regenerative agriculture practices used by the tribe, grow plants used in the tribes' restoration efforts, and prepare plants and designated areas for restoration work.
- To become informed about the Blue Lake Rancheria's CAP in comparison with other Tribes' CAPs; and
- To experience working in tribal natural resource management, and grow in understanding of regional tribal climate resilience planning efforts.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Work with other students on Agriculture & Natural Resource Industry Sector skills acquisition including research, data collection and analysis
- Plant propagation, care, and transplanting into restoration areas, including CA Indigenous plants in the Daluviwi' Community Garden
- Land and soil restoration activities, including working with composting
- Attend on-going meetings and trainings when needed or requested to do so by staff

- Complete program evaluation surveys as requested
- Keep accurate records of: work schedule, hours worked, skills learned, and status any assigned student's project(s)
- Recognize role as a team member, learning responsibilities and time management
- Be patient and grow in understanding of the mentoring relationship with supervisor and team members.
- Communicate with assigned mentoring supervisor – by telephone or email regarding attendance
- Honor all commitments made to the Internship program
- Collaborate with other BLR interns and staff on joint projects serving multiple programs for Teamwork experience

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

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

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

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

QUALIFICATIONS

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

EDUCATION and/or EXPERIENCE

Minimum requirement: Current college student or recent graduate (graduated less than 1 year ago).

COMPUTER SKILLS

Must be knowledgeable and proficient working with the Microsoft Office Suite.

LANGUAGE SKILLS

Ability to read, and apply technical procedures, or government regulations. Ability to write reports on student progress. Ability to effectively present information and respond to questions from co-workers.

MATHEMATICAL SKILLS

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

REASONING ABILITY

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

- Exercising sound independent judgment within established guidelines when called upon.

CERTIFICATES, LICENSES, REGISTRATIONS

Not applicable

PHYSICAL DEMANDS

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

While performing the duties of this job, the Team Member is regularly required to sit; use hands to finger, handle, or feel; and talk or hear. The Team Member frequently is required to reach with hands and arms. The Team Member is regularly required to stand; walk; climb or balance; and stoop, kneel, crouch, or crawl. The Team Member must regularly lift and/or move up to 50 pounds. The Team Member is regularly required to work in a variety of outdoor weather conditions. The Team Member is regularly required to work with and/or around sharp gardening tools and wheelbarrows. Close toed shoes and appropriate working clothing for gardening and land restoration work are necessary.

Must pass a drug test.

WORK ENVIRONMENT

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

Work will be performed both inside the tribal office, and outside at restoration sites on the Blue Lake Rancheria.

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



01/24/2023

US Department of Education

Attn: TribalConsultation@ed.gov

Subject: FY23 Teacher Retention Initiative Competition

On behalf of the Blue Lake Rancheria Tribe of California, the following are comments in response to a US Department of Education's request for Tribal Consultation on US Department of Education's FY 2024 Comprehensive Center Grant Competition in fulfillment of the directives of Executive Order 13175.

1. What priorities would improve the overall design, delivery, and quality of grant projects funded under the Comprehensive Center grant program?

When each Comprehensive Center is developing its five-year plan for carrying out authorized activities, Tribes within the center's service area should be included in the development of the plan, perhaps as part of the advisory board represented as administrators or policymakers of Tribal education policy. This would lead to alignment of goals between SEAs, LEAs, IHE, and TEAs creating greater synergy for more meaningful changes and success for Native persons within the educational system. This is deeply important for Tribes in rural areas with shortages of teachers and student support staff like psychologists, social workers, and instructional coaches who have experience with trauma informed instruction. Allocating resources towards recruitment of new persons to enter the field of education and work in tribal communities would be beneficial.

2. In what areas would TEAs benefit from additional support? (Select all that apply)

- a. Implementing and scaling up of evidence-based programs, practices, and interventions that directly benefit recipients that have disadvantaged students or high percentages or numbers of students from low-income families as referenced in Title I, Part A of the ESEA (ESEA secs. 1113(a)(5) and 1111(d));
- b. Supporting schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities as referenced in Title I, Part A of the ESEA (ESEA sec. 1111(d));
- c. Implementing and scaling-up evidence-based programs, practices, and interventions that address the unique educational obstacles faced by rural populations;
- d. Identifying and carrying out capacity-building services to clients that help States address corrective actions or results from audit findings and monitoring conducted by the Department, that are programmatic in nature, at the request of the client
- e. Other: Base funding for TEAs ongoing administrative functions

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3. In what ways are TEAs working with Chief State School Officers (e.g., state superintendent of public instruction), State Educational Agencies, or others to coordinate support for Native students?

Blue Lake Rancheria Tribal Education Agency has not worked with such persons in California directly. Indirectly, BLR TEA is working with Humboldt County Office of Education who received a grant from the SEA to develop the new statewide curriculum for Ethnic Studies: Native Americans of California.

4. What suggestions do you have for how the Department can support the role of TEAs in defining needs for services within each of the comprehensive center regions?

Department of Education can support the role of TEAs in defining needs for services by supplying the Comprehensive Centers with contacts at the Tribes with whom they should be working. For example, Region 15 covering CA has a plan in which they state they will develop an *American Indian Education Director Community of Practice*. The Blue Lake Rancheria has had a TEA since 2019, and Region 15 Center has never contacted us to let us know they were working on this project, or that we could receive technical assistance from them. It wasn't until this consultation that we even knew that the Comprehensive Centers existed. We're a new TEA and don't know all the opportunities for capacity building that exist, and our SEA certainly doesn't help in that area either.

Department of Education can assist by providing CA and the Comprehensive Centers with additional funding, people, support so that all the tribes in CA know about these various programs. Specifically, in region 15, we are concerned about the Equity, Diversity and Inclusion Initiatives in their plan. This project builds capacity of the California Department of Education's Equity Branch to address racial equity, improve climate and communication, build capacity of leaders within the agency.

Department of Education could provide SEAs and Comprehensive Centers with a list of grantees who are implementing the Professional Development discretionary grants within their jurisdictions so that they can incorporate this into their five year plans. Specifically, in region 15 their plan states: *Diversifying the Educator Workforce. The project convenes a community of practice and a Teacher Diversity Advisory Council that identify evidence-based practices, share policies and practices, discuss potential strategies, and prepare materials that support increased recruitment and retention of a diverse and culturally competent teacher workforce.*

In answer to Director Julian Guerrero's Question 1:

Blue Lake Rancheria would support the priorities as follows in order of importance:

Priority 3 – 3(h)(1)(vii-viii) – “building educator capacity via professional development for school leaders to 1) improve mastery of leadership skills, and 2) for teachers in creating safe, healthy, inclusive, and productive classroom environments.”

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Priority 2 – 3(c) – “addressing disparities among graduation rates, passage rates for certification and licensure exams, successful employment, retention and professional growth”

Priority 1 – 3(g)(2) – “adopting or expanding ways for Native teachers to become paid mentors, instructional coaches, or take on additional leadership roles”

Something similar to the PD discretionary grant for growing our own school leaders either through a certificated management/leadership training program to become administrators, or something else that provides greater leadership skills for those that perhaps don't want to become certificated management, but are called upon to provide leadership at their schools. Additionally, the Blue Lake Rancheria would support alternative credentialing for persons teaching TEK.

2. What are the challenges that impact Native teacher retention? What can be done to overcome these challenges?

Challenges for Native teacher retention are impacted by the level of support from school administration. In BLR TEA program planning, conversations with Native teachers highlighted problems with balancing the expression and recognition of a teacher's cultural knowledge and the Western educational system paradigm. The inorganic pacing guides and timelines for student learning imposed on teachers is limiting and tends to stifle teacher creativity; teaching is an art form, albeit a scholarly informed one, and Native teachers we've engaged with have bemoaned a lack of appreciation for: moving at a slower pace, telling stories, and including art/creation/maker projects not noted in the standardized pacing guides. Basically, a lack of classroom autonomy, which can be also construed as a lack of respect for the teachers' knowledge and capabilities, along with a constantly increasing workload and expectations, creates challenges to teacher retention.

Overcoming challenges could start with training for school administrators on embracing their teachers' cultural diversity as an asset to bring about a culturally and linguistically responsive educational environment. Reviewing pacing guides and allowing for 'time and space' for place based learning, hands on activities, and greater classroom conversations (relationship building) with students rather than constant pressure to teach to a timetable, or "to a test" would be beneficial for teachers. Teachers want to connect lessons to students' lives to make lessons engaging, and this requires time. Additionally, Native teachers BLR TEA engaged with expressed a desire to cultivate and emphasize dialogue over lectures. Teachers want to inspire children to grow a love of learning, and to discover their own passions on whatever subjects interest them most; encouraging student decision making with involvement in student choice or design of their learning activities. Native teachers we surveyed felt engaging children where they are and not forcing them to learn at a pace which exhausts them mentally and emotionally is critical. If the pandemic has taught us anything, it is that children experience burn out, as do teachers, as does everyone. Not just from the pressures of things like the pandemic, but from arbitrary timelines for learning at a predetermined pace that is not always suitable for every student. Watching students fail because the pacing guide demands the continuous movement forward is disheartening to teachers, and students. This

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also complicates providing differentiated instruction, and only increases pressures on teachers. Of course, the use of guides differs from district to district, but it was brought up enough between the teachers of the more than seven different districts we engaged with when designing our programs, we felt it was enough to warrant highlighting it here.

3. Are you aware of innovative teacher leadership models that increase the retention of effective, experienced Native teachers?

BLR TEA staff have been researching teacher leadership models and have relied upon various resources including anthologies of study such as *"Voice of Resistance and Renewal: Indigenous Leadership in Education"* edited by Dorothy Aguilera-Black Bear and John W. Tippenconnic III to help design its Grow Your Own Administrator program. In particular, *"Native American Innovative Leadership: Motivations and Perspectives on Educational Change"* by Linda R. Vogel and Harvey A. Rude was particularly insightful, as was *"Theory Z+N"* by Ray Barnhardt. These studies helped BLR TEA define its program's goals by highlighting the essential leadership skill and knowledge sets. BLR TEA believes at the core of teacher leadership models should include focus on a) relationship development, b) collaborative instructional leadership, c) effective communication, and d) data-informed decision making, particularly understanding the mechanics of running a school/district on a business level which tends to be lacking in many Educational Leadership Programs BLR TEA has consulted, and is a great need for administrators who act as both the principal and superintendent of rural school districts. Preparing administrators for these things and providing on-going support through a collaborative network of Native American administrators would assist them in not "feeling alone" which has been expressed by the graduates of our program which is why we've been addressing this by providing Champion Mentors and creating on-going discussions for group problem solving and support; which utilizes some of the Theory Z framework. The concept used in the Servant Leadership model is what our TEA is striving to achieve with our program, whereby we prioritize our participants objectives, and empower them to act for the greater good of their schools and communities. Our Native Administrators have expressed the need to feel connection to their students, and communities. Thus, our model provides supports to them which eliminate the barriers they are facing in a way to enhance retention in that position.

We did not feel the need to go into detail that retention and satisfaction for both teachers and administrators is greatly influenced not only by their pay and the respect garnered by being an educator, but also by the fact that current pay is not reflective of the true worth of educators. Nor is the pay commiserate with the cost, both fiscal and emotional costs, of pursuing a career in education. Not to mention the recent increase in potential dangers teachers and administrators face on campuses or within the community as the public demonstrates further disrespect for schools, school staff, and academia overall. The widespread lack of respect for educators, Indigenous or otherwise, is a great concern for those who work in the field and wish to recruit and retain staff. This is well documented in numerous

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studies and has been known for decades yet little appears to be done within the broader culture to deepen a respect for education.

Thank you for your time and consideration.

Sincerely,

Kelsay Shackelford
President, Board of Education
Blue Lake Rancheria Tribal Education Agency

Cc: Alison Robbins, Executive Director, Tribal Education Agency
Leslie Albright, Administrative Assistant, Blue Lake Rancheria Tribal Business Council

I. OPENING MEETING

- a. Roll Call – Michele Kindred, Jace Baldosser, Kelsay Shackelford, and Michael Shackelford; Jason Ramos (absent)
 - i. Quorum established – 7:02PM

II. SPECIAL AGENDA – ELECTION RESULTS

- a. BOE Election – Results of the Election

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

- 1. To announce the results of the Board of Education election for public record ([Report of Tribal Election](#))

- iii. Recommendation:

- 1. The Clerk of the Board recommends that the current BOE accepts the results of the election as presented.

- a. **DISCUSSION**: The President asked for discussion; hearing none, the President called for a motion. Term of office is three years beginning in 2023 (2023-2025).

- b. **NOMINATIONS**: Kelsay Shackelford made the motion, Jace Baldosser seconded the motion.

- c. **DECISION**: 4-0-0

- d. **ACTION**:

- i. Michelle Kindred, Kelsay Shackelford, Michael Shackelford reaffirm their BOE Board Member oaths
 - ii. The Clerk of the Board shall post the approved results of the BOE election on the TEA Website, and Tribal Office bulletin boards.

- b. BOE Election - Election of Board Officers

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

president from its members, each of whom shall serve for one year, or until his/her successor is elected."

1. The Clerk recommends the BOE members make nominations for the offices of President and Vice-President, to serve the next one-year term for 2023.

- a. **DISCUSSION:** The President asked for discussion; hearing none, the President called for a motion.

- b. **NOMINATIONS:**

- i. **Nominees for President:** Michele Kindred nominated Kelsay Shackelford for President, Jace Baldosser seconded the motion, Kelsay Shackelford accepted the nomination for the position of President

- ii. **Nominees for Vice-President:** Jace Baldosser nominated Michael Shackelford for Vice-President, and Michele Kindred seconded the motion. Michael Shackelford accepted the nomination for the position of Vice-President

- c. **DECISION:** The President asked for discussion; hearing none, the President called for a motion.

- i. **President:** 4-0-0

- ii. **Vice-President:** 4-0-0

- d. **ACTION:** The election results for President and Vice-President will be added to the Tribal Election results with their term listed as 2023.

- c. BOE 2023 Calendar Adoption

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

- ii. Purpose: *The TEA Education Code Article I, Chapter 4, Section 1402. Purpose:* Per Article 1, Chapter 4, Section 1402, "Organization and Functions of the Board: The first regular meeting in January of each year shall be the organizational meeting. The Board will approve the meeting calendar for the fiscal year at the organizational meeting. At the Board's first meeting on or after the Second Monday in January each year, the Board shall elect a president and vice-president from its members, each of whom shall serve for one year, or until his/hersuccessor is elected." (See BOE Calendar attachment)

- iii. Recommendation: It is the recommendation of staff that the 2023 BOE meeting schedule be approved as provided.

1. **DISCUSSION:** President called for discussion on the Calendar adoption. Hearing none, the President called for the vote.

2. **NOMINATIONS:** Michele Kindred made motion to adopt, Michael Shackelford seconded
3. **DECISION:** 4-0-0
4. **ACTION:** Motion was approved; additionally, decision made to go back to in person meetings. *Follow up questions from Executive Director: After the action was passed there was discussion about future board meetings taking place in person. Jace Baldosser was in favor. Michael Shackelford was also in agreement. Utilization of the court room was considered. All members discussed preparing that room. Future meetings to be in person with zoom/recording component. Clerk of the Board will provide the calendar to IT and request that they set up future BOE meetings.*

III. REPORTS

- a. The Executive Director's Organizational Meeting Report
 - i. TEA Program Summaries by Funding Agency ([See attached BOE agenda packet](#))
 1. Marlee Chavez spoke about: partnership with HCOE, internships, Discussion boards, Partnership with Cal Poly Humboldt, being at meeting with CEO of Providence
 2. Lisa Hoffman spoke about: Discussion boards, interns, Air quality kits, related trainings, scheduling to address teacher's needs, STEP grant update
 - ii. TEA Program Budget
- b. Marketing and Communications Report
 - i. Social Media Posts & TEA Website Engagement
 1. Marked improvement beginning in mid-December through to January for all media sections

IV. PUBLIC COMMUNICATIONS

No communications by members of the public were scheduled with the Clerk of the Board Ahead of time.

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

- a. Department of Labor Youth Build grant **((34:20))**
 - i. Contact(s): Alison Robbins, Executive Director
 - ii. Purpose: The [Department of Labor YouthBuild](#) The purpose of this program is to fund organizations to provide a pre-apprenticeship program model that encompasses education, occupational skills training, leadership development, and high-quality post-program placement opportunities to opportunity youth. YouthBuild is a community-based alternative education program for youth between the ages of 16 and 24 who left high school prior to graduation who also have other risk factors, including being a justice involved youth, youth aging out

of foster care, youth with disabilities, migrant farmworker youth, youth experiencing housing instability, and other disadvantaged youth populations. The YouthBuild program simultaneously addresses multiple core issues important to youth in low-income communities: affordable housing, leadership development, education, employment opportunities for good jobs in in-demand industries and apprenticeship pathways. YouthBuild programs serve as the connection point to vital services for participants. Key aspects of the YouthBuild service delivery model include meaningful partnership and collaboration with the public workforce development system, education and human services systems, and labor and industry partners. **DOL expects applicants funded through this solicitation to have well established partnerships in place prior to grant award.** An estimated project budget is \$1,439,626 split between the federal share of \$1,076,719.62 and matching of \$359,906.38. *(See Summary of Budget Category Costs Proposed attachment)*

iii. **Recommendation:**

1. Staff recommends the BOE approve the request to the Tribal Council to use staff salaries of the Clerk of the Board/Technology Specialist for the grant budget period of 05/01/2023 – 08/31/2026 totaling: \$245,582 which represents a portion of the total match needed. **Staff will not submit application without matching from partner organizations.**
 - a. **DISCUSSION:** Definition of the grant and its application as well as how this will help the target group was discussed. Discussion on what BLR TEA's staff would do to support students in the program described closely to case management.
 - b. **NOMINATIONS:** Michele Kindred made the motion; Michael Shackelford seconded the motion
 - c. **DECISION:** 4-0-0
 - d. **ACTION:** TEA Director to create a letter and submit it to Jason Ramos in order for it to go before Tribal Council

VI. MISCELLANEOUS

- a. Approval of DRAFT BOE Meeting Minutes of 12/06/2022
 1. **DISCUSSION:** The President asked for discussion; hearing none, the President called for a motion.
 2. **NOMINATIONS:** Michele Kindred made the motion to accept, Vice-President Michael Shackelford seconded the motion
 3. **DECISION:** 4-0-0
 4. **ACTION:** Clerk of the Board will post finalized minutes on the TEA website and email draft minutes to the board

VII. UNFINISHED BUSINESS

- a. Cal Poly Humboldt Contract for TRIO – update
- b. Cal Poly Humboldt Contract for Extended Ed - update

VIII. NEW BUSINESS

- a. Tribal Consultation on U.S. Department of Education’s FY 2024 Comprehensive Center Grant Competition – Staff will move this item to unfinished business on next BOE agenda

IX. AJOURNMENT

- a. Michael Shackelford made the motion to adjourn; Michele Kindred seconded the motion. Meeting was adjourned at **7:53PM.**



January 5th 2023

Dear Alison Robbins and the Blue Lake Rancheria,

You are cordially invited to an annual consultation meeting regarding your Tribal participation in Eureka City's Schools program management of the Civil Rights Act of 1964 Title VI, Indian Education Program.

I would be pleased to host you at our Eureka City Schools District Office location. At this time I would like to invite you to meet at one of the following dates and times:

Friday February 3rd at 9am or Thursday February 9th at 9:15am

I am also happy to meet with you in person or online as it best suits your schedule. Reach out to my assistant, Jeanette Todd anytime by emailing toddj@eurekacityschools.org or 707-441-3363 for scheduling and/or to RSVP.

At the consultation meeting we will review the following topics, and others as they arise:

- Annual Program Goals
- Program improvement, education, student prevention and risk programs, effective instruction, language enhancement, academic achievement, grants, and Native formula grants
- Communication with Native students and families
- Funds Allocation
- Services Rendered
- Size and scope of equitable services, equitable services to teachers and parents
- How, where, when and by whom services will be provided
- How services will be assessed, and improved based on assessment results
- How and when decisions about the delivery of services will be made
- Parent and Tribal Engagement

I look forward to speaking and working in collaboration with you soon.

Sincerely,

Gary Storts
Assistant Superintendent, Educational Services
707-441-3363

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02/21/2023

Gary Storts
Assistant Superintendent, Education Services
Eureka City Schools
2100 J Street
Eureka, CA 95501

RE: Tribal Consultation Meeting

Dear Mr. Storts,

Thank you for inviting the Blue Lake Rancheria (BLR) Tribal Education Agency (TEA) to participate in the Tribal consultation for Eureka City Schools' Title VI Indian Education Program. This letter is a follow-up to that meeting reiterating our positions and requests with regards to programs and data, as well as providing in writing, the Tribal Education Agency's commitment to supporting Native students in Eureka City Schools.

The Tribe desires the implementation of Culturally and Linguistically Responsive Education (CLRE), which it is defining as: *"A method of teaching that intentionally connects, engages, and implements the cultural beliefs, norms, and values of the student's community and/or tribe into the classroom aesthetics (set-up), curriculum, lesson plans, and educator pedagogy (style of teaching) in order to provide an educational experience that connects the student's prior knowledge and understanding through community-based culture and language."*

Ideally, all community and educational stakeholders should be involved in engaging CLRE. Within a school, CLRE must be engaged and understood by all educational staff, i.e. administrators, teachers, support staff, and faculty. Within the community/tribe, families, parents, and community stakeholders should be integral parts in the development and engagement of CLRE because they are the holders of cultural and linguistic beliefs, knowledge, values, and understandings.

Our Tribe requests the following:

- Greater transparency of the budget for the Title VI Indian Education Program indicating planned budget resource category expenditures, and previous years' expenditures by budget resource category, and instructional area on the ECS website.
 - Budget resource category: salary, fringe, travel, supplies, etc.
 - Instructional area: Instruction, student support services, instructional support services, etc.
- Title VI program data, such as:
 - the number of students enrolled in the program and their grade levels and schools for use in planning TEA support services
 - student assessment data, particularly with regards to English & Math
 - graduation data
 - college and career readiness data

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- During the development of the metrics for the implementation of the ECS strategic plan that clear processes are outlined for the following so that reports to Tribes can be generated on:
 - The reporting of communications to Native families/guardians by teachers, schools, and the district overall along with family engagement activities in a cultural appropriate manner.
 - The tracking of interventions used with Native students not meeting strategic plan goals.
- Maintain an on-line meeting attendance option for Parent Advisory Committee meetings to allow full participation for stakeholders.
- Provide information to the TEA on training and strategies to be used by ECS for the training of ECS staff (at all levels) on trauma-informed practices and the incorporation of Traditional Ecological Knowledge (TEK) within the curriculum.
- Work with Humboldt County Office of Education's new Native American Curriculum Coordinators & Office of Equity to provide ECS staff with training on how to incorporate TEK towards creating CLRE.
- ECS work with BLR TEA to examine the Tribe's [culturally responsive curriculum and books](#) through the district's evaluation process so that such books and curriculum is adopted for use in ECS classrooms.
- ECS utilize [BLR TEA Native role model posters](#) featuring local Tribal culture bearers and other Native themed artwork in their schools towards creating the CLRE environment.
- ECS Human Resources forward information to Native American credentialed employees regarding the opportunity for them to participate in two professional development programs:
 - [Grow Your Own Administrator \(GYOA\)](#) program to become a certificated administrator; and
 - [Recruit, Retrain, and Retain Educators \(R3E\)](#) program which strives to create CTE teachers by funding teacher's CTE credentialing and stipends for mentor teachers.

Our Tribe commits to:

- Working with ECS staff to attend and support Native American student clubs at the high school and middles schools providing mentors and cultural activities for students.
- Working with ECS MS and HS STEM teachers on placement in local businesses for [Summer Externships](#) for the purpose of updating lesson plans to include current Agriculture and Natural Resources CTE Industry Sector skills and information meeting local business's needs.
- Working with ECS to apply for grants that support student achievement through place based learning and experiential learning experiences.
- Providing assistance via BLR TEA independent contractor, Karen Skoglund, to review and assist in the process for documenting ECS Title VI participants with the goal of increasing participation by currently eligible students not returning participation forms.
- Providing Internship opportunities for ECS HS students as a part of the Modern Youth Internship Academies (MYIA) program, currently three (3) available internships, and one (1) filled internship.
- Providing assistance for student participation in co-curricular cultural activities and workshops, as well as collage and career readiness events, assisting with student activities costs, and transportation.
- Providing tuition for ECS Native American students to participate in the MYIA Extended Education courses, along with wrap around support services through Cal Poly TRiO.

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- Assisting with the creation and implementation of annual student conferences in the spirit of NHUHSD's Success in Both Worlds conference, commencing with a Fall 2023 conference in September.
- Providing support via the Consortium for Tribal Innovation and Entrepreneurship (C-TIE) and BLR TEA websites and social media platforms for advertising ECS prioritized communication within the Native community (PAC and district meeting announcements, job listings, training opportunities, school events, etc.).

BLR TEA staff recommend that ECS work with the following local organizations to provide additional services in the following areas:

- TEK Classroom & Place-Based Activities:
 - [Save CA Salmon](#)
 - [CA State Parks Redwood Coast – Native American Interpreter Program PORTS videos](#)
- Credit recovery and intensive tutoring support:
 - [Cal Poly TRIO Talent Search Program](#)
 - Summer Math & Science Credit Recovery & Robotics Camp
 - On-going Math tutoring
- Co-Curricular, Youth Group and Mental Health support:
 - [Northern California Indian Development Council, Inc.](#)
 - [Two Feathers Native American Family Services](#)

We hope that this written communication along with our time spent in the consultation meeting provides you with a solid understanding of the Tribe's priorities for education, and its openness to working with Eureka City School in providing a Culturally and Linguistically Responsive Education for all students. Thank you again for providing the consultation opportunity.

Sincerely,

A handwritten signature in blue ink that reads "Alison Robbins". The signature is fluid and cursive, with the first name "Alison" being more prominent than the last name "Robbins".

Alison Robbins
Executive Director

Cc: Kelsay Shackelford, BOE President



Native Youth Honors Program



A NATIVE YOUTH SOVEREIGNTY ASCENDANCY





Why we should create opportunities for our Native and Tribal Communities

Processes of globalization and government policy make new demands on Native Communities, while at the same time Native are reasserting Native identity, culture, and community in an environment of continuous endangerments to their political autonomy and culture. Only an education program that researches Native issues and trains leaders and community members with contemporary knowledge and brings the skills of higher education to Native communities will help in supporting native nation building and continuity.

(Duane Champagne, Ph.D. Dept. of Sociology, UCLA)

Why Restorative Justice and Tribal Governance



Tribal Communities have existed in maintaining justice and governance through community values for centuries, however, assimilation has negated our strong ideals of justice and governance and replaced them with western concepts of justice and community governing.

Today, juvenile incarceration has increased for Native Youth across the Nation. Native Youth have close to or the highest Drug and Alcohol rates and gang affiliation per capita.

We must change our ideals on justice and governance and look at a means to integrate our restorative justice and governance ideals with western ideals of law.

We are creating a model program that utilizes restorative ideals and community to work with our Native Youth and fortify them as future leaders in preserving Native Rights.

Native Youth Honors Project



In developing curriculum for our training/coursework we have developed both a Tribal legal and governance understanding in coursework to be implemented by our regional universities.



Once our Native Youth have gone through these trainings/courses these students will have competency in understanding restorative models and ideals.

This will lead to greater opportunity and understanding for our Native Youth.



Preparing our Youth through Tribal Governance Understanding & Training

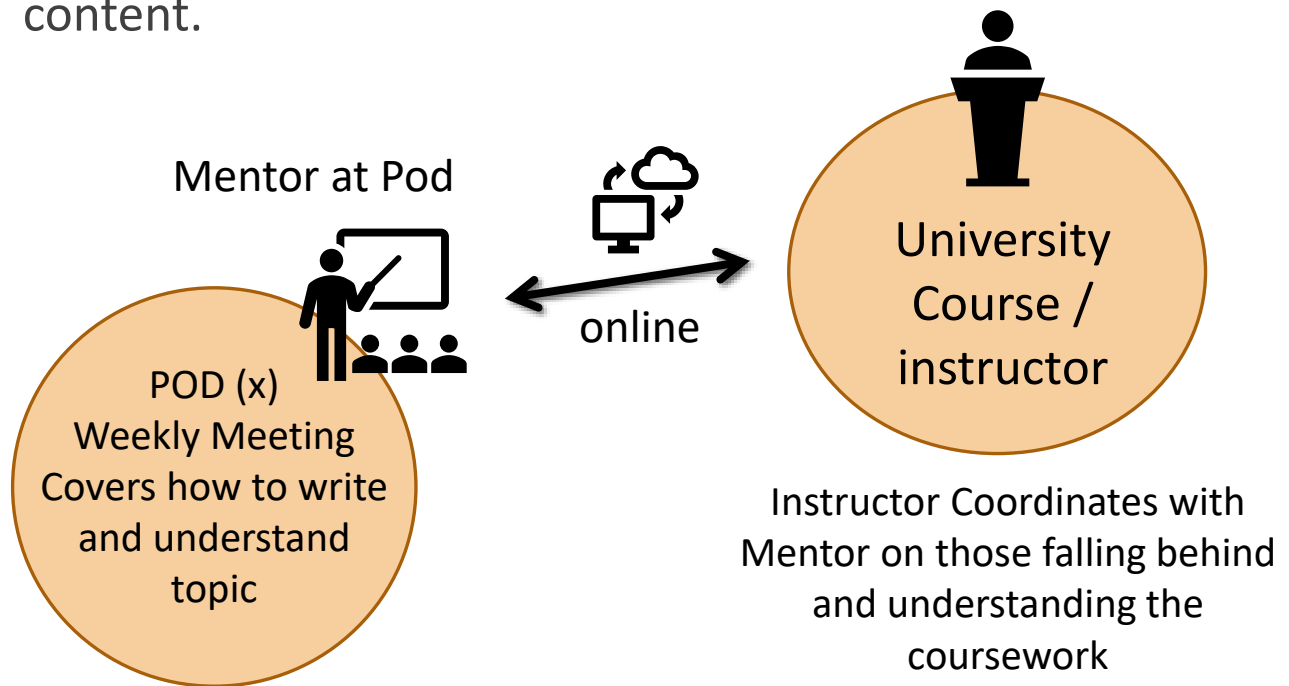
These trainings work with regional universities developing our restorative ideals. These trainings have been created so that our Native Youth can:

- Make informed decision while understanding Tribal governance ideals and interpretations of law. (for Juvenile Justice - Native Peer Court)
- Create academic enrichment designed to allow native high school students earn university level credit within native content-based courses.
- Have opportunity for our student's leadership and academic presentation skills while understanding contemporary native issues.
- allow our students to understanding professions within our Tribes that are essential for our future.



Overall Training Implementation

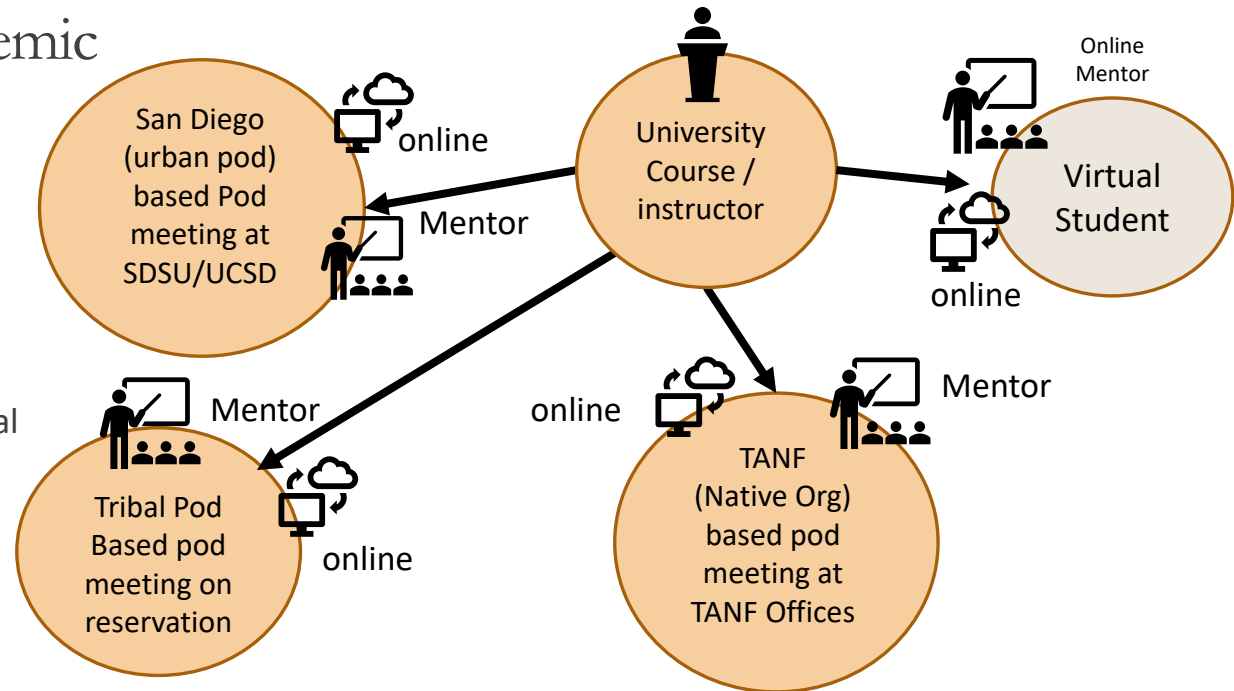
AIR and our prospective universities want to deliver a great university experience and success therefore we will work with the instructor to assist in delivery of content.





Training within the academic Course Implementation

- ❖ Course is online taught by one instructor under extension (business arm of the university). This allows for non-matriculated students.
- ❖ Students gather in pods in various locations, weekly, to cover the material with a mentor
- ❖ Student meet twice per course
 - Midway to see their progress
 - For final presentation



AIR Honors and Native Youth Training Results

Courses Developed:

Introduction to Legal System (UCSD):

1 unit: Introduces the US Court system and concepts of the US Judicial System

Introduction to Tribal Legal Studies (UCSD):

3 units: Introduces Restorative Justice Processes and Federal Indian Law concepts.

Writing and Rhetoric and Tribal Governance (SDSU):

3 units: Introduction to Tribal Governance principals and analytical writing concepts

Coun110 College Success Skills (Palomar College)

3 units: – basic Academic Success course

TOTAL: 10 Units

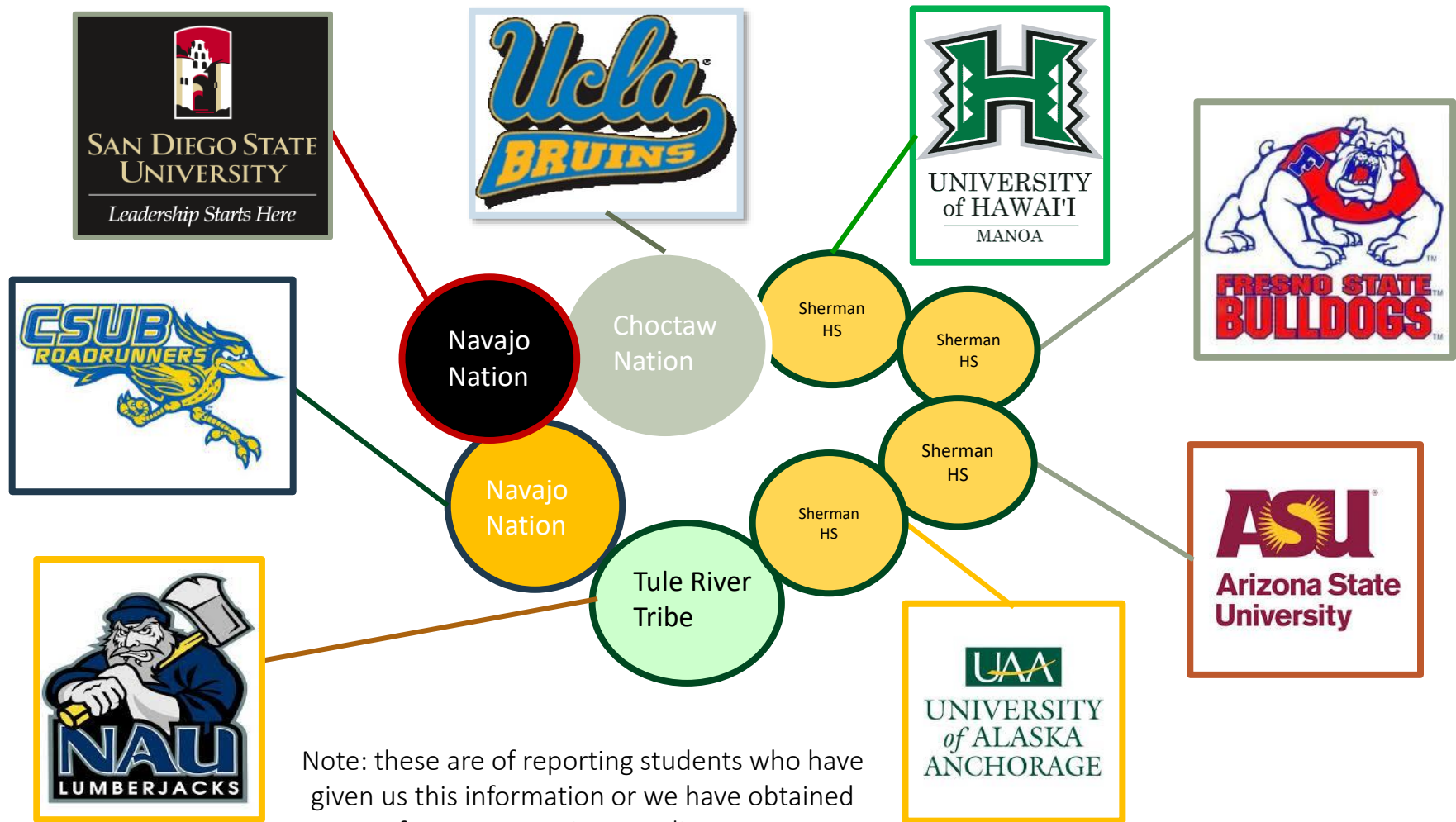
**Passage for online Adults in Community College, in CA (in a 2015 study):
~60-65%**

Programs with 70%+ are considered high achieving
(https://www.ppic.org/content/pubs/report/R_615HJR.pdf)

Passage for Honors Courses on Average: ~88%

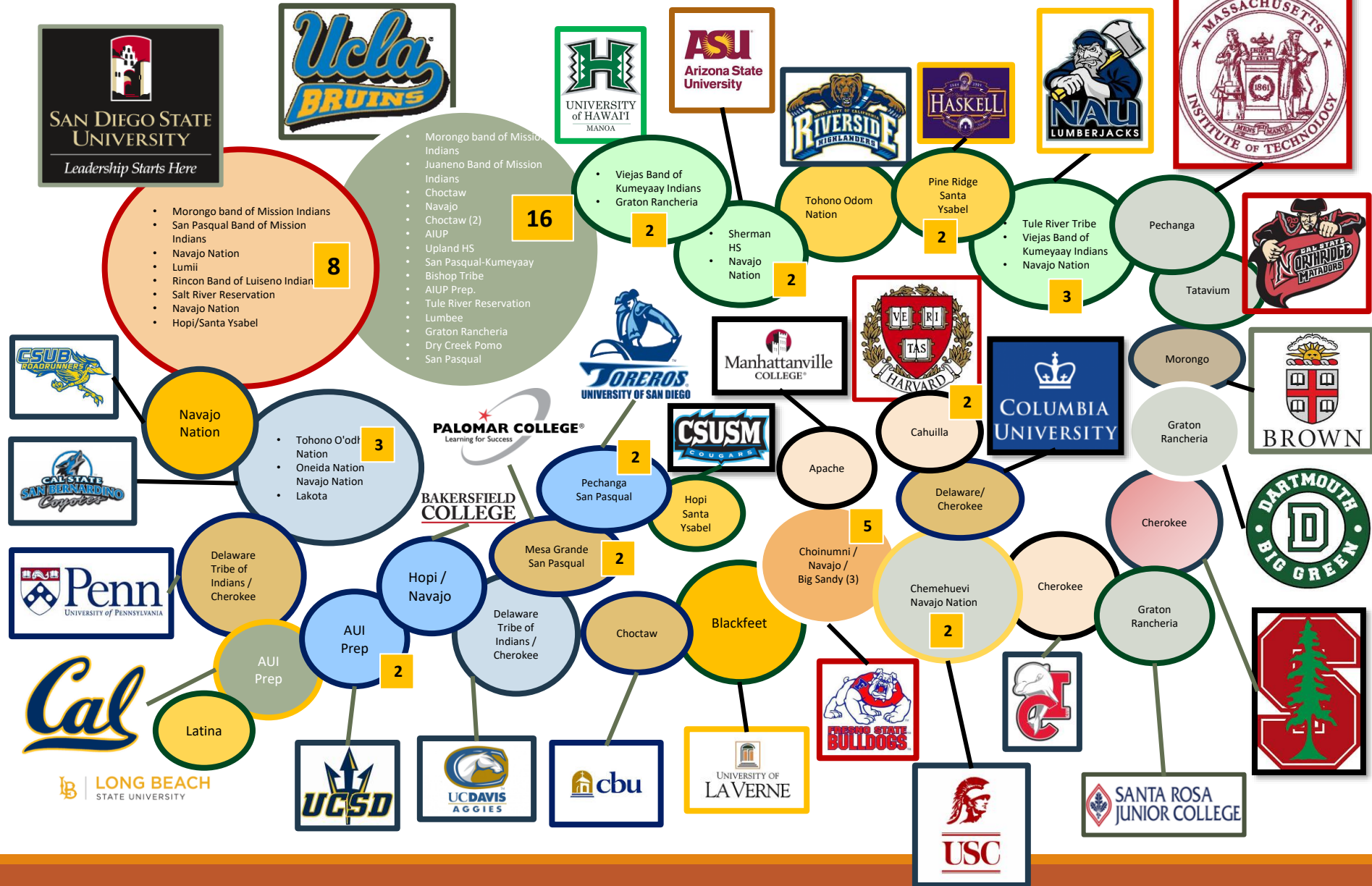
Course *Indicates Covid-19 challenges in implementation	Student Passage rate
Introduction to Legal Systems-UCSD (Iipay Nation of Santa Ysabel / Hopi / Morongo Band of Mission Indians)	83%
Introduction to Tribal Legal Studies (UCSD): (San Pasqual Band of Mission Indians / Pechanga Band of Luiseno Indians / Mesa Grande Band of Mission Indians / Chickasaw)	75%*
Writing and Rhetoric and Tribal Governance (SDSU): (San Pasqual Band of Mission Indians / Morongo Band of Mission Indians / Chickasaw / Pechanga Band of Luiseno Indians / Pomo Dry Creek Rancheria / Delaware and Cherokee people)	77%*
Introduction to Legal Systems-UCSD (San Pasqual Band of Mission Indians / Pechanga Band of Luiseno Indians / Graton Rancheria / Jamul Indian Village / Navajo / Cahuilla Band of Indians)	94%*
Introduction to Tribal Legal Studies (UCSD): (San Pasqual Band of Mission Indians / Pechanga Band of Luiseno Indians / Graton Rancheria / Jamul Indian Village / Navajo / Cahuilla Band of Indians / Viejas Band of Kumeyaay Nation)	83%*
Writing and Rhetoric and Tribal Governance (SDSU): (San Pasqual Band of Mission Indians / Pechanga Band of Luiseno Indians / Graton Rancheria / Jamul Indian Village / Navajo / La Jolla Band of Luiseno Indians / Pauma Band of Mission Indians)	90%*
Introduction to Legal Systems-UCSD (Iipay Nation of Santa Ysabel / Pechanga / Graton Rancheria / Apache / Pauma Band of Mission Indians)	100%*
Introduction to Tribal Legal Studies (UCSD): (Iipay Nation of Santa Ysabel / Pechanga / Graton Rancheria / Apache / Pauma Band of Mission Indians)	100%*
Writing and Rhetoric and Tribal Governance (SDSU)	82%*
Coun110 College Success Skills (Palomar College)	87%
Introduction to Legal Systems-UCSD (Pechanga Band of Luiseno Indians / Graton Rancheria / Apache / Viejas Band of Mission Indians / Choctaw / Fernando Tataviam Band of Mission Indians)	100%
Introduction to Tribal Legal Studies (UCSD): (Pechanga Band of Luiseno Indians / Graton Rancheria / Apache / Viejas Band of Mission Indians / Choctaw / Fernando Tataviam Band of Mission Indians / Los Coyotes Band of Luiseno Indians)	90%
Totals: Tribal Nations Participating/Ave. Passage Rates:	19+ / 88%

Leaders: 2015-16 Student Admissions: Start of University based courses Year 1



Note: these are of reporting students who have given us this information or we have obtained from Community Coordinators.

Year 8 / 70+





Themes of Certification for Native Youth

The overall ideal is to create opportunity for our Native Youth through Native Content. This may provoke them to pursue higher education in order to grasp the various understanding to give back to their communities and preserving/advancing Native American Rights.

The opportunity comes in universities reviewing their academic record in taking higher academic courses and demonstrating their ability at the university level.

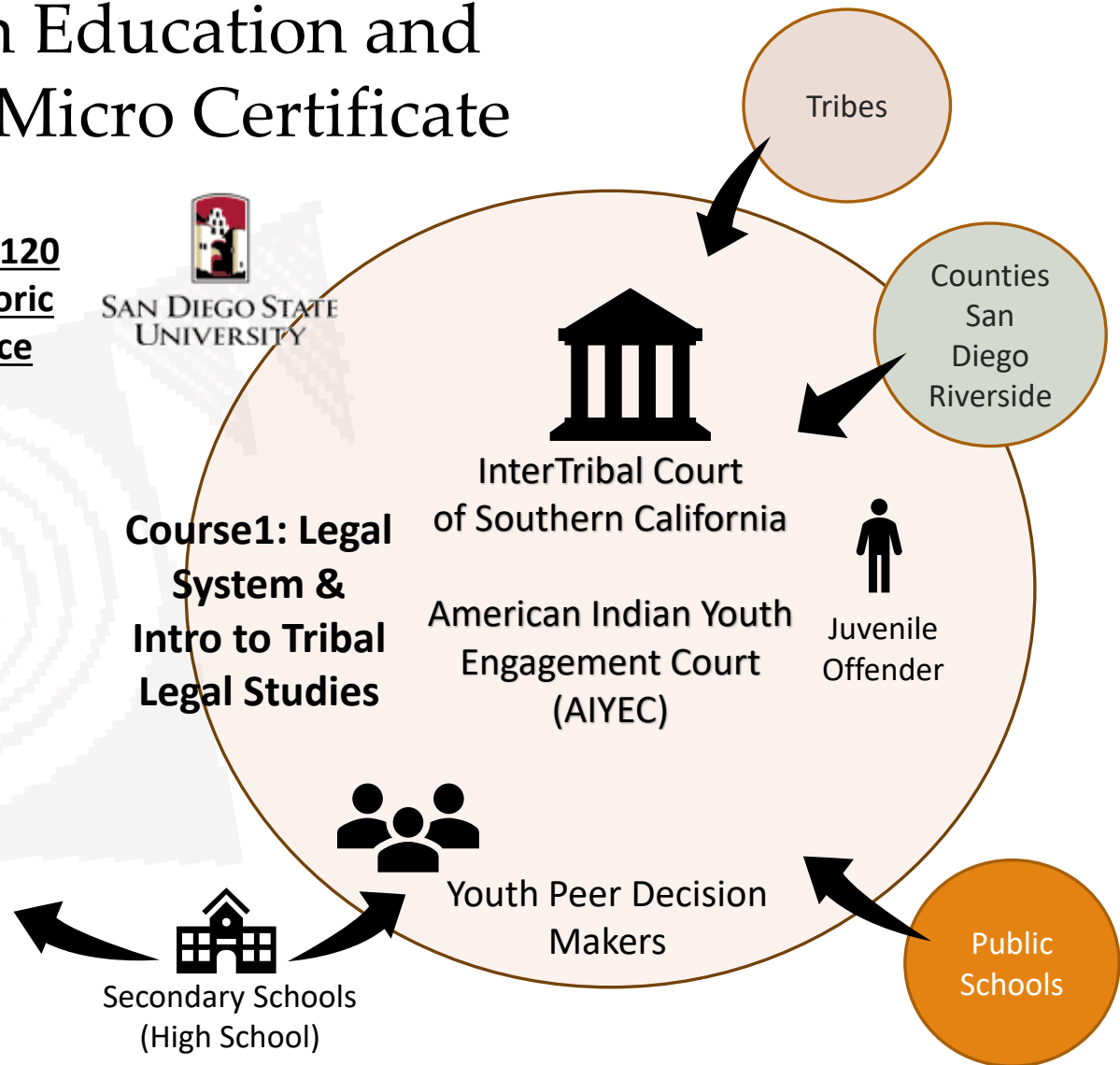
Further opportunity is to expose them to professions that our Native Communities need.

This is truly Tribal Governance that incorporates all areas that Tribes work within.

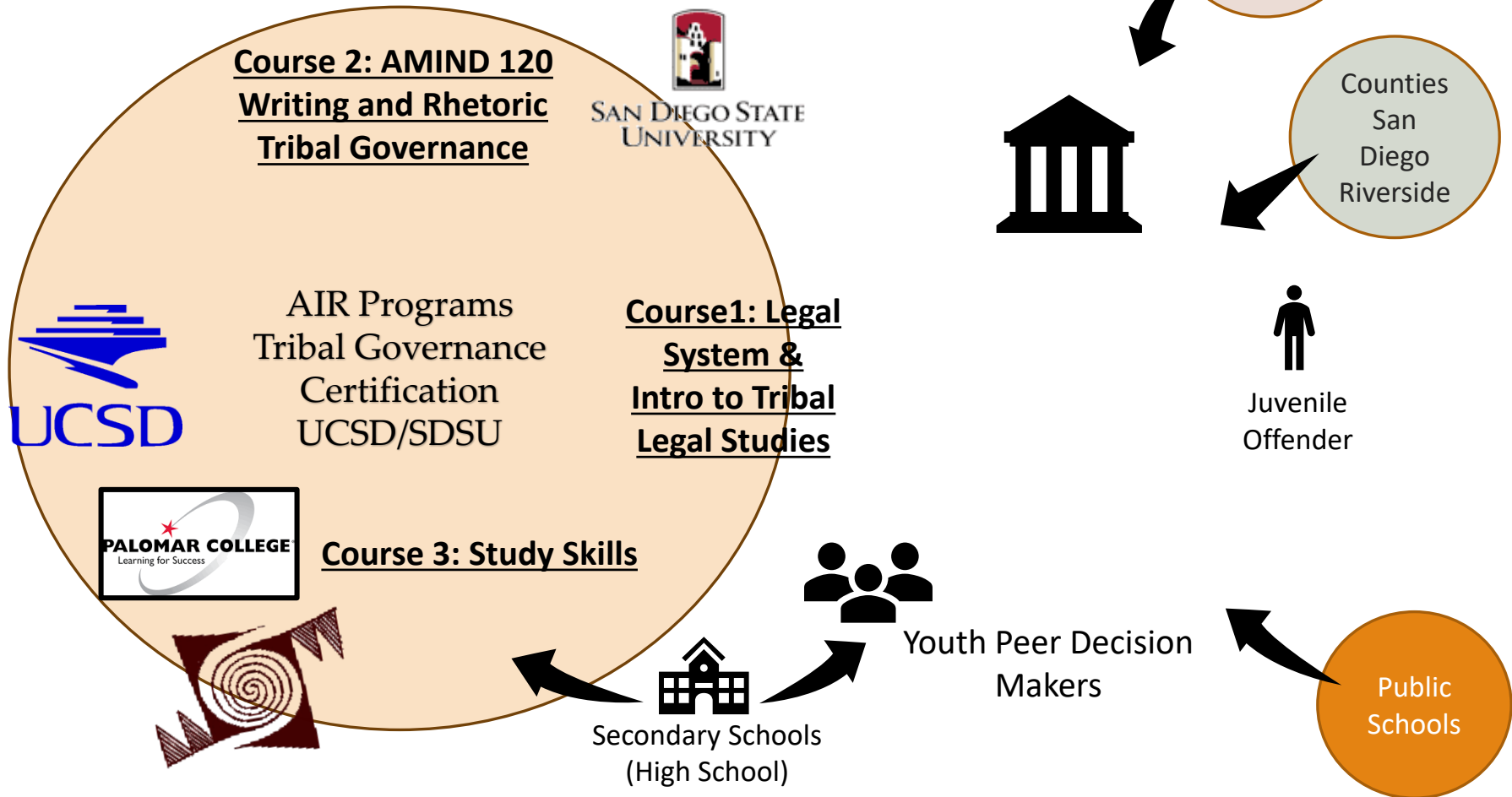


American Indian Education and Justice Project – Micro Certificate

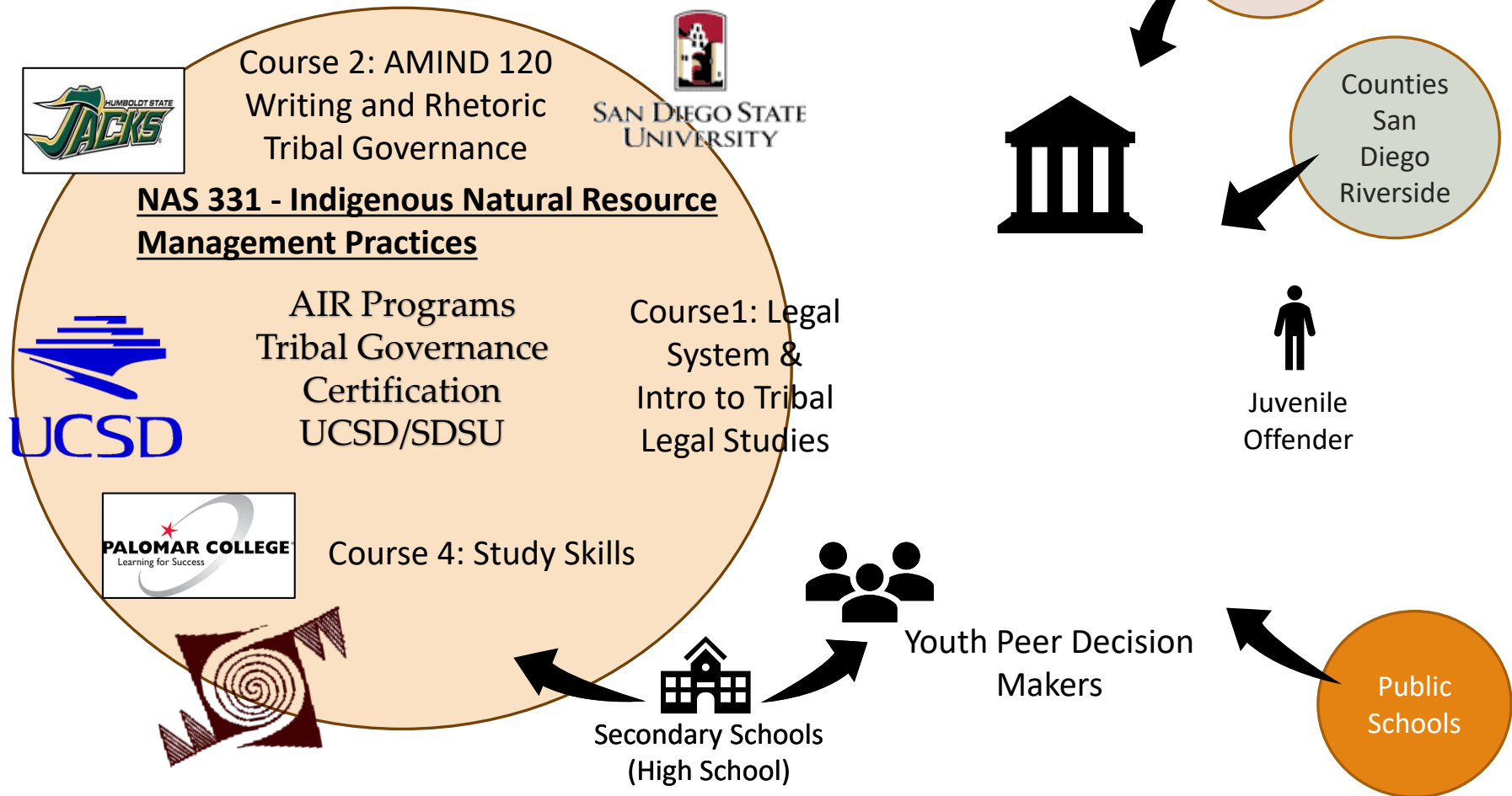
Course 2: AMIND 120
Writing and Rhetoric
Tribal Governance



American Indian Education and Justice Project – Added Course Y1



American Indian Education and Justice Project - Future





Current Course Offerings

September through December (Fall – 4 units)

Intro to Legal Systems (UCSD):
Constitutional law, Courts and legal processes

Introduction to Tribal Legal Studies (UCSD):
Federal Indian Law, Tribal Courts, Restorative Justice practices and

February through May (Spring – 3 units)

AMIND 120 (SDSU)
Rhetoric in American Indian Context, utilizing American Indian History.

June through August (Summer - 3 units)

Coun110 College Success Skills (3 units)
Provides students with skills, tools, and techniques to reach educational objectives including time management, test taking, note taking, reading comprehension, memory development and more. This course is also available online.

Overall Success for Native Youth



This will help our universities:

1. recruit native youth to their universities
2. create community assistance to programs utilizing Law Related Education

This will help our students:

1. boost their resume and transcripts for UC/CSU Admissions
2. develop leadership and identity
3. potentially give students dual credits (high school and College)

This will assist AIR and ICSC

1. develop a pool of native youth to make more informed decisions and have greater understanding of Native Governance and community and law



Where are we at with the Universities?

Recommendation

The CSU will discontinue permanently the use of standardized examinations in first-year admission and develop a quantitative formula using data related to the following four categories to determine CSU minimum admission eligibility for applicants beginning in fall 2023:

- Primary Factor: High School GPA in College Preparatory Coursework (“a-g” GPA)
- Secondary Factor: Completion of College Preparatory Coursework beyond Minimums (“a-g” courses beyond 15 years/30 semesters)
- Secondary Factor: School Context (high percentage USDA free/reduced-price meals or CSU local/partner school)
- Secondary Factor: Student Attributes and Activities Outside of the Classroom (first generation, family commitments, activities, leadership, employment or volunteering, community engagement)

Once the formula is established, it will be periodically adjusted to ensure the CSU is adhering to the goals established for the CSU by the California Master Plan for Higher Education and select students from the top third of the high school graduating class.

AIR Programs (at SDSU) is considered to have College Preparatory Coursework beyond



Native American Youth

Justice & Education Project

A Restorative Justice Project through Tribal Youth Court

AMIND 120 Online: Written Communication

Course Starting on: February 13th 2023



Description: *Understanding of rhetoric of written argument from interdisciplinary perspectives, with reference to American Indian content.*

This course will cover the practice interpreting, analyzing, evaluating and producing written arguments. You will learn to write and revise papers in which you address complex arguments effectively, use source materials responsibly, and make sound decisions about audience, context, structure, and purpose. We will be practicing these fundamentals of writing and rhetoric by examining the unique phenomena of American Indian Tribal Nationhood. We will investigate what defines constitutions, the history of tribal constitutions, what influences their structures, and the relationship between Western civic modes and indigenous notions of nationhood/peoplehood.

- This is a 3-unit university course
- Offered as a virtual course
- Cohorts may be established to assist students within regional locations
- Students will be monitored and mentored by university mentors



Requirements: Student should be 10th - 12th grades (**exceptions can be made**)

- Motivated to complete the course and pursue higher education
- Have an overall gpa of 2.5 / or / have a recommendation of a site coordinator
- Students will be required to meet in cohorts within their community/region throughout the course at least once a week for academic review
- Students are required to meet for midway meetings and final presentations

For more information please email: tribalyouthcourt@intertribalcourt.org (Or) visit the website at: www.airprograms.org, in collaboration with Intertribal Court of Southern California



Course is Part of our Restorative Justice Training Project

The Tribal Youth Court (TYC) project, is a diversion-based project that will serve our San Diego County Tribes which are challenged with incidents of juvenile delinquency. Intertribal Court of Southern California (ICSC) has developed a Native Youth Peer Diversion Court where Native Youth will have the opportunity to hear and assist in the adjudication process of the juvenile offenders. To accomplish this, we have developed the Native Youth Peer Decision Makers (Peer Decision Makers) training project that will engage our Youth Decision Makers and guide them in their decisions within the Youth Court.

Enrollment in AIR Honors/SDSU AMIND 120 Training/Coursework Spring 2023

Description: The AIR Honors Project is a training/coursework to have our Native Youth understand Restorative Justice concepts to prepare our students participant in our Native Youth Peer Court. Here, Restorative Justice models take place in many areas, some in understanding Federal Indian Law, American Indian History and Tribal Governance. We believe understanding these areas will help our Native Youth make more informed decisions within our peer jury utilizing Tribal Law and Governance concepts that involve custom and tradition.



Step 1:

First go to the AIR Programs webpage:

<https://sites.google.com/airprograms.org/airprogramshonorsproject/home>

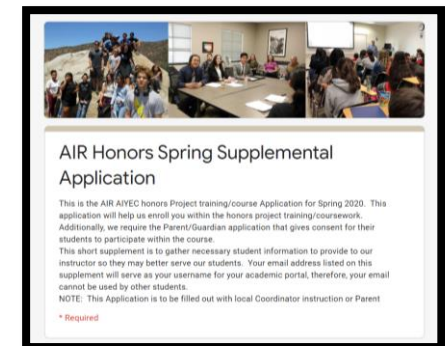
Here you will find information on the course and purpose



Step 2:

Scroll down the webpage and hit the online registration.

Its not too long and easy to fill out.



Step 3:

The online registration requires a few questions and a pesronal statement by the student.

There are no wrong or right answers. The personal statement is about yourself, don't worry just write about yourself and it will be fine.

Note: As required by UC and CSU guidelines we are required to have parental approval. Parents/Guardians please fill our Parental consent.

For any questions please contact us at: info@airprograms.org or call Dwight at: (619) 920-3152

BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY

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Blue Lake, CA 95525

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

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



Proclamation

WHEREAS: February 1-28, 2023, has been designated Career and Technical Education Month® by the Association for Career and Technical Education; and

WHEREAS: career and technical education offers students the opportunity to gain the academic, technical and employability skills necessary for true career readiness

WHEREAS: students in career and technical education programs participate in authentic, meaningful experiences that improve the quality of their education and increase their engagement and achievement; and

WHEREAS: career and technical education provides students with career exploration opportunities earlier in their educational experience, which enables them to make informed and beneficial decisions about their academic coursework and pursue established programs of study and career pathways; and

WHEREAS: leaders from business and industry nationwide report increasing challenges related to addressing the skills gap and connecting qualified professionals with available careers in critical and growing CTE-related fields, including healthcare, energy, advanced manufacturing, cybersecurity and information technology; and

WHEREAS: career and technical education prepares students for these and other fulfilling careers by offering integrated programs of study that link secondary and postsecondary education and lead to the attainment of industry-recognized credentials; and

WHEREAS: career and technical education programs ensure that employers have access to a qualified and thriving workforce, ensuring America is a strong and competitive economy;

NOW THEREFORE, I, Kelsay Shackelford, President of the Blue Lake Rancheria Tribal Education Agency Board of Education, do hereby proclaim February 1-28, 2023, as

Career and Technical Education Month

and urge all citizens to become familiar with the services and benefits offered by the career and technical education programs in this community and to support and participate in these programs to enhance their individual skills and productivity.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the Blue Lake Rancheria this 1st day of February, 2023.

If you as a Tribal Leader could meet with the head of the education agency (or agencies) that provides education for the children of your Nation such as superintendents, principals, Bureau of Indian Education officials, state education leaders, etc., what would be the top three items on your agenda and why?

As the Executive Director of a Tribal Education Agency (TEA), I am concerned with the quality of education occurring in the classroom, from curriculum used by staff to teachers' capabilities. On top of this, I care deeply about the student support services that align with our model for family and community engagement, while also needing to be mindful of the ongoing costs of running educational programming to the standard that our leadership espouses, as well as with the recruitment, retraining, and retention of program staff. It's a great deal to think about while running an education agency that has a cradle to career mindset. What makes doing this all the more challenging is the constant pursuit of funding from numerous granting agencies in order to fund all the goals of our strategic plan for the TEA. The Tribe's general fund revenue must be shared between all the various aspects of running a tribal government, and the one area least covered by grants are the costs of higher education. Thus, for the Tribe, the bulk of general fund dollars spent on education go towards the eight tribal members in college; three of which are in graduate school, with one as a doctoral candidate at Cambridge. All of these scholarships and supports for those students are expensive. Additionally, the Tribe provides base funding to the local elementary school to ensure they have a balanced budget, and depending on the year, that can be expensive to the tune of \$100K. Not much funding can be spent on the general administrative costs of running the TEA and so it is spread throughout numerous grant funding which is neither guaranteed nor reliable from year to year. Thus, with this as context, my top three priorities for a meeting with the head of education agencies would be:

- Secured, mandatory, baseline funding for every TEA for a minimum number of staff; perhaps coming through the Bureau of Indian Affairs PL 93-638 contract with Tribes. This would explicitly be for the running of the Tribe's educational programs administrative duties: educational codes, policies, organizing parent advisory councils, reviewing curriculum used in schools, meeting with LEAs and SEAs on educational partnerships, responding to tribal consultation requests from school districts and government agencies, preparing long range strategic plans meeting tribal leadership's educational program goals, seeking additional funding and partnerships for strategic plan goals, et. al.
- I would ask that a large amount of funding be spent through Title II Part A formula funds to SEAs for the improvement of teacher and principal quality by specifically targeting professional development surrounding *Culturally and Linguistically Responsive Education* (CLRE) in districts serving a high population of AI/AN students. Additionally, as a companion to this, additional funding to the US Department of ED, Office of Indian Education, Professional Development discretionary grant program to increase the number of certificated Native American staff in all areas of Pre-K-16 instruction from TEK, Language, and STEM classroom teachers, and school counselors, psychologists, and Career Technical Education teachers to school administrators. It is incredibly important to upgrade the knowledge of current educational system staff about the use of TEK in the classroom in an effort to implement CLRE, and to grow our own educators in the process for a more diversified workforce within the educational system at every level.
- I would ask the Chancellor of California State University to take the necessary steps to waive all tuition and fee costs for Native American persons (members of federally and state recognized

tribes) residing in the state of California to attend any school within the CSU system as has been done by the University of California.

What is your vision for education as a Tribal Leader?

The National Indian Education Association's (NIEA) paper on Culturally and Linguistically Responsive Education (CLRE) truly says it eloquently. Our Tribe endeavors to make changes to the educational system as a whole starting with teacher training and mentoring going on through the staffing of a more culturally diverse workforce in the schools at all levels of connection with students and administration of educational programs. We hope that through improvement in teacher training and the curriculum used in the classroom supported by administration, that CLRE can be accomplished as defined by NIEA as:

"A method of teaching that intentionally connects, engages, and implements the cultural beliefs, norms, and values of the student's community and/or tribe into the classroom aesthetics (set-up), curriculum, lesson plans, and educator pedagogy (style of teaching) in order to provide an educational experience that connects the student's prior knowledge and understanding through community-based culture and language."

Our Tribe's vision for education is of a fully supported continuum from cradle to career with engaging opportunities continuous, lifelong learning, steeped in respect for community, encouraging resiliency, and connection.

What is your greatest concern with education right now as a Tribal Leader?

There are multiple concerns that need to be addressed so great as to warrant a long list. Mainly, that there is still curriculum used in schools (as well as classroom decorations i.e. Thanksgiving pilgrims) and the teachers and administration that perpetuates a white washing of history to the extent that Native persons exist only as caricatures and stereotypes used to further the narrative of the dominant culture. This truth, as well as being relegated to the past so that today's students do not know about or understand the vibrant living cultures of over 500+ federally recognized sovereign tribal nations within the US are of great concern. This impact is reflected in the use of sports mascots at schools with names like Redskins which people do not recognize as racist or stereotypical. This is also shown in the use of classroom art/decorations/materials that generalize Natives, or refer to them only in the past tense (i.e. every Native lived in teepees and hunted buffalo). Further, it is demonstrated when history ends for Native people somewhere in the late 1800's and doesn't reflect the struggle for tribal sovereignty during the Termination Era or the huge progress made in the 1970's with the passage of the Self-Determination Act or ICWA, or other landmark legislation or events impacting US history and thus, Native life today. There is tremendous impact that this kind of white washing of curriculum and its associated propaganda has as it dehumanizes the subject matter peoples and cultures. Once dehumanized, how are these people valued and treated?

If you could have the ideal perfect education for the children of your Tribe/Affiliate/Band/Community/Village/Island/Nation right now, what are your top three must-haves, and why must you have each one of them?

Every child would have an individual plan for education which includes:

MUST HAVE #1: Beginning at conception and continuing through childhood, parents participating in a *Parents as Teachers* program for growing their skills towards becoming

an emotionally responsive and supportive parent while possibly working through their own past trauma associated with school in order to be prepared for their roles as parents, educators, and culture bearers. They would meet regularly with a cohort of similarly aged parents and mentors (Aunties, Uncles, and Grandparents) that act as a support group to address the needs of the child as they develop from cradle to career, and into parents themselves. There would be regularly scheduled meetings of this group, maintaining a kind of 'case management' for the child as they progress from diapers to mortar boards.

WHY #1: It takes a village to raise a child might sound trite or cliché, however it is true. Additionally, not all people who are becoming parents are prepared, nor do they have a support network. Thus, having a supportive network for parents that isn't necessarily family (for some don't get along with their family, don't have family, or don't live near family) is important in the long term success for the children's health and well-being.

MUST HAVE #2: Children would have all of their physical and mental health needs addressed in the individual plan with routine/regular/preventative visits with medical professionals and emotionally supportive mentors, participating in place based, cultural practices (i.e. sweats, dances, ceremony, et. al). Additionally, the nutrition of the child and the provision of healthy, fresh fruits and vegetables while at school (breakfast, lunch, and snack) along with nutrition and health courses for the child as they grow would also be a part of their educational experience.

WHY #2: There are many children that don't see a dentist or a doctor until their sick or injured. Some do not get the chance to experience cultural wellness practices. Additionally, there are many children which do not have access to nutritional foods in the home or the education surrounding their own health and developing body.

MUST HAVE #3: The children would have access to all of the best educational components realized in a fully Culturally and Linguistically Responsive Education:

- i. Appropriate curriculum with well trained staff knowing how to teach it
- ii. Working computers, equipment, and needed supplies to engage in "maker" style project based learning along with field trips and regular interaction with role models and experts in various fields for academic enrichment (ie. scientists, writers, artists, musicians visit classrooms or students go on field trips to such places to meet these people)
- iii. Experiential learning opportunities such as career exploration, internships, and apprenticeships, as well as the ability to become certified in various skills
- iv. Expenses for post-secondary vocational training or higher education covered without having to worry about going into long-term debt or placing a hardship upon the family
- v. Assistance with job placement in a career pathway and the initial supports needed for successful transition from school student to workforce

WHY #3: There is a long history of the US educational system marginalizing Native children, families, and culture which has led to great educational and economic disparity between Native peoples and their counterparts in the dominant culture. While many systems exist throughout various departments of government, rarely do such systems

address the needs and assist with removing barriers to educational and career success in a manner comfortable and accessible to Native people. These systems need to be designed through a Native lens, a Native viewpoint so they are reflective of Native cultural values, respecting Tribal and community priorities, and leading to overall self-efficacy, and self-determination which has been so under supported in the past by educational programs designed to assimilate, conform, and breed compliant and complacent people.

What barriers do you currently see to having these top three must-haves in place for the children in your Tribe/Affiliate/Band/Community/Village/Island/Nation?

Funding is always the major stumbling block to implementing these three must-haves as they are labor intensive, and much of that labor is done by people with extensive education and experience.

With regards to #1 of the MUST HAVES listed above: The training of persons to be prepared to provide these services to children and families is also expensive, so much so that persons who would originally be inclined to pursue jobs in education as teachers or as student support persons (counselors, psychologists, nurses, social workers) no longer choose this pathway as starting salaries are low, salary progression is based on longevity and the accumulation of continuing education to move along an educational step and track salary schedule. Continuing education is also expensive, nearly negating the increases on the teacher salary schedule, hardly making pursuing a PhD practical. Finally, the school environment/culture as a workplace has been documented as less than supportive, sometimes toxic in some school districts, not to mention the rash of school related violence and shootings publicized widely in the media thus begging the question, where do we get good, qualified school staff committed to our children's education to even try to implement MUST HAVE #1?

With regards to #2: There aren't enough doctors, dentists, and therapists for the broader community as a whole let alone actual pediatricians, child psychologists, and other various specialists such as speech pathologists. Additionally, many Native communities are located in food deserts with little to no access to fresh fruits and vegetables or healthy food because the infrastructure may not exist – no grocery stores, only "convenience stores" that don't have capacity to stock these items without undue expense.

With regards to #3: Local school boards worked into a frenzy over Critical Race Theory make it difficult to cultivate positive change for Native people by stopping the use of curriculum, limiting what can be discussed or taught in the classroom, and not supporting the need for retraining teachers. Additionally, until teacher training programs begin teaching the need for CLRE while future teachers are still in college, and start churning out professionals with that CLRE mindset who will change the way schools are actually run, change won't take root and the old rot will continue in education. It's sad to say that, personally, I am just waiting for people to retire so I can replace them with more enlightened individuals who embrace the concepts espoused by CLRE. Finally, community partners do not trust schools to produce students that can take on experiential learning opportunities due to the current state of the unprepared workforce. It's difficult to recruit community partners when they don't know what they can expect out of Internship programs for many reasons – many surrounding a lack of consistency in such programs. Business partners need reliability, and that's something difficult to establish in underfunded, underemployed career and technical education programs. This also extends to post-secondary transition into vocational training, university and/or the workforce, as support mechanisms seem to vanish after obtaining a high school diploma.

In the Fall of 2023, a child in your Tribe/Affiliate/Band/Community/Village/Island/Nation will begin Kindergarten, and if everything goes right, they will graduate high school in the Spring of 2036. Under our current educational model, they will move on to a community college, a four-year university, the military, a workforce training program, or the world of work living their adult lives in the 2040s, 2050s, 2060s, and potentially into the 2070s and beyond. As a Tribal Leader, what do you think your children need during their K-12 education to succeed in the mid-21st century?

Under our current model, they are going to need critical reasoning skills, the ability to adapt to ever changing technology, and the ability to communicate their thoughts in a variety of mediums to a diverse audience. They will also need to learn how to advocate for themselves; understand the various pathways to what they've defined for themselves as success; and cope with an increasingly competitive world with dwindling resources determining just how much they want to engage with it and on what levels.

As the leader of your Nation, how do you define leadership?

Leadership is not about telling people what to do or making them do things; people are not tools to be discarded but wellsprings of thoughts, skills, and abilities useful to the overall well-being of society.

As a leader, I would say that it's about inspiring people to care about the topic at hand, the problem to be solved, and the needs of society. It's about bringing out the best in others, supporting them, removing barriers to their success, and believing in them in such a way as to allow them to grow towards the greatest expression of their capabilities, at whatever level that is for them. By doing this, it allows each person to realize their self-worth and capacity, enabling them to contribute to the well-being of their own community or organization. With this kind of support, groups of people working towards a shared vision can utilize the assets of each member of the community towards reaching the goal.

Does your Tribe/Affiliate/Band/Community/Village/Island/Nation have a leadership model that you operate from?

As outlined above, our TEA operates using the Servant Leadership model whereby the leader creates a positive, nurturing and engaging environment where participants, citizens, students, employees can function at their best while receiving various types of positive support, encouragement and feedback. Leaders must have at their core the belief they are in their position to serve others. They must listen, have empathy, and be aware of themselves and how they impact their environment. They must display emotional intelligence and cultivate it in others. They should have a strong foresight, and be planning for the future with key strategic thinking. Leaders should hold themselves accountable for their actions and take responsibility for them, and use these to ensure they have achieved the groups' identified goals and objectives. They need to be committed to the growth of others, and cultivate a sense of community of equals who are all striving towards a greater goal and success.

As the leader of your Nation, what role does your oral communication (your talk) play in your leadership?

Conversations between people play a large role in the leadership of our TEA. Building and strengthening relationships is the only way we've been able to achieve any of our goals. Without such copious amounts of communication, I do not know how we would get anything accomplished. It's through these conversations that understanding and respect are grown. Only so much can be relayed in mere words on a screen or paper. The voice, facial expressions, body language can all impact the information or

instructions being relayed, and the level on which connection is made. Working on Zoom for the last two and half years has taught us a great deal about the need for personal interaction and seeing a person's face, hearing their voice. It changes the audiences' perspective when they can see and hear you vs. reading words on a screen or page.

Does your Tribe/Affiliate/Band/Community/Village/Island/Nation have a change model that you utilize?

The TEA uses a combination of two kinds of change and progress management models. The first is a blending of the continuous improvement process called the Shewhart Cycle of PLAN > DO > CHECK > ACT and the Deming Cycle where we occasionally swap out the CHECK portion of our process with STUDY depending on the situation. We modify both of these to add an O to the beginning which stands for OBSERVE as appropriate. Within these two cycles (Shewhart and Deming) we also incorporate elements of Kotter's change management theory, particularly during the OBSERVE and PLAN phases of the cycle where we stress the sense of urgency to motivate people and identify within the PLAN phase who the team should be that will lead the planned change, our change agents; specifically identifying the skills and resources in the plan with what's needed to accomplish this vision for change. Another part of Kotter's change management theory incorporated into these two cycles is the communication piece which is layered through each phase, particularly heavy in the DO portion. In the CHECK and STUDY portions, Kotter's change theory is incorporated as the team identifies roadblocks that are causing friction and issues. During the PLAN phase short-term goals are established to break the plan into achievable steps using SMART Goals, and during the CHECK phase, these metrics established in the SMART goals help to determine if progress is being made towards change implementation. Finally, in the ACT phase, which we sometimes change to ADJUST, we record all the modifications that have been done to the original plan, validate the success of the implemented change, make needed adjustments that would allow for sustainable success, and implement accountabilities through policy changes, regularly scheduled reviews, data collection and reports to our governing body, the elected Board of Education who in turn reports to our Tribal Council.

As the leader of your Nation, what are the leadership practices, behaviors, and/or actions that you rely upon most to help you effectively lead your Nation?

A combination of an open door communication policy, a horizontal organizational structure in practice amongst the team, and hierarchical paperwork structure to work with our Finance department over things like approval of timesheets and expenditures. As a leader, I ask for communal staff time organization using a shared Microsoft Outlook calendar and require a timesheet containing detailed enough notes on the employee's individual work so that it can be coded across multiple grant funding streams in a manner compliant with 2 CFR Part 200 and its subsequent attachments. I am a goal oriented leader who does not like to micro-manage. I lead the team through shared visioning, help establish the goal and a deadline and for the most part, get out of my employee's way, allowing them to approach me for more explicit instructions if needed, or for help when they feel it is necessary. I set routine reminders at weekly staff meetings whereby employees update the group on their progress on projects, and can make their needs known. I believe in providing employees with autonomy and the authority to make decisions within their bailiwick which I back them on, with the understanding that they have done all their due diligence and can support the decision/choices they are making on the project. I ask that if an employee discovers a problem that they bring it to me along with at least two solutions or thoughts on how to approach the

issue along with the problem, together. I also rely upon employees to know when they should handle a situation themselves without having to bring it to me as I mentioned above, each employee has an area of control in which they can exercise their own decision making based upon agreed upon parameters within their job description. Additionally, I also believe in succession planning, cross training, and professional development, and thus, I will provide opportunities for learning during staff meetings, additional work related training conferences, and assign various aspects of my own job to staff for short periods of time with accompanied training, such as processing timesheets, writing grants and reports, negotiating contracts, etc. I will tailor these to each employee's general work area, and ask them if they'd like to expand beyond that area, if they feel they have the capacity for it at this time, and if it is something they think would be useful in the future. I am fully cognizant that by doing this, I may be training them to leave me for bigger and better things, but honestly, that's not something that will ever stop me as I want our staff to continue to grow into their best selves wherever that takes them. Hopefully, through careful planning, I can grow my replacement so when I retire I can leave the organization in good hands.

What is your vision for Tribal Sovereignty as a Tribal Leader?

At its core, Tribal sovereignty is the inherent right of Indigenous peoples to govern themselves. Chief Justice Marshall of the US Supreme Court stated, "Indian Nations had always been considered as distinct, independent political communities, retaining their original natural rights, as the undisputed possessors of the soil...The very term "nation" so generally applied to them means 'a people distinct from others.'"

Ideally, I would have our Tribe be free from the need of government funding so that true determination of how to implement programs for the needs of the community are not held to some artificial benchmark established by the US legislature who is so far removed from the needs of our people. I don't know if tribes will ever reach this goal. Our Tribe is structured the way it is due to the Bureau of Indian Affairs oversight requiring us to have a Constitution that meets certain criteria, spelling out blood quantum, defining things, and tying the Tribe to the BIA through funding for basic governmental programs. The Tribe does not have enough tribal general fund dollars to operate without the BIA contract, and thus, the Tribe is forever held to the standards of the BIA, or HUD for our housing needs or any number of federal agencies with various kinds of overlapping jurisdiction. Thus, I would say that overall, there are three major issues that present obstacles to Tribal Sovereignty: 1) a bureaucratic process that doesn't reflect tribal cultures and is out of touch with current tribal needs, 2) lack of a one stop shop for tribes who have to traverse a complex government network of agencies to actually reap the benefits of numerous programs, all without enough guaranteed baseline funding to maintain a coherent tribal government structure, and 3) numerous laws and regulations promulgated by Congress that impede tribes from implementing programs on par with other governments.

If your Nation could have full and complete Tribal Sovereignty by the year 2099, would you want it? Why or Why Not?

Yes, I would want that with the caveat that the Tribe had planned for all its leadership needs, and had reliable sources of diversified funding to serve the tribal community. Additionally, I would want the Federal government to uphold its responsibility to keep tribal land in trust so it can never be stripped from the people again.

In your opinion, as a Tribal Leader, what do you believe are barriers and/or roadblocks to full Tribal Sovereignty and independent Nation status by the end of the 21st century for your Tribe/Affiliate/Band/Community/Village/Island/Nation?

I believe I answered that in the question above regarding the definition of Tribal Sovereignty, but I will reiterate here:

There are three major issues that present obstacles to Tribal Sovereignty: 1) a bureaucratic process that doesn't reflect tribal cultures and is out of touch with current tribal needs, 2) lack of a one stop shop for tribes who have to traverse a complex government network of agencies to actually reap the benefits of numerous programs, all without enough guaranteed baseline funding to maintain a coherent tribal government structure, and 3) numerous laws and regulations promulgated by Congress that impede tribes from implementing programs on par with other governments.

Panelist: Alison Robbins, Executive Director, Blue Lake Rancheria Tribal Education Agency

February 14, 2023

Making a Difference for American Indian and Alaska Native Students: Innovations and Wise Practices
Indigenous Educator Pathways II: Designing Our Systems

Please briefly describe the program you lead to prepare Indigenous educators and administrators and how it centers community needs.

Blue Lake Rancheria established its Tribal Education Agency in 2019 in a response to a community needs assessment and a publication by the ACLU highlighting the disparities between the educational results of Native American students and other students in Humboldt County schools. The Tribe understood that dedicating time and funding to addressing this issue was the only way to ensure that future Tribal leaders would have a solid education. Our TEA Board of Education met to discuss our mission and vision and what it boiled down to was an acknowledgment that the educational system did not meet the needs of Native students, and thus, it needed to be changed.

Our BOE knows that educational sovereignty, which they see as reclaiming the school system and decolonizing it from its sole focus on the Western worldview, would not be achieved unless there was a way to cultivate a culturally and linguistically responsive educational environment in which tribal citizens could flourish.

I was directed to seek funding to establish a Grow Your Own Administrator program to create Native American administrators who could lead change within their schools and districts; growing administrators who embraced the same vision of self-determination in education that our Tribe does. We hoped that such change would lead to the BOE's vision of culturally and linguistically responsive education not just for Humboldt County but for all of Northern California (which is our service area) and beyond.

Our program has the capacity to serve a total of 24 new Native American administrators over the course of our five years of funding. We planned for three cohorts of eight individuals who would participate in a 10-month Educational Leadership training program via California State Polytechnic University, Humboldt. The graduates would then receive two years of Induction support as they transition into administrative positions and clear their credential through our state's processes.

Induction support includes being paired with a Native American Champion Mentor who is either a retired or current school or district administrator. We provided surveys to each of our participants and mentors to assist in creating appropriate matches. The mentors provide 20 hours of mentoring support to our graduates through various means (email, zoom, in-person, phone calls). Additionally, we provide our graduates in the Induction phase with additional supports, including substitutes, for things like taking time from their main job to attend additional and specific training, for networking conferences, to work on clearing their credential/paperwork, to work with our Administrative Mentor, Steve Godla, on resumes or practice interviews. Beyond that, we comb through job postings for our graduates and send them updates on open administrative positions throughout the area. We offer one on one counseling sessions with our GYOA program staff for them to bounce ideas off us, or to simply vent and have their concerns heard.

Truly, our focus is on removing barriers our participants or mentors identify in the process of obtaining their certification, and finding an administrative position. We try to be ever mindful that it is imperative we succeed in these efforts if we want to achieve our goals of developing children into healthy Native adults who will actively participate in leadership for community development and citizenship; it's about the survival of Indigenous communities.

Panelist: Alison Robbins, Executive Director, Blue Lake Rancheria Tribal Education Agency

February 14, 2023

Making a Difference for American Indian and Alaska Native Students: Innovations and Wise Practices
Indigenous Educator Pathways II: Designing Our Systems

We know from experience and research evidence that relationships are essential in recruiting and retaining educators. Sometimes we are not sure where to start. How do relationships with key partners (district, tribal, university, state education agency staff) unfold?

Starting from the mindset that we don't know what we don't know, we embraced our community and asked for input on how we go about recruiting Native teachers, how to reach out and make the connections. We are new at this, didn't want to reinvent the wheel or perpetuate mistakes previously made which we may or may not know about. We reached out to contacts we'd established under non-education grants and asked for advice on how best to communicate with the education portion of their organization.

We turned to several sources: Humboldt County Office of Education, the tribes in our region, our university partner Cal Poly, and to other Native organizations serving our same area, such as Northern California Indian Development Council. We sought input from them on methods of outreach and communication. This led to establishing a separate website for our TEA apart from the main tribal website, setting up a Facebook account, compiling lists of email addresses and phone numbers. We have a list of 214 different people we now contact regularly with program information.

One key partner in all of this was Rose Francia at Cal Poly Humboldt who had worked with the Round Valley Pomo. She provided several key connections and actually did recruiting for us, as did our county office of education; and Del Norte County office of education who connected us with the new educational lead at the Tolowa Tribe.

Additionally, through the Talking Circle meetings with US Dept. of Education Office of Indian Education and other Professional Development grantees, ideas and methods were shared which we've utilized, such as using alumni lists from our local university to contact those who graduated with teaching credentials, so we could reach out specifically to local graduates.

Finally, we used the list of school districts in our state that serve a high percentage of Native students which was provided by US Department of Education and basically cold called them, having conversations with their HR Directors or Superintendent/Principals in the cases of small districts.

Considering the Indigenous educators you have worked with, what preparation, placement, and retention practices have been most effective?

We are mid-way through our 2nd cohort and I believe we are making adjustments to our plans for the 3rd cohort to provide more pre-program preparation. Three in cohort 2 were unprepared for the workload of the training program and withdrew as they realized they couldn't balance full time teaching, their young families, and the Ed Leadership program at this time in their lives.

Our TEA practices a PLAN>DO>CHECK>ADJUST method of continuous improvement. During our Check phase, we have noted that there are certain things that our participants needed additional support on. In response, we:

- Allotted more mentoring time to those requesting it;

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- Provided allocations to school districts employing our graduates so they could get substitute teachers or administrators to assist them during their transition into an administrator;
- We are planning regular panel discussions which we are going to record to create a resource library. These will be led by our Champion Mentors to address particular areas of concern for new administrators:
 - Scheduling staff reviews, classroom visits, etc. – how to prepare and manage these
 - How to develop school or district level budgets:
 - The budget planning process/calendar
 - Engaging with stakeholders
 - Understanding where revenue comes from, its allowed uses and restrictions

Many might not think that this would be important to our overall goals, but we understand that to shift power relations from the dominant group controlling schools serving tribal communities, our administrators need to be well rounded and informed so they can exert control over resources serving Native youth.

We also look for specific training on addressing Tribal and Educational Sovereignty. One recent opportunity was with community partner NCIDC and the ACLU who hosted a one-day Indigenous Education and Justice Summit (November 2, 2022);

On February 8th, there was a Trauma and Healing Informed Workshop *Native Wellness Institute* by Shasta County Office of Education where one of our cohort 1 graduates was hired as the Coordinator - Learning Community for Native Success. She is now driving change there, and this workshop is a result of her work.

Program retention wise, we remain as flexible as we can be within the constraints of our grant funding and program regulations on which we'll be evaluated. We have allowed two participants to pause their program to take time off to address the needs of their family. Both have returned to our program and plan on completing in May.

We remain mindful that we need to understand Native leadership through an Indigenous lens that recognizes issues of perspective, values, and ownership. Thus on retention, we strive to support what our participants value. There are more than 40 federal and state recognized tribes in our service area, and so we don't dictate what cultural practices are employed by our participants. We ask them what supports we can give them that will help them both flourish in the established Western paradigm they are trying to change, and provide them with supports, networks, connections and if we can, funding, to eliminate barriers to change. Having a sense of autonomy, and control is important for long term employment fulfillment, and yet we've found that still feeling a part of a broader community (our Native American Administrator network) who can empathize and sometime commiserate is essential.

END PANEL Q & A

Panelist: Alison Robbins, Executive Director, Blue Lake Rancheria Tribal Education Agency

February 14, 2023

Making a Difference for American Indian and Alaska Native Students: Innovations and Wise Practices
Indigenous Educator Pathways II: Designing Our Systems

BREAKOUT ROOM DISCUSSION TOPICS AND BULLET POINTS

Creating an Indigenized Leadership program, we focused on six key elements we needed to cultivate and understanding within our program. We focused on program applicant questions and participant feedback. We made a list to help us keep focused:

Support from Crucial People

Mentoring Relationships and Academic Persistence

- Participant's family
- Me (program director)
- Steve (Administrative Mentor)
- Dr. Kenny Richards and Ed Leadership staff at Cal Poly
- Champion Mentors
- Network of cohort participants – the classmates
- Humboldt County Office of Education (Induction phase) for clearing the credential

Good fit for the program

- Number of years teaching
- The applicant's feelings about teaching and the role of an administrator
- Alignment with their professional goals
- SUPER IMPORTANT: Do they have the capacity to take on the work at this time?

Advocacy

Change Agency and Advocacy – asking participants how they define their leadership roles as relevant to real change in the school communities

- Participant's desire to advocate for others
- Desire to serve their communities
- "How can this program help me to help others?"

Deepening Comprehension

Leadership Knowledge and Practice – tying theoretical ideas and concepts of leadership relevant to improving the experiences of children is our focus with the Grow Your Own Administrator program supports.

- Looking for those wanting to deepen their understanding of Indigenous education
- Desire to understand the workings of the school and district in which they work
- Desire to apply observation, critical reasoning and analysis of information, be that through the program's training or through self-motivation and independent study
- Desire for increasing knowledge to empower them to effect positive change in the LARGER community

Panelist: Alison Robbins, Executive Director, Blue Lake Rancheria Tribal Education Agency

February 14, 2023

Making a Difference for American Indian and Alaska Native Students: Innovations and Wise Practices
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Concerns

- Amount of time the program requires (away from families and community)
- Understanding competing priorities
 - Work
 - Social Life
 - Down Time
- The service payback agreement / obligation to find work as an administrator within a year

Confidence

- Focus on building participants' confidence that they have the skills to hold jobs that require responsibilities that impact many people
- Providing a sounding board/reflection for the participants for them to acknowledge their own increased efficacy – and pointing out that such acknowledgement will help them help others.
- Respecting the participants' beliefs and traditions is essential, and reinforces their confidence in themselves – you have to believe in them! AND –
- They have to feel heard. Stories are important, and asking them to tell their story is just as important, as through telling stories, we pass on information, we glean greater understanding of the person and their values, and we demonstrate our respect for their wisdom and experience, all of which impacts confidence.

It is the intent of the Blue Lake Rancheria TEA to purposefully craft education programs that serve Indigenous students so that they may maintain their cultural identities, knowledge, and language, and assist in rebuilding those where needed and applicable. We strive to:

- *recognize and honor the mentoring relationship as a priority for serving Native participants*
- *support and respect cultural knowledge rather than assimilate and/or displace Native identities*
- *address program challenges swiftly to empower participants to direct changes beneficial for them*
- *establish a peer support network for Native Administrators*
- *continue to provide professional development opportunities post-graduation*
- *create a balance between theory and practice however practically possible, providing necessary supports to remove barriers to solving problems in schools*

From: [Alison Robbins](#)
To: douglas.garcia@bia.gov
Cc: [Jason Ramos](#); kelsay.shackelford@gmail.com; jbareilles@nohum.k12.ca.us; Robbins, Marnin@Parks
Bcc: [Marlee Mansfield-Chavez](#); [Lisa L.H. Hoffman](#); [Isak Brayfindley](#)
Subject: BIA FY23 Tribal Youth Initiative - Blue Lake Rancheria Proposal
Date: Friday, January 13, 2023 2:56:00 PM
Attachments: [DRAFT BLR RESOLUTION 23-xx BIA - TPA CONTRACT REQUEST.docx](#)
[2023 Bureau of Indian Affairs Tribal Youth Initiative program LOS for BLR from NH.pdf](#)
[Letter of Support_01132023.pdf](#)
[2023-01-13 CA State Parks Proposal_v1.docx](#)
[BIA TPA MYIA Budget.xlsx](#)
[Blue Lake Rancheria of California - TPA FY23.docx](#)

Good afternoon Mr. Garcia,

Attached, please find the Blue Lake Rancheria's proposal for the BIA Tribal Youth Initiative. The documents are:

1. (Word) Blue Lake Rancheria of California – TPA FY23 – our main proposal with summary, goals, objectives, and snapshot budget
2. (Word) 2023-01-13 CA State Parks Proposal_v1 – goes along with our proposal, outlines timelines, measures and objectives
3. (Excel) BIA TPA MYIA Budget
4. (pdf) 2023 BIA TYI Prog – Letter of support from our partner school district NHUHSD
5. (pdf) Letter of Support_01132023 – Letter of support from CA State Parks
6. (Word) – Draft BLR Resolution 23-xx – draft resolution ready to go to Tribal Council should the proposal be funded requesting the contracting of funding.

We have a Part 900 form standing by in draft form along with a letter from our Tribal Chairperson requesting the contracting of funds which we will submit should this proposal be funded.

Thank you very much for your time and consideration of the provided proposal from the Blue Lake Rancheria.

Alison Robbins
Executive Director
[Blue Lake Rancheria Tribal Education Agency](#)
Cellphone: 707-630-2304

I acknowledge my residence in Jaroujij (Eureka) the ancestral territory of the Wiyot peoples. I offer my reconciliation and respect to their elders past and present. <https://www.wiyot.us/162/Wiyot-Placename-Video>

[The Blue Lake Rancheria \(BLR\) Tribal Education Agency \(TEA\)](#) is located in Humboldt County, California. The [Modern Youth Internship Academies](#) project (MYIA) is the cornerstone of BLR TEA's educational plan for Native American students the Tribe serves. Working through three grants from US Department of Education in 2018, 2019, and 2020, the TEA has created a foundational framework for piloting place based experiential learning opportunities for Native youth grades K-12 focused on Traditional Ecological Knowledge (TEK) using STEM based maker activities and career pathway related internships for six industry clusters. Within these six industry clusters the Tribe has developed a cradle to career workforce development pipeline concept. This pipeline encompasses four main goals which are. They are:

1. Increasing Native voices and perspectives in K-12 curriculum using culturally adapted STEAM;
2. Increasing the percentage of students completing dual credit, concurrent enrollment credit, industry certification or other college and career readiness opportunities;
3. Increasing interconnectivity of community organizations, business, local education agencies (LEAs) and institutions of higher education (IHEs) for the purpose of creating a workforce development pipeline with a cradle to career mindset through in-person and virtual instruction; and
4. Ensuring that schools are trusted as safe, culturally proficient places by students, parents, staff and community.

These four goals are realized through MYIA and its three overarching objectives: *Objective 1: Expansion and enhancement of direct instructional programming* by giving students the opportunity to participate in co-curricular activities steeped in TEK with opportunities to learn from Native role models and cultural bearers, while engaging in rigorous Project-based and Work-based multi-disciplinary collaborative experiential learning in both in-person and virtual learning environments. *Objective 2: Researching, planning, and expanding student support services* to facilitate equity of accessibility to all eligible program participants. Through a Community in Schools mindset, C-TIE strives to remove the barriers to student and family engagement, providing needed material and social-emotional support via community embedded Native American guidance and mentoring services. *Objective 3: Developing and Delivering Instructional Support Services* steeped in the belief and practice of classroom modeling, feedback, and instructional coaching, providing strong, impactful, and lasting professional development.

California State Polytechnic University, Humboldt and Northern Humboldt Union High School District (NHUHSD) are currently designing dual enrollment courses for our MYIA so that students earn college credits to satisfy their CSU Category E general education requirement, and NHUHSD's graduation requirements. Students in the MYIA will thus earn high school credit, college credit, obtain a paid internship, and gain between 180 to 380 hours of career exploration through work-based learning. Please see MYIA infographic.

The Bureau of Indian Affairs Tribal Youth Initiative project is to expand upon the foundation built since 2018, and fully realize the MYIA concept through the following:

1. BLR will contract with CA State Parks Redwood District to facilitate the [Kindling the Flame: Youth Cultural Revitalization Program](#) also known as the Jr. Ranger and Campfire Program (see 3-page Draft agreement for

services). BLR TEA staff, specifically the Career Readiness Education Coordinator and the Youth Program Coordinator (YPC) will utilize the [PORTS videos](#) provided by CA State Parks and hosted on BLR TEA's website for grades K-12 activities in the classroom.

- BLR will work with NHUHSD and Cal Poly Humboldt to recruit two high school student interns and one undergraduate intern (max age 25) to work at CA State Parks Sumeg Village to work with their Cultural [Interpreter's Program](#). Interns will receive mentoring from the Sumeg Village Native American Interpreters learning TEK focused on land use management, learning about previously employed, and currently used practices of the CA State Parks Service. Working with CA State Parks Interpreter mentors, students will design their own project that is culturally relevant, and related to their course of study with Cal Poly: a) High School students enrolled in HSU SCI 100 courses, and b) HSU undergraduate students enrolled in their Major coursework. Working with the YPC, Student Interns will present their project to other STEM students, as well as the Blue Lake Rancheria Tribal Education Agency's Board of Education and Tribal Council.

Budget and Total Students Served

Budget Categories	Budget Amount	Notes on Budgeted Items	Total Hrs	FTE
Personnel	\$ 6,200.00	Student Interns - two high school students @ \$15.50	400	
	\$ 5,000.00	Career Readiness Education Coordinator	200	0.10
	\$ 11,700.00	Mentoring Interns - one college student @ \$18	650	
Fringe	\$ 2,250.00	Career Readiness Education Coordinator @ 45%		
	\$ 2,283.00	Interns @ 12.75% fringe rate (payroll taxes)		
Supplies	\$ 1,519.00	Supplies supporting student field work projects and CA Parks program		
Contractual	\$ 20,000.00	Contract with CA State Parks Redwood Coast District		
Other	\$ 100.00	Drug testing/LiveScan employee processing of Interns		
Total Direct	\$ 49,052.00			
<u>Program Dates - July 1, 2023 through August 31, 2024</u>				
	<u>Student Numbers</u>			
	48	Jr. Ranger & Campfire Students - Youth grades 6-12		
	3	Student Interns (2 HS students, 1 college student under age 25)		
		PORTS Video Learning via MMT & FMN scheduled events - Youth		
	90	grades K-8		
	141			

- Feedback from previous program implementation with interns has shown the students desire for more interaction with a greater number of scientists working in the field of Natural Resources. The Career Readiness Education Coordinator will arrange career exploration activities for Jr. Ranger

Student participation is based upon previous program participation rates. CA State Parks Jr. Ranger & Campfire program has consistently drawn a large group of students. BLR TEA will be recruiting American Indian Alaska Native

youth specifically, and provide targeted transportation for those youth to attend the program using tribal vehicles, or through carpooling with parents/chaperones. Sign in sheets will be used for tracking number of students, and for follow up on those students for further career exploration in the Natural Resources industry sector.

Blue Lake Rancheria Tribal Education Agency

Bureau of Indian Affairs FY23 Tribal Youth Initiative - Wildlife and Parks				
<u>Budget Categories</u>	<u>Budget Amount</u>	<u>Notes on Budgeted Items</u>	<u>Total Hrs</u>	<u>FTE</u>
Personnel	\$ 6,200.00	Student Interns - two high school students @ \$15.50	400	
	\$ 5,000.00	Career Readiness Education Coordinator	200	0.10
	\$ 11,700.00	Mentoring Interns - one college student @ \$18	650	
Fringe	\$ 2,250.00	Career Readiness Education Coordinator @ 45%		
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Total Direct	\$ 49,052.00			

Program Dates - July 1, 2023 through August 31, 2024

Student Numbers

48	Jr. Ranger & Campfire Students - Youth grades 6-12
3	Student Interns (2 HS students, 1 college student under age 25)
90	PORTS Video Learning via MMT & FMN scheduled events - Youth grades K-8
141	



January 13, 2023

TO: Mr. Douglas Garcia
Bureau of Indian Affairs
2800 Cottage Way
Sacramento, CA 95825

RE: California State Parks' North Coast Redwood District support and commitment to participate in the Blue Lake Rancheria's proposal for a 2023 Bureau of Indian Affairs Tribal Youth Initiative grant

California State Parks' North Coast Redwood District (NCRD) enthusiastically supports Blue Lake Rancheria's application for a 2023 Bureau of Indian Affairs Tribal Youth Initiative grant. NCRD looks forward to the opportunity to serve as a partner in the project. We have worked with the Blue Lake Rancheria (BLR) for three years already in the development of a cultural mentorship program for Native youth called the "Kindling the Flame" program, which involves California State Park interpreters of Indigenous heritage sharing their culture and mentoring local youth to learn about their traditional lifeways. NCRD looks forward to expanding that partnership through the 2023 Bureau of Indian Affairs Youth Initiative grant program.

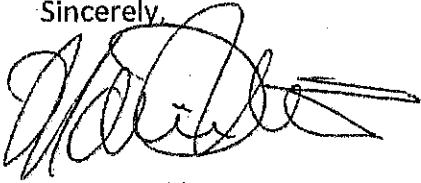
If funded, NCRD Interpretive Program Manager Marnin Robbins will work with BLR, and Northern Humboldt High School District to help the proposal meet its goals. These include working through the existing C-TIE initiative to expand opportunities for Native students at the California State Parks and more broadly by expanding the Modern Youth Internship Academy concept, where classes for high school/college coursework are combined with hands on work experience/ work-based learning opportunities; those opportunities happening at CA State Park's Sue-meg Village within Sue-meg State Park.

We believe Humboldt State University's involvement in the proposal offers the opportunity for Native Youth to explore careers in Natural Resources and STEM fields. In particular, the collaboration with HSU on a dual enrollment (SCI 100 - STEM Professional Class) aligns with CA State Parks goals to provide students with job awareness and coaching geared towards growing future Natural Resources professionals.

NCRD takes seriously the need to support all students in general and Native American youth in particular to help connect to sites of historical significance, and to gain a deeper understanding and appreciation of California's natural and cultural resources safeguarded by CA State Parks. For that reason, we are delighted to partner with Blue Lake Rancheria's

application for the 2023 Bureau of Indian Affairs Tribal Youth Initiative. The district looks forward to supporting the Tribe and its partners through facilitation and hosting of events at Sumeg Village, including visits by Native American and other relevant speakers, entrepreneurs and mentors.

Sincerely,

A handwritten signature in black ink, appearing to read 'Marnin Robbins', with a long horizontal stroke extending to the right.

Marnin Robbins

Interpretive Program Manager
North Coast Redwoods District, California State Parks



Northern Humboldt Union High School District

2755 McKinleyville Avenue, McKinleyville, CA 95519-3400
TELEPHONE: (707) 839-6470 • FAX: (707) 839-6477
www.nohum.k12.ca.us

ROGER MACDONALD
District Superintendent

CINDY VICKERS
Director of Fiscal Services

GAYLE CONWAY
Director of Student Services

January 12, 2023

TO: Mr. Douglas Garcia, Bureau of Indian Affairs, 2800 Cottage Way, Sacramento, CA 95825

RE: Northern Humboldt Union High School District support and commitment to participate in the Blue Lake Rancheria's proposal for a 2022 Bureau of Indian Affairs Tribal Youth Initiative grant

Northern Humboldt Union High School District enthusiastically supports Blue Lake Rancheria's application for 2023 2023 Bureau of Indian Affairs Tribal Youth Initiative program grant. Northern Humboldt Union High School District looks forward to serve as a partner in the project. Northern Humboldt Union High School District is Humboldt County's largest high school district and along with our affiliated K-8 districts serve over 300 Native American students. Northern Humboldt already partners with BLR and looks forward to expanding that partnership through the 2023 Bureau of Indian Affairs Tribal Youth Initiative program.

If funded, Northern Humboldt Grants, Evaluation, American Indian Education and Career Technical Education Administrator Jack Bareilles will work with site administrators, Title VI and Indian Education staff, and science teachers at the below listed high schools to help the proposal meet its goals. These include working through the existing C-TIE initiative (of which NHUHSD is an active participant) to expand opportunities for Native students at the California State Parks and more broadly by expanding the Modern Youth Internship Academy concept, where classes for high school/college coursework are combined with hands on work experience/ work-based learning opportunities.

We believe Cal Poly Humboldt University's involvement in the proposal offers the opportunity for Native Youth to explore careers in Natural Resources and STEM fields. In particular. The collaboration with HSU on a dual enrollment (SCI 100 - STEM Professional Class) aligns with Northern Humboldt's goals to provide more students job awareness and coaching.

The high schools from which the students will be recruited are: Northern Humboldt Union High School District: Arcata High School, Mad River Continuation High School, McKinleyville High School, Pacific Coast Continuation High School, Six Rivers Charter High School.

Northern Humboldt Union High School District takes seriously the need to support all students in general and our American Indian youth in particular. As our local and national economy

continues to change and adapt to the challenges and opportunities caused by our changing climate, providing STEM related opportunities that prepare students (and Native students in particular) to meet these challenges as they progress through their careers is at the forefront of our thinking and planning.

For that reason, we are delighted to partner with Blue Lake Rancheria's application for the 2023 Bureau of Indian Affairs Tribal Youth Initiative program. The district looks forward to supporting the Tribe and its partners through facilitation and hosting of events on school campuses including visits by Native American and other relevant speakers, entrepreneurs and mentors.



Jack Bareilles

Grants, Evaluation, American Indian Education
Career Technical Education Administrator
Northern Humboldt Union High School District