

I. OPENING MEETING

- a. Roll Call

II. REPORTS

- a. The Executive Director's Report
 - i. GYOA Draft APR
- 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. CONSENT AGENDA

- a. Job Description – Marketing & Communications Intern (Secondary) *see attachment*
 - i. Contact(s): Alison Robbins
 - ii. Purpose: New Marketing & Communications Intern job description for 180-200-hour internship for April through September 2023 for high school interns from Northern Humboldt Union High School District (NHUHSD).
 - iii. Recommendation: Staff recommends the approval of this job description and dissemination of the job posting to NHUHSD employment boards maintained by Job Coach.
 - 1. **DISCUSSION:**
 - 2. **NOMINATIONS:**
 - 3. **DECISION:**
 - 4. **ACTION:**

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

a. Policy Statement: 2100 TEA, Community and Media relations:

- i. Contact(s): Alison Robbins, Executive Director TEA
- ii. Purpose: The TEA, community and media relations program is a responsibility of both the Board of Education and the TEA staff. Within the bounds of legal and ethical responsibilities to students, the TEA will attempt to keep the community well informed about the operations and needs of its learning sites and programs. The BOE recognizes the necessity of involving citizens in the work of the TEA and its learning sites and program, and of two-way strategic communication with internal and external audiences. Communications strategies may include publications of print, audio, video, digital and social media, media relations, and various face-to-face communication activities.
- iii. Recommendation: Staff recommends approval of this policy statement and the development of Standard Operating Procedures (SOPs) for communications including but not limited to the TEA website and Facebook content and posting.
 1. **DISCUSSION:**
 2. **NOMINATIONS:**
 3. **DECISION:**
 4. **ACTION:**

b. Policy Statement: 2110 General Education Provisions Act (GEPA) Policy:

- i. Contact(s): Alison Robbins, Executive Director TEA
- ii. Purpose: The purpose of this policy is to comply with the requirements of the General Education Provisions Act (GEPA), Section 427, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382). The Blue Lake Rancheria Tribal Education Agency Board of Education will identify steps to ensure access to federally assisted programs have been provided as specified in the General Education Provisions Act (GEPA), Section 427 as Standard Operating Procedures under this policy.
- iii. Recommendation: Staff recommends approval of this policy statement and the development of Standard Operating Procedures (SOPs) for GEPA related communications.
 1. **DISCUSSION:**
 2. **NOMINATIONS:**
 3. **DECISION:**
 4. **ACTION:**

VI. MISCELLANEOUS

a. Approval of DRAFT BOE Meeting Minutes of 02/21/2023

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

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

3. **DECISION:**

4. **ACTION:**

VII. UNFINISHED BUSINESS

- a. OCTAE's 2023 Equity Summit Webinar Series entitled Equity in Career Connected Education: Advancing Economic Mobility March 28; Alison will give a 20-minute presentation. [See attachment](#)
- b. BOE previous tabled items

VIII. NEW BUSINESS

- a. NIEA 2023 Hill Week
 - i. Advancing Sovereignty with the ESSA
 - ii. Appropriations
 - iii. Native Education For All
 - iv. Whole Child Initiative & Social-Emotional Learning (SEL)
- b. Bear River Band of Rohnerville Rancheria joins C-TIE 03/17/2023
- c. USDA UAIP Grant Proposal submission 03/27/2023
- d. Upcoming Events
 - i. Land Back Art Show – 03/23/2023
 - ii. California BIG TIME – 04/08/2023
- e. BOE Professional Development
 - i. NACIE Virtual Meeting 03/30-31/2023 at 10AM Pacific

IX. AJOURNMENT

Item II – Executive Director’s Report: Organizational Meeting of the BOE 03/21/2023

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 covers three MYIA student interns.*

- Isak has accepted the position of Marketing & Communications Coordinator for the Tribe, and is no longer working on NYCP grant objectives.
- Maps, books, and curriculum purchased for Grant Elementary School per Tribal Consultation Letter supports for Eureka City Schools
- Marlee is still doing weekly work with Big Lagoon Elementary School
- Marlee attended Mission Peak Camp Training for the second year, and has been asked to lead a workshop on Youth Advocacy in July 2023
- Success in Both Worlds conference is one month away (*see attachment*) – **BOE Invited**
 - Friday, April 21 - Day 1 – at McKinleyville HS
 - Saturday, April 22 - Day 2 – Sue-Meg Village
- MYIA Internships
 - Marketing & Communications Intern to work with Isak and Toni on Tribe’s social media pages – *new job description is under Item IV. Consent Agenda*
- Extending Karen Skoglund’s contract for services – a review of funding available is on-going and should funds be available, an extension of Karen’s contract will be submitted at the next BOE meeting. Proposed work:
 - Teacher training on Native American cultural items – June 12 2PM Grant Elementary – meets GPRA 1 – “The number of capacity building activities offered by the TEA for the SEA or LEA (e.g. trainings, technical assistance in areas related to tribal history, language, or culture)”.

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)*

- Eureka City Schools - Community Schools Advisory Council – Friday, March 17 9:30AM
 - Alison attended – (*see attachment*)
 - Community Schools Mission and Vision statement update for greater inclusiveness, and representation. Alison provided the definition of Culturally and Linguistically Responsive Education (CLRE) used in Tribal consultation letters to ECS and Dept. of ED
 - [CA Dept. of Education website on Community Schools framework](#)
- Recruit, Retrain, Retain Educators (R3E) – professional development for teachers
 - Twelve applications have been submitted since we expanded the program service area in October. Only two persons have filled out all the paperwork as of this report.
- Modern Youth Internship Academies (9-12) – program design and inter-connectivity, searching for new partners and funding for the programs. Each grant covers aspects of MYIA’s components (Internships, Coaching & Mentoring, Leadership, Career Readiness, and College Prep)
 - GPRA 3 – “The number of education programs grantees directly administer.”
 - NYCP – internships, cultural workshops, student projects, Extended Ed, tutoring/credit recovery,
 - TCRP – internships, student led conferences, discussion boards

Item II – Executive Director’s Report: Organizational Meeting of the BOE 03/21/2023

- NACTEP – career exploration activities, field trips, Extended Ed, national certifications
- TYI – mentoring, career exploration and cultural activities
- 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 six (6) interested applicants in processing, with five (5) more spaces available
- 2023 BOOST Conference in Palm Springs, April 24-28
 - Currently – Alison, Steve, Theresa, Joe, Kirsten, and Kadee; still waiting on confirmation from ten others – registration is due 3/31;
- Spring Tuition Costs – seven (7) participants = \$23,270
 - The tuition for one (1) participant paid in Spring 2022 was carried forward because her courses were considered Incomplete, and with assistance from Cal Poly’s ED Leadership Director, Dr. Kenny Richards, and the Student Accounting Office we did not have to pay for the tuition for that student again. Funds obligated for additional tuition will be reallocated in the carryover plan to be submitted with the Annual Performance Report
- Cal Poly Humboldt Contract Update:
 - Year 1 - \$10,000 obligated – spending Jan-Jun’ 22 = \$8,448.45; balance = \$1,551.55
 - Year 2 - \$10,000 obligated – spending Jul-Dec ’22 = \$5,516.17; balance = \$4,483.83
 - Year 3 - \$10,000 obligated – starts on July 1, 2023
 - Anticipating a bill in July 2023 for the amount of \$6,035.38 – remainder of the obligated amounts for years 1 & 2 covering the period of January – June 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*
- Marlee took 18 students on a three-day cultural field trip to Orleans, Sue-meg, and Hoopa ([Marlee picture slideshow](#))
- Teacher Externships (professional development) for high school science & Career & Technical Education (CTE) teachers – open to all STEM teachers in HumCo – *See our Facebook page*

Item II – Executive Director’s Report: Organizational Meeting of the BOE 03/21/2023

- Foggy Bottom Boys
- Sarvinski Family Farms
- Hog Island Oyster Farm
- BLM

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
- Lisa took students to do invasive species removal at Dow’s Prairie Educational Wetland (McKinleyville Land Trust) with volunteer Nanette Kelly – removed Scotch broom – [see pictures](#)

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*

- Three interviews are scheduled for hiring the interns with Bill Matsubu
- Three Cal Poly students to work 480 hours each with the Environmental Office staff completing the TCRP FY21 grant – [see emailed report from 03/17/2023](#)
 - Two paid for under CAT8, One paid for under CAT9

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
- Conference site, food, supplies, and speakers have been arranged. Potentially Jason might need to sign small independent contracts for the conference speakers - DropboxSign

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

- CA State Parks Jr. Rangers is beginning its design phase; awaiting State Parks initial design
 - Meetings are being scheduled for planning of internship hours at Sue-Meg
 - Videos or slideshows advertising the Jr. Ranger summer program and Sue-Meg Village tours are in the concept/design phase

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)
- Final training session is March 23
- Preparing Blue Lake and Grant Elementary schools to join this program
- Sites being selected for weather stations based on teacher input

Blue Lake Rancheria Higher Education Scholarship Program

- Student rents are increasing and leases will be coming due July and August
 - Grace Kindred – continuing same space with annual rent increase
 - Sloan Lewis – continuing same space with annual rent increase
 - Chloe Kindred – graduating lease ends August 1
 - Chloe Thomas – graduating and wants to attend grad school same place
 - Tanner Lewis – considering moving to be closer to another school to take classes in person

Performance Measures Status and Certification (See instructions.)

12. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ___ Yes X No
- b. If no, when will the data be available and submitted to the Department? 06/30/2024 (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).

Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Dr. Jason Ramos Title: Tribal Administrator

Name of Authorized Representative:

Date: ___ / ___ / ___

Signature



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

OMB No. 1894-0003
Exp. 07/31/2024

Check only one box per Program Office instructions.
 Annual Performance Report Final Performance Report

PR/Award # (11 characters): S299B210032

(See Instructions)

The Blue Lake Rancheria Tribal Education Agency (BLR TEA) has been continuing its successful implementation since last year's APR. New accomplishments for this reporting period include:

May 2022 – Six (6) of eight (8) recruited cohort 1 participants completed the 10-month training portion of the program, graduating with their Educational Leadership certificates from California State Polytechnic University, Humboldt (Cal Poly).

June 2022 – September 2022 – Four (4) of six (6) graduated were hired in qualifying jobs as: high school principal, elementary school principal, elementary school assistant principal, and Native American curriculum coordinator for the county office of education.

July 2022 – Four Native American Champion mentors (each a currently working administrator) were contracted to provide 20 hours of Induction support to the six (6) cohort 1 graduates.

August 2022 – Eight (8) recruited cohort 2 participants began classes August 13, 2022 at Cal Poly. Monthly job postings for certificated management using EdJoin website began to be emailed to graduate by Alison.

September 2022 – Three (3) of the eight (8) recruited cohort 2 participants withdraw from the training program due to family, work and class overload they had not anticipated. Their withdrawal was prior to paying tuition or receiving living stipends from the GYOA program, and they were removed from the PDPDCS website. Surveys, emails, and phone calls were sent/made to cohort 1 participants to determine what additional supports they would need during their Induction phase, and what kind of professional development they would like to participate in during Induction. Steve and Alison conducted their monthly P>D>C>A meeting to make plans for the coming months.

October 2022 – Our Administrative Mentor worked with our two cohort 1 participants to prepare to return to the program in Spring 2023, with assistance from Dr. Kenny Richards at Cal Poly who provided pathway to rejoining the program with cohort 2. Cal Poly opened special Extended Ed course options to keep participants enrolled so they could complete courses without Failing marks, and remaining university students and not need to reapply to the program in Spring 2023. Program Director, Alison Robbins, attended the NIEA Conference and participated in a presentation on program supports for Native Administrators provided by the BLR TEA. Steve and Alison had two P>D>C>A meetings to verify the added Extended Ed classes, and planned additional Induction professional development workshops were scheduled.

November 2022 – Early in November, GYOA staff updated PDPDCS and held its first numbers verification meeting with cohort 2, and an additional 'make-up' meeting was held 11/17 for those who couldn't make the first one. Finally, we held a third PDPDCS verification meeting to ensure all participants had used, and understood the PDPDCS website. Through community partnerships, BLR TEA provided Induction participants with professional development training opportunities based upon their September survey, email, and phone call feedback. One such opportunity was the NCIDC & ACLU Indigenous Education and Justice Summit 11/4/2022 (include flyer in Section C). November 21, 2022 the initial announcement of recruitment for cohort 3 began on C-TIE Facebook page, and cohort 3 waiting list participants were contacted by our Administrative Mentor, Steve Godla.

December 2022 – Alison and Steve met again on the P>D>C>A continuous improvement plan making notes to increase recruitment due to several people on the waiting list declining to join cohort 3 at this time. Stepping up recruitment posts on Facebook 12/13, 12/28; including a celebration post for 2022 graduates 12/26. During this month, work on a recruitment video with cohort 1 graduate Maggie Peters commenced. Updates to the BLR TEA webpage for GYOA were completed include a GYOA Process button, FAQ section, and downloadable forms. Plans for additional Induction support based upon meetings with graduate in qualifying jobs developed and assistance in the way of substitutes and additional mentoring hours were provided.

January 2023 – Seven (7) participants started Spring 2023 program (2 returning cohort 1 participants, and 5 continuing cohort 2), preparing for graduation in May 2023. Official Recruitment began with a total of seven (7) advertisements in January, and the Maggie Peters video went up on our website. Two (2) cohort 3 participants received their acceptance letters for the program. More recruitment emails were sent to county offices of education and all schools in Northern California serving 1.39% or more AI/AN students. Another monthly jobs posting was emailed to graduates.

February 2023 – We continued recruitment with an outreach event on Zoom on February 6th where Alison, Steve, and Dr. Kenny Richards answered questions from interested potential applicants. Maggie Peters (cohort 1 graduate now employed as Hoopa HS Principal) recruitment video was posted and shared out on February 8. Also on February 8th, Cohort 1 graduate Cindy Hogue, now employed as the Native American Curriculum Coordinator for Shasta County Office of Education, created a training for teachers and administrators on Trauma and Healing Informed practices, which all cohort 1 and 2 were invited to attend as professional development. Steve and Alison held another PDPDCS verification meeting with cohort 2 participants as on-going training/familiarity with the website.

Alison and Maggie participated in the Comprehensive Centers webinar panel *Making a Difference for American Indian and Alaska Native Students: Innovations and Wise Practices: Indigenous Educator Pathways II: Designing Our Systems* on February 14. Cohort 1 graduate Cindy Hogue, now employed as the Native American Curriculum Coordinator for Shasta County created a training for teachers and administrators. Finally in February, arrangements were made for cohort 1 and 2 participants to attend the Small School District Association of California conference in March 2023. As some cohort participants could not attend the SSDAC conference in March, two additional conference dates have been planned: 1) 2023 BOOST conference in Palm Springs April 24-28, and 2) NASAI (Native American Student Advocacy Institute) conference in San Diego June 8-9. Participants will have the option of going to both or either conferences, and BLR TEA will provide substitutes to remove barriers from participation. At the conclusion of each conference, those in attendance will review the highlights and takeaways from the conference to share with those that could not attend. This will be done in a Zoom meeting of cohort participants and Champion Mentors.

During Alison and Steve's monthly P>D>C>A continuous improvement meetings in January and February, various additional supports were discussed for Inductees from additional mentoring hours, to substitute teachers/administrators providing support for Induction participants, to additional conference dates, and professional development workshops for administrators. Three administrative texts are also being evaluated to provide to Champion Mentors and Inductees. Finally, Steve and Alison are developing a series of panel discussions on topics provided by the Inductees to address specific issues they are encountering as new Native American administrators on everything from doing staff reviews for Human Resources documentation, to planning their district/school budgets, incorporating culture into staff development and curriculum, as well as communication with challenging parents and community members.

Budget adjustments will accompany a request for carryover funds for obligated and unobligated funds of Year 2 to be made available during Year 3 budget period. We need to carryover the stipend/living allowance and tuition for the three (3) cohort 2 participants that withdrew so that we can fund a total of eleven (11) participants during cohort 3. This also includes carrying over those three withdrawal's allocation for Induction support. Additionally, BLR's NICRA increased from 20.66% during the FY22 (01/01/2022 – 12/31/2022) to the new rate of 37.68% (01/01/2023 – 12/31/2023). The new NICRA was provided to our Program Officer and is on file. There will be an adjustment to the hours worked by the Program Director as increased participation and efforts have increased their hours on this program. Additional hours for Steve Godla's contract will also be allocated as recruitment and participation support have also increased. A complete budget plan for spending will be provided on the optional Excel worksheet provided by OIE TA.

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

OMB No. 1894-0003
Exp. 07/31/2024

PR/Award # (11 characters): S299B210032

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

The projected AND actual numbers of participants expected to be recruited in the project each year

1. Performance Measure	Measure Type	Quantitative Data					
BLR TEA will recruit 8 cohort participants each of the first three years of the PD-GYOA program	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		8	/		8	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Recruitment for year 2 cohort which started August 2022 began in Spring 2022, and was successful in recruiting eight (8) participants. The participants were enrolled in the PDPDCS website, and with the university for Fall 2022 courses. Three (3) of the participants opted to withdrawal before the tuition was paid or living stipends issued, and they paid any and all outstanding fees for the one or two weeks of courses they participated in before withdrawal. The three (3) withdrawing participants were removed from PDPDCS. Five of the remaining eight (8) recruited participants are on schedule to graduate in May 2023 as of the writing of this report. Two (2) participants from cohort 1 who needed to pause their participation during Spring 2022 resumed and are scheduled to graduate with cohort 2 in May 2023. This brings to the total recruited for the grant program to sixteen (16), with six (6) graduated in 2022, seven (7) scheduled to graduate in May 2023, for a total of thirteen (13) of sixteen (16) recruited and admitted to the program completing the training portion. Recruitment of cohort 3 participants officially began in January 2023, with a total of eleven (11) spaces available, those being three (3) from cohort 2, and the planned eight (8) from cohort 3. As of the writing of this report, six (6) cohort 3 participants have been recruited and are being guided through the process of applying to Cal Poly Humboldt’s Ed Leadership program, being assisted by our contracted Administrative Mentor Steve Godla, and Cal Poly’s Dr. Kenny Richards.

Cohort 3 recruitment posts on Facebook: 01/06, 01/09, 1/11, 1/16, 1/20, 1/23, 1/30, 2/6, 2/26; recruitment Q&A meeting 2/6; recruitment video w/ Maggie Peters 02/08; Recruitment emails to all county offices of education in Northern California service area, and to all schools serving more than 1.39% AI/AN students in Northern California – over 214 people emailed, including teacher preparation program alumni from Cal Poly Humboldt.

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

OMB No. 1894-0003
Exp. 07/31/2024

PR/Award # (11 characters): S299B210032

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective Check if this is a status update for the previous budget period.

The projected AND actual numbers of participants expected to continue in the project each year

2.a. Performance Measure	Measure Type	Quantitative Data					
BLR TEA expect each participant completing the training program to continue with the induction portion of the program.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		6	/		6	/	

2.b. Performance Measure	Measure Type	Quantitative Data					
BLR TEA expect each participant completing the training program to continue with the induction portion of the program.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		7	/		999	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The two (2) cohort 1 participants that paused their training program resumed in Spring 2023 as planned and reported on Year 1's APR. They are anticipated to complete their training program with the five (5) remaining cohort 2 participants. All seven are anticipated to participate in the Induction program after completing in May 2023. Surveys for matching graduates to their Champion Mentors will be sent out in March/April 2023, and contracts with Champion Mentors for 20 hours of Induction beginning July 1, 2023 are scheduled to be approved by the Board of Education by June 30, 2023 for the continuation of Induction Year 2 for cohort 1 six (6) participants, and for Induction Year 1 for cohort 2 seven (7) participants.

2.A - Cohort 1 –

08/2021-05/2022 – Training Program – 8 recruited, 6 completed
 06/2022-05/2023 – Year 1 of Induction – 6 participating, 2 on pause
 06/2023-05/2024 – Year 2 of Induction – 6 participating
 06/2023-05/2024 – Year 1 of Induction - 2 resuming participation
 06/2024-06/2025 – Year 2 of Induction – 2 participating

2.B - Cohort 2 –

08/2022-05/2023 – Training Program – 8 recruited, 5 anticipated to complete
 06/2023-05/2024 – Year 2 of Induction – 5 planned

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

OMB No. 1894-0003
 Exp. 07/31/2024

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3. Project Objective Check if this is a status update for the previous budget period.

The projected AND actual numbers of participants expected to graduate

3. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
The projected AND actual numbers of participants expected to graduate	PROJECT	Raw Number	Ratio	%	Raw Number	Ratio	%
		8	/		7	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

During 2022-2023 program year cohort 2 was filled with eight (8) recruited participants, with three (3) withdrawing after two weeks due to family issues. In January 2023, the two (2) cohort 1 participants that paused their training program participation resumed their training program It is anticipated that seven (7) GYOA participants will graduate the Ed Leadership program in May 2023 (2 resuming from cohort 1, and 5 remaining from cohort 2 = 7).

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

OMB No. 1894-0003
Exp. 07/31/2024

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4. Project Objective Check if this is a status update for the previous budget period.

The projected AND actual numbers of participants expected to find qualifying jobs within twelve months of completion

4.a. Performance Measure	Measure Type	Quantitative Data					
The projected AND actual numbers of participants expected to find qualifying jobs within twelve months of completion	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		7	/		999	/	

4.b. Performance Measure	Measure Type	Quantitative Data					
The projected AND actual numbers of participants expected to find qualifying jobs within twelve months of completion	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		6	/		999	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

4.A – Cohort 1 graduated in May 2022, and thus, twelve months has not passed since their completion of the training portion of this program. It should be noted, that four of the six graduates of cohort 1 have found full time employment as administrators using their Ed Leadership credential earned in the training program. Thus, there is no way for us to meet the original target number of seven (7) as only six (6) actually completed cohort 1’s training program. We will have numbers for 4.A after May 2023 as that will be a full twelve months post training program completion.

4.B – Cohort 2 has yet to complete their training program. We are anticipating seven (7) graduates in May 2023, and will be able to provide actual performance data by June 2024.

BLR TEA is shooting for 85.7% of participants completing the training portion of the program to find qualifying jobs within twelve months of graduation with their Ed Leadership credential.

Budget Year	(Multiple Items)		Budget vs. Expenditures Project Year 2					Budget Balance
	Budget	Actuals	Invoice	Obligation	Pre-Obligation	Total Costs		
1 - Salary	\$ 38,929.66	\$ 20,881.24		\$ 9,633.31		\$ 30,514.55	\$ 8,415.11	
2 - Fringe	\$ 28,711.89	\$ 6,919.17		\$ 4,334.99		\$ 11,254.16	\$ 17,457.73	
3 - Travel	\$ 24,133.63	\$ 2,506.34			\$ 14,300.53	\$ 16,806.87	\$ 7,326.76	
4 - Equipment	\$ -					\$ -	\$ -	
5 - Supplies	\$ 1,000.61	\$ 214.69			\$ 1,000.00	\$ 1,214.69	\$ (214.08)	
6 - Contractual	\$ 261,913.47	\$ 48,172.64		\$ 175,677.85	\$ 21,700.00	\$ 245,550.49	\$ 16,362.98	
8 - Other	\$ 366.47	\$ 181.65				\$ 181.65	\$ 184.82	
10 - Indirect	\$ 34,660.00	\$ 6,087.92		\$ 14,493.32		\$ 20,581.24	\$ 14,078.76	
11 - Stipends	\$ 132,804.00		\$ 31,388.00	\$ 7,000.00	\$ 42,924.00	\$ 122,582.00	\$ 10,222.00	
Grand Total	\$ 522,519.73	\$ 126,233.65	\$ 31,388.00	\$ 211,139.47	\$ 79,924.53	\$ 448,685.65	\$ 73,834.08	



Blue Lake Rancheria Tribe of California

POSITION DESCRIPTION

MANAGEMENT RETAINS THE RIGHT TO CHANGE JOB DESCRIPTION AS DEEMED NECESSARY

Job Title: Marketing & Communication-Career Pathway Mentorship
Department: Tribal Education Agency
Reports To: TEA Executive Director & assigned mentoring supervisor
FLSA Status: Non-Exempt
Prepared By: Alison Robbins
Revised Date: 03/20/2023
Approved By:
Approved:

JOB SUMMARY

A Pathmakers Student Intern works with assigned mentoring field supervisors to assist with student project layouts, setting goals for learning the assigned departments' functions and team responsibilities. The applicant will work up to 200 hours April-September. Some weekend days might be required.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Create social media posts for the Tribes' various outreach pages for all Tribal departments (Education, Environment, Nutrition, etc.)
- Create graphics, flyers, web designs, and other copy used in Marketing & Communications for BLR programs, such as Native Maker role model posters, flyers for trainings, etc. from photographs taken by Intern and other BLR staff or community members
- Attend on-going trainings when needed or requested to do so by staff
- Complete program evaluation surveys as requested
- Keep accurate records of: hours worked, skills learned, and status of the 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.
- Spend at least five hours a month engaged in a mutually agreed-upon activity with assigned mentoring supervisor on student project(s)
- Communicate with assigned mentoring supervisor – by telephone or email regarding attendance
- Honor all commitments made to the Pathmakers 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: Must have completed 10th grade, and be recommended by school staff for Internship position.

COMPUTER SKILLS

Must be knowledgeable and proficient working with the Microsoft Office Suite within six weeks of hire.

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

Student work permit

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.

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.

The intern primary work site is the Tribal Office and Justice Center, 2nd floor with Marketing & Communications staff. Appropriate work attire for job duties assigned shall be worn.

DRAFT



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

OFFICE OF THE ASSISTANT SECRETARY

Dear Alison Robbins,

As Assistant Secretary for the Office of Career, Technical, and Adult Education (OCTAE), I cordially invite you to present at the U.S. Department of Education's 2023 Equity Webinar Series. This virtual event will be held on Tuesday, March 28, 2023, from 3:00 pm - 4:00 pm ET. The theme is *Equity in Career Connected Education: Advancing Economic Mobility*.

OCTAE held the [2022 Advancing Equity in Career-Connected Education Summit](#) (Summit), on February 2, 2022. This event was an important component of the Department of Education's (ED) efforts to implement [Executive Order 13985, Advancing Racial Equity and Support for Underserved Communities Through the Federal Government](#). One of the goals of the Summit was to identify themes and topics across those issue areas for further exploration such as data, state or local roles, the role of industry, or existing systemic challenges such as misaligned incentives in adult education, career technical education, community colleges, and correctional education. Based on what we learned from the Summit, OCTAE is hosting a series of equity webinars, that will focus on topics such as [dual enrollment](#), [Second Chance Pell](#), [digital literacy](#), and [career pathways](#). The webinar series forwards OCTAE's goals for all youth and adults to be ready for, have access to, and complete college and career pathways—and for all youth and adult students to have equitable access to high-quality learning opportunities on demand.

Presenting at one of OCTAE's equity webinars is an important opportunity to inform the Department of Education of your programs and policies. Each webinar will bring together up to 1,200 diverse stakeholders from public, nonprofit, and private sector organizations, creating a unique platform to disseminate innovative equity-focused research and practice approaches to the broader education field.

Your presentation is scheduled for 20 minutes, with approximately 10 minutes for questions and answers from the audience. All sessions will be conducted live and recorded for future distribution. Thank you for agreeing to present on ***Work-Based Learning Opportunities for Native American Students***. Please contact Kiawanta Hunter at kiawanta.hunter@ed.gov for more information.

Thank you in advance for your consideration.

Sincerely,

Amy Loyd
Assistant Secretary
Office of Career, Technical, and Adult Education
U.S. Department of Education

400 MARYLAND AVE. SW, WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Work-based Learning Opportunities for Native American Students

ALISON ROBBINS

EXECUTIVE DIRECTOR

BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY

MODERN YOUTH INTERNSHIP ACADEMIES PROGRAM CONCEPT



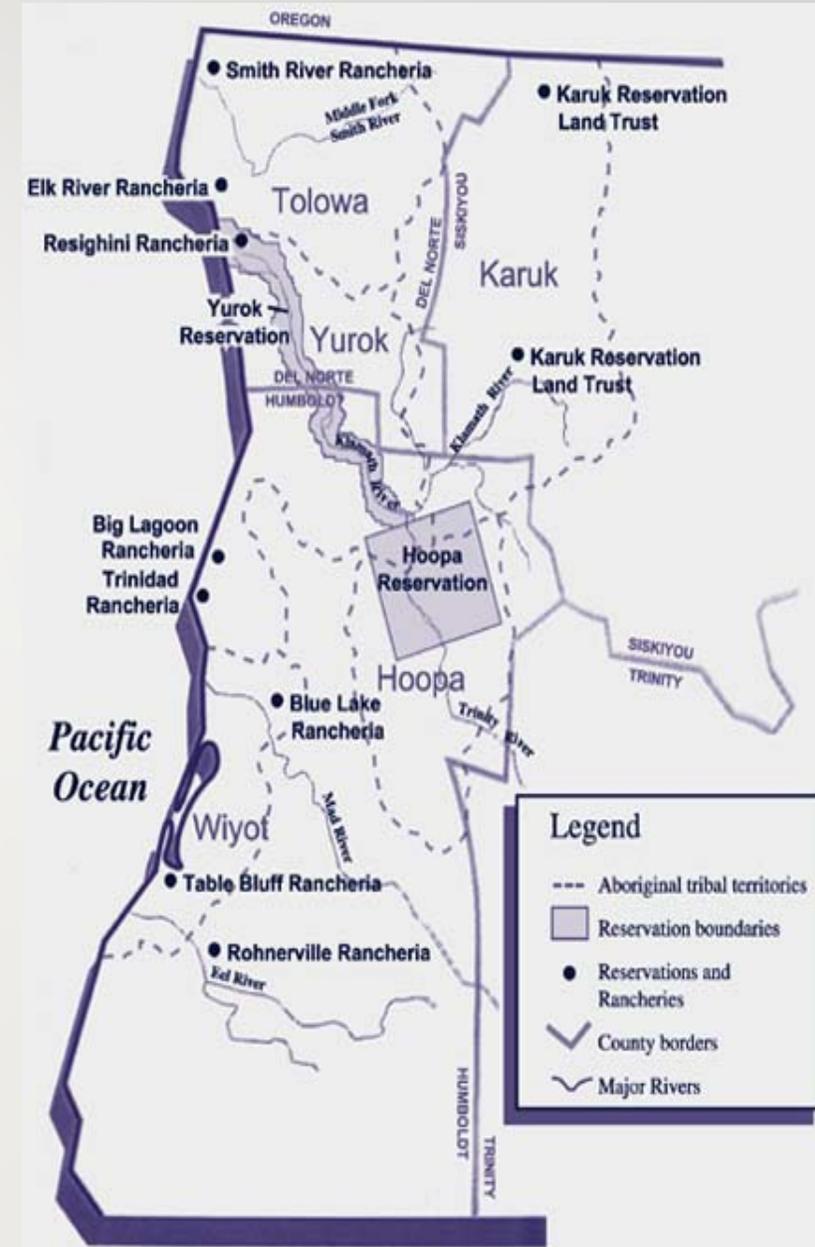


Presentation Focus: Internships Component

- Blue Lake Rancheria Tribe of California
- Background of Program Design
- Core Components
- Building Partnerships for Success
- Understanding Employment Law: Internships
- Long-term Sustainability
- Evaluation for Continuous Improvement
- Q & A

Blue Lake Rancheria

- **Name:** Blue Lake Rancheria, California
- **Government Structure:** Federally recognized | Founded in 1908 | Organized by Constitution
- **Termination / Restoration**
 - 1958 terminated (P.L. 85-671)
 - 1983 reinstated (*Tillie Hardwick v. U.S.*)
 - 1995 current Constitution approved by DOI; P.L. 93-638 Contract Tribe
- **Location** Humboldt County, 15 miles NE of Eureka, on CA Highway 299
 - ~100 acres of trust land, spanning the Mad River
 - ~2 acres of trust land, Samoa Peninsula – cultural shell mound sites
- **Government Operations** Tribal Court, Tribal Police, Office of Emergency Services, Regulatory Commission, Tribal Education Agency, Real Estate, Grants/Contracts, Fiscal, Environment, Utility Authority





Background of Program Design

- Assessment of information
 - **Identified and engaged with stakeholders**
 - Parent advisory committees
 - Board of Education
 - Businesses
 - **Analyzed county data on long-term economic growth**
 - Six specific industry sectors were identified
 - Agriculture & Natural Resources
 - Building & Construction Trades
 - Energy, Utilities, & Environment
 - Health Sciences & Medical Technology
 - Hospitality, Tourism, & Recreation
 - Manufacturing & Product Development



Core Components

Internships
Student Designed
Business Designed

Coaching & Mentoring
TEK & Site Mentors
Job Coaching

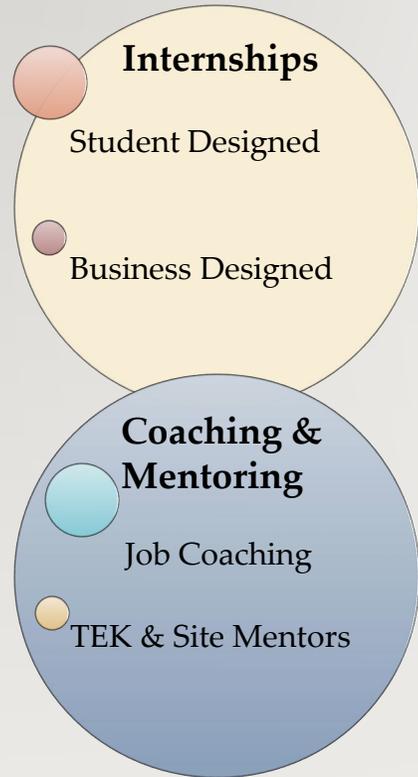
Modern Youth Internships Academies (MYIA) Education Programs

Leadership
Native Student "clubs"
Student Led Conferences

College Prep
Cal Poly Extended Ed Courses
HS/CC Dual Enrollment

Career Readiness
HS Credit Recovery
National Certifications

Core Components



Internships

- Student designed
 - Student approaches the business with internship proposition and with our staff assistance creates a job description around what they want to learn.
- Business designed
 - Businesses are recruited by TEA staff to participate in MYIA, and co-design a job description for interns.
- Internship requirements:
 - Be a minimum length of 120 hours, and preferably 180 to 380 hours
 - Must not conflict with school hours
 - Students' grades and participation in school activities must not be impacted
- Internship supports:
 - Transportation – bus passes, carpool, rides
 - Clothing – uniform pants, shoes, et. al
 - Pre-employment TB Tests, Drug Tests, or certifications (Food Handlers Card)

Coaching & Mentoring

- Job Coaching
 - School based staff member who assists with navigating all things related to pre-employment readiness, including the legal requirements to work (*i.e.: student work permits, I9 documentation, tax forms*) and employer requirements for employment (*i.e.: job applications, forms, direct deposit banking*)
- TEK & Site Mentors
 - Job site staff who provide specific job skills training at the worksite, modeling organizational culture, and helping students to incorporate their culture into the workplace as they grow comfortable and obtain efficacy.
- Coaching supports:
 - Business introductions & elevator pitching
 - Résumé building & practice interviews
 - Business terminology, practices, and dress
 - Employment Rights/Laws on safety, harassment, and employee rest periods



Core Components: Internships

- Understanding student motivations and focus
 - Learning about the career field and overall subject matter – “It’s my future.”
 - Funding for personal goals, school, and family – “It’s a paycheck.”
- Providing options
 - Design your own internship
 - Business designed internship
- Program Supports: Job Coach and Mentors
 - School based
 - Site based



Building Partnerships for Success

- Field trips to partner sites
 - Student safety
 - Transportation and accessibility
- Joint creation of job descriptions
 - Expectations
- Removing barriers to participation
 - Taking on the role of payroll and insurance for partners
- Continuous partnership recruitment
 - Community organizations – Rotary International, Chamber of Commerce, Tribes and Native organizations



Understanding Employment Law: Internships

Interns *must be paid unless* the internship satisfies the federal Department of Labor's (DOL) seven-factor test. The seven factors are:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern's formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern's academic commitments by corresponding to the academic calendar.
5. The extent to which the internship's duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern's work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.



Understanding Employment Law: Internships

- **What are the risks of not paying interns?**

- If a company fails to pay an intern when the law requires it, the company can later be required to pay back wages equal to no less than minimum wage, overtime, potential penalties and more. A free intern could instead turn out to be a very costly problem for the company.
- A company may also expose itself to other risks outside of wage claims. For example, a company may not complete a US Citizenship and Immigration Services Form I-9 for an unpaid intern; if the intern is later deemed an employee, then his or her legal right to work will become relevant.

- <https://www.dlapiperaccelerate.com/knowledge/2017/do-you-have-to-pay-interns.html>



Understanding Employment Law: Internships

Practical tips to satisfy the seven-factor test for unpaid interns

- **Require that interns receive academic credit through dual-enrollment with their high school and a local community college.** Having an internship program that is structured around a classroom or academic experience as opposed to the employer's standard operations can reduce risk. This often occurs where an IHE exercises oversight over the internship program providing educational credit.
- **Arrange for job shadowing with willing employers.** Provide "job shadowing" that allow interns to *learn certain functions* under close and constant supervision of regular employees. If an intern receives the same level of supervision as a regular employee (*i.e.*, not very much supervision), the employment relationship becomes suspect.
- **Set expectations with the intern using Job Coaching & Job Descriptions.** Prior to engaging an intern, have a written job description and specify the number of hours of unpaid employment, reiterating that a job is not guaranteed at the conclusion of the internship period. The Intern should understand no wages are due for the internship, that training received during the internship is for the benefit of the intern, and that the intern will be closely supervised by a specific employee of the startup.
- **Don't use interns to replace the work of employees.** Do not require that an intern do work that an employee would do in the intern's absence.



Long Term Sustainability

- Paid vs. Unpaid Internships
 - Increasing minimum wage in California
 - Program started with a budget of \$12.75 per hour
 - Per CA State Law minimum wage is now \$15.50 per hour
- A continuous process to be monitored
- Assisting partners with costs
 - Looking for grants to supplement Internship cost
 - Tribal general fund

Know Your Costs

- **Worker's Compensation Insurance Rates**

- Can vary greatly by Class Code
Budget appropriately for differences in Class Code

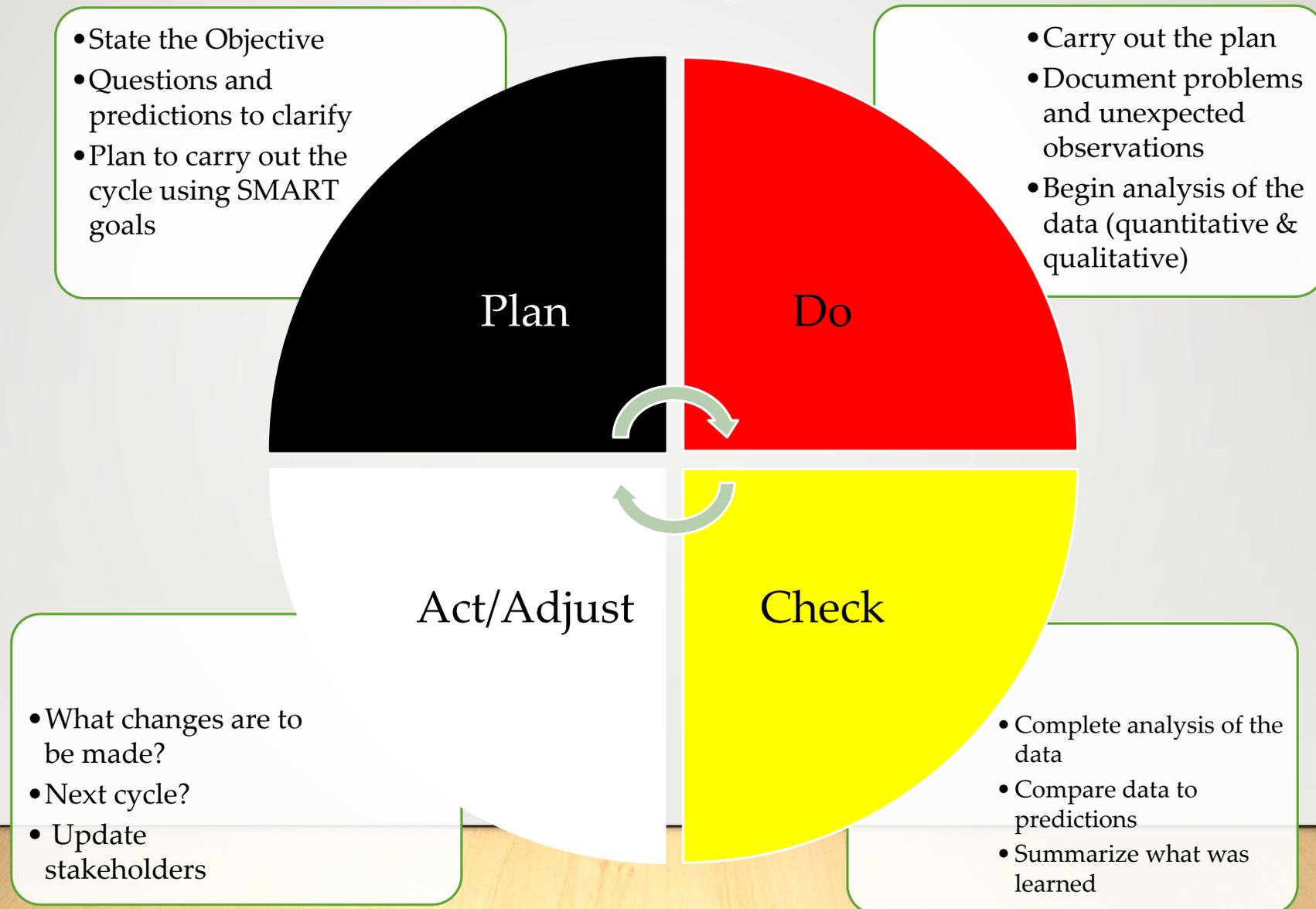
Class Code 8810
Clerical Office
Employees
0.19% to 1.23%;
average .51%

Class Code 0005
Nurseries
3.85% to 14.59%;
average 8.88%

The screenshot shows a web browser at the URL <https://www.insurancexdate.com/class/CA>. The page title is "California Class Code & Rate Lookup". There is a search bar with the placeholder text "Enter a code or description to search" and a dropdown menu set to "California". A "Search!" button is located to the right of the search bar. Below the search bar, there is a table titled "Class Codes" with three columns: "State", "Class Code", and "Description".

State	Class Code	Description
CA	0005	Nurseries — propagation & cultivation of nursery stock
CA	0016	Orchards — citrus & deciduous fruits
CA	0034	Poultry Raising
CA	0035	Florists — cultivating or gardening
CA	0036	Dairy Farms
CA	0038	Stock Farms
CA	0040	Vineyards
CA	0041	Potato Crops
CA	0042	Landscape Gardening
CA	0044	Cotton Farms

Evaluation for Continuous Improvement



Questions & Answers

- [Blue Lake Rancheria Tribal Education Agency website](#)
- [Consortium for Tribal Innovation and Entrepreneurship Facebook page](#)
- [Humboldt County Office of Education: Career & Technical Education](#)
- Contact:
 - Alison Robbins, Executive Director, Blue Lake Rancheria Tribal Education Agency
 - tribaled@bluelakerancheria-nsn.gov
 - (707) 668-5101 (office)
 - (707) 630-2304 (cell phone)

Updates on Federal Budgets & Initiatives

For NIEA 2023 Hill Week

Presented by

Greg Smith, Partner &
Moriah O'Brien, Senior Government Relations Advisor
Hobbs, Straus, Dean, Walker, LLP

Presentation Overview

- 1) Federal Budget Process and Timeline
- 2) Your Testimony Matters: Key Increases Achieved for the FY 2023 Enacted BIE Budget
- 3) Looking Ahead: Key Federal Issues Schools are Bringing Forward
- 4) Questions?

Federal Budget Process and Timeline

- Each year, federal departments work with the Office of Management and Budget (OMB) to formulate their budget requests or “Greenbooks” for each Bureau and Office within their Department
- When OMB approves the final version, they can submit it to Congress as the President’s Budget Request (Feb./March)

Federal Budget Process and Timeline

- Then, the House and Senate Appropriations Committees request testimony, hold hearings, and request priorities from Members of Congress (March/April)
- There are 12 Appropriations Subcommittees:
 - The **House and Senate Interior, Environment and Related Agencies Subcommittees** the bill that funds the BIE, BIA, and IHS (written testimony due March 17 for House Subcom. this year)
 - The **House and Senate Labor, Health and Human Services, and Education Subcommittees** write the bill that funds the Department of Education (written testimony due March 23 for House Subcom. this year)

Federal Budget Process and Timeline

- After the Appropriations Subcommittees hold hearings, they start writing their bills and accompanying reports (spring) and then scheduling votes (spring/summer)
- Once the bills are voted out of Committee, they are supposed to be considered on the House Floor and Senate Floor (summer)

Federal Budget Process and Timeline

- Then, there should be a conference process to create a compromise version of the bill and report, which needs to be voted on again by each Chamber
- Once passed by each Chamber, then the bill goes to the President for signature and the federal agencies start implementing it
- This is *supposed* to happen by Sept. 30, but often doesn't

Federal Budget Process and Timeline

- In recent years, Congress could not come to an agreement by Sept. 30, so they pass a Continuing Resolution or “CR”
- This continues the previous fiscal year’s terms and spending levels temporarily into the new fiscal year
- This causes problems for federal agencies and for schools

Federal Budget Process and Timeline

- While most BIE school operations accounts are forward funded (funding arrives July 1), some are not
- Non-forwarded funded school operations accounts include: Facilities Operations, Facilities Maintenance, Education IT
- Delays from CRs mean these funds are delayed and Tribal Grant Support Costs are also delayed
- Education Construction is not forward funded

Federal Budget Process and Timeline

- After one or more CRs Congress usually works out some sort of deal that groups together the 12 appropriations bills into an end of year “Omnibus” package (December)
- Meanwhile, the federal agencies are trying to write their budget requests for the next fiscal year (!)

Appropriations Testimony Matters:

Key Increases Achieved for the FY 2023 Enacted BIE Budget

The FY 2023 omnibus provides \$1.4 billion for the BIE, an increase of \$119 million, or nine percent (9%) above the FY 2022 enacted amounts.

Key Increases Achieved for the FY 2023 Enacted BIE Budget

- +\$40.8 million for *ISEP Formula Funds*
- +\$4.5 million for *Education Program Enhancements*, of which \$2.1 million is for “teacher recruitment and retention”
- +\$10.3 million for *Student Transportation*
- +\$6.3 million for *Tribal Grant Support Costs* (estimated to be full funding)
- +\$10.7 million for *Facilities Operations*
- +\$11.1 million for *Facilities Maintenance*

Key Increases Achieved for the FY 2023 Enacted BIE Budget

Pay Parity. The [Explanatory Statement](#) accompanying the Interior, Environment and Related Agencies Division of the FY 2023 omnibus continues to direct the BIE to appropriately display in their budget request the fixed costs increases needed in order for teachers and counselors in the BIE-funded school system be paid equivalent salaries to their counterparts in the Department of Defense Education Activity.

Looking Ahead: Key Federal Issues Schools are Bringing Forward

Key Issues

- Pay Parity for Teachers with their DoD counterparts
- Teacher & Staff Salary Increases
- Teachers & Staff at BIE Funded, Tribally Controlled Schools being able to participate in FERS
- Forward Funding for Facilities Operations and Maintenance OR Advance Appropriations for the entire BIE Budget
- Continued Education Construction increases to replace or repair aging school facilities

Questions?

Greg Smith

gsmith@hobbsstraus.com

Moriah O'Brien

mobrien@hobbsstraus.com



NATIONAL INDIAN EDUCATION ASSOCIATION

Education Sovereignty

WHOLE CHILD INITIATIVE & SOCIAL-EMOTIONAL LEARNING (SEL)

The Every Student Succeeds Act (ESSA) includes several key provisions which aim to better support underserved children. However, as we look to Congress to reauthorize ESSA, it is imperative that an emphasis on healing centered education is incorporated in this important legislation. Following the coronavirus pandemic, students across the country face a new landscape of stressors that continue to have a substantial impact on youth's mental health. For Native communities, the pandemic exacerbated pre-existing issues in our most vulnerable youth, especially those in the child welfare system.

Fostering the Whole Child Approach

The NIEA Whole Child Initiative seeks to reclaim the brilliance of our Native students through the power of Education Sovereignty. The goal of the Whole Child approach is to create a framework for ensuring community, family, and mental health are part of the academic wheel. This approach aims to close the gaps that fail to address the mental, spiritual, physical, and emotional needs of our Native students.

NIEA, with assistance from the Center for Educational Improvement, is exploring how *Compassionate School Practices*¹ can foster positive outcomes for Native students. The intent of the Compassionate School Practices model, developed by Yale University, is to address the trauma and needs of children in schools through four pathways: prevention, support, building resiliency, and developing protective factors. NIEA and CEI are committed to alleviating trauma, embracing greater equity, and creating healing school communities.

Native Students under the Indian Child Welfare Act

The Indian Child Welfare Act (ICWA) was enacted in 1978 to address the alarmingly high number of Indian children being removed from their homes by both public and private agencies.² Research found that American Indian and Alaska Native (AI/AN) children are overrepresented in state foster care at a 2.66 times greater than the general population and, although American Indian and Alaska Native children are just 1% of all children in the United States, they are four times likely to have children taken and placed in foster care than non-natives.³ Before ICWA (1978), approximately 80% of Native families living on reservations lost at least one child to the foster care system, according to data compiled by the National Indian Child Welfare Association.

Congress' intent under ICWA was to "Protect the best interests of Indian children and to promote the stability and security of Indian tribes and families" (25 U.S.C. § 1902). ICWA sets federal requirements, which apply to state foster care, guardianship, termination of parental rights, and adoption proceedings involving an Indian child who is a member of, or eligible for membership in a federally recognized tribe. NIEA remains supportive of the strongest ICWA legislation possible, as Native students succeed the most when their communities are thriving. Keeping families and communities together is essential to the mental and cultural wellbeing of our Native children and youth.

¹ Mason, C., Asby, D., Wenzel, M., Volk, K. T., & Staeheli, M. (2021). *Compassionate school practices: Fostering children's mental health and well-being*. Corwin.

² "The Indian Child Welfare Act: A Family's Guide." Page 1. National Indian Child Welfare Association.

³ "Disproportionality in Child Welfare Fact Sheet." Page 1. 2021.



Native Youth in the Juvenile System

Native youth are among the most vulnerable populations in the United States that have unmet needs. Native youth face higher rates of mental and physical health issues, poverty, alcohol and substance abuse, suicide, and exposure to violence. In addition, Native children living on reservations are subject to a complex jurisdictional scheme that puts these children at an even greater disadvantage. Depending on where one commits an offense and the severity of the offense, Native youth may be subject to the laws of either state, federal, and/or tribal governments. Datasets of AI/AN juvenile justice statistics are complex due to the grey area between state, federal, and tribal civil and criminal jurisdictions. Advocates, researchers, and federal reports have made clear the need for Native communities and the support, treatment, and rehabilitation provided.

Juveniles make up only 1% of the federal criminal caseload; however, approximately half of the federal juvenile justice cases involve American Indian and Alaska Native youth.

NIEA Recommendations

Congress has made strides in addressing our most vulnerable youth and the need for fostering compassionate school practices through programs and legislation. However, additional work is needed to ensure that the federal government upholds its trust responsibilities to Native nations and to ensure that the needs of our Native youth in the child welfare and juvenile system are addressed.

- **Culturally Relevant Social Emotional Learning**

Programs that support Social and Emotional Learning (SEL), including Native languages and cultural programming have been effective strategies in closing the achievement gap for Native youth and have been seen as supportive in rehabilitation. SEL strategies have been proven effective in mitigating the effects of complex trauma and improving academic achievement. More resources must be given in remote areas, as well as - implementation at the school and community levels. This includes integrated support systems such as mental health services, school-based and community-based health resources.

- **Protecting and Strengthening ICWA**

ICWA faces many challenges, including the recent Supreme Court Case *Brackeen v. Haaland*. Tribal Nations and Congress must work together to ensure that colleagues across the federal government are educated on the benefits of ICWA, its relationship to good child welfare practices, and opportunities to strengthen ICWA implementation and protect the law at federal, state, and local levels.

- **Inter-generational Trauma and Culturally Appropriate Services**

The Truth and Healing Commission on Indian Boarding School Policy Act would establish a comprehensive examination of the Indian boarding school legacy and would ensure Native students, both past and present, have their stories heard and their traumas addressed. We urge Congress to pass this legislation and thoroughly own up to the negative effects of the boarding school era in Indian Country, including those effects that directly impact our students in the classroom today. This must also include culturally appropriate support services for students who attend both BIE-funded schools and public schools.

For additional information, please contact Julia Wakeford, NIEA Policy Director, jwakeford@niea.org; Shanise Ka'aikala, NIEA Legislative Analyst, skaaikala@niea.org; and Stephanie Hawk, NIEA Tribal State Policy Associate, shawk@niea.org





NATIONAL INDIAN EDUCATION ASSOCIATION

Education Sovereignty

NATIVE EDUCATION FOR ALL

The National Indian Education Association (NIEA) is the nation's largest and most inclusive organization advocating for comprehensive culture-based educational opportunities for American Indians, Alaska Natives, and Native Hawaiians.

Native Education For All (NEFA)

Ninety-three percent of the 650,000 American Indian, Alaska Native, and Native Hawaiian students in schools across the United States attend public schools.

Many Native students do not have access to high-quality culture-based education options that provide opportunities to thrive. Safe and healthy classrooms that center language and culture are essential to equity in education for Native students across the nation. From early childhood through postsecondary education, Native students must have access to programs and resources that provide the best chance at success.

Native Education for All (NEFA) is an educational movement led by Tribal Nations and State partners to provide all K-12 students with instruction on American Indian, Alaska Native, and Native Hawaiian peoples. NEFA is expressed through state legislation and state board policies that implement, require, or mandate students be taught Native subjects and standards. Native history, culture, and Tribal government are subjects that are commonly covered in NEFA legislation and policy. Montana, Oregon, and Washington are three states who have passed legislation and are currently implementing NEFA. NIEA is actively working with partners in Arizona, North Dakota, and Minnesota to advance NEFA through collaborations with Tribal Nations, state education offices, educators, and Native education advocates to support the passage and implementation of NEFA legislation and policy.

NEFA Priorities

- Support and advocate for the passage of NEFA legislation and policy at the state and local level;
- Support the implementation of NEFA legislation and policy through technical assistance and programing;
- Support legislation and policy that improves Native education and complements NEFA objectives;
- Build Tribal capacity to implement NEFA and support education sovereignty;
- Develop training and professional development opportunities for educators who are required to teach Native content and have Native students; and
- Develop tools and resources that can be shared with Tribal Nations, States, and Native education advocates to pass and support the implementation of NEFA legislation and policy.

Arizona

NIEA is working with the Inter-Tribal Council of Arizona, Inc. (ITCA) to develop Tribally approved content and a "white paper" on state and regional Native education legislation and policy that can be used to advocate to improve and strengthen NEFA policy and legislation in Arizona. NIEA is also



engaging with Native education leaders to strategize on parent committee advocacy. This work will support Native education in the state and NIEA has also engaged the Arizona Office of Indian Education on the proposed legislation Arizona House Bill 2513. The bill would require the state Board of Education to incorporate Native history into existing K-12 curriculum statewide and make changes to teacher development programs to include instruction in Native curriculum instruction.

North Dakota

In 2022 The North Dakota state legislature passed North Dakota Senate Bill 2304 which requires Native history and social studies curriculum be taught to students as a requirement for high school graduation beginning in 2025. The SB 2304 Working Group, comprised of former Tribal leaders, educators, Native education advocates, and the North Dakota Historical Society, have partnered with NIEA to ensure implementation of the bill. NIEA produced a digital ad campaign targeting teachers and school leaders to raise awareness of the passage and requirements of SB 2304. In conjunction with this campaign a website was launched to provide resources and guidance to teachers. In July 2022, NIEA conducted the first in a series of two-day “train the trainer” events in Bismarck, ND. NIEA continues to support SB 2304 by updating the website and curating content and resources on Native history instruction.

Minnesota

NIEA is working with Tribal Nations Education Committee, Minnesota Indian Education Association, We Are Still Here Minnesota, the State Office of American Indian Education and Native educators and advocates to plan for advocacy actions to pass what the state has termed “Indigenous Education for All” (IEFA) and provide technical assistance for implementation. Despite challenges to pass IEFA in the state legislature the Governor’s office has secured funding to implement IEFA projects. Proponents of IEFA are optimistic that several IEFA legislation, policy, and budget priorities will be achieved over the next two years. NIEA continues to engage Native education stakeholders and respond to the political advocacy needs and planning for IEFA implementation. NIEA has held two in person strategic planning meetings with Native Education advocates, organizations, and Tribal education directors.

Other States

NIEA is actively working to expand NEFA projects in additional states through partnerships with Tribal Nations and Native education advocates that request support. NIEA is using the experience and lessons learned from the challenges and successes of working in current priority states to develop tools to evaluate state readiness for NEFA projects and provide resources for Tribal Nations, Native education advocates, and state education offices to support the passage and implementation of NEFA legislation and policies. NIEA also strives to provide support to educators through professional development and train-the-trainer programs designed around meeting the requirements of respective state NEFA legislation and policy.

For additional information, please contact Julia Wakeford, NIEA Policy Director, jwakeford@niea.org; Waquin Preston, NIEA Tribal State Policy Associate, wpreston@niea.org; and Stephanie Hawk, NIEA Tribal State Policy Associate, shawk@niea.org





NATIONAL INDIAN EDUCATION ASSOCIATION

Education Sovereignty

APPROPRIATIONS

Rooted in treaties between Tribal Nations and the federal government, the US Constitution, and decades of legal precedent, Congress has a direct fiduciary responsibility to provide federal funding that supports Native students. Due to the complex nature of competing interests with states for taxation authority, Tribal governments do not collect tax revenue which elevates the federal responsibility to provide resources for Native education. Native students must have access to the funding and services necessary to thrive.

Native Education

Nearly 48,000 Native students across the country are enrolled in schools run by the Bureau of Indian Education (BIE) or Tribally Controlled Schools which were originally intended to fulfill the federal governments trust and treaty responsibilities to Native education. Today, ninety-three percent of American Indian, Alaska Native, and Native Hawaiian students across the United States attend public schools. The federal trust responsibility extends to these students as well.

Due to the underfunded, rural, and remote nature of many Native communities, Native students often do not have access to high-quality culture-based education options that provide opportunities for success. Safe and healthy classrooms, centered in language and culture are essential for Native students to succeed. From early childhood through postsecondary education, Native students must have access to programs and resources that provide them the best opportunities to not simply survive, but to thrive.

Appropriations Request

NIEA partners with Tribal Nations, Native educators, students, and allies to ensure funding for Native education throughout the country. Considering the current economic situation, it is more important than ever to have a diverse workforce that is prepared to develop the American economy at every level. Tribal Nations represent one of the largest economic forces in rural and remote areas and are in dire need of additional support to educate their future workforces. An educated citizenry has the potential to boost Tribal economic productivity and growth through a more skilled and competitive workforce, which can attract new businesses, reduce rampant unemployment, stimulate tribal economies, and foster entrepreneurial endeavors that enable tribal citizens to become more self-sufficient.

Full funding for all Native-serving institutions is essential to ensuring that Native students have access to the resources they need to thrive in the modern world. Only through full funding of Native education and complete support for Tribal Self-Determination will our students gain access to culturally relevant, high-quality education. This requires increased funding for facilities, Native language programs, and culture-based mental and behavioral health services.

Fiscal Year 2024

NIEA urges Congress to pass an appropriations bill that fully funds the Bureau of Indian Education and other programs that serve Native students to ensure that educational services and programs in Native communities remain uninterrupted. For the Department of the Interior NIEA urges Congress



to include Advance Appropriations for the Bureau of Indian Education. The priorities below are items NIEA has identified as critically important for consideration of FY 2023 funding. They are not a complete list, but they are worth highlighting as important:

Department of the Interior

- Provide \$371.2 million in construction for BIE schools. *An increase of \$103.4 million above FY 2023 enacted.*

The Department of Interior has estimated that more than \$639 million would be needed to fix only the most pressing deferred maintenance issues for BIE schools. Beyond this it will take over an estimated \$1 billion to cover all the associated costs for Replacement School Construction, Replacement Facility Construction, Replacement/New Employee Housing, Employee Housing Repair, and Facilities Improvement & Repair, to bring BIE schools up to a quality which would be considered adequate for the federal education trust responsibility.

- Provide \$28.3 million for the Johnson O'Malley (JOM) Program (TPA). *\$6.8 million above FY 2023 enacted.*

The JOM program has supplemented basic student needs since 1934. It is currently being used in innovative ways to assist with the unique educational needs of Native students in public schools. In 1995 the federal government allocated \$98 per student in JOM funding. In today's dollars, factoring in inflation, that would equate to \$195 per student. It would take additional funds of *at least* \$230 million to fully address this drastic disparity. That investment has steadily declined, while this funding oftentimes remains the only source through which Native students in public schools can engage in basic cultural education activities.

- Provide \$109 million for BIE facilities operations. *An increase of \$28.2 million above FY 2023 enacted.*

BIE schools use *facilities operations* funding for costs such as electricity, heating fuels, communications, vehicle rentals, custodial services, and other operating expenses. For years, schools have only received roughly 70 percent of funding needed for these expenses.

- Provide \$100 million for BIE facilities maintenance. *An increase of \$26.5 million above FY 2023 enacted.*

BIE schools use *facilities maintenance* funding for both preventative and routine upkeep, as well as for unscheduled maintenance of school buildings, grounds, and utility systems. Underfunding of maintenance continues to be an issue as buildings are in poor condition and cannot maintain proper standards. In 2019 DOI's Assistant Secretary for Management testified before the House Committee on Appropriations that the total identified deferred maintenance for education facilities and education quarters was \$725 million.

- Provide \$532.6 million for the Indian School Equalization Program (ISEP) Formula. *An increase of \$51.6 million above FY 2023 enacted.*

These funds provide the core budget account for BIE elementary and secondary schools by covering salaries for teachers, aides, principals, and other personnel. Indian School Equalization Program (ISEP) funds are often reallocated to cover the program cuts in other areas of education. ISEP must have adequate funding to ensure all program needs are fulfilled and must not be reduced to provide funds for new initiatives that have not been vetted by tribal nations.



Department of Education

- \$198 million for Indian Education Formula Grants (Title VI, Part A, Subpart 1 of ESSA). *An increase of \$87.6 million above FY 2023 enacted.*

Through grants for the unique culturally relevant academic needs of Native students, funds under this program are used for academic enrichment, professional development, basic cultural awareness, and instruction for student achievement.

- \$2 billion in funding for the Impact Aid Program. *An increase of \$400 million above FY 2023 enacted.*

The Impact Aid Program provides support to Local Education Agencies (LEAs) for the loss of traditional property taxes due to federally owned properties, including non-taxable Native land. The program has not been fully funded since the 1960s, this particularly burdens those LEAs on or near Native lands in rural and remote areas.

- \$47.9 million in funding for the Native Hawaiian Education Program (Title VI, Part B of ESSA). *An increase of \$3.1 million above FY 2023 enacted.*

This program funds culturally based programs that enhance the quality of education for Native Hawaiians to fulfill the trust relationship that Congress recognized in creating the program and funding it.

- \$47.9 million for the Alaska Native Education Equity Assistance Program (Title VI, Part C of ESSA). *An increase of \$3 million above FY 2023 enacted.*

Alaska does not receive any BIE funding. The Assistance Program is the only specific source of support for Alaska Native students and can be used for professional development and other programs designed to close the achievement gaps between Alaska Native students and their non-Native peers.

- \$13.8 million for National Activities and Native Language Immersion Programs Set-Aside (Title VI, Part A, Subpart 3 of ESSA) with \$5 million for Language Immersion Grants on top of the 20 percent set-aside. *An increase of \$2.8 million above FY 2023 enacted.*

Native language funding is critical to Native communities across the country. Section 6133 includes Native languages as an option for the medium of instruction where Native communities have the capacity and desire to engage in immersion instruction. \$5 million to this program – above and beyond the 20 percent set-aside – is critical to furthering the federal government's commitment to improving the educational outcomes of American Indian and Alaska Native students.

- Provide \$76.6 million for Special Programs for Indian Children (Title VI, Part A, Subpart 2 of ESSA). *An increase of \$4.6 million above FY 2023 enacted.*

This program addresses the critical issues of teacher shortages, evidence-based work at the state and local level, and locally driven strategies to empower Native youth. These professional development grants are essential to improving teaching in rural communities.

For additional information, please contact Julia Wakeford, NIEA Policy Director, jwakeford@niea.org and Shanise Ka'aikala, NIEA Legislative Analyst, skaaikala@niea.org.





NATIONAL INDIAN EDUCATION ASSOCIATION

Education Sovereignty

ADVANCING SOVEREIGNTY WITH THE EVERY STUDENT SUCCEEDS ACT

The National Indian Education Association (NIEA) believes all Native students should have access to a high-quality academic and cultural education that prepares them to thrive. The reauthorization of the Every Student Succeeds Act (ESSA) is an opportunity to increase the educational tools available to Native students and spark economic growth in Native communities across the country. Congress must uphold its federal trust and treaty responsibilities by ensuring all American Indian, Alaska Native, and Native Hawaiian students have the access to the learning systems, they deserve.

Early-Childhood Education

Early Childhood Education (ECE) programs can provide a wide range of community and family-based services that encourage and promote well-being for families and learners. By including provisions that strengthen collaboration with federal and state entities, ESSA can ensure a continuum of educational services from infancy to adulthood. A strong ECE foundation with parental support and resources sets families on a trajectory that promotes foundational knowledge and increases the capacity to be involved and engaged throughout their child's educational experience. NIEA calls for increased access to birth to Pre-K programs that bridge home-to-school learning pathways, and promote family engagement in literacy, nutrition and growth. In addition, these programs should nurture culture and language learning, and promote school entry and social skills development.

Native-serving Early Childhood and Head Start programs are some of the most successful Federal programs that focus directly on the unique circumstances faced by Native children by addressing health and education disparities as well as family and community needs in a holistic manner akin to traditional cultural practices. Many Native communities have begun advocating and obtaining permissions for alternative assessments for Head Start that are more community oriented. This also includes creating and integrating culture and language standards and assessments that align with Tribal knowledge and understanding.

Professional and Workforce Development

For Native students, it is uniquely important to engage, recruit, train, and retain a diverse cadre of teachers. This effort must prioritize meeting students where they are socially, emotionally, and culturally while also responding to community needs. It also means including culturally grounded trainings and workforce focused teacher development. Now more than ever, there is a need for a more diverse workforce that supports trades and entrepreneurship, including specialized career paths. Vocational and Technical (VoTech) teacher development has been most helpful in our rural communities by opening high-quality programs that focus on work-based learning experiences, internships, and job shadowing. This allows Native students the opportunity to participate in culturally relevant curriculum that aligns with their community's needs. For Native students in rural and remote areas, this also provides the opportunity to build economic growth within their communities. We call upon Congress for diversification of funding for schools that provide innovative and alternative career pathways that offer living wage options.



It is also imperative that culturally grounded professional development for educators and administrators is available. These opportunities will primarily support the needs of Native students by incorporating cultural curriculum development that includes supports for social and emotional learning, culturally responsive pedagogy, civic engagement, and healing-centered educational practices. Though some states are utilizing funding and legislation to provide more culturally- grounded professional development that builds instructional practice and advocacy capacity, these efforts are still insufficient in addressing the inequities in Native education. Professional development should also extend to district and state leadership serving Native communities.

NIEA Recommendations

The Every Student Succeeds Act includes several key provisions which aim to better support underserved children. However, as we look to Congress to reauthorize ESSA, additional work is needed to ensure that the federal government upholds its trust responsibilities to Native nations and to ensure that the needs of our Native youth are addressed.

- **Culturally Relevant Social Emotional Learning**

Programs that support Social and Emotional Learning (SEL), including Native languages and cultural programming have been effective strategies in closing the achievement gap for Native youth and have been rehabilitative. SEL strategies have been proven effective in mitigating the effects of complex trauma and improving academic achievement. More resources must be given in remote areas, as well as hands-on implementation at the school and community levels. This includes mental health specialists.

- **Protecting and Strengthening ICWA**

ICWA faces many challenges, including the recent Supreme Court Case *Brackeen v. Haaland*. Tribal Nations and Congress must work together to ensure that colleagues across the federal government are educated on the benefits of ICWA, its relationship to good child welfare practices, and opportunities to strengthen ICWA implementation and protect the law at federal, state, and local levels.

- **Inter-Generational Trauma and Culturally Appropriate Services**

The Truth and Healing Commission on Indian Boarding School Policy Act would establish a comprehensive examination of the Indian boarding school legacy and would ensure Native students, both past and present, have their stories heard and their traumas addressed. We urge Congress to pass this legislation and thoroughly own up to the negative effects of the boarding school era in Indian Country, including those effects that directly impact our students in the classroom today. This must also include culturally appropriate support services for students who attend both BIE-funded schools and public schools.

For additional information, please contact Julia Wakeford, NIEA Policy Director, jwakeford@niea.org; Shanise Ka'aikala, NIEA Legislative Analyst, skaikala@niea.org; and Stephanie Hawk, NIEA Tribal State Policy Associate, shawk@niea.org



BEAR RIVER BAND of the ROHNERVILLE RANCHERIA
266 KEISNER RD LOLETA, CA 95551-9707 PHONE 707-733-1900 FAX 707-733-1723



3/17/2023

Alison Robbins,

This letter is intended to express our commitment to C-TIE and our desire to join your organization.

The Bear River Band of the Rohnerville Rancheria recognizes the need for partnership in our community and we are committed to enriching and empowering Native Americans through education. We are available to help advertise C-TIE information, attend meetings, and collaborate on projects as necessary.

The main points of contact between C-TIE and the Bear River Band of the Rohnerville Rancheria will be in the Education, Child Care, and Library Services Departments which includes myself, as well as my assistant Leslie Perez. We can be reached by calling (707) 733-1900 x 1202.

We look forward to collaboration and anticipate great things for our communities.

Kind Regards,

Sarah Sand
Education, Child Care,
and Library Services Director

Josefina Frank
Chairwoman