

Board of Education Meeting Agenda  
Blue Lake Rancheria Tribal Education Agency  
Tuesday, July 18, 2023 – 7PM – CANCELED  
**RESCHEDULED – Tuesday, July 25, 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

**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. Multiple list – see attached

- i. Contact(s): Alison Robbins
- ii. Purpose: See attached list of Consent Items
- iii. Recommendation: Staff recommends approval.
  - 1. **DISCUSSION:**
  - 2. **NOMINATIONS:**
  - 3. **DECISION:**
  - 4. **ACTION:**

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

- a. C-TIE Memorandum of Agreement

- i. Contact(s): Alison Robbins, Executive Director TEA
- ii. Purpose: The purpose of the MOA is to establish a formal link between the eleven (11) organizations to accomplish the priorities listed in the MOA. This MOA can and will be used by the organizations to initiate contracts for services between organizations with greater ease when those contracts are for the

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purposes stated in the MOA, as information for grant applications, and for continuity of organizational collaboration when leadership/management of the organization changes. Example: new superintendent of HCOE since original C-TIE MOA was written, new Tribal Administrator of BLR, change in Indian Ed staff at NHUHS, et. al. The MOA facilitates a commitment to the goals by the organizations regardless of staff changes.

iii. Recommendation:

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

b. Policy review – 1110 National Service Criminal History Checks (NSCHC)

- i. Contact(s): Alison Robbins, Executive Director TEA
- ii. Purpose: The purpose of this policy is to establish a holistic framework for safeguarding program participants/beneficiaries. The policy is a requirement of the AmeriCorps program. The policy needs to state the situations that constitute ineligibly for services on AmeriCorps programs these being, specifically: 1) refusing to consent to NSCHC, 2) making a false statement in connection with NSCHC, 3) is a registered, or is required to be registered, on a state sex offender registry, or the National Sex Offender Registry; 4) have been convicted of murder, as defined in 18. U.S.C. 111. The standard operating procedures for this policy must have clear guidelines on:
  - Interactions between individuals
  - Appropriate behavior
  - How to respond to non-compliance with policy  
([see attachments](#))

iii. Recommendation:

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

**VI. MISCELLANEOUS**

a. **Approval of DRAFT BOE Meeting Minutes of 06/20/2023**

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

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**VII. UNFINISHED BUSINESS**

- a. Tribal Consultation Letter for US Department of ED due 06/23/2023 ([see attached](#))
- b. AmeriCorps program
  - i. Program Officer Site Visit
  - ii. Tribal Convening in Las Vegas
  - iii. Required training
- c. STEP grant submission non-submission on July 3
- d. NATRI grant application to OIE due July 24
- e. Interagency Leadership Team Friday, 7/28 at 4PM – [Tribal Policy MOU meeting](#)
- f. BOE previous tabled items

**VIII. NEW BUSINESS**

- a. Upcoming Events
  - i. 2023 Indian Education Summer Summit in San Diego, August 9-11
  - ii. Alison's delayed vacation September 7-27
- b. BOE Professional Development

**IX. AJOURNMENT**

## Item II – Executive Director’s Report: Regular Meeting of the BOE 07/18/2023

The Blue Lake Rancheria Tribal Education Agency is funded by multiple grants, 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.*

### Staffing changes and priorities:

- Alison on vacation 09/07 – 09/27/2023 – out of the country in Japan
- Marlee’s last day with BLR will be 9/30/2023 or 10/07/2023
- Marlee is working on:
  - The mini-lending libraries – have the Arcata HS, Wiyot Tribe @ Eureka Cultural Center, Big Lagoon Elementary and in Blue Lake (nailing down exact location) with Richard Green (our intern, doing installation)
  - Attended the Community in Schools meeting with ECS on 6/22/2023
  - The Final Performance Report – gathering data from HCOE on Steelhead in the Classroom and TRiO on Hoopa and Arcata support services from the school year – approximately 20% done
- Our C-TIE Partners
  - Kevin in Hoopa is leaving TRiO; replacement not identified yet
  - Vanessa at Arcata is leaving NHUHS; currently hiring for this position
  - Rachel at Eureka is moving into a new position; replacement person unknown at this time
  - Eureka City Schools is hiring – we’ve forwarded this info to Leo Canez, Korby Skoglund, and others

### Workshops & Field Trips:

- Two Feathers – **Redwood Stool Carving Workshop(s)** to be held on the Blue Lake Rancheria between August 2023 – March 2024
- Ted Jake – **Pine Nut Preparation & Blackening Workshop** being scheduled before September 30
- Racheal Rae Duncan – **Bear Grass Braiding Workshop(s)** being scheduled before September 30.
- Korby Skoglund – **Beading / Loom work Workshop(s)** being scheduled before September 30

### Community Outreach & School Enhancements:

- Purchasing 50 new books for Eureka High School library
- 100 copies of My Sisters being delivered to ECS for staff development of elementary school teachers
- 40 copies of new edition of Soldiers Unknown (w/student artwork) being delivered to ECS for staff development of 8<sup>th</sup> & 10<sup>th</sup> grade history/civics teachers
- Karen Skoglund is attending regular CA Native Day planning committee meetings for us as they have conflicted with either CCSPP Advisory Council, or BLR BOE meetings, or ILTEAC Monthly Meeting on a regular basis – update: Tori McConnell coming to speak with students; Supaman the Native American Rapper will be doing a performance. Turning into a weeklong set of activities.

### MYIA Internships

- Several interns have either moved on to other internships (Pachomio w/ Yurok Tribe) or found other jobs (Raven Alvarez) or are moving on to college (Alain Young). We are anticipating the

remaining interns who graduated – Mettah Kuska and Sofie Sundberg to resign before the end of the summer. Undetermined if other non-seniors will continue their internships.

- Jasmine Griffin has altered her internship to be more focused on Graphic Arts and is thus working with Korby Skoglund instead of Isak Brayfindley.
- Hoopa internship - student is interviewing with Hoopa Fisheries, and taking OSHA 10 Workplace compliance training in preparation for starting site work
- Hiring process for two Wiyot Cultural Center interns currently underway with Karen Skoglund’s assistance. Due to Covid-19 outbreak at the Cultural Center, interviews delayed until after July 17<sup>th</sup>.

Pathmakers K-8 Student Projects:

- Isabelle Tracy; 7<sup>th</sup> grade – developing leadership project. Junior National Young Leaders Conference in Washington, DC

- She has been a part of Pathway to STEM since 4th grade, and has been working on getting to the National Youth Leadership Conference in Washington DC this July 27th to August 5th, 2023. She has always taken her studies very seriously and has worked hard in her education in maintaining good grades and always strived to better her academic career. Isabelle is the oldest of 5 siblings and is a very loving sister and cousin to all in her family. She continues to be a positive role model and set high standards for herself and her peers in school. This last year has had its challenges. She has missed her last two opportunities to go to this conference. 24 Community contributions for this trip total \$1,325 which will cover SOME of the full tuition for the program which is \$2,945. The family is covering the remainder of the tuition, food for the chaperone, and the remainder of the hotel costs as NYCP’s contribution is limited to GSA rate, and the hotel costs more ~ \$500 more than allowed GSA max.



- NYCP Pathmakers is contributing:
  - Lodging @ GSA approved rate of \$172 per night = \$1,548
  - Per diem travel days @ GSA approved rate of \$59.25 x 2 days = \$118.50
  - Per diem full days on site @ GSA approved rate of \$79 x 8 days = \$632
  - Airfare for Isabelle and her chaperone - \$1,254.43
  - **Total NYCP Contribution to costs: \$3,552.93 (45.9% of costs)**
- Total cost coming from community donations & family: \$4,195.50
- Total cost of the program: \$7,748.43 (student & chaperon travel, food, tuition)

## Item II – Executive Director’s Report: Regular Meeting of the BOE 07/18/2023

- 2 Students Artists invited to speak at San Diego Comic-Con Thursday, July 20, 2023 – Sunday, July 23, 2023. Panel name: *Comics and Art from the Largest Tribe in California: The Yurok People Share Their Stories* (see screen shot below)
  - Student artwork was featured in the new special edition of Chag Lowry’s graphic novel / book *Soldiers Unknown* which was sponsored by the NYCP program, and BLR’s Entrepreneurship program.
    - Teh-sa’a:n-xwe Cooper (*pronounced Tessa-ahn*) – 6<sup>th</sup> grade
    - Albee McCovey – 8<sup>th</sup> grade

The screenshot shows the San Diego Comic-Con International website. The main heading for the event is "COMIC-CON INTERNATIONAL SAN DIEGO". The navigation bar includes links for AWARDS, PAST EVENTS, ABOUT, COOKIE POLICY, FORMS, CAREERS, CONTACT, REDEEM COMPS, REFUNDS, and JOHN ROGERS. The event details for Thursday, July 20, 2023, from 5:30pm to 6:30pm in Room 4 are displayed. The panel title is "Comics and Art from the Largest Tribe in California: The Yurok People Share Their Stories". The panel description mentions Comics creator Chag Lowry and visual artist Louisa McCovey, along with four young Yurok artists: Albee McCovey, Matteo Lowry, Aileen Carlson, and Tehsaanwe Cooper. The website also features a "Sign up or log in" button and social media links for Twitter and Facebook. On the right side, there is a large graphic of the Comic-Con logo and a section titled "Join Us!" with the dates "July 20 - 23, 2023" and "Exhibit Floor Hours" for Wednesday (Preview Night) through Sunday.

- **Community contributions of \$2,000** combined with NYCP program funds totaling **\$3,046** are providing the funding for these two students & their chaperones (Louisa McCovey & Kishan Lara-Cooper).
  - NYPC Pathmakers is contributing:
    - Lodging @ GSA approved rate of \$186 per night = \$1,116 (one room per student to share w/ chaperone)
    - Per diem travel days @ GSA approved rate of \$59.25 x 2 days = \$111 (per student)
    - Per diem full days on site @ GSA approved rate of \$74 x 4 days = \$296 (per student)
    - **Total NYCP Contribution to costs: \$3,046.00**
    - **Community & NCYP total contributions to trip: \$5,046.00**
- Community contributions are covering the costs of airfare for the group, and food for the chaperones, and other miscellaneous travel expenses (ground transportation, etc.)

Item II – Executive Director’s Report: Regular Meeting of the BOE 07/18/2023

Summer Programming:

- Summer Programming via Cal Poly TRiO Talent Search – STEM Symposium for Youth! Underway with 100 students enrolled
- Summer Programming via Big Lagoon Elementary – 10 students paid for by BLR
- Leadership camp w/ Marlee – July 31 – August 5<sup>th</sup> – report pending for next meeting

**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)

- Marlee is working with Sharrone Blanck on getting the teacher companion completed
- Project WET Workshop: Climate Change and California Water curriculum training 9/30 at Sapphire Palace – coordinated via Anita Huff’s program contacts – teachers will receive 0.8 CEU credit and a \$100 stipend following the workshop completion
- Alison is working on updating the MOU for C-TIE which should go out by the end of the month for signatures to all related partners. The Tolowa Dee-ni’ Nation would like to join.
- Tribal Consultation letter for US Department of Education due Friday, June 23<sup>rd</sup> (Draft included)
- Eureka City Schools CA Native Day Event Committee
  - [Tori McConnell – Miss Indian World](#) is coming to speak to the HS and MS
    - Tori is on the new re-print of the My Sisters book which we are providing to Eureka City Schools for their elementary classrooms
  - Native American DJ Rapper – [Supaman](#) is under contract

**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 – six total cohort 3 participants
- 2023 Summer Summit California Indian Education for All
  - San Diego County Office of Education – August 10-11
  - Taking Champion Mentors and recent graduates interested in going
- Cal Poly Humboldt Contract Update:
  - 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.

**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)

- Orick is partnering with Big Lagoon for summer camp program ([see attached](#))
  - Lisa is confirming dates for providing activities with Korby
- North Star Quest Camp – last week of July and first week of August
- Two day sessions – salt water etching
- FOUR schools will be doing the chick hatching curriculum this year:
  - Big Lagoon, Alder Grove, Blue Lake Elementary, and Redwood Montessori
- Lisa developed Pool Noodle curriculum is currently being used at Blue Lake Elementary

**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) grant ends August 15, 2023

- Amada Lang did a discussion board program on “Cultural Burning”
  - The pictures are up on Facebook

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- Field trip in August 26 for CA State Parks celebration for Prairie Creek Centennial

**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. Grant ends August 15, 2023*

- New undergraduate students has been hired with this funding – Joshua Atkins

**Bureau of Indian Affairs – Resiliency FY20: Climate Change Conference** – US Department of Interior *(No Cost Extension) – Staff salaries covered: Six MYIA HS Student Interns – Grant ends June 30, 2023*

- Waiting on financial reports to close out the grant and submit reports with Anita

**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*

- Student are continuing their work with mentors this summer
- Student intern interviewing with Hoopa Fisheries

**Truth Justice and Healing Grant FY22** – Decolonizing Wealth Fund

Conference has been moved to April 2024 due to scheduling conflicts with keynote speakers

**California Humanities FY22 Mini-Grant** – grant to provide resources for Veterans attending the Truth & Healing Conference in April 2024 – no funds expended yet, expecting this come July and August.

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

- Second year of work has begun, and Chag Lowry’s contract for this is nearly complete

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

- Leo Canez has submitted his first invoice of 40 hours on this project

**California Air Resources Board – Purple Air Sensor Program**

*Staff salaries covered: Alison (.05 FTE) and Ava Iorizzo (unknown FTE)*

- McKinleyville MS, Alice Burney Elementary, and Redwood Montessori now have sensors
- Scheduled for installation: Arcata Marsh, Big Lagoon, South Fork High School, Eureka HS
- Waiting on confirmation of installation sites: Hoopa HS, Blue Lake Elementary, Alder Grove, Arcata HS, Six Rivers Charter, Willits HS

**Blue Lake Rancheria Higher Education Scholarship Program**

- Scholarship opportunities being emailed regularly
- Supplemental education opportunities via National American Indian & Alaska Native Technology Transfer Centers being emailed to students
- Student transcripts are being received
- Reminder about Fall 2023 tuition and books meeting sent



IV. Consent Agenda

Item Number	Vendor	Purpose	Not to Exceed Cost	Funding
1	Paradise Union School District	To support graduates of the Grow Your Own Administrator program with on-site mentoring by school district administrative staff with targeted training on school district specific policies, procedures, activities used or undertaken by certificated management in performance of their duties; support the use and updating of the PDPDCS website by graduate and school district HR staff; coordination of ACSA credential clearing, and attendance at state/local professional development and networking conferences for administrators with HCOE and BLR.	\$ 19,800.00	GYOA
2	Round Valley School District	To support graduates of the Grow Your Own Administrator program with on-site mentoring by school district administrative staff with targeted training on school district specific policies, procedures, activities used or undertaken by certificated management in performance of their duties; support the use and updating of the PDPDCS website by graduate and school district HR staff; coordination of ACSA credential clearing, and attendance at state/local professional development and networking conferences for administrators with HCOE and BLR.	\$ 19,800.00	GYOA
3	Queer Humboldt	MYIA Internship in HSMT; training workshops for school administrators, and teachers	\$ 10,000.00	NYCP; STEP; GYOA
4	Northern Humboldt Union High School District	The contract is specifically for the development of the Grow Your Own program for a future AmeriCorps 5-year grant. Goal is to create a GYO program for teachers, and potentially, other critical career pathways identified during the planning process. The contract with NHUHSD will also specifically include a program evaluation plan, assistance in developing policies and SOPs for the implementation of an AmeriCorps program, and the development of a logic model for a continuing grant application.	\$ 10,000.00	AmeriCorps
5	Cal Poly Humboldt	The contract is specifically for the development of the Grow Your Own program for a future AmeriCorps 5-year grant. Goal is to create a GYO program for teachers with Cal Poly's input on the structure, timing, and wrap around supports needed to successfully transition participants from students, to student teachers, to teachers.	\$ 9,600.00	AmeriCorps

## **Memorandum of Agreement**

### **Authority**

The Blue Lake Rancheria Tribal Education Agency was established by Tribal Council Resolution 19-26 on August 1, 2019 which is included as an appendix to this document.

### **Purpose**

This agreement is for the express purpose of establishing a committed working relationship among the following organizations:

1. Blue Lake Rancheria Tribal Education Agency;
2. The Wiyot Tribe Education Department;
3. Bear River Band of Rohnerville Rancheria Education Department;
4. Tolowa Dee-ni' Nation Education Department;
5. College of the Redwoods;
6. California State Polytechnic University, Humboldt;
7. Humboldt County Office of Education;
8. Northern Humboldt Union High School District;
9. Eureka City Schools;
10. Klamath-Joint Trinity Unified School District; and
11. Del Norte Unified School District.

Individually, these organizations may be referred to in this Memorandum of Agreement ("MOA") as a "Party" or collectively as the "Parties." Until further written agreements as described in this MOA are executed by the Parties, no Party shall have any obligation to pay money or reimburse expenses incurred by any Party in performing under this MOA.

This agreement reaffirms the goals expressed in previous Letters of Support submitted by the Parties to:

- California Mental Health Services Oversight & Accountability Commission: Mental Health Student Services Act Grant,
- Redwood Region Learning Community Grant,
- North Coast Community School Grant,
- Redwood Coast Primary Sources Project,
- COPS School Violence Prevention Program Grant,
- CalEPA Environmental Justice Program Grant,
- Strengthening Community Colleges Grant for Aquaculture,
- US Department of Interior: Bureau of Indian Affairs
  - Tribal Climate Resilience Program Grants,
  - Wildlife & Parks Programs;
- US Department of Agriculture Farm to School Grant; and
- US Department of Education:
  - Native Youth Community Partnership Development Grant,
  - State Tribal Education Program Grants,
  - Professional Development Grant,

- Teacher and School Leader Incentive Program Grant,
- Educational Innovation and Research Program – Early Phase Grant,
- Native American Career & Technical Education Program Grant,
- American Indian Resilience in Education Grant, and
- Native American Teacher Retention Initiative Grant

These goals include promoting innovation and efficiency, streamlining education with increased focus on improving student outcomes, and providing increased value to students enrolled in secondary and post-secondary programs focused on college and career readiness, and workforce development. These goals further the desires of the parties for the implementation of a culturally and linguistically responsive education for all students which provides for 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, curriculum, lesson plans, and educator pedagogy in order to provide an educational experience that connects the student's prior knowledge and understanding through community-based culture and language.

Collaborative work under this agreement is for:

- the development of work-based learning experiences as a part of Modern Youth Internship Academies (MYIA), including but not limited to internships, and apprenticeships, and/or career exploration opportunities for Native American secondary and post-secondary students which align with in-demand industry sectors or occupations by September 30, 2028 with priority given to the following industry sectors:
  - Agriculture & Natural Resources,
  - Building & Construction Trades,
  - Health Science & Medical Technology,
  - Hospitality, Tourism, and Recreation,
  - Energy, Environment, and Utilities,
  - Manufacturing and Product Development,
  - Information and Communication Technology,
  - Education, Child Development, and Family Services; and
- the development of supplemental programming aligned with Model Curriculum Standards, co-curricular workshops, and workforce development activities which will utilize the facilities at the Ta'm Resilience Campus & Da Gou Rou Louwi' Cultural Center by September 30, 2028;
- the capacity building of Tribal Education Departments in knowledge needed to administer education programs in areas such as data collection and analysis, fiscal accountability, and other areas deemed necessary for the proper implementation of secondary and post-secondary programming including the development of standard operating procedures by September 30, 2028;
- increase student and parental involvement in Title VI Indian Education Programs;
- improve identification of Native students for Title VI Indian Education formula grant program;
- increase the coordination between Indian Education Programs;
- increase coordination between LEAs, Tribes, and community partners for more efficient, cost effective, and sustainable Indian Education Programs;
- enhance meaningful Tribal consultation;

- plan, design, and implement programs to ensure teachers, principals, other school leaders, and other staff who serve Native students have the ability to provide culturally appropriate and effective instruction and supports to such students via assistance from the Tribes to the other organizations. Tribes will provide staff training and curriculum adaptation assistance in the areas of the history, language and culture of the Tribes of the Northcoast through September 30, 2028 for the purpose of ensuring Native students gain knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures;
- the creation of high-quality professional development programs for recruiting, retraining, and retaining teaching professionals, credentialed administrators and paraprofessionals, including but not limited to Grow Your Own programs;
- the creation of a student data sharing process which will be consistent with FERPA by December 30, 2024 if needed to continue the work under this agreement at that time, or by September 30, 2025, or one month following the projected opening date of the Ta'm Resilience Campus;

It is further agreed that the existing relationship known as the Center for Tribal Innovation and Entrepreneurship (C-TIE) between the parties established for the coordination and implementation of education programs can and will be expanded to include other organizations wishing to join after they have submitted a written request to C-TIE.

It is further agreed that each of the parties will establish separate contracts with each of the other parties detailing each of the organizations' particular responsibilities with regards to the bullet points noted above, and their compensation for services provided under those individual contracts. These contracts will be negotiated, finalized, and committed to as necessary to carry out program implementation.

It is further agreed that the parties will participate in Tribal consultation required under Federal education programs.

Key contacts for this agreement are:

Blue Lake Rancheria Tribal Education Agency:

Dr. Jason Ramos, Tribal Administrator, Tribal Council Member, and Board of Education Member  
Alison Robbins, Executive Director, Tribal Education Agency  
Heidi Moore-Guynup, Director Tribal Government Affairs

The Wiyot Tribe:

Ted Hernandez, Tribal Chairperson  
Robert Pitts, Jr., Director, Health & Human Services  
Marnie Atkins, Director, Cultural Center

Bear River Band of Rohnerville Rancheria:

Josefina Frank, Chairwoman  
Wendell Freeman, Jr., Tribal Administrator  
Sarah Sand, Director, Education, Child Care, and Library Services

Tolowa Dee-ni' Nation:

Jeri Lynn Thompson, Chairperson

Sheryl Steinruck, Director, Education Department  
Diana Bommelyn, Program Technician, Education Department

College of the Redwoods:

Dr. Keith Flamer, President & Superintendent Redwoods Community College District  
Dr. Lisa Gaetje, Vice President of Instruction  
Mike Haley, Dean - Career & Technical Education

California State Polytechnic University, Humboldt:

Dr. Tom Jackson, Jr., President  
Rose Francia, Director TRiO Talent Search  
Sasheen Colegrove Raymond, Director of ITEPP & ELITE Scholars  
Dr. Sheila Rocker-Heppe, Director of Extended Education & OLLI Programs  
Dr. Nievita Bueno Watts, Director INRSEP  
Dr. Libbi Miller, Chairperson, School of Education  
Dr. Kenny Richards, Program Leader, School of Education: Educational Leadership Program

Humboldt County Office of Education:

Michael Davies-Hughes, Superintendent  
Tanya Trump, Director, Career and College Resources  
Dr. Rosie Slentz, Director, Learning Support Services

Northern Humboldt Union High School District:

Roger Macdonald, Superintendent  
Angie Brenes, Indian Education Coordinator  
Jack Bareilles, CTE Coordinator & Grant Writer

Eureka City Schools:

Dr. Fred Van Vleck, Superintendent  
Gary Storts, Assistant Superintendent  
Shawna Morales, Indian Education Coordinator

Klamath-Joint Trinity Unified School District:

Jennifer Lane, Interim-superintendent  
Ericka Tracy, Director, Indian Education

Del Norte Unified School District:

Jeff Harris, Superintendent  
Jenni Loftin, Coordinator, Title VI Indian Education Program

It is agreed that the key contacts listed above may assign other members of their organization's staff or contracted service providers to facilitate specific portions of this agreement due to specialized subject matter knowledge.

General Roles and Responsibilities under this Agreement

The **Blue Lake Rancheria Tribal Education Agency** *will be the primarily responsible party for: scheduling meetings, maintaining documentation, maintaining the C-TIE Facebook page, the reimbursement of expenses incurred in the pursuit of activities under issued contracts, and reporting progress on joint*

*initiatives to the Parties. The TEA will utilize information provided by the consortium partners in the design and implementation of the Modern Youth Internship Academies (MYIA), Grow Your Own Administrator (GYOA), and Recruit, Retrain, and Retain Educators (R3E) program. BLR TEA will provide C-TIE partners with strategic planning documents and opportunities for inclusion at TEA BOE meetings.*

**Humboldt County Office of Education** *will be the primary party for providing data sharing agreement templates. HCOE will continue to provide Tribal education departments and BOE capacity building training, as able. HCOE will continue to work with the Humboldt County Workforce Development Board in the implementation of work based learning opportunities incorporating C-TIE for MYIA. HCOE will provide assistance for logistics on ACSA credential clearing, and on-going professional development opportunities.*

**College of the Redwoods** *will be the primary party for providing minimum credentialing guidelines for instructional staff for college credit, non-credit, and not for credit courses. CR will also provide guidance and support to establish dual enrollment agreement between the college and districts. CR will keep C-TIE apprised of internship opportunities available to their students who are dual enrolled in relevant college courses. CR will work with C-TIE partners to arrange for campus visits, events, and other student enrichment opportunities.*

**Northern Humboldt Union High School District** *coordinate efforts for parent involvement and engagement during the program design process, including surveys on potential academies or career pathways. NHUHSD will work with C-TIE on coordination of MYIA program implementation. NHUHSD and C-TIE will provide information to school counselors throughout the county on opportunities for MYIA.*

**The Wiyot Tribe** [ insert language here]

**Bear River Band of Rohnerville Rancheria** [ insert language here]

**Tolowa Dee-ni' Nation** [ insert language here]

**California State Polytechnic University, Humboldt** [ insert language here]

**Eureka City Schools** *will provide Tribes with meaningful opportunities for Tribal consultation, involvement in Parent Advisory Committee meetings, and involvement in the coordination of Indian Education Programs. ECS will work with C-TIE on coordination of large events for students and the community, training opportunities for staff, communication of needs, and data necessary for program planning, coordination and implementation. ECS will work with Parties on Grow Your Own program joint-hiring initiatives, and long range planning for program sustainability.*

**Klamath-Joint Trinity Unified School District** *will provide Tribes with meaningful opportunities for Tribal consultation, and involvement in the coordination of Indian Education Programs. KTJUSD will work with C-TIE on coordination of large events for students and the community, training opportunities for staff, communication of needs, and data necessary for program planning, coordination and implementation. KTJUSD will work with Parties on Grow Your Own joint-hiring initiatives, and long range planning for program sustainability.*

**Del Norte Unified School District** *will provide Tribes with meaningful opportunities for Tribal consultation, and involvement in the coordination of Indian Education Programs. DNUSD will work with C-TIE on*

*coordination of large events, training opportunities for staff, communication of needs, and data necessary for program coordination and implementation. DNUSD will work with Parties on Grow Your Own joint-hiring initiatives, and long range planning for program sustainability.*

### **Miscellaneous**

Relationship of the Parties. It is understood that this MOA is by and between eleven (11) independent entities and is not intended to, and shall not be construed to, create the relationship of agent, servant, employee, partnership, joint venture or any other similar association. Each party shall be solely responsible for the acts or omissions of its agents, officers, employees, assignees and subcontractors.

### **Non-liability of Officials and Employees**

No official or employee of either party shall be personally liable for any default or liability under this MOA.

### **Amendment**

This MOA may be amended at any time during the term hereof upon the mutual consent of both parties. No addition to, or alteration of, the terms of this MOA shall be valid unless made in writing and signed by an authorized representative of each party hereto.

### **Entire Agreement**

This MOA contains all of the terms and conditions agreed upon by the parties hereto and no other agreements, oral or otherwise, regarding the subject matter of this MOA shall be deemed to exist or to bind either of the parties hereto. In addition, this MOA shall supersede in their entirety any and all prior agreements, promises, representations, understandings and negotiations of the parties, whether oral or written, concerning the same subject matter. Any and all acts which may have already been consummated pursuant to the terms and conditions of this MCA are hereby ratified.

### **Counterpart Execution**

This MOA, and any amendments hereto, may be executed in one (1) or more counterparts, each of which shall be deemed to be an original and all of which, when taken together, shall be deemed to be one (1) and the same agreement. This MOA, and any amendments hereto, may be signed by manual or electronic signatures in accordance with any and all applicable local, state and federal laws, regulations and standards, and such signatures shall constitute original signatures for all purposes. A signed copy of this MOA, and any amendments hereto, transmitted by email or by other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original executed copy of this MOA and any amendments hereto.

## 1100 – Administration

### 1110 National Service Criminal History Checks (NSCHC)

It is the policy of the Blue Lake Rancheria Tribal Education Agency to conduct mandatory pre-employment criminal history checks for all employees of the TEA working in schools with minor children and all AmeriCorps funded programs. It is our policy to enforce the Corporation for National Community Service requirements regarding criminal history checks. These checks are used to determine eligibility for employment. Individuals meeting the follow criteria will be ineligible for employment: 1) refusing to consent to NSCHC, 2) making a false statement in connection with NSCHC, 3) is a registered, or is required to be registered, on a state sex offender registry, or the National Sex Offender Registry; 4) have been convicted of murder, as defined in 18. U.S.C. 111.



Standard Operating Procedure (SOP)			
<b>SOP Title:</b>	1100 - National Service Criminal History Checks (NSCHC)		
<b>BLR Code:</b>	Article I, Chapter 6 Education Programs, Section 1606 - Career Technical Education and Vocational Education Article I, Chapter 6 Education Programs, Section 1608 - Post-Secondary Education Article I, Chapter 8 Employment, Section 1803 - Contracted Programs		
<b>Date Effective:</b>	7/25/2023	<b>Supersedes:</b>	NA
<b>Distribution:</b>	TEA Staff, LEA and IHE partners employing program participants	<b>Owner:</b>	Tribal Education Agency - Administration
<b>Alternate search terms:</b>	NSCHC, background checks, LIVESCAN, AmeriCorps		
<b>Purpose:</b>	To outline the requirements and steps for criminal background checks for the purposes of satisfying funding agency mandates for staff members paid from federal funds.		
<b>Cross References:</b>	2300 TEA Administration 2400 LEA Administration		
<b>Responsibilities:</b>	<p><b>Program Director - A)</b> The program director is responsible for retaining the certificate of completion of the annual AmeriCorps e-course training, and will assign staff to retake the course annual prior to the expiration of the certificate. <b>B)</b> The program director is responsible for initiating the NSCHC for any person who is to be employed in programs requiring a background check, such as programs associated with CNCS ie. AmeriCorps. The Program Director is responsible for maintaining a record relating to each step of the NSCHC, and must provide a completed copy of the background check to the HR department for the person's file.</p> <p><b>Sub-contractors/Sub-recipients</b> - Any contractors or sub-recipients who employ staff in programs associated with CNCS have the same responsibility as the Program Director, providing assurances that the steps outlined in this SOP were followed or that their organization has a policy specifically addressing NSCHC.</p> <p><b>Clerk of the Board</b> - The clerk shall establish a tracker to record the various dates of completion of the processes for NSCHC, including a method for tracking when and if the employed person must have additional / renewed training or NSCHC to meet CNCS guidelines.</p> <p><b>Person needing NSCHC</b> - The person wishing to be employed via CNCS programs must provide accurate information for the performance of the NSCHC or they will forfeit their eligibility for participation in such programs, and must complete the NSCHC prior to the performance of any job duties in connection with CNCS programming.</p>		
<b>Procedures:</b>	<p><b>A)</b></p> <ol style="list-style-type: none"> <li>1) The Program Director assigns staff to take/retake the annual AmeriCorps e-course training, scheduling time on their calendars, and providing links to the online training.</li> <li>2) The staff take the e-course training, and provide their certificate of completion to the Program Director prior to the lapsing of their last certificate.</li> <li>3) The Program Director will acknowledge the receipt of the certificate in writing, and provide the documentation to the Clerk of the Board, and providing the certificate to HR for the employee file.</li> <li>4) The Clerk of the Board will update the tracking method with the information, and will provide the Program Director with semi-annual updates on pending deadlines.</li> </ol> <p><b>B)</b></p> <ol style="list-style-type: none"> <li>1) The Program Director will arrange for a NSCHC to be completed with one of the approved vendors on the attached list, and provide that information to the potential employee.</li> <li>2) The potential employee will make an appointment with the approved vendor, supply all the required information and complete the NSCHC screening process.</li> <li>3) The Program Director will receive the NSCHC, review it, and make applicable hiring decisions, allowing the potential employee screened to respond to any of the information provided by the background check.</li> </ol>		

<b>Enforcement:</b>	<p><b>Employees of BLR</b> who do not comply with this policy and procedures will be reprimanded in writing, and this will be placed in their HR file for use in determination of future merit increases, performance bonus, and eligibility for rehire.</p> <p><b>Contractors or sub-recipients</b> who do not comply with this policy and procedures will be fiscally responsible for any costs incurred related to the employment of an ineligible person, and will have a high risk assessment as a sub-contractor/sub-recipient for any program requiring NSCHC.</p>
<b>Definitions/Acronyms:</b>	<p><b>CNCS</b> - Corporation for National and Community Service</p> <p><b>NSCHC</b> - National Service Criminal History Checks</p> <p><b>NSOR</b> - National Sex Offender registry</p>
<b>References:</b>	<p>45 CFR 2540.201 - Which individuals require a NSCHC</p> <p>45 CFR 2540.202 - Eligibility criteria for positions in connection with NSCHC</p> <p>45 CFR 2540.203 - Search components of the NSCHC</p>
<b>Attachments:</b>	<p>List of approved vendors performing background checks meeting NSCHC standards</p> <p>Forms</p>

DRAFT

## **I. OPENING MEETING**

- a. Roll Call – 7:06 PM meeting called to order
  - i. BOE present – Kelsay Shackelford; Michele Johnson-Kindred; Mike Shackelford (online); Jace Baldosser (online)
  - ii. BOE absent – Jason Ramos
  - iii. TEA staff & contractors – Alison Robbins, Marlee Mansfield-Chavez, Lisa Hoffman, Karen Skoglund

## **II. REPORTS**

- a. The Executive Director's Report – see attached report for details. Items provided verbally during the report, and not included in the written details;
  - i. Wiyot mini-lending library is going in the Cultural Center in Eureka; Big Lagoon Elementary and/or Rancheria is interested in the mini-lending libraries
  - ii. 13 students final count for the NYCALC travel – BLR TEA provided \$150 per student for travel expense support
  - iii. Lost Coast Camp backpacking trip communication SNAFU – Marlee trying to resolve
  - iv. Extra acknowledgement for Karen Skoglund on her work recruiting and processing internships for the Wiyot Tribe and Eureka City Schools, and NHUHSD.
  - v. Rental car being used because the Pathmakers Mobile Maker Van is unavailable due to repairs
  - vi. NYCP - Lisa updates on working with Big Lagoon & Orick summer camp; handing out Kids Spark kits.
  - vii. CA Native Day event is now a week of events will be starting on Tuesday 9/19. Tuesday 9/19 and Wednesday 9/20 are focused on elementary schools, Thursday 9/21 on Middle Schools, and Friday 9/22 the high school. Using Title VI program to get word out to the families. Supaman will be performing on the Friday of a week of events.
  - viii. Marlee brought up a community question regarding how many GYOA graduates had obtained jobs:
    - 1. For cohort 1: 4 of 6 got jobs immediately; the other 2 are interviewing presently.
    - 2. For cohort 2: they are in their grace period.
  - ix. Karen Skoglund will be sending the schedule for Hoopa's dances and ceremonies
  - x. Lozen Nez's older, Cochise, is working with CA State Parks and may become a mentor for our program through our contract with Parks
  - xi. Alison provided names of the persons attending the ILT/ITLEAC meeting with HCOE, and gave a brief update on the discussion on use of funds to keep kids out of foster care. Alison asked for HumCo's plan for using funds. Work is proceeding

towards a stronger, inter-connected continuum of services for removing barriers to services as well as making sure students don't fall through "the cracks" in the system/network. Complex care funding AB153 / AB2302 child welfare funding for foster care services. Alison provided dollar amounts for the county. Alison highlighted the non-supplanting nature of the funds. County capacity building funds – no allocation known for 2023 yet. Case study recommendation for the ITLEAC however, there might be information sharing issues even working on the case study – this is under consideration. MDH from HCOE chronic absenteeism, extreme behaviors are the key issues. Trauma response training. Scaling up of positive environments. Lack of student mental health professionals, and there is a need to create a career pathway specifically for growing our own. County office of health is open to taking interns. Increased suicide ideations in both number and acuity. HumCo is overwhelmed – tons of job opening and nobody to fill them. Non-attractive working conditions and pay at HumCo. Lack of experienced staff, and hard retention due to the complexity and challenging nature of cases that end up with the county. Major issues with Release of Information (ROI) – discussion on Universal ROI to deal with HIPPA and FERPA. Discussion of app due to 64-page service providers document is not user friendly when in crisis and looking for help.

- xii. Tribal council will be making changes to the Higher Ed program scholarship program. There is going to be a cap. It will be discussed at the next tribal council meeting. Alison broke out how funding is applied to tribal members, and tribal family members who aren't tribal members, etc. Alison offered to provide a clickable report to BOE members if they're interested.

### III. PUBLIC COMMUNICATIONS

No public comments.

### IV. CONSENT AGENDA

#### a. Leo Canez Contract for Curriculum Development

- i. Contact(s): Alison Robbins
- ii. Purpose: Per a contact entered into June 2022 with NHUHS, BLR was to identify a Native American culture bearer to develop curriculum to be used in NHUHS classes such as Makers, Engineering, Architecture Design, as well as possible use in middle school classrooms. Lessons developed will: align state standards so that curricula can be utilized in classrooms; specific, so a teacher can understand how to use the curricula in the classroom which will include demonstrations/training for teachers. Contract covers time and materials: **\$13,000** in time; **\$3,000** in supplies for the making of demonstration fish weir and model plank houses.
- iii. Recommendation: Staff recommends approval.

1. **DISCUSSION:** Kelsay asked where the funding is coming from. Alison answered referencing the contract with NHUHSD mentioned in the earlier Executive Director's report. No further discussion.
2. **NOMINATIONS:** Michele Johnson-Kindred made the motion to approve the contract; Mike Shackelford 2<sup>nd</sup> the motion.
3. **DECISION:** 3-0-1
4. **ACTION:** Alison to upload contract to DropBoxSign and send to Jason Ramos for signature/execution.

## V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

### a. Policy review – 2100 TEA Community and Media Relations

- i. Contact(s): Alison Robbins, Executive Director TEA
- ii. Purpose: 2100 TEA Community and Media Relations

- 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.
- Reviewed – approved by Policy Subcommittee

### iii. Recommendation:

1. **DISCUSSION:** Kelsay pointed out that Mike, Michele, and herself were on the sub-committees that created and approved the policy. Kelsay read the policy statement into record.
2. **NOMINATIONS:** Michele Johnson-Kindred made the motion to approve the contract; Mike Shackelford 2<sup>nd</sup> the motion.
3. **DECISION:** 3-0-1
4. **ACTION:** Alison will work with intern, Isak, and staff to develop SOPs.

### b. Policy review – 2300 Crisis Management and Response

- i. Contact(s): Alison Robbins, Executive Director TEA
- ii. Purpose: 2300 Crisis Management and Response

- The TEA Crisis Team shall be comprised of LEA school district personnel, TEA Staff, and coordinated with tribal and local community responders. It will be responsible for preparing plans for responding to crises and providing support to schools during crises. The TEA Crisis Team establishes procedures that are relevant to crisis preparedness and

response; guides their implementation at the learning site level; develops and recommends training for learning site crisis intervention teams; establishes and maintains TEA connections with agencies; provides learning site teams with support and backup at the time of a crisis; hears safety concerns and makes recommendations relative to safety and coordinates the sharing of resources among learning site teams.

- Using “learning site” as our programs could be on school campuses, child development centers, cultural sites, or internship/apprenticeship work sites which are all considered learning-sites and need to have plans to support student and staff safety during a crisis.
- Reviewed – approved by Policy Subcommittee

iii. **Recommendation:**

1. **DISCUSSION:** Alison reminded the BOE about the previous month’s crisis involving a student injured on the camping weekend. Kelsay pointed out that Mike, Michele, and herself were on the sub-committees that created and approved the policy. Kelsay read the policy statement into record.
2. **NOMINATIONS:** Michele Johnson-Kindred made the motion to approve the contract; Mike Shackelford 2<sup>nd</sup> the motion.
3. **DECISION:** 3-0-1
4. **ACTION:** Alison will work with TEA staff and LEAs to develop SOPs.

**VI. MISCELLANEOUS**

a. **Approval of DRAFT BOE Meeting Minutes of 05/23/2023**

1. **DISCUSSION:** Fix misspelling of Kelsay’s name. No further discussion.
2. **NOMINATIONS:** Mike Shackelford made the motion to accept the minutes with that one correction; Michele 2<sup>nd</sup> the motion.
3. **DECISION:** 3-0-1
4. **ACTION:** Alison to make corrections and get minutes to Toni Ramos for posting on website.

**VII. UNFINISHED BUSINESS**

- i. Fashion FLOW, Saturday May 20 @ 7PM – Raven Alvarez student project. [See pictures.](#)
  - ii. NHUHSD Student Awards Night, Thursday, June 1 – student scholarships for Leadership via Climate Change Program - [See pictures](#)
  - iii. Office of Indian Education - Rooted in Sovereignty Annual Program Directors meeting – June 6-8 - 9AM-3:30PM – Lisa, Marlee, and Alison attended.
  - iv. Second Annual CA State Parks Week event – Saturday, June 17 3-5PM
  - v. Tribal Consultation Letter for US Department of ED due 06/23/2023
- b. BOE previous tabled items

Board of Education Meeting Minutes  
Blue Lake Rancheria Tribal Education Agency  
Tuesday, June 20, 2023 – 7PM  
In-Person Meeting w/ Zoom On-line Platform Available  
Blue Lake, CA

- i. Drone policy is an outdoor drone policy. Alison will work with Lisa regarding the use of our drone program indoors especially regarding safety.

**VIII. NEW BUSINESS**

- a. Letter of Support
- b. Upcoming Events
  - i. AmeriCorps program officer is coming for a visit tomorrow
  - ii. Two grant applications are being evaluated with Jack Bareilles for program goals and TEA capacity
    - 1. STEP due July 3<sup>rd</sup>
    - 2. NATRI due July 24
- c. BOE Professional Development

**IX. AJOURNMENT**

- a. 8:15 PM – President Kelsay entertained a motion to adjourned
  - i. Michele motioned to adjourned
  - ii. Mike 2<sup>nd</sup> the motion

## Item II – Executive Director’s Report: Regular Meeting of the BOE 06/20/2023

The Blue Lake Rancheria Tribal Education Agency is funded by multiple grants, 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.*

### Staffing changes and priorities:

- Marlee is working on:
  - The mini-lending libraries – have the Wiyot Tribe and Two Feathers confirmed
  - Coordinating the Native Youth Climate Adaptation Leadership Congress trip with Lonyx Landry (June 25-29)
  - The Final Performance Report – gathering data from HCOE on Steelhead in the Classroom and TRiO on Hoopa and Arcata support services from the school year.
- Our C-TIE Partners
  - Kevin in Hoopa is leaving TRiO
  - Vanessa at Arcata is leaving NHUHSD
  - Rachel at Eureka is moving into a new position
  - Eureka City Schools is hiring – Instructional Assistant – Indian Education – District Wide
  - New principal at Big Lagoon Elementary – Christine Ng

### Workshops & Field Trips:

- Lost Coast Camp backpacking trip is scheduled for June 22 – 29
  - Billy Salazar – undergraduate intern will be taking Marlee’s place due to personal issues that have arisen for Marlee. Prep days are June 22-24, trip is 25-29.
- California Tribal Youth Leadership and Governance training being sponsored by California Tribal College – there is a joint program for adults and high school Jr & Sr
  - Looking for a male Native American person to act as chaperone and mentor for the trip
  - 1 interested male student: Destinlee Mendez, incoming Native American Club President at Arcata High School – Placerville, CA 95667
    - Student program July 24 & 25
    - Adult program July 24 – 27

### Community Outreach & School Enhancements:

- CA State Parks Week Celebration on Saturday, June 17 at Sue-Meg Village
  - Shane provided free shuttle service with stops in Eureka, and Arcata.
  - Total of 80 persons attended the event ([see pictures](#))

### MYIA Internships

- Mettah Kuska is continuing his Internship through the summer until he starts school at CR in the Fall
- Jamine Griffin is our new Communications intern working with Isak. She is a rehire as she had the Graphic Arts internship in Summer 2020. She will also be working with Korby on the mural restoration.
- Hoopa internship is still in process. Karen Skoglund is arranging a potential internship with Hoopa fisheries if we cannot get housing for the student on the coast for an internship with the HSU Marine lab.



## Item II – Executive Director’s Report: Regular Meeting of the BOE 06/20/2023

- Hiring process for two Wiyot Cultural Center interns currently underway with Karen Skoglund’s assistance.

### Student Projects:

- FLOW Fashion – Raven Alvarez
- Graduation regalia / beading – update from Korby
  - Not as much interest in beading sashes this year compared with last year. Sashes came in later than last year as well. Recommendation for different material on the sashes. Korby will be writing out a plan for future graduation beading.
    - Embroidering with beads – sash and headband - with continuation school student
- Bead loom workshop with Korby being planned with Jewell Moon (EHS intern)

### Summer Programming:

- Summer Programming via Cal Poly TRiO Talent Search – STEM Symposium for Youth! dates: July 10 through August 4 – 9AM to 1PM daily. Grades 8 through 12.
  - TEA is covering the cost of students who don’t qualify under TRiO’s requirements
  - Total spent: \$7,680 (BOE agenda Consent item was \$6600 for contract which was then made into supplies to be added to the \$1100 budgeted for supplies) – right on budget!

### **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)*

- Marlee is working with Sharrone Blanck on getting the teacher companion completed
- Project WET Workshop: Climate Change and California Water curriculum training 9/30 at Sapphire Palace – coordinated via Anita Huff’s program contacts – teachers will receive 0.8 CEU credit and a \$100 stipend following the workshop completion
- Alison is working on updating the MOU for C-TIE which should go out by the end of the month for signatures to all related partners. The Tolowa Dee-ni’ Nation would like to join.
- Tribal Consultation letter for US Department of Education due Friday, June 23<sup>rd</sup> (*Draft included*)
- Eureka City Schools CA Native Day Event Committee
  - [Tori McConnell – Miss Indian World](#) is coming to speak to the HS and MS
    - Tori is on the new re-print of the My Sisters book which we are providing to Eureka City Schools for their elementary classrooms
  - Native American DJ Rapper – [Supaman](#) is under contract

### **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 confirmed Cohort 3 participants
- 2023 Summer Summit California Indian Education for All
  - San Diego County Office of Education – August 10-11
  - Taking Champion Mentors and recent graduates interested in going
- Cal Poly Humboldt Contract Update:
  - 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.
- Numerous administrator positions (25) are open between Humboldt, Del Norte, Shasta, Siskiyou, Tehama, Mendocino, and Butte (see attached list)

**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)*

- Orick is partnering with Big Lagoon for summer camp program (*see attached*)
  - Lisa is confirming dates for providing activities with Korby
- North Star Quest Camp – last week of July and first week of August
  - Two day sessions – salt water etching and Drone Legends pilot program
- Three schools will be doing the chick hatching curriculum this year:
  - Alder Grove, Blue Lake Elementary, and Redwood Montessori
- Lisa developing a new building activity for students using pool noodles
- Students (HS and undergraduates) have been signing up for nationally recognized certifications:
  - Red Cross CPA & First Aid – 8 high school students took the course on Saturday, 6/10
  - OSHA 10 Compliance – Workplace Safety Training
    - High school students - 5
    - Undergraduate students - 5
  - OSHA 30 Compliance for Construction – Gavin Turner (HS)
  - Food Safety Handlers Card (California) – Evelyn McCovey (HS)

**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) grant ends August 15, 2023*

- Amada Lang did a discussion board program on “Cultural Burning”
  - The pictures are up on Facebook
  - Video goes up on the website this week
- Field trip in July and/or August for restoration work – with Nanette Kelly and Karen Skoglund

**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. Grant ends August 15, 2023*

- Two undergraduate students have been hired with this funding

**Bureau of Indian Affairs – Resiliency FY20: Climate Change Conference** – US Department of Interior *(No Cost Extension) – Staff salaries covered: Six MYIA HS Student Interns – Grant ends June 30, 2023*

- Student scholarships
- NYCALC travel support funding
- Project Wet Curriculum training

**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*

- Student are continuing their work with mentors this summer
- CA State Parks celebration strengthened our partnership and we are negotiating another agreement for continuing the work

**Truth Justice and Healing Grant FY22** – Decolonizing Wealth Fund

No new updates as of June 20, 2023

**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**

- Alison had meeting in Eureka at HCOE today 6/20/2023

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

- Leo Canez has signed the contract \$13,000 for services, \$3,000 for supplies – [Consent agenda item](#)
- Contract is pending Jason’s signature in DropBox Sign

**California Air Resources Board – Purple Air Sensor Program**

*Staff salaries covered: Alison (.05 FTE) and Ava Iorizzo (unknown FTE)*

- First installation on 6/16 at McKinleyville MS – inside and outside sensors installed
- Two being installed this week – Redwood Coast Montessori, and Alder Grove School
- Blue Lake Elementary is still pending because the school hasn’t confirmed a date yet

**Blue Lake Rancheria Higher Education Scholarship Program**

- Photos from Ashley Lance
- Student 2022-2023 report

# BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY

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06/23/2023

RE: Tribal Consultation FY2025 Department of Education Budget Allocations

Dear Secretary Cardona,

Thank you for inviting the Blue Lake Rancheria (BLR) to participate in the Tribal consultation for the US Department of Education's FY2025 Budget allocations. This letter is a follow-up to the May 23, 2023 listing sessions on Budget Priorities. The Tribe's responses will be framed under each question as posed by the invitation for comment.

**1. What are your Tribe's educational needs? Which Department programs meet, or attempt to meet, those educational needs?**

The Blue Lake Rancheria is a small Tribe with a relatively new Tribal Education Agency which was formally established in 2020. Although we are a small Tribe, we have a service area for our educational programs that covers a 276 mile radius from our location, which is most of Northern California. We have utilized the following funding from the US Department of Education:

- Native Youth Community Partnership demonstration grant FY18;
- State Tribal Education Partnership grants FY19 and FY20;
- Native American Career and Technical Education program grant FY21; and
- Professional Development grant FY21

While all of these programs continue to assist us in growing our TEA capacity, LEA capacity, and provide supplemental educational services and cultural learning to numerous AI/AN students, teachers, and administrators, one of the greatest challenges our Tribe faces is assisting with **the cost of post-secondary education**.

During the 2022-2023 academic year, the Blue Lake Rancheria paid for nine tribal community members to attend post-secondary institutions. The total cost for supporting nine students (one PhD candidate, two Post-Undergraduate medical school candidates, and six undergraduates seeking their Bachelors degrees) came to \$372,056.62. Of this amount, the Tribe paid for \$82,359.08 from the General Fund, \$261,125.94 from our BIA P.L. 93-638 Contract, and \$28,571.60 from our HUD NAHASDA grant. A total of \$191,862.83 was spent on tuition and books alone for nine students; that averages to \$21,318 per student. As none of these students attend the local university, they did not live at home, but in housing local to their universities costing \$104,818.78 or an average of \$11,646.53 per student. The Blue Lake Rancheria provides a living allowance for students to assist with all the "other" expenses associated with attending school away from home (food, transportation, etc.) at an average of \$8,375 per year per student, which comes to just under \$700 per month, per student. We'd like it noted that ALL of our students submitted the FAFSA, and that these costs reflect them receiving scholarships from their Universities!

This is a tremendous amount of money to educate students, and demonstrates the Tribe's commitment to education. It also drains our resources to provide other services for our Tribe and its non-student

# BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY

P.O. Box 428  
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members, our elders, our adults, as well as maintain our own infrastructure and Tribal government. Yes, it is our Tribe's choice to invest these funds in education, but educational costs continue to increase and yet P.L. 93-638 contracts and HUD NAHASDA funds do not. The pandemic also disrupted the revenue flow from Tribal enterprises which have yet to rebound to pre-Pandemic numbers, and thus, the Tribe's General Fund took a significant impact. We've had to inform one of our three undergraduates who successfully completed her Bachelor's degree this May that we could not support her starting her Masters degree in the Fall, as our obligations to those still in the middle of their degree programs had to come first before she started her Masters. Her Masters program tuition was over \$30,000, not to mention the continued rent and living support that would have gone along with it. She's not going into the program now because she is afraid of having well over \$50,000 in debt by the time she had completed her program.

Student debt for school is a tremendous burden. Taking the averages mentioned above, it would cost each student \$165,358.12 for four years in college, if they did indeed graduate in four years and they were provided scholarships from their Universities consistently AND if the costs for tuition, books, and rent didn't go up each year, which sadly, they do. The Tribe does everything it can to help our students who want to pursue higher education so they do not leave school burdened with such debt. What is the US Department of Education doing to assist with this? What programs are there for Native American persons who want to go to college?

Many of the programs ED proposes target grades K-12, and sometimes K-16 for very specific subject matters and specific CTE industry sectors, these program all have GPRA measure about preparing students for college, but where is the funding once we get them into college? Many programs are designed to encourage students to go to college, but what programs exist that help pay for college tuition, books, dorms, meals, transportation, etc.?

This is our Tribe's greatest need, funding for Post-Secondary education to grow our tribal members into educated, highly qualified professionals to run our new health clinic, our tribal government, and our tribal enterprises. None of the jobs on our Rancheria running our government or enterprises can afford to pay what can be made in the big cities like Sacramento and San Francisco. Students coming out of college with over \$165,000 in debt cannot afford to come home and work for us. This is why our Tribe tries desperately to limit the student's debt and encourage them to return to the Rancheria and the community.

We ask that you please consider working with college and universities to lower the cost of post-secondary education and/or provide funding in significant enough amounts to actually make an impact on the cost of a college education.

## **2. What are the greatest educational needs of Native American students? How can the Department prioritize meeting these needs in our budget?**

Blue Lake Rancheria has spent the last month consulting with our community business partners, county offices of behavioral health and child welfare services, the Humboldt County Transition Age Youth Collaboration, County Juvenile Probation, the Special Education Local Plan Area team, Transition Age Youth Collaboration staff, Humboldt County Office of Education, TEA & LEA Indian Education program staff, parents, and our TEA Board of Education asking this question. Below is the qualitative data, the

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comments from the surveys we took asking your questions regarding needs. Challenges and activities have been identified by our stakeholders, and are presented here in no particular order:

- Opportunities for going places like conferences and cultural centers that are out of the area as some students have never left the County due to their family's lack of transportation. They don't have an understanding of the broader world except what they see from television. These would include but not be limited to visits to museums, historical sites, State and National parks and wildlife refuges, as well as other reservations and Rancherias, not to mention major events.
- Youth Advocacy. Participation in educational advocacy, student educational councils (district or councils) and educational clubs. Memberships for students in organizations like NIEA and funds to help bring students to their conference and conventions.
- There is a need for transitional support services and case management for students coming out of JV or out of substance abuse programs like Desert Sage Youth Wellness Center in Hemet. It's over 765 miles away, and when the kids come out of that program the staff is too far away to follow up with them. Fifteen year olds coming out of that place come home and fall right back into their old habits. There is no follow up and continued support to keep them sober.
- Youth don't do surveys online, they have to be questioned in person, and the students that are struggling aren't being heard, we're only hearing from the "successful" students.
- Better access to the multi-tiered system of support (MTSS) with greater liaison positions that include near peer age college students who want to be teachers.
- More funding for our Indian Education Program staff. They are completely underpaid, and it's hard keeping good people for the amount of money our Title VI funding can afford to pay them.
- Leadership programs and training with real world problem solving skills, "adulthood" skills. Kids can't even do the laundry, call to make a doctor's appointment, or know how to use a fire extinguisher. They don't understand credit cards or loans. Moving out at 18, good luck with that.
- Cultural opportunities at the college level – Stanford PowWow as an example. Not enough universities have cultural opportunities which leads Native students feeling isolated, depressed, and more apt to drop out of college.
- Culturally appropriate curriculum with trained instructors mindful of cultural practices.
- Increasing school safety because there is a hostile school environment from both students attending the school and the faculty. There is blatant racism among students (student on student) and within School Administration. Specifically, Ambrosini School TK-4 in the Fortuna Elementary School District was extremely rude to us when we came in to drop off information for Native students on the Adventure Pass program; completely unwelcoming and hostile because we there about Native programs. Both the secretary and the principal literally rolled their eyes at us when we gave them the flyer to be handed out to Native students.
- Mental health at school. There are no social workers, psychologists or counselors at 90% of the schools in Humboldt County. Read the ACLU report from 2020.
- Chronic absenteeism. Over 42% of students were chronically absent in 2022-2023 meaning they missed over 18 days (or 10%) of the school year.
- We don't have enough bus drivers. It's tough for kids to get to school.
- There are no school assigned nurses, they are located at the district office. When a student is hurt, they have to call the district office for them to send the nurse, if she's even available to come to the school.



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- Suicidal ideations are at an all-time high. The acuity of the cases and the numbers for requests for services are higher than ever, and capacity is worse. There are more jobs in mental health than ever but nobody to fill them.
- Native American students make up 42% of all students in the McKinney-Vento program. We need funding in the program to provide more cultural activities and support for them.
- The county and school districts are not attractive places to work due to the workload, acuity of the patients, and relative low pay compared to private practice. Experienced staff are hard to keep, and the county ends up with the most severe and complex cases. The county ends up with lots of “green” staff that need more training, but then they leave after they become burnt out, on an average of three years.
- Extreme and inappropriate behaviors with students and teachers reacting out of trauma (referring to the pandemic and generational trauma combined). Administrators and teachers need additional training to be able to deal with this situation. We need to scale up positive environments.
- We need more mental health and wellness career pathways starting in sixth or seventh grade with continuous support through the student obtaining their mental health and medical professional licenses. We need internships and apprenticeships that pay students to “earn, while they learn”.
- Schools need to feel safe. They need to be welcome to EVERYONE, and they need to provide students with a sense of belonging.
- The Release of Information issues prevent us from working across agencies to best serve students. It’s a real barrier. Kids are falling between the cracks.
- We need an App that can help people through the complex systems of support that are already in place (county, state, federal, tribal services). Something where you type in your problem and it spits out a list of people who can help.

The majority of these comments center on Student Support Services, and Instructional Support Services which both impact direct classroom instruction in many ways. The Blue Lake Rancheria recommends that the FY2025 Budget priorities should focus on:

- Student mental health support services – make school a safe and health place to be
  - Creating positive environments for family engagement and participation within schools – make schools welcoming, and places students and families feel like they belong
  - Growing more social workers, counselors, school psychologists, and nurses along with retention programs to keep them working with students and not moving off into private practices
  - More trauma informed training for all school staff, not just classroom teachers
  - Transportation funding: both to and from school, and for academic enrichment
3. Each year, the Department writes budget justifications for Congress to explain the use and importance of funding for the Department. Those summaries for FY 2024 are posted at: <https://www2.ed.gov/about/overview/budget/budget24/justifications/index.html> Do these budget justifications for the FY 2024 budget adequately describe the use and importance of these funds? Are there changes that should be considered as the FY 2025 budget justifications are being written?

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The budget justifications do adequately describe the use and importance of the funds. The Blue Lake Rancheria does not have any recommendations for changes to this process or format.

- 4. The Department uses data to inform its budget and grantmaking decisions. What sources of information or data on the performance and needs of Native American students, teachers, and schools do you believe should inform budget development at the Department? If you would like these sources to be used, please share options for the Department to access them, including any needed protections or limitations.**

The Blue Lake Rancheria goes to community meetings and asks questions of the persons who attend in-person. Our community would much rather share information in face-to-face conversations, or on the phone in conversation than by answering electronic surveys or filling out forms. We open up a laptop and take down everything the person says and let them express themselves fully. It is time consuming and labor intensive, but we get honest information from parents and students. It also allows those parents and guardians who have trouble with reading and expressing themselves in writing to participate. We also send out survey forms using GoogleForms, and paper forms at our workshops. Much of the data we receive from school districts is in the form of numbers and we take much of that with a grain of salt. In discussions with Northern Humboldt Union High School District staff, we were told that the numbers for White and Mixed Race contain Native American students because if the students or families check multiple boxes the box that is counted is the majority box, which comes out first White, then Mixed Race. We have to tell Native families to only check the Native American box or their student won't be counted as Native. This is an issue, and discriminatory; it's appalling, really. People can be more than one thing and identify as such. Students are misidentified and undercounted. It skews all the numbers, and thus, we don't recommend using them until this issue and others like it are resolved.

- 5. As the Department conducts annual budget consultation, what information would you need to be shared in advance for future consultations?**

We are not sure at this time what additional information should be provided. There is honestly a plethora of information, so much so that it is overwhelming for small Tribes such as ours with limited TEA staff. The amount of time spent on this one Tribal Consultation letter is well over 12 hours in collecting information, going to meetings to engage stakeholders, and compiling it into a response.

- 6. What budget development questions should the Department consider asking in future years?**

There are budget development questions that our Tribal Education Agency uses when developing its budgets for grants and programs such as:

- Are we prepared for unexpected expenses or accidents that ruin equipment or supplies?
- What is a good amount for an emergency fund or for us to purchase insurance on certain things?
- Are we tracking towards our strategic plans goals and priorities?
- Did we overspend and do we need to adjust our spending limits?
- Are we really paying people what they are worth and is our COLA truly keeping up?



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When ED is developing the budget think about what Tribes with barely enough funds to scrape by are going through. Consider not putting restricted indirect cost rates on programs like the Native American Career and Technical Education Program. NACTEP is capped at 8% unless Tribes negotiate another rate. There are many Tribes which have Indirect cost rates over that and are thus taking a hit to their General Fund to make up the loss in Indirect cost reimbursement which drives up the indirect cost rate for all the other grants in the organization.

**7. What suggestions do you have regarding how we can improve the Department's presentation of budget information, particularly regarding funding programs with Tribal implications?**

That's a difficult question to answer because of the vast differences in how people process information. Utilizing more visual representations of things rather than words and numbers can help those without formal education and an understanding of federal budgets glean the information you're trying to relate. Providing less textbook definitions and more relatable language is what you'll need to emphasize if you want the common/lay-person to understand anything related to budget allocation information.

We hope that this written communication provides you with a solid understanding of our community and the Tribe's priorities for education, and its openness to working with US Department of Education in providing a supportive, culturally, and linguistically responsive education for all students. Thank you again for providing the consultation opportunity.

Sincerely,



Alison Robbins  
Executive Director

Cc: Kelsay Shackelford, BOE President



## Confirmation

Thank you for submitting your grant application package via Grants.gov. Your application is currently being processed by the Grants.gov system. Once your submission has been processed, Grants.gov will send email messages to advise you of the progress of your application through the system. Over the next 24 to 48 hours, you should receive two emails. The first will confirm receipt of your application by the Grants.gov system, and the second will indicate that the application has either been successfully validated by the system prior to transmission to the grantor agency or has been rejected due to errors.

Please do not hit the back button on your browser.

If your application is successfully validated and subsequently retrieved by the grantor agency from the Grants.gov system, you will receive an additional email. This email may be delivered several days or weeks from the date of submission, depending on when the grantor agency retrieves it.

You may also monitor the processing status of your submission within the Grants.gov system by clicking on the "Track My Application" link listed at the end of this form.

Note: Once the grantor agency has retrieved your application from Grants.gov, you will need to contact them directly for any subsequent status updates. Grants.gov does not participate in making any award decisions.

**IMPORTANT NOTICE:** If you do not receive a receipt confirmation and either a validation confirmation or a rejection email message within 48 hours, please contact us. The Grants.gov Contact Center can be reached by email at [support@grants.gov](mailto:support@grants.gov), or by telephone at 1-800-518-4726. Always include your Grants.gov tracking number in all correspondence. The tracking numbers issued by Grants.gov look like GRANTXXXXXXXXX.

If you have questions please contact the Grants.gov Contact Center: [support@grants.gov](mailto:support@grants.gov)  
1-800-518-4726 24 hours a day, 7 days a week. Closed on federal holidays.

The following application tracking information was generated by the system:

<b>Grants.gov Tracking Number:</b>	GRANT13945517
<b>UEI:</b>	Q5NLYCS3EF16
<b>Submitter's Name:</b>	Alison D Robbins
<b>CFDA Number:</b>	84.299
<b>CFDA Description:</b>	Indian Education -- Special Programs for Indian Children
<b>Funding Opportunity Number:</b>	ED-GRANTS-052323-001
<b>Funding Opportunity Description:</b>	Office of Elementary and Secondary Education (OESE): Office of Indian Education: Demonstration Grants for Indian Children and Youth Program (Demonstration program)-- Native American Teacher Retention Initiative, Assistance Listing Number (ALN) 84.299A
<b>Agency Name:</b>	Department of Education
<b>Application Name of this Submission:</b>	Blue Lake Rancheria NATRI
<b>Date/Time of Receipt:</b>	Jul 24, 2023 07:35:18 PM EDT

TRACK MY APPLICATION – To check the status of this application, please click the link below:

[https://apply07.grants.gov/apply/spoExit.jsp?p=web/grants/applicants/track-my-application.html&tracking\\_num=GRANT13945517](https://apply07.grants.gov/apply/spoExit.jsp?p=web/grants/applicants/track-my-application.html&tracking_num=GRANT13945517)

It is suggested you Save and/or Print this response for your records.

SUMMARY OF BUDGET CATEGORY COSTS PROPOSED							
The values in this summary table represent entries made in subsequent workbook tabs.							
Section A - Budget Summary							
		Federal				Total Costs	
Budget Period 1		\$397,377				\$397,377	
Budget Period 2		\$491,429				\$491,429	
Budget Period 3		\$496,818				\$496,818	
Budget Period 4		\$492,629				\$492,629	
Budget Period 5		\$498,476				\$498,476	
Total		\$2,376,728				\$2,376,728	
Section B - Budget Categories	10/01/2023 - 09/30/2024	10/01/2024 - 09/30/2025	10/01/2025 - 09/30/2026	10/01/2026 - 09/30/2027	10/01/2027 - 09/30/2028		
CATEGORY	Budget Period 1	Budget Period 2	Budget Period 3	Budget Period 4	Budget Period 5	Total Costs	% of Project
a. Personnel	\$78,276	\$80,866	\$83,565	\$86,376	\$89,304	\$418,387	17.60%
b. Fringe Benefits	\$30,138	\$31,304	\$32,518	\$33,783	\$35,101	\$162,844	6.85%
c. Travel	\$20,965	\$20,965	\$20,965	\$13,847	\$13,847	\$90,588	3.81%
d. Equipment	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
e. Materials/Supplies	\$7,000	\$6,295	\$6,295	\$6,295	\$6,295	\$32,180	1.35%
f. Contractual							
Sub-contractor/ Sub-recipient	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
Consultant/Vendor	\$209,500	\$299,400	\$299,400	\$299,400	\$299,400	\$1,407,100	59.20%
FFRDC	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
Total Contractual	\$209,500	\$299,400	\$299,400	\$299,400	\$299,400	\$1,407,100	59.20%
g. Construction	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
h. Other Direct Costs	\$80	\$25	\$25	\$25	\$25	\$180	0.01%
Sub-Total Direct Costs	\$345,959	\$438,855	\$442,768	\$439,726	\$443,972	\$2,111,279	88.83%
i. Indirect Charges	\$51,418	\$52,574	\$54,050	\$52,903	\$54,504	\$265,449	11.17%
Total Cost	\$397,377	\$491,429	\$496,818	\$492,629	\$498,476	\$2,376,728	100.00%



<https://www.caindianeducationforall.com>

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July 24, 2023

Dear CIEFA Summit Presenter,

We are thrilled that you will be joining us at the California Indian Education for All Summit. It is an absolute honor to have you as one of our conference speakers on Thursday, August 10th or Friday, August 11th. Stay tuned as we will be sharing the CIEFA Summit Schedule later this week. We can't wait to have you with us at the CIEFA Summit!

### **Current Enrollment**

We are thrilled that we now have 230 participants enrolled. This is really going to be a beautiful gathering of our Native American partners, tribal education departments, and school districts. Based on current registrations we have representation from 6 states, 15 different California counties, and at least 51 tribes. We have over 10 featured keynote speakers that are American Indian Education national experts or Indigenous authors. This is an incredible opportunity to learn more about topics specific to Native California History, Education Sovereignty, Indigenous Language Preservation, and Essential Understandings of California Indian History and Culture. Please share the link to enroll to any other colleagues. There is a waitlist, but Staci and Alicia review it daily to approve registrants. Participants can register at: <https://bit.ly/2023CIEFASummit>

### **Summit Information**

2023 California Indian Education for All Summer Summit

Aug. 10-11 at Sycuan Heritage Event Center - Register at: <https://bit.ly/2023CIEFASummit>

### **CIEFA Summit Location**

Sycuan Casino Resort, Sycuan Heritage Event Center  
5469 Casino Way, El Cajon, CA 92019

### **CIEFA Summit Keynotes and Presenters:**

- William Bauer, Ph.D. (Round Valley), author of *We are the Land: A History of Native California and California Through Native Eyes: Reclaiming History* and UNLV Director, American Indian & Indigenous Studies and Professor
- Debbie Reese, Ph.D. (Nambé Pueblo), *American Indians in Children's Literature* and editor of *An Indigenous Peoples' History of the United States*
- Traci Sorell (Cherokee), author of her newest book *Contenders: Two Native Baseball Players, One World Series*
- Joely Proudfit, Ph.D. (Luiseño/Payomkowishum), Director of California Indian Culture and Sovereignty Center, Department Chair, American Indian Studies and CSU San Marcos, and Executive Director, California's American Indian
- Nicole Lim-Myers, J.D. (Pomo), Executive Director of California Indian Museum & Cultural Center
- California Assemblymember James Ramos (Serrano/Cahuilla)
- John Tippeconnic, III, Ph.D. (Comanche, Cherokee), CSU San Marcos Professor, Professor Emeritus and Former Director of the American Indian Studies Program, Arizona State University
- Stanley Rodriguez, Ed.D. (Santa Ysabel Band of the Iipay Nation), Director, Kumeyaay Community College
- Eric Tippeconnic, Ph.D. (Comanche), CSU San Marcos Professor and Artist
- Linda Sue Warner, Ph.D. (Comanche Nation), Special Assistant to President on Tribal Affairs, Northeastern Oklahoma A&M College
- Staci Block, Ed.D. (Cherokee), San Diego County Office of Education Executive Leadership Coach, SoCal NASMC Project Director, and Native Scholars Pathway Project Director
- Alison Robbins, Executive Director of the Tribal Education Agency at the Blue Lake Rancheria
- Priscilla Ortiz-LaChappa (Luiseno/Payomkawichum), Miss Kumeyaay Nation 2022-2023 & Kumeyaay Community College



<https://www.caindianeducationforall.com>

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### **CIEFA Summit Contact Information:**

Staci Block [staci.bloci@sdcoe.net](mailto:staci.bloci@sdcoe.net) Cell: 626 487-9525

Miss Magooshboy [magooshboy@gmail.com](mailto:magooshboy@gmail.com) Cell: 505 879-6768

Alicia Moyer [amoyer@sdcoe.net](mailto:amoyer@sdcoe.net) Work phone: 858 295-8844

### **Items needed from speakers by Friday, July 28 at 5 p.m. EST**

Please email Missy Magooshboy and Staci Block the following:

- Brief bio of yourself (approx. 200 words or less)
- Title of your presentation
- Brief summary of your presentation (approx. 200 words or less) and add any links to your summary that you would like participants to reference
- Your email and cell phone number (this is only for conference staff)
- Please email a copy of your slides (Google preferred or Microsoft PPT) to Missy Magooshboy by Friday, August 4 at 5 p.m. PST. We want to make sure we can present your slides in the run of the show.

### **Room Block rate for CIEFA speakers:**

Below is the Reservation Link that you use to conveniently make their room reservations online:

<https://bookings.travelclick.com/107572?groupID=3952958#/guestsandrooms>

You can also call the Sycuan Reservations line at 1-619-445-6002 and mention you are with California Indian Education for All to receive the discounted rate. You have up until July 31<sup>st</sup> to reserve a room at the discounted rate. After July 31<sup>st</sup>, rooms will be released from the block and will be based on availability.

### **SDCOE Contract**

Alicia Moyer is our Administrative Assistant for San Diego COE. She will work with you to set up your contract and answer any questions you may have. She is cced in this email.

### **Participant Swag Bags**

Please let Missy and Staci know if you want to include anything in all of the participant swag bags. You can mail swag or documents to SDCOE. We need to receive all items to put in participant bags by August 4.

### **CIEFA Summit Overview**

We invite PK-12 educators, administrators, Title VI committee members, Tribal Education staff, college/university faculty, and tribal community members to a free American Indian Education Summer Summit. As a community, we will gather to learn from American Indian Education experts to learn and share effective practices for engaging Native families and tribal communities. This Summit will provide resources to improve the educational programs for Native youth and families. This Community of Practice will share resources and programs in K-12 education related to American Indian Education, Place-based learning, CA Native American Studies curriculum, culturally responsive literacy, Native Youth Leadership, community engagement, and improvement strategies to facilitate Native community leadership and agency in schools. We welcome those who share a commitment for improving access, opportunities, and support to allow American Indian students to thrive in school. Engage in dynamic professional learning around building more culturally responsive systems, schools, and classrooms. Join teams of preschool, K-12, college and university teachers, counselors and administrators at this two-day event.

*Note: This summit is able to be offered for free through the funds from the U.S. Department of Education NYCP Native Scholar Pathway grant and California Department of Education Native American Studies Model Curriculum grant. Please only register if you know you will be able to attend.*



<https://www.caindianeducationforall.com>

Let us know if you have any questions. Here is Staci's cell phone. (626) 487-9525

Appreciatively,  
Staci

