

Board of Education Meeting Agenda
Blue Lake Rancheria Tribal Education Agency
Tuesday, August 20, 2024 7PM
In-Person and Zoom Meeting On-line Platform
Blue Lake, CA

I. OPENING MEETING

- a. Roll Call

II. 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.

III. REPORTS

- a. The Executive Director's Report

IV. CONSENT AGENDA

- a. No Items

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

a. Job Descriptions – TEA Interns

- i. Contact(s): Alison Robbins
- ii. Purpose: Job descriptions for internships which the TEA will promote, hire, and manage.
- iii. Recommendation: Staff recommends the approval of the internship job descriptions.
 - 1. **DISCUSSION:**
 - 2. **NOMINATIONS:**
 - 3. **DECISION:**
 - 4. **ACTION:**

VI. MISCELLANEOUS

- a. Approval of DRAFT BOE Meeting Minutes of Tuesday, July 16, 2024

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

VII. UNFINISHED BUSINESS

- a. Update on BOE previous tabled items
- b. Youth Community Access Grant application – submitted
- c. Chronic Absenteeism Grant application – due 9/10
- d. Tribal Consultation Letters – DRAFT comments on EO 14112

VIII. NEW BUSINESS

IX. AJOURNMENT

Item II – Executive Director’s Report: Regular Meeting of the BOE 08/20/2024

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 the Decolonizing Wealth Foundation. The grants are:

Carl Perkins Innovation and Modernization (PIM) FY23 – US Department of Education, Office of Career, Technical, and Adult Education (OCTAE)

(Year 1 of 5) – Project Director: Alison (.60 FTE), Project Coordinator (PIM PC) Marnie Atkins (1.0 FTE); Career Readiness Education Coordinator (CREC) Korby Skoglund (1.0 FTE); Community Services Coordinator (CSC) Danny Kelley – 1.0 FTE; Career Readiness Education Coordinator – Hoopa (CREC) Isaac Kinney (1.0 FTE); Temporary Career Readiness Education Coordinator (T-CREC) Kevin Geumhan (280 hrs.) last day 7/19/2024. - fund/department: 03/286

From Alison Robbins (TEA ED)

- Meetings with external evaluators in preparation for Semi-Annual Performance Report which is **due by the end of September** are underway. Alison will be updating the PIM Trackers and providing samples to evaluation team to draft report formats for Section A SAPR.
- Working on the Executive Summary for SAPR
- Working on reconciliation of financial transactions for Section B SAPR
- Working on Section C additional information – using our task timeline, and staff meeting minutes from OneNote to drive narrative
- Travel to NIEA in process:
 - Blue forms for each staff – send to Jason for approval
 - Travel memos to staff with confirmation information, details, etc.
 - Travel Advance Payment Requests need to be filled out for staff

Top three items from each PIM Staff which they want shared with the BOE:

From Marnie Atkins (PIM PC)

- We have been supporting our youth student interns over the past month. Korby and Isaac have been transporting our youth to their internship job sites. Part of the Carl Perkins Innovation & Modernization (PIM) grant program is to ensure there are little to no barriers for our young people to get to their internship sites. My removing or mitigating barriers, such as transportation barriers and lack of job skills, we support the success of our young people. This is a key element in our PIM-MYIA Program.
- We did not have a Steering Committee Meeting in August because most teachers, high school career tech staff, counselors, and administrators take the month off from work and/or are gone most of the month on vacation. We will be scheduling a Steering Committee Meeting in September and will plan to schedule one each month for the remainder of the academic year (2024-2025).
- We have been working on creating informational materials to hand out at events, meetings, individuals, and the like. Toni Ramos has played an integral part in helping us with our color schemes, fonts, etc. to ensure our materials look vibrant and professional. She has also been helping us revise our TEA website. This will help us when we are ready to launch our "Choose Your Own Adventure" Style internship walk-through for youth, as well as the quick how-to videos we are putting together for prospective interns.
- We continue to grow as a TEAm and support one another. This will help us all as we move into the new school year, as well as Year Two of our grant. Our funding may have been cut by Congress, but we are still moving forward, creating partnerships, building career and academic success opportunities, etc., all in support of the youth in our community.

From Isaac Kinney (CREC – Hoopa)

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From Korby Skoglund (CREC - Coast)

- a. Welcoming signs for schools & Painting with students on Farm Stand
- b. Klamath Salmon Festival Outreach
- c. Kiddos setting up OSHA training
- d. Setting up weekly office hours at each of the schools will continue "welcoming signs" as a initial meet and greet project

From Danny Kelley (CSC)

- a. I have submitted my application to Humboldt County Economic Development to serve as the Tribe's representative on the Workforce Development Board.
- b. We are exploring a promising collaboration between Topsana Littlestar, an Indigenous Agricultural Consultant, and Joe Snips of Forestscapes LLC to develop an internship program focused on defensible space clearing followed by native plant reforestation. This initiative will integrate Topsana's traditional ecological knowledge with Joe's sustainable forestry management, providing students with hands-on experience in fire prevention and land stewardship. This partnership aims to enhance students' technical skills and cultural understanding, fostering a new generation of knowledgeable and culturally aware land stewards. For more information, visit [Forestscapes LLC \(https://www.forestscapesllc.com/\)](https://www.forestscapesllc.com/) and view Topsana's work on this [Instagram Reel \(https://tinyurl.com/topsana\)](https://tinyurl.com/topsana).
- c. We are tabling at the Zoe Barnum Community Schools Resource Fair on Thursday, August 15th from 10a to 3p. I have been assisting our Eureka City Schools partners with fundraising and donations for free back to school supplies for families in need. Our team intends to recruit for the MYIA and PIM programs while we are there.
- d. Created a [Mentoring Guidebook](#) to use in our MYIA program.

State Tribal Education Partnership (STEP) FY20 – US Department of Education, Office of Indian Education
(Year 3 of 3) In the Approved No Cost Extension ending 07/31/2024 – Staff salaries covered: Alison (.05 FTE); Lisa (.50 FTE) - fund/department: 03/282 – CLOSE OUT IN PROCESS

- Outstanding invoices being collected and paid
 - \$3500 in printing costs for LEA signs and TEA leave behinds, etc.
- Karen Skoglund’s contract extension needs signature and final billing for her services on the grant report
- Financial reconciliation in process

Professional Development FY21 – US Department of Education, Office of Indian Education
(Year 3 of 5) – Staff salaries covered: Alison (.30 FTE being increased to .46/.50)

- Weekly meetings with Steve Godla working on Cohort 4 planning and “to do” list
- Campus Emergency Planning & Response Training Opportunity email sent 8/1
- *Culturally Responsive Teaching and the Brain* in-person training with Zaretta Hammond link sent out to Cohort participants 8/19. HCOE leading a book study starting 8/28.
- Monthly employment opportunities email sent out 7/29 – six opportunities in participant areas sent
- Travel documentation for GYOA participants for NIEA:
 - Travel advance requests for Theresa Slayton, Katie Smith, Christina West, Jeanne Burcell, and Logan Silva
 - Travel confirmation number memos for GYOA people

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- Tuition scholarship letter sent to Cal Poly Humboldt for Cohort 4 – Kelly Watson-Muth 8/20
- Two persons seeking entrance to the program emailed us this past weekend – our enrollment process ended 7/31. Had they contacted us a month earlier, we would have had an additional two cohort 4 members. One was interested and on our list for Cohort 3.
- PDPDCS website updated for Cohort 4 – for a total of 4 Enrolled for 2024-2025

Name	Date Created	Entry Status	Program Completion Status	Payback Obligation Status
Sonya Ariston	7/27/2023	Submitted	Completed/Graduated	Fulfillment Not in Progress
Aaron Bailey	7/25/2023	Submitted	Completed/Graduated	Fulfillment in Progress
Rachel Brakeman	10/27/2021	Submitted	Completed/Graduated	Obligation Fulfilled
Kelda Britton	8/10/2022	Submitted	Completed/Graduated	Fulfillment Not in Progress
Jeanne Burcell	8/8/2024	Submitted	Enrolled	Awaiting Completion
Deena DeArmond	8/1/2022	Submitted	Completed/Graduated	Fulfillment Not in Progress
Michelle Demo-Davis	8/1/2022	Submitted	Completed/Graduated	Fulfillment in Progress
Amanda Derby	7/28/2022	Submitted	Completed/Graduated	Fulfillment in Progress
Kenneth Dotson	7/28/2022	Submitted	Enrolled	Pending
Alvin Dukepoo	9/22/2021	Submitted	Completed/Graduated	Fulfillment in Progress
Cynthia Hogue	9/22/2021	Submitted	Completed/Graduated	Obligation Fulfilled
Travis Hunt	9/22/2021	Submitted	Completed/Graduated	Obligation Fulfilled
Hilary Manion-Uselton	8/30/2023	Submitted	Completed/Graduated	Fulfillment Not in Progress
Margaret Peters	10/27/2021	Submitted	Completed/Graduated	Obligation Fulfilled
Logan Silva	7/25/2024	Submitted	Enrolled	Awaiting Completion
Kathryn Smith	7/25/2023	Submitted	Completed/Graduated	Fulfillment Not in Progress
Kadee Strait	9/28/2021	Submitted	Enrolled	Awaiting Completion
Christina West	7/28/2023	Submitted	Completed/Graduated	Fulfillment Not in Progress
Michelle Windes	9/28/2021	Submitted	Completed/Graduated	Fulfillment in Progress
Nikolos Wink	7/20/2023	Submitted	Completed/Graduated	Fulfillment Not in Progress
Kirsten Wright	11/17/2021	Submitted	Completed/Graduated	Obligation Fulfilled

Native American Career Technical Education Program FY21 – US Department of Education, Office of Career, Technical, and Adult Education (OCTAE)
(Year 3 of 5) – Staff salaries covered: Alison (.04 FTE) and Lisa (.50 FTE)

From Alison

- Confirming grades of NAS 480: Introduction to Environmental Justice and getting feedback forms from CPH – waiting to review with TRiO for P>D>C>A on their wrap around support services.
- CPH TRiO Talent Search Contract signed by Jace Baldosser adding \$7K for 2024-25 Hoopa support services
- Wildland Fire Certification Course for minors being developed for Spring 2025 – week long course in February during President’s week
- Technical Advisory meetings for this grant scheduled:
 - Community of Practice 9/4
 - Community of Practice 9/25
 - Program Officer meeting 10/3
- PY3 APR is due 11/1/24 – must update all the information from the Semi-Annual Report.

From Lisa Hoffman (CREC, YPC, and MMT)

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- Currently working with a variety of Summer Camps, continuing to document student's interests to make it more meaningful and relevant.
 - Northstar Quest Camp
 - Big Lagoon Coastal Camp
 - Blue Lake GATE program summer camp
- Recently attended a powerful Postvention Suicide Training with UIHS. Lisa was asked to lead or conduct activities with their after-school program for Youth.
- The Reading Apprenticeship course has concluded and Lisa intends to extend her finding with her partners at schools and MYIA partners.

Bureau of Indian Affairs – Wildlife & Parks: Tribal Youth Initiative for Modern Youth Internship Academies FY22 & FY23: – US Department of Interior

Ends August 2024 – Staff salaries covered: Two MYIA HS Student Interns, One Undergraduate Intern

- Reports are due – Q4 2023; Q1 2024; Q2 2024
- **CLOSE OUT IN PROCESS**

Truth Justice and Healing Grant FY22-24 – Decolonizing Wealth Fund

Grant report submitted, new grant application being submitted to continue work - \$50K – **WAITING ON OFFICIAL APPROVAL LETTER**

McKinney-Vento Project w/ Humboldt County Office of Education FY22 – **CLOSE OUT IN PROCESS**

- Second year of work has begun, and Chag Lowry’s contract for this is nearly complete
- Chag is coming in late June and early July to work on project with HCOE – cancelled due to emergency appendix removal

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

- Leo Canez is continuing to work on this curriculum – spoke to him and he is ready to turn in final draft for review by the end of the month
- Being delayed due to Leo’s health issues – asking for approval of continuation contract

AmeriCorps Native Nations Planning Grant – **CLOSE OUT IN PROCESS**

Staff salaries covered: Alison (.65 FTE) ends 07/31/2024

- Alison working on final grant plan with Jack Bareilles and closing out grant by 11/29/24

Blue Lake Rancheria Higher Education Scholarship Program

- Met with Grace Kindred 8/19 – enrolled her at Santa Monica Community College. She is wait listed for two classes. Goal of transferring to CSUN.

GRANT WRITING EFFORTS AND PLANNED GRANT APPLICATIONS UNDER REVIEW FOR SUBMISSION:

1. Youth Community Access Program
 - a. from State of CA – California Natural Resources Agency
 - b. Amount applied for: \$499,948
2. Promise Neighborhoods: Chronic Absenteeism
 - a. from US Department of Education – OCTAE
 - b. Maximum amount requested: \$500K per year for 2 years = \$1M total
3. American Indian Education Center RFA: <https://www.grants.ca.gov/grants/american-indian-education-center-request-for-applications/>

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4. EPA – Track II Educational and Training Programs Grant - <https://grants.gov/search-results-detail/351071>
5. Opportunity Young Adult Career Pathway Program Grant for 2024-2025: <https://www.grants.ca.gov/grants/opportunity-young-adult-career-pathway-program-grant-for-program-year-2024-25/> - requires 20% matching - \$1.5M - \$2M in funding



*Humboldt Asians
& Pacific Islanders
in Solidarity
is a DreamMaker
Program
of the Ink People
Center for the Arts,
a 501(c)3 non-profit arts
organization.*

HAPI Steering Committee:

Paul Michael Atienza
Patty Saito Hecht
Vicki Ozaki
Alex Ozaki-McNeill
Marylyn Paik-Nicely
Amy Uyeki
Sheri Woo

email:
hapi.humboldt@gmail.com

Facebook:
hapihumboldt

Instagram:
hapihumboldt

The purpose of Humboldt Asian and Pacific Islanders in Solidarity or HAPI is to build and empower our community by amplifying, supporting, and encouraging diverse voices and perspectives to foster a more engaged and inclusive community. We do this with community gatherings, panel discussions, creating and supporting collaborative projects (such as the Eureka Chinatown Project), cultural sharing and celebrations, bringing speakers and performances to our community, sharing food, and more.

Origin of HAPI

In 2019, Taiko Swing Humboldt (TSH) was formed to plan, organize, and host San Jose Taiko's "Swingposium On The Road" performances in Arcata and Eureka in early 2020. Through this work, we met and networked with many Asians and Pacific Islanders who expressed excitement and desire to connect, communicate, and develop community. Thus, Team Taiko (the core organizers of TSH) engaged in a months-long process involving reflection, conversation, and soul-searching consideration about purpose, intention, and focus. In 2021, we evolved into Humboldt Asians and Pacific Islanders in Solidarity (HAPI) and became an Ink People Center for the Arts DreamMaker Program.

As a volunteer-led not-for-profit organization, HAPI internships seek to engage our community learners through active collaboration, support of current projects, and the development of new initiatives. Our advocacy highlights the histories and cultures of Asian, Desi, Native Hawaiian, Pacific Islander, Southwest Asian, and North African peoples among the Native territories and communities that include the Wiyot, Yurok, Hupa, Karuk, Tolowa, Chilula, Matole, Wailaki in and around Humboldt County and its surrounding settler state parameters.

Potential Duties

- Tabling for community events
- Community event planning and implementation
- Flyer design and Social media post
- Co-lead Eureka Chinatown walking tours

Minimum Qualifications

- Reliable transportation to in-person meetings and community events
- Working phone, text, and e-mail communication devices

Internship Lead Site Coordinator
Dr. Paul Michael L. Atienza
pmla1@humboldt.edu



Job Title: Humboldt Asians & Pacific Islanders in Solidarity (HAPI)
Student Intern
Department: Tribal Government – Tribal Education Agency
Reports To: Dr. Paul Michael L. Atienza / BLR Staff Member TBD
FLSA Status: Non-Exempt
Prepared By: Project Coordinator & Host Site
Revised Date: 08/13/2024
Approved By: *DRAFT*
Approved: *12/06/2022*

JOB SUMMARY

A Modern Youth Internship Academies (MYIA) Student Intern works with assigned mentoring field supervisors to assist with community engagement activities and events, design community outreach materials, support social media posts, co-lead Eureka Chinatown walking tours, and other Humboldt Asians & Pacific Islanders in Solidarity office tasks. The applicant will work up to 80 hours. Some weekend days might be required.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Participate in co-leading Eureka Chinatown walking tours.
- Tabling at community events.
- Create outreach, engagement, and educational materials.
- Assist with community event planning and implementation.
- Create social media posts and assist in managing social media platforms.
- General office duties.
- Attend on-going trainings when needed or requested to do so by staff.
- Complete program evaluation surveys as requested.
- Keep accurate records of: hours worked, skills learned, and status of the student's project(s).
- Recognize role as a team member, learning responsibilities and time management.
- Be patient and grow in understanding of the mentoring relationship with supervisor and team members.
- Spend between 3 to 6 hours a quarter engaged in a mutually agreed-upon activity with assigned mentoring supervisor on student project(s).
- Communicate with assigned mentoring supervisor - by telephone or email regarding attendance.
- Honor all commitments made to the MYIA Internship Program and HAPI organization.
- Collaborate with other BLR interns and staff on joint Modern Youth Internship Academies' projects serving multiple programs for Teamwork experience.

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

- Creates a collaborative, inclusive, and culturally responsive atmosphere
- Encourages mutual respect, dignity and/ integrity with all Team Members, by setting positive examples at all times.
- Maintains a professional departmental, company, and community reputation.
- Wear appropriate clothing for the HAPI workplace environment.

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

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

QUALIFICATIONS

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

EDUCATION and/or EXPERIENCE

Minimum requirement:

- Must have completed 10th grade and be recommended by school staff for Internship position.
- Must have reliable transportation to in-person meetings and community events.
- Must have a working phone for calls/texts and email communication device(s).
- Prefer prior knowledge of HAPI and/or be willing to become familiar with the organization and community outreach programs such as the Eureka Chinatown Project.

COMPUTER SKILLS

Must be knowledgeable and proficient working with the Microsoft Office Suite, Google Suite, and/or Apple software products within six weeks of hire. Site specific focused social media projects including graphic design, calendar management, outreach.

LANGUAGE SKILLS

Ability to read, and apply technical procedures, or government regulations.

Ability to write reports on their student project's progress.

Ability to effectively present information and respond to questions from co-workers and community members.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply, divide, and find percentages.

CERTIFICATES, LICENSES, REGISTRATIONS

Student work permit from school district.

PHYSICAL DEMANDS

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

While performing the duties of this job, the Team Member is regularly required to sit; use hands to finger, handle, or feel; and talk or hear. The Team Member frequently is required to reach with hands and arms. The Team Member is regularly required to stand; walk; climb or balance; and stoop, kneel, crouch, or crawl. The Team Member must regularly lift and/or move up to 50 pounds. The Team Member is regularly required to work with and/or around office equipment and/or outside in variable weather while co-leading Eureka Chinatown walking tours.

Must pass a drug test. (required of all Blue Lake Rancheria employees including Interns) if job description is with an organization that doesn't require this, then please remove.

WORK ENVIRONMENT

The work environment characteristics describe here are representative of those a Team Member encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the Team Member is frequently exposed to general office environment including the use of standard office machinery. Job duties may extend outside the office to meetings locally and abroad.



Job Title: True North Organizing Network Community Organizing Intern
Department: Tribal Government – Tribal Education Agency
Reports To: Site Supervisor / Mentor
FLSA Status: Non-Exempt
Prepared By: True North and Executive Director
Revised Date: 08/16/2024
Approved By:
Approved:

JOB SUMMARY

The Community Organizing Intern will play a vital role in improving the local community by working alongside peers and community members. This position is ideal for 10th-12th grade students who are passionate about making a difference, developing leadership skills, and learning about community organizing. Interns will collaborate with the Eureka City Schools Community Schools program and have the opportunity to participate in peer mentoring, event planning, and community outreach.

Key Responsibilities:

- Leadership Development: Work with peers to form and support student leadership teams that address important community issues, such as substance abuse prevention and other youth-related concerns.
- Event Planning: Assist in the design and organization of community events aimed at building relationships among youth and between youth and adult mentors.
- Peer Mentoring: Engage in peer mentoring activities, providing support and guidance to fellow students.
- Community Outreach: Collaborate with local schools, community groups, and other initiatives to promote social awareness and drive positive change within the community.
- Team Building: Help build teams of parent and student leaders, working to strengthen their leadership and organizing skills.
- Training Assistance: Assist in training parents and peers in effective organizing methodologies with the support and guidance of True North staff members.
- Relationship Building: Build relationships with peers to identify and cultivate potential community leaders who can contribute to organizing efforts.
- Professional Development: Attend weekly professional development meetings with True North Organizing Network staff to enhance your skills and understanding of community organizing. Attend other training as requested by staff.
- Complete program evaluation surveys as requested.
- Keep accurate records of: hours worked, skills learned, and status of the student's project(s).
- Recognize role as a team member, learning responsibilities and time management.

- Be patient and grow in understanding of the mentoring relationship with supervisor and team members.
- Spend between 3 to 6 hours a quarter engaged in a mutually agreed-upon activity with an assigned mentoring supervisor on student project(s).
- Communicate with the assigned mentoring supervisor - by telephone or email regarding attendance.
- Honor all commitments made to the MYIA Internship Program
- Collaborate with other BLR interns and staff on joint Modern Youth Internship Academies' projects serving multiple programs for Teamwork experience.

Additional Opportunities:

- **Collaboration with Eureka City Schools Community Schools Program:** Interns will work closely with this program, participating in peer mentoring and gaining hands-on experience in community organizing.
- **Skill Development:** Interns will have the chance to develop leadership, communication, and event planning skills.
- **Networking:** Build connections with local leaders, community organizers, and other students interested in community service.

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

Minimum requirement: *Must have completed 10th grade and be recommended by school staff for an Internship position.*

Must be knowledgeable and proficient working with the Microsoft Office Suite within six weeks of hire. Site specific focused social media projects including graphic design, calendar management, outreach.

Ability to read, and apply technical procedures, or government regulations.

Ability to write reports on their student project's progress.

Ability to effectively present information and respond to questions from co-workers and community members.

Ability to add, subtract, multiply, divide, and find percentages.

CERTIFICATES, LICENSES, REGISTRATIONS

Student work permit from school district.

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

While performing the duties of this job, the Team Member is regularly required to sit; use hands to finger, handle, or feel; and talk or hear. The Team Member frequently is required to reach with hands and arms. The Team Member is regularly required to stand; walk; climb or balance; and stoop, kneel, crouch, or crawl.

Must pass a drug test.

Application Process:

Interested students should email a brief cover letter explaining their interest in the position and a resume to **EvanM@truenorthorganizing.org**.

Equal Opportunity:

We are committed to providing equal opportunity for all applicants, regardless of race, religion, gender, sexual orientation, or other protected characteristics.

BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY

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TribalEd@bluelakerancheria-nsn.gov



08/20/2024

TribalConsultation@ed.gov

The following is a written response to request for comments regarding the U.S. Department of Education (Department) Tribal Consultation on the implementation of Executive Order 14112 (EO). The questions asked by Department will be followed by a response from the elected Blue Lake Rancheria Tribal Education Agency Board of Education, authorized by the Blue Lake Rancheria Tribal Business Council Resolution 20-18.

1. How can the Department best understand unmet treaty obligations in collaboration with Tribes and work to address such obligations with others in the Federal government?

Addressing unmet treaty obligations requires a multifaceted approach, particularly for the US Department of Education, which must collaborate effectively with Tribes and coordinate with other federal entities. Here's a strategic approach to understanding and addressing these obligations:

1. Establishing Dedicated Channels for Communication and Collaboration:

- **Form Advisory Committees:** Create a tribal advisory committee or working group that includes representatives from various Tribes, tribal education departments, and advocacy groups. This group can provide ongoing guidance and feedback.
- **Regular Consultation Meetings:** Schedule regular consultations with tribal leaders and education officials to discuss treaty obligations and education-related issues.

2. Conducting Comprehensive Research and Assessment:

- **Review Existing Treaties and Agreements:** Analyze historical treaties and agreements to understand the specific educational commitments made by the federal government.
- **Assess Current Conditions:** Evaluate the current educational conditions in Tribal communities to identify gaps between what is promised and what is provided.

3. Implementing Effective Policies and Programs:

- **Develop Targeted Programs:** Design educational programs and initiatives that address the specific needs and preferences of Tribal communities. These could include language preservation programs, culturally relevant curricula, and increased funding for tribal schools.
- **Allocate Resources:** Ensure that federal funds are appropriately allocated to support these programs and meet treaty obligations.

4. Enhancing Coordination with Other Federal Agencies:

BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY

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Blue Lake, CA 95525

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Fax: (707) 668-4272

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- **Interagency Collaboration:** Work closely with other federal agencies involved in Tribal affairs, such as the Bureau of Indian Affairs (BIA) and the Indian Health Service (IHS), to ensure a unified approach to fulfilling treaty obligations.
 - **Shared Goals and Strategies:** Develop joint strategies and goals with these agencies to address broader issues affecting Tribal communities, such as health, economic development, and infrastructure.
5. **Building Capacity and Infrastructure:**
- **Support Tribal Education Infrastructure:** Invest in the infrastructure needed for Tribal schools and educational institutions, including technology, facilities, and professional development for educators.
 - **Capacity Building:** Provide training and resources to Tribal education departments to enhance their ability to manage and deliver educational services effectively.
6. **Promoting Transparency and Accountability:**
- **Regular Reporting:** Establish mechanisms for regular reporting on progress made in addressing treaty obligations and the impact of federal education programs in Tribal communities.
 - **Feedback Mechanisms:** Create avenues for Tribal communities to provide feedback on federal education policies and programs, ensuring their voices are heard and their concerns addressed.
7. **Supporting Tribal Sovereignty and Self-Determination:**
- **Respect Tribal Control:** Recognize and support the sovereignty of Tribal governments in managing their own educational systems. Allow Tribes to play a leading role in decision-making processes related to education.
 - **Cultural Competency:** Ensure that federal policies and programs are culturally competent and align with the values and traditions of Tribal communities.

By following these steps, the US Department of Education can better understand and address unmet treaty obligations in collaboration with Tribes, ensuring that their educational needs are met and that historical promises are honored.

2. What suggestions do you have regarding a methodology to calculate and assess unmet Federal obligations to support Tribal Nations?

Calculating and assessing unmet Federal obligations to support Tribal Nations is a complex task that requires a methodical and inclusive approach. Here's a detailed methodology that can be used to assess these obligations:

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1. Historical Review and Documentation

A. Identify and Document Treaty Obligations:

- **Review Historical Treaties and Agreements:** Examine the language of historical treaties, agreements, and executive orders that pertain to federal obligations to Tribal Nations. This includes education, healthcare, land, and other areas.
- **Compile a Comprehensive Database:** Create a centralized database of these treaties and obligations, including details on specific commitments and terms.

B. Analyze Historical Fulfillment:

- **Assess Historical Compliance:** Compare historical commitments with actual government actions and funding levels over time to identify discrepancies and gaps.
- **Review Previous Reports and Audits:** Study previous audits, reports, and evaluations conducted by government agencies and independent bodies to gather insights into past performance and shortcomings.
- **Revisit equitable and proportionate funding allocations:** Review what each tribe has received past and present.

2. Current Needs Assessment

A. Conduct Surveys and Consultations:

- **Engage Tribal Governments and Communities:** Conduct surveys and hold consultations with Tribal leaders, communities, and organizations to identify current needs and priorities.
- **Utilize Focus Groups:** Organize focus groups with representatives from various Tribal sectors, such as education, healthcare, and economic development, to gain detailed input.

B. Evaluate Current Program Performance:

- **Assess Existing Federal Programs:** Evaluate the effectiveness of current federal programs and initiatives that are supposed to meet treaty obligations. This includes reviewing performance metrics, funding allocations, and service delivery.
- **Identify Service Gaps:** Determine any gaps between services provided and the needs expressed by Tribal communities.
- **Evaluate the base funding need of tribal education departments/agencies:** Evaluate the effectiveness of current levels of federal funding to support a tribal government's

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education department/agency. Does each tribe have a base level of funding to run a tribal education department/agency without having to apply for competitive grants?

3. Quantitative and Qualitative Analysis

A. Develop Metrics for Measurement: Incorporating Indigenous methodologies to ensure the Department is using techniques and methods drawn from the tradition and knowledges of our various Tribal Nations.

- **Define Key Performance Indicators (KPIs):** Establish clear metrics for measuring compliance with treaty obligations. These could include financial investments, service delivery levels, and outcomes in key areas such as education and healthcare.
- **Create Benchmarking Tools:** Develop tools for benchmarking current federal support against established treaty obligations and Tribal needs.

B. Perform Gap Analysis:

- **Quantitative Gap Analysis:** Compare the current level of federal support and services with the commitments outlined in treaties and agreements. This involves calculating the difference between what is promised and what is provided.
- **Qualitative Gap Analysis:** Assess the qualitative aspects of services provided, such as cultural relevance, accessibility, and satisfaction among Tribal communities.

4. Collaboration and Verification

A. Engage Third-Party Experts:

- **Independent Audits:** Commission independent audits and evaluations by external experts to verify findings and provide an objective assessment of federal obligations and performance.
- **Academic Partnerships:** Collaborate with academic institutions specializing in Native American studies or public policy for additional research and analysis.

B. Foster Interagency Cooperation:

- **Coordinate with Other Federal Agencies:** Work with other federal agencies that have obligations to Tribal Nations (e.g., Bureau of Indian Affairs, Indian Health Service) to ensure a comprehensive assessment and address overlaps or inconsistencies.

5. Action Planning and Implementation

A. Develop Action Plans:

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- **Create Remediation Plans:** Based on the findings, develop detailed action plans to address unmet obligations. These plans should outline specific steps, timelines, and responsible parties.
- **Allocate Resources:** Ensure that necessary resources and funding are allocated to implement the action plans effectively.

B. Monitor and Evaluate:

- **Establish Monitoring Mechanisms:** Implement mechanisms for ongoing monitoring and evaluation of progress in addressing unmet obligations.
- **Report and Adjust:** Provide regular reports to Tribal Nations and other stakeholders on progress made and adjust plans as needed based on feedback and evolving needs.

6. Communication and Transparency

A. Ensure Transparent Reporting:

- **Publish Findings:** Make assessment findings publicly available to ensure transparency and accountability.
- **Engage in Dialogue:** Maintain open lines of communication with Tribal communities to keep them informed and involved in the process.

B. Solicit Feedback:

- **Collect Continuous Feedback:** Continuously gather feedback from Tribal communities to refine approaches and address any emerging issues.

By following this methodology, the US Department of Education and other federal agencies can systematically calculate and assess unmet federal obligations to Tribal Nations, leading to more effective and accountable fulfillment of these important commitments.

3. What information or data would the Department need to assess Tribal unmet need in competitive grant programs and grant programs where funds are distributed using a formula?

To effectively assess Tribal unmet needs in both competitive and formula-based grant programs, the US Department of Education would need a comprehensive set of data and information. Here's a breakdown of the essential data needed for each type of grant program:

1. Competitive Grant Programs

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For competitive grant programs, where applications are evaluated based on merit and need, the Department of Education should gather:

Using demographic and educational data available from school districts does not always reflect the true unmet needs of Indigenous students. Students are often not identified appropriately in LEAs databases due to the "two or more race" question on their enrollment. Additionally, tribes do not always have access to educational data unless a Release of Information is provided for every student. Some student populations are under 30 students in certain grades and classes, and to protect students identification, the data is often not released. Regardless, using State data to begin with can show the needs as AIAN students identified on state assessments show great percentages of Indigenous students not meeting state language or math proficiency.

A. Tribal Demographic and Educational Data

- **Population Statistics:** Current data on the Tribal population, including age distribution, educational attainment, and socio-economic status.
- **Enrollment Figures:** Number of students enrolled in Tribal schools and educational programs, including breakdowns by grade level and type of institution (e.g., K-12, postsecondary).

B. Current Needs and Gaps

- **Needs Assessments:** Reports or surveys identifying specific educational needs and challenges faced by Tribal communities. This could include infrastructure needs, educational resources, and programmatic gaps.
- **Community Input:** Feedback from Tribal education departments, leaders, and community members on current educational challenges and priorities.

C. Historical Grant Data

- **Past Applications and Awards:** Information on previous grant applications from Tribal entities, including funding levels, awarded projects, and outcomes.
- **Success Rates:** Data on success rates of Tribal applications compared to non-Tribal applications, and any patterns or trends in award decisions.

D. Program Evaluation and Impact Data

- **Effectiveness of Funded Programs:** Evaluation reports and impact assessments of previously funded programs to understand what has worked and what hasn't in addressing Tribal educational needs.
- **Lessons Learned:** Insights from past grant cycles that highlight common challenges or barriers faced by Tribal applicants.

2. Formula-Based Grant Programs

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For formula-based grant programs, where funds are distributed based on predetermined criteria, the Department of Education should collect:

A. Formula Data

- **Formula Criteria and Allocation:** Detailed information on the formula used to allocate funds, including the criteria and weighting factors.
- **Historical Funding Patterns:** Data on how funds have been distributed to Tribal entities historically, including amounts and trends over time.

B. Tribal Educational Metrics

- **Student Achievement Data:** Metrics on student performance, graduation rates, and other indicators of educational success in Tribal schools.
- **Resource Utilization:** Information on how Tribal schools and educational programs are currently utilizing resources and funds.

C. Financial and Resource Needs

- **Budgetary Information:** Detailed budgets from Tribal educational institutions showing current expenditures, funding gaps, and resource needs.
- **Infrastructure and Facilities:** Data on the condition of educational facilities and any infrastructure needs, such as technology upgrades or building repairs.

D. Compliance and Reporting Data

- **Program Compliance Reports:** Records of compliance with grant requirements and regulations, including any issues or challenges faced.
- **Performance Reports:** Regular performance reports submitted by Tribal entities showing progress and outcomes achieved with formula-based funding.

E. Stakeholder Input

- **Tribal Feedback:** Input from Tribal education leaders and administrators regarding the adequacy of the formula and any suggestions for adjustments.
- **Community Needs:** Additional feedback from Tribal communities on unmet needs and priorities that may not be fully captured through existing data sources.

Additional Considerations

- **Cultural Relevance:** Ensure that data collection methods and assessment tools are culturally sensitive and appropriate for Tribal contexts.
- **Data Disaggregation:** Disaggregate data by Tribe, region, and other relevant categories to provide a nuanced understanding of needs and disparities.
- **Collaboration:** Work closely with Tribal education departments and representatives to validate data and ensure that it accurately reflects the needs and conditions of Tribal communities.

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By gathering and analyzing this information, the US Department of Education can better assess Tribal unmet needs and ensure that both competitive and formula-based grant programs are effectively addressing the unique challenges faced by Tribal educational institutions and communities.

4. **The Department will be asked to report on the funding needed for existing programs and the funding needed to better live up to the Federal Government's trust responsibilities and help address the needs of Tribal Nations. What budgetary, statutory, regulatory, or other changes do you recommend for the Department to take steps toward upholding the U.S. Government's trust responsibilities and help address the needs of Tribal Nations?**

To better fulfill the U.S. Government's trust responsibilities and address the needs of Tribal Nations, the US Department of Education may need to pursue a combination of budgetary, statutory, regulatory, and policy changes. Here are several recommendations for each area:

1. Budgetary Changes

A. Increase Funding Levels:

- **Adjust for Inflation and Need:** Regularly adjust funding levels for existing programs to account for inflation and increased needs in Tribal education. Ensure that funding keeps pace with the growth of Tribal student populations and the rising costs of educational services.
- **Targeted Increases:** Allocate additional funds specifically for areas identified as high-need, such as infrastructure improvements, culturally relevant curricula, and support services for students.

B. Create New Funding Streams:

- **Establish Dedicated Grants:** Develop new grant programs or funding streams explicitly designed to address gaps and unmet needs in Tribal education. This could include targeted funding for language preservation, STEM programs, and school safety.

C. Support for Capacity Building:

- **Invest in Capacity Building:** Provide funding for professional development and capacity-building initiatives to strengthen the administrative and educational capabilities of Tribal education departments and institutions.

2. Statutory Changes

A. Enact Legislation for Equity:

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- **Legislative Updates:** Advocate for legislative changes that mandate equitable funding levels for Tribal education. This could include adjustments to existing laws or new legislation that ensures fair distribution of resources.

- **Trust Responsibility Legislation:** Support legislation that explicitly acknowledges and enforces the federal government's trust responsibilities to Tribal Nations in the context of education.

B. Codify Commitments:

- **Commitment to Cultural Competency:** Enact laws that require educational programs and curricula to be culturally relevant and inclusive of Tribal histories and perspectives.
- **Accountability Measures:** Include statutory requirements for regular reporting and accountability regarding the fulfillment of federal trust obligations and the effectiveness of educational programs for Tribal students.

3. Regulatory Changes

A. Revise Funding Formulas:

- **Update Allocation Formulas:** Adjust existing funding formulas to better reflect the unique needs of Tribal education systems and ensure equitable distribution of resources. Incorporate factors such as student need, geographic isolation, and historical underfunding.

B. Streamline Grant Processes:

- **Simplify Applications:** Modify grant application and reporting processes to reduce bureaucratic barriers for Tribal applicants. Ensure that application processes are accessible and support Tribal entities in securing and managing funding.
- **Flexible Compliance Requirements:** Allow for flexibility in compliance requirements to accommodate the unique contexts and capacities of Tribal education systems.

C. Implement New Regulations:

- **Cultural Relevance Standards:** Establish regulations that require educational programs funded by the Department to include culturally relevant and respectful content that reflects Tribal traditions and values.
- **Partnerships with Tribes:** Create regulations that encourage and facilitate partnerships between federal agencies and Tribal education departments, including formal consultation processes and joint planning efforts.

4. Policy Changes

A. Strengthen Federal-Tribal Relationships:

- **Formalize Consultation Processes:** Develop and implement policies that formalize and institutionalize regular consultation and collaboration with Tribal leaders and education officials.

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- **Support Sovereignty:** Respect and support Tribal sovereignty by allowing Tribes greater control over the design and implementation of educational programs and policies.

B. Enhance Reporting and Accountability:

- **Regular Reporting:** Implement policies requiring regular, transparent reporting on the allocation and use of funds for Tribal education, including progress toward meeting trust responsibilities.
- **Performance Metrics:** Establish clear metrics for evaluating the effectiveness of federal education programs in serving Tribal students and communities.

C. Promote Research and Innovation:

- **Invest in Research:** Fund research on best practices for Tribal education and the impact of federal programs. Use this research to inform policy and program development.
- **Encourage Innovation:** Support innovative approaches to addressing educational disparities, such as new pedagogical methods, technology integration, and community-based programs.

5. Collaboration and Support

A. Foster Interagency Coordination:

- **Collaborate with Other Agencies:** Work closely with other federal agencies that have roles in supporting Tribal Nations, such as the Bureau of Indian Affairs and the Indian Health Service, to ensure a coordinated approach to addressing Tribal needs.

B. Support Tribal Education Departments:

- **Technical Assistance:** Provide technical assistance and support to Tribal education departments to help them effectively use federal funds and implement educational programs.
- **Capacity Building:** Invest in building the administrative and managerial capacities of Tribal education departments to enhance their ability to manage and utilize federal resources effectively.

By implementing these budgetary, statutory, regulatory, and policy changes, the US Department of Education can take meaningful steps toward upholding the federal government's trust responsibilities and addressing the diverse and critical needs of Tribal Nations in education.

5. To effectively address the needs of Tribal communities, the Department needs to assess data. Recognizing the mutual respect of a nation-to-nation relationship, how can the Department, in coordination with others in the Federal Government, share or request data to address the unmet needs of Tribal communities?

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Effectively addressing the needs of Tribal communities through data assessment requires a respectful, transparent, and collaborative approach. The US Department of Education, in coordination with other federal agencies, can follow these best practices to share or request data in a manner that honors the nation-to-nation relationship and supports Tribal needs:

1. Establishing Protocols for Data Sharing and Requests

A. Develop Clear Data Sharing Agreements:

- **Mutual Agreements:** Create formal agreements with Tribal governments outlining how data will be shared, used, and protected. These agreements should be developed in consultation with Tribal representatives to ensure that Tribal concerns and preferences are addressed.
- **Data Ownership:** Respect Tribal sovereignty by recognizing Tribal ownership of data and ensuring that Tribes have control over how their data is shared and used.

B. Implement Respectful Data Request Processes:

- **Consultation and Consent:** Obtain explicit consent from Tribal leaders before collecting or using data from Tribal communities. Ensure that data requests are made in a respectful manner, acknowledging Tribal sovereignty and self-determination.
- **Cultural Sensitivity:** Design data collection processes to be culturally sensitive and appropriate, incorporating feedback from Tribal communities to avoid potential insensitivity or misinterpretation.

2. Collaborative Data Collection and Sharing

A. Engage in Joint Data Initiatives:

- **Partnerships:** Form partnerships with Tribal governments and organizations to co-develop data collection tools and methodologies. This ensures that data collection is aligned with Tribal priorities and respects their unique contexts.
- **Shared Platforms:** Utilize or create shared data platforms that allow Tribes to access and contribute data in real time, fostering transparency and collaboration.

B. Coordinate Across Federal Agencies:

- **Interagency Collaboration:** Work with other federal agencies, such as the Bureau of Indian Affairs (BIA) and the Indian Health Service (IHS), to coordinate data efforts and avoid duplication. Share insights and findings to provide a comprehensive view of Tribal needs.
- **Unified Data Standards:** Establish and adhere to unified data standards and protocols across agencies to ensure consistency and interoperability in data collection and reporting.

3. Ensuring Transparency and Accountability

A. Provide Regular Updates and Reports:

- **Transparency:** Share regular updates and reports with Tribal governments on how data is being used, the outcomes of data analyses, and any resulting policy changes or program adjustments.

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- **Feedback Mechanisms:** Establish feedback mechanisms for Tribes to review and provide input on data reports and findings, ensuring that Tribal perspectives are integrated into decision-making.

B. Implement Accountability Measures:

- **Track Data Utilization:** Monitor and report on how data is used to address Tribal needs and ensure that it aligns with the commitments made in consultation agreements.
- **Address Concerns:** Actively address any concerns or issues raised by Tribal communities regarding data use, ensuring that any problems are resolved in a timely and respectful manner.

4. Enhancing Data Capacity and Literacy

A. Support Tribal Data Capacity:

- **Training and Resources:** Provide training and resources to Tribal governments and organizations to enhance their capacity for data collection, analysis, and management. This can empower Tribes to better participate in and benefit from federal data initiatives.
- **Technical Assistance:** Offer technical assistance and support to help Tribal entities develop and implement effective data systems.

B. Foster Data Literacy:

- **Educational Programs:** Develop educational programs to improve data literacy among Tribal communities, ensuring that they have the skills to interpret and use data effectively for advocacy and decision-making.

5. Respecting Tribal Data Sovereignty

A. Honor Data Sovereignty Principles:

- **Respect Autonomy:** Recognize and uphold Tribal data sovereignty principles, which assert that Tribes have the right to control their own data and how it is used.
- **Data Governance:** Work with Tribes to establish data governance structures that reflect their values and priorities, ensuring that data practices align with Tribal self-determination.

B. Address Data Privacy and Security:

- **Protect Confidentiality:** Implement strong data privacy and security measures to protect sensitive information and ensure that data sharing practices comply with legal and ethical standards.
- **Secure Consent:** Ensure that Tribes provide informed consent for data collection and sharing, with clear explanations of how their data will be used and safeguarded.

By following these practices, the US Department of Education and other federal agencies can build trust, ensure respectful and effective data use, and better address the needs of Tribal communities while honoring the nation-to-nation relationship.

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6. What administrative requirements create burden during the application process and subsequent implementation of the grant? (e.g., cost-sharing, matching, draft agreements, requirements applicable to all grants, such as [Education Department General Administrative Regulations](#) or OMB's Uniform Guidance at 2 CFR 200, etc.)?

The administrative requirements associated with grant applications and implementation can present significant burdens for applicants, particularly for Tribal entities. Here are some of the common administrative challenges and burdens that may arise during the application process and subsequent implementation of grants:

1. Application Process Burdens

A. Complex Application Procedures:

- **Lengthy and Detailed Applications:** Grant applications often require extensive documentation, detailed narratives, and comprehensive plans. The complexity of these applications can be overwhelming, particularly for smaller or less-resourced organizations.
- **Multiple Forms and Attachments:** Applicants must complete various forms and attach numerous documents, such as budget justifications, organizational charts, and letters of support, which can be time-consuming and cumbersome.

B. Cost-Share and Matching Requirements:

- **High Matching Requirements:** Many grants require cost-sharing or matching funds, which can be a significant barrier for Tribal entities that may have limited financial resources. Demonstrating the ability to meet these requirements can be challenging.
- **Documentation of Contributions:** Applicants must provide detailed documentation of both cash and in-kind contributions, which requires meticulous record-keeping and reporting.

C. Compliance with Federal Regulations:

- **Education Department General Administrative Regulations (EDGAR):** Compliance with EDGAR regulations can be complex, especially for entities unfamiliar with federal requirements. This includes requirements for financial management, procurement, and reporting.
- **OMB Uniform Guidance (2 CFR 200):** The Uniform Guidance sets forth comprehensive requirements for federal grants, including procurement standards, financial reporting, and performance measurement. Understanding and adhering to these requirements can be daunting.

D. Draft Agreements and Negotiations:

- **Negotiation of Terms:** Drafting and negotiating terms of the grant agreement, including specific conditions, performance metrics, and reporting requirements, can be time-consuming and require legal or administrative expertise.

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- **Revisions and Clarifications:** Multiple rounds of revisions and clarifications may be needed, leading to delays and additional administrative effort.

2. Implementation Burdens

A. Financial Management and Reporting:

- **Complex Financial Reporting:** Grant recipients must adhere to stringent financial reporting requirements, including detailed expenditure reports, audit trails, and adherence to cost principles. This often necessitates specialized accounting practices and software.
- **Audit Requirements:** Regular audits and compliance reviews can be burdensome, particularly for organizations with limited administrative capacity. Preparing for audits requires extensive documentation and can be resource-intensive.

B. Performance Reporting:

- **Detailed Performance Metrics:** Grantees are often required to report on a variety of performance metrics, which can be difficult to measure and document accurately. This may include both quantitative and qualitative data.
- **Reporting Frequency:** Frequent and detailed reporting requirements can strain resources and divert attention from program implementation to administrative tasks.

C. Compliance and Monitoring:

- **Ongoing Compliance Monitoring:** Grantees must continuously monitor and ensure compliance with federal regulations, grant terms, and performance standards. This can require dedicated staff and additional administrative procedures.
- **Corrective Action Plans:** If issues or non-compliance are identified, grantees must develop and implement corrective action plans, which can be time-consuming and complex.

D. Administrative Overhead:

- **Administrative Burden:** The overall administrative burden, including managing paperwork, coordinating with federal agencies, and meeting various compliance requirements, can be overwhelming. Smaller organizations, in particular, may struggle with these demands due to limited administrative capacity.

E. Capacity Constraints:

- **Limited Staff Resources:** Tribal entities often have limited staff or administrative capacity to handle the extensive requirements associated with federal grants. This can lead to difficulties in managing both the application process and ongoing grant implementation.

Strategies for Mitigating Burdens

To alleviate these burdens, several strategies can be considered:

1. Simplify Application Procedures:

- Streamline application forms and reduce the volume of required documentation where possible. Implement user-friendly online systems for application submissions.

2. Reduce Cost-Share and Matching Requirements:

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- Lower or eliminate cost-sharing or matching fund requirements for certain grants, especially for Tribal entities with limited financial resources.

3. Provide Technical Assistance:

- Offer technical assistance and training to help applicants understand and comply with federal regulations and requirements. This includes workshops, webinars, and one-on-one support.

4. Improve Flexibility in Reporting:

- Allow for more flexible reporting requirements and simplify performance measurement tools to reduce administrative burdens on grantees.

5. Enhance Communication and Support:

- Foster open lines of communication between grant-making agencies and applicants to address issues promptly and provide guidance throughout the grant lifecycle.

By addressing these challenges and implementing supportive measures, the US Department of Education and other federal agencies can help alleviate administrative burdens and make the grant process more accessible and manageable for Tribal entities.

7. How can the Department use its efforts to design, revise, provide waivers for, and otherwise administer Federal funding and support programs for Tribal Nations, to minimize administrative burdens?

To minimize administrative burdens while designing, revising, providing waivers for, and administering federal funding and support programs for Tribal Nations, the US Department of Education can implement several strategies. These strategies should focus on simplifying processes, enhancing flexibility, and providing targeted support to ensure that Tribal entities can effectively access and utilize federal resources. Here's a detailed approach:

1. Simplify Application and Reporting Processes

A. Streamline Application Procedures:

- **Reduce Documentation Requirements:** Simplify application forms and minimize the amount of required documentation. Use clear and concise language to make applications more accessible.
- **Pre-Filled Forms:** Utilize pre-filled forms where possible, especially for recurring information, to reduce redundancy.

B. Implement User-Friendly Systems:

- **Online Portals:** Develop intuitive online application systems that guide applicants through the process and provide real-time assistance.

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- **Single Submission Platform:** Create a single platform for submitting applications, reports, and compliance documentation to avoid multiple submissions.

C. Simplify Reporting Requirements:

- **Streamline Reporting:** Reduce the frequency and complexity of performance and financial reporting. Implement standardized templates that simplify the reporting process.
- **Flexible Reporting Timelines:** Allow for more flexible reporting timelines and consolidate reports where possible.

2. Enhance Flexibility in Funding and Compliance

A. Provide Waivers and Flexibility:

- **Waiver Authority:** Develop procedures for granting waivers from certain administrative requirements or compliance rules, particularly for smaller or less-resourced Tribal entities.
- **Flexible Funding Options:** Allow for more flexible use of funds, including greater discretion in how grant funds are allocated and spent.

B. Adjust Cost-Share and Matching Requirements:

- **Reduce or Eliminate Matching Requirements:** Lower or eliminate cost-sharing or matching fund requirements for Tribal programs, particularly for those with limited financial capacity.

3. Support Capacity Building and Technical Assistance

A. Offer Technical Assistance:

- **Training Programs:** Provide training and technical assistance to help Tribal entities navigate the application process, understand compliance requirements, and manage grants effectively.
- **Dedicated Support:** Assign dedicated staff or liaison officers to assist Tribal applicants and grantees with specific questions and challenges.

B. Develop Capacity Building Initiatives:

- **Funding for Infrastructure:** Support capacity-building initiatives that help Tribal entities improve their administrative and financial management systems.
- **Resource Centers:** Establish resource centers or hubs that offer guidance, tools, and best practices for managing federal grants.

4. Foster Collaboration and Communication

A. Engage in Continuous Dialogue:

- **Regular Consultations:** Hold regular consultations with Tribal leaders and representatives to gather feedback on administrative processes and identify areas for improvement.
- **Feedback Mechanisms:** Implement mechanisms for ongoing feedback from Tribal entities to address administrative burdens and make adjustments as needed.

B. Coordinate Across Agencies:

- **Interagency Coordination:** Work with other federal agencies to harmonize policies, procedures, and reporting requirements, reducing duplication and streamlining processes.

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- **Unified Guidelines:** Develop unified guidelines for grant administration that are consistent across different federal programs and agencies.

5. Implement Policy and Regulatory Changes

A. Revise Regulatory Frameworks:

- **Simplify Regulations:** Advocate for regulatory changes that simplify compliance requirements and reduce administrative burdens for Tribal entities.
- **Cultural Sensitivity:** Ensure that regulations and policies are culturally sensitive and aligned with the unique needs and contexts of Tribal communities.

B. Update Program Design:

- **Responsive Program Design:** Design or revise programs to be more responsive to the needs of Tribal entities, incorporating their feedback into program development and administration.
- **Pilot Programs:** Implement pilot programs to test new approaches and gather data on their effectiveness before full-scale implementation.

6. Provide Financial Flexibility and Support

A. Flexible Budgeting:

- **Allow for Budget Revisions:** Permit grantees to make budget revisions and reallocations without extensive approval processes, providing more flexibility in managing funds.
- **No-Cost Extensions:** Offer no-cost extensions for grant periods to allow Tribal entities more time to complete their projects without additional administrative burden.

B. Simplify Financial Management:

- **Streamline Financial Reporting:** Implement simplified financial reporting requirements and use standardized financial management tools to ease the burden of compliance.

7. Build Trust and Strengthen Relationships

A. Respect Sovereignty:

- **Honor Tribal Sovereignty:** Design processes and programs that respect Tribal sovereignty and self-determination, allowing Tribal entities to have more control over their own administrative practices.
- **Collaborative Approach:** Foster a collaborative approach that values Tribal input and prioritizes their perspectives in program design and implementation.

B. Promote Transparency:

- **Clear Communication:** Maintain clear and transparent communication with Tribal entities regarding grant requirements, changes, and expectations.
- **Accessible Information:** Ensure that information about grant programs, requirements, and procedures is easily accessible and understandable.

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By implementing these strategies, the US Department of Education can reduce administrative burdens, enhance the efficiency of grant processes, and better support Tribal Nations in accessing and utilizing federal funding and resources.

8. Are there accommodations that the Department could consider to address barriers that Tribal Nations face when applying for grants?

Yes, there are several accommodations the US Department of Education could consider to address the barriers Tribal Nations face when applying for grants. These accommodations aim to address the unique challenges faced by Tribal entities, such as limited resources, administrative capacity, and bureaucratic complexities. Here's a detailed list of potential accommodations:

1. Simplify the Application Process

A. Reduce Application Complexity:

- **Streamline Forms:** Simplify and reduce the length of application forms to minimize the documentation burden. Use clear and straightforward language.
- **Pre-Filled Information:** Where feasible, pre-fill sections of applications with data from previous submissions or from publicly available sources.

B. Develop User-Friendly Systems:

- **Intuitive Online Platforms:** Create and maintain user-friendly online application systems with step-by-step guidance and real-time support.
- **Single Submission Portal:** Utilize a centralized portal for submitting applications, reports, and compliance documentation to streamline the process.

2. Offer Technical Assistance and Capacity Building

A. Provide Targeted Support:

- **Dedicated Support Staff:** Assign dedicated grant specialists or liaison officers to assist Tribal Nations with the application process and ongoing grant management.
- **Technical Assistance Workshops:** Offer workshops and webinars specifically designed to help Tribal entities understand and navigate grant requirements.

B. Support Capacity Building:

- **Training Programs:** Develop training programs focused on grant writing, financial management, and compliance to build the capacity of Tribal staff.
- **Infrastructure Support:** Provide funding or resources to enhance administrative infrastructure, such as accounting systems or project management tools.

3. Enhance Flexibility and Reduce Administrative Burdens

A. Adjust Reporting and Compliance Requirements:

- **Flexible Reporting Timelines:** Allow for more flexible reporting deadlines and reduce the frequency of reports where feasible.

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- **Simplified Compliance:** Streamline compliance requirements and reduce the paperwork associated with grant management.

B. Provide Waivers and Flexibility:

- **Grant Requirement Waivers:** Implement a streamlined process for granting waivers for specific requirements or provide flexibility in how funds are used.
- **Reduced Matching Requirements:** Lower or eliminate cost-sharing or matching fund requirements for Tribal applicants to ease financial burdens.

4. Improve Communication and Collaboration

A. Engage in Consultation and Feedback:

- **Regular Consultations:** Hold regular consultations with Tribal leaders and organizations to understand their challenges and incorporate their feedback into program design.
- **Feedback Mechanisms:** Establish formal mechanisms for Tribes to provide feedback on grant processes and suggest improvements.

B. Foster Collaborative Relationships:

- **Partnership Development:** Encourage and support partnerships between Tribal entities and other organizations, including non-profits and academic institutions, to strengthen grant applications and project implementation.
- **Interagency Coordination:** Work with other federal agencies to harmonize grant requirements and reduce duplication of effort.

5. Ensure Respect for Tribal Sovereignty

A. Honor Tribal Sovereignty:

- **Respect Tribal Decision-Making:** Design grant programs and processes that respect Tribal sovereignty and self-determination, allowing Tribes to have input into how programs are administered.
- **Cultural Sensitivity:** Ensure that grant requirements and processes are culturally sensitive and aligned with Tribal values and practices.

B. Support Data Sovereignty:

- **Data Control:** Allow Tribes to maintain control over their own data and how it is shared or used. Ensure that data collection and reporting requirements are designed with input from Tribal entities.

6. Address Resource Constraints

A. Financial Assistance for Application Costs:

- **Application Support Grants:** Provide small grants or stipends to cover the costs associated with preparing grant applications, such as consulting fees or staff time.
- **Reimbursement for Costs:** Offer to reimburse certain application-related expenses for Tribal entities to reduce financial barriers.

B. Streamline Administrative Processes:

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- **Simplified Procedures:** Implement simplified administrative procedures for grant management, including easier access to technical assistance and support resources.
- **Reduced Bureaucracy:** Minimize bureaucratic procedures and approvals to accelerate the grant application and award process.

7. Provide Training and Resources

A. Develop Educational Resources:

- **Guidelines and Toolkits:** Create comprehensive, easy-to-understand guidelines and toolkits that outline the application process, compliance requirements, and best practices for managing grants.
- **Online Resources:** Offer online resources, including tutorials, FAQs, and sample documents, to help Tribal applicants better understand grant requirements.

B. Offer One-on-One Assistance:

- **Personalized Support:** Provide one-on-one assistance or coaching for Tribal applicants, especially for those new to the grant application process.

By implementing these accommodations, the US Department of Education can significantly reduce barriers for Tribal Nations and enhance their ability to access and manage federal funding effectively. This approach not only supports Tribal entities in securing grants but also strengthens their capacity to achieve positive outcomes for their communities.

9. How can the Department improve outreach on grants that are not directed specifically at Tribes but for which Tribes may be eligible?

Improving outreach on grants that are not specifically directed at Tribes but for which they may be eligible requires a multifaceted approach. The goal is to ensure that Tribal entities are aware of these opportunities, understand the application process, and have the support needed to apply successfully. Here are several strategies the US Department of Education can use to enhance outreach:

1. Targeted Outreach and Communication

A. Develop Targeted Communication Strategies:

- **Tribal Specific Campaigns:** Launch outreach campaigns specifically aimed at Tribal communities, highlighting grant opportunities that may be relevant to them. Use culturally appropriate messaging and channels.
- **Regular Updates:** Provide regular updates on available grants through newsletters, emails, and dedicated Tribal education webpages.

B. Utilize Tribal Networks and Partnerships:

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- **Leverage Tribal Organizations:** Collaborate with national and regional Tribal organizations, such as the National Congress of American Indians (NCAI) and the American Indian Higher Education Consortium (AIHEC), to disseminate information about grant opportunities.
- **Work with Tribal Colleges:** Engage with Tribal colleges and universities to reach potential applicants and spread the word about available grants.

2. Improve Accessibility of Information

A. Create Dedicated Resources:

- **Tribal Grant Portal:** Develop a dedicated section on the Department of Education's website that lists all grant opportunities, including those not specifically directed at Tribes, with a focus on those for which Tribes are eligible.
- **Resource Center:** Establish an online resource center with information on grant opportunities, application procedures, eligibility criteria, and frequently asked questions.

B. Provide Clear and Comprehensive Information:

- **Eligibility Guidelines:** Clearly outline eligibility criteria for all grants, highlighting which grants Tribes can apply for, even if they are not specifically targeted.
- **Simplified Language:** Use plain language and avoid jargon in grant descriptions and application instructions to make them more accessible.

3. Increase Engagement and Support

A. Host Informational Webinars and Workshops:

- **Grant Information Sessions:** Conduct webinars and workshops specifically for Tribal communities to explain the grant application process, address common questions, and provide tips for successful applications.
- **Application Assistance:** Offer workshops that provide hands-on assistance with completing grant applications, including help with writing proposals and budget development.

B. Provide Technical Assistance:

- **Dedicated Help Desks:** Set up help desks or support lines where Tribal applicants can get assistance with grant-related questions and issues.
- **One-on-One Support:** Offer one-on-one consultations to provide personalized guidance to Tribal entities interested in applying for grants.

4. Foster Partnerships and Collaboration

A. Collaborate with Tribal Leaders:

- **Consult with Tribal Leaders:** Engage with Tribal leaders to understand their needs and preferences regarding grant information and outreach, and incorporate their feedback into outreach strategies.
- **Joint Outreach Efforts:** Partner with Tribal governments and organizations to co-host events or disseminate information about grant opportunities.

B. Build Relationships with Key Stakeholders:

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- **Work with Community Organizations:** Partner with local community organizations, service providers, and advocacy groups that work with Tribal communities to promote grant opportunities.
- **Engage Educational Networks:** Connect with educational networks that serve Tribal students and institutions to share information about available grants.

5. Enhance Visibility and Promotion

A. Use Multiple Communication Channels:

- **Social Media Campaigns:** Utilize social media platforms to promote grant opportunities and share success stories of Tribal applicants.
- **Tribal Media Outlets:** Advertise grants through Tribal media outlets, including radio stations, newspapers, and websites that serve Tribal communities.

B. Highlight Success Stories:

- **Showcase Successful Applications:** Feature success stories and case studies of Tribal entities that have successfully applied for and received grants. This can serve as inspiration and provide practical examples for others.

6. Provide Training and Resources

A. Develop Training Materials:

- **Guides and Toolkits:** Create detailed guides and toolkits specifically for Tribal applicants, outlining the application process, tips for success, and common pitfalls to avoid.
- **Online Courses:** Offer online courses or video tutorials that walk applicants through the grant application process.

B. Offer Application Review Services:

- **Pre-Submission Reviews:** Provide opportunities for Tribal applicants to submit draft applications for review and feedback before the final submission.

7. Ensure Feedback and Continuous Improvement

A. Gather Feedback:

- **Surveys and Feedback Forms:** Collect feedback from Tribal entities about their experiences with the grant application process and use this information to make improvements.
- **Focus Groups:** Conduct focus groups with Tribal applicants to gain deeper insights into their challenges and needs.

B. Implement Changes Based on Feedback:

- **Adjust Outreach Strategies:** Continuously refine outreach strategies based on feedback from Tribal communities to ensure they are effective and meet their needs.

By implementing these strategies, the US Department of Education can enhance its outreach efforts and ensure that Tribal Nations are well-informed about grant opportunities, including those not specifically targeted at Tribes. This approach will help to increase Tribal participation in federal funding programs and support the successful implementation of grant-funded projects.

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10. What general comments do you have regarding the Executive Order and the Department's implementation of the Executive Order? (e.g., pros, cons, gaps, etc.)

Recommendations for Improvement

**1. Enhance Specificity in Equity Plans:

- **Targeted Strategies:** Develop more specific strategies and initiatives that address the unique needs of Tribal Nations and other distinct groups within underserved communities.
- **Customized Outreach:** Implement customized outreach efforts to ensure that programs are effectively reaching and benefiting diverse communities.

**2. Strengthen Support for Implementation:

- **Allocate Resources:** Ensure that sufficient resources and training are provided to agencies to support the implementation of equity initiatives effectively.
- **Simplify Processes:** Streamline bureaucratic processes to reduce administrative burdens and facilitate quicker implementation of equity-focused programs.

**3. Improve Monitoring and Evaluation:

- **Develop Clear Metrics:** Establish clear metrics and benchmarks for evaluating the success of equity initiatives. Regularly review and adjust strategies based on evaluation findings.
- **Ensure Accountability:** Enhance accountability mechanisms to track progress and address any disparities or gaps in the implementation of equity initiatives.

**4. Foster Interagency Collaboration:

- **Coordinate Efforts:** Encourage coordination and collaboration among federal agencies to ensure a unified approach to advancing equity and to share best practices.
- **Build Partnerships:** Strengthen partnerships with Tribal organizations, community groups, and other stakeholders to enhance the effectiveness and inclusiveness of equity efforts.

By addressing these areas, the US Department of Education can improve its implementation of EO 14112 and better support the advancement of equity for Tribal Nations and other underserved communities.

I. OPENING MEETING

- a. **Roll Call:** Kelsay Shackelford, Michael Shackelford, Michele Johnson-Kindred, Jason Ramos (absent*), Jace Baldosser (absent*)
 - i. quorum established at 7:03PM
- b. **Staff present:** Alison Robbins, Marnie Atkins
- c. **Members of the Public present:** Sloan Lewis, Chloe Kindred

**Absence excused as both were called away due to a jackpot winner at the Casino, and they are management on-call for such events.*

II. PUBLIC COMMUNICATIONS

- Sloan Lewis and Chloe Kindred came to the meeting to say thank you to the Board of Education and the Tribal Council for their education.

III. REPORTS

- a. **The Executive Director's Report** – See attached reports – notes below are in addition to the written report.
 - i. Alison explains the process of cutting the PIM project budget, moving budget from year 1 into year 2; Meeting with NHUHSD on July 17 to negotiate a larger cut from their budget to cover the remaining \$49K as discussed on the Budget Cuts spreadsheet.
 - ii. Internship report – incredible work by TEA staff; all schools are being represented in the internship pool Isaac has been driving kids to their internships; Alison is meeting with students about their post-secondary plans; Mentoring Guidance tool has been created. Total of 35 students hired as of the BOE meeting. Alison giving “props” to Andrew in BLR OES for getting the CERT Safety Internship training grant. Total of 66 internships in CY2024.
 - iii. Leadership fellows panel discussion – handed off 23+ contacts to Danny to cultivate mentors for the MYIA program.
 - iv. Marnie updates the BOE for her bullet points. Discussion of students’ desire to be involved in the program. Marnie giving “shout out to Thomas in HR making it as easy as possible for these young people”. Learning how to make the process easier for Fall’s on-boarding. Standard operating procedures being updated with Thomas’ recommendations. Toni Brown’s contribution to website update – TEA staff using “Let’s Ask Shogo” on his informational video structure. TEA to create videos to help businesses and students understand how the program and processes work.
 - v. Marnie updates the BOE on Isaac’s bullet points. Elaboration on the concept of a Language Nest, and the internships that Isaac is developing with the Hupa Language Nest is an innovative way to support language emersion. Isaac is also

working on C-TIE MOU for Hoopa Valley Tribe, as KTJUSD already has an MOU. Alison also mentioned the KTJUSD \$336K contract (over two years) for Internships coming from the Community In Schools grant that Isaac is helping to manage doing all the paperwork for MYIA Internships. Alison praising Isaac's work in Hoopa.

- vi. Alison updated on Korby's bullet points. She attended all the graduations for our seniors making sure everyone had their beaded regalia. Took pictures for Facebook shout outs for students and documentation. She repainted the Farm Stand with Intern, Jewell Moon.
 - vii. Alison praising Danny on his work getting administrative items ready for end of summer exit interviews for internships. See his bullet points.
 - viii. Alison elaborated on STEP and GYOA – Christina West GYOA Cohort 3 gradate has been hired as the Assistant Principal at Hoopa EL, and she will be leading the book study for KTJUSD. Caroline Gill will be leading the book study at NHUHS. 258 total teachers across four school districts.
 - ix. GYOA program 21 graduates expected by May 2025. Explanations about the different payback obligation status shown on the GYOA list of participants. All GYOA participants have received the books listed on the report.
 - x. Truth Justice and Healing Grant – reports submitted, new grant pending. Chag Lowry in the hospital. Meeting in August.
 - xi. Alison and Jack to be tweaking the AmeriCorps grant application to submit in January 2025.
 - xii. Higher Ed Discussion: Michele is taking "Statistics for Psychology" course. Discussion on the difficulties of stats software with Michele, Chloe Kindred, and Alison. SPSS stats software. Michele will let Alison know if she needs a stats tutor; Alison knows Rebekah Becker from UIHS who has a MS in Stats/Psychology who could be a potential tutor. Chloe discussion on moving to LA with family and Grace leaving Seattle. Pathway to UCLA via Santa Monica College.
 - xiii. Alison's Task List – large outstanding tasks and things being delegated to staff.
- b. **Financial Reports** – STEP Final Budget Report; PIM Budget Cuts Discussion
- i. STEP grant is coming to the end. Alison explains the need for Karen Skoglund's work on data collection and the final performance report.
- c. **Media Report** – Social Media Update
- i. Alison wanted to stress the increase in interaction
 - 1. Increased engagement – staff posting regularly
 - 2. 503 Followers, 129 new followers in the last six months, 15 in the last month
 - 3. TEA staff is excelling – Alison giving out "snaps" for her staff "They are awesome and that's that."

IV. **CONSENT AGENDA**

a. **See attached Chart**

- i. Contact(s): Alison Robbins
- ii. Purpose: Initial approval of expenditures more than \$5,000 in cost, and/or contract extensions for already approved contracts, including additional funding for the contract extensions.
- iii. Recommendation: Staff recommends the approval of the consent agenda items.

1. **DISCUSSION:**

- a. Consent agenda item #1: Alison asking for a contract extension for Leo Canez due to his on-going health issues. He reached out to let us know he can work again, and would like to resume working on the previously negotiated contract for engineering lessons on plank houses. Research on fish weir yielded lessons on the history as nobody living has made fish weirs and cannot explain how it was done. Remaining contract amount \$7500.
- b. Consent agenda item #2: Karen Skoglund has previously presented to the BOE regarding her work with Eureka City Schools (ECS), and the Wiyot Tribe performed under her previously approved contract. Based on the feedback from the BOE and requests from ECS's Title VI Parent Advisory Committee's request for Karen's assistance with their Title VI documentation and sub-committee needs, Alison is asking for a contract extension with an additional \$5000 for Karen to write up her findings with recommendations as part of the STEP Final Performance report.
- c. Consent agenda item #3: Contract Extension – Social Emotional Learning (SEL) training for teachers and action/plan room set up. Alison explained that the Principal of Hoopa EL that signed the original contract changed schools and is now the Principal at Captain John Continuation HS. The new Principal and Assistant Principal of Hoopa EL have asked for additional time so they can review, update, and complete the contracted SEL plan to correspond with their new responsibilities and district planning efforts.

2. **NOMINATIONS**: Kelsay Shackelford motions to approve the consent agenda; Michele Johnson-Kindred 2nds the motion.

3. **DECISION**: 3-0-0

4. **ACTION**: Alison to contact contractors to let them know the negotiated extensions were approved. Alison to issue new signatory page for Hoopa EL contract extension since Lenora Hall was the original signer and she is no longer the administrator. Leo and Karen to bill BLR for their contracts like normal. Alison to attach minutes to payments for Finance Dept.

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

a. Job Descriptions – TEA Interns

- i. Contact(s): Alison Robbins
- ii. Purpose: Job descriptions for internships which the TEA will promote, hire, and manage. There are a total of three job descriptions:
 - a. Hupa Language Nest internship
 - b. Building Lives, Building Structure internship
 - c. CERT Safety Internship
- iii. Recommendation: Staff recommends the approval of the internship job descriptions.
 1. **DISCUSSION**: These were created using the standardized template. Michele found punctuation needing correction on the first bullet point. Alison will update the template. Mike asked about language requirements for internships; noting we don't stipulate any language, not even English, so is that a given? Mike also asked if this was done for inclusivity or equity reasons, too? Answer: Yes, all employees/interns are required to speak English enough to participate, and yes, didn't make it an explicit on the job application to be inclusive to not intimidate English Language Learners. Hupa language internship doesn't require fluency in Hupa. There will be a job description from the Humboldt Asian Pacific Islander (HAPI) internship. The HAPI internship will also not require an Asian language (Japanese, Hmong, etc.). Marnie discusses the plans for HAPI internship, and this will be added to August agenda.
 2. **NOMINATIONS**: Michele Johnson-Kindred makes the motion to approve the job descriptions with the corrections to the punctuation as noted. Kelsay Shackelford 2nds the motion.
 3. **DECISION**: 3-0-0
 4. **ACTION**: Alison will update the punctuation to the first bullet point on the template and the job descriptions.

VI. MISCELLANEOUS

- a. Approval of DRAFT BOE Meeting Minutes of Tuesday, May 28, 2024
 1. **DISCUSSION**: President asked if there was any discussion or corrected needed. Hearing none, he called for motions.
 2. **NOMINATIONS**: Kelsay Shackelford made the motion to accept the minutes as presented. Michele Johnson-Kindred 2nds the motion.
 3. **DECISION**: 3-0-0
 4. **ACTION**: Remove watermark and distribute.

VII. UNFINISHED BUSINESS

- a. Golden State Grants – Funding received ([see attachment](#))

- a. Alison pulled up the Golden State Pathways Program Implementation Grant Qualification results – NHUHSD, FUHSD, and Pacific View Charter. Alison again reiterated the \$49K cut request which she will make with Jack Bareilles tomorrow (7/17); Planning Grant Qualification Grant: Del Norte County Office of Education got funded. Alison is going to be very careful we do not supplant so we remain within regulations.
- b. Update on BOE previous tabled items
 - a. Draft Standard Operating Procedures (SOP) for approved BOE Policy Statements:
 - i. Tribal Van (in process)
 - ii. Hiring and On-boarding (in process)
 - iii. Social Media (in process) – making sure we comply with GEPA policy statement approved by BOE. Implications of using YouTube.
- c. David Rapport or other legal assistance for donations to BLR TEA
 - a. Jason provided info – Alison working on letter – Donors letter.

VIII. NEW BUSINESS

- a. Workforce Development Board Application – Danny Kelley; Marlee’s old position with the WDB – Jason Ramos signed this weekend.
- b. CA Truth and Healing Grant application due 7/17 – Chag Lowry – see Alison’s letter of support.
- c. Youth Community Access Grant application – due 8/14 – Alison attended the webinar for this grant on 7/16; There is a three-step process. You won’t learn if you get the funds until Fall 2025, and activities cannot begin until January 2026. Grant would end 03/01/2027. We are hoping for student led activities to be a part of this application.
- d. Chronic Absenteeism Grant application – due 9/10 – Alison reached out to ECS and they want to be involved. Alison to meet with Jack from NHUHSD and Lisa Claussen from ECS. One-time funds that last for a two-year project. Ideas about increasing the number of bus driver’s available could be a possibility?
- e. Spotlight on Humanities in Higher Education Grant application – due 10/01. Jason has directed Alison to always look for funding for post-secondary education. Do we have enough interest for humanities?
- f. Kelsay Shackelford had a few follow up questions on the PIM Budget cut and Alison explained the whole process which was relayed to her by the Program Officer and the plans that Marnie and Alison have been working on, including rewriting the grant plan. Alison explained how the House of Representatives gutted the budget, discussion continued on Project 2025 and the potential of losing the US Department of Education at a federal level. Discussion on the impact of losing federal funding across the nation is serious.
- g. Thank you card from Sonya Ariston from the Grow Your Own Administrator program. Thank you to the BOE and to Jewell Moon.

IX. AJOURNMENT

Michele Johnson-Kindred motions to adjourn; Kelsay Shackelford 2nds the motion.

Meeting adjourned 8:17PM

Item II – Executive Director’s Report: Regular Meeting of the BOE 07/16/2024

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 the Decolonizing Wealth Foundation. The grants are:

Carl Perkins Innovation and Modernization (PIM) FY23 – US Department of Education, Office of Career, Technical, and Adult Education (OCTAE)

(Year 1 of 5) – Project Director: Alison (.60 FTE), Project Coordinator (PIM PC) Marnie Atkins (1.0 FTE); Career Readiness Education Coordinator (CREC) Korby Skoglund (1.0 FTE); Community Services Coordinator (CSC) Danny Kelley – 1.0 FTE; Career Readiness Education Coordinator – Hoopa (CREC) Isaac Kinney (1.0 FTE); Temporary Career Readiness Education Coordinator (T-CREC) Kevin Geumhan (280 hrs.) last day 7/19/2024. - fund/department: 03/286

From Alison Robbins (TEA ED)

- Huge budget cut 75% - financial presentation on Excel spreadsheet
- Internship Report ([see attached](#))
- Leadership Fellows panel discussion @ CR 7/12
- Mentoring meeting with Student Interns:
 - Shaylee Rieff 7/10 – Health Science and Medical Technology
 - Gwen Morse 7/16 – Public Services – Public Administration
- Annual Director’s meeting 7/24 – 25
- Planning for three outreach days:
 - Hoopa Sovereign Days 8/8-10
 - Klamath Salmon Festival 8/17
 - Wiyot Day 8/24

Top three items from each PIM Staff which they want shared with the BOE:

From Marnie Atkins (PIM PC)

This month's theme is, "All Aboard!"

- It has been an exciting time for the TEAm! All the work we have been doing since February, 2024 has come to fruition. Whether working at BLR or at another site, our hard work presenting to/talking with students has paid off. We have over 16 students placed in internships amongst BLR, CPH, and HCOE! We look forward to hearing from students about their experience.
- We have been working on building out a new component for the TEA website for youth interested in job shadowing, internships, leadership, and other PIM project components. Meeting with Toni and Isak has been helpful and they are excited about the "choose your own adventure" webpage.
- We continue to organize, plan, implement, assess, revise, and repeat. As a new TEAm we continue to build and strengthen our own internal relationships while creating new/enriching old community partnerships. This is hard work that needs to be done to ensure the best experience for the youth we serve.

From Isaac Kinney (CREC – Hoopa)

- Job Description Approvals
 - Building, Construction and Trades Internship in partnership with Building Lives Building Structure
 - Education, Child Development, & Family Services Internship in partnership with Xine:wh-ding Inc. (Hupa Language Immersion Nest)
- MOU development with Hoopa Valley Tribe (2)

Item II – Executive Director’s Report: Regular Meeting of the BOE 07/16/2024

- Based from existing MOUs with Bear River Rancheria and Tolowa Dee-ni' for C-TIE activities; the development of one MOU with Hoopa Tribal Council (Hoopa Tribal Education Board) and Blue Lake Rancheria Council.
- Concurrently develop and organize around an MOU between Klamath Trinity Joint Unified School District, Blue Lake Rancheria and Hoopa Valley Tribe
- *Objective is to develop same type of MOUs with Yurok and Karuk Tribal Councils (6 MOUs total) respectively to outline data management practices, communication/consultation systems, and alternative funding mechanisms.
- Upcoming Due Date of Funding: Due July 9th, 2024
 - **Notice of Funds Available: Farm and Ranch Solid Waste Cleanup and Abatement Grant (FY 2024-25)**
 - Link: From <<https://calrecycle.ca.gov/lea/grantsloans/farmranch/fy202425/>>
 - I think Blue Lake is uniquely positioned to develop training/career pathway programs around composting/waste management.
 - This funding is a good way to get in with CalRecycle and position for future funding from SB 54 (Plastic Pollution Prevention and Packaging Producer Responsibility Act).
 - Even if we do not decide to pursue this funding at BLR this time around I recommend we continue to actively engage with the policy making for SB 54 and align this work with the larger BLR clean energy strategies. Especially when planning to engage Bay Area and Southern California regional markets.

From Korby Skoglund (CREC - Coast)

1. Attended 4 High School graduations of our Interns with BLR. Regalia was created and worn by a wide array of students that worked with Korby during Native American Club meetings.
2. Continues to help students fill out applications for Internships, providing help as needed for support in the Summer and Fall semesters.
3. Attended the Fish Fair at Hoopa Elementary School, where she did a short presentation about CopCo Dam Field Trip. The students then afterwards created salmon out of clay with the choice to decorate with watercolors.



From Danny Kelley (CSC)

- The Redwood Coast Chamber Foundation (RCCF) has initiated work on creating a Business Partners Training program as part of our MYIA PIM project. This effort is being led by Dillon Harp and the Education Committee. A rough outline of this program can be viewed [here](#).
- I have developed Key Performance Indicators (KPIs) and Metrics for my role and for my RCCF liaison to ensure we remain effective in achieving the goals of the PIM project. The detailed document can be accessed [here](#).
- Our team has started working on a "Choose Your Own Adventure" (CYOA) website project. This project aims to guide youth through sample career paths in an interactive, online journey. The goal is to create an engaging experience that ultimately leads users to a final page where they can apply for the MYIA program. The current draft of this project can be viewed [here](#).

State Tribal Education Partnership (STEP) FY20 – US Department of Education, Office of Indian Education
(Year 3 of 3) In the Approved No Cost Extension ending 07/31/2024 – Staff salaries covered: Alison (.05 FTE); Lisa (.50 FTE) - fund/department: 03/282

GPRA Measures – Increase LEA Capacity

- NoHum Indigenous Learning Fellowship – 46 teachers participated – see attachments
 - Teachers had the option of earning 2 CEUs if they wanted to turn in the work from the fellowship to claim those units. A total of 12 of the 46 teachers who participated applied for the CEU credits, and the STEP grant paid for those credits = \$85/unit = \$170/person x 12 teachers = \$2,040
 - Alison and Karen Skoglund attended the Indigenous Learning Fellowship presentations by the teachers at McKinleyville HS Library on Wednesday, May 22
- AIE/NAS 480 Special Topics course
 - Class began June 3 online; two in-person sessions; 2 professors (Rebecca Lowry & Michelle Rainer) 3 guest speakers (culture bearers).
 - Crescent City – see pictures
 - Arcata
 - Tuition for course \$190 per Unit, total \$570 per 3 Unit course – total tuition billed \$39,195 = 68 total teachers
- Recruit, Retrain, Retain (R3E)
 - **Eureka City Schools** book study support on Culturally Responsive Teaching & The Brain by Zaretta Hammond – purchased 231 books for ECS staff - \$9,113.68
 - **Del Norte County Office of Education** – 12 books to be used in group book studies (set to be passed around) - \$124.24
 - **Klamath-Trinity Joint Unified School District** – **Hoopa El** – 10 books to be used in group book studies (set to be passed around) - \$102.60
 - **NHUHSD – Arcata HS** – 5 books to be used in a group book study – \$120.56
- Lisa working with Natalie Scott at Hoopa Valley High School on her CTE credential to teach Ag & Natural Resources related courses. Credential through Sonoma County Office of Education’s process \$1,000. Companion teacher Externship for Natalie Scott paid for under NACTEP via contract with NHUHSD. \$3,000



Professional Development FY21 – US Department of Education, Office of Indian Education
(Year 3 of 5) – Staff salaries covered: Alison (.30 FTE being increased to .46/.50)

- GYOA meetings for program implementation with mentors, evaluators, and participants
 - 7/12 – Kick-Off meeting with Cohort 4 – two participants:

Item II – Executive Director’s Report: Regular Meeting of the BOE 07/16/2024

- Jeanne Burcell
- Logan Silva
- Purchasing books for GYOA participants – Completed 7/12/2024 - \$1,979.03:
 - Zaretta Hammond – Culturally Responsive Teaching and the Brain for November’s training
 - Project 562 (book from NIEA keynote speaker)
 - 180 Days of Self-Care for Busy Educators, by Tina Boogren
- Queer Humboldt training was 6/27
- PDPDCS website updated for graduates; will be adding Cohort 4 – for a total of 4 Enrolled for 2024-2025

Name	Date Created	Entry Status	Program Completion Status	Payback Obligation Status
Sonya Ariston	7/27/2023	Submitted	Completed/Graduated	Fulfillment Not in Progress
Aaron Bailey	7/25/2023	Submitted	Completed/Graduated	Fulfillment Not in Progress
Rachel Brakeman	10/27/2021	Submitted	Completed/Graduated	Obligation Fulfilled
Kelda Britton	8/10/2022	Submitted	Completed/Graduated	Fulfillment Not in Progress
Deena DeArmond	8/1/2022	Submitted	Completed/Graduated	Fulfillment Not in Progress
Michelle Demo-Davis	8/1/2022	Submitted	Completed/Graduated	Fulfillment in Progress
Amanda Derby	7/28/2022	Submitted	Completed/Graduated	Fulfillment in Progress
Kenneth Dotson	7/28/2022	Submitted	Enrolled	Pending
Alvin Dukepoo	9/22/2021	Submitted	Completed/Graduated	Fulfillment in Progress
Cynthia Hogue	9/22/2021	Submitted	Completed/Graduated	Obligation Fulfilled
Travis Hunt	9/22/2021	Submitted	Completed/Graduated	Obligation Fulfilled
Hilary Manion-Uselton	8/30/2023	Submitted	Completed/Graduated	Fulfillment Not in Progress
Margaret Peters	10/27/2021	Submitted	Completed/Graduated	Obligation Fulfilled
Kathryn Smith	7/25/2023	Submitted	Completed/Graduated	Fulfillment Not in Progress
Kadee Strait	9/28/2021	Submitted	Enrolled	Awaiting Completion
Christina West	7/28/2023	Submitted	Completed/Graduated	Fulfillment Not in Progress
Michelle Windes	9/28/2021	Submitted	Completed/Graduated	Fulfillment in Progress
Nikolos Wink	7/20/2023	Submitted	Completed/Graduated	Fulfillment Not in Progress
Kirsten Wright	11/17/2021	Submitted	Completed/Graduated	Obligation Fulfilled

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

(Year 3 of 5) – Staff salaries covered: Alison (.04 FTE) and Lisa (.50 FTE)

From Alison

- Confirming grades of NAS 480: Introduction to Environmental Justice and getting feedback forms from CPH
- Turned in Semi-Annual Performance Report – emailed to BOE back end of April – served 444 students in the first six months of year 3. TRiO Talent Search accounts for half of that. Serving 20 schools in HumCo – surpassing grant goals at each level of schools.
- Technical Advisory meetings for this grant scheduled:
 - Community of Practice 8/14
 - Community of Practice 9/4
 - Community of Practice 9/25
 - Program Officer meeting 10/3
- Carryover and Budget Adjustments due June 28 – submitted on June 27 and approved
- PY3 APR is due 11/1/24 – must update all the information from the Semi-Annual Report.

From Lisa Hoffman (CREC, YPC, and MMT)

- Currently working with Blue Lake Elementary's Summer Camp with STEM-related activities and the Drone Legends Program.

Item II – Executive Director’s Report: Regular Meeting of the BOE 07/16/2024

- Working with North Star Quest Summer Camp and Big Lagoon Summer Camp. Activities and student population are within NACTEP Grant and goals.
- Still enrolled in a Professional Development Course, "Reading Apprenticeship 101", from West Ed, based on a book by the same name. (<https://readingapprenticeship.org/course/reading-apprenticeship-101/>). Lisa will conduct a Professional Development workshop for the Tribal Education Agency and will offer a similar workshop in the Fall for Educators (STEP, "R3E"), contingent on its success.
- UIHS & Save CA Salmon Summer Camp – activities and tabling 7/22
- Big Lagoon Summer Camp

12:00+ 12:30	Lunch at Camp	Lunch at Big Lagoon	Lunch at Camp	Lunch at Big Lagoon	Lunch at Camp
12:30+ 1:00	Free Play	Fishing and Lagoon Fun	Arts and Crafts Friendship Bracelets Stave Sticks/Free Play	Free Play Arts/Crafts	Maker's Space with Lisa from Blue Lake Rancheria
1:00+ 2:00	Tie-Dye!!!	Fishing	Skit Practice	Skit Practice/Prep	
2:00+ 3:15	Fairy / Gnome Home Construction Camouflage	Tag Games Skit Practice/Prep	Garden Activities+ Archery Rotation Stations NASA Investigation	Lisa from Blue Lake Rancheria STEM activity Drone LEGENDS	
					2:30 pm Skit Party Parents Welcome!

Bureau of Indian Affairs – Wildlife & Parks: Tribal Youth Initiative for Modern Youth Internship Academies FY22 & FY23: – US Department of Interior

Ends August 2024 – Staff salaries covered: Two MYIA HS Student Interns, One Undergraduate Intern

- Reports are due – Q4 2023; Q1 2024; Q2 2024



Truth Justice and Healing Grant FY22-24 – Decolonizing Wealth Fund

Grant report submitted, new grant application being submitted to continue work - \$50K – NEW BUSINESS

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
- Chag is coming in late June and early July to work on project with HCOE – cancelled due to emergency appendix removal

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

- Leo Canez is continuing to work on this curriculum – spoke to him and he is ready to turn in final draft for review by the end of the month
- Being delayed due to Leo’s health issues – asking for approval of continuation contract

AmeriCorps Native Nations Planning Grant

Staff salaries covered: Alison (.65 FTE) ends 07/31/2024

- Alison working on final grant plan with Jack Bareilles and closing out grant by 11/29/24

Blue Lake Rancheria Higher Education Scholarship Program

- Tanner Lewis moved to Utah and started school – tuition for 1st semester is paid
- Mandi Kindred is taking another pre-requisite course – Human Nutrition. Provided Mandi with updated scholarship tracker.
- Sloan Lewis graduated with her BS degree, and is now enrolled in Public Health Nursing pre-requisite course this summer BIO 290 Anatomy & Physiology. Pausing in late August through September for Europe trip, then picking up grad school.
- Michele Johnson-Kindred continues on Honor Roll/Deans List enrollment at Capella
- Grace Kindred continues enrollment at Seattle University for Summer 2024 but will be moving to Southern California and continuing college there. Provided Grace with updated scholarship tracker.
- Ashley Lance continues enrollment at Cambridge University
 - Graduation date December 2024

Item Number	Vendor	Purpose	Not to Exceed Cost	Funding
1	Leo Canez	Contract Extension - Curriculum Development	\$7,500	04 / 404 - Title VI - NHUHSD
2	Karen Skoglund	Contract Extension - GPRA Measures wrapping up STEP - report writing	\$5,000	03 / 282 STEP
3	Hoopa Elementary	Contract Extension - Social Emotional Learning (SEL) training for teachers and action plan/room set up	\$4,000	03 / 282 STEP
4				
5				
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