

Board of Education Meeting Minutes  
Blue Lake Rancheria Tribal Education Agency  
Tuesday, May 4, 2021 – 7PM  
Zoom Meeting On-line Platform  
Blue Lake, CA

**I. OPENING MEETING 7:02 PM**

- a. Roll Call
  - i. BOE: Jason Ramos, Jace Baldosser, Michele Kindred, Kelsay Shackelford, Michael Shackelford. Quorum established
  - ii. Staff: Lisa Hoffman, Alison Robbins, Frederique Guezille

**II. REPORTS**

- a. The Executive Director’s Report - see attachments
  - i. NYCP Annual Performance Report - 37pages of the 158-page report submitted to the Office of Indian Education on Monday, May 3, 2021 are included in the BOE packet. These are selected pages highlighting critical information needed for BOE decision making.
    - 1. 2 Page Executive Summary
    - 2. 3 Pages Marlee Mansfield-Chavez’s report on Community Connections for College & Career Readiness
    - 3. 7 Pages of HCOE Pathmakers Tracking of work performed at or with schools and Family Maker Nights, including participate counts
    - 4. 8 Pages of Section B Budget Narrative including financial reports and Year 3 approved budget adjustments from Office of Indian Education
    - 5. 17 Pages of Section C Additional Information
  - ii. STEP TEA Development Final Performance Report - Single page financial report in the packet. Alison showed a live report with Pivot Table Slicer to toggle between the various reporting periods for discussion on program development and spending.
  - iii. STEP R3E MYAA first year implementation report - Single page financial report in the packet. Alison discussed the first six-month period which will be reported on in June. Showed the BOE the tracking spreadsheet being used for the STEP program by Lisa and Alison for internal evaluations with NHUHSD. This ties into the Consent Agenda Item below.
  - iv. GYOA - Grow Your Own Administrator grant application was submitted on Monday, May 3, 2021.
    - 1. 6 Page Budget Narrative included in BOE Packet
    - 2. 32 Page Project Application Narrative included in BOE PacketAlison discussed cohorts 1, 2, and 3, starting with the coastal counties and working across and down the state to Nevada and the Bay Area to include all of BIA Northern CA Region tribes.
- b. Marketing & Communications Report - see attachments
  - i. Alison spoke about the various “pushes” on CA State Parks program, UAS Drone, and Robotics & Math Credit Recovery Summer Camps.

**III. PUBLIC COMMUNICATIONS**

No member of the public was present.

IV. **CONSENT AGENDA**

- a. Contract Extension for NHUHSD from TEA Development Grant
- i. Contact(s): Alison Robbins
  - ii. Purpose: In response to BOE direction and training from HCOE, further services from NHUHSD are desired for program evaluation and development of our policies and procedures for education programs. Total cost \$24,000. Jason has reviewed the performance goals of the contract and approved. As this is over \$5,000 (Alison's personal authorization limit) we are requesting the BOE approve this extension. Suggested contract language in BOE Packet - email from NHUHSD evaluator Jack Bareilles.
  - iii. Recommendation: Approval of existing contract extension through May with additional funding for work already provided in April.
    1. **DISCUSSION**: Jason asked questions regarding what would be covered under the language. Alison specified the policies and procedures surrounding Modern Youth Apprenticeships Academies and internships, based upon recent events with current interns, and suggestions from HCOE. Frederique and Alison reviewed what policies have been created and there is a need for NHUHSD and Jack's evaluation of our program policies.
    2. **NOMINATIONS**: Michele Kindred motioned to extend the contract with NHUHSD as described in the language provided. Jace Baldosser 2nd the motion.
    3. **DECISION**: 5-0 no abstentions, motion carried
    4. **ACTION**: Alison to finish the contract extension, getting paperwork to Jason for signature, and submitting payment request to Accounting for processing NHUHSD's work done in April while the contract was being negotiated.

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

- a. BIE Tribal Consultation letter
- i. Contact(s): Alison Robbins
  - ii. Purpose: The BIE would like input on whether BIE should request a waiver of assessment requirements for the 2020-2021 School Year (SY) from ED for the protection of the health and safety of students, staff, and their communities, which have been impacted by the COVID-19 pandemic.
  - iii. Recommendation:
    1. **DISCUSSION**: Lively discussion on what assessment data is used for, and what would be generated by a Covid-19 year's assessment. Jace asked about opinions of other educational boards across the state and in Indian Country. Alison said she would look into that and include that in information back to the board and the letter going to the BIE. Jason made comments about the topsy-turvy nature of educational service delivery during the year, hybrid,

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virtual, in-person, and the unreliable nature of data derived from the situation.

2. **NOMINATIONS:**
3. **DECISION:**
4. **ACTION:** Alison and Frederique to draft the tribal consultation letter and send it to Jason for final review, checking for inclusivity of BOE's comments. When, signed letter is to go to BIE by Friday, May 7.

**VI. MISCELLANEOUS**

- a. Approval of DRAFT BOE Meeting Minutes of 04/13/2021
  1. **DISCUSSION:** Jason called for discussion, hearing none, he called for a motion to approve.
  2. **NOMINATIONS:** Michele Kindred made a motion to approve the minutes, Michael Shackelford seconded the motion.
  3. **DECISION:** 5-0 no abstentions, motion carried
  4. **ACTION:** Frederique to send the approved minutes to Toni to be added to the website

**VII. UNFINISHED BUSINESS**

No Unfinished Business

**VIII. NEW BUSINESS**

1. UC Extension Letter inviting participation in grant application due May 27, 2021 for Master Food Preservation educational program.
  - a. Letter was shared, as was the invitation from Dorina to attend a meeting this Friday, May 7th. Alison will email the Zoom link to Jason and Kelsay, per their requests, to attend the meeting for more fact finding on the BOE's behalf to report back at the next BOE meeting on June 15th. However, since the meeting is scheduled AFTER the application is due, BOE has directed Alison and Jason to craft a Letter of Support for the application and to work with UC Extension Office on its content.

**IX. ADJOURNMENT**

- a. Motion to adjourn the meeting was made by Jace Baldosser. Motion was 2nd by Michele Kindre. Meeting adjourned at 7:48 PM



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

OMB No. 1894-0003  
Exp. 07/31/2021

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

PR/Award # (11 characters): **S299A180007**

(See Instructions)

The second year of the Pathmakers program implementation was disrupted by the Covid-19 pandemic when schools closed in Humboldt County on 03/13/2020 and remained closed through the remainder of Year 2, 09/30/2020. Project implementation was responsive to the ever changing Tiers and lockdown levels issued by the State of CA, Humboldt County, and BLR's Tribal Council. Program staff had to completely reinvent the implementation, as our program is based on the premise of hands-on, in-person, place based learning. We pivoted into virtual programming as did everyone else, however, none of our curriculum was adapted to be virtual, and thus summer 2020 was a virtual conversion extravaganza of curriculum adaptation. Staff performed an Asset Based Community Development methodology SWOT analysis and tapped community partners that could assist with this new virtual instruction, namely Humboldt State University (HSU), Two Feathers Native American Family Services, Inc. (NAFS) and CA State Parks Northcoast Redwood District.

HSU's TRiO Talent Search Program agreed to provide Goal 3B & 3C (Self-Efficacy & 21<sup>st</sup> Century Hard & Soft Skills for College & Career Readiness) implementation support. CA State Parks agreed to expand their PORTS program to include the use of the Klamath Trinity Land Tenure Curriculum which Pathmakers staff was adapting for our program use, supporting Goal 2 (Makerspaces). Two Feathers NAFS was also a tremendous help with implementing Goal 3 (Native Life Skills Development), and proved to be essential as the stress of the pandemic weighed heavily upon our students, as elders began to die, and communities felt the loss of their cultural bearers and family, while violence too reared its head taking three community members due to murder. All of this was compounded by one of the fiercest wildfire seasons in recent history, as the Red Salmon Complex fire burned more than 3,800 acres of the Hoopa Valley Reservation, and all of Humboldt County's skies were choked with ash and smoke, turning them red and severely limiting the ability to go outside as we entered the fifth month of shelter in place and the beginning of the school year. So heavy and stressful was this school year that 1/3 of Indian Education Office tracked students ceased attending virtual school during the performance period. We were thankful that contracts were in place by the end of Year 2, and along with the restricting of the staffing, we were ready to take on Year 3 starting October 1.

The restructuring to the staffing and program implementation design to both respond to the P>D>C>A continuous improvement evaluation and the Covid-19 pandemic has worked successfully. Ongoing timely review has allowed Pathmakers staff to remain on top of the plethora of changes to the school reopening plans for Fall 2020 that poured out from the 31 school districts which our program serves; and again in February 2021 as vaccines rolled out. The pandemic proved to be a springboard to outreach efforts to community partners for long term sustainability. Two especially helpful community partners donated funds for Agriculture Program supplies (\$1,000) and provided connections through their organization reaching more program participants than we had enlisted before, Pierson Building Center, and Humboldt County 4H, respectively. Our new Agri-Business Food Sovereignty program would not be as far along as it is without this community support.

At the beginning of Year 3, we also learned that due to the Volkswagen lawsuit, we will be receiving a new electric Mobile Maker Van as a replacement for our current diesel engine van. We hope this transition will be complete by mid-implementation of Year 4.

We deliberately started slow for Year 3 with the motto of "Going slow now, to go fast later". Our staff started with virtual classroom observations to determine how the various schools and teachers were using their platforms, determining what was working and what wasn't. Detailed notes on the observations were taken by our staff, and suggestions for the use of our curriculum were provided, as well as training offered. Teachers arranged one on one and grade level group training with our staff, and began to use the curriculum we'd develop by themselves with growing confidence. However, they also invited our staff to provide synchronous instruction on specific days each week. A schedule was developed and continues to be implemented throughout Year 3. While total hours of service went down, due to multiple classrooms being able to tune into the synchronous instruction, far more Native students were reached, exceeding all of our participation rate performance measures. Creative methods for delivery of supplies around the county were developed using our Pathmakers backpack program, which was so successful, we ran out of backpacks (250 were purchased) and had to begin using paper bags. More than 500 "backpacks" were provided with maker activity supplies for implementing our curriculum to students who needed supplies.

However, we were faced with pressing issues brought to us by parents due to the numerous varieties of school services they were facing: completely virtual, hybrid, and in-person split schedule "pod" learning which saw students attending two or three days a week, which rotated between days, and between morning and afternoons. Parents were struggling with returning to in-person work while their young children's schedule conflicted with work schedules, and the majority of daycare services were closed to school age children. Consultation with Changing Tides Family Services in Eureka, provided us with a list of families which had requested help. Our BOE President and Pathmakers Program Director, leveraging BIA 93-638 Contract funds, and the use of the Tribe's Sapphire Palace Event Center, closed due to Covid-19, developed "The Palace is the Place: Homework Assistance Kids Club" which provided services from 8AM to 5:30PM – Monday through Friday to all K-8 students and families that (1) live on or work for the Blue Lake Rancheria, (2) all Native

American students in Humboldt County that did not have internet services or computers, and/or (3) students who could not be left at home due to their age, or their need for assistance using technology while attending virtual school. The Tribe's BIA contract paid for three mentors added to the two NYCP paid Pathmakers mentors. The Tribe's casino donated the space, all the social distancing furniture, IT support, cleaning supplies, and student daily snacks, drinks, and lunch. The program enrolled 14 students in grades K-8, with an average daily attendance of 5.4 over 53 days, as children rotated in and out according to their home school's instructional schedule, their parents work schedules, and the changing Tier levels which closed the program after Thanksgiving through the New Year. The program is currently running and is planned to be open through June 10, 2021.

Overall, C-TIE Steering Committee is pleased with what was accomplished during Year 2 implementation despite the pandemic. Specifically, the improvement to the 9-12 program numbers and efforts were noteworthy. The Afterschool Makerspace program workshops (Native Maker Workshops) for 9-12 students in 2019-2020 were: Acorn Paddle Classes: 14 students; Net Making Classes: 6 students; Beading Classes: 5 students. In 2020-2021 there have been Acorn Paddle Classes: 10 students; Beading Classes: 8 students, and Redwood Fish Cooking Sticks Classes: 6 students. Additionally, with the approval of the Internship program, we feel that our program has been responsive to directions and suggestions provided to us by the Parent Advisory Council (PAC).

The School Crisis Counselor provided services to 45 students, referring 11 to Two Feathers NAFS, and 2 to Open Door Clinic. A Native American student took their lives on campus at McKinleyville HS in May 2019, and students were traumatized by this event. Working with the school, United Indian Health Services, Inc. (UIHS) Behavioral Services Department and Two Feathers NAFS provided additional support for students dealing with this tragedy. Then, three members of the Bear River Band of Rohnerville Rancheria were murdered, and again, the community was in need of healing and support. As this happened in February, the community is still feeling the impact of these deaths and will continue to, as the suspect has yet to come to trial, and there is no sense of closure.

Feedback from our leadership groups C-TIE, PAC, and the TEA's BOE has been positive. Feedback from students and parents via surveys, conversations, and email correspondence has been helpful, and reaffirming. Pathmakers staff feels that Year 2, despite the current Covid-19 pandemic, achieved a great deal of what it set out to, and are honestly pleasantly surprised at how well Year 3 has gone thus far; one of the greatest achievements being the development of 75 cultural adapted modules of curriculum and a multiple week lesson guide for teachers, along with over 50 complementary videos for virtual A-synchronous instruction through the efforts of our staff and our community partners.

As we stated in last year's APR, our response to Covid-19, stayed focused on program evaluation and planning efforts to address the "new normal" for schools, students, and our community. Discussions did occur frequently. We had planned on weekly meetings, and soon found ourselves living on Zoom, with upwards of nine meetings or more a week. Technical advisory meetings with OIE contractor, Patrice Williams, proved to be invaluable, as have those with Sarah Brightwell, and the Program Director disseminated this information to everyone who'd listen, repeatedly. Using suggested best practices from OIE TA, GFOA, and grant cohorts, and through the efforts of BLR's Marketing & Communication Division, the TEA website expanded to improve promotional and informational items that supported outreach to build community partnerships, as well as the interest in and dissemination of Native Maker role model posters for classrooms, and videos with free virtual curriculum. Redesign of HCOE's website for virtual Family Maker Nights has proved to be the template for virtual enrollment, supply chain management, and all virtual instruction.

The greatest challenge to grant management was the 'upgrade' of BLR's financial system's payroll module which occurred July 2020. This is the first year of the new module, and while it can do everything we had hoped with allowing for the tracking of persons working on multiple cost objectives, there has been difficulty getting all of those details translated and imported into the General Ledger module, so that we are losing the level of detail that had been desired. Thus, the Program Director must manually reconcile time cards outside of the system, and cross check the group entries in the General Ledger looking for errors. The Tribe's Controller is completely dissatisfied with this new module, as it is not achieving the desired results, and is currently looking for a software implementer to assist with the creation of an interface which will solve this issue between Payroll and GL modules, or if need be, and entirely new system. Systems such as PeopleSoft have been explored, but fall way outside of the budget the Tribe had set aside for upgrading the financial and payroll systems. Needless to say, with both the Controller, and the Project Director scrutinizing every detail of the payroll, errors are highly unlikely to sneak past, and thus, the time and labor studies performed by the Project Director on the efficiency of program efforts are reliable and thoroughly trusted by Pathmakers' various leadership groups.

All things considered, what can be gleaned from Pathmakers program response to the pandemic is a leaner, and more efficient program with greater community connections for the long term buy-in and sustainability of the program. Using P>D>C>A continuous improvement Pathmakers scaled back, closed down, innovated, and scaled up where appropriate. Cost savings in one program area due to planned synchronicity between funding sources and Tribal programs were used to scale up other program areas. Through data analysis project staff were able to identify strengths, weaknesses, opportunities, and threats addressing unsustainable costs or items which would increase BLR's indirect cost rate (due to systemic upgrades like the Payroll module). Making data driven, evidence based decisions to ensure cost effectiveness of our program implementation with fidelity was and will continue to be C-TIE's focus. It is C-TIE's sincere hope that when things return to "normal" that the grace and goodwill which has bloomed in the community as a result of the pandemic will persist.

Original Grant or New Partnership	MOU In Place?	Partner Name	Key Partner Responsibilities	Key Grantee Responsibilities	Primary Contact Person	Contact Information
Previous	No	CaISOAP	4-8th Grade Tutoring	CaISOAP works to hire HSU students as tutors for 4th-8th grade students. CaISOAP also provides Financial Aid, FAFSA writing, and scholarship workshops. Additionally, the CaISOAP team and Pathmakers team have been able to collaborate on marketing jobs to HSU students, as we have the same hiring pool.	Cindy Porter	<a href="mailto:cporter@hcoe.org">cporter@hcoe.org</a>
Current	No	Workability Program (WA1)	9th Grade -Young Adult Programming	Through the Workability program (WA1), Lori helps coordinate a program that assists young adults with learning challenges earn work experience and do career exploration. The WA1 work crew has also assisted Pathmakers in filling the bags for FMN.	Lori Rocklein	<a href="mailto:lrocklein@hcoe.org">lrocklein@hcoe.org</a>
Current	No	Olivia Kernan	K-8 Environmental Education	Olivia's collaborative work has led to several well-produced programs that are used as career exploration in Natural Resources, such as the Environmental Webinar series and coordination of Steelhead in the Classroom, which provides opportunities for career exploration in fisheries, hydrology, restoration, and more.	Olivia Kernan	<a href="mailto:Okernan@hcoe.org">Okernan@hcoe.org</a>
Previous	Yes	Tanya Trump	K-8 Pathmakers Program Manager, HCOE	Tanya works to bring her many hats she wears for HCOE to the table when discussing project. From her CTE background, Tanya has previous offered 9-12th grade College and Career Exploration through the California Career Zone platform	Tanya Trump	<a href="mailto:ttrump@hcoe.org">ttrump@hcoe.org</a>
Current	No	Jim Ritter	9-12 College + Career Exploration	Jim Ritter has been organizing "College Chats" with department heads at Humboldt State University and allowing space for students and teachers to have informal conversations about the expectation of the departments, of college, etc.	Jim Ritter	<a href="mailto:jritter@hcoe.org">jritter@hcoe.org</a>
Current	Yes	Jim Stemach, Steelhead in the Classroom	CA Fish + Wildlife/HCOE Environmental Ed	Jim Stemach is our regional leadership for the the CA Fish + Wildlife Steelhead in the Classroom program and works with Olivia Kernan, offering similar career exploration opportunities.	Jim Stemach	<a href="mailto:jstemach@hcoe.org">jstemach@hcoe.org</a>
Current	No	Leisyka Parrott, Educational Outreach for Bureau of Land Management (BLM)	Environmental Education	Leisyka collaborated with Pathmakers for a presentation at a FMN program. She taught us all about marine bird migration	Leisyka Parrott	
Previous	Yes	Karen Skoglund	NHUHSD Indian Education Director	Karen provides a myriad of College + Career exploration opportunities for her Indian Education high school students and the repsective high school Native American Clubs including: providing the CA Career Zone exploration for all Indian Education high school students; (pre-pandemic) college tours, assisting students in planning the Success in Both Worlds Conference, which is all career exploration.	Karen Skoglund	<a href="mailto:kskoglund@nohum.k12.ca.us">kskoglund@nohum.k12.ca.us</a>

Original Grant or New Partnership	MOU In Place?	Partner Name	Key Partner Responsibilities	Key Grantee Responsibilities	Primary Contact Person	Contact Information
Previous	No	Dave Marshall, Math Professor	9-12 Programming/ Oceanography department HSU	In Yr 2, Dave consulted with Pathmakers in May 2020 about a Robotics camp he was helping coordinate and then in Yr 3, we built off of those relationships by co-coordinating the UAS Drone Pilots License camp. Dave uses his Educational Researchers background to help find exciting and engaging opportunities for Native Youth and ensures the students have appropriate support.	Dave Marshall	<a href="mailto:dave@humboldt.edu">dave@humboldt.edu</a>
Current	No	Tamara Barriquand, Oceanography	9-12 Programming	Tamara joined our connections as a part of the UAS Drone camp planning meeting. Tamara is an Veteran of the Army and a professor at HSU. She maintains a lot of miliary connections and has her pilot's licence	Tamara Barriquand	<a href="mailto:tab105@humboldt.edu">tab105@humboldt.edu</a>
Previous	No	Dr. Cutcha Risling-Baldy, NAS Department Chair	HSU Native American Studies Deparatment Chair	Cutcha has been an invaluble connection for this program as her approval comes highly esteemed within our community. As a tenured professor at HSU, Dr. Risling-Baldy is providing college and career readiness from the students in her classroom, to the youth in Two Feather's ACORN camps.	Dr. Cutcha Risling-Baldy	<a href="mailto:Cutca.baldy@humboldt.edu">Cutca.baldy@humboldt.edu</a>
Previous	Yes	Skip Lowry, Cultural Advisor	6-12 Programming	Skip is another invaluable member of the Pathmakers community. Skip is making his own path as one of the first Indigenous (Yurok, Mountain Maidu) California State Park Interpreters and has been working for many years as an apprentice under several Yurok elders with specialties in Fire and Environmental Education. Currently Skip leads Native youth through a Cultural Youth Interpereter camp	Skip Lowry	<a href="mailto:skip.lowry@parks.ca.gov">skip.lowry@parks.ca.gov</a>
Previous	Yes	Margo Robbins, KTJUSD Indian Ed Director	K-12 Indian Education Programming	As the Director of the KTJUSD Indian Education direction AND the Director of Culture Fire Management Council AND a basketweaver and a mother/grandmother, Margo works with us as a cultural advisor on our curriculum, as well as a collaborator with us as we create STEAM activities to compliment the Indian Land Tenure curriculum. This partnership leads to expanded opportunity for career and college exploration for her students	Margo Robbins	<a href="mailto:mrobbins@ktjUSD.k12.ca.us">mrobbins@ktjUSD.k12.ca.us</a>
Previous	Yes	Rain Marshall, Native Youth Advocate/Lawyer/Professor	Youth Advocacy	Within the community, Rain works as a Youth Advocate for the ACLU, she also works for the NCIDC and has been organizing Know Your Rights workshops for youth to encourage civil engagement for Native Youth. Rain has also previously given Pathmakers staff workshops and trainings	Rain Marshall	<a href="mailto:rain.marshall@humboldt.edu">rain.marshall@humboldt.edu</a>
Previous	Yes	Leo Canez, Dip Net Weaver/HSU Admissions Counselor	Traditional Maker	Leo works as an Admission Counselor for HSU in the recruitment department and plays a B I G role in recruiting local Native students to HSU. Leo has also joined the Pathmakers team as a Maker Workshop leader, where he taught McKinleyville and Arcata High School students how to make dip nets.	Leo Canez	<a href="mailto:leo.canez@humboldt.edu">leo.canez@humboldt.edu</a>

Original Grant or New Partnership	MOU In Place?	Partner Name	Key Partner Responsibilities	Key Grantee Responsibilities	Primary Contact Person	Contact Information
Previous	No	Cultural Fire Management Council (CFMC)	Community Fire Management	Culture Fire is the embodiment of College and Career exploration as they regularly train tribal community members (ages 0-100) to maintain the land in a cultural way through the <b>TREX program and (in non-pandemic times) hosting community events.</b>	Margo Robbins	<a href="mailto:margo@culturefire.org">margo@culturefire.org</a>
Current	No	Northern California Indian Development Council (NCIDC) - Humboldt	Native American Family Services	As Rain works for NCIDC and provides their Know Your Rights workshops, NCIDC also offers a 6-12th grade youth group and offers tutoring to those students	Rain Marshall	<a href="mailto:rain@ncidc.org">rain@ncidc.org</a>
Current	Yes	Save California Salmon	Water Advocacy Education	Provides extensive youth and adult trainings on Water Advocacy and Policy; with many workshops, teachers trainings and certifications through HSU. Pathmakers also partnered with SCS, providing them with contracting opportunities for their curriculum development.	Regina Chigazola	<a href="mailto:regina@californiasalmon.org">regina@californiasalmon.org</a>
Previous	No	Jude Marshall, Potowot Community Outreach Coordinator	Food Sovereignty Education	Provides community Food Sovereignty education through the Potowot Community Garden, which is located at United Indian Health Services (UIHS). In addition to regularly scheduled (pre-pandemic) community workshops, Jude also helps coordinate Masters Food Preserver classes	Jude Marshall	<a href="mailto:jude.marshall@uihs.org">jude.marshall@uihs.org</a>
Current	No	Green Diamond Resource Company	Environmental Education	Provides schools and the community with outreach in careers in Natural Resources. Pathmakers collaborates with Green Diamond to provide opportunities for Native youth to gather from Green Diamond land	Gary Rynearson	<a href="mailto:grynearson@greendiamond.com">grynearson@greendiamond.com</a>
Current	No	4-H of Humboldt	Environmental Education/ Life Skills development	Provides extensive youth career exploration through 6-hour 'projects' allowing many students to explore their agricultural and life skills options	Dorina Espinoza	<a href="mailto:dmespinoza@ucanr.edu">dmespinoza@ucanr.edu</a>
Current	Yes	Sonoma Technology Inc	6-12 Computer Science Education	Pathmakers works with Sonoma Technology on a Climate Education grant that provides local students and teachers with a place-based air quality monitoring curriculum, which leads to career exploration in Natural Resources	Olivia Ryder, Atmospheric Scientist	<a href="mailto:oryder@sonomatech.com">oryder@sonomatech.com</a>
Previous	Yes	CA State Parks: North Coast Redwoods District	Community Environmental Education	Our partnership with CA State Park directly leads to College and Career exploration, as every event we plan with them is directly related to how our work leads to a career or an education path	Victor Bjelajac, District Superintendent	<a href="mailto:victor.bjelejac@parks.ca.gov">victor.bjelejac@parks.ca.gov</a>



PathMakers Student Tracking YR2 - Oct 2019\_Sept 2020 (1)



PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Total Students Served	Native Students
Marlee	9/24/19	2	Big Lagoon School	Classroom Observations	23	9
Marlee	10/1/19	2	Big Lagoon School	Classroom Observations		
Marlee	10/3/19	5	Toddy Thomas	Classroom Observations	23	2
Wakara, Ellen, Floyd, Karen, Erick	10/5/19	8	Christy Field (Blue Lake)	Medieval Festival 2019	12	0
Wakara, Ellen, Floyd, Karen, Erick	10/6/19	8	Christy Field (Blue Lake)	Medieval Festival 2019	22	0
Marlee	10/8/19	2	Big Lagoon School	Curriculum Delivery		
Marlee	10/8/19	1	Trinidad Elementary	After School Program Observations	45	2
Marlee	10/10/19	5	Toddy Thomas	Classroom Observations	25	5
Marlee	10/15/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Marco	10/15/19	1	Trinidad Elementary	After School Program Observations	39	1
Floyd, Enrique, Marco	10/17/19	4	Pacific Union	Family Maker Night	57	1
Wakara, Loowyza, Sophie, Sarah	10/17/19	4	Cutten	Family Maker Night	73	1
Amada	10/17/19	4	Toddy Thomas	Family Maker Night	68	10
Amada, Erick, Floyd, Karen, Wakara	10/18/19	4	UIHS	Harvest Festival	2	2
Erick, Karen	10/21/19	2	Arcata Elementary	After School Program Observations		13
Erick, Karen	10/25/19	1.5	Sunny Brae Middle School	After School Program Observations		7
Erick, Floyd, Marco, Tanya	10/25/19	3	Blue Lake School	Classroom Observations 1st/6th	42	7
Marlee	10/29/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Erick	10/30/19	2.5	Toddy Thomas	Curriculum Delivery	24	0
Marlee	11/5/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Marco	11/5/19	1	Trinidad Elementary	Curriculum Delivery	50	3
Marlee, Erick, Amada	11/6/19	2.5	Toddy Thomas	Curriculum Delivery	21	3
Erick, Karen	11/8/19	1.5	Sunny Brae Middle School	After School Program Observations		
Erick, Floyd, Marco	11/8/19	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick	11/12/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Erick, Amada	11/13/19	2.5	Toddy Thomas	Curriculum Delivery	23	7
Erick, Karen	11/15/19	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick, Floyd, Marco	11/15/19	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Erick, Karen	11/18/19	2	Arcata Elementary	After School Program Observations		
Marlee, Erick	11/19/19	2	Big Lagoon School	Curriculum Delivery		
Marlee Erick, Amada	11/20/19	2.5	Toddy Thomas	Curriculum Delivery	19	6
Wakara and ???	11/21/19	4	Redwood Coast Montessori	Family Maker Night	68	0

PathMakers Student Tracking YR2 - Oct 2019\_Sept 2020 (1)



PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Total Students Served	Native Students
Marlee, Floyd	11/21/19	4	Trinidad Elementary	Family Maker Night	54	1
Erick, Karen	11/22/19	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick, Floyd, Marco	11/22/19	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Erick, Karen	12/2/19	2	Arcata Elementary	After School Program Activity Delivery		
Marlee, Erick	12/3/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Marco	12/3/19	1	Trinidad Elementary	Curriculum Delivery	40	2
Erick, Amada	12/4/19	2.5	Toddy Thomas	Curriculum Delivery	25	2
Erick, Floyd, Marco	12/6/19	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick	12/10/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Marco	12/10/19	1	Trinidad Elementary	Curriculum Delivery	45	2
Marlee, Erick	12/11/19	2.5	Toddy Thomas	Curriculum Delivery	21	4
Marlee	12/12/19	3	Loleta Elementary	Lunch Time Observation	100	
Erick, Marlee	12/13/19	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Erick, Karen	12/16/19	2	Arcata Elementary	After School Program Activity Delivery		
Erick, Karen	12/16/19	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Marlee, Erick	12/17/19	2	Big Lagoon School	Curriculum Delivery		
Marlee, Marco	12/17/19	1	Trinidad Elementary	Curriculum Delivery	35	1
Erick, Karen	12/20/19	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick, Marlee	12/20/19	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick	1/7/20	2	Big Lagoon School	Curriculum Delivery		
Marlee	1/9/20	3	Loleta Elementary	Class Observation - 8th Grade		
Erick, Karen	1/10/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	1/10/20	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick, Angie	1/14/20	2	Big Lagoon School	Curriculum Delivery		
Korby, Karen S. & Karen G	1/16/20	4	Morris Elementary	Family Maker Night	159	28
Erick & Karen V	1/16/20	4	Pine Hill Elementary	Family Maker Night	96	4
Marlee, Sarah, Angie	1/16/20	4	Freshwater Elementary	Family Maker Night	74	5

PathMakers Student Tracking YR2 - Oct 2019\_Sept 2020 (1)



PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Total Students Served	Native Students
Marlee	1/16/20	3.5	Loleta Elementary	Class Observation - 8th Grade		
Erick, Karen	1/17/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	1/17/20	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick, Angie	1/21/20	2	Big Lagoon School	Curriculum Delivery		
Erick, Marlee	1/23/20	4	Loleta Elementary	Class Observation - 8th Grade		
Erick, Karen	1/24/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	1/24/20	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick, Angie	1/28/20	2	Big Lagoon School	Curriculum Delivery		
Erick, Karen	1/31/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	1/31/20	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee, Erick, Angie	2/4/20	2	Big Lagoon School	Curriculum Delivery		
Erick	2/5/20	4	Loleta Elementary	Spanish Translation Classroom Aid	1	
Erick, Karen	2/7/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	2/7/20	2.5	Blue Lake School	Curriculum Delivery 3rd/5th	41	5
Marlee, Erick, Enrique, Karen	2/9/20	3	E & O Bowling Alley	Two Feathers Mentorship Academy	60	60
Marlee	2/10/20	2	McKinleyville High School	Beading w/ Korby	7	7
Erick, Karen	2/10/20	2.5	Morris Elementary	Classroom Observations	25	
Angie	2/10/20	1	Dows Prairie	STEAM Curriculum assistance	23	4
Marlee, Erick, Angie	2/11/20	2	Big Lagoon School	Curriculum Delivery		
Erick	2/12/20	4	Loleta Elementary	Spanish Translation Classroom Aid		
Erick, Karen	2/14/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	2/14/20	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee	2/24/20	2	Arcata High School	Beading w/ Korby	8	8
Erick, Karen	2/24/20	2.5	Morris Elementary	Curriculum Delivery	25	
Erick, Angie	2/25/20	2	Big Lagoon School	Curriculum Delivery		
Erick	2/26/20	4	Loleta Elementary	Spanish Translation Classroom Aid		
Marlee & Angie	2/27/20	4	Big Lagoon School	Family Maker Night	18	9
Erick & Karen V	2/27/20	4	Sunny Brae Middle School	Family Maker Night	70	4

PathMakers Student Tracking YR2 - Oct 2019\_Sept 2020 (1)



PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Total Students Served	Native Students
Sarah	2/27/20	4	Alder Grove	Family Maker Night	50	9
Marlee	2/27/20	4	Loleta Elementary	Curriculum Delivery - 8th Grade		
Erick, Karen	2/28/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	2/28/20	2.5	Blue Lake School	Curriculum Delivery 3rd/5th/6th		
Erick, Karen	3/2/20	2.5	Morris Elementary	Curriculum Delivery	27	
Marlee, Erick, Angie	3/3/20	2	Big Lagoon School	Curriculum Delivery		
Marlee	3/5/20	4	Loleta Elementary	Curriculum Delivery - 8th Grade		
Erick, Karen	3/6/20	1.5	Sunny Brae Middle School	After School Program Activity Delivery		
Erick Floyd, Angie	3/6/20	2.5	Blue Lake School	Curriculum Delivery 1st/6th		
Marlee	3/6/20	2	Redwood Days	Maker Presentation	356	
Marlee	3/8/20	3	Trinidad Elementary School	Two Feathers Mentorship Academy	40	40
Erick, Karen	3/9/20	2.5	Morris Elementary	Curriculum Delivery	24	
Marlee	3/9/20	2	McKinleyville High School	Beading w/ Korby	6	6
Marlee, Erick, Angie	3/10/20	2	Big Lagoon School	Curriculum Delivery		
Erick, Angie	3/13/20	2.5	Blue Lake School	Curriculum Delivery 3rd/5th	LAST DAY OF SCHOOL - COVID-19	
	3/19/20		Blue Lake School	Family Maker Night	CANCELLED	
	3/19/20		NU-HCS	Family Maker Night	CANCELLED	
	3/19/20		Eagle Prairie School	Family Maker Night	CANCELLED	
	3/27/20		Redwood Days	Maker Presentation	CANCELLED	
	4/25/20		Blue Lake Rancheria Palace	Maker Faire	CANCELLED	
	3/23/20		Dows Prairie	STEAM Curriculum delivery	CANCELLED	
Merry Kate, Marlee	9/17/20	2.5	Virtual (on Zoom)	Virtual Family Maker Night	Did not have a good tracking system	
<b>TOTALS</b>		<b>265.5</b>			<b>2066</b>	<b>280</b>

Fast Facts	Hrs Spent	Total Kids Served	Native Youth Served	Backpacks
Weekend/FMN Activities	72	1279	174	123
Pathmaker Student Observations	35.50	297	46	



PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Total Students Served	Native Students
<b>September FMN Supplies /</b>						
<b>Backpacks sent to:</b>	<b>Total Students</b>	<b>Native Students</b>	123 TOTAL backpacks sent out with art supplies for Sept FMN			
Weitchpec School		10				
Jack Norton		26				
Morris		13				
Dows Prairie		2				
MMS		1				
JCS		3				
Blue lake		2				
Trinidad		7				
Orleans		19				
Hoopla El		40				
		<b>123</b>				





PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Organization / School	Total Students Served	Native Students	Teacher	Notes	FMN Supply sacks to Indian Ed	Total Students	Native Students
Merry Kate	10/15/2020	2	Virtual (on Zoom)	Family Maker Night (Live event)		44	2		Pathmakers: Special Place on the Earth	85	479	110
Merry Kate	11/19/2020	2	Virtual (on Zoom)	Family Maker Night (Live event)		118	25		Pathmakers: River TEK	100		
Merry Kate	1/21/2021	2	Virtual (on Zoom)	Family Maker Night (Live event)		104	26		Pathmakers: Redwood Tree Protector of the People	85		
Merry Kate	2/25/2021	2	Virtual (on Zoom)	Family Maker Night (Live event)		100	28		Pathmakers: Boats are People	120		
Merry Kate	3/18/2021	2	Virtual (on Zoom)	Family Maker Night (Live event)		113	29		Pathmakers: Water is Life	140		
Merry Kate	11/12/2020	0.75	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Agnes Johnson - Weott Charter - 2nd/3rd grade			Principal	Cohort 1			
Merry Kate	11/13/2020	0.75	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Weott Charter - 2nd/3rd grade			Principal	Cohort 2			
Merry Kate	11/18/2020	0.5	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Trinidad - 3rd grade	24	9	Stephanie Strasser	Directed Drawing of Native Berries			
Merry Kate	11/19/2020	0.5	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Jack Norton - K-3	11	10	Neva Lenk	Directed Drawing of Native Berries			
Merry Kate	11/20/2020	0.5	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Trinidad - 4th	25	5	Rachel Dilthey	Directed Drawing of Native Berries			
Merry Kate	12/2/2020	0.5	Virtual (on Zoom)	Native STEAM - Acorns	Jack Norton K-3	11	10	Neva Lenk				
Merry Kate	12/3/2020	0.75	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Dow's 1st Trinidad - Kindergarten	23	7	Lucy Crackel	Directed Drawing of Native Berries			
Merry Kate	12/7/2020	0.5	Virtual (on Zoom)	Native STEAM-Native Foods:Berries	Kindergarten	20	2	Emmilee Prince	Directed Drawing of Native Berries			
Merry Kate	1/25/2021	0.5	Used Virtual recording	FMN Catapult	Jack Norton - K-3	13	11	Neva Lenk				
Merry Kate	1/28/2021	0.75	Virtual (on Zoom)	Native Foods - Berries	Dows 1st	19	5	Hilary Murphy	Directed Drawing of Native Berries			
Merry Kate	1/28/2021	0.75	Virtual (on Zoom)	Native Foods - Berries	Dows 1st	18	5	Melissa Dodd	Directed Drawing of Native Berries			
Merry Kate	1/29/2021	0.75	Virtual (on Zoom)	Acorns	Dows 1st	23	7	Lucy Crackel				
Merry Kate	2/4/2021	0.75	Virtual (on Zoom)	Acorns	Dows 1st	19	5	Hilary Murphy				
Merry Kate	2/4/2021	0.75	Virtual (on Zoom)	Acorns	Dows 1st	18	5	Melissa Dodd				
Merry Kate	2/5/2021	0.75	Virtual (on Zoom)	Redwood: Protector of the Yurok	Dows 1st	23	7	Lucy Crackel				
Merry Kate	2/11/2021	0.75	Virtual (on Zoom)	Redwood: Protector of the Yurok	Dows 1st	19	5	Hilary Murphy				
Merry Kate	2/11/2021	0.75	Virtual (on Zoom)	Redwood: Protector of the Yurok	Dows 1st	18	5	Melissa Dodd				
Merry Kate	2/11/2021	0.5	Used Virtual recording	Boats are People	Jack Norton K-3	13	11	Neva Lenk	Familymaker Night Recording			
Merry Kate	2/24/2021	1	Virtual (on Zoom)	Native STEAM-Steelhead 1 Part 1	Trinidad 5th	21	4	Emmet Bowman	Stewards of the River			
Merry Kate	3/3/2021	1	Virtual (on Zoom)	Native STEAM-Steelhead 1 Part 2	Trinidad 5th	21	4	Emmet Bowman	Stewards of the River			
Merry Kate	3/10/2021	1	Virtual (on Zoom)	Native STEAM - Steelhead Week 2	Trinidad 5th	21	4	Emmet Bowman	TEK			
Merry Kate	3/15/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 1	Big Lagoon 4-8th	9	3	H. Macanas	Stewards of the River			
Merry Kate	3/16/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 1	Hoopa 7th	28	28	Yuko Wentzel -	Stewards of the River			
Merry Kate	3/17/2021	1	Virtual (on Zoom)	Native STEAM - Steelhead Week 7	Trinidad 5th	21	4	Emmet Bowman	Water is Life			
Merry Kate	3/18/2021	0.75	Virtual (on Zoom)	Native Foods - Berries	Big Lagoon K-3	15	5	Rebecca Lawrence	Directed Drawing of Native Berries			
Merry Kate	3/19/2021	0.75	Virtual (on Zoom)	Native STEAM TEK	Dows 1st	23	7	Lucy Crackel				
Merry Kate	3/19/2021	1	Virtual (on Zoom)	Native STEAM CA History	Trinidad - 4th	25	5	Rachel Dilthey				
Merry Kate	3/22/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Big Lagoon 4-8th	9	3	H. Macanas	Water is Life			
Merry Kate	3/23/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Hoopa 7th	28	28	Yuko Wentzel -	Water is Life			
Merry Kate	3/24/2021	1	Virtual (on Zoom)	Native STEAM - Steelhead Week 7	Trinidad 5th	21	4	Emmet Bowman	Water is Life 2			
Merry Kate	3/25/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 7	Big Lagoon K-3	15	5	Rebecca Lawrence	Water is Life			
Merry Kate	3/25/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Dows 1st	12	3	Hilary Murphy	Cohort A-Water is Life			
Merry Kate	3/25/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Dows 1st	10	3	Hilary Murphy	Cohort B - Water is Life			
Merry Kate	3/25/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 7	Dows 1st	14	3	Melissa Dodd	Cohort A Water is Life			
Merry Kate	3/25/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 7	Dows 1st	4	2	Melissa Dodd	Cohort B Water is Life			
Merry Kate	3/26/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 7	Dows 1st	11	4	Lucy Crackel	Cohort A Water is Life			
Merry Kate	3/26/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 7	Dows 1st	12	3	Lucy Crackel	Cohort B Water is Life			
Merry Kate	3/29/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 9	Big Lagoon 4-8th	9	3	H. Macanas	Boats are People			
Merry Kate	3/30/2021	1	Virtual (on Zoom)	Native STEAM CA History	Hoopa 7th	28	28	Yuko Wentzel -	Native STEAM CA- History & Hope			
Merry Kate	3/31/2021	1	Virtual (on Zoom)	Native STEAM CA History	Trinidad 5th	21	4	Emmet Bowman				
Merry Kate	4/1/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 7	Big Lagoon K-3	15	5	Rebecca Lawrence	Water is Life 2			
Merry Kate	4/1/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 9	Dows 1st	12	3	Hilary Murphy	Cohort A			
Merry Kate	4/1/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 9	Dows 1st	10	3	Hilary Murphy	Cohort B			
Merry Kate	4/1/2021	0.75	Virtual (on Zoom)	Native STEAM TEK	Dows 1st	14	3	Melissa Dodd	Cohort A			
Merry Kate	4/1/2021	0.75	Virtual (on Zoom)	Native STEAM TEK	Dows 1st	4	2	Melissa Dodd	Cohort B			
Merry Kate	4/2/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 9	Dows 1st	11	4	Lucy Crackel	Cohort A Boats are People			
Merry Kate	4/2/2021	0.75	Virtual (on Zoom)	Native STEAM Steelhead Week 9	Dows 1st	12	3	Lucy Crackel	Cohort B Boats are People			
Merry Kate	4/5/2021	1	Virtual (on Zoom)	Native STEAM: Tiana Williams	Big Lagoon 4-8th	9	3	H. Macanas	Yurok Tribe Wildlife/Yurok Tribal Member-			
Merry Kate	4/5/2021	1	Virtual (on Zoom)	Native STEAM Steelhead Week 5	Hoopa 8th	36	35	Yuko Wentzel -	CAEP Flipgrid			
Merry Kate & Skip	4/6/2021	1	Virtual (on Zoom)	Native STEAM - TEK	Trinidad 6th	20	3	Lovitt	TEK			
Merry Kate	4/6/2021	1	Virtual (on Zoom)	Native STEAM: Tiana Williams	Hoopa 7th	28	28	Yuko Wentzel -	Yurok Tribe Wildlife/Yurok Tribal Member-			
Merry Kate	4/7/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Jack Norton K-3	13	10	Neva Lenk	Water is Life			
Merry Kate	4/7/2021	1	Virtual (on Zoom)	Native STEAM - Steelhead Week 7	Trinidad 5th	21	4	Emmet Bowman	Water is Life 3 (Requested by teacher to finish			
Merry Kate	4/7/2021	1	Virtual (on Zoom)	Native STEAM CA History	Trinidad 6th	20	3	Lovitt	Native STEAM CA History			
Merry Kate Lowry	4/7/2021	1	Virtual (on Zoom)	Native STEAM: Steelhead Week 1	Hoopa 8th	36	35	Yuko Wentzel -	Stewards of the River			
Merry Kate	4/8/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 9	Big Lagoon K-3	15	5	Rebecca Lawrence	Boats are People			
Merry Kate	4/8/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Dows 1st	12	3	Hilary Murphy	Cohort A-Water is Life Part 2			
Merry Kate	4/8/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 7	Dows 1st	10	3	Hilary Murphy	Cohort B - Water is Life Part 2			
Merry Kate	4/8/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 9	Dows 1st	14	3	Melissa Dodd	Cohort A Boats are People			
Merry Kate	4/8/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 9	Dows 1st	4	2	Melissa Dodd	Cohort B Boats are People			

\* We are not getting an answer from the school. Have tried calling and email. No response



PathMaker(s)	Date	Hrs Spent	Location	Purpose/ Event	Organization / School	Total Students Served	Native Students	Teacher	Notes	FMN Supply sacks to Indian Ed	Total Students	Native Students				
Merry Kate	4/19/2021	1	Used Virtual recording	Familymakers Cultural Fire	Big Lagoon 4-8th	9	3	H. Macanas	Familymaker Night Recording							
Merry Kate	4/20/2021	1	Used Virtual recording	Familymakers Cultural Fire	Hoopa 7th	28	28	Yuko Wentzel -	Familymakers Night Recording							
Merry Kate	4/21/2021	1	Used Virtual recording	Familymakers Cultural Fire	Trinidad 5th	21	4	Emmet Bowman	Familymakers Night Recording							
Merry Kate	4/21/2021	1	Used Virtual recording	Familymakers Cultural Fire	Hoopa 8th	36	35	Yuko Wentzel -	Familymakers Night Recording							
Merry Kate	4/22/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Big Lagoon K-3	15	5	Rebecca Lawrence	Familymaker Night Recording							
Merry Kate	4/22/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Dows 1st	12	3	Hilary Murphy	Familymaker Night Recording							
Merry Kate	4/22/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Dows 1st	10	3	Hilary Murphy	Familymaker Night Recording							
Merry Kate	4/22/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Dows 1st	14	3	Melissa Dodd	Cohort A							
Merry Kate	4/22/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Dows 1st	4	2	Melissa Dodd	Cohort B							
Merry Kate	4/23/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Dows 1st	11	4	Lucy Crackel	Cohort A							
Merry Kate	4/23/2021	0.75	Used Virtual recording	Familymakers Cultural Fire	Dows 1st	12	3	Lucy Crackel	Cohort B							
Merry Kate	4/26/2021	1	Virtual (on Zoom)	Native STEAM Steelhead Week 5	Big Lagoon 4-8th	9	3	H. Macanas	CAEP Flipgrid							
Merry Kate	4/27/2021	1	Virtual (on Zoom)	Native STEAM Steelhead Week 5	Hoopa 7th	28	28	Yuko Wentzel -	CAEP Flipgrid							
Merry Kate	4/28/2021	1	Virtual (on Zoom)	Tiana Williams Native STEAM	Trinidad 5th	21	4	Emmet Bowman	Yurok Tribe Wildlife/Yurok Tribal Member-Flipgrid Video							
Merry Kate	4/28/2021	1	Virtual (on Zoom)	Native STEAM Steelhead Week 5	Trinidad 5th	21	4	Emmet Bowman	Flipgrid Video							
Merry Kate	4/28/2021	1	Virtual (on Zoom)	Native STEAM: Tiana Williams	Hoopa 8th	36	35	Yuko Wentzel -	Yurok Tribe Wildlife/Yurok Tribal Member-							
Merry Kate	4/29/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Big Lagoon K-3	15	5	Rebecca Lawrence	Flipgrid Video							
Merry Kate	4/29/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Dows 1st	12	3	Hilary Murphy	Flipgrid Video							
Merry Kate	4/29/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Dows 1st	10	3	Hilary Murphy	Flipgrid Video							
Merry Kate	4/29/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Dows 1st	14	3	Melissa Dodd	Cohort A Flipgrid Video							
Merry Kate	4/29/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Dows 1st	4	2	Melissa Dodd	Cohort B Flipgrid Video							
Merry Kate	4/30/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Dows 1st	11	4	Lucy Crackel	Cohort A Flipgrid Video							
Merry Kate	4/30/2021	0.75	Virtual (on Zoom)	Native STEAM: Steelhead Week 2	Dows 1st	12	3	Lucy Crackel	Cohort B Flipgrid Video							
<b>TOTALS</b>						<b>78</b>					<b>Total Students</b>	<b>1835</b>	<b>Native Youth</b>	<b>726</b>	<b>Supply Sacks</b>	<b>530</b>
											<b>Total Non-Native Students Served</b>	<b>1109</b>				

Fast Facts	Hrs Spent	Total Kids Served	Native Youth Served
Weekend/FMN	10	479	110
Pathmaker Student Observations			no in-person classroom observations



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

OMB No. 1894-0003  
Exp. 07/31/2021

PR/Award # (11 characters): **S299A180007**

**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

The reports found at the end of this Section are taken from the Project Director's budget tracker which is updated by both the Finance Department and the Project Director to create a full picture of program expenditures and status at a glance. This is used in monitoring progress, and making decisions by the Project Director. On the Budget vs. Actuals expenditure report the columns represent the following:

- **Budget** – represents the approved Year 3 budget, available for expenditures between 10/1/2020 – 03/31/2021. This budget is the combination of the approved Year 3 allocation, and Year 2 carry forward budget which was approved by ED OIE.
- **Actuals** – represents those expenditures which have posted to the bank and have been paid out to vendors
- **Invoices** – represents those items approved for payment by the Project Director after review under cost principles which are in the process of being paid by the Finance Department
- **Obligations** – represents commitments made via contracts or agreements with employees, independent contractors, and the Tribe. These have fixed amounts based upon the agreements, thus, on the Personnel and Fringe rows, this represents the Project Director, MMT Community Services Coordinator, and Youth Programs Coordinator who are full-time employees receiving health insurance and retirement benefits. Under Contractual it represents contracts with the Cultural Advisors, HCOE, NHUHSD, Two Feathers Native American Family Services, Inc., Humboldt State University, and Native Workshops contractors. In Supplies, the Obligations represent supplies for our joint Robotics & Math Recovery Summer Camp, the 100 sets of Native American Role Model Posters, and the Body & Brain STEM Curriculum supplies.
- **Pre-Obligations** – represents commitments made via agreements with employees. This is used for hourly non-exempt employees and the maximum amount of hours (in cost) those employees have been authorized work during the budget period based upon their schedule. The Supplies row shows the amount allocated to Virtual Maker Share/Faire, Native Maker Workshops, additional Air Quality curriculum kits, and the Mini-Lending Libraries student project costs. These earmarked funds have been allocated to the various program leaders.
- **Budget Balance** – represents the remaining budget considered unencumbered, and available for use in the program. Budget Balance is calculated by subtracting Actuals, Invoices, Obligations, Pre-Obligations from the Budget column.
- **% Spent** – represents the percentage of the budget which has been “spent / committed / obligated”
- **% Unobligated** – represents the percentage of the budget which is considered unencumbered and free for use in the program.
- **Notes** – contains information on the primary reason there is encumbered budget balance

At the top of the report, there are filters to ensure only allowable transactions for the performance period are captured on the report. During monthly P>D>C>A of financial reports, the Project Director marks items which were mistakenly charged to the grant by Accounting which are now pending journal entry corrections so they can be removed for appropriate reporting to C-TIE and the TEA's BOE.

**Personnel**

- **Program Director** – Responsible for overall program sustainability and design, management & coordination including: data collection, internal continuous improvement evaluations w/ reporting to C-TIE, PAC, and BOE, staffing management (timesheets, personal activity reports, and employee reviews), financial tracking & Accounting transaction review, website content management and report writing. Alison was 70% time during this reporting period, but will return to 92% time once the 2019 STEP TEA Development grant final performance report is completed. The Program Director has kept detailed tracking of her work, and routinely works more than 80 hours in a



pay period, and more than occasionally, reaching over 100 hours. She is a salary exempt employee so this excess of hours does not impact the program's budget, and thus the true cost of her time is not demonstrated by the numbers. Through the time and labor study of her work, discussed with C-TIE and program evaluator, it is quite clear that the grant was originally budgeted too lightly in the staff area, and the work the Program Director is doing is far greater than one person can sustain without exhaustion. We have noted that work increased exponentially for the Program Director with the onset of the Covid-19 pandemic and hopefully will resume to a more bearable load when things return to a semblance of normality by the beginning of Year 4.

- *Redesigned the Mobile Maker Technician position originally covered under Humboldt County Office of Education's contract and the HSU Pathmakers Mentoring implementation.* Reasoning for this action: The tasks that the original grant application set for the MMT were lofty and although sounding simple on paper, they were not when put into practice during full implementation of the program during Fall 2019. Coordination of services with 31 districts in our county took a great deal of time. Aligned with the issues discussed above with the HSU Pathmakers Mentors' schedules, the scheduling and the managing of the scheduling took up a majority of the MMT's time outside of the classroom setting, leaving greatly reduced time to work on the other objectives of the MMT. Additionally, schools were not being served consistently by the HSU Mentors who participated in the Fall and either had to (1) quit because their own schooling became too much to handle with an external job, or (2) had so many scheduling conflicts between their own college schedule and the schools' needs that they were reduced to an hour or two of work a week which wasn't enough to support them financially. Thus, the C-TIE Steering committee decided to take the following actions:
  - *MMT under HCOE contract (MMT-HCOE)* – this position has focused their time on virtual classroom work with students on the culturally adapted curriculum for nearly the full time of their employment under the contract. Merry Kate Lowry was hired in August 2020, and is currently in this position.
  - *MMT as a BLR employee (MMT-BLR)* – this position has focused on the coordination of scheduling of services between all the different schools, the MMT under HCOE, with the Pathmakers Paraeducators, Two Feathers Mentors, Cultural Advisors, and soon the summer camp mentors. This position will be responsible for collecting all of the GPRA 2 performance measure data and working with the Program Director on analyzing it for the Program Evaluation with Jack Bareilles of NHUHSD who is providing Evaluation services under their contract with BLR. Furthermore, the MMT employed by BLR has coordinate the services provided by Third Party Contractors with the schools, camps, and events ensuring each has the most update curriculum adaptation version, the training, and the supplies needed to implement the curriculum. Finally, this position will provide direct services to students during summer camps (UAS Drone Summer Camp), weekend events (CA State Parks Kindling the Flame Youth Cultural Revitalization), and virtual family maker nights. Marlee Mansfield-Chavez who was hired to work as HCOE's MMT in March 2019 has moved into this position leaving HCOE on 4/17/2020, being hired by BLR on 4/20/20, so we had a smooth transition and no loss of organizational/program memory.
  - *Hiring Two (2) Pathmakers Paraeducators (PPs)* – We have had FOUR different persons filling these positions due to the pandemic closing the program mid-implementation. Wakara Scott and Sierra Joyner were hired in October to provide in-person services at “The Palace is the Place: Homework Assistance Kids Club” which has run for a total of 53 days during the reporting period. When the Covid-19 Pandemic Tier Level was raised, all in-person services were suspended, and the program shuttered temporarily. We had to lay off our paraeducators so they could receive unemployment benefits related to the Covid-19 forced closure. Wakara Scott moved on to full-time employment with Two Feathers Native American Family Services, Inc. and has returned through their contract to provide mentoring services at our weekend maker workshops at Sumeg Village when in-person services returned. Sierra Joyner did not return due to the unreliable nature of the program hours being tied to the Covid-19 Tier. We have hired Thao Le, and Frederique Guezille to replace Wakara and Sierra. Our Paraeducators are also working with our Interns in the Building & Construction Trades, and in May our Agri-Business Intern.
  - *Summer Camp Pathmakers Mentors* – We have hired Angela Felecity Cross to work with Marlee Mansfield-Chavez on the UAS Drone Pilot Summer Camp, and the potential summer camp currently in the works at Sumeg Village with CA State Parks.
  - *Youth Programs Coordinator* – Daniel Holsapple has been hired and is currently working on the Agri-Business Program in our community garden. The first Food Sovereignty curriculum module has been created through Daniel's work, as has the first Ag program video, and backpack activity that went out to 30 Ag Program participants. Daniel is also developing our aquaponics curriculum in conjunction with the design process for the Modern Youth Apprenticeship Academies, currently under development under the Tribe's 2020 STEP grant for College & Career Readiness.
  - *Student Interns* – Four internships were requested by the Parent Advisory Council (PAC) and thus, we have endeavored to fill them this year, despite the pandemic. Jesse Widmark, student intern in the Building & Construction Trades program, was hired in October and has been working 10 hours per week with the

Blue Lake Rancheria Facilities Division. He has participated in the rehabilitation of a small building into the new Farm Stand for our Agri-Business program located in the community garden. He has also assisted the Facilities staff with general maintenance on all of the Tribe's various facilities. Two Agri-Business interns have been interviewed, but their schedules have been unworkable at this time. We are attempting to work around the second applicant's schedule to allow him to work through September harvest. We have created the job descriptions for the remaining two positions (1) Natural Resources & Native Interpreter Internship with CA State Parks Northcoast Redwood District, working directly with Yurok Cultural bearer Skip Lowry who is an Interpreter I with State Parks; (2) Graphic Arts & Technology Internship with Blue Lake Rancheria's Marketing & Communications Division. This Internship would focus on the creation of the remaining sets of Native Role Model educational posters used in our program, as well as creating the advertisements and media that go with all of our Program's social media, website, and communication flyers. As the equipment needed to do this work is located at the schools which are closed, we have waited to hire this position until schools reopened.

### **Fringe**

Fringe expenditures follow personnel expenditures. Blue Lake Rancheria employees with FTEs (non-temporary) have benefits such as health insurance, employee assistance program, 401K matching contributions of up to 8%, and other associated benefits. Employers share of taxes are also included in the Fringe budget. Fringe rates for employees with FTE range between 32-45% depending on the employee's selection of benefit packages. Employees without FTE (employees who are temporary, part-time, and under 29 hours a week) are budgeted for only employer's share of payroll taxes.

### **Travel**

The Travel budget was hardly touched because we drastically scaled back in person service provision in the Mobile Maker Van and didn't attend an in-person mandatory annual Director's meeting due to the Covid-19 pandemic. The remaining budget here should be moved into Contractual when the carryover budget is created, as providing virtual programming lead to other costs not originally planned for such as Prezi and Zoom.

### **Supplies**

The supplies purchased in this budget have been tracked and monitored by grant goals to ensure the majority of expenditures are focused on classroom instruction / direct services to students as directed by the TEA BOE, and suggested by the Program Director for use in evaluation. Costs are predominantly supplies for the Native Maker workshops such as wood, beading supplies, as well as for the Native "clubs" promoting the social emotional health, self-efficacy projects and curriculum. Classroom sets of books used in the support of our culturally adapted curriculum were also purchased, as were books given to program participants at the weekend Kindling the Flame Youth Cultural Revitalization sessions. Weekend workshop participants also received protective equipment and tools to take home to continue working on the student projects since school building and associated tools were unavailable to them. The expenditures spent on Grant Management represent (1) an Adobe Acrobat license so that produced curriculum can be in a pdf format, (2) new Fox planners for Program Director & BLR's MMT (3) new business cards for Program Director as all her cards were mailed out with communications to community/families. Supplies were also purchased for participant incentives for the "Success in Both Worlds" virtual conference and for the Agri-Business program.

### **Contractual**

The largest portion of the Pathmakers Program budget is under **Contractual**. Our program partners Humboldt County Office of Education (HCOE) and Northern Humboldt Union High School District (NHUHSD) account for \$372,248.81 in expenditures representing 88.55% of Contractual costs. These costs are primarily focused on direct services to children in the classroom, virtual maker fair, counseling and career readiness, with minor amounts for program administration and coordination between schools and the C-TIE Steering Committee. Contractual expenditures cover all goals of the program:

#### Goal 1: Adaptive Curriculum Creation

There is a great deal of detail on the curriculum that was created under Section C of the APR. This funding paid for the *Save California Salmon* curriculum for water protectors and advocacy, as well as the *My Sisters, Soldiers Unknown, The Original Patriots* curriculum, and for K-1 *Be A Builder* curriculum which is under development and awaiting cultural

advisors' review. *Body & Brain STEM Workout* curriculum and Agri-Business Food Sovereignty curriculum. HCOE spent some of their contract budget on developing *Python Coding* curriculum.

Goal 1 & 2: Program Evaluation & Maker Space

Continuous improvement program review to provide Program steering committee with reports and recommendations facilitating data driven decision making. This is now being provided under a contract with NHUHSD and experienced program evaluator Jack Bareilles (costing \$24,000) and is shown as a part of NHUHSD under Goal 2 Makerspace.

Goal 2 & 3: Maker Spaces, Native Youth Participation, Self-Efficacy, Goal Setting & Persistence

These contracts with our partners cover direct & virtual classroom services to students K-12 at all 31 districts in our County, as well as crisis counseling, college & career counseling/planning, social emotional development & self-advocacy training services, weekend academies & festival activities. These contracts are with: Humboldt County Office of Education, Humboldt State University's TRiO Talent Search Program, Two Feathers Native American Family Services, CA State Parks Northcoast Redwood District, and various local cultural bearers for Native Maker Workshops.

Goal 4: General Administration

The general administration costs are for the a three (3) person license for Prezi, Inc. online service to be used by staff in presentations at meetings and training sessions with contractors, employees, and advisory committees and for the recruitment of community partners in the development and attainment of program goals. Zoom is also in this category.

**Other**

Other expenditures make up a very minor portion of the budget by design. This budget also covers the Mobile Makerspace Van's annual DMV registration fees, and other odd miscellaneous fees and costs associated with program implementation (background checks, finger printing, etc.)

**Indirect**

The negotiated indirect cost rate for the Blue Lake Rancheria changes from year to year based on the Tribe's fiscal year. The Tribe's fiscal year coincides with the calendar year and thus, it runs from January 1 to December 31, of any given year. Thus, during the APR's performance period of 10/01/2020 – 03/31/2021 the tribe has two federally approved negotiated indirect cost rates, as follows:

- January 1 – December 31, 2020 – 29.97% - this is the rate to be applied to applicable expenditures posting to the general ledger between these dates
- January 1 – December 31, 2021 – 20.32% - this is the rate to be applied to applicable expenditures posting to the general ledger between these dates

The negotiated indirect cost rate agreement has been provided to the US Department of Education, again, with these mid-year reports.

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**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

NYCP Demonstration Grant  
 Pathmakers Program  
 P>D>C>A Analysis

Budget Year Yr 3 - 10/01/2020 - 09/30/2021  
 Posting Month (All)  
 P>D>C>A Notes (Multiple Items)

Year 3  
 Months Completed 7

Year 3 Award Budget vs. Actuals

	Budget	Actuals	Invoice	Obligation	Pre-Obligation	Total Costs	Budget Balance	% Spent	% Unobligated
Salary	\$ 177,957.00	\$ 68,110.98		\$ 68,848.36	\$ 40,159.50	\$ 177,118.84	\$ 838.16	77%	23%
Fringe	\$ 60,786.00	\$ 20,160.30		\$ 29,078.88	\$ 6,669.14	\$ 55,908.32	\$ 4,877.68	81%	19%
Travel	\$ 4,984.00	\$ 143.40		\$ 121.08		\$ 264.48	\$ 4,719.52	5%	95%
Equipment	\$ -					\$ -	\$ -		
Supplies	\$ 29,750.00	\$ 9,359.21		\$ 8,600.90	\$ 11,720.91	\$ 29,681.02	\$ 68.98	60%	40%
Contractual	\$ 415,452.00	\$ 156,805.27	\$ 399.73	\$ 231,478.35	\$ 26,750.00	\$ 415,433.35	\$ 18.65	94%	6%
Other	\$ 2,435.00	\$ 391.12		\$ 900.00		\$ 1,291.12	\$ 1,143.88	53%	47%
Indirect	\$ 107,942.00	\$ 55,411.19			\$ 52,530.81	\$ 107,942.00	\$ -	51%	49%
<b>Grand Total</b>	<b>\$ 799,306.00</b>	<b>\$ 310,381.47</b>	<b>\$ 399.73</b>	<b>\$ 339,027.57</b>	<b>\$ 137,830.36</b>	<b>\$ 787,639.13</b>	<b>\$ 11,666.87</b>		

Items considered spent are actuals, invoices mid-processing, and obligations. Pre-Obligation items are earmarked funds which are either (1) Hourly employee's pay & benefits, (2) Funds under contract negotiation, or (3) Supplies being research & priced

Current % Spent	38.88%
Current % Obligated/Pre-Oblg	59.66%
% UnObligated	1.46%
	<u>100.00%</u>

P>D>C>A Analysis of Year 3 Expenditures

Budget Year Yr 3 - 10/01/2020 - 09/30/2021  
 P>D>C>A Notes (Multiple Items)

**Year 3 Expenditures & Obligations by Main Grant Goals**

	Actuals	Invoice	Obligation	Pre-Obligation	Grand Total	P>D>C>A Notes
1 - Culturally Adapated Curriculum	\$ 7,665.85		\$ 4,800.00		\$ 12,465.85	
2 - Makerspaces	\$ 151,044.25		\$ 221,765.54	\$ 54,245.88	\$ 427,055.67	
3 - Life Skills, College & Career Readiness	\$ 7,780.58		\$ 16,363.95	\$ 31,053.67	\$ 55,198.20	
4 - Grant Management	\$ 55,619.51	\$ 399.73	\$ 96,098.08	\$ 52,530.81	\$ 204,648.14	
(blank)	\$ 88,271.28				\$ 88,271.28	These expenditures support multiple goals
<b>Grand Total</b>	<b>\$ 310,381.47</b>	<b>\$ 399.73</b>	<b>\$ 339,027.57</b>	<b>\$ 137,830.36</b>	<b>\$ 787,639.13</b>	

Budget Year Yr 3 - 10/01/2020 - 09/30/2021  
 P>D>C>A Notes (Multiple Items)

**Year 3 Expenditures & Obligations by Project Objective**

	Actuals	Invoice	Obligation	Pre-Obligation	Grand Total	P>D>C>A Notes
1C - CAC Module Creation	\$ 7,000.00		\$ 4,800.00		\$ 11,800.00	
1D - Internal Program Evaluation	\$ 78.97				\$ 78.97	
2A - Native Youth Participation	\$ 145,662.40		\$ 221,644.46	\$ 54,245.88	\$ 421,552.74	
2B - Makerspaces Operation	\$ 6,047.70		\$ 121.08		\$ 6,168.78	
3A - Native Life Skills Development	\$ 1,132.94		\$ 13,867.06	\$ 10,000.00	\$ 25,000.00	
3B - Self-Efficacy Skills	\$ 3,373.51		\$ 2,496.89		\$ 5,870.40	
3C - 21st Century Hard & Soft Skills	\$ 3,274.13			\$ 21,053.67	\$ 24,327.80	
GPRA, GEPA, or Overall Support	\$ 55,540.54	\$ 399.73	\$ 96,098.08	\$ 52,530.81	\$ 204,569.17	
(blank)	\$ 88,271.28				\$ 88,271.28	These expenditures support multiple objectives
<b>Grand Total</b>	<b>\$ 310,381.47</b>	<b>\$ 399.73</b>	<b>\$ 339,027.57</b>	<b>\$ 137,830.36</b>	<b>\$ 787,639.13</b>	

Budget Year Yr 3 - 10/01/2020 - 09/30/2021  
 P>D>C>A Notes (Multiple Items)

**Year 3 Expenditures & Obligations by Functional Area**

	Actuals	Invoice	Obligation	Pre-Obligation	Grand Total	P>D>C>A Notes	% of Yr 3 Costs
10 - Instruction	\$ 151,863.08		\$ 224,141.35	\$ 70,299.55	\$ 446,303.98		56.66%
21 - Student Support Services	\$ 7,311.05		\$ 14,767.06	\$ 10,000.00	\$ 32,078.11		4.07%
22 - Instructional Support Services	\$ 7,398.27		\$ 34,506.91	\$ 5,000.00	\$ 46,905.18		5.96%
23 - TEA Administration	\$ 126.60	\$ 399.73	\$ 65,491.18		\$ 66,017.51		8.38%
25 - Central Services (Acct, HR, IT)	\$ 55,411.19			\$ 52,530.81	\$ 107,942.00	Indirect Charges	13.70%
26 - Facilities			\$ 121.08		\$ 121.08		0.02%
(blank)	\$ 88,271.28				\$ 88,271.28	These expenditures support multiple Functions	11.21%
<b>Grand Total</b>	<b>\$ 310,381.47</b>	<b>\$ 399.73</b>	<b>\$ 339,027.57</b>	<b>\$ 137,830.36</b>	<b>\$ 787,639.13</b>		

**Demonstration Grants for Indian Children (Demo): Native Youth Community Project (NYCP)**  
**Optional Budget Revision Form**

**Grantee Name:** Blue Lake Rancheria

**PR Award #:** S299A180007

**Project Director:** Alison Robbins

Budget Categories	Existing Grant Budget			Requested Revised Budget	
	Current Performance Period Budget	Carryover	Total Existing Budget	Total Revised Budget	Budget Revision Explanation
<i>Please add lines to categories as necessary in order to itemize/detail expenditures.</i>	<i>These figures should match the amounts in your approved budget.</i>			<i>Requested Budget for Oct 2020 to Sept 2021</i>	<i>Please provide narrative to describe the allocation of funds in your budget revision. Make sure to reference how this will help you achieve your grant goals and objectives.</i>
	<b>156,727</b>	<b>21,230</b>	<b>177,957</b>	<b>177,957</b>	
Project Director	74,190			74,190	Project Director coordinates overall direction of grant implementation - 70% through March 2021 (.70 FTE) ; then returns to 92% April - Sept 2021 (.92 FTE)
Mobile Maker Technician - Coordinator	44,242			44,242	Provides & coordinates direct services to students, specifically coordinates contractors' service provisions to students & tracking GPRA measure efforts - 100% / 1.0 FT
Ag Prog. Youth Prj. Coordinator		4,160		4,160	Implements new Agri-Business/Food Sov. Program - recommended by Advisory Council
Paraeducator #1	14,340			14,340	Works directly with students on STEAM activities and synchronous & a-synchronous virtual video prod. - school year & summer programs
Paraeducator #2	14,340			14,340	Works directly with students on STEAM activities synchronous & a-synchronous virtual video prod. - school year & summer programs
Paraeducator #3	795	10,050		10,845	Works directly with students on STEAM activities - school year - Additional direct services recommended by BOE & LEA (122 days of school @ 5.5 hrs. per day)
4 Pathmakers Student Interns		7,020		7,020	Grades 9-12 Work Study Internships for Building & Trades, Ag Prog, and Graphic Design - recommended by Advisory Council
3 Summer Prog. Mentors	8,820			8,820	Summer Program mentors for 6-8 grade "summer camp" - Summer 2021
<b>FRINGE</b>	<b>54,864</b>	<b>5,922</b>	<b>60,786</b>	<b>60,786</b>	
Project Director	30,334			30,334	Benefits associated with payroll for the position noted in Personnel
MMT - Coordinator	18,355			18,355	Benefits associated with payroll for the position noted in Personnel
Ag Prog. Youth Prj. Coordinator		2,322		2,322	Benefits associated with payroll for the position noted in Personnel
Paraeducator #1	2,200			2,200	Benefits associated with payroll for the position noted in Personnel
Paraeducator #2	2,200			2,200	Benefits associated with payroll for the position noted in Personnel
Paraeducator #3		2,185		2,185	Benefits associated with payroll for the position noted in Personnel
4 Pathmakers Student Interns		1,415		1,415	Benefits associated with payroll for the position noted in Personnel
3 Summer Prog. Mentors	1,775			1,775	Benefits associated with payroll for the position noted in Personnel
<b>TRAVEL</b>	<b>4,984</b>	<b>-</b>	<b>4,984</b>	<b>4,984</b>	
Director's Meeting	2,984			2,984	Set aside for Mandatory grant management meeting. If not held in person, these funds will be used for additional local travel expenditures for the Mobile Maker Van
Mobile Maker Van	2,000			2,000	Local milage on the Mobile Maker van (billed as fuel on general ledger)
<b>EQUIPMENT</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>SUPPLIES</b>	<b>14,750</b>	<b>15,000</b>	<b>29,750</b>	<b>29,750</b>	
Office & general program support	1,000			1,000	Annual subscriptions for Zoom, Adobe, Covid-19 supplies (disposable masks, wipes, hand sanitizer, PPE, etc.)

**Demonstration Grants for Indian Children (Demo): Native Youth Community Project (NYCP)**  
**Optional Budget Revision Form**

**Grantee Name:** Blue Lake Rancheria

**PR Award #:** S299A180007

**Project Director:** Alison Robbins

Budget Categories	Existing Grant Budget			Requested Revised Budget	
	Current Performance Period Budget	Carryover	Total Existing Budget	Total Revised Budget	Budget Revision Explanation
<i>Please add lines to categories as necessary in order to itemize/detail expenditures.</i>	<i>These figures should match the amounts in your approved budget.</i>			<i>Requested Budget for Oct 2020 to Sept 2021</i>	<i>Please provide narrative to describe the allocation of funds in your budget revision. Make sure to reference how this will help you achieve your grant goals and objectives.</i>
School(s) Native American "Clubs"		3,000		3,000	Grades 6-12 backpack program supplies supporting virtual implementation (Tuesdays TEK videos) - recommended by Advisory Council
Cultural Workshops	1,000	6,000		7,000	Native Maker workshops on TEK - recommended by Advisory Council
Student Projects (9-12)	200	4,000		4,200	Internship program student project supplies - program recommended by Advisory Council
Summer School Supplies		2,000		2,000	Summer camp supplies
My Sisters (Baskets) Classroom Sets	1,750			1,750	Classroom sets of books w/ new curriculum
Soldiers Unknown Classroom Sets Hoopa	1,000			1,000	50 Books for Hoopa schools w/ new curriculum
Ag Prog. Curriculum & Supplies	4,000			4,000	Agi-Business farm stand, value added product supplies, & 4-H curriculum - program recommended by Advisory Council
Mini-Lending Libraries	5,800			5,800	Materials for mini-lending libraries - cultural STEM books, activities, DVDs, music
<b>CONTRACTUAL</b>	<b>339,451</b>	<b>76,001</b>	<b>415,452</b>	<b>415,452</b>	
HCOE - Contract	160,010	24,715		184,725	Humboldt County Office of Education - K-8 program, Virtual Maker Faire, Family Maker Nights, and online curriculum catalog for synchronous & a-synchronous services
Program Evaluator	4,090			4,090	Guidance on program's continuous improvement processes
Native Maker Workshops	899	7,011		7,910	Independent contractor agreements with local Native's providing TEK workshops - recommended by Advisory Council
Cultural Advisors	5,000	5,000		10,000	Independent contractor agreements for review of adapted curriculum modules
Curriculum Development	6,250			6,250	Independent contractor agreements for creation of adapted curriculum modules
CA State Parks Program		10,000		10,000	Cooperative program with new partner "Kindling the Flame: Youth Cultural Revitalization Program" - Native Interpreters pilot program for grades 6-12 - recommended by Advisory Council
Two Feathers NAFS, Inc.		15,000		15,000	Cooperative program to provide mentoring, counseling, tutoring, and student support services, including support for in person weekend activities, and on-line workshop breakout rooms
NHUHSD	163,202			163,202	Northern Humboldt Union High School District - primarily focuses on 9-12 programs, the parent Advisory Council, and coordination of TEK maker workshops & summer programming
HSU TRiO & Hoopa ES/HS		14,275		14,275	Cooperative w/ Humboldt State University's TRiO program - expanding services to include self-efficacy program activities, mentoring, and STEM classroom activity support for K-12 at Hoopa Indian Reservation schools
<b>OTHER</b>	<b>2,435</b>	<b>-</b>	<b>2,435</b>	<b>2,435</b>	
Summer School Transport	1,085			1,085	Bus for field trips for summer camp
Mobile Maker Van Registration	1,350			1,350	Mobile Maker annual vehicle registration and insurance/maintenance upkeep
<b>INDIRECT</b>	<b>47,500</b>	<b>60,442</b>	<b>107,942</b>	<b>107,942</b>	Indirect cost from Yr 2 needing to post to General Ledger \$60,442; Reduction of Indirect rate for Yr 3
<b>TOTALS</b>	<b>620,711</b>	<b>178,595</b>	<b>799,306</b>	<b>799,306</b>	



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

OMB No. 1894-0003  
Exp. 07/31/2021

PR/Award # (11 characters): **S299A180007**

**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

This section is organized to support each Project Status Chart with additional information and every attempt will be made to reference/cross reference the Section A: Project Objective number and the Performance Measure Number. Information is organized as follows:

Project Objective 1 – GPRA Measure 1: *The percentage of the annual measurable objectives, as described in the application, that are met by grantees;*

Project Objective 2 – GPRA Measure 2: *The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.*

Grant Goal 1 - Native Youth in the Pathmakers program will be provided with culturally adapted curriculum (CAC), developed through a collaborative community process.

- Project Objective: 3 – performance measure 1.a.1 and 1.a.2: *Culturally Adapted Curriculum Development (CACD) Workbook Update each year as part of the P>D>C>A continuous improvement cycle of project internal evaluation*
- Project Objective: 4 – performance measure 1.b.1 and 1.b.2: *Cultural Adaptation Committee (CAC) One meeting per quarter, scheduled, to review progress. Modules to be emailed to members for their review and comment. Using electronic methods as much as possible to facilitate creation.*
- Project Objective: 5 – performance measure 1.c.1 and 1.c.2: *Each program year, the CAC process will culturally adapt two modules for each grade K-12.*
- Project Objective: 6 – performance measure 1.d.1 and 1.d.2: *Internal Program Evaluation Compilation of results on an ongoing basis from formative evaluation of CAC module use, and prepare semi-annual reports for review by C-TIE Steering Committee. These reports will provide the basis for continuous improvement of Pathmakers program delivery and progress toward achieving objectives and outcomes.*

Grant Goal 2 – The Pathmakers program will provide extra-curricular, project-based, applied STEAM opportunities to Native Youth through mobile makerspace for younger learners and fixed makerspace for older learners.

Performance Measure Metric Group 2A: Participation Rates:

- Project Objective: 7 – performance measure 2.a.1 and 2.a.2: *2A(1) NHUHSD Pathmakers afterschool Makerspace program 40 Native Youth in the 13-18 age cohort will participate in the NHUHSD Pathmakers afterschool Makerspace program.*
- Project Objective: 8 – performance measure 2.a.1 and 2.a.2: *2A(2) Mobile Makerspace activities 250 Native Youth in the NHUHSD K-8 feeder and non-feeder schools will participate in Mobile Makerspace activities*
- Project Objective: 9 – performance measure 2.a.1 and 2.a.2: *2A(3) Weekend and Summer Camps 50 Native Youth will participate in weekend and/or summer camps.*
- Project Objective: 10 – performance measure 2.a.1 and 2.a.2: *2A(4) Pathmakers Backpack Checkout 150 Native Youth will participate by checking out a backpack and completing at least one activity module at home.*
- Project Objective: 11 – performance measure 2.a.1 and 2.a.2: *2A(5) HCOE Website and Makers Faire 40 Native Youth will display their projects(s) on the HCOE website and at the Makers Faire.*
- Project Objective: 12 – performance measure 2.a.1 and 2.a.2: *2A(6) American Indian Life Skills Curriculum for Native Youth resiliency. 50% of Native Youth program participants will complete the American Indian Life Skills Curriculum for Native Youth Resiliency by the time they graduate.*



Performance Measure Metric Group 2B: Mobile Makerspace Implementation/Operation:

- Project Objective: 13 – performance measure 2.b.1 and 2.b.2: 2B(1) *Mobile Makerspace Afterschool Sessions. Each program year, the Mobile Makerspace Technician will conduct three 2.5-hour afterschool sessions per week (totals 285 hrs.)*
- Project Objective: 14 – performance measure 2.b.1 and 2.b.2: 2B(2) *Training of 10 K-8 teachers. Each program year, HCOE will provide training to 10 K-8 teachers on conducting their own in-class maker activities.*
- Project Objective: 15 – performance measure 2.b.1 and 2.b.2: 2B(3) *HSU Student Mentors. Six weekend workshops.*
- Project Objective: 16 – performance measure 2.b.1 and 2.b.2: 2B(4) *HSU Mentors. Three two-week (10 days – 5 hrs. per day) summer camps at locations throughout the project area (total 180 hrs.)*
- Project Objective: 17 – performance measure 2.b.1 and 2.b.2: 2B(5) *HSU Mentors. One regional “Maker Fair”, co-hosted with HCOE’s office, NHUHSD maker-space teachers, and middle and high school maker clubs.*
- Project Objective: 18 – performance measure 2.b.1 and 2.b.2: 2B(6) *Virtual Maker Faire. Develop an annual “virtual Maker Faire” on the HCOE website.*

Grant Goal 3 – Native Youth participating in Pathmakers will develop: self-efficacy, goal setting skills, persistence in achieving defined goals, and the soft and hard skills and competencies required to be college and career ready.

Performance Measure Metric Group 3A: Self-Efficacy:

- Project Objective: 19 – performance measure 3.a.1 and 3.a.2: *Native Youth enrolled in the 13-18 age cohort for longer than six months will show greater than 10% gains in self-efficacy as measured (semi-annually) from a baseline self-efficacy assessment.*

Performance Measure Metric Group 3B: Goal Setting and Persistence:

- Project Objective: 20 – performance measure 3.b.1 and 3.b.2: 3B(1) *Each program year, each Native Youth participant in the High School Makerspace will complete the design process (including goal setting) for a minimum of four STEAM/Maker activity modules.*
- Project Objective: 21 – performance measure 3.b.1 and 3.b.2: 3B(2) *Each program year, an index of “academic perseverance” will show 10% gains developed using proxy measures, including: attendance, suspensions, on-time grade progression, and overall GPA.*

Performance Measure Metric Group 3C: Soft and Hard Skill Development:

- Project Objective: 22 – performance measure 3.c.1 and 3.c.2: 3C(1) *Pathmakers participants will show statistically significant, measureable improvements in 1) self-reported risk factors, 2) observations of life skills taught, 3) peer ratings of a student’s life skills, 4) anger management, 5) assisting peers in problem-solving.*
- Project Objective: 23 – performance measure 3.c.1 and 3.c.2: 3C(2) *Pathmakers participants will show statistically significant, measureable improvements in “21st Century” skills and competencies, including 1) cognitive skills: critical thinking, problem-solving, and knowledge application, 2) creativity, 3) interpersonal skills, 4) intrapersonal skills: self-direction, motivation, learning how to learn*

Please note that most Project Status Charts will say See Section C for Details as a standard last statement on each form. It does not necessarily mean there are more details. Additionally, some information is applicable to multiple project objectives

Project Objective 2 – GPRA Measure 2: *The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.*

Information provided below comes from observational notes from service providers, meeting notes from program leadership groups, and feedback from students covering 11 individual events promoting college and career readiness which have taken place between 10/01/2020 and 03/31/2021 – with details regarding one event occurring on April 7th.

In the performance of the continuous improvement P>D>C>A cycle monthly review, the C-TIE Steering committee discussed the need to address service delivery for the college and career readiness goals during the pandemic response. Staff moved quickly to identify various platforms for conducting these services and decided upon Google Classrooms,

Zoom, and Padlets, as all school campuses closed on 03/01/2020, and remained completely closed through 02/28/2021, and partial closed through the remainder of this performance period of 03/31/2021. Due to the need to be completely virtual, a SWOT analysis was done addressing the discussed methods of delivery paying particular attention to GEPA policy adopted by lead agency Blue Lake Rancheria (BLR) and its new Tribal Education Agency's (TEA) Board of Education (BOE). During meetings, the Program Director, Alison Robbins, lead discussions to perform the SWOT with the following results: (1) strengths: multiple platforms available on PC, Android, and iPhone; 24 hr. access for students with internet connectivity so they can self-pace through activities allowing for self-care during these stress filled months; (2) weakness: internet connectivity dependent; challenges in tracking measurable results; current staffs' time needed to implement this and alternatives to allow for equitable participation; (3) opportunities: expansion of community connections to provide services to students who would slip through the cracks of the primary on-line implementation; (4) threats: increased costs to contract for expansion of services with community connections might be unsustainable if the pandemic lockdown and school closures extend for too long, potentially causing budget issues and overrun of costs. A quick Asset Based Community Development (ABCD) methodology was used, and Humboldt State University (HSU) appeared to have the assets we needed to attempt to continue the implementation of these objectives with fidelity.

After these discussions and analysis of available funds in the program, it was decided to pursue a contract for services with HSU, specifically their TRiO Talent Search program which already had an established presence on the Hoopa Valley Reservation where the majority of our students with internet connectivity issues live. HSU's employee under this contract, Vanessa Cota, addressed this challenge by using text messages, phone calls, and written letters sent home in school supply bags; on-line platforms with phone in capability were also used for those that did have connectivity and access to phone service. Additionally, staff realized that all of the virtual media was downloadable (videos, forms, etc.) and could be placed on a jump drive and sent home to students via the supply bags and backpacks of activities as well. Over the course of implementation, feedback from students raised the issue that as many of our students are from families in which they would be the first member to go on to post-secondary education, their family did not know what needed to be done to support them to be college and career ready as they themselves never experienced that. Thus, Vanessa's implementation efforts, she made sure to provide workshops on specific knowledge and skills which were open to students as well as parents/guardians. Vanessa has completed five workshops thus far into Year 3 implementation, namely: (1) Money Management and Budgeting Workshop, (2) Wellness Hour Workshop, (3) Indigenous Scholarships Workshop, (4) Journaling Workshop, and (5) Paying for Applications w/ Blaine – Vanessa's HSU co-worker from the TRiO Program. Journaling Workshop focused on career-readiness and personal evaluation of efficacy. Wellness Hour Workshop centered on personal growth and work/life balance. Journaling and Wellness workshops contributed to college essay content.

When the campuses reopened in March 2021, so did the Career & College Center. Since reopening, Indian Education participants using the services and workshops which are interest and grade specific were tracked: (a) Freshman: 7 (ACORN program participants); (b) Sophomore: enrollment currently happening as of 03/31/2021; (c) Junior: enrollment currently happening as of 03/31/2021; (d) Seniors: 8. Services provided: filling out FAFSA forms, writing practice application essays, reviewing career prospects of various career pathways.

Virtual programs run through program staff located at NHUHSD Indian Education Office were as follows:

Platform: *Google Classrooms* – gave students the flexibility to collaborate and engage on the college and career readiness subject matter. Staff tracked participation rates as these weren't specific individual events. Thus, for the purposes of the GPRA measure, we are counting Google Classrooms as an individual event, with multiple breakout sessions.

- Seniors: 60 posts on opportunities for Native students and college information;
- Juniors: 54 posts on opportunities for Native students and college information;
- Sophomores: 51 posts on opportunities for Native students;
- Freshman: 30 posts on opportunities for Native students.

Platform: *Email exchanges* – NHUHSD Indian Education Office staff provided general college and career readiness information via email exchanges between specific students addressing their individual education plans, post-secondary goals and plans, and responding to both explicit and implicit needs referring students to community partners who assisted with college and career readiness, such as [HSU ITEPP](#) for those students considering HSU, and Northern California Indian Development Council, Inc., which ended up sup-

porting the student lead “Success in Both Worlds” conference, among other community partners; details regarding that conference are noted below. Staff tracked the number of students served, not the number of emails sent, as these weren’t specific individual events according to the GPRA measure, and thus, we are counting Email exchanges as an individual event.

- Seniors – 90
- Juniors – 40
- Sophomores – 5
- Freshman – 2

Platform: *PADLETS* – The effort has been called the “Padlet of Opportunities” and is a collection of constantly updated information operating as an interactive discussion board serving as the College and Career Center’s virtual presence.

Below are links to the individual padlets which contain information for services also found on different platforms and through community partners such as important opportunities for discussions about different majors and what college is really like which happened via Zoom every Wednesday from 12:00 – 12:45PM featuring different guests each week via College Connect: an Education @ Work Initiative. For the purposes of the GPRA measure, we are counting our “Padlet of Opportunities” as an individual event, with multiple breakout sessions

[Success in Both Worlds \(SIBW\)](#)

[Opportunities for Native Students](#)

[Opportunities for Underrepresented Students](#)

[College Info](#)

[C&CC Current Info \(directory to C&CC Padlets](#)

[College Info Buffet](#)

[Community College Info](#)

[Acorn Program](#)

Platform: *Zoom* - [Success in Both Worlds Conference](#) - A youth designed, driven, and implemented conference. This program was designed to demonstrate the program participants growing abilities utilizing soft & hard skills, specifically: (a) planning and goal setting; (b) self-advocacy; (c) money & budget management skills. The students’ focus for this conference was how their Traditional Ecological Knowledge (TEK) plays into the success of their lives and their futures. Because the students had to design the conference, the students had a lot of buy-in, which tied directly into the grant’s goals of building self-efficacy. Students also engaged in entrepreneurial activities by identifying sponsors to donate student participant incentives and ‘thank you’ / token of appreciation and acknowledgement gifts to presenters such as keynote speaker [Dr. Cutcha Risling Blady](#), and Yurok Cultural Bearer, [James Gensaw](#). Students also received donated supplies and materials which they used to make some of the incentives and gifts as well. Students did not initially want to market the conference to the community, solely to other students. However, when word of the conference began to circulate in the community, they wished to join as well. Below are some of the conference’s trackable data:

- 56 Students Registered
- 37 Staff & Community (not advertised to community)
- 6 workshops – (i) Fishing, (ii) Eeling, (iii) Makers, (iv) Ceremony, (v) Traditional Foods, (vi) Traditional Burning
- 2 speakers
- 2 storytellers
- Conference Evaluation - on a scale of 1-5 in gaining knowledge the overall score was 3.11 pre and 4.03 post.

SIBW 2021 Conference Co-sponsors recruited by students:

ED 524B

- [United Indian Health Service, Inc.](#)
- [Eureka Branch of the National Association for the Advancement of Colored People](#)
- [Northern California Indian Development Council, Inc.](#)
- [Yurok Tribe](#)
- [Blue Lake Rancheria](#)
- [Rotary Club of the Arcata Sunrise](#)
- [McKinleyville High Native American Club](#) – Fundraisers Account

Virtual programs hosted *solely* by community partners were as follows:

Platform: Zoom [American Indian College Motivation Day](#) held Thursday, 11/05/2020 from 10:00AM to 12:00PM. The agenda:

10:00am - Welcome/Virtual Tour

10:15am - Student Panel

10:45am - Keynote Speaker: [Tonia Jo Hall](#)

11:15am - College Fair/Instant Admits

11:45am - Closing

Five (5) students from the Pathmakers program at NHUHSD attended per tracking information provided to Indian Education Office from HSU.

As we are mid-way through implementation, we anticipate continuing this work. BLR's Mobile Maker Technician (MMT) who focuses on community involvement has an ever expanding list which is being kept on the OIE TA provided NYCP Planner Google Sheet.

Grant Goal 1 - Native Youth in the Pathmakers program will be provided with culturally adapted curriculum (CAC), developed through a collaborative community process.

- Project Objective: 3 – performance measure 1.a.1 and 1.a.2: *Culturally Adapted Curriculum Development (CACD) Workbook Update each year as part of the P>D>C>A continuous improvement cycle of project internal evaluation*

As eluded to on the Section A: Project Status Chart, the Humboldt County Office of Education (HCOE) Family Maker Night (FMN) videos adhered to the culturally adapted curriculum development workbook. This link is the [HCOE FMN Homepage](#) from which the monthly events individual pages with lessons can be reached. Per instructions for access and equitability, information is also provided in Spanish, as we do have ELL in our community. Eleven (11) schools covering grades K-8 participated in hosting portions of the FMN events, creating their own videos with activities conforming to guidelines.

- Project Objective: 4 – performance measure 1.b.1 and 1.b.2: *Cultural Adaptation Committee (CAC) One meeting per quarter, scheduled, to review progress. Modules to be emailed to members for their review and comment. Using electronic methods as much as possible to facilitate creation.*

Meetings are mainly facilitated by BLR's MMT (who is focused on community services connections), who sought out and recruited the appropriate community members and cultural advisors to adapt the curriculum. The following is a list of meetings surrounding the curriculum adaption process that were conducted:

PREVIOUS YEAR (Data to complete Year 2's implementation information starting after previous APR): Information is taken from detailed notes kept by both MMTs, and Youth Programs Coordinator, and from monthly P>D>C>A reports created for reporting to C-TIE, PAC, and the TEA's BOE. Reports to the BOE can be found [here](#).

- June 2020 – one (1) meeting scheduled with Margo Robbins to discuss how Pathmakers can help contribute STEM activities to the existing Klamath Trinity Indian Land Tenure Curriculum lessons. This began a discussion on how to use the curriculum best, who is qualified to do so, and what we want the future of the curriculum use to look like.
- August 2020 – two (2) meetings with Michael Carter and the Python Coding Curriculum team. With all of the strife that the summer brought us, we found that working through the events of the summer was extremely difficult. Many of the members of this curriculum team were directly impacted by the events of Summer 2020, namely the Red Salmon Complex Fire, all while being in the midst of the pandemic. There was a lot of relationship building that needed to be done before we continued on with meetings, and big breaks in meetings helped make space for those relationships and that healing process started. It was at this point that Merry Kate Lowry took over meeting with Michael in order to ensure the completion of this curriculum.
- August 2020 – one (1) meeting and that was to work with M. Chag Lowry to design the [Soldiers Unknown](#) poster that goes along with the curriculum being developed, as well as discussing the use and distribution of the curriculum via BLR TEA's website.
- September 2020 – seven (7) meetings total: four (4) covering content and presentation of TEK; two (2) dedicated to practicing [FMN](#), as this was our first month being virtual. One (1) were inclusive of planning the lessons presentation order, flow, and materials distribution, and ensuring our cultural advisors were paid.

CURRENT YEAR: Information is taken from detailed notes kept by both MMTs, and Youth Programs Coordinator, and from monthly P>D>C>A reports created for reporting to C-TIE, PAC, and the TEA's BOE. Reports to the BOE can be found [here](#). There are a minimum of 21 meetings during the reporting period for which we have documentation with meeting minutes.

- October 2020 - one (1) meeting, the first with Humboldt County 4-H occurred. BLR will be pursuing funding for agricultural education resources for regional Native youth through local partnerships with Pierson Building Center who has donated \$1,000 to start the program off with supplies. BLR's Office of Environmental Services has received a \$50,000 Native American Agriculture Fund (NAAF) grant for teaching adults about Agri-Business, and this will pair well with planned career pathways exploration through Pathmakers, and with the newly awarded grant for design Modern Youth Apprenticeship Academies (MYAA) from OIE. 4H Curriculum was discussed and found to be a work of the colonizing mindset deemed inappropriate for implementation as is. Cultural advisors on Food Sovereignty to be sought, several names floated. Action items to reach out to HSU Food Sovereignty Lab (per recommendations from BOE President Dr. Jason Ramos), and to Jude Marshall at United Indian Health Services, Inc. (UIHS) Potawot Community Garden.
- October 2020 – three (3) meetings on the partnership of US Fish & Wildlife on the Flip Grid curriculum. Ultimately resulting in the initial video of a planned four-part series. One 5-minute Flip Grid video about local Tribal Fishing: [CAEP Tribal Fishing Relationships](#) – discussions about Educator Log-Ins required. Our first meeting was an introductory meeting, with the two HSU students that were looking for advising on the video. From that initial meeting, our next meeting included Merry Kate Lowry, HCOE's MMT focused on appropriate curriculum adaptation for virtual presentation maintaining cultural themes, and then finally, we met with Charlie Reed, Year 1 Pathmakers Mentor now employed with community partner, Two Feathers Native American Family Services, Inc., full-time and that helped them complete their project and work with cultural advisors.
- November 2020 – two (2) meetings occurred within November consisting of more planning on how the tribe would transition into creating a 4-H program, what we need, who to bring on. By this point, we had started looking for someone to fill a Cultural Advisor position for the curriculum in earnest and had received a CV from Evie Ferreira (HSU Alum, BA Environmental Studies & BA Native American Studies, Minor, Ethnic American Literature) who had been a volunteer and intern at the Potawot Community Garden in Goudi'ni (Arcata, CA) located on the UIHS 40-acre campus. Recommendations from Dr. Ramos, Jude Marshall, and Daniel Holsapple (Youth Programs Coordinator for Ag Programs) led to the contracting of Evie as the cultural advisor for the Food Sovereignty curriculum which would be created from the skeletal outline of gutted 4H programming.
- November 2020 – one (1) meeting via email to discuss M. Chag Lowry's videos, and posting the videos to our website. Three (3) total Storytelling and storyboarding videos will be created this year. Chag will be employing a videographer so the videos will have a professional finishing touch to them. Provided guidelines on what

should be included in the three videos so they do not simply repeat the instructions provided in the [written curriculum and lesson plans](#), but supplement instructional experience for students and staff.

- December 2020 – one (1) meeting via email with M. Chag Lowry to check in on [video production](#), and discuss the latest curriculum for [Original Patriots](#)
- January 2021 – three (3) meetings with cultural advisor, Amada Lang, former Year 1 Pathmakers Mentor now employed full-time by Two Feathers, to create a curriculum plan for the Body & Brain STEM Workout aimed at grades K-8. Amada’s experience with documenting student progress, and BS in Recreation Administration will be utilized to create 6 Units covering 24 modules. She will provide us a discount on her services if we allow her to use the information and data gleaned from this work for her Masters Thesis. She’s also agreed to create the pre-, post-, and day of activity student surveys to evaluate the effectiveness of the curriculum. She’ll test pilot those surveys at the CA State Parks Kindling the Flame sessions.
- January 2021 – one (1) meeting connecting the 4H Agriculture Program and Curriculum team. Pathmakers Youth Program Coordinator: Daniel Holsapple responsible for all Community Garden activities, dual employee of the TEA and the BLR’s Office of Environmental Services. Pathmakers Paraeducator – Frederique Guezille, BS Forestry Ag Certification will act as direct mentor to Agri-Business interns from NHUHSD working in this program; Evie Ferreria – Contracted cultural advisory for curriculum adaptation and creation; Merry Kate Lowry – HCOE MMT and cultural advisor; Karen Skoglund – NHUHSD Indian Education Liaison, cultural advisory, and former 4H Group leader. Meeting to discuss making good connections with existing community assets for sustainability of this work and plan preliminary module ideas.
- February 2021 – one (1) meeting of Body & Brain STEM Workout team. This month, Amada and BLR’s MMT Marlee only met once. February was a month of chaos and tragedy in the community as 3 of our Tribal family were [murdered](#). All of the victims of the tragedy were connected with Amada in some way and she needed to take some time away from working on the curriculum. Xia Quinos, certified physical trainer, has been contracted to be the implementer of the modules on site at “The Palace is the Place: Homework Assistance Kids Club”. Meetings scheduled with Xia Quinos and Alison Robbins for initial meeting of children (meeting outside reporting period - 04/28/2021), physical pre-assessments (meeting outside the reporting period 05/03/2021), and coordination of supplies (meeting outside the reporting period 04/30/2021) needed with curriculum completion.
- February 2021 – one (1) meeting this month for 4H Agriculture Program and Curriculum team. This was the second meeting with Evie on there and we were able to come up with some preliminary module ideas and research similar programs in our area and beyond.
- February 2021 – two (2) meetings for [Save California Salmon Curriculum](#). The first meeting was to introduce BLR’s MMT Marlee, to the [existing Save California Salmon team](#) and how Pathmakers would be contributing. The second meeting was to disseminate information on who the curriculum reviewers are and how they would be contracted with. Cultural advisors and curriculum creation team: Taylor Pennewell, Joshua Norris, Lois Risling, Maggie Peters, Natalie Scott, and Merry Kate Lowry – HCOE MMT.
- February 2021 – two (2) meetings for Native Makers / Role Models. Translation into Spanish to meet GEPA policy with Lia Guezille. The first meeting was to discuss what we would like done under her contract and the second meeting was to go over the posters needing translations. Potential for created videos to have Spanish subtitles if funding is available, to be determined after financial analysis and planned use of carryover funds. Need a time and cost estimation as well as printed transcriptions of the videos that accompany the posters. Four videos so far: [Leo Canez](#), [Alme Allen](#), [Dorothy McKinnon](#), and [Rachel Sundberg](#)
- March 2021 – one (1) meeting for Agriculture Curriculum. Evie and Daniel had produced their first mock ups of a module, all about seeds called: Our Native Seeds. Daniel and Frederique created a [video](#) to go along with the module.
- March 2021 – one (1) meeting for Body & Brain STEM Workout. Amada and Marlee were able to meet **once** during March. Considering the circumstances in her life, we made sure to work around her availability, so she could attend to her many responsibilities outside of the curriculum creation. Amada has been able to complete 10 of the modules out of the planned 24.
- March 2021 – one (1) meeting for Save California Salmon Curriculum. One meeting occurred during March to practice for the two scheduled SCS Teacher trainings and [teacher resource and curriculum guide](#).

Additional cultural advisors brought on to review adapted curriculum and activities by HCOE to review their work in-progress. HCOE did not provide a detailed listing of meeting dates, times, or topics of discussion at the time of this reporting. The curriculum reviewed is detailed in Project Objective 5: 1.c.1 and 1.c.2 in the section below.

Grades K-5 Curriculum	Grades K-8 Curriculum	Grades 6-12 Curriculum	Grades K-12 Curriculum
Dr. Kishan Lara-Cooper	Skip Lowry	Josh Norris	Margo Robbins
	Victoria Carlson	Melissa Powless	Richard Stewart
	Brittany Vigil-Burbank		Karen Skoglund
	Karen Gruetzmaker		
	Tiana Williams		
	Elizabeth Azzuz		
	Dr. Seafa Ramos		

- Project Objective: 5 – performance measure 1.c.1 and 1.c.2: *Each program year, the CAC process will culturally adapt two modules for each grade K-12.*

Klamath Trinity Joint Unified School District - Land Tenure Curriculum									
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
<b>Lesson 1</b>	Native Foods: What Our Ancestors Ate We Can Eat Today	Hupa, Karuk, and Yurok Use of Animals in Ceremonial Practices	Respect, Identify, Belonging, and Responsibility	Tribal Origin Stories	Tribal Origin Stories	Tribal Origin Stories	Origin Stores and Land Stewardship Beliefs	Traditional Land Use Rights	Early Relationships between Tribes and US Government
<b>Lesson 2</b>	Respect, Identify, Belonging, and Responsibility	Native Foods: What Our Ancestors Ate We Can Eat Today	Hunting Rights	Sovereignty and Self-Determination	Treaties	Tribal Territories Pre and Post Contact	Respectful Care and Stewardship of Lands	Observing Nature	Protection of Sacred Sites on Government Lands - G-O-Road
<b>Lesson 3</b>	Acorns, A Traditional Food of Many Tribes	Acorns, A Traditional Food of Many Tribes	Plant Medicine	Treaties	Tribal Leaders	Treaties	Culture Depends on Land and Its Resources	Native Perspective of the Gold Rush	Case Study in Tribal Land & Resource Management
<b>Lesson 4</b>	The Redwood Tree, Protector of the Yurok	Water Rights and Dams	Hupa, Karuk, and Yurok Use of Feathers in Ceremonial Practices	Gifts of Nature	Respectful Caretakers of Community Environments	Types of Land Ownership	Cultural Resource Protection and Sustainability	The Origin of Reservations	Protecting The Land To Preserve the Land
<b>Lesson 5</b>	Creation Gifts Are All Around Us	Respect, Identify, Belonging, and Responsibility	Being From A Special Place on Earth	Election of Tribal Officials	Natural Resources	Land Use On The Reservation	Similarities and Differences Between Tribal Communities and Beliefs	Treaties of 1851	Dependence on the Land for Preservation of Unique Traditions
<b>Lesson 6</b>	Plant Medicine	Shells, Dentalium, and The Ocean	Acorn Baskets		Culturally Significant Places			Tribal Constitution and Laws	Tribal Leadership
<b>Lesson 7</b>	Hupa, Karuk, and Yurok Use of Animals in Ceremonial Practices	The Redwood Tree, Protector of the Yurok	Creation Gifts Are All Around Us						
<b>Lesson 8</b>	Hupa, Karuk, and Yurok Use of Feathers in Ceremonial Practices	Plant Medicine - The Peppernut	Hupa, Karuk, and Yurok Use of Animals in Ceremonial Practices						
<b>Lesson 9</b>		Indigenous Origins: Creation Stories and Poems	Water Rights and Dams						
<b>Lesson 10</b>		Plant Medicine	Sacred Places						
<b>Lesson 11</b>			Shells, Dentalium, and The Ocean						
<b>Lesson 12</b>			Boats Are People						
<b>Lesson 13</b>			Ceremonies						

PREVIOUS YEAR (Data to complete Year 2’s implementation information starting after previous APR): Klamath Trinity Land Tenure Curriculum lessons chart showing modules that have and continue to be used as the basis for the creation of virtual curriculum activities and videos through Year 2 and into Year 3. During Year 2 of implementation, the Klamath Trinity Joint Unified School District – Land Tenure Curriculum (KTLTC) was purchased. Review and adaptation began.



CURRENT YEAR - While the KTLTC had many activities for its 64 lessons, some of them did not meet our curriculum guidebook standards, and thus, we focused on adapting those activities, and creating virtual programming. Additionally, [videos produced under the contract with community partner CA State Parks Northcoast Redwood District](#) are used to supplement the KTLTC activities and assist with visualization and connection to place, as the majority of videos were filmed on site at Sumeg Village.

Grades	Module Name	Notes
K-1	Native STEAM- Redwood: Protector of the Yurok	Activities created to accompany KTLTC Grade K Lesson 4, Grade 1 Lesson 7
K-1	Native STEAM – Native Foods: Berries	Activities created to accompany KTLTC Grade K Lesson 1, Grade 1 Lesson 2
K-1	Native STEAM – Acorns	Activities created to accompany KTLTC Grade K Lesson 3, Grade 1 Lesson 3
K-1	Native STEAM – Boats are People	Activities adapted for younger grades from KTLTC Grade 2 Lesson 12
K-1	Native STEAM – Water if Life	Activities created to accompany KTLTC Grade 1 Lesson 4
K-1	Native STEAM – Stewards of the River (River TEK PPT only)	Activities created to accompany KTLTC Grade 1 Lesson 4
2-3	Native STEAM- Redwood: Protector of the Yurok	Activities adapted to continue younger grades exploration of this topic – see above
2-3	Native STEAM – Native Foods: Berries	Activities adapted to continue younger grades exploration of this topic – see above
2-3	Native STEAM – Acorns	Activities adapted to continue younger grades exploration of this topic – see above
2-3	Native STEAM – Boats are People	Activities adapted to accompany KTLTC Grade 2 Lesson 12
2-3	Native STEAM – Water if Life	Activities adapted to accompany KTLTC Grade 2 Lesson 9
2-3	Native STEAM – Stewards of the River	Activities adapted to accompany KTLTC Grade 2 Lesson 9
4-5	Native STEAM- Redwood: Protector of the Yurok	Activities adapted to continue younger grades exploration of this topic – see above
4-5	Native STEAM – Native Foods: Berries	Activities adapted to continue younger grades exploration of this topic – see above
4-5	Native STEAM – Acorns	Activities adapted to continue younger grades exploration of this topic – see above
4-5	Native STEAM – Boats are People	Activities adapted to continue younger grades exploration of this topic – see above
4-5	Native STEAM – Water if Life	Activities adapted to continue younger grades exploration of this topic – see above
4-5	Native STEAM – Stewards of the River	Activities adapted to continue younger grades exploration of this topic – expanding with more information about ceremonial fish run management, Tribal Sovereignty, and the ways the salmon is interconnected in the ecosystem to support the forest, animals, etc.
4-5	Native STEAM – History of CA	Humboldt State University Native American Studies Program History of Native CA video; Describe in more complex terms traditional ecological knowledge and common and management practices, identify obstacles to the continuance of those practices, the revitalization and continuance of those practices, and inclusion of TEK in higher education in Humboldt County
4-5	Native STEAM - Tribal Fishing Relationships	Trinity River is Sacred video, Winnemum Wintu tribal Member Michael Preston video and connection to inter-tribal nation alliances for watershed protection. Then the students create video response to Tribal Fishing Relationships Flipgrid - Native STEAM: Steelhead in the Classroom CAEP Interview with Charlie Reed
6-8	Python Coding Lessons Computer Science Curriculum: Simple Games	Original curriculum and activity creation based on Yurok basketry designs
6-8	Python Coding Lessons Computer Science Curriculum: Chatting & Singing	Original curriculum and activity creation based on Yurok basketry designs
6-8	Python Coding Lessons Computer Science Curriculum: Loops	Original curriculum and activity creation based on Yurok basketry designs
6-8	Python Coding Lessons Computer Science Curriculum: Patterns	Original curriculum and activity creation based on Yurok basketry designs
6-8	Python Coding Lessons Computer Science Curriculum: Functions & Randomness	Original curriculum and activity creation based on Yurok basketry designs



6-8	Python Coding Lessons Computer Science Curriculum: Simple Games	Original curriculum and activity creation based on Yurok basketry designs
6-8	Native STEAM- Redwood: Protector of the Yurok	Activities adapted to continue younger grades exploration of this topic – see above
6-8	Native STEAM – Native Foods: Berries	Activities adapted to continue younger grades exploration of this topic – includes more information about uses, management, and challenges for survival of plants; vocabulary such as invasive species, and pesticides
6-8	Native STEAM – Acorns	Activities adapted to continue younger grades exploration of this topic - identify chemistry in making acorn soup
6-8	Native STEAM – Boats are People	Activities adapted to continue younger grades exploration of this topic – Redwood blanks available for students who want to make their own redwood canoe at home
6-8	Native STEAM – Water if Life	Activities adapted to continue younger grades exploration of this topic – see above
6-8	Native STEAM – Stewards of the River	Activities adapted to continue younger grades exploration of this topic – see above
6-8	Native STEAM – History of CA	Activities adapted to continue younger grades exploration of this topic – see above
6-8	Native STEAM - Tribal Fishing Relationships	Activities adapted to continue younger grades exploration of this topic – see above
K-8	Body & Brain STEM Workout Unit 1: Physical: Module 1: Movement vs. Fitness and the Medicine Wheel	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 1: Physical: Module 2: Movement is Our Culture	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 1: Physical: Module 3: Hunting & Gathering	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 1: Physical: Module 4: Holistic Health, Wellness, and Self-Care	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 1: Physical: Module 5: Traditional Foods	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 1: Physical: Module 6: Singing/Drumming	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 2: Spiritual: Module 1: Ceremony/Connection to Land/Goal Pyramid	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 2: Spiritual: Module 2: Connection to River	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 2: Spiritual: Module 3: Revitalization w/ Fire + Cultural/Prescribed Burns	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 2: Spiritual: Module 4: Karuk Language	Original curriculum and activity creation
K-8	Body & Brain STEM Workout Unit 3	In development
K-8	Body & Brain STEM Workout Unit 4	In development
K-8	Body & Brain STEM Workout Unit 5	In development
K-8	Body & Brain STEM Workout Unit 6	In development
K-12	Food Sovereignty Agri-Business Curriculum: Module 1: Our Native Seeds	First of multiple modules adapted from 4H curriculum, in development
9-12	Save California Salmon Curriculum 1. The State of California Salmon	
9-12	Save California Salmon Curriculum 2. Culture, Advocacy + Environmental Justice for Tribal Communities	
9-12	Save California Salmon Curriculum 3. Advocacy and Allyship with Indigenous Movements	
9	Soldiers Unknown: Modern California	Original curriculum created by M. Chag Lowry & Rebecca Lowry
9	Soldiers Unknown: Survey of World Religions	Original curriculum created by M. Chag Lowry & Rebecca Lowry

9	Soldiers Unknown: The Humanities	Original curriculum created by M. Chag Lowry & Rebecca Lowry
9	Soldiers Unknown: Sociology	Original curriculum created by M. Chag Lowry & Rebecca Lowry
9	Soldiers Unknown: Ethnic Studies	Original curriculum created by M. Chag Lowry & Rebecca Lowry
10	Soldiers Unknown: The Rise of Imperialism and Colonialism	Original curriculum created by M. Chag Lowry & Rebecca Lowry
10	Soldiers Unknown: Causes and Course of World War I	Original curriculum created by M. Chag Lowry & Rebecca Lowry
10	Soldiers Unknown: Rise of Totalitarian Governments after World War I	Original curriculum created by M. Chag Lowry & Rebecca Lowry
10	Soldiers Unknown: Additional Questions for Consideration	Original curriculum created by M. Chag Lowry & Rebecca Lowry
3-8	My Sisters: Where do I come from?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Conducting a family interview & journal entry.
3-8	My Sisters: What kind of basket am I?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Discussion, art project, & journal entry.
3-8	My Sisters: How does my basket grow?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Thoughtful journaling
3-8	My Sisters: Where does my basket grow?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Student research via library & CA State Parks Interpreters & research summary essay, art project, small group environmental challenge, and creative writing challenge
9-12	My Sisters: Where do I come from?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Conducting a family interview & journal entry.
9-12	My Sisters: What kind of basket am I?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Discussion, art project, & journal entry.
9-12	My Sisters: How does my basket grow?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Thoughtful journaling, art & reflection on healthy relationship building.
9-12	My Sisters: What do I hold and how do I release?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Journal entry, art project, and discussion.
9-12	My Sisters: How do I mend?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Journal entry, art project, and guided meditation.
9-12	My Sisters: Where do I belong?	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Journal entry & art project.
9-12	My Sisters: Spoken Word	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Storytelling curriculum using Yurok basketry. Poetry and spoke word performance.
9-12	The Original Patriots: California Indian Veterans of the Korean War (1) Reading Comprehension	Original curriculum created by M. Chag Lowry & Rebecca Lowry.
9-12	The Original Patriots: California Indian Veterans of the Korean War (2) Argumentative Essay	Original curriculum created by M. Chag Lowry & Rebecca Lowry.
9-12	The Original Patriots: California Indian Veterans of the Korean War (3) Community Challenge in Three Parts	Original curriculum created by M. Chag Lowry & Rebecca Lowry. Three parts: (1) Oral History (Interview), (2) Geography (Mapping colonial institutions), (3) Advocacy (How language affects perception)

There are a total of 75 modules that have been created, or are in development during Years 2 & 3, with additional modules which will continue to be worked on during Year 4. Progress towards goals was assessed and progress exceeds minimum standards. Each year 26 modules are required to be developed. To date, added to year 1, a total of 101 modules have been adapted, originally created, or are in-development as of the writing of this report, 26 being completed the first year. We are three modules shy of completing all four years' worth of adapted curriculum per the grant's plan.

- Project Objective: 6 – performance measure 1.d.1 and 1.d.2: *Internal Program Evaluation Compilation of results on an ongoing basis from formative evaluation of CAC module use, and prepare semi-annual reports for review by C-TIE Steering Committee. These reports will provide the basis for continuous improvement of Pathmakers program delivery and progress toward achieving objectives and outcomes.*

Continuation from Project Status Chart:

1) Shifting from many HSU college age mentors to fewer, more experienced, paraeducators. This came about through the review of the Program Director's personal activity reports and the time spent dealing with all the issues that arise from having many young full-time college students providing services. This was a major time suck for the Program Director, and the inconsistencies of the college students' schedules had a negative effect when building relationships with schools due to their unreliability;

2) Splitting the MMT position into two different positions at two different consortium partner offices. This came about for multiple reasons pre-pandemic and was confirmed as necessary once lockdown began, and thus, in April, we hired Marlee at BLR to start focusing on the community connection issue, and advertised at HCOE for the implementation issues, hiring Merry Kate in August of 2020. Our issues: (a) our cultivation of community connections for sustainability was lagging behind our internal goals, (b) the need to go virtual for the pandemic implementation requiring someone dedicated to upgrading all of our program curriculum w/ cultural advisors to maintain the integrity of implementation, (c) desiring a more experienced classroom presence in Merry Kate Lowry, particularly needed for conveying things in the new virtual format, (d) the difference between districts' pandemic response (some virtual, some in-person, some hybrid) required our MMT to be in multiple places at the same time due to scheduling, and thus Marlee took over Big Lagoon in-person implementation while Merry Kate focused on Synchronous & A-Synchronous virtual implementation.

3) "The Palace is the Place: Homework Assistance Kids Club" was our solution to the requests of parents, and the Blue Lake Elementary School District, as well as Tribal citizens, and employees, all impacted by the various districts' methods of "re-opening" school in Fall 2020. Many parents could not leave their young children at home without care to return to work while their students attended virtual, and some lacked both internet, and computers. Thus, we first sought to contract for services to provide in-person support, but after that plan wasn't working, we reassessed, and directly hired staff with the assistance of both the budget adjustment done for the grant, and via the Tribe's BIA 93-638 contract funds for tribal member education which was used to hire tribal members attending college virtually to mentor the 14 students who participated in this new program implementation. They provided classroom assistance during virtual instruction time with the student's school, also providing technical assistance with virtual formats and work, and then providing engagement afterschool enrichment time, which led to the development of additional modules, such as Body & Brain STEM workout. This was a response to parents and students relating that they were tired of being laptop bound and wanted some physical activities. This program is scheduled to run through June 10, the last day of the school year. During the implementation of this program, BLR's Office of Emergency Services continued to provide pandemic response support and training which required the use of the Sapphire Palace where this program was held, on two separate occasions, each last two weeks, the program had to be moved into the Blue Lake Casino Hotel conference rooms which were significantly smaller than the original space. This was not ideal. As we had no other alternatives, participants and staff did their best to make the experience as pleasant as possible.

We were able to be so responsive due to the P>D>C>A continuous improvement process combined with Asset Based Community Development methodologies, and the ability to leverage funds and program supports from multiple sources. Throughout implementation, we have provided pre-, post-, and during activity surveys to students and parents for their feedback on our pandemic implementation. We have also received unsolicited remarks from parents and teachers when they interacted with staff, which were relayed to C-TIE to be included in our internal review. Here are a few of the emails we received:

*#1 - "Kids Club was a huge help to my family this year. My son, who is in Third grade, and my daughter, who is in Kindergarten, both attended. The Teachers were all very helpful with making sure that they logged in on time for their classes and assisted with their homework. They were always able to make sure that my children stay ahead in their classes. They also helped make sure they were able to socialize in a safe setting. The Teachers were very on top on sanitation, social distancing, and temperature checks. The setting that they helped create made this adjustment so much easier for my children. My daughter's first year of school has really been affected by the pandemic, and she had been looking forward to her kindergarten year since she was three. Having the Kids Club open really helped bridge that gap that she desperately needed. I also enjoyed that they both were so close that I could go and check on them at break time. I hope that if this pandemic continues, that Kids Club will continue to be an option. It has really made huge difference in our*

year. It has been a joy that my children have looked forward to that they can enjoy when there is so much right now that they cannot. Thank you all for all you do.” Caldwell Family – received via email 04/25/2021

#2 – “My son, Gage Bluwe, has been attending kids club. Gage stated that his experience has been nice to be around the other kids since he has not been able to go to school or see his friends. He really enjoyed Tanner because he played air ball with him and helped with his homework. He also liked that there was lunch. I really appreciated the ability to return to work and have my son close by so I could monitor him and his progress with school. Gage has struggled in the past with Math, but he got almost all A’s this past year. He has had the help from the tutors and I think this pushed him to do better and achieve all A’s. Gage’s teacher was impressed with his ability to stay focused when so many other kids have struggled over the past year. The tutors found fun safe ways to keep the kids engaged and entertained during a long work day. My son has expressed that he wants to stay on home school all through next year too because of this experience. Thank you for all you do.” Kimberli Hawthorne – received via email 04/24/2021

#3 – “The Homework Assistance Program has been very beneficial for our family during the pandemic. The pandemic had reduced the elementary school to distance learning. My wife and I both work and are unable to be home. Our children have a safe environment to go and learn. They are given technical assistance with their computers, Wi-Fi, and lunch. I believe the greatest asset of the Homework Assistance Program are the staff members. They keep the children on task, help with homework, and provide a fun environment for the kids. With the elementary school reduced to distance learning, the Homework Assistance Program has been a wonderful opportunity for our family.” Jimmy Midtun – received via email 04/22/2021

Observations made by my Tanner Lewis, post-secondary student attending school virtually & Tribal member employed via BIA contract funds. Tanner Lewis is graduating with his BA in Psychology from UCLA in Spring 2021, and he provided the following observations in an email to the Program Director on 04/23/2021: “Over the course of working here, we have consistently struggled with kids wearing their masks the correct way, or forgetting about them. Tutors would remind them to wear the mask correctly, but soon after they would forget again. Being the age that they are, most of their development is in the social domain, so playing and interacting in a socially distanced manner was very difficult to maintain. This was especially apparent when the program was moved to the hotel meeting rooms. While in the Palace the children had space to play; in the meeting rooms there was little space to run or play, without being too loud for the other guests in the hotel. To solve this, we would take the kids to the grass lawn by the hotel pool to play outside for thirty minutes or so after they had finished all class meetings and homework. In the future, I think it would be necessary to have a place outside where the kids could play freely. However, the Palace provided enough space for the most part to run and play. We would often play ball tag, or hide and seek, which the kids loved. They also enjoyed having fresh meals made for them from the kitchen at Alice’s. They said it is much better than the food they get at the school. Other than that I think the children really enjoyed coming to the program.” Using feedback has assisted C-TIE with being responsive, and making changes rapidly to accommodate community desires and needs.

Grant Goal 2 – The Pathmakers program will provide extra-curricular, project-based, applied STEAM opportunities to Native Youth through mobile makerspace for younger learners and fixed makerspace for older learners.

Performance Measure Metric Group 2A: Participation Rates:

- Project Objective: 7 – performance measure 2.a.1 and 2.a.2: 2A(1) NHUHSD Pathmakers afterschool Makerspace program 40 Native Youth in the 13-18 age cohort will participate in the NHUHSD Pathmakers afterschool Makerspace program.

Additionally, we pivoted further and offered individual internships to the HS students who were interested in continuing with makerspace activities on-site at the BLR. Due to social distancing policy, we had a limit of four internships. One Native Youth, age 16, accepted. Jesse Widmark became an intern in October 2020, and worked 10 hours per week in the BLR Facilities department, learning how to follow workplace policies and SOPs. Jesse participated in the moving of a building, and the rehabilitation of this building for future Pathmakers program use in the Agri-Business Food Sovereignty curriculum as that building is now the Farm Stand. Jesse Widmark received both high school credit, and credit with the local Community College for this work. As of the writing of this report, Jesse is still dual enrolled, and working 10 hours per week. We are currently in the process of reviewing applicants for the Agri-Business internship which will commence in May and continue through September with a HS student working in the community garden and learning how to run the Farm Stand. Pictures were shared at the April 2021 Annual Director’s Conference Discussion Boards.

- Project Objective: 8 – performance measure 2.a.1 and 2.a.2: *2A(2) Mobile Makerspace activities 250 Native Youth in the NHUHS K-8 feeder and non-feeder schools will participate in Mobile Makerspace activities*

CURRENT YEAR: Additional information to add to the Project Status Chart. Between the months of October-April, Merry Kate Lowry conducted 88 Native STEAM sessions composed of 1,835 K-8 youth of which 726 were Native. Some youth participated in multiple presentations. Each of these presentations addressed social emotional areas of focus for both Native and non-Native students. By breaking stereotypes of Native Americans in an inclusive way that developed connections and support between students and promoted intercultural healthy relationships, all students benefited and were provided with strategies and skills for improving self-esteem, communication, and self-efficacy. The purpose of Native STEAM is not only to provide culturally responsive curriculum, it's to continue the healing process of our whole community, Native and non-Native, from a history of genocide and discrimination. Outcomes include but are not limited to: student/teacher cultural competency, intercultural communication skills, and developing connections between Native and non-Native students, as well as teachers, furthering the healing process between our Native families and the educational institutions.

- Project Objective: 9 – performance measure 2.a.1 and 2.a.2: *2A(3) Weekend and Summer Camps 50 Native Youth will participate in weekend and/or summer camps.*

CURRENT YEAR: Further details continuing from the Project Status Charts on planned activities for the remainder of Year 3 implementation.

Additionally, at the Sunday weekend workshops, Skip Lowry, Yurok Interpreter for CA State Parks, is teaching the students how to start and maintain cultural fires within the structures, explaining and demonstrating the importance of maintaining fires within the plank homes for their longevity. The rehabilitation project is necessary because there hasn't been an Interpreter program which kept fires alight inside the Sumeg Village homes, so they began to rot due to the climate. CA State Parks has approached us with establishing an Internship with their Interpreters program to pass on the plank house maintenance techniques to future generations. This is currently in development.

#### Summer Camps scheduled for 2021

06/16/2021 – 07/21/2021 - Unmanned Aircraft Systems (UAS) Youth Education Training Program currently planned as virtual learning for students ages 15-18; a four week, four hours per day program, Monday – Friday, totaling 80 hours of instruction with a total number of 25 campers. Participating students will earn \$100 at the end of each week, for a total of \$400, which will contribute to the students' ability to test and obtain the Part 107 FFA Drone Pilots License. Through this camp program, near-peer age mentors will be partnered with 2-3 campers for guidance through the UAS Drone Training program in order to support students with growing skills in appropriate goal setting, career exploration, self-efficacy building, and persistence toward life-long learning. This program came about due to the efforts of the MMT dedicated to growing community connections for long-term sustainability. Because of previous involvement in projects with a Humboldt State University Robotics Camp from the prior year, David Marshall, a Math professor and Education Researcher at HSU, reached out to the MMT for direct consultation on a grant he was applying for that directly served Native American Youth. This consultation then led to the MMT joining the newly formed UAS Camp Planning Team and was tasked with bringing in more relevant partners. Additional community connections and synchronicity of Tribal Educational Agency long-range plans have also benefitted from the establishment of this program. Four long term goals a part of the 5, 10, and 20-year educational plans have been connected due to these efforts: (1) Capacity Building of TEA staff under the STEP grant, (2) community connections for long-term sustainability, (3) growing our own Native American teachers and administrators, and (4) developing career pathways for Modern Youth Apprenticeships. How did these tie together?

Angela Felicity Cross, Yurok Tribal Member, is a recipient of the Blue Lake Rancheria Post-Secondary Education Scholarship paid for with Blue Lake Rancheria general funds. She attends Humboldt State University as a senior, majoring in Natural Resources Engineering. Angela was hired as a mentor for our CA State Parks Kindling the Flame: Youth Cultural Revitalization weekend program serving youth grades 6-12 (paid for by the NYCP grant), and as the daily morning mentor for “The Palace is the Place: Homework Assistance Kids Club” (grades K-8) a program initiated under the NYCP grant in Year 3, but mentors paid for by the Tribe's BIA 93-638 Contract for education programs. Angela is now also being trained in the UAS program implementation, earning her own Part 107 FFA Drone Pilot License, and is exploring the option of seeking a teaching credential using her degree to become a secondary level science teacher, contributing to the TEA's efforts to increase both Native American and female STEM teachers.

Furthermore, the MMT’s extensive cross marketing of the UAS program to recruit participants generated an additional community connection via Andrew Bogar of the Red Cross. Andrew desires to work with BLR’s Office of Emergency Services on strengthening Tribal relationships and Emergency Preparedness, which are among curriculum topics currently offered through [BLR’s OES training program](#) .This program will be moved to the Toma Resilience Campus when its construction is completed in Fall 2022. The Toma Resilience Campus will also house the supplemental CTE courses being piloted under the NYCP grant, and designed under the STEP grant’s Modern Youth Apprentice Academies focused on six industry clusters, including career exploration, internships, and apprenticeships with emergency prepared-ness and response agencies, like the Red Cross.

This is a result of C-TIE’s continuous improvement process of P>D>C>A. This process was used consistently as the internal evaluation of the following criteria: (1) program responsiveness to community needs and adherence to long-range TEA plans; (2) cost effectiveness of program for sustainability purposes. The UAS program costs only the MMT’s hourly wages put into marketing, connecting, and training for the implementation of the program, as the student stipends, curriculum, and supplies are paid for by HSU; (3) contributed to the career exploration for Native Youth with deep diving into the careers options opened to those obtaining a Drone pilot’s license; (4) contributed to strengthening and establishing community connections. Thus, this one UAS summer camp program is on the road to setting the model for how we frame and support future programming.

07/05/2021 – 07/30/2021 HSU TRiO Talent Search & GEAR UP Youth Robotics & Math Credit Recovery Summer Camp currently planned as virtual learning for students grades 6-12; a four week, three hours per day program, Monday – Friday, totaling 60 hours of instruction with a total number of 75 campers – 27 of which have been reserved specifically for Pathmakers students. MMT and HSU Contractor, Vanessa Cota, are targeting those students who have been experiencing difficulties in math and have been using our math tutoring program under Vanessa’s contract. Vanessa’s contract also covers social-emotional growth and health, and she is working towards recruiting those students still lacking in self-efficacy for the Robotics program in which students construct their own robotics and learn how to program them. Vanessa has been keeping extensive and detailed documentation on her time with students providing feedback and assessments of students’ growth and academic progress. She has provided notes on each students’ current status, and their college and career planning, as well as their service needs.

Some of the assessments and information provided through Vanessa’s reports appear on the next page.

Vanessa’s comments and notes also helped us keep track of the students who attended our virtual workshops on college and career readiness, such as the Budgeting and Money Management Workshop, which some parents actually attended, Journaling Workshop, and Indigenous Scholarship Workshop. Vanessa also helped identify students and schools which needed assistance in Spanish, helping us with our P>D>C>A process when complying with our new Education Code regarding GEPA, ensuring that full program participation is equitable, and accessible to all potential beneficiaries of TEA programs. Vanessa’s notes and feedback she received through parents’ surveys as a part of her services initiated revisions to program implementation to include additional newspaper advertising in Two Rivers Tribune for tutoring. The produced flyer was available on our website: and [this flyer](#) appeared as an ad in the Two Rivers Tribune for multiple weeks from mid-March 2021 through June 2021. This information and services provided by Vanessa Cota via the HSU Contract also supports numerous other performance objectives, namely:

1.d.1 / 1.d.2 – Internal Program Evaluation	1.d.1 / 1.d.2 – Internal Program Evaluation	2.a.1 / 2.a.2 – 2A(6) – Life Skills Acquisition
3.a.1 / 3.a.2 – Self-Efficacy	3.b.1 / 3.b.2 – Various Goal Setting, and Persistence related sub-goals noted as 3B(1), 3B(2), and 3C(1), 3C(2)	
GPRA #2		

Performance Measure Metric Group 2B: Mobile Makerspace Implementation/Operation:

- Project Objective: 13 – performance measure 2.b.1 and 2.b.2: 2B(1) *Mobile Makerspace Afterschool Sessions. Each program year, the Mobile Makerspace Technician will conduct three 2.5-hour afterschool sessions per week (totals 285 hrs.)*

CURRENT YEAR: Further details on the implementation. This is a list of current schools Merry Kate has scheduled regular Synchronous instruction in the virtual environment which will contribute to the accumulate hours towards our performance implementation ratio.

- Hannah Macanas (4-8th) Big Lagoon - Native STEAM lessons conducted via Zoom to her students. Ongoing weekly lessons beginning March 15, 2021
- Rebecca Lawrence (K-3rd) Big Lagoon - Native STEAM lessons conducted via Zoom to her students. Ongoing weekly lessons beginning March 18, 2021
- Hilary Murphy (1st) Dow’s Prairie - Native STEAM lessons conducted via Zoom to her students. Ongoing weekly lessons beginning March 25, 2021
- Lucy Crackel (1st) Dow’s Prairie - Native STEAM lessons conducted via Zoom to her students. Ongoing weekly lessons beginning March 26, 2021
- Melissa Dodd (1st) Dow’s Prairie - Native STEAM lessons conducted via Zoom to her students. Ongoing weekly lessons beginning March 25, 2021
- Emmett Bowman (5th) Trinidad - Native STEAM lessons conducted via Zoom to his students. Ongoing weekly lessons beginning March 10, 2021

- Project Objective: 14 – performance measure 2.b.1 and 2.b.2: 2B(2) *Training of 10 K-8 teachers. Each program year, HCOE will provide training to 10 K-8 teachers on conduction their own in-class maker activities.*

CURRENT YEAR: Details of training provided to teachers from 10/01/2020 – 03/31/2021

Family Maker Night Events - October, November, January, February, March each had a 30 minute NativeSTEAM presentation in addition to other Maker/STEAM activities. 20+ teachers/administrators attended these presentations and/or used the recorded activities to improve their delivery of NativeSTEAM and Maker activities in their classroom.

Teacher	Grade	School	Curriculum	Date / Time / Hours Info
Rachel Dilthey	4	Trinidad Elementary School	Native STEAM curriculum coaching/advising and planning	2 hrs.
Stephanie Strasser	3	Trinidad Elementary School	Native STEAM curriculum coaching/advising and planning	1 hr.
Jason Lovitt	6	Trinidad Elementary School	Native STEAM curriculum coaching/advising and planning	2 hrs.
Hannah Macanas	4-8	Big Lagoon Elementary School	Native STEAM curriculum coaching/advising and planning	1 hr.
Rebecca Lawrence	K-3	Big Lagoon Elementary School	Native STEAM curriculum coaching/advising and planning	2 hrs.
Hilary Murphy	1	Dow’s Prairie	Native STEAM curriculum coaching/advising and planning	2 hrs.
Lucy Crackel	1	Dow’s Prairie	Native STEAM curriculum coaching/advising and planning	1 hr.
Melissa Dodd	1	Dow’s Prairie	Native STEAM curriculum coaching/advising and planning	1 hr.
Emmett Bowman	5	Trinidad Elementary School	Native STEAM curriculum coaching/advising and planning	1 hr.
22 Teachers	K-8	Multiple Schools	Native STEAM Steelhead in the Classroom Teacher Training	1 hr.

- Project Objective: 15 – performance measure 2.b.1 and 2.b.2: 2B(3) *HSU Student Mentors. Six weekend workshops.*

CURRENT YEAR: It was challenging attempting to follow Humboldt County reopening guidelines for social distancing. We needed to purchase and store a great many supplies for the sessions, including leather work gloves, all kinds of small tools, eye protection, masks, hand sanitizer, wet wipes, etc. We used Word Press for our enrollment forms and Excel to track enrollment. PDFs were created of the forms signed by parents and provided to CA State Parks for their records. Constant communication with the CA State Parks staff and numerous bimonthly meetings May 2020 through March 2021 were held to monitor program development and implementation as part of the Program Director’s P>D>C>A continuous improvement process. Emails such as the one below have been saved, and used as documentation for any potentially questioned implementation practices.

From: Lowry, Skip@Parks <Skip.Lowry@parks.ca.gov>  
Sent: Monday, April 26, 2021 3:55 PM  
To: Alison Robbins  
Subject: Double purchase explanation

Hello,

I want to thank you for the purchase of additional gloves for the Kindling the Flame Program. Due to the pandemic, we did not share gloves and the first group of students were able to take them home after completing the program. I don't foresee having to repeat this now that things are looking better regarding the pandemic. I believe in safety first and again appreciate the support on this matter.

Respectfully,  
Skip Lowry  
Interpreter I  
Suemeg Village, Patrick's Point State Park  
4150 Patrick's Point Drive, Trinidad CA 95570  
707.677.3570 office  
707.834.2647 cell

- Project Objective: 16 – performance measure 2.b.1 and 2.b.2: 2B(4) *HSU Mentors. Three two-week (10 days – 5 hrs. per day) summer camps at locations throughout the project area (total 180 hrs.)*

Additional details regarding Summer Camps was covered under Project Objective: 9 – performance measure 2.a.1 and 2.a.2: 2A(3) *Weekend and Summer Camps 50 Native Youth will participate in weekend and/or summer camps.*

Grant Goal 3 – Native Youth participating in Pathmakers will develop: self-efficacy, goal setting skills, persistence in achieving defined goals, and the soft and hard skills and competencies required to be college and career ready.

The following information supports all of the Performance Objectives under Grant Goal 3 and will only be repeated here once.

**CURRENT YEAR:**

To address this, the BLR MMT focused on Community Connections for growth and sustainability of our services established relations with Northern California Indian Development Council's Education Director, Dr. Rain Marshall, to target these topics of concern in their efforts. BLR TEA's website calendar and events page provided information on all NCIDC's workshops and talking groups for youth grades 10-12. Information can be found at this link: [Da'luk Youth Group](#), and all C-TIE partners used social media to promote this community partner's efforts.



2019 STEP TEA Development Grant  
 Financial Report  
 BOE Meeting 05/04/2021

	Budget	Actuals	Obligation	Budget Balance	Notes
Salary	\$ 54,500.00	\$ 54,908.80		\$ (408.80)	
Fringe	\$ 21,800.00	\$ 16,229.51		\$ 5,570.49	
Travel	\$ 584.00	\$ 2,155.26		\$ (1,571.26)	
Supplies	\$ -	\$ 927.85		\$ (927.85)	
Contractual	\$ 50,000.00	\$ 25,180.00	\$ 24,000.00	\$ 820.00	Contract to go through 05/31/2021
Other	\$ 6,175.00	\$ 5,757.51		\$ 417.49	
Indirect	\$ 23,057.00	\$ 6,276.54	\$ 16,251.72	\$ 528.74	Indirect charges need to be taken
<b>Grand Total</b>	<b>\$ 156,116.00</b>	<b>\$ 111,435.47</b>	<b>\$ 40,251.72</b>	<b>\$ 4,428.81</b>	

Budget Year (All)

Row Labels	Sum of Net Amount
1 - Investigate & Develop	\$ 42,052.71
2 - JPA & TEA Capacity Development	\$ 38,609.13
3 - GPRA Measures	\$ 3,503.97
4 - Grant Management	\$ 67,521.38
<b>Grand Total</b>	<b>\$ 151,687.19</b>

Transaction Type (Multiple Items)

Row Labels	Sum of Net Amount
23 - TEA Administration	\$ 151,687.19
<b>Grand Total</b>	<b>\$ 151,687.19</b>

Budget Year
No Cost Extension - 10/01/2020 - 03/31/2021
Reconciliation Period ending 07/29/2021
Yr 1 - 10/01/2019 - 09/30/2020

STEP R3E MYAA  
Career Readiness Education

Budget Year Yr 1 - 10/01/2020 - 09/30/2021

Sum of Net Amount		Budget	Actuals	Invoice	Obligation	Pre-Obligation	Budget Balance	Notes
Salary	\$	53,382.00	\$ 27,302.69		\$ 4,637.90	\$ 25,509.60	\$ (4,068.19)	
Fringe	\$	22,222.00	\$ 4,930.89		\$ 1,697.09	\$ 7,096.78	\$ 8,497.24	
Travel	\$	2,300.00	\$ 1,807.76				\$ 492.24	
Supplies	\$	1,200.00	\$ 1,590.17				\$ (390.17)	
Contractual	\$	13,500.00				\$ 13,500.00	\$ -	
Other	\$	3,925.00	\$ 73.51	\$ 199.87			\$ 3,651.62	Cultural Advisor Honorariums - or Contracts
Indirect	\$	24,884.00					\$ 24,884.00	
<b>Grand Total</b>	<b>\$</b>	<b>121,413.00</b>	<b>\$ 35,705.02</b>	<b>\$ 199.87</b>	<b>\$ 6,334.99</b>	<b>\$ 46,106.38</b>	<b>\$ 33,066.74</b>	

Transaction Type (Multiple Items)

	Sum of Net Amount
1 - Recruit, Retrain, and Retain Educators	\$ 37,106.38
2 - Modern Youth Apprenticeship Academies	\$ 9,000.00
3 - GPRA Measures	\$ 31,560.46
4 - Grant Management	\$ 10,679.42
<b>Grand Total</b>	<b>\$ 88,346.26</b>

Transaction Type (Multiple Items)

	Sum of Net Amount
22 - Instructional Support Services	\$ 68,666.84
23 - TEA Administration	\$ 10,679.42
24 - School Site Administration	\$ 9,000.00
<b>Grand Total</b>	<b>\$ 88,346.26</b>

Budget Narrative  
By Category Expenditure Type

Budget Categories	Project Year 1 2021 - 2022	Project Year 2 2022 - 2023	Project Year 3 2023 - 2024	Project Year 4 2024 - 2025	Project Year 5 2025 - 2026	Total	Budget Narrative Notes
<b>1. Personnel</b>	\$ 46,154	\$ 47,738	\$ 49,375	\$ 28,579	\$ 29,437	\$ 201,282	
Base Salary	45,000	46,350	47,741	27,318	28,138	194,546	Alison .25 FTE - 5 yrs, Steve .25 FTE - 3 yrs
Bonus / Merit Pay	1,154	1,388	1,634	1,261	1,299	6,736	
<b>2. Fringe Benefits</b>	\$ 22,418	\$ 23,188	\$ 23,984	\$ 13,881	\$ 14,298	\$ 97,769	
Social Security	2,862	2,961	3,062	1,772	1,826	8,885	
Medicare Taxes	670	693	717	415	427	2,080	
Federal Unemployment Taxes	2,770	2,865	2,963	1,715	1,767	8,598	
State Unemployment Taxes	1,570	1,624	1,680	972	1,001	4,874	
Worker's Comp Expenses	1,622	1,677	1,735	1,004	1,034	5,034	
Health Insurance	9,231	9,548	9,876	5,716	5,888	28,655	
Retirement Expense	3,693	3,820	3,951	2,287	2,355	11,464	
<b>3. Travel</b>	\$ 14,385	\$ 14,719	\$ 15,067	\$ 2,306	\$ 2,379	\$ 48,856	
Travel - Director's Meeting	2,101	2,165	2,235	2,306	2,379	11,186	Mandatory meeting in Washington, DC
Program Participant Travel	8,924	9,194	9,472			27,590	ONE conf per year in Blue Lake - see calculation notes
Steve G's mileage for visiting participants	3,360	3,360	3,360			10,080	500 miles per month x 12 months @ .56 per mile
<b>4. Equipment</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>5. Supplies</b>	\$ 1,200					\$ 1,200	Laptop for Steve w/ software fees
<b>6. Contractual</b>	\$ 121,000	\$ 129,000	\$ 149,000	\$ 49,889	\$ 50,000	\$ 498,889	
HCOE - CRSPA participation management	75,000	75,000	75,000			225,000	CRSPA management
NHUHSD - Evaulation Services	20,000	20,000	20,000	10,000	10,000	80,000	Evaluation Services
HSU - Cohort Conf & Program Management	10,000	10,000	10,000			30,000	Contract for cohort conf & HSU program management Cohort A Yr 1, Cohort A & B in Yr 2, Cohort A & B & C Yr 3, Cohort B & C Yr 4.
Administrative Mentors	16,000	24,000	24,000	8,000		72,000	
Native Administrator Champions			20,000	20,000	20,000	60,000	
Steve G's Induction Monitoring				11,889	20,000	31,889	Regularly scheduled monitoring of participants placed with LEAs
<b>7. Construction</b>						\$ -	
<b>8. Other</b>	\$ 430	\$ 330	\$ 330	\$ 150	\$ 150	\$ 1,390	
New Employee Background Check	100					100	For hiring Steve @ BLR

Budget Narrative  
By Category Expenditure Type

Budget Categories	Project Year 1 2021 - 2022	Project Year 2 2022 - 2023	Project Year 3 2023 - 2024	Project Year 4 2024 - 2025	Project Year 5 2025 - 2026	Total	Budget Narrative Notes
Internet Services (Zoom Mtg License)	150	150	150	150	150	750	On-line program meetings - participants/staff
HelloSign - document verification service	180	180	180			540	For signed payback agreements & contracts
<b>9. Total Direct Costs (line 1-8)</b>	<b>\$ 205,587</b>	<b>\$ 214,975</b>	<b>\$ 237,756</b>	<b>\$ 94,805</b>	<b>\$ 96,264</b>	<b>\$ 849,386</b>	
<b>10. Indirect Costs</b>	<b>\$ 17,189</b>	<b>\$ 17,471</b>	<b>\$ 18,036</b>	<b>\$ 9,127</b>	<b>\$ 9,401</b>	<b>\$ 71,224</b>	
20.32%	17,189	17,471	18,036	9,127	9,401	<b>71,224</b>	2021 BLR NICRA is 20.32% - applied all five years
<b>11. Training Stipends</b>	<b>\$ 120,000</b>	<b>\$ 128,000</b>	<b>\$ 136,000</b>	<b>\$ 16,000</b>	<b>\$ 8,000</b>	<b>\$ 408,000</b>	8 participants per year, 12 month program PLUS - STEVE ASKED FOR COHORT INDUCTION STIPENDS
<b>12. Total Costs (lines 9-11)</b>	<b>\$ 342,776</b>	<b>\$ 360,446</b>	<b>\$ 391,792</b>	<b>\$ 119,932</b>	<b>\$ 113,665</b>	<b>\$ 1,328,610</b>	

Budget Narrative  
Details of Calculations for Budget Development

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
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*Alison is responsible for G5 administration, all budget & expenditure monitoring, communication w/ ED, and overall program coordination between contractors, staff & participants*

<b>3% COLA</b>	\$ 100,000	\$ 103,000	\$ 106,090	\$ 109,273	\$ 112,551
	FTE	FTE	FTE	FTE	FTE
	100%	100%	100%	100%	100%
	2,080	2,080	2,080	2,080	2,080
Hourly Rate	\$ 48.08	\$ 49.52	\$ 51.00	\$ 52.53	\$ 54.11
Alison's annual base salary .25 FTE	25,000	25,750	26,523	27,318	28,138
Alison's annual bonus pay .25 FTE	1,154	1,189	1,225	1,261	1,299
<b>Alison Total Cost</b>	<b>26,154</b>	<b>26,939</b>	<b>27,748</b>	<b>28,579</b>	<b>29,437</b>
Social Security payroll tax	1,622	1,671	1,721	1,772	1,826
Medicare payroll tax	380	391	403	415	427
Only on the first \$7000	1,570	1,617	1,665	1,715	1,767
Only on the first \$7000	890	916	944	972	1,001
Based on Alison's WC Rate	919	946	975	1,004	1,034
Based on David & Alison's Rate for full time FTEs	5,231	5,388	5,550	5,716	5,888
Max Retirement Benefit	2,093	2,156	2,220	2,287	2,355
<b>Alison's Associated Fringe</b>	<b>12,705</b>	<b>13,085</b>	<b>13,478</b>	<b>13,881</b>	<b>14,298</b>

**Travel from Humboldt to Washington, DC**

*estimated 3% cost increase built in per year*

Roundtrip Airfare	430	443	457	471	486
<b><u>Per Diem</u></b>					
1 Travel day from Humboldt	54	56	58	60	62
3 Full Days in Washington, DC	228	235	243	251	259
1 Travel day from Washington, DC	57	59	61	63	65
<b><u>Hotel Room</u></b>					
4 nights in Washington, DC @ \$258 per night	1,032	1,063	1,095	1,128	1,162

Budget Narrative  
Details of Calculations for Budget Development

**Ground Transportation**

From airport to hotel	100	103	107	111	115
From hotel to airport	100	103	107	111	115
To & From hotel and meeting site	100	103	107	111	115
<b>Director's meeting travel calculations</b>	<b>2,101</b>	<b>2,165</b>	<b>2,235</b>	<b>2,306</b>	<b>2,379</b>

**Program Participant Travel to Blue Lake for ONE Cohort Conference - allowed for 2 days travel, 4 nights stay, 3 full days of conference**

**CONUS Travel rates used for Humboldt County, CA**

<i>Costs of <b>ALL EIGHT</b> Program Participants IF they traveled from outside of Humboldt Budget includes a 3% cost increase per year</i>
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Max roundtrip mileage per conference 500 miles	2,240	2,308	2,378	2,450	2,524
<b><u>Per Diem</u></b>					
2 Travel days to & from Humboldt	852	878	905	933	961
3 Full days in Humboldt	1,704	1,756	1,809	1,864	1,920
					-
<b><u>Hotel Room</u></b>					
4 nights in Blue Lake @ \$129 per night	4,128	4,252	4,380	4,512	4,648
<b>Program Participants Travel Costs to Cohort Conf</b>	<b>8,924</b>	<b>9,194</b>	<b>9,472</b>	<b>9,759</b>	<b>10,053</b>

Participant Costs - "Training Stipends"

HSU Administrative Credential Program	72,000	72,000	72,000		
<i>Living Stipend</i> * - \$500 for 12 months	48,000	48,000	48,000		
Induction Stipends for Cohorts		8,000	16,000	16,000	8,000
	<b>120,000</b>	<b>128,000</b>	<b>136,000</b>	<b>16,000</b>	<b>8,000</b>

Budget Narrative  
Details of Calculations for Budget Development

*\*BLR currently provides \$500 per month to all post-secondary students attending school full time, includes graduate school  
As federal regulations usually dictate that federal programs and non-federal programs operate under the same governing rules and are treated in  
the same manner  
then we will need to budget \$500 per month (nine months) for participant stipends*

Budget Narrative  
Details of Calculations for Budget Development

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b><u>STATUS: Part-time permanent employee</u></b>					
3% COLA	\$ 20,000	\$ 20,600	\$ 21,218		
	FTE	FTE	FTE		
	25%	25%	25%		
<i>10 hours per week</i>	520	520	520		
Hourly Rate	\$ 38.46	\$ 39.62	\$ 40.80		
Steve's annual base salary .25 FTE	20,000	20,600	21,218		
Steve's annual bonus pay .25 FTE		199	409		
<b>Steve's Total Cost</b>	<b>20,000</b>	<b>20,799</b>	<b>21,627</b>	-	-
Social Security payroll tax	1,240	1,290	1,341	-	-
Medicare payroll tax	290	302	314	-	-
Only on the first \$7000	1,200	1,248	1,298	-	-
Only on the first \$7000	680	708	736	-	-
Based on Alison's WC Rate	703	731	760	-	-
Based on David & Alison's Rate for full time FTEs	4,000	4,160	4,326	-	-
Max Retirement Benefit	1,600	1,664	1,731	-	-
<b>Steve's Associated Fringe</b>	<b>9,713</b>	<b>10,103</b>	<b>10,506</b>	-	-
<b>Steve's Total Salary &amp; Benefits Cost</b>	<b>29,713</b>	<b>30,902</b>	<b>32,133</b>		



<b>Blue Lake Rancheria's Grow Your Own Administrator</b>	
<b>Section</b>	<b>Page</b>
<b>(a) Need for project (5 points)</b>	<b>1</b>
Consortium information	1
Job Market Analysis in the Consortium Counties	2
<b>(b) Significance (6 points)</b>	<b>3</b>
(1) Potential to develop effective strategies	3
(2) Likelihood that the proposed project will build local capacity	3
<b>(c) Quality of the project design (26 points)</b>	
Competitive Preference Priority 1: Tribal Applicants	4
Absolute Priority 1c: Include Required Goals	6
(1) Extent to which project goals, objectives, and outcomes are ambitious and attainable	6
GYOA Project Goals and Measurable Objectives	6
(IV) Number of participants expected to find qualifying employment within 12 months	6
(2) Extent to which the project has a plan to recruit and select participants	7
(3) Extent project incorporates needs of potential employers, as identified by a job market analysis	8
<b>(d) Quality of project services (32 points)</b>	<b>10</b>
Absolute Priority 1a: Pre-Service Training for Administrators	10
(1) Likelihood project will provide participants with learning experiences that develop needed skills for successful administration.	11
(2) Extent project prepares participants to adapt administrative practices to meet the breadth of Indian student needs	11
A proposal informed by stakeholder input	11
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(3) The extent to which the applicant will provide job placement activities	19
(5) Extent applicant will assist participants in meeting service obligation requirements.	19
Job placement support in schools that offer qualifying employment opportunities	19
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Research supporting the proposal	21
<b>(e) Quality of project personnel (13 points)</b>	<b>25</b>
(1) Qualifications, relevant training, experience, and cultural competence, of project director	25
(2) Qualifications, relevant training, experience, and cultural competence, of key project personnel	25
<b>(e) Quality of management plan (18 points)</b>	<b>27</b>
GYOA Year One Management Plan	28
(3) Extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate	29
(1) Extent costs are reasonable in relation to the number of persons to be served	29
(2) Adequacy of procedures for ensuring feedback and continuous improvement	30

**(a) Need for project (Maximum 5 points) In determining the need for the project, the Secretary considers the extent to which the proposed project will prepare personnel in specific fields in which shortages have been demonstrated through a job market analysis.**

The four Northwestern California counties in Cohort 1 of Blue Lake Rancheria’s Grow Your Own Administrator (**GYOA**) proposal serves 4,674 American Indian K-12 students—which comprises over 12% of all Native students in California.<sup>1</sup> The **GYOA**’ counties (Del Norte, Humboldt, Mendocino and Siskiyou) are home to nearly 1/5 of California’s 111 Federally Recognized Tribes including California’s three largest Tribes: the Yurok Tribe, Hoopa Valley Tribe and Karuk Tribe.



The 4,674 American Indian students in the four GYOA cohort 1 counties are greater in number than the total Native student population of 23 states.<sup>2</sup> The Native students in the consortium counties comprise 6.32% of all students in the four counties – which is a higher percentage of Native students than found in 44 states.<sup>3</sup>

It is in this context that Blue Lake Rancheria in consortium with other area Tribes, Native Serving Organizations, Humboldt State University, four County Offices of Education and the largest American Indian student-serving districts across the four counties proposes the ambitious but attainable goal of training 24 American Indian educators to become school administrators over three years and supporting all with two years of induction support. As will be described, GYOA aligns Tribal, K-12 and university partners to achieve this common goal. It does not seek to create new organizations or structures—but instead will more effectively align the consortium members’ resources to better serve our local communities.

### **Job Market Analysis in the Consortium Counties**

To prepare this application, we both reviewed the available data from the California Department of Education and the County Offices of Education, and spoke with over 20 local K-12 administrators. As will be described below, the project intentionally involves local K-12

<sup>1</sup> Source of data: California Department of Education, Data Quest <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=00&agglevel=state&year=2020-21>

<sup>2</sup> Source of data: Annie E. Casey Foundation, Kids Count Data Center <https://datacenter.kidscount.org/data/tables/103-child-population-by-race?loc=1&loct=1#detailed/2/2-52/false/1729/68.72/423,424>

<sup>3</sup> Ibid.

leaders to ensure alignment of our resources and common desire to prepare, recruit and place credentialed American Indian administrators in local schools.

According to California Department data there are 2,994 total credentialed teachers, administrators and pupil support staff in the four counties. Of these only 67 are American Indian or 2.2% of the credentialed staff.<sup>4</sup> The data on administrators, while not available online, mirrors the teacher data. In preparation for this proposal, outreach to the Human Resource Departments for Del Norte, Humboldt, Mendocino, and Siskiyou County Offices of Education was conducted to estimate the number of American Indian Administrators in the region. Of the approximately 300 credentialed school administrators in the four counties we identified only seven who were American Indian or about 2.3%

Thus, GYOA's goal to recruit, train and place in jobs 24 American Indian educators in administrative positions is ambitious and will dramatically increase the number of American Indian school administrators in the region where there is strong demand. In preparing this application district administrators from the region's three largest school districts projected the need for 8-10 administrative hires per year for their districts.

As evidenced by the sample letters from county offices in the consortium there is a clear and stated desire to recruit American Indian administrators to fill the many coming job openings. Our challenge is reaching out to qualified Native candidates in the counties interested in administration—but as described later GYOA collaboration between schools and Tribes provides a wide ability to reach out to potential candidates and as evidenced by the 8 respondents to the preliminary interest survey is a promising start.

**Local income levels:** Unlike many of their peers in urban areas, administrators in our rural communities earn salaries placing them in the upper quartile of Median Household Income regionally (about \$48,000 per year). Regional administrators earn between \$80,000 and \$90,000 as a starting salary and also receive generous health care and retirement contribution (about 30% of salary). Locally, new administrators' salaries increase between \$1,500 and \$2,000 each year.

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<sup>4</sup> Source of data: California Department of Education, Data Quest <https://dq.cde.ca.gov/dataquest/PaifSearchName.asp?TheYear=2019-20&cTopic=Paif&cLevel=State&cName=&cCounty=&cTimeFrame=S>

**(b) Significance (Maximum 6 points) In determining the significance of the proposed project, the Secretary considers:**

(1) (Up to 3 points) The potential of the proposed project to develop effective strategies for teaching Indian students and improving Indian student achievement, as demonstrated by a plan to share findings gained from the proposed project with parties who could benefit from such findings, such as other IHEs who are training teachers and administrators who will be serving Indian students.

(2) (Up to 3 points) The likelihood that the proposed project will build local capacity to provide, improve, or expand services that address the specific needs of Indian students.

Blue Lake Rancheria is a leader in efforts to develop resilience and sustainability in the local community and among Native peoples and organizations. This focus helps inform the Grow Your Own Administrator design. The Tribe does not seek to create a parallel organization or system for credentialing American Indian school administrators. Instead the consortium seeks to sustainably align our efforts with our local university’s administrative credential program and expand upon the existing two-year induction program all new administrators participate in to clear their preliminary credentials. This choice is intentional – through thoughtful collaboration with the Tribes, Humboldt State, the local county offices of education and the school districts in our region it was determined that improving the current structure to credential more Native school administrators was significantly more sustainable than creating a complex new system.

While there will be components of the preparation program that specifically support Native administrative credential candidates and new administrators (which will be described) the aspect of the GYOA model that is replicable is the model of intentional collaboration between stakeholders from Tribes and Native Organizations, schools, COEs and IHEs that is replicable and adaptable to local conditions nationwide. GYOA has aspects that are appropriate in northwestern California where school districts are rural and often tiny. However, these may not be as appropriate in other parts of the nation.

This way of thinking is informed by the history of our people. For example, while our local coastal peoples all have salmon and acorn in their food traditions and all participate in similar religious customs and ceremonies our local ways aren’t necessarily appropriate for other Tribes and Nations hundreds and thousands of miles away.

What is replicable in GYOA is the model of collaboration and utilizing local resources in a

sustainable way. Just as our ancestors sustainably used and managed local resources GYOA seeks to do something similar with our local regional educational system.

GYOA will utilize several paths to share findings gained from the proposed project with parties who could benefit from such findings, such as *Talking Sticks* Forums which are attended by LEAs and Tribes that have received a Federal American Indian Demonstration award or Title VI programs. GYOA will also share findings with Human Resource Departments with the COEs that will participate in one of the cohorts, all of which are training teachers and administrators serving Indian students. Also, the HSU Educational Leadership Program will share an overview of the program with the other Administrative Credential Programs across the California State University System. Additionally, in California each of the 58 county offices of education has a representative (usually the Assistant Superintendent of Educational Services) participate in the Curriculum Instruction Steering Committee (CISC) that meets quarterly. GYOA will work with the CISC representatives from our counties to ensure GYOA findings are shared each year of the program. Recognizing all stakeholders in the region who work with Native students (Tribes, LEAs, Indian organizations, IHEs) bring their own networking strengths to the table, GYOA will utilize the annual regional stakeholders meeting hosted by the Yurok Tribe to recruit participants for Years 2 and 3 and to develop a self-sustaining system beyond grant funding.

<b>(c) Quality of the project design (Maximum 26 points) The Secretary considers the following factors in determining the quality of the design of the proposed project:</b>
Competitive Preference Priority 1: Tribal Applicants (Zero or five points)

The Blue Lake Rancheria is a federally recognized Native American tribe in northwestern California, near the cities of Eureka and Arcata, five miles inland from the Pacific Coast, along California Highway 299. Within the aboriginal territory of the Wiyot people, the Blue Lake Rancheria was founded in 1908 as a “refuge for homeless Indians.” The Tribe was terminated in 1958, and then reinstated to federal recognition status in 1983. Since then, the Tribe has made a concerted effort to rebuild. Tribe has 100 acres of land in trust and thriving economic enterprises that support hundreds of local jobs, government operations and programs, economic diversification, resilience and sustainability efforts, environmental protection, and a wide array of social services.

Tribes are sovereign nations. As such, under the authority granted by its Tribal constitution, a Tribe can develop and implement programs to serve the needs of its community. The Blue Lake Rancheria Tribe strives each day to secure a better future for its people; to protect its sovereignty and cultural heritage; to respect, learn from, and correct injustices of the past; and to define an economic and diplomatic framework with its neighbors for mutually beneficial relationships. The Blue Lake Rancheria (BLR) has made education its top priority and has developed a five-year Educational Program (EP) plan to achieve its goals which it updates annually. The Tribe believes education is the path to economic opportunity and fosters acceptance and understanding of others. The Tribe’s commitment to improving education is evident in its longstanding record of development and support of educational programs in the form of volunteerism, financial support for the Blue Lake Elementary School District, scholarships for post-secondary education, and the pursuit of educational and economic development grant funding.

The Blue Lake Rancheria Tribal Education Agency is led by Executive Director Alison Robbins who will serve as Project Director of the Grow Your Own Administrator program. The Blue Lake Rancheria Board of Education strives to create programs which promote Native stories and histories, inclusive in all classroom experiences, reflective of current and Traditional Ecological Knowledge, and with the goal of reclaiming a school system by celebrating the vibrant and active culture of the People.

At the forefront of this effort is the need to increase the number of Native teachers and administrators in local and regional schools. This reflects the understanding that the most lasting way to ensure Native needs and perspectives are considered is to have Native administrators and teachers at the table when decisions are made. When Native students see Native school leaders leading schools the possibility of becoming a school leader themselves becomes more realistic, it creates a self-sustaining model.

<b>Absolute Priority 1c: Include Required Goals</b>
<b>C (1) (Up to 10 points) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are ambitious but also attainable and address—</b>
(i) The number of participants expected to be recruited in the project each year;
(ii) The number of participants expected to continue in the project each year;
(iii) The number of participants expected to graduate; and

(iv) The number of participants expected to find qualifying employment within twelve months of completion.

As described below, the goals for the Grow Your Own Administrator project address the required goals in Absolute Priority 1c and Selection Criterion C (1) that the goals, objectives and outcomes are ambitious, attainable and measurable.

**Ambitious and Attainable:** The goals are both ambitious and attainable as discussed earlier in *Selection Criterion (a) Need for Project*, (the looming need for new administrators in our region and the stated desire of local districts to recruit and hire Native American administrators), and as further described in *Selection Criterion C (2) Recruiting Participants*—found immediately after the **Project Goals and Measurable Objectives** table—there is already great interest in the program—as evidenced by the respondents to our preliminary interest survey.

**Measurable:** The GYOA goals each include measurable objectives that set annual targets to allow us to track our progress towards the overall goal on a yearly basis and adjust as necessary.

Current Native educators (teachers, counselors, school psychologists...) will be recruited to participate in GYOA. In addition to the intrinsic rewards of serving their community GYOA will provide fiscal support to cover tuition and a stipend during the three years of participation in GYOA. The efficacy of this broad-spectrum approach is evidenced by the interest in the program: at the time of this application eight eligible participants responded to our interest survey. And while we acknowledge it will be a challenge to nearly triple the number of American Indian administrators in the four counties, the GYOA consortium of Tribal, K-12 and university partners have the established connections to achieve the project’s goals.

<b>Grow Your Own Administrator Project Goals and Measurable Objectives</b>
<b>Project Goal 1:</b> Train 24 American Indian administrators and nearly triple the number of Native administrators in the consortium counties by the 2024-25 school year. <ul style="list-style-type: none"><li>• Measurable Objective 1.1: Enroll 8 candidates in the program in Year One.</li><li>• Measurable Objective 1.2: Enroll 8 additional candidates (16 total) in Year Two.</li><li>• Measurable Objective 1.3: Enroll 8 additional candidates (24 total) in Year Three.</li></ul>
<b>Project Goal 2:</b> Find job placements for all 24 candidates in schools that serve an above average percentage of American Indian students by the 2024-25 school year. <ul style="list-style-type: none"><li>• Measurable Objective 2.1: Work with partner school districts to find job placement for all Year One candidates who earn a preliminary administrative credential. (Up to 8)</li><li>• Measurable Objective 2.2: Work with partner school districts to find job placement for all Year Two candidates who earn a preliminary administrative credential. (Up to 16 total)</li></ul>

<ul style="list-style-type: none"> <li>• Measurable Objective 2.3: Work with partner school districts to find job placement for all Year Three candidates who earn a preliminary administrative credential. (Up to 24 total)</li> </ul>
<p><b>Project Goal 3:</b> Provide two years of induction support/mentoring for the 24 candidates.</p> <ul style="list-style-type: none"> <li>• Measurable Objective 3.1: In 2022-23 work with partner county offices, school districts and the ACSA Induction Program to provide induction services to all newly credentialed GYOA participants.</li> <li>• Measurable Objective 3.2: In 2023-24 work with partner county offices, school districts and ACSA Induction Program to provide induction services to all newly credentialed GYOA participants <b>and</b> all second-year administrators.</li> <li>• Measurable Objective 3.3: In 2024-25 work with partner county offices, school districts and the ACSA Induction Program to provide induction services to all newly credentialed GYOA participants <b>and</b> all second-year administrators.</li> <li>• Measurable Objective 3.4: In 2025-26 work with partner county offices, school districts and the ACSA Induction Program to provide induction services to all second-year administrators.</li> </ul>
<p><b>Project Goal 4:</b> Working with consortium partners develop a recruitment pipeline that as of the fourth year of the project (2024-25 school year) results in five (3) American Indian administrative candidates per year from the consortium Tribes and counties seeking their credentials through Humboldt State and other universities.</p> <ul style="list-style-type: none"> <li>• Measurable Objective 4.1: Enroll 3 or more candidates in teacher HSU Administrative credential programs in 2024-25.</li> <li>• Measurable Objective 4.2: Enroll 3 or more candidates in HSU Administrative credential programs in 2025-26.</li> </ul>

<p><b>Absolute Priority 2c: Include Required Goals</b></p>
<p>(iv) The number of participants expected to find qualifying employment within twelve months of completion. 20</p>

**(IV) The number of participants expected to find qualifying employment within twelve months of completion:** While the project seeks to place 24 newly credentialed administrators in qualifying local schools within 12 months of completion of the credential program, we realize some attrition is to be expected. Thus, GYOA sets 83% (or greater) successful job placement as the overall program success measure.

**24 candidates x 83.3% = 20 administrators finding employment within 12 months.**

<p>(2) (Up to 10 points) The extent to which the proposed project has a plan for recruiting and selecting participants, including students who may not be of traditional college age, that ensures that program participants are likely to complete the program.</p>
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In the first year of the program BLR and the consortium will recruit eight American Indian educators (teachers, counselors) to participate in GYOA from the four far northern counties: Del Norte, Humboldt, Mendocino and Siskiyou. The percentage of Native students in the counties is significantly higher than the California state average of 0.5%. In Del Norte County American



Indians represented 14.2% of the student population or 28.4 times higher than the state average during the 2019-20. Humboldt County’s American Indian student population was 17.8x the state average in 2019-20, and Siskiyou and Mendocino were 14x and 13.4x larger than the state average. These four counties have nearly 12% of all American Indian students in the state.

**Please note:** We have already identified eight potential participants from these four counties for Cohort 1.

In Year 2 GYOA will expand, as needed, to other counties in the region which includes Shasta, Lake, Sonoma, and Trinity to ensure there are eight American Indian participants a year from regional schools. In Year 3, as needed, GYOA will expand farther to counties across Northern California to identify and enroll the final eight candidates.

The GYOA plan for recruiting and selecting candidates will include building upon the collaborative relationships built with the human resource departments of school districts, COEs, and Tribes. Based on our initial interest survey conducted in preparation for this proposal we are confident that we can recruit eight candidates per year. Each candidate will complete a short application and participate in an interview to ensure they are truly interested and are likely to successfully complete the program. In the event that we have more than eight qualified candidates the Leadership Team will work with our partners (Tribes, COE’s, school districts, and foundations) to screen applications and conduct interviews to identify the most qualified candidates. But prior to that project and partner staff will seek additional local funding to provide the support necessary to expand the program.

(3) (Up to 6 points) The extent to which the proposed project will incorporate the needs of potential employers, as identified by a job market analysis, by establishing partnerships and relationships with LEAs that serve a high proportion of Indian students and developing programs that meet their employment needs.
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GYOA intentionally brings together Tribes, school districts and the university into the program leadership to ensure the needs of the various stakeholders are made clear—and then addressed. Our K-12 partners are integral to the project’s success—they not only educate local Native students, they will hire and support the administrative candidates once they finish their preliminary credential at HSU. As noted in the first section, there is a significant ongoing need

for educators (including administrators).

To paraphrase one local administrator involved in planning GYOA, the project aligns each organization's motivations. The schools need and want more qualified, capable administrators who are representative of the communities their schools serve. The Tribes want increased numbers of Native American administrators in the schools. The University is striving to recruit diverse administrative credential candidates. And most importantly, local Native students want and deserve well-prepared, effective and caring school leaders. GYOA is designed that as each partner works to meet their own needs they will support the greater goal of nearly tripling the number of Native administrators in our region.

**Failing Grade: The Status of Native American Education in Humboldt County:** The timing of this application is particularly fortuitous as it comes just a few months after the October 27, 2020 release of *Failing Grade: The Status of Native American Education in Humboldt County* a new report from the ACLU Foundation of Northern of California. *Failing Grade* “reveal[ed] vast and troubling disparities in education outcomes for Indigenous students in Humboldt County.”<sup>5</sup> *Failing Grade* went on to point out, that “[a]lthough roughly 85% of Native American students in Humboldt County graduated high school in the 2018-2019 school year, 90% of those graduates did not meet entrance requirements for California universities and an overwhelming majority of Indigenous students in many districts do not meet California’s college and career readiness metric.”

These issues are not unique to Humboldt County. For example, in 2007 the ACLU filed a class action suit against the Del Norte County Office of Education and School District on behalf of Native American students. And while in the words of one of our K-12 partners, “While it isn’t fun or comfortable to be put under such scrutiny, sometimes it requires a thunderclap to get everyone’s attention.”<sup>6</sup>

**Expanding on established partnerships:** The news is not all bad. GYOA builds upon

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<sup>5</sup> *Failing Grade* and the October 27, 2020 Press Release from the ACLU can be found at: <https://www.aclunc.org/news/aclu-releases-report-troubling-disparities-education-outcomes-indigenous-students-humboldt>

<sup>6</sup> Anonymous quote by Humboldt County K-12 administrator from April 27, 2021 planning session.

increasingly strong relationships between the Tribes and the school districts—which increasingly includes grant recipients directly funding school and Tribal student-serving staff. Blue Lake Rancheria works closely with the Humboldt County Office of Education and local districts as part of the 2018 Demonstration Grant for Indian Children. Through the Pathmakers grant, BLR staff and partners are integrating Traditional Ecological Knowledge (TEK) into local schools. The Yurok Tribe and Del Norte County Office of Education both have 2018 Demonstration Grants for Indian Children that directly fund employees for other districts and Tribes and Agencies. The Yurok grant directly funds 6.5 FTE of school district employees in three Humboldt District who serve all Native students and meet regularly with Tribal and Native Serving Organizations staff to support student success and Del Norte COE’s grant directly funds two Yurok Education Department employees based in the schools. The Yurok Tribe and Tolowa Dee-ni’ Nation’ both have 2020 US Department of Education Accessing Choices in Education (ACE) grants that directly fund school district staff to support Native students and families.

Another visible aspect of this collaboration is twice-a-year region-wide meetings of Tribal and Native Serving Organization staff, school district and county office staff that have grown out of the 2018 Demonstration Grants. Starting in spring 2019 in person at the Yurok Tribal Headquarters and continuing online this school year over 50 local support providers have begun meeting to share resources and network. These meetings are providing local Tribal, community and school educators the opportunity to get to know each other, share what each is doing as well as challenges, and begin to build relationships that allow service providers to call someone they know when Native children need support—instead of sending an email and hoping for the best.

While there is considerable work to be accomplished before Native students in the consortium reach equity with non-Native students, the increasingly close relationship between the Tribes and schools provides a foundation on which to build GYOA.

**(d) Quality of project services (Maximum 32 points) The Secretary considers the following factors in determining the quality of project services:**

**Absolute Priority 2a: Pre-Service Administrator Training**  
 (a) Provide support and training to Indian individuals to complete a graduate degree in education administration that is provided before the end of the award period and that allows

participants to meet the requirements for State certification or licensure as an education administrator.

California has a two-tier administrative credential structure. In project years 1-3: three cohorts of eight administrative American Indian candidates (24 total) will participate and complete the Tier 1 Education Administration Credential Program through Humboldt State University (HSU). When participants complete the Tier 1 Education Administration Credential Program at HSU they will receive their Preliminary California Administrative Credential – which allows them to serve as an administrator in all California K-12 schools.

D (1) (Up to 4 points) The likelihood that the proposed project will provide participants with learning experiences that develop needed skills for successful administration in LEAs that serve a high proportion of Indian students.

D (2) (Up to 7 points) The extent to which the proposed project prepares participants to adapt administrative practices to meet the breadth of Indian student needs.

### **A proposal informed by stakeholder input**

Input from families and partners to determine the specific needs of Indian students was key to designing GYOA. The writing team, led by Alison Robbins, Executive Director of BLR, Jim McQuillen, the Yurok Tribal Director of Education, Jenni Loftin, Title VI Coordinator for Del Norte schools, Steve Godla, former DNCOE Assistant Superintendent, Veronica Van Mechelen, Director of Redwood Coast Indian Career Pathways Program and Northern Humboldt Union High School District Grants Administrator Jack Bareilles who sought out additional input from other partners and families to shape the program. For instance, the input of the Yurok Tribal Council reinforced the need and desire to significantly increase the number of American Indian School leaders in the region to serve as positive role models for Indian students. Input from Indian parents and Tribal leaders emphasized the need to hire local Native educators to become school leaders because they have deep roots in the community and are less likely to move elsewhere. Interviews with Title VI staff and parents made clear their desire to have more Native school administrators in the area. As one parent clearly stated “my kids need to have principals that look like they do and that they can relate with.” GYOA is the product of this collaborative process.

The writing team also met with Title VI committees and leads across the consortium counties

to present and discuss the application. Feedback from these sessions is included in the project design – including the imperative shared by one Native leader that we need to do more than just train American Indians to be administrators – we must train them to be effective leaders of schools that serve the needs of Native students.

**Grow Your Own Administrator At a Glance**

Grow Your Own Administrator will provide a three-year program for 24 American Indian teachers/administrators. GYOA will combine established training (the Humboldt State University [HSU] Preliminary Administrative Services Credential Program and the required two-year induction program through the Association of California School Administrators [ACSA]) with a grant-funded support provide by a team of experience American Indian administrators.

GYOA will prepare certificated American Indian Educators (teachers, counselors, school psychologists.....) to receive their California Clear Administrative Services Credential. GYOA participants will complete a three-year program that consists of:

- a one-year academic program at Humboldt State University focused on the California Professional Standards for Education Leaders (CPSEL);
- a two-year induction program consisting of job embedded mentoring.

The GYOA program will meet the specific needs of American Indian educational leaders by partnering with HSU Educational Leadership Department to provide presentations facilitated by Native Administrators and Tribal Scholars/Leaders. Infused throughout the program will be a continuing emphasis on identifying and serving (either directly or through Tribal and community partners) the needs of American Indian students and their families.

2021-22	2022-23	2023-24	2024-25	2025-26
<b>Cohort 1</b> Teachers participate and complete the Humboldt State University (HSU) Preliminary Administrative Services Credential Program	<b>Cohort 1</b> Newly credentialed administrators begin working and participate in the year one of the ACSA and GYOA Induction Program	<b>Cohort 1</b> Administrators continue working and participate in year two of the ACSA and GYOA Induction Program		

	<b>Cohort 2</b> Teachers participate and complete the HSU Preliminary Administrative Services Credential Program	<b>Cohort 2</b> Newly credentialed administrators begin working and participate in year one of the ACSA and GYOA Induction Program	<b>Cohort 2</b> Administrators continue working and participate in year two of the ACSA and GYOA Induction Program	
		<b>Cohort 3</b> Teachers participate and complete the HSU Preliminary Administrative Services Credential Program	<b>Cohort 3</b> Newly credentialed administrators begin working and participate in year one of the ACSA and GYOA Induction Program	<b>Cohort 3</b> Administrators continue working and participate in year two of the ACSA and GYOA Induction Program

**Year One – Participate and Complete the HSU Preliminary Administrative Services Credential Program**

The Humboldt State University (HSU) Preliminary Administrative Services credential program is how most current school administrators in the region obtain their Administrative credential. The HSU Preliminary Administrative program consists of engaging and rigorous courses focused on preparing professional educators to serve in California schools and to work directly with youth of diverse ethnic, socioeconomic, and cultural backgrounds. The credential program is designed for educational professionals currently working in schools full time. Educational Leadership Program courses are offered on weekends in-person and via Zoom and all coursework for each level is designed to be completed in one academic year.

The HSU Preliminary credential program, led by retired school superintendent, Kenny Richards Ed.D., emphasizes building a strong cohort that build professional bonds that the candidates can use to network as they move into administration. The HSU program recognizes the need to know and understand your community and incorporates presentations from Native administrators and scholars into the program. The GYOA program will also feature forum discussions with scholars/elders from area tribes, HSU Native Studies Department scholars,

retired Indian school leaders, and parent representatives from Title VI programs in the area.

The overriding mission of the Humboldt State Educational Leadership Program (EDL) is to prepare professional educators to serve in California schools and to work directly with youth of diverse ethnic, socioeconomic, and cultural backgrounds. The program endeavors to create an environment where learning is the highest priority. Our major goal is to provide candidates with the skills, knowledge, and attitudes to prepare them for successful leadership in today's and tomorrow's schools. Candidates are expected to become instructional leaders and decision-makers in the pursuit of excellence, classroom managers and creators of equitable educational opportunities for a diverse student population, and confident scholars who are facilitators for a lifetime of learning.

Administration is a complex process requiring both a theoretical knowledge and a broad collection of skills, attitudes, and behaviors. Theory provides the conceptual framework and vocabulary along with the various strategies and techniques for examining and responding to many of the experiences which candidates will encounter. The program provides a sturdy bridge connecting educational theory with practice, pre-service with in-service education, and the University with the school community. The program is designed to empower all participants, who, in turn, are encouraged to collaborate with one another with energy, enthusiasm, integrity, and mutual respect.

The EDL Program at Humboldt State University is defined primarily by the qualities of the candidates it produces. Specifically, the program is defined by the extent to which candidates demonstrate and/or exhibit the following:

- High moral and ethical values and humane and enthusiastic service to others
- Knowledge and skill in working with students, staff and community members who have linguistically, racially, culturally and ethnically diverse background
- Learning and motivation theories and techniques
- Ability to utilize interpersonal skills, including facilitation skills (empathy, respect, warmth) and asserting skills (expressing opinions and making requests) to create nurturing, high performing school environments
- Employ appropriate discipline strategies so that a school can be maintained that balances freedom and control and promotes development of the full potential and self-worth of all students and staff

- Understand teaching strategies, assessment tools and evaluation procedures as they apply to curriculum and curriculum standards
- Know and understand the state curriculum frameworks and state curriculum content and performance standards
- Knowledge and experience in the use of the ever-changing instructional and information technologies which are available including multimedia, and understand the importance of integrating these technologies into the learning environment.

The HSU Preliminary Educational Leadership Program requires completion of 24 semester units of coursework and related field experiences in which a balance between theory and practice is emphasized. Course content includes both knowledge and practice components designed to meet the needs of today's and tomorrow's schools. Field experiences at both the elementary and secondary levels focus on the development of site-based leadership and management skills. The major thrust of the program is to prepare individuals to perform the responsibilities of entry-level administrators.

The HSU Educational Leadership program coordinator, Dr. Kenny Richards, is a respected and longtime Humboldt County teacher, principal and superintendent who has experienced and understands the unique challenges facing school administrators in our region. Dr. Richards has extensive experience partnering with local tribes to meet the needs of our American Indian students and families—including serving in 2019-20 as the Interim Superintendent for the Klamath Trinity Joint Unified School District located in the Hoopa Valley Tribe's Reservation. Dr. Richards will enhance the experience of GYOA participants by scheduling presentations with local Native administrators and tribal leaders and drawing on his experience leading perhaps California's largest Native serving school district.

The educators selected for the GYOA program will have their program enhanced by the mentorship of American Indian School Administrators in the region. The Yurok Tribe, Tolowa Dee-ni' Nation, and Blue Lake Rancheria will partner with HSU and provide a culturally meaningful perspective on the needs of American Indian students and the challenges facing American Indian school leaders.



<b>Absolute Priority 2b: Provide Administrator Induction Services</b>
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(b) Provide induction services, during the award period, to participants after graduation, certification, or licensure, for two years, while administrators are completing their work-related payback as administrators in LEAs that serve a high proportion of Indian students
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**Year Two and Three – As working administrators complete the Association of California School Administrators (ACSA) Administrative Services Induction Program and the GYOA Mentoring Program**

**A blended two-year induction program:** After earning their Preliminary Administrative Services Credential and being hired as administrators GYOA participants will participate in two years of induction support (60 hours per year for 120 total hours). Forty hours a year of required induction will be provide through the Association of California School Administrators (ACSA) and locally organized by each County Office of Education with support from Dr. Richards and the team at Humboldt State University. GYOA’s team of Native American administrators will serve as mentors to participants as part of 20 additional hours per year provided through the grant. This additional support will focus on the needs of American Indian students and families and draw upon the successful experience of our mentors.

At the end of the induction program participants will have completed the process to convert their Preliminary California Administrative Credential to a Clear California Administrative Credential. Note: this process must be completed within five years of beginning work as an administrator in California.

**ACSA Clear Administrative Credential Program**

GYOA participants will participate in a Leadership Coaching Model induction program provided by Association of California School Administrators (ACSA). The ACSA Clear Administrative Credential Program includes 80 hours (40 hours a year) of mentoring from an experienced administrator. The GYOA and the mentor will engage in a reflective process develop leadership learning goals utilizing the California Professional Standards for Education Leaders (CPSEL) Standards.<sup>7</sup> The CPSEL Standards are:  
STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION  
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

STANDARD 2: INSTRUCTIONAL LEADERSHIP Education leaders shape a collaborative

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<sup>7</sup> <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cpsel-booklet-2014.pdf>

culture of teaching and learning informed by professional standards and focused on student and professional growth.

**STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT** Education leaders manage the organization to cultivate a safe and productive learning and working environment.

**STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT** Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

**STANDARD 5: ETHICS AND INTEGRITY** Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

**STANDARD 6: EXTERNAL CONTEXT AND POLICY** Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

The induction program design and implementation provides support and guidance grounded in the California Professional Standards for Education Leaders (CPSEL) in the three designated areas, chronicled in the Individual Induction Plan: coaching, professional development and assessment. The program provides individualized, one-on-one, job-embedded coaching over the course of the two-year program.

Leadership coaching is a form of individualized, job-embedded professional development evoking greatness in leaders. It's about shifting the focus of a problem-solving, "fix it," mentality to one of identifying strengths, exploring possibilities and designing a new way of being and doing. Leadership coaching is about promoting a growth-fostering relationship between the coach and the leader to bring about transformational change. ACSA Leadership Coaching emphasizes the application of adult learning, the importance of building trust and rapport, the value of being a good listener and the need to ask questions and provide feedback that promotes reflection and growth in new and experienced educational leaders.

### **Grow Your Own Administrator Induction Program**

In addition to the two-year mentoring/coaching provided by an ACSA mentor GYOA participants will engage in an additional 20 hours of professional learning each year focused on specific issues and challenges faced by American Indian school leaders. Local tribal leaders and Native school administrators will share their experiences. This professional development will be

provided remotely and in face to face Saturday or Summer workshops.

The project has identified four exceptional local American Indian school administrators who will serve as champions for the new administrators. Jennifer Lane (Hoopa Valley Tribe) was principal at Hoopa Valley High School (the largest high school located on a Reservation in California) for nearly a decade before retiring. Rene McBride (Yurok) is the Superintendent-Principal at Pacific Union School District in Arcata. Before that she was principal of a small rural school in coastal Sonoma County. Theresa Slayton (Yurok) is the long-time principal of Redwood Elementary, one of the largest K-8 schools in the region. Sara Samples (Tolowa) is the new Assistant Principal at Del Norte High, before that she was Assistant Principal at Crescent Elk Middle School.

In addition to the four champions, Native leaders from HSU, local Tribes, LEAs and Indian organizations have been identified to present to GYOA participants during years two and three. Specific topics will include: leading in Indian country, outreach to Indian families, raising student achievement levels of Indian students, promoting resiliency, and confidence of Indian students. The drastic increase in American Indian school leaders GYOA will provide will create new Native mentors that will help promote a more positive outlook for native students of what is possible. Having Native role models in positions of power will help develop a pipeline of more Native students going into education and becoming administrators. GYOA participants will receive additional mentoring and support from American Indian school leaders in the region. These champions will provide additional mentoring and support to candidates to ensure their success in transitioning into a school leadership position.

**California Rural Superintendent/Principal Academy (CRSPA)** was a 2018-20 statewide program offered by the Humboldt County Office of Education and led by Rosie Slentz, Ed.D., the Humboldt County Office Coordinator, Learning Support Services that trained 50 practicing Superintendent/Principals (SPs) through in-person and on-line/distance instruction, coaching/mentoring, and peer collaboration. CRSPA offered SPs across the state a comprehensive one-year professional learning program focusing on topics as diverse as working with school board members to school/district finance to Special Education. Topics will be designed specifically to

support the unique needs of Superintendents/Principals in rural California. Small schools and districts are the norm in rural northwestern California, so as part of GYOA Ms. Slentz will deliver trainings and lead professional learning teams to prepare the new administrators to succeed in these smaller districts—many of which serve high percentages of Native students.

D (3) (Up to 7 points) The extent to which the applicant will provide job placement activities that reflect the findings of a job market analysis and needs of potential employers and that offer qualifying employment opportunities.

D (5) (Up to 7 points) The extent to which the applicant will assist participants in meeting the service obligation requirements.

**Ongoing administrative job openings:** There is a consistent need for administrators in our region and as noted earlier, in preparing this application district administrators from the region’s three largest school districts projected the need for 8-10 administrative hires per year for their districts. That still leaves job openings in the four county offices of education and 66 other school districts. Furthermore, the four county offices have over 60 credentialed management positions leading programs. So, the need for administrators is there, and as evidenced by the sample letters from county offices in the consortium there is a clear and stated desire to recruit American Indian administrators to fill the many coming job openings.

### **Job placement support during and upon completion of the HSU Preliminary Educational Leadership Program**

An integral part of the Humboldt State Preliminary Educational Leadership Program is placement at one elementary and one secondary school during the credential year for what is euphemistically called “student administering.” During these semester-long placements candidates work closely with a site administrator to experience firsthand the work and activities of a school administrator in two different settings. The HSU team helps candidates select these placements—and also ensures the mentors are themselves successful administrators. In GYOA the HSU and project team will place additional emphasis on helping to select the most appropriate mentor administrators during the credential year. Out of these required placements naturally comes two references (often from different districts as most K-8 schools in our region are not in unified districts) who can help the candidate search for their first job.

The HSU program’s teaching staff is made up of active and recently retired local

administrators—all of whom help in finding candidates job placements after completion—both informally and as part of required program activities in the spring semester where the candidates identify job openings and participate in mock job interviews. Furthermore, the HSU program brings in guest presenters from the local schools and COEs (much of which is now done via Zoom) who are most likely to be aware of pending job openings.

In addition to providing comprehensive support to GYOA candidates while they earn their Preliminary Administrative Credential, Steve Godla, the retired Assistant Superintendent of Del Norte Unified and County Office of Education and Rosie Slentz, Ed.D., the Humboldt County Office Coordinator, Learning Support Services and coordinator of the 2018-20 California Rural Superintendents Principals Academy (CRSPA) will work with HSU ELP staff (who come from three local counties) and the candidates (and their home district administrators) to find administrative jobs for the candidates.

Rosie Slentz and Steve Godla will attend quarterly Region 1 leadership meetings attended by County Office Leadership (Assistant Superintendent for Educational Services, Human Resources, and Business Office) from across the region to discuss topics of mutual interest which includes new teacher and administrative pipeline. These meetings are an opportunity to advocate for the GOYA candidates and find placements that are good match for them.

Mr. Godla, Ms. Slentz and the four Native administrator champions will work with each candidate individually to prepare for the administrative job search. As three of the champions are still active administrators, they will focus on the mentoring the candidates while Ms. Slentz and Mr. Godla will focus on preparing materials (Resume, Statement of Purpose) for the job search process, identifying the best-fit potential jobs, and facilitating mock interviews.

For the past decade Mr. Godla developed, and implemented American Indian professional development programs which required extensive networking with Tribal governments, Native parent organizations, Native scholars, Native serving organizations, school districts and county offices of education. Mr. Godla will draw on this experience, work with Ms. Slentz and the Native community to ensure that GOYA meets the needs of the candidates, and the different communities they will be serving as school leaders.

Mr. Godla, Ms. Slentz and the champions will organize and guide GYOA-specific induction activities. Ms. Slentz and the Humboldt County Office of Education (HCOE) will host and facilitate the trainings. The GYOA trainings will be open to other HSU Credential candidates to more broadly raise awareness of the needs of Native students and families. Ms. Slentz and HCOE will work with BLR, Mr. Godla other Tribal Education Agencies, Tribes, Native Serving Organizations, COEs and school districts to develop, host and disseminate curriculum, training materials and other resources using the California CISC (Curriculum Instruction Steering Committee) network. Representatives from each COE in California meet quarterly to review new state mandates and to exchange promising practices like GYOA. In years two and three the team will expand its outreach and lead recruiting efforts in other northern California counties. To expand opportunities for job placement (although we are hopeful they remain in Northern California) during the second year of induction GYOA participants will present (provide a brief overview of GYOA) at the annual California Conference on American Indian Education

Our challenge is reaching out to qualified Native candidates in the counties interested in administration—but as described later GYOA collaboration between schools and Tribes provides a wide ability to reach out to potential candidates and as evidenced by the eight respondents to the preliminary interest survey is a promising start.

D (4) (Up to 7 points) The extent to which the applicant will offer induction services that reflect the latest research on effective delivery of such services.

### **Research supporting the Grow Your Own Administrator proposal**

The majority of literature that does focus on Indigenous student achievement points to the importance of educators taking into account Indigenous ways of knowing and cultural values when teaching Indigenous students.<sup>8</sup>

Grow Your Own Administrator draws on the research presented by Montana State University scholars David Henderson, Jioanna Carjuzaa and William G. Ruff in their 2015 article, *Reconciling Leadership Paradigms Authenticity as Practiced by American Indian School*

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<sup>8</sup> Seeking their voices. (2014). Saskatchewan Instructional Development and Research Unit, University of Regina. [http://aerc.usask.ca/researchprojects-planning-activities/Seeking%20Their%20Voices\\_Nov%202014.pdf](http://aerc.usask.ca/researchprojects-planning-activities/Seeking%20Their%20Voices_Nov%202014.pdf)

*Leaders.*<sup>9</sup> The study described how Native American school leaders have to reconcile their Westernized educational leadership training with their traditional ways of knowing, living, and leading. Three major themes emerged that enabled these leaders to address racism in their schools and create spaces more conducive to the practice of culturally responsive pedagogy. The study highlights how leaders reconcile cultural clashes and confront racism by using identity, relationality, and re-normed practices. The importance of strong authentic relationships will be emphasized in GYOA through which participants will build a network with other Native leaders in their cohort and be connected with current Native school leaders. This cohort approach will prevent much of the “feelings of isolation” pointed out in the Montana State University research project.

GYOA will incorporate these findings not only into the two-year induction program, but through the partnership with Humboldt State University, GYOA will infuse these practices into the Preliminary Administrative Program.

“Linda Darling-Hammond’s comprehensive review of administrator induction studies concluded that administrators who participate in innovative induction programs report significantly higher perceptions of their training and stronger leadership outcomes.”<sup>10</sup> GYOA is not program whose impact ends when the program ends. Participants will build relationships and connections that they can call-on throughout their administrative career.

GYOA also draws from the findings in *What Educational Leaders See as Important for Improving the Education of Indigenous Youth*, from Northern Arizona University. “Despite costly efforts to close the gap between Indigenous students’ test scores and U.S. national averages... a disparity continues to exist .... These efforts often failed to consider the lived experiences of teachers and school administrators who have worked with Indigenous students and communities.”<sup>11</sup> Findings from the study emphasized the need to know Tribal and community dynamics in addition to knowing the families of the Native students served in the schools. Summary

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<sup>9</sup> Henderson, David, Et. al. Reconciling Leadership Paradigms Authenticity as Practiced by American Indian School Leaders, *International Journal of Multicultural Education*, Vol. 17, No. 1 (2015).

<sup>10</sup> Best Practices in Teacher and Administrator Induction Programs. CCSESA, June 2016, doi:10.18411/d-2016-154.

<sup>11</sup> J. Reyhner, J. Martin, L. Lockard & W.S. Gilbert. (Eds.). *What Educational Leaders See as Important for Improving the Education of Indigenous Youth, Honoring Our Teachers* (pp. 19-33). Northern Arizona University, (2017).

remarks of the article include “When a teacher or educational leader commits the time necessary to build relationships with the community and the family of the child, they are better able to connect the lives of the child outside of school with what they are learning in school.” This is a difficult task, but GYOA participants will have an advantage in accomplishing this because they will likely have more of a GYOA graduate instead of a non-native administrator.

This awareness is necessary to begin to overcome the negative effects of generations of conflict between Native students, families and their communities and the US education system. As Arizona State Professors Dr. Bryan McKinley Jones Brayboy and Dr. K. Tsianina Lomawaima write in *Why Don't More Indians Do Better in School? The Battle between U.S. Schooling & American Indian/Alaska Native Education*, “Engagement with communities and their cultures, listening to communities and their children, honoring the place on which the school sits, and recognizing different ways of knowing (and being and valuing as well as teaching and learning) are keys to a successful connection between schooling and education in the future.”<sup>12</sup>

The Center for Public Education’s **Five Principles of Effective Professional Development** are integrated throughout the project and are key to the plan for ongoing support for educators.<sup>13</sup>

**Principle 1:** The duration of professional development must be significant and on ongoing to allow time for educators to learn a new strategy and grapple with the implementation problem.

Administrators will receive two years of induction support as well as additional support through their districts and COEs which extends beyond the two-year induction period.

**Principle 2:** There must be support during the implementation state that addresses the specific challenges of changing educational practice.

GYOA provides both ongoing PD and ongoing coaching from the mentors starting during the credential year and through the induction period.

**Principle 3:** Initial exposure to a concept should be active and varied so educators participate in experiencing the new practice first hand.

The project and our university, COE and school district partners will work to provide active and varied initial exposure to the new practices.

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<sup>12</sup> Brayboy, B. M. and K. T. Lomawaima. 2018. Why don't more Indians do better in school? The battle between U.S. schooling & American Indian/Alaska Native education. *Daedalus* 147(2):82-94. DOI: 10.1162/DAED\_a\_00492

<sup>13</sup> *Teaching the Teachers, Effective Professional Development in an Era of High Stakes Accountability*. Alexandria: Center for Public Education, 2013.



**Principle 4:** Modeling has been found to be highly effective in helping educators understand a new practice.

School-delivered coaching provides the most effective opportunity to model effective leadership strategies. Its power stems from supporting new leaders as they work through challenges at their own school. Once teachers, students or families respond positively to a strategy modeled by the coach, it is much harder to argue the strategy won't work at "my school."

**Principle 5:** The content presented to teachers should not be generic but specific to their grade level or content needs.

PD and support will be tailored to the school and grade span (when applicable). What works in a primary school might need to be modified for a middle or high school. For this reason, GYOA will work to provide/connect the candidates with PD and support with a high-level alignment to the needs of the teachers, students and families at their schools.

**Mentoring in an induction program:** Effective mentoring through an induction program helps new administrators develop, practice and consider the skills necessary to be effective school leaders. "New principals face many challenges in the beginning years of their career. They need support from experienced principals in especially developing required skills, such as effective communication with staff, time management, and instructional supervision to become high performing school leaders."<sup>14</sup>

The match of mentor to mentee is also important. "Effective and well-organized mentoring programs, which provide appropriate match between mentors and mentees, are key to prepare and assist new principals."<sup>15</sup> The GYOA project staff as well as the Humboldt State team will work with candidates to select an appropriate mentor.

Being an administrator is different than being a teacher. As argued in *Preparation and induction for school principals: Global perspectives*, "being a principal is a different role from classroom teaching and requires specific preparation. This involves three phases of socialization. First, aspiring leaders require professional socialization, preparing to become a principal.

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<sup>14</sup> Gümüş, E. (2019). Investigation of Mentorship Process and Programs for Professional Development of School Principals in the U.S.A.: The Case of Georgia. *International Journal of Educational Leadership and Management*, 7(1), 2-41. DOI: 10.17583/ijelm.2019.3718

<sup>15</sup> Ibid

Second, they need to change their identity, from teacher to principal. Third, they need a period of organizational socialization, learning to lead in a specific school.”<sup>16</sup>

To these three phases of “socialization” GYOA adds a fourth: preparing to serve Native students and families – most often while working with a teaching and school staff who are predominantly non-Native.

<b>(e) Quality of project personnel. (Maximum 13 points) The Secretary considers the following factors when determining the quality of the personnel who will carry out the proposed project:</b>
(1) (Up to 5 points) The qualifications, including relevant training, experience, and cultural competence, of the project director and the amount of time this individual will spend directly involved in the project.
(2) (Up to 8 points) Qualifications, including relevant training, experience, and cultural competence, of key project personnel and the amount of time to be spent on the project....

The GYOA Leadership Team will consist of:

**Alison Robbins**, Project Director (.25 fte) will facilitate the GYOA Leadership Team and serve as the liaison between BLR and all other program partners. Alison Robbins, MPA, has 25 years’ experience in public sector finance and management, with 14 years specifically managing education grant implementation for Wichita Public Schools (USD 259, Wichita, KS). She has written and/or implemented hundreds of grants during her career. Ms. Robbins is currently the Program Director of the 2018 NYCP Demonstration Grant Pathmakers Program and the 3YR 2020 STEP Grant.

**Kenny Richards** Ed.D. leads the HSU Preliminary Services Credential program. His vast experience includes over 40 years as a teacher, principal and superintendent in Humboldt County and coordinating the HSU Preliminary Administrative program since 2015. During his administrative career Mr. Richard’s collaboration with the Native American community been extensive including serving as Superintendent during 19-20 for Klamath/Trinity School District which is the largest Native-student serving district in northern California. Through his existing position he will spend whatever time is necessary to provide specific support for GYOA.

**Steve Godla** will lead GYOA outreach and induction as a 0.25 fte position. Mr. Godla has

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<sup>16</sup> Bush, Tony. (2018). Preparation and induction for school principals: Global perspectives. Management in Education. 32. 10.1177/0892020618761805.

developed and managed numerous professional development programs focused-on improving American Indian education in the region. As a result, Mr. Godla established relationships with many educators, Tribal leaders and Indian serving organizations in Northern California.

**Rosie Slentz, Ed.D.**, is the Humboldt County Office Coordinator, Learning Support Services and coordinator of the 2018-20 California Rural Superintendents Principal Academy (CRSPA). Ms. Slentz has been a professor in the HSU Leadership program since 2017 and provided online and face to face instruction. Her experience providing blended learning, coordinating and delivering professional development, facilitating county & state-wide teacher and administrator networks, and providing one on one instructional coaching will provide our candidates with valuable support as they progress through the three-year program in a 0.4 fte position.

**Champions:** Jennifer Lane (Hoopa Valley Tribe) was principal at Hoopa Valley High School (the largest high school on a Reservation in California) for nearly a decade. Rene McBride (Yurok) is the Superintendent-Principal at Pacific Union School District in Arcata. Before that she was principal of a small rural school in coastal Sonoma County. Theresa Slayton (Yurok) is the long-time principal of Redwood Elementary, one of the largest K-8 schools in the region and directed DNCOE's Title VI program. Sara Samples (Tolowa) is the new Assistant Principal at Del Norte High, before that she was Assistant Principal at Crescent Elk Middle School. They will each mentor two candidates (40 hours total) and also participate in project leadership and activities (up to 30 additional hours).

**Jim McQuillen M.A., PPS, M.F.T.** is the Yurok Tribe Director of Education where he oversees a busy Tribal Education Department with 75 staff members across Del Norte and Humboldt Counties and a \$7 million annual budget. Mr. McQuillen served as a public school principal and lecturer at Humboldt State—as such he is well versed in the organizational cultures of GYOA's major partners. In 2020 Mr. McQuillen was appointed to California State Board of Education by Governor Newsom. He now serves on the 11 person board which oversees policy, curriculum, budget and educational programs for California's 6.2 million students. He will serve on the GYOA Leadership Team (15-20 hours per year).

**Jack Bareilles**, the Northern Humboldt Union High School District Grants and Evaluation

Administrator will evaluate GYOA. Mr. Bareilles has managed and/or evaluated over 50 federal grants including BLR and three other 2018 Demonstration grants and two 2020 ACE grants. He will commit 24 days per year to the project.

The **Leadership Team (LT)** will meet monthly to guide the program, review data and measure progress using goals, objectives and implementation timelines. The LT will work closely with HCOE and other COE's to plan and implement (or support) program activities. The LT meetings are the platform from which to guide program implementation and continuous improvement. These meetings will provide the time to address the data from the evaluation and other feedback. The director and site staff will implement a systematic data collection system to guide and monitor project implementation to measure progress towards program goals. Due to the distance between schools these meetings will be held using the Zoom teleconferencing.

**(f) Quality of the management plan. (Maximum 18 points) The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers**

Two overriding principles are integrated into the goals and management plan: (1) evidence-based decision making to ensure implementation with fidelity, resulting in (2) increasing levels of appropriate support for credential candidates and the new administrators. GYOA requires leadership, fiscal oversight, clear responsibilities, regular input from partners and a system to support and monitor participants' success. The project will be implemented, managed and housed by Blue Lake Rancheria Executive Director, Alison Robbins who will be reassigned to serve as a 0.25 FTE Tribally-funded project director.

The plan includes strong coordination between participants, clearly delineated activities and comprehensive procedures for evaluation and feedback from stakeholders. The director, Outreach Coordinator, HSU Administrative Coordinator, COE partners and HCOE Coordinator, will meet regularly to ensure participants are supported to the fullest extent possible. The evaluators will develop a process-focused Fidelity Matrix to measure progress towards benchmarks and provide project-level data reports for review in Leadership Team (LT) meetings and

which will guide implementation and make mid-course corrections. The **meetings will:** (a) review project progress towards meeting its goals, (b) identify how the partners can further collaborate, and (c) plan outreach to potential candidates for Cohorts 2 and 3. Tribal representatives will participate to ensure eligible members of their Tribes are made aware of the opportunity and to share feedback. COE and school district representatives participate to coordinate how they can provide additional support

<b>GYOA Year One Management Plan</b>		
<b>Activity</b>	<b>Responsible Parties</b>	<b>Time Frame</b>
PD, HCOE and OC (reassigned to begin grant work and begins supporting program, notify partners and LT of award)	Project Director (PD), Leadership Team (LT), Business Office	Within 30 days of Project Award
Leadership Team Meetings begin (Ongoing)	PD, LT	
Finalize GYOA participants for Year 1.	PD, HC, Tribal Partners, HCOE, OC	August 15, 2021
Finalizes contracts with HSU and partners	PD, Business Office	
Arrange participant stipends	PC, Business Office	
Credential Program starts for Cohort 1	HSU Coordinator, LT	
Finalize contracts with Native Mentors	PC, Business Office, OC	Within 60 days of Project Award
Finalize Yr. 1 Management Plan Timeline	PD, HCOE, OC, LT	
Prepare Program Implementation Fidelity Matrix and Year One Evaluation Plan	Evaluators	
Evaluator/LT conduct first Fidelity Matrix review	PD, LT, Eval.	
Review Budget with LT	PD, LT	
Infuse Native themed topics into Credential programs	PD, OC, Tribal Partners, Champions	Ongoing
Advisory Committee meets	PD, LT, Partners	
Begin process to match candidates with mentors for Induction	OC, HCOE, HC, Candidates	Jan 2022
Develop Yrs. 2-5 management timeline	LT, Evaluators	
Begin planning for Cohort 2 recruitment	PD, LT, HSU, Partners, HCOE	
Arrange 2 <sup>nd</sup> semester participant stipends	PC, Business Office	
OC and HCOE meet with each candidate to conduct self-analysis and reflection	HCOE, OC	Feb. 2022
Begin Year 2 recruitment	PD, LT, HSU, Partners, HCOE	
Conduct second Fidelity Matrix review	PD, LT, Evaluators	March 2021
Yrs. 2-5 management timeline approved.	PD, LT, Evaluators	April 2022
PD, OC, HCOE meet with candidates to begin developing: 1) role promoting Native student success; 2) begin developing my network list (who do I go to)	PD, OC, HCOE, candidates	

“Finalize” Cohort 2 Roster	PD, LT, HSU, Partners	Summer 2022
Review program Year One progress as measured by Fidelity Matrix/Project Goals	LT, Advisory Committee, Evaluators	
Prepare annual report for US Ed	PD, LT, Evaluators	
Cohort 2 begins program	PD, LT, HSU, Partners	August 2022
Submit Annual Report to US Ed	PD, LT, Evaluators	September 2022
PD-Project Director, OC-Outreach Coordinator, HCOE-HCOE Coordinator, HC-Humboldt State University Coordinator, LT-Leadership Team, E-Evaluators, BO-Business Office		

(3) (Up to 6 points) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (34 CFR 75.210)

Time commitments of key project personnel are adequate to effectively carry out all project activities and accomplish the project objectives. The Project Director, Alison Robbins, will commit 25% of her time to performing the major administrative tasks associated with the project. The Project Outreach Coordinator (.25 fte), Steve Godla, will spend 10 hours a week coordinating project activities among project partners and working directly with candidates. Rosie Slentz will coordinate GYOA activities with HCOE and provide needed academic support to candidates.

All of the Key Personnel in the GOYA program have successfully developed and managed multiple grant programs and understand the time commitments necessary for meaningful collaboration quality implementation. We are confident that we can have allocated the time commitments needed to successfully develop and implement the program while providing the GYOA candidates with the support they need to be successful.

(1) (Up to 8 points) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

The Grow Your Own Administrator program will serve 24 Native administrator candidates who in time will serve thousands of students yearly and approximately triple the number of American Indian school leaders in the region. The total federal project cost is \$1,328,935 which divided by 24 candidates = \$55,372 per candidate. This cost is reasonable considering the importance of the work the project and our partners are attempting to accomplish. The need to increase the number of American Indian school leasers in the region is of such importance that

sizable stipend incentives and supports are being offered to make it affordable and thus attractive for high quality potential Native candidates.

**Financial support for participants:** The GYOA budget includes \$120,000 in stipends a year for each cohort during the in-class preliminary credential year which is \$15,000 per participant. An additional stipend of \$1,000 per year is provided to each participant during the two-year induction program. The total paid in stipends to GYOA participants will be \$408,000 for the entire period of the grant. An additional amount of \$132,000 will be expended over the course of the program to Administrative Mentors and Native American Champions to ensure the candidates are provided the support needed to be successful.

(2) (Up to 4 points) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.
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The evaluation plan will assess the project goals and GPRA/Performance Measures and will be guided by three program evaluation questions derived from a model developed by Gajda and Jewiss at the University of Vermont in 2004<sup>17</sup>: (1) What are the *desired outcomes* of this program? What are the goals? What are we trying to accomplish within the next month/quarter/year(s)? (2) How will we get there? What *activities* will enable us to reach our outcomes? (3) What will *indicate* that we are making progress toward the desired outcomes?

To formatively assess progress towards meeting these goals within 60 days of award the evaluators will develop a Program Implementation Fidelity Matrix to measure progress meeting short-, mid-, and long-term goals, and finalize an implementation timeline. The **Program Implementation Fidelity Matrix (PIFM)** is a progress measure tool that (1) takes each goal and benchmark, (2) determines each goal's short-, mid-, and long-term targets, (3) list the level of achievement to meet the target, (4) assigns each target a point value, and (5) using the sum of the target scores measures progress toward meeting the goal or benchmark. The evaluators will develop a PIFM (a 40+ hour task) for regular review to determine the project's implementation level. They were trained in the i3 Fidelity Matrix in a prior i3 grant and developed the PIFM tool and

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<sup>17</sup> Rebecca Gajda and Jennifer Jewiss, "Thinking about How to Evaluate Your Program? These Strategies Will Get You Started," *Practical Assessment, Research & Evaluation* 9, no. 8 (2004).

methodology based on that experience and have now used it in numerous US Ed. grants.

<b>Example Program Implementation Fidelity Matrix (PIFM)</b>	<b>Timeline</b>	<b>Responsible Parties</b>	<b>Met/ Achieved (2 pts)</b>	<b>Partially Met/ In Progress (1 pt)</b>	<b>Not Met/ Not yet attempted (0 pt)</b>
<b>Example Review date: September 15, 2021</b>					
Cohort 1 Candidates identified (8 identified)	July '21	PD, OC, HC, HCOE, LT			
Cohort 1 Candidates enroll in credential program	Aug. '21	LT, HSU			
Hold project orientation for all candidates	Aug. '21	PD, OC,HCOE, HC			
OC and HCOE, work with HC and begins working with HSU staff to infuse Native leadership themes and topics across programs	Sept. '21	PD, OC,HCOE, HC			
Cohort 1 candidates successfully complete 1st semester	Dec. '21	Candidates			
Cohort 1 credential candidates begin being matched for Induction with mentors	Oct. '21	PD, HCOE, HC, OC			
<b>Overall Progress Towards Meeting Goal:</b>		<b>x / # of measures x 2 pts.</b>			
<b>Overall Weight: (How much does this section count towards the overall project implementation score of 100/100). Example = 20 pts</b>		<b>x/20</b>			

The PIFM will include program-wide, staff-specific, and school-level subsections. Each will be given an overall weight which totals 100 points. An overall score of 85/100 will be the measurable threshold for acceptable program implementation.

At least quarterly the evaluation team will share progress with the LT to determine progress towards meeting the goals. The grant program and this project’s goals are relatively straight-forward as they appropriately focus on the number of candidates who become school administrators. As such the success of the project will be clear—and will provide the summative feedback that will guide the project’s continuous improvement cycle.

**Participant goals**

- (i) The number of participants expected to be recruited in the project each year: 8
- (ii) The number of participants expected to continue in the project each year: 8
- (iii) The number of participants expected to graduate: 24 total
- (iv) Number of participants expected to find qualifying employment within twelve months: 20




Recent Twitter followers:



A screenshot of a Twitter profile's 'Recent followers' list. The list contains ten entries, each with a profile picture, name, handle, relationship status, and bio. The entries are: CA Fire Safe Council (@cafiresafe), Trevor Taylor (@thetrevortaylor), Linda Miller (@HumboldtLinda), American Indian Caucus CCCC (@AICaucus4Cs), IndigenousNWSA (@IndigenousNWSA), sher stout (@srstout), Priscylla Reneé Noak (@Priscylla\_Noake), Ken Hamik (@futureoforange), Jared Dahl Aldern (@JaredDahlAldern), and Hydrotomic Energy (@HydrotomicE).

Name	Handle	Relationship	Bio
CA Fire Safe Council	@cafiresafe	Follows you	California's leader in community wildfire risk reduction and resiliency!
Trevor Taylor	@thetrevortaylor	Follows you	Legislative Director at California State Senate. Opinions are my own.
Linda Miller	@HumboldtLinda	Follows you	Naturalist, biologist, activist; Retired GIS Analyst. She/her.
American Indian Caucus CCCC	@AICaucus4Cs	Follows you	The American Indian Caucus of the Conference on College Composition and Communication, National Council of Teachers of English. #AIC4Cs
IndigenousNWSA	@IndigenousNWSA	Follows you	Indigenous Peoples Caucus at the National Women's Studies Association. Indigenous scholars and scholarship in Indigenous feminist &   2Spirit/LGBTQ+ studies.
sher stout	@srstout	Following	NREL Arctic Strategic Program Manager and senior research engineer working to advance clean energy and resilience in rural and remote places.
Priscylla Reneé Noak	@Priscylla_Noake	Follows you	
Ken Hamik	@futureoforange	Follows you	
Jared Dahl Aldern	@JaredDahlAldern	Follows you	Lead investigator for the multidisciplinary West on Fire project @HUSC_ICW. Co-founder, Sierra-Sequoia Burn Cooperative. Retired educator & tribal govt staff.
Hydrotomic Energy	@HydrotomicE	Follows you	Hydrotomic provides uninterrupted renewable energy 24/7 on demand. Distributed energy from Islandized micro-grid stations that yield sustainable income. B-Swap

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26 posts   210 followers   554 following

**College of the Redwoods FNR**  
College & University  
The Forestry & Natural Resources program at CR prepares you for a career managing forested lands for economic/recreational/conservation purposes.  
[anchor.fm/crfnrcareer/episodes/Humbotany-with-Sarah-Norvell-ejtbq](https://anchor.fm/crfnrcareer/episodes/Humbotany-with-Sarah-Norvell-ejtbq)

Followed by [hsu\\_academiccareeradvising](#), [eureka.city.schools](#), and [hsuwritingstudio](#)




hsu.enst Follow Back ⌵ ⋮

38 posts   568 followers   359 following

**HSU Environmental Studies Club**  
Humboldt State Students aiming to build community through analyzing environmental issues with an interdisciplinary lens.  
With love for the planet 🌱🌍  
[humboldt.edu/enst](https://humboldt.edu/enst)

Followed by [minorthatre](#), [bluelakecasino](#), [humboldtstate](#) +11 more



crtp\_northcoast Follow Back ⌵ ⋮

75 posts   97 followers   99 following

**CRTP**  
Community  
Promoting transportation solutions that protect and support a healthy environment, people, communities, and economy on the North Coast.  
[linktr.ee/CRTP](https://linktr.ee/CRTP)

Followed by [donnasaysyes](#), [4theloveofhumboldt](#), [eurekachamber](#) +2 more

## People Who Shared This



**UC Cooperative Extension - Humboldt/Del Norte Counties** 18h ·

Check out what [Blue Lake Rancheria Tribe](#) and [Humboldt County 4-H](#), are up to!

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1

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**Humboldt County 4-H, California** April 19 at 3:07 PM ·

So cool to hear that the 4-H Seed Starting project is going so well!

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1

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**Blue Lake Rancheria Tribe** Published by Andrea Marvin · April 19 at 12:18 PM ·

The [Blue Lake Rancheria Tribe](#)'s Environmental Department's first virtual 4H workshop is underway. Participants are growing lettuce, kale, tomatoes, and poppies indoors, and will plant them outdoors once matured.

The [Tribe](#) put together the kits and mailed them to participants, after [Pierson Building Center](#) donated \$1,000 to help purchase supplies and equipment.

We are grateful for the support that will help youth develop skills in agriculture and gardening!

\*4H youth parti... [See More](#)



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**Blue Lake Rancheria's Daluviwi' Community Garden Indoor Seed Starting Project**

301

People Reached

35

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Groups, schools, organizations, leaders, sharing Pathmakers content: Humboldt County Office of Education, schools, school board members, those involved in Pathmakers, etc ...


 **Blue Lake Rancheria Tribe**  
Published by Andrea Marvin · April 14 at 12:24 PM · 🌐

Tribal Elder Dorothy McKinnon of the [Blue Lake Rancheria Tribe](#) has been recognized in a dedication piece in the back of the new comic story 'My Sisters' that focuses on Indigenous basketry traditions among Native American tribes in California. Local author Chag Lowry and Weshoyot Alvitre (Tongva) co-wrote the new comic story that has been endorsed by the [California Indian Basketweavers Association \(CIBA\)](#). Pathmakers has distributed sets of the culturally accurate story to... [See More](#)



3,099 People Reached      543 Engagements      [Boost Post](#)


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 **Arcata School District**  
April 15 at 10:41 AM · 🌐


Tribal Elder Dorothy McKinnon of the Blue Lake Rancheria Tribe has been recognized in a dedication piece in the back of the new comic story 'My Sisters' that focuses on Indigenous basketry traditions among Native American tribes in California!

Local author Chag Lowry and Weshoyot Alvitre (Tongva) co-wrote the new comic story that has been endorsed by the California Indian Basketweavers Association (CIBA). Pathmakers has distributed sets of the culturally accurate story to sc... [See More](#)



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 1






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 **Kitty Lynch**  
April 15 at 1:26 AM · 🌐

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  5

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 Comment as Blue Lake Rancheria Tribe       

 **Cedric Aaron Jr. No Hum Union High School District School Board Trustee**  
April 14 at 9:18 PM · 🌐

NHUHSD community, let's join the Blue Lake Rancheria Tribe and recognize Tribal Elder Dorothy McKinnon and the gifts that Pathmakers continues to share with our school communities!

"Pathmakers has distributed sets of the culturally accurate story to schools in Humboldt County as well as a curriculum guide that teachers can use for class lesson plans. ... [See More](#)



**James Simermeyer** ▸ Native Comic Book Society  
 April 14 at 7:16 PM · 🌐

It's awesome that for [Weshoyot Alvitre](#) and [Chag Lowry](#)'s comic book "My Sisters", [Chag Lowry](#) and [Rebecca Haff Lowry](#) created a curriculum guide to go along with their comic. This is a great example of a tool allies can use to educate themselves without putting more burden on individuals to educate them. Thanks for the hard work and doing some of the heavy lifting for the rest of us.

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**Blue Lake Rancheria Tribe**  
 Published by Andrea Marvin · April 13 at 12:31 PM · 🌐

"Depending on the type, baskets serve a purpose. They hold hot river stones and acorn meal to cook mush. Some are decorative and generate income. They trap eels, gather seaweed and basket materials themselves. Others hold medicine and are used in ceremony."  
 "Just like baskets, we hold different roles in life. This role may develop and change over time. Young people are unfinished baskets. You are not done yet. But your sticks, roots, the beginnings of your design came from s... [See More](#)

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**Humboldt County Office of Education** @humboldtcoe · Apr 26

HCOE and the Pathmakers Program are excited to bring your Pathmakers Maker Share, a showcase of maker creations incorporating Native STEAM and Traditional Ecological Knowledge (TEK)! Submit your creation by May 15, and we'll showcase it on our website! [hcoe.org/pathmakers/mak...](http://hcoe.org/pathmakers/mak...)



**Submit your Native STEAM inspired project today!**

**PATHMAKERS** Make your path to the future.

**Entries due Saturday, May 15**  
**Showcase goes live May 27**

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**My Sisters**

by **Chag Lowry & Weshoyot Alvitre**

2,580 People Reached      307 Engagements      [Boost Post](#)

👍❤️ You and 73 others      2 Comments 9 Shares

**Ken White** ▸ **Warrior Spirit Conference and Ceremony** Home Page  
 April 9 at 10:56 AM · 🌐

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**CIMC Redding Field Office**  
 April 9 at 9:58 AM · 🌐

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**Two Feathers-NAFS**  
 April 9 at 9:45 AM · 🌐

Amazing programming with one of our partners! Our team will be attending and helping out

Registration is now open for the Spring session of 'Kindling the Flame', a cultural mentorship program for Native youth developed by California State Parks North Coast Redwoods and Pathmakers, an education program developed by the Blue Lake Rancheria Tribe, Humboldt County Office of Education, and Northern Humboldt Union High School District

Saturday activities will focus on local Nat... [See More](#)

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Saturday activities will focus on local Native American culture and knowledge, and will incorporate Traditional Ecological Knowledge ... [See More](#)

Princess Colegrove Maiga Kainer Skip Lowry

Participants will engage with State Park Interpreters who are members of the local Indigenous community, and will learn through songs, stories and activities that are culturally appropriate and place based. The goal of the program is to give every participant a better understanding of their own tribal heritage and the knowledge that their story is important and powerful. Sessions will be held at Sunweg Village in Patricks Point State Park!

**Five-week session begins April 10th, 2021!**

<b>Saturdays with Princess &amp; Maiga:</b> Cultural Art & Storytelling Every Saturday from April 10th - May 8th 1PM to 3PM	<b>Sundays with Skip:</b> Hazel Rope Making Every Sunday from April 11th - May 2nd, and May 10th 1PM to 3PM
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Funding is available to assist with transportation costs for those families needing assistance getting to Sunweg Village.

Grades 9-12 | Max. of 10 participants for each day | Co-Ed | Masks Required | COVID-19 Safe

Register now: [bit.ly/KindlingtheFlame](https://bit.ly/KindlingtheFlame)

**Blue Lake Rancheria Tribe**  
 Community [Send Message](#)

**Juvenile Justice & Delinquency Prevention Commission**  
**Humboldt County**  
 April 9 at 3:06 PM · 🌐

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**Humboldt County Transition Age Youth Collaboration (HCTAYC)**  
 April 9 at 3:06 PM · 🌐

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**Sarah Jaquette Ray** ▸ Humboldt State Environmental Studies



April 16 at 9:02 AM · 🌐

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**Blue Lake Rancheria Tribe**



Published by Andrea Marvin · April 15 at 12:12 PM · 🌐

Food waste is a major cause of greenhouse gases. The [Blue Lake Rancheria Tribe](#) strives to reduce waste that ends up in the landfill, including food scraps which mostly can be composted and repurposed for the tribe's Daluviwi' Community Garden.

As part of the [Tribe's](#) food sovereignty program, the tribe will be offering workshops to Native American community members that touch on sustainable agriculture and topics such as composting, after receiving a \$50,000 grant from the... [See More](#)



651  
People Reached

61  
Engagements


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Shares




Siemens continues to share BLR microgrid success story

 **Blue Lake Rancheria Tribe**  
Published by Andrea Marvin · April 20 at 12:19 PM · 🌐



"Because of its microgrid, [Blue Lake Rancheria Tribe](#) was one of the few places with extensive back-up power amid California's 2019 wildfire-prevention outages — enabling residents, medical professionals and emergency response agencies to access vital services and supplies."



Siemens USA   
April 20 at 7:15 AM · 🌐

Because of its [#microgrid](#), [Blue Lake Rancheria Tribe](#) was one of the few places with extensive back-up power amid [#California's](#) 2019 [#wildfire](#)-prevention outages... [See More](#)

156 People Reached      14 Engagements      Boost Unavailable

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Recent microgrid mentions:

<https://indiancountrytoday.com/news/who-is-the-greenest-tribe>

<https://ecoblock.berkeley.edu/blog/community-microgrids/>



# Re: Fw: Amendment to the Contract

Bareilles, Jack <[jbareilles@nohum.k12.ca.us](mailto:jbareilles@nohum.k12.ca.us)>

Tue 5/4/2021 2:21 PM

To: Alison Robbins <[arobbins@bluelakerancheria-nsn.gov](mailto:arobbins@bluelakerancheria-nsn.gov)>;

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

Perfect.

Thanks.

Jack

Jack Bareilles  
Grants and Evaluation Administrator  
Career Technical Education Administrator  
Northern Humboldt Union High School District  
707-845-6546 cell

On Tue, May 4, 2021 at 1:54 PM Alison Robbins <[arobbins@bluelakerancheria-nsn.gov](mailto:arobbins@bluelakerancheria-nsn.gov)> wrote:

This is the language I am taking to the BOE tonight.

---

**From:** Bareilles, Jack <[jbareilles@nohum.k12.ca.us](mailto:jbareilles@nohum.k12.ca.us)>  
**Sent:** Friday, April 23, 2021 3:51 PM  
**To:** Alison Robbins  
**Subject:** Re: Amendment to the Contract

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

Alison,

Here's some language.

-----  
We propose extending the contract through May 31, 2021 to continue planning for an expansion in the 2021-22 school year of Work Based Learning opportunities provided by Northern Humboldt Union High School District in alignment with the Blue Lake Rancheria Tribal Education Agency's Modern Youth Apprenticeship initiative.

Increasing Work Based Learning (WBL) not only provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. It also aligns with a requirement in the California Education Code.

Work-Based Learning is an educational approach, or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life, work activities and future career opportunities. A quality work-based learning program, when feasible, should be an integral part of a more comprehensive program that integrates academic courses and career technical education. Students benefit from work-based learning that connects to classroom instruction. E.C. 51760 (a) (d) 51760.1 (e) (4-6)

This expansion of the WBL through the partnership between the Blue Lake Rancheria Tribal Education Agency and Northern Humboldt Union High School District will help NHUHS provide opportunities that include the following elements.

Quality Work-Based Learning should include the following elements:

- Direct interaction between student and industry professionals
- A sequence of experiences that begins with awareness and moves on to exploration and hands-on preparation
- Clearly defined learning objectives related to classroom curricula
- Alignment with students' career interests
- Alignment with the state standards and industry/occupational standards
- Exposure to a wide range of industries and occupations
- Collaboration between employers and educators, with clearly defined roles for each
- Activities with a range of levels of intensity and duration
- Intentional student preparation and opportunities for reflection

Jack Bareilles  
 Grants and Evaluation Administrator  
 Career Technical Education Administrator  
 Northern Humboldt Union High School District  
 707-845-6546 cell

On Fri, Apr 23, 2021 at 12:38 PM Alison Robbins <[arobbins@bluelakerancheria-nsn.gov](mailto:arobbins@bluelakerancheria-nsn.gov)> wrote:

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