

**I. OPENING MEETING**

- a. Roll Call

**II. REPORTS**

- a. The Executive Director’s Report
- b. Marketing & Communications Report
  - i. Social Media Report
    - 1. See July/August Report

**III. PUBLIC COMMUNICATIONS**

A member of the public (speaker) may address the Board during the Public Communications section of the BOE Agenda. Comments by public speakers made during the Public Communications will be limited to items on the BOE Agenda or items within the jurisdiction of the Board. The number of speakers who speak during Public Communications will not exceed ten. A speaker, in lieu of speaking during Public Communications, may speak during an agenda item. Comments during an agenda item will be limited to the topic of the agenda item. Speakers may register to speak by calling the Clerk of the Board at (620) 705-1715 by noon on the day of the BOE meeting, or they may register at the location of the BOE meeting until 10 minutes before the meeting begins. When registering to speak, a speaker will identify the topic the speaker wishes to address. A speaker’s comments at a meeting will not exceed 3 minutes, will be limited to the registered topic, and will not include personnel matters concerning TEA or Tribal employees and/or matters that would violate the privacy of students. Speakers will provide (7) copies of any handouts to the Clerk of the Board for distribution at the Board table. For more information and restrictions, please see BOE policy Section 1402.6 Board of Education Agendas, Calendars, & Meetings.

**IV. CONSENT AGENDA**

- a. Negotiated Coordinated Services Agreement with CA State Park
  - i. Contact(s): Alison Robbins
  - ii. Purpose: Approval of \$20,000 for CA State Parks Kindling the Flame Program at Sumeg Village and \$15,000 for CA State Parks program expansion at Ft. Humboldt & Eureka Visitors Center. Summary: Total of \$35,000 to be provided to CA State Parks and the Wiyot Tribe to cover 10 weekend sessions at Sumeg, mentoring for three internships with CA State Parks and the Wiyot Tribe, continued support of the Yurok language and culture videos made in 2020-2021, and new videos to be made on Wiyot language and culture for the CA State Parks PORTS program.
  - iii. Recommendation: Staff recommends approval.
    - 1. **DISCUSSION:**
    - 2. **NOMINATIONS:**
    - 3. **DECISION:**

4. **ACTION:**

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

- a. 10 Year Strategic Plan Review #1
  - i. Contact(s): Alison Robbins
  - ii. Purpose: To review portions of the DRAFT 10-year Strategic Plan that have been reviewed by the Subcommittee for full BOE Consent.
  - iii. Recommendation:
    - 1. **DISCUSSION:**
    - 2. **NOMINATIONS:**
    - 3. **DECISION:**
    - 4. **ACTION:**

**VI. MISCELLANEOUS**

- a. Approval of DRAFT BOE Meeting Minutes of 06/15/2021
  - 1. **DISCUSSION:**
  - 2. **NOMINATIONS:**
  - 3. **DECISION:**
  - 4. **ACTION:**

**VII. UNFINISHED BUSINESS**

- a. NIEA 2021 Convention and Trade Show
- b. Early Childhood Center/Daycare Feasibility Study

**VIII. NEW BUSINESS**

- a. Letter of Support for NHUHS – Teacher and School Leader Incentive Program grant
- b. Dates for 2021’s BOE Election in December

**IX. AJOURNMENT**

# Tribal Education Agency Program Update

## Programs that just finished for the summer

- **Building & Construction Trades** - 140-hour Pre-Apprenticeship Training program 06/14 – 07/16/2021 ran at the CR Campus – BLR transit provided transportation for students. **I am requesting final numbers and a wrap up report.**
- **UAS Drone Pilot Camp** started 06/21/2021 and ran through 07/16/2021. Four hours per day (1-5PM, Monday through Friday) – **wrap up meeting today at 11:30AM – need participation numbers, hours, etc.**

## Grant Updates

- Tuesday, 7/13 – Tribe was notified that we received a **US Dept. of ED - Native American Career and Technical Education Program** grant from Office of Indian Education. 5 year grant for \$550K.
- Friday, 7/16 – Tribe was notified that we did NOT get the **USDA Farm to School Grant**
- **US Dept. of ED - STEP TEA Development grant** received a reporting extension until 8/31/2021; Final Performance Report paperwork will need to be signed by Jason. Final journal entries for corrections and Indirect reimbursement are needed, and then final draw down of funds to be done.
- PENDING: Still waiting the decisions for two other grants:
  - **BIA – Tribal Climate Resilience Program (Youth Participation)** – two-year STEM education focused on water, soil, and air quality w/ regards to restoration projects on tribal lands
  - **US Dept. of ED - Office of Indian Education (OIE) – Grow Your Own Administrator (GYOA)** – five-year grant to create 24 Native American school principals or district superintendents, or district level administrators across Northern CA (has a 276-mile radius from BLR).

I am working on three more grant applications:

- **National Endowment for the Arts – Pandemic Relief funds**, application due 08/12/2021. We will be focusing on the A, in “STEAM” while still doing makerspace activities. Plan to fund Mobile Makerspace Teacher. *(Long shot)*
- **BIA – Tourism – Pandemic Relief funds** due 08/13/2021. Anita and I are working on A draft narrative has been created by Anita, a draft budget and a project concept paper for the Hula Park and Event Center has been created by me with input from Anita and Jason. I have met with two persons from HSU to do the feasibility study yesterday 7/19 and we should have their proposal for our application by close of business on Wednesday.
- **US Dept. of ED – Office of Indian Education – American Rescue Plan – American Indian Resilience in Education (ARP-AIRE)** – grant application is due 09/13/2021. I am attending two webinars on the applications, first is 7/28/2021. Meeting with Michele and Jason on strategic planning this Friday to help guide this application’s goals. Mostly continuing the parts of the NYCP Pathmakers grant that worked, and expanding on various concepts.

I will be submitting the official paperwork to make Jason the administrator on the Dept. of ED grants and letting them know that Arla has officially retired.

## Staffing Updates

Prepared by Alison Robbins 7/20/2021 9:46 AM – updated 5:15 PM

## Tribal Education Agency Program Update

- Frederique Guezille is now full time as a (**Secondary Paraeducator**) and will be splitting her hours between Educational Programming and Agriculture Programming (Michelle Fuller's staff), as such...we are hiring a person to replace her in the Clerk of the Board position.
- **Clerk of the Board** position has been posted, we've received a very qualified resume, and are scheduling interviews for next week. I anticipate hiring and starting a new person by 8/15.
- **Mobile Makerspace Teacher** –Merry Kate Lowry's Mobile Makerspace Teacher position is moving under BLR and will not be funded through a contract with HCOE. Meeting is scheduled for later today with Merry Kate. Anticipate starting this position by August 1.
- **Two Graphics Arts & Technology Interns** started June 28 – working 200 hours; Farm Stand Mural Project; Quail Eggs Logo and Label project; Native Role Model Posters project; and Native American Agriculture Business website project. Rhea Scott and Jasmine. Working primarily from Arcata HS due to space and computer needs. They're currently working on Quail Egg labels, and the mural project. They will move on to Native Role Model posters and a web-site design.
- **Two Agriculture Interns** working 200 hours with Frederique Guezille and Thao Le as their mentors, under Daniel in the garden. Gabe Mountain and Janessa Grandfield.
- **Building & Construction Trades Internship:** Jesse Widmark has completed his internship, is taking the summer off, and hopefully, will be returning in the Fall semester into this internship again with Mike Smith in Facilities. Jesse will qualify to apply for the Harbor Freight Fellowship and we will be working on this application in August as Jesse enrolls for school.
- **Natural Resources Internship:** We will be interviewing John Randall for an internship with CA State Parks. Employed by BLR, "volunteering" with CA State Parks, he will work with Skip Lowry at Sumeg village learning both the Park Interpreter position duties, and Park Maintenance duties.
- **Summary of Current TEA Staff Full Time Equivalent (FTE) are:**
  - **Full-Time:** Alison, Marlee, Lisa, Frederique = 3.5 FTE
  - **Part-time (temporary):** Thao, Rhea, Jasmine, Gabe, Janessa = 2.9 FTE

### **New employee on-boarding expected in August:**

- Clerk of the Board (1.0 FT) – *have received one resume so far, start date August 15*
- Mobile Makerspace Teacher (1.0 FT)– *person moving from HCOE to BLR, starting August 1*
- Natural Resources Intern (.50 - .725 PT Temporary) – *student has been selected, waiting on interview, start date is pending*

**PENDING GRANT POSITIONS:** Should we get the remaining two pending grants, we will be hiring:

- **OIE GYOA** - Steve Godla as an Administrator mentor (3 years – part-time .25 FTE). He's the former District Superintendent of Del Norte County Schools, helped write the grant, and has the correct combination of experience and knowledge.
- **BIA – TCRP** – Secondary Paraeducator position (2 years – part-time - .50 FTE)

### **Programs Currently Running This Summer**

- **Mural Camp** – Farm Mural going up, started on 06/28 – two to four high school students who are interns with BLR working with contractor Korby Skoglund

## Tribal Education Agency Program Update

- **Summer Algebra Institute Robotics Camp** started yesterday, 7/5/2021 – 07/30/2021 grades 7-12; 9AM-noon. Students are recovering math credits they lost this last year, and learning how to build robots, too. I will be receiving an update from HSU next week.
- **Trinidad STEAM Camp** – Merry Kate Lowry has been providing Pathmakers curriculum at the Trinidad STEAM Camp this summer. **\*\* Need participation data from Merry Kate - # of children served, hours provided, curriculum used.**
- **Klamath Youth Water Protectors Canoe Camp** 7/22/2021 – ages 8-18
- **Air Quality Monitoring Curriculum Training** 08/17/2021 – middle school and high school teachers being trained along with BLR instructional staff: Marlee, Merry Kate, Frederique, Vanessa (HSU)
- **Contract negotiations are continuing** – with NHUHSD, CR, and HCOE on the Modern Youth Internship Academies programming design. Expecting those to be completed by next week. *(Estimated: \$21K-\$38K total contracts)* – Jason should keep an eye on HelloSign emails requesting signatures on contracts.

### Preparing for Fall 2021

- **CA State Parks: Kindling the Flame Youth Cultural Revitalization Program** – an agreement has been reached for coordinated services whereby CA State Parks will provide 10 weekends of programming for our Pathmakers students grades 6-12, with expansion of the program to include redwood canoes on Stone Lagoon in conjunction with the Yurok Tribe. Greater coordination with the PORTS program and our Mobile Maker Teacher, Merry Kate, for synchronous instruction at local elementary schools. Paperwork being created for the submission of our annual payment to them for this program *(Negotiated: \$20,000)*. *We will be negotiating with State Parks and the Wiyot Tribe for expansion into Wiyot Cultural Programming for use by our MMT and the creation of an internship – started developing this last week when received our grant new notification (Estimated \$15,000).*
- **HSU TRiO Talent Search Contract** – we will be entering into another contract with HSU for continuing the services of their staff members, particularly Vanessa Cota, for Pathmakers work going on in Hoopa. *(Estimated \$12,000)*
- **NHUHSD Native Maker Workshop** – planning has begun for these Fall workshops. We've reached out to Green Diamond for access to their lands for harvesting. Workshops confirmed right now: 1) two basket weaving workshops, 2) acorn mush paddle (finishing), 3) redwood fish cooking sticks, 4) gill net setting / use (finishing), 5) beadwork, and 6) redwood stool carving
- **Family Maker Nights 2021-22** Have been scheduled with HCOE – a total of eight nights. Third Thursday of the month beginning in September, completely virtual as we had a greater response with more people participating on-line. I will be confirming with HCOE and Merry Kate, the need for a place to stream from, which has been the back area of the Sapphire Palace. FMN dates are:
  - 09/16/2021;
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## Tribal Education Agency Program Update

- **Higher Education Program** – summer meeting sessions are beginning this July. Meetings are being scheduled with students of the program to plan for their upcoming needs this Fall, and to determine future needs through their individual graduation dates and goals. Council has approved updates to stipend program, student handbook has been updated.
- **Board of Education Sub-Committee Meetings** will take place in July instead of a regular BOE meeting. Two sub-committees 1) reviewing policy statements and SOP creation, 2) 5-10-year strategic planning for Educational programming. Next regularly scheduled BOE meeting is August 3<sup>rd</sup>.
- **Cultural Exchange Program with Tribes in Taiwan** – HCOE has developed a proposal with Klamath Trinity School District and have approached BLR to be involved in the program. Cultural exchange between Indigenous tribes of Taiwan with 29 students from KTJUSD headed to Taiwan in February 2022, and students from Taiwan coming here in August 2022. Proposal provided to BLR and will be under discussion with the BOE at the next meeting.
- **C-TIE (Consortium for Tribal Innovation and Entrepreneurship)** will be launching its own Facebook page next week. Marlee and I are working on a content management plan for the moderators of the page to work from when creating and reviewing content. All C-TIE partners will have at least one moderator for the page, and the Clerk of the BOE position will administer the page with Marlee, our Community Services Coordinator.
- **TEA Website** – Per recommendation from Andrea and Toni, the TEA will launch its own website this Fall as our programs are growing. The Clerk of the BOE position will handle the front end side of the website and Toni will continue to handle back end administration.

# Tribal Education Agency Program Update

## Programs that just finished for the summer

- Programs have finished for the summer – we are waiting on the final numbers on participation from HSU, as well as their invoices for services

## Grant Updates

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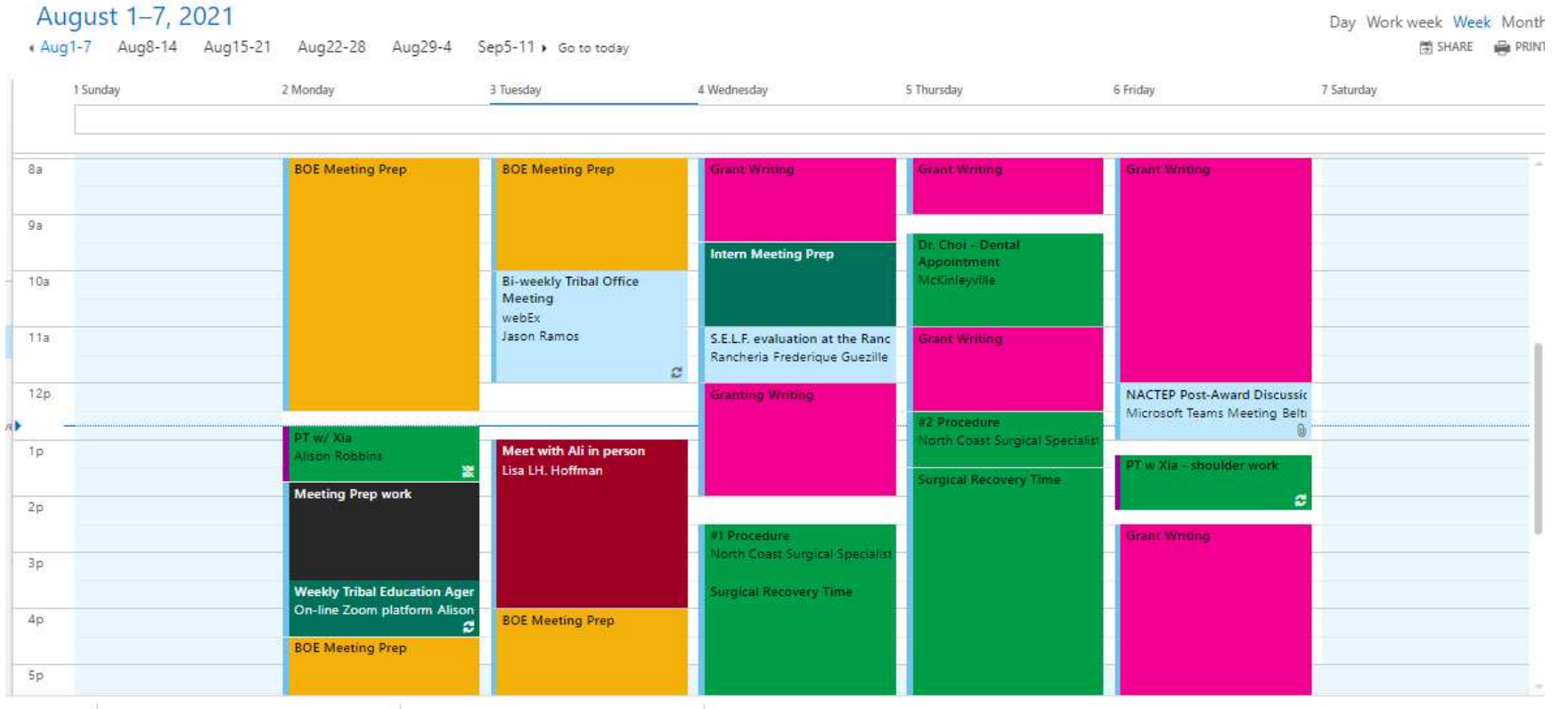
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## Tribal Education Agency Program Update

2022, and students from Taiwan coming here in August 2022. Proposal provided to BLR and will be under discussion with the BOE at the next meeting.

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- **C-TIE (Consortium for Tribal Innovation and Entrepreneurship)** will be expanding to include Eureka City Schools (proposed). Meeting for this discussion is scheduled Monday, August 9
- **TEA Website** – Per recommendation from Andrea and Toni, the TEA will launch its own website this Fall as our programs are growing. The Clerk of the BOE position will handle the front end side of the website and Toni will continue to handle back end administration.

# Tribal Education Agency Program Update



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August 8–14, 2021

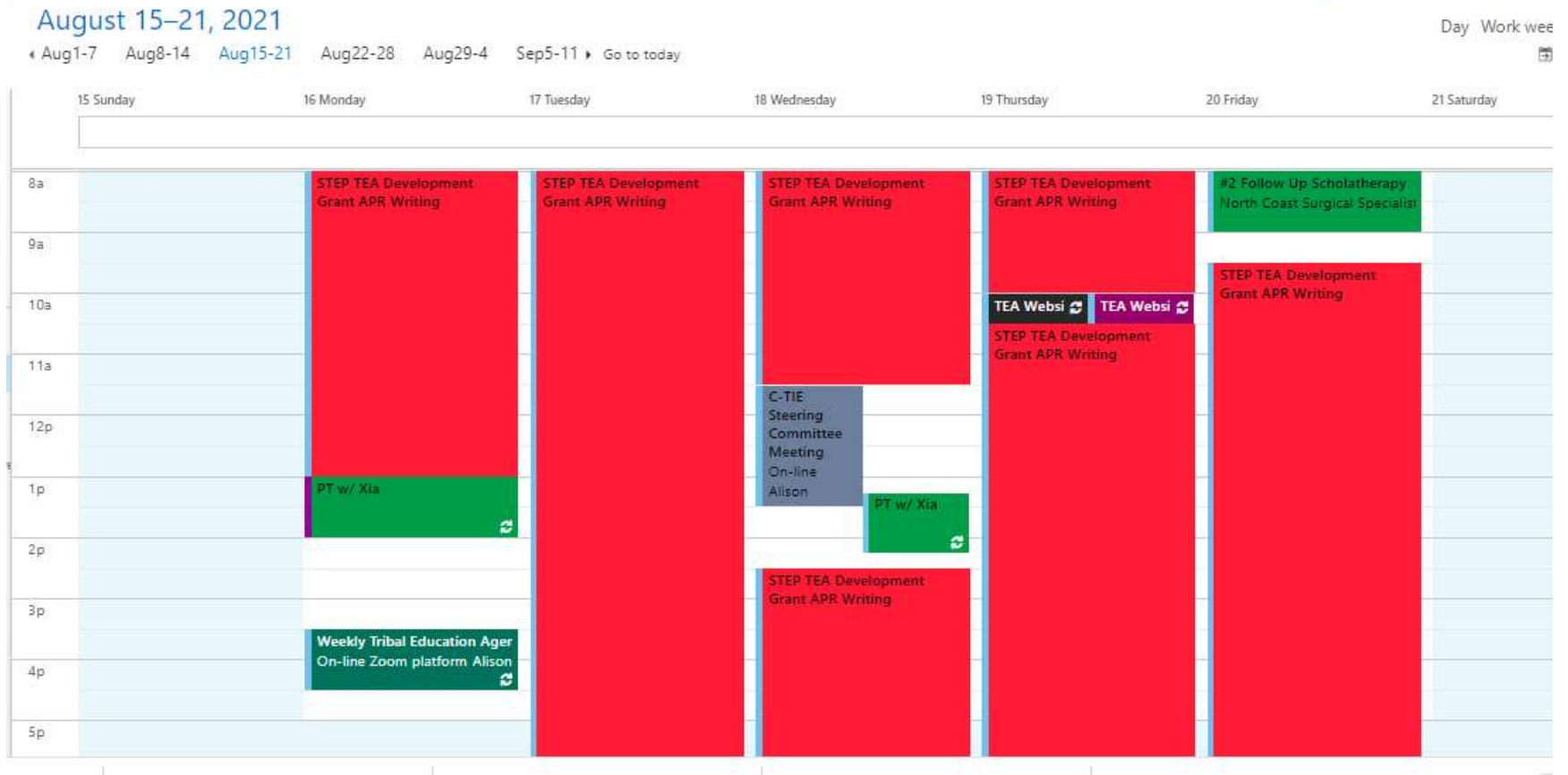
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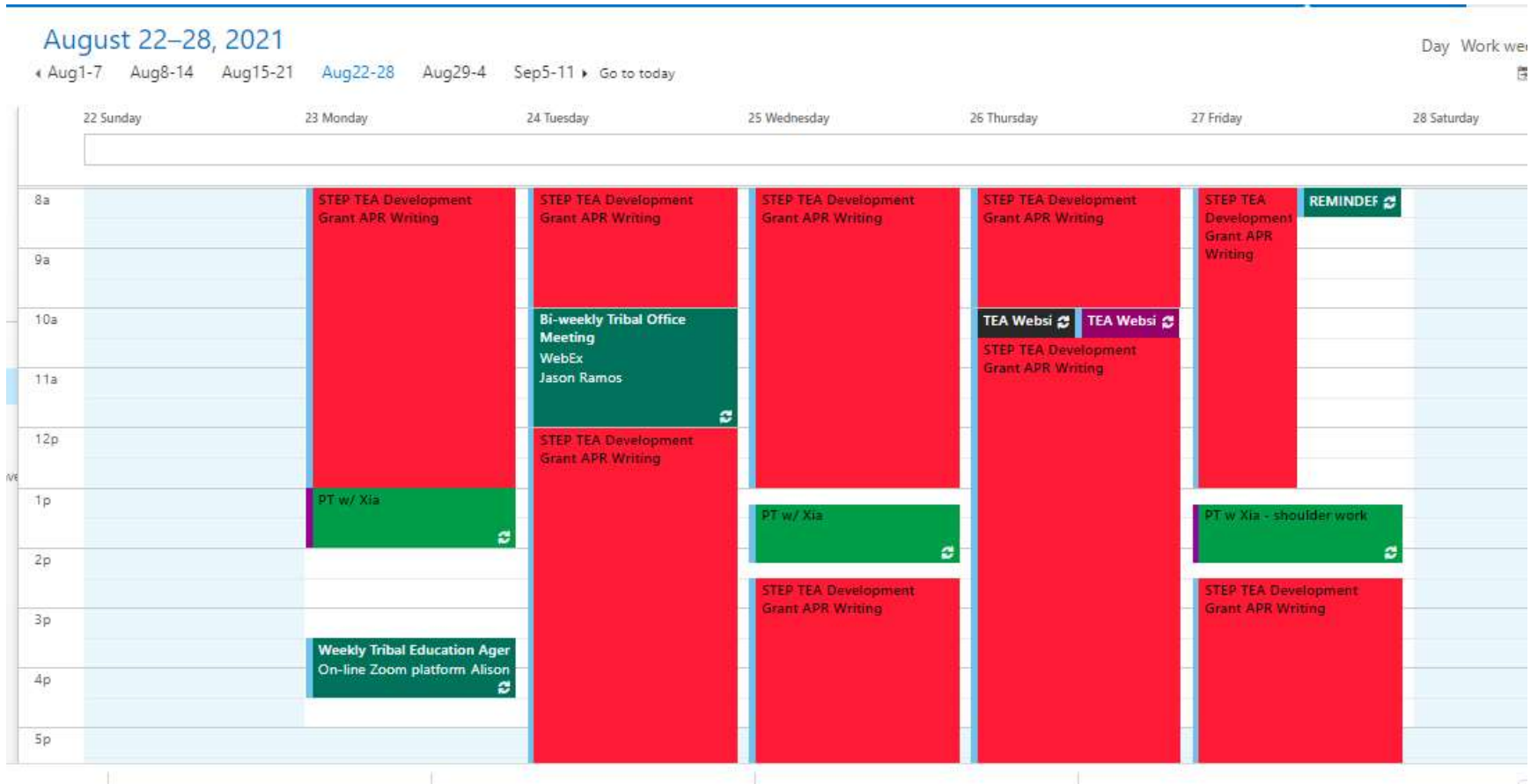
	8 Sunday	9 Monday	10 Tuesday	11 Wednesday	12 Thursday	13 Friday	14 Saturday
8a		Grant Writing	Grant Writing	Grant Writing	Grant Writing	Grant Writing	REMINDEF
9a		NHUHSD Data Sharing Agree NHUHSD offices Alison Robbii					
10a		Meeting with Eureka City Sch Zoom Online Alison Robbins	OIE Technical Working Group <a href="https://seiservices.zoom.us/j/901E">https://seiservices.zoom.us/j/901E</a>		TEA Websi TEA Websi		
11a		Grant Writing	Grant Writing		Grant Writing		
12p				STEP Talking Circle <a href="https://seiservices.zoom.us/j/901E">https://seiservices.zoom.us/j/901E</a>	Demonstratic <a href="https://seisen">https://seisen</a>	Updated invit <a href="https://seisen">https://seisen</a>	
1p		PT w/ Xia		PT w/ Xia	Grant Writing		
2p						Procedure Follow Up Appoint North Coast Surgical Specialist	
3p						Grant Writing	
4p		Weekly Tribal Education Ager On-line Zoom platform Alison		Grant Writing			
5p							

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# Tribal Education Agency Program Update



# Tribal Education Agency Program Update



Center for Tribal Innovation and Entrepreneurship  
Proposal for Services  
With  
California State Parks Redwood District

This is an outline of a proposed list of coordinated services between the Center for Tribal Innovation and Entrepreneurship (C-TIE) and California State Parks Redwood District. The Center for Tribal Innovation and Entrepreneurship (C-TIE) is comprised of the Humboldt County Office of Education (HCOE), College of the Redwoods (CR), Northern Humboldt Union High School District (NHUHS) and the Blue Lake Rancheria (BLR) and its Tribal Education Agency (TEA).

This proposal will cover: **(1)** Description of coordinated services, **(2)** Proposed schedule for coordination, **(3)** Communication and Joint Marketing of coordinated services, **(4)** Capacity, distribution, and accessibility of coordinated services, **(5)** C-TIE's financial support for coordinated services.

**Description of Pathmakers Program Services:** California State Parks ("Parks") will provide Native American Cultural Interpreters to facilitate the following programs:

- **Kindling the Flame: A Youth Cultural Revitalization Program** - providing educational, cultural, and career-pathway mentoring to Native Youth who are part of the Center for Tribal Innovation and Entrepreneurship (C-TIE) Pathmakers Program during weekend workshop sessions at Sumeg Village.
- **Volunteer "Internships"** – provide a mentor for a 200 hour "Internship" of a NHUHS High School Student(s). C-TIE will provide Parks with eligible and interested student(s) to work with Native American Cultural Interpreters as they go about their job duties at Sumeg Village as a part of Natural Resources related career exploration.
- **PORTS Program Videos and Coordination** – continued video production of local Tribal Traditional Ecological Knowledge (TEK) using the purchased KT Land Tenure curriculum and culturally adapted activities which C-TIE can use on their websites. Coordination with Pathmakers Mobile Maker Technician (MMT) and BLR staff for scheduling in schools.
- **Stone Lagoon Redwood Canoe Experiences** – support for a joint effort between Parks, the Yurok Tribe, and C-TIE's Pathmakers program for interpretation work at Stone Lagoon, including videos of redwood canoe tours.

**Proposed Schedule and Dates of Services:** This proposal would begin on July 1, 2021 and continue through June 30, 2022, with an option to renew the association and provision of services for additional services continuing through September 30, 2023.

- **Kindling the Flame: A Youth Cultural Revitalization Program** – minimum of one (1) five week (weekend) session in the Fall 2021 and one (1) five week (weekend) session in the Spring 2022, for a total of 10 sessions. Meetings and scheduling planning to begin by August 1, 2021 to facilitate communication to target audience and enrollment of students.
- **Volunteer "Internship"** – scheduling of these volunteer hours for BLR Natural Resources Intern will be coordinated with Parks for Sumeg Village Interpreters. 200 hours of volunteer time will take place between July 1, 2021 and June 30, 2022 – per Intern.
- **PORTS Program Videos and Coordination** – video production will be on Parks own schedule. Scheduling of PORTS synchronous instruction with Pathmakers MMT will be dependent upon school(s) and classroom teacher(s) availability. Meetings will occur beginning in July 2021 and continue throughout the 2021-2022 school year for the arrangement of dates and times.

Center for Tribal Innovation and Entrepreneurship  
Proposal for Services  
With  
California State Parks Redwood District

- **Stone Lagoon Redwood Canoe Experiences** – Parks and the Yurok Tribe will arrange the dates and times of these activities. BLR requests that videos produced from these activities be available to the TEA in a timely manner, post-production for use on websites and in classrooms.

**Communication and Marketing of Programs:** In support of this proposal Parks and C-TIE agree to coordinate their communication and marketing of programs and services to provide equity of access to all potential program participants in Humboldt County. During meetings, flyer design, logos, and pertinent information will be shared between Parks and C-TIE including their Marketing and Communications departments. Each of the organizations will support the outreach effort through their organization’s social media or communication policies.

- **Kindling the Flame: A Youth Cultural Revitalization Program** – flyers, events calendar on Facebook pages & websites, and potential slide show or “trailer” like video including pictures or video from the Fall 2020 and Spring 2021 sessions to be played on Facebook, Instagram, YouTube, and partner organization websites. C-TIE will provide Parks with contact information for the students. C-TIE will confirm student enrollment via emails, cc’ing Parks personnel. Parks personnel will communicate program changes or cancellations (due to emergencies, weather, illness, etc.) to enrolled students via the contact information provided by C-TIE, and will update C-TIE on such communications.
- **Volunteer “Internship”** – C-TIE will provide the recruitment efforts, pre-screening, and facilitate student volunteerism, ensuring proper communication between student volunteer “Interns” and Parks Interpreter’s program. Parks will coordinate the volunteer hours at Sumeg Village and confirm students’ hours with BLR TEA Executive Director for the Intern’s payroll and class credit documentation.
- **PORTS Program Videos and Coordination** – Parks produced videos will be posted on YouTube for use and linking to by C-TIE organizations who will provide links to Parks videos on their organization websites and social media sites in connection with events, activities, and curriculum.
- **Stone Lagoon Redwood Canoe Experiences** – Parks produced videos will be posted on YouTube for use and linking to by C-TIE organizations who will provide links to Parks videos on their organization websites and social media sites in connection with events, activities, and curriculum.

**Capacity, distribution, and accessibility of coordinated services:** Parks agrees to provide C-TIE with pictures, sign-in sheets and other information documenting the capacity and attendance of program activities and analytics on videos. Parks understands this is to help with C-TIE’s continuous improvement efforts on ensuring all C-TIE sponsored programs are accessible to all eligible program participants in Humboldt County so they may comply with their own internal policies, and those regulations attached to their funding source.

- **Kindling the Flame: A Youth Cultural Revitalization Program** – Parks will advise C-TIE on the minimum and maximum number of students to be enrolled in these weekend sessions. C-TIE will track enrollment, and provide Parks sign in sheets for use at each session to track the students’ attendance. C-TIE will employ or contract with Two Feathers Native American Family Services an



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appropriate number of mentors to accompany the enrolled students. This program will be accessible to students in grades 6 through 12.

- **Volunteer “Internship”** – C-TIE will provide Parks with a minimum of one (1) and a maximum of four (4) Natural Resource Student Interpreter Volunteer “Interns” (SIVI). Parks will review SIVI information and provide feedback to begin coordination of up to 200 hours of volunteer time per SIVI. Parks agrees to assist in the coordination of a minimum of 10 hours per week of SIVI volunteer hours per SIVI so that students may qualify for Work Credit study units with NHUHSD and/or CR. This program will be accessible to students grades 9 through 12.
- **PORTS Program Videos and Coordination** – Pathmakers MMT will provide Parks with an availability schedule to coordinate their efforts towards in facilitating PORTS use in classrooms. This program will be accessible to students in grades K through 12.
- **Stone Lagoon Redwood Canoe Experiences** – Parks will provide C-TIE with information on the capacity of the redwood canoe tours, and if Pathmakers students would have access to ride along during videos and/or tours in coordination with the Yurok Tribe. C-TIE will follow Parks direction on any enrollment for spots on redwood canoe tours. The accessibility of this program is yet to be determined, and C-TIE agrees to accessibility established by Parks.

**C-TIE’s financial support for coordinated services:** C-TIE commits to providing \$20,000 in support to Parks for the coordination of services to be provided for Pathmakers students in Humboldt County at Parks sites, and within virtual programming. Parks may determine the use and distribution of the funds based upon their need in providing these coordinated services. Any and all funds provided by C-TIE may be used by Parks for the continued sustainability of the Interpretation program within the North Coast Redwood District.

**Consumable Supplies:** Consumable supplies used by students in the live Workshops Sessions will be provided by C-TIE. A list of supplies needed (containing price, number, name/description, and identifying size, color, shape, skew# to facilitate purchase) will be provided by Parks a minimum of three weeks prior to the start date of the sessions so C-TIE can comply with their internal purchasing processes and facilitate delivery to Parks @ their Ft. Humboldt office.

# Blue Lake Rancheria Tribal Education Agency

Ten Year Strategic Plan  
Of the  
Board of Education

*2021 – 2031*



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## Introduction

The Blue Lake Rancheria (BLR) Tribal Education Agency (TEA) Board of Education (BOE) has developed this ten-year strategic plan to provide a roadmap to achieving its four long term goals of:

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

The BOE has listened, learned, and acted upon the feedback from community stakeholders including businesses, parents, and cultural advisors in the creation of this strategic plan. The plan to ensure all students are future ready will be shaped around strategic themes. The annual objectives and action items established within each theme will challenge the TEA and its community to stretch further and think differently about the work that must be done to support and inspire our students. This plan will ensure success for all learners by focusing on meaningful and challenging curriculum and instruction. From research-based early literacy goals to focus on the achievement gap, to unique needs of extraordinary learners, the TEA will align work across programs and school districts to ensure that Native students perform at the highest level.

Opportunities provided to Native students to be future ready will be unparalleled in Humboldt County. The TEA will allow students to choose how to turn what they like to do into what they want to become through career pathways, nationally-recognized certification programs and community partnerships. The TEA has adopted the “*Support the Whole Child*” model. Each student has worth, dignity, and is valued and understood through essential social, emotional, and behavioral supports. The TEA will cultivate a sense of belonging and a focus on safe school facilities and trauma informed classrooms to create a safe and secure learning experience. To achieve this, the BOE needs responsive, passionate staff, determined to assist students to achieve their personal goals of success.

The BOE believes that purpose-driven employees are essential to the success of the TEA and its students. The BOE and TEA management will empower our area’s most effective leaders, teachers, and staff to support Humboldt’s children through a positive organizational culture, high-quality professional development, and meaningful recruitment and retention strategies.

The BOE believes in engaging directly with families and the community through various outreach programs, and acknowledges that it benefits from the vibrant engagement of families, community partners and business leaders focused on student success. The TEA will create and maintain relationships through a commitment to customer service and meaningful community involvement.

The BOE believes that communication is necessary to build trust, and as such, commits to transparent communication between the TEA and stakeholders at all levels as the essential element to maintain trust and confidence in our organization and its programs. This is key as the need to align resources and infrastructure in Humboldt County’s schools to effect positive change for the benefits of Native students

is essential in creating efficient and successful public and tribal schools. The TEA will focus on efficiency through alignment of systems and resources to ensure that facilities are well maintained, programs and services are coordinated for appropriate use of staff time, and that adequate resources are devoted to schools and classrooms to directly support teachers and students.



## BOE President's Message

*(Insert Jason's inspirational message)*

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## Vision Statement

Through fostering resilience in an inclusive, community-based learning environment, employing skilled teachers who mentor, train, and guide our future leaders, the Blue Lake Rancheria Board of Education promotes engaging learning resulting in self-sufficient lifelong learners.

As a sovereign nation, it is our imperative to inspire cooperation for philanthropy and scholarship in education throughout the region building thoughtful collaboration with local businesses and governments. The goal of our educational programs is to prepare our youth to respond with resilience and agility to the emerging needs of our society.

## Mission Statement

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.

## Core Values

### Preparedness

The process of preparing students of any age with the essential skills they need to find, acquire, maintain and grow in multiple contexts including their academic life, personal life, family life, community life, and work life. Understanding that advance planning permits comfortable deviation, and through such preparedness, students honor their commitment to their own growth and well-being, and understanding how their own personal preparedness impacts their community.

### Resiliency

The process of being able to adapt well and bounce back quickly in times of stress. Our programs encourage students to show commitment and determination working towards self-improvement, learning about their own actions and their actions' ramifications. Understanding that actions – good or bad – continue and will return to where they began is a core value our programs work to instill. Survival takes bravery, fortitude, and determination; flourishing takes resiliency.

### Helpfulness

The process of providing useful assistance, and friendliness evidenced by a kindly and helpful disposition. Learning to function in a thriving society through understanding checks and balances of our society; taking steps that benefit or contribute to social and tribal cohesiveness are key virtues our programs attempt to instill in Native youth. Making a commitment to assisting others, and encouraging them to contribute their fair share, honoring themselves, their family, and society is amongst our core values.

### Cooperation

The act of people working together to achieve results or people helping each other out to achieve a common goal. Our programs are designed to teach students the merits of teamwork and the value of living and working in community in multiple situations.

### Self-sufficiency

The ability to maintain oneself without outside aid, capable of providing for one's own needs. Our programs encourage students to think and work independently as adeptly as they would within a team.

### Generosity

The willingness to give or to share in the spirit of unselfishness. Sharing not only material goods, generosity of spirit is expressed in cultivating the moral and ethical understanding and responsibility to consider the welfare of everyone in the community; generosity of heart, comfort, and support with the understanding that what a person does affects many people.

### Responsiveness

The quality or state of being able to react quickly, and appropriately to the situation. Responsiveness to the needs and welfare of others, such as children and elders, is a key value we strive to cultivate in all our program participants.

### Scholarship

The character, qualities, activities of a scholar, demonstrating a positive attitude towards study and a passion for a chosen course subject. Scholarship and life-long learning are highly valued in our community, and will be encouraged by elders, peers, mentors, and role models as a way of honoring our culture of resiliency.

## SWOT Analysis

The Board of Education has reflected upon the strengths and weaknesses of our organization, and the opportunities and threats that it faces in the coming decade. This analysis will inform the BOE's goals, yearly objectives and action plans.

### Strengths

#### Stable, Strong Leadership with Values

The Blue Lake Rancheria has a stable and committed Tribal Council. Dedicated to a vision of raising the educational standards, capacity of and services to the residents of the Blue Lake Rancheria and Humboldt County. The Tribal Council provides both broad and specific goals for the future unto the seventh generation. The Blue Lake Rancheria's leadership is progressive and innovative in its decision making. The Tribe has a strong government with laws, a tribal court, and an efficient bureaucracy. With a long history of charity, the Tribe has cultivated community connections through their social responsibility stance. Through this strong leadership the Tribe has become good at completing projects, managing businesses, creating robust government programs with tremendous interdepartmental connectivity. Creating synergy and providing positive action towards developing culturally responsible and inclusive education programs.

- 20 years of project development and management of successful businesses;
- 60 million dollars of development;
- Strong energy programs, low carbon energy focus, micro grids, forward looking energy policies.

### Tribal Education Agency Staff and Board of Education

The TEA staff running educational programs have the correct combination of experience and knowledge to run the educational programs being piloted. TEA management has good planning and organizational skills, with a consistently updated plan for recruiting and training a diverse staff. Strong planning, and grant writing with high implementation fidelity focused on developing and supporting strong student services are definite strengths of the TEA. The BOE appreciates and participates in good planning, with dedicated and invested members who provide clear vision, and appropriate guidance. The BOE members believe in and take actions that support future/forward looking, student centered programming.

### Establishing Consortiums & Creating Partnerships

The consortium partnerships with College of the Redwoods, Humboldt County Office of Education, and Northern Humboldt Union High School District, and the establishment of the Center for Tribal Innovation and Entrepreneurship (C-TIE) is a tremendous strength cultivated by the TEA. A wide variety of both governmental agencies, and for profit enterprises have demonstrated the ability to work together and with the TEA and its programs.

\*Note: 2021-2022 plans that we will add Eureka City Schools to the consortium.

### Weaknesses

- *What could we improve?*
- Outreach and strategy with other Tribes? This can have good and bad results
  - For action plan in response to this – Regional Indian Education Coordination Meeting (Humboldt & Del Norte counties) scheduled to meet semi-annually to coordinate and leverage activities and funding.
- *Where do we have fewer resources than others?*
- We always have fewer staff members that comparable institutions and they always are taking on way more than their contemporaries and are often asked to work outside of their job scope
  - Actively recruit staff as funding comes available. Create job descriptions and a staffing plan to support the program expansion plans.
- *What are others likely to see as weaknesses?*
- See tribes as just casinos not governments
  - Create marketing and communication plan to overcome the narrow, prejudiced view of tribes. Highlighting tribal sovereignty, stability, and transparency will be a key of this action plan.

Limited Funding with Many “Strings”

### Under Staffed

The TEA staff running educational programs as of July 2021 is at its max capacity and cannot continue the current productivity curve without additional staffing supporting the organization building activities.

### Less Cultural Focus Than Other Tribes

Due to the nature of the formation of the Blue Lake Rancheria in 1908 as a place for homeless Indigenous people of Humboldt County, the Tribe does not have a majority tribal culture as its members hail from multiple tribal cultures and backgrounds. Tribal citizens hail from Tolowa, Yurok, Wiyot, Karuk, Hupa, and even Cherokee tribal cultures. This fact has led the Tribe to not use a single language or ceremonial practice in order to prevent internal strife, and to cultivate unity. This was necessary in order to survive the Termination Era and numerous attempts to disenfranchise the Tribe. As such, there is not one uniform or unifying tribal culture recognized by other Tribes in Humboldt County. Thus, the Blue Lake Rancheria is perceived as less culturally rich compared with other Tribes in Humboldt County.

### Opportunities

Humboldt State University becoming California State Polytechnic University, Humboldt Partnerships with CA State Parks, Wiyot Tribe, Yurok Tribe, Save CA Salmon, Hogs Island, Fox Farms, Harbor Freight Fellows program.

- *What opportunities are open to us?*
  - Relationship with HSU and SERC, County and such
  - USA moving towards low carbon
  - Port development
  - Nordic
  - Offshore wind
  - Strong current TEA programming, creates opportunity for future
  - Tribal economic resources, create opportunity through leveraging funds where appropriate
- *What trends could we take advantage of now? Future?*
  - HSU poly, SERC successes, USA interests in low carbon, STEM needs, tradesman needs
- *How can we turn our Strengths into opportunities?*
  - Use our development team to complete projects
  - Use our programming people to continue to have success
  - Continue to engage with educational partners
  - Leverage our political relationships and past success
  - Leverage monies from successful business activities

### Threats

*What threats could harm us?*

*What are others doing that could hinder our plans?*

*What threats do our weaknesses expose us to?*

- *What threats do our weaknesses expose us to?*
  - Becoming disconnected with other tribal partners
  - Losing good staff due to burnout
  - Discrimination by groups who see us only as casinos and not tribal governments.

### Unforeseen Events

The need for emergency planning documents addressing the safety and well-being of students, faculty, and staff of the Tribal Education Agency on Tribal lands is a need and providing services or opening campuses without one should be considered a serious threat. This document's creation needs to be coordinated with Tribal Office of Emergency Services and needs to include emergency response scenarios for student suicide attempts, active shooter scenarios, protests, riots, or fights, as well as emergency medical response for accidental injuries in the makerspaces, labs, kitchens, and other areas of the Ta'm facility. Contingency plans for another pandemic, or loss of utilities; Evacuation plans for: Tsunami, earthquake, gas leak, fire

### Long-Term Goals

Blue Lake Rancheria Tribal Education Agency uses the SMART Goal and Deming Cycle of Plan-Do-Check-Adjust (PDCA) methods to create, implement, and monitor/evaluate the progress of its programs and associated projects. SMART Goals define each program objective by being Specific, Measurable, Achievable, Relevant, and Time-bound.

### Early Childhood & Daycare Services

*Burratunuwe'l Early Childhood & Daycare Center* is a current program concept under development as of 2022. *Burratunuwe'l* means "baby basket" in the Wiyot language. Services for children ages newborn through age five (5) are classified as early childhood services. Daycare services are designed for children ages newborn through age eleven (11). These services are further defined in this section to delineate the purposes and goals.

### Early Childhood Development Center

The Early Childhood Development Center will use a culturally adapted approach which is derived from a combination of the Reggio Emilia and Montessori approaches to advance the development of key skills necessary for preparing students for entering school. The center will also engage in programs that develop parents/guardians as teachers and educational role models for their children/wards.

### Daycare Center

Daycare services are designed to meet the needs of the community in providing safe, nurturing care for children while their parents/guardians are attending working, school, or events. Daycare services shall be



designed to accommodate the needs of the community with regards to opening and closing times, location, communication, transportation, and cost.

### Elementary Programming

Elementary programming covers in-school curriculum and extra-curricular activities for students enrolled in grades K-8 at schools in Humboldt County. Services are provided by a mix of Humboldt County Office of Education (HCOE) and TEA staff, as well as by independent contractors and agreements for coordination of services with external organizations and businesses for the development of a cradle to career educational concept; elementary programming is focused on the use of culturally adapted curriculum to introduce Native STEM and STEAM concepts. Programming is delivered by the Mobile Makerspace Teacher in-person using the Pathmakers Mobile Makerspace Van or via virtual means, allowing for greater student participation across Humboldt County. Virtual programming is available in both synchronous and A-synchronous formats, and includes virtual tours of places and spaces covered in the curriculum via the CA State Parks PORTS programming, and original programming created by consortium partners.

### Pathmakers – Elementary Programming

Pathmakers programming for secondary students focuses on college and career readiness education combined with cultural revitalization focused through the lens of resiliency, self-sufficiency, and self-determination in the context of the greater community and traditions. Students are encouraged to explore and define what success means to them personally, while preparing themselves for their futures, attaining both the hard and soft skills necessary to achieve their goals.

### *Cultural Revitalization Weekend & Summer Camps*

We believe that Native youth should be encouraged to learn about their Tribal cultural practices using place based curriculum and experiential learning. We resolve to establish and support the creation and implementation of a Youth Cultural Revitalization program with CA State Parks at various locations within Humboldt County to occur during the Fall and Spring semesters over periods of five or six weekends, and for full weeks during the summer in coordination with other organizations and informed by the schedules of ceremonial practices. Elementary age students will be recruited and paired with older students and mentors to assist them in language, Traditional Ecology Knowledge (TEK) and skills acquisition.

### *Mobile Makerspace Culturally Adapted Curriculum*

*Insert information from Pathmakers NYCP grant*

### *Mini-Lending Libraries*

We believe that children need access to engaging, culturally appropriate reading materials and activities designed to encourage curiosity, and lifelong learning outside of the school environment. Our goals are to promote parent and family engagement, and a positive viewpoint towards education in general. In 2021-2022, we resolve to establish and maintain four (4) mini-lending libraries located on four reservations/rancherias in Humboldt County, providing books and STEAM activity supplies on a regular

basis covering topics that align with TEA curriculum. In future years, we foresee establishing additional lending libraries maintained by our partner Tribes and the communities served by these libraries.

### *Secondary Programming*

Secondary programming covers in-school curriculum and extra-curricular activities for students enrolled in grades 9-12 at schools in Humboldt County. Services are provided by a mix of College of the Redwoods (CR), Northern Humboldt Union High School District (NHUHSD), and the TEA staff, as well as by independent contractors and agreements for coordination of services with external organizations and business for the development of a cradle to career educational concept; secondary programming focused on the creation of a workforce development pipeline with an end result of securing meaningful and fulfilling employment for Native youth which provides them with the means to meet their personal definitions of success is our goal.

### *Pathmakers – Secondary Programming*

Pathmakers programming for secondary students focuses on college and career readiness education combined with cultural revitalization focused through the lens of resiliency, self-sufficiency, and self-determination in the context of the greater community and traditions. Students are encouraged to explore and define what success means to them personally, while preparing themselves for their futures, attaining both the hard and soft skills necessary to achieve their goals. Secondary Programming goal metrics will begin with:

- Having all secondary students complete and document their Individual Plan of Study
- Students complete General Studies 1 and Algebra 1 by the end of 9th grade
- Work on employability skills including mock interviews, career exploration and volunteering

### *Cultural Revitalization Weekend & Summer Camps*

We believe that Native youth should be encouraged to learn about their Tribal cultural practices using place based curriculum and experiential learning. We resolve to establish and support the creation and implementation of a Youth Cultural Revitalization program with CA State Parks Redwood Coast Division Interpreters program at various locations within Humboldt County to occur during the Fall and Spring semesters over periods of five or six weekends, and during the summer in coordination with other organizations and informed by the schedules of ceremonial practices. Secondary age students will be recruited and paired with younger students as near-peer age mentors to assist them in language, Traditional Ecology Knowledge (TEK) and skills acquisition while developing their own organizational and leadership skills.

### *Native Makers Workshops & Clubs*

We believe that the traditional skills, knowledge, and crafts of the Tribes of the Northcoast provide students with a deeper appreciation of their culture and heritage, encouraging pride for the rich and vibrant history of their Peoples, and inspiring youth to envision a future for themselves empowered by their knowledge. TEK should be passed down by Native Makers and Cultural Bearers through small, focused workshops. These workshops will be scheduled to coincide with a cultural calendar developed by

Cultural Bearers for appropriate harvesting and preparation of materials. Workshops and Clubs will assist students with resource planning, materials organization, skill development, and topic specific cultural practices in design and land use management. Students will gain knowledge in cultural practices, ceremonial uses, and the entrepreneurship techniques for the preservation, development, and sustainability of traditional crafts.

#### *Success in Both Worlds: College & Career Readiness*

Our program is student driven and designed to expose participants to opportunities allowing them to discover their leadership abilities both inside and outside of their Tribal communities. Students will familiarize themselves with expectations of the workplace and university settings. Students organize regular worksite visits to local businesses, bi-annual conferences engaging in topical cultural workshops, and annual Spring college visitations. Independent workshops on various college and career readiness subjects will be coordinated with community partners and Native role models.

#### *Native American Life Skills*

Students will learn about educational opportunities and develop decision making skills, while evaluating their choices, and creating their own career plans. Through this program, students will receive assistance in personal and social development working with staff members throughout the school year and during school breaks. Students will self-evaluate their educational, personal, and occupational strengths and limitations to formulate realistic plans with the goal of achieving satisfying personal and social development. Using these plans, staff will facilitate work-based learning experiences, and career exploration opportunities by providing employment placement services, matching secondary students with business organizations offering internships.

Students will be encouraged to participate in emotional reflection and will receive referrals to Two Feathers Native American Family Services and United Indian Health Services, Inc. Behavioral Health Services & Community Health & Wellness Departments for coordination of mentoring and cultural guidance services.

#### *Modern Youth Internship Academies*

Modern Youth Internship Academies is a framework for the full development of robust career pathways. As per the Training and Employment Guidance Letter No. 15-10 from the Employment and Training Administration Advisory System of the US Department of Labor, the TEA is designing pathways in six industry sectors that lead to the attainment of “a stackable and portable credential, certification or degree that is recognized by employers and utilized in hiring decisions”. To develop this, the TEA will: (1) develop strong partnerships with local businesses of all sizes to identify skill gaps which should be covered in career pathway curriculum and experiential learning opportunities, (2) develop a plan for maintaining a high caliber, high-quality training program which is timely, responsive and employer-driven, (3) expand the Consortium for Tribal Innovation and Entrepreneurship (C-TIE) to include other public agencies to ensure the effective leveraging and targeting of public resources aimed at increasing the skills of Tribal citizens and the Humboldt County workforce.

Employer driven curriculum plans will be based on standards that meet the requirements for issuance of credentials by third party professional organizations or institutions with the relevant authority or assumed competence to issue such a credential. At the core of the curriculum plans, employers will identify the measurable technical or occupational skills needed in their industry which will allow for career pathway advancement.

The overarching goal of Modern Youth Internship Academies is to increase credential and/or certificate attainment by participants which combined with their workplace based experiential learning will increase the likelihood of placement in a desired career field through this integrated workforce development system. The value of credentials to employers, workers, and society at large cannot be overstated.<sup>1</sup> The TEA defines credentials, educational diplomas, certificates, and other industry-recognized for professional association certifications as those levels of education which are typically obtained after one academic year or less of study which confer “an attestation of qualification or competence issued to an individual by a third party with the relevant authority or assumed competence to issue such a credential”.<sup>2</sup> Thus, a credential is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to obtain employment or advance within an occupation.

Students will split their time between their traditional high school classroom and the workplace. They earn a wage while receiving hands-on work experience where they can apply their classroom learning. By the conclusion of the program, students will have:

- Meaningful work experience
- A nationally recognized industry certification
- A professional network
- The opportunity to earn debt-free college credit

The model is designed to be mutually beneficial for both interns and employers. Hiring interns is a dynamic investment in each company’s workforce. Businesses receive:

- A productive employee; interns are true team members doing meaningful work
- A talent pipeline of skilled, diverse workers that innovate the workforce
- A valuable connection to the community
- More leadership and growth opportunities for existing staff

Students apply with the hiring companies in the Spring semester for positions that begin the summer before their Junior year. It’s a competitive hiring process, just like any other professional position. Businesses select interns that are the best fit for their organizations and open positions; there are no forced placements. Once hired, interns spend part of their week learning at school and part of the week learning on the job. At the end of the program, students will take their industry specific credential examinations and be issued those certifications, along with their diplomas when they graduate.

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<sup>1</sup> Training and Employment Guidance Letter No. 15-10, Employment and Training Administration Advisory System, US Department of Labor, Washington, D.C., December 15, 2010

<sup>2</sup> Ibid.

Competency-based learning is a framework created by C-TIE for an applied-learning environment that meets district standards, recruit students, ensure internship work and school schedules are optimized, and acts as an intermediary to ensure a streamlined experience. As this is a new concept, C-TIE will work with employers to train supervisors and mentors, as well as with interns themselves to prepare them for success in a professional work environment.

*The MYIA Schedule*

How It Works	Year 1	Year 2	Year 3
<b>HIGH SCHOOL ACADEMIC CLASSES</b>	The equivalent of 3 days per week	The equivalent of 2 days per week	None
<b>ON-THE-JOB TRAINING</b>	12-16 Hours per week	20-24 Hours per week	25-29.5 Hours per week
<b>ADDITIONAL COURSEWORK</b>	ON THE JOB UPSKILLING & CERTIFICATION Interns upskills for specific occupation and earns an industry relevant certification		Higher-Ed Coursework approved by business and intern.

*Benefits to Students*

Students gain meaningful work experience and get to explore their passions while building a professional network. While working, student interns make a competitive entry level wage paid at 85% of minimum wage for the first 160 hours of internship employment and 100% of minimum wage for hours worked after this probationary period. A student enrolled in all three years earning this hourly wage can earn up to \$47K over three years, in addition to accumulating over 3,100 hours of real world work experience. Earning a credential or certificate which lets employers know the student is prepared to work in the industry is an additional benefit, as is earning debt-free career relevant higher education credits to help students reach their goals.

*Upskilling & Certifications*

“For employers, credentials demonstrate and document skills, increasing their ability to fill skilled positions, build talent pipelines and compete.”<sup>3</sup> Both free and low-cost upskilling resources will be utilized to develop student interns’ hard and soft skills. The resources will provide foundational and career-ready skills, as well as, ways to improve student knowledge of information technology and business operations. Students will also obtain skills in programming, time management, office suite basics, and personal development. “In short, industry-recognized credentials provide a significant lift to precisely those workers who are most vulnerable in the labor market.”<sup>4</sup>

<sup>3</sup> Ibid.

<sup>4</sup> Bosworth, Brian. 2007. Lifelong Learning: New Strategies for the Education of Working Adults. A Progressive Growth Policy Paper, Center for American Progress; Washington, DC.

### Business Operations

The courses outlined focus on business operations. For an intern looking to develop their skill set in project coordination, marketing, operations or leadership, these online courses will prepare them for their next challenge.

### Career-Ready Skills

The courses focus on career-ready skills, also known as soft skills, while these skills are best developed in the workplace through modeling, practice and feedback, providing interns with foundational knowledge that helps them understand why these behaviors are important.

### Foundational Skills

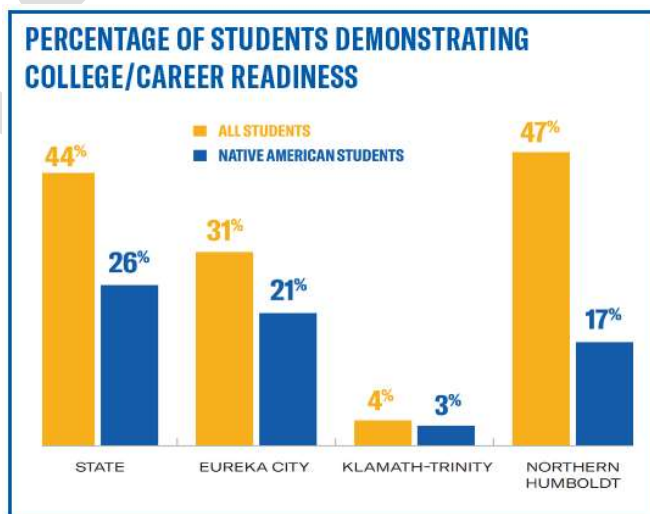
These courses focus on foundational skills. Unlike “soft skills” these are technical skills that are essential for any employee, across industries and occupations. Covering essentials such as inbox management, customer service and Excel proficiency, these training courses can ensure students are able to meet the basic demands of the workplace.

### Information Technology

The courses outlined in the document focus on information technology. High quality online courses are widespread. IT interns can easily access coursework that provides them with the high-level skills they need to be job ready. Courses not only cover essential skills, but prepare apprentices for examinations to earn high value industry certificates.

### Modern Youth Internship Academies Target Numbers

<sup>5</sup>While the TEA’s goals are for every participant in MYIA to obtain a credential in their desired career pathway, it is acknowledged that 100% obtainment from the inauguration of the program is unrealistic considering the history of College and Career Readiness Education programming in Humboldt County. The ACLU of Northern California report entitled, “Failing Grade: The Status of Native American Education in Humboldt County” presented data (see chart) showing that only 17% of Northern Humboldt Union High School District (NHUHS) Native American students demonstrated college and career readiness.



The components that need to be added to the current programming as well as the student support mechanisms that impact success will be addressed in a different area of this strategic plan. The starting

<sup>5</sup> American Civil Liberties Union Foundation, Northern California 2020. *Failing Grade: The Status of Native American Education in Humboldt County*. [www.aclunc.org/humboldt](http://www.aclunc.org/humboldt)

point of 60% is based upon historical national data of credential attainment among Workforce Investment Act program excitors identified as Youth participants.<sup>6</sup>

Credential Attainment Among MYIA Participants									
Graduating Year	2023	2024	2025	2026	2027	2028	2029	2030	2031
Percent of Participants Earning Credentials	60%	63%	66%	69%	72%	75%	78%	81%	84%

#### *Career & Technical Education Industry Sectors of Focus*

The Tribe has identified six industry sectors to focus on for the next ten years for workforce development programming. These industry sectors were chosen by reviewing Department of Labor studies indicating that each had more than a 12% growth potential in Humboldt County. “The opportunity to earn credentials in less than two years is very attractive to youth and young adults who are at-risk, out-of-school, or have some other barrier to employment. Industry-recognized credentials that can be earned in as little time as six months to two years provide alternative to more lengthy and costly undergraduate degrees.”<sup>7</sup>

#### *Agriculture and Natural Resources (ANR)*

The Agriculture and Natural Resources sector provides a foundation for secondary students in Agriculture Business, Aquaculture, Animal Husbandry, and Forestry & Natural Resources management. Students will engage in an instructional program that integrates academic and technical preparation via classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development.

#### *Concepts for curriculum:*

- Native Foods Cultivation, Harvesting & Master Foods Preservation
- Farm and Ranch Management: Native American Food Sovereignty
- Animal Care and Breeding
- Agriculture/Aquaculture Farming Equipment: Operation and Maintenance
- Climate Change Studies & Native American Land Use Management Practices:
  - Water Quality & Restoration Projects
  - Air Quality Monitoring & Restoration Projects
- Tree Care, Propagation, and Pruning

#### *Agriculture and Natural Resources Internships:*

C-TIE has been developing partnerships with local businesses. The

#### *Agribusiness*

- Fox Farms
- Daluviwi’ Community Garden – Farm Stand Worker

#### *Natural Resources, Wildlife, and Park Ranger Career Exploration*

- CA State Parks Interpreters Program
  - Sumeg Village
  - Ft. Humboldt

<sup>6</sup> Training and Employment Guidance Letter No. 15-10, Employment and Training Administration Advisory System, US Department of Labor, Washington, D.C., December 15, 2010

<sup>7</sup> Ibid.

*Aquaculture and/or Fish Hatchery Technician*

- Hogs Island Oyster Farms
- Nordic Farms

*Forestry Technician*

- Green Diamond

*Environmental and Biological Science Technician*

- Blue Lake Rancheria Environmental Department
  - Daluviwi' Community Garden Worker
  - Various Restoration Project Workers
- United Indian Health Services, Inc. – Potawot Community Garden

Industry Sector Certifications:

*Fisheries Professional Associate(FPA)*

- *Certification Description:* Tier I - Fisheries Professional Associate (FP-A) - an applicant who satisfies coursework degree requirements but has insufficient or no experience may become an Associate Fisheries Professional.
- *Certifying Organization:* American Fisheries Society <https://fisheries.org/>
- *Certification Details:*
  - More than two years of education or training after high school required? No
  - More than two years of work experience required? No
  - Oral or Written Exam Required? Yes
- *More Certification Information:* [Fisheries Professional Associate Website](#)

*Associate Professional Horticulturist(APH)*

- *Certification Description:* The ASHS Associate Professional Horticulturist (APH) is for individuals who have not yet completed the minimum work experience required to be eligible for full certification.
- *Certifying Organization:* American Society for Horticultural Science <https://ashs.org/?>
- *Certification Details:*
  - More than two years of education or training after high school required? No
  - More than two years of work experience required? No
  - Oral or Written Exam Required? Yes
- *More Certification Information:* [Associate Professional Horticulturist Website](#)

*Landscape Industry Certified Lawn Care Technician*

- *Certification Description:* This exam is designed for lawn care professionals focusing on lawn and grounds management in the northern United States.
- *Certifying Organization:* National Association of Landscape Professionals <https://www.landscapeprofessionals.org/>
- *Certification Details:*
  - Oral or Written Exam Required? Yes
  - Renewal Required? Every 2 Year(s)



- Renew through Continuing Educational Units(CEU)? Yes
- Renew through Re-Examination? No
- Renew through Continuing Professional Development(CPD)? No
- Does applicant have choice of at least two options from above for renewal (CEU, CPD, or exam)? No
- *Exam Details:*
  - Third Party Exam Center
  - Select National Association of Landscape Professionals certification exams can be taken at PSI Computer Testing Centers.
- *More Certification Information:* [Landscape Industry Certified Lawn Care Technician Website](#)

#### *Certified Wildfire Mitigation Specialist(CWMS)*

- *Certification Description:* The Certified Wildfire Mitigation Specialist credential offers professionals whose work involves wildfire hazard mitigation, the ability to demonstrate that they understand hazard mitigation measures, planning and preparedness strategies, public education practices, and wildland fire science.
- *Certifying Organization:* National Fire Protection Association <https://www.nfpa.org/>
- *Certification Details:*
  - **More than two years of education or training after high school required? No**
  - **More than two years of work experience required? No**
  - Oral or Written Exam Required? Yes
  - Renewal Required? Every 3 Year(s)
  - Renew through Continuing Educational Units(CEU)? Yes
  - Renew through Re-Examination? No
  - Renew through Continuing Professional Development(CPD)? No
  - Does applicant have choice of at least two options from above for renewal (CEU, CPD, or exam)? No
- *Exam Details:*
  - Third Party Exam Center
  - This exam is administered by ITQ/Prometric.
- *More Certification Information:* [Certified Wildfire Mitigation Specialist Website](#)

#### *Certified Treecare Safety Specialist(CTSP)*

- *Certification Description:* More than a straightforward "safety trainer" credentialing program, CTSP teaches safety professionals strategies and tactics for changing the very culture of their organization. A CTSP acts as a safety "coach," working to develop and nurture a culture of safety.
- *Certifying Organization:* Tree Care Industry Association <https://tcia.org/>
- *Certification Details:*
  - **More than two years of education or training after high school required? No**
  - **More than two years of work experience required? Yes**

- Oral or Written Exam Required? Yes
- Renewal Required? Every 3 Year(s)
- Renew through Continuing Educational Units(CEU)? Yes
- Renew through Re-Examination? No
- Renew through Continuing Professional Development(CPD)? No
- Does applicant have choice of at least two options from above for renewal (CEU, CPD, or exam)? No
- *More Certification Information:* [Certified Treecare Safety Specialist Website](#)

#### Building and Construction Trades (BCT)

The Building and Construction Trades sector provides a foundation for secondary students in cabinetry, millwork, and woodworking; engineering and heavy construction; mechanical systems installation and repair with the goals of emphasizing processes, systems and the way in which structures are built. Students will engage in an instructional program that integrates academic and technical preparation which emphasize career awareness, exploration and skill preparation utilizing real-work, occupationally relevant experience of significant scope and depth in construction. Pathways under this sector will use hands-on, project-based, and work-based instruction.

#### Concepts for curriculum:

- Understanding Construction Sites & Heavy Equipment Safety
- Carpentry, Millwork, and Native American wood working practices
- Iron and Welding Equipment Use & Maintenance
- HVAC, Plumbing & Mechanical Engineering Equipment Installation, Maintenance and Repair

#### Building & Construction Trades Internships:

- Blue Lake Rancheria Facilities Department
- Wallace & Heinz - *have not approached this organization yet*
- *Seeking further organizations for this industry sector*

#### Industry Sector Certifications:

##### *Qualified Signalperson & Basic Rigger Certification*

- *Certification Description:* Participants will learn how to perform the proper hand signals and voice commands for both tower crane and mobile crane operations. Rigger/Signalperson Certification will ensure that the inspector is competent and qualified.
- *Certifying Organization:* Crane Institute Certification  
<http://www.craneinstitutecertification.com/>
- *Certification Details:*
  - *More than two years of education or training after high school required? No*
  - *More than two years of work experience required? No*
  - Oral or Written Exam Required? Yes
  - Renewal Required? Every 5 Year(s)
  - Renew through Continuing Educational Units(CEU)? Yes
  - Renew through Re-Examination? Yes

- Renew through Continuing Professional Development(CPD)? No
- Does applicant have choice of at least two options from above for renewal (CEU, CPD, or exam)? Yes
- *More Certification Information:* Qualified Signalperson & Basic Rigger Certification Website

*Specialty Commercial/Industrial Flatwork Finisher and Technician*

- *Certification Description:* A Specialty Commercial/Industrial Concrete Flatwork Technician is a person who has demonstrated a basic knowledge of finishing procedures for Specialty Commercial/Industrial Concrete Flatwork Finishing, including high tolerance floor construction, application of surface treatments, and silica fume concrete, but who lacks sufficient work experience and verified skills needed to qualify as a Specialty Commercial/Industrial Concrete Flatwork Finisher.
- *Certifying Organization:* American Concrete Institute International <https://www.concrete.org/>
- *Certification Details:*
  - More than two years of education or training after high school required? No
  - More than two years of work experience required? No
  - Oral or Written Exam Required? Yes
  - Renewal Required? Every 5 Year(s)
  - Renew through Continuing Educational Units(CEU)? Yes
  - Renew through Re-Examination? Yes
  - Renew through Continuing Professional Development(CPD)? No
  - Does applicant have choice of at least two options from above for renewal (CEU, CPD, or exam)? No
- *More Certification Information:* [Specialty Commercial/Industrial Flatwork Finisher and Technician Website](#)

*Certified Electronic Systems Technician(EST)*

- *Certification Description:* The ESPA Certified-EST® exam is based upon the best practices of the commercial and residential electronic industries. ESPA certification "sets the bar" and provides the foundational knowledge and skills required to pursue a career in many fields including commercial and residential A/V, telecom, cable, satellite, fire & security, computers, building & general trades, green technologies, and advanced manufacturing. The ESPA Certified-EST exam is becoming the recognized entry-level certification for both the residential and commercial low-voltage industries. This certification will demonstrate to employers that an individual has a solid, fundamental knowledge on which to build a career. This exam tests basic technical knowledge needed by a first year technician to work in the field, under supervision.
- *Certifying Organization:* Electronic Systems Professional Alliance <https://espa.org/>
- *Certification Details:*
  - More than two years of education or training after high school required? No
  - More than two years of work experience required? No

- Oral or Written Exam Required? Yes
- Renewal Required? Every 5 Year(s)
- *More Certification Information:* [Certified Electronic Systems Technician Website](#)

#### *Journey Level Pipefitter-Steamfitter*

- *Certification Description:* The NITC journey level pipefitting/steamfitting certification is based on a written examination that consists of 100 multiple choice questions. The examination is designed to test the journey level pipefitter/steamfitter(s) general knowledge, piping mathematics knowledge, welding, rigging, hydronics, and some A/C refrigeration.
- *Certifying Organization:* National Inspection, Testing and Certification Corporation <https://nationalitc.com/>
- *Certification Details:*
  - **More than two years of education or training after high school required?** No
  - **More than two years of work experience required?** Yes
  - Either training or work experience required, but not both? No
  - Oral or Written Exam Required? Yes
  - Renewal Required? Every 5 Year(s)
  - Renew through Continuing Educational Units(CEU)? No
  - Renew through Re-Examination? Yes
  - Renew through Continuing Professional Development(CPD)? No
  - Does applicant have choice of at least two options from above for renewal (CEU, CPD, or exam)? No
- *More Certification Information:* [Journey Level Pipefitter-Steamfitter Website](#)

#### Energy, Environment, and Utilities (EEU)

The Energy, Environment, and Utilities sector provides a foundation for secondary students in *xyz* with the goals of emphasizing processes, systems and *xyz*. Students will engage in an instructional program that integrates academic and technical preparation which emphasize career awareness, exploration and skill preparation utilizing real-work, occupationally relevant experience of significant scope and depth in *xyz*. Pathways under this sector will use hands-on, project-based, and work-based instruction.

Concepts for curriculum:

- *Insert curriculum ideas*

Energy, Environment, and Utilities Internships:

- Blue Lake Rancheria Environmental Department
  - *Seeking further organizations for this industry sector*

#### Health Science and Medical Technology (HSMT)

The Health, Science, and Medical Technology sector provides a foundation for secondary students in *xyz* with the goals of emphasizing processes, systems and *xyz*. Students will engage in an instructional program that integrates academic and technical preparation which emphasize career awareness,

exploration and skill preparation utilizing real-work, occupationally relevant experience of significant scope and depth in *xyz*. Pathways under this sector will use hands-on, project-based, and work-based instruction.

Concepts for curriculum:

Health field crisis –needs nurses, dentists, doctors, medical assistance, medical scribes (charting), dental hygienist

Medical terminology?

Human nutrition

Biology

Anatomy

Math

Life Sciences

Organic Chemistry – intro for health professionals – Bio and Organic Chemistry

Lab class – self assessments for oral cancer, or other cancers

Building models of internal organs, systems,

Microscope work – using tissue sample glass slides

Health Science and Medical Technology Internships:

- *United Indian Health Services, Inc. & Two Feathers Native American Family Services*
- *Seeking further organizations for this industry sector*

Hospitality, Tourism, and Recreation (HTR)

The Hospitality, Tourism, and Recreation sector provides a foundation for secondary students in food sciences, food service, nutrition, and hospitality with the goals of emphasizing processes, systems and the way food and recreation relate to high-skill, high-demand careers in Humboldt County. Students will engage in an instructional program that integrates academic and technical preparation which emphasize career awareness, exploration and skill preparation utilizing real-work, occupationally relevant experience of significant scope and depth in food service & hospitality management. Pathways under this sector will use hands-on, project-based, and work-based instruction.

Concepts for curriculum:

- Food as Medicine: Native Master Food Preparation & Preservation for Health
- Culinary Mastery Program
  - Basic, intermediate, and advance culinary skills
  - Menu design & recipe development
  - Product preparation and production
- Restaurant Food & Beverage Management & Logistics
- Hospitality, Tourism, and Recreation internships:
  - Blue Lake Casino Restaurants
  - Find local restaurants or food manufacturers

### Manufacturing and Product Development (MPD)

The Manufacturing and Product Development sector provides a foundation for secondary students in manufacturing processes and systems, including graphic design production, machine tooling and forming, welding and materials joining, and product innovation and design. Students will engage in an instructional program that integrates academic and technical preparation which emphasize career awareness, exploration and skill preparation utilizing real-work, occupationally relevant experience of significant scope and depth in manufacturing. Pathways under this sector will use hands-on, project-based, and work-based instruction.

Concepts for curriculum:

- Native American Graphic Design Concepts & Production
- Lean and Six Sigma manufacturing and product process management training
  - Grades 9 & 10 White & Yellow
  - Grades 10 & 11 Yellow & Green
  - Grade 11 Green
  - Grade 12 Black
- Manufacturing & Production Internships:
  - Blue Lake Rancheria Graphic Arts & Technology Design Internships

### Business and Finance (BF)

Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Students enroll in the two semester class through their high school, the first six to eight weeks are preparatory led by a Ta'm teacher before students officially enroll in the Coursera courses. Students then enroll in the Coursera courses, and study online using Ta'm business center computers, and the makerspace to work on their team projects.

- Grow with Google Project Management Certificate program
  - Foundations of Project Management
  - Project Initiation: Starting a Successful Project
  - Project Planning: Putting it All Together
  - Project Execution: Running the Project
  - Agile Project Management
  - Capstone: Applying Project Management in the RealWorld
  - *\$39 per month per student via Coursera (six months  $\$39 \times 6 = \$234$ ; \$149 exam fee to Trueability. Total cost \$383 per student. Roughly 25 students per year = \$9,575 in fees, roughly \$13,103 for one teacher .17 FTE including benefits, totaling = \$22,683 per year.*

### Information and Communication Technologies (ICT)

### Post-Secondary Programs

## Scholarships

*8<sup>th</sup> Grade Incentive Scholarships*

*Undergraduate Scholarships*

*Graduate Scholarships*

## Tribal College

### Regional Occupational Center & Programs

The Ta'm Resilience Campus (TRC) will house multiple TEA programs. A large portion of these programs will be focused on continuing education geared towards workforce development and entrepreneurship. While the State of California no longer funds the Regional Occupational Center & Program (ROC/P) the concept is sound, and the TEA feels it provides a good basis for the types of programs the BOE desires to implement. While most official State of California certified ROC/Ps are run by County Offices of Education using a Joint Powers Agreement, the TEA's ROC/P will utilize a Memorandum of Understanding between the Tribe and the Humboldt County Office of Education for the coordination of educational services.

#### Adult Education: Workforce Development

##### Adult Basic Education

Many jobs require solid reading, math, and writing skills. Should students want to improve in these basic skills, there are free classes offered through the Adult Basic Education (ABE) program, created by the U.S. Department of Education. To be eligible for ABE, students must be at least 16 years old, not enrolled in high school, and work below the 12th grade level in one or more of these areas: reading, math, writing English, speaking English. ABE programs are free and available to the public through public schools, libraries, community-based organizations, and other groups.

Programs teach basic skills such as reading, math, high school equivalency preparation, and English as a Second Language (ESL) for non-native speakers.

##### High School Equivalency Opportunities

Test preparation classes for students wishing to complete their secondary education through testing.

- General Educational Development (GED)
- High School Equivalency Test (HiSET)
- The Test Assessing Secondary Completion (TASC)
- California High School Proficiency Exam

##### Business Incubator & Entrepreneurship Programs

The TRC will contain a business center for the use of entrepreneurs that do not have a private business space. This business center will provide access to computers, the internet, basic office equipment such as a copier, fax, and scanner, and telephones. Courses offered in the business center will promote the use of

business plans, sound financial management, and will be coordinated with the Northern California Small Business Development Center.

Concepts for curriculum:

- Lean and Six Sigma manufacturing and product process management training
- Grow with Google Project Management Certificate program
- Supervisor and Mentor Training supporting MYIA Businesses

### Recruit, Retrain, and Retain Educators (R3E)

We believe that a highly competent teacher workforce is a necessary foundation for improving children’s educational outcomes and as such, we are committed to recruiting, retraining and retaining teachers who are versed in Traditional Ecological Knowledge (TEK), Career Readiness Education (CRE), and trauma informed educational practices. While Humboldt County has many experienced teachers working in its schools, there are too few Native American teachers, and instructors of robust and diverse CTE courses.

It is our goal to recruit 12 Native American designated subject credentialed teachers per year in the six industry sectors outlined in this strategic plan; a goal of at least two per industry sector per year has been established. It is our goal to increase CTE curriculum modernity and relevance to Northcoast industries by developing teachers who understand the needs of local industry, and thus, we intend to recruit persons working or retired from said fields and industries. It is our stated preference that recruited individuals be Native American to meet our goal of increasing Native American teacher representation in Humboldt County schools and educational programs.

Recruited participants will be provided with tuition, books, and educational supplies, as well as, a credentialed mentoring teacher offering instructional support, and paid student teaching hours with a supervising master teacher in a classroom setting with students. Should funds allow, it is our intention to provide participants who are attending post-secondary school full time with a monthly living stipend as a part of our Post-Secondary scholarship program using that program’s Student Handbook policies.

### Educator Externships

We believe that teachers should routinely take part in Externships to keep their knowledge and skills on the subject matters they teach up to date with current industry standards and local industry practices, establishing links between local industry and teaching staff. Additionally, industry partners shall help inform curriculum adaptations and internship preparation for classes offered at Ta’m Resilience Campus.

We will create Externships within the six industry sectors supporting the Modern Youth Internship Academies (MYIA) program for CTE teachers to participate in each summer. Externships will be a minimum of two weeks (10 business days). It is our intent and goal to provide teachers with appropriate compensation for their Externship, and if at all possible, develop this program in such a way so teachers could utilize the experience to earn continuing education credits. Externships tie in to the “retrain” portion of the R3E Recruit, Retrain, and Retain Educators program.



### Grow Your Own Administrators (GYOA)

It is our intention to conduct a program that recruits Native American teachers into the established California Rural Superintendent Preparation program run by Humboldt County Office of Education, and with the coordination of Humboldt State University to dramatically increase the number of Native American principals and district superintendents in Northern California. It is our belief that greater Native American representation in positions of authority within education will effect change in the educational system, bring diversity to leadership positions, and provide Native youth with role models.

Program participants will be provided tuition, books, and educational supplies, as well as monthly living stipends as financial support. Participants will be assigned an administrative mentor who will assist with program navigation, induction support, and job placement to those participants who earn a preliminary administrative credential.

It is our intention to establish the inaugural cohort of administrative credential candidates during the 2021-2022 school year, and graduate 8 program candidates per year for the following three years.

### Nationally Recognized Credentials and Certifications by Industry Sector

As defined by the US Department of Labor, within the context of workforce development generally, the term credential refers to an attestation of qualification or competence issued to an individual by a third party (such as an educational institution or an industry or occupational certifying organization) with the relevant authority or assumed competence to issue such a credential. The Employment and Training Administration has a definition of certificate which has also served as the definition of a credential for performance reporting purposes.

#### Agriculture and Natural Resources

##### Accredited Agricultural Consultant (AAC)

- *Certification Description:* The Accredited Agricultural Consultant (AAC) designation was developed and first offered by the ASFMRA in 1997. Those attaining the AAC are required to meet rigorous education and experience requirements, as well as maintain the highest standard of ethics and continuing education.
- *Certifying Organization:* American Society of Farm Managers and Rural Appraisers <https://www.asfmra.org/home>
- *Certification Details:*
  - More than two years of education or training after high school required? Yes
  - More than two years of work experience required? Yes
  - Oral or Written Exam Required? Yes
  - Renewal Required? Every 3 Year(s)
  - Renew through Continuing Educational Units(CEU)? Yes
  - Does applicant have choice of at least two options from above for renewal (CEU, CPD, or exam)? No
- *More Certification Information:* [Accredited Agricultural Consultant Website](#)

#### Certified Forester(CF)

- *Certification Description:* SAF certification is the gold standard, recognized by the forest industry, government officials, and landowners. Position yourself for success whether in career advancement or employee training.
- *Certifying Organization:* Society of American Foresters <https://www.eforester.org/>
- *Certification Details:*
  - **More than two years of education or training after high school required? Yes**
  - **More than two years of work experience required? Yes**
  - Oral or Written Exam Required? No
  - Renewal Required? Every 3 Year(s)
  - Renew through Continuing Educational Units(CEU)? Yes
  - Does applicant have choice of at least two options from above for renewal (CEU, CPD, or exam)? No
- *More Certification Information:* [Certified Forester Website](#)

#### Building and Construction Trades

##### Solar Heating Installer

- *Certification Description:* The NABCEP solar thermal installer certification is a voluntary certification that provides a set of national standards by which solar thermal installers with skills and experience can distinguish themselves from their competition. Certification provides a measure of protection to the public by giving them a credential for judging the competency of practitioners. It is not intended to prevent qualified individuals from installing solar thermal systems nor to replace state licensure requirements. The target candidate for NABCEP certification is the person responsible for the system installation.
- *Certifying Organization:* North American Board of Certified Energy Practitioners <https://www.nabcep.org>
- *Certification Details*
  - **More than two years of education or training after high school required? Yes**
  - **More than two years of work experience required? Yes**
  - Either training or work experience required, but not both? Yes
  - Oral or Written Exam Required? Yes
  - Renewal Required? Every 3 Year(s)
  - Renew through Continuing Educational Units(CEU)? Yes
  - Renew through Re-Examination? No
  - Renew through Continuing Professional Development(CPD)? No
  - Does applicant have choice of at least two options from above for renewal (CEU, CPD, or exam)? No
- *More Certification Information:* [Solar Heating Installer Website](#)

## TEA Staff Development Planning

### Weekly Staff Meetings – General Administrative Professional Development

All TEA Senior Staff meetings are considered working meetings where TEA planning and coordination is worked on in a team environment, creating staff buy-in regarding program design and implementation. Staff meetings are structured to include social supportive times on the agenda for social-emotional growth of staff members. These meetings are structured to purposefully flatten the hierarchy delegating and distributing work responsibilities and the corresponding authority in order to provide staff with greater autonomy and ownership of their work in a blend of transformative, participative, servant, mentoring, and visionary leadership styles.

### Basics of Grant & Strategic Plan Writing

Staff receives hands on training in crafting a grant abstract and narrative during group grant writing activities; staff receives training in techniques of guided brainstorming, and mind mapping. Discussions and training focus on developing a specific, meaningful, actionable plan for what needs to be done and expressing why it needs to be accomplished (SMART Goals and Logic Models). Staff considers how the plan will achieve positive results, examining past proposals from the TEA, BLR departments, consortium partners, and other organizations for examples of what was or was not successfully funded. Staff learns to carefully review NOFAs for priorities and guidelines looking for TEA mission and vision alignment, and granting agency requirements

### Basics of Grant and Strategic Plan Implementation

Staff receives hands on training in data collection, and the continuous improvement Plan>Do>Check>Act Deming Cycle process, learning to review aspects of implementation for their strengths, weaknesses, opportunities, and threats of any given aspect of program management. The use of data in decision making is routinely demonstrated in staff meetings with Action Items and Plans created by the group based on reports, surveys, and other sources of data.

### Federal Regulations: 2 CFR Part 200 and 34 CFR Parts 75 and 77

Staff receives regular reviews of these regulations as well as grant specific regulations or assurances. Staff focuses on those specific regulations that impact their jobs, such as: (a) allowable and unallowable activities and expenditures, (b) suspension, debarment and contracting requirements, (c) multiple cost objective tracking and management, (d) non-supplanting regulations and others including inventory management, and the necessary, reasonable, and allocable test.

### Time Management & Organization

Staff receives guidance on time management, prioritization, and general work organization through the use of multiple calendars, and work planning devices. Through individual quarterly expectation check-ins with the Executive Director, staff review their weekly goals and objectives, and their success or inability to meet (a) their stated goals & objectives, and (b) the Executive Director's goals & objectives for them. Training on communication with peers and leadership on workload, ever mindful of work-life balance, is a key aspect of this weekly and quarterly professional development. Staff is encouraged to not to overcommit, and to learn their personal limits, as well as how to compensate for shortcomings through delegation and enlisting assistance.

### Policies & Standard Operation Procedures creation and implementation

Staff participates in the creation of the TEA's policy statements presented to the BOE, as well as the development of the Standard Operating Procedures (SOPs) needed to ensure consistent treatment of staff and stakeholders during program implementation. Staff learns the key elements that comprise sound policy statements, and SOPs, along with establishing TEA policy management and structure.

### Periodic Workshops, Conferences, and National Conventions

#### Job Specific Training Workshops

Staff will be encouraged to find local training and workshops that enhance their skills and abilities, and connect them to our target audience and community. Cultural workshops sponsored by TEA consortium partners, Tribes, or Native run organizations will be given priority.

#### Topic or Grant Specific Conferences

Persons responsible for designing, coordinating, or evaluation TEA programs will be encouraged, and in the case of certain grant programs be required, to attend conferences to increase their skills and knowledge regarding both innovative and best practices involved in efficiently and effectively implementing a TEA program.

#### National Indian Education Association Convention

The Tribal Education Agency will strive to: (a) be a sponsor of the national convention, (b) send a TEA representative or multiple representatives to the national convention, and (c) participate in multiple breakout sessions offered at the convention. It is the intent of this plan to explicitly state that each functional areas of the TEA

### Continuing Education Opportunities

LEA Capacity Building: Diversity & Cultural Proficiency Training

Embedded Instructional Support

Externships for Certified Teachers

Higher Education Obtainment Program

## Yearly Objectives

Current grant objectives will be added to this section per their grant applications. Submitted and pending application goals will also be included.

### 2021-2022

- Recruit and retrain 12 Native American persons to participate in the R3E Program thereby obtaining their Designated Single Subject CTE credentials.

## Blue Lake Rancheria Tribal Education Agency – Ten Year Strategic Plan

- Recruit 8 Native American teachers to participate in the Grow Your Own Administrators Program.
- Secure \$XYZ in funding for program continuation and expansion

### 2022-2023

- Open Ta'm Resilience Campus
- Recruit and retrain 12 Native American persons to participate in the R3E Program thereby obtaining their Designated Single Subject CTE credentials.
- Recruit 8 Native American teachers to participate in the Grow Your Own Administrators Program.

### 2023-2024

- Recruit 8 Native American teachers to participate in the Grow Your Own Administrators Program.

### 2024-2025

### 2025-2026

- Open Tribal College

### 2026-2027

### 2027-2028

### 2028-2029

### 2029-2030

### 2030-2031

## Action Plans

An action plan is a way to make sure our organization's vision is made concrete. This plan shall describe the way the Board of Education will use its strategies to meet its objectives. The TEA action plans for each of our goals will contain:

- **Recommendation:** Provide a brief summary description of the action to be taken and an estimated completion date.
- **Response:**
- **Objectives of the action:**
- **Order of Action proposed:**
- **Responsibility:**
- **Time frame:**

- **Progress indicators:**
- **Expected outcome:**

Early Childhood & Daycare Services

Early Childhood Development Center

Daycare Center

Elementary Programming

Pathmakers – Elementary Programming

*Cultural Revitalization Weekend & Summer Camps*

*Mobile Makerspace Culturally Adapted Curriculum*

*Mini-Lending Libraries*

Secondary Programming

Pathmakers – Secondary Programming

*Cultural Revitalization Weekend & Summer Camps*

*Native Makers Workshops & Clubs*

Success in Both Worlds: College & Career Readiness

*Native American Life Skills*

Modern Youth Internship Academies

*The MYIA Schedule*

How It Works	Year 1	Year 2	Year 3
<b>HIGH SCHOOL ACADEMIC CLASSES</b>	The equivalent of 3 days per week	The equivalent of 2 days per week	None
<b>ON-THE-JOB TRAINING</b>	12-16 Hours per week	20-24 Hours per week	25-29.5 Hours per week

<b>ADDITIONAL COURSEWORK</b>	<b>ON THE JOB UPSKILLING &amp; CERTIFICATION</b> Interns upskills for specific occupation and earns an industry relevant certification	Higher-Ed Coursework approved by business and intern.
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*Benefits to Students*

*Upskilling & Certifications*

Both free and low-cost upskilling resources will be utilized to develop student interns’ hard and soft skills. The resources will provide foundational and career-ready skills, as well as, ways to improve student knowledge of information technology and business operations. Students will also obtain skills in programming, time management, office suite basics, and personal development.

*Business Operations*

*Career-Ready Skills*

*Foundational Skills*

Phones, customer service, work habits, 10-key, filing, typing – keyboarding skills.

*Information Technology*

Computer programs – Mac tech, Outlook, Google, - Business Phones/Receptionist tech, Copier Fax Scanner machines

*Career & Technical Education Industry Sectors of Focus*

The Tribe has identified six industry sectors to focus on for the next ten years for workforce development programming. These industry sectors were chosen by reviewing Department of Labor studies indicating that each had more than a 12% growth potential in Humboldt County.

*Agriculture and Natural Resources (ANR)*

Specialty products – watercress, taro, quinoa – Asian pacific rim restaurant type items, lotus, sea weed farm! Specialty bananas – mangos, papayas, cherimoya,

POKE – product development

Cheese factory – cow milk – varieties like the old Humboldt Creamery

Specialty wood products – grown wood on tribal lands – (outside the scope of this plan, BUT we’d plant)

Bamboo products – grows like a week; HEMP – ropes, canvas, oils, industrial use, paper. HEMPCREATE.

Master food processors, distribution

*Building and Construction Trades (BCT)*

*Energy, Environment, and Utilities (EEU)*

Solar, water, wind, land use management restoration – sewer water management, clean water, processing plant

*Health Science and Medical Technology (HSMT)*

## Blue Lake Rancheria Tribal Education Agency – Ten Year Strategic Plan

### Hospitality, Tourism, and Recreation (HTR)

Explore Hou’l Park Family Fun Center

### Manufacturing and Product Development (MPD)

Plastic recycling into products – cups, cloth, back into oils, bags, outdoor carpet or AstroTurf? Explore this concepts. Tote bags – back packs, shipping materials, tape, shoes, inexpensive frames for glasses, tooth brushes, floss, hairbrushes. Think third world market – tents, emergency supply equipment – tarps, containers, water tubs, gas canisters.

### Business and Finance (BF)

Marketing for products created under the other areas – focused on international market

### Information and Communication Technologies (ICT)

## Post-Secondary Programs

### Scholarships

*8<sup>th</sup> Grade Incentive Scholarships*

*Undergraduate Scholarships*

*Graduate Scholarships*

### Tribal College

HSU Polytech – capital infrastructure improvements

Targeted solar workforce development – combination with HSU and CR – Mike Haley

Western Electrical (WECA) - hold the trainings here at Ta’m

Water Management / Sewer -

Development of directed narrow scope things, developing relationships with other organizations – need a payway

Certification programs

Moves towards CR based curriculum = CR extension

Affiliated college of HSU

Develop a pathway to certification for 4-year tribal college



More technical culturally based programming

Adult Education: Workforce Development

Adult Basic Education

Business Incubator & Entrepreneurship Programs

Recruit, Retrain, and Retain Educators (R3E)

Educator Externships

Grow Your Own Administrators (GYOA)

Nationally Recognized Certifications



DRAFT

## Appendix

Tribal Education Agency Organizational Chart

Definitions of TEA Functional Areas

DRAFT

# 1000 INSTRUCTION

- TEK Elementary Program (K-8)
  - Mobile Makerspace Van Activities & Events
  - TEK Classroom Teacher
  - Virtual Family Maker Nights
  - Virtual Synchronous & A-Synchronous
    - CA State Parks PORTS Programming
- MYIA Career Readiness Program (9-12)
  - Career Shadowing
  - Six Industry Cluster Internships
  - Native taught CTE courses in Six Industry Clusters
    - Ta'm Makerspace Classrooms
- Co-curricular Supplemental Educational Opportunities
  - Native Maker Workshops & Native American Clubs
  - Daluviwi' Community Garden 4-H Program
  - Kindling the Flame: Youth Cultural Revitalization Weekends
  - Summer School, Camps, & Other Cultural Activities

1000 Instructional Staff

## Benefitted Staff

.80 FTE Credentialed Teacher (K-8)  
.50 FTE Secondary Paraeducator  
.20 FTE Youth Programs Coordinator

## Non-Benefitted Staff

.73 FTE Youth Programs Paraeducator

1000 Instruction encompasses activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities, as well as being provided through two-way interactive video, television, radio, telephone, and correspondence.

# 2100 STUDENT SUPPORT

- College & Career Readiness Program
  - Success in Both Worlds Conference
  - College & Career Readiness Workshops
  - College & Vocational School Visits
- Parent & Community Engagement
  - Family and Community Events
  - Attendance Assistance
- Community in Schools
  - Student Needs Closet – clothing, supplies, resources
  - Coordinated Mentoring & Counseling via Two Feathers
- Burratunuwe'l Early Childhood Development & Daycare Center
  - Daycare for TEA students' children
  - Parents as Teachers Program
- Office of Post-Secondary Education
  - Scholarships to BLR Tribal Citizens
  - Scholarships to Blue Lake Elementary Graduates

## 2100 Student Support Staff

### Benefitted Staff

- .50 FTE Community Services Coordinator
- .50 FTE Career Readiness Education Coordinator

2100 Student Support encompasses activities designed to assess and improve the well-being of students and to supplement the teaching process. This cradle to career methodology encompasses student attendance, social work services, substance abuse, guidance, health, psychology, speech pathology, and direct support to students and their family/community enabling full participation in programs, facilitating understanding of educational options, and providing guidance for pursuing and achieving future goals.

# 2200 INSTRUCTIONAL SUPPORT

- TEK & Culturally Adapted Curriculum Development
  - Save CA Salmon & Steelhead in the Classroom
  - Yurok Basket Inspired Python Coding
  - KT Land Tenure Curriculum
  - Body & Brain STEM Workout
- Recruit, Retrain, and Retain Educators (R3E)
  - Native American CTE Designated Single Subject Credential Program
  - Mentoring and Supervising Teachers
  - TEK Curriculum Training for K-12 Classroom Teachers
- Grow Your Own Administrator (GYOA)
- Sylvia Daniels Memorial Library
  - Teacher Resource center for TEK books to use in classroom
  - Mobile Book Van to rural, low density schools
  - Mini-Lending Libraries (*four sites on Rancherias*)

## 2200 Student Support Staff

### Benefitted Staff

- .50 FTE Community Services Coordinator
- .50 FTE Career Readiness Education Coordinator
- .25 FTE Grow Your Own Administrator Coordinator

2200 Instructional Support encompasses activities associated with assisting the instructional staff with the content and process of providing learning experiences for students. These activities include: planning, developing and evaluating the teaching process; developing curriculum, preparing and utilizing special curriculum materials, and understanding and appreciating the various techniques which stimulate and motivate students. Additionally, selecting, acquiring, preparing, cataloging, and circulating books and other printed materials, as well as planning the use of the library by students, teachers, and other members of the instructional staff.

# 2300 TEA ADMINISTRATION

- Board of Education
  - Mission and Vision focus
  - Policy setting body
  - Administrative Oversight
- Strategic Planning
  - Needs Assessments & Feasibility Studies
  - Program Research & Development
  - Grant writing & Fundraising
  - Continuous Improvement
- Staff and Program Oversight
  - TEA Staff Evaluations
  - TEA Capacity Development
  - Program Assessment & Evaluations
  - Reporting to Funding Agencies

## 2300 TEA Administration Staff

### Benefitted Staff

1.0 FTE Executive Director

1.0 FTE Clerk of the Board

### Reporting to Tribal Administrator

1.0 FTE Grant Writer & Post Award Manager

1.0 FTE Program Evaluation & QI

2300 TEA Administration encompasses activities associated with the establishing and administering policy for operating the TEA. Activities include those of the elected body that has been created according to Tribal law, and vested with responsibilities for educational activities of the Tribe. Activities are also concerned with managing all affairs of the TEA from staff and community relations, to strategic planning, grant writing, budgeting, and fundraising. Coordination of program goals and services with Tribal departments is a key function of this office.

# 2400 LEA ADMINISTRATION

- TEA Program Coordination w/ Local Educational Agencies
  - Recruit, Retrain, and Retain Educators (R3E) Program
  - Modern Youth Internship Academies (MYIA)
  - Grow Your Own Administrators Program (GYOA)
- TEA Capacity Building Assistance from Local Educational Agencies
  - Policy and procedure development
  - TEA BOE & Staff Capacity Building
- External Evaluation of Grants and Programs
  - Data collection, sharing, and analysis of student academic achievement in coordinated programs

2400 TEA Administration Staff

Contractual Staff

.10 FTE @ NHUHS

.20 FTE @ HCOE

2400 LEA Administration encompasses activities associated with increasing the capacity of the TEA to coordinate and run educational programs.

# 2500 CENTRAL SERVICES

2500 Central Services



# 2600 OPERATIONS

- Maintenance of TEA Vehicles
  - Mobile Makerspace Van
  - Wisdom Basket Mobile Library Van
- Maintenance of TEA Facilities
  - Ta'm Resilience Campus
  - Burratunuwe'l Early Childhood Development & Daycare Center
  - Daluviwi' Community Garden Educational Spaces
  - TEA Administrative Offices
- Facility & Equipment Efficiency, Security and Safety
  - Security plan development and implementation
  - Student & Staff Safety
    - installing & monitoring carbon monoxide detectors, fire alarms, indoor air quality detectors
    - Event security
    - Emergency Situation Planning & Response

2600 Operations encompasses activities concerned with keeping the physical assets used by the TEA comfortable, safe for use, and in effective working condition and state of repair. Preventative maintenance, capital site improvements included, as well as routine daily cleaning.

# 2700 TRANSPORTATION

- Student Transportation
  - To and from home and learning sites
  - School day field trips

2700 Transportation encompasses activities associated with the

# 2900 OTHER SUPPORT SERVICES

- Workforce Development Programming
  - Adult Basic Education
  - Nationally Recognized Certification Programs
- Business & Entrepreneurship Development Center
  - Business Center Spaces
  - Makerspace Innovation Spaces
- Residential Services for Students
  - Room and Board for Residential Secondary Students
  - Room and Board for Residential Post-Secondary Students

2900 Other Support Services encompasses activities associated with services provided to students that aren't classified under other support services.

# 3100 NUTRITIONAL SERVICES

- Food Service Operations
  - Activities concerned with providing food to students and staff in a school, program, or LEA.
    - Includes preparing and serving regular and incidental meals, lunches, or snacks in connection with school activities and food delivery

3100 Nutritional Services encompasses activities associated with the

# 3200 ENTERPRISE OPERATIONS

- Daluviwi' Community Garden Farm Stand
- Burratunuwe'l Early Childhood Development Center
- Ta'm Café Food Sales
- Ta'm Campus Conference Site Rental
- Ta'm Culinary Product Development Kitchen
- Ta'm Makerspace
- Ta'm Retail Space

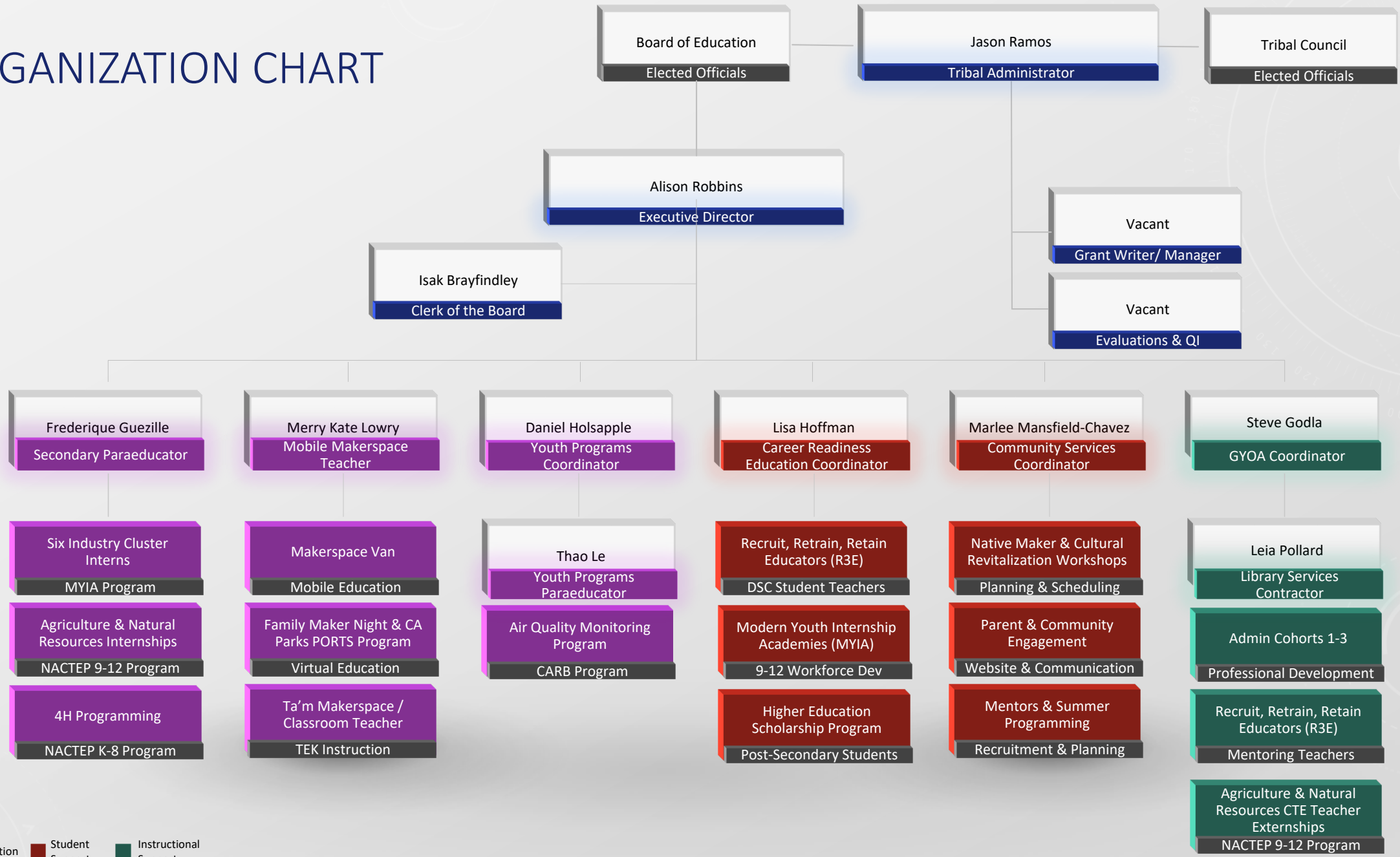
3200 Enterprise Operations encompasses activities that are financed and operated in a manner similar to private business enterprises where the stated intent is to finance or recover the costs primarily through user charges.

# 3300 COMMUNITY SERVICES OPERATIONS

- Hou'l Park Recreational Programs

3300 Community Services Operations encompasses activities concerned with providing community services to students, staff or other community participants.

# ORGANIZATION CHART



■ Instruction   
 ■ Student Support   
 ■ Instructional Support

## I. OPENING MEETING 7:09 PM

The meeting was called to order by Jace Baldosser, Vice President of the BOE.

### a. Roll Call

- i. BOE: Jace Baldosser, Michele Kindred, Kelsay Shackelford, Michael Shackelford. Jason Ramos – Absent. Quorum established.
- ii. Staff: Marlee Mansfield-Chavez, Lisa Hoffman, Alison Robbins, Frederique Guezille

## II. REPORTS

### a. The Executive Director's Report

- i. STEP TEA Development Final Performance Report – due 07/29/2021. Alison is currently working on the financial reports for this program, getting all final invoices paid, journal entry corrections submitted to Accounting, and putting together a summary of the program's activities, and achievements.
- ii. STEP R3E MYAA first year implementation report – *see separate document*. Alison submitted this report to the US Department of Education with March 2021 Financial Data, and has been contacted by ED for follow up information which she provided having received updated financial reports on June 3. Program is on course per the grant timeline. Contracts with HCOE, CR, and NHUHSD are drafted and in review by the consortium partners.
- iii. US Department of Education Request – ED has sent a request of confirmation of financial payments and obligations as of 09/30/2020 for the NYCP and STEP Pilot grants which is due July 8. Alison is having to use a combination of the budget tracker and financial reports as Accounting's reports do not show obligations (contracts with balances) since those aren't recorded in the financial system.
- iv. General Program Updates – *including employee letter* – Alison provided a general update on:
  1. The dates of summer programming beginning next week with the HSU Drone Camp which Marlee Mansfield-Chavez and Angela Felicity Cross are camp mentors and have received their drone pilot license. Supplies for the HSU TRiO Talent Search Robotics & Math Credit Recovery summer camp have been purchased and directly shipped to HSU. Flyers and information are being updated on the TEA website as info becomes available for all the various summer programming
  2. CA State Parks proposal of coordinated services has been drafted and sent to Parks for their review. This is a continuation and expansion of the current program which will provide 10 weekend events at Sumeg Village,



an internship with Skip Lowry, and more PORTS videos of continuing the virtual instruction with Merry Kate.

3. Contracts with HSU for continuing services in Hoopa have started and will conclude in August, as have discussions with Two Feathers for continued mentoring and counseling services.

b. Marketing & Communications Report

- i. KIEM-TV Native American culture and curriculum into classrooms

1. <https://kiem-tv.com/2021/05/05/program-focused-on-north-coast-tribes-designed-to-add-more-native-american-culture-and-curriculum-into-classrooms/>

- ii. Social Media Report

1. See May Report
2. See June Report

III. **PUBLIC COMMUNICATIONS**

No member of the public was present.

IV. **CONSENT AGENDA**

- a. Job Description – Graphic Arts & Technology Student Intern

- i. Contact(s): Alison Robbins

- ii. Purpose: Job description for student intern in the Graphic Design Industry. This student will be employed by BLR and will be responsible for creating graphics, flyers, build a functioning website for a Native American owned business, and collaborate with other BLR interns and staff on joint projects serving multiple programs for Teamwork experience.

- iii. Recommendation: It is the recommendation of the staff that the job description for Graphic Arts & Technology Internships are approved for use.

1. **DISCUSSION**: No further discussion was made.
2. **NOMINATIONS**: Michele Kindred made a motion to approve, Michael Shackelford seconded the motion.
3. **DECISION**: 4-0 motion carried
4. **ACTION**: Frederique to email the approved job description to Toni for the website.

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

- a. Policy Statement Review

- i. Contact(s): Alison Robbins

- ii. Purpose: Review of created policy statements by the BOE.

- iii. Recommendation: Staff recommends that a subcommittee be created

1. **DISCUSSION:** The BOE members present agreed that it would make more sense to form a subcommittee to review the policy statements rather than do so in the monthly BOE meetings as it would take too much time from the monthly meetings. Kelsay Shackelford and Michael Shackelford both volunteered to be on the subcommittee.
  2. **NOMINATIONS:** Michele Kindred made a motion to create a subcommittee, Michael Shackelford seconded the motion.
  3. **DECISION:** 4-0 motion carried
  4. **ACTION:** Alison will email Kelsay and Michael Shackelford about the subcommittee.
- b. Strategic Planning Document(s)
- i. Contact(s): Alison Robbins
  - ii. Purpose: Create a strategic plan for the TEA for the next 5 to 10 years
  - iii. Recommendation: Staff recommends that a subcommittee be created
    1. **DISCUSSION:** The BOE members present agreed that there should be a strategic planning subcommittee to work on a 5-10 year plan for the TEA. Jason Ramos, who was absent from the meeting, was nominated to be on the subcommittee and Michele Kindred volunteered to be on the subcommittee.
    2. **NOMINATIONS:** Kelsay Shackelford made a motion to create a strategic planning subcommittee and Michael seconded the motion.
    3. **DECISION:** 4-0 motion carried
    4. **ACTION:** Alison will email Jason and Michele about the subcommittee.
- c. Early Childhood Center
- i. Contact(s): Alison Robbins
  - ii. Purpose: Interest has been expressed by Rancheria staff on the concept of opening an Early Childhood Center / Daycare.
  - iii. Recommendation: Staff recommends that a feasibility study, and staff time be devoted to exploring this option.
    1. **DISCUSSION:** The BOE agreed that a feasibility study should be conducted in order to see if the Rancheria should open an Early Childhood Center/Daycare.
    2. **NOMINATIONS:** Michael Shackelford made a motion to approve a feasibility study, Kelsay Shackelford seconded the motion.
    3. **DECISION:** 4-0 motion carried
    4. **ACTION:** Alison to look into getting a feasibility study done.

**VI. MISCELLANEOUS**

- a. Approval of DRAFT BOE Meeting Minutes of 05/05/2021
  - 1. **DISCUSSION:** No further discussion was made.
  - 2. **NOMINATIONS:** Michael Shackelford made a motion to approve the minutes, Michele Kindred seconded the motion.
  - 3. **DECISION:** 4-0 motion carried
  - 4. **ACTION:** Frederique to email the approved minutes to Toni for the website.

**VII. UNFINISHED BUSINESS**

- a. BLR Transit for SB-1 Building & Construction Trades Apprenticeship Program
  - i. Service began on Monday, June 14 with daily service picking up at The Job Market building in Eureka and taking students to College of the Redwoods by 8AM. This will continue through mid-July. One week of classes will be held at The Job Market building due to CR being without electricity during that week. Alison has reported that she intends to build upon this program with the Humboldt County Workforce Development Board and The Job Market for events like this to take place at Toma once it is completed.

**VIII. NEW BUSINESS**

- a. NIEA 2021 Convention and Trade Show
  - i. Alison brought the National Indian Education Association 2021 Convention and Trade show topic to the BOE. The last two years the Tribe has sponsored the show for \$5,000, and in 2019, David Narum attended and presented at the show. Alison intends on attending in October 2021 as there is funding in the NYCP grant for her to attend. 2020's convention was virtual, which Alison also attended. Discussion with BOE members was tabled until the Tribal Council determines if there is funding for convention sponsorship again this year.

**IX. AJOURNMENT**

- a. Michele Kindred made a motion to adjourn the meeting, Michael Shackelford seconded the motion. Jace Baldosser adjourned the meeting at 8:00 PM.