A Mission, Vision, and a Call to Action

Tribes are sovereign nations. As such, under the authority granted by its Tribal constitution, a Tribe can develop and implement programs to serve the needs of its community. The Blue Lake Rancheria Tribe strives each day to secure a better future for its people; to protect its sovereignty and cultural heritage; to respect, learn from, and correct injustices of the past; and to define an economic and diplomatic framework with its neighbors for mutually beneficial relationships. The Blue Lake Rancheria (BLR) has made education its top priority and has developed a five-year Educational Program (EP) plan to achieve its goals which it updates annually (See Appendix 1). The Tribe believes education is the path to economic opportunity and fosters acceptance and understanding of others. The Tribe’s commitment to improving education is evident in its long-standing record of development and support of educational programs in the form of volunteerism, financial support for the Blue Lake Elementary School District, scholarships for post-secondary education, and the successful pursuit of educational and economic development grant funding.

Overview of the Organizational Capacity and Resources Available

In recognition of this priority, the Tribe established a Tribal Education Agency (TEA) in 2019 through a Tribal Council Resolution. The TEA held its first Board of Education (BOE) elections December 28, 2019 and convened its first public meeting of the BOE in January 2020. These actions were facilitated via a successful 2019 State Tribal Education Partnership (STEP) Development Grant for TEA capacity building (S415A190001) from US Department of Education (ED) Office of Indian Education (OIE). Through the TEA capacity building process, the BLR...
applied for and was awarded a 2020 STEP Grant (S415A200008) for the recruitment, retraining, and retaining (R3E) of Native American Career and Technical Education (CTE) course teachers and the establishment of a Modern Youth Apprenticeship Academies (MYAA) Program with the BLR’s consortium partners: (1) Humboldt County Office of Education (HCOE), (2) Northern Humboldt Union High School District (NHUHSD), and (3) College of the Redwoods (CR). The Tribe and these organizations form the Center for Tribal Innovation and Entrepreneurship (C-TIE). A signed Memorandum of Agreement (MOA) outlining the authority, purpose, collaborative work, and roles of the consortium partners is provided in the Appendix. These two STEP grants have facilitated the growth in TEA’s capacity for designing and managing educational programming meeting the BLR’s five-year plan’s objectives.

To meet the BLR’s role in the MOA, the Tribe recently upgraded its Payroll & Human Resources system as of July 1, 2020. This upgrade will allow the TEA the flexibility needed to track teachers, their credentials, and necessary certifications. This upgrade facilitates generating reports for the California Commission on Teacher Credentialing (CTC), and tracking the progress of candidates pursuing their Designated Subject Credentials for Career & Technical Education (DSC CTE) for implementation of the TEA’s new programming.

Overview of the Five-Year Educational Program Plan: Planning for Resilience

The establishment of a TEA and Code was a critical component of the Tribe’s five-year EP plan, and brought together the Tribes various departments to coordinate efforts for education. BLR is a national leader in resilience training, planning, and in resilient infrastructure via its Office of Emergency Services Resiliency Training & Innovation Center (RTIC). The concept of resilience, at its core, is the ability to recover from adversity and setbacks, adapting, and arising stronger than before – not just in spite of, but because of the adverse experience and the insight it
provides. Applied to educational programming and community development, resilience entails building educational, social, financial, manufacturing, and infrastructure systems that are redundant, responsive, and adaptive to changing circumstances, and innovative in the way they solve problems and provide for essential needs. With this in mind, the Tribe applied for a received two grants to initiate the five-year EP plan.

The first grant which was applied for and awarded was the ED grant from the OIE under the FY18 Native Youth Community Project Demonstration Grant Program (CFDA 84.299A) competition. This approved application (S299A180007) has two Local Education Agencies (LEAs) as consortium partners, those being the Humboldt County Office of Education (HCOE), and Northern Humboldt Union High School District (NHUHSD). The grant is currently in its third year of implementation through a renewed consortium agreement between the three organizations which has come to be called C-TIE: The Center for Tribal Innovation and Entrepreneurship. College of the Redwoods (CR) was recently added to this consortium agreement for the design of Modern Youth Apprenticeship Academies (MYAA) for secondary students which will lead to a recognized post-secondary credential or certification. This consortium runs the Pathmakers Program (PP) whose purpose is to bring culturally responsive makerspace curriculum to Native youth in classrooms throughout Humboldt County. The curriculum of this program is continuously under development & review by cultural advisors and by teaching staff providing feedback, mindful that it aligns with Next Generation Science Standards (NGSS).

The second grant which was applied for and awarded was the US Department of Commerce Economic Development Administration (EDA) grant under the Economic Adjustment Assistance Program (CFDA 11.307). This approved application (07-79-07480) is for the construction of the
Toma\(^2\) Resilience Campus (TRC). One of the long term goals of the Tribe is the development of Tribal accreditation standards compatible with California Department of Education (CDE) for the already established resilience courses offered by BLRs Office of Emergency Services Resilience Training and Innovation Center\(^3\). This will contribute to recognized post-secondary credentials available to CTE students at the TRC.

The TRC project is currently in its design & construction phase, and will include technology rich classrooms, a makerspace, commercial kitchen, computer lab, business center, conference center, retail store, and café amongst other features. The campus will effectively function as a supplemental CTE center, adult education and resilience training center, and business incubator. The TEA’s portion of TRC will focus on vocational education at the secondary level and provide adult education courses offered through the ongoing agreements with the College of the Redwoods (CR), the local community college district. Students will learn career and entrepreneurship skills, sell their products made in the Innovation Commercial Kitchen & Café, or those produced in the makerspaces in the Resilience Retail Store. Students will run their businesses from the computer lab and business center. High school students will earn concurrent or dual enrollment credit with CR while completing their high school CTE requirements. It is the goal that all students graduating through the TRC will leave with valuable, nationally accepted certifications in their chosen industry sectors.

\(^2\) Toma is the Wiyot word for the Sun. The Blue Lake Rancheria is located on Wiyot ancestral lands. The campus reflects 1) the resilience of the Wiyot people recovering their language and heritage after the majority of the Tribe was massacred in 1860, and 2) the concept of the ever returning and resilient Sun, which is reborn each day.

\(^3\) https://bluelakerancheria-nsn.gov/initiatives/oes/rtic/
The Tribe’s TRC will consolidate Tribal, state, and federal funds to offer comprehensive employment training, placement, and support services to high school students and adults. Combining resources and services will also allow the Tribe’s TRC to offer cost-effective employment training using various methods such as Modern Youth Apprenticeships Academies (MYAA) and CTE without duplicating administrative and overhead costs, supplementing, not supplanting LEAs curriculum offerings. The TRC will operate using a blending of Tribal, LEA, and federal funding, including but not limited to: Tribal General Funds, Tribal Bureau of Indian Affairs 93-638 Contract funds, CTE equipment grants, and other state tax revenues, Carl D. Perkins Career and Technical Education Act of 2006 funding, and Title IV 21st Century Schools pass-through funding. Contracts with local businesses for MYAA will contribute to the operation of the TRC programming as will tuition/training fees from Career Readiness Education (CRE) courses for adults. Finally, sales from the resilience retail store front, the innovation kitchen and café, and the rental of conference and training space will also supplement the operational costs of the TEA, and the TRC Sustaining the TEA’s educational programing will be a blend of a myriad of funding sources.

Considering the Tribe’s Covid-19 response (See Appendix), and the move to on-line classroom environments by all Districts in Humboldt, BLR’s TEA is considering new policies and procedures, and has upgraded to its servers and firewalls to be able to provide completely virtual or hybrid classes should it be necessary in the future, once its TRC opens in Fall 2022. A technology upgrade and replacement plan for all technology purchased and built into the TRC facility is being incorporated into the TEA’s five-year EP plan.

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4 California Department of Education (2019) Education Code §52302(b)(5)
5 Blue Lake Rancheria Order of Tribal Health Officer No. 1 Requiring Shelter In Place & No. 2 Requiring Use of Face Masks
The next steps of the EP plan call for the further development, refinement, and rollout strategies of programs initiated under the original NYCP demonstration grant and the Pathmakers Programs (PP) for supplemental CTE courses as a part of MYAA, which includes the Agriculture and Natural Resources industry sector with an aquaculture and agribusiness program. Many things learned under the NYCP grant are being woven into the TEA’s plans. The first of which is the finalization of the career pathways which will be facilitated by the TRC. Using input from the various advisory groups established under the NYCP and STEP grants, the TEA has further associated itself with the Humboldt County Workforce Development Board (HCWDB) to facilitate the design of its EP planned course implementation for MYAA.

Information from the advisory groups and HCWDB 2018 Workforce Development Survey Report has contributed to the identification of six career pathways which the TEA will focus on developing and implementing over the next three to five years, respectively. Additionally, these career pathways currently lack adequate teaching staff and rigorous curriculum which include appropriate Native American perspectives. Under the current LEAs implementation, many CTE pathways are less than robust, and not preparing all students for career readiness in the most desirable industry sectors. During the TEA’s capacity building efforts, a study of the local offerings found that of the six comprehensive high schools in the TEA’s service area, there were a total of 28 CTE teachers. 30% of CTE teachers teach Agriculture specific to specialty foods and flowers, and ingredients for beverages, but do not cover aquaculture or agribusiness. Educational programming needs to reflect this change, yet to do so, staff either needs to be recruited, or retrained; retraining to be achieved through Externships for Agriculture CTE teachers. Working with C-TIE consortium partner CR, expansion of the Agriculture industry cluster for CTE students into aquaculture is planned as a new workforce pipeline. This reflects a growing need to fill
upwards of 300 new jobs coming to the region by 2024 with the opening of the new Nordic Aquafarms company aquaculture facility on Humboldt Bay.\(^6\)

**Need Focused Program Design**

The proposed project is specifically targeting the consortium of districts that comprise the feeder pattern for the Northern Humboldt Union High School District (NHUHSD): (1) Big Lagoon, (2) Trinidad, (3) McKinleyville Union, (4) Fieldbrook, (5) Blue Lake, (6) Arcata, (7) Pacific Union, and (8) Jacoby Creek. Total Native American student enrollment in grades 5-8 currently stands at 100 students. Added to the Native American student enrollment in grades 9-12 within the NHUHSD, the total population of Native American students currently enrolled in the grades of the proposed project comes to 171. It should be noted that these elementary school districts are very small and lack dedicated Student Support or Instructional Support staff, as well as rigorous preparatory course work for tackling career readiness education at the secondary level in NHUHSD.

Local and State assessment data from 2018-2019\(^7\), which is included in the Appendix, indicates that less than 45% of students grades 5-8 Met or Exceeded the Standard for English/Language Arts and Math. Similarly, only 45% of students graduating from NHUHSD are considered College and Career Technology ready. The College & Career Readiness Indicator is a metric to assess high school graduates on their preparation for success after gradation based on completion of “rigorous coursework”, “passing challenging exams” (e.g., Advanced Placement or International Baccalaureate exams) or “receiving a state seal” (e.g., State Seal of Bi-literacy and Military Science/Leadership)\(^8\). While there is a 100% graduation rate for Native American

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\(^6\) [https://madriverunion.com/salmon-farm-going-to-college/](https://madriverunion.com/salmon-farm-going-to-college/)

\(^7\) Local & State Assessment Data 2018-19

\(^8\) For the definition of “College/Career Readiness Indicator,” see Justin Allen et al., Search and PR/Award # V101A210055

Page e23
students from NHUHSD, the recent ACLU study, also included in the Appendix, has found that in Humboldt County there is a proclivity for Native American students to be simply passed forward on to the next grade without achieving grade level mastery over language and math skills. This is a contributing factor to the lack of trust in the educational system by the Native community.

Fostering a climate where Indigenous students can thrive is the objective of the Student Services Coordinator. The recent ACLU study collected data documenting that “Indigenous students in Humboldt County experience chronic absenteeism at more than double the rate of all students through the state.” Six causes of chronic absenteeism have been highlighted and will be the focus of Student Services Coordinators, identified as: (1) Bad grades, where struggling in class has demoralized students causing them to wonder whether it’s worth going to school at all, (2) Bullying, (3) Illness, (4) Caring for another family member, (5) Mental or emotional health issues, and (6) Difficulties with housing or food.

The ACLU study also concludes that “Indigenous students in Humboldt County experience suspension rates nearly five times the state average for white students.” The suspensions and the issues surrounding them will be investigated by the Student Services Coordinators to assist school administrators with reducing repeating issues, specifically “defiance” suspensions. These defiance suspensions are those which allege that students engaged in behavior that “disrupts school activities or otherwise willfully defied” the authority of school staff. Addressing the disproportionate amount of Indigenous students excluded from school for “defiance” will take a

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9 Failing Grade: The Status of Native American Education in Humboldt County, a report created by the ACLU of Northern California: Theodora Simon, Linnea Nelson, Taylor Chambers – full report in Appendix
concerted effort to educate school administration and staff on cultural norms of local Tribes, and address the schools’ own cultural proficiency.

As of 2018-19, the ACLU study has documented that there are “no full-time social workers on staff at school districts in Humboldt County…and no psychologists in 22 Humboldt County districts.” There is a decided lack of persons with degrees in Social Work and/or Psychology in Humboldt County which accounts for the ACLU study’s findings. However, it does not take a degree to build genuine connections within the local Native American community, merely honest interest and concern for the well-being of Indigenous students and their families, and a willingness to use culturally appropriate communication with respect and understanding.

**Student Support Services**

Student Services Coordinators engage in activities designed to improve student attendance and engagement at school that attempt to prevent or solve student problems involving the home, the school, and the community. Such activities involve:

**Attendance Related:** Promptly identifying nonattendance patterns, promoting improved attitudes towards attendance, analyzing causes of nonattendance, acting early on nonattendance problems, and working with students, parents, and school administration in addressing and overcoming issues contributing to nonattendance.

**Information & Communication Related:** Disseminating educational, occupational, and personal social information to help acquaint students and parents with the curriculum and with educational and vocational opportunities and requirements. Such information might be provided directly to students through activities such as group or individual meetings; or it might be provided indirectly to students, through staff members or parents.
Placement Related: Assisting with the placement of students in appropriate situations while they are in school. These could be educational situations (tutoring or mentoring services to address bad or demoralizing grades or school bullying), part-time employment while they are in school, and appropriate educational and occupational situations after they leave school. These activities also help ease the student’s transition from one educational experience to another. The transition may require, for example, assistance with admission applications, referral services (i.e. medical, dental, mental health, et. al), or assistance in obtaining records (i.e. transcripts, vaccination records, et. al).

Social Work Related: Interpreting the concerns and issues of students for school staff members, and promoting modification of the circumstances surrounding the individual student which are related to the problem or issue, particularly in reference to “defiance” suspensions. This can include arranging for remote instructional support to students suffering from illness or caring for another family member, keeping them from full participation in school, or services surrounding such a situation. This could entail assisting with the location of resources for: eldercare services, affordable or even free childcare, and even planned or emergency care.

Student Accounting & Guidance Related: Acquiring and maintaining records of school attendance, location of home, family characteristics, and census data, among other pertinent information useful to school instructional and guidance staff. Information gathered will become a part of the cumulative record which is sorted and stored for teacher and guidance information used in (1) assisting students as they make their own educational and career plans and choices, (2) assisting students in personal and social development, (3) working with other staff members in planning and conducting guidance programs for students. Amongst a variety of information
gathering techniques, home visits during key times during the school year (i.e. beginning of the year, prior to semester breaks, prior to scheduled testing periods, etc.) will be used.

These activities are to help students and instructional staff understand the students’ educational, personal, and occupational strengths and limitations; relate to the students’ abilities, emotions, and aptitudes to education and career opportunities; utilize their abilities in formulating realistic plans; and achieve satisfying personal and social development. One (1) Student Support Services Coordinator is needed to cover the activities of our proposed programs serving students in: (1) Middle grades 5 – 8 located at eight (8) schools with total Native American enrollment of 100 students and (2) Secondary grades 9 – 12 located at two (2) comprehensive high schools with a total Native American enrollment of 71 students; thus serving 171 Native American students currently in the Northern Humboldt Union High School District feeder pattern.

To serve these students, BLR proposes the following SMART Goals and subtasks to achieve program goals. SMART Goals BLR 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. Each objective will be discussed in this order for clarity.

**Objective 1 – Agriculture Workforce Development Pipeline**

*Specifics – The Who, What, When, Why, and How*

**Task 1 - Instruction**

BLR will create and promote an Agriculture & Natural Resources workforce development pipeline using Modern Youth Apprenticeship Academies (MYAA) which facilitate work-based learning experiences, career exploration opportunities, and employment placement services for
secondary students served by the TEA & its consortium partners. This process will begin on 10/01/2021.

“In 2018 Deep Dive reviews and interviews, education and training were topics employers felt strongly about. Many employers say they are now bearing the costs to identify, design and pay for on-site training in areas such as industry specific skills, customer service, supervision, software knowledge, computer and especially business communication. Employers would like education providers to design, improve or increase job readiness and professional certification courses that attract bigger pools of candidates, or keep people on the job while training.” (Humboldt County Workforce Development Board WIOA Consortium Partnership, 2019)

During the application process for the TRC construction grant through the Economic Development Administration, the Tribe commissioned labor market and enterprise feasibility studies. Using this information, the Tribe created plans for infrastructure capacity building for its future endeavors. Applying for both the NYCP Demonstration and STEP Development grants, which contribute to workforce development via education, were important steps in capacity building. With education leading the Tribe’s priority list, it was determined that to ensure its community is highly skilled and career ready, addressing skill development at the secondary was a must.

These factors have contributed to the Tribe’s desire to focus on what it has identified as the missing piece to the workforce development pipeline puzzle. At meetings of the Humboldt County Workforce Development Board and its associated members, the crux of the issue regarding the implementation of better Internship and new Apprenticeship programs has been discussed. It has been noted that there is a lack of Vocational Education Plans (VEP) with courses that truly prepare
students so they are ready to enter various industries. Current VEPs are too broad (See Appendix), scattershot with regards to the vocation’s focus, and limit student and employment partners’ ability to coordinate enough work experience hours for students to earn credit, and employers to reap the benefit. While there are success stories to be celebrated throughout the county, there were no Native American youth involved in the current Internship programs in 2019 – 2020, nor were there any Internships made with Native American tribes or businesses. In Fall 2020, the first Internship was piloted in the Building and Construction trades industry sector, and is currently in its second semester. Using the implementation knowledge gained through this pilot program, the TEA will develop the Agriculture & Natural Resources industry sector Internship and Apprenticeship program.

Instructional programs will be divided into two levels covering (1) grades 5-8 introduction to agriculture, aquaculture, and animal husbandry programs, and (2) grades 9-12 job skills acquisition supplemental CTE programs geared toward equipment use and skill mastery, internships, apprenticeships, and agribusiness programming. Both programs will use hand-on experiential learning opportunities and culturally adapted curriculum. Programs will occur both on school sites (for student support services) and Tribal lands, specifically the Daluvowi’ Community Garden, for the experiential learning opportunities.

The Tribe is pursuing MYAAs in response to the goals and eligible activities authorized in the Workforce Innovation & Opportunity Act (WIOA) and detailed in 20 CFR §684.310. Many of the activities outlined at 20 CFR §684.310 (f)(1-14) align with the Tribe’s goals, especially those “of providing occupational skill training, which will lead to recognized post-secondary credentials...
that are aligned with in-demand industry sectors or occupations in the local area\textsuperscript{10}. Alignment with WIOA will assist the Tribe in pursuing any changes needed for the creation of an approved Workforce Development 477 Plan under P.L. 102-477 through the Tribe’s contract with the BIA.

Through industry and education partnerships, as studied in the EDA and Tribally funded feasibility study, the TRC will provide students with relevant instruction that meets the employment needs of the Tribe and the surrounding communities within Humboldt County. The Tribe believes the TRC educational experience will contribute to the financial health of the community. The TRC will provide (1) school-to-career transition programs for high school students and adults, (2) extensive partnerships with local business and industry, (3) training, retraining, and advanced training programs, (4) courses that are responsive to current local labor market demands, (5) instruction offered by industry experienced teachers, (6) training programs that fill a diversified labor market, (7) participation in apprenticeship programs, (8) collaborative efforts between state and federal education programs, (9) courses that have labor market placement success, (10) transition into post-secondary education such as community colleges, and (11) essential academic skills. The basic mission statement of the TRC, is established, is “All students, both high school students and adults, will have the opportunity to learn marketable skills or upgrade existing skills through courses offered at the TRC in order to become college and career ready and be prepared for lifelong learning and economic self-sufficiency.”

Modern Youth Apprenticeship Academies fit into the overall framework for the TRC and will benefit from the cross programmatic networking and expanded curriculum offered creating robust Vocational Education Plans, and flexible schedules accommodating (a) General Studies 7 – Career Exploration in 9\textsuperscript{th} grade; (b) Job Shadowing & short-term unpaid Internships in 10\textsuperscript{th} grade;

\textsuperscript{10} 20 CFR 684.310 (f)(4)
and (c) paid Modern Youth Apprenticeships during 11th and 12th grade providing on the job training and priority placement with participating firms.

**Task 2 – Student Support Services**

BLR will create a Student Support Services program aimed at addressing barriers to student achievement. This process will begin on 10/01/2021 and will include (1) Beginning of the school year and pre-State Assessment home visits for students grades 5-8; (2) 4 visits per month (but not less than 2 visits depending on the school calendar) at involved school sites to meet with students, teachers, and school staff addressing student support needs and updating student records; (3) visits to all Internship or Apprenticeship sites to monitor the progress of student skill achievement, meeting with student and site mentors/supervisors; (4) Quarterly Student Support Wellness Check surveys; (5) Annual “Success in Both Worlds” a student lead conference focused on social-emotional health; includes social service providers, mental health presenters, topical breakout sessions, local employers, Tribal cultural leaders, and all Native American students in the NHUHSD feeder pattern consortium (177); (6) Monthly meetings with HCOE McKinney-Vento Liaison to address Native American homeless student needs with regards to Vocational Education Plans as 30% of all students served by the McKinney-Vento Liaison are Native American.

**Task 3 – Instructional Support Services**

BLR will create an Instructional Support Services program aimed at addressing Agriculture CTE teacher retraining through the use of Externships. This process will begin on 10/01/2021 and will include the two (2) Agriculture CTE teachers in NHUHSD serving in annual two week (10 business days) Externships each summer with different local food producers in the (a) food production, (b) horticulture, (c) aquaculture, and (d) animal farming/ranching areas. Externships will provide CTE teachers with opportunities to learn new skills, improve their knowledge of
current industry standards and practices, and create a link between the local food producers and teaching staff.

**Measureable – How we measure progress**

The Tribe will measure progress on a monthly basis and will know Objective 1’s tasks are achieved when the following occur: (1) Modern Youth Apprenticeships Academies (MYAA) are approved as alternative Vocational Education Plans; (2) Agriculture & Natural Resource industry sector career pathways have developed curriculum and course schedules approved by the C:TIE; (3) Apprenticeship partners have been recruited and commit to employing MYAA students in their organizations; (4) Cultural advisors, and Apprenticeship partners approve of core skills and knowledge lesson plans to be used in MYAA related courses; (5) School Guidance Counselors have received training on the new MYAA Vocational Education Plans; (6) a Community In Schools style Career Closet is created to assist MYAA students with obtaining appropriate industry specific workplace clothing; (7) Increases in the CTE concentrator performance measures as outlined in the NACTEP program requirements; (8) Participation rates in program activities by students and parents; (9) Number of home visits; (10) Number of site visits; (11) Decrease in absenteeism (from year 1 established baselines); (12) Decrease in “defiance” suspensions (from year 1 established baselines); (13) Increase in parents in the Parent Advisory Council; (14) Increase in Parent Teacher conference attendance; (15) Increase in College & Career Readiness metric.

**Achievable – Skills, resources, environment, and effort needed**

The College of the Redwoods and Northern Humboldt Union High School District routinely redesign educational programming, and it is with their extensive knowledge and experienced that the TEA staff will pursue the creation of MYAA VEPs. The Blue Lake Rancheria has numerous business enterprises and programs and is one of the largest employers in Humboldt
County. The Tribe employs highly experienced professionals in the Agriculture and Natural Resources industry sector being proposed in the new MYAA, between 250 – 499 at the Blue Lake Casino & Hotel, and another 200 amongst the Tribal government and other Tribal enterprises. Between the partnerships established through the Humboldt Workforce Development Board, Educators Advisory Council, Externships & Apprenticeship partners and C: TIE there will be a minimum of 10 student internships Objective 1 Task 1 for the Agriculture & Natural Resource program by 2024.

**Relevant – Alignment with the overall mission and strategy**

The creation of Modern Youth Apprenticeship Academy focused on the Agriculture & Natural Resources industry sector is relevant to the overall mission and strategy of the Blue Lake Rancheria and its five-year Education Programs plan. The creation of a Workforce development pipeline which incorporates well-crafted experiential workplace learning opportunities will facilitate the training of 9 – 12 students. Employees that arrive with critical industry specific skills as well as honed soft skills are invaluable to employers. The 2018 Workforce Development Survey Report documents that employers desire employees who have: (a) business communication skills; (b) vocational/ trade skills; and (c) industry specific skills.

The MYAA Agriculture and Natural Resources
industry sector program is thus highly relevant to the local community and to the Tribe’s long term economic development and education program plans.

**Time-bound – Realistic deadlines**

To ensure that Objective 1 is completed during the grant period in a timely manner, appropriate time has been allocated to planning and design. Through contracts with C: TIE partners, four organizations worth of personnel will be focused on creating the MYAA. Funding has been allocated to provide approximately 100 hours of dedicated staff time for each of the Tribe’s partners, namely Humboldt County Office of Education, College of the Redwoods, and Northern Humboldt Union High School District through reimbursement contract agreement, such as those that currently exist under the NYCP and STEP grant which the Tribe manages. These hours will be used to craft the MYAA Agriculture & Natural Resources program and its affiliated R3E program. Thus, there are adequate staff resources to meet timeline goals. Furthermore, the same oversight protocols discussed under Objective 1 will be used to monitor, and complete Objective 2 – Grant Management. Over 2080 hours per year by grant staff are allocated to achieve program objectives.

**Labor Market Occupational Trends Data**

The California Employment Development Department published the 2016-2026 Occupational Employment Projections for the North Coast Region, which covers Del Norte, Humboldt, Lake, and Mendocino Counties, revised, in May 2019 (See Appendix). After thorough analysis and discussions with our C-TIE partners, the Agricultural and Natural Resources industry sector was pinpointed as the pathway to focus on for implementation first due to need, and available resources. An MOA which was drafted and signed in July and August 2020, respectively, brought College of the Redwoods (CR) into the C-TIE consortium (See Appendix). Through
working together on MOA objectives, CR developed a post-secondary program for aquaculture to meet the needs of training a workforce for the new Nordic Aquafarms company\textsuperscript{11}. CR submitted a grant to the US Department of Labor for the development of this program, and BLR provided a letter of support (See Appendix). CR will continue to work with BLR to create a secondary level aquaculture program designed to be a workforce pipeline for the growing aquaculture industry.

The projections of growth in the following occupations, each with greater than 12\% growth over the ten-year period, (See Appendix) drove the design of the program: (1) Agricultural Equipment Operators 23.8\%; (2) Farmworkers and Laborers, Crop, Nursery, and Greenhouse 15.6\%; (3) Agricultural Workers 14.6\%; (4) Supervisors of Farming, Fishing, and Forestry Workers 13.3\%; and (5) Farming, Fishing, and Forestry Occupations 12.1\%.

Regional Comprehensive Economic Development Strategies (CEDS)

Blue Lake Rancheria CEDS

The Toma Resilienc Campus is responsive to the economic development projects and goals articulated in the ten-year Blue Lake Rancheria CEDS (2014): “to preserve sovereignty, to spur job creation, to develop long-lasting economic enterprises, to continuously upgrade infrastructure on trust lands, and to conduct these efforts within a framework of workforce development education and environmental stewardship.” Economic development and regional partnerships have long been a goal of BLR as well: “The Tribe has expanded and upgraded its infrastructure and worked with regional partners to upgrade shared infrastructure, to promote both business opportunities and long term, skilled job creation.” The BLR CEDS indicates that a business

\textsuperscript{11} https://madriverunion.com/salmon-farm-going-to-college/
incubator is a “priority” project: “to build more entrepreneurial business incubator space, to allow for new businesses to launch, stabilize, and expand.”

The BLR CEDS also notes the following priority projects related to disaster preparedness, response, and recovery: 1) Tribal Fire Department (priority), 2) All-Hazard, Whole Community Emergency Preparedness (plans, facilities, equipment and supplies), 3) communications (priority) 4) Red Cross/FEMA Partnerships, 5) Local Law Enforcement/Fire/Safety Agency Partnerships, 5) Regional Remote Evacuation Site and Disaster Response Training Facilities and Programs. The CEDS details the economic development goal of expanding Training Services and Facilities at BLR, including: 1) Wildland Fire, Wildland Urban Interface, 2) National Incident Command Systems (NICS), 3) providing Federal Emergency Management Agency (FEMA) and California Emergency Management Agency (CalEMA) trainings, 4) Climate Adaptation and Community Resiliency trainings, and 5) developing training facilities and programs.


The CEDS notes the goal of Native American education, including: 1) a STEM education focus, 2) vocational trainings and certifications, 3) internship, apprenticeships, and employment resources and skills (culturally relevant focus), and 4) job placement and ongoing coordination with workforce development organizations.

Humboldt County CEDS

The Humboldt County CEDS (2012) identifies several strategies that the TRC programming will implement with multiple regional partners, including: 1) build a community culture that understands, welcomes, and nurtures business, 2) stimulate and nurture entrepreneurship, 3) build an infrastructure of connectivity, 4) plug economic leaks and inefficiencies, and 5) improve regional workforce capacity. The TRC “incubation ecosystem”—working with partners to develop a “pipeline” of entrepreneurs and create a supportive culture around entrepreneurship, helps to address #1 and #2 above. The TRC’s focus on partnerships and critical lifeline sector infrastructure interdependency and connectivity helps to address #3. The TRC focus on “smart” technologies and the development of regional capacity for light and advanced manufacturing and re-localized production helps address #4. Finally, the TRC’s workforce training programs, and potentially, a vocational focused HS Academies help address #5.

CCRP Survey Results

In 2018, the California Center for Rural Policy (CCRP) conducted a county-wide survey that asked questions related to community economic and wellness indicators. The survey results

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14: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates
highlight some important themes around the entrepreneurial ecosystem, including workforce trends and desire to start a business. Fifty-two percent of survey respondents have never owned a business in Humboldt County, 39 percent of respondents either currently or have previously owned a business, and 8 percent of respondents are interested in owning a business. The individuals who either have owned, currently own, and who are interested in owning a business expressed the need for the following types of business support:

1. Support services for small business
2. Readily available and affordable space and/or equipment that meets specific needs.
3. Access to capital (funding, loans), to markets, marketing services, product demand.
4. Trained and available labor force.

Among survey respondents, 120 identified as American Indian and Alaska Native. Of these individuals, 47 percent have either owned a business, currently own a business, or are interested in owning a business. This shows a level of interest that the TRC can utilize in marketing its programming and trainings to tribal members from any of the tribes in Humboldt County.
Respondents who indicated that they would like to own a business ranked access to capital and supportive services as the greatest priorities. Figure 3-2 summarizes results on business needs from the CCRP survey:

![Figure 3-2: CCRP Survey Results, Business Needs](image)

All of these factors were considered in the development of the Tribe’s five-year Education Program (EP) plan. The resulting emphasis on CTE and Adult Education, concentrated on college and career readiness, with strong entrepreneurship focus, will facilitate the achievement of the Tribe’s priorities. The overarching name for these priorities is Career Readiness Education. EPs developed for the TRC will ensure that culturally responsive and industry specific education will pave the pathway to economic opportunity, manifesting itself in true self-determination, protection of Tribal sovereignty and cultural heritage, and a diversified workforce.

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15 California Center for Rural Policy. Humboldt County: Community Economic and Wellness Survey Report, 2018
Demonstration of adequate resources

Relevant training and experience of key program personnel

**Key staff paid by of NACTEP Grant**

**Student Services Coordinator** – (.725 FTE) This is a new position needing to be filled. A job description for this position is located in the Appendix.

**Youth Programs Coordinator** – (.25 FTE) is a split funded employee of both the BLR Environmental Services Department and the TEA. has four years’ experience working in grounds maintenance, farming, and environmental protection duties and a Bachelor of Native American Studies: Environment and Natural Resources focused. His resume is included in the Appendix. has recent specific knowledge working in the Tribal community garden and food production for the Tribal Nutrition program. has aided in the development of a successful grant applications to the Native American Agriculture Fund for programs serving Native American food producers in Humboldt County. He will devote 10 hours per week to the NACTEP grant program Objective 1 Task 1.

**Key staff not paid for by NACTEP Grant**

While there are staff that are paid for directly from the grant, there are Tribal staff members which will provide guidance, assistance, and services to the implementation of the grant. Their qualifications are listed below.

**Director** – MPA, has 25 years’ experience in public sector finance and management, with 14 years specifically managing education grant implementation for Wichita Public Schools (USD 259, Wichita, KS). has written and/or implemented hundreds of grants during her career. is currently the Executive Director of the Tribal Education Agency. Some of her most recent and relevant, specifically in the field of education were: (1) $5.57
million Title I School Improvement 1003(g) (Transformation Model) under CFDA# 84.388A, (2) $4.8 million Title IV Part B 21st Century Community Learning Center under CFDA# 84.287 and (3) two Title V Part C Magnet School Assistance Program under CFDA #84.165 totaling $14.1 million. Each grant successfully completed their objectives, improved student achievement, and had clean audits throughout implementation.

While at USD 259, [mask] was also responsible for coordinating all federal and state grants to reduce duplication of services, ensure non-supplanting regulations, oversee grant objectives, funding draw downs, and reports to awarding agencies. As the Executive Director for the TEA leads the steering committee for C-TIE. [mask] is an experienced recruiter, and is the founding President of the American Legion Auxiliary Arcata Unit 274 chartered in May 2019, as well as the District 1 President of the American Legion Auxiliary for the Department of California 2018-2021. She successfully recruited the initial 15 unit members to establish the Unit’s Charter, and the recruited another 12 members within the Unit’s first year to bring its membership total to 27 by June 2020. She has extensive ties to the Humboldt community, and participated in the region’s Enterprise Community Application creation, as well as the creation of the Prosperity! Project for Redwood Coast region. She is a former co-worker of the current Director of Humboldt County’s Workforce Development Board, and has served on numerous boards and committees in Humboldt County with a large professional network in city & county government, law enforcement, education, healthcare, Native organizations, and media communications. [mask] comprehensive resume is located in the Appendix.

Chief Financial Officer – [mask], CPA, has been with BLR for 31 years, and his specific role and responsibility will be to oversee all fiscal aspects of the grant funding. [mask] has extensive knowledge and experience gained as an auditor, accountant, and now CFO for BLR. He
Blue Lake Rancheria: FY2021 NACTEP Grant Application

has a proven, recent, relevant, and successful track record of working within tribal structures and federal accounting requirements. Since working for BLR, has successfully helped BLR plan, manage, and implement—on-time and on-budget—over $45 million in project-related grant funding, including over $9 million of successful grants management in the past five years (recent). Each year of the past five, has successfully managed from 15 to 20 federal grants. For this grant, working with , BLR Tribal Financial Manager (below), will: 1) monitor the project budget, 2) comply with all quarterly financial reporting requirements (SF425), 3) assist with annual status and evaluation report requirements, 4) approve project-related payments, 5) verify that accurate and complete supporting documentation exist for all payments, 6) ensure that proper drawdown procedures are followed in relation to funds, and 7) execute the financial components of project close-out documentation. If funded, BLR will complete annual status and evaluation reports that include: 1) the progress made on completing the project, 2) a list of work remaining, 3) a breakdown of funds spent, and, when the project is done, 4) an evaluation of the project’s effectiveness in completing Objectives 1 and 2.

Tribal Financial Manager - has been with BLR for 18 years, and has developed extensive knowledge and experience serving helping to plan, manage, and implement the the recent, relevant, successful (on-time) projects. With (above), has overseen the development of audits for the past 18 years. will manage project funds, working with to: 1) monitor the project budget, 2) approve payments, 3) facilitate purchasing, 4) follow proper grant drawdown procedures, 5) assist with grant financial reports, and 6) facilitate grant close-out.
Relevant training and experience of program consultants

The following people are associated with the TEA through contracts from the NCYP and STEP grants and will continue working with the TEA:

- **Ed.D, County Superintendent of Schools (HCOE; C-TIE Steering Committee).** has worked as an administrator for the past 23 years and, since 2017, has been the Humboldt County Superintendent of Schools. In addition to serving as principal for McKinleyville High School, helped create the Six Rivers Charter High School (a project-based high school) and started the district’s Yurok Language Program. will be instrumental in training Program staff and developing the Code. also serves as a member of the C-TIE Steering committee for the PP and is well versed in the on-going process of adapting culturally responsive curriculum.

- **Dean of Career Education (CR).** has a Masters of Arts degree in Communication Studies from the University of California Santa Barbara. For the past 22 years, she has worked for CR as a Professor of Communication Students, and was promoted to Dean of Career Education in July 2018. She is an experienced professional with demonstrated history of effectiveness in higher education. She is highly skilled in student development, instructional methodologies, adult education, professional development, as well as curriculum and program development. is also currently an instructor at HSU for the Certificate in Faculty Preparation Program: Teaching in High Education which is designed to meet the needs of current faculty and aspiring faculty interested in enhancing careers and/or pursuing teaching in community colleges and universities. She will be key in developing the instructional staff covering teacher credentialing and professional development.
Superintendent, Northern Humboldt Union High School District (NHUHSD; C-TIE Steering Committee) has been the Superintendent of NHUHSD since 2017, replacing Prior to becoming Superintendent, was the Principal of McKinleyville High School for six years. Before moving to Humboldt, held administrative, teaching and coaching positions in Oakley Union School District and Antioch Unified School District, both in Contra Costa County. currently serves locally and regionally for the Association of California School Administrators (ACSA) and is an active member of the Association for Supervision and Curriculum Development, and Mad River Rotary Club. He will provide extensive information about his district’s current CTE programming and assist with the course sequence and curriculum. connections with the business community through the CTE program and his associations with Rotary will facilitate the creation and sustainability of the CEAC also serves as a member of the C-TIE Steering committee for the PP and is well versed in the on-going process of adapting culturally responsive curriculum.

Facilities, equipment, supplies, and other resources

The Tribal has invested in two (2) 30’ x 96’ semi gable high tunnel greenhouses and an aquaculture starter set for the Agriculture program. To assist with program implementation, the Tribe’s farm tractor and other farming implements will be used to provided experiential learning opportunities for students in the 4H and FFA groups, and Agri-business career pathway. Additionally, the TEA’s Mobile Makerspace van developed for the Pathmakers Program will be shared between programs and used for school site visits driven by the Student Services Coordinator. Additionally, the Youth Programs Coordinator has developed a relationship with Pierson’s Garden and Building Center and has received a $1,000 donation to kick off the Agriculture Program, providing materials for elementary 4H seed sowing garden project.
Through the implementation of both the NYCP and STEP Development grants over the past two years, the Tribe’s capacity for processing increasing numbers of planned FTEs (teachers, mentors, paraeducators, etc.) for the TEA was scrutinized. Such scrutiny brought about the commitment to upgrade Tribal financial software to accommodate the tracking needs of the growing agency. Thus, as of July 1, 2020, a new Payroll & Human Resources system was implemented using Tribal resources. The Tribe has committed to use this new system to comply with increased documentation for the TEA and its growing programs.

The TRC, currently being designed, will have a similarly equipped office space for the TEA Staff. Besides this TEA related office space, and a meeting room for the BOE. Until the TRC is built, the BLR Tribal Business Council will allow the BOE, C: TIE, and EP plan partners to meet in their Council Chambers, allowing for regularly scheduled meetings. On-line Zoom meetings will be conducted if pandemic social distancing is in effect, and will be made available for partners unable to travel to meetings.

**Potential for continued support after grant period ends**

**Blue Lake Rancheria (BLR).** Through past and current programs funded primarily by the Blue Lake Rancheria Tribe, and supported in part by various federal grants, BLR has demonstrated capacity to improve youth outcomes. Since 2003, the Tribe has and continues to provide $500 scholarship certificates to every eighth grade student who graduates from Blue Lake Elementary School. These certificates are redeemable upon graduation from high school, when the students present the Tribe with a high school diploma. Qualitative evidence through student and teacher feedback surveys suggests this program has contributed to a markedly reduced high school drop-out rate. BLR has provided scholarships to ~370 students to date, including 25 tribal members. In addition to the 8th grade high school diploma scholarships, BLR provides $20,000 and $5,000
Blue Lake Rancheria: FY2021 NACTEP Grant Application

scholarships each year, mainly to tribal youth, for either university education or trade school, for a total of over $320,000 to date in scholarships paid. These programs have made it possible for 11 of 52 BLR tribal members to attain degrees from four-year colleges or universities, and another 13 Native youth from the region to attend 4-year colleges and universities.

The Tribe is also researching consolidating workforce development funding from the numerous agencies authorized under P.L. 102-477 with the creation of a 477 Plan. After the Tribe has established a TEA, the BOE will work with the BLR Tribal Business Council on the creation of a 477 Plan, if deemed feasible. Funds currently budgeted for Education in the Tribe’s current P.L. 93-638 contract will be used to support TEA educational programs.

Along with other external funding sources that will continued to be pursued through granting agencies, once the TRC is functioning, revenue from tuition, and other sources will be employed. Additionally, the TRC will have a retail store and café to bring in additional income, and while training facilities are not in use for educational programming for CTE or Adult Education, the facilities will be rented to organizations and individuals seeking large event space. All revenue derived from the TRC will fund programming at the campus.

**Humboldt County Office of Education (HCOE).** (Source for rural LEA verification: [http://www2.ed.gov/programs/reaprsrsa/eligible14/index.html](http://www2.ed.gov/programs/reaprsrsa/eligible14/index.html).) In past programs funded by foundations, regional banks, and state and federal sources, HCOE has demonstrated a capacity to improve outcomes for at-risk and Native Youth. HCOE’s “Decade of Difference” program is guided by a strong college completion agenda. HCOE’s College and Career Impact Area provides responsive supports, resources, and activities to foster college and career readiness, advanced training, and college completion. Academic programming aimed at improving academic achievement for students enrolled in the array of HCOE funded Court and Community schools has
led to significant improvements on California High School Exit Exam (CAHSEE) passing rates. Despite this strong record overall of programs, HCOE has few culturally adapted programming offerings for Native youth which is why it is desirous of working with BLR to create its TEA and TRC.

**Evaluation Methods**

The PDCA method was developed by W. Edwards Deming, and is an iterative four-stage management approach for the control and continuous improvement of processes, products, services and for resolving problems. The Blue Lake Rancheria Tribal Education Agency has adopted this four stage methodology for its program management and evaluation. This method involves systematically testing possible solutions, assessing the results, and implementing the ones that are shown to work.

The process begins with stage 1 (PLAN): identifying and analyzing the goals, issues, or problems needed to be addressed. In this stage opportunities are also identified so that a hypothesis about what should be done can be created. These will be identified by the Director, external evaluator, and at a point later in the timeline, the BOE. During stage 1 (PLAN), the Director and external evaluator will participate in evaluation planning, determining the best data collection methods to be used over the course of the program implementation. They will be assisted in this through services provided through contracts with HCOE, CR, and NHUHSD under the STEP R3E MYAA grant program as that grant has established parameters for its data collection and sharing methods. They will be able to identify and define the necessary components of the NACTEP programs, delineating steps needed for documenting Objective attainment.

The next step, stage 2 (DO), proceeds with the identification and testing of the potential solutions. Applying the PDCA method to the established partnerships will help identify areas of
improvement, such as communication, reporting, and coordination of both student support and instructional services. In the case of designing the R3E and MYAA programs, sample policies and procedures are currently being written, reviewed, debated, and approved, as will Vocational Education Plans through work under the 2020 STEP grant. External partners and program participants will provide qualitative feedback on program performance during stage 2.

During stage 3 (CHECK), external evaluator will study the results of the partnerships, feedbacks, and quantitative data to compile information on performance measures. This external evaluator will review the data for comprehensiveness, comparing the new program data vs. projected goals, and provide guidance on interpreting the data. The Director will provide status reports to the C: TIE Steering committee as well as to the BOE. Determination on the quality of program implementation, its adherence to goals, timelines, and mission will be made by the BOE. Any recommendations will be implemented by the Director, grant staff, and C: TIE partners under the next stage (ADJUST).

During stage 4 (ADJUST) implementation of the best solution for identified ineffective practices will commence. Should the recommendation be made that further revisions occur as a suitable solution has yet to be found, then the process begins anew, identifying the issues with the program implementation, procedures, lesson plans, etc. and continues in the PDCA cycle until all the issues have been reviewed and solutions implemented.

**Quality of the Management Plan**

*Achieving Objectives on Time and Within Budget*

The program management plan has been developed to achieve program objectives on-time and within budget, and is detailed in the Timeline and Organizational chart located in the Appendix. Persons responsible for the implementation of the Timeline are:
Blue Lake Rancheria Tribal Education Agency Board of Education\(^{16}\) oversees all Educational Programming and meets on a monthly basis in a public forum. The Board is comprised of five (5) members: President; VP; and three general members. Each was elected to their positions on December 28, 2019. Each member has either previous board or supervisory experience, and careers in the six industry career pathways to be featured at the TRC. Four of the five members are Blue Lake Rancheria tribal citizens, with also serving an elected member of the Tribal Council. Each has long standing ties to the Humboldt County business community and brings extensive knowledge in their career fields.

Director, (CV provided in Appendix) oversees Objective 2 general management of the program and ensures that the program achieves its performance objectives. The Director is responsible for monitoring program creation and implementation, directing the workflow of grant staff and contracted partners. It is the Director’s responsibly to authorize budget expenditures. The Director will document and formalize the results the development, and will oversee the hiring and management of the grant staff. Furthermore, the Director will oversee and schedule meetings, Objective 1 Task 3 - CTE Externships, and report to the BOE on a monthly basis. The Director will devote 4 to 6 hours of time per week to these duties.

Student Services Coordinator, Unfilled oversees the implementation of Objective 1 Task 2 addressing student needs, collecting student data through home and site visits, and surveys, updating LEAs’ student records, and providing performance measure data to the external evaluator. SSC is also responsible for monitoring student transitions into Internships, Apprenticeships, and eventually post-secondary employment. A detailed job description with

\(^{16}\) https://bluelakerancheria-nsn.gov/tea/boardofeducation/
education and experience requirements is located in the Appendix. The Student Services Coordinator is a part-time position (1,508 hrs. annually) reporting to the Director, and is responsible for the majority of daily operations and implementation of the Objective 1 Task 2 in the grant project.

**Youth Programs Coordinator,** oversees the implementation of Objective 1 Task 1 using 10 hours of his time weekly to do so. is responsible for delivering the supplemental CTE experiential learning opportunities at the Tribe’s Daluviwi’ Community Garden and farm, providing training on aquaculture equipment, greenhouse planting, tractor use and other produce, horticultural, and animal husbandry specific projects.

American Indian Preference in accordance with P.L. 93-638 is a standard hiring policy of the Blue Lake Rancheria Tribal Education Agency. If claiming American Indian Preference, the TEA requires proof of membership/documents. If verification is not provided applicants will not be given American Indian Preference. The TEA will accept any of the following: (1) Enrollment in a Federally Recognized Indian Tribe including: (a) Tribal Affiliation, (b) Tribal Enrollment card/letter with roll number; (c) Bureau of Indian Affairs (BIA) Enrollment Letter; (2) Person of American Indian Descent including: (a) Tribal Affiliation (b) Listed on California Roll provided by the BIA, verified by TEA Staff; (c) Descendent Letter – verification that person is an adult child of a Tribal member. The TEA will accept such letters from the Tribe for persons within the first degree of descendancy.