PROJECT NARRATIVE

Introduction

For thousands of years before non-indigenous contact, the Na:tinixwe, or “Hupa People,” lived in dozens of villages along the Trinity River in northern California. The Hoopa Valley Reservation was established by Executive Order on June 23, 1876; often described as a “12-mile square,” it encompasses 144 square miles of land, about half the aboriginal territory. This remote river valley lies some 300 miles north of San Francisco and 90 miles south of the Oregon border in northeastern Humboldt County. From the County Seat of Eureka on State Highway 101, it is 64 miles to the Hoopa Valley. (Refer to Attachment A: Area and Vicinity Maps). At the heart of the Hoopa Valley is the ancient village of Ta’k’imil-ding, “the acorn cooking place” and center of the world for the Hupa People. Streams and tributaries of the Trinity River divide the Hoopa Valley into seven districts or “fields” that correspond to ancient village sites: Campbell, Hostler-Matilton, Agency, Soctish-Chenone, Mesket, Norton, and Bald Hill. More than 94% of Reservation lands are held in Tribal trust and individual assignments to Tribal members.

Within this once lush natural environment, the salmon, steelhead, elk, deer, ducks, geese, grouse, quail, tanoak acorns, and a variety of seasonal berries, mushrooms, and roots historically sustained the Hupa People, whose language is of the Athabascan family. The neighboring Yurok and Karuk Peoples, of the Algonquian and Hokan language families, respectively, enjoyed a similar subsistence lifestyle on the Klamath River. Throughout history these Tribal Peoples have been well recognized as fishers, hunters, and gatherers; weavers of fine-twilled baskets; and makers of redwood dugout canoes, split cedar houses, and beautiful dance regalia. All three Tribes continue to maintain these ancient traditions, actively practicing ceremonial dances for healing, “fixing the earth,” and renewing the world for harmonious living.
In the 1850s the traditional village lifestyles, subsistence economies, and inter-Tribal trade networks of the Hupa and neighboring Tribal Peoples ended suddenly and violently with the California gold rush. As miners moved into northern California to stake their claims—and as the U.S. cavalry followed to ensure their safety—Native Peoples were murdered, massacred, and enslaved. Whole villages were burned, and the life-giving Trinity and Klamath River watersheds were damaged forever by hydraulic mining and mercury contamination. Many of the Native Peoples who survived the immediate impacts of the gold rush moved away in search of alternate means of survival. During the late 1800s and early 1900s, Native children who remained in their aboriginal territories were forcibly removed from their families and sent to government boarding schools, where they were expected to learn the language, mannerisms, religious beliefs, and vocational trades of the encroaching populations.

For 145 years, the economy of the Trinity and mid-Klamath River region continued to be natural resource driven. Gold and copper mining soon were followed by the timber industry, which peaked in the mid-1900s and has been declining since the early 1990s. Today these river basins remain significantly damaged from historic disruptions of social and economic systems. The earth has been ravaged by mining and clear cutting; the salmon spawning grounds, degraded by soil erosion and sedimentation; the deer, elk, and other wild game populations, decimated. The Hupa and neighboring Tribal Peoples now work to restore the region for future generations.

A. Need for Proposed Project.

(1) Tribal Economic Indicators. According to Census Reporter 2018, the total population of the Hoopa Valley Reservation is 3,573, including 1,021 (28.6%) persons under 18 years of age, 2,119 (59.3%) between 18 and 64 years, and 433 (12.1%) 65 years and older; more than three-fourths of residents are American Indian/Alaska Native (AI/AN). The median household
income is $36,830, or 81% of Humboldt County’s median household income of $45,528 and just 52% of California’s state-wide median of $71,228. *Thirty-seven percent of Hoopa residents live in poverty, and nearly half (48%) of the children live in poverty.* Low educational attainment is a major contributor to poverty—41.8% of Hoopa residents have a high school education (29.9%) or less (11.9%); 39.6% of Hoopa residents have some college and only 16.8% have completed BA/BS Degrees, compared to 29.8% of County residents and 33.3% of State residents with four-year degrees. (County and State data are from Census QuickFacts 2019).

Since 2001 the Hoopa Valley Tribe has offered residents of Hoopa and nearby Trinity and Klamath River communities the only postsecondary education opportunities within 65 miles. Through a unique partnership with the College of the Redwoods in Eureka, the Hoopa Career and Technical Education Program (HCATEP) has served federally recognized AI/AN students who primarily are members of the Hoopa, Yurok, Karuk, Tolowa, and other northern California Tribes, focusing on labor market and occupational trends identified in Tribal and County-wide economic development plans. The Hoopa Valley Reservation’s primary economic sectors are (1) Education, health, and social services; (2) Public administration (including Tribal government); and (3) Agriculture, forestry, and fisheries, all of which represent proportionately larger segments of the local economy than in non-rural/reservation communities of California.

**(2) Tribal Community and Economic Development Strategy (CEDS), 2016-2020.** The Hoopa Valley Tribe is a well-developed, full-service, self-governance tribe; it is the largest employer on the Hoopa Valley Reservation (see Attachment B: Organizational Chart). In 2020 the Tribe had nearly 560 employees in 70 different departments, programs, and enterprises, and an annual operating budget of more than $96.8 million. Twenty-five percent (25%) or 140 Tribal employees work at K’ima:w Medical Center, which includes Ambulance Service and

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Emergency Responders, Behavioral Health/Substance Abuse Counseling, Dental and Medical Services, Pharmacy, and Senior Nutrition/Diabetes Prevention. Another 13% or 75 people are employed in six different Tribal Education Programs that include preschool through post-secondary education, Hupa language and culture, and adult vocational rehabilitation. Natural Resources departments include Environmental Protection and Land Management, Fisheries, and Forestry. Emergency Services include Tribal Police and both Volunteer and Wildland Fire Departments. Other Tribal entities include infrastructure-related operations, such as the Tribal Housing Authority, Public Utilities, Roads and Aggregate, and Telecommunications; and Tribal enterprises (e.g., Hoopa Forest Industries, Gas & Mini-Mart, Hoopa Development Fund, Lucky Bear Casino, KIDE-FM Radio, Museum, Tsewenaldin Inn, and Two Rivers Tribune newspaper). Tribal government operations include administrative, enrollment, fiscal, legal, and records management offices; Human Resources, Insurance, and TERO offices; Tribal Court; AmeriCorps/Tribal Civilian Community Corps; Food Distribution; and Social Services/TANF.

The Hoopa Valley Tribe’s 2016-2020 Comprehensive Economic Development Strategy (CEDS) established priorities for reservation-wide community infrastructure and economic development, providing the basis for strategic goal-setting by Tribal departments and programs. The CEDS Action Plan is provided in Attachment C. Less than a year after the 2016-2020 CEDS was completed, the only grocery store in Hoopa closed unexpectedly due to health code violations by the private commercial operator. The Tribe prioritized this emergent community need and, in less than three years, successfully redesigned, financed, and built a more modern and better stocked tribally-owned and-operated supermarket in the Hoopa Shopping Center. This achievement was consistent with the 2016-2020 CEDS emphasis on expanding Tribal and other business enterprise development opportunities.
In 2020, when the Coronavirus Aid, Relief, and Economic Security (CARES) Act presented an unexpected opportunity to accelerate progress on CEDS priorities, the Tribe first provided stimulus payments and enhanced public health services to Tribal members and then expanded essential community infrastructure to support agriculture/food security and broadband Internet. The Tribe invested $2 million to improve broadband Internet infrastructure, $500,000 to expand irrigation systems, and another $413,500 to support planned agricultural and livestock projects. The Tribe’s CEDS envisions a long-term transition from a Tribal government-driven economy to a vibrant private sector-driven local economy, including entrepreneurial training and technical assistance to improve utilization of Tribal lands and natural resources, and investment capital to nurture the growth and development of new and existing small businesses in the Hoopa Valley.

The curricular offerings of the Hoopa Career and Technical Education Program are designed to meet labor force development needs identified in the 2016-2020 CEDS, as well as other critical needs that have emerged in the aftermath of the COVID-19 public health crisis, which were compounded by a devastating wildland fire that reached the Reservation’s northeastern border, causing hazardous air quality throughout the summer of 2020. The specific workforce development and training needs identified in the 2016-2020 CEDS include such occupations as business management, early childhood education, health professions, law enforcement, natural resource management, professional services (e.g., accounting, insurance, investment, and legal), and vocational trades (e.g., construction trades, including electricians and plumbers).

(3) Postsecondary Education Needs Assessment Survey. In 2020 HCATEP staff members conducted Postsecondary Education Needs Assessments (Attachment D) at public events throughout the community, as well as online, to identify the needs and interests of prospective college students, as well as the degree to which they are consistent with workforce development
needs of the Hoopa Valley Tribe. The initial community-wide survey had 66 responses; 58
respondents (89.2%) identified as Native American (primarily Hoopa and neighboring Tribes).
Twenty-one respondents currently are enrolled at College of the Redwoods (CR) and pursuing
AA/AS Degrees; one is pursuing a certificate; and seven more seek to improve their job skills.
Twenty-three respondents indicated they expect to enter/re-enter CR within the next three years.
Rank-ordered academic areas of interest included Early Childhood Education (22.2%); Liberal
Arts (18.5%); Agriculture/Landscaping, Business, and Nursing (16.7% each); Addiction Studies
(14.8%); Computer Technology and Sociology (11.1% each); Alcohol/Drug Counseling,
Construction Technology, and Firefighting (9.3% each); Forestry/Natural Resources and Medical
Assisting (7.4% each). It is important to note that most of these areas of interest correspond to
academic majors that require STEM-related coursework (biological sciences, chemistry, math,
forestry, and natural resources), including computer science courses (GIS, GPS, coding, and
data-based research). The community survey also included questions about course scheduling
preferences, Internet access, and potential obstacles to postsecondary education. The most
frequently identified needs for student support services were financial aid, child care, computer
access, disability resources, and transportation assistance.

B. Quality of Project Design.

The Hoopa Valley Tribe’s CEDS document emphasizes the need to uphold traditional culture
and sovereignty while promoting a healthy environment and financial security for the Tribe. The
stated mission is to preserve, promote, and protect the culture, sovereignty, and natural
resources of our Hoopa Valley Tribe, and to create long-term economic prosperity and self-
reliance for future generations. The Tribe works to strengthen and diversify the Hoopa Valley
economy by nurturing entrepreneurship and business growth, as well as educating, training, and
retaining a quality workforce to serve the Reservation community. The Vision Statement of the Hoopa Tribal Education Association (HTEA) is well aligned with the Tribe’s vision and mission:

We, the Na:tinixwe, are entrusted with the land, our heritage, and our people. We strive to live in harmony with our world and teach our children to walk in a good way. We have always educated our children, and will continue to teach them, weaving together cultural knowledge and Tribal values with contemporary education to invoke, inspire, and strengthen our community for the benefit of us all. Hoopa Tribal Education envisions a future where our people are empowered to be responsible, lifelong learners who realize their individual potential and contribute to the community as a whole.

The Hoopa Career and Technical Education Program (HCATEP) has been funded through the U.S. Department of Education, Native American Career And Technical Education Program (NACTEP), since 1994. For more than 25 years, HCATEP has served all federally recognized Indians of the Hoopa Valley Reservation and nearby Tribal communities, including Weitchpec and Pecwan (primarily Yurok), and Orleans and Somes Bar (primarily Karuk). HCATEP staff provide comprehensive student support services to AI/AN students attending College of the Redwoods, a two-year college accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The College electronically processes student admissions, course registrations, and applications for fee waivers, financial aid, and disabled student services. It coordinates with HCATEP to develop each year’s class schedules and employ faculty members.

In 2001 the College of the Redwoods (CR) and Hoopa Valley Tribe formalized their unique partnership in operating the Klamath Trinity Instructional Site (KTIS) in Hoopa. As documented in continuously updated Memoranda of Agreement (MOAs) since then, this partnership has grown so strong over the past 20 years that HCATEP’s Director now manages CR’s Klamath
Trinity Instructional Site with administrative, financial, and specialized student support services from CR (refer to MOA in Attachment E). By combining State resources from CR with federal resources secured by the Hoopa Valley Tribe, the partnership offers community college degree and certificate programs with comprehensive student support services to the whole community.

(1) **Opportunities to Earn Recognized Postsecondary Credentials and Become Employed.**

The CR-KTIS currently serves 70 to 80 students annually, including 50 to 60 HCATEP-eligible American Indians/Alaska Natives who qualify for income-based student support from federal, state, and tribal agencies. By sharing staffing and operating costs with CR, HCATEP is able to provide all CR-KTIS students with assistance in applying for federal and state financial aid, EOPS/CARE, and other resources. With high-quality academic advising and career planning, continuous mentoring and monitoring, and facilitated access to financial and other resources, HCATEP students have proved to be uniquely successful in achieving their higher education goals. Their retention and placement rates both exceed 80%. Historically, more than one-third of the 225-plus KTIS Associate’s Degree completers have transferred to four-year colleges, such as Humboldt State University, the northernmost campus in the California State University (CSU) System, located 50 miles away in Arcata, California.

The overarching goal of HCATEP is to create opportunities for American Indian/Alaska Native students to earn industry-recognized community college Certificates and/or two-year Associate’s Degrees and qualify for high-skill, high-wage, and in-demand occupations on and near the Hoopa Valley Reservation. Specific program objectives include targeted certificates and degrees in agriculture, business, computer science, construction technology, early childhood education, math and science, medical assisting and nursing, and behavioral and social sciences—all of which are well aligned with the Tribe’s CEDS and identified community interests.
Through the Tribe’s partnership with the College of the Redwoods, HCATEP students can choose from a wide array of degree programs identified in each year’s CR Catalog; as examples:

<table>
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<tr>
<th>Associate of Arts:</th>
<th>Associate of Arts for Transfer:</th>
<th>Associate of Science &amp; AS for Transfer:</th>
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<tbody>
<tr>
<td>Agriculture</td>
<td>Anthropology</td>
<td>Administration of Justice</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science</td>
<td>Studio Arts</td>
<td>Biology</td>
</tr>
<tr>
<td>Business</td>
<td>Early Childhood Education</td>
<td>Business</td>
</tr>
<tr>
<td>Business Technology</td>
<td>English</td>
<td>Computer Information Systems</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>History</td>
<td>Drafting</td>
</tr>
<tr>
<td>Humanities, Language &amp; Communication Science</td>
<td>Kinesiology</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Math</td>
<td>Political Science</td>
<td>Forestry &amp; Natural Resources</td>
</tr>
<tr>
<td>Science</td>
<td>Psychology</td>
<td>Geology</td>
</tr>
<tr>
<td>Science Exploration</td>
<td>Sociology</td>
<td>Manufacturing Technology</td>
</tr>
</tbody>
</table>

Students also may choose from CR’s certificate and specialized training programs, including:

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<tr>
<th>Certificate of Achievement:</th>
<th>Specialized Vocational Training Programs</th>
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<tbody>
<tr>
<td>Addiction Studies</td>
<td>Automotive Technology</td>
</tr>
<tr>
<td>Business</td>
<td>Basic Law Enforcement Academy</td>
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<tr>
<td>Construction Technology</td>
<td>Construction Technology</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Dental Assisting</td>
</tr>
<tr>
<td>Drafting</td>
<td>Emergency Medical Technician</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Licensed Vocational Nursing</td>
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<tr>
<td>Forestry &amp; Natural Resources</td>
<td>Medical Assisting</td>
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<tr>
<td>Manufacturing Technology</td>
<td>Paramedic</td>
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<tr>
<td>Wildland Firefighter</td>
<td>Registered Nursing</td>
</tr>
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<td></td>
<td>Truck Driving</td>
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<td></td>
<td>Welding Technology</td>
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</table>

HCATEP records show a significant number of students enter CR with an educational goal of completing a certificate program and—once that is achieved—reset their goal to complete an Associate’s Degree. In AY 2018-2019, 12 participants completed a total of three certificates and 15 AA/AS degrees; in AY 2019-2020, a total of 13 students completed 10 certificates (four in Early Childhood Education and six in construction-related technologies), and 11 AA/AS degrees (five in Business, one in Early Childhood Education, three in Science Exploration, one in Behavioral and Social Science, and one in Construction Technology). This incremental approach to completing industry-recognized credentials reflects the increasing confidence and personal growth that HCATEP students gain during their program participation.

The phenomenal success of the Hoopa Career and Technical Education Program has earned public recognition from the College of the Redwoods and the California Community Colleges Research and Planning Group as a model program serving American Indians. In a January 27, 2018 memorandum updating the administrators and faculty of College of the Redwoods on their reaffirmed accreditation status, CR’s then Vice President/now President noted, “CR received seven commendations” from the accreditation body; first listed was the “Hoopa Career and Technical Education Program and CR staff, who foster a strong partnership to provide education
at the Klamath-Trinity Instructional Site.” The unique partnership between HCATEP and the College of the Redwoods has been facilitated by continuous funding support from the Native American Career and Technical Education Program of the U.S. Department of Education. The College’s ability and willingness to support a full-service instructional site on the Hoopa Valley Reservation—including shared operating and staffing costs, provision of highly qualified faculty, and maintenance of essential technology infrastructure—have resulted in large part from the Tribe’s ability to make the operation “cost effective” by securing NACTEP grant support.

Over the next five years, HCATEP will renew its focus on certificates and degrees that lead to occupations in high-skill, high-wage, and in-demand industries of the Hoopa Valley Reservation and Humboldt County. These include certificates and two-year degrees in agriculture; business, computer science/CIS; construction technology; early childhood education; forestry and natural resources; liberal arts-behavioral and social science; liberal arts-math, science, and science exploration; and medical assisting and nursing. HCATEP long has recognized the critical importance of preparing students for computer science and STEM-related occupations; e.g., environmental protection, fisheries, forestry, health care, and nursing (which all require science, technology, and math foundations).

Historically, it has been difficult for HCATEP to entice CR’s computer science and STEM-related faculty to travel 65 miles to KTIS to teach classes, even with reimbursement of travel costs. However, the COVID-19 pandemic and resulting statewide cessation of face-to-face college instruction provided the impetus for CR to convert all courses to Zoom-based virtual classrooms, online courses, and innovative hybrid instruction following the spring break in 2020. CR faculty were trained to provide high-quality coursework from remote sites. HCATEP staff immediately identified the technology-related needs of students to facilitate their transitions to
remote learning platforms, as well as the staff’s technology-related requirements for assisting students remotely. HCATEP utilized NACTEP Student Direct Assistance funds and a COVID supplemental grant to provide loaned Chromebooks or laptops and Wi-Fi modems, as well as monthly allowances for Wi-Fi services, to students and staff alike. With HCATEP’s rapid response and personalized student support services, the vast majority of program participants made successful transitions to distance education. Thus, as a result of the COVID-19 public health crisis that is expected to continue through mid-spring 2021 or even longer, HCATEP students have become proficient in utilizing virtual (Zoom) classroom, online, and hybrid instruction platforms. This experience has created unexpected future opportunities to make more CR courses, certificates, and degree programs remotely accessible to KTIS students in Hoopa. With this newly developed distance learning capacity, HCATEP no longer will be hampered by low enrollments in face-to-face classes, limited curricular offerings, or faculty shortages at KTIS.

(2) Project Addresses Needs of the Hoopa Valley Tribe and Target Population. HCATEP staff members are a team of administrative/fiscal and student support services professionals who assist American Indian/Alaska Native adults in succeeding at the College of the Redwoods from start to finish, including:

1. Gaining admission to College of the Redwoods
2. Applying for federal, state, and tribal financial aid resources
3. Exploring academic programs and choosing one that meets personal and career goals
4. Developing and continuously updating individualized student education plans (SEPs)
5. Accessing CR’s technology-based services (Email, WebAdvisor, Canvas, Zoom)
6. Registering for classes by pre-semester deadlines
7. Seeking services to accommodate disabilities
8. Requesting participation in book, calculator, and laptop loan programs

9. Monitoring and improving academic performance

10. Finding tutors for challenging classes

The HCATEP intake packet is a two-pocket folder that contains informational brochures and application forms designed to identify and address the individualized needs of American Indian/Alaska Native students, including college and career interests, high school academic records, refresher and remedial courses recommended for success in college, special populations (e.g., current or previous foster care placements, out-of-workforce individuals, underemployed and unemployed persons, TANF recipients, disabled students, vocational rehabilitation program participants, and students with acute economic needs based on U.S. Department of Health and Human Services Poverty Guidelines). A selection of these forms is provided in Attachment F.

The CR/HCATEP Receptionist distributes the intake packets to prospective students, and the Academic Support Mentor assists them in completing required forms and gathering support documents prior to their intake interviews. Upon completion of the packet, an intake interview is scheduled with the Academic Support Mentor or an Academic Advisor. At that time, the student is assisted in applying for CR admission (and student disability resources if requested); applying for federal, state, and tribal financial aid; and touring the KTIS facilities. Upon acceptance to CR, students are assisted in completing the online orientation, setting up a CR email account, and exploring CR academic programs consistent with their career and employment goals. They then meet with an Academic Advisor who can assist in developing a tentative Student Education Plan, selecting and registering for appropriate classes for the next semester or year, and requesting any type of direct student assistance for which they may qualify (e.g., loaned books, laptops, Wi-Fi modems, backpacks and school supplies, stipends, and gas vouchers or mileage allowances).
The Academic Advisor evaluates eligibility for HCATEP services based on formal “Policies Governing the Hoopa Career and Technical Education Program” (see Attachment G). To be eligible, a student must verify enrollment in an American Indian or Alaska Native Tribe; submit the FAFSA and demonstrate a financial need; reside on or near the Hoopa Valley Reservation (including Weitchpec, Orleans, Willow Creek, and Salyer); complete high school or equivalency requirements; pursue educational goals consistent with the NACTEP grant objectives; complete at least six CR units per semester (unless a disability is verified); commit to enroll in distance learning courses or commute to another campus if necessary to complete educational goals; and comply with all other program guidelines.

Based on the student information collected in the HCATEP Intake Application and interview, students are categorized as eligible for one of three levels of services:

- **Category I** – Non-monetary services, including career planning, academic and financial aid advising, group tutoring, and other retention activities that promote success in college.

- **Category II** – *In addition to Category I services*, student direct assistance; e.g., textbook and laptop loans, orientation school supplies, paid California resident registration fees for those who do not qualify for fee waivers or financial aid due to family income, and gas vouchers or calculated mileage allowances for students who commute more than 10 miles one-way to/from CR-KTIS.

- **Category III** – *In addition to Category I and II services*, participation in a Stipend Program that pays the minimum wage for attending classes (and soon, relevant work experiences). Applications are reviewed by two HCATEP staff members (one intake staff member and one Academic Advisor) who determine eligibility or ineligibility. Findings of ineligibility can be appealed to the HCATEP Director within 10 days.
Once accepted to the Hoopa Career and Technical Education Program, students must comply with the terms and conditions of the Student Participation Agreement, which include meeting with an Academic Advisor at least three times per semester, following their Student Education Plans, and maintaining satisfactory academic progress (e.g., 2.0 GPA). Non-compliance with program requirements will result in a verbal warning, then a final written warning, and ultimately could result in termination of Category II and III HCATEP services. The policies governing HCATEP participation are continuously updated; they have proved to be essential to successful program implementation. Importantly, they establish clear expectations of both HCATEP staff members and students, and they ensure fair and impartial treatment of all program participants.

HCATEP goes far beyond the usual CR student support services, beginning with initial contact and continuing through program completion and job placement or transfer to a four-year college. HCATEP students are required to meet with an Academic Advisor/Retention Specialist at least three times per semester to (a) develop or update Student Education Plans (SEPs) based on their degree or certificate goals and full- or part-time status, (b) develop each semester’s class schedule based on the SEP, (c) review their academic progress at mid-semester, and (d) review academic progress at semester’s end. HCATEP staff monitor students’ class attendance and academic performance through periodic reports from CR faculty. They initiate student contacts as needed to support students in overcoming identified barriers to academic success. The frequency of staff-student contacts has proved to be both an important source of motivation and an opportunity for troubleshooting about difficulties in school, at home, or at work.

During new-student Orientations at the beginning of each semester, HCATEP staff distribute the Academic Year Planner/HCATEP Handbook along with essential student supplies. Before the COVID-19 public health crisis, HCATEP staff invited students to participate in informal,
quasi-social gatherings that were specially timed to remind students of impending deadlines. In addition, Hcatep hosted mid-semester celebrations of students’ academic successes, which included CR faculty and board members, students’ families, and other Tribal community members. Just prior to Commencement, Hcatep hosted an Honoring Ceremony and Dinner for certificate and degree completers and their families. These events recognized an Outstanding Student Scholar (based on academic performance), as well as the Instructor of the Year (based on students’ evaluations). In combination, these recurring informal, quasi-social group gatherings facilitate students’ sense of camaraderie and membership in a “learning community” that offers ample peer support. **Hcatep staff and partners will be excited to reinstate all of these activities as soon as public health guidelines permit.**

As part of its regular curriculum, Hcatep/ktis offers for-credit Work Experience and Internship opportunities to facilitate students’ awareness of skills required for their careers of interest, as well as their real-life understandings of workplace environments that typify those careers. Under Nactep’s new guidelines, stipends now may be provided for work experiences related to students’ academic programs. Hcatep staff assist students in declaring candidacy for graduation as they near program completion, as well as in preparing for job searches by:

- Introducing students to Tribal processes for posting job vacancies, completing employment applications, and documenting eligibility to receive Tribal or Indian preference in hiring.
- Assisting students in preparing resumes to accompany completed employment applications.
- Preparing students for job interviews, including appropriate appearance, responsiveness to anticipated interview questions, and demonstrating confidence and competence.

(3) **Coordination with Similar or Related Community and State Resources.** The Hoopa Tribal Education Director and Hcatep Director were pleased to note that Nactep has
amended the definition of CTE to include coordination between secondary and post-secondary education programs through concurrent college enrollments. Because College of the Redwoods already has a program for concurrent enrollment of high school students (see Attachment H)—and HCATEP is very interested in serving them—the Tribal Education Director and HCATEP Director met on December 15, 2020 with the Hoopa Valley High School Counselor and the Captain John Continuation School Principal to explore their interest in a coordinated program.

The Counselor identified potential benefits for high school students who have advanced beyond California State requirements for graduation and can take CR courses for credit as both high school electives and advanced standing in college. She noted that when they do that, they earn more units and higher GPA credits at the high school than at the college. The small number of Hoopa Valley High School students who have participated in CR’s Concurrent Enrollment Program have done quite well. Now that high school students have become familiar with Zoom and online learning, they may have increased interest and opportunities to enroll concurrently in CR courses because there will be fewer conflicts with their high school class schedules.

The Captain John High School Principal identified potential benefits for students who need preparatory education designed to help them succeed in CTE programs or gain employment upon completion of high school. CR offers non-credit courses designed to familiarize students with expectations for their “First Year Experience” at college, as well as a variety of Cooperative Education and Work Experience courses designed to assist students in planning and achieving learning objectives in a workplace setting. Topics include desirable work habits, safety on the job, developing healthy work attitudes, and acquisition of transferable skills.

Based on this initial meeting, Hoopa Tribal Education/HCATEP and high school personnel agreed to continue meeting over the next six months to conceptualize a coordinated concurrent
enrollment program with HCATEP support for high school students. Such an effort realistically can be launched in AY 2021-2022 as an integrated component of HCATEP’s recruitment and admission processes with support from a new half-time secondary Student Activities Coordinator.

HCATEP coordinates with Disabilities Services and Programs for Students (DSPS) at the College of the Redwoods to bring specialists to KTIS to assess students. In recent years, at least one in four HCATEP students has been certified as disabled. Certification qualifies students for additional CR services and accommodations based on the nature of their disabilities; e.g., priority registration; note-takers or recorded lectures; sign language interpreters or video remote interpreting; alternate media; test proctoring; mobility assistance; medical parking; Braille; and assistive listening devices. The College also trains disabled students to use assistive technologies such as speech-activated software, scanners, screen readers, and magnifiers.

HCATEP also coordinates with other Tribal programs that have postsecondary education components. The Hoopa AmeriCorps relies on HCATEP/KTIS to provide classes for members who seek to improve their employment skills and educational attainment. In addition, the Tribal TANF Program and the Hoopa-Yurok Vocational Rehabilitation Program (known as “Project Renewal”) offer educational stipends and other direct assistance (e.g., child care, essential school supplies, and mileage reimbursements) to very low-income persons and other special populations who are pursuing postsecondary education goals. All of these Tribal programs have written eligibility and participation policies prohibiting duplication of services. In the next five years, HCATEP will convene regular semi-annual meetings with other Tribal programs to ensure that student support services are optimized without duplication. Attachment H includes letters of support from many of the Tribal programs that provide student support services and employment
opportunities in coordination with HCATEP: Hoopa Tribal Education Association, Hoopa Tribal Education Department, Hoopa AmeriCorps, Hoopa Tribal TANF Program, Hoopa-Yurok Vocational Rehabilitation Program (Project Renewal), Hoopa Tribal Early Head Start and Head Start Programs, Hoopa Child Development Center, K’ima:w Medical Center, Tribal Fisheries Department, Tribal Forestry and Natural Resources Department, KIDE-FM Radio Station, and Two Rivers Tribune. The Tribe’s radio station and newspaper provide essential HCATEP advertising, public service announcements, and feature stories about KTIS graduates.

(4) Training and Professional Services Lead to Improvements in Practices and Services.

Upon hiring and as an important part of annual employee performance appraisals, the HCATEP Director assesses staff members’ training and professional development interests and needs. Subject to budget constraints, agreements are made to identify and facilitate participation in training and professional development activities that relate to the duties and responsibilities in each staff member’s job description. As a matter of policy (refer to Attachment I), the Hoopa Valley Tribe promotes continuing education for all employees; in particular, the Tribe promotes participation in classes offered by College of the Redwoods at the Klamath-Trinity Instructional Site in Hoopa. In addition, administrative and fiscal staff members are required to maintain currency in fiscal and records management systems that interface with centralized Tribal accounting systems for budget management and grant compliance purposes. The HCATEP Director and Accountant also participate in required NACTEP Director’s meetings and trainings.

Other staff trainings are designed to protect the privacy of employee and student records, such as guidelines for compliance with the Family Educational Rights and Privacy Act (FERPA). The Hoopa Valley Tribe also provides training through various departments, including Emergency Services, K’ima:w Medical Center/Behavioral Health, Personnel/Insurance, TANF, and TERO.
All HCATEP staff are required to participate in training for First Aid/CPR and Food Handlers certifications, as well as active shooter, fire evacuation, and other emergency-related drills.

College of the Redwoods provides numerous face-to-face, online, and Telepresence training opportunities throughout the year in response to the expressed interests and needs of faculty and staff. These include no-cost seminars/webinars designed to promote the health and safety of campus communities, as well as a variety of topics ranging from new classroom technologies, to strategies for improving students’ basic skills, placement, and persistence, to behavioral interventions for students. Attachment I provides descriptions of currently posted CR Professional Development Workshops offered in January 2021 on Information Security & Accessibility, as well as the California Community College (CCC) Student Mental Health Program.

The foregoing training and professional development opportunities are representative of those provided by the Hoopa Valley Tribe and College of the Redwoods on a regular basis. They have proved to be of sufficient quality, intensity, and duration to promote continuous improvements in the professional practices of project staff and course instructors.

For several years prior to 2020’s public health-related restrictions on travel, the HCATEP Program Director and student support services professionals participated in annual conferences of the California Indian Education Association and (when in-state) the National Indian Education Association. These conferences featured keynote speakers on current issues of broad interest and special-topic workshops for preschool, elementary, secondary, and postsecondary educators. HCATEP staff members leveraged conference training opportunities by choosing different workshops and then sharing information and printed materials during subsequent staff debriefings. In the next five years, the HCATEP travel budgets are not expected to support participation in such conferences unless they are within driving distance or supported by third parties.
C. Adequacy of Resources

(1) Facilities, Equipment, Supplies and Other Resources from the Hoopa Valley Tribe. As the Organizational Chart in Attachment B demonstrates, the Hoopa Valley Tribe is a complex, full-service, Tribal government with the capacity to provide comprehensive educational, health, housing and human services; community, economic, and small business development; fire and police protection; land and natural resources management; public utilities; recreational services; and a Tribal Court/judicial system. Hoopa was among the first nine tribes to participate in the Self-Governance Demonstration Project enacted at the end of 1991; thus, Hoopa has played a major role in defining Tribal self-governance and demonstrating the capacity of Tribes to assume roles previously reserved for federal agencies. The mutual benefits of Hoopa’s government-to-government relationship with federal agencies derives from the Tribe’s firm convictions about sovereignty, its strength of leadership, and its consistently sound fiscal management.

The Hoopa Valley Tribe currently manages an annual budget of $96.8 million (including Annual Funding Agreements or “compacts”) with various agencies of the U.S. Department of the Interior, U.S. Department of Health and Human Services, U.S. Department of Agriculture, U.S. Environmental Protection Agency, U.S. Department of Education, U.S. Department of Justice, Corporation for National and Community Services, U.S. Department of Commerce, and Institute of Museum and Library Services. The Tribe has a federally-negotiated indirect cost rate with the U.S. Department of the Interior, National Business Center (Attachment J). Since it does not include an approved restricted indirect cost rate, the rate used in HCATEP budgets is 8%.

From its inception, the Hoopa Valley Tribe has made cultural preservation and preschool through postsecondary education very high priorities. The Tribe currently dedicates two separate buildings—totaling approximately 8,000 square feet of space—to HCATEP and the Klamath-
Trinity Instructional Site of the College of the Redwoods. These buildings are centrally located at the intersection of Orchard Street and Loop Road, which border the Hoopa Valley Elementary and High School properties and are a quarter mile from the Klamath-Trinity Joint Unified School District Office. The Tribal Library, also located at Orchard Street and Loop Road, is just across the street from CR-KTIS, the adjacent Hoopa Tribal Education Department Office, and (next-door to Tribal Education) CR-HCATEP’s administrative and student services offices.

The primary CR-KTIS facility is a modern 6,500-square-foot building constructed in 1996 at a cost of more than $1 million; it has been upgraded continuously since then. One side of this facility includes a large multi-purpose room with a commercial kitchen, furnished student lounge and six-station Internet Cafe, Wi-Fi connectivity, conference table and chairs, unisex restroom, and three small faculty offices. The other side of the facility features four classrooms: a large classroom with individual desks and chairs for up to 40 students, a Telepresence room with two screens and table/chair seating for up to 15 students, a seminar room with table/chair seating for up to 16 students, a 20-station computer lab with table/chair seating for another dozen students, a small office for the HCATEP Student Support and Technology Coordinator, large men’s and women’s restrooms, an outdoor covered patio area, and a large paved parking lot. All four classrooms are equipped with SMART Boards, overhead projectors and screens, and Wi-Fi connectivity. The Telepresence classroom is equipped with 15 Dell Precision M6600 Mobile Workstations. HCATEP purchased a Wi-Fi extender in Fall 2020 for installation in Spring 2021. The extender will allow internet access for students parked in the CR-KTIS parking lot.

During late summer 2020, an electronic marquee was installed in front of CR-KTIS on the corner of Orchard Street and Loop Road. HCATEP staff can change marquee messages to attract new students and display important date reminders. The Program also purchased a commercial-
size generator to power the CR-KTIS facilities in the event of a power outage so that classes continue until power is restored.

The Hoopa Valley Tribe’s Education Department is situated immediately next-door to the primary KTIS facilities in a 1,500-square-foot office building that houses the Tribal Education Director. Adjacent to that building is another of comparable size where the HCATEP/KTIS administrative and student support services staff are housed. This building features a Director’s office (with conference table and chairs for all staff members), a large reception area, and private office spaces for the Principal Accountant, Academic Support Mentor, two Academic Advisors, and a Student Activities Coordinator.

All postsecondary program facilities are located in close proximity to each other and one block from the high school. Other Tribal partners on the same street are the Two Rivers Tribune and the Hoopa-Yurok Vocational Rehabilitation Program. The Hoopa Valley Tribe, NACTEP faculty and staff, and partnering Tribal entities are very proud of the attractive facilities currently dedicated to HCATEP and CR-KTIS. Photographs of facilities are provided in Attachment K.

(2) Adequacy and Reasonableness of the Budget. As demonstrated in the itemized budgets and descriptions provided in the Budget Narrative, the requested NACTEP grants of $551,000 per year in each of the next five years will be adequate and reasonable to achieve the objectives of the Hoopa Career and Technical Education Program. The projected grant amounts are based on the actual FY 2020-2021 HCATEP budget and represent 71% of program operating costs. Under provisions of the Tribe’s MOA with the College of the Redwoods (Attachment E), CR contributes $163,750 per year to KTIS operating costs plus $40,000 per year for KTIS building rent and up to $20,000 more per year for capital improvements. The College’s total contribution of $223,750 per year represents 29% of the non-instructional costs of $774,750 per year.
The Hoopa Valley Tribe’s MOA with the College also includes CR’s commitments to cover the uncalculated costs of instruction, faculty and staff professional development, administrative oversight of KTIS operations, and routine maintenance and upgrades of CR-owned technology equipment and infrastructure (e.g., T-1 line) at KTIS. In turn, the Hoopa Valley Tribe commits to support the recruitment of HCATEP/KTIS students and instructors, and to maintain/upgrade Tribally-owned computers, peripherals, software, and technology infrastructure. The College and Tribe also have committed to collaborate in ongoing administrative, strategic planning, and facilities planning efforts, class scheduling, student and faculty orientations, student financial aid advising, academic advising and retention activities, graduation ceremonies, and behavioral counseling services, including appropriate referrals to partnering community organizations.

The adequacy and reasonableness of proposed program costs are demonstrated by HCATEP’s consistently high objectives-based performance, as documented in Annual Grant Reports and External Evaluation reports. For many Americans Indians/Alaska Natives living on and near the Hoopa Valley Reservation, HCATEP/KTIS offers the only accessible and well-supported post-secondary education opportunity within 65 miles.

(3) Commitments of Applicant, Educators, Local Employers, and Tribal Entities. The MOA between the Hoopa Valley Tribe and the College of the Redwoods (Attachment E) not only commits all financial and human resources described in the foregoing description of budget resources but also reveals high levels of mutual respect and commitment to make postsecondary education more accessible to the rural residents of the Trinity and Klamath River Valleys. The Tribe and College are committed to offering sequences of courses with coherent and rigorous content aligned with the challenging academic standards and relevant technical knowledge and skills needed to prepare students for further education and careers in current or emerging
professions. The MOA acknowledges that “the Tribe reserves the right to administer its services pertaining to this agreement based on existing Tribal policies regarding administrative personnel, fiscal, legal, and other Tribal protocols”; and also, that “all classes and services provided by the College at KTIS will adhere to all applicable mandates, laws, and policies pertaining to California Community Colleges, including the California Education Code and Title 5.” The MOA explicitly preserves the sovereign immunity of the Hoopa Valley Tribe and provides that “either party may initiate bargaining on the MOA at any time with the exception of the rental agreement, which will be negotiated annually.” The MOA reflects the longstanding commitments and mutual trust that have evolved between the Hoopa Valley Tribe and the College of the Redwoods over the past two decades.

Attachment H provides letters of commitment and support from a broad spectrum of local educators and collaborating Tribal entities/potential employers; e.g., College of the Redwoods, Klamath-Trinity Joint Unified School District’s Indian Education Program, Captain John Continuation High School, Hoopa Valley High School, Hoopa Tribal Education Association, Hoopa Tribal Education Department, Hoopa Tribal Employment Rights Office (TERO), Hoopa-Yurok Vocational-Rehabilitation Program (Project Renewal), Hoopa Tribal TANF Program, Hoopa Early Head Start and Head Start Programs, and K’ima:w Medical Center. HCATEP utilizes KIDE-FM Radio Station and the Tribe’s Two Rivers Tribune newspaper for local PSA’s, promotions, and college news and human-interest stories.

(4) Project Uses Instructors Who Are Licensed or Certified to Teach in Their Field. The Tribe’s MOA with CR states the “College will employ qualified instructors for all scheduled courses at KTIS” and the “College shall strive to provide faculty who represent the cultural experience of the KTIS student body.” The minimum qualifications for teaching at a California Community College (CCC) include a Master’s or higher degree in the academic discipline. The
titles of disciplines are established by the CCC Statewide Academic Senate. College of the Redwoods also requires relevant licenses for faculty in such disciplines as accounting (CPA license), business law (Attorney at Law), and construction-related courses (contractor’s licenses).

D. Quality of the Management Plan

(1) Adequacy of the Management Plan to Achieve Project Objectives. The overarching goal of the proposed five-year Hoopa Career and Technical Education Program is to create opportunities for American Indian/Alaska Native students to receive industry-recognized community college Certificates and two-year Associate’s Degrees and become employed in high-skill, high-wage, and/or in-demand occupations consistent with the workforce development needs of the Hoopa Valley Reservation and neighboring Tribal communities. HCATEP will achieve this goal through its successful partnership with the fully accredited College of the Redwoods; together the partners will offer coherent and rigorous programs of study in face-to-face, online, and Telepresence formats that prepare AI/AN students for paraprofessional and technical careers, or for transfer to four-year universities to earn Bachelor’s Degrees and qualify for professional careers. Among the many CR certificate and degree programs offered, HCATEP will specifically target the following programs consistent with identified Tribal workforce and community needs:

- Certificates and/or Associate’s Degree in Agriculture;
- Certificate of Achievement in CIS Networking and/or Associate’s Degree in Computer Information Systems;
- Certificates and/or Associate’s Degrees in Construction Technology;
- Certificates and/or Associate’s Degrees in General Business and Business Administration;
- Certificate of Achievement in Early Childhood Education and/or Associate’s Degree in Early Childhood Education;
Associate’s Degrees in Liberal Arts: Behavioral and Social Science;
Associate’s Degrees in Liberal Arts: Math, Science, and Science Exploration; and
Certificate in Medical Assisting or Associate’s Degree in Nursing.

The targeted 55 HCATEP students will choose their fields of study from all available options with encouragement from HCATEP staff to consider in-demand STEM fields. HCATEP Student Support Services staff will assist students in developing individualized Student Education Plans based on their career interests and full- or part-time status. The HCATEP Director will coordinate with College of the Redwoods to develop each semester’s KTIS class schedule according to General Education (GE), prerequisite, and required courses students will need in year-by-year sequences for timely completion of their chosen Certificates and Degrees.

When students need courses that require higher enrollments than KTIS can generate locally, HCATEP will identify workable alternatives, such as taking online or Telepresence classes with HCATEP staff and technology support, equivalent course substitutions, or traveling to CR’s Eureka campus with transportation assistance in the form of gas vouchers, mileage allowances, or bus tickets. These strategies have met HCATEP students’ needs in the past; and, with recently increased CR and KTIS capacity to provide innovative technology-mediated courses, they promise to be even more effective in the next five years.

As shown in the Fall 2020 and Spring 2021 Class Schedules in Attachment M, the College of the Redwoods offers an array of 25 to 30 classes at KTIS each semester, including many of the math prerequisites for Certificates and Degrees in targeted STEM fields. Because HCATEP currently is in the third year of a 2018 NACTEP grant cycle, many current students anticipate completing Certificates and Degrees in May 2021. This means that while some students will be continuing programs in Fall 2021, many more will be new students, just beginning to accumulate
the course units required in their chosen academic programs. Therefore, HCATEP is projecting a gradual increase in Certificate/Degree completions over the next five years: 12 in Year 1, 14 in Year 2 and 14 in Year 3, and 16 in Year 4 and 16 in Year 5, for a total of 72 Certificates and/or Degrees completed. An estimated 70% of HCATEP participants will complete Certificates and Degrees within the prescribed timeframes for full- and part-time enrollments, including the estimated 72 students who will complete programs in the next five years. Eighty percent (80%) of non-completers will be retained at KTIS, and 80% of completers will realize employment gains in high-skill, high-wage, or in-demand occupations, or transfer to four-year colleges to continue their higher education, resulting in an 80% placement rate.

A detailed management plan follows on the next several pages. It includes the four primary objectives of the Hoopa Career and Technical Education Program for the next five years:


2. **Provide comprehensive student support services** in Academic Years 2021-2022, 2022-2023, 2023-2024, 2024-2025, and 2025-2026.

3. **Coordinate HCATEP staff development opportunities, strategic planning activities, and student support services** with partner organizations in Academic Years 2021-2022, 2022-2023, 2023-2024, 2024-2025, and 2025-2026.

4. **Perform annual External Evaluations for Project Years 1, 2, 3, 4, and 5.**

The following Detailed Management Plan delineates tasks to be performed pursuant to each project objective, staff assigned responsibilities, timelines, and performance standards.
Detailed Management Plan: Adequacy of the Management Plan to Achieve Objectives

<table>
<thead>
<tr>
<th>Objectives &amp; Timeframes</th>
<th>Responsible Staff/Partners</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In each of 10 Semesters:</strong></td>
<td>HCATEP Director and Academic Advisors (As examples, see Fall 2020 and Spring 2021 Class Schedules in Attachment M.)</td>
<td>Class Schedules will include General Education, prerequisite, and required course sequences for targeted certificates and degrees.</td>
</tr>
<tr>
<td>-Plan/confirm KTIS Class Schedules with optimum combinations of 25 General Education, prerequisite, and required course sequences based on enrolled students’ Education Plans (SEPs). -Recruit and hire faculty.</td>
<td>qualified faculty contracts.</td>
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<tr>
<td>Task</td>
<td>Contact</td>
<td>Notes</td>
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<td>---------------------------------------------------------------------</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>- Request faculty textbook selections; order and distribute textbooks.</td>
<td>HCATEP Director and CR Human Resources Deans in CR Academic Divisions; Student Support Mentor CR Human Resources Office with HCATEP Director CR Faculty CR Faculty and HCATEP Academic Advisors CR Faculty and Academic Advisors CR Faculty</td>
<td>Textbook orders, inventories and sales records. Orientation and Training schedules; sign-in sheets. Faculty course syllabi. Periodic faculty reports on student performance; Academic Advisors’ student contact records; Faculty-signed attendance records. Students’ grade reports filed.</td>
</tr>
<tr>
<td>- Convene Faculty Orientation and Flex Schedule Trainings.</td>
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<tr>
<td>- Provide course instruction.</td>
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<tr>
<td>- Continuously assess student academic performance; coordinate with Advisors</td>
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<tr>
<td>- Report student attendance to HCATEP and other stipend providers.</td>
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<tr>
<td>- Report students’ grades.</td>
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<tr>
<td><strong>2. Provide comprehensive student support services in</strong></td>
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<tr>
<td><strong>Academic Years 2021-2022, 2022-2023, 2023-2024, 2024-2025, and 2025-2026.</strong></td>
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<tr>
<td><em>Each Fall and Spring Semester:</em></td>
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<tr>
<td>- Recruit 55 AI/AN students.</td>
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<tr>
<td></td>
<td></td>
<td>More than 55 student intake packets distributed/logged;</td>
</tr>
</tbody>
</table>
- Assist students in completing applications for admission.
- Assess students’ financial needs; assist students in completing FAFSA, fee waivers, and Tribal financial aid applications.
- Determine students’ eligibility for HCATEP direct assistance and stipends.
- Administer English, Math Learning Style Assessments.
- Assess/certify students for disability accommodations.
- Develop/update Student Education Plans (SEPs).
- Register students for classes based on their SEPs.

HCATEP Director and Student Support Services staff with promotions by Two Rivers Tribune and KIDE-FM Radio.

Academic Support Mentor and Academic Advisors
Academic Advisors, CR Financial Aid Office, Tribal Education offices.

At least 55 AI/AN student applications.
At least 55 AI/AN students will complete FAFSA, fee waiver, and other financial aid applications; copies kept in students’ confidential files.
Students’ Financial Needs Analysis & Stipend forms kept in confidential files.
Assessment schedules posted; placement results in files.
Disability certifications kept in student confidential files.
At least 90% of students’ SEPs are current and in files.
Students’ class schedules are kept in confidential files.
<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Parties</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor students’ academic progress and identify needs for tutorial assistance.</td>
<td>All HCATEP staff members</td>
<td>Students’ mid-semester grade reports; student services staff members’ contact records.</td>
</tr>
<tr>
<td>Hold Student Orientations.</td>
<td>HCATEP Director and student services staff</td>
<td>Agenda and sign-in sheets.</td>
</tr>
<tr>
<td>Provide academic performance feedback to students at least three times per semester.</td>
<td>Academic Advisors in consultation with Faculty</td>
<td>Student services staff members’ contact records.</td>
</tr>
<tr>
<td>Provide ongoing career counseling, job search, and job placement assistance.</td>
<td>Academic Advisors</td>
<td>Schedules and contact records for job search and placement assistance, including: resume writing, job applications, and interviewing).</td>
</tr>
<tr>
<td>Convene mid-year celebrations of student success with family and other community members invited.</td>
<td>HCATEP faculty, staff, students and their families, and community partners</td>
<td>Agenda, sign-in sheets, lists of student awards.</td>
</tr>
<tr>
<td>Hold annual Honoring Ceremony/Commencement.</td>
<td>HCATEP faculty, staff, students and their families, and community partners</td>
<td>Ceremony/Commencement programs, lists of certificate and degree completers.</td>
</tr>
<tr>
<td>3. Coordinate HCATEP staff development opportunities</td>
<td>HCATEP Director in consultation with Accountant</td>
<td>Training schedules, agendas and minutes for committee.</td>
</tr>
<tr>
<td>Activities, strategic planning opportunities, and Student Support Services with partner organizations in Academic Years 2021-2022, 2022-2023, 2023-2024, 2024-2025, and 2025-2026. On hiring anniversaries, perform HCATEP employee performance appraisals and identify professional development interests and needs. - Seek out responsive staff development opportunities at CR, within Tribal programs, and at HSU or other conferences within driving distance. - Participate in CR and Tribal committees and trainings that address needs of students for disability accommodations, behavioral interventions and coordinating meetings; records of staff participation and training outcomes.</td>
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</tr>
<tr>
<td>HCATEP Director with individual staff members</td>
<td>Completed employee performance appraisals are kept in confidential employee files. Flyers for/schedules of professional development and training opportunities are filed with staff participation records. Agenda for student services-related committee meetings and trainings are filed with staff participation records.</td>
<td></td>
</tr>
<tr>
<td>HCATEP Director and staff members, CR Human Resources Office, Tribal TANF, TERO, Emergency Services, Medical Center Academic Advisors</td>
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</tr>
</tbody>
</table>
referrals, and/or other health and personal issues.

- Hold regular coordinating meetings with AmeriCorps, Tribal TANF, Hoopa-Yurok Rehabilitation Program, and other entities that offer direct assistance or stipends to targeted “special populations” of students.

4. **Perform annual External Evaluations for Project**

**Years 1, 2, 3, 4, and 5:**

- Develop scope of work, solicit statements of qualifications, evaluation histories, and competitive bids from professional evaluators.
- Screen bids, conduct interviews, and retain external evaluator.

| HCATEP Director and with Directors of AmeriCorps, Tribal TANF, Hoopa-Yurok Rehabilitation Program, and other entities | Agenda and minutes from coordinating meetings (held at least twice per year) are filed with staff participation records. |
| Copy of Scope of Work and evaluator solicitation. | Evaluator bids and interview records are on file. Retained evaluator’s bid, qualifications and contract are on file. Meeting notes documenting agreements on evaluation |

| HCATEP Director, Tribal Attorney, TERO, Personnel, and Fit-for-Duty Officer with Tribal Council approval | |
| HCATEP Director and staff with External Evaluator | |
- Convene initial meeting to design evaluation tools and plan activities (e.g., semi-annual project monitoring visits; student exit interview/feedback forms; statistical data on HCATEP-KTIS enrollments by gender, tribe, academic program, full- or part-time enrollment status, and projected time to complete certificate or degree).
- Finalize and implement the External Evaluation Plan.
- Conduct semi-annual visits to (a) meet with HCATEP staff, students, and partners; (b) observe key activities (faculty/student orientations, mid-year student celebrations, commencement); (c) examine data collected/records kept for project monitoring.

| External Evaluator with HCATEP Director and staff and CR faculty and students | Schedule of evaluator visits and tasks to be completed. |
| Schedule of evaluator visits and tasks to be completed. | Evaluator’s meeting notes. |
| Evaluator’s field notes and Schedules/Agenda for events. | Copies of statistical data records provided by HCATEP. |
| Evaluator’s notes on feedback provided by faculty and staff. |
(2) Applicant Encourages Employment Applications from Underrepresented Groups.

Consistent with the federal Indian Preference Act of 1934 (Title 25, USC, Section 47), the U.S. Department of Education’s General Education Provisions Act (Section 427), and the Hoopa Tribal Employment Rights Ordinance (TERO), HCATEP invites employment and contractor applications from all American Indians/Alaska Natives, as well as other applicants who have been underrepresented based on gender, race, national origin, color, disability, or age. Currently 84% of HCATEP staff (5.25FTE of 6.25 FTE staff) are enrolled members of Indian Tribes. Moreover, six of the past seven External Evaluators also were enrolled Tribal members.

(3) Appropriateness/Adequacy of Key Personnel Time Commitments. HCATEP’s administrative/fiscal and student support services personnel work full-time at the Klamath-Trinity Instructional Site of the College of the Redwoods, and the Security Specialist and Custodian work part-time. As explained in the Budget Narrative, 71% of personnel costs will be covered by the NACTEP grant and 29% of personnel costs, by the Tribe’s MOA with College of the Redwoods.
This cost-sharing arrangement facilitates the provision of services to the minority of KTIS students who are not members of federally recognized American Indian Tribes or otherwise are ineligible for NACTEP-funded services to HCATEP students. Based on the stellar past performance of the Hoopa Career and Technical Education Program and the CR Klamath-Trinity Instructional Site, key personnel time commitments have proved to be both appropriate and adequate to meet project objectives. The Organizational Charts of the Hoopa Tribal Education Department and HCATEP/KTIS are provided in Attachment N.

(4) **Qualifications of the Project Director, Key Personnel, and Project Consultants.** Job Descriptions and Resumes of key personnel are provided in Attachment N. Under the direction of the Hoopa Tribal Education Director, the HCATEP Director/KTIS Manager performs broad oversight, staff supervision, program planning, and coordination of KTIS instruction and student support services at KTIS. She is responsible for implementing the Detailed Management Plan, including NACTEP grant management, compliance, and reporting activities. The Director/Site Manager position requires a four-year degree in Education, Social Work, or Business, and five years of relevant experience, including two years in leadership or program management roles. [Redacted] has served as HCATEP Director/KTIS Manager for one year. She earned a Master of Arts in Education Leadership from CSU Sacramento in May 2020 and a Bachelor of Arts in Native American Studies from the University of California, Davis, in June 2018. Her prior professional experience includes more than five years as Cultural Resources Department Coordinator at the Yocha Dehe Wintun Nation and more than three years as Finance Officer at the California Tribal College, Yocha Dehe Wintun Nation. [Redacted] is a member of the Hoopa Valley Tribe.
The Principal Accountant is the primary administrative and financial assistant to the Program Director/KTIS Manager. The position assists in managing the NACTEP and CR-MOA fund accounts, tracking expenditures on Excel spreadsheets, reconciling program financial records with Tribal Fiscal Department reports, processing payrolls and procurements, processing student stipends and transportation assistance, and preparing contracts for services and purchase orders. The Principal Accountant position requires a four-year degree in accounting or related field and two years’ relevant experience or a two-year degree in Business, Computer Science, or related field and three years’ relevant experience, as well as intermediate/advanced computer skills.

[person] has served as Principal Accountant for almost one year. She earned an Associate of Science Degree in Science Exploration from College of the Redwoods in 2019. She served for five years as a Payroll Clerk for the Hoopa Valley Tribe, one year in advertising and sales for the Two Rivers Tribune, and four months as an Accountant at the Hoopa Valley Tribe’s Public Utilities District. [person] is a member of the Hoopa Valley Tribe.

The Academic Support Mentor is responsible for planning, promoting, and implementing recruitment activities as directed by the HCATEP Director/KTIS Manager. He conducts student intake for program applicants, collects and evaluates student data, establishes student confidential files, manages the HCATEP laptop, Wi-Fi modem, and textbook loan programs, and orders and distributes student orientation supplies. The Academic Support Mentor also conducts KTIS facilities tours, assists with student orientations, coordinates the HCATEP/KTIS student food pantry, and manages program databases for statistical reporting purposes. The position requires a two-year degree in behavioral and social sciences or related field and one year of training or experience in vocational education.
has served as Academic Support Mentor for 20 months and (in the current absence of one Academic Advisor) also provides academic and financial aid advising to new students. earned a Certificate of Achievement in Addiction Studies in May 2019 and an Associate of Arts Degree in Behavioral and Social Science in May 2020, both from the College of the Redwoods. He previously served as a Social Work Intern at the Willow Creek Resource Center, where he supervised the food pantry and food distribution programs.

HCATEP/KTIS employs two Academic Advisors with caseloads of 35 to 40 students each. Academic Advisors provide comprehensive student support services, including individualized career, academic, and financial aid advising; development of Student Education Plans (SEPs), reviewing applications for student direct assistance and stipends to determine student eligibility, assisting/referring students who need disability services or behavioral interventions, maintaining regular contacts with college faculty, monitoring student academic performance, meeting with students at least three times per semester to identify needs for tutoring and enhanced retention strategies, and documenting student progress in achieving academic goals. These positions require four-year degrees in Education or related fields, or two-year degrees and two years of experience in vocational education, and an understanding of local Native American Indian cultural heritage. They also require knowledge of learning styles, interviewing and counseling techniques, recordkeeping skills, and effective oral and written communication skills.

was hired as an Academic Advisor in spring 2021. She earned an Associate of Arts Degree from the College of the Redwoods in 2012 and a Bachelor of Arts in Psychology from Humboldt State University in 2018. experience includes assisting Hoopa Tribal members in accessing Tribal grants and scholarships, as well as BIA Higher Education and Adult Vocational grants, to pursue postsecondary education while working
in the Hoopa Tribal Education Department; she also prepared the annual Tribal Education newsletter. In addition to clerical positions in other Tribal departments, experience includes serving Tribal people as a Patient Benefits Clerk at the K’ima:w Medical Center, where attention to details, accurate recordkeeping, customer service, and compliance with strict confidentiality of patient records were of utmost importance. is a member of the Hoopa Valley Tribe.

The HCATEP Student Support and Technology Coordinator position requires an Associate’s Degree in Computer Information Systems or related field and one year of training or experience in vocational education, as well as an understanding of local Native American cultural heritage. The position is responsible for assigning and maintaining laptops and Chromebooks loaned to HCATEP/KTIS students and staff, assisting them with Microsoft applications and other software, and supporting students’ use of assistive technology equipment in the KTIS computer lab. The Technology Coordinator serves in a coach/mentor-customer service capacity; supports operation of the Telepresence classroom and computer lab; installs and maintains software updates; and develops and maintains the Hoopa Higher Education website.

was promoted to Student Support and Technology Coordinator in late 2020 after serving as Receptionist for nine months. He has completed 128 units of an Elementary Education major with a depth of study in American Indian Education at Humboldt State University. is a member of the Round Valley Indian Reservation in Covelo, California.

The Receptionist position performs general clerical functions, answers and directs telephone calls, provides general information to the public, distributes student application packets, and distributes incoming/outgoing mail. This position requires high school graduation and two years’ related experience or a two-year Associate’s Degree.
is a high school graduate and currently is enrolled in the College of the Redwoods CIS Certificate Program. She joined HCATEP in November 2020; her prior work experience includes five years as a Hoopa Tribal TANF caseworker and five months as Hoopa Tribal Insurance file clerk. is a member of the Hoopa Valley Tribe.

The new half-time (nine-month) Student Services Coordinator position will be advertised and filled before Fall Semester 2021 to recruit secondary students into the CR Concurrent Enrollment Program and coordinate HCATEP/KTIS support services. The new half-time Security Specialist position will be advertised and filled by College of the Redwoods in Academic Year 2021-2022.

E. Quality of the Project Evaluation

(1) Methods Are Feasible and Based on Objectives and GPRA Performance Measures.

The HCATEP Director/KTIS Manager performs continuous internal program evaluations in regular weekly staff meetings. She submits quarterly reports to the Executive Director of the Hoopa Tribal Education Association who, in turn, reports to the Tribal Council. The internal Program Quarterly Report form is provided in Attachment O, together with the Resume of Executive Director who earned a Master’s Degree in Indigenous Governance at the University of Victoria in 2013 and a Bachelor’s Degree in Comparative Studies in Race and Ethnicity at Stanford University in 2010.

An External Evaluator will be retained to conduct objectives-based assessments of progress in completing planned project activities, achieving identified performance standards, and retaining the documents and records outlined in the previous Management Plan. The HCATEP Director will follow the Hoopa Valley Tribe’s competitive contract bidding process to solicit External Evaluation proposals from qualified professional consultants (with at least a Master’s Degree and
several years’ experience in American Indian higher education, including program evaluations). Indian preference applies in contracts awarded by the Hoopa Valley Tribe.

Upon award of the External Evaluation contract in Year 1, the Evaluator will review existing baseline data provided by HCATEP student services staff to identify both newly enrolled and continuing students. It will be important to determine what certificate and degree-related courses students previously completed and the additional courses they still need for program completion. This information will inform each semester’s class scheduling and support realistic projections of certificate/degree completion dates. HCATEP also will provide the External Evaluator with the following documents to facilitate the evaluation process:

- Project Narrative, Line-item Budget, and Budget Narrative.
- Grant Award Notification and Letter of Terms and Conditions.
- External Evaluation Reports for any prior year(s) in the current grant cycle.
- Quarterly Director’s reports for the year under review.
- Grant Performance Reports submitted by the Project Director during the current grant cycle.
- Statistical reports provided by key program personnel for the year under review.
- Objectives-based milestones and quantifiable performance standards for the year under review; e.g., student enrollments, direct assistance and stipends provided, student contacts with support services staff, current SEPs, and predicted certificate/degree completion dates.
- HCATEP personnel position descriptions (prior to interviews with key personnel).
- Dates and Agendas of Faculty and Student Orientations, mid-semester and end-of-semester celebrations and special events.
- Sampling of Program participants’ files to review for accurate and timely recordkeeping.

The External Evaluator’s document and file reviews, interviews, and data analyses will verify
the numbers and percentages of HCatEP participants who (1) attain an industry-recognized certificate or degree, (2) are retained in postsecondary education or transfer to a baccalaureate degree program, and (3) are placed in apprenticeships/internships and targeted high-skill, high-wage, or in-demand occupations and professions. The evaluations also will include the types and total amounts of student direct assistance and stipends provided each year. Of special interest will be the extent to which increased emphases on certificates and degrees in STEM fields, including Computer Information Systems, are implemented successfully by combining face-to-face classes at CR-KTIS with Telepresence, virtual (Zoom), and online classes.

The contracted External Evaluator will conduct both formative and summative assessments of progress in achieving targeted outcomes, including HCatEP student enrollments (by gender, Tribe, certificate or degree program pursued, part- or full-time enrollment status, expected completion dates, and placement status). Additional performance measures will include the number of students who applied for financial aid, direct student assistance, and stipends—and the types and amounts of student aid awarded. The External Evaluator will examine and determine the accuracy of student records and data collection methods, and the validity of measures used to determine American Indian/Alaska Native students’ academic progress, certificate and degree completions, job placements and/or employment gains, as well as to complete GPRA reports.

(2) Evaluation Methods Provide Continuous Feedback for Improved Project Outcomes. The External Evaluator will meet with HCatEP staff during the Fall and Spring semesters to discuss progress in achieving project objectives, obstacles encountered, and actions taken to remedy significant barriers impeding progress. During these visits, the External Evaluator will seek feedback from HCatEP students in focus groups and exit surveys, from CR-KTIS faculty, and from partnering Tribal departments and programs. The External Evaluator also will review
documentation of professional development activities provided for HCATEP staff members, as well as project promotional and recruitment information dissemination materials (e.g., flyers, newspaper ads, radio PSAs, and HCATEP website).

At the mid-point and end of each project year, the External Evaluator will assist the Project Director in identifying potential improvements needed to ensure the project is achieving targeted outcomes and making efficient use of available resources. The External Evaluator also will comment on the accessibility, accuracy, and timeliness of data and documentation provided by HCATEP staff and, where appropriate, suggest improvements in data collection methods and tools. Findings of semi-annual site visits will be summarized and reported to the HCATEP Director prior to drafting a comprehensive External Evaluation Report.