

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Indian Demonstration Grants for Indian Children

CFDA # 84.299A

PR/Award # S299A160006

Grants.gov Tracking#: GRANT12170175

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

Table of Contents

Form	Page
1. <i>Application for Federal Assistance SF-424</i>	e3
2. <i>Assurances Non-Construction Programs (SF 424B)</i>	e6
3. <i>Disclosure Of Lobbying Activities (SF-LLL)</i>	e8
4. <i>ED GEPA427 Form</i>	e9
<i>Attachment - 1 (1235-GeneralEducationProvisionAct)</i>	e10
5. <i>Grants.gov Lobbying Form</i>	e11
6. <i>ED Abstract Narrative Form</i>	e12
<i>Attachment - 1 (1234-projectabstract)</i>	e13
7. <i>Project Narrative Form</i>	e14
<i>Attachment - 1 (1259-Application Narrative)</i>	e15
8. <i>Other Narrative Form</i>	e55
<i>Attachment - 1 (1237-Description of the Defined Geographic Area)</i>	e56
<i>Attachment - 2 (1238-Data Analysis to Determine Needs)</i>	e60
<i>Attachment - 3 (1239-Signed Partnership Agreements)</i>	e65
<i>Attachment - 4 (1240-Evidence of Capacity)</i>	e71
<i>Attachment - 5 (1241-Evidence of Involvement of Indian Tribes and Parents)</i>	e75
<i>Attachment - 6 (1242-Demonstration of Research Basis)</i>	e127
<i>Attachment - 7 (1243-Description of Continuing Activities)</i>	e130
<i>Attachment - 8 (1244-Request for Competitive Preference Priority 1-3)</i>	e132
<i>Attachment - 9 (1245-IDC 2016)</i>	e133
<i>Attachment - 10 (1246-logicmodel)</i>	e136
<i>Attachment - 11 (1247-PPNResolution)</i>	e137
<i>Attachment - 12 (1248-jobdescriptions)</i>	e139
<i>Attachment - 13 (1249-mgmtqual)</i>	e157
<i>Attachment - 14 (1250-othersupport)</i>	e169
<i>Attachment - 15 (1251-collegeproposal)</i>	e187
<i>Attachment - 16 (1252-evaluator proposal)</i>	e191
<i>Attachment - 17 (1253-JAProgram)</i>	e196
<i>Attachment - 18 (1254-otherconsultant)</i>	e202
<i>Attachment - 19 (1255-ArborMentor)</i>	e214
<i>Attachment - 20 (1256-ppnorgchart)</i>	e218
<i>Attachment - 21 (1257-Title VII UUSD 15-16 Formual Grant)</i>	e220
<i>Attachment - 22 (1258-Individual Resumes for Project Director & Key Personnel)</i>	e224
9. <i>Budget Narrative Form</i>	e225
<i>Attachment - 1 (1236-Budget Narrative)</i>	e226
10. <i>Form ED_SF424_Supplement_1_3-V1.3.pdf</i>	e245

11. Form ED_524_Budget_1_3-V1.3.pdf

e246

Attachment - 1258-Individual Resumes for Project Director And Key Personnel.pdf

e248

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="05/23/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="680043296"/>	* c. Organizational DUNS: <input type="text" value="8838476260000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="Pinoleville Pomo Nation"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:
Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="707-463-1454"/>	Fax Number: <input type="text" value="707-463-6601"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

K: Indian/Native American Tribally Designated Organization

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

13. Competition Identification Number:

84-299A2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Pomo Youth College and Career Success Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="823,422.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="823,422.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Lenora Steele"/>	TITLE <input type="text" value="Self Governance Director"/>
APPLICANT ORGANIZATION <input type="text" value="Pinoleville Pomo Nation"/>	DATE SUBMITTED <input type="text" value="05/23/2016"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Pinoleville Pomo Nation * Street 1: 500 B. Pinoleville Road Street 2: * City: Ukiah State: Zip: Congressional District, if known:		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name: NA Middle Name: * Last Name: NA Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name: NA Middle Name: * Last Name: NA Suffix: * Street 1: Street 2: * City: State: Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Lenora Steele * Name: Prefix * First Name: Leona Middle Name: * Last Name: Williams Suffix: Title: Tribal Chairperson Telephone No.: 707463-1454 Date: 05/23/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160006

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GeneralEducationProvisionAct.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provision Act

The General Education Provision Act (GEPA) was enacted as part of the Improving America's Schools Act of 1994. Section 427 of the GEPA requires a description of the amenities and services PPN will utilize to ensure equal access for students, teachers, and other program beneficiaries with special needs.

The PPN will follow the GEPA and work with partners/collaborators to ensure equal access for all NA students who meet the eligibility requirements for supportive services. PPN has a wheelchair-accessible van, ramps and doorways entering the building, Braille and TTY phone access, Kurtzweil and Dragon reading programs and an equal access policy in place to ensure appropriate service for all genders and ages.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Pinoleville Pomo Nation	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Lenora"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Steele"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Self Governance Director"/>	
* SIGNATURE: <input type="text" value="Lenora Steele"/>	* DATE: <input type="text" value="05/23/2016"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Pomo Youth College and Career Success Project (PYCCSP)

Project Abstract

Pinoleville Pomo Nation (PPN) is seeking federal assistance through Department of Education to support 585 Native American students (pre-k to 12th grade) in Ukiah Unified School District (UUSD) to achieve college and career success. The project partners with UUSD (LEA eligible under RLIS), Arbor Youth Resource Center & PPN Vocational Rehabilitation Program and collaborates with other tribes in the greater Ukiah area to implement three major strategies to address critical challenges faced by the American Indian (AI) students.

The purpose of the project is:

- a) Increase cultural awareness & education among AI students and school district staff
- b) Increase AI students' attendance, college admission, vocational programs enrollment & standard test scores
- c) Increase peer to peer support and parent involvement

The measurable objectives of project for each year include:

- 1) 400 hrs of community cultural education in Tribal communities
- 2) completion of cultural sensitivity training by 10% of 600 district staff
- 3) establishment of one youth healing circle for prevention using White Bison model, a Proven native curriculum for substance abuse prevention
- 4) Increased AI student attendance by 2% in Ukiah Unified School District, increased standardized test score by 2.5% (4-12th grade) and 4 additional students ready for 4-year College and community college.
- 5) 30 AI students completing one-one-one college and career counseling program
- 6) 15 NA students completing 48 hrs of peer-to-peer mentoring program
- 7) Parent education: creating college going culture series. 60 parents
- 8) Delivery of Junior Achievement curriculum for 3rd and 5th graders (30 students)

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

TABLE OF CONTENTS

<u>Contents</u>	<u>Page No.</u>
PART FOUR PROJECT NARRATIVE.....	
CRITERIA 1-Need for Project.....	1-9
CRITERIA 2- Quality of the Project Design	9- 15
CRITETIA 3 -Qualification of Project Personnel.....	15-21
CRITERIA 4- Adequacy of Resources.....	21-24
CRITERIA 5-Quality of Experience	19-21
CRITERIA 6-Quality of Management Plan.....	21-32
CRITERIA 7 -Quality of Project Evaluation.....	33-38
SUPPORT DOCUMENTATION IN ATTACHMENTS.....	
Required Attachments:	
Description of the defined geographic and maps.pdf	
Data Analysis.pdf...	
Signed Partnership Agreement	
Evidence of Capacity.pdf	
Evidence of Involvement of Indian Tribes and Parents.pdf	
Demonstration of Research Basis.pdf	
Description of Continuing Activities.pdf	
Individual Resume for Project Director & Key Personnel.pdf	
Request for Competitive Preference 1-3.pdf	
Indirect Cost Agreement.....	IDC 2016.pdf
Optional Supporting Documents	
Project Logic Model.....	logicmodel..pdf
Pinoleville Tribal Resolution with in-kind support and future commitment.....	PPNResolution.pdf
Position Description for Other Project Staff.....	jobdescriptions.pdf
Qualification of Management Team.....	mgmtqual.pdf
Commitment letters from other agencies.....	othersupport.pdf
Proposal from College Counselor.....	collegeproposal.pdf
Evaluator proposal.....	evaluator proposal.pdf
Junior Achievement Curriculum	JAProgram.pdf
Proposals from Substance Abuse Counselor & Mentoring Program Consultant.....	otherconsultant.pdf
Arbor Mentoring Program Design.....	ArborMentor.pdf
PPN Organization Chart.....	ppnorchart.pdf
2015-2016 UUSD Title VII Funding Agreement	Title VII UUSD 15-16 Formula.pdf

Addressing the Absolute and Competitive Preference Priority

Absolute Priority. The proposed Pomo Youth College and Career Success Project (PYCCSP) serves 585 American Indian students in the Ukiah Unified School District area, Mendocino County, California. The overall goal for the Project is to prepare Pre-K to 12th-grade AI students for college & career success. The development of Project's strategies and goals are informed by the analysis of recent data – generated within the last three years. The project focuses on several barriers, explores multiple opportunities and formulates 6 measurable objectives. It was designed through a partnership that included the Ukiah Unified School District (rural LEA), 5 Tribes and other collaborators. Pinoleville Pomo Nation, a Federally Recognized Tribe, is eligible to apply for a grant under the Demonstration Grant for Indian Children program and demonstrates capacity to improve outcomes with relevant success through other funding sources.

Competitive Preference Priority One (2 points claimed). PYCCSP proposes to serve a rural local community. The project partners with Ukiah Unified School District, is a LEA under Rural and Low Income School (RLIS) listed on the REAP webpage on the US Department of Education Department's website <http://www2.ed.gov/programs/reapsrsa/eligibility.html>.

Competitive Preference Priority Three (4 points claimed). Pinoleville Pomo Nation is a federally recognized Tribe and a lead applicant for the PYCCSP project. Thus, this application should be awarded 4 points according to Federal Register Vo. 81. No. 39.

Competitive Preference Priority Three (4 points claimed). One of our major project partners, Ukiah Unified School District, received a grant in 2014-2015 under State Tribal Education Partnership (Title VII, part A, subpart b) as evidenced by Title VII UUSD 15-16 Formula.pdf in the attachments.

Criteria I. Need for Project (15 points)

Introduction of Pinoleville Pomo Nation (PPN) and Ukiah Unified School District (UUSD). Pinoleville Pomo Nation (PPN), a federally Recognized Tribe, is the lead applicant for the NYCP grant. The Tribe partners primarily with Ukiah Unified School District (UUSD), a rural LEA listed on RLIS(Rural Low Income School) and will collaborate with 4 other local Tribes to serve 585 American Indian (AI) students in the greater Ukiah Area in Mendocino County, California. UUSD has a total student population of 6,439 with 6 Elementary Schools, 2 Middle Schools, 1 comprehensive High School, 1 continuation High School and 1 K-12 Independent Study School.

The need for this project is determined from the data gathered and our analyses conducted in 2015 and 2016 (See attachment Data Analysis to Determine Project Needs). The project team engaged AI students and families to confirm the top barriers for local AI students that contributed to poor academic performance and risky behavior.

Methods of Data Collection. PPN put together a project team in 2015 to conduct surveys, interviews and gather current needs assessments & quality secondary data. Our data sources are listed in attachment Data Analysis.)

Local AI student population has the following challenges:

Low Attendance, High Drop-out and Low Graduation Rate The 2014-2015 reports compiled by Title VII Counselor in Ukiah High School reveals that unexcused absences of AI students at the school are 72% higher (4.74%) that of all students (2.72%). Data provided by UUSD shows 27.4% of AI students in elementary schools have chronic absenteeism. The trend gets a little worse at 30% in middle and high schools. See chart below for number of AI students 1st - 8th grades (2016) in UUSD:

PreK-K	1 st	2nd	3rd	4 th	5th	6 th	7th	8 th
53	44	47	48	50	44	43	38	32

Query from DataQuest, California Department of Education, shows that the average drop-out rate for AI (2012-2014) students is 16.66% compared to 7.33% of the total student population. Additional query from DataQuest reveals the graduation rate of AI students was 67% compared to 92% for all students in 2013, and 78% vs. 86% in 2014. Reports compiled by the Title VII Counselor reveal a more severe dropout rate:

Class Size at the Beginning of Ukiah High & final # of graduates

Grade Level	2011-2012	2012-2013	2013-2014	2014-2015
8th	41	43	37	35
9th	41	67	41	45
10th	44	40	46	45
11th	36	43	19	45
12th	27	19	20	24
# graduated	16	11	16	18

Achievement Gap in Academic Performance (3rd grade-12th grade). AI students in the school district also demonstrate lower academic performance according to API Report (2nd-11th grade) extracted from DataQuest and data provided by the school district.



According to 2015 California Assessment of Student Performance and Progress (CAASPP), AI students in UUSD significantly underperformed compared to the school-wide average in English Language Arts/Literacy and Mathematics (3rd-11th grade), particularly in 4th and 7th grade. See chart below:

Met/Exceeded standards	3rd	4th	5th	6 th	7th	8 th	11th	All
All students -Language Arts	21%	25%	25%	29%	28%	31%	51%	30%
AI students -Language Arts	9%	3%	16%	22%	7%	24%	23%	14%
All student-Math	20%	18%	11%	20%	22%	20%	22%	20%
AI students-Math	6%	3%	8%	7%	0%	10%	4%	5%

Lack of Counseling Support. Currently, UUSD has two Counselors to serve all AI Students. One Counselor serves 2 High Schools & 1 middle school (213 students). The second Counselor serves one middle school & 2 elementary schools (191 students). This leaves 170 unserved AI students in four elementary schools within the school district. Both Counselors are so busy dealing with students falling behind that they have hardly any time to provide career or college counseling.

Risk Behavior Survey results by Title VII Counseling Program reveals that AI students and parents are greatly concerned with drug and alcohol usage, peer relationships and self-worth. Interviews with the Substance Abuse Counselors at Mendocino County Mental Health verified that 30% of at-risk students referred to them are AI students although AI students are less than 8% of the total student population.

Low College Admission Rate According to data provided by Title VII Counselor in Ukiah High School, a total of five (5) AI high school 2015 graduates were admitted to 4-year colleges and 10 stated their intent to attend the local community college. Only one (1) AI student was admitted to 4- year college in 2014 and 10 intended to attend the local community college.

Root Causes of the AI Students Challenges After sharing the findings with several Tribal Elders, the project team was advised to dig deeper into the root causes of these symptoms and ask the Tribal community what prevents AI students from career and college success and what they think the solution should be. The Elders also recommended the team to pay attention to historical trauma and loss of culture & tradition. Two sets of surveys were conducted among AI parents, youth and tribal communities in 2015:

- a. Surveys of students and parents in the UUSD, conducted in 2015 by PPN; and
- b. UUSD Title VII Counseling Program Family and Student Need Survey Result 2015.

Based on these surveys, the project team was able to prioritize the greatest barriers to the readiness of local AI students for college & career success. Further meetings with parents, students and other stakeholders resulted in identification of opportunities and development of project goals & objectives.

A. GREATEST BARRIERS. According to student and parent surveys conducted by PPN and UUSD, interviews with Tribal Elders and other stakeholders, the project team prioritized the greatest barriers to the readiness of local AI students for college and career success:

In-School Barriers: 1. Lack of Cultural Sensitivity 2. Lack of Academic Support / Challenges 3. Lack of School/Career connection/exploration 4. Bullying/Peer relationship

Out-of-School Barriers: 1. Drug and Alcohol 2. Nobody to talk to / Mentoring 3. Lack of parent or family support 4. Transportation

The combined top five barriers are:

- 1) Drug and Alcohol
- 2) lack of Mentorship/Peer Relationships/Family Support
- 3) Cultural Sensitivity/Cultural Identity

- 4) Academic support/college counseling
- 5) School-career connection/career exploration & counseling

Please review survey results (surveys.pdf) in attachments.

B. OPPORTUNITIES The project team engaged 5 Tribal communities, parents and other stakeholders to identify partnering or collaborating opportunities in the local community to support Indian students' educational and career goals. Partnering opportunities were identified in the UUSD, 6 tribal communities within the UUSD, the Arbor Youth Resource Center, PPN Vocational Rehabilitation Program, Consolidated Tribal Health Project, Mendocino County Mental Health Department, and the Mendocino-Lake Community College District. All these organizations have demonstrated strong management and financial capacities to work with youth / Pre-K-12 student population to achieve either college or career goals. Each organization has established policies and implemented successful programs that can be adapted or expanded to address the major barriers faced by AI students in the project area.

UUSD In UUSD, there are four successful programs including Title VII, Impact Aid, **PIQE (Parent Institute for Quality Education)** and **MESA that offer great partnering opportunities** for expansion to serve the project goals. The project team had several round table meetings with district administration staff and identified specific roles and responsibilities of our partnership relation which will be elaborated in greater detail in the project design section of this grant narrative.

Tribal Governments All 6 federally recognized Tribes within the UUSD geographical area were consulted about their students' educational needs; 4 Tribes are in full support of the project goals. Each Tribe currently operates their own educational supportive services either through

tribal resources or other program funds. Existing tribal funding is limited, and four tribal governments committed to collaborate with the project to deliver cultural education to K-12 students. Cultural education has proven to be an effective prevention measure for students with at-risk behaviors. Opportunities also exist to offer more academic support such as tutoring to the students. The tribes are willing to work with us by organizing their students and providing space for project activities with in-kind administrative support.

Arbor Youth Resource Center The Center is a place for young adults to access free classes / programs, independent living skills, & healthy peer relationships. The Center serves 1,500 youth per year. Mentoring is one of its most successful programs (www.americanpromise.org). The project will partner with Arbor to pilot a mentoring program specifically designed to target AI students. More detail will be found in the project design section of the grant narrative.

Consolidated Tribal Health Program (CTHP). The clinic has a substance abuse program that offers both treatment and prevention. Meetings with the Director of Behavior Health resulted in many ways we can partner including staff and funding support for a youth prevention program. More details will be found in the project design section of the grant narrative.

PPN Vocational Rehabilitation: The PPN Vocational Rehabilitation Program (PPNVRP) will assist those students who have a medically documented disability (Individual Education Plan) that significantly impacts their ability to obtain or retain employment, with services that will benefit them in achieving lifelong success. Vocational Rehabilitation counselors will assist eligible students in the transition process; identifying employment opportunities, goals and additional resources.

Mental Health Department of Mendocino County. Because the Department is already providing substance abuse prevention to several schools in the UUSD, the best collaborating

effort lies in providing the county counseling staff with more culturally relevant treatment and prevention tools so they can serve the native AI students better.

Mendocino- Lake Community College District We have identified many areas Mendocino College can collaborate with PPN to implement the grant objectives including college transfer option, vocational certificates and summer career exploration & bridge programs.

C. EXISTING LOCAL RESOURCES Existing local policies, programs, practices, service providers and funding sources were identified in the beginning stage of the project development.

UUSD. The UUSD District serves students from the city of Ukiah, and the communities of Redwood Valley, Calpella and Hopland in Mendocino County, California. The District has adopted Indian Policies and Procedures to promote AI students equal access to all programs, services and activities offered by the school district and engage Tribal officials and parents in successful program delivery. Existing programs include:

- 1) **Title VII Committee and Title VII Funding** The AI Parent Advisory Committee was formed by the UUSD in accordance with the Title VII Indian Education Grant regulation. Over the past 9 years, the Title VII AI Parent Advisory committee has worked closely with the school district to improve attendance and academic achievement. The biggest success in the last two years is to fund two counselors through a grant to solely serve the AI students in Junior High and High School within the UUSD. Following the introduction of the two counselors, that was a significant increase in the number AI students admitted to 4 year colleges in 2015 compared to 2014.
- 2) **Impact Aid** This program also contributes funds annually to expand Title VII program activities including tutoring, field trips and college tours.

- 3) PIQE Parent Institute for Quality Education provides parent education workshops to inform parents about college and career requirements and strategies for parenting.
- 4) MESA The District offers a strong MESA program, one of the top programs in the nation, that prepares K-12 minority students so they can excel in science, technology, engineering and math (STEM) studies.

Tribal Communities There are six federally recognized Tribes and one unrecognized Tribe in UUSD. All federally recognized Tribes have learning centers for students with very limited cultural education & academic support due to lack of funding, but has infrastructure and space to support more program activities.

The Arbor Youth Resource Center The Center is a place in Ukiah for young adults to access free classes / programs and gain independent living skills, & healthy peer relationships. The Arbor centralizes resources specific to transition age youth.

CTHP Consolidated Tribal Health Project, Inc. (CTHP) is a nonprofit 501(c)(3) ambulatory community health clinic governed by a consortium of eight Pomo tribes and one Cahto tribe in Mendocino County. The clinic serves around 3,000 AI patients annually. Existing programs include substance abuse counseling and group support for the wellbeing of patients.

PPN Vocational Rehabilitation The program provides services for AI individuals with disability to maximize their efforts for employment, self-sufficiency, independence, inclusion and integration into community. The program has trained staff on career assessment, evaluation, vocational testing, job development and counseling. The PPNVRP has also implemented a school to work transition component that will encourage American Indian students with disabilities to explore and pursue educational and career opportunities to achieve long term economic success. The PPNVRP will work closely with the California Department of

Rehabilitation and the Mendocino County Transition Partnership Program (TPP) in the PPNVRP service area to learn effective strategies, maximize resources, and provide additional support to American Indian students with disabilities.

Local Businesses Several local banks offer financial education curriculum to K-12 students that can be a part of life skills training.

Substance Abuse Treatment Unit, Mental Health Department, County of Mendocino

The County offers both prevention and treatment program for youth. Students are provided services at Ukiah High School, South Valley High School, River Community School, Pomolita, Eagle Peak, and West Hills School.

Mendocino County Office of Education: The Mendocino County Office of Education (MCOE) has been a partner of the PPNVRP since 1999 and has collaborated with them on providing education and employment supportive services through their Transition Partnership Program (TPP). This collaboration with PPNVRP assist disabled youth into vocational schools, higher education, or employment. AI students in transitional program will be served by this project.

Mendocino- Lake Community College District Mendocino College is committed to provide educational services which support AI students in pursuing a post-secondary education. The College has already worked with UUSD to provide classes which help to transition students into college including an English course designed with an AI themed reading and writing assignments.

Criteria II. Quality of the Project Design (30 Points)

(i) Geographic Area (3 points)

The Pomo Youth College and Career Success Project (PYCCSP) is designed to serve PreK-12 AI students in UUSD. Ukiah Unified is a rural LEA school District located in Mendocino

County, CA, 100 miles north of San Francisco Bay Area. The District serves a population of approximately 6,436 students, pre-school through adult age. The AI student population is 585 primarily from the seven (7) Tribes (six federally recognized and one non-recognized) within the school district. The District serves students from the city of Ukiah, and the communities of Redwood Valley, Calpella and Hopland(Attachment-Description of the Defined Geographic area).

(ii) Scientific Research/Existing Program (3 points)

The PYCCSP is primarily based on **existing programs** with prove track of success or in the local community that will be modified to be culturally appropriate for AI students. Each objective is designed by either expanding an existing successful program or adding another component to an existing program. Please see chart below:

Objectives	Existing Program
<p>1. By the end of each year, all 5 Tribes in the UUSD boundary will have delivered a combined total of 400 hours of community cultural education to 150 youth residing on their tribal lands.</p>	<p>Tribes Each Tribe has either a learning center or an educational department that is already delivering limited educational or cultural education to the youth on the reservation. Therefore, the infrastructure is already in place. Since none of the collaborating Tribes has the funds to implement a coherent community cultural education, the project simply allows each Tribe to design & implement their own cultural education involving their Elders, adults or parents to teach their own students in Tribal history, traditional life skills and cultural heritage. This objective builds wellness of AI students.</p>
<p>2. By the end of each year, 10% staff at UUSD will have completed cultural sensitivity training delivered by local native cultural practitioners and increased awareness of special needs of AI students in their classrooms.</p>	<p>UUSD has a Title VII program that has a successful track of serving Native students in the school district. In the past years, the program has delivered a couple of cultural sensitivity training to staff that was well received, but the training only happens maybe every other year. The project is able to partner with UUSD to formalize the training and district is committed to train at least 10% of staff per year to improve their awareness of AI students' culture and their needs.</p>

<p>3. By the end of each year, a minimum of fifteen facilitators will have completed a 3-day workshop on Sons & Daughters of Tradition by Wellbriety Training Institute and at least one healing circle servicing 25 youth will have been established.</p>	<p>County of Mendocino has an existing Alcohol and Other Drugs Program that serves adolescent in UUSD. The project will collaborate with the county AODP staff and train 4 of the Counselors working with youths on WellBriety prevention and treatment model, a proven culturally relevant program. After training, one of the Councilor will supervise an intern to run a AI youth prevention circle at one school site using curriculum by Wellbriety Training Institute.</p> <p>CTHP also has a Drug and Alcohol Counselor in the Behavior Health Department. The department offers Red Road Program, but has not provided a coherent prevention or treatment program to AI students. CTHP is committing a significant amount of their staff time and resources to build the AI youth prevention and treatment component through partnering with the project.</p>
<p>4. Objective # 4 By the end of each year, AI student daily attendance in UUSD will have increased by 2% and standardized test score for 4th -12th grades will have increased by 2.5 %. Additionally, number of A-G (4 year college) ready AI students will have increased by 2 and AI student readiness in community colleges will have increased by 2.</p>	<p>UUSD is partnering with the project to expand the counseling service targeting AI students. Since the District only has two Native American counselors primarily serving AI students in middle and high school, the project will add one counselor in elementary schools to serve 170 AI elementary students, provide resources for parents, implementing Junior Achievement Programs for 2rd and 5th grades. The project will also add one Home Liaison who will focus on chronically absent AI students (77 students) in elementary schools and families through home visits and culturally appropriate approaches to engage family support.</p> <p>Local Tribes are collaborating with the project so they can offer tutoring at learning centers consistently. Only one of the 5 participating Tribes has the funding to offer occasionally tutoring.</p>
<p>5. By the end of each year, at least 15 high school students will have completed one-on-one college counseling and another 15 will have received one-on-one career counseling with 2 additional AI students enrolling in vocational programs each project year. A total of 40 AI students (7th-12th grade) will have completed summer</p>	<p>The project is partnering with PPN Vocational Rehabilitation Program to provide one-on-one career counseling. Currently, the PPNVRP provides career counseling, job development and other supportive services for AI individuals with disability in Mendocino, Lake and Sonoma County. We will expand the program offering by creating a FTE counselor position to provide similar service to 7th-12th grade AI in UUSD. Targeting students who are interested in pursuing vocational education or not ready to pursue college education.</p> <p>The project will hire an experienced college counselor as consultant to provide both group and individual college counseling to AI students (7th -12th). 5 workshops will be</p>

<p>academy in Mendocino College.</p>	<p>delivered to AI families on college admission process, how to afford college, college transfer so they are better prepared to support their students.</p> <p>The project will also collaborate with Mendocino College to implement both Career Exploration Academy (1 week for middle school students) and Summer Bridge Academy (3 weeks for high school students) each project year.</p>
<p>6. By the end of each year, the grantee will have implemented a peer to peer mentoring program serving a minimum of 15 native students who will complete a combined 720 hours of mentorship. The grantee will also have increased the parent involvement in their student educational goals.</p>	<p>The Arbor Youth Resource Center is a place located in the city of Ukiah for young adults to access free classes/programs, independent living skills, & healthy peer relationships. The Center serves 1,500 youth per year. Mentoring is one of its most successful programs (www.americanpromise.org). Again, the PYCCSP is partnering with the organization to build an additional mentoring program by creating a FTE Mentoring Coordinator position to serve AI youth using exemplary model with adaptation to local tribal needs by recruiting AI mentors and adding traditional group activities. Five participating Tribes are committing to recruit 2 pairs of mentor/mentee within their own community to complete mentoring program.</p>

(iii) Defined and Measurable Goals, Objectives and Outcomes (7 Points)

The project has three major goals:

- a) Increase cultural awareness & education among AI students and school district staff
- b) Increase AI students' attendance, college admission, vocational programs enrollment & standard test scores.
- c) Increase peer to peer support and parent involvement

The chart above clearly demonstrates that the project objectives are specific and measurable.

Each objective has a list activities and outcome that can be measured. Please refer project management plan for detail.

(iv) Appropriate Project Design to Address needs (10 points)

The Pomo Youth College and Career Success Project is designed by a project team composed of native youth, parents, Elders, tribal leaders along with native and non-native program directors, executive directors and consultants using logic model to successfully

address the needs of AI students and their families. Program activities are formulated to address each of the top 5 barriers listed on page 5.

1	Cultural education program at 5 Tribal Sites/White Bison WellBriety training/Youth Healing Circle
2	Peer to Peer Mentoring Program/Counseling Support/Home Liaison
3	Cultural sensitivity training-UUSD staff
4	Tutoring at Tribal sites and schools/Career & College Counseling
5	Junior Achievement Curriculum for 3 rd and 5 th grade Summer Career Exploration and Bridge Program

PYCCSP was designed appropriately with a proven process below:

Data Driven Decision Making The project team utilize the data driving decision making process in developing the most effective strategies. We first assembled quality raw data from 8 sources (page 1) and then conducted analysis to extract resulting relevant and diagnostic data. The resulting data are used to draw conclusions on major issues / greatest barriers the project should be addressing (page 3-4).

Strategy Development & Logic Model After the greatest barriers are identified, the project team consulted **Tribal Elders** first before using mind mapping to brainstorm ideas and developing logic models for various ideas. The logic model provides a road map for the project planning process and displays how planned activities lead to the intended results. The project team used the model for the project design, the project management, and the project evaluation; so all components are connected. In the end, we came to the final selection of

project goals, strategies, objectives and outcomes. Please refer to the attached linear logic model (**logicmodel.pdf**) for the project

Objectives Guided by the strategies listed above, the project team developed a dozen SMART (specific, measurable, attainable, realistic and time bound) objectives. These objectives are prioritized and consolidated to the final 6 project objectives. Please go to Objective Work Plan to review our specific and measurable objectives.

Project Evaluation Evaluation is a thread that runs through the project design from start to end. More specifics will be found in the Evaluation Section of the narratives.

Strong Theory and Addressing Needs The project goals, objectives and outcomes are designed to meet the needs of the local AI students. They are supported by researches and strong theories (Attachment: Demonstration of Research Basis). Project programs and activities are age-appropriate using locally or national recognized practice-based or evidence-based models including Big Brother and Big Sister (Mentoring), White Bison (Substance-abuse prevention), Career Pathways (career counseling), Summer Bridge Program (Career exploration and academic enrichment summer academy) and Junior Achievement (school-career connectiveness) and traditional and cultural activities (cultural identify and pride).

Community Development Approach We involved all stakeholders, including AI students, parents, tribal community, school administration and other youth organizations or organizations that have the existing infrastructure to serve youth, in every phase of the project development.

Data Decision Making Process Please refer to section #4 narrative above

Logic Model Using logic models to prioritize, select and finalize objectives and outcomes.

(v) Strong Partnerships/Collaborators and Project Effectiveness (7 points)

Strong Partnership The proposed PYCCSP project builds strong partnerships with UUSD, Arbor Youth Resource Center, and PPNVRP. The strength of our partnerships lies not only in partners' demonstrated excellence in program delivery but the strength of the partnership relationship itself. Three partnership agreements were signed after many meetings with each partner. Each agreement specifies clearly roles and responsibilities of each party (partnershipagreements.pdf). The project partners also contributed a significant amount of in-kind to the project totaling

Strong Collaborators The PYCCSP project collaborated with 5 tribes, Consolidated Tribal Health Project, Mendocino County Substance Abuse Unit, Probation Department, Mendocino Community College, Rural Communities Housing Development Corporation and West American Bank. Each collaborator submitted a letters of commitment to the proposed project and specifies what their support will be. Please review the letters of commitment in attachment (tribalsupport.pdf & othersupport.pdf).

Criteria III. Quality of Project Personnel (10 points)

We have developed a project team that will provide managerial, technical and administrative capability necessary to plan, design, construct, operate, maintain, evaluate and manage the Pomo Youth College and Career Success Project.

Applications from underrepresented groups For the positions to be hired, all efforts will be made by PPN and project partners to encourage applications for employment from people who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender or disability. Pinoleville Pomo Nation and the project partners have human resource policies that prohibit discrimination against individuals because of their race, color, age, gender, national origin or disability. Standard recruiting procedures for proposed

project positions include posting with all area Tribes and tribal organizations, Mendocino College, Cal-jobs and in local newspapers. To the greatest extent possible, PPN and its partners will ensure that Indian Preference will be given to Indian Organization and Indian Owned Economic Enterprises pursuant to section 7 (b) of the Indian Self-Determination and Education Assistance Act. We will also ensure that preference in filling all vacancies will be given to qualified Native American Indian candidates in accordance with Title VII of the 1964 Civil Rights Act, Section 701 (B) and 703 (1), preference in filling all vacancies will be given to qualified Native American Indian candidates.

(i) Qualification of the Project Director or Principal Investigator

Project Director Zhao Qiu is currently the Self-Governance Grants Administrator for PPN with primary responsibility in grant management and new project development. Upon funding, the Tribe plans to assign her as the Project Director so she can dedicate 75% time to manage this project. Ms. Qiu earned a Master degree in Business Management and a JD in International Law in China. She has been working in tribal government in resource development, project management and tribal administration for the last 16 years. She has extensive experience in project management and proposal writing.

Ms. Qiu has successfully managed various federal, state and foundation grants. Within the last 10 years, she has secured over \$7 million in grant funding for various community development projects and directly or indirectly managed the grants until they were successfully completed. In managing those grants, she demonstrated her ability in partnership development, long and short-term strategic planning, contract administration, budgeting, personnel supervision and fundraising. All those skills and experience will contribute to the success of the project.

Ms. Qiu's Relevant Training and Experience Ms. Qiu also has some specific work experience that qualifies her as an excellent match for the Project Director position. Between 1999 to 2005, Ms. Qiu was the Project Director for several ANA (Administration for NAs) projects at a local Tribe in cultural revitalization, Pomo language revival and curriculum development of local native history & tradition for elementary schools. These experiences strongly connected her to the local native culture and prepared her for implementation of a culturally appropriate project. In 2005-2006, she also developed an IDA (Individual Development Account) project to prepare AI youth in a tribal community for college and career readiness. 16 AI youth enrolled in the program and over 50% pursued post-secondary education. Between 2007 to 2014, Ms. Qiu was the Tribal Administrator for another local Tribe in the area. The experience opened her to a broader exposure in all areas of tribal governance and honed her skills in personnel management, conflict resolution, partnership building, policy development and program oversight. Since PYCCSP involves many partnerships, Tribes and local agencies, we need a Project Director with both cultural understanding and effective project management skills. The Project Director's resume and position description are attached (**resumekeystaff.pdf**).

ii. Qualification of other Key Project Personnel

Lenora Steele Lenora Steele is the Self-Governance Director of PPN and has held several positions with the Tribe since 2001. Ms. Steele is an enrolled member from the PPN and will dedicate (b)
(4) of her time as **in-kind contribution** providing project oversight as part of the project management team.

Ms. Steele earned a Bachelor's degree in Strategic Management from Dominican University in 2007 and has been the Self-Governance Director for the Tribe for the last 10 years. She oversees 14 Tribal Departments and 37 employees. Her responsibilities also include developing and

monitoring the budgets for 17 federal grants totaling 4.2 million dollars. Under her leadership, the Tribe has grown from a \$1.3 million annual budget in 2004 to a \$4.2 million annual budget today. Tribe maintains clean audits for the last 7 years. See Ms. Steele's resume in **Individual Resumes for PD and Key Personnel attachment.**

Ms. Steele's Relevant Training and Experience For the 10 years, Ms. Steele has provided project oversight for the PPN Vocational Rehabilitation Program funded by Department of Education. The average funding size is \$400,000 per year.

Ms. Steele's other relevant experience include development and management oversight of YouthBuild grant funded by Employment and Training Administration, Department of Labor since 2012. The YouthBuild program promotes education, employment and reentry of youth who dropped out of high school or have been incarcerated. In 2013, 29 youth graduated from the program. Annual funding is \$1 million.

Kathy Redhorse Ms. Redhorse, Accounting Manager, will be responsible for bookkeeping and financial reporting for the project. She will work (b)
(4) hours as in-kind contribution under this project. Kathy Redhorse has over 40 years of fiscal management experience. She assisted tribes, tribal organizations, healthcare facilities, gaming operations, and non-profits to maintain a stable foundation by providing sound accounting systems. To assist management, Ms. Redhorse prepared program and operating budgets, projections and cash flows. By working with many federal, state and private funding agencies, she has a wide range of knowledge of different regulatory and reporting requirements. She has written, implemented, and maintained policies and procedures; prepared and negotiated indirect cost proposals. Many times, she inherited audit findings and has been able to correct them and maintain clean audits thereafter.

Ms. Redhorse's Relevant Training and Experience Ms. Redhorse graduated from DQ University and has a business accounting degree from Delta College. Her most recent relevant work experience includes successful fiscal management of various Federal programs including grants from the Department of Interior - Self-Governance, ICDBG, YouthBuild, Department of Education, USDA, EDA and GAP projects. She is thoroughly familiar with and can perform all accounting & financial reporting required by PYCCSP. Her resume is included in **Individual Resumes for PD and Key Personnel attachment.**

The three proposed School Counselors (FTE), Native American Career Counselor (FTE), and Mentoring Coordinator (FTE) will be required to have a Bachelor degree in counseling, education or related field. The other supportive personnel including the Project Assistant (FTE), Home Liaison (FTE) will be required to have Associate degrees and the Transportation Coordinator(.5 FTE) must have a commercial driving license.

Key personnel and Qualifications:

Positions	Qualifications/Experience/Training of key personnel
Counselor I	Bachelor's degree. Master's degree in social service desired. Pupil Personnel Service Credential required. Experience working with tribal or underserved population required
Native American Career Counselor	Bachelor's degree in guidance counseling, psychology or social service. Two years of work experience with youth or young adult. Knowledge of vocational training, Tribal government and substance abuse.
Mentoring Coordinator	Bachelor's degree. Two years of experience with youth preferred, case management and tribal experience preferred.
Home Liaison	AA degree or equivalent. Competency in math, reading and writing, knowledge of Native American culture & history and special needs to native American students in elementary schools.
Project Assistant	AA degree in business, social service or related field.

Job descriptions for these positions can be found in attachment (**jobdescriptions.pdf**).

(iii) **Demonstrated Capacity of the Lead Applicant to Improve outcome** PPN is the lead applicant for PPCSP project. The PPN currently has an annual budget of \$4,218,457. The day-to-day administration of the Tribe is under the leadership of Self-Governance Director Lenora Steele, who oversees all departments, budgets, programs and supervises respective leadership. Organization chart is attached as (ppnorgchart.pdf)

Relevant Projects Managed by PPN and Demonstrated Capacity PPN demonstrated management, administrative and fiscal capabilities to administer federal grants and contracts received from federal agencies. PPN has successfully managed Head Start program, YouthBuild and Vocational Rehabilitation Program, demonstrating capacity to improve student outcomes relevant to this project focus. For example, Vocational Rehabilitation is funded through the office of special education within the Department of Education and YouthBuild is funded for three years through the Department of Labor serving at-risk youth to build career success. The project assisted 27 youth who dropped out, to get a GED and earn a certification in construction. With a sound financial management system, the tribe has successfully managed and administered many grants of the size and magnitude of the proposed project. Below is a summary of Tribal programs similar in project focus administered by the Tribe:

<u>Funding Source</u>	<u>Amount</u>
Head Start, Department of Health and Human Services	\$836,923
Department of Education-Vocation Rehabilitation	\$405,482
Department of Housing and Urban Development	\$633,811
Department of Labor (Employment and Training Admin) YouthBuild	\$483,543

The Tribe has always received clean audit with no finding since 2008. The most recent audit was completed for the year 2015 by Vargas and Company, Certified Public Accountant. CPA stated that the Tribe complied, in all material respects with the *U. S. Office of Management and Budget*

(OMB) Circular A-133, Government Auditing Standards, Audits of States, Local Governments, and Non-Profit Organizations.

The Tribal Administration has successfully recruited professional staff to operate and expand the programs and services to its members. The Tribal Council monitors and evaluates these programs on a monthly basis, and works closely with staff to identify and prioritize unmet needs. The listing of the grants the Tribe has received and the successful management of those funds as evidenced by our audits demonstrates our management capacity (2015audit.pdf). This demonstrates the ability of the Tribe and staff to successfully administer a variety of programs from other funding sources. Additionally, the Tribe has successfully managed a similar size grant from Department of Education.

Criteria VI. Adequacy of Resources (10 points)

Adequate Budget Allocation Budget and resources are adequate to address each of the top 5 barriers. Personnel cost for project staff is comparable to what is offered in local school district and number of positions is reasonable considering planned scope of work. All other cost items are developed with consultation with other similar successful projects to ensure adequacy of resources. The budget narrative explains each expense and how it relates to project objectives. Costs for project consultants are relevant and reasonable in our area.

Leveraged Resources The project leveraged a significant amount of resources locally through partners and collaborators. The federal share for the first project year is \$823,422 while the leveraged resource adds up to (b)(4) per project year which is (b)(4) of the total project cost. The level of local commitment makes the project highly cost-effective.

Partner Commitment All three partners demonstrated their support in the partnership agreement and committed significant in-kind contribution to the project relevant to the project objectives. The total in-kind value of partners' contribution is (b)(4) per project year.

UUSD For this grant application, the UUSD (UUSD) is firmly committing four years of program support through the use of its classroom and facilities (b)(4) for tutoring AI students and other project activities, (b)(4) staff time for personnel management (Counselor 1 and Home Liaison, to be hired under the project), (b)(4) other administrative and other staff support, (b)(4) for project marketing, (b)(4) (staff time) for data collection & evaluation. Based upon valuations from UUSD the per-year value of these services, etc. is (b)(4). The total four year in-kind contribution from UUSD is (b)(4).

Arbor Youth Resource Center The Arbor Youth Center commits staff time for project oversight and supervision (b)(4) provide work space for Mentoring Coordinator (b)(4) per year), meeting space for group activity (b)(4) volunteer in-kind contribution (b)(4) background checks for mentors (b)(4) tutoring (b)(4) and other in-kind such as office supplies, utilities and computer technical support (b)(4). The combine in-kind value of their support per year is (b)(4). The total four-year in-kind contribution from Arbor is (b)(4).

Pinoleville Pomo Nation Vocational Rehabilitation Program PPNVRP agrees to provide contribution to the project for a total of (b)(4) per project year, including staff time for staff supervision project oversight (b)(4) (b)(4) work space for (b)(4) project outreach (b)(4), marketing (b)(4) and communication support (phone/copier, internet/vehicle use) (b)(4). The total four-year in-kind contribution is (b)(4).

PPN Tribal In-kind Contribution The Pinoleville Pomo Nation will contribute in kind support of (b)(4) yearly to the project by providing space (b)(4) (700 sq x1.00 sq x12), Tribal Council

oversight (b)(4) for IT support (b)(4)
(b)(4) video technical support (b)(4) food for activities (b)(4) per
month x12), youth healing circle stipends (b)(4) per month x12), office furniture
(b)(4) (bookshelf, storage cabinet, chairs), (b)(4) staff in-kind, staff support for the Tribal
Youth Council (b)(4) per month x 12) and accounting services (b)(4) (
(b)(4) PPN's Tribe commitment is documented in PPNresolution.pdf.

Collaborators' In-Kind Contribution

Local Tribes The project's strongest collaborators are 5 nearby Tribes. With the exception of the Yokayo Tribe, the 4 participating Tribes plus one Tribal Head Start program sent letters of commitment, contributing administrative support & space to implement cultural education and tutoring program (2 times per week) on Tribal land. Pinoleville Pomo Nation (PPN) contributed \$ (b)(4) in-kind for administrative support and (b)(4) 44 classes of cultural education x (b)(4) each) for space use. Although other Tribes did not specify the in-kind in their letter of commitment or budget & justification for (b)(4) each to be included in the grant application for cultural education, we can use PPN in-kind as a guide and assign an average in-kind value of (b)(4). The combine value of tribal in-kind contribution is (b)(4) per year.

Consolidated Tribal Health Project CTHP is also contributing in-kind to the project per year, including (b)(4) for a conference room for WellBriety 3 day workshop, (b)(4) FTE AODP Counselor) to organize and facilitate a native youth healing circle, (b)(4) in meeting space (12 months x (b)(4) for space for twice a month youth healing circle meetings), (b)(4) for public information dissemination and (b)(4) for data collection, surveys, and other evaluation activities. The total for each project year is (b)(4) per year and the total for four project years will be (b)(4)

Mendocino County Health and Human Services Agency Mental Health Branch of Mendocino County committed (b)(4) Counselors) staff time to be trained in WellBriety workshops for youth substance abuse prevention and treatment so their staff can be more culturally sensitive to AI students' need. Additionally, the Branch also contributed (b)(4) for marketing the project, (b)(4) staff time to link the project to other funding sources for project sustainability and (b)(4) staff commitment to attend project monthly meeting. The total value of in-kind per year is (b)(4) per project year.

MCOE & County of Mendocino Juvenile Justice Commission MCOE contributed in-kind of (b)(4) per year and Juvenile Justice (b)(4) per year to the project.

Consultants' Contribution Healing Circle Facilitator consultant will also donate (b)(4) (b)(4) per year by attending 3-day Wellbriety workshop in the first three project years.

Cost Effective of Project Based on the fact that average (b)(4) of the total project is contributed by partners and collaborators, it is reasonable to state that PYCCSP is a very cost effective project. Another cost effective factor is total the number of AI students to be served. With 585 AI K-12 students in the district, the average cost for supporting each AI student is only (b)(4) per year for federal share.

Criteria VI. Quality of Management Plan (30 points)

The PPNVRP project will be administered by a management team composed of PPN Self-Governance Director (SG), Education Director of 5 Tribes (EDT), Assistant Superintendent (AS) and Director of Alternative Education & Special Project of UUSD, Executive Director and Program Director at Arbor, and Program Director of PPN Vocational Rehabilitation Program, Title VII Parent Advisory Committee Vice Chair and the Project Director . The team will meet

monthly to coordinate, report, evaluate and improve process for project implementation. The team management qualifications can be found in other attachment section (mgmtqual.pdf).

Adequacy of the Management Plan (14 points) The Objective Work Plan (OWP) on page 27-32 for the 1st project year on the following pages demonstrated the quality of our management plan which includes defined responsibilities, timeline and milestone for accomplishing project tasks. Due to space limitation, we did not include the OWP for 2-4 project years. OWPs for the other three years look very similar to the OWP for the 1st project year, but don't have project initiation activities such as hiring staff, MOUs or other kick-off meetings.

Procedures for Feedback & Improvement (3 points) The project will implement four feedback procedures including monthly project advisory committee meeting, monthly report from Project Director to Tribal Council, quarterly reports from Tribes and partners and semi-annual/annual evaluation to ensure feedback and continuous improvement of the project operation. Each program staff will be required to submit data to track project progress so the management can see whether benchmark or miles stones are reach within time and budget. These periodic evaluations, in addition to the semi/annual evaluation by the third party evaluator, will examine the effectiveness of the planned work based on measurable quantitative and qualitative data and will be used for mid-course correction when needed.

Involvement of Tribes and Parents (10 points) Tribes and parents are the driving force in the project development and every single objective is designed to serve them directly. The project surveyed 75 AI students and 75 parents (families) to identify top barriers. Then, around 40 parents were engaged in setting project strategy and goals. PPN will keep them actively engaged through the duration of the project implementation. Please refer to attachment (Evidence of Involvement of Indian Tribes and Parents).

Tribal Involvement 5 local participating Tribes submitted letters of commitment to the project. Each commits to support the project and collaborates with PPN to ensure project success. PPN will ask each Tribe to send a representative to the project advisory committee and meet monthly with the other partners. Representatives will inform project management what works at their sites and give feedback on how to improve outcomes. They are required to submit annual progress reports to the project management and submit data related to on-site tutoring and cultural education. They will also receive reports from Project Director or other project staff monthly to inform the Tribal government of the project progress. Project staff will coordinate with each representative to do outreach, recruiting and implementation of program activities at each Tribal education centers.

Parent Involvement The project management team will ensure parents' continued involvement through the four project years. Title VII parent committee(12 AI parents) will be monitoring the project progress monthly at the UUSD and send a representative to attend month project management team meeting. Home Liaison will be actively engaging AI parents and families when their students show early signs of needing more support. The project will coordinate with UUSD to enroll more AI families to participate in PIQE, an evidence-based parent education program to create college-going culture and further students' academic achievement. Another project activity involving parents is college counseling group sessions offered each year by the college counseling consultant. AI Parents circles will be formed at each school sites over the project years and will be asked to give feedback annually on effectiveness of the project. Annual evaluation of the project requires parents' feedback to improve program operation.

Objective Work Plan (OWP)

Project Title: Pomo Youth College and Career Success Project

Project Goal 1: Increase cultural awareness & education among American Indian students and school district staff

Project Year: 1

Objective # 1.1 By the end of each year, all 4 Tribes in the Ukiah Unified School District boundary will have delivered a combined total of 400 hours of community cultural education to the youth residing on their tribal lands.

Problem Statement: AI students in Ukiah Unified School District have the highest chronic absenteeism rate, dropout rate and teen drug court referral among all ethnic groups. These symptoms can't be cured without addressing the root cause of intergenerational trauma. Healing of AI youth begins with building a healthy community with culture and traditions to boost AI students' self worth and identify.

Outputs: 1) signed MOA with Tribes
 2) sign-in sheets of AI youth in cultural education
 3) Quarterly progress report from Tribes documenting # hrs of cultural education and type of cultural education
 4) Student reports of cultural demonstration/sharing
 5) Evaluation report - pre and post survey results, focus group interviews and site visit.

Criteria for Evaluating: #of hrs of cultural education delivered to youth in 6 tribal communities

Criteria for Evaluating: # of youth participating in cultural education & pre and post survey instruments for measuring increased cultural knowledge

Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
	Lead	Other Support	Begin	End
1. MOA drafted and signed with 3 collaborating Tribes to deliver traditional/cultural education in tribal communities	Project Director	Tribal Administrators (TAs)	Month 1	Month 2
2. Implementation of cultural education programs	Tribal Edu.Dept	Pomo cultural practitioners	Month 2	Month 12
3. AI students' demonstration of their cultural heritage during the school year	AI student/PD	Title VII	Month 6	Month 12
4. Quarterly progress report from 4 collaborating Tribes	Tribal Administrators (TAs)	Tribal Education Departments	Month 3	Month 12
5. Semi-annual/Annual project evaluation	Project Director	Tribal Administrators	Month 6	Month 12

Objective Work Plan (OWP)

Project Title: Pomo Youth College and Career Success Project

Project Goal 1: Increase cultural awareness & education among Native American students and school district staff

Project Year: 1

Objective # 1.2 By the end of each year, 10% of staff at UUSD will have completed cultural sensitivity training delivered by local native cultural practitioners and increased awareness of special needs of AI students in their classrooms.

Problem Statement: Both AI students and parents pointed in the recent surveys that school staff often do not have the awareness of the local native history, culture or traditions. Consequently, staff sometimes misunderstood their native students or showed insensitivity to their needs.

Outputs: 1) Signed contracts with Pomo cultural practitioners.
 2) Sign-in sheet of UUSD staff attending sensitivity training
 3) Sign-in sheet and report of 2 staff cultural education field trip reports
 4) Evaluation report- staff pre and post survey results, focus group interviews and site visit.

Criteria for Evaluating: #of UUSD staff completing cultural sensitivity training yearly

Criteria for Evaluating:#of staff training provided yearly

Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
	Lead	Other Support	Begin	End
1. Contracting with Pomo cultural practitioners for cultural sensitivity training	Project Director	Collaborating Tribes	Month 1	Month 2
2. Cultural Sensitivity Training for school staff (8 total training)	Cultural Practitioners/PD	School Principles/Title VII Committee	Month 2	Month 12
3. Quarterly native cultural education field trips for 5 teachers and their classes	Cultural Practitioners/PD	Teachers/Title VII Committee/Liaison	Month 3	March 12
4. Quarterly progress and financial reports	Project Director	Tribal Administrators	Month 3	Month 12
5. Semi-annual/Annual project evaluation	Project Director	TAs	Month 6	Month 12

Objective Work Plan (OWP)

Project Title: Pomo Youth College and Career Success Project

Project Goal I: Increase cultural awareness & education among Native American students and school district staff

Project Year: 1

Objective # 1.3 By the end of each year, a minimum of fifteen facilitators will have completed a 3-day workshop on Sons & Daughters of Tradition by Wellbriety Training Institute and at least one healing circle servicing 25 youth will have been established.

Problem Statement: Substance abuse (i.e., drug/alcohol use) was rated the top barrier for college and career success by both Native American students and parents in surveys conducted in 2015. Other data provided by the Mendocino County Substance Abuse Counselors also confirmed that 30% of students referred to Teen Drug Courts are Native American students although AI students are less than 8% of total student's population in Ukiah Unified School District.

Outputs: 1) Signed contracts with AODP facilitator.
 2) WellBriety Training Workshop sign-in sheet/evaluation
 3) Sign-in sheet of AI students participating in Healing Circle activities.
 3) Monthly report from facilitator (s)
 4) Evaluation report- staff pre and post survey results, focus group interviews and site visit.

Criteria for Evaluating: #facilitators trained & # youth participating in the healing circle

Criteria for Evaluating: # of students participating in healing circle yearly

Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
	Lead	Other Support	Begin	End
1. Sons & Daughters of Tradition -facilitator workshop	Project Director	County/CTHP	Month 2	Month 2
2. Contract with certified substance abuse counselor	PD	Counselor	Month 3	Month 3
3. Youth Healing Circle establishment and monthly activities	Counselors/PD	Tribal Elders & cultural practitioners	Month 3	Month 12
4. Quarterly progress reports/Semi-annual & annual evaluation	PD/Evaluator	Facilitators	Month 3	Month 12

Objective Work Plan (OWP)

Project Title: Pomo Youth College and Career Success Project

Project Goal 2: Increase AI students attendance in high school, admission to colleges and enrollment in vocational programs

Project Year: 1

Objective 2.1 By the end of each year, AI student daily attendance in UUSD will have increased by 2% and standardized test score for 4th -12th grades will have increased by 2.5 %. Additionally, number of A-G (4 year college) ready AI students will have increased by 2 and AI student readiness in community colleges will have increased by 2.

Problem Statement: AI students in Ukiah Unified School District has highest chronic absenteeism rate among all ethnic group, and the API (California Academic Performance measure) of AI students lags behind all other ethnic groups. In 2013-2014, only one AI students in Ukiah High School was admitted to a 4-year college and 4 enrolled in community colleges out of 17 AI graduates. No data was available to track their college or career path after graduation.

Outputs: 1) Counselor I and Home Liaison contracted and hired.
2) Signed contract with Tutors
3) Sign-in sheet of AI students participating in tutoring program offered at school and tribal learning centers.
3) Monthly report from Counselor I and Liaison/Title VII
4) Semi-annual and annual Evaluation report

Criteria for Evaluating:
#AI students completing A-G
Standard test scores for AI Students (4-12 grade) & # 3 & 5 graders completing Junior Achievement curriculum

Criteria for Evaluating: # AI students ready for community colleges

Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
	Lead	Other Support	Begin	End
1. Hiring Counselor I (for elementary schools) and Home Liaison to be placed in UUSD	PD/UUSD/SG	Title VII Committee	Month 1	Month 2
2. Contracting Tutors	PD/SG/UUSD	UUSD	Month 1	Month 3
3. Implementation of supportive services in schools and tutoring at each Tribal Learning Centers	Counselors/Home Liaison/Tutors	UUSD/Tribes	Month 2	Month 12
4. Implementation of Junior Achievement program (3 rd and 5 th grade)	Counselor/Home Liaison	UUSD/Tribes	Month 2	Month 12
5. Recruiting AI students to MESA program	Counselor/Home Liaison	UUSD/Tribes	Month 2	Month 12
6. Monthly reports to UUSD/PPN/Title VII AI parents advisory committee	Counselors/Home Liaison/Tutors/PD	UUSD/Title VII committee	Month 2	Month 12
7. Semi-annual project evaluation and annual evaluation	Project Director	Evaluators	Month 3	Month 12

Objective Work Plan (OWP)

Project Title: Pomo Youth College and Career Success Project

Project Goal 2: Increase AI students attendance in high school, admission to colleges and enrollment in vocational programs

Project Year: 1

Objective 2.1 By the end of each year, at least 15 high school students will have completed one-on-one college counseling, 40 junior high school students will have completed group college counseling and another 15 will have received one-on-one career counseling with 2 additional AI students enrolling in vocational programs each project year. A total of 40 AI students (7th-12th) will have completed summer academy in Mendocino College.

Problem Statement: UUSD has a counselor/student ratio of (400/1). Although Title VII funded one Native American Counselor in Ukiah High School and South Valley High School (alternative education), his case load is 130. Individual career and college counseling is needed to support AI students in career & college starting at 6th grade.

<p>Outputs:</p> <ol style="list-style-type: none"> 1) Career Counselor hired. 2) Signed contract with the College Counselor 3) Monthly progress report for counselors on group & Individual counseling 4) Sign-in sheet of AI students in group & individual session. 5) Semi-annual and annual Evaluation report 	<p>Criteria for Evaluating: #of students completing one-on-one college and career counseling #of students admitted to college and vocational program # students (7-8th grade) 1 week Career Exploration Academy #students (9-12th grade) 3 week Bridge Summer Academy</p> <p>Criteria for Evaluating: # group and individual session offered. # individual plan completed.</p>
---	---

Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
	Lead	Other Support	Begin	End
1. Hire Career Counselor/Contracting with College Counselor	PD/PPNVRP	SG	Month 1	Month 2
2. Group /One-on-on Career Counseling and development of individual plans	Career Counselor	PD/PPNVRP/ UUSD	Month 2	Month 12
3. Group /One-on-one college counseling and development of individual plans focusing on AI high school students, group session for 6-8 grades.	College Counselor	PD/UUSD	Month 2	Month 12
4. Career Exploration (1 week) and Bridge Academy (3 weeks)	Mendocino College	Proj Partners	Month 8	Month 10
5. Project Quarterly progress & financial reports	Project Director	Mgmt Team	Month 3	Month 12

Objective Work Plan (OWP)

Project Title: Pomo Youth College and Career Success Project

Project Goal 3: Increase peer to peer support and parents involvement in AI students' educational goals

Project Year: 1

Objective # 3.1 By the end of each year, the grantee will have implemented a mentoring program Serving a minimum of 15 native students who will complete a combined 480 hours of mentorship. 40 AI parents will have participated in Parent Institute for Quality Education/Group Sessions on College Counseling towards their student educational goals.

Problem Statement: AI students rated peer and family support as one of the top three barriers to their college and career success according to both surveys conducted by Ukiah Unified School District and the Pinoleville Pomo Nation in 2015.

Outputs: 1) Mentoring Coordinator hired.
2) 15 AI students completing mentoring program
3) AI parent circle sign-in sheets
4) Monthly report from Mentoring Coordinator
5) Semi-annual and annual Evaluation report

**Criteria for Evaluating: #of hrs of mentorship & # of students completing mentorship program
#Mentors recruited and trained**

Criteria for Evaluating:# parent circles organized

Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
	Lead	Other Support	Begin	End
1. Hire mentoring coordinato	Arbor/PD	Title VII/SG	Month 1	Month 2
2. Recruiting and training mentors after background clearance	Arbor/PD/Tribes	Title VII/SG	Month 2	Month 4
3. Recruiting mentees/Matching	Arbor/PD/Tribes	UUSD	Month 3	Month 4
4. Peer to Peer mentoring activity	Mentoring Coordinator	Tribes	Month 5	Month 12
5. Parent Institute for Quality Education/Group Sessions on College Counseling	Home Liaison/PD	Tribal Education Committee	Month 7	Month 12
6. Quarterly progress and financial reports	Project Director	Tribal Administrators/ UUSD	Month 3	Month 12
7. Semi-annual project evaluation	Project Director	Tribal Administrators	Month 6	Month 12

Capacity Building & Project Impact /Sustainability (3 points) Implementation of the project goals and objectives involves formalizing partnerships, setting up advisory committee, adapting curriculum to fit needs of AI students and families, creating common grounds among Tribes for student success, and providing job-embedded professional development for all proposed staff. The strong network and capacity this project will construct to support AI students will last years beyond the period of federally assistance.

Results to be achieved by end of the project include 8% increase on AI student attendance which will translate to a minimum of \$136,000 increase per in school budget which will be enough to support both Counsel I and liaison positions, 10% increase in standard test score, 100% increase the number of AI students enrolling in 4 year or community college, reducing risk behavior /substance abuse among AI students and improvement of student wellness.

Project Sustainability Different components of the project can grow to support itself. For example, Mendocino College has its equity plan to provide more support to AI students. It is highly possible that after we pilot the summer academy program successfully, it will be adopted into the plan and be funded by college afterwards. Mentoring program also has the potential to sustain itself through fundraising and partnership building.

Please see attachment Description of Continuing Activities for more detail.

Criteria VII. Quality of Project Evaluation (5 points)

The project evaluation plan is developed with support from the UC Davis (UCD) Resourcing Excellence in Education (REEd) program to address whether the planned activities are having desired impact. Lisa Sullivan, with REEd will be hired as the third party evaluator for the project.

Qualification of Evaluator Lisa Sullivan, Ph.D., has a background in both qualitative and quantitative data analysis, as well as research experience in the areas of school readiness, special education, assessment, and teacher education. She has extensive experience providing evaluation services to education partners – including program design, developing data management and data collection tools, and providing formative and summative assessment of program activities. Dr. Sullivan completed the doctoral program in Learning and Mind Sciences at the School of Education at UC Davis in 2010.

The evaluation of the PYCCSP will provide valuable information on key outcomes of the program to address whether the activities connected with the grant are having the desired impact on students, families, and staff. The evaluation will address a series of questions related to program impacts.

Evaluation Question 1: Is the program successful in meeting the established community cultural education, staff training, student counseling and students monitoring goals each year? Specifically, the grant leadership team will monitor grant activities and provide the evaluation team with data necessary to examine whether the program is successful in providing the following targeted supports and activities annually:

- Community cultural education for 150 youth (400 hours/year)
- Cultural sensitivity training (10% of 600 staff members per year)
- Wellbriety Training (15 facilitators minimum) in year one, including one student healing circle for a minimum of 25 students.
- Tutoring for all grades and counseling support for elementary AI students.
- One-on-one college (N=15) and career (N=15) counseling for AI high school students
- Parent Education (N=60)

- Peer-to-peer mentoring for 15 AI Junior high and high school students (720 hours of mentorship/year)
- Delivery of Junior Achievement Curriculum for 3rd and 5th graders (N-15 per grade)
- Students (N-40) completing summer academy

In order to assess the above program components, the grantee will need to collect accurate annual staff and student attendance and participation data for these activities. The evaluation team will examine these data annually to assess whether program activities are meeting established annual targets.

In addition, the evaluators will conduct one district site visit annually to observe program activities, consult with program providers, and gather information about the services being provided to participants. In addition to the annual site observation, interviews will be conducted with program staff and the program leads to gather information about how the program activities are being implemented.

Evaluation Question 2: Are the supportive services received positively by AI youth and staff participating in the program, and is it having a positive impact on education outcomes? In order to determine how AI youth, families and district staff who participate in the cultural education, training program, counseling, and mentoring perceive these activities surveys will be administered annually to these groups of participants. Surveys will be developed in collaboration with PYCCSP staff. These surveys will be designed to assess levels of engagement in activities, perceptions of value of content and information shared, and changes in perceptions and understanding of education and career pathways and AI culture. Because many of the AI students and families do not have easy access to computers a paper and pencil survey will be

developed. The survey will be administered by district and program staff that have direct contact with program participants and survey data will be analyzed by the UC Davis evaluation staff. These surveys will be administered annually to track change over the course of the grant, as well as to provide program staff with information to help them plan ongoing activities.

1. Data to be Collected School and District Level data (provided by the school district and program providers): All high school attendance rates, student course taking patterns (A-G requirements), student participation rates in cultural education activities, student participation rates in mentoring and counseling programs and student enrollment in community colleges and vocational programs.

Evaluation data (instruments and analysis provided by UCD evaluators): Parent surveys, student surveys, staff surveys and interviews with Program Staff and Leads (interview conducted by UCD evaluator)

2. Timeline for Data Collection The parent, student, and staff survey will be administered at the end of the school year (May/June). The interviews with program leads will be conducted during the site visit at the end of the school year (May/June). All other data will be collected by the grant leadership team and provided in summary format to the evaluator. Program level data will be collected at a mid-point in the year, as well as at the end of the school year (attendance data, course taking patterns, program participation, etc.)

3. Methods for Data Collection District level data will be gathered by the district as part of regular school and district data collection efforts. For example, attendance data, graduation rates and course taking patterns. The grant leadership team will develop a system for collecting this data annually from district staff.

The evaluation data listed above will be collected by the evaluator once a year. The data from

the parent, student and staff surveys will be collected by the districts directly and provided to the evaluator. The evaluator will enter the survey data in to Excel or SPSS for analysis.

Comparisons of survey responses will be made between year one, year two and year three of the grant.

Interviews with program staff and program leads will be conducted during the annual site visit and via phone where necessary. Interviews will be one on one with a targeted sample of program staff and all program leads. The information from the interviews will be reviewed for themes and a summary of the interviews will be written and shared with program leads.

4. Instruments The student, parent and staff surveys will be developed by the evaluator in collaboration with the grant leadership team. The surveys will be designed to capture the extent to which program elements have been implemented as well as the success of the program in achieving interim benchmarks, such as changes in attitudes, and perceptions of programs and services being provided.

The interview protocol will be developed by the evaluator in collaboration with the grant leadership team. The interview protocol will be designed to obtain more in depth information about grant activities as well as the successes and challenges of implementing the grant components and to assess progress towards program goals.

5. Data Analysis The surveys and interviews will be analyzed using qualitative data analysis techniques. For example, the survey responses will be entered in to Excel or SPSS and analyzed to develop a summary of responses and comparisons between the three groups of stakeholders taking the survey. The evaluation report will include descriptive statistics and, where appropriate, tests for statistically significant differences across groups or years.

6. Evaluation Reports Annual evaluation reports will be provided to the grant leadership

team. These reports will include a summary of grant activities, a description of the district site visit, a summary of the interviews and surveys and a list of recommendations. The information for these reports will be analyzed in June and July and the summary report will be delivered to the grantee by September 1st of each year.

7. Use of Evaluation Data The grant leadership team will use the evaluation report and summary data to guide grant activities and potentially make modifications to program elements. The evaluator will monitor whether key grant activities are occurring in the desired time frame and whether the counseling, mentoring and education programs are being effectively delivered to the targeted AI students and district staff.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

Description of the defined geographic area to be served

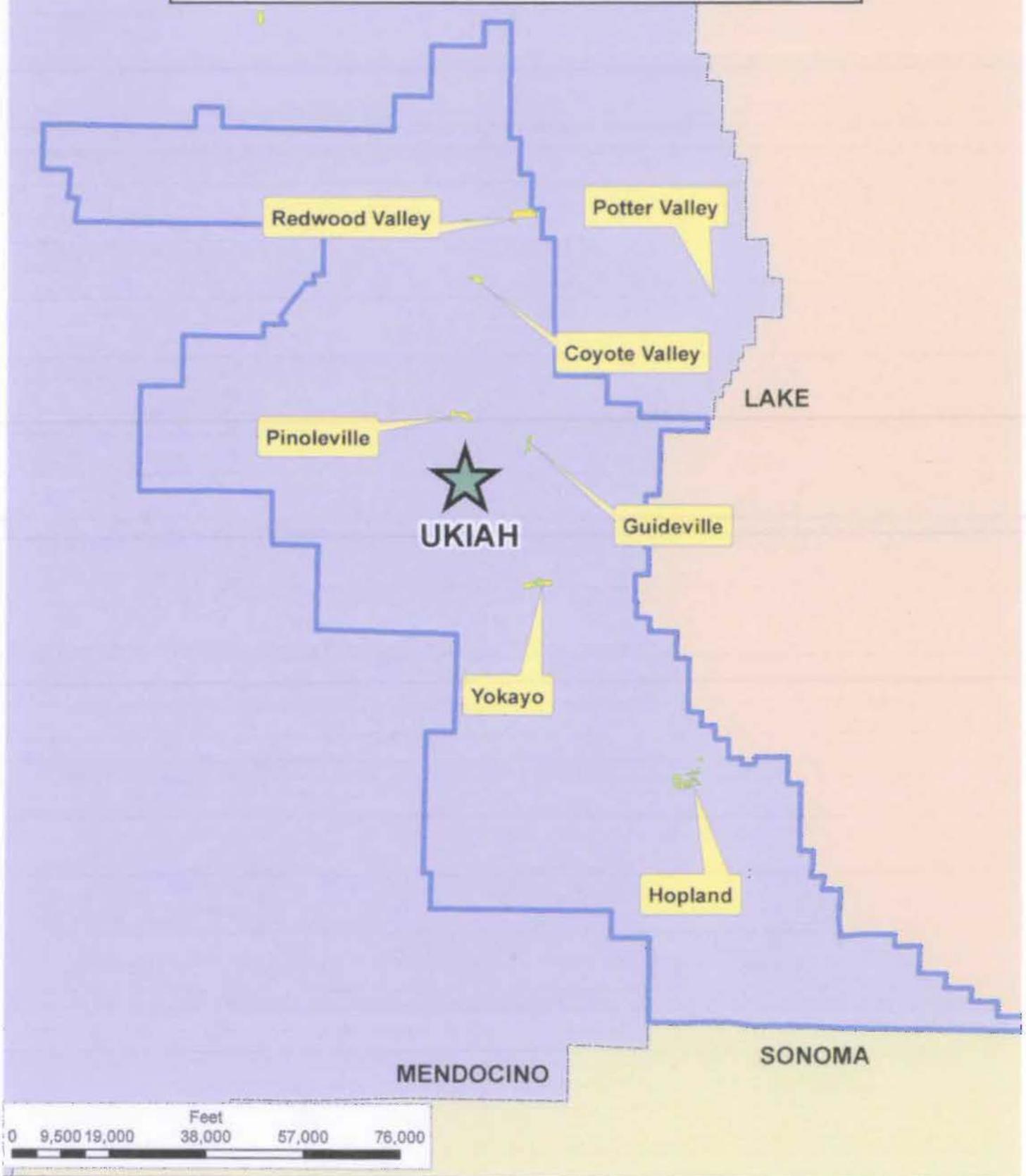
The project serves 585 American Indian students within Ukiah Unified School District in Mendocino County, California. Please see the attached maps.

Pinoleville Pomo Nation (PPN) a federally Recognized Tribe, is the lead applicant for the NYCP grant. The Tribe partners primarily with Ukiah Unified School District (UUSD) and collaborates with 6 local Tribes to serve American students in the project area. PPN is located in Ukiah, a small town with 15,871 (2013) people in the rural area of the north coast region of California, approximately 100 miles north of the San Francisco Bay Area. The tribal population in PPN is 270, mostly residing outside the reservation boundary. The land base of the Tribe consists of two parcels, 99.53 acres in the north end of City of Ukiah in Mendocino County and 6.7 acres north of Lakeport in Lake County.

UUSD has a total student population of 6,439 with 6 Elementary Schools, 2 Middle Schools, 1 comprehensive High School, 1 continuation High School and 1 K-12 Independent Study School.



Ukiah Unified School District w/ Tribal Reservations



Tribal Areas of California By Cultural Affiliation

Culturally Affiliated
Tribal Areas of California



The boundaries depicted on this map are for display purposes only. This data does not address environmental or geographic conditions, boundaries, and areas which in some cases may vary.

Sources:
Handbook of North American Indians, Vol. 8: California, R. F. Heizer, ed. 1978.
Handbook of North American Indians, Vol. 10: Southwest, R. G. Heizer, ed. 1963.
Handbook of North American Indians, Vol. 11: Great Basin, L. G. Gifford, ed. 1966.
Atlas of California, Richard W. Denny, et al. 1979.

Published by Pacific Western Index, Palmdale, CA © 1992, 1995, 2001.

DATA ANALYSIS TO DETERMINE PROJECT NEEDS

The needs for this project are determined from the data gathered and our analyses conducted in 2015 and 2016. The project team engaged Tribal communities, AI students and families, partners and other stakeholders to prioritize the top barriers for local AI students' success.

Methods of Data Collection. PPN put together a project team in 2015 to conduct surveys, interviews and gather current needs assessments & quality secondary data. Our data sources include:

- a. DataQuest by Data Reporting Office, California Department of Education 2012-2015
(<http://www.cde.ca.gov/ds/sd/sd/filesenr.asp>)
- b. Aeriesnet.uusd.net UUSD Data Program
- c. Interviews with Tribal Elders, AI Counselors in UUSD, Title VII advisory members
Substance Abuse Counselors and other identified key stakeholders
- d. Pinoleville AI Head Start Program Community Assessment 2014
- e. Reports compiled by Ukiah High Title VII Counselor.
- f. AI Drug and Alcohol Use Data 2010-2014 provided by Behavioral Health and
Recovery Services, County of Mendocino
- g. CAASAP 2015 Test Results for English Language/Arts/Literacy and Mathematics

Local AI student population has the following challenges:

Low Attendance, High Drop-out and Low Graduation Rate The 2014-2015 reports compiled by Title VII Counselor in Ukiah High School reveals that unexcused absences of AI students at the school are 72% higher (4.74%) that of all students (2.72%). Data provided by UUSD shows 27.4% of AI students in elementary schools have chronic absenteeism. The trend gets a little

worse at 30% in middle and high schools. See chart below for number of AI students 1st - 8th grades (2016) in UUSD:

PreK-K	1 st	2nd	3rd	4 th	5th	6 th	7th	8 th
53	44	47	48	50	44	43	38	32

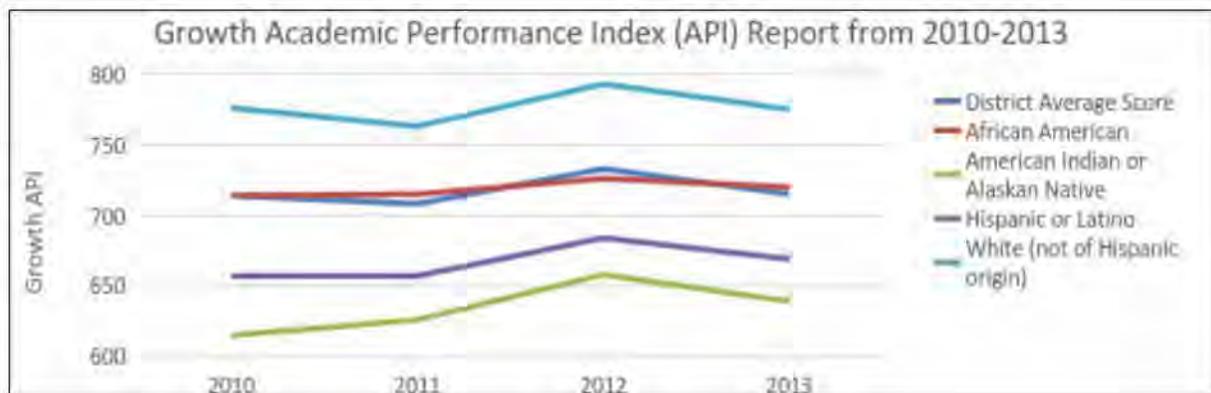
Query from DataQuest, California Department of Education, shows that the average drop-out rate for AI (2012-2014) students is 16.66% compared to 7.33% of the total student population.

Additional query from DataQuest reveals the graduation rate of AI students was 67% compared to 92% for all students in 2013, and 78% vs. 86% in 2014. Reports compiled by the Title VII Counselor reveal a more severe dropout rate:

Class Size at the Beginning of Ukiah High & final # of graduates

Grade Level	2011-2012	2012-2013	2013-2014	2014-2015
8th	41	43	37	35
9th	41	67	41	45
10th	44	40	46	45
11th	36	43	19	45
12th	27	19	20	24
# graduated	16	11	16	18

Achievement Gap in Academic Performance (3rd grade-12th grade). AI students in the school district also demonstrate lower academic performance according to API Report (2nd-11th grade) extracted from DataQuest and data provided by the school district.



According to 2015 California Assessment of Student Performance and Progress (CAASPP), AI students in UUSD significantly underperformed compared to the school-wide average in English Language Arts/Literacy and Mathematics (3rd-11th grade), particularly in 4th and 7th grade. See chart below:

Met/Exceeded standards	3rd	4th	5th	6 th	7th	8 th	11th	All
All students -Language Arts	21%	25%	25%	29%	28%	31%	51%	30%
AI students -Language Arts	9%	3%	16%	22%	7%	24%	23%	14%
All student-Math	20%	18%	11%	20%	22%	20%	22%	20%
AI students-Math	6%	3%	8%	7%	0%	10%	4%	5%

Lack of Counseling Support. Currently, UUSD has two Counselors to serve all AI Students. One Counselor serves 2 High Schools & 1 middle school (213 students). The second Counselor serves one middle school & 2 elementary schools (191 students). This leaves 170 unserved AI students in four elementary schools within the school district. Both Counselors are so busy dealing with students falling behind that they have hardly any time to provide career or college counseling.

Risk Behavior Survey results by Title VII Counseling Program reveals that AI students and parents are greatly concerned with drug and alcohol usage, peer relationships and self-worth. Interviews with the Substance Abuse Counselors at Mendocino County Mental Health verified

that 30% of at-risk students referred to them are AI students although AI students are less than 8% of the total student population.

Low College Admission Rate According to data provided by Title VII Counselor in Ukiah High School, a total of five (5) AI high school 2015 graduates were admitted to 4-year colleges and 10 stated their intent to attend the local community college. Only one (1) AI student was admitted to 4- year colleges in 2014 and 10 intended to attend the local community college.

Root Causes of the AI Students Challenges After sharing the findings with several Tribal Elders, the project team was advised to dig deeper into the root causes of these symptoms and ask the Tribal community what prevents AI students from career and college success and what they think the solution should be. The Elders also recommended the team to pay attention to historical trauma and loss of culture & tradition. Two sets of surveys were conducted among AI parents, youth and tribal communities in 2015:

- a. Surveys of students and parents in the UUSD, conducted in 2015 by PPN; and
- b. UUSD Title VII Counseling Program Family and Student Need Survey Result 2015.

Based on these surveys, the project team was able to prioritize the greatest barriers to the readiness of local AI students for college & career success. Further meetings with parents, students and other stakeholders resulted in identification of opportunities and development of project goals & objectives.

A. GREATEST BARRIERS. According to student and parent surveys conducted by PPN and UUSD, interviews with Tribal Elders and other stakeholders, the project team prioritized the greatest barriers to the readiness of local AI students for college and career success:

In-School Barriers: 1. Lack of Cultural Sensitivity 2. Lack of Academic Support / Challenges 3. Lack of School/Career connection/exploration 4. Bullying/Peer relationship

Out-of-School Barriers: 1. Drug and Alcohol 2. Nobody to talk to / Mentoring 3. Lack of parent or family support 4. Transportation

The combined top five barriers are:

- 1) Drug and Alcohol
- 2) lack of Mentorship/Peer Relationships/Family Support
- 3) Cultural Sensitivity/Cultural Identity
- 4) Academic support/college counseling
- 5) School-career connection/career exploration & counseling

Please review survey results (surveys.pdf) in attachments.

Partnership Agreement

Whereas, Pinoleville Pomo Nation (Applicant) and Ukiah Unified School District (Partner) have come together to collaborate and to make an application for Native Youth Community Project for (2016-2020) under the Indian Education Demonstration Grants Program; and

Whereas, the partner have agreed to enter into collaborative agreement in which Pinoleville Pomo Nation will be the lead agency and named applicant; and

Whereas, the applicant and the partner seek funding to enhance the current Title VII program to support Native American students (K-12th grade) in our school district to achieve college and career success.

Now, therefore, the Tribal Chairperson and Superintendent (or Designee) have agreed to coordinate, collaborate on carrying out the strategies and objectives of the grant application. The Pinoleville Pomo Nation (PPN) and Ukiah Unified Scholl District (UUSD) hereby agree to the following roles and responsibilities:

- The Pinoleville Pomo Nation will act as the grant applicant and recipient, fully responsible for grant submission and grant administration;
- The Pinoleville Pomo Nation will include funding in its application to support two positions for Ukiah Unified School District, one Counselor I (\$65,988 proposed) to serve around 150 American Indian students in elementary schools and one Home Liaison (\$43,264) to serve approximately 175 AI students (K-6th) with chronic absenteeism. When the project is funded, the amount for both positions will be contracted out to Ukiah Unified School District;
- Ukiah Unified District will be responsible for the hiring and management of both positions and ensure that both staff report to the District as well as to Title VII committee. Administrative contribution for staff oversight will be provided by Director of Alternative Education & Special Project and Assistant Superintendent. The in-kind annual combined value of administrative support to this project is \$ (b)(4) (b)(4) for Director of AE/SP and (b)(4) for Assistant Superintendent;
- UUSD is also supporting piloting Junior Achievement curriculum at two schools with the highest 3rd and 5th AI student population by contributing classroom space of \$2,100 and custodian fee of \$1,800. UUSD will also support AI parents by providing them with PIQE (Parent Institute for Quality of Education) and in-kind value of this support is (b)(4)
- PPN and UUSD agree to coordinate on providing professional development for UUSD staff at different school sites on cultural sensitivity training. PPN will provide trainers free of charge. And UUSD will organize 2 In services for staff professional training (20 teachers @ each training x 3hrs x \$65 per hr) and 2 cultural education field trips for 5 teachers (5 teachers x 8 hrs. x \$65 per hr x 2 trips). The value of staff time per year and space is \$ 9,102 and \$ 800 ;
- PPN and UUSD agree to coordinate on public information dissemination and access to project for families contacting PPN or UUSD. UUSD's commitment to market the project is \$ 1,200 during each school year;

- PPN and UUSD agree to coordinate on evaluation of the project including data gathering, surveys and other related activities. UUSD staff commitment is valued at \$ 3298.40 (\$41.23/hr x 80 hrs for 2 involved individuals);
- PPN and UUSD agree to coordinate on offering tutoring for Native American students on school sites after school. Space usage and site supervision at different sites is valued at \$ 75,600 (1200 hrs x\$30 per hr for classroom usage plus custodian fee of 1,200 x \$33 hr);
- PPN and UUSD agree to coordinate on organizing an annual Higher Education Conference for Native American students in Ukiah High School. PPN will include in its proposal conference cost and UUSD will provide space and custodian service valued at \$600 (room at \$200 per day plus custodian fee of \$400 per day for weekend). Staff support for this event will be value at \$1,800 (2 administrative staff @\$500 per day plus two counselors @400 per day)
- Other elements mutually agreed to by both parties.

Pinoleville Pomo Nation

By: (b)(6)

Name: Leona Williams

Title: Tribal Chairperson

Date: 5/18/16

Ukiah Unified School District

By: (b)(6)

Name: Katie Sommer

Title: Assistance Superintendent

Date: 5-16-16

Absenteeism

Partnership Agreement

Whereas, Pinoleville Pomo Nation (Applicant) and Redwood Community Services, Inc/Arbor Youth Resource Center (Partner) have come together to collaborate and to apply for Native Youth Community Project for (2016-2020) under the Indian Education Demonstration Grants Program; and

Whereas, the partner have agreed to enter into collaborative agreement in which Pinoleville Pomo Nation will be the lead agency and named applicant; and

Whereas, the applicant and the partner seek funding to develop a mentoring program to support Native American students (K-12th grade) in our school district to achieve college and career success.

Now, therefore, the Tribal Chairperson and the Executive Director have agreed to coordinate, collaborate on carrying out the strategies and objectives of the grant application. The Pinoleville Pomo Nation (PPN) and the Arbor Youth Resource Center (ARBOR) hereby agree to the following roles and responsibilities:

- The Pinoleville Pomo Nation will act as the grant applicant and recipient, fully responsible for grant submission and grant administration;
- The Pinoleville Pomo Nation will include funding in its application to support one full-time Mentoring Coordinator position for the Arbor Youth Resource Center, mentoring activities fees and technical assistance. The cost of the position is \$54,080 including benefits @ 30%, \$10,000 (activity stipends, group activities and fieldtrips) for up to 20 pairs of mentor/mentee, \$8,000 in technical assistance for staff/mentor training. When the project is funded, the amount for the position will be contracted to Arbor along with the mentoring program activities fees and technical support;
- The Arbor will be responsible for the hiring and management of the position, implementing Mentoring Program to serve Native American students in Ukiah Unified School District with assistance from PPN and ensure that the staff report to the ARBOR as well as to PPN;
- The Arbor agrees to provide contribution to the project for a total of \$97,480.73 as listed below:
 1. Program Director: Project Director- **\$2,343.53** (2.5 % x \$93,741 annual salary)
Program Supervisor: Supervising Coordinator-**\$11,973.20** (20% x \$ \$59,866 annual salary)
 2. Work Space: Provide work space for Coordinator- **\$2,400** (\$200 per month x 12 months)
 3. Meeting Space Usage for training and group activities- **\$4,800** (4 meetings per month @ \$100 per use x 12 months)
 4. Volunteer in-kind contribution- (b)(4)
 5. Office Equipment: Include office furniture, phone, computer- **\$3,600**
 6. Background Check for mentors- **\$1,720** (\$86 per mentor x 20)
 7. Tutoring: Provide tutoring to participating mentees- **\$24,000**
(20 students x 2hr per week x 30 weeks x \$20 per hour for tutors)
 8. Other in-kind such as office supplies, utilities and computer technical support, etc.
(b)(4)

- PPN and ARBOR agree to coordinate on public information dissemination and access to project for families contacting PPN or ARBOR;
- PPN and ARBOR agree to coordinate on evaluation of the project including data gathering, surveys and other related activities;
- PPN and ARBOR agree to coordinate on transporting Native American students in mentoring program to get to the ARBOR site after school;
- Other elements mutually agreed to by both parties.

Pinoleville Pomo Nation

By: (b)(6)
Name: Leon L. Williams
Title: Chair person
Date: 5/20/16

The ARBOR Youth Resource Center

By: Redwood Community Services, Inc.
Name: (b)(6)
Title: Executive Director
Date: May 20 2016

Partnership Agreement

Whereas, Pinoleville Pomo Nation (Applicant) and the Pinoleville Pomo Nation Vocational Rehabilitation Program (Partner) have come together to collaborate and to make an application for Native Youth Community Project for (2015-2019) under the Indian Education Demonstration Grants Program; and

Whereas, the partner have agreed to enter into collaborative agreement in which Pinoleville Pomo Nation will be the lead agency and named applicant; and

Whereas, the applicant and the partner seek funding to develop a youth career counseling program to support Native American students (7-12th grade) in our school district to achieve college and career success.

Now, therefore, the Tribal Chairperson and the PPNVRP Program Director have agreed to coordinate, collaborate on carrying out the strategies and objectives of the grant application. The Pinoleville Pomo Nation (PPN) and the Pinoleville Pomo National Vocational Rehabilitation Program (PPNVRP) hereby agree to the following roles and responsibilities:

- The Pinoleville Pomo Nation will act as the grant applicant and recipient, fully responsible for grant submission, administration and reporting;
- The Pinoleville Pomo Nation will include funding in its application to support one 1/2 time Career Counselor position and program direct cost at PPNVRP. The cost of the position is \$27,040 including benefits and \$5,050 for program supplies & staff training. When the project is funded, the amount for the position will be contracted to PPNVRP plus supplies & training cost;
- The PPNVRP will be responsible for hiring and management of the position with assistance from PPN and ensure that the staff report to PPN as well as to the Program Director;
- The PPNVRP agrees to provide contribution to the project for a total of \$22,178 as listed below:
 1. PPNVRP Program Director Project oversight: \$13,478 (20% x \$67,392 annual salary)
 2. Space Provide work space for Counselor \$4,800 (\$400 per month x12 months)
 3. Project outreach (\$1,000) and marketing(\$500)
 4. Communication support (phone/copier/internet/vehicle use) \$2,400 (\$200 per month x12)
- PPN and PPNVRP agree to coordinate on public information dissemination and access to project for families contacting PPN or PPNVRP;
- PPN and PPNVRP agree to coordinate on evaluation of the project including data gathering, surveys and other related activities;
- PPN and PPNVRP agree to coordinate on transporting Native American students in counseling program to get to the PPNVRP site after school;
- Other elements mutually agreed to by both parties.

Pinoleville Pomo Nation

(b)(6)

By:

Name: Leona Williams

Title: Tribal Chairperson

Date: 5/18/16

Pinoleville Pomo National Vocational
Rehabilitation Program

By: (b)(6)

Name: Vaughn Peña

Title: Program Director

Date: 5/19/16

Evidence of Capacity

Evidence of capacity is demonstrated by the Lead Applicant and key partners:

A. Lead Applicant

The PPN, a federally recognized Tribal since its reinstatement in 1983, has an elected leadership that consists of a seven-member Tribal Council including Leona Williams, the Tribal Chairperson. PPN is the lead applicant for PPCSP project. The PPN currently has an annual budget of \$4,218,457. The day-to-day administration of the Tribe is under the leadership of Self-Governance Director Lenora Steele, who oversees all departments, budgets, programs and supervises respective leadership. Organization chart is attached as (ppnorgchart.pdf)

PPN demonstrated management, administrative and fiscal capabilities to administer federal grants and contracts received from federal agencies including: The Department of Interior-Self Governance, Department of Interior-Fish and Wildlife, Department of Interior- National Park Service, Department of Housing and Urban Development, Indian Health Services, The Department of Education, Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, the Administration for NAs and Department of Labor. PPN employs 37 staff in 15 departments. These positions are funded through grants and contracts with the agencies listed above, as well as indirect costs.

PPN has successfully managed head start program, YouthBuild and Vocational Rehabilitation Program, demonstrating capacity to improve student outcomes relevant to this project focus. For example, Vocational Rehabilitation is funded through office of special education within the Department of Education and YouthBuild is funded through Department of Labor serving at-risk youth to build career success.

The PPN Fiscal Manager provides fiscal services with support from a qualified fiscal consultant. The computerized fund accounting system of PPN complies with all federal requirements of the tribe, which has a clean history of audits.

Fiscal Management

With a sound financial management system, the tribe has successfully managed and administered many grants of the size and magnitude of the proposed project. Below is a summary of Tribal programs for 2014 administered by the Tribe:

<u>Funding Source</u>	<u>Amount</u>
Aide to Tribal Government	\$ 418,763
Department of Interior-Fish and Wildlife	51,816
Department of Interior-National Park Service	9,262
Department of Health and Human Services	836,923
EPA	253,372
Department of Education-Vocation Rehabilitation	405,482
Department of Housing and Urban Development	633,811
Department of Labor (Employment and Training Admin)	
YouthBuild	<u>483,543</u>
TOTAL	\$ 3,092,936

The Tribe has always received clean audit with no finding since 2008. The most recent audit was completed for the year 2015 by Vargas and Company, Certified Public Accountant. The firm that the Tribe complied, in all material respects with the *U. S. Office of Management and Budget (OMB) Circular A-133, Government Auditing Standards, Audits of States, Local Governments, and Non-Profit Organizations.*

The Tribal Administration has successfully recruited professional staff to operate and expand the programs and services to its members. The Tribal Council monitors and evaluates these programs on a monthly basis, and works closely with staff to identify and prioritize unmet needs. The listing of the grants the Tribe has received and the successful

management of those funds as evidenced by our audits demonstrates our management capacity (2015audit.pdf). This demonstrates the ability of the Tribe and staff to successfully administer a variety of programs from other funding sources. Additionally, the Tribe has successfully managed a similar size grant from Department of Education.

B. Ukiah Unified School District

UUSD has a total student population of 6,439 with 6 Elementary Schools, 2 Middle Schools, 1 comprehensive High School, 1 continuation High School and 1 K-12 Independent Study School.

The District currently operates four successful programs targeting low-income or minority students with special needs. These programs are Title VII, Impact Aid,

PIQE (Parent Institute for Quality Education) and MESA.

The program specific to Native American students is Title VII. Over the last 9 years, the Title VII Native American Advisory Committee has worked closely with the school District to improve attendance, increase awareness of Native cultural tradition and increase graduation rate. In 2013, the District hired two Native American Counselors for the first time, primarily serving AI Middle and High School students. This has proven to be one of the best strategies and reduced high school AI student dropout consistently.

Between 2013-2015, AI students 4 year college admission increased from one to four and numbers of AI high school graduates increased from 11 to 18.

C. Arbor Youth Resource Center

Established in 2008, The Arbor on Main was designed to provide resources and support for Transitional Age Youth (TAY). Since then, the Arbor has rebranded and relocated to accommodate the centers growth and community need. We continue to strive to provide relevant programs, resources and support for the current needs of our youth. The Arbor staff continues to serve youth and support them in meeting their personal goals and become healthy, autonomous, contributing members of a vibrant and peaceful community.

In 2011, The Arbor started its first mentorship program. The mentorship program provided transitional age youth (TAY) with opportunities to develop relationships with caring peers and adults. The Arbor chose a multi-layered approach because the developmental and personal needs of this age group are diverse. They used **a classic mentorship program**; modeled from Big Brothers Big Sisters (BBBS). The program serves around 20 youth per year.

Evidence of Involvement of Indian Tribes and Parents

- 1) **Letters of Commitment from Tribes and other Tribal organizations** The project team reached out to all 7 local Tribes during the initial stage of program development. Five 4 federally-recognized Tribe, one non federally-recognized Tribe and PPN Tribal Head Start Program (60 students) each submitted letters of commitment the project as well as designing their own cultural education components of the project to be delivered at each Tribal sites.
- 2) **Letter of Support, Title VII Parent Committee** The project engaged UUSD Title VII Parent Committee from the beginning. Please Letter of support and meeting minutes. Title VII brochure included.
- 3) **Parent Involvement** Parent and student engagement started in 2015 with surveys (75 from AI students and 75 from parents) on what they think the barriers are for their students' success. Another set of surveys were conducted by Ukiah Unified School District. After top barriers are identified, parents are invited to a planning meeting to brainstorm on strategies and goals to deal with those barriers. See attached surveys and meeting agenda/sign-in sheet



COYOTE VALLEY

Band of Pomo Indians

May 20, 2016

Joyce Silverthorne
Director, Office of Indian Education
US Department of Education, (CDFA Number 84.299A)
400 Maryland Avenue, SW
Washington, DC 20202-6200

Re: Letter of Commitment

Dear Ms. Silverthorne:

This letter is to support the Pinoleville Pomo Nation in obtaining the Indian Education Demonstration Grants Program through the Department of Education. The Coyote Valley Band of Pomo Indians is a tribal government that provides services such as an Adult Vocational Education Program, Summer Youth Program, daycare, tutoring, and cultural classes which celebrate Pomo traditions. Coyote Valley has collaborated with the Pinoleville Pomo Nation in other community programs including YouthBuild and Pinoleville Vocational Rehabilitation Program. Coyote Valley will be able to provide cultural classes to Native American (pre-K to 12th grade) students in greater Ukiah area who will be participating in the Pomo Youth College and Career Success Project.

Coyote Valley is collaborating with Pinoleville Pomo Nation to implement the grant objectives when it is fund and offer our firm commitment below:

- Delivery of a localized cultural & traditional education program to both our youth and their family with Pomo language, tribal history, traditional food gathering preparation, song, dance, regalia making, basketry, traditional hand games and educational field trips. If funded, Coyote Valley will sign a detailed Memorandum of Understanding (MOU) with Pinoleville Pomo Nation to carry out the community cultural education component in this grant.
- Coordinate with the Project Director and provide space for on-site tutoring which will be supported by the project twice a week.
- Commitment to recruit two mentors in our tribal community to pair up with our tribal youth (4 hours of interaction per month)

We strongly support the Pinoleville Pomo Nation efforts in obtaining this grant to prepare Native American students for college and career success. It is well documented that the Native American students in our area have significant higher rate of dropout, drug & alcohol abuse, incarceration, and lower rate of academic success. The project clearly addresses an unmet need by initiating a community-wide effort in the education of the Native American students.

Sincerely,

(b)(6)

Michael Hunter, Tribal Chairman
Coyote Valley Band of Pomo Indians

— A SOVEREIGN TRIBAL NATION —

7601 N. State Street | P.O. Box 39 | Redwood Valley, CA 95470 | (707) 485-8723 office | (707) 485-1247 fax

PR/Award # S299A160006

Page e77

**2016 Pomo Youth College & Career Success Project
Coyote Valley Band of Pomo Indians**

#	Description:	Projected 2016 Budget:	Justification Description:
1	Pomo Language Supplies	\$500.00	Multimedia supplies needed to distribute pomo language to young Native Youth
2	Traditional Food	\$500.00	Cultural Consultants will be paid to demonstrate proper techniques of seaweed & surfishing gathering along Fort Bragg coastline
3	Traditional Songs & Prayers	\$2,000.00	Equipment will be purchase to record students while being taught stick game & gathering songs in their weekly cultural classes
4	Pomo Dance	\$2,000.00	Lettermen jackets for youth that meet goals as they learn their style of pomo dancing
5	Regalia Making/Repairs	\$500.00	Supplies will be purchase to teach young youth the art of regalia making & proper techniques of repairing dance ware
6	Basketry Making	\$500.00	Basketry Consultant will be brought in to teach youth the traditional ways of making baskets
7	Cultural Field Trips	\$2,000.00	Adult youth will be taken to UC Berkeley to learn the proper way to gather the tribes language, history, and daily traditional customs from the Linguist Department
TOTAL		\$8,000.00	

**2017 Pomo Youth College & Career Success Project
Coyote Valley Band of Pomo Indians**

#	Description:	Projected 2017 Budget:	Justification Description:
1	Pomo Language Supplies	\$250.00	Multimedia supplies needed to distribute pomo language to young Native Youth
2	Traditional Food	\$500.00	Cultural Consultants will be paid to demonstrate proper techniques of seaweed & surfishing gathering along Fort Bragg coastline
3	Traditional Songs & Prayers	\$500.00	Equipment will be purchase to record students while being taught stick game & gathering songs in their weekly cultural classes
4	Pomo Dance	\$2,000.00	Lettermen jackets for youth that meet goals as they learn their style of pomo dancing
5	Regalia Making/Repairs	\$500.00	Supplies will be purchase to teach young youth the art of regalia making & proper techniques of repairing dance ware
6	Basketry Making	\$500.00	Basketry Consultant will be brought in to teach youth the traditional ways of making baskets
7	Cultural Field Trips	\$3,750.00	Youth will travel to powwows, stick game tournaments, and youth conference summits on the western part of the U.S.
TOTAL		\$8,000.00	

**2018 Pomo Youth College & Career Success Project
Coyote Valley Band of Pomo Indians**

#	Description:	Projected 2018 Budget:	Justification Description:
1	Pomo Language Supplies	\$250.00	Multimedia supplies needed to distribute pomo language to young Native Youth
2	Traditional Food	\$500.00	Cultural Consultants will be paid to demonstrate proper techniques of seaweed & surfishing gathering along Fort Bragg coastline
3	Traditional Songs & Prayers	\$500.00	Equipment will be purchase to record students while being taught stick game & gathering songs in their weekly cultural classes
4	Pomo Dance	\$2,500.00	Lettermen jackets for youth that meet goals as they learn their style of pomo dancing
5	Regalia Making/Repairs	\$500.00	Supplies will be purchase to teach young youth the art of regalia making & proper techniques of repairing dance ware
6	Basketry Making	\$500.00	Basketry Consultant will be brought in to teach youth the traditional ways of making baskets
7	Cultural Field Trips	\$3,250.00	Youth will be taken to Breath of Life: Salience No More conference in UC Berkeley Linguist Department
TOTAL		\$8,000.00	

**2019 Pomo Youth College & Career Success Project
Coyote Valley Band of Pomo Indians**

#	Description:	Projected 2019 Budget:	Justification Description:
1	Pomo Language Supplies	\$250.00	Multimedia supplies needed to distribute pomo language to young Native Youth
2	Traditional Food	\$500.00	Cultural Consultants will be paid to demonstrate proper techniques of seaweed & surfishing gathering along Fort Bragg coastline
3	Traditional Songs & Prayers	\$250.00	Equipment will be purchase to record students while being taught stick game & gathering songs in their weekly cultural classes
4	Pomo Dance	\$3,000.00	Lettermen jackets for youth that meet goals as they learn their style of pomo dancing
5	Regalia Making/Repairs	\$500.00	Supplies will be purchase to teach young youth the art of regalia making & proper techniques of repairing dance ware
6	Basketry Making	\$500.00	Basketry Consultant will be brought in to teach youth the traditional ways of making baskets
7	Cultural Field Trips	\$3,000.00	Adult youth will be taken to UC Berkeley to learn the proper way to gather the tribes language, history, and daily traditional customs from the Linguist Department
TOTAL		\$8,000.00	

Redwood Valley Little River Band of Pomo Indians

3250 ROAD I / REDWOOD VALLEY, CALIFORNIA 95470 (707) 485-0361

FAX (707) 485-5726

April 18, 2016

Joyce Silverthorne, Director
Office of Indian Education
US Department of Education
Attention: Joyce Silverthorne, Director
(CDFA Number 84.299A)
400 Maryland Avenue, SW
Washington, DC 20202-6200

Re: Letter of Commitment

Dear Ms. Silverthorne:

This letter is to support the Pinoleville Pomo Nation in obtaining the Indian Education Demonstration Grants Program through the Department of Education. The Redwood Valley Tribe is a federally recognized tribe that provides social, educational and governmental services to the Tribal Membership.

Redwood Valley has collaborated with the Pinoleville Pomo Nation in other community programs including YouthBuild and Pinoleville Vocational Rehabilitation Program. The Redwood Valley Tribe will be able to provide tutoring, library services, educational and health referrals, and supportive social services to Native American (pre-K to 12th grade) students in greater Redwood Valley area who will be participating in the Pomo Youth College and Career Success Project.

The Tribe currently provides after school activities and tutoring for all school age children. We currently have only one tutor and need to improve our ability to reach out to older students with specialized tutoring needs. The ability to add the cultural component to these activities on a regular basis would greatly enhance the participation of the students. Many have shown a desire to learn more about the traditional ways but the Tribes has not had the funds available to provide consistent classes.

Redwood Valley is collaborating with Pinoleville Pomo Nation to implement the grant objectives when it is funded and offer our firm commitment below:

- Delivery of a localized cultural & traditional education program to both our youth and their family with Pomo language, tribal history, traditional food gathering preparation, song, dance, regalia making, basketry, traditional hand games and educational field trips. If funded, Redwood Valley will sign a detailed Memorandum of Understanding (MOU) with Pinoleville Pomo Nation to carry out the community cultural education component in this grant.



- Coordinate with the Project Director and provide space for on-site tutoring which will be supported by the project twice a week.
- Commitment to recruit two mentors in our tribal community to pair up with our tribal youth (4 hrs of interaction per month). Stipends will be provided by the project upon funding.

We strongly support the Pinoleville Pomo Nation efforts in obtaining this grant to prepare Native American students for college and career success. It is well documented that the Native American students in our area have significant higher rate of dropout, drug & alcohol abuse, incarceration, and lower rate of academic success. The project clearly addresses an unmet need by initiating a community-wide effort in the education of the Native American students.

(b)(6)

Debra Ramirez, Chairperson
Redwood Valley Little River Band of Pomo Indians

cc: Tribal Council

**Annual Budget for Community Cultural Education
Pomo Youth College and Career Success Project
Redwood Valley Tribe**

Activity Type	Yes	No	Budget Justification	Budget Amount
Pomo Language	X		\$50 stipend per class for instructor x 30 classes Plus \$100 for materials	\$ 1,600.00
Tribal History				
Traditional Food				
Song				
Dance	X		Participation in Big Times and traditional dances (4) - transportation & materials	1,500
Regalia-making	X		Materials and Supplies for dance regalia	1,000
Basketry	X		\$60 Stipend per class for instructor x 40 classes plus \$500 for material	2,900
Traditional games				
Educational field trips	X		2 trips for seaweed gathering. Transportation and Materials for 20 participants	1,000
Other (please specify)				
Total Amount				\$ 8,000.00



POTTER VALLEY TRIBE



2251 S. State St. • Ukiah, California 95482 • (707) 462-1213 • Fax (707) 462-1240 • E-mail: pottervalleytribe@pottervalleytribe.com

Chairperson
Salvador Rosales

Secretary
Rosemary Rahmaoui

Treasurer
Losario Rosales

*Member-At-Large & Appointed
Spokesperson*
Norma Rosales

April 14, 2016

Joyce Silverthorne
Director
Office of Indian Education
US Department of Education
Attention: Joyce Silverthorne, Director
(CDFA Number 84.299A)
400 Maryland Avenue, SW
Washington, DC 20202-6200

Re: Letter of Commitment

Dear Ms. Silverthorne:

This letter is to support the Pinoleville Pomo Nation in obtaining the Indian Education Demonstration Grants Program through the Department of Education. The Potter Valley Tribe which is a Federally Recognized Tribe provides services that include nutrition awareness and environmental awareness.

The Potter Valley Tribe has collaborated with the Pinoleville Pomo Nation in other community programs including Youth Build and Pinoleville Vocational Rehabilitation Program. The Potter Valley Tribe will be able to provide (education, referrals and any supportive social work services ie: counseling, mentoring, one-on-one/family counseling, etc.) to Native American (pre-K to 12th grade) students in greater Ukiah area who will be participating in the Pomo Youth College and Career Success Project.

Each year the Potter Valley Tribe's Environmental Department meet on a monthly basis with other local tribal environmental officials to develop a plan for their Annual Environmental Youth Campout in Fort Bragg, CA. Their program agenda includes environmental education, in addition, to cultural and traditional activities for both the youth and their family. This would be a great opportunity for the Potter Valley Tribe and the Pinoleville Tribe to allocate funding towards instructor stipends for the workshop classes as outlined in the After School Cultural Education Program budget.

The Potter Valley Tribe is collaborating with Pinoleville Pomo Nation to implement the grant objectives when it is funded and offer our firm commitment below:

- If funded, the Potter Valley Tribe will sign a detailed Memorandum of Understanding (MOU) with Pinoleville Pomo Nation to carry out the community cultural education component in this grant.

- Coordinate with the Project Director and provide space for on-site tutoring which will be supported by the project twice a week.
- Commitment to recruit two mentors in our tribal community to pair up with our tribal youth (4 hrs of interaction per month). Stipends will be provided by the project upon funding.

We strongly support the Pinoleville Pomo Nation efforts in obtaining this grant to prepare Native American students for college and career success. It is well documented that the Native American students in our area have significant higher rate of dropout, drug & alcohol abuse, incarceration, and lower rate of academic success. The project clearly addresses an unmet need by initiating a community-wide effort in the education of the Native American students.

Sincerely,

(b)(6)

Salvador Rosales
Tribal Chairman
Potter Valley Tribe

**Grant Project: After-School Cultural Education Program
Pomo Youth College and Career Success Project
Potter Valley Tribe**

Activity Type	Yes	No	Budget Justification	Budget Amount
Pomo Language	X		\$100 stipend per call for instructor x10 classes Plus \$200 for materials	\$ 1,200.00
Tribal History	x		\$100 stipend for instructor x 2	200.00
Traditional Food	x		\$100 Stipend x 3 classes (\$50 x 3 travel) gathering seaweed/surfish	450.00
Story Teller	x		\$100 Stipend x 2 hours (\$50 x 2 travel)	300.00
Dance	x		\$100 Stipend x 4 classes	400.00
Regalia-making	x		\$100 Stipend x 6 classes, \$300 for materials	900.00
Basketry	x		\$100 Stipend x 4 classes (\$50 x 4) for gas to gathering areas	600.00
Traditional games	x		\$200 Stipend (\$50 for material) Staves and DI game	250.00
Educational field trips	x		\$100 Stipend instructor x2 Coast property inland (\$50 gas travel)	250.00
Other (please specify)	x		\$100 Stipend Instructor x 3(\$50 x 2 travel) medicine gathering/angelica gathering	400.00
			\$100 Stipend Instructor x 2 classes (\$50 x 2 travel) prepare smoke salmon \$250 materials	550.00
			\$100.00 Stipend Instructor x 10 classes history of round houses, Tee pees, and	1100.00
			building small structure used for showering (\$50 x2 travel)	
			\$100 Stipend Instructor x 10 classes Arts and crafts (beading, brushes made from	1400.00
			soap, etc) (\$50 x 2 travel) \$300 for material	
Total Amount				\$ 8,000.00

**Pomo Youth College and Career Success Project
Pinoleville Pomo Nation**

PYCCSP Grant Cultural Education Annual Budget FY 2016-2020

Activity Type	Yes	No	Budget Justfication	Budget Amount
Pomo Language	X		\$75 stipend per class for instructors x 20 classes (1 hr each) xPlus \$300 for materials	\$ 1,800.00
Tribal History	X		\$75 stipend per class for instructors x 3 classes (1 hr each) xPlus \$150 for materials	\$ 375.00
Traditional Food	X		\$75 stipend per class for instructors x 10 classes (1 hr each) xPlus \$400 for materials	\$ 1,100.00
Songs	X		In kind contribution Tribal Elders 5 hrs x \$150 =\$750	
Dance	X		In kind contribution RVR Dance Group 5 hrs @ \$200 per event x 3= \$1000	
Regalia-making	X		\$150 stipend for instructor per class (2 hrs each) x 5 classes plusx \$1000 (Regalia for 10 youth)	\$ 1,750.00
Basketry	X		\$150 stipends per class (2 hrs each) x 5 classes plusx \$300 for material	\$ 1,050.00
Traditional games	X		\$75 stipend per class for instructors x 6 classes (1 hr each) xPlus \$150 for materials	\$ 600.00
Educational field trips	X		2 Seaweed gathering frield trips in Fort Bragg \$ 150 for gas plus supplies \$450	\$ 750.00
			\$200 two instructors for each field trip (6 hrs each)	\$ 400.00
Copying Cost			Flyers and other printing cost for the project	\$ 175.00
Other inkind	x		The Tribe provides administrative support (\$20 hrs x \$25) \$500	
			and space for workshop valued at \$4,400 (\$100 for 44 classes total)	
Total Amount				\$ 8,000.00



Pinoleville Native American Head Start

500 A Pinoleville Dr.
Ukiah, CA 95482

June 3, 2015

Joyce Silverthorne
Director
Office of Indian Education
US Department of Education
Attention: Joyce Silverthorne, Director
(CDFA Number 84.299A)
400 Maryland Avenue, SW
Washington, DC 20202-6200

Re: Letter of Commitment

Dear Ms. Silverthorne:

This letter is to support the Pinoleville Pomo Nation in obtaining the Indian Education Demonstration Grants Program through the Department of Education. The Pinoleville Native American Head Start and Early Head Start programs provide early childhood education services to children from birth to age 5 as well as providing services to pregnant mothers and support and training to families.

The Pinoleville Native American Head Start and Early Head Start programs have collaborated with the Pinoleville Pomo Nation in other community programs including YouthBuild and Pinoleville Vocational Rehabilitation Program. The Pinoleville Native American Head Start and Early Head Start programs will be able to provide education, referrals, family support and trainings to Native American students in greater Ukiah area who will be participating in the Pomo Youth College and Career Success Project.

The Pinoleville Native American Head Start and Early Head Start programs are collaborating with Pinoleville Pomo Nation to implement the grant objectives when it is funded and offer our firm commitment below:

- Delivery of a localized cultural & traditional education program to both our youth and their family with Pomo language, tribal history, traditional food gathering preparation, song, dance, regalia making, basketry, traditional hand games and educational field trips. If funded, The Pinoleville Native American Head Start and Early Head Start programs will sign a detailed Memorandum of Understanding

(MOU) with Pinoleville Pomo Nation to carry out the community cultural education component in this grant.

- Coordinate with the Project Director and provide space for on-site tutoring which will be supported by the project twice a week.
- Commitment to recruit two mentors in our tribal community to pair up with our tribal youth (4 hrs. of interaction per month)

We strongly support the Pinoleville Pomo Nation efforts in obtaining this grant to prepare Native American students for college and career success. It is well documented that the Native American students in our area have significant higher rate of dropout, drug & alcohol abuse, incarceration, and lower rate of academic success. The project clearly addresses an unmet need by initiating a community-wide effort in the education of the Native American students.

Sincerely,

(b)(6)

Jennifer McGowan
Program Director

**Annual Budget for Community Cultural Education
Pomo Youth College and Career Success Project
Pinoleville Pomo Nation Head Start Program**

Activity Type	Yes	No	Budget Justification	Budget Amount
Pomo Language	X		\$50 stipend per class for instructor x 40 classes	\$ 2,000.00
Tribal History	X		The staff is orientated on local Tribal History	
Traditional Food	X		Cultural Committee has traditional foods prepared for cultural months	
Song	X		Each class participates in learning N.Pomo songs	
Dance	x		Participation in Big Times and other traditional dances (4) - Transportation & materials	\$ 1,500.00
Regalia-making	x		Material & Supplies for dance regalia	\$ 1,000.00
Basketry	x		\$50 stipend per class for instructor x 40 classes plus \$500 for material	\$ 2,500.00
Traditional games	x		Cultural stick games materials for class rooms	
Educational field trips	x		2 trips to coast for seaweed gathering Transportation & Materials for 20 part.	\$ 1,000.00
Other (please specify)	X		The elders, grandparents, aunts and uncles sharing stories of gathering and	
			hunting be recorded by cultural staff	
Total Amount				\$ 8,000.00

Yokayo Tribe of Indians
P.O. Box 563
Talmage, CA 95481

May 19, 2016

Joyce Silverthorne
Director
Office of Indian Education
US Department of Education
Attention: Joyce Silverthorne, Director
(CDFA Number 84.299A)
400 Maryland Avenue, SW
Washington, DC 20202-6200

Re: Letter of Commitment

Dear Ms. Silverthorne:

This letter is to support the Pinoleville Pomo Nation in obtaining the Indian Education Demonstration Grants Program through the Department of Education. The Yokayo Tribe of Indians is a small Non Federally Recognized Tribe located in the southeast of Ukiah on our property.

The Yokayo Tribe of Indians is in dire need to provide our K-12 students with cultural education, academic support and peer-peer mentoring. Since we don't receive funding from federal government due to our status, we don't have learning center where these services that can be delivered. We will be able to provide referral to the project and help coordinate transporting our students to tutoring services offered at school sites or Pinoleville Pomo Nation's Learning Center.

The Yokayo Tribe is collaborating with Pinoleville Pomo Nation to implement the grant objectives when it is funded and offer our firm commitment.

- Participating in the cultural & traditional education program offered at Pinoleville Pomo Nation's Learning Center on Pomo language, tribal history, traditional food gathering preparation, song, dance, regalia making, basketry, traditional hand games and educational field trips
- Commitment to recruit two mentors in our tribal community to pair up with our tribal youth (4 hrs of interaction per month). Stipends will be provided by the project upon funding.

We strongly support the Pinoleville Pomo Nation efforts in obtaining this grant to prepare Native American students for college and career success. It is well documented that the Native American students in our area have significant higher rate of dropout, drug & alcohol abuse, incarceration, and lower rate of academic success. The project clearly addresses an unmet need by initiating a community-wide effort in the education of the Native American students.

(b)(6)

A rectangular box with a black border, used to redact the signature of Anna Rodriguez. The text "(b)(6)" is written in the top-left corner of the box.

Anna Rodriguez
Parent Education Committee



Ukiah Unified School District

511 S. Orchard Ave., Ukiah, CA 95482-3470

707-472-5000 Fax: 707-463-2120

www.uusd.net

Debra Kubin
Superintendent

March 7, 2016

Joyce Silverthorne
Director
Office of Indian Education
US Department of Education
Attention: Joyce Silverthorne, Director
(CDFA Number 84.299A)
400 Maryland Avenue, SW
Washington, DC 20202-6200

Dear Ms. Silverthorne:

This letter is to support the Pinoleville Pomo Nation in obtaining the Indian Education Demonstration Grants Program through the Department of Education. Native American Parent Advisory Committee was formed by the Ukiah Unified School District in accordance to the Title VII Indian Education Grant regulation. The Committee's purpose is to assist Native American students in improving student achievement.

Over the last 9 years, the Title VII Native Advisory Committee has worked closely with the District to improve attendance, increase awareness of cultural heritage, increase graduation rate, increase passage of the California High School Exam, meet grade level reading and writing standard. Our biggest achievement in the last three years is working with the Ukiah Unified School District to keep funding two counselors through Title VII grant to solely serve the native students (Junior and High schools). We are able to see the payoff in 2015 and there is a significant increase of Native American students entering 4 year colleges compared to prior years. Nevertheless, the committee is far from reaching its goal of closing the educational gap between Native students and other ethnic groups. We are proud to play a key role in developing the strategies for this Demonstration grant.

We strongly support the Pinoleville Pomo Nation efforts in obtaining this grant to prepare Native American students for college and career success. Our committee is fully aware that the Native American students in our district have significant higher rate of dropout, drug & alcohol abuse, incarceration, and lower rate of academic success. The project clearly addresses an unmet need by initiating a community-wide effort in the education of the Native American students.

Sincerely,

(b)(6)

Julian Maldonado
Title VII Parent Committee Chair
Ukiah Unified School District

The power of partnership. The power of innovation. The power of learning.

Title VII Native American Education Activities

(b)(6)



PR/Award # S299A160006
Page 695

Parent Resources
Mentoring
Homework Help
Tutoring
Math & Language Arts
School Readiness
College Readiness
Career Exploration
Cultural Activities
Summer Enrichment Programs
Community Service
Field Trips
Clubs

Title VII Contacts:

TITLE VII COUNSELOR

Heath McNevey

(b)(6)

**Title VII
Parent Advisory Committee**
Chair, Julian Maldonado
Vice Chair, Angela James
Student Rep. Batechaa Steele Brown
Teacher Rep. Mary Vickers
Crystal Brown
Leona Delapena
Tanya Estrada
Darletta Fulwider
Rachel Hansen
Bonnie Lockhart
Lenora Steele Brown
Tribal Learning Centers, Bryant Herrera
Mike Giuffrida

Ukiah Unified School District Ed Services
707-472-5052

Katie Sommer
Antonio Lopez
Tina Burrell
Jason Iversen
Gina Danner
Marcia Locatelli

School Representatives
Brian Barrett, Pomolita
Blair Carlson, Eagle Peak
Joe Hamp, Calpella Elementary
Chris Miller, Oak Manor Elementary
Holly Rodgers, South Valley
Christy Pedroncelli, Ukiah High

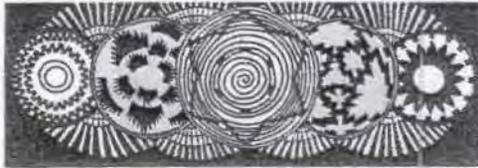
Ukiah Unified School District

Title VII Native American Education Program



VISION

That all native youth become
fully engaged, supported, and
represented in every school
every day



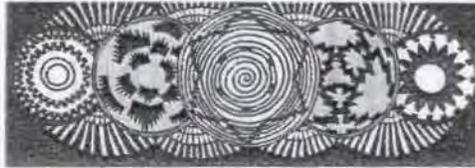
**Please enroll your child in
Title VII Native American
Education Program Today!**



**Ask for your 506
Enrollment Form in
your school's front office!**



**"The battle for Indian children
will be won in the classroom,
not on the streets or on horses.
The students of today
are our warriors of tomorrow"**
-Wilma P. Mankiller, Cherokee



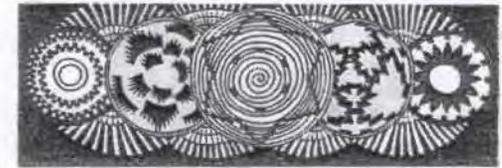
About the Program

The Title VII Native American Education Program's mission is to provide a variety of supportive services to help Native American youth reach their full potential in schools.

The program works in collaboration with all Ukiah Unified School District schools and youth.

The program components include:

- **K-12 Academic Support,
College and Career
Readiness**
- **Cultural Enrichment in
schools through a variety of
Native Community Partners**
- **Collaboration with Tribal
Learning Centers**
- **Native American Clubs**
- **K-12 Comprehensive School
Counseling with academic
guidance, social and
emotional support**



Title VII Active Parent Advisory Committee

Open to the community!
The Parent Advisory Committee plans, implements and monitors the program and its services. The committee is made up of 8 elected members and representatives from every school. We hold annual elections at the UUSD Student Services Office.

**We meet the first Monday
of every month**
Meeting agenda and minutes posted on
http://www.uusd.net/pages/Ukiah_Unified/Title_VII/Title_VII_Menu



Ukiah Unified School District
Native American Parent Committee
Monday, April 11, 2016
5:30p.m.-7:00 p.m.
District Office Board Room

Meeting Purpose: Title VII Meeting Facilitator: Julian/Holly Rodgers Attendees: Native American Parent Committee <u>Norms</u> <u>Procedural:</u> <ul style="list-style-type: none"> • Be on time, end on time • Stay focused and on topic • Follow Agenda • Let everyone be heard <u>Cultural:</u> <ul style="list-style-type: none"> • Talking feather for problem solving • Respect of Native American culture and history <u>Social:</u> <ul style="list-style-type: none"> • Problems, work on a solution • Respect differing opinions • Let everyone be heard • No side talking/Don't be rude by talking • No yelling or cursing • Be informed, no hear say • Communicate openly (educate) • Presume positive intentions 	Recorder: Marcia Timekeeper: TBD
--	---

Agenda Topic	Owner	Time	Process	Outcome
Welcome/Introductions/Blessing	Holly/Julian	5 min.	Inform	Inform
Approval of Agenda	Holly/Julian	2 min.	Plan	
Approve Minutes of 3-7-16	Julian	5 min.	Review	Approve
Counselors Update <ul style="list-style-type: none"> • Data 	Heath/Michael	10 min.	Report	Inform
Student Representative Report	Anastasia Barnes	5 min.	Report	Inform
Budget Update	Holly	10 min.	Inform	Inform
Review Grant Objectives	Holly	5 min.	Discuss	Inform
Graduation-Update <ul style="list-style-type: none"> • Donation letters 	Heath	5 min.	Handout	Update
Sharing	Julian	5 min.	Inform	Inform
Next Meeting date	Julian	2 min.	Inform	Inform
Adjournment	Julian	2 min.		Adjourn
Next Steps-May 2nd	Owner	Due		Outcome

Title VII Meeting

- Present:** Blair Carlson, Holly Rodgers, Michael Halligan, Anastasia Barnes, Tanya Estrada, Angela James, Chris Miller, Mary Vickers, Tina Burrell, Lenora Steele, Elizabeth DeViny, Tanya Ruiz, Eileen Nunez, Julian Maldonado, Marcia Locatelli
- Blessing** Tanya Estrada led the blessing.
- Welcome/Intro** Angela called the meeting to order at 5:40.
- Approve Minutes** Angela James motioned to approve the Minutes of January 11, 2016 and February 1, 2016. Lenora Steele seconded. The motion that passed was unanimous.
- Agenda approved:** Lenora Steele added an item to the Agenda for a Support letter. Tanya Ruiz motioned to approve the Agenda and Lenora Steele seconded. The motion that carried was unanimous.
- Support letter** Lenora Steele presented the request to write a letter of support from Zhoa for a letter to the Dept. of Indian Ed. Lenora read the letter. Lenora stated we will tighten up the grant, offer more tutoring, help at high school level, liaisons, and add another counselor at the high school. Tribes were going to form support for cultural and tutoring. Angela James motioned to approve support letter and Tanya Estrada seconded. The motion that carried was unanimous.
- Strategic Plan Input** Katie stated this is the time of year to get input from our stakeholders on the Strategic Plan. This is the 3rd year of the Strategic Plan. On this draft we kept 15-16 and then show future years. The last few years we have received additional funding each year. The way we get increased funding is through Free and Reduced lunch program, English Learners, or Foster Youth. The State has been trying to increase funding back to where it was in 2007-08 funding before the recession. Katie reviewed who has gone over the plan and what adjustments have been made. This is the draft for the upcoming next three years. In 2016-17 we will still have an additional \$220,000.00 in additional funds, then in 17-18 we will have \$114,000.00 additional funds but in 18-19 the funding will begin to reduce based on pupil enrollment projections. In the groups that have met some of the ideas are a math Teacher on Special Assignment (TOSA) to help with the new elementary curriculum, Science TOSA, Garden TOSA, SPACE program for South Valley High School performing arts, middle school athletic directors, Oak Manor pilot to have 2 Physical Education teachers' full time, Eagle Peak facilities needing repairs and support. In the draft we added a couple new positions to increase to 3 reading teachers at middle schools, 2 at Pomolita, 1 at Eagle Peak. The other piece we have added in is to add a PPS counselor at Pomolita Middle School that would work with all students at Pomolita. Pomolita enrollment is at approximately 800 students. Eagle Peak has 450 students. Go to page 23 where some other things that were moved around are. We had a Goal 4 operations goal, better hiring practices, we decided it was an extraneous goal so we've added those into Goal 1, initiative 1.9 instead of Goal 4. Under Goal 3. Katie reviewed Pomo language program with Calpella. Adding reading teachers, counselor, moving Goal 4, and then cultural awareness survey, we didn't take language out just didn't have an action this year so we want your input. Tina explained how the Pomo language plan took place last time. Erica did history, stories, K-4, language, vocab with cards, regalia, and food. (b)(6) would like to restart language lessons at Calpella. Katie reviewed who gave input and the specifics. Increased funding for facilities came from parents. DELAC, parent meetings,

**Ukiah Unified School District
Native American Parent Advisory Committee
Minutes 3-7-16
District Service Center Board Room 5:30p.m.**

School Site Councils, anyone can go online and email to Katie. The Mesa tutoring center is open and a bus runs for this for grades 9-12 at UHS. There are college kids that would like to do math tutoring per Blair with basics of math grades 5-8. Angela stated she would like to have information regarding students' graduation rates and how many went on to a university. Lenora commented that Title VII tried to hire tutors one year but the background checks took a long time and it was a problem getting them hired in time for school. If you have any other ideas email Katie. The Superintendent will respond in writing to any input. You can email to strategic plan @uusd.net.

- Training for tutors in Common Core State Standards Math
- Restart Pomo language classes at Calpella
- Cultural competency training for all staff
- Middle school athletic directors
- PE support at Oak Manor
- Reduce class size in middle school PE @ Eagle Peak
- Tribal tutoring support
- Increase college student tutoring for math at grades 5-8 levels
- Better tracking of students including post-secondary

Counselors Update

Heath gave out a handout and reviewed D & F counts for UHS and Pomolita. April 22nd is UC Davis trip. Julian asked how many kids with F's in same class? Get tutoring for the same group. Heath stated tutoring is offered 5 days per week. See how many people are taking advantage of tutoring. Michael had 4 sets of sheets including graphs then there is a written breakdown. Michael reviewed. Sixth grade is doing great they have the best numbers. Seventh grade dipped the most. Their GPA and math dipped the most. Language arts stayed the same. Eighth grade went down a little. We are working on getting as much support as possible. During the last period class Michael's students can get pulled out for help if needed. Michael is hoping more are going to Davis. When will we know who are the 8th graders not graduating? How do we know if students need credit recovery? A letter went out per Blair and it tells how many F's have been received. You can't walk with so many F's. 12 hours equals 1 F. Some don't make them up. Heath or someone will be doing Summer Bridge for 8th grade students.

Student Rep Report

Anastasia stated there is not much going on. 8th graders went to high school to tour and see what is available. They toured shop, arts, photography, and CTE programs. It was interesting to see which classes you needed to take for college. Everyone made a plan.

Holly talked about the CTE wheel for this summer.

Impact Aid Update
and 506

Holly gave an Impact Aid update. Working with tribes was wonderful and they were quick to respond. We have submitted for next year. Our count went from 228 to 244 so there will be additional funding plus congress has voted to give a little more money. There were 445 of the 506 forms submitted for 2016-17, and there were 437 for 2015-16. Holly stated a lot of people are filling out the forms but not completely so we've been working hard to get them completed. Julian asked if you are counting all kids on reservations. Yes, per Holly. Carolyn Johnson worked with us to get us going. At the last meeting Gabe Ray came but we didn't end up having the meeting. Through the Meth and Suicide Prevention Grant initiative that Pinoleville did they did a wellness recovery action planning training and Heath and Michael went to the training.

**Ukiah Unified School District
Native American Parent Advisory Committee
Minutes 3-7-16
District Service Center Board Room 5:30p.m.**

Holly wanted the committee to be aware of this. Our counselors are going to that and we appreciate it.

- After School Program** Holly stated that Katie talked with her and there is after school bussing and it sounded like you wanted to expand tutoring at the Learning Centers. Holly stated if there is anything else we can do to support the Native American students after school please let us know. Tanya said need they supplies and Chromebooks at the centers for homework and math apps. Khan Academy is good for how to help kids with common core math.
- Graduation** Who contacted Antonio? Chris Miller will contact him. Darletta is supposed to contact the Forks for meat. What kind of speaker do we want this year? The committee needs to find someone who went on to a university and played sports. Tanya knows a football player in Santa Rosa. It is important that students hear they have to keep up on academics in order to go on to a college or a university. Chris Smith who went to Dominican was suggested. Tanya will ask him. Tanya will ask Erica to do the blessing. Holly said she can get a grill. Antonio will cook.
- Counselors** Holly excused Michael and Heath for the counselor position discussion. Holly stated we have established the funding for the two counselors. Holly gives the counselors two weeks' notice on bringing data to the meetings. Angela said they are doing great. We can do more to reach out to learning centers and there is more interaction and this is a positive. Angela James motioned to continue with the two counselors and Tanya Estrada seconded. The motion that carried unanimous.
- Sharing** Angela shared they are participating in the Parent Institute for Quality Education (PIQE) and she would like to see more Native parents involved. They are talking about using a Triple P program.
- Julia Maldonado was invited to the County science fair.
- Next meeting** April 4th is changed to the 11th due to the 4th is the first day back from Spring break.
- Adjournment** Meeting adjourned at 7:14.

2015 SURVEY

IDENTIFYING BARRIERS PREVENTING COLLEGE AND CAREER SUCCESS OF NATIVE AMERICAN STUDENTS

Conducted by Pinoleville Pomo Nation on 5/15/2015; 5/30/2015; and 6/3/2015 for a total of 175 Surveys collected from Parents and Students of Ukiah, CA and throughout Mendocino County

5/15/2015 PARENT		5/15/2015 STUDENT		81 Surveys
Rank		Rank		
1	Drugs and Alcohol	1	Drugs and Alcohol	
2	Homeless	2	Nobody to Talk to (Mentor)	
3	Communication Barriers	3	Communication Barriers	
4	Not Enough Cultural Sensativity	4	Not Enough Cultural Sensativity	
5	Lack of Academic Support During the Summer	5	Lack of Teaching Lifeskills	
5/30/2015 PARENT		5/30/2015 STUDENT		73 Surveys
Rank		Rank		
1	Drugs and Alcohol	1	Drugs and Alcohol	
2	Homeless	2	Nobody to Talk to (Mentor)	
3	Lack of Parent or Family Support	3	Communication Barriers	
4	Not Enough Cultural Sensativity	4	Not Enough Cultural Sensativity	
5	Lack of Academic Support During the Summer	5	Lack of Teaching Lifeskills	
6/3/2015 PARENT		6/3/2015 STUDENT		21 Surveys
Rank		Rank		
1	Transportation	1	Drugs and Alcohol	
2	Nobody to Talk to (Mentor)	2	Lack of Family Support	
3	Bullying	3	No Information about College/Career Opportunities	
4	Racial Confrontation	4	Lack of Academic Support During the Summer	
5	No Information about College/Career Opportunities	5	Communication Barriers	
Overall Total Cumulative of all 175 Surveys		Top 5 Selected Barriers Regardless of Rank		175 TOTAL SURVEYS
Rank				
1	Drugs and Alcohol	1	Drugs or Alcohol	
2	Nobody to Talk to (Mentor)	2	Bullying	
3	Community Barriers	3	Lack of Parent or Family Support	
4	Not Enough Cultural Sensativity	4	Transportation	
5	Lack of Academic Support During the Summer	5	Homeless	

Identifying Barriers Preventing College and Career Success of Native American Students 5/15/2015 S

	STUDENT	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	T
1	Drugs or Alcohol	17	7	2	3	2	
2	Transportation	4	2	2	4	2	
3	Child Abuse		3	2	2		
4	Bullying	5	4	6	2	6	
5	No Information about College/Career Opportunities	2	2	4	3	6	
6	Lack of Parent or Family Support	2	7			2	
7	Cultural Differences	2		2	5	2	
8	No Access to Computer or Technology	1	7		4	2	
9	Mental Health			2	2	2	
10	Lack of Academic Support During the Summer				1	4	
11	Not Enough Cultural Sensitivity Training			1	7		
12	No Food, Utilities, Shoes or Clean Clothes			4	5		
13	Teen Pregnancy	5			2	2	
14	Homeless	6	2	1		4	
15	Domestic Violence			2	2		
16	Child Molestation		1	2	2	4	
17	Sense of not Belonging	2	5	2	1		
18	Nobody to Talk to (Mentor)		9	2	4		
19	Disrespect from Teachers			4	2	2	
20	Communication Barriers	2	2	10			
21	Gang Violence					3	
22	Lack of Tutoring Services	2	5	2		1	
23	Lack of Teaching Life Skills	1		3		7	
24	No Quiet Place to do Homework			4	4		
25	Racial Confrontation	9			2	3	
26	Peer Pressure		2		2	4	

PARENT
GUARDIAN

2015 Survey
Identifying Barriers Preventing College and Career Success
of Native American Students

This survey is designed to identify barriers preventing Native American students from graduating or successfully being college or career ready within the time frame they attend Ukiah Unified School District. The purpose is to develop projects to overcome these barriers and seek funding to support student success.

Please rank the top 5 barriers by numbering them 1-5 and 1 being the most important.

- | | |
|--|---|
| <input type="checkbox"/> Drugs or Alcohol | <input type="checkbox"/> Homeless |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Domestic Violence |
| <input type="checkbox"/> Child Abuse | <input type="checkbox"/> Child Molestation |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Sense of not belonging |
| <input checked="" type="checkbox"/> 1 No information about college/ career opportunities | <input type="checkbox"/> Nobody to talk to (mentor) |
| <input type="checkbox"/> Lack of parent or family support | <input checked="" type="checkbox"/> 4 Disrespect from teachers |
| <input type="checkbox"/> Cultural differences | <input type="checkbox"/> Communication Barriers |
| <input checked="" type="checkbox"/> 3 No access to computer or technology | <input type="checkbox"/> Gang Violence |
| <input type="checkbox"/> Mental Health | <input checked="" type="checkbox"/> 2 Lack of tutoring services |
| <input type="checkbox"/> Lack of academic support during the summer | <input type="checkbox"/> Lack of teaching life skills |
| <input checked="" type="checkbox"/> 4 Not enough cultural sensitivity training | <input type="checkbox"/> No quiet place to do homework |
| <input type="checkbox"/> No food, utilities, shoes or clean clothes | <input type="checkbox"/> Racial confrontation |
| <input type="checkbox"/> Teen pregnancy | <input type="checkbox"/> Peer pressure |

Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015

Calpella Elementary: 32 of 76 returned (42%)

TK	2
K	4
1 st	5
2 nd	2
3 rd	9
4 th	10

Oak Manor Elementary: 9 of 61 returned (15%)

TK	0
K	1
1 st	2
2 nd	4
3 rd	0
4 th	1
5 th	1
6 th	0

Eagle Peak Middle School: 13 of 50 returned (26%)

5 th	2
6 th	4
7 th	3
8 th	3

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

CALPELLA RESULTS

The following list names some topics that might be addressed in a school counseling program. Even though all of these topics might sound interesting or valuable, we are trying to find out what you consider to be the most important topics.

Please indicate the level of importance for each of the following student needs:

1 = not important
2 = somewhat important
3 = important
4 = very important
5 = most important

ACADEMIC

	1	2	3	4	5
1. Help with schoolwork/homework	13%	3%	31%	19%	34%
2. College readiness	13%	16%	26%	16%	29%
3. Academic challenges/rigor	7%	7%	38%	21%	27%
4. Cultural representation & voice	6%	3%	36%	13%	42%
5. Organization/study skills	3.5%	3.5%	31%	31%	31%
6. Transportation to school / home	50%	13%	20%	7%	10%
7. Academic guidance / support	3%	3%	40%	24%	30%
8. Attendance issues / challenges	27%	27%	23%	6%	17%

CAREER

	1	2	3	4	5
1. School-to-Career connections & exploration	13%	13%	20%	24%	30%
2. Exploration of personal goals	6%	13%	20%	24%	37%
3. Job / workplace skills	34%	14%	10%	14%	28%

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

CALPELLA RESULTS

SOCIAL & PERSONAL

1. Healthy relationships and relationship issues	10%	17%	27%	13%	33%
2. Substance abuse	40%	13%	17%	10%	20%
3. School/classroom behavior / bullying	6%	13%	35%	13%	33%
4. Cultural awareness	6%	3%	35%	16%	40%
5. Coping with difficult situations (ex: divorce, loss)	16%	6%	39%	6%	33%
6. Peer relationships	10%	10%	32%	13%	35%
7. Self-awareness & self-concept	10%	3%	35%	17%	35%
8. Decision-making skills	6%	6%	29%	24%	35%
9. Problem solving/conflict resolution	3%	10%	30%	20%	37%
10. School-to-home communications/relationships	10%	13%	39%	13%	25%
11. Positive parenting strategies	17%	3%	42%	7%	31%
12. Social-personal support	16%	6%	39%	13%	26%

Please list any other area(s) of interest or concern:

Please indicate your child's school and grade level:

Calpella	TK	K	1 st	2 nd	3 rd	4 th			
Oak Manor	TK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	
Eagle Peak							5 th	6 th	7 th 8 th

Thank you so much for your time and attention.

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

CALPELLA CONDENSED DATA

1 = not important + somewhat important
 3 = important
 5 = very important + most important
 Combined = important + very important + most important

ACADEMIC	1	3	5	Combined
1. Help with schoolwork/homework	16%	31%	53%	84%
2. College readiness	29%	26%	45%	71%
3. Academic challenges/rigor	14%	38%	48%	86%
4. Cultural representation & voice	9%	36%	55%	91%
5. Organization/study skills	7%	31%	62%	93%
6. Transportation to school / home	63%	20%	17%	37%
7. Academic guidance / support	6%	40%	54%	94%
8. Attendance issues / challenges	54%	23%	23%	46%
CAREER	1	3	5	Combined
9. SchoolCareer connections/exploration	26%	20%	54%	74%
10. Exploration of personal goals	19%	20%	61%	81%
11. Job / workplace skills	48%	10%	42%	52%

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

CALPELLA CONDENSED DATA

1 = not important + somewhat important

3 = important

5 = very important + most important

Combined = important + very important + most important

SOCIAL & PERSONAL	1	3	5	Combined
1. Healthy relationships/ issues	27%	27%	46%	73%
2. Substance abuse	53%	17%	30%	47%
3. School/classroom behavior / bullying	19%	35%	46%	81%
4. Cultural awareness	9%	35%	56%	91%
5. Coping w/difficult situations (divorce)	22%	39%	39%	78%
6. Peer relationships	20%	32%	48%	80%
7. Self-awareness & self-concept	13%	35%	52%	87%
8. Decision-making skills	12%	29%	59%	88%
9. Problem solving/conflict resolution	13%	30%	57%	87%
10. School-to-home communications	23%	39%	38%	77%
11. Positive parenting strategies	20%	42%	38%	80%
12. Social-personal support	22%	39%	39%	78%

NUMBER OF CALPELLA SURVEYS WITH WRITE-IN PARENT/FAMILY COMMENTS: 5

Write-In Comments Detail Below:

1. Peer relationships are most important.
2. This child is doing well. Poor peer relationships.
3. Deals with mother and father not being together. Frustration. 1s are due to age, will be more important as the child gets older.
4. Keeping hands to self.
5. Cultural awareness provided at home. Help with reading.

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

OAK MANOR RESULTS

Please indicate the level of importance for each of the following student needs:

1 = not important
2 = somewhat important
3 = important
4 = very important
5 = most important

ACADEMIC

	1	2	3	4	5
1. Help with schoolwork/homework	0	11%	0	11%	78%
2. College readiness	22.5%	22.5%	11%	33%	11%
3. Academic challenges/rigor	11%	0	33%	11%	45%
4. Cultural representation & voice	11%	22%	11%	0	56%
5. Organization/study skills	0	11%	22.5%	22.5%	45%
6. Transportation to school / home	33%	11.5%	0	22.5%	33%
7. Academic guidance / support	0	0	22.5%	11.5%	67%
8. Attendance issues / challenges	45%	11%	22%	0	22%

CAREER

	1	2	3	4	5
1. School-to-Career connections & exploration	45%	11.5%	33%	11.5%	0
2. Exploration of personal goals	11.5%	0	33%	45%	11.5%
3. Job / workplace skills	44.5%	0	44.5%	11%	0

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

OAK MANOR RESULTS

SOCIAL & PERSONAL	1	2	3	4	5
1. Healthy relationships and relationship issues	22.5%	0	22.5%	11%	45%
2. Substance abuse	33.5%	11%	22%	0	33.5%
3. School/classroom behavior / bullying	22%	0	0	22%	56%
4. Cultural awareness	22%	22%	0	11%	45%
5. Coping with difficult situations (ex: divorce, loss)	33%	0	11.5%	11.5%	45%
6. Peer relationships	11%	11%	11%	11%	56%
7. Self-awareness & self-concept	11%	11%	11%	0	67%
8. Decision-making skills	0	11%	22%	11%	56%
9. Problem solving/conflict resolution	0	11%	22%	11%	56%
10. School-to-home communications/relationships	11%	22.5%	11%	22.5%	33%
11. Positive parenting strategies	22%	0	22%	22%	34%
12. Social-personal support	22%	0	22%	11%	45%

NO WRITE-IN COMMENTS

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

OAK MANOR CONDENSED DATA

1 = not important + somewhat important
 3 = important
 5 = very important + most important
 Combined = important + very important + most important

ACADEMIC	1	3	5	Combined
1. Help with schoolwork/homework	11%	0	89%	89%
2. College readiness	45%	11%	44%	55%
3. Academic challenges/rigor	11%	33%	56%	86%
4. Cultural representation & voice	33%	11%	56%	67%
5. Organization/study skills	11%	22.5%	67.5%	89%
6. Transportation to school / home	44.5%	0	55.5%	55.5%
7. Academic guidance / support	0	22.5%	78.5%	100%
8. Attendance issues / challenges	56%	22%	22%	44%
CAREER	1	3	5	Combined
1. School/Career connections/exploration	56.5%	33%	11.5%	44.5%
2. Exploration of personal goals	11.5%	33%	56.5%	88.5%
3. Job / workplace skills	44.5%	44.5%	11%	55.5%

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

OAK MANOR CONDENSED DATA

SOCIAL & PERSONAL	1	3	5	Combined
1. Healthy relationships/ issues	22.5%	22.5%	56%	57.5%
2. Substance abuse	44.5%	22%	33.5%	55.5%
3. School/classroom behavior / bullying	22%	0	78%	78%
4. Cultural awareness	44%	0	56%	56%
5. Coping with difficult situations (divorce)	33%	11.5%	56.5%	67%
6. Peer relationships	22%	11%	67%	78%
7. Self-awareness & self-concept	22%	11%	67%	78%
8. Decision-making skills	11%	22%	67%	89%
9. Problem solving/conflict resolution	11%	22%	67%	89%
10. School-to-home communications	33.5%	11%	55.5%	66.5%
11. Positive parenting strategies	22%	22%	56%	78%
12. Social-personal support	22%	22%	56%	78%

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

EAGLE PEAK RESULTS

Please indicate the level of importance for each of the following student needs:

1 = not important
2 = somewhat important
3 = important
4 = very important
5 = most important

ACADEMIC

	1	2	3	4	5
1. Help with schoolwork/homework	15.5%	0	23%	15.5%	46%
2. College readiness	0	8%	8%	15%	69%
3. Academic challenges/rigor	0	0	31%	23%	46%
4. Cultural representation & voice	15%	8%	15%	23%	39%
5. Organization/study skills	8%	8%	0	30%	54%
6. Transportation to school / home	54%	8%	23%	15%	0
7. Academic guidance / support	8%	0	15%	31%	46%
8. Attendance issues / challenges	23%	15%	8%	15%	39%

CAREER

	1	2	3	4	5
1. School-to-Career connections & exploration	0	0	23%	23%	54%
2. Exploration of personal goals	8%	0	0	23%	69%
3. Job / workplace skills	0	0	08%	31%	61%

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

EAGLE PEAK RESULTS

SOCIAL & PERSONAL	1	2	3	4	5
1. Healthy relationships and relationship issues	15.5%	0	0	15.5%	69%
2. Substance abuse	17%	0	24%	17%	42%
3. School/classroom behavior / bullying	8%	0	8%	17%	67%
4. Cultural awareness	15%	8%	31%	0	46%
5. Coping with difficult situations (ex: divorce, loss)	15%	0	31%	8%	46%
6. Peer relationships	0	0	25%	42%	33%
7. Self-awareness & self-concept	8%	0	23%	23%	46%
8. Decision-making skills	8%	0	8%	15%	69%
9. Problem solving/conflict resolution	8%	0	0	31%	61%
10. School-to-home communications/relationships	23%	0	8%	31%	38%
11. Positive parenting strategies	15%	8%	0	31%	46%
12. Social-personal support	15%	8%	8%	23%	46%

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

CONDENSED EAGLE PEAK DATA

1 = not important + somewhat important
 3 = important
 5 = very important + most important
 Combined = important + very important + most important

ACADEMIC	1	3	5	Combined
9. Help with schoolwork/homework	15.5%	23%	61.5%	84.5%
10. College readiness	8%	8%	84%	92%
11. Academic challenges/rigor	0	31%	69%	100%
12. Cultural representation & voice	23%	15%	62%	77%
13. Organization/study skills	16%	0	84%	84%
14. Transportation to school / home	62%	23%	15%	48%
15. Academic guidance / support	8%	15%	77%	92%
16. Attendance issues / challenges	38%	1 8%	54%	62%
CAREER	1	3	5	Combined
4. SchoolCareer connections /exploration	0	23%	77%	100%
5. Exploration of personal goals	8%	0	92%	92%
6. Job / workplace skills	0	08%	92%	92%

Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015

CONDENSED EAGLE PEAK DATA

SOCIAL & PERSONAL	1	3	5	Combined
1. Healthy relationships/ issues	15%	0	85%	85%
2. Substance abuse	15%	23%	46%	85%
3. School/classroom behavior/ bullying	8%	8%	84%	92%
4. Cultural awareness	23%	31%	46%	77%
5. Coping with difficult situations (divorce)	23%	31%	46%	77%
6. Peer relationships	0	31%	69%	100%
7. Self-awareness & self-concept	8%	23%	69%	92%
8. Decision-making skills	8%	8%	84%	92%
9. Problem solving/conflict resolution	8%	0	92%	92%
10. School-to-home communications	23%	8%	69%	77%
11. Positive parenting strategies	23%	0	77%	77%
12. Social-personal support	23%	8%	69%	77%

NUMBER OF PARENT/FAMILY WRITE-IN COMMENTS: 7

1. Some of these are marked as most important as a moral and ethical code for our family not necessarily what would be worked on outside of our home.
2. Native Students should have more knowledge of local Native Tribes, history, culture, Native organizations. They've never done field trips to Tribes or had Tribal leaders do presentations, provide them with info about local Native resources, have them do activities around learning about various topics.
3. [My child] tends to have dramatic reactions and lacks insight to some consequences (yes, her age and appropriate) these are the subjects we are working on at home.
4. Penmanship/handwriting.
5. Getting [my child] college ready. I want [my child] to be all [my child] can be. College goals.
6. Recent release from mother's care. I would like to be sure [this child] is handling this well. Mother unstable and contact is being limited.
7. Help with reading.

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

Calpella Elementary: 32 of 76 returned (42%)

TK	2
K	4
1 st	5
2 nd	2
3 rd	9
4 th	10

Oak Manor Elementary: 9 of 61 returned (15%)

TK	0
K	1
1 st	2
2 nd	4
3 rd	0
4 th	1
5 th	1
6 th	0

Eagle Peak Middle School: 13 of 50 returned (26%)

5 th	2
6 th	4
7 th	3
8 th	3

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

CALPELLA RESULTS

SOCIAL & PERSONAL

1. Healthy relationships and relationship issues	10%	17%	27%	13%	33%
2. Substance abuse	40%	13%	17%	10%	20%
3. School/classroom behavior / bullying	6%	13%	35%	13%	33%
4. Cultural awareness	6%	3%	35%	16%	40%
5. Coping with difficult situations (ex: divorce, loss)	16%	6%	39%	6%	33%
6. Peer relationships	10%	10%	32%	13%	35%
7. Self-awareness & self-concept	10%	3%	35%	17%	35%
8. Decision-making skills	6%	6%	29%	24%	35%
9. Problem solving/conflict resolution	3%	10%	30%	20%	37%
10. School-to-home communications/relationships	10%	13%	39%	13%	25%
11. Positive parenting strategies	17%	3%	42%	7%	31%
12. Social-personal support	16%	6%	39%	13%	26%

Please list any other area(s) of interest or concern:

Please indicate your child's school and grade level:

Calpella	TK	K	1 st	2 nd	3 rd	4 th				
Oak Manor	TK	K	1 st	2 nd	3 rd	4 th	5 th	6 th		
Eagle Peak							5 th	6 th	7 th	8 th

Thank you so much for your time and attention.

Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015

CALPELLA CONDENSED DATA

1 = not important + somewhat important

3 = important

5 = very important + most important

Combined = important + very important + most important

SOCIAL & PERSONAL	1	3	5	Combined
1. Healthy relationships/ issues	27%	27%	46%	73%
2. Substance abuse	53%	17%	30%	47%
3. School/classroom behavior / bullying	19%	35%	46%	81%
4. Cultural awareness	9%	35%	56%	91%
5. Coping w/difficult situations (divorce)	22%	39%	39%	78%
6. Peer relationships	20%	32%	48%	80%
7. Self-awareness & self-concept	13%	35%	52%	87%
8. Decision-making skills	12%	29%	59%	88%
9. Problem solving/conflict resolution	13%	30%	57%	87%
10. School-to-home communications	23%	39%	38%	77%
11. Positive parenting strategies	20%	42%	38%	80%
12. Social-personal support	22%	39%	39%	78%

NUMBER OF CALPELLA SURVEYS WITH WRITE-IN PARENT/FAMILY COMMENTS: 5

Write-In Comments Detail Below:

1. Peer relationships are most important.
2. This child is doing well. Poor peer relationships.
3. Deals with mother and father not being together. Frustration. 1s are due to age, will be more important as the child gets older.
4. Keeping hands to self.
5. Cultural awareness provided at home. Help with reading.

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

OAK MANOR RESULTS

SOCIAL & PERSONAL	1	2	3	4	5
1. Healthy relationships and relationship issues	22.5%	0	22.5%	11%	45%
2. Substance abuse	33.5%	11%	22%	0	33.5%
3. School/classroom behavior / bullying	22%	0	0	22%	56%
4. Cultural awareness	22%	22%	0	11%	45%
5. Coping with difficult situations (ex: divorce, loss)	33%	0	11.5%	11.5%	45%
6. Peer relationships	11%	11%	11%	11%	56%
7. Self-awareness & self-concept	11%	11%	11%	0	67%
8. Decision-making skills	0	11%	22%	11%	56%
9. Problem solving/conflict resolution	0	11%	22%	11%	56%
10. School-to-home communications/relationships	11%	22.5%	11%	22.5%	33%
11. Positive parenting strategies	22%	0	22%	22%	34%
12. Social-personal support	22%	0	22%	11%	45%

NO WRITE-IN COMMENTS

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

OAK MANOR CONDENSED DATA

SOCIAL & PERSONAL	1	3	5	Combined
1. Healthy relationships/ issues	22.5%	22.5%	56%	57.5%
2. Substance abuse	44.5%	22%	33.5%	55.5%
3. School/classroom behavior / bullying	22%	0	78%	78%
4. Cultural awareness	44%	0	56%	56%
5. Coping with difficult situations (divorce)	33%	11.5%	56.5%	67%
6. Peer relationships	22%	11%	67%	78%
7. Self-awareness & self-concept	22%	11%	67%	78%
8. Decision-making skills	11%	22%	67%	89%
9. Problem solving/conflict resolution	11%	22%	67%	89%
10. School-to-home communications	33.5%	11%	55.5%	66.5%
11. Positive parenting strategies	22%	22%	56%	78%
12. Social-personal support	22%	22%	56%	78%

**Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015**

EAGLE PEAK RESULTS

SOCIAL & PERSONAL	1	2	3	4	5
1. Healthy relationships and relationship issues	15.5%	0	0	15.5%	69%
2. Substance abuse	17%	0	24%	17%	42%
3. School/classroom behavior / bullying	8%	0	8%	17%	67%
4. Cultural awareness	15%	8%	31%	0	46%
5. Coping with difficult situations (ex: divorce, loss)	15%	0	31%	8%	46%
6. Peer relationships	0	0	25%	42%	33%
7. Self-awareness & self-concept	8%	0	23%	23%	46%
8. Decision-making skills	8%	0	8%	15%	69%
9. Problem solving/conflict resolution	8%	0	0	31%	61%
10. School-to-home communications/relationships	23%	0	8%	31%	38%
11. Positive parenting strategies	15%	8%	0	31%	46%
12. Social-personal support	15%	8%	8%	23%	46%

Ukiah Unified Title VII Counseling Program
Family & Student Needs Survey Results
2014-2015

CONDENSED EAGLE PEAK DATA

SOCIAL & PERSONAL	1	3	5	Combined
1. Healthy relationships/ issues	15%	0	85%	85%
2. Substance abuse	15%	23%	46%	85%
3. School/classroom behavior/ bullying	8%	8%	84%	92%
4. Cultural awareness	23%	31%	46%	77%
5. Coping with difficult situations (divorce)	23%	31%	46%	77%
6. Peer relationships	0	31%	69%	100%
7. Self-awareness & self-concept	8%	23%	69%	92%
8. Decision-making skills	8%	8%	84%	92%
9. Problem solving/conflict resolution	8%	0	92%	92%
10. School-to-home communications	23%	8%	69%	77%
11. Positive parenting strategies	23%	0	77%	77%
12. Social-personal support	23%	8%	69%	77%

NUMBER OF PARENT/FAMILY WRITE-IN COMMENTS: 7

1. Some of these are marked as most important as a moral and ethical code for our family not necessarily what would be worked on outside of our home.
2. Native Students should have more knowledge of local Native Tribes, history, culture, Native organizations. They've never done field trips to Tribes or had Tribal leaders do presentations, provide them with info about local Native resources, have them do activities around learning about various topics.
3. [My child] tends to have dramatic reactions and lacks insight to some consequences (yes, her age and appropriate) these are the subjects we are working on at home.
4. Penmanship/handwriting.
5. Getting [my child] college ready. I want [my child] to be all [my child] can be. College goals.
6. Recent release from mother's care. I would like to be sure [this child] is handling this well. Mother unstable and contact is being limited.
7. Help with reading.

**Pomo Youth College and Career Success Project
Community Input & Developing Strategies
Pinoleville Pomo Nation
Tribal Office
November 24, 2015
6:00-8.00p.m.**

AGENDA

- I. Welcome
- II. PYCCSP Project Overview
- III. Barriers for AI Student Success
- IV. Developing Project Strategies
- V. Project Objectives
- VI. Adjournment

Sign-in Sheet

PYECSP Strategy & Planning Session

10/24/15

Name

Phone

Email

(b)(6)

Phone

Email

(b)(6)



Demonstration of Research Basis

Using data driven methodologies, the Project identified needs and objectives, and developed strategies based on documented research and literature to be successful with American Indian [AI] student population.

Cultural Education of Native Youth Traditional cultural education to AI student is the foundation of program design; deeply rooting AI students in their cultural traditions is believed to be effective prevention strategies for substance abuse. Recent theories place culture at the center of debates surrounding relevance, relationships, and rigor in learning processes. Culturally responsive/relevant education recognizes cultural gaps between home and school as part of the achievement gap and calls for increased cultural relevance in education, which in turn engages, supports, and empowers AI learners (Castagno and Brayboy 2008). Cognitive theory reasons that students learn more readily when prior knowledge is activated and connected to new information they are learning, hence supporting the importance of cultural relevance (Demmert and Towner 2003). The work being done on “cultural-historical-activity theory” (CHAT), specially emphasizes the connectedness to community and culture as the foundation for teaching and learning (Roth and Lee 2007).

Cultural Practices and Substance Abuse Prevention Research shows that strong cultural identification makes adolescents less vulnerable to risk factors for drug use. Adolescents with this strong cultural identification simultaneously have greater benefit from protective factors than adolescents who lack this identification (Zickler, 1999). Powerful testimony from individual American Indians is in accordance with a 1989 youth survey reporting that American Indian adolescents who identify with Indian culture are less likely to be involved in alcohol use than those who lack this sense of identity (Oetting and Beauvais, 1989)

Mentoring Program Model Mentoring AI youth is another important part of the project’s program. The Arbor Mentor Program will adopt and use resources from the Hamilton Fish Institute on School and Community Violence.

The Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities series is designed to give mentoring practitioners a set of tools and ideas that they can use to

build quality-mentoring programs. Each title in the series is based on research (primarily from the Public/Private Ventures) and observed best practices from the field of mentoring, resulting in a collection of proven strategies, techniques, and program structures.

The model the Arbor Mentoring Program decided to use is the cross-age peer mentoring model. The cross-age peer mentoring model is supported by sound program practice and an understanding of how peer mentoring differs from the traditional adult-youth mentoring model more familiar to schools and youth development programs.

Cross-age peer mentoring refers to programs in which an older youth (mentor) is matched with a younger student (mentee) for the purpose of guiding and supporting the mentee in many areas of his/her academic, social, and emotional development. These programs are “cross-age” because there is a gap between the age of the mentor and mentee, which allows for effective role modeling and positions the mentor as a wiser and older individual, as with adult-youth mentoring. But these programs are also “peer” programs because they focus exclusively on youth-youth relationships.

Parent Education-College Access This is another component of project programming. While research has shown that parental encouragement and support is the most important indicator of a child developing college aspirations (Hossler, Braxton and Coopersmith, 1989; Hossler, Schmit, and Vesper, 1999; McDonough, 1997), parents who have not attended college often lack critical information that enable them to be preemptive in helping their children prepare for and become eligible for college (Delgado-Gaitan, 1990; Perez, 1999). The project will assist in bridging this gap, by providing AI students and families with college preparation and career goal aspirational counseling.

College Counseling, Campus Experience and Student Success The project supports AI students who aspire to pursue a four-year college education by providing group counseling to middle school and group & individual counseling to high school students. According to the UCLA Graduate School of Education & Information Studies Prepared for the UC Berkeley Center for the **Study of Higher Education Research Colloquium**, May 7, 2004, AI students surveyed in 7 public high schools mostly felt that they were “on their own” getting information

about college. This data agrees what our survey of AI youth said about their experience with college preparedness. Students wanted more one-on-one contact from anyone - college counselors, college recruiters, tutors, or outreach personnel.

Career Counseling for vocational programs The project creates a career counseling position to guide students who choose to go with vocational training or trades. This program support is in response to the research on the need to make college and career training appear viable, achievable, and relevant to AI students and families. According to the paper: *Plans for Dropout Prevention and Special School Support Services for American Indian and Alaska Native Students* (Jon Reyhner) commissioned by the U.S. Department of Education's Indian Nations at Risk Task Force and completed in 1992, one solution to address the high dropout rate of AI students is to remove the negative tinge of vocational programs. In particular, vocational programs need to be tied to real, achievable jobs through partnerships with business, labor unions, and government. The career counseling position will assist in bringing career vocational training relevant and meaningful to AI students covered by the program

Summer Academy for (7-12th grades) “*Native American Students Going to and Staying in Postsecondary Education: An Intervention Perspective*” by Howard S. Adelman, Linda Taylor, and Perry Nelson (2013) stated that in order to address the inequities related to postsecondary education, (4 of the 6 points of) emphasis should be on:

- cultivating early attitudes of a college-going culture, and readiness;
- recruitment outreach - including involvement on K–12 campuses of post-secondary institutions and K–12 students going to postsecondary sites;
- academic advising before the first year; and
- monitoring to provide further advice, learning supports and special assistance when problems are noted.

In conclusion, all our project programs address these inequities, provide guidance to AI students and families, and are supported by documented research, data-driven theories and pedagogical methodologies to increase attendance and advancement to and success in post-secondary education for AI students.

Description of Continuing Activities

Our project builds both organizational and staff capacity within tribal communities, local school district and other service agencies to support American Indian youth in Mendocino County. When the project funding stops after 4 years, the successful programs, trained staff, strong network and partnerships constructed during the period will continue to evolve and have the capacity to generate new resources to continue activities initiated by this project. Considering the fact that the project has already leveraged 33% (4 year average) of its total project budget locally, it is not too optimistic to estimate that half of the project activities will have the momentum to carry forward beyond the federal funding period.

<p>1</p>	<p>Cultural education program at 5 Tribal Sites/White Bison WellBriety training/Youth Healing Circle</p> <p>Continuation: an average of 25 youth at six tribal sites will be actively participating in traditional cultural activities for 4 four year. The knowledge gained will remain in the community and will be practiced afterwards even when funding goes away. The grant funding to 5 tribes for cultural education to K-12 will help develop and sustain culturally appropriate educational opportunities unique to each tribe. The tribes will be more likely to financially support a program that provides evidence-based success for AI students.</p> <p>Tribal facilitators trained by White Bison WellBriety Institute will remain an asset to perspective tribal community in substance abuse prevention.</p> <p>The substance abuse prevention component of the this grant can sustain itself through a collaborative effort by Consolidated Tribal Health (CTHP), Pinoleville Pomo Nation Vocational Rehabilitation (PPNVRP), Mental Health Department of Mendocino County. Each agency is in full support of the treatment/prevention of the AI students in substance abuse. Collaborating together will allow the program to continue the healing circle after funding has stopped.</p>
<p>2</p>	<p>Peer to Peer Mentoring Program/Counseling Support/Home Liaison</p> <p>Mentoring Program Arbor, our partner, is committing more than 50% of program cost towards starting a Native Mentoring Program. With the professional training imbedded for Mentoring Coordinator, it is likely that the staff can learn to fundraise from local business community and other sources to continue program operation at a smaller scale.</p>

	<p>UUSD Counsel I and Home Liaison Saving from reduction of AI student absenteeism by 8% by the end of 4th project year will increase school funding by \$136,000, which is enough to fund both Counselor 1 and Home Liaison positions in UUSD.</p>
3	<p>Cultural sensitivity training-UUSD staff</p> <p>UUSD may invest in this activity if administration receives positive feedback.</p>
4	<p>Tutoring at Tribal sites and schools/Career & College Counseling</p> <p>With the full support of 4 tribal governments, the tutoring component has the potential to continue after funding has stopped. The 4 tribes through collaboration and partnerships may continue to sustain a successful tutoring program following the model set in this grant. Each tribe can develop and manage the site and using their students as tutors.</p>
5	<p>Junior Achievement Curriculum for 3rd and 5th grade This component can continue after success is demonstrated and the project team needs to get it into the UUSD's strategic plan</p> <p>Summer Career Exploration and Bridge Program Mendocino College has its 2016 equity plan to provide more support to AI student It is highly possible that after we pilot the summer academy program successfully for a couple of years, it will be adopted into the plan and be funded by college afterwards.</p>

Request for Competitive Preference Priority #1, #2 and #3

Absolute Priority. The proposed Pomo Youth College and Career Success Project (PYCCSP) serves 585 American Indian students in the Ukiah Unified School District area, Mendocino County, California. The overall goal for the Project is to prepare Pre-K to 12th-grade AI students for college & career success. The development of Project's strategies and goals are informed by the analysis of recent data – generated within the last three years. The project focuses on several barriers, explores multiple opportunities and formulates 6 measurable objectives. It was designed through a partnership that included the Ukiah Unified School District (rural LEA), 5 Tribes and other collaborators. Pinoleville Pomo Nation, a Federally Recognized Tribe, is eligible to apply for a grant under the Demonstration Grant for Indian Children program and demonstrates capacity to improve outcomes with relevant success through other funding sources.

Competitive Preference Priority One (2 points claimed). PYCCSP proposes to serve a rural local community. The project partners with Ukiah Unified School District, is a LEA under Rural and Low Income School (RLIS) listed on the REAP webpage on the US Department of Education Department's website <http://www2.ed.gov/programs/reapsrsa/eligibility.html>.

Competitive Preference Priority Three (4 points claimed). Pinoleville Pomo Nation is a federally recognized Tribe and a lead applicant for the PYCCSP project. Thus, this application should be awarded 4 points according to Federal Register Vo. 81. No. 39.

Competitive Preference Priority Three (4 points claimed). One of our major project partners, Ukiah Unified School District, received a grant in 2014-2015 under State Tribal Education Partnership (Title VII, part A, subpart b) as evidenced by Title VII UUSD 15-16 Formula.pdf in the attachments.



United States Department of the Interior

INTERIOR BUSINESS CENTER
Indirect Cost Services
2180 Harvard Street, Suite 430
Sacramento, CA 95815



January 22, 2016

Ms. Leona L. Williams, Chairperson
Pinoleville Pomo Nation
500 B Pinoleville Drive
Ukiah, CA 95482

Dear Ms. Williams:

Enclosed is the signed original Negotiated Indirect Cost Rate Agreement that was processed by our office. If you have any questions concerning this agreement, please refer to the signature page for the name and contact number of the negotiator.

As a recipient of federal funds, the regulations require you to maintain a current indirect cost rate agreement. For provisional/final indirect cost rates, Indirect Cost Proposals should be submitted on an annual basis, and they are due within six (6) months after the close of your fiscal year. For predetermined rates and approved rate extensions, proposals are due in our office six (6) months prior to the expiration of your current rate agreement. Please note that proposals are processed on a first-in, first-out basis.

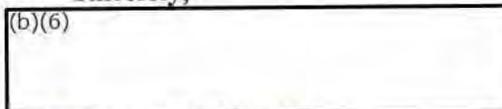
Common fiscal year end dates and proposal due dates are listed below:

Fiscal Year End Date	Proposal Due Date
September 30 th	March 31 st
December 31 st	June 30 th
June 30 th	December 31 st

Please visit our website for guidance and updates on submitting future indirect cost proposals. The website includes helpful tools such as a completeness checklist, indirect cost and lobbying certificates, sample proposals, Excel worksheet templates, and links to other websites.

Sincerely,

(b)(6)



Deborah A. Moberly
Office Chief

Enclosure

- cc: Self-Determination Specialist, Pacific Regional Office, Bureau of Indian Affairs
- cc: Director, Self-Determination Services, Indian Health Services, HQE
- cc: Compact Negotiator, Office of Self Governance, North West Field Office, BIA

Ref: J:\Native Americans\Pacific (Sacramento SA)\Pinoleville Pomo Nation (Piiw175)\FY 2016\Piir-Issue.Itr.16.docx

Phone: (916) 566-7111
Fax: (916) 566-7110

Website: <http://www.doi.gov/ibc/services/finance/Indirect-Cost-Services>
PR/Award # 5299A16006

Email: ICS@ibc.doi.gov

**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 68-0043296

Organization:

Pinoleville Pomo Nation
500 B Pinoleville Drive
Ukiah, CA 95482

Date: January 22, 2016

Report No(s) .: 16-A-0334(16C)

Filing Ref.:

Last Negotiation Agreement
dated January 21, 2015

The indirect cost rate contained herein is for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR Part 200 apply for fiscal years beginning on or after December 26, 2014 subject to the limitations contained in 25 CFR 900 and Section II.A. of this agreement. Applicable OMB Circulars and the regulations at 2 CFR 225 will continue to apply to federal funds awarded prior to December 26, 2014. The rate was negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

Section I: Rate

Type	Effective Period		Rate*	Locations	Applicable To
	From	To			
Fixed Carryforward	01/01/16	12/31/16	16.71%	All	All Programs

***Base:** Total direct costs, less capital expenditures and passthrough funds. Passthrough funds are normally defined as payments to participants, stipends to eligible recipients, subcontracts and subgrants, all of which normally require minimal administrative effort.

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

Section II: General

Page 1 of 3

A. Limitations: Use of the rate(s) contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate(s) agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).

B. Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation.

H. Use of Other Rates: If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

I. Other:

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.

2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.

3. Each Indian tribal government desiring reimbursement of indirect costs must submit its indirect cost proposal to our office within six (6) months after the close of the Tribe's fiscal year, unless an exception is approved.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

By the Cognizant Federal Government Agency:

Pinoleville Pomo Nation
Tribal Government

U.S. Department of the Interior
Interior Business Center

(b)(6) /s/

(b)(6) /s/

Signature

Signature

Leona L Williams
Name (Type or Print)

Deborah A. Moberly
Name

Chairperson
Title

Office Chief
Office of Indirect Cost Services
Title

1/15/16
Date

JAN 22 2016
Date

Negotiated by Christopher D. Swain
Telephone (916) 566-7104

**PPN 2016-2020 NYCP Project
Logic Model**

Inputs	Goals	Outputs	Outcomes	Data Sources	Impacts
Grant Funds District and Tribal Leadership	Increased student awareness of Native American culture	# hours of community cultural education N of youth participating in cultural education N of staff participating in cultural education	Increased awareness of Native American culture by students as measured by knowledge increases and changes in attitudes. Staff reports of observed student response to programs in targeted areas.	- District data on student and staff participation rates in training, counseling and mentoring programs - Staff Survey - Student Survey - Parent Survey	- AI students consistently attending and graduating from high school - AI students enrolling in college and/or pursuing career pathways
	Increased awareness among Ukiah Unified School District (UUSD) staff of AI culture and special needs of AI students	-% of UUSD staff completing cultural sensitivity training -N of staff trainings provided	Increased staff knowledge of special needs of American Indian students. Increased awareness of AI culture among staff.	- Interviews with Program Leads and Program Staff	-Staff awareness of AI culture and student needs
	Increased services for AI youth to prevent alcohol and drug abuse.	N of facilitators trained by Wellbriety yearly N of students participating in healing circle yearly	Students report increases in healthy behavior regarding alcohol and drug use and increased understanding of the impact of alcohol and drug abuse.		-Ongoing district and tribal support from staff and community for programs to support successful student outcomes
	Increased AI student attendance in UUSD and increased enrollment in community college or vocational programs.	N of students graduating from high school Improvement of attendance & academic performance in 3 rd -11 th grade N of students participating in one-on-one and peer to peer counseling N of students completing college admission applications N of students enrolling in vocational programs	Increase school attendance of AI students. Increase in AI students graduating from high school. Decrease the gap in language and math 3-11 th grade Increase in AI students taking A-G courses. Increase in AI students enrolling in community college or other secondary or vocational education programs.	-District level data on Native American high school student attendance -District level data on student course taking (A-G) -District level data on student enrollment in community college (and other colleges)	
Community Leadership & Support					



PINOLEVILLE POMO NATION

500 B. Pinoleville Ukiah, CA 95482
phone: 707-463-1454 fax: 707-463-6601

RESOLUTION # 05-18-16-01

AUTHORIZATION OF THE CHAIRPERSON TO SUBMIT A GRANT APPLICATION FOR INDIAN EDUCATION DISCRETIONARY GRANTS PROGRAMS: DEMONSTRATION GRANTS FOR INDIAN CHILDREN PROGRAM

WHEREAS: The Pinoleville Pomo Nation of California is a sovereign Tribe, recognized by the Department of Interior, Bureau of Indian Affairs, and possessing inherent powers of Tribal self-governance; and

WHEREAS: The Pinoleville Pomo Nation of California is governed by a Tribal Council, which is empowered by the Tribal Constitution to consult, negotiate, and enter into contracts, or compact with federal, state, and local governments and is capable of managing funds for the purpose of planning, implementing and administering all of any part of the contract; and on activities which affect this Nation; and

WHEREAS: The Pinoleville Pomo Nation has strong historical and cultural ties to its youth and looks to improve the opportunities offered to them;

WHEREAS: The Pinoleville Pomo Nation seeks to obtain funding from the Office of Indian Education: Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program;

WHEREAS: The Pinoleville Pomo Nation shall utilize such funding for the purpose of providing improved education and supportive services to Native American youth within the service area;

WHEREAS: The Pinoleville Pomo Nation will contribute in kind support of (b)(4) yearly to the project by providing space (b)(4) Tribal Council oversight (b)(4) (12 mtg x 150 x 6 council members), (b)(4) for phone & internet service (b)(4) monthly x 12), video technical support (b)(4) per hr x 100 hrs.), food for activities (b)(4) per month x 12), youth healing circle stipends \$ 4,800 (b)(4) per month x 12), staff in-kind hours (b)(4) (Self-Governance Director project oversight (b)(4) \$68,000 annual salary, Tribal Housing Director (b)(4) \$50,000 annual salary, Tribal Education Committee (b)(4) , Tribal Youth Council volunteers (b)(4) desk, bookshelf, storage cabinet, chairs), staff support for the Tribal Youth Council (b)(4) per month x 12), accounting services (b)(4) Fiscal Manager salary).

WHEREAS The Pinoleville Pomo Nation will continue to maintain at least the same level of support beyond the grant cycle.

THEREFORE, BE IT RESOLVED, that the Pinoleville Pomo Nation, which is the official governing body of the above-named Nation, hereby authorizes Leona L. Williams, Tribal Chairperson to submit an application for an Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program.

BE IT FURTHER RESOLVED, that this resolution of the Pinoleville Pomo Nation shall remain in full force and effect until the completion of the grant agreement, unless rescinded through subsequent resolution.

CERTIFICATION

The Tribal Council of the Pinoleville Pomo Nation of California does hereby certify that at a regular meeting duly called and conducted on the 18th day of May, 2016, where a quorum was present, this action was duly adopted by a vote of 5 for, 0 against, and 1 abstaining.

(b)(6)
[Redacted Signature]

(b)(6)
[Redacted Signature]

Angela James, Vice Chairperson

5/18/16
Date

5/18/16
Date

**Ukiah Unified School District
Job Description**

JOB TITLE: Counselor I

SALARY LEVEL: Management

Work days: 195

DIVISION: Administrative

LOCATION: School Site

REPORTS TO: Site Administrator

APPROVED BY: Board of Trustees

SUMMARY: Works under the supervision of the site administrator to provide basic counseling services for students.

ESSENTIAL DUTIES AND RESPONSIBILITIES INCLUDE THE FOLLOWING:

- Participates in student review.
- Interprets test scores as needed in relation to student and parent conferences.
- Provides consultations and serves as a resource to parents. Serves as a liaison and or facilitator, as required, between students, teachers, parents, and community members.
- Develops informational programs in the area of guidance for staff, parents and students. Develops and continues to refine conflict management program, including selection, training in the summer, and ongoing supervision during the year of student conflict managers.
- Develops and maintains a working relationship with public agencies and makes referrals to appropriate agencies when necessary.
- Coordinates services for students with outside counseling agencies or providers.
- Provides college counseling and vocational counseling.
- Assists in campus supervision as designated by the principal.
- Assists in the developments and implementation of school codes of behavior.
- Protects privacy of children.
- Supports other campuses with crisis support/counseling when needed.
- Performs other duties related to the position of counselor as assigned by the principal.

EDUCATION AND OR EXPERIENCE:

- Bachelor's degree. Master's degree in social work is desirable.
- Pupil Personnel Services Credential required.
- Work experience with Tribal or other underserved population required.

LANGUAGE SKILLS:

- Ability to read, analyze and interpret periodicals, professional journals, technical procedures, and or governmental regulations.
- Ability to write reports, correspondence and procedure manuals.
- Ability to effectively present information and respond to questions from groups of administrators, students, parents and the general public.

MATHEMATICAL SKILLS:

- Ability to work with mathematical concepts such as probability and statistical inference, as well as fundamentals of plane and solid geometry.
- Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:

- Ability to solve practical problems and deal with a variety of concrete variables in situations where creative problem solving is required.
- Ability to interpret a variety of instructions from written, oral, diagram, or schedule form.

PHYSICAL ABILITIES:

- Dexterity of hands and fingers to operate various equipment.
- Seeing to read a variety of materials..
- Sitting or standing for extended periods of time.
- Walking, twisting, stooping, crouching, kneeling, bending over, grasping, and reaching overhead. Pushing and pulling, moving, lifting and or carrying up to 40 pounds.

WORKING CONDITIONS: The characteristics described here are representative of those an employee encounters while performing the essential functions of their job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is exposed to outside weather conditions. The noise level in the work environment is usually moderate.

01/09/01, 11/10/05 bk

In accordance with Title VII of the 1964 Civil Rights Act, Sections 701 (B) and 703 (1), preference in filling all vacancies will be given to qualified Native American Indian candidates.

UKIAH UNIFIED SCHOOL DISTRICT
HOME/SCHOOL LIAISON
NATIVE AMERICAN

LEVEL F
DISTINGUISHING FEATURES OF WORK

Under general supervision of the site administrator, the Home/School Liaison assists students with academic studies; encourages student participation in school; assists in the planning, implementation and coordination of activities and materials to meet the special educational needs of Native American students.

EXAMPLES OF WORK (Note: These examples are intended only as illustrations of the various types of work performed in positions allocated to this class. The examples of work performed are neither restricted to or all encompassing of the duties to be performed under this job title.)

- *Tutors students in academic subjects individually and in groups as assigned.
- *Assists with screening, assessing and implementing individual plans of children to be served.
- *In conjunction with the site administrator, counselor and/or teachers, contacts outside resources and set up Native American activities for classrooms.
- *Assists in seeking, developing and/or preparing Native American Indian educational materials and lesson plans.
- *Encourages students participation in the classroom.
- *Makes appropriate home visits and contacts parents as assigned; transports students when necessary.
- *Meets with parents at regularly scheduled meetings at the tribal learning center.
- *Establishes contacts with parents through the tribal learning centers, including facilitating the release of information between school and learning center.
- *Models positive and appropriate behaviors for students.
- *Collects and monitors information regarding student attendance.
- *Assists with in-service training in Native American culture for participating professionals and paraprofessionals.
- *Attends and participates in scheduled staff development and project meetings.
- *Assists in the preparation of records and reports.
- *Collects and maintains program records.
- Other related duties as assigned.

NECESSARY KNOWLEDGE, SKILLS AND ABILITIES (At time of application)

- Competency in mathematics, reading and writing.
- Knowledge of history and culture of Native Americans.
- Knowledge of the special needs of Native American elementary school students.
- Ability to communicate clearly in written and spoken English.
- Ability to work cooperatively and communicate effectively with students, staff and parents.
- Ability to adapt to teaching methods and modes of operation.
- Ability to establish and maintain trust of students, parents and staff; ability to maintain confidentiality.
- Ability to visit student homes and tribal learning centers.
- Ability to operate standard office equipment, including computer terminals.
- Ability to work independently.

LICENSE REQUIREMENT: California Driver's License and proof of a good driving record. Reliable transportation and ability to maintain insurability.

QUALIFICATIONS

An AA degree or equivalent and/or proficiency in the teaching of math, reading and writing. Any combination of experience and training which would indicate possession of the knowledge, skills and abilities listed above. Native American preferred.

ESSENTIAL FUNCTIONS (May be performed with or without reasonable accommodation.)

- Speak, read and understand sufficiently to successfully receive/provide information to/from students, supervisors, co-workers, the public, etc. Operate basic equipment such as the telephone, copier, computer, calculator, etc., except where incidental to the position.
- Sufficient strength and agility to perform physical tasks required by the position.
- Sufficient skills to be licensed by the State of California to operate a motor vehicle.
- Perform all duties listed on the job description which are marked by an asterisk (*).

Approved: 2/15/94 Reviewed: 9/15/97; 11/15/05; Revised 7/19/99; 9/16/02

In accordance with Title VII of the 1964 Civil Rights Act, Sections 701 (B) and 703 (1), preference in filling all vacancies will be given to qualified Native American Indian candidates.

JOB DESCRIPTION
MENTORING SERVICES PROGRAM COORDINATOR
NATIVE AMERICAN YOUTH

General Statement of Duties

This position entails responsibility for the direct service mentoring operations of the agency. All operations will be managed and implemented according to established best practices in the mentoring field, with emphasis on the requirements for a Mentor Program. These operations include all operations related to the implementation, growth and development of the mentor / volunteer program. Operations include, but are not limited to, training and screening adult and youth (peer) volunteers; matching volunteers one-to-one or small group with at-risk youth; interviewing and screening youth; providing follow-up support once each match is made; planning life skills workshops; planning and implementing a community-based activities program; coordinating the implementation of targeted services and programs (including alumni support services, academic support services, and youth community service opportunities), in coordination with other PPN and community support services; planning special activities for youth on the waiting list; and celebrating the valuable support of volunteers.

The Mentoring Coordinator is responsible for not only maintaining a high standard of excellence in mentoring and support services to at-risk youth, but also taking initiative to further this goal. The Mentoring Services Coordinator is responsible for meeting operational goals and objectives, keeping the organization informed of current research and information relevant to the program and working with staff and the Board to maintain an ongoing evaluation protocol, including required documentation, data collection. The Mentoring Services Coordinator will represent the agency in the community and will evaluate special community collaboration opportunities.

Examples of Duties

The Mentor Coordinator will:

1. Coordinate the work of the mentors with their mentee by:
 - a. Interviewing new employees to discuss the Arbor Mentor program and to collect information to facilitate selection and matching with a mentor.
 - b. Planning, publicizing and conducting meetings for those interested in learning about the work of the mentors.
 - c. Planning, conducting and evaluating the mentor training sessions
 - d. Take a lead role in exploring community collaborations and developing supplemental support services for youth, including the lead in the Mentor Group
 - e. Meeting individually with mentors to supervise them, giving them on going support and training as needed.
 - f. Meeting individually with mentees to monitor the program, determine unmet needs, and modify the program to better support them.
 - g. Make weekly contact with matched volunteers

2. Work and communicate with management by:
 - a. Meeting with Arbor supervisor to facilitate mentor matching with the mentees.
 - b. Communicating with and building additional support for mentoring with staff, departmental, site and agency managers.
 - c. Serve as a member of the Staff Management Team and participate in Arbor Team/Staff Meetings

- d. Keep agency current on all volunteer screening issues and techniques
- e. Work with Executive Director, Program Manager and consultants to develop and implement ongoing evaluation procedures
- f. Manage evaluation data collection
- g. Provide reports as needed to Executive Director and Program Supervisor, including monthly data into an operational summary
- h. Regularly consulting with the Supervisor to report on the progress of the mentor program. Report annually in writing about the program.
- i. Maintain effective communication within the agency (Executive Director and Program Manager) and with the community on the progress of the project
- j. Complete the required reporting, attend and report to the PPN Council on the project

3. Coordinate the implementation of the Mentor Program by:

- a. Develop an annual Program Plan that includes, but is not limited to, planned training workshops for volunteers, community recruitment activities and support groups
- b. Represent agency in the community
- c. Preparing and distributing outreach materials describing the program
- d. Assist in other programmatic functions as required, such as special events, to support the program
- e. Communicate with school personnel, families, referral agencies and other organizations on behalf of the Mentoring program and as representative of the agency
- f. Preparing and distributing materials for use in the implementation and maintenance of the mentor program.
- g. Ensure that program services are carried out, such as activities, follow-up support to matches and life skills workshops
- h. Maintaining records on the Mentor program and its participants
- i. Manage a caseload of counselor matches meeting the Mentor Program criteria – the current requirement is 15 matches per year
- j. Manage an additional caseload of other matches meeting best practices in mentoring and recruit the additional recruitment of volunteers to develop into mentors
- k.
- l. Continually evaluating the program and preparing recommendations for improvements. Identify, evaluate and propose solutions to program areas that need special attention
- m. Participate in staff development opportunities and follow research in the mentor field
- n. Carrying out the policies and procedures of established by the Redwood Community Services, Inc. to ensure the program functions according to the best practices of agency expectations and professional development.

Other Duties May Include:

- Provide leadership, expertise, and ongoing support to supervisors, mentors, and mentees;
- Develop materials and training, deliver and evaluate trainings for mentors, mentees and supervisors;
- Develop base of supervisor understanding and support ;
- Annually evaluate and revise mentor program to increase it's effectiveness ;
- Analyze costs and demonstrate program benefits ;

- Provide leadership in knowledge, methods, and materials related to mentoring ;
- Provide support to mentors in assuming and growing in their roles and responsibilities ;
- Provide and promote observations of people at work among mentors and mentees ;
- Maintain confidentiality in communication with all mentoring participants ;
- Maintain my own professional growth through graduate and/or staff development courses, professional organizations, seminars, and reading of professional literature ;
- Attend and/or present on mentoring at relevant professional conferences ;
- Schedule time willingly with mentors, mentees, and supervisors ;
- Get involved in solving specific problems with work conflicts, in mentoring pairs, with supervisors; and other persons who are not program participants ;
- Monitor the effectiveness of program activities throughout the year ;
- Solicit feedback from mentees, mentors, and supervisors ;
- Visit all mentees at work and provide feedback to them on their work and professional growth;
- Assist all mentees in submitting documentation for their Professional Development Goals and Plan.

Knowledge/Skills/Experience Required:

- Education: Bachelor's Degree Required
- Experience: 2 years' experience working with youth preferred; case management experience preferred
- Commitment to helping children achieve success in life
- Strong interpersonal skills and ability to communicate verbally and in writing to individuals and groups
- Ability to provide effective interviewing, assessment and case management skills
- Ability to comply with applicable child safety requirements
- Ability to promote an inclusive, welcoming, and respectful mentoring environment that embraces diversity
- Excellent organizational skills, ability to manage caseloads and effectively work with clients
- Must be proficient in MS Office: Word, Excel, & Outlook
- Tribal work experience preferred

In accordance with Title VII of the 1964 Civil Rights Act, Sections 701 (B) and 703 (1), preference in filling all vacancies will be given to qualified Native American Indian candidates.



PINOLEVILLE POMO NATION

500b Pinoleville Drive CA 95482 Ph: 707-463-1454 FAX: 707-462-6601



Job Description Career Counselor

Reports to: Vocational Rehabilitation Director
Hours: 40 hours per week
Salary: Negotiable, DOE

Position Description:

Under the direction of the VR Program Director, the Career Counselor is responsible for the delivery of educational services to program eligible Native Americans students enrolled in the Ukiah Unified School District (UUSD). Activities include performing initial intakes, education assessments, career planning, working in collaboration with UUSD and case management. Provide education/vocational counseling services, incorporating "informed choice" concepts, with the goal of identifying an appropriate career goal. Responsible for identifying and securing appropriate community and agency resources to implement and accomplish career objectives and goals. Encourages student's participation in the classroom. Makes appropriate community visits and contact parents as assigned; transports students when necessary. Meets with parents at regularly scheduled meetings at the tribal learning centers. Act as the primary contact with parents between the schools, tribal learning centers, and parents. Attend and participate in scheduled staff development and project meetings.

Essential Job Responsibilities:

Intake and Assessment

- Conduct intakes, determine eligibility, and assess feasibility of a student's capacity to benefit from career counseling services.
- Collect, analyze, and interpret educational and career information regarding the student's career potential.
- Meet with parents and act as the liaison between UUSD and students and their families.

Counseling Services and Case Management

- Provide education development services including: career and higher education exploration, incorporating student "informed choice" towards the development of an appropriate education and career goal through the development of an education and or career plan. Counsel and assist students with their personal adjustments towards obtaining work ready and job ready status objectives throughout their rehabilitation program.
- Provide case management services and promote interagency cooperation to facilitate the process.

In accordance with Title VII of the 1964 Civil Rights Act, Sections 701 (B) and 703 (1), preference in filling all vacancies will be given to qualified Native American Indian candidates.

- Provide a variety of employment preparation services including Job Search and placement activities to meet the objectives of the student's goal.
- Develop employment opportunities and place eligible students with suitable employers.
- Incorporate appropriate native healing fundamentals to promote the student's ability to meet student objectives and successfully transfer to suitable employment.
- Maintain appropriate case records and provide services to students in a timely and comprehensive manner.

Miscellaneous

- Perform other duties as requested.

Communications:

- Frequent telephone and in-person contact with VR Program Director, student, community agencies for problem solving, information exchange, and coordination of efforts.
- Regular written memos, correspondence, reports, and newsletters to provide documentation, education, and information.
- Assist in the preparation and completion of reports to the Tribal Council, Tribal Self-Governance Coordinator, and to the funding source.
- Attend occasional meetings, trainings, etc. as needed or required.

All communications are potentially sensitive and are subject to PPN's policy on confidentiality.

Knowledge/Skills/Experience Required:

- Associates Degree in Guidance Counseling, Psychology, Sociology, Social Work, or related field.
- Two years of work experience working with youth or young adults.
- Ability to interview students, evaluate education files, psychological and vocational information.
- Knowledge of addictive substances, physical psychological or mental challenges.
- Knowledge of community resources available that may enhance the employability of youth
- Knowledge of Tribal Governments and Federal Regulations.
- Communicate effectively both orally and in writing.
- Computer literate.
- Ability to translate theory and professional training into practical solutions.
- Ability to utilize agency resources, technology and library to appropriately answer questions and provide guidance to students.
- Ability to work both independently and in a team environment.
- Excellent interpretation and problem solving skills.

In accordance with Title VII of the 1964 Civil Rights Act, Sections 701 (B) and 703 (1), preference in filling all vacancies will be given to qualified Native American Indian candidates.



PINOLEVILLE POMO NATION

500 B Pinoleville Drive, Ukiah, CA 95482 Ph: 707-463-1454 FAX: 707-463-6601



Job Description Project Assistant

Reports To: Project Director
Hours: 40 hours per week
Salary: Negotiable, DOE

Description Summary:

The Project Assistant, under the general supervision of the Project Director shall have responsibility for the overall administrative management of the PYCCSP project.

Duties and Responsibilities:

- Coordinates and provides administrative support to the Project Director and Tribal Education Centers.
- Coordinates program to ensure that implementation and prescribed activities are carried out in accordance with specified objectives.
- Participates in planning and develops methods for program implementation and administration; coordinates program activities and processes.
- Gather program evaluation data , reviews program records and reports of activities. Recommends modifications to methods or procedures as required.
- Taking minutes for Project Management Team and Advisory committee meeting.
- Recruits tutors, provides orientation and coordinate with tribal education sites for on-site tutoring
- Prepares recurring tutoring and cultural education program reports for management use.
- Assists in preparing reports, proposals, manuals, and other documentation as required for the program.
- Conducts formal orientation of educational / supportive service programs funded for the project in group setting and gives instruction regarding program policies and procedures.
- Interacts with Tribes, partners, staff, American Indian students and families to promote the goals and objectives of the project.
- Develops and maintains database to track program participations, surveys, etc.
- Performs other job related duties as required.

Job Qualifications:

- Completion of A.A. degree from an accredited college or university, and two years experience in Tribal education or related field.
- Must possess a Valid California driver's license and a dependable automobile covered by an accredited automobile insurance policy.
- Must demonstrate good written and oral abilities.

- Must be able to work effectively with American Indian students and families.
- Must be able to demonstrate good communication skills.
- Must have supervisory skills

IN ACCORDANCE WITH TITLE VII OF THE 1984 CIVIL RIGHTS ACT, SECTION 701 (B) AND 703 (1) PREFERENCE IN FILLING ALL VACANCIES WILL BE GIVEN TO QUALIFIED AMERICAN INDIAN CANDIDATES.



PINOLEVILLE POMO NATION

Pomo Youth College & Career Success Project

776 South State Street, Ste. 101 Ukiah, CA 95482 Ph: 707-462-7801 FAX: 707-462-7809



Job Description Transportation Coordinator

Reports to: Program Director
Hours: 20 hours per week for the School Year,
Salary: Negotiable, DOE

Position Description:

To organize transportation for project participants from home to project sites and from project sites to court dates, class, counseling appointments and other project-related activities. This position requires a valid Class C driver's license from the state of California, a clean driving record, valid CPR and first-aid certification.

Essential Job Responsibilities:

- Report participant attendance during weekly staff meetings.
- Transport participants to project sites
- Transport participants to court dates, classes, counseling appointments and other project-related activities
- Prepare and keep all logs, reports, and records, as necessary and incidental to this position.
- Maintain program vehicles in working order

Knowledge/Skills/Experience Required:

- Flexible for scheduling
- Work well with staff and program participants
- Communicate effectively both orally and in writing
- Class C Driver's License from State of California
- Clean driving record
- CPR Certification
- First-Aid Certification
- Safety Knowledge
- Works well with diverse populations to meet needs and sensitivities

In accordance with Title VII of the 1964 Civil Rights Act, Sections 701 (B) and 703 (1), preference in filling all vacancies will be given to qualified Native American Indian candidates.

BIO – Katie (Catherine) Granich Sommer, Assistant Superintendent of Educational Services

Ukiah Unified School District

Katie Sommer has completed her first year as the Assistant Superintendent of Educational Services for Ukiah Unified School District (UUSD). As the Assistant Superintendent of Educational Services, her responsibilities include: Oversight of five Ed Service Directors and their charge; Student Services, Special Education, Curriculum, Instruction and Assessment, Alternative Education and Migrant and English Language Learners. In her capacity she is also a member of the Superintendents Cabinet. The educational reforms with regard to the Common Core State Standards, the LCFF and LCAP have required a major focus on professional development. Katie, through Educational Services is leading the needed and required professional development districtwide. Embedded in all these services is assessment and accountability, and Ms. Sommers manages all these duties and her staff with respect, integrity and a collaborative approach that fosters a healthy growth model culture focused on student success.

Before her current position she served seven years as an Education Specialist-K through 12th grade through Mendocino County Office of Education. She has also been a principal and a teacher with most of her experience at the secondary level. With a strong science background and comprehensive teaching experience in math and science she is a great supporter of STEM program development. Ms. Sommer possesses a thorough knowledge and understanding of instructional programs and the steps necessary for effective implementation. She has a solid grasp of the budgeting process and possessed the ability to implement complex policies and procedures. While at the county office she led the county wide effort to implement Common Core Standards in many schools throughout the county. She also established a 5-county regional collaborative to provide high quality mathematics professional learning opportunities for teachers. Ms. Sommer is kind, thoughtful and possesses the moral imperative that drives her passion to insure educational equity for all students. She understands the importance of building authentic relationships with students, staff, parents and the community at large.

Katie (Catherine) Granich Sommer

(b)(6)

EDUCATIONAL BACKGROUND

Degrees

Bachelor of Science in Biology.
Humboldt State University, Arcata, CA, May 1993.

Credentials

Single Subject Life Science Teaching Credential (Clear).
Includes supplemental authorizations in Chemistry, Introductory Science, and Introductory Mathematics. Humboldt State University, Arcata, CA, June 1997.
Expires July 1, 2017.

Administrative Services Credential. Sonoma State University, Rohnert Park, CA, June 2005. Expires July 1, 2017.

EDUCATIONAL EMPLOYMENT

Education Specialist- K through 12th grade. Mendocino County Office of Education, Ukiah, CA. Worked in the curriculum and instruction department with a focus in mathematics, science, low performing schools and state/federal accountability systems. July 2007 to present.

Principal/Teacher - K through 12th grades. Leggett Valley Schools, Leggett Valley Unified School District, Leggett, CA. Administrator for both the elementary and high school. Taught Algebra I to grades 6th through 12th and 6th grade Earth Science. June 2004 to June 2007.

Teacher- 7th through 12th grades. Leggett Valley School, Leggett Valley Unified School District, Leggett, CA. Taught Science, Algebra I and Physical Education to 7th through 12th grades. August 2002 to June 2004.

Teacher- 8th and 9th grades. Prosser Creek Charter School, Truckee, CA. Taught Physical Science, Algebra I and Pre-Algebra to 8th and 9th grades. August 2001 to June 2002.

Teacher- 7th through 12th grades. Leggett Valley School, Leggett Valley Unified School District, Leggett, CA. Taught Science, Math and Physical Education to 7th through 12th grades. August 1997 to June 2001.

Teacher- 9th and 10th grades. Eureka High Summer School, Eureka City Schools, Eureka, CA. Taught Integrated Science I. Classes were two hour block periods. June 1997 to August 1997.

EDUCATIONAL ACCOMPLISHMENTS

LEADERSHIP

- Lead DSLT meetings for High Priority Schools
- Designed and guided the writing of the High Priority Schools Grant for the elementary school
- Aided in the writing of and coordinated the Enhancing Education Through Technology Grant
- Reviewed and revised school vision statement with staff, school site council and school board
- Worked with elementary and high school staff on improving school discipline
- Attended school board meetings and regularly reported to the board
- Lead student, parent & staff policy renewal meetings

ORGANIZATIONAL MANAGEMENT

- Participated in the Building Regional Capacity grant (DAIT Project)
- Participated in Williams Act visits to various schools within the county
- Updated the school safety and LEA plans with school site council and school board
- Used discipline matrix to deal with school discipline on a daily basis
- Set up Student Study Team meetings and referred students to counseling
- STAR/CAHSEE test coordinator for district
- Completed the School Accountability Report Cards for elementary and high schools
- Lead and organized the Coordinated Program Monitoring visit in 2007
- Created the high school master schedule
- Coordinated the elementary and high school schedules
- Calculated instructional minutes for elementary and high schools
- Communicated with parents by sending monthly notes & calendars home

CURRICULUM and INSTRUCTION

- County Lead for the California Common Core powered by Student Success Grant (CPEC)
- Coordinated the Mendocino County High School Principals Collaborative
- Math and English Language Arts Instructional Materials trainer
- Participated on WASC accreditation visiting teams
- Coached in High Priority Grant schools
- Coordinated countywide math SB472 training
- Trained administrators on state and federal accountability systems.
- Lead Professional Learning Community meetings at various school sites.
- Trained teachers and administrators in the use of "Data Director" and "Illuminate" student assessment data system.
- Coordinated countywide K-8 math adoption
- Co-lead countywide coaches network
- Participated in CISC Science training of trainers, "It's All About the Electron"
- Lead countywide Algebra Benchmark Group
- Assisted in the high school Math, ELA, Science and Social Studies adoptions
- Used Excel to track student STAR test and district assessment data
- Coordinated the UC A-G list annual update
- Worked on the creation of Algebra I benchmark assessments
- Facilitated the creation of elementary ELA & Math assessment schedule
- Coordinated the WASC accreditation of Leggett Valley High School
- Assisted in the creation and use of the K-12 writing assessment
- Facilitated the adoption of the Scotts Foresman Mathematics program and Houghton-Mifflin Language Arts programs
- Participated in the Houghton-Mifflin Language Arts training for administrators

- Facilitated Enhancing Education Through Technology data meetings
- Participated in AB 1331 and Taught CORE MATH program to teachers grades 4-7 for Mendocino County Office of Education, August to December, 2000

HUMAN RESOURCES

- Aided in the creation of staff development week using staff surveys
- Coordinated the review and completion of Highly Qualified requirements for staffing
- Completed formative evaluations of elementary and high school teachers, and participated in required mid-year BTSA meetings with new teachers
- Participated on the committee that reviewed applications and interviewed applicants for elementary and high school teaching positions
- Aided in the creation of the certificated contract and participated in collective bargaining as President of the Leggett Association of Teachers

STUDENTS

- Coordinated student schedules and provided academic counseling
- Supervised campus at lunch daily and attended sports events
- Organized college presentation for high school students
- Chaperoned and supervised student events
- Helped organize school functions such as fundraising and arts fair
- Coordinated all school assemblies

PARENTS

- Attended all School Site Council meetings as Principal
- Attended all IEP, 504 and Student Study Team meetings.
- Sent out and collected family school survey with School Site Council
- Coordinated school activities with parent run Arts Council
- Coordinated fundraising activities for parent run Booster Club and Arts Council

FISCAL

- Managed the CPEC Math Grant and Strengthening Mathematics budgets
- Created and tracked the budgets of the Enhancing Education Through Technology grant and the High Priority Schools grant
- Reviewed school budget and attended school board budget session
- Monitored and coordinated the Instructional Materials Fund for elementary and high school
- Ordered school equipment and support materials

TECHNOLOGY

- Facilitated countywide data analysis system, "Data Director" and "Illuminated"
- Trained and used graphing calculators and math software to enhance math education for 6-8 grade students
- Monitored and facilitated the use of the EdTechProfile with teachers & instructional aides
- Worked closely with technology coordinator on purchasing and repairing school equipment and completing the California School Technology Survey
- Used word processing, e-mail and Internet daily academic achievement data.
- Participated in the formation of the school's technology plan

FACILITIES

- Coordinated and approved activities and fundraisers at the school site
- Helped facilitate school maintenance with maintenance staff and superintendent
- Ran all school fire drills and other safety drills

ADDITIONAL TRAINING

- California STEM Conference, November, 2013
- Fractions on a Number Line Institute, California Math Project, June 2011
- SB472 Training of Trainers for Harcourt California Excursions ELA, June 2011
- SB 472 Training of Trainers for Scott Foresman and McDougal Littell Math, May 2009
- Algebra Forum, October 2010
- Math SB472 McDougal Littell training, August 2008
- SB472 Math Technical Workshop, June 2008
- District Assistance Intervention Team training, June 2008
- Professional Learning Community 6 day training, Solution Tree, June 2008
- ELA SB472 Houghton Mifflin training, December, 2007
- Reading First Coaches training, September 2007
- Cognitively Guided Instruction math training, June 2007
- WASC Visiting Committee training, February, 2007
- AB75 module 1, Santa Cruz County Office of Education, June 2006
- AB75 modules 2 & 3. Mendocino County Office of Education, December 2005 to March 2006
- CSUS Mathematics Project Algebra Part I & II Institutes. CSU Sacramento, Summers 2002 & 2003
- CORE MATH Instructors Training, June 2000.

REFERENCES

Administration

- Paul Joens-Poulten, Assistant Superintendent of Educational Services, Mendocino County Office of Education, Ukiah, CA.
Work: 707-467-51092
- Paul Tichinin, County Superintendent of Schools, Mendocino County Office of Education, Ukiah, CA
Work: 707-467-5100

Professional

- Aaron Carter, Education Specialist, Mendocino County Office of Education, Ukiah, CA
Work: 707-467-5087
- Joanie Potter, Superintendent, Laytonville High School, Laytonville, CA.
Work: 707- 984-6414

Community

- Jeanette Speka, Teacher, Nokomis Elementary School, Ukiah, CA
Home: 707-463-2835
- Michelle Kelley, teacher & parent, Leggett Valley School, Leggett, CA.
Home: 707-925-6224

HOLLY RODGERS

(b)(6)

EDUCATION

- 2008 - 2009 Sonoma State University, Rohnert Park, California
PASC I program
Preliminary Administration Services Credential June 2009
Cleared Administration Services Credential June 2013
- 1976 - 1980, 1983 - 1985 California State University, Chico, Chico, California
Teaching Credential
B.A., Anthropology with emphasis in Archeology
B.A. US History, Graduated with Distinction

EXPERIENCE

- 2015- Current District Service Center, Ukiah Unified S.D.
Director of Alternative Education and Special Projects
- District liaison for Charter Schools
 - Coordinates alternative education programs and placement of students in those programs
 - Principal of Ukiah Adult School and Ukiah Independent Study Academy
 - Writes and submits appropriate project proposals
 - Serves on District, state and community committees as assigned or appropriate.
 - Researches, plans, writes and submits grants in the areas of Alternative Education and Special projects
 - Supervises assigned personnel, conducts annual performance appraisals and makes recommendations for appropriate employment action
- 2013-2015 South Valley Continuation High School, Ukiah Unified S.D.
Principal
- Manage staff and students
 - Shape vision and culture of school for success for all students
 - Create a climate and culture hospitable to education
 - Manage budget and facilities
 - Ensure district initiatives and policies are carried out
 - Representative of the school in the community
- 2012-2013 South Valley Continuation High School, Ukiah Unified S.D.
Dean
- Administered Discipline, scheduling, CAHSEE, STAR, and CELDT testing
 - Monitored EL Learners
 - Participated in DCC, DSLT, Technology, Title VII, ACT, and ELL district committees
 - Administration of all aspects of the school when Principal not present
- 2010 - 2012 Ukiah Unified School District, Ukiah, California
Professional Development Teacher
- Support teachers with Explicit Direct Instruction and Best First Practices
 - Internal Audit of the Independent Study Program, helped to rewrite policy

and administrative regulations and make recommendations to the board of trustees

- Helped to implement a pilot distance learning program in the district
- Trainings on Edline and Easy Grade Pro
- Support teachers in the district with benchmark testing, pacing guides, deconstructed standards
- District committees: DSLT, RTI, common core implementation

1989 - 2010 Ukiah High School, Ukiah Unified School District

Teacher

- Social Studies-- Courses taught: American Institutions (college prep, non-college prep and Sheltered English), US History (college prep, Advanced Placement and Sheltered English), World Cultures and Geography (college prep); SAS(Skills for Academic Success)
- 711 Committee member 2009
- WASC site coordinator 2007-2008
- UTA negotiator 2005-2008
- NCLB compliant 2006
- Department Chair 1995-99 and 2000-2002
- SDAIE certified 1997
- WASC visiting committee member 2001, 2004
- Master teacher 1993, 1999, 2004
- Junior Class advisor 1996
- Curriculum developer for District Social Studies Standards

1978 - 1982 Mendocino National Forest, Willows, California

Archaeologist

- Implemented NEPA and Antiquities Act
- Managed seasonal workers
- Negotiated and inspected archaeological contracts
- Independent research

**RELEVANT
TRAININGS**

- FISEF Level 1 & 2 Workshop (Impact Aid)
- AEBG Adult Education Regional Planning Summit
- AB 430 Module
- Common Core Workshops, 2012
- Computer Using Educator, CUE Conference, 2012
- RTI Workshop, 2012
- CELDT and Las Links, 2011 and 2012
- ACSA, Aspiring Principals Workshop, 2010
- Explicit Direct Instruction, 2010, Certified 2012
- 21st Century Apple Trainings, 2010
- District financing, CTA Workshop, 2007
- Reading Apprenticeship, 2005
- Digital Bridge, Teach to the Future, 2001
- North Coast Secondary Reading Academy, 2000
- California Technology Assistance Project, CTAP online, 2000
- Project Based Learning and Problem Solving, 1999
- Complex Instruction, 1998
- Critical Thinking Conference, 1996

AWARDS

- Staff member of the Month January 2007
- Graduates Choice Award, Distinguished Educator, 1991, 1993, 1995
- Distinguished educator award UC, San Diego 1996, 2000
- Certificate of Merit, USDA 1982

**COMMUNITY
OUTREACH**

- Scholarship Committee for the Mendocino Agricultural Workers 2004-2013
- Mock Trial Advisor/coach 2007
- Mendocino Winegrowers Alliance member 1998-2006
- PTA 1985-2002
- School Site Council member Oak Manor School 1987
- Farm Bureau member 1985-current

PERSONAL

- Gardening, family business, and family

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors.

Follow this format for each person.

DO NOT EXCEED ONE PAGE.

NAME (First, Middle Initial, Last): Vaughn Peña	
CURRENT POSITION TITLE: Vocational Rehabilitation Director	
POSITION FOR PROPOSED PROJECT: Vocational Rehabilitation Director	

EDUCATION/TRAINING

(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Arizona State University, Tempe AZ	Bachelor of Science	1996-1998	Education/Science
San Diego State University	Rehabilitation Certificate		Rehabilitation
Mendocino College	A.S. Business		Business
Santa Rosa Junior College (SRJC)	Associates of Arts	1992-1995	A.A. General

Briefly describe why your experience and qualifications make you particularly well-suited for your role (e.g., Project Director, Project Coordinator) in the project that is the subject of the application. The goal of this section is to clearly and concisely describe the qualities that make you best-suited to fulfilling your role in the proposed project. Write this in the first person.

Suggested points to address:

- Brief (1-3) sentence outline of the proposed work.
- Your experience highlighting specific skills, training, or grants that are applicable to your leadership or participation in this project. How does your formal education, training and experience contribute to the feasibility of the project?
- How is your expertise complementary to the expertise of the other members of the team? How does your role integrate into the team structure?
- Your background in directing, coordinating, and supervising projects, and how this makes you well-qualified to participate in the proposed work. Give specific examples of the projects you have previously coordinated, highlighting specific experience applicable to this work demonstrating why you are highly qualified for your role. (For example, if you will be responsible for project coordination of the proposed project, describe how you have been successful in this role in other projects.)
- State what role, if any, you had in generating the preliminary data in the proposal.
- End with a summary (one sentence) that generalizes why your experience has prepared you for this project.

B. Positions and Employment

List in chronological order previous positions, concluding with your present position. Provide the duration in years for each position.

March 1992- March 1995:	La Tortilla Factory, Merchandiser	3 years
March 1995- August 1996:	Frito Lay Inc., Merchandiser	1 year, 5 mo.

BIOGRAPHICAL SKETCH

October 1996 – June 2001:	Best Western Hotel; Bell Man, Front Desk	5 years, 3 mo.
August 1998 – June 2001:	Salt River Pima Maricopa Indian Community Math Instructor & Basketball/Football Coach	3 school years
June 2001- June 2002	La Tortilla Factory, Sales	1 years
August 2002 – Jan 2006	Guidiville Indian Rancheria Education Director	3 years, 4 mo.
Jan 2006 – Present	Pinoleville Pomo Nation Vocational Rehabilitation Program Program Director	9 years, 9 mo.
October 2012 – Present	Pinoleville Pomo Nation Youth Build Program, Director	3 years
2009- 2014	Ukiah High School Varsity Basketball Assistant Coach	5 seasons

Christine Hawley

(b)(6)

EDUCATION

Bachelor of Arts Degree, Social Work, May 2015
Minor: Psychology
Major GPA: 3.80
Humboldt State University, Arcata CA

Associates of Arts Degree, Psychology, May 2011
Overall GPA: 3.90
Mendocino College, Ukiah CA

EXPERIENCE WITH YOUTH

2015-Present Redwood Communities Services/The Arbor Youth Resource Center

Program Supervisor:

- Grant writing and budget development
- Maintain and track current funders' budgets and individual program donation budgets
- Supervise internship programs, youth board, and 2 support staff
- Plan and coordinate the Arbor's monthly schedule of activities
- Analyze procedures and techniques to improve quality of service
- Coordinate public relations, including media, interviews, radio, and print media
- Identify, develop, and maintain new community partnerships

2014-2015 Zane Middle School

Social Work Intern: Provide school social work services, which address the psychosocial needs of middle school children, inclusive of Special Education, and their families so as to directly address academic performance and achievement. Participate in systems-based social work involving the student, the family and the school personnel in identifying needs, establishing an intervention plan, and collaborating with community agencies to provide additional support.

2014-2015 Zane Middle School Cheerleading

Coach: I am currently the head coach of Zane Middle School cheer team. I strive maintain social support and social cohesion as well positive peer interaction. I am teaching the athletes about self motivation to pursue their personal goals as well as drive their success as a team

2011-2012 Hopland Band of Pomo Indians

After School Program Tutor: I tutored fourteen children ages 6-16. I created a summer curriculum and organized and guided educational field trips and events. I worked with community members and kept an open relationship with parents.

2012 YES House at Humboldt State University

Volunteer: I volunteered with the New Games program and Hand-in-Hand program. For the New Games program we went to underfunded schools and played non-competitive games with the children. With Hand-in-Hand we provided weekend activities for local foster youth.

2010 Ukiah High School Cheerleading

Coach: I was a coach for the Junior Varsity Ukiah High School Cheerleading squad. I choreographed cheer routines, dances and assisted with supervision on and off the field.

2009 Yokayo Elementary School

Volunteer: I volunteered as a teacher's assistant in my nephew's kindergarten class after hearing about the need for help in public schools after budget cuts. I monitored and interacted with 20-30 kindergarden children.

LEADERSHIP EXPERIENCE

2003-2011 *Co-Operator/Pet Care Technician:* I helped my mom design and construct the business plan for our dog and cat kennel. As a Pet Care Technician my responsibility was to provide animals with holistic care during their boarding.

2009-2010 *Leadership Mendocino:* I was chosen to participate in a community leadership education program. Our group developed a forum to bring community members together to solve community problems.

2007-2008 *Rotary Youth Exchange:* RYE ambassador program allowed me to study one year abroad in Hungary. I lived with various host families, studied in a local high school and traveled throughout Europe.

OTHER WORK EXPERIENCE

2010-2011 *Administration Assistant:* Ambassador Speakers Bureau is a Christian based talent agency. I digitized all their client files and created speaker information packets for sponsors. I attended conferences and managed the company's booth. I organized and arranged travel details for the speakers.

2008-2011 *Barista/Waitress:* I was a barista at Schats Bakery and worked at all three of their locations in Ukiah. I made specialty coffees, sold baked goods and waitressed during lunch hours.

2007 *City Park Pool Assistant:* I oversaw the lifeguard office for the City of Ukiah. I was responsible for receiving money from pool attendees and recording daily financial outcomes (e.g. deposits).

HONORS & ACTIVITIES

2009-2010 *5 Star Coaches Certificate:* I coached the J.V Cheer squad and took them to a UCA cheer camp. I received a certificate of completion for their Five Star Coaches Program.

2009-2010 *Leadership Mendocino Certificate of Achievement:* I was awarded a certificate of achievement for my participation, enrollment, and graduation in Leadership Mendocino's 12 month community enhancement program.

2008-2011 *Mendocino College Deans List:* I was honored for my outstanding GPA five out of six semesters during my attendance at Mendocino College.

2007 *All Star Cheerleading Award:* I received a United Cheer Association All Star Cheer award for demonstrating superior skills and talents during the UCA cheer camp my team and I attended.

2005 *ABKA Certified Pet Care Technician:* I received my Pet Care Technician certificate after completing an online program/class and passing ABKA's test.



Consolidated Tribal Health Project, Inc.

6991 North State Street • Redwood Valley, CA 95470

Mail: P.O. Box 387 • Calpella, CA 95418

707-485-5115 • 800-642-CTHP

June 20, 2015

Joyce Silverthorne
Director
Office of Indian Education
US Department of Education
Attention: Joyce Silverthorne, Director
(CDEA Number 84.299A)
400 Maryland Avenue, SW
Washington, DC 20202-6200

Dear Ms. Silverthorne:

This letter is to support and participation with the Pinoleville Pomo Nation in obtaining the Indian Education Demonstration Grants Program through the Department of Education. The Consolidated Tribal Health Project (CTHO) which is a Tribal Health Center that provides medical, dental, behavioral health, and community based outreach services for American Indians for eight Tribes / Rancherias in Northern Ca including the Pinoleville Pomo Nation.

Consolidated Tribal Health Project has collaborated with the local Tribes in other community programs including diabetes prevention, substance abuse treatment / prevention, and other community outreach services. CTHP will be able to provide clinic based counseling, substance abuse outreach, mental health and medical consultation, referrals, and meeting facilities for Native American (pre-K to 12th grade) students in greater Ukiah area who will be participating in the Pinoleville Pomo Nation College and Career Success Project.

Specifically, we will make the following commitment to the project when the project gets funded:

1. CTHP will provide workshop space for up to 30 people three times per program year at a value of \$1,200 (\$400x3) so long as Pinoleville Pomo Nation grantee sets up / takes down, clean up, and enforces applicable CTHP safety / security requirements of meeting space by CTHP during each session.
2. CTHP will commit 25% of one substance abuse prevention specialist's time to organize and facilitate a native youth healing circle during each grant year so long as there is documented parental / guardian approval. If required by CTHP, the counselor will document each healing circle through CTHP patient data system as group encounters / patient education for each healing circle session. The value of this commitment is \$15,417 (25% of FTE).

CTHP
Consortium
Tribes

Chato Tribe
of the
Laytonville
Rancheria

Coyote Valley
Band of Pomo
Indians

Gaidetille
Rancheria
of California

Hayland
Band of Pomo
Indians

Pinoleville
Pomo Nation

Potter Valley
Tribe

Redwood Valley
or Little River
Band of Pomo
Indians of the
Redwood Valley
Rancheria

Sherwood Valley
Rancheria of
Pomo Indians of
California

Yokayo
Provisional
Council Tribe
of Indians

3. CTHP will provide meeting space for the youth healing circle twice a month through the project year with times and days mutually agreeable with both parties. The value of the space will be \$4,800 (12 months x 2 x \$200 per meeting). Pinoleville Pomo Nation will enforce all safety and security policies / procedures; and will clean up meeting facilities after each session. CTHP will not be responsible for transportation of students.
4. CTHP's commitment to market the project is \$ 1,200 during project year;
5. CTHP agree to coordinate on evaluation of the project including data gathering, surveys and other related activities. CTHP staff commitment is valued at \$ 1,000 (\$50x20 hrs).

The mission of CTHP includes community based, lifestyle change, and culturally relevant health services for our consortium and local American Indians, including Pinoleville Pomo Nation.

We strongly support the Pinoleville Pomo Nation efforts in obtaining this grant to prepare Native American students for college and career success. It is well documented that the Native American students in our area have significant higher rates of dropout, drug & alcohol abuse, incarceration, and lower rate of academic success. The project clearly addresses an unmet need by initiating a community-wide effort in the education of the Native American students.

Sincerely,

Randall S Barnoskie

Randall Barnoskie, MPH
Executive Director



MENDOCINO COUNTY OFFICE OF EDUCATION

WARREN GALLETTI, SUPERINTENDENT OF SCHOOLS

2240 Old River Road • Ukiah, CA 95482-6156 • 707 467-5001 • Fax 707 462-0379

INTEGRITY • CUSTOMER SERVICE • ACCOUNTABILITY • TEAMWORK • INNOVATION • PASSION

May 13, 2016

Joyce Silverthorne
Director
Office of Indian Education
US Department of Education
Attention: Joyce Silverthorne, Director
(CDFA Number 84.299A)
400 Maryland Avenue, SW
Washington, DC 20202-6200

Dear Ms. Silverthorne:

This letter is to support the Pinoleville Pomo Nation in obtaining the Indian Education Demonstration Grants Program through the Department of Education. The Mendocino County Office of Education (MCOE) has a long history of partnering and collaborating with local school districts, agencies and our community at large to better serve our youth. MCOE has many statutory functions and services it offers to local districts. An important responsibility is to provide educational rights to expelled, truant and incarcerated youth. We have a mandated Tri-Annual agreement with all the districts in the county to serve these youths. Ukiah Unified (UUSD) is the largest district in our county and the one with the most referral to our programs. Unfortunately, we have a high representation of Native American from various local tribes

MCOE has collaborated with the Pinoleville Pomo Nation in other community programs including YouthBuild, the Methamphetamine and Suicide Prevention Initiative and Pinoleville Vocational Rehabilitation Program. MCOE and specifically our Alternative Education Program and staff will continue to offer staff in-kind support listed below:

- Participation in monthly Project Team meetings & coordinate with project partners and collaborators to achieve project objectives & continue attending current monthly meetings (b)(4)
- Data Collection and Evaluation: Participate/meet with the project evaluation team: (b)(4)
- Referral and Project Marketing: Through SARB & Area Case Team and other venues explore appropriate programs and services when students are referred to us or when students are prepared to return to the local district (UUSD). Additionally we will assist in the recruitment and referral process to engage students, parents, other agencies and the community at large to better serve our local Native Youth. We will further explore opportunities to increase our collaboration on concurrent enrollment in our academic, intervention and enrichment programs. Our programs serves students in 7th through 12th grade and we also offer Adult Career Development services: (b)(4) per month x12 months).

We strongly support the Pinoleville Pomo Nation efforts in obtaining this grant to prepare Native American students for college and career success. It is well documented that the Native American students in our area have significant higher rate of dropout, drug & alcohol abuse, incarceration, and lower rate of academic success. The project clearly addresses an unmet need by initiating a community-wide effort in the education of the Native American students. If I can be of any further assistance please contact me at alopez@mcoe.us or at 707 467-5154.

(b)(6)

Antonio S. López
Director/Principal, MCOE, Alternative Education



Mendocino County Health & Human Services Agency
Healthy People, Healthy Communities



Mendocino County
 Substance Use Disorders and Treatment
 1120 South Dora St. Ukiah, CA 95482
 Ukiah (707) 472-2637

Joyce Silverthorne, Director
 Office of Indian Education
 US Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-6200

May 17, 2016

Dear Ms. Silverthorne:

This letter is to support the Pinoleville Pomo Nation in obtaining the Indian Education Demonstration Grants Program through the Department of Education. The County of Mendocino Behavioral Health Department which provides adult and adolescent substance use treatment for inland Mendocino County and Ft. Bragg will be able to provide referrals to Native American (pre-K to 12th grade) students in the Ukiah area who will be participating in the Pinoleville Pomo Nation College and Career Success Project.

Specifically, we will make the following commitment to the project when the project gets funded:

- 1) Four (4) Substance Abuse Counselors from the County of Mendocino working with Youth Adolescent Intervention Program through Substance Abuse Prevention and Treatment will complete a 3-day workshop on Sons/Daughters of Tradition by Wellbriety Training Institute in the first project year, and complete two 3- day workshops on Mending Broken Hearts for boys and girls the second and third year. The in-kind value of staff time for this activity is (b)(4) Cost of training will be provided by the grant.
- 2) Provide referral and assist with marketing of the youth healing circle. This support is valued at (b)(4) per year.
- 3) Our Adolescent Senior Substance Abuse Counselor will also provide technical assistance in connecting the project with potential funding sources for the projects future sustainability, serving as the key contact for the department on this project and communicating with upper management of the Mental Health Department about project needs/progress. Time commitment is 10 hours per project year and the value is (b)(4)
- 4) Additionally, the department will send at least one staff to attend the monthly project meeting for 2 hours each meeting at (b)(4) per hr. This support equals (b)(4) per project year.

We strongly support the Pinoleville Pomo Nation efforts in obtaining this grant to prepare Native American students for college and career success. It is well documented that the Native American students in our area have a significant higher rate of dropout, drug & alcohol abuse, incarceration, and lower rate of academic success. The project clearly addresses an unmet need by initiating a community-wide effort in the education of the Native American students.

(b)(6)

Hilary James, CATC III, Supervisor
 Mendocino County, SUDT Adolescent Treatment
 (707) 472-2653

Administrative Services 747 S. State St. Ukiah, CA 95482 Ph. 707-472-2333 Fax 707-472-2335	Adult & Aging Services 747 S. State St. Ukiah, CA 95482 Ph. 707-463-7900 Fax 707-463-7979	Children & Family Services 727 S. State St. Ukiah, CA 95482 Ph. 707-463-7990 Fax 707-463-7990	Behavioral Health & Recovery Services 1120 S. Dora St. Ukiah, CA 95482 Ph. 707-472-2300 Fax 707-472-2306 - MH Fax - 707-472-2657 - SUDT	Public Health Services 1120 S. Dora St. Ukiah, CA 95482 Ph. 707-472-2700 Fax 707-472-2773	Employment & Family Assistance Services 737 S. State St. Ukiah, CA 95482 Ph. 707-463-7700 Fax 707-463-7859
--	---	---	--	---	--

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

YOUR COMMUNITY. YOUR COLLEGE. YOUR SUCCESS

May 19, 2016

Joyce Silverthorne
Director
Office of Indian Education
US Department of Education
Attention: Joyce Silverthorne, Director
(CDFA Number 84.299A)
400 Maryland Avenue, SW
Washington, DC 20202-6200

Re: Letter of Support

Dear Ms. Silverthorne:

This letter is to strongly support the Pinoleville Pomo Nation in obtaining the Indian Education Demonstration Grants Program through the Department of Education. Mendocino Community College is a two-year tax-supported community college serving Mendocino and Lake Counties in Northern California. The main campus is located in Ukiah, there are three branches in Lakeport, Willits and Fort Brag. Mendocino College provides education and career training in many fields to our diverse student population.

With Mendocino and Lake Counties being called home by many tribes, it is imperative we be able to collaborate with different agencies in order to better serve our Native students. Mendocino College is currently working on building our supports and services for Native American students – offering a Native American Student Resource Center, creating certificate programs in communities where there are many tribes and hiring a Native American Outreach and Support Specialist. These resources and people would be part of the supports the college will commit to working with the Pinoleville Pomo Nation.

Should the Pinoleville Pomo Nation receive this grant, Mendocino College would be able to provide education, referrals, college counseling and mentoring as well as summer bridge programs to help students with the transition from high school to college for our Native American secondary and high school students in greater Ukiah area who will be participating in the Pomo Youth College and Career Success Project:

- **Native American Motivation Day:** Mendocino College will continue to host an annual Native American Motivation Day for secondary and high school Native American students within its service area.
- **Summer Bridge Program:** Mendocino College will offer a summer bridge program for NA students.
- **Week-Long Intensive:** Mendocino College will offer a week-long college intensive course for NA middle school students in its service area.

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

YOUR COMMUNITY. YOUR COLLEGE. YOUR SUCCESS

- **Data:** Mendocino College will collaborate with the Pinoleville Pomo Nation to disaggregate data regarding Native American transfer, AA completion and certificate completion.

Mendocino College supports the Pinoleville Pomo Nation's application for this grant. The college has identified Native American students as a disproportionately impacted population and this project would clearly address an unmet need by initiating a community-wide effort in the education of the Native American students.

Sincerely,

(b)(6)

Virginia Queen
Vice President of Education & Student Services



Joyce Silverthorne, Director
Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6200

Office of the Director
721 Capitol Mall
Sacramento, CA 95814
916-324-1313 Voice
916-558-5808 FAX
916-558-5807 TTY

May 9, 2016

Dear Ms. Silverthorne:

I am writing to express support of Pinoleville Pomo Nation's proposal to the Indian Education Demonstration Grants Program through the United States Department of Education (CDFA Number 84.299A).

The California Department of Rehabilitation (DOR) administers the largest vocational rehabilitation program in the country and also funds 28 Independent Living Centers throughout the state. DOR works in partnership with consumers and other stakeholders to provide services and advocacy in support of employment, independent living, and equality for individuals with disabilities.

The DOR has a long history of collaboration with Pinoleville Pomo Nation. The Pinoleville Pomo Nation has consistently provided excellent service, and together we have cooperatively advanced community programs including YouthBuild and the Pinoleville Vocational Rehabilitation Program. We believe Pinoleville Pomo Nation has the leadership, expertise, and experience to continue its outstanding work providing employment services to Native Americans with disabilities in the greater Ukiah area.

(b)(6)

Joe Xavier
Director



COUNTY OF MENDOCINO
Juvenile Justice
and
Delinquency Prevention Commission
<http://www.co.mendocino.ca.us/probation/jjdpc.htm>

April 27, 2016,

Joyce Silverthorne
Director
Office of Indian Education
US Department of Education
Attention: Joyce Silverthorne, Director
(CDFA Number 84.299A)
400 Maryland Avenue, SW
Washington, DC 20202-6200

Dear Ms. Silverthorne,

This letter is to support the Pinoleville Pomo Nation in obtaining the Indian Education Demonstration Grants Program through the Department of Education. The Mendocino County Juvenile Justice and Delinquency Prevention Commission has as a mission and purpose to promote the development of quality services, employment opportunities, and resources for juveniles.

The Mendocino County Juvenile Justice and Delinquency Prevention Commission has collaborated with the Pinoleville Pomo Nation in other community programs including YouthBuild and Pinoleville Vocational Rehabilitation Program. The Mendocino County Juvenile Justice and Delinquency Prevention Commission will be able to provide umbrella coordinating services and support to Native American (pre-K to 12th grade) students in greater Ukiah area who will be participating in the Pinoleville Pomo Nation College and Career Success Project. The Mendocino County Juvenile Justice and Delinquency Commission will be willing to serve as a member of its advisory council and provide support and guidance including:

- Attending monthly advisory committee meeting (12 meetings x 2 hr x \$50 hourly rate)
- Referral and Recruiting (20 hrs x \$50 hourly rate)
- Participating in culturally appropriate prevention training (2 staff x 80 hrs x \$50 hourly rate)

589 Low Gap Road
Ukiah, CA 95482



Telephone:
(707) 467-8257

Community cultural education, enhanced academic and family support, mentoring, and counseling are so important to Mendocino County's Native American Youth. This program support Native American students to achieve college and career success.

We strongly support the Pinoleville Pomo Nation efforts in obtaining this grant to prepare Native American students for college and career success. It is well documented that the Native American students in our area have significant higher rate of dropout, drug & alcohol abuse, incarceration, and lower rate of academic success. The project clearly addresses an unmet need by initiating a community-wide effort in the education of the Native American students.

(b)(6)

Gary Levenson-Palmer, Chair
Mendocino County Juvenile Justice and Delinquency Commission



March 26, 2016

Joyce Silverthorne
Director
Office of Indian Education
US Department of Education
Attention: Joyce Silverthorne, Director
(CDFR Number 84.299A)
400 Maryland Avenue, SW
Washington, DC 20202-6200

Dear Ms. Silverthorne:

Mendocino County Youth Project is pleased to support the Pinoleville Pomo Nation in obtaining the Indian Education Demonstration Grants Program through the Department of Education. The Mendocino County Youth Project (MCYP) is a Joint Powers Agency that has provided services to children, youth and families county-wide for over forty years. We provide out-patient behavioral health services, school based crisis support, evidence based prevention education, prevention activities in schools and in our communities, and provide emergency shelter to youth ages 12 to 18, and to AB12 foster youth ages 18 to 21.

MCYP has collaborated with the Pinoleville Pomo Nation in other community programs including Youth Build and Pinoleville and the Vocational Rehabilitation Program. MCYP will be able to provide behavioral health and crisis support counseling services, prevention education and prevention activities, information and referral, clothing, and mentoring to Native American children and youth (pre-K to 1age 24) in the greater Ukiah area who will be participating in the Pinoleville Pomo Nation College and Career Success Project. Native American students in our area have a significantly higher rate of dropout, drug & alcohol abuse, incarceration, and a lower rate of academic success.

MCYP is excited to support the Pinoleville Pomo Nation efforts in obtaining this grant to prepare Native American students for college and career success. The proposed project will clearly address the unmet needs of Native American students by initiating a community-wide effort in the education of the Native American students.

(b)(6)
(b)(6)
Joanna Olson
Executive Director
Mendocino County Youth Project



JOHN PEGAN - EDUCATIONAL CONSULTING
GATEWAY TO YOUR FUTURE

(b)(6)

Proposal for College Counseling Services
May 17, 2016

Introduction

There is an urgent need to expand the awareness, engagement and preparation for college with American Indian [AI] students and families in college and higher education. This engagement needs to begin early, no later than 7th or 8th grade, and involve families and tribes as well as the students in high school.

This proposal focuses on engaging AI students and families, from an early age, in the path of college preparation and admissions. While much of the individual session hours will be spent assisting 9th - 12th grade students on completing course and grade requirements, and the college admissions process, a majority of the group session hours and a large share of the individual session hours, as well, will focus on engaging younger students and their families on a college path to success.

There will be both individual and group sessions involving families in the college preparation process; early college orientation and preparation (7th - 8th grade), high school preparation, and college counseling, and application assistance, including essay writing for students in high school. This proposal does NOT address tutoring, general life and career counseling, and technical & vocational career counseling - which is the focus other parts of the program.

Proposal Structure and Annual Charges

\$10,000 for up to 20 group sessions distributed as needed throughout the year between the three constituency groups:

- (1) Junior High Students - early college planning;
- (2) Senior High Students - college and career planning - including college information fairs; and
- (3) family - information about admissions to colleges and how to afford a college education; what is needed, and what are the opportunities.

At least three group sessions will involve a component for assessment and feedback for improvement and understanding areas that need additional focus in the following year's program.

\$2,500 per year in training, college and career guidance materials.

\$22,500 for up to 225 hours of individual college and career guidance and planning sessions - divided and distributed throughout the year as needed by the tribal community among the three constituent groups, with a focus on 9th - 12th grade students to prepare for college, taking tests, summer program and college applications, financial aid sessions, and application follow-up.

However, there will be individual sessions for families and young students involving early college and career preparation and time for any families that need individual college assistance, including financial aid information and guidance.

Contribution of In-Kind Services

The Consultant's normal charges for career and college counseling services are \$250.00 per hour for individual counseling (\$56,250 for 225 hours), constituting (b)(4) in contribution of service-in-kind for each year of the four-year project.

Goals

1. During each year, introduce at least 15 families and young AI students to the concepts, ideas, opportunities, and path towards a college education. This introduction will include information on what high school courses are required for college [the A-G courses for the University of California system], the skills for success, and beginning a college portfolio for the family and student.
 - a) In the first year of the program, we will monitor which 9th -12th grade students are on track to complete the A-G course and GPA requirements for admission to the University of California [UC] system [A-G is the terminology used by the UC system to denote the college preparatory classes required for admission. However, these same courses mirror the same college preparatory classes required by all major 4-year colleges. The UC's normally requires a minimum GPA of 3.0 for California residents, and higher for out-of-state students.]
 - b) For those students who cannot meet the GPA or A-G course requirements for the UC's, we will explore 4-year college options as well as the 113 colleges in the California Community College system.
 - c) We will assist all students on signing up to take and prepare for college entrance exams, refer them to appropriate test-taking preparation resources, including tutoring, and assist with college selection and admissions, including financial aid.
2. By the second year of the program, we will assist 10 AI students in the 9th – 12th grades to be on track to complete the A-G course and GPA requirements for admission to the UC system. Students needing tutoring to raise or maintain their grades, will be referred to the tutoring component of the program.
3. In the 3rd and 4th years of the program, we will assist 10 AI students in each grade to be on track to complete the A-G course and GPA requirements for UC admission, and prepared for the necessary college admissions tests. This includes tracking the academic progress and preparation of all 7th – 12th grade AI students in the program.
 - a) We will also track that the young students (7th – 8th grade) are on an educational path that will allow them to enter the A-G course for colleges.
 - b) We will track that all AI students enrolled in the program are maintaining a satisfactory GPA. We will refer students needing assistance to the tutoring component of the program.
 - c) We will work with individual students beginning in 7th grade to help each student device a path to college success including extracurricular experiences and summer programs to fit the student's needs, interests, abilities and finances.
4. We will explore in both group and individual sessions, 4-year college options and the many community college opportunities for paths to success.

5. During the term of the program, we will reach out to AI graduates, to monitor if the student has been able to stay on track to meet their educational goals, and what difficulties, if any, they encountered.
6. For each of the four years of the program, we will guide **at least fifteen [15]** 9-12th grade students through the test taking, college selection and application process, including at a minimum: completing the UC application [for those who have completed the A-G courses, and have the requisite GPA and test scores], the CSU application, and a private or out-of-state college or university application. We will introduce them to the Mendocino College – the local community college, and the course catalogues, majors, and financing and housing options for at least two non-local community colleges.
7. For each year of the program, we will introduce families and students to the educational opportunities at community colleges and through online education.
8. For each year of the program, 6 of the 20 group sessions will be for families; 10 of the group sessions will be for early intervention for young students (7th – 8th grade) and 4 of the group sessions will be for 9th – 12th grade students.
 - a) The group training sessions will include training materials, workbooks, introduction and explanation of college preparation and the application process.
 - b) The group sessions will include financial aid training and information on course preparation in school prior to college.

Process

1. For each year of the program, the consultant will provide 4 group sessions of 2.5 hours each for 9th - 12th grade AI students.
 - a. At least one session will introduce students to the process of a college search, determining “fit” and the demographics of college admissions.
 - b. At least one session will include information on admissions and financial aid including QuestBridge, Gates Millennium scholarships, local scholarship opportunities, merit and need-based financial aid, and colleges that guarantee to meet 100% of financial need. This session will also discuss FAFSA and CSS for private colleges and the providing family financial information.
 - c. At least one session will include information on SAT and ACT tests, AP and Honor courses, and SAT subject tests.
 - d. At least one session will discuss writing personal essays and how to request and frame teacher recommendations.
2. For each year of the program, the consultant will provide 6 group counseling and college admissions sessions of 2.5 hours each for AI families. We will cover the college selection and admissions process, financial aid, test taking, extracurricular and summer activities, personal essays, letters of recommendation, and the opportunity of college for AI students and families. We will discuss available tutoring, free testing preparation, and college admission resources.
3. For each year of the program, the consultant will provide 10 early group college preparation sessions for young students – primarily in 7th – 8th grades. We will discuss college, careers, majors, life after college, how to afford college – including the many financial aid and scholarship opportunities, community college options, and the possibilities that attending college will open to each one of the students. One session may include visiting the local community college and another may include presentations by college and employment representatives.

4. For each year of the program, we will schedule individual sessions with students and their families [225 hours].
5. For each year of the program the consultant will track each of the enrolled AI students and track their academic progress and completion of appropriate benchmarks, and college application tasks.
6. The consultant will conduct a program assessment with students and families, to determine how to improve the program the following year.

Consultant Professional Background

For over 15 years I have counseled domestic and international students on college admission, including group and individualized sessions. Subjects covered include college fit, college selection, admissions, test-taking, academic, extracurricular, and admissions demographics, and financial aid.

I have assisted students on choosing a community college when appropriate for academic or financial reasons. My students have been accepted by the California State and New York State University systems, all of the University of California campuses including UC Berkeley, UCLA and UC San Diego. Students have been accepted, with excellent financial packages to elite colleges, such as Stanford, Princeton, Harvard, Williams, Columbia University, Swarthmore, Wellesley, Bryn Mawr, Georgetown, Carnegie Mellon, University of VA, University of Chicago, University of Michigan – Ann Arbor, Vassar, University of Southern California, New York University, Smith, Mt. Holyoke, Boston College, Northwestern, the Claremont Colleges, Occidental, Olin College of Engineering, Rice, and other colleges guaranteeing to meet full financial need, as well as colleges and universities throughout the United States, Canada, Holland, Germany, Singapore and other countries.

It is imperative to look for the right educational and affordability situation for each individual and his or her family, as well as the ephemeral “college fit”. I have assisted students to achieve financial assistance, with over 8 QuestBridge finalists, and numerous full or significant tuition scholarships.

I am a private college consultant, an attorney, mediator, Human Resources and Education Consultant, and have a CA high school teachers credential. I have taught Honors and AP courses in English, the Social Sciences and Humanities. I taught for nine years at Mendocino College, was HR Director at Mendocino College, and lectured at the Joint UCLA-USC East-West Institute and taught Law and English at two universities in China.

Pomo Youth College and Career Success Project (PYCCSP): Plan for Evaluation Services

This program evaluation plan is submitted by the REEd Center at UC Davis, based on conversations with the Pinoleville Pomo Nation Self-Governance Administrator. The evaluation of the Pomo Youth College and Career Success Project will provide valuable information on key outcomes of the program to address whether the activities connected with the grant are having the desired impact on students, families, and staff. The evaluation will address a series of questions related to program impacts.

Evaluation Questions and Data Sources

Evaluation Question 1: Is the program successful in meeting the established community cultural education, staff training, student counseling and student mentoring goals each year?

Specifically, the grant leadership team will monitor grant activities and provide the evaluation team with data necessary to examine whether the program is successful in providing the following targeted supports and activities annually:

- Community cultural education for 150 youth (400 hours per year)
- Cultural sensitivity training for staff (10% of staff members per year)
- Wellbriety Training (10 facilitators minimum) in year one, including one student healing circle for a minimum of 20 students.
- One-on-one college (N=15) and career (N=15) counseling for Native American (6-12 grade students)
- Peer to peer mentoring for 15 Native American high school students (720 hours of mentorship per year).
- Parent Education (N=60) creating college going culture
- Delivery of Junior Achievement Curriculum for 3rd and 5th graders (N=15 per grade)
- One week Summer Career Exploration Academy (N=20 7th and 8th grade students)
- Three week Summer Bridge Program (N=20 9th to 12th grade students)

In order to assess the above program components the grantee will need to collect accurate annual staff and student attendance and participation data for these activities. The evaluation team will examine these data annually to assess whether program activities are meeting established annual targets.

In addition, the evaluators will conduct one district site visit annually to observe program activities, consult with program providers, and gather information about the services being provided to participants.

In addition to the annual site observation, interviews will be conducted with program staff and the program leads to gather information about how the program activities are being implemented.

Evaluation Question 2: Is the cultural education, training, counseling and mentoring received positively by Native American youth and staff who participate in these activities? Is the program having a positive impact on education outcomes for students who participate?

In order to determine how Native American youth, families and district staff who participate in the cultural education, training program, counseling, and mentoring perceive these activities surveys will be administered annually to these groups of participants. Surveys will be developed in collaboration with PYCCSP staff. These surveys will be designed to assess levels of engagement in activities, perceptions of value of content and information shared, and changes in perceptions and understanding of education and career pathways and Native American culture. Because many of the Native American students and families do not have easy access to computers a paper and pencil survey will be developed. The survey will be administered by district and program staff that has direct contact with program participants and survey data will be analyzed by the UC Davis evaluation staff. These surveys will be administered annually to track change over the course of the grant, as well as to provide program staff with information to help them plan ongoing activities.

1. Data to be Collected

School and District Level data (provided by the school district and program providers):

- Native American student high school attendance rates
- Native American student course taking patterns (A-G requirements)

- Native American student participation rates in cultural education activities
- Native American student participation rates in mentoring and counseling programs
- Native American student participation in career academy and summer bridge program
- Native American student enrollment in Mendocino-Lake Community College or vocational programs

Evaluation data (instruments and analysis provided by UCD evaluators):

- Parent Survey
- Student Survey
- Staff Survey
- Interviews with Program Staff and Leads (interviews conducted by UCD evaluator)

2. Timeline for Data Collection

The parent, student, and staff survey will be administered at the end of the school year (May/June).

The interviews with program leads will be conducted during the site visit at the end of the school year (May/June).

All other data will be collected by the grant leadership team and provided in summary format to the evaluator.

Program level data will be collected at a mid-point in the year, as well as at the end of the school year (attendance data, course taking patterns, program participation, etc.)

3. Methods for Data Collection

District level data will be gathered by the district as part of regular school and district data collection efforts. For example, attendance data, graduation rates and course taking patterns. The grant leadership team will develop a system for collecting this data annually from district staff.

The evaluation data listed above will be collected by the evaluator once a year. The data from the parent, student and staff surveys will be collected by the districts directly and provided to the evaluator. The evaluator will enter the survey data in to Excel or SPSS for analysis. Comparisons of survey responses will be made between year one, year two and year three of the grant.

Interviews with program staff and program leads will be conducted during the annual site visit and via phone where necessary. Interviews will be one on one with a targeted sample of program staff and all program leads. The information from the interviews will be reviewed for themes and a summary of the interviews will be written and shared with program leads.

4. Instruments

The student, parent and staff surveys will be developed by the evaluator in collaboration with the grant leadership team. The surveys will be designed to capture the extent to which program elements have been implemented as well as the success of the program in achieving interim benchmarks, such as changes in attitudes, and perceptions of programs and services being provided.

The interview protocol will be developed by the evaluator in collaboration with the grant leadership team. The interview protocol will be designed to obtain more in depth information about grant activities as well as the successes and challenges of implementing the grant components and to assess progress towards program goals.

5. Data Analysis

The surveys and interviews will be analyzed using qualitative data analysis techniques. For example, the survey responses will be entered in to Excel or SPSS and analyzed to develop a summary of responses and comparisons between the three groups of stakeholders taking the survey. The evaluation report will include descriptive statistics and, where appropriate, tests for statistically significant differences across groups or years.

6. Evaluation Reports

Annual evaluation reports will be provided to the grant leadership team. These reports will include a summary of grant activities, a description of the district site visit, a summary of the interviews and surveys and a list of recommendations. The information for these reports will be analyzed in June and July and the summary report will be delivered to the grantee by September 1st of each year.

7. Use of Evaluation Data

The grant leadership team will use the evaluation report and summary data to guide grant activities and potentially make modifications to program elements. The evaluator will monitor whether key grant activities are occurring in the desired time frame and whether the counseling, mentoring and education programs are being effectively delivered to the targeted Native American students and district staff.

Preliminary Budget Estimate

Based on the activities described above the following annual budget table was prepared.

Activity	Sample	Budget (annual)
Annual Surveys - <i>Develop survey, input data, analyze data, prepare summary report</i>	All staff, students and parents involved in program activities	\$10,000
Annual Interviews with Program Staff and Program Leads – <i>Develop interview protocol, conduct interviews, prepare summary report</i>	Sample of program staff	\$2,500
	Grant leadership team	\$2,500
Travel – <i>Annual district site visit(mileage, hotel, per diem)</i>	N/A	\$1,000
Materials, software <i>(statistical software, copying, conference call line)</i>	N/A	\$1,000
Annual Budget Total		\$17,000



Program Overview

The *JA BizTown* curriculum encompasses financial literacy, work readiness, and entrepreneurship, providing students in grades four through six with a solid foundation of business, economics, and free enterprise education. Furthermore, the program content augments students' core curriculum in social studies (e.g. citizenship, government), language arts, and mathematics. The *JA BizTown* experience compliments students' in-class curriculum. Students are encouraged to use critical thinking skills to learn about key economic concepts as they explore and enhance their understanding of free enterprise.

Through daily lessons, hands-on activities, and active participation in a simulated community designed to support differentiated learning styles, students develop a strong understanding of the relationship between what they learn in school, and their successful participation in a local economy. *JA BizTown* helps prepare students for a lifetime of learning and academic achievement.

JA BizTown Goals

JA BizTown will meet the needs of a diverse group of students by providing engaging, academically enriching experiential lessons.

Following participation in the *JA BizTown* experience, students will be able to:

- Discuss the roles they, as citizens, play in their community as workers and consumers, and relate these personal roles to the free enterprise system.
- Discuss the importance of citizen rights and responsibilities in a community.
- Demonstrate a basic understanding of the free enterprise system.
- Understand the importance of nonprofit organizations in our communities.
- Build money management skills through a practical knowledge of economic concepts and banking practices.
- Develop an understanding of basic business practices and responsibilities.
- Demonstrate the soft skills necessary for their successful participation in the world of work.

Curriculum

The *JA BizTown* Curriculum is designed to minimize lesson preparation time through an efficient lesson organization. The lessons are designed as a framework and can be adapted to meet the special needs and interests of your students in the classroom. However, students should complete each required lesson to ensure that they have the background knowledge necessary to fully participate in the *JA BizTown* experience. In addition, Extension activities, will allow teachers to provide optional activities that complement the core curriculum. Teachers can choose, at their discretion, to have students participate in some, all, or none of these activities.

Following the participation in the *JA BizTown* simulation, students participate in debriefing lessons provided to ensure a well-rounded learning experience. These lessons allow students to reflect on their experience and further identify the relevance of classroom learning to their future plans and goals. In an effort to address multiple learning styles, various teaching strategies are included throughout the curriculum to actively engage students in the learning process.



Curriculum Overview

Three application and extension activities serve to: demonstrate public and private goods and services (Word Search and Public and Private Goods and Services); and explore charitable giving (Philanthropy).

Work Readiness

In this unit, students learn how their interests and skills can lead to exciting jobs and careers. They will assess their interests and skills and have an opportunity to fill out a job application and experience the job interview process.

Lesson One: Interests and Skills

INQUIRY: How do I know what kind of job is right for me?

Students learn how their interests and skills can be linked to various career alternatives. This lesson puts an emphasis on STEM and high-demand careers. They explore four interest-based career types and demonstrate appropriate workplace behaviors.

Four application and extension activities allow students to: recognize jobs in various types of careers (Career Types); discover the connection between education and salary level (Education Pays Off); and practice soft skills that will be important in JA BizTown and life (Soft Skills – Teamwork and Soft Skills – Problem Solving).

Lesson Two: Applying for a Job

INQUIRY: How do I get a job?

Students learn about the various steps required to apply for and obtain a job. In addition, they engage in hands-on activities, including the completion of a job application and participation in practice job interviews. These activities help prepare students for their JA BizTown jobs.

Four application and extension activities provide teacher guidance on: effective ways to manage student job interviews and elections prior to the simulation (Job Interviews and Elections); effectively compiling a resume (Writing a Resume); and online options for student career exploration (Career Exploration).

Business Management

Lesson One: Business Costs

INQUIRY: What costs are involved in running a business?

Students learn about various factors associated with operating a business. In preparation for their visit to JA BizTown, students work in business teams to determine the components of a successful business operation.

Four application and extension activities give students the opportunity to: analyze good customer service skills (Customer Service); participate in an evaluation and ranking activity (Ranking Criteria); brainstorm and evaluate good business characteristics (Quality Committee); and review attributes of quality businesses (BizBriefs).

Lesson Two: Setting Prices

INQUIRY: How much should I charge for my goods and services?

Students recognize the importance of accurately setting the prices of goods and services to earn a profit. Through hands-on learning activities, they explore pricing and its connection to revenue and profit in JA BizTown.

Four application and extension activities explore the difference between wants and needs (Wants and Needs); provide additional practice with price setting (Business Costs and Profit); discuss the dangers of identity theft (Identity Theft); and offer an inquiry-based exercise on price setting in a historical context (History Connection).

Lesson Three: Visit Preparation

INQUIRY: Why should I advertise?

Students learn about the importance of advertising as a method of marketing the goods and/or services offered by various businesses. Working in business teams, students develop advertisements to market their JA BizTown businesses and complete their final preparations for their JA BizTown on-site visit.

Four application and extension activities give students a chance to: learn more about slogans and logos (Slogans and Logos); construct effective radio and TV jingles (Jingles); and provide instruction on writing a letter to the editor (Letters to the Editor) and a personal correspondence (Friendly Letters), both of which may be used in the simulation.

Visit and Debriefing

The Visit

Students participate in the JA BizTown simulation.

Lesson: Debriefing

Students reflect on their JA BizTown experience and further identify the relevance of classroom learning to their future plans and goals.

Four application and extension activities provide opportunity for students to: evaluate their business operation (Rank Your Business); participate in a game-show like review of JA BizTown concepts (BizQuiz and Fact Tag); and write thank you letters to sponsors, volunteers, or others (Business Letter).



Join Junior Achievement's global network of more than 202,000 volunteers and help students in your community connect the dots between what they learn in school and the "business of life"—work readiness, entrepreneurship, and financial literacy.

JA's Turnkey Volunteer Solution:

One-on-One Assistance

During the simulation, volunteers guide and assist students as they operate one of the businesses at *JA BizTown*. JA works with you to ensure you teach at the location and grade level of your choice.

Comprehensive Training

Before you begin the *JA BizTown* program, JA staff will provide training so you are comfortable with the simulation experience. You will become familiar with the daily schedule, the work expected of the students, and your roles and responsibilities. You also will be instructed on how to use the Volunteer Guide and Volunteer Checklist to help facilitate the experience.

Minimal Time Commitment

The time commitment is minimal compared to the significant impact you make. The approximately six-hour day includes volunteer training and the five-hour simulation. Additional training, either in person or online, is scheduled with the local JA staff. You will be astonished by how much the students accomplish in such a short period of time.

JA Staff Follow-Up and Support

Volunteers are key to the success of this program. JA staff will be available to answer your questions or make suggestions and will provide full support throughout the day of the simulation.

JA BizTown®

Elementary school students are not old enough to drive, work, vote, or be the boss. But that does not stop them from operating banks, managing restaurants, writing checks, using debit cards, and voting for a mayor at *JA BizTown*, where students connect the dots between what they learn in school and the real world.



1 JA BizTown Teacher Guide
Provides lesson plans and teaching tips for the volunteer and teachers.

2 JA BizTown Citizen Guide
An in-class and take-home reference tool for students to complete during each lesson.

3 JA BizTown Checkbooks
Designed for the on-site simulation activities.

4 Circular Flow Poster
Represents the community's circular flow of economic activity.

5 Check It Out! Poster
Demonstrates how to manage a checking account.

6 Assorted Activity Cards
Feature workplace skills, rights, responsibilities, and resources.

7 Family Newsletter
Activities for the students and their families to enjoy.

8 Bingo Cards Pads
Students play bingo to learn about services offered by banks and credit unions.

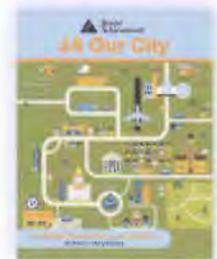


JA Our City™

JA Our City introduces students to the intersection of financial literacy and third-grade social studies learning objectives, including the characteristics of cities and how people and businesses in cities manage their money.

Following participation in the program, students will be able to:

- Provide practical information about the zones found within a city.
- Examine the importance of money to a city, including paying taxes, and how people use different methods to pay for goods and services.
- Describe the contributions of financial institutions to a city and how they help businesses and people achieve their economic goals.
- Develop an understanding that entrepreneurs promote a healthy economy within a city.
- Compare news formats and examine their importance to the financial well-being of a city.



Session Titles and Summaries:

1

Session One

Our City: A Place Where People Live, Work, and Play

Students identify the different zones used in city planning and apply the information to organize businesses.

2

Session Two

Our City: A Place Where People Spend Money

Students examine the importance of money to a city and how people use different methods to pay for goods and services.

3

Session Three

Our City: A Place Where People Bank

Students see the contributions of financial institutions to a city and how those institutions help businesses and people achieve their economic goals.

4

Session Four

Our City: A Place Where People Dine

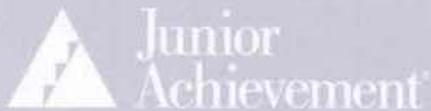
Students learn the role of an entrepreneur by exploring the process involved in starting one type of business: a restaurant. They learn how businesses promote a healthy economy within a city.

5

Session Five

Our City: A Place Where People Communicate

Students learn the importance of news media to the financial well-being of a city.



Join Junior Achievement's global network of more than 287,000 volunteers and help students in your community connect the dots between what they learn in school and the "business of life"—work readiness, entrepreneurship, and financial literacy.

JA's Turn-Key Volunteer Solution:

Personalized Placement

JA works with you to ensure you teach at the location and grade level of your choice.

Comprehensive Training

JA staff provides training so you are comfortable visiting the classroom. You will be trained in classroom management, understanding and delivering the JA curriculum, working with the classroom teacher, and communicating effectively with students.

Minimal Time Commitment

The time commitment is minimal compared to the significant impact you make. This elementary grade-level program includes five, 45-minute sessions.

JA provides you with a kit containing all of the session plans and student materials you'll need to make every minute count.

JA Staff Follow-Up and Support

JA staff is available to answer your questions or make suggestions about your volunteer assignment.

JA Our City™

City life comes into sharp context in this designed-to-inspire student exploration of the jobs people perform, the skills they need to accomplish these jobs, and how their work has a positive effect on a city's economy. Selected pieces of the program are featured below.



1 Guide for Volunteers and Teachers
Provides session plans, teaching tips, and talking points.

2 Certificate of Achievement
Given to students in recognition of their participation.

3 Junior Journal
Provides the teacher and students with follow-up activities.

4 Zones Floor Map
Students learn about the land areas or zones in a city.

5 Pop-Up Buildings
Students pop up and place their buildings in the correct zones.

6 Piggy Bank Savings Game Board
Students play a game to learn the value of saving.

7 Recis Business Plan Sheets
Students make decisions about the restaurant they would like to open.

8 Get-the-News Posters
Students discuss the advantages and disadvantages of different news formats.

9 Scenario News Cards
Students decide on the best format to get the news.

10 Payment Card Sheet
Students choose the best methods to pay for the things they need and want.

Kate Feigin

Certified Substance Abuse Counselor

feiginka@co.mendocino.ca.us

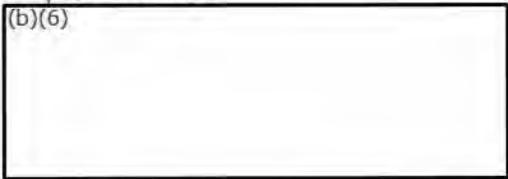
707-467-5064

May 19, 2016

For: Zhao H. Qiu

By: Kate Feigin

(b)(6)



2. Is the project in an area along the Atlantic Coast, Gulf of Mexico, or Great Lakes?

No. Cite source documentation:

(Factor review completed).

Yes. Continue.

3. Is the project located in a coastal barrier resource designated on a FEMA map?
(See www.fema.gov/nfip/cobra.shtm).

No. Cite source documentation:

(Factor review completed).

Yes. **Federal assistance may not be used in such an area.**

AIRPORT RUNWAY CLEAR ZONES AND CLEAR ZONES DISCLOSURES

1. Does the project involve the sale or acquisition of an existing building or structure?

No. The review of this factor is completed.

Yes. Continue.

2. Is the building/structure within a Civil Airport's Runway Clear Zone, Approach Protection Zone or a Military Installation's Clear Zone?

No. Cite source documentation:

(Project complies with 24 CFR 51.303(a)(3). The review of this factor is completed.)

Yes. **Disclosure statement must be provided** to buyer and a copy of the signed disclosure statement must be maintained in the Environmental Review Record [24 CFR 51.303(a)(3)].

Preparer Signature / Name / Date

Responsible Entity Official Signature / Title / Date

Needs:

Pinoleville Youth College and Career Success Project has an interest in mitigating the substance abuse issues facing the youth in their community. They have identified substance abuse exposure and experimentation as one of the largest barriers to academic success for their students. Kate Feigin can help PYCCSP by:

- Becoming certified in the White Bison/Wellbriety Prevention Education program.
- Serving as a conduit for communication between the program and the existing system for youth in the schools.
- Screening and referring students to attend Wellbriety Circles in the schools each semester.
- Obtaining permission slips from parents and a space for the circles to take place.
- Consistency and sustainability for the program
- Recruiting interns from Mendocino College to run the groups under the guidance of a licensed substance abuse counselor.
- Record keeping or reporting for the grant.

Delivery

Kate Feigin will help PYCCSP build a thriving and sustainable program:

- A long-term solution for the continuation of the program.
- Training for local intern students to help them become job ready in the field of youth substance abuse counseling.
- A smooth and quick transition from concept to action for the grant.
- A ready list of students in need from the community the grant wishes to target.
- An existing relationship with the schools and students, along with the internship program at Mendocino College.

ENVIRONMENTAL REVIEW RECORD
COMPLIANCE WITH 24 CFR 58.6

FLOOD INSURANCE / FLOOD DISASTER PROTECTION ACT

1. Does the project involve the acquisition, construction or rehabilitation of structures, buildings or mobile homes?

No. Flood insurance is not required. The review of this factor is completed.

Yes. Continue.

2. Is the structure or part of the structure located in a FEMA-designated Special Flood Hazard Area?

No. Source document (FEMA/FIRM floodplain zone designation, map panel number and date, or other credible source):

(Factor review completed. Flood insurance is not required.)

Yes. Source document (FEMA/FIRM floodplain zone designation, map panel number and date, or other credible source):

(Continue review.)

3. Is the community participating in the National Flood Insurance Program (or has less than one year passed since FEMA notification of Special Flood Hazards)?

Yes. [*Flood insurance under the National Flood Insurance Program must be obtained and maintained for the economic life of the project, in the amount of the total project cost. A copy of the flood insurance policy declaration must be kept in the Environmental Review Record.*]

No. **Federal assistance may not be used in the Special Flood Hazard Area.**

COASTAL BARRIERS RESOURCES ACT

1. Does the project involve any of the following uses of federal assistance:
- acquisition, construction, repair, improvement or rehabilitation of public facilities;
 - acquisition, construction, repair, improvement or rehabilitation of residential or non-residential structures;
 - flood insurance for new or substantially improved structures; or
 - erosion control or stabilization of inlet, shoreline or inshore areas?

No. The review of this factor is completed.

Yes. Continue.

Your Investment:

Service Item	Cost
<ul style="list-style-type: none"> • 3 day training for Wellbriety Prevention Education Program (Volunteering/donating vacation time from county job \$30x24 hrs) • State Certified Substance abuse counselor contract: 4 hours per week dedicated to: <ul style="list-style-type: none"> • Intern recruiting, training and monitoring. • One White Bison group per week run by a substance abuse program intern and closely supervised by a state certified substance abuse counselor. • Reporting of numbers and progress to the grant. • Coordinating meeting spaces and referral list. • Scheduling students and passes for the group. 	<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 5px;">(b)(4)</div> (in-kind donation) <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 5px;">(b)(4)</div>
Total	

Why Choose Kate Feigin?

Kate is already doing substance abuse counseling in the middle and high schools with established relationships with students and administration. Choosing Kate would make the smoothest transition for the program to become implemented and sustained for students in the future.

2. Is the project in an area along the Atlantic Coast, Gulf of Mexico, or Great Lakes?

No. Cite source documentation:

(Factor review completed).

Yes. Continue.

3. Is the project located in a coastal barrier resource designated on a FEMA map?
(See www.fema.gov/nfip/cobra.shtml).

No. Cite source documentation:

(Factor review completed).

Yes. **Federal assistance may not be used in such an area.**

AIRPORT RUNWAY CLEAR ZONES AND CLEAR ZONES DISCLOSURES

1. Does the project involve the sale or acquisition of an existing building or structure?

No. The review of this factor is completed.

Yes. Continue.

2. Is the building/structure within a Civil Airport's Runway Clear Zone, Approach Protection Zone or a Military Installation's Clear Zone?

No. Cite source documentation:

(Project complies with 24 CFR 51.303(a)(3). The review of this factor is completed.)

Yes. **Disclosure statement must be provided** to buyer and a copy of the signed disclosure statement must be maintained in the Environmental Review Record [24 CFR 51.303(a)(3)].

Preparer Signature / Name / Date

Responsible Entity Official Signature / Title / Date

Kate Feigin

810 Lovers Lane • Ukiah, CA 95482
Phone: 707-291-9017 • E-Mail: soytyka@gmail.com

KF

Objective

Substance Abuse Contract counseling and/or supervisory work

Experience

Librarian, Reading teacher, Counselor

June, 2001 - June, 2003

San Inocencio Orphanage, Tijuana, Mexico

- Founded and maintained children's library (1000 titles)
- Created and implemented reading/writing program
- Counselor for foster children

Latino Program Assistant

August, 2003 – August, 2005

Morrison Breakthrough Latino Youth Drug and Alcohol Treatment Program, Portland, OR

- Facilitating drug and alcohol treatment groups with youth ages 13-18
- Home visits and parent education with client families
- Files management
- Translation of program documents for treatment use

Senior Substance Abuse Counselor for Adolescent Services AND Rehabilitation Specialist

September, 2006-Present

Mendocino County Alcohol and Other Drugs Programs

- Drug and Alcohol treatment for adolescents
- Administration of after school program activities
- File maintenance
- Classroom presentations for Juvenile Hall Classrooms

Education and Credentials

California State Certified Substance Abuse Counselor

Portland State University, Portland, OR

September, 2003 to August, 2006

- BA, Social Science

Skills and Interests

- A deep respect for children and their experiences
- Fluency in Spanish, oral and written

- Interagency collaboration and communication

Technical Assistance Proposal

Proposal May 17, 2016

To: Zhao Qiu, Grants Administrator, Pinoleville Pomo Nation

From: Celeste Janssen, Director, Institute for Youth Success at Education Northwest

Project Specifications

Provide technical assistance, professional development and coaching.

Total Budget: (b)(4)

In-kind contribution of (b)(4) (through NMRC/OJJDP) includes:

- Review and refine the mentoring program including program goals, mentoring program activities, program management and program evaluation.
- Recommendation based on research of successfully run mentoring programs serving Native America Youth.
- Coaching staff in the initial stage of program implementation.

Technical assistance, \$8,000.00, includes:

- Training on:
 - Effective Communication Skills
 - 40 Developmental Assets
 - Tips and Tools to Dealing with Difficult Conversations
 - Social Media Platforms and the Mentoring Relationships
 - Attachment Theory and Cultural Sensitivity
- Ongoing coach to support Mentoring Program staff depending on needs after the program implementation.

The Arbor Youth Resource Center:

The mission of Redwood Community Services Inc. (RCS) is to improve the lives of children, youth, and families by providing community support and quality therapeutic services. With this in mind, RCS began The Arbor Youth Resource Center in Ukiah in 2008. The Arbor is an established community collaborative that provides a comfortable, welcoming, multi-cultural environment for all youth. It provides: (1) a service and information Hub, with bulletin boards, events, activities, calendars and links to other TAY; (2) access to holistic health services, both on-and off-site, including conventional medical care and counseling, but also traditional and alternative care; (3) access to college, career, and entrepreneurship information, opportunities, and guidance, including career and college, career counseling, applications, and assistance; (4) and a multi-faceted mentorship program. The Arbor is a place where youth can receive guided services such as vocational training, access to computers for job searches, assistance on housing and college applications, mental health support, peer support, financial literacy, basic life skills education, and more. Youth members are also able to complete community service hours through Teen Peer Court, tutoring, special events, and other site-based activities.

Established in 2008, The Arbor on Main was designed to provide resources and support for Transitional Age Youth (TAY). Since then, the Arbor has rebranded and relocated to accommodate the centers growth and community need. We continue to strive to provide relevant programs, resources and support for the current needs of our youth. The Arbor staff continues to serve youth and support them in meeting their personal goals and become healthy, autonomous, contributing members of a vibrant and peaceful community.

In 2011, The Arbor started its first mentorship program. The mentorship program provided transitional age youth (TAY) with opportunities to develop relationships with caring peers and adults. The Arbor chose a multi-layered approach because the developmental and personal needs of this age group are diverse. They used a classic mentorship program; modeled from Big Brothers Big Sisters (BBBS).

Introduction:

Generally, students who fall below average GPA are largely overlooked when it comes to career development and college aid. Many of them, while getting into College, never graduate because they are ill prepared for the demands of the college curriculum and have a poor vision of their career possibilities. In some cases, children grow up in homes where the opportunity of college and vocational programs aren't discussed, and children miss the chance to learn about opportunities for their future. Mentoring programs give these students practical experience in a field of interest expose them to the skills and knowledge required to succeed in the chosen career and motivate them to pick the right major in college and successfully graduate.

The Arbor Mentoring Program's will meet a need in the local community for mentoring Native American youth, from 6th-12th grade on career and college success. The Arbor Mentoring Program will aim to teach them the importance of education, equipping them with the skills needed to succeed in college and beyond.

Mission statement:

To establish and maintain a mentoring program for Native American youth ages 10-18 in our community by creating one on one mentoring opportunities for youth to develop relationships with caring peers or adults.

Mentee Selection Process:

The Arbor Mentoring Program will serve middle school and high school Native American students (ages 10-17). The program will serve Native American youth identified by liaisons from local tribes, have below average GPA and come from households with limited means. Pinoleville staff and the program coordinator will work with tribal liaisons to identify and recruit students. Students will then be surveyed and paired with local volunteering young adults that have similar personal, educational and/or vocational interests the student identifies with.

Mentor Selection Process:

The program coordinator will work to outreach and recruit young adults from various community sectors, i.e. youth serving organizations, civil/volunteer organizations, and our local post-secondary education institute, Mendocino Junior College. All interested applicants will fill out an initial application. Applicants will be prescreened through an interview process prior to being selected. The coordinator and Arbor supervisor will then select 20 participants to join the program as mentors. Mentors will go through Redwood Community Services official volunteer process, including a live scan and background check and a 8 hour new hire orientation.

Program Model:

The Arbor Mentor Program will adopt the use the resources from Hamilton Fish Institute on School and Community Violence. *The Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities* series is designed to give practitioners a set of tools and ideas that they can use to build quality-mentoring programs. Each title in the series is based on research (primarily from the esteemed Public/Private Ventures) and observed best practices from the field of mentoring, resulting in a collection of proven strategies, techniques, and program structures.

The model the Arbor Mentoring Program decided to use is the cross-age peer mentoring model. The cross-age peer mentoring model is best supported by sound program practice and an understanding of how peer mentoring differs from the traditional adult-youth mentoring model more familiar to schools and youth development programs. Cross-age peer mentoring refers to programs in which an older youth (mentor) is matched with a younger student (mentee) for the purpose of guiding and supporting the mentee in many areas of her academic, social, and emotional development. These programs are "cross-age" because there is a gap between the age of the mentor and mentee, which allows for effective role modeling and positions the mentor as a wiser and older individual, as with adult-youth mentoring. But these programs are also "peer" programs because they focus exclusively on youth-youth relationships.

Program Design:

The Arbor Mentor Program will consist of 20 pairs that will meet approximately 4-6 hours a month for a minimum of 8 months with the goal of completing 48 hours as a classification for meeting full service mentorship. Mentors will use the curriculum from The Hamilton Fish Institute and use their training and technical assistance as support in implementation.

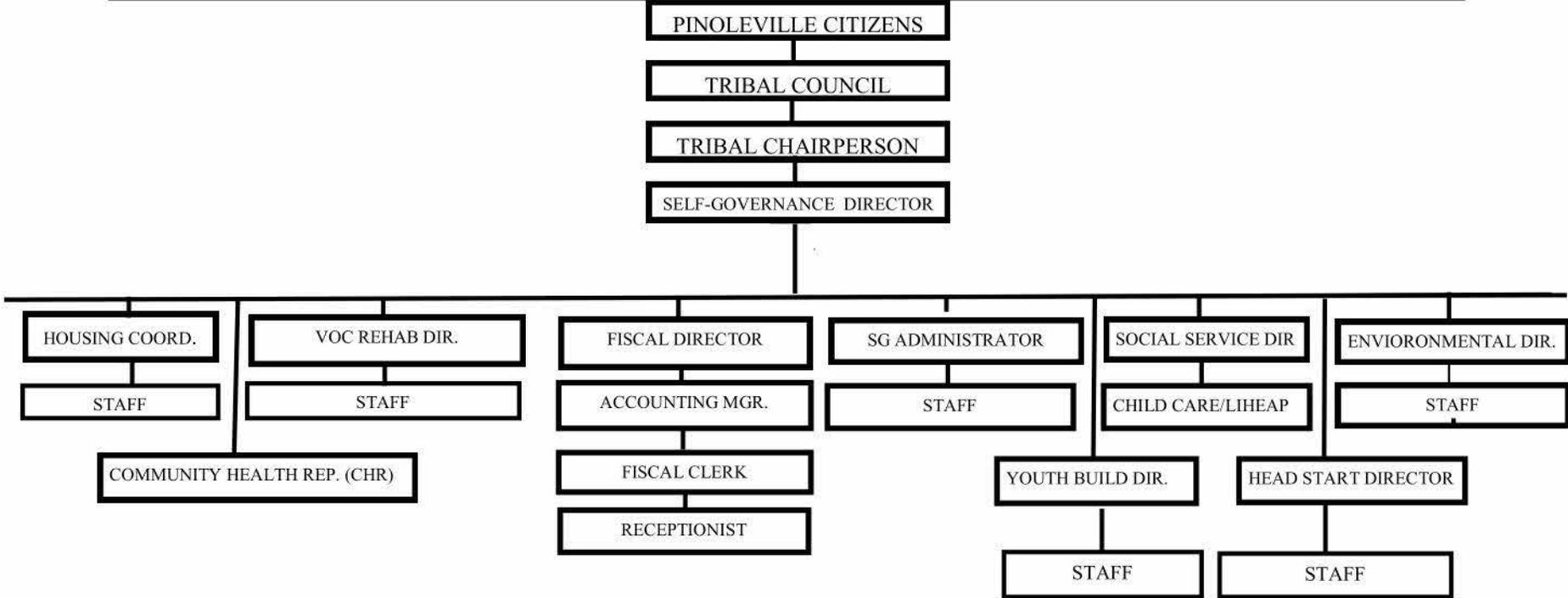
Sources:

The Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Educational Laboratory

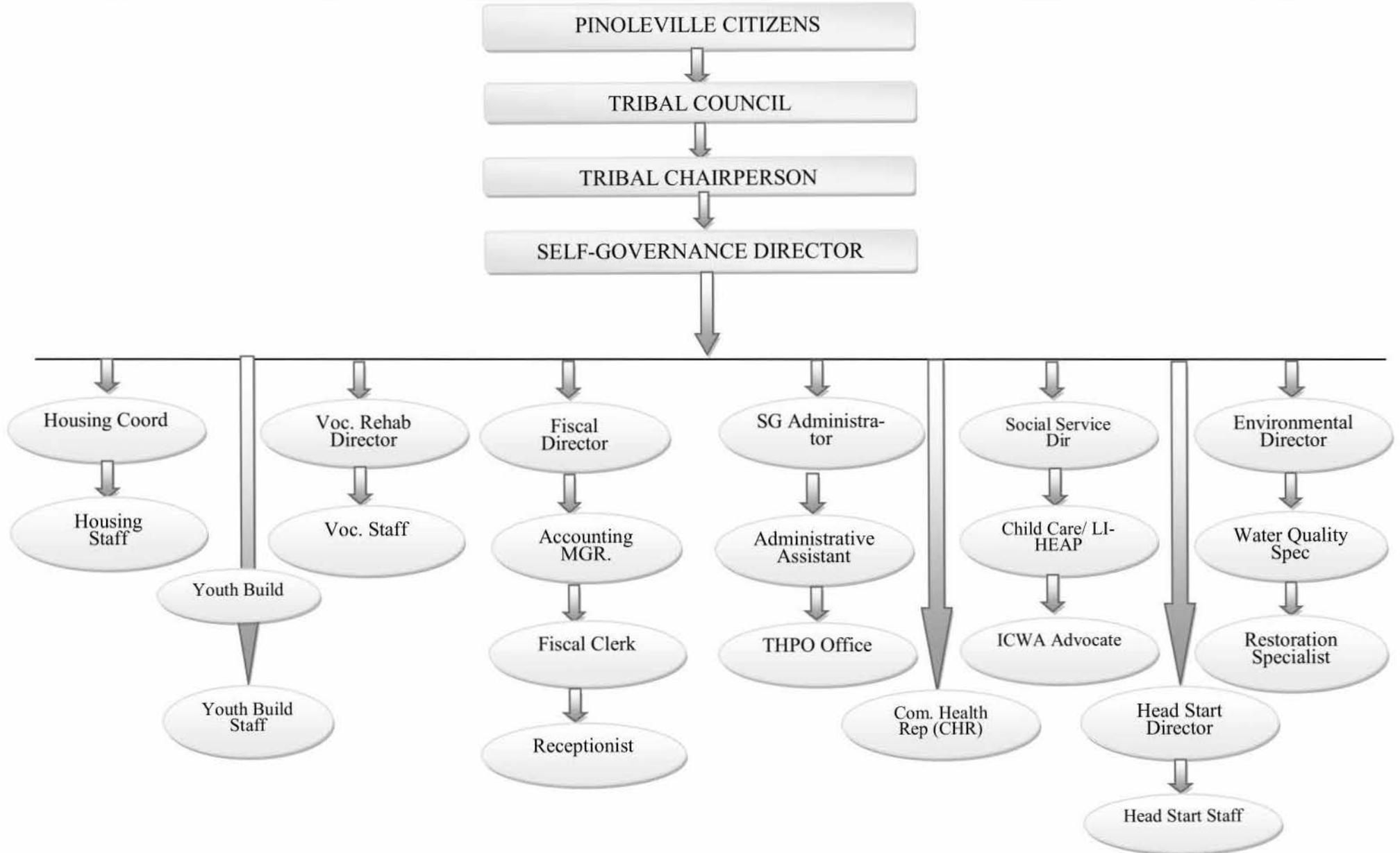
With support from: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice

Youth Mentoring in Schools and Communities Youth Mentoring Youth Mentoring Effective Strategies for Providing Quality

PINOLEVILLE POMO NATION ORGANIZATION CHART



PINOLEVILLE POMO NATION ORGANIZATION CHART



Formula Grant Electronic Application System for Indian Education (EASIE Allocation 1 - Initial) School Year 2015-16

OMB #: 1810-0021 OMB Expiration Date: 05/03/2016

Type of applicant: LEA (Not part of a Consortium)
 Type of application: Regular formula grant program
 Applicant name: **Ukiah Unified School District**
 Address: 511 South Orchard Avenue
 City, State, Zip: Ukiah, CA 95482
 Applicant DUNS Number: 096231295
 Applicant NCES Number: 0640300
 Applicant PR Award number: S060A152172

Allocation 1 - Initial 2015-16 Allocation: \$85,394
 Grant award start date: July 01, 2015 12:00 AM
 Grant award end date: June 30, 2016 12:00 AM
 Application Part II version: 1.0
 Total Indian student count: 437
 Total student enrollment: 5,751

Participating LEAs:

LEA name: Ukiah Unified School District
 City, State: Ukiah, CA
 NCES number: 0640300
 Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
 Student enrollment: 5,751
 Indian student count: 437
 Increase of 10% or more: N

Application Timeframe: Single-Year
 Current Application Cycle: Year 1 Of 1

Applicant name: Ukiah Unified School District
 PR #: S060A152172
 Page 2 of 6

2.2 Coordination of Service

2.2.1 Coordination of Services with Formula Grant Programs

Programs	(a) Is this Program Available?	(b) Is this Program coordinated with Title VII Services?	Program Type
Title I	Yes	Yes	Federal
Homeless Child and Youth	Yes	Yes	Federal
Title III: English Language Acquisition	Yes	Yes	Federal
School Improvement Grants	No	No	Federal
Rural and Low-Income School Program	Yes	Yes	Federal
Impact Aid	Yes	Yes	Federal
Migrant Education	Yes	Yes	Federal

2.2.2.1 Description of Coordination of Services for American Indian/Alaska Native Students

Title VII and Impact Aid funding provide two credentialed Pupil Personnel Services counselors. One of the counselors works with our Native students in T/K through 8th grade, at two elementary schools and one middle school. The second counselor works with our Native students in grades 9 through 12, at one comprehensive high school and one alternative high school campus.

The purpose of having counselors work with our Native students is to provide academic, social, and emotional services. At the elementary schools, the counselors work with students and their families to improve their academic achievement by encouraging school attendance, coordinating reading and math support, career and college awareness, and by providing social and emotional counseling. The counselors coordinate field trips for students to participate in social and cultural events such as Motivation Day, Wellness Days and coordinate Native American Student clubs. In addition, the counselors coordinate field trips to colleges and college fairs and provide trainings for parents and students in applying for the Free Application for Federal Student Aid (FAFSA). Students and their parents communicate with counselors to ensure services are provided to address emotional counseling or referral to local agencies when appropriate. Furthermore, the district supports educating elementary students in the Pomo language at one of our elementary schools and will be reviewing the language program to see if the it can be expanded to other sites.

At our Title VII committee meetings the counselors report on the academic, social, and emotional progress of our Native students. The Title VII committee voted to continue these services, as they have seen the progress of our Native students and have found the services to be beneficial for Native students.

2.2.3 Coordination of Services Professional Development

Staff	Professional Development Opportunity	Content
All teachers and other school professionals	Workshops/Sessions	Cultural Awareness Education and Sensitivity
Other non-Teaching staff Title VII Counselors	Workshops/Sessions PR/Award # S299A160006	Cultural Awareness Education and Sensitivity
Other non-Teaching staff Title VII Counselors	Conferences, including national, state, or LEA-sponsored	Indian Education-specific

All teachers and other school professionals	Workshops/Sessions	Cultural Awareness Education and Sensitivity
Other non-Teaching staff Title VII Counselors	Workshops/Sessions	Cultural Awareness Education and Sensitivity
Other non-Teaching staff Title VII Counselors	Conferences, including national, regional, state, or LEA-sponsored	Indian Education-specific

2.2.4.1 - 2.2.4.3 Dissemination and Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:		School Year: 2015-16
Method of Dissemination to Indian Community and Parent Committee	<input checked="" type="checkbox"/> Public hearing for application	
	<input checked="" type="checkbox"/> Parent Committee meeting	
	<input type="checkbox"/> Within a written report	
	<input type="checkbox"/> Posted on website	
	<input type="checkbox"/> Other open meeting	
	<input type="checkbox"/> Sent home with student	
	<input type="checkbox"/> Radio Broadcast	
	<input type="checkbox"/> Newsletter	
How is LEA responding to findings of previous assessment(s)?	<input type="checkbox"/> No changes in services/programs	
	<input checked="" type="checkbox"/> Modifications to services/programs at LEA level	
	Please describe : Counselors report academic student data at monthly Title VII meeting.	
	<input type="checkbox"/> Modification to services/programs within project	
Please describe :		
Public Hearing Date : 5/4/2015		

Applicant name: Ukiah Unified School District
PR #: S060A152172
Page 3 of 6

2.3 Indian Education Project Description

2.3.1.1 Indian Education Formula Grant Objectives and Data Sources

Objective: Increase integration of Indian specific content into curriculum

Objective Target Grade Levels: Elementary school grades

Services Provided

Service	DataSource
Curriculum development integrating local knowledge, language and culture	Other data source Enrollment in Pomo language courses.

Objective: Increase knowledge of cultural identity and awareness

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive counseling	Other data source Decrease in suspension and expulsion rates.

Objective: Increase academic achievement

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive counseling	Classroom observations

Objective: Increase college enrollment

Objective Target Grade Levels: High school grades

Services Provided

Service	DataSource
College preparation	College application and acceptance data
College preparation	Graduation data

2.4 Budget

2.4.1.0.1 Supplemental Information

By Checking this box, I will ensure that the Indian Education formula grant funds will supplement and not supplant other funding for the education of Indian children, with the goal of providing culturally-responsive education to meet the academic needs of American Indian/Alaska Native students and to assist those students in meeting State achievement standards. See FAQs for guidance and examples.

2.4.9 Budget Summary

Allocated Funds: \$85,394	Total Admin %: 0.0% Total Admin Funds: \$0 Waiver Applied For:	Budgeted Funds: \$85,394	Unbudgeted Funds: \$0
Budget Category	Status	Category Subtotal	% of Overall Allocation
Supplemental Information	Finished	\$0	0.0%
Personnel	Finished	\$85,394	100%
Travel	Finished	\$0	0.0%
Equipment	Finished	\$0	0.0%
Supplies	Finished	\$0	0.0%
Contractual	Finished	\$0	0.0%
Other	Finished	\$0	0.0%
Indirect Costs	Finished	\$0	0.00%
Budget Total		\$85,394	100%

2.4.1.1 Budget-Personnel

Type of Personnel	#	% of Time	Admin Cost	Prog. Cost	Fringe Cost	Total
Project Director						\$0
Project Coordinator						\$0
Other:						\$0
Counselors: Guidance	1	100%		\$57,333	\$18,272	\$75,605
Counselors: Guidance	1	14%		\$9,789		\$9,789
Category Totals	2		\$0	\$67,122	\$18,272	\$85,394

2.4.2.1 Budget-Travel

Type of Travel	Admin Cost	Program Cost	Totals
In-District			\$0
Out of District			\$0
Professional Development			\$0
Category Subtotals	\$0	\$0	\$0

2.4.3.1 Budget-Equipment

Item	Admin Cost	Program Cost	Totals
			\$0
Category Subtotals	\$0	\$0	\$0

2.4.4.1 Budget-Supplies

Item	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Consumables			\$0
Program Management			\$0
Category Subtotals	\$0	\$0	\$0

2.4.5.1 Budget-Contractual

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Evaluations			\$0
Category Subtotals	\$0	\$0	\$0

2.4.6.1 Budget-Other

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Activities Related to Services			\$0
Professional Development			\$0
Category Subtotals	\$0	\$0	\$0

2.4.7.1 Budget-Indirect Costs

Rate %	Total
6.75%	\$0

2.6 Comment

This grant covers the cost of 1 FTE counselor plus .14FTE counselor. The balance of the cost of the second counselor is paid with Federal Impact Aid funds as well as other expenses such as fieldtrips and supplies.

Applicant name: Ukiah Unified School District
PR #: S060A152172
Page 6 of 6

- I, the legal authorized representative, have read both program assurance forms, Standard Form 424B Assurances – Non-Construction Programs and Additional Program Assurances for 84.060–Indian Education Formula Grants, and agree to their provisions. NOTE: You do not need to sign and mail-in program assurances to the program office. Checking the checkbox is equivalent to a signature. You should keep a signed copy on file for your project records.
- All of the required student forms (ED 506 Forms) are on file with the LEA and will be provided to the Office of Indian Education upon request.
- I certify that the Parent Committee participated in the development of the application submitted and approves the proposed application. I have uploaded the Parent Committee Approval form.
- I certify that I am an employee authorized to legally bind this entity, and that by accepting the award for the Indian Education Formula Grant Program, this grantee will comply with all program assurances, agrees to carry out the program and meet all applicable requirements described herein. I certify that, to the best of my knowledge, the information in this application is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to penalties under The False Claims Act, 18 U.S.C. 1001.

Applicant Contact Name: Marcia Locatelli
Applicant Contact E-mail: mlocatelli@uusd.net
Applicant Contact Title: Secretary
Applicant Contact Telephone: (707) 472-5052

User 1: Marcia Locatelli
E-mail: mlocatelli@uusd.net
Title: Secretary

User 2: Katie Sommer
E-mail: ksommer@uusd.net
Title: Assistant Superintendent

User 3: Antonio Lopez
E-mail: alopez@uusd.net
Title: Project Director

If you have any questions regarding your SY 2015-16 EASIE Formula Grant application or need to report changes of EASIE system users for your LEA prior to the close of the application submission, review, and approval period (approximately July 1, 2015), please contact the Partner Support Center. PSC is available between 8:00 a.m. and 6:00 p.m., Eastern Time. PSC is closed on federal holidays.

EDFacts Partner Support Center (PSC)
Voice: 877-457-3336 (877-HLP-EDEN)
Fax: 888-329-3336 (888-FAX-EDEN)
E-mail: eden_OIE@ed.gov

Hearing impaired persons may contact the Partner Support Center at TTY/TDD: 888-403-3336 (888-403-EDEN).

If you have questions or need to make changes to SY 2014-15 or prior grants or need information after July 1, 2015, please contact the Office of Indian Education.

Office of Indian Education
Telephone: 202-260-1454
E-mail: Indian.education@ed.gov

There was a problem attaching a file(s).

The file was missing in the application package
submitted through Grants.Gov

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

PART VI. Budget and Budget Justification

1st Year (2016-2017)

Budget Category	Direct Cost	Total
<u>PERSONNEL</u>		
Project Director, 3/4 FTE \$4,160 per monthx12mos)	\$ 49,920.00	
Project Assistant, FTE	\$ 33,280.00	
Counselor I, FTE	\$ 50,760.00	
Native American Home Liason,FTE	\$ 33,280.00	
Native Amerian Career Counselor , FTE	\$ 41,600.00	
Mentoring Coordinator, FTE	\$ 41,600.00	
Transportation Coordinator (1040 hrs x\$12 per hr)	\$ 12,480.00	\$ 262,920.00
<u>FRINGE BENEFIT</u>		
(includes: SUI, SDI, FICA, Insurance)		
staff @20% of salary plus 10% for IRA and health Insurance	\$ 78,876.00	\$ 78,876.00
Total Personal subtotal		\$ 341,796.00
<u>TRAVEL</u>		
Out of area travel		
Project Director Conference (\$1,950x5)	\$ 9,750.00	
Native American Education Conference	\$ 5,200.00	
Junior Achievement BizTown Tour	\$ 4,920.00	\$ 19,870.00
<u>EQUIPMENT</u>		
14 Passenger Mini Bus with 2 wheel-chair positions (2014 used Champion Challenger)	\$ 48,750.00	\$ 48,750.00
<u>SUPPLIES</u>		
Office furniture,computers, projector and printers	\$ 5,100.00	
Office supplies	\$ 1,800.00	
After School Program laptop (15 @ 750 per)	\$ 11,250.00	
Career Counseling/Project Management software	\$ 6,100.00	\$ 24,250.00
<u>Contractual</u>		
Tutors	\$ 54,000.00	
Individual College Counseling and Workshops	\$ 35,000.00	
Motivational Speakers	\$ 10,000.00	
White Bison (train the trainer and 3 day workshop	\$ 8,250.00	
Professional Teacher Trainers(Cultural Practiioners)	\$ 4,500.00	
Substitute Teachers	\$ 3,000.00	
Professional Evaluator	\$ 17,000.00	
Healing Circle Faciliator	\$ 6,000.00	
Mentor Program Technical Assistance	\$ 8,000.00	\$ 145,750.00

OTHER		
Tribal Partners (\$8000x5)	\$ 40,000.00	
Tutoring Materials/work books	\$ 4,000.00	
Test and application fees for 4 year-college	\$ 3,300.00	
Higher Education and Career Conference	\$ 10,000.00	
Mentoring Program Activity stipends and Group Activity Fee	\$ 10,000.00	
Mendocino College Summer Academy	\$ 20,000.00	
Junior Achievement Program Fee	\$ 2,000.00	
Local Travel	\$ 4,032.00	
Postage	\$ 1,480.00	
Copying cost	\$ 2,400.00	
Conference room	\$ 4,800.00	
Utilities	\$ 1,200.00	
IT Support	\$ 2,400.00	
Vehicle Insurance/Maintenance/Gas	\$ 8,700.00	
Staff training	\$ 6,000.00	
Professional membership dues/subscription/Resource books	\$ 4,800.00	\$ 125,112.00
Total	\$ 705,528.00	\$ 705,528.00
Indirect Cost (16.71%)	\$ 117,893.73	\$ 117,893.73
Total Grant Amount		\$ 823,421.73

PART VI. Budget and Budget Justification

2nd Year (2017-2018)

Budget Category	Direct Cost	Total
<u>PERSONNEL</u>		
Project Director, 3/4 FTE \$4,368 mo x 12mos	\$ 52,416.00	
Project Assistant, FTE	\$ 34,944.00	
Counselor I, FTE	\$ 53,298.00	
Home Liason, FTE	\$ 34,278.40	
Native Amerian Career Counselor , FTE	\$ 43,680.00	
Mentoring Coordinator (full time)	\$ 43,680.00	
Transportation Coordinator (1040 hrs x\$12)	\$ 13,104.00	\$ 275,400.40
<u>FRINGE BENEFIT</u>		
(includes: SUI, SDI, FICA, Insurance)		
staff @20% of salary plus 10% for IRA and health Insurance	\$ 82,620.12	\$ 82,620.12
Total Personal subtotal		\$ 358,020.52
<u>TRAVEL</u>		
Out of area travel		
Project Director Conference (\$1,950x5)	\$ 9,750.00	
Native American Student Education	\$ 5,200.00	
Junior Achievement BizTown Tour	\$ 4,920.00	\$ 19,870.00
<u>EQUIPMENT</u>		
		\$ -
<u>SUPPLIES</u>		
Office supplies	\$ 1,800.00	
Career&College Counseling subscription	\$ 5,100.00	\$ 6,900.00
<u>Contractual</u>		
Tutors	\$ 60,000.00	
Individual College Counseling	\$ 35,000.00	
Motivational Speakers	\$ 10,000.00	
White Bison (train the trainer and 3 day workshop	\$ 8,500.00	
Professional Teacher Trainers(Cultural Practiioners)	\$ 4,500.00	
Substitute Teachers	\$ 3,000.00	
Professional Evaluator	\$ 17,000.00	
Website Consultant	\$ 3,000.00	
Healing Circle Facilitator	\$ 6,000.00	\$ 147,000.00

OTHER			
Tribal Partners (\$8000x5)	\$	40,000.00	
Tutoring Materials	\$	4,500.00	
Test and application fees for 4 year-college	\$	4,500.00	
Higher Education and Career Conference	\$	10,000.00	
Mentoring Program Activity stipends and Group Activity Fe	\$	10,000.00	
Mendocino College Summer Academy	\$	20,000.00	
Junior Achievement Program Fee	\$	2,000.00	
Local Travel	\$	4,032.00	
Postage	\$	1,000.00	
Copying cost	\$	2,400.00	
Conference room	\$	4,800.00	
Utilities	\$	1,200.00	
IT Support	\$	2,400.00	
Vehicle Insurance/Maintenance/Gas	\$	8,700.00	
Staff training	\$	3,000.00	
Professional membership dues/subscription	\$	1,000.00	\$ 119,532.00
Total	\$	651,322.52	\$ 651,322.52
Indirect Cost (16.71%)	\$	108,835.99	\$ 108,835.99
Total Grant Amount			\$ 760,158.51

PART VI. Budget and Budget Justification

3rd Year (2018-2019)

Budget Category	Direct Cost	Total
<u>PERSONNEL</u>		
Project Director, 3/4 FTE \$4586mo x 12mos	\$ 55,036.80	
Project Assistant, FTE	\$ 36,691.20	
Counselor I	\$ 55,962.90	
Home Liason	\$ 35,992.32	
Native Amerian Career Counselor (1/2 time)	\$ 45,864.00	
Mentoring Coordinator (3/4 time)	\$ 45,864.00	
Transportation Coordinator (800 hrs x \$12)	\$ 13,759.20	\$ 289,170.42
<u>FRINGE BENEFIT</u>		
(includes: SUI, SDI, FICA, Insurance) staff @20% of salary plus 10% for IRA and health Insurance	\$ 86,751.13	\$ 86,751.13
Total Personal subtotal		\$ 375,921.55
<u>TRAVEL</u>		
Out of area travel		\$ -
Project Director Conference (\$1,950 x 5)	\$ 9,750.00	
Native American Student Education	\$ 5,200.00	
Junior Achievement BizTown Tour	\$ 4,920.00	\$ 19,870.00
<u>EQUIPMENT</u>		
		\$ -
<u>SUPPLIES</u>		
Office supplies	\$ 1,800.00	
Career & College Counseling subscription	\$ 5,100.00	\$ 6,900.00
<u>Contractual</u>		
Tutors	\$ 60,000.00	
Individual College Counseling	\$ 35,000.00	
Motivational Speakers	\$ 10,000.00	
White Bison (train the trainer and 3 day workshop)	\$ 8,750.00	
Professional Teacher Trainers (Cultural Practitioners)	\$ 4,500.00	
Substitute Teachers	\$ 1,500.00	
Professional Evaluator	\$ 17,000.00	
Website consultant	\$ 1,500.00	
Healing Circle Faciliator	\$ 6,000.00	\$ 138,250.00

OTHER		
Tribal Partners (\$8000x5)	\$	40,000.00
Tutoring Materials	\$	4,750.00
Test and application fees for 4 year-college	\$	4,500.00
Higher Education and Career Conference	\$	10,000.00
Mentoring Program Activity stipends and Group Activity Fee	\$	10,000.00
Mendocino College Summer Academy	\$	20,000.00
Junior Achievement Program Fee	\$	2,000.00
Local Travel	\$	4,032.00
Postage	\$	1,000.00
Copying cost	\$	2,400.00
Conference room	\$	4,800.00
Utilities	\$	1,200.00
IT Support	\$	2,400.00
Vehicle Insurance/Maintenance/Gas	\$	8,700.00
Staff training	\$	3,000.00
Professional membership dues/subscription	\$	1,000.00
		\$ 119,782.00
Total	\$	666,723.55
Indirect Cost (16.71%)	\$	111,409.50
Total Grant Amount	\$	778,133.05

PART VI. Budget and Budget Justification

4th Year (2019-2020)

Budget Category	Direct Cost	Total
<u>PERSONNEL</u>		
Project Director, 3/4 FTE \$4815mox12mos	\$ 57,774.15	
Project Assistant, FTE	\$ 38,525.55	
Counselor I	\$ 58,760.10	
Home Liason	\$ 31,500.00	
Native Amerian Career Counselor (1/2 time)	\$ 48,157.20	
Mentoring Coordinator (3/4 time)	\$ 48,157.20	
Transportation Coordinator (800 hrs x\$12)	\$ 14,447.16	\$ 297,321.36
<u>FRINGE BENEFIT</u>		
(includes: SUI, SDI, FICA, Insurance)		
staff @20% of salary plus 10% for IRA and health Insurance	\$ 89,196.41	\$ 89,196.41
Total Personal subtotal		\$ 386,517.77
<u>TRAVEL</u>		
Out of area travel		\$ -
Project Director Conference (\$1,950x5)	\$ 1,750.00	
Native American Student Education	\$ 5,200.00	
Junior Achievement BizTown Tour	\$ 4,920.00	\$ 11,870.00
<u>EQUIPMENT</u>		
		\$ -
<u>SUPPLIES</u>		
Office supplies	\$ 1,800.00	
Career&College Counseling subscription	\$ 5,100.00	\$ 6,900.00
<u>Contractual</u>		
Tutors	\$ 60,000.00	
Individual College Counseling	\$ 35,000.00	
Motivational Speakers	\$ 10,000.00	
Professional Teacher Trainers(Cultural Practiioners)	\$ 4,500.00	
Substitute Teachers	\$ 1,500.00	
Professional Evaluator	\$ 17,000.00	
Website consultant	\$ 1,500.00	
Healing Circle Faciliator	\$ 6,000.00	\$ 135,500.00

<u>OTHER</u>		
Tribal Partners (\$8000x5)	\$	40,000.00
Tutoring Materials	\$	4,750.00
Test and application fees for 4 year-college	\$	4,500.00
Higher Education and Career Conference	\$	10,000.00
Mentoring Program Activity stipends and Group Activity Fee	\$	10,000.00
Mendocino College Summer Academy	\$	20,000.00
Junior Achievement Program Fee	\$	2,000.00
Local Travel	\$	4,032.00
Postage	\$	1,000.00
Copying cost	\$	2,400.00
Conference room	\$	4,800.00
Utilities	\$	1,200.00
IT Support	\$	2,400.00
Vehicle Insurance/Maintenance/Gas	\$	8,700.00
Staff training	\$	3,000.00
Professional membership dues/subscription	\$	1,000.00
		\$ 119,782.00
Total	\$	660,569.77
Indirect Cost (16.71%)	\$	110,381.21
Total Grant Amount		\$ 770,950.98

SECTION V: Budget Justification

A 48-month program and budget will be required to meet the obligations of the proposed project.

1. Personnel (\$262,920 Year 1, \$275,400 Year 2, \$289,170 Year 3 and \$297,321 Year 4)

Project Director The Project Director will be 75% full time to manage the project. Due to the complexity and uniqueness of the position, a salary of \$4,160 per month is proposed for the first year. The Project Director oversees all program activities. There will be a 5% salary increase per year starting the 2nd project year. Salary includes sick leave, personal leave, holiday leave, family leave and bereavement leave. 5% salary increase is budgeted for Year 2-4.

Project Assistant The Tribe will hire a full time Project Assistant to coordinate activities with project partners with focus on working with Tribal partners to deliver on-site tutoring program and Mendocino College to implement 3 week summer bridge program (9-12th grade) and 1 – week long summer academy (7-8 grade) targeting AI students including field-trips.. Maintain master calendar of all project activities at each partner sites. The position will also support Project Director in composing and typing a variety of correspondence, forms, logs, reports as well as taking minutes of the Project Advisory meetings and other administrative duties. Salary starts at \$33,280 for the first project year with 5% increase per year.

Counselor I. This full time position will be contracted out to Ukiah Unified School District and be placed in elementary schools to providing counseling and support to 150 AI students. The annual salary for the position is \$50,760 according to the District salary schedule. There will be a 5% salary increase per year starting the 2nd project year.

Home Liaison This full time position will be contracted out to Ukiah Unified School District and be placed in the District to be the bridge between schools, Native American students and their American families to decrease absenteeism. The Liaison will actively engage families and provide education including home visits so the families can support to their student's better. The annual salary for the position is \$33,280 according to the District salary schedule. There will be a 5% salary increase per year starting the 2nd project year.

AI Career Counselor This FT position will be contracted out to Pinoleville Pomo Nation Vocational Rehabilitation Program to provide career counseling to AI students (age 14-21) who are not interested in 4 year college option after high school or choose to pursue other vocational goals. The annual budget for this position \$41,600. There will be a 5% salary increase per year starting the 2nd project year.

Mentoring Coordinator This FT position will be contracted out to Arbor Youth Resource Center to coordinate and manage mentoring program to AI students. The position has an hourly

Part 5. Budget Narrative

rate of \$20 and the annual budget for this position \$41,600. There will be a 5% salary increase per year starting the 2nd project year.

Transportation Coordinator The project will hire a part-time driver to transport AI students for supportive services at Tribal Learning Centers, school sites, Arbor and other project activities. 1,040 hrs. per year @12.00 per hour is budgeted for this position. Due to distances between schools and some tribal communities (17 miles each way), transportation was one of the identified barriers for AI students to access supportive services. 5% increase in hourly wage is budgeted starting the second project year.

2. Fringe Benefits (\$78,876 Year 1, \$82,620 Year 2, \$86,751 Year 3 and \$89,196 Year 4)

Calculated at 30% for both the request for funds, including the required payment of FICA & Medicare (7.65%), Workers Comp (1.37%), Federal Unemployment Tax, State Unemployment Insurance (5.5%), State Disability (0.8%), employer health insurance and life insurance (14.68%) and a retirement plan (5%).

3. Travel (\$18,670 Year 1, \$18,670 Year 2, \$18,670 Year 3 and \$10,670 Year 4)

Non-local Travel: For Year 1-3, 2 day workshop for Project Director and 4 partner representative to Washington DC to attend mandatory project director/partner meeting. Estimated cost for the trip per person is \$1,950 (local travel \$150, airfare \$670, lodging \$750 (\$250 per night x3) +per diem \$280+\$100 parking). In Year 4, only the project director will attend the meeting.

For Year 2-4 Project Director, Project Assistant and Counselors will take turns to attend National Indian Education Association 4-day Conference at Portland, Oregon. Only two project staff will attend per year for \$5,200. Estimated cost for the trip per person is \$2,600 (registration \$600+local travel \$150+ airfare \$570+ room \$750+per diem \$300+\$230 parking/shuttle).

For Year 1-4, 4 staff members will take fifteen (5 graders) Junior Academy BIZ-town experience in Portland Oregon after AI students complete 12 sessions of curriculum that encompasses financial literacy, work readiness, and entrepreneurship. Travel cost include one van (the program will be purchasing one van) \$300 for three days. Lodging for two nights \$1,200, per diem \$3,420 (\$60 per day x 3x19 person (\$120 x 5 rooms x2).

4. Equipment (\$48,750 Year 1, \$0 Year 2-4)

14 Passenger Mini School Bus 1st Project Year purchase a 14 passenger mini school bus to provide transportation services for youth program activities. \$30,000. The budget was based on quote for a 2014 Champion Challenger 22 with 2 handicapped seating. Due to distances between Tribes/school sites/other activities sites, transportation is a necessity to get tribal youth participation.

Part 5. Budget Narrative

5. Supplies (\$24,250 Year 1, \$6,900 Year 2-4)

- A. Office furniture, computers and printer 1st year Purchase office furniture (\$ 750 for one desk and \$ 350 for one file cabinet), 2 computers (\$1500 each with software for Career Counselor and Project Assistant) and 2 printers (\$600).
- B. Office supplies: this item covers the basic supplies to complete the project activities. The cost shall include paper, computer materials, photocopy, postage, stationary, and cartridges at approximately \$150 a month. All those supplies are specific to the project.
- C. Lap Tops 1st year -15 laptops will be (\$750 per with software) for Project Staff. 3 will be used by the Project Director, Career Counselor at PPNVRP, and Mentoring Coordinator. The other 12 will be used in different Tribal Education Centers for Group College & career counseling workshop, tutoring or test preparation.
- D. Career/College Counseling and project management software

Year 1 – annual subscription fee of \$3,500 plus training for Naviance Career and College Counseling software, \$2,100 for Naviance Career and Readiness curriculum and \$500 for project management software.

Year 2-4 Annual subscription of Naviance Career and College Counseling software \$3000 plus \$2,100 for Naviance Career and Readiness curriculum.

6. Contractual (\$145,750 Year 1, \$147,000 Year 2, \$138,250 Year 3 and \$135,500 Year 4)

- A. Tutors The project will contract with 3-4 tutors to implement tutoring services at school sites and 5 tribal learning centers. \$54,000 (2,160 hrs. x \$25 hrly for the first year and \$60,000 for other three years (2,400 hrs x\$25 hrly). Tutors will go to 3 elementary schools, 2 middle schools and tribal learning centers. Average tutor hours will be 216 hrs per year per site and average hour per week is 4 hrs. Qualified and experience tutor in our area cost \$25 per hour
- B. Individual College and Group Counseling The project will contract with an experienced college counselor 225 hour to work with 15 AI high school students per year to develop individual college plan (15 hr. each x 15 x \$100 per hr.) . The College Counselor will also deliver 10 group sessions to grade 7-8th AI students each project year \$5000 (2.5 hr. session x \$500 per session), 4 group sessions for high school AI and 6 group sessions to AI families(\$2.5 hrs. x 500 per session) to understand college preparation and admission process. \$2,500 for training materials, workbooks & workshop supplies, etc. Consultant

Part 5. Budget Narrative

qualification and proposal can be found in attachment (collegecounselorproposal.pdf).

- C. Motivational Speakers The project budgeted \$10,000 for each program year to hire motivational speakers (\$1250 per session travel included x 10 sessions) to be the keynote speakers at 2 Award Ceremony for mentoring program, 2 for the Healing Circle, 2 at Mendocino College Summer Academy Graduation Ceremony (two programs) and 2 for the Higher Education and Career Conference (1 day). The per day rate is based on phone quotes from several sources.
- D. White Bison Wellbriety Training 3-day workshop (on site) on Sons and Daughters of Tradition for prevention 1st year \$8,250 (\$6,000 trainer and \$2,250 training material for 15 participants). \$8,500 for the 2nd year and \$ 8,750 for 3rd year (Medicine Wheel for Adolescent Boys and Girls).
- E. Cultural Practitioners (Teacher Training Consultant) Local tribal cultural practitioner will be contracted to provide cultural sensitivity training to UUSD staff (\$150x30 hrs.) per year. \$4,500 per year is budgeted to deliver 10 (3 hrs. each) trainings to 10% of UUSD staff (600).
- E. Substitute Teachers Cost to hire 5 substitute teachers each for two days so 5 teaching staff can attend two cultural education field trips. 5 subs x\$150 per day x 2 field trips \$1,500 total for each program year.
- F. Professional Evaluator Resource Excellence in Education, University of California, Davis will be the third party evaluator for the project. \$17,000 per year including \$10,000 for annual surveys, \$5,000 for annual interview, \$1,000 for travel, \$1000 for material/software). Proposal is attached (evaluatorproposal.pdf).
- G. Healing Circle Facilitator \$6,000 (\$30 hr x 200 hrs) is budgeted for a substance abuse consultant to supervise an intern to run an AI youth (7-12 grade) healing circle every project year. See Kate Feigin's proposal in attachment KFproposal.pdf. We estimate 10-15 AI students to complete the prevention curriculum by White Bison Wellbriety.
- H. Mentor Program Technical Assistance \$8000 is budgeted yearly for 6 training modules \$5,400 (\$ 900x6) by Institute for Youth Success at Education Northwest, a national leading organization in youth mentoring. Since the Native American Youth program has never been implemented in our area before despite the fact that Arbor, our partnership organization, has years of youth mentoring experience, project team decided that continued technical support by a national leader in the field (who also had experience working with other Native mentoring program) is key to our project success. The institute will provide our Mentoring Program and volunteers on Effective communication skills, 40 Developmental Assets, Tips and tools to dealing with difficult conversations, Social media platforms and the mentoring relationships, Attachment Theory and Cultural Sensitivity. \$3,600 will be used for on-going

Part 5. Budget Narrative

coaching to support Mentoring Program staff depending on the needs after the program implementation in recruiting, matching, refining program design, closure, program management and program sustainability.

- I. Website Consultant Year 2 \$3,000 to hire a consultant to construct project websites.
Year 3-4 \$1,500 for website update and maintenance

7. Others(\$125,112 Year 1, \$119,532 Year 2, \$119,782 Year 3 and \$119,782 Year 4)

A. Tribal Partner \$40,000 (\$8000 per Tribe x5) is budgeted each year for 5 Tribes to deliver cultural education at each tribal community. Each Tribe submitted their budget justification in attachment TRIBESUPPORT.pdf. Same for 2nd, 3rd and 4th project year.

B. Tutoring Material \$4,000 for 1st year, \$4,500 2nd year, \$4,750 for 3rd and 4th year
For tutoring materials such as text books, test preparation & workbooks, folders, culturally appropriate books/audio/video material to support student academic success.

C. Test and Application Fees for 4 year college \$3,300 for 1st year and \$ 4,500 for other three years for 20-25 NA students on college track to pay for PSAT, SAT, AP tests and college application fees.

D. Higher Education and Career Conference One day Annual Conference for NA students \$10,000 per year including advertising & outreach (\$1,000), Resource materials for students (\$1,500), Tee shirts (\$ 1,500 per for 150 conference participants), presenters (\$3,000), security (\$600 per day), two dance groups (\$500), insurance (\$600), 1st Aid kits (\$100), table/chair rental cost (\$500), water (\$100) and \$600(awards).

E. Mentor/Mentee activity stipends and Group Activity fees Activity stipends and group activity fees of \$10,000 are budgeted for mentor/mentee to pay the cost of activities that contributes to mentee's educational goals. We budgeted \$8,000 (\$400 per for 20 pairs of mentor/mentee each year). The other \$2,000 will be used for monthly group activities such as rope course, visiting natural or state park, roller-skating, bowling etc. (8 per year x \$250).

F. Mendocino College Summer Academy (20 students for each of the following programs)
1-week Career Exploration Academy (7th and 8th grade AI students), \$5,000 total including Space Rental \$1000, Instructional Faculty and counselor \$ 2,000 (\$ 1,920 program teachers \$240 per day x 4 x 4 and school counselors \$240 x 4 days plus 80 stipend for one guest speaker), career assessments \$500, workbooks \$500, Student Health Fees for Mendocino College \$280 (20 students @ \$14 per student), promotional program items \$720 (calculators, traditional games, banners, recruitment materials).

3-week Summer Bridge Academy (9-12th grade AI students) \$15,000 total including Space

Part 5. Budget Narrative

Rental \$3000, instructional faculty and guest speakers \$6,000 (\$5,760.00 program teachers \$40/hr x 6 hrs./per day x 12 days x 2 for academic enrichment programs for careers in health, sustainable energy, business & marketing, food & agriculture as well as physical education activities plus \$ 240 stipends for 4 guest speakers), books \$2000 (\$100 per student x 20), supplies \$300 (\$15 per student x20), printing \$700 (flyers, brochures), Student Health Fees for Mendocino College \$280 (20 students @ \$14 per student), promotional/program items \$1000 (calculators, banners, recruitment materials, traditional games), field trips \$2000 (College tour to UC and California State Universities \$1000, rope course \$600, Botanical Garden Tour \$600).

Junior Achievement Program Fee & other cost Curriculum cost for 3rd Grade JA Our City program fee is \$1,000 and cost of JA BizTown for the 5th grader is \$360(\$18 x20 per student). Since we are running the program as an after program, we also need to hire a classroom aid to assist Counselor (who will be the instructor) for a total of \$17 sessions (\$20 per hr. x 1.5 hrs. x12= \$360 plus \$280 for snacks) JA Our City introduces students to the intersection of financial literacy and third grade social studies learning objective, including the characteristics of cities and how people and business in cities managing their money. JA Our City will plant seed earlier in AI students to develop understanding on how city operates and how entrepreneurs promote a healthy economy within a city. JA Biz Town targets 5th grader, including 12 hrs. in class instruction and 4.5 hr. on-site student simulation at JA BizTown. The JA BizTown curriculum encompasses financial literacy, work readiness, and entrepreneurship, providing students a solid foundation of business, economics and free enterprise education (See Attachment JA 3rd and 5th grade curriculum).

H. Local Travel \$4,032 is set aside for cover project staff (tutors included) local travel to 5 Tribal sites, meeting with partners & collaborators (5 trips week x 30 miles x 48 weeks x.56/ per mile) each project year.

I. Postage \$1,480 for the first year due to project initiation activities and collecting baseline data. \$1,000 for Year 2-4.

J. Copying Cost \$200 per month for \$2,400 each year.

K. Conference Room Space rental \$4,800 per year (\$400 per month) for program meetings, workshops, youth healing circle activities.

L. Utilities \$100 per month x12=\$1,200 per year.

M. Communication \$1,200 per year include phone, cell phone, internet.

N. IT Support \$2,400 per year for IT support for 3 computers and 15 laptops. \$200 monthly.

O. Vehicle Insurance, Gas and maintenance \$3,900 per year for insurance (\$2,700), Gas \$4,800 per year (400 per month x12), maintenance (\$1200 per year)

Part 5. Budget Narrative

- P. Staff Training \$3,000 per year for Project Director or Career Counselor to attend either on-line or on-site professional training to update their skills in project management, counseling techniques, Indian education, youth risk prevention, grant writing, resource development or other job related topics. \$500 per training x 6 per year.
- Q. Professional membership dues/subscription It is important to network with national and State educational or counseling associations and professional fundraising association to enhance our knowledge to support the project. \$1,000 a year has been budgeted for membership dues and subscription.

In-kind Contribution Detail and narrative

	UUSD	Arbor	PPNVRP	PPN	Local Tribes	CTHP	MCOE	County Mental Health	County Juvenile Justice	Total
Personnel-other	\$ 27,301	\$ 14,317	\$ 6,739	\$ 34,550	\$ 2,500	\$ 12,332	\$ 1,340	\$ 1,700	\$ 1,200	\$ 85,407
Personnel-other	\$ 10,902					\$ 5,285		\$ 6,720	\$ 8,000	
Fringe Benefits (30%)			\$ 4,043							\$ 4,043
Supplies				\$ 2,000						\$ 2,000
Contractual	\$ 4,000									\$ 4,000
Data collection/Evaluation	\$ 3,298						\$ 960			\$ 3,298
Other	\$ 82,100	\$ 83,164	\$ 8,700	\$ 34,200	\$ 22,000	\$ 6,000	\$ 2,400	\$ 1,200	\$ 1,000	\$ 230,164
Subtotal	\$ 127,601	\$ 97,481	\$ 19,482	\$ 70,750	\$ 24,500	\$ 23,617	\$ 4,700	\$ 9,620	\$ 10,200	
Grant Total										\$ 387,951

In-kind Contribution Budget Narrative

Partner Commitment All three partners demonstrated their support in the partnership agreement and committed significant in-kind contribution to the project relevant to the project objectives. The total in-kind value of partners' contribution is (b)(4) per project year.

UUSD For this grant application, the UUSD (UUSD) is firmly committing four years of program support through the use of its classroom and facilities (b)(4) for tutoring NA students and other project activities, (b)(4) staff time for personnel management (Counselor 1 and Home Liaison, to be hired under the project), (b)(4) other administrative and other staff support, (b)(4) for project marketing, (b)(4) (staff time) for data collection & evaluation. Based upon valuations from UUSD the per-year value of these services, etc. is (b)(4) The total four year in-kind contribution from UUSD is (b)(4)

Arbor Youth Resource Center The Arbor Youth Center commits staff time for project oversight and supervision (b)(4) provide work space for Mentoring Coordinator (b)(4) per year), background checks for mentors (b)(4) and tutoring (b)(4) The combine in-kind value of their support is (b)(4) The total four year in-kind contribution from Arbor is (b)(4)

Pinolville Pomo Nation Vocational Rehabilitation Program PPNVRP agrees to provide contribution to the project for a total of (b)(4) per project year, including staff time for staff supervision project oversight (b)(4) of Program Director's annual salary (b)(4), work space for (b)(4) project outreach (b)(4) marketing (b)(4) and communication support (phone/copier, internet/vehicle use) (b)(4) The total four year in-kind contribution is (b)(4)

PPN Tribal In-kind Contribution The Pinoleville Pomo Nation will contribute in kind support of (b)(4) early to the project by providing space (b)(4) (700 sq x 1.00 sq x 12), Tribal Council oversight (b)(4) (12 mtg x 150 x 6 council members), (b)(4) for IT support (b)(4)

monthly (b)(4) video technical support (b)(4) per hr x 100 hrs), food for activities (b)(4) per month x12), youth healing circle stipends (b)(4) per month x12), office furniture (b)(4) bookshelf, storage cabinet, chairs), (b)(4) staff in-kind, staff support for the Tribal Youth Council (b)(4) @ (b)(4) per month x 12) and accounting services (b)(4) of \$70,000 salary). PPN's Tribe commitment is documented in PPNresolution.pdf.

Collaborators' In-Kind Contribution

Local Tribes The project's strongest collaborators are 5 nearby Tribes. With the exception of Yokayo Tribe, 5 participating Tribes sent letters of commitment, contributing administrative support & space to implement cultural education and tutoring program (2 times per week) on Tribal land. Pinoleville Pomo Nation (PPN) contributed (b)(4) in-kind for administrative support and (b)(4) (44 classes of cultural education x (b)(4) each) for space use. Although other Tribes did not specify the in-kind in their letter of commitment or budget & justification for (b)(4) each to be included in the grant application for cultural education, we can use PPN in-kind as a guide and assign an average in-kind value of (b)(4). The combine value of tribal in-kind contribution is (b)(4) per year.

Consolidated Tribal Health Project CTHP is also contributing in-kind to the project per year, including (b)(4) for conference room for WellBriety 3 day workshop, (b)(4) FTE AODP Counselor) to organize and facilitate a native youth healing circle, (b)(4) in meeting space (12 months x 2 (b)(4) for space for twice a month youth healing circle meetings), (b)(4) for public information dissemination and (b)(4) for data collection, surveys, and other evaluation activities. The total for each project year is (b)(4) per year and the total for four project years will be (b)(4)

Mendocino County Health and Human Services Agency Mental Health Branch of Mendocino County committed (b)(4) (24 hrs x 35 hrs x4 Counselors) staff time to be trained in WellBriety workshops for youth substance abuse prevention and treatment so their staff can be more culturally sensitive to NA students' need. Additionally, the Branch also contributed (b)(4) for marketing the project, (b)(4) staff time to link the project to other funding sources for project sustainability and (b)(4) staff commitment to attend project monthly meeting. The total value of in-kind per year is (b)(4) per project year.

MCOE & County of Mendocino Juvenile Justice Commission MCOE contributed in-kind of (b)(4) per year and Juvenile Justice (b)(4) per year to the project.

Consultants' Contribution Healing Circle Facilitator consultant will also donate (b)(4) (b)(4) per year by attending 3-day Wellbriety workshop in the first three project years (KFproposal.pdf).

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Zhao		Qiu	

Address:

Street1:	500 B. Pinoleville Rd
Street2:	
City:	Ukiah
County:	
State:	CA: California
Zip Code:	95482-7121
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
707-463-1454	707-463-6601

Email Address:

zhaoq@pinoleville-nsn.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Pinoleville Pomo Nation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	262,920.00	275,400.00	289,170.00	297,321.00		1,124,811.00
2. Fringe Benefits	78,876.00	82,620.00	86,751.00	89,197.00		337,444.00
3. Travel	19,870.00	19,870.00	19,870.00	11,870.00		71,480.00
4. Equipment	48,750.00	0.00	0.00	0.00		48,750.00
5. Supplies	24,250.00	6,900.00	6,900.00	6,900.00		44,950.00
6. Contractual	145,750.00	147,000.00	138,250.00	135,500.00		566,500.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	125,112.00	119,532.00	119,782.00	119,782.00		484,208.00
9. Total Direct Costs (lines 1-8)	705,528.00	651,322.00	660,723.00	660,570.00		2,678,143.00
10. Indirect Costs*	117,894.00	108,836.00	111,410.00	110,381.00		448,521.00
11. Training Stipends						
12. Total Costs (lines 9-11)	823,422.00	760,158.00	772,133.00	770,951.00		3,126,664.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 01/01/2016 To: 12/31/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): United States Department of Interior

The Indirect Cost Rate is 16.71%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S299A160006

Name of Institution/Organization Pinoleville Pomo Nation	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
---	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ZHAO HUI QIU

(b)(6)

SUMMARY OF QUALIFICATIONS

- ***Work experience:*** Oversees all program and business development, operations, planning, financial management, and fundraising needed to develop, promote, and execute programs for tribal government including affordable housing development. Grant writing and project management with 16 years experience on various aspects of community development: housing, social and economic projects. Raised 7 million in last 10 years.
- ***Professional training:*** Master in Business Administration & J.D. in International Law
- ***Volunteerism:*** Treasurer of PTO for Developing Virtue High School & Boy Scout Troop #75. Vice President of Mendocino Economic Development Corporation 2004-2006.
- ***Excellent Communication & computer skills:*** strong oral and written communication skills. Computer and internet proficient

SELF-GOVERNANCE GRANTS ADMINISTRATOR

May 2015 -Current

Pinoleville Pomo Nation

- Secured 1.2 million of funding for health & wellness, community facility and prevention.
- Perform program oversight and management
- Overall Tribal planning including Head Start Strategic Plan Update and new project development
- Grants administration and reports: CSBG, Childcare, ICDBG, Library & grants funded by Indian Health Services
- Funding research and working with different departments & staff to secure new grants: MSPI, HUD ICDBG 2015, CSBG 2015 and CRIHB Mini Grants.

TRIBAL ADMINISTRATOR/ PROJECT DIRECTOR

1998-2014

Redwood Valley Rancheria / Reservation

- Manage the Tribal Office of 14 employees and perform human resources functions with an annual budget of 1 million on average.

- Work with Tribal Council, federally agencies and tribal community in delivering 15-20 programs yearly to fulfill the mission of the Redwood Valley Rancheria.
- Researched, developed and managed grants to support community development in housing, economic development, infrastructure, energy planning and cultural preservation, totaling 5 million from Federal, State and private sources, including BIA, HUD ICDBG, ANA, USDA, EDA, foundations and individual donors.
- Secured funding to start the Northern California Tribal Economic Development Consortium.
- Successfully managed numerous consulting contracts and rehabilitation of tribally owned housing stock.

ACCOUNT MANAGER / PRODUCTION COORDINATOR

1996-1998

Apollo Embroidery

- Responsible for major accounts, production scheduling, sample management and over-all quality control for large embroidery business.
- ¾ million annual sales.
- Negotiated better pricing with suppliers, saving the company over \$20,000 a year and devised other programs saving company \$50,000 a year.
- Trained three employees in order processing department

OFFICE MANAGER/CONSULTANT

1994-1995

Law Office of John R. Pegan, Esq.

- Took charge of all daily aspects of running a solo practitioner's law office.
- Bookkeeping, purchasing, client relationship, marketing and file management.
- Business and legal translation to and from Chinese/English.
- Undertook independent consulting projects : business ventures, investments and feasibility studies in China.

CORPORATE LEGAL COUNSEL

1989-1990

Zhuhai Economic Development Corporation, Zhuhai Foreign Trade Ministry, China

- Drafted regulations for an industrial park development project.
- Consulted in business negotiation with foreign parties regarding import & export and land development projects.
- Worked closely with general manager on corporate strategy, marketing and public relations with the governing Trade Bureau, City Council and other governmental entities.

- **Provided legal consultation on joint ventures, production contracts and other forms of foreign investments.**

EDUCATION

MBA, May 1994

J.D. in Law, July 1989

B.A. in English, July 1984

University of Nevada

Nankai University

Nankai University

CERTIFICATIONS

Pathways Homes- Home Ownership Counseling Certificate 2005 National American Indian Housing Council

Certificate in Fund Raising Management 2004

The Fund Raising School
The Center on Philanthropy at Indiana University

Development and Modernization Track: Certified Housing Development Specialist Track (NAIHC) 2005

PROJECT DIRECTOR –PYCCSP
POSITION DESCRIPTION

GENERAL STATEMENT OF RESPONSIBILITIES

The Project Director, under the general supervision of Tribal Council and Self-Governance Director, shall have full responsibility towards the implementation of this Pomo Youth Career and College Success Project. The incumbent oversees all program activities to be implemented by Tribes and partners and will work closely with the Tribal Council and the Tribal Community to perform the following duties:

DUTIES AND RESPONSIBILITIES

1. Establish excellent working relationship with staff and partners.
2. Coordinate the smooth functioning and completion of the PYCCSP Program Objective Work Plan and activities within time and budget.
3. Responsible for PYCCSP grant compliance and reports.
4. Complete tasks the PYCCSP Objective Work Plan including but not limited to:
 - Coordinate project activities with other project personnel / partners/consultants and with resource persons involved in the project.
 - Lead the project management team and Coordinate monthly advisory meeting.
 - Oversee, prepare and submit all reports and required documents to satisfy program requirements, in a timely manner to the Tribal Council, and the funding agency.
 - Perform periodic project evaluation working with third party evaluator
 - Be willing and able to attend night or out-of -town meetings or training sessions and Tribal Council.
5. Prepare evaluation reports using methods described in grant application.

MINIMUM QUALIFICATIONS

1. Graduation from an accredited College or University with a Master Degree in education, business administration, planning, social science or related fields, and 5 years experience in Tribal program management, especially in community development planning, educational program management or related areas.
2. Proven record of successfully completing similar projects working in Tribal community.
3. Must possess a valid California Drivers License and a dependable automobile covered by an adequate Insurance Policy.
4. Must demonstrate good oral and written skills.
5. Must be able to work effectively with the Tribal Council and appropriate Committees and Federal agencies.
6. Must be able to demonstrate good supervisory skills.

Qualified Indians will be given preference in employment as required by Indian Self-determination and Education Assistance Act (24 U.S.C 450, et seq.) and other relevant laws

Kathy Redhorse-Stallworth

Objective

Assist tribes to become self-sufficient and maintain a stable foundation by providing a strong leadership, sound accounting systems and establish a cohesive working environment.

Experience

9/2011-Current Pinoleville Pomo Nation

Accounting Manager

- Responsible for Tribe's fiscal accountability.
- Responsible for cash management.
- Establish and maintain accounting policies and procedures
- Responsible for all financial reporting

8/05-9/9/2011 Scotts Valley Band of Pomo Indians

Chief Financial Officer

- Responsible for managing financial functions of the Tribe's operations and the Tribe's TANF Program
- Establish and maintain accounting policies and procedures
- Responsible for all financial reporting
- Supervise staff

1982-current Self-employed

Consultant

Accounting services provided to Tribal Governments, Charter Schools and Non-profits

- Set up accounting systems.
- Prepare indirect cost rate proposals.
- Audit preparation.
- Training.
- Bookkeeping/Accounting monthly services

3/01-10/04 Coyote Valley Shodakai Casino

Chief Financial Officer

- Responsible for managing financial functions of all casino operations
- Assures compliance with National Indian Gaming Commission Minimum Internal Controls Standards, audit principles and internal policies and procedures.
- Responsible for analysis of statistical reports

6/14/00-2/28/01 Consolidated Tribal Health Project, Inc.

Executive Director

- Responsible for the management of the CTHP comprehensive health care delivery systems, program planning, daily operations, implementation of board policy, staff supervision, fiscal management, and ongoing evaluation.

12/1996-6/12/00 Consolidated Tribal Health Project, Inc.

PR/Award # S299A160006

Finance Director

- Establish and maintain accounting policies and procedures.
- Prepare and maintain an annual budget of three million dollars.
- Supervise eleven staff, including billing, payroll, accounts payable, medical records, CHS, data entry and front desk receptionists.
- Maintain all financial records and files in an audit ready condition. Negotiate and/or consult with auditors, funding agencies and other professionals.

1988-1990 Associated Resources

VP Finance

- Responsible for all aspects of the fiscal operation of the firm.
- Provided training and technical assistance to other clients, including Tribal Governments.
- Assisted clients in obtaining non-profit status (501C3)

1979-1982 California Tribal Chairman's Association

1974-1978 Sacramento Indian Center

1969-1973 Department of Defense

Education

High School Graduate 1969

Post high school:

- DQ University-Community Development
- Delta College-Business Accounting

Lenora Steele

(b)(6)

Objective:

To be hired by Pinoleville Pomo Nation in an administrative position.

Summary:

I have worked in administration for 15 years, with various businesses. This included private and government sectors. My strengths include strong interpersonal skills, managing multiple projects across multiple programs, strategic management, human resources, and Tribal government organizations.

Professional Experience:

Pinoleville Pomo Nation, Ukiah, CA

Self-Governance Director, August 02, 2004 – Present

The overall administrative responsibility for the tribal government's internal program coordination, maintain, review, evaluate federal/tribal regulations as well the self-governance compacting/negotiations with federal government. The overall management, programs development, and budget planning for Tribal programs. Oversee the implementation of grants and submittals of appropriate reporting to agencies. Provide a monthly update to Tribal Council, and is under the general supervision of the Tribal Council.

Cow Creek Band of Umpqua Tribe of Indians

Assistant to Chief Executive Officer, 2002 thru 2004

The overall administrative responsibilities to assist the Chief Executive Officer. Preparing weekly department reports, preparing budget proposals, preparing intent to submit proposals to private and public agencies, and submitted appropriate reports to brief CEO for bi-weekly and monthly administrative meetings. The preparation of documents for the executive board, economic development, and other committee's.

Pinoleville Indian Reservation, Ukiah, CA

Housing Director, April 2001 thru November 2001

As the director I was responsible for the day to day leadership, planning, organizing, scheduling, directing, supervising, managing, tracking, achievement and reporting on all functions arising in the course of development of land and housing. Grant writing and reporting.

Hopland Sho-Ka-Wah Casino, Hopland, CA

Human Resources Director, May 1997 thru April 2001

Managed the day- to- day activities for the personnel department. Administered compensation, benefits, performance management systems, safety programs, and staffing duties. Identified staffing vacancies and recruited, interviewed and selected. Advised managers on organizational policy matters and training in equal employment opportunity, sexual harassment and recommended changes to each departments.

Educational Background

Dominican University of California
50 Acacia Ave
San Rafael, CA
707-463-4800 (Ukiah Campus)
May 12, 2007
B.A. Degree, Business Degree
Strategic Management

D.Q. University
333250 County Road 31
Davis, CA 95616
A.A. Degree, May 1998
Liberal Studies
GPA: 3.8