

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 # S299A160032

Grants.gov Tracking#: GRANT12174722

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

Closing Date: May 31, 2016

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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.).

Non Responsive

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"/>
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* 3. Date Received: <input type="text" value="05/27/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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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="94-2576572"/>	* c. Organizational DUNS: <input type="text" value="1453079300000"/>
--	---

d. Address:

* Street1:	<input type="text" value="64236 Second Avenue"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Happy Camp"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="96039-0000"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Jaclyn"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Ownsbey"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Grants Coordinator"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="530-493-1600"/>	Fax Number: <input type="text" value="530-493-5322"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

I: Indian/Native American Tribal Government (Federally Recognized)

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:**

NATIVE YOUTH COMMUNITY PROJECT: KARUK PIKYAV FIELD INSTITUTE

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="1,000,000.00"/>
* 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="1,000,000.00"/>

*** 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 Jaclyn Ownsbey	TITLE Tribal Chairman
APPLICANT ORGANIZATION Karuk Tribe	DATE SUBMITTED 05/27/2016

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: N/A * Street 1: N/A Street 2: * City: N/A 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: N/A No Lobbying	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: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: N/A Middle Name: * Last Name: N/A 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: Jaclyn Ownsbey * Name: Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: Title: Telephone No.: Date: 05/27/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160032

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.

GEPA_427.pdf	Add Attachment	Delete Attachment	View Attachment
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Withheld pursuant to exemption

Non Responsive

of the Freedom of Information and Privacy Act

Native Youth Community Project Abstract: Karuk *Pikyav* Field Institute

The purpose of the proposed **Karuk *Pikyav* (“fix-it”) Field Institute Project** (Project) is to improve the academic performance and college- and career-readiness of AI/AN students in the Karuk Tribal Service Area. Project lead is the federally recognized Karuk Tribe (Tribe), whose service area spans the rural and underserved communities of northern California’s mountainous and riverine landscape in both Humboldt and Siskiyou Counties.

The proposed Project has grown out of an unprecedented community-wide strategically developed proposal through which the Tribe’s Department of Natural Resources will partner with the Tribe’s Education Program and Temporary Assistance to Needy Families Program. Partners include the Mid Klamath Watershed Council – a non-profit organization dedicated to environmental restoration and public schools: Orleans Elementary (Humboldt County’s Klamath-Trinity Joint Unified School District); Junction, Forks of Salmon, and Happy Camp Elementary Schools (three independent LEAs identified as SRSAs in Siskiyou County); and Happy Camp High School (Siskiyou Union High School District). Additionally, the Project has the committed support of the University of California, Berkeley and Davis, Humboldt State University, the University of Oregon, and the U. S. Forest Service, Pacific Southwest Research Station, Fire and Fuels Program.

Barriers to college and carrier readiness addressed by the Project are: poverty; lack of culturally appropriate instructional materials and culturally competent instructors; and pervasive perceptions among both students and parents that college and career opportunities are severely restricted. Opportunities leveraged include wide community, tribal department, tribal parents and students, public school, federal agency and academic institutional support for this project, as well as the large number of existing and future career opportunities in the natural resources.

The Project's goals will be achieved by offering AI/AN students experiential indoor-outdoor learning environments and correlated culture- and place-based K-12 curriculum. By making the important connections between the tribal identity and responsibilities, academic achievement and place-based lessons and experience, our tribal youth will be well equipped to see themselves as academic achievers and to pursue their personal career and college goals.

Measureable objectives and outcomes relevant to our goals and 4-year project follow.

Capacity Building: engage 2 full-time and at least one part-time dedicated staff; contract community partner and cultural practitioners. **Project Management:** publish 48 outreach materials to promote Project; provide 96 hours of informal outreach to AI/AN youth. **Teacher Trainings:** develop and implement 3 curriculum and cultural sensitivity training modules for at least 40 teachers for a total of 36 trainings. **K-12 Lessons:** produce 16 new STEM and California Core Curriculum Standard environmental lesson plans; develop and implement 40 classroom and 32 field activities for hands-on educational experiences with land and resource management and monitoring strategies; implement 320 Tribal K-12 Curriculum lessons impacting at least 200 students at 5 schools. **Workforce Development:** engage at least 32 AI/AN youth in 64 environmental workforce development field activities; mentor 32 AI/AN youth regarding natural resource career and college opportunities. **Higher Education Opportunities:** provide at least 8 on-site higher educational workshops/seminars led by at least 4 academic institutions that are open to local AI/AN high school student participation. **Seasonal Youth Camps:** conduct 26 seasonal youth camps informed by Karuk traditional ecological knowledge; provide at least 5 cultural practitioners to speak at 85 indoor and outdoor environmental education activities, workshops and lessons. All objectives are designed based on tribal community needs and their own voiced strategies to overcome AI/AN students' barriers to college and carrier readiness.

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	
Karuk Tribe	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Russell
Middle Name:	
* Last Name: Attebery	Suffix:
* Title: Tribal Chairman	
* SIGNATURE: Jaclyn Ownsbey	* DATE: 05/27/2016

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:

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Withheld pursuant to exemption

Nonresponsive

of the Freedom of Information and Privacy Act

NATIVE YOUTH COMMUNITY PROJECT: KARUK PIKYAV FIELD INSTITUTE
Budget Narrative

YEAR 1

1. Personnel:

Grant Fund: \$118,316

- a. **Pikyav Field Institute Program Manager** (Project Director-time commitment 100%), 1.0 FTE @ \$25.50/hr. The Pikyav Field institute Program Manager will serve as the Project Director and will serve the main functions of grant management, reporting, and ensuring grant deliverables are met. Salary is based on comparable positions and also the local area competition.
- b. **K-12 Environmental Education Coordinator**, 1.0 FTE@ \$22.00/hr. The K-12 Environmental Education Coordinator will be primarily responsible for the implementation of the K-12 Native Food system Curriculum (Nanu'avaha) and integrating other culturally appropriate environmental and science-related educational activities. This is a critical component to the program for improving academic success and encouraging college and career readiness. Salary is based on comparable positions and also the local area competition.
- c. **Environmental Workforce Development Coordinator**, 0.25 FTE@ @ \$22.00/hr. The Environmental Workforce Development Coordinator will develop internship opportunities, career development, and employment placement services. This position will be critical for meeting the goal of career readiness. . Salary is based on comparable positions and also the local area competition.
- d. **Environmental Higher Education Coordinator**, 0.1 FTE@ @ \$22.00/hr. The Environmental Higher Education Coordinator will be primarily responsible for coordination and partnerships with Higher Education Institutions. They will be critical in developing opportunities such as research, college credit, and other higher education program areas. Salary is based on comparable positions and also the local area competition.
- e. **Administrative Operations Manager**, 0.05 FTE @ \$25.00 per year. This position will assist with the fiscal and office related duties such as processing reports, agreements, contracts related to the project. This position is essential to keeping the project on budget and in compliance with all reporting requirements. Salary is based on comparable positions and also the local area competition.

2. Fringe Benefits:

Grant Fund: \$33,775

The fringe benefit rate includes FICA (6.2%), Medicare (1.45%), SUTA (\$434 base rate), Workers Compensation Insurance (.540%), Retirement (5%), and Health Insurance (\$703.85-3% of monthly wages). Neither the Higher Education Coordinator, nor the Administrative Operations Manager is eligible for Health Insurance through this project, however. Approximate percentages of salary fringe benefits are listed below; however, we do not base fringe benefits off a percentage of salary, but the above identified percentages and formulas.

- a. **Pikyav Field Institute Program Manager (26.9%)**
- b. **K-12 Environmental Education Coordinator (29.59%)**
- c. **Environmental Workforce Development Coordinator (32.4%)**
- d. **Environmental Higher Education Coordinator (28.6%)**
- e. **Administrative Operations Manager (26.4%)**

3. Travel:

Grant Fund: \$16,644

- a. Local Travel is estimated to be 3,680 miles per year, calculated by one weekly trip from Project location in Orleans to Happy Camp (90 miles round trip), and one bi-weekly trip to Forks of Salmon (50 miles round trip) for 48 lesson implementations at these Project location-distant public schools. For meetings with tribal stakeholders and Tribal Council Meeting oral reports, an additional 460 miles is added. These costs will include gas only as Project Staff will be able to use Tribal vehicles. Total cost is calculated for 4150 miles @ \$0.54/mile = **\$2,241**.
- b. Two Project staff will accompany a total of 12 AI/AN high school students to attend college tours to Humboldt State University in November and UC Berkeley in April to learn about environmental science programs, meet with AI/AN college students, and learn about the logistics for attending these colleges such as application submission and costs per year. Cost for these activities are based on the mileage for two vehicles to travel from Project location in Orleans, CA to Happy Camp, CA to pick up students, then to college location and back to Happy Camp to drop off students, then return to Orleans. (2 x 426 miles round trip to Arcata and 2 x 938 round trip to Berkeley for a total of 2,728 miles @ \$.54/mile=\$1,473.12)), lodging for hotel rooms for a total of 3 nights (2 double rooms x 2 nights in Berkeley, CA @ \$175/night + 2 double rooms for 1 night in Arcata, CA @ \$115 = \$930), parking at both locations (\$30+\$75=\$105), and per diem for both students and staff (8 people x 6 quarters @ \$18.50 + 8 people x 10 quarters @ \$16 = \$2,168). Total cost for two college tours = **\$4,676**.
- c. Three project staff will attend either a three-day STEM Education conference or an Indian Education Conference, whereby the location cannot be determined at this point. This conference will provide the latest information on new strategies and provide an opportunity to network with other Native American educators, providing evaluation and enhancements to our project. Travel is calculated using Denver, CO as a destination. Mileage from Orleans, CA to Medford, OR's airport is calculated for 3 vehicles at 306 miles @ \$0.54/mile = **\$495.72**; 3 plane tickets and baggage fees @ \$490 + \$50 = **\$1,620**; parking and taxi to and from Denver airport to hotel for 3 people calculated at (\$54 + \$50) = **\$312**; per diem @ \$17.25/quarter for 18 quarters (2.75 days and 3 full days) calculated at 2 persons x \$310.50 = **\$931.50**; lodging for 3 nights @ \$186.66 x 3 people = **\$1,680**. Total cost = **\$5,039**.
- d. Two project staff will attend annual Project Director's meeting in Washington, D.C. Mileage from Orleans, CA to Medford, OR's airport is calculated for 2 vehicles at 306

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miles @ \$0.54/mile = **\$330.48**; 2 plane tickets and baggage fees @ \$688.20 + \$50 = **\$1,476.40**; parking and taxi to and from D.C. airport to hotel for 2 people calculated at (\$45 + \$50) = **\$190**; per diem @ \$17.25/quarter for 18 quarters (2.75 days and 3 full days) calculated at 2 persons x \$310.50 = **\$621**; lodging for 4 nights @ \$259 x 2 people = **\$2,070.16**. Total cost = **\$4,688**.

All travel costs are based on current General Services Administration (GSA) rates for per diem and mileage.

4. **Equipment:** **Grant Fund: \$5,852**
Equipment needs are calculated through the purchase of 2 laptops and docking stations through our tribally approved vendor for a total of **\$3,400**. One multi-functional printer will be purchased for **\$300**. For Project staff, 2 telephones will be needed (**\$432**), and 2 sets of dual monitors, projectors and speakers will be purchase for **\$1,720**. Total cost = \$5,852.
5. **Supplies:** **Grant Fund: \$3,266**
Office and training supplies are budgeted at two ink-cartridges per year (\$220), 72 1-inch paper binders (\$252), 6 boxes of copy paper (\$132), 3 self-adhesive easel pads (\$57), 6 easel flip charts (\$118), 2 flash drives (\$20), 2 sets poster colored markers (\$16) for a total of **\$815**; 3 iPad minis (\$400 each) will be purchased to supplement existing tribal and school iPads for student use in STEM-related classroom and field activities for a total of **\$1,200**; Included are budgeted office furniture, including 2 L-shaped desks, office chairs, 2 bookcases and 2 filing cabinets will be purchased for a total of **\$1,251**. Total cost=\$3,266.
6. **Contractual:** **Grant Fund: \$15,000**
For the cost of an external evaluator, we estimated 4% of program budget for a total of **\$10,000**. For professional services from the Mid Klamath Watershed Council, we have calculated a **\$4,000** contract based on the following Scope of Work: 8 workforce development restoration/monitoring field trips (noxious weed removal, fish passage, fish habitat improvement, tree plantings, fish surveys, DSMT monitoring, macro-invertebrate sampling for water quality) and associated preparation time; 24 hours of informal outreach to AI/AN students for Project objectives; and an estimated 189 miles of travel @ \$0.54/mile. For our Cultural Practitioners, we have estimated a total of 20 guest visits to speak at various classroom and field activities @ \$50 each, based on our Compliance approved contractual policy for a total of **\$1,000**. Total cost = **\$15,000**.
7. **Direct Costs:** **Grant Fund: \$192,854**
8. **Indirect Costs** **Grant Fund: \$59,158**
- Indirect costs are calculated at our Negotiated Indirect Cost Rate for FY 2015 with the U.S. Department of Interior @ 50% of the \$118,316 personnel costs.
9. **Total Project Costs in Year 1** **Grant Fund: \$252,012**

YEAR 2

1. Personnel:

Grant Fund: \$120,726

- a. **Pikyav Field Institute Program Manager** (Project Director-time commitment 100%), 1.0 FTE @ \$26/hr. The Pikyav Field institute Program Manager will serve as the Project Director and will serve the main functions of grant management, reporting, and ensuring grant deliverables are met. Salary is based on comparable positions and also the local area competition.
- b. **K-12 Environmental Education Coordinator**, 1.0 FTE@ \$22.50/hr. The K-12 Environmental Education Coordinator will be primarily responsible for the implementation of the K-12 Native Food system Curriculum (Nanu'avaha) and integrating other culturally appropriate environmental and science-related educational activities. This is a critical component to the program for improving academic success and encouraging college and career readiness. Salary is based on comparable positions and also the local area competition.
- c. **Environmental Workforce Development Coordinator**, 0.25 FTE@ @ \$22.50/hr. The Environmental Workforce Development Coordinator will develop internship opportunities, career development, and employment placement services. This position will be critical for meeting the goal of career readiness. . Salary is based on comparable positions and also the local area competition.
- d. **Environmental Higher Education Coordinator**, 0.1 FTE@ @ \$22.00/hr. The Environmental Higher Education Coordinator will be primarily responsible for coordination and partnerships with Higher Education Institutions. They will be critical in developing opportunities such as research, college credit, and other higher education program areas. Salary is based on comparable positions and also the local area competition.
- e. **Administrative Operations Manager**, 0.05 FTE @ \$25.50 per year. This position will assist with the fiscal and office related duties such as processing reports, agreements, contracts related to the project. This position is essential to keeping the project on budget and in compliance with all reporting requirements. Salary is based on comparable positions and also the local area competition.

2. Fringe Benefits:

Grant Fund: \$34,021

The fringe benefit rate includes FICA (6.2%), Medicare (1.45%), SUTA (\$434 base rate), Workers Compensation Insurance (.540%), Retirement (5%), and Health Insurance (\$703.85-3% of monthly wages). Neither the Higher Education Coordinator, nor the Administrative Operations Manager is eligible for Health Insurance through this project, however. Approximate percentages of salary fringe benefits are listed below; however, we do not base fringe benefits off a percentage of salary, but the above identified percentages and formulas.

NATIVE YOUTH COMMUNITY PROJECT: KARUK PIKYAV FIELD INSTITUTE
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- a. **Pikyav Field Institute Program Manager (26.66%)**
- b. **K-12 Environmental Education Coordinator (29.1%)**
- c. **Environmental Workforce Development Coordinator (32.47%)**
- d. **Environmental Higher Education Coordinator (28.6%)**
- e. **Administrative Operations Manager (26.1%)**

3. Travel:

Grant Fund: \$16,644

- a. Local Travel is estimated to be 3,680 miles per year, calculated by one weekly trip from Project location in Orleans to Happy Camp (90 miles round trip), and one bi-weekly trip to Forks of Salmon (50 miles round trip) for 48 lesson implementations at these Project location-distant public schools. For meetings with tribal stakeholders and Tribal Council Meeting oral reports, an additional 460 miles is added. These costs will include gas only as Project Staff will be able to use Tribal vehicles. Total cost is calculated for 4150 miles @ \$0.54/mile = **\$2,241**.
- b. Two Project staff will accompany a total of 12 AI/AN high school students to attend college tours to Humboldt State University in November and UC Berkeley in April to learn about environmental science programs, meet with AI/AN college students, and learn about the logistics for attending these colleges such as application submission and costs per year. Cost for these activities are based on the mileage for two vehicles to travel from Project location in Orleans, CA to Happy Camp, CA to pick up students, then to college location and back to Happy Camp to drop off students, then return to Orleans. (2 x 426 miles round trip to Arcata and 2 x 938 round trip to Berkeley for a total of 2,728 miles @ \$.54/mile=\$1,473.12)), lodging for hotel rooms for a total of 3 nights (2 double rooms x 2 nights in Berkeley, CA @ \$175/night + 2 double rooms for 1 night in Arcata, CA @ \$115 = \$930), parking at both locations (\$30+\$75=\$105), and per diem for both students and staff (8 people x 6 quarters @ \$18.50 + 8 people x 10 quarters @ \$16 = \$2,168). Total cost for two college tours = **\$4,676**.
- c. Three project staff will attend either a three-day STEM Education conference or an Indian Education Conference, whereby the location cannot be determined at this point. Travel is therefore calculated using Denver, CO as a destination. Mileage from Orleans, CA to Medford, OR's airport is calculated for 3 vehicles at 306 miles @ \$0.54/mile = **\$495.72**; 3 plane tickets and baggage fees @ \$490 + \$50 = **\$1,620**; parking and taxi to and from Denver airport to hotel for 3 people calculated at (\$54 + \$50) = **\$312**; per diem @ \$17.25/quarter for 18 quarters (2.75 days and 3 full days) calculated at 2 persons x \$310.50 = **\$931.50**; lodging for 3 nights @ \$186.66 x 3 people = **\$1,680**. Total cost = **\$5,039**.
- d. Two project staff will attend annual Project Director's meeting in Washington, D.C. Mileage from Orleans, CA to Medford, OR's airport is calculated for 2 vehicles at 306 miles @ \$0.54/mile = **\$330.48**; 2 plane tickets and baggage fees @ \$688.20 + \$50 = **\$1,476.40**; parking and taxi to and from D.C. airport to hotel for 2 people calculated at (\$45 + \$50) x 2 people = **\$190**; per diem @ \$17.25/quarter for 18 quarters (2.75 days

and 3 full days) calculated at 2 persons x \$310.50 = **\$621**; lodging for 4 nights @\$259 x 2 people = **\$2,070.16**. Total cost = **\$4,688**.

4. **Equipment:** **Grant Fund: \$0**

No projected equipment needs

5. **Supplies:** **Grant Fund: \$1,254**

Office and training supplies are budgeted at two ink-cartridges per year (\$220), 72 1-inch paper binders (\$252), 6 boxes of copy paper (\$132), 3 self-adhesive easel pads (\$57), 6 easel flip charts (\$118), 2 flash drives (\$20), 2 sets poster colored markers (\$16) for a total of **\$815**; 8 Rite IN THE Rain Pocket Field Book (\$4.87 each) will be purchased for Tribal Youth fieldwork for a total of **\$39**; 1 iPad mini will be purchased to supplement existing iPads for student use in STEM-related classroom and field activities for a total of **\$400**. Total cost = **\$1,254**.

6. **Contractual:** **Grant Fund: \$16,500**

For the cost of an external evaluator, we estimated 4% of program budget for a total of **\$10,000**. For professional services from the Mid Klamath Watershed Council, we have calculated a **\$4,500** contract based on the following Scope of Work: 8 workforce development restoration/monitoring field trips (noxious weed removal, fish passage, fish habitat improvement, tree plantings, fish surveys, DSMT monitoring, macro-invertebrate sampling for water quality) and associated preparation time; 14 hours of climate change indicator monitoring (CoCoRaHS precipitation monitoring or Nature's Notebook plant observations); 24 hours of informal outreach to AI/AN students for Project objectives; and an estimated 216 miles of travel @\$0.54/mile. For our Cultural Practitioners, we have estimated a total of 40 guest visits to speak at various classroom and field activities @ \$50 each, based on our Compliance approved contractual policy for a total of **\$2,000**. Total cost = **\$16,500**.

7. **Direct Costs:** **Grant Fund: \$189,145**

8. **Indirect Costs** **Grant Fund: \$60,363**

Indirect costs are calculated at our Negotiated Indirect Cost Rate for FY 2015 with the U.S. Department of Interior @ 50% of the \$120,726.00 personnel costs.

9. **Total Project Costs in Year 2** **Grant Fund: \$249,508**

**NATIVE YOUTH COMMUNITY PROJECT: KARUK PIKYAV FIELD INSTITUTE
Budget Narrative**

YEAR 3

1. Personnel:

Grant Fund: \$122,026

- a. **Pikyav Field Institute Program Manager** (Project Director-time commitment 100%), 1.0 FTE @ \$26/hr. The Pikyav Field institute Program Manager will serve as the Project Director and will serve the main functions of grant management, reporting, and ensuring grant deliverables are met. Salary is based on comparable positions and also the local area competition.
- b. **K-12 Environmental Education Coordinator**, 1.0 FTE@ \$23.00/hr. The K-12 Environmental Education Coordinator will be primarily responsible for the implementation of the K-12 Native Food system Curriculum (Nanu'avaha) and integrating other culturally appropriate environmental and science-related educational activities. This is a critical component to the program for improving academic success and encouraging college and career readiness. Salary is based on comparable positions and also the local area competition.
- c. **Environmental Workforce Development Coordinator**, 0.25 FTE@ @ \$23.00/hr. The Environmental Workforce Development Coordinator will develop internship opportunities, career development, and employment placement services. This position will be critical for meeting the goal of career readiness. . Salary is based on comparable positions and also the local area competition.
- d. **Environmental Higher Education Coordinator**, 0.1 FTE@ @ \$22.00/hr. The Environmental Higher Education Coordinator will be primarily responsible for coordination and partnerships with Higher Education Institutions. They will be critical in developing opportunities such as research, college credit, and other higher education program areas. Salary is based on comparable positions and also the local area competition.
- e. **Administrative Operations Manager**, 0.05 FTE @ \$25.50 per year. This position will assist with the fiscal and office related duties such as processing reports, agreements, contracts related to the project. This position is essential to keeping the project on budget and in compliance with all reporting requirements. Salary is based on comparable positions and also the local area competition.

2. Fringe Benefits:

Grant Fund: \$34,154

The fringe benefit rate includes FICA (6.2%), Medicare (1.45%), SUTA (\$434 base rate), Workers Compensation Insurance (.540%), Retirement (5%), and Health Insurance (\$703.85-3% of monthly wages). Neither the Higher Education Coordinator, nor the Administrative Operations Manager is eligible for Health Insurance through this project, however. Approximate percentages of salary fringe benefits are listed below; however, we do not base fringe benefits off a percentage of salary, but the above identified percentages and formulas.

- a. **Pikyav Field Institute Program Manager** (26.61%)
- b. **K-12 Environmental Education Coordinator** (28.75%)
- c. **Environmental Workforce Development Coordinator** (32.47%)
- d. **Environmental Higher Education Coordinator** (28.6%)
- e. **Administrative Operations Manager** (26.1%)

3. **Travel:**

Grant Fund: \$16,644

- a. Local Travel is estimated to be 3,680 miles per year, calculated by one weekly trip from Project location in Orleans to Happy Camp (90 miles round trip), and one bi-weekly trip to Forks of Salmon (50 miles round trip) for 48 lesson implementations at these Project location-distant public schools. For meetings with tribal stakeholders and Tribal Council Meeting oral reports, an additional 460 miles is added. These costs will include gas only as Project Staff will be able to use Tribal vehicles. Total cost is calculated for 4150 miles @ \$0.54/mile = **\$2,241**.
- b. Two Project staff will accompany a total of 12 AI/AN high school students to attend college tours to Humboldt State University in November and UC Berkeley in April to learn about environmental science programs, meet with AI/AN college students, and learn about the logistics for attending these colleges such as application submission and costs per year. Cost for these activities are based on the mileage for two vehicles to travel from Project location in Orleans, CA to Happy Camp, CA to pick up students, then to college location and back to Happy Camp to drop off students, then return to Orleans. (2 x 426 miles round trip to Arcata and 2 x 938 round trip to Berkeley for a total of 2,728 miles @ \$.54/mile=\$1,473.12)), lodging for hotel rooms for a total of 3 nights (2 double rooms x 2 nights in Berkeley, CA @ \$175/night + 2 double rooms for 1 night in Arcata, CA @ \$115 = \$930), parking at both locations (\$30+\$75=\$105), and per diem for both students and staff (8 people x 6 quarters @ \$18.50 + 8 people x 10 quarters @ \$16 = \$2,168). Total cost for two college tours = **\$4,676**.
- c. Three project staff will attend either a three-day STEM Education conference or an Indian Education Conference, whereby the location cannot be determined at this point. Travel is therefore calculated using Denver, CO as a destination. Mileage from Orleans, CA to Medford, OR's airport is calculated for 3 vehicles at 306 miles @ \$0.54/mile = **\$495.72**; 3 plane tickets and baggage fees @ \$490 + \$50 = **\$1,620**; parking and taxi to and from Denver airport to hotel for 3 people calculated at (\$54 + \$50) = **\$312**; per diem @ \$17.25/quarter for 18 quarters (2.75 days and 3 full days) calculated at 2 persons x \$310.50 = **\$931.50**; lodging for 3 nights @ \$186.66 x 3 people = **\$1,680**. Total cost = **\$5,039**.
- d. Two project staff will attend annual Project Director's meeting in Washington, D.C. Mileage from Orleans, CA to Medford, OR's airport is calculated for 2 vehicles at 306 miles @ \$0.54/mile = **\$330.48**; 2 plane tickets and baggage fees @ \$688.20 + \$50 = **\$1,476.40**; parking and taxi to and from D.C. airport to hotel for 2 people calculated at (\$45 + \$50) x 2 people = **\$190**; per diem @ \$17.25/quarter for 18 quarters (2.75 days

**NATIVE YOUTH COMMUNITY PROJECT: KARUK PIKYAV FIELD INSTITUTE
Budget Narrative**

and 3 full days) calculated at 2 persons x \$310.50 = **\$621**; lodging for 4 nights @\$259 x 2 people = **\$2,070.16**. Total cost = **\$4,688**.

4. Equipment: Grant Fund: \$0

No projected equipment needs

5. Supplies: Grant Fund: \$1,254

Office and training supplies are budgeted at two ink-cartridges per year (\$220), 72 1-inch paper binders (\$252), 6 boxes of copy paper (\$132), 3 self-adhesive easel pads (\$57), 6 easel flip charts (\$118), 2 flash drives (\$20), 2 sets poster colored markers (\$16) for a total of **\$815**; 8 Rite IN THE Rain Pocket Field Book (\$4.87 each) will be purchased for Tribal Youth fieldwork for a total of **\$39**; 1 iPad mini will be purchased to supplement existing iPads for student use in STEM-related classroom and field activities for a total of **\$400**. Total cost = **\$1,254**.

6. Contractual: Grant Fund: \$16,500

For the cost of an external evaluator, we estimated 4% of program budget for a total of **\$10,000**. For professional services from the Mid Klamath Watershed Council, we have calculated a **\$4,500** contract based on the following Scope of Work: 8 workforce development restoration/monitoring field trips (noxious weed removal, fish passage, fish habitat improvement, tree plantings, fish surveys, DSMT monitoring, macroinvertebrate sampling for water quality) and associated preparation time; 14 hours of climate change indicator monitoring (CoCoRaHS precipitation monitoring or Nature's Notebook plant observations); 24 hours of informal outreach to AI/AN students for Project objectives; and an estimated 216 miles of travel @\$0.54/mile. For our Cultural Practitioners, we have estimated a total of 40 guest visits to speak at various classroom and field activities @ \$50 each, based on our Compliance approved contractual policy for a total of **\$2,000**. Total cost = **\$15,000**.

7. Direct Costs: Grant Fund: \$190,578

8. Indirect Costs Grant Fund: \$61,013

Indirect costs are calculated at our Negotiated Indirect Cost Rate for FY 2015 with the U.S. Department of Interior @ 50% of the \$122,026.00 personnel costs.

9. Total Project Costs in Year 3 Grant Fund: \$251,591

YEAR 4

1. Personnel:

Grant Fund: \$123,066

- a. **Pikyav Field Institute Program Manager** (Project Director-time commitment 100%), 1.0 FTE @ \$26.50/hr. The Pikyav Field institute Program Manager will serve as the Project Director and will serve the main functions of grant management, reporting, and ensuring grant deliverables are met. Salary is based on comparable positions and also the local area competition.
- b. **K-12 Environmental Education Coordinator**, 1.0 FTE@ \$23.00/hr. The K-12 Environmental Education Coordinator will be primarily responsible for the implementation of the K-12 Native Food system Curriculum (Nanu'avaha) and integrating other culturally appropriate environmental and science-related educational activities. This is a critical component to the program for improving academic success and encouraging college and career readiness. Salary is based on comparable positions and also the local area competition.
- c. **Environmental Workforce Development Coordinator**, 0.25 FTE@ @ \$23.00/hr. The Environmental Workforce Development Coordinator will develop internship opportunities, career development, and employment placement services. This position will be critical for meeting the goal of career readiness. . Salary is based on comparable positions and also the local area competition.
- d. **Environmental Higher Education Coordinator**, 0.1 FTE@ @ \$22.00/hr. The Environmental Higher Education Coordinator will be primarily responsible for coordination and partnerships with Higher Education Institutions. They will be critical in developing opportunities such as research, college credit, and other higher education program areas. Salary is based on comparable positions and also the local area competition.
- e. **Administrative Operations Manager**, 0.05 FTE @ \$25.50 per year. This position will assist with the fiscal and office related duties such as processing reports, agreements, contracts related to the project. This position is essential to keeping the project on budget and in compliance with all reporting requirements. Salary is based on comparable positions and also the local area competition.

2. Fringe Benefits:

Grant Fund: \$34,259

The fringe benefit rate includes FICA (6.2%), Medicare (1.45%), SUTA (\$434 base rate), Workers Compensation Insurance (.540%), Retirement (5%), and Health Insurance (\$703.85-3% of monthly wages). Neither the Higher Education Coordinator, nor the Administrative Operations Manager is eligible for Health Insurance through this project, however. Approximate percentages of salary fringe benefits are listed below; however, we do not base fringe benefits off a percentage of salary, but the above identified percentages and formulas.

NATIVE YOUTH COMMUNITY PROJECT: KARUK PIKYAV FIELD INSTITUTE
Budget Narrative

- a. **Pikyav Field Institute Program Manager (26.3%)**
- b. **K-12 Environmental Education Coordinator (28.75%)**
- c. **Environmental Workforce Development Coordinator (32.47%)**
- d. **Environmental Higher Education Coordinator (28.6%)**
- e. **Administrative Operations Manager (26.1%)**

3. Travel:

Grant Fund: \$10,277

- a. Local Travel is estimated to be 3,680 miles per year, calculated by one weekly trip from Project location in Orleans to Happy Camp (90 miles round trip), and one bi-weekly trip to Forks of Salmon (50 miles round trip) for 48 lesson implementations at these Project location-distant public schools. For meetings with tribal stakeholders and Tribal Council Meeting oral reports, an additional 460 miles is added. These costs will include gas only as Project Staff will be able to use Tribal vehicles. Total cost is calculated for 4150 miles @ \$0.54/mile = **\$2,241**.
- b. Two Project staff will accompany a total of 12 AI/AN high school students to attend college tours to Humboldt State University in November and UC Berkeley in April to learn about environmental science programs, meet with AI/AN college students, and learn about the logistics for attending these colleges such as application submission and costs per year. Cost for these activities are based on the mileage for two vehicles to travel from Project location in Orleans, CA to Happy Camp, CA to pick up students, then to college location and back to Happy Camp to drop off students, then return to Orleans. (2 x 426 miles round trip to Arcata and 2 x 938 round trip to Berkeley for a total of 2,728 miles @ \$.54/mile=\$1,473.12), lodging for hotel rooms for a total of 3 nights (2 double rooms x 2 nights in Berkeley, CA @ \$175/night + 2 double rooms for 1 night in Arcata, CA @ \$115 = \$930), parking at both locations (\$30+\$75=\$105), and per diem for both students and staff (8 people x 6 quarters @ \$18.50 + 8 people x 10 quarters @ \$16 = \$2,168). Total cost for two college tours = **\$4,676**.
- c. Two project staff will attend either a three-day STEM Education conference or an Indian Education Conference, whereby the location cannot be determined at this point. Travel is therefore calculated using Denver, CO as a destination. Mileage from Orleans, CA to Medford, OR's airport is calculated for 2 vehicles at 306 miles @ \$0.54/mile = **\$331**; 2 plane tickets and baggage fees @ \$490 + \$50 = **\$1,080**; parking and taxi to and from Denver airport to hotel for 2 people calculated at (\$54 + \$50) = **\$208**; per diem @ \$17.25/quarter for 18 quarters (2.75 days and 3 full days) calculated at 2 persons x \$310.50 = **\$621**; lodging for 3 nights @ \$186.66 x 2 people = **\$1,120**. Total cost = **\$3,360**.

4. **Equipment:** **Grant Fund: \$0**

No projected equipment needs

5. **Supplies:** **Grant Fund: \$1,254**

Office and training supplies are budgeted at two ink-cartridges per year (\$220), 72 1-inch paper binders (\$252), 6 boxes of copy paper (\$132), 3 self-adhesive easel pads (\$57), 6 easel flip charts (\$118), 2 flash drives (\$20), 2 sets poster colored markers (\$16) for a total of \$815; 8 Rite IN THE Rain Pocket Field Book (\$4.87 each) will be purchased for Tribal Youth fieldwork for a total of \$39; 1 iPad mini will be purchased to supplement existing iPads for student use in STEM-related classroom and field activities for a total of \$400. Total cost = **\$1,254**.

6. **Contractual:** **Grant Fund: \$16,500**

For the cost of an external evaluator, we estimated 4% of program budget for a total of **\$10,000**. For professional services from the Mid Klamath Watershed Council, we have calculated a **\$4,500** contract based on the following Scope of Work: 8 workforce development restoration/monitoring field trips (noxious weed removal, fish passage, fish habitat improvement, tree plantings, fish surveys, DSMT monitoring, macro-invertebrate sampling for water quality) and associated preparation time; 14 hours of climate change indicator monitoring (CoCoRaHS precipitation monitoring or Nature's Notebook plant observations); 24 hours of informal outreach to AI/AN students for Project objectives; and an estimated 216 miles of travel @\$0.54/mile. For our Cultural Practitioners, we have estimated a total of 40 guest visits to speak at various classroom and field activities @ \$50 each, based on our Compliance approved contractual policy for a total of **\$2,000**. Total cost = **\$16,500**.

7. **Direct Costs:** **Grant Fund: \$185,356**

8. **Indirect Costs** **Grant Fund: \$61,533**

Indirect costs are calculated at our Negotiated Indirect Cost Rate for FY 2015 with the U.S. Department of Interior @ 50% of the \$123,066.00 personnel costs.

9. **Total Project Costs in Year 4** **Grant Fund: \$246,889**

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

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Withheld pursuant to exemption

Nonresponsive

of the Freedom of Information and Privacy Act

Karuk Tribe's GEPA 427 Statement

In accordance with the Department of Education's General Education Provisions Act Section 427 (GEPA 427) the Karuk Tribe is committed to ensuring equal access to and participation in all projects and programs that it has to offer. We have designed our project to be equally accessible in an effort to reach students, teachers, and other program beneficiaries with special needs. Special components of our project that address participants who may be less likely to get involved in our program include collaborating and coordinating with local schools Special Education teachers to make sure project activities are complementary to the needs of Special Education students. Also, we will be receiving the input and participation of male-Karuk Tribal members to help young male students gain interest in our program and also participate in project activities. It has been identified by local school teachers that there is a lack of positive male-role-models so we want to make sure we provide these to the students so they will be more likely to participate and gain from our program.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Nonresponsive

of the Freedom of Information and Privacy Act

NATIVE YOUTH COMMUNITY PROJECT: KARUK PIKYAV FIELD INSTITUTE

List of Other Attachments

Mandatory Other Attachments:

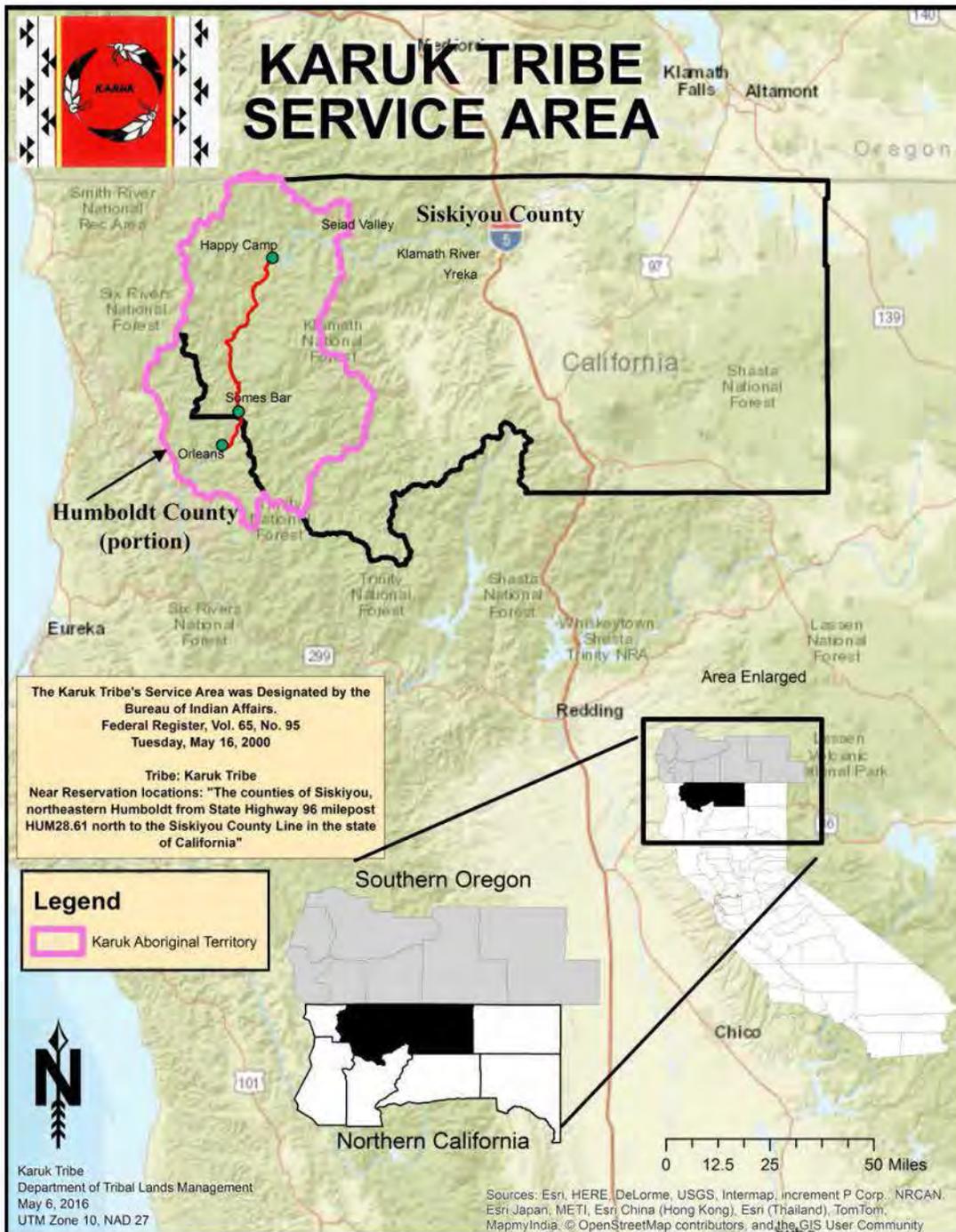
- I. Description of Defined Geographic Area to Be Served
- II. Needs Assessment of other Data Analysis
- III. Signed Partnership Agreements
- IV. Evidence of Capacity
- V. Evidence of Involvement of Indian Tribes and Parents
- VI. Demonstration of Research Basis
- VII. Description of Continuing Activities
- VIII. Individual Resumes for Project Directors and Key Personnel
- IX. Indirect Cost Rate Agreement

Supplemental Information, Optional Other Attachments:

- A. Happy Camp High School 2013 STAR Results
- B. Karuk Tribe's 2016 Needs Assessment for K-12 Education
- C. Seasonal Camp/Environmental Education Photos
- D. Summary Research Report on Cultural Sensitivity Trainings for Teachers
- E. Karuk Tribe Organizational Chart
- F. Karuk Tribal Council Roster, Proof of Federal Recognition, and signed Tribal Resolution
- G. Letters of Support/Commitment from Project Collaborators/Partners
- H. Graphic Timeline for the Pikyav Field Institute Project
- I. Skipped due to Use of Roman Numerals on Mandatory Attachments*
- J. External Evaluator Candidate Pool

Description of Defined Geographic Area to be Served

The geographic area to be served through the project will be along Highway 96, within the Karuk Tribe's Aboriginal Territory. Below is a map that depicts the two-lane Highway 96 that travels through the remote and isolated Karuk Aboriginal Territory. Schools to be served include Orleans Elementary School (Humboldt County), Junction Elementary School, Forks of Salmon Elementary School, Happy Camp Elementary School, and Happy Camp High School.



NATIVE YOUTH COMMUNITY PROJECT: KARUK PIKYAV FIELD INSTITUTE
Needs Assessment of other Data Analysis

1) The greatest barriers, both in and out of school, to the readiness of local Indian students for college and careers

Source	Date	Data (NA-Native American)	
Karuk Needs Assessment Survey	2015	56% of respondents in Karuk Service Area Unemployed	
CA Department of Education	2014	75% of students in schools to be served socioeconomically disadvantaged	
U.S. Census	2014	30.3% of children living in poverty	
CA Department of Education	2015	Drop-Out Rate NA to non-NA 11.65% (Humboldt and Siskiyou Counties) vs. 8.5% (Nationwide)	
CA Department of Education STAR Test Results	2013 CST Engl. Lang. Arts, Grades 2-11. CST Mathematics, Grades 2-7	<u>NA</u> 38.6% 50.99%	<u>Non-Native</u> 54.2% 58.54%
Karuk Tribe K-12 Education Needs Assessment (full Survey Results included in Attachment B) 72 Participants: Parents of Native American Indian/Alaska Native students; Tribal Council Members; Tribal Department Leaders; Local Public School Teachers and Administrators; Local Public School Board Members	2016	<p>Top Causes of low K-12 Performance and Barriers to College and Career Readiness among Native Students: Low Self-Esteem (75%), Substance Abuse (100%), Limited Mentors (84%), Poverty (82%), limited amount of/or funding for culturally appropriate Instructional Materials (55%), limited parental involvement (89%)</p> <p>Potential Solutions: Lessons that meet Common Core Standards and feature local tribes' cultural heritage (90%); Teacher Participation in cultural sensitivity training benefit academic performance (100%); Lessons meeting Common Core and feature local tribe's cultural heritage improve NA students' school attendance (90%)</p>	

<p>Karuk Tribe K-12 Education Needs Assessment (full Survey Results included in Attachment B)</p> <p>153 Participants: Local Public Elementary and Middle-School Students, of which ca. 80% are American Indian/Alaska Native</p>	<p>2016</p>	<p>Identified Needs: More traditional food and cultural activities (97%); More lessons in class about the local Native culture (95%); Would like to stay/return to area after post high school graduation (80%).</p> <p>Self-reflection: Would like to work in the natural resources (57%); See themselves as good at math (54%).</p>
<p>Research Study: <i>Examining the Implementation of Culturally Responsive Schooling in Karuk Ancestral Territory</i>, Stanford University</p> <p>Participants: Local Public School Teachers currently implementing Native curriculum</p>	<p>2015-2016 2016 Final Report</p>	<p>Barriers to STEM and Culturally Responsive Curriculum (CRM) Implementation: Lack of funding to purchase curriculum and/or supplementary materials; Need for increased consistency from tribal programs; Harmful assumptions regarding efficacy of CRC within the school system; Need for increased technology in local schools.</p> <p>Potential Solutions: Karuk teacher training programs and associated curricula; Formal support in the classroom, preferably a Native representative; Physical representations of relevant cultural materials; Language resources; Karuk Cultural Practitioners</p>

2) Opportunities in the local community to support Indian students

Karuk K-12 Nanu'avaha Curriculum (Our Food) has been adopted by three school boards in the local area

Strong partnership forming between Karuk TANF and Karuk DNR supporting Tribal Youth through educational and vocational opportunities

High level of interest in Pikyav Field Institute Project among universities, non-profits, and government agencies including UC Berkeley, UC Davis, Humboldt State, University of Oregon, Mid-Klamath Watershed Council, U.S. Forest Service, U.S. Geological Survey, and more.

3) Existing local policies, programs, practices, service providers, and funding sources

Parent/Teacher Identified: Karuk Tribe Housing Authority, Karuk Education, Karuk Department of Natural Resources (DNR), Karuk Temporary Assistance for Needy Families (TANF), Karuk Tribe Employment Rights Ordinance (TERO), Karuk People's Center, Title VII, American Indians in Science and Engineering Society (AISES), Bill Gates Scholarship

Karuk Tribal Staff Identified: Karuk Department of Natural Resources has built collaborative partnerships over the past decade to facilitate environmental education and workforce development opportunities for AI/AN youth that combine TEK with Western Science in its classroom and hands-on field activities, e.g. the Kaavíhvaans Project, in collaboration with U.S. Fish and Wildlife Service (USFWS) and U.S. Forest Service (USFS), a summer youth employment opportunity; the Karuk-UC Berkeley Collaborative, which has dedicated and supported research for over ten years from undergraduate through post-doctoral and faculty levels in subject areas within the environmental sciences, fields of law, and STEM (Science, Technology, Engineering and Math)-based education; the Klamath Connection Summer Immersion Program in collaboration with Humboldt State University, a major studies initiation into a field of natural resources; Tribal Youth Science Workshop on Water (experiential education for four days each summer) in consultation and collaboration with the U.S. Geological Survey (USGS) and the College of the Siskiyous; and a host of other pilot programs and research opportunities in collaboration with UC Berkeley, UC Davis, Stanford University, UC Santa Barbara, and the University of Oregon.

***Limited parental involvement**, many comments included things like parents do not value education, have not attended college and do not know how to help their kids navigate the “system”, and many students not living at home but “crashing” at relatives’ and friends’ homes.

Partnership Agreement
Between
THE KARUK TRIBE
And
JUNCTION ELEMENTARY SCHOOL

This Agreement will serve as documentation of the Partnership Agreement between the Karuk Tribe and Junction Elementary School (JES) for the 2016 Indian Demonstration Grant with the primary goal of improving the college and career readiness of Indian students. The Karuk Tribe will serve as the lead applicant.

FACILITY/ACCESS/EQUIPMENT/SUPPLIES

1. JES will support the implementation of the project goals and objectives as defined in the grant application. This will include working with the Project Director to schedule and coordinate activities, guest visits from Cultural Practitioners, providing access to the classrooms and students during and after school for the implementation of the environmental education and supplemental activities, and participating in the project evaluation activities.

2. TRIBE will be primarily responsible for the implementation of the project including hiring of all key staff, grant reporting and evaluation, and project activities.

TERMS AND CONDITIONS:

This Partnership Agreement shall be in effect for a total of four years, beginning July 1st, 2016 and ending June 30th, 2020.

- A. Each party agrees to be responsible for the acts and conduct of its own agents, officers and employees, and any and all actions, claims, damages, demands, losses, disabilities, defense costs or liability of any kind or nature, including attorney's fees, that may be asserted by any person or entity arising out of or in connection with the performance of this agreement.
- B. THE TRIBE agrees to comply with all applicable Federal, State and Municipal laws, rules and regulations that are now, or may in the future become applicable to JES or this agreement.
- C. Neither party shall assign or delegate any part of this AGREEMENT without the written consent of the other party.
- D. If any claim, expense, demand, cause of action, liability, judgment, loss or injury, regardless of its nature or character, is brought against a party hereto, or its officers, agents or employees (collectively, "Indemnifying Party"), for any act or omission of the Indemnifying Party, arising out of, in any manner whatsoever, the terms and conditions of this Agreement, then the Indemnifying Party shall defend, indemnify, hold the other party, its officers, agents and employees ("Indemnified Party") harmless, and provide all legal defense and related services to the Indemnified Party in connection therewith.

- E. Either party may terminate this Partnership Agreement at any time by giving to the other party written notice at least thirty (30) days in advance.
- F. This Agreement is governed by the applicable laws of the State of California and the Karuk Tribe.
- G. Sovereign Immunity: Nothing in this Agreement shall be construed or interpreted to relinquish the sovereign immunity of the Tribe.

Signatures

IN WITNESS WHEREOF, the parties hereto have executed this Partnership Agreement the day and year first written above.

(b)(6)

Russell Attebery
Chairman
Karuk Tribe

(b)(6)

Meredith Klein-Morehead
Chief Administrative Officer
Junction Elementary School


For THE TRIBE: Education Department

Partnership Agreement
Between
THE KARUK TRIBE
And
HAPPY CAMP ELEMENTARY SCHOOL

This Agreement will serve as documentation of the Partnership Agreement between the Karuk Tribe and Happy Camp Elementary School (HCES) for the 2016 Indian Demonstration Grant with the primary goal of improving the college and career readiness of Indian students. The Karuk Tribe will serve as the lead applicant.

FACILITY/ACCESS/EQUIPMENT/SUPPLIES

1. **HCES** will support the implementation of the project goals and objectives as defined in the grant application. This will include working with the Project Director to schedule and coordinate activities, guest visits from Cultural Practitioners, providing access to the classrooms and students during and after school for the implementation of the environmental education and supplemental activities, and participating in the project evaluation activities.

2. **TRIBE** will be primarily responsible for the implementation of the project including hiring of all key staff, grant reporting and evaluation, and project activities.

TERMS AND CONDITIONS:

This Partnership Agreement shall be in effect for a total of four years, beginning July 1st, 2016 and ending June 30th, 2020.

- A. Each party agrees to be responsible for the acts and conduct of its own agents, officers and employees, and any and all actions, claims, damages, demands, losses, disabilities, defense costs or liability of any kind or nature, including attorney's fees, that may be asserted by any person or entity arising out of or in connection with the performance of this agreement.
- B. THE TRIBE agrees to comply with all applicable Federal, State and Municipal laws, rules and regulations that are now, or may in the future become applicable to HCES or this agreement.
- C. Neither party shall assign or delegate any part of this AGREEMENT without the written consent of the other party.
- D. If any claim, expense, demand, cause of action, liability, judgment, loss or injury, regardless of its nature or character, is brought against a party hereto, or its officers, agents or employees (collectively, "Indemnifying Party"), for any act or omission of the Indemnifying Party, arising out of, in any manner whatsoever, the terms and conditions of this Agreement, then the Indemnifying Party shall defend, indemnify, hold the other party, its officers, agents and employees ("Indemnified Party") harmless, and provide all legal defense and related services to the Indemnified Party in connection therewith.

- E. Either party may terminate this Partnership Agreement at any time by giving to the other party written notice at least thirty (30) days in advance.
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Signatures

IN WITNESS WHEREOF, the parties hereto have executed this Partnership Agreement the day and year first written above.

(b)(6)

Russell Attebery
Chairman
Karuk Tribe

(b)(6)

Casey Chambers
Principal
Happy Camp Elementary School


For THE TRIBE: Education Department

Partnership Agreement
Between
THE KARUK TRIBE
And
FORKS OF SALMON ELEMENTARY SCHOOL

This Agreement will serve as documentation of the Partnership Agreement between the Karuk Tribe and Forks of Salmon Elementary School (FSES) for the 2016 Indian Demonstration Grant with the primary goal of improving the college and career readiness of Indian students. The Karuk Tribe will serve as the lead applicant.

FACILITY/ACCESS/EQUIPMENT/SUPPLIES

1. FSES will support the implementation of the project goals and objectives as defined in the grant application. This will include working with the Project Director to schedule and coordinate activities, guest visits from Cultural Practitioners, providing access to the classrooms and students during and after school for the implementation of the environmental education and supplemental activities, and participating in the project evaluation activities.
2. TRIBE will be primarily responsible for the implementation of the project including hiring of all key staff, grant reporting and evaluation, and project activities.

TERMS AND CONDITIONS:

This Partnership Agreement shall be in effect for a total of four years, beginning July 1st, 2016 and ending June 30th, 2020.

- A. Each party agrees to be responsible for the acts and conduct of its own agents, officers and employees, and any and all actions, claims, damages, demands, losses, disabilities, defense costs or liability of any kind or nature, including attorney's fees, that may be asserted by any person or entity arising out of or in connection with the performance of this agreement.
- B. THE TRIBE agrees to comply with all applicable Federal, State and Municipal laws, rules and regulations that are now, or may in the future become applicable to FSES or this agreement.
- C. Neither party shall assign or delegate any part of this AGREEMENT without the written consent of the other party.
- D. If any claim, expense, demand, cause of action, liability, judgment, loss or injury, regardless of its nature or character, is brought against a party hereto, or its officers, agents or employees (collectively, "Indemnifying Party"), for any act or omission of the Indemnifying Party, arising out of, in any manner whatsoever, the terms and conditions of this Agreement, then the Indemnifying Party shall defend, indemnify, hold the other party, its officers, agents and employees ("Indemnified Party") harmless, and provide all legal defense and related services to the Indemnified Party in connection therewith.

- E. Either party may terminate this Partnership Agreement at any time by giving to the other party written notice at least thirty (30) days in advance.
- F. This Agreement is governed by the applicable laws of the State of California and the Karuk Tribe.
- G. Sovereign Immunity: Nothing in this Agreement shall be construed or interpreted to relinquish the sovereign immunity of the Tribe.

Signatures

IN WITNESS WHEREOF, the parties hereto have executed this Partnership Agreement the day and year first written above.

(b)(6)

Russell Attebery
Chairman
Karuk Tribe

(b)(6)

Christina Cafferata
Administrator
Forks of Salmon Elementary School

5/27/16

(b)(6)

For THE TRIBE: Education Department

Karuk Community Health Clinic
64236 Second Avenue
Post Office Box 316
Happy Camp, CA 96039
Phone: (530) 493-5257
Fax: (530) 493-5270

Karuk Tribe



Karuk Dental Clinic
64236 Second Avenue
Post Office Box 1016
Happy Camp, CA 96039
Phone: (530) 493-2201
Fax: (530) 493-5364

Administrative Office

Phone: (530) 493-1600 • Fax: (530) 493-5322
64236 Second Avenue • Post Office Box 1016 • Happy Camp, CA 96039

Partnership Agreement

Between

THE KARUK TRIBE

And

ORLEANS ELEMENTARY SCHOOL

This Agreement will serve as documentation of the Partnership Agreement between the Karuk Tribe and Orleans Elementary School (OES) for the 2016 Indian Demonstration Grant with the primary goal of improving the college and career readiness of Indian students. The Karuk Tribe will serve as the lead applicant.

FACILITY/ACCESS/EQUIPMENT/SUPPLIES

- 1. OES** will support the implementation of the project goals and objectives as defined in the grant application. This will include working with the Project Director to schedule and coordinate activities, guest visits from Cultural Practitioners, providing access to the classrooms and students during and after school for the implementation of the environmental education and supplemental activities, and participating in the project evaluation activities.
- 2. TRIBE** will be primarily responsible for the implementation of the project including hiring of all key staff, grant reporting and evaluation, and project activities.

TERMS AND CONDITIONS:

This Partnership Agreement shall be in effect for a total of four years, beginning July 1st, 2016 and ending June 30th, 2020.

- A. Each party agrees to be responsible for the acts and conduct of its own agents, officers and employees, and any and all actions, claims, damages, demands, losses, disabilities, defense costs or liability of any kind or nature, including attorney's fees, that may be asserted by any person or entity arising out of or in connection with the performance of this agreement.
- B. THE TRIBE agrees to comply with all applicable Federal, State and Municipal laws, rules and regulations that are now, or may in the future become applicable to OES or this agreement.

- C. Neither party shall assign or delegate any part of this AGREEMENT without the written consent of the other party.
- D. If any claim, expense, demand, cause of action, liability, judgment, loss or injury, regardless of its nature or character, is brought against a party hereto, or its officers, agents or employees (collectively, "Indemnifying Party"), for any act or omission of the Indemnifying Party, arising out of, in any manner whatsoever, the terms and conditions of this Agreement, then the Indemnifying Party shall defend, indemnify, hold the other party, its officers, agents and employees ("Indemnified Party") harmless, and provide all legal defense and related services to the Indemnified Party in connection therewith.
- E. Either party may terminate this Partnership Agreement at any time by giving to the other party written notice at least thirty (30) days in advance.
- F. This Agreement is governed by the applicable laws of the State of California and the Karuk Tribe.
- G. Sovereign Immunity: Nothing in this Agreement shall be construed or interpreted to relinquish the sovereign immunity of the Tribe.

Signatures

IN WITNESS WHEREOF, the parties hereto have executed this Partnership Agreement the day and year first written above.

(b)(6)

Russell Attebery
 Chairman
 Karuk Tribe

(b)(6)

Jason Henderson
 Principal
 Orleans Elementary School

5-9-16

(b)(6)

For THE TRIBE: Education Department

Partnership Agreement
Between
THE KARUK TRIBE
And
HAPPY CAMP HIGH SCHOOL

This Agreement will serve as documentation of the Partnership Agreement between the Karuk Tribe and Happy Camp High School (HCHS) for the 2016 Indian Demonstration Grant with the primary goal of improving the college and career readiness of Indian students. The Karuk Tribe will serve as the lead applicant.

FACILITY/ACCESS/EQUIPMENT/SUPPLIES

1. **HCHS** will support the implementation of the project goals and objectives as defined in the grant application. This will include working with the Project Director to schedule and coordinate activities, guest visits from Cultural Practitioners, providing access to the classrooms and students during and after school for the implementation of the environmental education and supplemental activities, allowing for students to participate in college tours, and participating in the project evaluation activities.
2. **TRIBE** will be primarily responsible for the implementation of the project including hiring of all key staff, grant reporting and evaluation, and project activities.

TERMS AND CONDITIONS:

This Partnership Agreement shall be in effect for a total of four years, beginning July 1st, 2016 and ending June 30th, 2020.

- A. Each party agrees to be responsible for the acts and conduct of its own agents, officers and employees, and any and all actions, claims, damages, demands, losses, disabilities, defense costs or liability of any kind or nature, including attorney's fees, that may be asserted by any person or entity arising out of or in connection with the performance of this agreement.
- B. THE TRIBE agrees to comply with all applicable Federal, State and Municipal laws, rules and regulations that are now, or may in the future become applicable to HCHS or this agreement.
- C. Neither party shall assign or delegate any part of this AGREEMENT without the written consent of the other party.
- D. If any claim, expense, demand, cause of action, liability, judgment, loss or injury, regardless of its nature or character, is brought against a party hereto, or its officers, agents or employees (collectively, "Indemnifying Party"), for any act or omission of the Indemnifying Party, arising out of, in any manner whatsoever, the terms and conditions of this Agreement, then the Indemnifying Party shall defend, indemnify, hold the other

- party, its officers, agents and employees ("Indemnified Party") harmless, and provide all legal defense and related services to the Indemnified Party in connection therewith.
- E. Either party may terminate this Partnership Agreement at any time by giving to the other party written notice at least thirty (30) days in advance.
 - F. This Agreement is governed by the applicable laws of the State of California and the Karuk Tribe.
 - G. Sovereign Immunity: Nothing in this Agreement shall be construed or interpreted to relinquish the sovereign immunity of the Tribe.

Signatures

IN WITNESS WHEREOF, the parties hereto have executed this Partnership Agreement the day and year first written above.

(b)(6)

Russell Attebery
Chairman
Karuk Tribe

(b)(6)

Steve Van Ert
Principal
Happy Camp High School

5-18-16

(b)(6)

For THE TRIBE: Education Department

Partnership Agreement
Between
KARUK DEPARTMENT OF NATURAL RESOURCES
And
KARUK TEMPORARY ASSISTANCE TO NEEDY FAMILIES

This Agreement will serve as documentation of the Partnership Agreement between the Karuk Tribe Department of Natural Resources and the Karuk Temporary Assistance to Needy Families (TANF) for the 2016 Indian Demonstration Grant with the primary goal of improving the college and career readiness of Indian students.

FACILITY/ACCESS/EQUIPMENT/SUPPLIES

1. TANF will support the implementation of the project goals and objectives as defined in the grant application. This will include working with the Project Director to schedule and coordinate activities, guest visits from Cultural Practitioners, providing access to the classrooms and students during and after school for the implementation of the environmental education and supplemental activities, and participating in the project evaluation activities.

2. DNR will be primarily responsible for the implementation of the project including hiring of all key staff, grant reporting and evaluation, and project activities.

TERMS AND CONDITIONS:

This Partnership Agreement shall be in effect for a total of four years, beginning July 1st, 2016 and ending June 30th, 2020.

- A. Each party agrees to be responsible for the acts and conduct of its own agents, officers and employees, and any and all actions, claims, damages, demands, losses, disabilities, defense costs or liability of any kind or nature, including attorney's fees, that may be asserted by any person or entity arising out of or in connection with the performance of this agreement.
- B. Neither party shall assign or delegate any part of this AGREEMENT without the written consent of the other party.
- C. If any claim, expense, demand, cause of action, liability, judgment, loss or injury, regardless of its nature or character, is brought against a party hereto, or its officers, agents or employees (collectively, "Indemnifying Party"), for any act or omission of the Indemnifying Party, arising out of, in any manner whatsoever, the terms and conditions of this Agreement, then the Indemnifying Party shall defend, indemnify, hold the other party, its officers, agents and employees ("Indemnified Party") harmless, and provide all legal defense and related services to the Indemnified Party in connection therewith.
- D. Either party may terminate this Partnership Agreement at any time by giving to the other party written notice at least thirty (30) days in advance.

- E. This Agreement is governed by the applicable laws of the State of California and the Karuk Tribe.
- F. Sovereign Immunity: Nothing in this Agreement shall be construed or interpreted to relinquish the sovereign immunity of the Tribe.

Signatures

IN WITNESS WHEREOF, the parties hereto have executed this Partnership Agreement the day and year first written above.

(b)(6)

Leaf Hillman
Director DNR
Karuk Tribe

5-19-16

(b)(6)

Lester Ajord
TANF Executive Director
Karuk Tribe

5-26-16

NATIVE YOUTH COMMUNITY PROJECT: KARUK PIKYAV FIELD INSTITUTE
Evidence of Capacity

Karuk Tribe Relevant Achievements and Successful Outcomes:

The Karuk Food Security Project Coordinator will serve as interim Project Director until the position is filled, as per tribal policy. A tribal member and mother of 6 tribal youth – 3 of which are in their final years of undergraduate and graduate studies, Lisa Hillman has built upon her 20 years' experience teaching college-level students to develop the Karuk Food Security Project into its current highly successful and acclaimed establishment. Of the many objectives progressed under her management, the Sípnuuk Digital Library, Archives and Museum (Sipnuuk, <https://sipnuuk.mukurtu.net/>) is one of the cornerstones. Out of the original concept of a simple digital repository for documents pertaining to the Native and conventional food systems in the mid Klamath region, Mrs. Hillman was able to secure additional funding sources and key partners with a host of academic and non-profit organizations to build online digital resource for tribal communities, local residents, and the public which reflects and augments comprehensive collections of: regional food security issues, knowledge of traditional foods and materials, Nanu'ávaha K-12 Curriculum including lesson plans and supplementary materials, Karuk history, language, traditions, knowledge and living culture. Access to resources is based on Karuk defined cultural protocols. Her knowledge and experience with developing policies, protocols and grant proposals was essential to Sípnuuk's successful launch in March, 2016.

With her experience in curriculum development and extensive knowledge in Karuk cultural heritage, Mrs. Hillman has also developed almost 60 lesson plans for the Nanu'ávaha K-12 Curriculum that meet the California Common Core State Standards and that have gained the support of the Karuk Tribe, local schools, and parents for implementation. These lessons balance western science and Traditional Ecological Knowledge (TEK) to focus on culturally relevant content: the Karuk Tribe is located on the Klamath River in Northern California and is well-versed in its tribal history and has been a leader in the resurgence of using TEK to inform modern day management strategies and practices.

In 2015, the proposed interim Project Director conducted three pilot Nanu'ávaha Curriculum Trainings for public school teachers and administrators in two LEAs to support effective implementation of the Tribe's K-12 Curriculum. These were met with positive teacher feedback and requests for future trainings. Cultural sensitivity was addressed throughout each 1.5-hour training session, and tribally developed handouts provided background information on the Karuk Tribe, as well as a guide to cultural sensitivity when working with Native communities.

The Karuk Department of Natural Resources (DNR) is a Tribal department that has seen exceptional growth since it was established in 1989. Founded with a single employee, DNR has grown into a multi-program department that has included over one hundred (100) employees during fire events – all sharing the common mission of *protecting, promoting and preserving the cultural/natural resources and ecological processes upon which the Karuk people depend*. A focus of DNR is to integrate traditional management practices into the current management

regime, which is based on traditional principles and philosophy. Under the oversight of DNR, the Food Security Program has carried out over 35 Seasonal Youth Camps and Native Workshops over the past 3 years. These programs have been very well received, as highlighted in the Food Security Surveys and reinforced by the letters of support from participants' parents.

Through funding from the U.S Department of Fish and Wildlife and the Bureau of Indian Affairs, DNR has also provided summer employment and training opportunities to Tribal Youth ages 16-21 for the past 3 years, employing at least 10 "at-risk" tribal youth each summer in natural resources related services. In addition, DNR has provided an Environmental Education Program for 4 local schools throughout the past 10 years. Activities have included hands on classroom and field experience in the fields of ethnobotany, water quality, and fisheries.

With marginal funding through the Bureau of Indian Affairs, the Karuk Tribe Education Department has provided tutoring, scholarships, academic advising, and extracurricular activities for Tribal Youth in each of our three major communities for over a decade. Local public schools coordinate activities with the Karuk Tribe on a regular basis, and have shown continued interest in furthering collaborations to provide services their underserved students need desperately.

In 2011 the Tribe began working with the 7th Generation National Tribal Mentoring Program, which resulted in a Youth Wellness Program providing services to Title VII students from 2011-2015. Cultural activities and tribal ceremonies played a major role in program activities, and the recruited community volunteers mentoring these at-risk youth reported positive results in the youth, such as drug and alcohol abstinence and school attendance improvements.

Since 2012, Karuk Temporary Assistance to Needy Families Department has committed its support of DNR's Food Security Project, which offers activities and events that cultivate TEK-based subsistence living and traditional land management, as well as promotes cultural values placed on honor, respect and responsibility in AI/AN families. In 2013, the National Endowment for the Arts funded the Ikmaháchraam Project (Engl. *Sweathouse*), which was successfully carried out through DNR management and encouraged participation in culturally appropriate healing sweats.

Project partners include the Mid Klamath Watershed Council (MKWC), a non-profit organization which has been working in our area to restore the threatened Klamath and its upslope habitats since 2001. It is in the mutual interests of MKWC and DNR to coordinate environmental education programs in order to expose both Native and non-Native students to the combined strengths of TEK and Western science: biologists, environmental educators, and silviculturalists make up MKWC's staff.

Evidence of Involvement of Indian Tribes and Parents

Project staff will coordinate with the local school Indian Parent Committees to make sure that their feedback is incorporated into the project activities, outcomes, and deliverables. Meetings are held monthly or bi-monthly.

Meetings attended or held by staff to gain feedback from Indian Parents regarding needs, opportunities, and potential solutions to challenges of Indian Students include:

Junction Elementary School Parent Meeting: April 13th, 2016

Karuk Education Committee: April 20th, 2016

Happy Camp Indian Parent Committee: April 26th, 2016

Orleans-Parent Meeting Karuk Education Department: May 12th, 2016

Included in Attachment G are letters of support from Indian Parents. They have helped to inform the project design. They are very excited about this new opportunity and have expressed that it is a greatly needed project.

Finally, as identified in the evaluation of our grant as part of the external evaluation process, the Tribe's Education Committee, Indian Parent Committees, AI/AN students and parents, and the 9 Tribal Council members will be asked to participate in focus group discussions and/or respond to annual feedback surveys to determine their awareness of, and satisfaction with, the Pikyav Field Institute and to elicit their suggestions for improvements in ensuing years.

NATIVE YOUTH COMMUNITY PROJECT: KARUK PIKYAV FIELD INSTITUTE
Demonstration of Research Basis

The proposal goals, objectives, and activities were informed by research and evidence, as shown in the References attachment. Included are multiple sources of information that support the Karuk Tribe's overarching goal to improve the academic performance and college- and career-readiness of AI/AN K-12 students in the in Karuk Tribal Service Area. Key research used as the basis for this proposal follows by the relevant project purpose addressed:

To Improve Academic Performance. The Karuk Tribe Department of Natural Resources solicited evaluative informal feedback from participation teachers in the Nanu'ávaha Curriculum and Cultural Sensitivity pilot trainings. Lessons learned through this effort, in addition to the overwhelming positive formal questionnaire response from our AI/AN parents, tribal leaders, and local school staff for developing these trainings, informed the initial basis for our Teacher Trainings objective for public school teachers. Key research articles that contributed to the conceptual design of this objective include:

Executive Office of the President (December 2014). *2014 Native Youth Report* (p. 19), retrieved from https://www.whitehouse.gov/sites/default/files/docs/20141129nativeyouthreport_final.pdf.

Talley, S. (2016). *Examining the Implementation of Culturally Responsive Schooling in Karuk Ancestral Territory: Research Project Summary Report*. Undergraduate Honors, Graduate School of Education, Stanford University.

Sleeter, C. E. (2001). *Preparing Teachers for Culturally Diverse Schools: Research and the Overwhelming Presence of Whiteness*. *Journal of Teacher Education* 2001: 52; 94.

For our K-12 Lessons objective, we have used the following research-based materials to ensure that our culturally relevant and academically challenging lessons meet the California Common Core State Standards in the English Language Arts, as well as in our effort to meet the needs of local teachers and students to design additional Traditional Ecological Knowledge and STEM-based lessons that meet California's Next Generation Science Standards:

Barnhardt, R. and Kawagley A.O. (1999). *Education Indigenous to Place: Western Science Meets Native Reality*. Retrieved from: <http://ankn.uaf.edu/Curriculum/Articles/BarnhardtKawagley/EIP.html>.

California Department of Education (2013). *Next Generation Science Standards*, Retrieved from <http://www.cde.ca.gov/pd/ca/sc/ngssintrod.asp>.

Fox, S. (Spring 2006). *Connecting Cultures and Classrooms: Indian Education For All, K-12 Curriculum Guide*. Polson, Montana: National Indian Board Association.

To Improve College- and Career-readiness. Additionally, the development of the Pikyav Field Institute concept and our objectives for Higher Education Opportunities and Workforce Development in the natural resources and STEM fields are based not only on our own tribal needs to manage our homelands according to tribal knowledge and codes, but on projected

increases of job opportunities within the Klamath Basin due to pending dam removals and current and future wildfire conditions. We have been able to secure funding to employ tribal youth each summer in our natural resource departments, and have drawn heavily from lessons learned. In addition, we have drawn upon sources such as the following research and evidence to develop our objectives:

Association of Public and Land-Grant Universities (February 2012). *1994s Extension*, Retrieved from <http://land-grant.org/docs/FY2013/94E.pdf>.

National Science Foundation- American Indian Higher Education Consortium Summary Report: *Living Science, Strengthening and sharing Native Knowledge at TCUs* (tribal colleges and universities). Retrieved from: <http://www.aihec.org/our-stories/docs/reports/STEM-LivingScience.pdf> .

National Academy of Engineering (2004). *Engineering Studies at Tribal Colleges and Universities: Letter Report from the Steering Committee for Engineering Studies at the Tribal Colleges*. The National Academies Press, Washington, D.C.

Parker, L. (August 2015). *How Megafires are Remaking American Forests*, Retrieved from <http://news.nationalgeographic.com/2015/08/150809-wildfires-forest-fires-climate-change-science/>.

U.S. National Climate Assessment (2014). Indigenous Peoples, Land, and Resources (pp. 297-317). U.S. Global Change Research Program. Retrieved from <http://nca2014.globalchange.gov/report/sectors/indigenous-peoples#intro-section-2>

Wyatt, J., Smith, K., & Proestler N. (2014). *The Benefits of Early Engagement in the College-Preparation Process: Implications for Practitioners*, Retrieved from https://research.collegeboard.org/sites/default/files/publications/2014/10/benefits-of-early-engagement-college-preparation-process_college-board.pdf .

To Reconnect Tribal Youth with Cultural Heritage. In order to meet needs to address substance abuse, low self-esteem, lack of parental involvement, and other social ills affecting our AI/AN youth, we propose to continue offering activities that help students – and their families – reconnect and embrace their tribal heritage. In addition, our many years’ experience with environmental education and tribal youth workforce development projects, repeated tribal department requests for in-field cultural activities and stakeholder feedback informed our field-based Seasonal Youth Camps objective deliverables:

Zwick, T. & Miller, K., (1996). *Comparison of Integrated Outdoor Education Activities and Traditional Science Learning with American Indian Students*. Journal of American Indian Education, Winter 1996.

Schweigman, K., Soto, C., Wright, S., Unger, J. (2011). *The Relevance of Cultural Activities in Ethnic Identity Among California Native American Youth*. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3738746/> .

Description of Continuing Activities

The TANF program has committed to working collaboratively to assist AI/ANs in acquiring the skills and knowledge needed to pursue employment in the field of natural resources. Project funding for this position will be tied directly to establishing a workforce development program for the Project's targeted AI/AN youth and integrating these activities into a sustainable TANF-funded Workforce Development Project. Additional funding will be solicited for forest stewardship and wildland fire management trainings for AI/AN youths in partnership with federal, state, and tribal government agencies, as well as non-governmental organizations and academic institutions.

Throughout the course of the grant DNR and the Tribal Education Department will evaluate the opportunity of pursuing accreditation of the Karuk Pikyav Field Institute. This would facilitate sustainable funding opportunities for AI/AN youth; increase students' understandings of issues related to natural resources in a place-based setting; and establish eligibility for funding off-campus environmental education programs developed with partnering academic institutions, including pre-college credit for accredited field seminars.

During the grant period the Tribe will formalize agreements with partnering institutions (UC Berkeley, Humboldt State, University of Oregon) to host environmental education opportunities, such as summer field research projects and K-12 STEM-related data collection activities.

Finally, as mentioned within the grant, many of the local schools receive Title 7 funding (totaling over \$74,000). Throughout the grant period we will work with the local schools to try to use some of those funds to the highly successful K-12 Curriculum Implementation and Teacher Training and sustain other project activities.

Lisa Morehead-Hillman
 Food Security Project Coordinator
 Karuk Department of Natural Resources

(b)(6)

- Career Synopsis** Career emphasis in grant management, writing and reporting, education and curriculum development, public speaking, and foreign languages. Regular contributing writer for local newspapers and tribal publications. Demonstrated ability to successfully complete a variety of projects, working under deadlines, with culturally diverse groups.
- Professional Preparation**
- 12/2010 Master of Arts degree in Education, Technical University of Kaiserslautern, Germany
- 05/1988 Bachelor of Arts degree, Willamette University, Oregon. Majors: English, German
- Appointments**
- 2014 to present Food Security Project Coordinator, Karuk Department of Natural Resources. This project requires intensive collaboration with other local Tribes, researchers, academic and non-profit organizations to build a comprehensive program that integrates research, extension and education to enhance tribal health and food security in the Klamath Basin by building a sustainable regional food system. Grant funded through the USDA for 5-years.
- 2012-2013 Grant Writer and Resource Developer, Karuk Tribe, Happy Camp, California: Successful in securing more than \$1,335,000 in grant funding.
- 2011-2012 Faculty Coordinator of the English Department, SDI University of Applied Languages, Munich, Germany, supervising five English lecturers, developing curriculum to European accreditation standards, providing written bi-annual reports on course realization
- 2010-2012 Lecturer for Economics, Cultural Perspective of Anglophonic Countries, and English as a Foreign Language and Cultural Studies at the SDI University of Applied Languages, Munich, Germany. Student evaluation rating: Excellent
- 2008-2012 Teacher of English for Special Purposes at the Schools for Wood and Design, Garmisch-Partenkirchen. Student evaluation rating: Very Good
- 2008-2012 Grant writer and translator for European Union: Smart Marketing Kit, EQUAL: Successfully contributed to grant awards of more than €2,500,000
- Lecturer and Curriculum Developer at the Community College Garmisch-Partenkirchen, Germany, teaching in various subject areas with a focus on English as a Foreign Language, Business English, English Emersion, Cultural Studies and Conversation

Products Relevant to this Proposal	<p>Lead Curriculum Writer and Producer for the Karuk Tribe's K-12 Nanu'avaha: Our Food Curriculum</p> <p>Morehead-Hillman, L. (2014). Karuk Winter Youth Camp: Artisans and Oral Tradition...Say What? (Siskiyou Daily News)</p> <p>Morehead-Hillman, L. (2014). Karuk Food Workshops and Youth Groups, (http://www.tworivertribune.com/2014/01/karuk-food-workshops-and-youth-groups/)</p> <p>Morehead, L. (2013). Indian Education Parent Committee Meet at Orleans Elementary, (http://www.tworivertribune.com/2013/02/indian-education-parent-committee-meet-at-orleans-elementary/)</p> <p>Morehead, L. (2013). Pi'êep Káru Payêem – Long ago and Today, (http://www.tworivertribune.com/subjects/arts-culture/poems/)</p> <p>Morehead, L. (2012). Karuk Ceremonial Site Recommended for National Register of Historic Places, (http://www.tworivertribune.com/2012/12/karuk-ceremonial-site-recommended-for-national-register-of-historic-places/)</p>
Synergistic Activities	<p>Karuk-UC Berkeley Collaborative: http://nature.berkeley.edu/karuk-collaborative/</p>
2015 to present	Watershed Education Advisory Board Member for the Mid Klamath Watershed Council
2014 to present	Enhancing Tribal Health and Food Security in the Klamath Basin of Oregon and California by Building a Sustainable Regional Food System. USDA Agriculture and Food Research Initiative, Food Security Grant. Sept. 2012-Aug. 2017; Project Leader
2014 to present	Kaavichvaans Project. BIA Tribal Youth Initiative Grant. July 2014 to present. Supports Youth Education in Traditional Ecological Knowledge; Project Lead
2014 and 2015	Traditional Ecological Knowledge Youth Learning Program. Carter Wentz Foundation Grant. Nov. 2013 – Mar. 2014. Project Lead
2013 to present	Karuk Tribe's People's Center Advisory Committee Board Member Panamnik Tribal Library and Archives and Computer Center volunteer
2001 to present	Orleans Computer Center Volunteer

Mrs. Merry Kate Lowry



Education

May 2005 Humboldt State University
Social Sciences, Teacher Preparatory Bachelor of Arts
Native American Studies/American Indian Education Minors

Graduate: Multiple Subjects Elementary Education Credential
Social Science-Single Subject Credential

Work Experience

Karuk Department of Natural Resources, Environmental Education Coordinator

Supervisor: Lisa Hillman (530) 627-3446
Title: Food Security Project Coordinator
Duties: *Promote, implement and further develop Nanu'avaha K-12 Native Food System Curriculum (Nanu'avaha) in the schools located within the Karuk Ancestral Territory and homelands. I coordinate activities with the Department of Natural Resources Environmental Education Program, as well as schedule lesson implementation with administrative staff of local schools. In addition, I am developing additional lessons for Nanu'avaha California state standards-based curriculum.*
Began: 2016 to present Wages:Contract

KTJUSD Indian Education Indian Land Tenure Curriculum Committee

Supervisor: Margo Robbins (530) 625-5600
Title: Director
Duties: *Create California state standards-based curriculum for the Indian Land Tenure Curriculum Project for Klamath Trinity Joint Unified School District for primary grades in partnership with other educators and Native community, focusing on Karuk, Yurok, and Hoopa culture. I participated in the pilot project where KTJUSD teachers incorporated the curriculum into their classrooms. Every other participating teacher was supported by a Native curriculum specialist to help them with instruction, but because of my extensive experience teaching Native curriculum aligned with California state standards for Math, Language Arts, Science, Social Science, Physical Education, Health, Computer Applications, and Art, for multiple learning styles, I completed the pilot program successful independently.*
Began: 2011 Ended: 2011 Wages:Stipend

Weitchpec Elementary Yurok Magnet Program

Supervisor: Matt Malkus, Principal (530) 625-5600

Title: Teacher

Duties: *Provide California state standards-based instruction infused with Yurok cultural standards for TK-3rd grade in Math, Language Arts, Science, Social Science, Physical Education, Health, Computer Applications, and Art, for multiple learning styles. Developed community partnerships, created Yurok language infusion program, obtained additional resources for school via grants and donations. Extensive school wide classroom management based on "Settle Up" for high-risk behavioral students as well as learning adopted HMR curriculum, Creative Mathematics training, cultural curriculum development, and supervisory duties of two aides in the classroom.*

Began: Aug. 2008 Ended: July 2012 Wages: Salary

Trinity Valley Elementary School

Supervisor: Melanie Sanderson, Principal (530) 625-5600 Ext/3101

Title: Teacher

Duties: *Provide California state standards-based instruction for 5th/6th grade in Language Arts, Science, Social Science, Physical Education, Health, Computer Applications, and Art, for multiple learning styles. Entails extensive classroom management, learning adopted curriculum, curriculum development, and supervisory duties of two literacy specialists in the classroom.*

Began: Aug. 2007 Ended: July 2008 Wages: Salary

American Indian Academy Charter School

Supervisor: Karen Skoglund, Director

Title: Social Sciences/Native American Studies/Comp Apps/Health Teacher & Yurok Language I & II Teacher of Record

Duties: *Create and teach interdisciplinary, project-based college preparatory curriculum that is culturally appropriate with local Native emphasis in a community-based educational model, for World History, US History, Government, Economics, Health, Computer Applications, and other independent study programs for students who need credit recovery. Supervise Americorps and RSP staff in the classroom.*

Began: June 2005 Ended: July 2007 Wages: Salary

Boys and Girls Club at Margaret Keating Elementary School: Program Assistant

Supervisor: Phil Williams

Title: Program Assistant

Duties: *Assisted the director in facilitating a summer recreation program including designing program activities such as sports, crafts, and computer competency; creating program budget; completed paperwork for program; and helped with fundraising.*

Began: June 2004 Ended: August 2004 Wages: \$8/Hour

Margaret Keating Elementary School /Del Norte Title Indian Education Program

Supervisor: Jim McQuillen (Now at Yurok Tribe) 464-0340

Title: Tutor

Duties: *Identify and initiate program services with Crescent Elk Middle School Native students. Conduct an individualized biweekly tutoring program for students in danger of failing both in-class and after school. Responsible for maintaining communication and documentation with parents, school, and program. Assist in-class in grades K-8th including special needs students, recess duty, lunch duty, afterschool recreation, participated in community events, taught Physical Education for 4-8th grades, and substituted as a math teacher in a 4th-5th grade class*

Began: Dec 2004 Ended: June 2004 Wages:\$10/Hour

HSU Multicultural Center

Supervisor: Marilyn Paik-Nicely (707) 826-3364

Title: Native American Campus Community Coordinator

Duties: *Coordinate NA Campus Community Reception, share activities of MCC with Native programs and students, share concerns/activities etc of Native programs on campus (INRSEP, ITEPP, AIA) with campus community.*

Began: Sept. 2003 Ended: May. 2004 Wages: Stipend

Humboldt State University (Social Work Dept., Anthro./Soc.Dept., and Native American, Women's, and Ethnic Studies Dept.)

Supervisors: Lorraine Taggart, Social Work Dept., (707) 826-4448

Title: Office Assistant

Duties: *Typing, filing, copying, running errands, stuffing envelopes, mailing, answering students' questions at the front desk, entering information into databases, assisting in any way needed by my supervisors.*

Began: Fall 2000 Ended: Dec 2003 Wages: \$9/Hour

Redwood Community Action Agency: StraightUp AmeriCorps Program

Supervisor: Bev Prosser (707) 445-3309

Title: StraightUp AmeriCorps Program Co-Coordinator

Duties: *Co-coordinated and facilitated the Manila Community Center yearly activities including assisting in planning the budget, an afterschool program for ages 5-16, summer recreation program, coordinated many community events such as the Annual Manila Multicultural Festival which hosted groups from Arcata & Eureka High schools and many groups from HSU.*

Began: August 2002 Ended: August 2003 Wages:Stipend

Montauk Federal Recognition Project

Supervisor: Danielle Wozniak (860) 546-6909

Title: Research Assistant

Duties: *Conducted interviews with elder tribal members to collect family geneologies/history for the Montauk Tribe's Federal Recognition Project; presented at tribal council meetings; responsible for documentation for grants; searching for potential funders; and preparing grant applications.*

Began: June 2000 Ended: August 2000 Wages:Stipend

Volunteer Work/Community Service

- 2014-2015 Jack Norton Elementary Parent Volunteer
- 2013-2014 Fish Lake Camp Host/Educator, Six Rivers National Forest
Kapel Head Start Volunteer for Yurok language and literacy skills
- 2012-2013 Kapel Head Start Volunteer for Yurok language and literacy skills
Humboldt State University's Big Time
- 2011-2012 Afterschool Tutoring at WEYMP
Yurok Language Grammar Institute
hosted by Yurok Tribe and UC Berkeley

- 2010-2011 Afterschool Tutoring at WEYMP
Yurok Language Grammar Institute
hosted by Yurok Tribe and UC Berkeley
- 2009-2010 Volunteer for LYLA and CCIE conferences at HSU
Afterschool Tutoring at WEYMP
Yurok Language Grammar Institute
hosted by Yurok Tribe and UC Berkeley
- 2008-2009 Afterschool Tutoring at Trinity Valley Elementary
Yurok Language Grammar Institute
hosted by Yurok Tribe and UC Berkeley
Patricks Point Sumeg Village Day
- 2006-2007 Yurok Language Community Forum
TAG Basketball Tournament
Patricks Point Sumeg Village Day
- 2005-2006 Site Supervisor and ran frybread booth for Sustainable Nations Benefit
Participated as a guest speaker on a “*Education for Social Change*”
HSU Diversity Conference
Speaker for the Salmonid Restoration Conference
Volunteered at the Wiyot Sacred Sites Benefit Concert
- 2003-2004 Volunteered at the Wiyot Sacred Sites Benefit Concert
Student Welcome Speaker at the
HSU American Indian College Motivation Day

Professional Development & Training

- California Common Core Standards Training, KTJUSD 2012
- California Conference on American Indian Education
Humboldt State University, 2010
Santa Rosa, 2012
- Living Your Language Alliance Conference attendee/presenter
Humboldt State University, 2009
- Creative Mathematics/HMR Extensive professional development
KTJUSD School District, 2008-2011

- Houghton Mifflin Reading/ Language Arts Training Conference, Santa Clara, 2008
- Completed Teaching American History (TAH) program, 2006-2007
- Attended a two-day workshop, "*Compassionate Communication*", sponsored by Humboldt State University on March 26-27, 2005
- (2) years of Bi-weekly trainings in child/teen skills such as conflict management, mandated reporter, Love & Logic Heart Math with Lori Andrews, adolescent drug/alcohol abuse, management and discipline issues, grief and death, healing, etc.
- 13 years of Small Grant Experience
- Completed requirements for a minor in American Indian Education through ITEPP
- Completed Native American Studies Minor
- Court Appointed Special Advocate Training (CASA)
- All-American Athlete/HSU Record Holder in Javelin
4th Place Women's Javelin NCAA Division II Track & Field
Humboldt State University
- Track/Weightlifting Coach

References

Years

Mary Raigosa
Jack Norton K-4 Teacher
Loop Road
Hoopa, CA
95546

(10)

(b)(6)

Carole Lewis
Yurok Tribe Language Teacher
Weitchpec Tribal Office Hwy 96
Hoopa, CA 95546

(12)

(b)(6)

Matt Malkus, (7)
Trinidad Elementary Principal
Trinidad, CA 95570

(b)(6)

Sue Burcell, Director (12)
Indian Teacher Education and Personnel Program
Humboldt State University
1 Harpst Street, Arcata, CA 95521

(b)(6)

Lorraine Taggart, Administrative Assistant (16)
Social Work Department
Humboldt State University
1 Harpst Street, Arcata, CA 95521

(b)(6)

Statement of Qualifications /Etc.

As a credentialed teacher, I have received training from my previous district regarding CA Common Core standards. Please see resume for more information regarding my experience with CA state standards. Please see Indian Land Tenure Curriculum website or Margo Robbins, KTJUSD Indian Education, for my experience with creating cultural curriculum aligned with CA State standards.

I've been participating in the movement to provide community and culturally based education in American Indian communities since I was a child. I was raised by my mother, who is Wyandot/Ojibwe Native, imparting the search for truth and justice. It is time for the voice of the people telling our own stories, not having them told by the dominant culture and its accompanying political myths.

As an ITEPP student, I did presentations about the Native Perspective: CA Gold Rush and Missions in local elementary schools. As the social science teacher for the American Indian Academy Charter High School, we focused on the local tribes relationship with the salmon in partnership with artist Lyn Risiling, resulting in four murals on display in the UIHS Potowot. Our high school students attended and spoke at a local FERC meeting in Eureka. FERC is the Federal Energy Regulatory Commission, regarding the dams on the Klamath River. The students made signs, interviewed Native biologists, and learned about traditional weir and fish dam. My goal was to provide the education needed to prepare Native youth to advocate for their land, fish, culture, and sovereignty.

This movement is resistance to the genocide that has been committed upon Native peoples, also in response to the systematic theft of children in the boarding school era, resulting in de-culturation and loss of identity, another form of cultural genocide.

This movement to find justice, includes Tribe's rights to pass on traditions to their children in the way they see fit in accordance with the United Nations Declaration of Human Rights. There abounds scientific evidence and academic research showing the success of Native students in such an environment. I have committed my life to the truth-telling process, and being of service to communities' work.

I already have made strong relationships with many community members, families, and educators within Karuk ancestral territory, including Orleans Elementary principal Jason Henderson. I've been invited and attended Karuk ceremonies and welcomed Karuk cultural education from community members/parents in my own classroom, including Karuk language lessons. My approach is to make relationships with parents, community organizations, current teachers and other educational personnel, because the success of curriculum is based on cooperative, positive relationships based in respect with the students, parents, community, educators, and administrators.



Administrative Office

Phone: (530) 493-1600 • Fax: (530) 493-5322
64236 Second Avenue • Post Office Box 1016 • Happy Camp, CA 96039

POSITION DESCRIPTION

- Title:** Pikyav Field Institute Program Manager
- Reports To:** Deputy Director of Eco-Cultural Revitalization Branch, or designee
- Location:** Department of Natural Resources, Orleans or Somes Bar, California
- Classification:** Exempt, Full-time
- Salary:** \$46,691 to \$66,688, depending on education and experience
- Summary:** The Pikyav Field Institute Program Manager shall provide strategic leadership and direction for all divisions of the Environmental Education Program. This position shall serve as the Department’s primary contact in regard to issues regarding environmental education and research, and shall work cooperatively with federal, state, and local agencies, tribes, educational institutions and stakeholders to achieve the goals of the Karuk Department of Natural Resources. Under the supervision of the Deputy Director of Eco-Cultural Revitalization Branch, or designee, this position is responsible for ensuring that all division projects balance Traditional Ecological Knowledge with Western Science in a manner consistent with Karuk tradition, custom, culture and ceremonial principles in order to safeguard cultural perseverance; support and advance culturally appropriate pedagogic methods; encourage academic research to substantiate tribal land and resource management strategies; and lead the development of new programs and partnerships that work toward reestablishing a healthy ecosystem and tribal sovereignty for our Tribe. This position may serve in the capacity of other Program Managers under the Eco-Cultural Revitalization Branch in the absence of these positions as long as supervisory span of control and efficiencies in operations can be maintained.

Responsibilities:

1. Shall be responsible for administering the Karuk Tribe’s Pikyav Field Institute Program (Program) within the Eco-Cultural Revitalization Branch (Branch) of the Department of Natural Resources (Department).
2. Shall work closely with Administrative Staff to achieve Department-approved strategies for short- and long-term goals of the Program, as well as to achieve cohesive strategies to meet inter-departmental needs.
3. Shall supervise Program’s Division Coordinators and provide guidance in developing annual and 5-year work plans and associated timelines for each Program division.
4. Shall ensure the maintenance and implementation of the Memorandum of Agreement between Karuk Department of Natural Resources (DNR) and the Karuk Temporary Assistance to Needy Families Department Program for Food Security and Workforce Development coordination.

5. Shall contribute to, guide, and write environmental education, workforce development, research, and digital library, archives and museum related grant proposals that will help to further develop, maintain and enhance the quality of educational and vocational programs and trainings carried out within the Karuk Tribe's ancestral homelands, as well as support the Sípnuuk Digital Library, Archives and Museum.
6. Shall work with the Department's Administrative and Development Branch to write Program related consultant contracts and scopes of work; maintain compliance in Divisional projects; develop new and maintain current Program-relevant Memorandum of Understandings and Memorandum of Agreements with tribal departments, local school districts, and other agencies to help achieve the short- and long-term goals of the Program.
7. Shall be responsible for the completion of Program-related Tribal Council, progress and final reports to demonstrate success in meeting the Program objectives and deliverables.
8. Shall contribute actively in outreach opportunities that further the goals of the Program, as well as the overarching goals of the Branch and Department.
9. Shall be available for local and out of the area travel as required for job related training and attend all required meetings and functions as requested.
10. Other job related duties as assigned.

Requirements:

1. Experience and/or education:
 - a. Commensurate with GS 9: Bachelor's degree in Business Administration, Education, Nutritional Health, Native American Studies, English, Natural Resources or related field and two (2) years' experience with twelve (12) months supervisory experience; or
 - b. Commensurate with GS 8: Bachelor's degree in Business Administration, Education, Nutritional Health, Native American Studies, English, Natural Resources or related field and one (1) year experience with six (6) months supervisory experience; or
 - c. An equivalent combination of education and related experience will be considered for all grades.
2. Minimum of one (1) year experience in grant writing and demonstrated success in securing grant awards preferred.
3. Demonstrated baseline knowledge of Karuk traditional food and fiber resources, including the types of management practices one may need to pursue in order to revitalize traditional practices, purposes, and uses of these materials.
4. Must have demonstrated experience in grant writing, budgeting, and possess extensive technical writing/mathematic skills.
5. Must be able to complete required training, and travel for extended periods as needed.
6. Must exhibit excellent communication, personnel management and supervisory capabilities.
7. Must be proficient in use of Microsoft Excel and capable of developing complex spreadsheet applications for task tracking and reporting purposes.
8. Exhibits the ability to manage time well and work under stressful conditions with an even temperament.
9. Demonstrates the ability to work effectively with researchers, educators, agency personnel, and the greater community in culturally diverse environments.
10. Experience related to traditional food procurement, processing, and preservation preferred.
11. Experience and knowledge related to traditional land management preferred.
12. Demonstrates the ability to work effectively with Native American people in culturally diverse environments.

13. Has displayed the ability to establish and maintain harmonious working relationships with other employees and the public.
14. Demonstrates the ability to understand and follow oral and written instructions.
15. Must be responsible for using safe work practices, for following directives, guidelines and procedures and for assisting in maintaining a safe and secure work environment.
16. Must possess valid driver's license, good driving record, and be insurable by the Tribe's insurance carrier.
17. Must successfully pass a pre-employment drug screening test and be willing to submit to a criminal background check.
18. Must attend specified training and class requirements for Incident Command System (ICS) set forth in Attachment H of the Personnel Policy.
19. Must adhere to confidentiality and Health Insurance Portability and Accountability Act (HIPAA) policies.
20. Must adhere to the policies and procedures of the Karuk Tribe.

Supervisory Responsibilities: This is a supervisory position.

Physical and Environmental Requirements: Must be able to work for up to 8 hours per day at a computer.

Disclaimer: The Karuk Tribe retains the right to change or assign other duties to this position.

Tribal Preference Policy: In accordance with the Tribal Employment Rights Ordinance (TERO), Tribal preference will be observed in hiring. For positions with the Karuk Tribe Housing Authority, Section 7(b) of the Indian Self-Determination and Education Assistance Act (Title 25 USC, Section 450 e(b)) will also be observed.

Veteran's Preference: It shall be the policy of the Karuk Tribe to provide preference in hiring to qualified applicants claiming Veteran's Preference who have been discharged from the United States Armed Forces with honorable and under honorable conditions.

Equal Employment Opportunity: The Karuk Tribe will provide equal employment opportunity without regard to race, color, sex, age, disability, religion, national origin, marital status, sexual orientation, ancestry, political belief, or activity, or status as a veteran, with the exception of the Tribal Preference, as stated in the Tribal TERO Ordinance shall be observed in all hiring decisions.

Council Approved:

Chairman's Signature: _____

Employee's Signature: _____



Administrative Office

Phone: (530) 493-1600 • Fax: (530) 493-5322
64236 Second Avenue • Post Office Box 1016 • Happy Camp, CA 96039

POSITION DESCRIPTION

Title: K-12 Environmental Education Division Coordinator

Reports To: Pikyav Field Institute Program Manager, or designee

Location: Department of Natural Resources, Orleans, California

Classification: Exempt, Full-time, Non-Entry Level

Salary: \$38,387 to \$55,116, depending on education and experience

Summary: Shall work under the supervision of the Pikyav Field Institute Program Manager, or designee to coordinate and assume responsibility for the Karuk Tribe's K-12 Environmental Education Division activities. This position shall serve as the tribal consultant to local schools for all lessons, materials and grant-funded projects pertaining to Native American traditional ecological knowledge; shall further develop, promote and implement the Karuk Tribe's Nanu'avaha: K-12 Native Food System Curriculum (Nanu'avaha); shall support collaborations with other tribes and academic institutions to implement culturally appropriate environmental and science-related educational activities; shall actively seek the development of tribally managed primary and secondary educational institutions; and shall work with school administrations and Indian Parent Committees to implement Nanu'avaha lessons at local schools in all grade levels. This position may serve in the capacity of the Environmental Workforce Development and Internships Division Coordinator and/or Environmental Higher Education and Research Division Coordinator in the absence of these positions as long as supervisory span of control and efficiencies in operations can be maintained. Position is dependent on support funding and will require acquisition of continued, additional and subsequent funding.

Responsibilities:

1. Oversee the K-12 Environmental Education Division (Division) within the Eco-Cultural Revitalization Branch (Branch) of the Department of Natural Resources (Department).
2. Lead the development and implementation of the K-12 Environmental Education curriculum.
3. Develop, maintain and implement MOAs between the Department and local school districts for Division coordination.
4. Work with teachers and principals to infuse culturally appropriate Environmental Education into all subject areas with the greatest emphasis in science, language arts, social studies, and health.
5. Maintain an events/activities calendar for tribal and partner organization activities performed in relation to all aspects of the Division that occurs within Karuk ancestral territory. Provide local schools and the Karuk Tribe's Education Department with calendar for outreach and scheduling purposes.
6. Work with Sípnuuk Division to establish, maintain and enlarge the Tribe's collection of learning materials pertinent to environmental education.

7. Conduct workshops for teachers and volunteers to enlarge and reinforce understanding and appreciation of the Nanu'avaha Curriculum, Karuk traditional education methods, and traditional ecological knowledge.
8. Coordinate and supervise activities of Cultural Practitioners as guest speakers during lessons; maintain list and evaluate work of Cultural Practitioners who are able to lead students in classroom and field trip activities for primary and secondary schools.
9. Serve as the tribal consultant to local schools and other agencies and committees for all lessons, materials and grant-funded projects pertaining to Native American environmental education.
10. Coordinate non-classroom supplementary learning experiences for student groups, including field trips and outdoor education classes, in support of environmental education.
11. Ensure all travel, purchases, contracts, etc. are authorized expenditures and coded to appropriate budget and line item for Division.
12. Work with contractors, partner organizations and associated participants to maximize synergies between division objectives.
13. Coordinate related activities with other branches and divisions of the Department as appropriate.
14. Develop and implement survey methods to document, track, assess and report on changes in knowledge, behavior, and condition associated with K-12 Environmental Education Division actions and activities.
15. Present updates to Pikyav Field Institute Program Manager, Karuk Education Committee, School Boards, Indian Parent Committees and Tribal Council as requested.
16. Conduct education/outreach media as opportunities arise.
17. Complete all project related assessments and reports, and ensure proper protocol is followed in seeking tribal oversight review and approvals.
18. Seek additional funds to support full range of opportunities to meet of the Division's goals and objectives.
19. Consult with Pikyav Field Institute Program Manager and/or Deputy Director of Eco-Cultural Revitalization regularly and carry out other duties as assigned.
20. Shall be polite and maintain a priority system in accepting other position related job duties as assigned.

Requirements:

1. Experience and/or education:
 - a. GS 9: Bachelor's degree in Education, Nutritional Health, Native American Studies, English, Natural Resources or related field and two (2) years' experience with twelve (12) months supervisory experience; or
 - b. GS 8: Bachelor's degree in Education, Nutritional Health, Native American Studies, English, Natural Resources or related field and one (1) year experience with six (6) months supervisory experience; or
 - c. An equivalent combination of education and related experience will be considered for all grades.
2. Minimum of two (2) years' experience working with Native American youth.
3. Minimum of one (1) year experience in grant writing and demonstrated success in securing grant awards.
4. Credentials in teaching at the primary and/or secondary level preferred.
5. Demonstrated baseline knowledge of Karuk culture and traditions.
6. Must be able to complete required training and travel for extended periods as needed.
7. Minimum one (1) year experience in supervising and personnel management.

8. Must be proficient in use of Microsoft Excel and capable of developing complex spreadsheet applications for task tracking and reporting purposes.
9. Exhibits the ability to manage time well and work under stressful conditions with an even temperament.
10. Experience related to traditional food procurement, processing, and preservation preferred.
11. Experience and knowledge related to traditional land management preferred.
12. Demonstrate an ability to work effectively with researchers, educators, students and the greater community.
13. Demonstrates the ability to work effectively with Native American people in culturally diverse environments.
14. Has displayed the ability to establish and maintain harmonious working relationships with other employees and the public.
15. Demonstrates the ability to understand and follow oral and written instructions.
16. Must be responsible for using safe work practices, for following directives, guidelines and procedures and for assisting in maintaining a safe and secure work environment.
17. Must possess valid driver's license, good driving record, and be insurable by the Tribe's insurance carrier.
18. Must successfully pass a pre-employment drug screening test and be willing to submit to a criminal background check.
19. Must attend specified training and class requirements for Incident Command System (ICS) set forth in Attachment H of the Personnel Policy.
20. Must adhere to confidentiality and Health Insurance Portability and Accountability Act (HIPAA) policies.
21. Must adhere to the policies and procedures of the Karuk Tribe.

Supervisory Responsibilities: This is a supervisory position.

Physical and Environmental Requirements: Must be able to work for up to 8 hours per day at a computer; must be able to travel to and work up to 4 hours per day teaching K-12 grade lessons at all schools located in the Karuk service areas.

Disclaimer: The Karuk Tribe retains the right to change or assign other duties to this position.

Tribal Preference Policy: In accordance with the Tribal Employment Rights Ordinance (TERO), Tribal preference will be observed in hiring. For positions with the Karuk Tribe Housing Authority, Section 7(b) of the Indian Self-Determination and Education Assistance Act (Title 25 USC, Section 450 e(b)) will also be observed.

Veteran's Preference: It shall be the policy of the Karuk Tribe to provide preference in hiring to qualified applicants claiming Veteran's Preference who have been discharged from the United States Armed Forces with honorable and under honorable conditions.

Equal Employment Opportunity: The Karuk Tribe will provide equal employment opportunity without regard to race, color, sex, age, disability, religion, national origin, marital status, sexual orientation, ancestry, political belief, or activity, or status as a veteran, with the exception of the Tribal Preference, as stated in the Tribal TERO Ordinance shall be observed in all hiring decisions.

Council Approved:

Chairman's Signature: _____

Employee's Signature: _____



Administrative Office

Phone: (530) 493-1600 • Fax: (530) 493-5322
64236 Second Avenue • Post Office Box 1016 • Happy Camp, CA 96039

POSITION DESCRIPTION

Title: Environmental Workforce Development and Internships Division Coordinator

Reports To: Pikyav Field Institute Program Manager, or designee

Location: Department of Natural Resources, Orleans, California

Classification: Exempt, Full-time, Non-Entry Level

Salary: \$38,387 to \$55,116, depending on education and experience

Summary: Shall work under the supervision of the Pikyav Field Institute Program Manager, or designee in the absence of this position, to manage, develop, coordinate and assume responsibility for all Karuk Tribal obligations under the Environmental Workforce Development and Internships Division of the Karuk Department of Natural Resources and current Memorandum of Agreement (MOA) with the Tribal Assistance for Needy Families (TANF) Program. This position will develop internship opportunities, career development, and employment placement services for tribal youth and the tribal community in support of environmental educational and occupational growth. Shall coordinate with partner organizations and ensure consistency between division objectives and inter- and intra-departmental goals. This position may serve in the capacity of Environmental Higher Education and Research Division Coordinator and/or the K-12 Environmental Education Division Coordinator in the absence of these positions as long as supervisory span of control and efficiencies in operations can be maintained. Position is dependent on support funding and will require acquisition of continued, additional and subsequent funding.

Responsibilities:

1. Oversee the Environmental Workforce Development and Internships Division (Division) within the Eco-Cultural Revitalization Branch (Branch) of the Department of Natural Resources (Department).
2. Maintain an activities/trainings calendar for tribal and partner organization activities performed in relation to all aspects of the Division that occurs within Karuk ancestral territory. Provide Karuk Tribe's Education Department and Karuk Temporary Assistance for Needy Families (TANF) Department with calendar for outreach and scheduling purposes.
3. Work with Sipunuk Division to establish, maintain and enlarge the Tribe's collection of learning materials pertinent to environmental education and workforce development training.
4. Conduct workshops for project participants on various aspects of professional development that incorporate Karuk traditional education methods and traditional ecological knowledge.
5. Coordinate and supervise activities of Cultural Practitioners as guest speakers during trainings and as mentors for interns; maintain list and evaluate work of Cultural Practitioners who are able to lead participants in classroom and field trip activities of the Pikyav Field Institute.

6. Coordinate non-classroom supplementary learning and training experiences for interns, including field trips and outdoor education and training classes, in support of environmental workforce development and internships.
7. Ensure all travel, purchases, contracts, etc. are authorized expenditures and coded to appropriate budget and line item for Division.
8. Work with contractors, partner organizations and associated participants to maximize synergies between division objectives.
9. Coordinate related activities with other branches and divisions of the Department as appropriate.
10. Develop and implement survey methods to document, track, assess and report on changes in knowledge, behavior, and condition associated with Division projects and activities.
11. Present updates to Field Institute/Environmental Education Program Manager, TANF Director and Tribal Council as requested.
12. Conduct Division-related outreach media as opportunities arise.
13. Complete all project related assessments and reports, and ensure proper protocol is followed in seeking tribal oversight review and approvals.
14. Seek additional funds to support full range of opportunities to meet of the Division's goals and objectives.
15. Consult with Field Institute/Environmental Education Program Manager and/or Deputy Director of Eco-Cultural Revitalization regularly and carry out other duties as assigned.
16. Shall be polite and maintain a priority system in accepting other position related job duties as assigned.

Requirements:

1. Experience and/or education:
 - a. Commensurate with GS 9: Bachelor's degree in Education, Vocational Training, Native American Studies, English, a field of Natural Resources or related field and two (2) years' experience with twelve (12) months supervisory experience; or
 - b. Commensurate with GS 8: Bachelor's degree in Education, Vocational Training, Native American Studies, English, a field of Natural Resources or related field and one (1) year experience with six (6) months supervisory experience; or
 - c. An equivalent combination of education and related experience will be considered for all grades.
2. Minimum of two (2) years' experience in workforce development in indigenous communities preferred.
3. Minimum of one (1) year experience in grant writing and demonstrated success in securing grant awards.
4. Teaching licensure in vocational education or career and technical education (CTE) preferred.
5. Must have knowledge of basic training requirements for fire fighters.
6. Must be able to complete required training and travel for extended periods as needed.
7. Must exhibit excellent communication, personnel management and supervisory capabilities.
8. Must be proficient in use of Microsoft Excel and capable of developing complex spreadsheet applications for task tracking and reporting purposes.
9. Exhibits the ability to manage time well and work under stressful conditions with an even temperament.
10. Demonstrated baseline knowledge of Karuk culture and traditions.
11. Must be proficient in use of Microsoft Excel and capable of developing complex spreadsheet applications for task tracking and reporting purposes.

12. Exhibits the ability to manage time well and work under stressful conditions with an even temperament.
13. Experience related to traditional food procurement, processing, and preservation preferred.
14. Experience and knowledge related to traditional land management preferred.
15. Demonstrates the ability to work effectively with researchers, educators, students and the greater community.
16. Demonstrates the ability to work effectively with Native American people in culturally diverse environments.
17. Has displayed the ability to establish and maintain harmonious working relationships with other employees and the public.
18. Demonstrates the ability to understand and follow oral and written instructions.
19. Must be responsible for using safe work practices, for following directives, guidelines and procedures and for assisting in maintaining a safe and secure work environment.
20. Must possess valid driver's license, good driving record, and be insurable by the Tribe's insurance carrier.
21. Must successfully pass a pre-employment drug screening test and be willing to submit to a criminal background check.
22. Must attend specified training and class requirements for Incident Command System (ICS) set forth in Attachment H of the Personnel Policy.
23. Must adhere to confidentiality and Health Insurance Portability and Accountability Act (HIPAA) policies.
24. Must adhere to the policies and procedures of the Karuk Tribe.

Supervisory Responsibilities: This is a supervisory position.

Physical and Environmental Requirements: Must be able to work for up to 8 hours per day at a computer; must be able to travel to and work up to 4 hours per day teaching in the classroom and field.

Disclaimer: The Karuk Tribe retains the right to change or assign other duties to this position.

Tribal Preference Policy: In accordance with the Tribal Employment Rights Ordinance (TERO), Tribal preference will be observed in hiring. For positions with the Karuk Tribe Housing Authority, Section 7(b) of the Indian Self-Determination and Education Assistance Act (Title 25 USC, Section 450 e(b)) will also be observed.

Veteran's Preference: It shall be the policy of the Karuk Tribe to provide preference in hiring to qualified applicants claiming Veteran's Preference who have been discharged from the United States Armed Forces with honorable and under honorable conditions.

Equal Employment Opportunity: The Karuk Tribe will provide equal employment opportunity without regard to race, color, sex, age, disability, religion, national origin, marital status, sexual orientation, ancestry, political belief, or activity, or status as a veteran, with the exception of the Tribal Preference, as stated in the Tribal TERO Ordinance shall be observed in all hiring decisions.

Council Approved:

Chairman's Signature: _____

Employee's Signature: _____



Administrative Office

Phone: (530) 493-1600 • Fax: (530) 493-5322
64236 Second Avenue • Post Office Box 1016 • Happy Camp, CA 96039

POSITION DESCRIPTION

- Title:** Environmental Higher Education and Research Division Coordinator
- Reports To:** Píkyav Field Institute Program Manager, or designee
- Location:** Department of Natural Resources, Orleans, California
- Classification:** Exempt, Full-time, Non-Entry Level
- Salary:** \$38,387 to \$55,116, depending on education and experience
- Summary:** Shall work under the supervision of the Píkyav Field Institute Program Manager, or the Deputy Director of Eco-Cultural Revitalization in the absence of this position, to coordinate and assume responsibility for partnerships with higher education institutions and researchers regarding projects, proposals, and education programs in the natural sciences. This position will develop research opportunities, coordinate off-campus satellite programs under parent institutions, facilitate college credit opportunities and placement for tribal youth and the tribal community pursuing studies in the fields of the natural sciences, and further the goals of the Píkyav Field Institute. Shall coordinate with partner organizations and ensure consistency between division objectives and inter- and intra-departmental goals. This position may serve in the capacity of the K-12 Environmental Education-, Food Security-, and/or Environmental Workforce Development and Internships Division Coordinator in the absence of these positions, as long as supervisory span of control and efficiencies in operations can be maintained. Position is dependent on support funding and will require acquisition of continued, additional and subsequent funding.

Responsibilities:

1. Oversee the Environmental Higher Education and Research Division (Division) within the Eco-Cultural Revitalization Branch (Branch) of the Department of Natural Resources (Department).
2. Develop research opportunities, coordinate off-campus satellite programs under parent institutions, facilitate college credit opportunities and placement for tribal youth and the tribal community pursuing studies in the fields of the natural sciences, and further the goals of the Píkyav Field Institute.
3. Pursue accreditation of the Píkyav Field Institute as a tribal college.
4. Work with parent institutions to ensure feasible inclusion of tribal students into satellite environmental education programs and activities.
5. Develop the goal of creating an accredited tribal Institutional Review Board.
6. Maintain an academic activities calendar for tribal and partner organization activities performed in relation to all aspects of the Division that occurs within Karuk ancestral territory. Provide Karuk Tribe's Education Department with calendar for outreach and scheduling purposes.
7. Work with Sípnuuk Division to establish, maintain and enlarge the Tribe's collection of learning materials pertinent to environmental higher education and research.

8. Conduct lectures as guest speaker for Division activities and environmental education programs that incorporate Karuk traditional education methods and traditional ecological knowledge.
9. Coordinate and supervise activities of Cultural Practitioners as guest speakers during programs and activities, and as consultants to researchers; maintain list and evaluate work of Cultural Practitioners who are able to lead participants in classroom and field trip activities of the Píkyav Field Institute.
10. Coordinate non-classroom supplementary learning and training experiences for students and researchers, including field trips and outdoor education and training classes, in support of environmental higher education and research.
11. Ensure all travel, purchases, contracts, etc. are authorized expenditures and coded to appropriate budget and line item for Division.
12. Work with contractors, partner organizations and institutions and associated participants to maximize synergies between division objectives.
13. Coordinate related activities with other branches and divisions of the Department as appropriate.
14. Develop and implement survey methods to document, track, assess and report on changes in knowledge, behavior, and condition associated with Division projects and activities.
15. Present updates to Píkyav Field Institute Program Manager and Tribal Council as requested.
16. Conduct Division-related outreach media as opportunities arise.
17. Complete all project related assessments and reports, and ensure proper protocol is followed in seeking tribal oversight review and approvals.
18. Seek additional funds to support full range of opportunities to meet of the Division's goals and objectives.
19. Consult with Píkyav Field Institute Program Manager and/or Deputy Director of Eco-Cultural Revitalization regularly, and carry out other duties as assigned.
20. Shall be polite and maintain a priority system in accepting other position related job duties as assigned.

Requirements:

1. Experience and/or education:
 - a. Commensurate with GS 9: Bachelor's degree in Education, English, a field of Natural Resources or related field and two (2) years' experience with twelve (12) months supervisory experience; or
 - b. Commensurate with GS 8: Bachelor's degree in Education, Vocational Training, Native American Studies, English, a field of Natural Resources or related field and one (1) year experience with six (6) months supervisory experience; or
 - c. An equivalent combination of education and related experience will be considered for all grades.
2. Minimum of two (2) years' experience as lecturer in an institution of higher education preferred.
3. Minimum of one (1) year experience in post graduate research preferred.
4. Minimum of one (1) year experience in grant writing and demonstrated success in securing grant awards.
5. Must have knowledge of basic requirements for conducting academic research.
6. Must be able to complete required training and travel for extended periods as needed.
7. Must exhibit excellent communication, personnel management and supervisory capabilities.
8. Must be proficient in use of Microsoft Excel and capable of developing complex spreadsheet applications for task tracking and reporting purposes.
9. Exhibits the ability to manage time well and work under stressful conditions with an even temperament.

10. Demonstrated baseline knowledge of Karuk culture and traditions.
11. Experience and knowledge related to traditional land management preferred.
12. Demonstrates the ability to work effectively with researchers, educators, students and the greater community.
13. Demonstrates the ability to work effectively with Native American people in culturally diverse environments.
14. Has displayed the ability to establish and maintain harmonious working relationships with other employees and the public.
15. Demonstrates the ability to understand and follow oral and written instructions.
16. Must be responsible for using safe work practices, for following directives, guidelines and procedures and for assisting in maintaining a safe and secure work environment.
17. Must possess valid driver's license, good driving record, and be insurable by the Tribe's insurance carrier.
18. Must successfully pass a pre-employment drug screening test and be willing to submit to a criminal background check.
19. Must attend specified training and class requirements for Incident Command System (ICS) set forth in Attachment H of the Personnel Policy.
20. Must adhere to confidentiality and Health Insurance Portability and Accountability Act (HIPAA) policies.
21. Must adhere to the policies and procedures of the Karuk Tribe.

Supervisory Responsibilities: This is a supervisory position.

Physical and Environmental Requirements: Must be able to work for up to 8 hours per day at a computer; must be able to travel to and work up to 4 hours per day teaching in the classroom and field.

Disclaimer: The Karuk Tribe retains the right to change or assign other duties to this position.

Tribal Preference Policy: In accordance with the Tribal Employment Rights Ordinance (TERO), Tribal preference will be observed in hiring. For positions with the Karuk Tribe Housing Authority, Section 7(b) of the Indian Self-Determination and Education Assistance Act (Title 25 USC, Section 450 e(b)) will also be observed.

Veteran's Preference: It shall be the policy of the Karuk Tribe to provide preference in hiring to qualified applicants claiming Veteran's Preference who have been discharged from the United States Armed Forces with honorable and under honorable conditions.

Equal Employment Opportunity: The Karuk Tribe will provide equal employment opportunity without regard to race, color, sex, age, disability, religion, national origin, marital status, sexual orientation, ancestry, political belief, or activity, or status as a veteran, with the exception of the Tribal Preference, as stated in the Tribal TERO Ordinance shall be observed in all hiring decisions.

Council Approved:

Chairman's Signature: _____

Employee's Signature: _____

**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 94-2576572

Organization:

Karuk Tribe
P.O. Box 1016
Happy Camp, CA 96039

Date: November 4, 2015

Report No(s): 16-A-0098(16C)

Filing Ref.:

Last Negotiation Agreement
dated January 16, 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	10/01/15	09/30/16	50.00%	All	All Programs

***Base:** Total direct salaries and wages, excluding fringe benefits. The rate applies to all programs administered by the Tribe. To determine the amount of indirect costs to be billed under this agreement, direct salaries and wages should be summed and multiplied by the rate. All other program costs, including fringe benefits associated with direct salaries and wages, should be eliminated from the calculation.

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 contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate 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.

C. Changes: The rate(s) contained in this agreement are based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in organizational structure, or changes in the method of accounting for costs that affect the amount of reimbursement resulting from use of the rate(s) in this agreement, require the prior approval of the cognizant agency. Failure to obtain such approval may result in subsequent audit disallowance.

D. Rate Type:

1. **Fixed Carryforward Rate:** The fixed carryforward rate is based on an estimate of costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

2. **Provisional/Final Rate:** Within six (6) months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

3. **Predetermined Rate:** A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment. (Because of legal constraints, predetermined rates are not permitted for Federal contracts; they may, however, be used for grants or cooperative agreements.)

4. **Rate Extension:** Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.

E. Agency Notification: Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.

F. Record Keeping: Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.

G. Reimbursement Ceilings: Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

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:

Karuk Tribe
Tribal Government

(b)(6)

/s/

Signature

Russell A. Attebery
Name (Type or Print)

Karuk Tribal Chairman
Title

November 3, 2015
Date

U.S. Department of the Interior
Interior Business Center
Agency

(b)(6)

/s/

Signature

Deborah A. Moberly
Name

Office Chief
Office of Indirect Cost Services
Title

NOV 04 2015

Date
Negotiated by Jacqueline B. Ross
Telephone (916) 566-7003

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Withheld pursuant to exemption

Non Responsive

of the Freedom of Information and Privacy Act

Attachment A



California Department of Education
Assessment and Accountability Division

[Return to Test Results Search](#)

Print Report

2013 STAR Test Results

Happy Camp High School

All Students - California Standards Test Scores

County Name: Siskiyou County
District Name: Siskiyou Union High District
School Name: Happy Camp High School
CDS Code: 47-70466-4734356

Total Enrollment on First Day of Testing: 48

Total Number Tested: 48

Total Number Tested in Selected Subgroup: 48

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

The Standardized Testing and Reporting (STAR) program ended on July 1, 2013. The STAR program was replaced by the [California Assessment of Student Performance and Progress \(CAASPP\) System](#). STAR test results and CAASPP results cannot be reliably compared because CAASPP evaluates new standards that emphasize analytical thinking, problem solving and communications skills.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment								17	13	18	

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								16	11	18	
% of Enrollment								94.1 %	84.6 %	100.0 %	
Students with Scores								16	11	18	
Mean Scale Score								357.8	360.8	297.2	
% Advanced								6 %	36 %	0 %	
% Proficient								56 %	18 %	17 %	
% Basic								38 %	45 %	28 %	
% Below Basic								0 %	0 %	33 %	
% Far Below Basic								0 %	0 %	22 %	

CST General Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								5			5
% of Enrollment								29.4 %			
Students with Scores								5			5
Mean Scale Score								*			*
% Advanced								*			*
% Proficient								*			*
% Basic								*			*

% Below Basic											*	*
% Far Below Basic											*	*

CST Algebra I

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								9	5	4	18
% of Enrollment								52.9 %	38.5 %	22.2 %	
Students with Scores								9	5	4	18
Mean Scale Score								*	*	*	323.1
% Advanced								*	*	*	0 %
% Proficient								*	*	*	33 %
% Basic								*	*	*	17 %
% Below Basic								*	*	*	11 %
% Far Below Basic								*	*	*	39 %

CST Geometry

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								1	6	5	12
% of Enrollment								5.9 %	46.2 %	27.8 %	
Students with Scores								1	6	5	12
Mean Scale Score								*	*	*	294.6
% Advanced								*	*	*	0 %
% Proficient								*	*	*	0 %
% Basic								*	*	*	33 %
% Below Basic								*	*	*	50 %
% Far Below Basic								*	*	*	17 %

CST Algebra II

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested										9	9
% of Enrollment										50.0 %	
Students with Scores										9	9
Mean Scale Score										*	*
% Advanced										*	*
% Proficient										*	*
% Basic										*	*
% Below Basic										*	*
% Far Below Basic										*	*

CST World History

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									13	1	14
% of Enrollment									100.0 %	5.6 %	
Students with Scores									13	1	14
Mean Scale Score									316.7	*	304.8
% Advanced									8 %	*	7 %
% Proficient									8 %	*	7 %
% Basic									54 %	*	50 %
% Below Basic									0 %	*	0 %
% Far Below Basic									31 %	*	36 %

CST U.S. History

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
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Students Tested												18
% of Enrollment												100.0 %
Students with Scores												18
Mean Scale Score												277.4
% Advanced												6 %
% Proficient												17 %
% Basic												6 %
% Below Basic												17 %
% Far Below Basic												56 %

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									11		
% of Enrollment									84.6 %		
Students with Scores									11		
Mean Scale Score									355.3		
% Advanced									9 %		
% Proficient									64 %		
% Basic									18 %		
% Below Basic									0 %		
% Far Below Basic									9 %		

CST Biology

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									12	4	16
% of Enrollment									92.3 %	22.2 %	
Students with Scores									12	4	16
Mean Scale Score									333.1	*	323.4
% Advanced									0 %	*	0 %
% Proficient									25 %	*	25 %
% Basic									58 %	*	44 %
% Below Basic									8 %	*	13 %
% Far Below Basic									8 %	*	19 %

CST Chemistry

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested										11	11
% of Enrollment										61.1 %	
Students with Scores										11	11
Mean Scale Score										304.3	304.3
% Advanced										0 %	0 %
% Proficient										0 %	0 %
% Basic										55 %	55 %
% Below Basic										45 %	45 %
% Far Below Basic										0 %	0 %

CST Earth Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								17			17
% of Enrollment								100.0 %			
Students with Scores								17			17
Mean Scale Score								338.6			338.6
% Advanced								18 %			18 %
% Proficient								18 %			18 %

% Basic								35 %			35 %
% Below Basic								24 %			24 %
% Far Below Basic								6 %			6 %

Print Report

California Department of Education

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Complete Survey Results:

Karuk Tribe 2016 Needs Assessment for K-12 Education: AI/AN Parents, Tribal Leaders, School Staff									
Total Respondants	1. Do AI/AN students living in our Service Area have a lower level of academic performance compared to their national peers?	2. If yes, what do you consider are the underlying causes of their academic under-performance? a. poverty	b. limited amount of, or funding for, culturally appropriate instructional materials	c. limited capacity (time, knowledge) of local teachers to teach culturally relevant materials	d. limited staff, counselors, mentors, tutors available for needy AI/AN students	e. domestic violence issues	f. substance abuse issues (students or in the home)	g. lack of parental involvement	h. low self-esteem
72	67	52	49	46	57	49	67	61	49
	93%	78%	73%	69%	85%	73%	100%	91%	73%
testimony	<i>Historical trauma along with lack of economic opportunities have led to a breakdown in social structure and cultural knowledge. Trust between local Natives and the school system have contributed to the underperformance as well.</i>				<i>lack of role models</i>		<i>late to school</i>		

3. In your opinion, what are the greatest barriers, both in and out of school, to the readiness of our local AI/AN students for college and careers? a. poverty	b. limited amount of, or funding for, culturally appropriate instructional materials	c. limited capacity (time, knowledge) of local teachers to teach culturally relevant materials	d. limited staff, counselors, mentors, tutors available for needy AI/AN students	e. domestic violence issues	f. substance abuse issues (students or in the home)	g. lack of parental involvement	h. low self-esteem
62	44	49	64	46	62	69	54
86%	61%	68%	89%	64%	86%	96%	75%

[Causes] A-H go hand in hand; each causing an unbalance of social and knowledge skills. Our kids are unprepared from an early age and struggle to keep up as grade levels advance.

4. Please list any opportunities in the local community to support AI/AN students: <i>Ceremonies, Education Dept, Visiting Academic Institutions, Karuk DNR, People's Center, MKWC and SRRC programs, Karuk Computer Center, Sipnuuk, Behavioral Health, Youth</i>	5. Lesson content that meets CCC Standard Curriculum requirements and features the local tribes' cultural heritage would encourage greater AI/AN classroom a. participation	b. attendance	Lessons that meet the latest California Math and Science standards requirements and balance the local tribes' traditional ecological knowledge with Western Science content would improve AI/AN students' ability to see themselves as STEM learners .
	64	64	69
	89%	89%	96%

Teacher participation in cultural sensitivity training would benefit the academic performance of AI/AN students.	Teacher participation in Science and Technology trainings would benefit their ability to teach STEM applications to AI/AN students.	Teacher participation in Native Curriculum Trainings would benefit their ability to teach Native Curriculum to AI/AN students.	Teacher participation in Native Curriculum Trainings would benefit their willingness to teach Native Curriculum to AI/AN students.	Existing local policies, programs, practices, service providers, and funding sources that you know of supporting AI/AN students' college and career readiness: <i>KTHA, Karuk Ed, DNR, TANF, TERO, People's Center, Title VII, AISES, Bill Gates Scholarship, Computer Center</i>
69	69	69	69	
96%	96%	96%	96%	

Karuk Tribe 2016 Needs Assessment for K-12 Education: Student Surveys								
Public Elementary and Middle Schools	total participating students	total est. AI/AN	Would you like to participate more in traditional food and cultural activities?	Would you like to have more lessons in class about the local Native culture?	Do you want to come back to this area after you graduate from high school to live and work?	Do you want to go to college?	Would you like to work in natural sciences?	Do you see yourself as good at math or science?
	153	122	97%	95%	82%	91%	57%	54%
	"yes"		148	145	126	139	87	83
Junction	24		24	22	15	21	14	21
Forks of Salmon	17		17	17	17	14	10	12
Orleans	29		24	23	24	28	16	4
Happy Camp	83		83	83	70	76	47	46

NATIVE PLANTS AND ETHNOBOTANY STUDIES

Department of Natural Resources: Environmental Education Program

By Jeanette Quinn, Environmental Education Coordinator

(b)(6)

Above: Jefferson High student examining a douglas fir branch while learning some of its medicinal uses. Below: Happy Camp Elementary Kindergartner learning about medicinal plants in the lily family.

Happy Camp Elementary 4th grader holding a sandbar willow branch while studying medicinal plants.

Native Plants/Ethnobotany Studies. I finished off the 2013-14 school year with medicinal plant lessons at Jefferson High, Happy Camp Elementary and Orleans Elementary schools at the end of May. I collected specimens of plants traditionally used for medicine by Karuk People for students to look at during the lessons

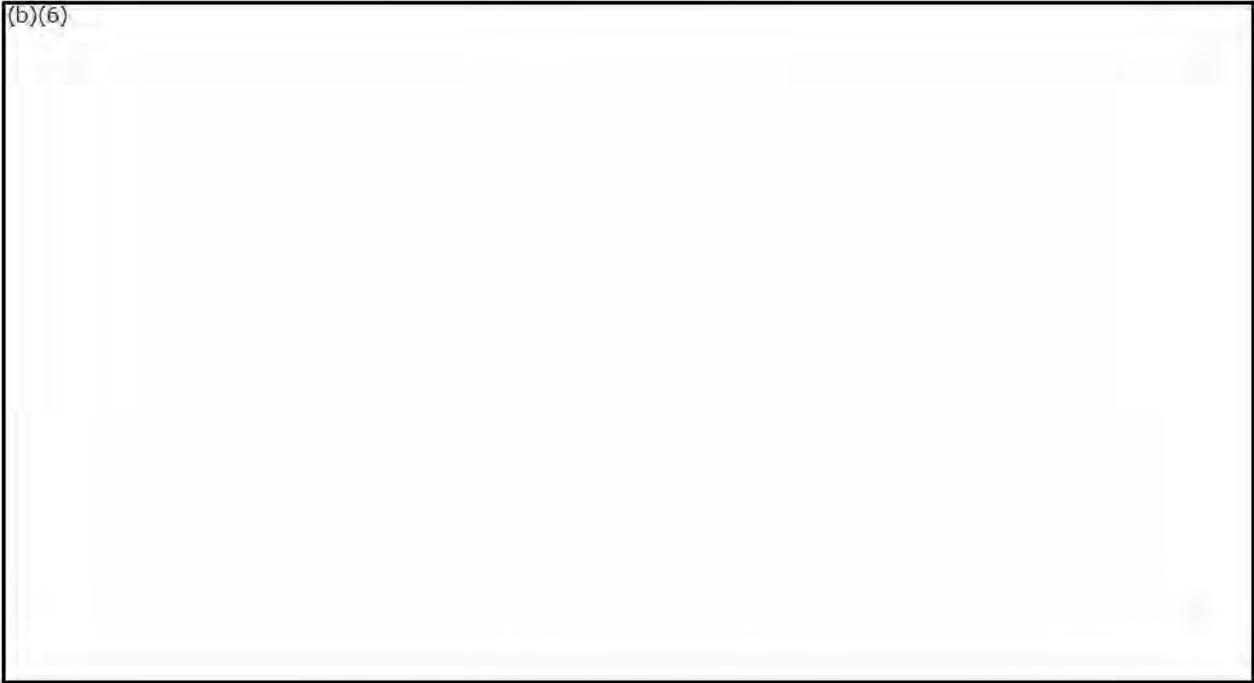
and shared with them some of the traditional uses of the plants.

During the summer I researched funding opportunities for the Environmental Education Program. Currently I am preparing for the 2014-15 school year and getting ready for Fall Salmon Surveys with students.

For more information about the Environmental Education Program, e-mail Jeanette Quinn at jquinn@karuk.us, or call 530-627-3446.

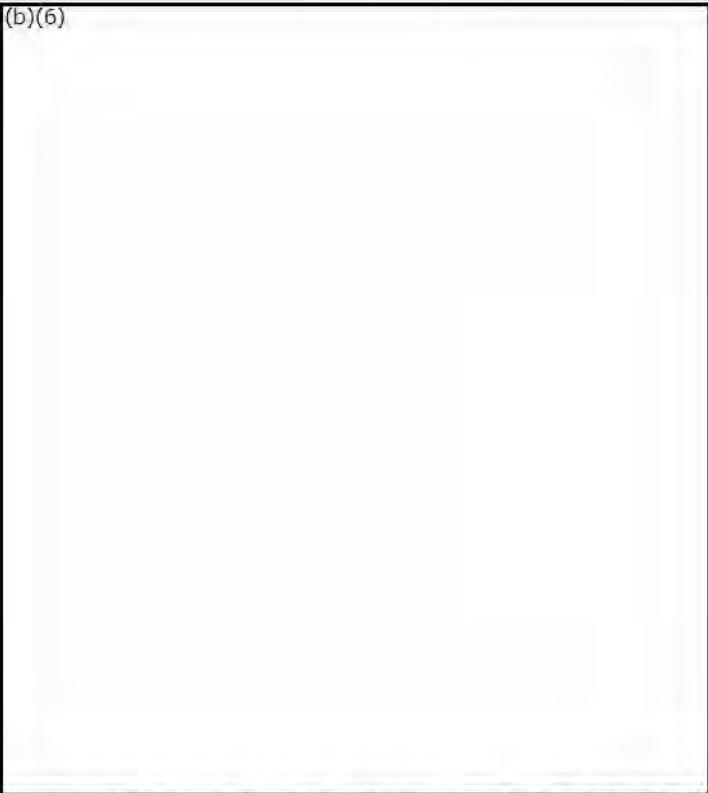
Karuk Department of Natural Resources
Food Security Project

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Junction Elementary students crack, peek, pound and grind the acorns gathered last fall

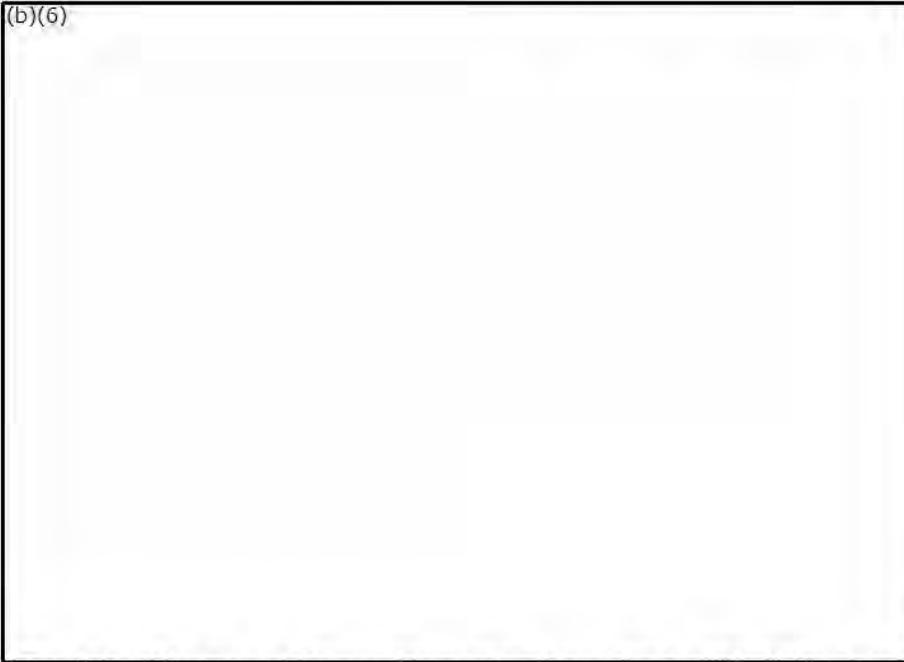
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Orleans Elementary School students learn about Native Plants in their own backyard!
From left: Audrina Mace, Elayna Blake, Bessie Hillman

Karuk Department of Natural Resources
Food Security Project

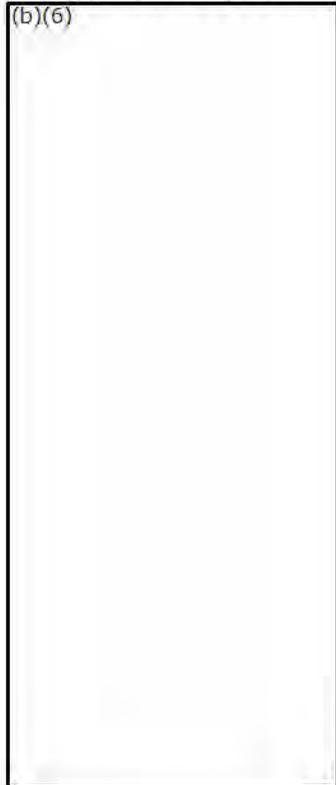
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Ishkêesh'túnviiv (*River Kids*)

After-School Program at Orleans Elementary learn about edible Native berries Identification, harvest, storage, and their place in Karuk Oral Tradition

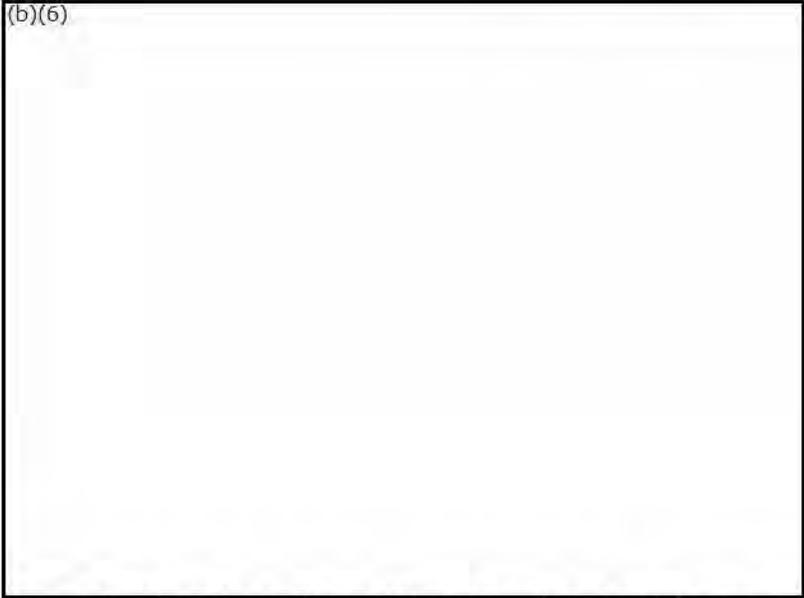
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Mikala Polmateer, Summer Youth Camp site with huckleberry harvest

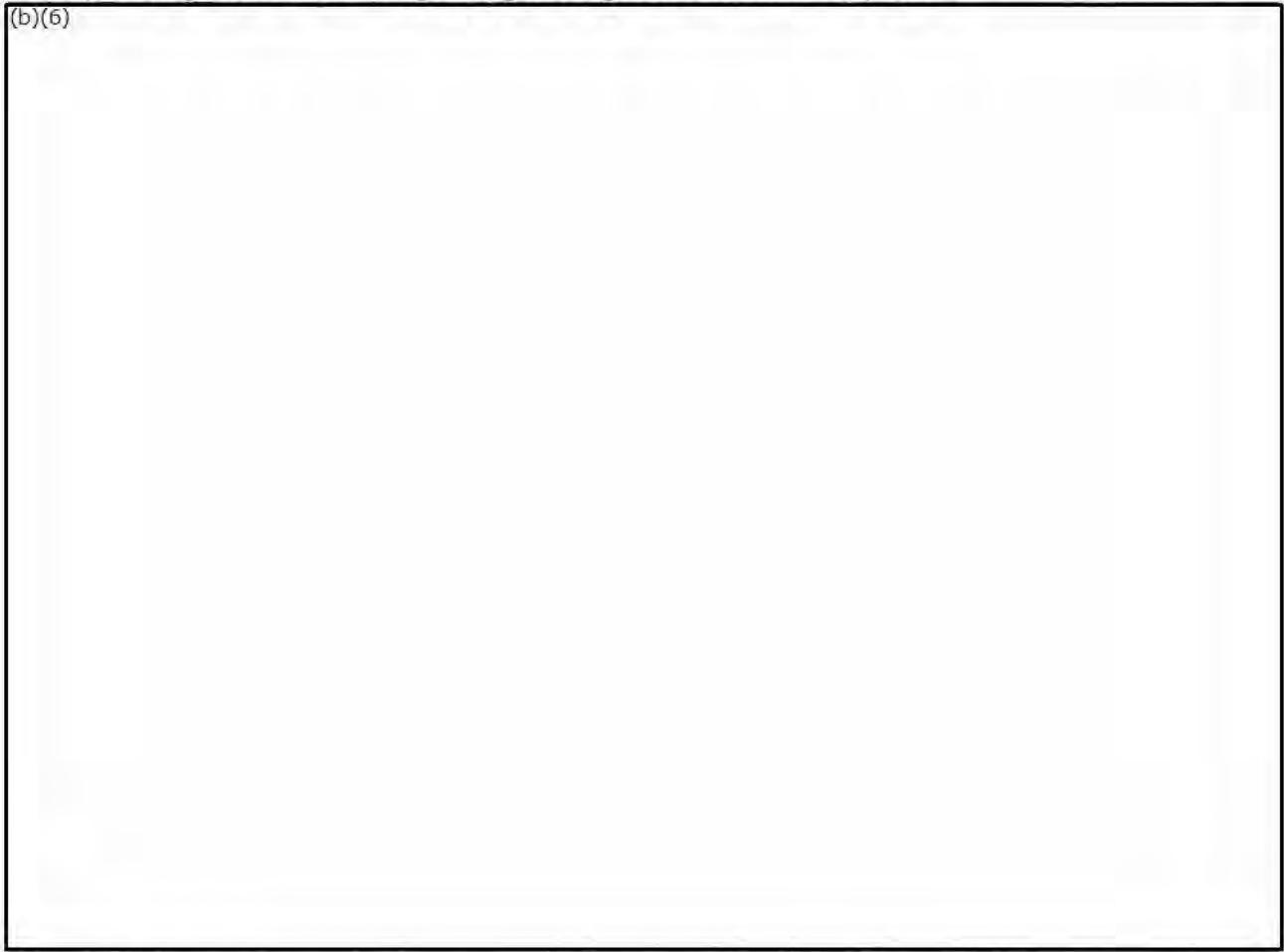
Karuk Department of Natural Resources
Food Security Project

(b)(6)



Acorn pounding after an hour of vigorous gathering – Orleans Elementary School

(b)(6)

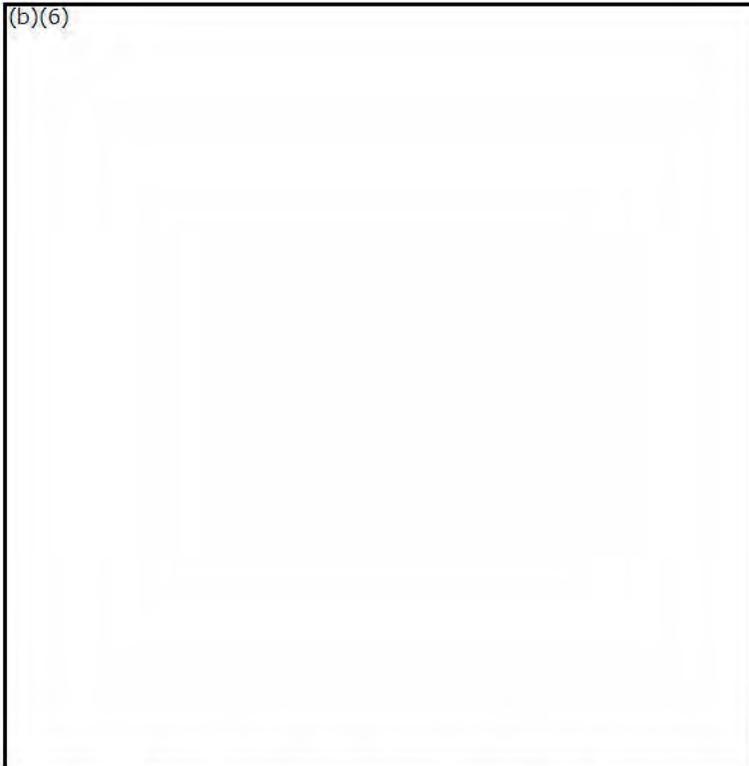


Acorn Gathering Field

Karuk Department of Natural Resources
Food Security Project



Beginnings of a beautiful and healthy relationship: The Happy Camp Community Garden, a collaborative between the Food Security Project, Family Resource Center and the Mid-Klamath Watershed Council.



Tribal Youth learn the joys of harvest (left to right): Reya Whitecrane, Vuunsip Hillman, and Carmen Whitecrane.

Examining the Implementation of Culturally Responsive Schooling in Karuk Ancestral Territory: Research Project Summary Report

Sinéad Talley, Stanford University (sineadt@stanford.edu, 707-502-9756)

Review Committee Members:

Lisa Hillman, Food Security Project Coordinator, Karuk Dept. of Natural Resources

Alan Merrill, Karuk Tribe Education Coordinator

John Willinsky, Undergraduate Honors Program Director, Graduate School of Education, Stanford University

Rachel Lotan, Emeritus Professor, Graduate School of Education, Stanford University

Project Summary: This study was originally conceptualized to address issues of educational sovereignty for the Karuk Tribe by interviewing local teachers currently involved in implementing its **K-12 Nanu'ávaha Curriculum** within their classrooms.

During the data collection phase of the project, this concept was modified, as only one of the five volunteer interviewees had worked with Nanu'ávaha at the time. Instead, participants were asked about their experiences in-classroom with culturally responsive curricula and pedagogical approaches.

This research is expected to provide long-term benefits to the Tribe and local student, including: informative data on the efficacy of current teacher trainings and need for further training development; an increase in the implementation frequency of culturally sensitive and academically challenging curriculum materials, and; qualitative data on teacher experiences with and sensitivity to Karuk curriculum. Indirectly, local students will benefit from an informed approach to teacher trainings and further curriculum development. Additionally, this research seeks to broaden understanding of culturally responsive curriculum and pedagogy (CRC/CRP) through an examination of a crucial step in Native education: CRC/CRP implementation by local teachers.

Data was collected in the form of interviews from elementary school teachers, the majority of whom are currently working to implement Nanu'ávaha or otherwise similar CRC programs within the Karuk Tribe's Ancestral Territory and homelands. However, it should be noted that of the five participants included in the study, one was currently implementing Nanu'ávaha, two had been implementing the CRC provided by KTJUSD, and two were in the process of preparing for Nanu'ávaha implementation but had not utilized it within the class at the time of interview.

As per the Protocol with Agreement for Intellectual Property Rights of the Karuk Tribe, I understand that the Karuk Tribe reserves the rights to all products of this research.

Research Questions: To examine the implementation of CRC within classrooms serving Karuk youth, the primary research question was developed:

1. How can professional development programs be designed to incentivize educators to be more receptive to teaching culturally responsive curriculum?

I attempted to garner insights speaking to this by exploring the following questions throughout the semi-structured interview process:

- a) What has worked well? What benefits to students have teachers been able to identify in the pilot lessons they've conducted in the classroom (e.g. increased levels of attention, enthusiasm for curriculum materials, length of attention span, etc.)?
- b) What aspects of Nanu'avaha do teachers have challenges with implementing, and why?
- c) What changes would they like to see with the curriculum they work with, and why?
- d) Are there specific characteristics about each teacher's professional and personal backgrounds that may influence the experiences they've had with the curriculum or the kinds of changes they want to see?

This is a qualitative study, designed to analyze trends and emerging themes that are representative of the sample. The study is designed to focus primarily on the teachers, their experiences, and their personal and professional backgrounds.

Generalizability is limited due to the niche scope of the current project, its small sample size, self-selection bias for participants, and the single method approach of the study. These limitations are explicitly stated in the thesis and data has been analyzed accordingly. For the purposes of this project, it is most significant to extract trends and emerging themes from collected data. These themes will be important in determining areas to cover in more detail during teacher preparation programs for culturally relevant curriculum such as Nanu'avaha.

Project Intent/Benefits to the Tribe: This research study has gathered information and data from schools within Karuk Ancestral Territory, with the intent of garnering data regarding teacher experiences with the implementation of the Nanu'avaha curriculum program. Having a document that reflects the needs of teachers serving our Karuk students would also allow us a better understanding of the extent to which teacher preparation and characteristics impact the efficacy of cultural curriculum implementation in the classroom. Documenting information about culturally responsive curriculum and teacher involvement could also be helpful in future efforts to increase teacher sensitivity and knowledge of the cultural materials they're asked to teach. Additionally, the information gathered is expected to benefit tribal youth attending schools within Karuk ancestral territory, whose education this research hopes to inform.

Methods: This is a qualitative study using semi-structured interviews as the sole source of data. Interviews were conducted with elementary school teachers within Karuk Ancestral Territory. Participants were asked about their teacher preparation programs, experiences with CRC and/or pedagogical approaches in their classrooms, and how those experiences influence both teachers and students in practice.

Once collected, data was analyzed for dominant themes and characteristics regarding preparation, curricular materials, and pedagogical strategies. Findings disseminated from interviews are organized within seven themes, from which interpretations and analysis have been determined. **In the following passage, a summary of conclusions and associated recommendations from each theme are detailed:**

Examining the Implementation of Culturally Responsive Schooling in Karuk Ancestral Territory 2

Preparation. Teachers discussed the benefits of Native-specific formal training methods in approaching their work within schools serving Karuk youth. Much of this discussion took place with regards to their educational preparation rather than preparation for Nanu'avaha itself, as participants had not received a formal training at the time of interview. However, insights gathered speak to the value of training programs to impart local knowledge and contextualize Indigenous experiences for educators prior to their engagement with CRC. For the purposes of Nanu'avaha, findings suggest the relevance of a mandatory training session within each school tasked with implementation, much like those designed and conducted by the Karuk Tribe thus far.

Indigenous Community Support. Conclusions to be drawn from this analysis of ICS include the benefit of continuous formal support when working with cultural curricula, preferably in the form of a hired local Native representative within the classroom. Participant experiences suggest that the presence of a knowledgeable Karuk tribal member, either within the classroom during lessons or as an assistant to educate local teachers prior to lesson implementation, enhances accountability and commitment to lessons for both teacher and tribal representatives. In the same way, it increases student learning in the classroom through provision of supplementary information, which tribal members can often contribute. Informal sources of cultural learning (e.g. classroom visits from cultural practitioners, culturally-oriented field trips) were promoted as valuable and irreplaceable resources as well, as they allow for a multi-faceted and engaging learning experience for students.

Connection to Local Community. Connection to the community was explored through a series of questions regarding teacher experiences transitioning into their current jobs, as well as their personal experiences building relationships to the local community. This component of the study intends to inform helpful strategies for teachers in adjusting to work within a niche cultural region such as Karuk Ancestral Territory. These qualities include exhibiting commitment to the community and a genuine motivation to teach local youth; maintaining relationships and dialogues with parents, guardians, and family members of his students, and; understanding and demonstrating sensitivity to social ills, community issues, and cultural norms. Qualities discussed as successful in assisting educators as they transition into local schools can also hold true in terms of building connections to the local community. If utilized, these strategies may prove useful in attracting and maintaining teachers within Native communities, and can provide insight for educators in their approaches to CRC/CRP.

References to Culturally Responsive Pedagogy (CRP). Participants have discussed incorporating CRP into classroom activities and experience as essential for serving Native youth and constructing classrooms that allow all students to feel safe, valued, and supported. This includes certain key elements, including: engaging students in projects that increase critical thought and understanding of their environment, from both a natural and sociocultural perspective; facilitating regular classroom discussions regarding aspects of student cultures present in the classroom; having high expectations for all students, and supporting them to see those expectations met;

facilitation of learning processes which children to can connect to personally, and; fostering interpersonal skills among students.

Accessibility of Curricular Materials. Teachers were asked about relevant experiences with CRC and their feasibility from a logistical perspective. Beneficial components mentioned were: workbooks and learning games, which allows for kinesthetic learning and dynamic approaches to the lessons; lesson organization, and; inclusion of mixed-methods strategies to enhance learning with regards to local cultural materials. In the case of the one teacher implementing Nanu'avaha, having a tribal representative test run the curriculum through a demonstration lesson for the class was cited as an incredibly important resource. Areas for improvement include the need for continued assistance with aspects of cultural knowledge, especially Karuk language. This could occur in the form of an online dictionary or other auditory resources for pronunciation. Also highlighted was an interest in boxes of cultural materials relevant to Nanu'avaha, which could be kept for school or classroom use to supplement lessons, and a contact list of local cultural practitioners for teachers to coordinate with. Lastly, one teacher mentioned a need to improve the age-accessibility of materials, especially for younger grades.

Barriers to Implementation. In two of the three schools incorporated within this study, Nanu'avaha had not yet been implemented. The following were mentioned as barriers:

- Lack of funding to purchase curriculum and/or supplementary materials
- Need for increased consistency from tribal programs
- Harmful assumptions regarding efficacy of CRC/CRP within the school system

Unexpected Findings.

- Need for increased technology in local schools (can assist CRC/CRP)
- Need to recognize/respect inter-tribal community diversity in classroom

Recommendations and Contributions

Future researchers should aim to affirm tribal sovereignty in discussions of schooling for Native students, and should utilize methodological approaches which demonstrate accountability to the local community. This requires acknowledgement of the interconnected nature between tribal sovereignty and educational sovereignty, and should also recognize the value of community-based cultural knowledge within the classroom. Furthermore, future researchers should seek to include both qualitative and quantitative data in their endeavors to enhance the legitimacy and generalizability of their studies.

Prospective teachers who may engage with schools serving Native youth should seek out resources and formal training as preparation in ways that suit their own interests, while also promoting critical thought about the historical context of Indigenous communities in the U.S. Once immersed within tribal communities, formal training should be implemented to improve understanding of the sociocultural and regionally specific context they will be working in. In these trainings, it is important to address the role of harmful assumptions with regards to Native students and communities. These

assumptions are a manifestation of racist ideologies which can and do impede the development of healthy identities among Native youth. These are particularly important to prioritize with respects to CRC programs such as Nanu'avaha, but can also benefit educators without a curricular program whose students could benefit from a culturally responsive approach to pedagogy.

Furthermore, Karuk training programs and associated curricula could benefit teachers and students by ensuring that the following aspects are included throughout the program:

- Continuous formal support in the classroom, preferably in the form of a hired Native representative
- A set of physical representations of relevant cultural materials to supplement lessons and improve student learning (e.g. basket materials, tools used for cultural practices)
- Language resources to assist teachers with Karuk language materials
- Contact information of Karuk practitioners willing to participate in educating local students on distinct skills and cultural aspects, which teachers can utilize in their efforts to supplement lessons with multifaceted approaches that enhance student learning.

Confidentiality/Consent: All data gathered from participants has been coded for anonymity and stored in password-protected documents, so that no responses can be traced to individuals affiliated with the Tribe or local schools. Since the process of analysis has been completed, data can be destroyed or kept within tribal archives upon project finalization. Participants were given detailed information regarding the project, as well as a consent form to be signed that described the study, any risks and benefits, and information on their rights as study participants.

In Section II, e, the Principles of Confidentiality are addressed in Practicing Pikyav:

A Guiding Policy for Collaborative Projects and Research Initiatives with the Karuk Tribe. This principle recognizes that the Karuk Tribe, at its sole discretion, has the right to exclude information from publication and/or to require confidentiality for information, particularly with respect to information concerning their culture, traditions, mythologies, sacred sites or spiritual beliefs. In agreement with these principles, this research collaboration also agrees to explicitly describe how the research will ensure confidentiality within the research proposal and Data Management Plan. This agreement will be adhered to, as well as any proposed by the Stanford IRB, as long as it does not conflict with the needs and desires of the Karuk Tribe.

Data Management/Tribal Archives: The data gathered as a part of this research project will be solely documented in electronic copies of interviews. The researchers involved will agree to provide all data, both hard and electronic copies, to a repository at the Karuk Tribe's Department of Natural Resources, as per the Policy for Intellectual Property Rights of the Karuk Tribe Research, Publication and Recordings. We also acknowledge and support the Karuk Tribe's right to complete access and co-ownership

of any information we obtain. The Karuk Tribe will also be included as a co-author of the final research project.

Risks: At the current time, no negative experiences have been reported. In moving forward, negative impacts on the cultural, social, economic or political well-being of the Tribe or Tribal members are not anticipated.

Funding: Outside funding has not been incorporated in the development and implementation of the current research project.

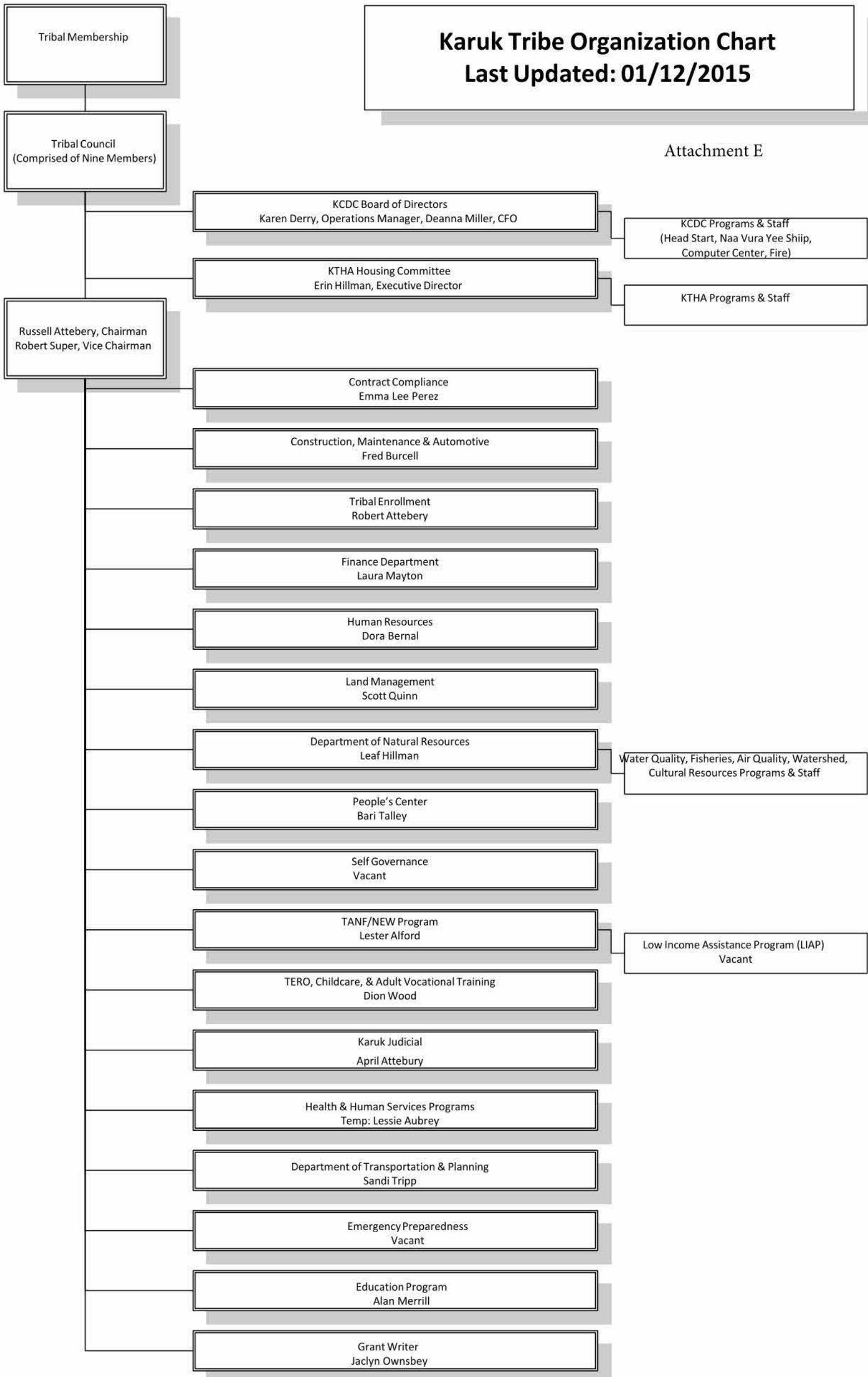
Equity/Empowerment: As per the stipulations of Practicing Pikyav: A Guiding Policy for Collaborative Projects and Research Initiatives with the Karuk Tribe, this proposed research project is designed to meet the Tribe's requirements for a fair and appropriate return. Not only will the Tribe receive all raw data gathered in the process of this research, but will also receive an electronic and two hard copies of the final product upon KRAB and Tribal Council approval. Should the Tribe wish, I will send an electronic copy of an approved final product to the administrative offices of each participating local school. Furthermore, should the Tribe wish to collaborate on any peer-reviewed article to increase readership of this research, I will willingly work with a tribally approved co-author.

Research Timeline: Research conducted within this project has been upheld in conjunction with the timeline set forth by the Graduate School of Education (GSE) Honors Program through Stanford University. Data collection was conducted during the winter months of 2015-2016. Further analysis and thesis composition was completed during the late winter and throughout the spring of 2016. The project itself culminates on May 27, 2016 in accordance with the conclusion of the GSE Undergraduate Honors Program.

Karuk Tribe Organization Chart

Last Updated: 01/12/2015

Attachment E



Karuk Tribe – Tribal Council List

Russell Attebery, Chairman

Elected Term of Office:

November 2015 – November 2019

Robert Super, Vice-Chairman

Elected Term of Office:

November 2014 – November 2018

Michael Thom, Secretary/Treasurer

Elected Term of Office:

November 2015 – November 2019

Sonny Davis, Member at Large, Yreka District

Elected Term of Office:

November 2014 – November 2018

Renee Stauffer, Member at Large, Orleans District

Elected Term of Office:

November 2015 – November 2019

Josh Saxon, Member at Large, Orleans District

Elected Term of Office:

November 2013 - November 2017

Arch Super, Member at Large, Yreka District

Appointed Term of Office:

November 2013 – November 2017

Alvis Johnson, Member at Large, Happy Camp District

Elected Term of Office:

November 2012 – November 2016

Elsa Goodwin, Member at Large, Happy Camp District

Elected Term of Office:

November 2012 – November 2016

Public Availability of the Draft EA

Printed copies of the Draft EA are available for review at the Commonwealth of the Northern Mariana Islands Bureau of Environmental and Coastal Quality, Gualo Rai Center, Chalan Pale Arnold–Middle Road, Saipan, MP 96950, and the following libraries.

- Joeten-Kiyu Public Library, Beach Road and Insatto St., Saipan, MP 96950.
- Tinian Public Library, San Jose Village, Tinian, MP 96952.
- Antonio Camacho Atalig Memorial Library, Tatchog Village, Rota, MP 96951.

Public Availability of Comments

Before including your address, phone number, email address, or other personal identifying information in your comment, you should be aware that your entire comment—including your personal identifying information—may be made publicly available at any time. While you can ask us in your comment to withhold your personal identifying information from public review, we cannot guarantee that we will be able to do so.

Robyn Thorson,

Regional Director, Pacific Region, Portland, Oregon.

[FR Doc. 2016–09955 Filed 5–3–16; 8:45 am]

BILLING CODE 4333–15–P

DEPARTMENT OF THE INTERIOR**Geological Survey**

[GX16LR000F60100]

Agency Information Collection Activities: Request for Comments

AGENCY: U.S. Geological Survey (USGS), Interior.

ACTION: Notice of a renewal of a currently approved information collection (1028–0059).

SUMMARY: We (the U.S. Geological Survey) will ask the Office of Management and Budget (OMB) to approve the information collection (IC) described below. This collection consists of 1 form. As required by the Paperwork Reduction Act (PRA) of 1995, and as part of our continuing efforts to reduce paperwork and respondent burden, we invite the general public and other Federal agencies to take this opportunity to comment on this IC. This collection is scheduled to expire on October 31, 2016.

DATES: To ensure that your comments are considered, we must receive them on or before July 5, 2016.

ADDRESSES: You may submit comments on this information collection to the Information Collection Clearance Officer, U.S. Geological Survey, 12201 Sunrise Valley Drive MS 807, Reston, VA 20192 (mail); (703) 648–7197 (fax); or *gs-info_collections@usgs.gov* (email). Please reference ‘Information Collection 1028–0059, Comprehensive Test Ban Treaty in all correspondence.

FOR FURTHER INFORMATION CONTACT: Lori E. Apodaca, National Minerals Information Center, U.S. Geological Survey, 12201 Sunrise Valley Drive, MS 989, Reston, VA 20192 (mail); 703–648–7724 (phone); or *lapodaca@usgs.gov* (email). You may also find information about this ICR at *www.reginfo.gov*.

SUPPLEMENTARY INFORMATION:**I. Abstract**

The collection of this information is required by the Comprehensive Test Ban Treaty (CTBT), and will, upon request, provide the CTBT Technical Secretariat with geographic locations of sites where chemical explosions greater than 300 tons TNT-equivalent have occurred.

II. Data

OMB Control Number: 1028–0059.

Form Number: USGS Form 9–4040–A.

Title: Comprehensive Test Ban Treaty.

Type of Request: Renewal of existing information collection.

Affected Public: Business or Other-For-Profit Institutions: U.S. nonfuel minerals producers.

Respondent's Obligation: None. Participation is voluntary.

Frequency of Collection: Annually.

Estimated Total Number of Annual Responses: 2,500.

Estimated Time per Response: 15 minutes.

Estimated Annual Burden Hours: 625 hours.

Estimated Reporting and Recordkeeping “Non-Hour Cost”

Burden: There are no “non-hour cost” burdens associated with this IC.

Public Disclosure Statement: The PRA (44 U.S.C. 3501, *et seq.*) provides that an agency may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number and current expiration date.

III. Request for Comments

We are soliciting comments as to: (a) Whether the proposed collection of information is necessary for the agency to perform its duties, including whether

the information is useful; (b) the accuracy of the agency’s estimate of the burden of the proposed collection of information; (c) ways to enhance the quality, usefulness, and clarity of the information to be collected; and (d) how to minimize the burden on the respondents, including the use of automated collection techniques or other forms of information technology.

Please note that the comments submitted in response to this notice are a matter of public record. Before including your personal mailing address, phone number, email address, or other personally identifiable information in your comment, you should be aware that your entire comment, including your personally identifiable information, may be made publicly available at any time. While you can ask us in your comment to withhold your personally identifiable information from public view, we cannot guarantee that we will be able to do so.

Michael J. Magyar,

Associate Director, National Minerals Information Center, U.S. Geological Survey.

[FR Doc. 2016–10379 Filed 5–3–16; 8:45 am]

BILLING CODE 4338–11–P

DEPARTMENT OF THE INTERIOR**Bureau of Indian Affairs**

[167 A2100DD/AAKC001030/A0A501010.999900]

Indian Entities Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs

AGENCY: Bureau of Indian Affairs, Interior.

ACTION: Notice.

SUMMARY: This notice publishes the current list of 567 Tribal entities recognized and eligible for funding and services from the Bureau of Indian Affairs (BIA) by virtue of their status as Indian Tribes. The list is updated from the notice published on January 29, 2016 (81 FR 5019).

FOR FURTHER INFORMATION CONTACT: Ms. Laurel Iron Cloud, Bureau of Indian Affairs, Division of Tribal Government Services, Mail Stop 4513–MIB, 1849 C Street NW., Washington, DC 20240. Telephone number: (202) 513–7641.

SUPPLEMENTARY INFORMATION: This notice is published pursuant to Section 104 of the Act of November 2, 1994 (Pub. L. 103–454; 108 Stat. 4791, 4792), and in exercise of authority delegated to the Assistant Secretary—Indian Affairs under 25 U.S.C. 2 and 9 and 209 DM 8.

Published below is an updated list of federally acknowledged Indian Tribes in the contiguous 48 states and Alaska, to reflect the addition of an Indian Tribe and various name changes and corrections.

The addition to the list of Indian entities results from the January 28, 2016, Interior Board of Indian Appeals dismissal of a request for reconsideration in docket number 16–003, *In Re Federal Acknowledgment of the Pamunkey Indian Tribe*.

To aid in identifying Tribal name changes and corrections, the Tribe's previously listed or former name is included in parentheses after the correct current Tribal name. We will continue to list the Tribe's former or previously listed name for several years before dropping the former or previously listed name from the list.

The listed Indian entities are acknowledged to have the immunities and privileges available to federally recognized Indian Tribes by virtue of their government-to-government relationship with the United States as well as the responsibilities, powers, limitations, and obligations of such Tribes. We have continued the practice of listing the Alaska Native entities separately solely for the purpose of facilitating identification of them and reference to them given the large number of complex Native names.

Dated: April 25, 2016.

Lawrence S. Roberts,

Acting Assistant Secretary—Indian Affairs.

INDIAN TRIBAL ENTITIES WITHIN THE CONTIGUOUS 48 STATES RECOGNIZED AND ELIGIBLE TO RECEIVE SERVICES FROM THE UNITED STATES BUREAU OF INDIAN AFFAIRS

Absentee-Shawnee Tribe of Indians of Oklahoma
 Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation, California
 Ak-Chin Indian Community (previously listed as the Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation, Arizona)
 Alabama-Coushatta Tribe of Texas (previously listed as the Alabama-Coushatta Tribes of Texas)
 Alabama-Quassarte Tribal Town
 Alturas Indian Rancheria, California
 Apache Tribe of Oklahoma
 Arapaho Tribe of the Wind River Reservation, Wyoming
 Aroostook Band of Micmacs (previously listed as the Aroostook Band of Micmac Indians)
 Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, Montana

Augustine Band of Cahuilla Indians, California (previously listed as the Augustine Band of Cahuilla Mission Indians of the Augustine Reservation)
 Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation, Wisconsin
 Bay Mills Indian Community, Michigan
 Bear River Band of the Rohnerville Rancheria, California
 Berry Creek Rancheria of Maidu Indians of California
 Big Lagoon Rancheria, California
 Big Pine Paiute Tribe of the Owens Valley (previously listed as the Big Pine Band of Owens Valley Paiute Shoshone Indians of the Big Pine Reservation, California)
 Big Sandy Rancheria of Western Mono Indians of California (previously listed as the Big Sandy Rancheria of Mono Indians of California)
 Big Valley Band of Pomo Indians of the Big Valley Rancheria, California
 Bishop Paiute Tribe (previously listed as the Paiute-Shoshone Indians of the Bishop Community of the Bishop Colony, California)
 Blackfeet Tribe of the Blackfeet Indian Reservation of Montana
 Blue Lake Rancheria, California
 Bridgeport Indian Colony (previously listed as the Bridgeport Paiute Indian Colony of California)
 Buena Vista Rancheria of Me-Wuk Indians of California
 Burns Paiute Tribe (previously listed as the Burns Paiute Tribe of the Burns Paiute Indian Colony of Oregon)
 Cabazon Band of Mission Indians, California
 Cachil DeHe Band of Wintun Indians of the Colusa Indian Community of the Colusa Rancheria, California
 Caddo Nation of Oklahoma
 Cahto Tribe of the Laytonville Rancheria
 Cahuilla Band of Indians (previously listed as the Cahuilla Band of Mission Indians of the Cahuilla Reservation, California)
 California Valley Miwok Tribe, California
 Campo Band of Diegueno Mission Indians of the Campo Indian Reservation, California
 Capitan Grande Band of Diegueno Mission Indians of California (Barona Group of Capitan Grande Band of Mission Indians of the Barona Reservation, California; Viejas (Baron Long) Group of Capitan Grande Band of Mission Indians of the Viejas Reservation, California)
 Catawba Indian Nation (aka Catawba Tribe of South Carolina)
 Cayuga Nation
 Cedarville Rancheria, California
 Chemehuevi Indian Tribe of the Chemehuevi Reservation, California

Cher-Ae Heights Indian Community of the Trinidad Rancheria, California
 Cherokee Nation
 Cheyenne and Arapaho Tribes, Oklahoma (previously listed as the Cheyenne-Arapaho Tribes of Oklahoma)
 Cheyenne River Sioux Tribe of the Cheyenne River Reservation, South Dakota
 Chicken Ranch Rancheria of Me-Wuk Indians of California
 Chippewa Cree Indians of the Rocky Boy's Reservation, Montana (previously listed as the Chippewa-Cree Indians of the Rocky Boy's Reservation, Montana)
 Chitimacha Tribe of Louisiana
 Citizen Potawatomi Nation, Oklahoma
 Cloverdale Rancheria of Pomo Indians of California
 Cocopah Tribe of Arizona
 Coeur D'Alene Tribe (previously listed as the Coeur D'Alene Tribe of the Coeur D'Alene Reservation, Idaho)
 Cold Springs Rancheria of Mono Indians of California
 Colorado River Indian Tribes of the Colorado River Indian Reservation, Arizona and California
 Comanche Nation, Oklahoma
 Confederated Salish and Kootenai Tribes of the Flathead Reservation
 Confederated Tribes and Bands of the Yakama Nation
 Confederated Tribes of Siletz Indians of Oregon (previously listed as the Confederated Tribes of the Siletz Reservation)
 Confederated Tribes of the Chehalis Reservation
 Confederated Tribes of the Colville Reservation
 Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians
 Confederated Tribes of the Goshute Reservation, Nevada and Utah
 Confederated Tribes of the Grand Ronde Community of Oregon
 Confederated Tribes of the Umatilla Indian Reservation (previously listed as the Confederated Tribes of the Umatilla Reservation, Oregon)
 Confederated Tribes of the Warm Springs Reservation of Oregon
 Coquille Indian Tribe (previously listed as the Coquille Tribe of Oregon)
 Cortina Indian Rancheria (previously listed as the Cortina Indian Rancheria of Wintun Indians of California)
 Coushatta Tribe of Louisiana
 Cow Creek Band of Umpqua Tribe of Indians (previously listed as the Cow Creek Band of Umpqua Indians of Oregon)
 Cowlitz Indian Tribe
 Coyote Valley Band of Pomo Indians of California
 Crow Creek Sioux Tribe of the Crow Creek Reservation, South Dakota

- Crow Tribe of Montana
- Death Valley Timbi-sha Shoshone Tribe (previously listed as the Death Valley Timbi-Sha Shoshone Band of California)
- Delaware Nation, Oklahoma
- Delaware Tribe of Indians
- Dry Creek Rancheria Band of Pomo Indians, California (previously listed as the Dry Creek Rancheria of Pomo Indians of California)
- Duckwater Shoshone Tribe of the Duckwater Reservation, Nevada
- Eastern Band of Cherokee Indians
- Eastern Shawnee Tribe of Oklahoma
- Eastern Shoshone Tribe of the Wind River Reservation, Wyoming (previously listed as the Shoshone Tribe of the Wind River Reservation, Wyoming)
- Elem Indian Colony of Pomo Indians of the Sulphur Bank Rancheria, California
- Elk Valley Rancheria, California
- Ely Shoshone Tribe of Nevada
- Enterprise Rancheria of Maidu Indians of California
- Ewiaapaayp Band of Kumeyaay Indians, California
- Federated Indians of Graton Rancheria, California
- Flandreau Santee Sioux Tribe of South Dakota
- Forest County Potawatomi Community, Wisconsin
- Fort Belknap Indian Community of the Fort Belknap Reservation of Montana
- Fort Bidwell Indian Community of the Fort Bidwell Reservation of California
- Fort Independence Indian Community of Paiute Indians of the Fort Independence Reservation, California
- Fort McDermitt Paiute and Shoshone Tribes of the Fort McDermitt Indian Reservation, Nevada and Oregon
- Fort McDowell Yavapai Nation, Arizona
- Fort Mojave Indian Tribe of Arizona, California & Nevada
- Fort Sill Apache Tribe of Oklahoma
- Gila River Indian Community of the Gila River Indian Reservation, Arizona
- Grand Traverse Band of Ottawa and Chippewa Indians, Michigan
- Greenville Rancheria (previously listed as the Greenville Rancheria of Maidu Indians of California)
- Grindstone Indian Rancheria of Wintun-Wailaki Indians of California
- Guidiville Rancheria of California
- Habematolel Pomo of Upper Lake, California
- Hannahville Indian Community, Michigan
- Havasupai Tribe of the Havasupai Reservation, Arizona
- Ho-Chunk Nation of Wisconsin
- Hoh Indian Tribe (previously listed as the Hoh Indian Tribe of the Hoh Indian Reservation, Washington)
- Hoopla Valley Tribe, California
- Hopi Tribe of Arizona
- Hopland Band of Pomo Indians, California (formerly Hopland Band of Pomo Indians of the Hopland Rancheria, California)
- Houlton Band of Maliseet Indians
- Hualapai Indian Tribe of the Hualapai Indian Reservation, Arizona
- Iipay Nation of Santa Ysabel, California (previously listed as the Santa Ysabel Band of Diegueno Mission Indians of the Santa Ysabel Reservation)
- Inaja Band of Diegueno Mission Indians of the Inaja and Cosmit Reservation, California
- Ione Band of Miwok Indians of California
- Iowa Tribe of Kansas and Nebraska
- Iowa Tribe of Oklahoma
- Jackson Band of Miwuk Indians (previously listed as the Jackson Rancheria of Me-Wuk Indians of California)
- Jamestown S'Klallam Tribe
- Jamul Indian Village of California
- Jena Band of Choctaw Indians
- Jicarilla Apache Nation, New Mexico
- Kaibab Band of Paiute Indians of the Kaibab Indian Reservation, Arizona
- Kalispel Indian Community of the Kalispel Reservation
- Karuk Tribe (previously listed as the Karuk Tribe of California)**
- Kashia Band of Pomo Indians of the Stewarts Point Rancheria, California
- Kaw Nation, Oklahoma
- Kewa Pueblo, New Mexico (previously listed as the Pueblo of Santo Domingo)
- Keweenaw Bay Indian Community, Michigan
- Kialagee Tribal Town
- Kickapoo Traditional Tribe of Texas
- Kickapoo Tribe of Indians of the Kickapoo Reservation in Kansas
- Kickapoo Tribe of Oklahoma
- Kiowa Indian Tribe of Oklahoma
- Klamath Tribes
- Koi Nation of Northern California (previously listed as the Lower Lake Rancheria, California)
- Kootenai Tribe of Idaho
- La Jolla Band of Luiseno Indians, California (previously listed as the La Jolla Band of Luiseno Mission Indians of the La Jolla Reservation)
- La Posta Band of Diegueno Mission Indians of the La Posta Indian Reservation, California
- Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin
- Lac du Flambeau Band of Lake Superior Chippewa Indians of the Lac du Flambeau Reservation of Wisconsin
- Lac Vieux Desert Band of Lake Superior Chippewa Indians of Michigan
- Las Vegas Tribe of Paiute Indians of the Las Vegas Indian Colony, Nevada
- Little River Band of Ottawa Indians, Michigan
- Little Traverse Bay Bands of Odawa Indians, Michigan
- Lone Pine Paiute-Shoshone Tribe (previously listed as the Paiute-Shoshone Indians of the Lone Pine Community of the Lone Pine Reservation, California)
- Los Coyotes Band of Cahuilla and Cupeno Indians, California (previously listed as the Los Coyotes Band of Cahuilla & Cupeno Indians of the Los Coyotes Reservation)
- Lovelock Paiute Tribe of the Lovelock Indian Colony, Nevada
- Lower Brule Sioux Tribe of the Lower Brule Reservation, South Dakota
- Lower Elwha Tribal Community (previously listed as the Lower Elwha Tribal Community of the Lower Elwha Reservation, Washington)
- Lower Sioux Indian Community in the State of Minnesota
- Lummi Tribe of the Lummi Reservation
- Lytton Rancheria of California
- Makah Indian Tribe of the Makah Indian Reservation
- Manchester Band of Pomo Indians of the Manchester Rancheria, California (previously listed as the Manchester Band of Pomo Indians of the Manchester-Point Arena Rancheria, California)
- Manzanita Band of Diegueno Mission Indians of the Manzanita Reservation, California
- Mashantucket Pequot Indian Tribe (previously listed as the Mashantucket Pequot Tribe of Connecticut)
- Mashpee Wampanoag Tribe (previously listed as the Mashpee Wampanoag Indian Tribal Council, Inc.)
- Match-e-be-nash-she-wish Band of Pottawatomi Indians of Michigan
- Mechoopda Indian Tribe of Chico Rancheria, California
- Menominee Indian Tribe of Wisconsin
- Mesa Grande Band of Diegueno Mission Indians of the Mesa Grande Reservation, California
- Mescalero Apache Tribe of the Mescalero Reservation, New Mexico
- Miami Tribe of Oklahoma
- Miccosukee Tribe of Indians
- Middletown Rancheria of Pomo Indians of California
- Minnesota Chippewa Tribe, Minnesota (Six component reservations: Bois Forte Band (Nett Lake); Fond du Lac Band; Grand Portage Band; Leech Lake Band; Mille Lacs Band; White Earth Band)
- Mississippi Band of Choctaw Indians
- Moapa Band of Paiute Indians of the Moapa River Indian Reservation, Nevada

- Mohegan Tribe of Indians of Connecticut (previously listed as Mohegan Indian Tribe of Connecticut)
- Mooretown Rancheria of Maidu Indians of California
- Morongo Band of Mission Indians, California (previously listed as the Morongo Band of Cahuilla Mission Indians of the Morongo Reservation)
- Muckleshoot Indian Tribe (previously listed as the Muckleshoot Indian Tribe of the Muckleshoot Reservation, Washington)
- Narragansett Indian Tribe
- Navajo Nation, Arizona, New Mexico & Utah
- Nez Perce Tribe (previously listed as the Nez Perce Tribe of Idaho)
- Nisqually Indian Tribe (previously listed as the Nisqually Indian Tribe of the Nisqually Reservation, Washington)
- Nooksack Indian Tribe
- Northern Cheyenne Tribe of the Northern Cheyenne Indian Reservation, Montana
- Northfork Rancheria of Mono Indians of California
- Northwestern Band of the Shoshone Nation (previously listed as Northwestern Band of Shoshoni Nation and the Northwestern Band of Shoshoni Nation of Utah (Washakie))
- Nottawaseppi Huron Band of the Potawatomi, Michigan (previously listed as the Huron Potawatomi, Inc.)
- Oglala Sioux Tribe (previously listed as the Oglala Sioux Tribe of the Pine Ridge Reservation, South Dakota)
- Ohkay Owingeh, New Mexico (previously listed as the Pueblo of San Juan)
- Omaha Tribe of Nebraska
- Oneida Nation (previously listed as the Oneida Tribe of Indians of Wisconsin)
- Oneida Nation of New York
- Onondaga Nation
- Otoe-Missouria Tribe of Indians, Oklahoma
- Ottawa Tribe of Oklahoma
- Paiute Indian Tribe of Utah (Cedar Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes (formerly Paiute Indian Tribe of Utah (Cedar City Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes))
- Paiute-Shoshone Tribe of the Fallon Reservation and Colony, Nevada
- Pala Band of Mission Indians (previously listed as the Pala Band of Luiseno Mission Indians of the Pala Reservation, California)
- Pamunkey Indian Tribe
- Pascua Yaqui Tribe of Arizona
- Paskenta Band of Nomlaki Indians of California
- Passamaquoddy Tribe
- Pauma Band of Luiseno Mission Indians of the Pauma & Yuima Reservation, California
- Pawnee Nation of Oklahoma
- Pechanga Band of Luiseno Mission Indians of the Pechanga Reservation, California
- Penobscot Nation (previously listed as the Penobscot Tribe of Maine)
- Peoria Tribe of Indians of Oklahoma
- Picayune Rancheria of Chukchansi Indians of California
- Pinoleville Pomo Nation, California (previously listed as the Pinoleville Rancheria of Pomo Indians of California)
- Pit River Tribe, California (includes XL Ranch, Big Bend, Likely, Lookout, Montgomery Creek and Roaring Creek Rancherias)
- Poarch Band of Creeks (previously listed as the Poarch Band of Creek Indians of Alabama)
- Pokagon Band of Potawatomi Indians, Michigan and Indiana
- Ponca Tribe of Indians of Oklahoma
- Ponca Tribe of Nebraska
- Port Gamble S'Klallam Tribe (previously listed as the Port Gamble Band of S'Klallam Indians)
- Potter Valley Tribe, California
- Prairie Band Potawatomi Nation (previously listed as the Prairie Band of Potawatomi Nation, Kansas)
- Prairie Island Indian Community in the State of Minnesota
- Pueblo of Acoma, New Mexico
- Pueblo of Cochiti, New Mexico
- Pueblo of Isleta, New Mexico
- Pueblo of Jemez, New Mexico
- Pueblo of Laguna, New Mexico
- Pueblo of Nambe, New Mexico
- Pueblo of Picuris, New Mexico
- Pueblo of Pojoaque, New Mexico
- Pueblo of San Felipe, New Mexico
- Pueblo of San Ildefonso, New Mexico
- Pueblo of Sandia, New Mexico
- Pueblo of Santa Ana, New Mexico
- Pueblo of Santa Clara, New Mexico
- Pueblo of Taos, New Mexico
- Pueblo of Tesuque, New Mexico
- Pueblo of Zia, New Mexico
- Puyallup Tribe of the Puyallup Reservation
- Pyramid Lake Paiute Tribe of the Pyramid Lake Reservation, Nevada
- Quartz Valley Indian Community of the Quartz Valley Reservation of California
- Quechan Tribe of the Fort Yuma Indian Reservation, California & Arizona
- Quileute Tribe of the Quileute Reservation
- Quinault Indian Nation (previously listed as the Quinault Tribe of the Quinault Reservation, Washington)
- Ramona Band of Cahuilla, California (previously listed as the Ramona Band or Village of Cahuilla Mission Indians of California)
- Red Cliff Band of Lake Superior Chippewa Indians of Wisconsin
- Red Lake Band of Chippewa Indians, Minnesota
- Redding Rancheria, California
- Redwood Valley or Little River Band of Pomo Indians of the Redwood Valley Rancheria California (previously listed as the Redwood Valley Rancheria of Pomo Indians of California)
- Reno-Sparks Indian Colony, Nevada
- Resighini Rancheria, California
- Rincon Band of Luiseno Mission Indians of the Rincon Reservation, California
- Robinson Rancheria (previously listed as the Robinson Rancheria Band of Pomo Indians, California and the Robinson Rancheria of Pomo Indians of California)
- Rosebud Sioux Tribe of the Rosebud Indian Reservation, South Dakota
- Round Valley Indian Tribes, Round Valley Reservation, California (previously listed as the Round Valley Indian Tribes of the Round Valley Reservation, California)
- Sac & Fox Nation of Missouri in Kansas and Nebraska
- Sac & Fox Nation, Oklahoma
- Sac & Fox Tribe of the Mississippi in Iowa
- Saginaw Chippewa Indian Tribe of Michigan
- Saint Regis Mohawk Tribe (previously listed as the St. Regis Band of Mohawk Indians of New York)
- Salt River Pima-Maricopa Indian Community of the Salt River Reservation, Arizona
- Samish Indian Nation (previously listed as the Samish Indian Tribe, Washington)
- San Carlos Apache Tribe of the San Carlos Reservation, Arizona
- San Juan Southern Paiute Tribe of Arizona
- San Manuel Band of Mission Indians, California (previously listed as the San Manuel Band of Serrano Mission Indians of the San Manuel Reservation)
- San Pasqual Band of Diegueno Mission Indians of California
- Santa Rosa Band of Cahuilla Indians, California (previously listed as the Santa Rosa Band of Cahuilla Mission Indians of the Santa Rosa Reservation)
- Santa Rosa Indian Community of the Santa Rosa Rancheria, California
- Santa Ynez Band of Chumash Mission Indians of the Santa Ynez Reservation, California
- Santee Sioux Nation, Nebraska
- Sauk-Suiattle Indian Tribe
- Sault Ste. Marie Tribe of Chippewa Indians, Michigan

- Scotts Valley Band of Pomo Indians of California
- Seminole Tribe of Florida (previously listed as the Seminole Tribe of Florida (Dania, Big Cypress, Brighton, Hollywood & Tampa Reservations))
- Seneca Nation of Indians (previously listed as the Seneca Nation of New York)
- Seneca-Cayuga Nation (previously listed as the Seneca-Cayuga Tribe of Oklahoma)
- Shakopee Mdewakanton Sioux Community of Minnesota
- Shawnee Tribe
- Sherwood Valley Rancheria of Pomo Indians of California
- Shingle Springs Band of Miwok Indians, Shingle Springs Rancheria (Verona Tract), California
- Shinnecock Indian Nation
- Shoalwater Bay Indian Tribe of the Shoalwater Bay Indian Reservation (previously listed as the Shoalwater Bay Tribe of the Shoalwater Bay Indian Reservation, Washington)
- Shoshone-Bannock Tribes of the Fort Hall Reservation
- Shoshone-Paiute Tribes of the Duck Valley Reservation, Nevada
- Sisseton-Wahpeton Oyate of the Lake Traverse Reservation, South Dakota
- Skokomish Indian Tribe (previously listed as the Skokomish Indian Tribe of the Skokomish Reservation, Washington)
- Skull Valley Band of Goshute Indians of Utah
- Snoqualmie Indian Tribe (previously listed as the Snoqualmie Tribe, Washington)
- Soboba Band of Luiseno Indians, California
- Sokaogon Chippewa Community, Wisconsin
- Southern Ute Indian Tribe of the Southern Ute Reservation, Colorado
- Spirit Lake Tribe, North Dakota
- Spokane Tribe of the Spokane Reservation
- Squaxin Island Tribe of the Squaxin Island Reservation
- St. Croix Chippewa Indians of Wisconsin
- Standing Rock Sioux Tribe of North & South Dakota
- Stillaguamish Tribe of Indians of Washington (previously listed as the Stillaguamish Tribe of Washington)
- Stockbridge Munsee Community, Wisconsin
- Summit Lake Paiute Tribe of Nevada
- Suquamish Indian Tribe of the Port Madison Reservation
- Susanville Indian Rancheria, California
- Swinomish Indian Tribal Community (previously listed as the Swinomish Indians of the Swinomish Reservation of Washington)
- Sycuan Band of the Kumeyaay Nation
- Table Mountain Rancheria of California
- Tejon Indian Tribe
- Te-Moak Tribe of Western Shoshone Indians of Nevada (Four constituent bands: Battle Mountain Band; Elko Band; South Fork Band and Wells Band)
- The Chickasaw Nation
- The Choctaw Nation of Oklahoma
- The Modoc Tribe of Oklahoma
- The Muscogee (Creek) Nation
- The Osage Nation (previously listed as the Osage Tribe)
- The Quapaw Tribe of Indians
- The Seminole Nation of Oklahoma
- Thlopthlocco Tribal Town
- Three Affiliated Tribes of the Fort Berthold Reservation, North Dakota
- Tohono O'odham Nation of Arizona
- Tolowa Dee-ni' Nation (previously listed as the Smith River Rancheria, California)
- Tonawanda Band of Seneca (previously listed as the Tonawanda Band of Seneca Indians of New York)
- Tonkawa Tribe of Indians of Oklahoma
- Tonto Apache Tribe of Arizona
- Torres Martinez Desert Cahuilla Indians, California (previously listed as the Torres-Martinez Band of Cahuilla Mission Indians of California)
- Tulalip Tribes of Washington (previously listed as the Tulalip Tribes of the Tulalip Reservation, Washington)
- Tule River Indian Tribe of the Tule River Reservation, California
- Tunica-Biloxi Indian Tribe
- Tuolumne Band of Me-Wuk Indians of the Tuolumne Rancheria of California
- Turtle Mountain Band of Chippewa Indians of North Dakota
- Tuscarora Nation
- Twenty-Nine Palms Band of Mission Indians of California
- United Auburn Indian Community of the Auburn Rancheria of California
- United Keetoowah Band of Cherokee Indians in Oklahoma
- Upper Sioux Community, Minnesota
- Upper Skagit Indian Tribe
- Ute Indian Tribe of the Uintah & Ouray Reservation, Utah
- Ute Mountain Ute Tribe (previously listed as the Ute Mountain Tribe of the Ute Mountain Reservation, Colorado, New Mexico & Utah)
- Utu Utu Gwaitu Paiute Tribe of the Benton Paiute Reservation, California
- Walker River Paiute Tribe of the Walker River Reservation, Nevada
- Wampanoag Tribe of Gay Head (Aquinnah)
- Washoe Tribe of Nevada & California (Carson Colony, Dresslerville Colony, Woodfords Community, Stewart Community, & Washoe Ranches)
- White Mountain Apache Tribe of the Fort Apache Reservation, Arizona
- Wichita and Affiliated Tribes (Wichita, Keechi, Waco & Tawakonie), Oklahoma
- Wilton Rancheria, California
- Winnebago Tribe of Nebraska
- Winnemucca Indian Colony of Nevada
- Wiyot Tribe, California (previously listed as the Table Bluff Reservation—Wiyot Tribe)
- Wyandotte Nation
- Yankton Sioux Tribe of South Dakota
- Yavapai-Apache Nation of the Camp Verde Indian Reservation, Arizona
- Yavapai-Prescott Indian Tribe (previously listed as the Yavapai-Prescott Tribe of the Yavapai Reservation, Arizona)
- Yerington Paiute Tribe of the Yerington Colony & Campbell Ranch, Nevada
- Yocha Dehe Wintun Nation, California (previously listed as the Rumsey Indian Rancheria of Wintun Indians of California)
- Yomba Shoshone Tribe of the Yomba Reservation, Nevada
- Ysleta del Sur Pueblo (previously listed as the Ysleta Del Sur Pueblo of Texas)
- Yurok Tribe of the Yurok Reservation, California
- Zuni Tribe of the Zuni Reservation, New Mexico

NATIVE ENTITIES WITHIN THE STATE OF ALASKA RECOGNIZED AND ELIGIBLE TO RECEIVE SERVICES FROM THE UNITED STATES BUREAU OF INDIAN AFFAIRS

- Agdaagux Tribe of King Cove
- Akiachak Native Community
- Akiak Native Community
- Alatna Village
- Algaaciq Native Village (St. Mary's)
- Allakaket Village
- Alutiiq Tribe of Old Harbor (previously listed as Native Village of Old Harbor and Village of Old Harbor)
- Angoon Community Association
- Anvik Village
- Arctic Village (See Native Village of Venetie Tribal Government)
- Asa'carsarmiut Tribe
- Atqasuk Village (Atkasook)
- Beaver Village
- Birch Creek Tribe
- Central Council of the Tlingit & Haida Indian Tribes
- Chalkyitsik Village
- Cheesh-Na Tribe (previously listed as the Native Village of Chistochina)
- Chevak Native Village
- Chickaloon Native Village
- Chignik Bay Tribal Council (previously listed as the Native Village of Chignik)
- Chignik Lake Village
- Chilkat Indian Village (Klukwan)
- Chilkoot Indian Association (Haines)
- Chinik Eskimo Community (Golovin)
- Chuloonawick Native Village

Circle Native Community
 Craig Tribal Association (previously listed as the Craig Community Association)
 Curyung Tribal Council
 Douglas Indian Association
 Egegik Village
 Eklutna Native Village
 Emmonak Village
 Evansville Village (aka Bettles Field)
 Galena Village (aka Loudon Village)
 Gulkana Village
 Healy Lake Village
 Holy Cross Village
 Hoonah Indian Association
 Hughes Village
 Huslia Village
 Hydaburg Cooperative Association
 Igiugig Village
 Inupiat Community of the Arctic Slope
 Iqurmit Traditional Council
 Ivanof Bay Tribe (previously listed as the Ivanoff Bay Tribe and the Ivanoff Bay Village)
 Kaguyak Village
 Kaktovik Village (aka Barter Island)
 Kasigluk Traditional Elders Council
 Kenaitze Indian Tribe
 Ketchikan Indian Corporation
 King Island Native Community
 King Salmon Tribe
 Klawock Cooperative Association
 Knik Tribe
 Kokhanok Village
 Koyukuk Native Village
 Levelock Village
 Lime Village
 Manley Hot Springs Village
 Manokotak Village
 McGrath Native Village
 Mentasta Traditional Council
 Metlakatla Indian Community, Annette Island Reserve
 Naknek Native Village
 Native Village of Afognak
 Native Village of Akhiok
 Native Village of Akutan
 Native Village of Aleknagik
 Native Village of Ambler
 Native Village of Atka
 Native Village of Barrow Inupiat Traditional Government
 Native Village of Belkofski
 Native Village of Brevig Mission
 Native Village of Buckland
 Native Village of Cantwell
 Native Village of Chenega (aka Chanega)
 Native Village of Chignik Lagoon
 Native Village of Chitina
 Native Village of Chuathbaluk (Russian Mission, Kuskokwim)
 Native Village of Council
 Native Village of Deering
 Native Village of Diomedes (aka Inalik)
 Native Village of Eagle
 Native Village of Eek
 Native Village of Ekuk
 Native Village of Ekwok (previously listed as Ekwok Village)
 Native Village of Elim
 Native Village of Eyak (Cordova)
 Native Village of False Pass
 Native Village of Fort Yukon
 Native Village of Gakona
 Native Village of Gambell
 Native Village of Georgetown
 Native Village of Goodnews Bay
 Native Village of Hamilton
 Native Village of Hooper Bay
 Native Village of Kanatak
 Native Village of Karluk
 Native Village of Kiana
 Native Village of Kipnuk
 Native Village of Kivalina
 Native Village of Kluti Kaah (aka Copper Center)
 Native Village of Kobuk
 Native Village of Kongiganak
 Native Village of Kotzebue
 Native Village of Koyuk
 Native Village of Kwigillingok
 Native Village of Kwinhagak (aka Quinhagak)
 Native Village of Larsen Bay
 Native Village of Marshall (aka Fortuna Ledge)
 Native Village of Mary's Igloo
 Native Village of Mekoryuk
 Native Village of Minto
 Native Village of Nanwalek (aka English Bay)
 Native Village of Napaimute
 Native Village of Napakiak
 Native Village of Napaskiak
 Native Village of Nelson Lagoon
 Native Village of Nightmute
 Native Village of Nikolski
 Native Village of Noatak
 Native Village of Nuiqsut (aka Nooiksut)
 Native Village of Nunam Iqua (previously listed as the Native Village of Sheldon's Point)
 Native Village of Nunapitchuk
 Native Village of Ouzinkie
 Native Village of Paimiut
 Native Village of Perryville
 Native Village of Pilot Point
 Native Village of Pitka's Point
 Native Village of Point Hope
 Native Village of Point Lay
 Native Village of Port Graham
 Native Village of Port Heiden
 Native Village of Port Lions
 Native Village of Ruby
 Native Village of Saint Michael
 Native Village of Savoonga
 Native Village of Scammon Bay
 Native Village of Selawik
 Native Village of Shaktoolik
 Native Village of Shishmaref
 Native Village of Shungnak
 Native Village of Stevens
 Native Village of Tanacross
 Native Village of Tanana
 Native Village of Tatitlek
 Native Village of Tazlina
 Native Village of Teller
 Native Village of Tetlin
 Native Village of Tuntutuliak
 Native Village of Tununak
 Native Village of Tyonek
 Native Village of Unalakleet
 Native Village of Unga
 Native Village of Venetie Tribal Government (Arctic Village and Village of Venetie)
 Native Village of Wales
 Native Village of White Mountain
 Nenana Native Association
 New Koliganek Village Council
 New Stuyahok Village
 Newhalen Village
 Newtok Village
 Nikolai Village
 Ninilchik Village
 Nome Eskimo Community
 Nondalton Village
 Noorvik Native Community
 Northway Village
 Nulato Village
 Nunakauyarmiut Tribe
 Organized Village of Grayling (aka Holikachuk)
 Organized Village of Kake
 Organized Village of Kasaan
 Organized Village of Kwethluk
 Organized Village of Saxman
 Orutsararmiut Traditional Native Council (previously listed as Orutsararmiut Native Village (aka Bethel))
 Oscarville Traditional Village
 Pauloff Harbor Village
 Pedro Bay Village
 Petersburg Indian Association
 Pilot Station Traditional Village
 Platinum Traditional Village
 Portage Creek Village (aka Ohgsenakale)
 Pribilof Islands Aleut Communities of St. Paul & St. George Islands
 Qagan Tayagungin Tribe of Sand Point Village
 Qawalangin Tribe of Unalaska
 Rampart Village
 Saint George Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)
 Saint Paul Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)
 Seldovia Village Tribe
 Shageluk Native Village
 Sitka Tribe of Alaska
 Skagway Village
 South Naknek Village
 Stebbins Community Association
 Sun'aq Tribe of Kodiak (previously listed as the Shoonaq' Tribe of Kodiak)
 Takotna Village
 Tangirnaq Native Village (formerly Lesnoi Village (aka Woody Island))
 Telida Village
 Traditional Village of Togiak
 Tuluksak Native Community
 Twin Hills Village
 Ugashik Village

Umkumiut Native Village (previously listed as Umkumiute Native Village)
 Village of Alakanuk
 Village of Anaktuvuk Pass
 Village of Aniak
 Village of Atmautluak
 Village of Bill Moore's Slough
 Village of Chefornak
 Village of Clarks Point
 Village of Crooked Creek
 Village of Dot Lake
 Village of Iliamna
 Village of Kalskag
 Village of Kaltag
 Village of Kotlik
 Village of Lower Kalskag
 Village of Ohogamiut
 Village of Red Devil
 Village of Salamatoff
 Village of Sleetmute
 Village of Solomon
 Village of Stony River
 Village of Venetie (See Native Village of Venetie Tribal Government)
 Village of Wainwright
 Wrangell Cooperative Association
 Yakutat Tlingit Tribe
 Yupiit of Andreafski

[FR Doc. 2016-10408 Filed 5-3-16; 8:45 am]

BILLING CODE 4337-15-P

DEPARTMENT OF THE INTERIOR

Bureau of Land Management

[LLIDI00000.L10200000.PH0000
 LXSS024D0000 241A 4500088890]

Notice of Public Meeting, Idaho Falls District Resource Advisory Council Meeting

AGENCY: Bureau of Land Management, Interior.

ACTION: Notice of public meetings.

SUMMARY: In accordance with the Federal Land Policy and Management Act (FLPMA) and the Federal Advisory Committee Act of 1972 (FACA), the U.S. Department of the Interior, Bureau of Land Management (BLM) Idaho Falls District Resource Advisory Council (RAC), will meet as indicated below.

DATES: The Idaho Falls District RAC will meet in Idaho Falls, Idaho, June 6-7, 2016 for a two-day meeting. The first day will begin at 9:00 a.m. at the BLM Idaho Falls Office, 1405 Hollipark Drive, Idaho Falls, Idaho, with new member orientation. The entire RAC will convene at 1:00 p.m. A comment period will be held June 6, following introductions from 1:00-1:30. The second day will begin at same location starting at 8:30 a.m. adjourning at 1:00 p.m. Members of the public are invited to attend.

SUPPLEMENTARY INFORMATION: The first day will be new member orientation in

the morning to explain the development of the BLM and purpose of the RAC. At 1:00 p.m. the rest of the RAC will convene to elect a secretary and continue with the full agenda. Topics include the sage-grouse implementation and discussion on bighorn/domestic sheep. On June 7, the RAC will meet at the Upper Snake Field Office at 8:30 a.m. to continue discussion on sage-grouse. The group will depart for the field at 9:30 a.m. to travel to the Medicine Lodge area to view allotments where potential conflicts exists between bighorn sheep and domestic sheep and discuss Lands with Wilderness Characteristics (LWC). The meeting will adjourn around 1:30 p.m.

The 15-member Council advises the Secretary of the Interior, through the Bureau of Land Management, on a variety of planning and management issues associated with public land management in the BLM Idaho Falls District (IFD), which covers eastern Idaho.

All meetings are open to the public. The public may present written comments to the Council. Each formal Council meeting will also have time allocated for hearing public comments. Depending on the number of persons wishing to comment and time available, the time for individual oral comments may be limited. Individuals who plan to attend and need special assistance, such as sign language interpretation, tour transportation or other reasonable accommodations, should contact the BLM as provided below.

FOR FURTHER INFORMATION CONTACT:

Sarah Wheeler, RAC Coordinator, Idaho Falls District, 1405 Hollipark Dr., Idaho Falls, ID 83401. Telephone: (208) 524-7550. Email: sawheeler@blm.gov.

Dated: April 25, 2016.

Sarah Wheeler,

Resource Advisory Council Coordinator, BLM Idaho Falls District.

[FR Doc. 2016-10400 Filed 5-3-16; 8:45 am]

BILLING CODE 4310-GG-P

INTERNATIONAL TRADE COMMISSION

[USITC SE-16-015]

Government in the Sunshine Act Meeting Notice

TIME AND DATE: May 11, 2016 at 11 a.m.

PLACE: Room 101, 500 E Street SW., Washington, DC 20436, *Telephone:* (202) 205-2000.

STATUS: Open to the public.

MATTERS TO BE CONSIDERED:

1. Agendas for future meetings: None.

2. Minutes.

3. Ratification List.

4. Vote in Inv. No. 731-TA-1315 (Preliminary)(Ferrovaniadium from Korea). The Commission is currently scheduled to complete and file its determination on May 12, 2016; views of the Commission are currently scheduled to be completed and filed on May 19, 2016.

5. Outstanding action jackets: none.

In accordance with Commission policy, subject matter listed above, not disposed of at the scheduled meeting, may be carried over to the agenda of the following meeting.

By order of the Commission.

Dated: May 2, 2016.

William R. Bishop,

Supervisory Hearings and Information Officer.

[FR Doc. 2016-10540 Filed 5-2-16; 4:15 pm]

BILLING CODE 7020-02-P

INTERNATIONAL TRADE COMMISSION

[Investigation Nos. 701-TA-531-532 and 731-TA-1270-1273 (Final)]

Polyethylene Terephthalate Resin From Canada, China, India, and Oman

Determinations

On the basis of the record¹ developed in the subject investigations, the United States International Trade Commission ("Commission") determines, pursuant to the Tariff Act of 1930 ("the Act"), that an industry in the United States is materially injured by reason of imports of polyethylene terephthalate ("PET") resin, provided for in subheading 3907.60.00 of the Harmonized Tariff Schedule of the United States, that have been found by the Department of Commerce ("Commerce") to be sold in the United States at less than fair value ("LTFV") with respect to Canada, China, India, and Oman and have been found by Commerce to be subsidized by the governments of China and India.²

Background

The Commission, pursuant to sections 705(b) and 735(b) of the Tariff Act of 1930 (19 U.S.C. 1671d(b) and 19 U.S.C. 1673d(b)), instituted these investigations effective March 10, 2015,

¹ The record is defined in sec. 207.2(f) of the Commission's Rules of Practice and Procedure (19 CFR 207.2(f)).

² All six Commissioners voted in the affirmative. The Commission also finds that imports subject to Commerce's affirmative critical circumstances determinations are not likely to undermine seriously the remedial effect of the countervailing and antidumping duty orders on PET resin from India.

Karuk Community Health Clinic

64236 Second Avenue
Post Office Box 316
Happy Camp, CA 96039
Phone: (530) 493-5257
Fax: (530) 493-5270

Karuk Tribe**Administrative Office**

Phone: (530) 493-1600 • Fax: (530) 493-5322
64236 Second Avenue • Post Office Box 1016 • Happy Camp, CA 96039

Karuk Dental Clinic

64236 Second Avenue
Post Office Box 1016
Happy Camp, CA 96039
Phone: (530) 493-2201
Fax: (530) 493-5364

**RESOLUTION OF THE
KARUK TRIBE**

Resolution No: 16-R-082
Date Approved: May 26th, 2016

RESOLUTION AUTHORIZING THE SUBMISSION OF A PROPOSAL TO THE 2016 U.S. DEPARTMENT OF EDUCATION, INDIAN EDUCATION DEMONSTRATION GRANT PROGRAM IN THE AMOUNT OF \$1,000,000.00 TO IMPROVE THE COLLEGE AND CAREER READINESS OF INDIAN STUDENTS IN THE LOCAL COMMUNITIES.

WHEREAS; the Karuk Tribe is a Sovereign Aboriginal People, that have lived on their own land since long before the European influx of white men came to this continent; and

WHEREAS; the members of the Karuk Tribe have approved Article VI of the Constitution delegating to the Tribal Council the authority and responsibility to exercise by resolution or enactment of Tribal laws all the inherent sovereign powers vested in the Tribe as a Sovereign Aboriginal People, including negotiating and contracting with federal, state, Tribal and local governments, private agencies and consultants; and

WHEREAS; the members of the Karuk Tribe have approved Article VIII of the Constitution assigning duties to the Chair, Vice Chair, and Secretary/Treasurer including signing and executing all contracts and official documents pertaining to the Karuk Tribe; and

WHEREAS; the Karuk Tribe is a federally recognized Tribe and its Tribal Council is eligible to and is designated as an organization authorized to Contract pursuant to P.L. 93-638, as amended, on behalf of the Karuk Tribe; and

WHEREAS; the Karuk Tribal Council endorsed the United Nations' Declaration on the Rights of Indigenous People on January 26, 2012; and

WHEREAS; in Article 21 of the 2008 adopted Declaration on the Rights of Indigenous People, the United Nations declared Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, in the areas of education, employment, and vocational training; now

WHEREAS; the Declaration furthermore contends that States shall take the necessary steps with a view to achieving progressively the full realization of this right; and

WHEREAS; the Karuk Tribal Council supports the enhancement of educational opportunities for Native American youth; now

THEREFORE BE IT RESOLVED; that the U.S. Department of Education has provided the opportunity for the Karuk Tribe to submit an application for funding that will support this effort; now

THEREFORE BE IT FINALLY RESOLVED; that the Karuk Tribal Council authorizes the submission of a proposal to the 2016 U.S. Department of Education, Indian Education Demonstration Grant Program in the amount of \$1,000,000.00 to improve the college and career readiness of Indian students in our local communities.

CERTIFICATION

I, the Chairman, hereby certify the foregoing resolution 16-R-082 which was approved at a regularly scheduled Council Meeting May 26th, 2016, was duly adopted by a vote of 7 AYES, 0 NOES, 0 ABSTAIN, and said resolution has not been rescinded or amended in any way. The Tribal Council is comprised of 9 members of which 7 voted.

(b)(6)

Russell Attebery, Chairman

5/26/16
Date

UNIVERSITY OF CALIFORNIA, BERKELEY

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SANTA BARBARA • SANTA CRUZ

BERKELEY, CALIFORNIA 94720-3140
 DEPARTMENT OF INTEGRATIVE BIOLOGY
 3060 VLSB # 3140

DATE: May 19th, 2016

Office of Indian Education
 U.S. Department of Education
 400 Maryland Avenue, SW, Room 3W207
 Washington, DC 20202

Re: Letter of Support for The Karuk Tribe's Application to the FY 2016 Indian Education Demonstration Grants Program

I am delighted to have the opportunity to offer my support to the Karuk Tribe's Native Youth Community Project titled, the Karuk Pikyav Field Institute Project. The Karuk Tribe has a strong foundation to be able to launch this innovative project based on many years of creative and effective work by the Karuk Department of Natural Resources integrating education on bio-cultural systems into K-12 education and tribal youth development.

I have had the fortunate opportunity to work with Karuk tribal members for the past decade through different collaborations with UC Berkeley. I was one of the co-founders of the Karuk-UC Berkeley Collaborative in 2008. Over the past ten years we have arranged for scores of Karuk school children to visit the different STEM departments at UC Berkeley. In 2012, we commenced the 5-year Klamath Basin Tribal Food Security Project, a collaborative research and education project between UC Berkeley and the Karuk, Yurok and Klamath Tribes, funded by the USDA's Agriculture and Food Research Institute. I have worked with the Principal Investigator, Jennifer Sowerwine on this project in collaboration with members of the Department of Natural Resources at the Karuk Tribe. These collaborative programs have supported Karuk Tribal members collaborating with UC Berkeley scientists working on a variety of projects to enhance ecosystem health, human health, cultural revitalization, and tribal youth education and development. I have had the opportunity to work closely with Tribal leaders who are committed to developing important regional restoration and recovery work within the Klamath Basin biocultural region. There is no question that engaging Tribal Youth with the goals of strengthened academic performance, college and career readiness is essential to the preservation of local ecosystems and to the economic future of the Tribal community. Supporting such engagement is a logical next step for the University of California at Berkeley in our collaborative work with the Karuk Tribe. I have conducted multiple workshops for the Karuk Tribe on how to collect, press, dry, mount, and curate plant specimens. A spectrum of ages, from children to elders, attended these workshops. We now have established a Karuk Tribe herbarium where they can curate the mounted plant specimens and use them for scientific, cultural, and educational purposes. This herbarium will contribute to the scientific and educational programs planned for the Karuk Pikyav Field Institute Project.

In support of the Karuk Pikyav Field Institute Project, I am committed to:

- 1) teaching summer workshops related to STEM disciplines at the Karuk Pikyav Field Institute
- 2) supporting the development of STEM-related curriculum content with an innovative learning focus
- 3) facilitating tailored tours for Tribal Youth to key University of California Berkeley STEM departments and programs
- 4) exploring reciprocal college credit opportunities at the Karuk Pikyav Field Institute

In addition to the educational programs and workshops I have contributed to for the Karuk Tribe, I also bring in a spectrum of experiences in STEM education. I am a human biologist, evolutionary biologist, and an ethnobotanist and I teach a spectrum of STEM courses at UC Berkeley. I work with John Matsui, a Dean at UC Berkeley, on his Biology Scholars Program that focuses on enhancing STEM education to UC Berkeley undergraduates from underserved backgrounds. I am also a pediatrician so I have insight into how educational goals and objectives relate to the different developmental stages from birth to 18 years of age. As a faculty member at UC Berkeley I am involved in STEM education programs in K-8 public schools in the Berkeley area. This includes my involvement in the, "Be A Scientist STEM Partnership" with other faculty and graduate students from UC Berkeley who go into the local public middle schools to contribute to the science education. I also oversee a program where my undergraduates who have taken my human anatomy course, then go into the local public schools and teach anatomy to children in the elementary grades.

So I not only believe in the vital importance of the Karuk Pikyav Field Institute, I bring in skills that will enable me to make valuable contributions to this program. The Karuk Pikyav Field Institute program is innovative and will create an educational framework that will be a model that other Native American groups can learn from. I give my strongest recommendation for the Office of Indian Education in the U.S. Department of Education to support Karuk Pikyav Field Institute Project.

Please feel free to contact me if you have any questions about the Karuk Pikyav Field Institute Project.

Sincerely,

(b)(6)

Thomas J. Carlson, M.D., M.S.
Associate Teaching Professor
Department of Integrative Biology
Curator of Ethnobotany, Berkeley Natural History Museums
University of California, Berkeley, 3040 Valley Life Sciences Bldg # 2465
Berkeley, CA 94720-2465 E-mail: tcarlson@berkeley.edu



May 15, 2016

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington, DC 20202.

Re: The Karuk Tribe's Application to the FY 2016 Indian Education Demonstration Grants Program

To Whom It May Concern;

I am delighted to offer my support for the Karuk Tribe's Native Youth Community Project titled the **Karuk Pikyav Field Institute Project**. As you can see this is a highly worthwhile and innovative proposal. I have engaged in multiple collaborative research projects with the Karuk Tribe's Department of Natural Resources over the past 13 years, and I welcome the opportunity to continue this collaboration through this present proposal. With my role as faculty here at the University of Oregon I am in a strong position to support the Karuk Tribe in their work to improve the academic performance, career- and college-readiness of American Indian/Alaska Native (AI/AN) students living within the boundaries of the Karuk Ancestral Territory and homelands. The fact that I am currently conducting the Karuk Tribe's Climate Vulnerability Assessment means that I regularly visit the Klamath region. Both the climate assessment and my past research will provide important resources for the project.

Our past collaborative research on the health effects of altered diet, and the impacts of forest management have been used as the basis for Karuk educational curriculum. My past publications have been contributed as supplemental texts for the program. This research has included Karuk youth and young adults whenever possible. For example, I served as a mentor to Karuk high school students, assisted a recent high school graduate in preparing a research project on diabetes and health, and involved youth in the process of interviews.

I have found the process of working with the Karuk Tribe enormously rewarding both personally and professionally and I am eager to continue to collaborate and assist in the successful realization of these projects. Here at the University of Oregon I am also in a position to aide with outreach and assist with research collaborations with my own graduate students as well as other faculty colleagues.

Sincerely,

(b)(6)

Dr. Kari Marie Norgaard
Associate Professor, Department of Sociology and Environmental Studies
1291 University of Oregon
Eugene, OR 97403
norgaard@uoregon.edu
(541) 346-8615

DEPARTMENT OF SOCIOLOGY

1291 University of Oregon, Eugene OR 97403-1291 T (541) 346-5002 F (541) 346-5026

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United States Department of the Interior

U.S. GEOLOGICAL SURVEY
David A. Johnston Cascades Volcano Observatory
1300 SE Cardinal Court
Vancouver, WA 98683
18 May 2016

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, S.W., Room 3W207
Washington D.C. 20202

RE: The Karuk Tribe's Application to the FY2016 Indian Education Demonstration Grants Program

To Whom It May Concern:

I am writing to strongly support the Karuk Tribe's Native Youth Community Project titled the Kauk Pkyav Field Institute Project. For the past three years, with funding from the U.S. Geological Survey's Tribal Liaison Office, we have conducted a four-day workshop—The Tribal Youth Workshop on Water—in collaboration with the Karuk, Pit River, and Quartz Valley Tribes, the U.S. Forest Service, and the College of the Siskiyous. The purpose of the workshop is to give Tribal youth (ages 14-18) the opportunity to discuss the meaning of water, learn water quality and water discharge field-monitoring techniques, and to analyze and discuss their field data while in a college setting. A goal of the workshop is to integrate Tribal Ecological Knowledge (TEK) and Western science to show that both are critical to solve the natural resource challenges we face. One aim of the workshop is to inspire Tribal youth to consider careers in natural resources. To that latter end, we bring in experts to discuss wildfire management and forestry, we tour a fish hatchery and a native plant nursery, and bring in our own expertise in volcanology, ecology, hydrology, geology and disaster management into field and classroom discussions.

Our collaboration with the Karuk Tribe on the Tribal Youth Workshop for Water has been a positive experience, but realize that the workshop is just a small part in engaging Tribal students in natural resource issues. Thus, I strongly support the Karuk Pkyav Field Institute Project proposal and its goals to train Tribal youth in TEK and Western science throughout their K-12 careers. Furthermore, I strongly agree with the project's stated goal to increase Tribal professional participation in the natural sciences both to fully represent Tribal interests in the national arena and to provide qualified candidates to fulfill (and develop) Tribal Department of Natural Resources jobs.

Best regards,

(b)(6)

Cynthia Gardner
Research Geologist
U.S. Geological Survey



COLLEGE OF NATURAL RESOURCES
DEPARTMENT OF ENVIRONMENTAL SCIENCE, POLICY & MANAGEMENT
130 MULFORD HALL #3114
BERKELEY, CA 94720-3114

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(510) 643-7430
FAX (510) 643-5438

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington, DC 20202

May 17, 2016

Re: The Karuk Tribe's Application to the FY 2016 Indian Education Demonstration Grants Program

To Whom It May Concern:

I am very pleased to support the Karuk Tribe's Native Youth Community Project proposal titled the ***Karuk Pikyav Field Institute Project***. The Karuk Tribe is well positioned to launch The Pikyav Field Institute Project in light of their years of dedication, hard work, and innovative strategies to promote youth development and higher education opportunities for their tribal youth.

The University of California at Berkeley has been honored to collaborate for the past decade with the Karuk Tribe, and in particular with the committed staff of the Karuk Department of Natural Resources, on a range of natural resource, traditional ecological knowledge, youth, and other eco-cultural revitalization initiatives. I currently serve as Principal Investigator for the 5-year Klamath Basin Tribal Food Security Project, a collaborative research and education project between UC Berkeley and the Karuk, Yurok and Klamath Tribes, funded by the USDA's Agriculture and Food Research Institute. In this role, I have worked side by side with Tribal leaders who are deeply engaged in important regional eco-cultural restoration work and youth educational programs within the Klamath Basin. A primary objective of our Food Security Grant is to engage youth in camps and afterschool programming, bridging western and traditional ecological approaches to resource assessment and management, and teaching science-based gardening and Native food curricula.

As co-founder of the Karuk-UC Berkeley Collaborative, established in 2008, we promote networking opportunities among tribal members, the scientific community, and other partners to support youth education, tribal health, sustainable land use and cultural resource management, environmental justice, food security and food sovereignty. The Karuk-UC Berkeley collaborative has supported countless college tours, bringing Tribal youth to the UC Berkeley campus to learn about campus and career opportunities through Cal Day and Come to College Days. Over the years, the need for a coordinated youth leadership, education and development training program to prepare Tribal youth for higher education opportunities in the sciences, in order to build internal capacity for future Native resource management leaders in the Klamath Basin, has risen to the surface time and time again.

I join the tribe in their assertion that a deeper investment in opportunities for Tribal Youth to achieve academic success, particularly in STEM fields, is necessary for both successful resource management and sustainable economic development in Karuk ancestral lands. As co-lead on the University of

California's Global Food Initiative's Experiential Learning Committee, I have a deep understanding of the value of experiential learning opportunities particularly for youth from under-represented communities in the STEM fields.

In support of this project, I am committed to:

- supporting the development of STEM-related curriculum content with an experiential learning focus,
- teaching summer workshops related to STEM disciplines at the Pikyav Field Institute,
- facilitating tailored tours for Tribal Youth to key University STEM departments and programs,
- exploring reciprocal college credit opportunities and the placement of a Cooperative Extension Specialist in the Klamath Basin biocultural region.

I believe this proposal is timely and important, fulfilling a critical need identified by Tribal leadership, in Tribal programming aimed at engaging and training the next generation of Tribal youth in culturally meaningful routes to college and career readiness that will have ongoing positive impacts and benefits for generations to come.

I hope you will consider supporting the Pikyav Field Institute Project. I trust the investment will have profound and enduring impacts on Karuk youth educational aspirations, opportunities, and engagement, particularly in the STEM fields. Please let me know if you have any questions about our current project or proposed future partnership.

Sincerely,

Jennifer Sowerwine

(b)(6)

Jennifer Sowerwine, Ph.D.
Assistant Cooperative Extension Specialist
Department of Environmental Science, Policy and Management
University of California at Berkeley, jsowerwi@berkeley.edu

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington, DC 20202.

Date: May 24, 2016

Re: The Karuk Tribe's Application to the FY 2016 Indian Education Demonstration Grants Program

I, Megan Mucioki Ph.D., am writing to offer my committed support of the Karuk Tribe's Native Youth Community Project titled the ***Karuk Pikyav Field Institute Project***. I have been working as a post-doctoral scholar through University of California at Berkeley with the Karuk Tribe on several objectives related to Native food systems and sovereignty over the past 13 months in Orleans, California. I have specifically worked with the Karuk Tribe's Department of Natural Resources to establish a Tribal herbarium and engage youth in plant gathering, pressing, and mounting as well as carrying out community based research to support Native food sovereignty in the Klamath River Basin.

In the future I plan to continue collaborative work with the Karuk Tribe and the University of California at Berkeley. I am in a strong position to support the Karuk Tribe in their work to improve the academic performance, career- and college-readiness of American Indian/Alaska Native (AI/AN) students living within the boundaries of the Karuk Ancestral Territory and homelands

In support of the Karuk Pikyav Field Institute Project, I am committed to:

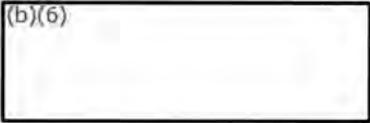
- 1) Teaching summer workshops related to STEM disciplines at the Karuk Pikyav Field Institute. For example, I could lead a workshop on plant anatomy or field methods in social science.
- 2) Supporting the development of STEM-related curriculum content with an innovative learning focus
- 3) Supporting opportunities for Tribal youth in higher education by providing mentorship to youth seeking university opportunities or a career in environmental studies and social sciences.
- 4) Exploring the opportunity for reciprocal college credit opportunities at the Karuk Pikyav Field Institute.
- 5) Facilitating research collaborations with UC Berkeley undergraduate students through university based seminar opportunities and field based research.

The Karuk Pikyav Field Institute Project is an innovative approach to Native educations that is certain to be a model for other Indigenous peoples. I would be proud to commit my energy, experience, and knowledge to the development of this unique institution as the positive impact of this project will be huge for Tribal youth as well as the pragmatic integration of STEM and traditional ecological knowledge in higher education. I give my strongest recommendation for the Office of Indian Education in the U.S. Department of Education to support the Karuk Pikyav Field Institute Project.

Please feel free to contact me if you have any questions.

Sincerely,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top-left corner. The rest of the box is empty, indicating that the signature has been redacted.

Megan Mucioki, Ph.D.
Post-doctoral researcher
University of California at Berkeley
University & Jepson Herbaria
Tel: 530-627-3446 ext 3047
Email: mmucioki@berkeley.edu



Humboldt State University, Indian Natural Resources, Science & Engineering Program (INRSEP) 707-826-4998

Date: May 17, 2016

To: Office of Indian Education

Re: The Karuk Tribe's Application to the FY 2016 Indian Education Demonstration Grants Program

I'm writing this letter in support of the Karuk Tribe's Native Youth Community Project titled the **Karuk Pikyav Field Institute Project**. I am excited to see the efforts of the Karuk Tribe in their pursuit of a demonstration grant that will assist in building a college going culture for American Indians. The efforts of the Karuk Tribe complement many of the initiatives of Humboldt State University and specifically initiatives of the Indian Natural Resources, Science and Engineering Program (INRSEP). The INRSEP house supports underrepresented college students in pursuit of Science Technology Engineering and Mathematics (STEM) major undergraduate and graduate degrees. Unfortunately, our most underrepresented students are our American Indians and Alaska Natives. We strive to be exemplary partners with our regional Tribes, such as the Karuk Tribe. The Karuk Tribe, along with other Tribal partners, assist INRSEP with our mission of blending scientific concepts and cutting edge technology with our ancestors' traditional ecological knowledge (TEK) and indigenous knowledge systems (IKS). We believe this fore mentioned blending is the best way to create scientists that are ready to take on the perplexing challenges of our world; and rekindle humanities stewardship responsibilities to our lands. In their own ways, the Karuk Tribe shares similar goals. Through tapping back into our ancestors' managerial practices for guidance, this demonstration grant will aid in linking many initiatives shared by the INRSP house. Within our abilities, INRSEP commits to support the role that the Karuk Tribe is fulfilling as a feeder to Humboldt State University for future Karuk citizens as well as other American Indians.

Respectfully,

(b)(6)



Lonyx Landry

STEM- Advisor: Indian Natural Resources, Science and Engineering Program (INRSEP)



COLLEGE OF AGRICULTURAL AND
ENVIRONMENTAL SCIENCES
AGRICULTURAL EXPERIMENT STATION
DEPARTMENT OF PLANT PATHOLOGY
ONE SHIELDS AVE.
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TELEPHONE: (530) 754-9255
FAX: (530) 752-5674
dmrizzo@ucdavis.edu

14 May 2016

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington, DC 20202

To Whom It May Concern:

This letter is to express my willingness to collaborate with Karuk Tribe's Native Youth Community Project titled the **Karuk Pikyav Field Institute Project** which I see as a needed and innovative program to improve the academic performance, career- and college-readiness of Native American – and non-Native! – K-12 students living within the boundaries of the Karuk Ancestral Territory and homelands.

As an Ecologist and Assistant Project Scientist at the UC Davis Department of Plant Pathology, I am in a strong position to support the Karuk Tribe in their work to teach young people the skills needed for monitoring and proactively managing highly culturally significant resources such as the tan oak. The Tribe is especially well situated to complete the proposed project. The extensive fuels and other forest management executed or fostered by the Tribe represent an unprecedented opportunity to proactively manage regional forests to increase resiliency in the face of Sudden Oak Death – one of my areas of expertise.

Because of the importance of this collaboration, I will also provide 4,900 as part of non-federal matching funds to help facilitate workshops and community events that impart the latest scientific data on noxious species and plant pathogens. The match will consist of State and private funds and are not being used as a match for any other grant. As part of this match I will work with the Karuk Tribe to provide training to Native Youth and possibly even their school teachers in identification and management of diseases currently devastating some of the most valuable Native cultural species in the region, as well as provide support for the application of existing disease forecast models to add to their Nanu'avaha K-12 STEM Curriculum.

I look forward to working with you. Please let me know if you have any questions.

Sincerely,

(b)(6)

Dr. Richard Cobb
Assistant Project Scientist, UC Davis Department of Plant Pathology



Inter-Tribal Student Services (ISS)

Date: May 20, 2016

To: The Department of Education

From: Inter-Tribal Student Services

RE: The Karuk Tribe's application to the FY 2016 Indian Education Demonstration Grants Program

The Inter-Tribal Student Services (ISS) is a Tribal Organization formed to provide opportunities for American Indian and Alaska Native students to manage valuable Indian Natural Resources through Inter-Tribal cooperation utilizing internship opportunities and through professional placements. The Karuk Pikyav Field Institute Project complements the initiatives of ISS. ISS is in full support of the Karuk Tribe's initiatives towards developing a college going culture for their youth, with the goal of producing Karuk and other American Indian/Alaska Native scientists. ISS views the Karuk Pikyav Field Institute Project as a necessity towards fulfilling the crucial missing steps for Indian youth in their preparation towards college readiness!

Sincerely,

(b)(6)

Samantha Martinez

Director

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington, DC 20202.

Re: Support for the Karuk Tribe's Native Youth Community Project: ***Karuk Pikyav Field Institute Project***.

To Whom It May Concern:

As a Southern Cheyenne Tribal Member married to a Karuk and mother of four Tribal youth, I write this letter in full support of the Karuk Tribe's Application to the FY 2016 Indian Education Demonstration Grants Program.

My children and I have participated regularly in the diverse array of workshops and seasonal youth camps offered by the Department of Natural Resources, learning many things about Native plants and traditional ways of harvesting and preparing foods. While we are active in Karuk *Pikyavish* (fix the world) Ceremonies, we appreciate being able to be around other tribal families and learning new things.

At school, two of my daughters and my son have been able to learn about the Karuk culture in class through the Tribe's *Nanu'avaha* Curriculum. The lessons are challenging and full of useful information that pertains to *them*, and the vocabulary words – both the English and the Karuk words and phrases – and the writing assignments have been thankful additions to their everyday lessons.

I know that the Food Security grant is coming to a close, and I am worried that we won't have as many opportunities to learn about Karuk culture and heritage. This grant is really needed: not only to keep events and activities on our calendar, but also to put a tribal teacher in the classrooms. I really like the idea of having more science, math and technology into the lessons. I also think that having workforce development opportunities in the natural resources is needed for our youth.

Of course I want my kids to go to college later, but I want them to know they can do it. By having lessons, activities, summer jobs and tribal role models in the environmental sciences, I know they will be able to see themselves as being able to do just that. With our particular location in the mountains of northern California and on the Klamath River, we have many job opportunities here that pertain to the natural resources.

Please support the ***Karuk Pikyav Field Institute Project*** as we, and other tribal families, do: absolutely.

Respectfully,

(b)(6)

Carlotta Whitecrane

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W207
Washington, DC 20202.

May 18, 2016

Re: Support for the Karuk Tribe's Native Youth Community Project: ***Karuk Pikyav Field Institute Project.***

As a Karuk tribal member, father and uncle to 16 tribal youth, I write this letter in full support of the Karuk Tribe's Application to the FY 2016 Indian Education Demonstration Grants Program.

My children and I have participated regularly in the diverse array of workshops and seasonal youth camps offered by the Department of Natural Resources, learning many things about Native plants and traditional ways of harvesting and preparing foods. While we are active in Karuk Ceremonies, we appreciate being able to be around other tribal families and learning new things.

At school, my children, nieces and nephews have been able to learn about the Karuk culture in class through the Tribe's Nanu'avaha Curriculum and through guest speakers. I love that these lessons balance western science with the rich traditional ecological knowledge of our people and would like to see more lessons being taught in our public schools. I also think that having teachers trained in both the curriculum and in cultural sensitivity would be a real bonus for both our tribal and non-tribal students.

In addition, my children would really like to take advantage of the workforce development that DNR offers, and I hope that this grant will help that program be streamlined into their environmental sciences career developing programs. Having opportunities like this coupled with higher education classes would go a long way in helping them see themselves as ready for college and a career that would enable them to stay here in our homeland.

This grant is really needed in our remote and underserved area. Not only would it keep cultural heritage events and activities on our calendar, but it would also to put tribal role models where they are needed most: with our children.

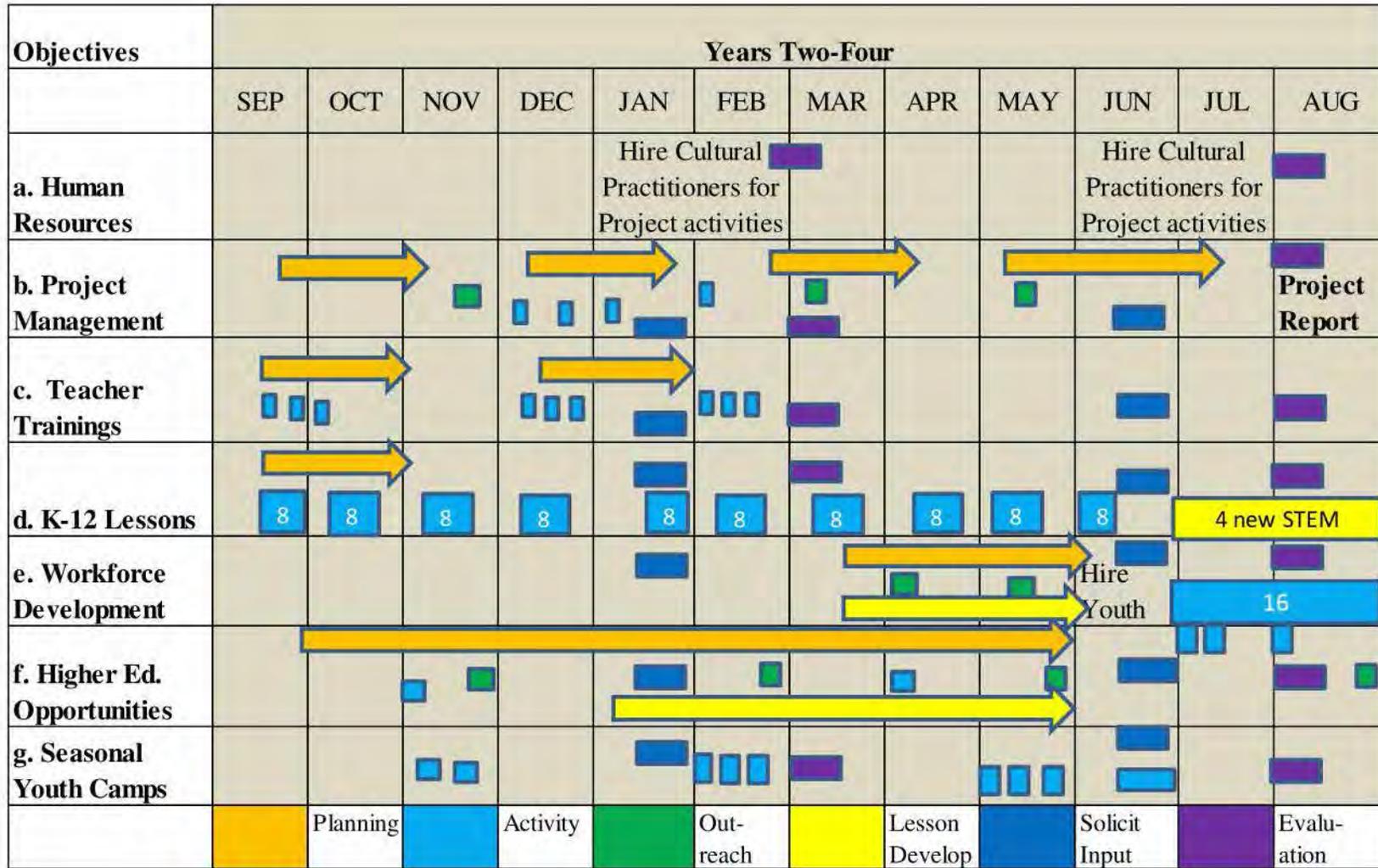
I hope you will award the Tribe's ***Karuk Pikyav Field Institute Project.*** Please feel free to contact me if you have any questions.

Respectfully,

(b)(6)

Ronald R. Reed, (530) 469-3353

Objectives	Year One											
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
a. Capacity Building	Hire new position	Develop and Post RFP for contract			Hire Cultural Practitioners for Project activities					Hire Cultural Practitioners for Project activities		
b. Project Management	→				→				→			Project Report
c. Teacher Trainings	→										→	
d. K-12 Lessons		7	8	8	9	10	10	10	10	8	4 new STEM	
e. Workforce Development							→			Hire Youth	16	
f. Higher Ed. Opportunities							→					
g. Seasonal Youth Camps*	*in collaboration with Food Security Project											
		Planning	Activity		Out-reach		Lesson Develop		Solicit Input		Evalu-ation	



RESUME

Suzanne M. Burcell, MBA, MA Education

(b)(6)

Expertise

Tribal community, economic, and social development, including community needs assessments, comprehensive strategic planning, physical infrastructure project development, and multi-source fund development; private and Tribal business enterprise development (e.g., market analyses, feasibility studies, business plans, and financing proposals; non-profit and Tribal organizational development (e.g., board training, strategic planning, project planning, staff development, and management audits); workforce development program planning, funding, and implementation; assessment of human and financial resource requirements for business, community, social, and economic development projects; management appraisals and program evaluations; facilitation of community partnerships, inter-agency collaborations, and memoranda of agreement; effective communications, conflict resolution, and mediation; community relations, including special-topic position papers, oral presentations, and publications.

Experience

Thirty-five years' management experience in a variety of organizations serving Tribal communities; e.g., non-profit community-based organizations, university-based Indian community/economic development and education programs, Tribal governments, and Tribal community and economic development corporations. Assisted the business, community, cultural, educational, and social development efforts of more than 30 different California Indian Tribes and more than 200 Indian entrepreneurs. Business development experience includes assistance in planning and developing a variety of Indian-owned agricultural, construction, retail, service and manufacturing businesses. Community development experience includes planning and developing Tribal community infrastructure projects (e.g., roads, water systems, health clinics, Tribal program facilities, and community centers). Cultural, educational, and social development experience includes planning and developing Native language renewal and cultural education projects; culturally appropriate curriculum development; pre-business planning workshops; and Tribal leadership and management decision-making courses.

Employment

Dec. 2010- **Coordinator, Hoopa College Success Program, Hoopa Valley Tribe.**
 Jan. 2013 Plan, develop, implement, and manage a \$1.2 million program funded by the U.S. Department of Education and designed to facilitate the seamless transition of American Indian high school students from 8th grade graduation through high school and into college. Developed an Objective Work Plan with measurable outcomes for direct student services, annual college tours, summer educational enrichment programs, and professional training opportunities for program staff. Developed policies and procedures consistent with federal and Tribal grant management requirements, as well as student recruitment and public information materials, budget control and monitoring systems, and data collection and analysis systems. Prepared/submitted Annual Reports to funder using online G5 system.

- July 2007-
Dec. 2010 **Director, Office of Indian Economic and Community Development, Humboldt State University.** Assisted northern California Tribes with community needs assessments, comprehensive strategic plans, economic and enterprise development plans, and securing funding for infrastructure, enterprise, and workforce development projects. Facilitated organization of the northern California Tribal Economic Development Network (TED-Net), co-assessed the training and technical assistance needs of northern California Tribes, and co-developed the long-term strategic plan for the TED-Net. Reported to University President and Director of the Office for Economic and Community Development.
- Sep. 2001-
July 2007 **Director, Indian Teacher & Educational Personnel Program/Director, American Indian Education Program, Humboldt State University.** Planned, implemented, and directed a well-established American Indian professional studies program with a 36-year proven track record; supervised ITEPP staff and American Indian Education Program faculty; reported to Dean, College of Professional Studies. Taught AIE 330 – History of Indian Education, AIE 345 – American Indians in Higher Education, and AIE 430 – Proposal & Grant Writing. Provided leadership as early adopter of online courses as a strategy for increasing Tribal community access to American Indian Education courses.
- June 2000 -
Aug. 2001 **Economic Development Manager, Yurok Tribe, Klamath, CA –** Organized, established, and secured funding for the Yurok Economic Development Corporation, a Tribally-chartered and -owned corporation whose mission is *to build diversified, sustainable economies by creating new business ownership and employment opportunities within the Ancestral Territory of the Yurok People.* The corporation pursued tourism-related enterprise development, established a small business development center and coordinated long-term economic development planning activities of the Yurok Tribe. Reported to the Executive Director of the Yurok Tribe.
- July 1998 -
Mar. 2000 **Chief of Staff, Karuk Tribe of California, Happy Camp, CA –** Provided administrative oversight for a multi-site Tribal government with 120 employees and an annual operating budget of \$12 million; duties included long-term strategic planning, personnel management, organizational and program development, grant writing, staff mentoring, training and team-building. Reported to the Tribal Chair and supervised all other members of the Tribal Management Team.
- June 1995 -
July 1998 **Executive Director, Karuk Community Development Corporation, Happy Camp, CA -** Planned, organized, staffed and developed sustainable grant/contract support for a new, Tribally-chartered community and economic development corporation; trained Board and staff members. Established a small business development center/Tribal Business Information Center, two Tribally-owned enterprises, a community computer center and a job counseling/placement program for low-income and unemployed community members; administered multiple grants and contracts totaling \$2 million. Reported to KCDC Board President and supervised all other KCDC staff members.

- July 1994 - **Director of Tribal Enterprise Services Program, Council of Energy**
 May 1995 **Resource Tribes**, Denver, CO - Assisted Tribes within the CERT consortium in developing plans for economic diversification, including reduced reliance on non-renewable energy resources; co-developed and co-presented intensive training curriculum for mitigation of Department of Defense impacts on Tribal lands; provided training in business/economic development; assisted management with strategic planning, program design, and fund development. Reported to Chief Operations Officer.
- Aug. 1989 - **Assistant Director, Center for Indian Community Development,**
 July 1994 **Humboldt State University**, Arcata, CA - Pursuant to the mission “to make the resources of the University accessible to diverse communities, especially Native American communities,” provided business and economic development planning and financing assistance to individual Indians and Tribal organizations; assisted Tribes with planning and fund development for cultural, educational, environmental protection, and health programs; served on the President’s Task Force for Services to Native Americans, which developed a ten-year plan for improving University services to Tribal communities. Reported to CICD Director.
- Mar. 1980 - **Regional Vice President, National Center for American Indian Enterprise**
 July 1989 **Development, Pacific Northwest Regional Office**, Eureka, CA - Provided business development services to American Indian entrepreneurs and Tribal enterprises throughout northern California and to Tribes throughout the United States, including training and technical assistance in marketing, feasibility analysis, business planning, business financing, management audits, and procurement assistance. Supervised professional consulting staff and reported to NCAIED President.

Credentials and Degrees

- May 2004 Master of Arts in Education with emphasis in American Indian Higher Education, Humboldt State University, Arcata, CA
- Jan. 1985 California Community Colleges Instructor Credential in Business and Industrial Management
- Aug. 1981 Master of Business Administration with emphasis in Public Administration, Humboldt State University, Arcata, CA
- June 1978 Bachelor of Arts in Psychology, *Magna Cum Laude*, with minor in Sociology, Humboldt State University, Arcata, CA
- June 1968 Associate of Arts in Liberal Arts, College of the Siskiyous, Weed, CA

Papers and Publications

Comprehensive Economic Development Strategy for the Karuk Tribe and the Karuk Community Development Corporation (co-authored with Megan Rocha), Humboldt State University, Indian Economic and Community Development Office, 2012

Northern California Tribal Economic Development Network (TED-Net) Strategic Plan (co-authored with Megan Rocha), Humboldt State University, Indian Economic and Community Development Office, 2011

Management Decision-Making and Leadership for Tribes, a 144-page curriculum for the capstone course in the Tribal Management Certificate Program developed by the Hoopa Career and Technical Education Program and offered through the Humboldt State University Extended Education Office, 2011

Tribal Community Needs Assessment Seminar – a 104-page guide to performing comprehensive Tribal community needs assessments, including a Tribal CNA kit (2009)

Alternative Models for Improving American Indian Higher Education (MA Thesis Project, 2004)

The Indian Business Owner's Guides: To Developing a Marketing Plan, Performing a Preliminary Feasibility Study, Preparing a Business Plan and Securing Financing - a 324-page textbook originally published by The Seventh Generation Fund, now in its Third Edition through a contract with the Administration for Native Americans. The book is used by national and state-wide Indian organizations as the comprehensive curriculum for entrepreneurship training. It was approved as the curriculum for a 2-unit/12-week Entrepreneurship course at College of the Siskiyous, Weed, CA, and as a 3-unit/15-week Entrepreneurship course at the College of the Redwoods. (1st Ed. 1989, 2nd Ed. 1993, 3rd Ed. 2005)

Ten Easy Steps to Program Planning and Grant Writing - a 60-page guide developed as the curriculum for a two-day workshop for planning and administrative staff in Tribal organizations. (May 2000, updated periodically)

Honors

Manager of the Year, Hoopa Tribal Education Department, 2011

Special Recognition Award, Hoopa Career and Technical Education Program/ Klamath-Trinity Instructional Site, 2009

Special Recognition Award, Karuk Tribe of California, 2009

Distinguished Alumni Award, Humboldt State University Alumni Association (honoring University alumni who have achieved national recognition in their professional fields), 2000

Innovative Problem-Solver Award, Employees of the Karuk Tribe of California, 1999

Service Award, Siskiyou County Economic Development Council, 1998

Outstanding Performance Award, Karuk Community Development Corporation, 1997

“In the Spirit of Working Together for Rural America” Award, USDA Forest Service, *in recognition of outstanding accomplishments in forging partnerships and providing leadership to bring together the community of Happy Camp, Siskiyou County, the Karuk Tribe and the Forest Service with a renewed spirit of hope and involvement in a unified effort to diversify the local economy and improve their quality of life*, 1997

Outstanding Achievement Award, US Small Business Administration (recognizing *The Indian Business Owner’s Guides* as a major contribution to Indian business development), 1994

Other Activities

External Evaluator, Hoopa AmeriCorps*TCCC Program (2008-present)

Lecturer, College of the Redwoods, courses in General Business (2009-2013)

Lecturer, Humboldt State University Office of Extended Education, courses in American Indian Education and Tribal Management (2010-2012)

External Evaluator, Hoopa Career and Technical Education Program (2002-2012)

External Evaluator, Positive Indian Family Network/Wraparound Program, Hoopa Tribal TANF Program (2010-2011)

Faculty, California Indian Manpower Consortium, Leadership Training for Entrepreneurial/Small Business/Economic Development (2005-2010)

Relevant Project History

2012 Assisted the Hoopa Tribal Education Department in securing a four-year, \$1.2 million Indian Demonstration Grant from the U.S. Department of Education for the Hoopa College Success Program implemented 2013-2017.

2012 Assisted Hoopa Career and Technical Education Program in securing a three-year, \$851,035 grant from the Administration for Native Americans for the *Career Fast-Track Project* implemented 2012-2016.

2010 Karuk Tribe HUD-Indian Community Development Block Grant for construction of the Orleans Health and Wellness Center (\$605,000).

2009 Karuk Tribe ANA-SEDS Grant, *Wildland Fire Prevention & Suppression Workforce Development Project* (a two-year, \$965,000 project).

2008 Karuk Tribe HUD-Rural Housing and Economic Development Grant for construction of a new Karuk Community Development Corporation building in Happy Camp (\$300,000).

2007-2008 Karuk Community Loan Fund, USDA Rural Development Grant for the *Klamath River Microenterprise Assistance Program* (\$99,000 in 2008) and two NACA grants to develop the emerging Native Community Development Financial Institution (\$118,700 in 2007 and \$150,000 in 2008).

2006 Karuk Tribe ANA-SEDS Grant, *Karuk Paths to Prosperity: A Comprehensive Community Capacity-Building Project* (a three-year, \$1.5 million project)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

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Withheld pursuant to exemption

Nonresponsive

of the Freedom of Information and Privacy Act

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NATIVE YOUTH COMMUNITY PROJECT: KARUK *PIKYAV* FIELD INSTITUTE

A. Need for Project

1. Barriers to College- and Career-Readiness of Local Indian Students. The federally recognized Karuk Tribe (Tribe) proposes a comprehensive, community-driven, culturally appropriate, and evidence-based Native Youth Community Project. The Karuk *Pikyav Field Institute Project* will improve academic performance, career- and college-readiness, and the college matriculation rates of American Indian/Alaska Native (AI/AN) students attending five small rural schools located within the Karuk Aboriginal Territory in northern California’s mid-Klamath River region. The geographic area includes three SRSA-eligible (*) schools in five LEAs: Orleans Elementary, Junction Elementary* (Somes Bar), Forks of Salmon Elementary*, Happy Camp Union Elementary*, and Happy Camp High School.

Because it was 80% timber-dependent before the timber industry collapsed in the early 1990s, Happy Camp (where the Tribe’s central offices are located) was declared “one of the ten most economically endangered communities in the United States.” In the immediate aftermath of local mill closures, Karuk tribal unemployment peaked at 76% (Bureau of Indian Affairs, 1999). Economic recovery remains elusive—a 2015 Karuk Needs Assessment Survey identified 56% of the responding Tribal service population as unemployed. According to the California Department of Education (CDE, 2014), 75% of students in targeted public schools are socioeconomically disadvantaged. The CDE reports an average decline of 37% in student population in the targeted geographic area since 2001. The resulting loss of average daily attendance (ADA) and other State tax-based revenues has severely reduced both capital and operating funds essential to maintaining school infrastructure, adequate professional staff, and well-balanced academic offerings, including advanced placement courses.

The primary beneficiaries of the proposed *Karuk Pikyav Field Institute* (“Project”) will be the 290 students, including 133 AI/AN students, attending small rural schools located along the Klamath and Salmon Rivers between Orleans in Humboldt County and Yreka in Siskiyou County. The average AI/AN dropout rate for the two counties is 11.65%, more than one-third higher than the 8.5% national rate. Happy Camp High School has a truancy rate of 56.76%, compared to 31.43% statewide (CDE Truancy Report, 2014-15). Socioeconomic privation and academic underachievement preclude higher education opportunities for most of the targeted AI/AN students—aware of the grim reality of their situation, many students’ motivation and self-esteem also suffer. Despite the Tribe’s best efforts to meet the basic needs of families by offering a wide range of health, housing, and human services, including Temporary Assistance to Needy Families (TANF), persistent and pervasive poverty continues to threaten the health, safety, security, and academic achievement of Karuk and other AI/AN students.

According to results of the most recent California Standardized Testing and Reporting (STAR) system in Happy Camp (2013), more than 40% of elementary school students exhibit low academic achievement; that is, only 59.1% of students are proficient or advanced in English and language arts, 52.2% in mathematics, and 38.9% in science. STAR results are worse at the secondary level: among 48 Happy Camp High School students tested, 42.2% were proficient or advanced in English and language arts, 15.9% in mathematics, and 7% in science. Alarming, by the 11th grade, 89% were neither proficient nor advanced in English and language arts, with 28% at a basic skill level, 33% below basic, and 22% far below basic. Only 50% of end-of-course (EOC) students beyond 11th grade had achieved proficiency or basic competency in Algebra I, and the remaining 50% were below basic or far below basic skills. Among 9th graders, 35% had achieved basic competency in earth sciences, 24% were below basic, and 6%,

far below basic (see Attachment A). According to recent reports, only one-fourth of AI/AN high school graduates who take the ACT score at the college-ready level in math, and one-third score at the college-ready level in reading—rates 50% below their White counterparts (*The State of Education for Native Students*, 2013). Siskiyou County comparisons of 2013 STAR test results between AI/AN students and all students verify disparities in academic achievement at targeted schools. For CST English-language arts 2nd through 11th Grades, 38.6% of AI/ANs are proficient or advanced, compared to 54.2% of non-Natives; for CST mathematics 2nd through 7th Grades, 50.99% of AI/ANs are proficient or advanced, compared to 58.54% of non-Natives.

Multiple groups of community stakeholders, including Indian Parent Committees, the Karuk Education Committee, Tribal Education staff, and public school personnel, meet monthly or bimonthly to discuss the underlying causes of AI/AN students' low academic performance and identify strategies for improvement. Thematic in discussions of causal factors are (a) poverty, (b) a lack of culturally appropriate instructional materials and culturally competent counselors, mentors, teachers, and tutors; and (c) pervasive perceptions among both students and parents that college and career opportunities are severely restricted. Recurring suggestions for improvement include increased parental involvement in AI/AN students' education and increased resources to train and hire professional counselors, mentors, teachers, and tutors responsive to the specific needs of AI/AN students. In addition, there is a need for parents, schools, and Tribal personnel to work together in cultivating a college-going culture—one that enables AI/AN students to explore career opportunities and identify options for community college and university programs that will prepare them to advance along a variety of realistic and well-planned career paths.

Community stakeholder discussions and results of a 2014 Tribal Survey on needs for culturally responsive curricula led to the Tribe's 2016 Needs Assessment for K-12 Education

(see Attachment B). The first theme corresponds with a 2014 White House Report that declared, "Native youth—and Native education—are in a state of emergency." Leading causes of low academic performance included the lack of culturally relevant curriculum and culturally competent staff who understand how to reach Native youth (Native Youth Report, 2014).

More recently, the National Science Board's science and engineering indicators for 2016 confirmed what has been known for decades: AI/ANs are grossly underrepresented in STEM fields (<http://www.nsf.gov/statistics/2016/nsb20161/#/report/chapter-3/women-and-minorities-in-the-s-e-workforce/minorities-in-the-s-e-workforce>). Increased STEM field representation is critical to the future survival of the Karuk Tribe. In the remote, mountainous mid-Klamath River region, economic development opportunities continue to be natural resource driven. The 2012 Karuk Comprehensive Economic Development Strategy (CEDS) identified co-management of federal lands within the Karuk aboriginal territory and environmentally sustainable outdoor recreation and tourism initiatives among the Tribe's top five strategic priorities.

The foregoing analysis of academic barriers both in and out of school demonstrate the need to address internal and external barriers to primary, secondary, and post-secondary academic achievement among Native youths. The proposed *Karuk Pikyav Field Institute Project* has grown out of an unprecedented community-wide partnership through which the Karuk Tribe's Education Program, Department of Natural Resources (DNR), TANF Program, and Tribal Employment Rights Office (TERO) will collaborate with small rural schools to improve the educational experiences and academic performance of AI/AN and other students. The project utilizes approaches that strengthen and support the cultural identities of Tribal youths and, at the same time, are relevant to needs and opportunities within local rural communities. It addresses specific gaps and weaknesses in community services, infrastructure, and opportunities for our

Native youths and therefore is consistent with the FY 2016 Demonstration Grants for Indian Children's *Absolute Priority* for Native Youth Community Projects. In addition, *Competitive Preference Priority One* is met by serving the small rural communities of Orleans, Some Bar, Forks of Salmon, and Happy Camp, California, and partnering with LEAs eligible under the Small Rural School Achievement and Rural and Low-Income Schools (RLIS) programs. *Competitive Preference Priority Two* is met by the Karuk Tribe's lead role in the project. In addition, the Karuk Tribe's DNR provides environmental education programs funded by the U.S. Department of the Interior (e.g., the Klamath Basin Tribal Youth Project and the Karuk Environmental Education Program) to targeted schools, aligning the project with *Competitive Preference Priority Three*.

2. Opportunities in the Local Community to Support Indian Students

The Karuk Tribe's K-12 Nanu'avaha Curriculum¹ has been adopted by the school boards of three public school districts. Reported outcomes have included increased student engagement, willingness to complete lesson assignments, and a changing dynamic with "at risk" student populations. Local preschools, elementary schools, and high schools participating in DNR's environmental education classes have expressed overwhelming support for expanding culturally relevant materials, classes, and activities targeting AI/AN students. The Karuk Tribal Council, Tribal Education Department, the Indian Parent Committees active in all three primary service areas, as well as a host of Karuk cultural practitioners, have helped to inform our lessons and current environmental education strategies. All collaborators have expressed their continued willingness to contribute to classroom and field activities: these Traditional Ecological

¹ Originally developed as a culturally relevant and academically challenging K-12 Native Food System Curriculum that meets English Language Core California Curriculum Standards.

Knowledge (TEK)-supported and/or versed tribal role models are implementing sophisticated, time-tested knowledge and cultural practices developed since the beginning of time.

AI/AN youth represent the most underachieving racial group in the nation, and their absence from professional fields, especially in the natural sciences, is disheartening. The Tribe is in a prime position to change this trajectory: Professional Native role models currently lead the U.S.D.A. Forest Service and the Six Rivers National Forest. The Tribe continues to develop educational and vocational opportunities for tribal youth and has a commitment from the TANF Department to support these projects. We currently have contracted educators but *need dedicated staff* to implement the TEK- and Western science-based K-12 Nanu'ávaha curriculum in all local schools on a regular basis. Another opportunity for our youth is a high level of interest from outside agencies, including universities, non-profit organizations, and government agencies, to participate in research and demonstration projects in our very unique ecosystems. Increased human resources are essential to increase and sustain these activities and include more AI/AN students. Through the proposed *Pikyav Field Institute Project*, the Karuk Tribe will make significant improvements in the academic performance, college- and career- readiness, and college matriculation and retention rates of Karuk and other AI/AN students.

3. Existing Policies, Programs, Practices, Service Providers, and Funding Sources

The Tribe has a number of existing resources that can be leveraged to meet Project goals, in particular, programs and funding sources that now support the Department of Natural Resources (DNR). Founded with one employee in 1989, the DNR has become a multi-program department with as many as one hundred (100) employees during the wildland fire season—all sharing the common mission of protecting, promoting and preserving the cultural and natural resources and ecological systems upon which Karuk people depend for their survival. DNR is committed to

integrating the Tribe's cultural heritage and TEK into environmental education efforts for our tribal youth: *For thousands of years, we have continued to...ensure the appropriate relationship between people, plants, the land, and the spirit world. We share our existence with plants, animals, fish, insects, and the land and waters [and] are responsible for their well-being. Our ancestral landscapes overflow with stories and expressions from the past, which remind us of who we are and direct us to implement sound traditional management practices in a traditional and contemporary context* (DNR Eco-Cultural Resources Management Plan).

DNR's Eco-Cultural Resources Management Plan (ECRMP) outlines an integrated approach to adaptive resource management, linking Western science and TEK-driven research, ethnographic interviews, data collection and analysis to inform the Tribe's contemporary management scheme and environmental education programs. The ECRMP is the foundation upon which DNR has developed its Five- Year Strategic Plan (Karuk DNR Strategic Plan, 2015).

Over the past decade, DNR has built collaborative relationships to facilitate environmental education and workforce development opportunities for AI/AN youth, combining TEK with Western science in classroom and hands-on field activities, e.g., the Kaavíhvaans Project (a summer youth employment project in collaboration with the U.S. Fish and Wildlife Services, the BIA, and U.S.D.A. Forest Service); the Karuk-UC Berkeley Collaborative, which has dedicated and supported research for more than ten years at undergraduate through post-doctoral and faculty levels in the environmental sciences, related fields of law, and STEM-based education; the Klamath Connection Summer Immersion Program in collaboration with Humboldt State University (HSU), a major studies initiation into natural resources fields; and the Tribal Youth Science Workshop on Water (experiential education for four days each summer), in consultation and collaboration with the U.S. Geological Survey (USGS) and the College of the Siskiyous.

Currently the Karuk Tribal Education Department has U.S. Department of Education funding support from a 2015 Indian Demonstration Grant. Partnering with local high schools to create a “college culture,” this project also provides after-school activities, broad-scope career exploration, leadership development, and a supplemental education program in Grades 6-12 at three public schools to enhance the learning experiences of AI/AN and other students.

Local schools’ Title VII funding is used in different ways. In Yreka it supports an Indian Day Celebration and a few cultural activities at the elementary and middle schools, and, at the high school level, a College Tour. At Happy Camp, Orleans and Junction Elementary Schools, Title VII funding supplements support for Teacher’s Aide positions and classroom supplies.

Now in the fourth year of a five-year funding cycle, the multi-tribal, multi-agency USDA-funded Food Security Grant has enabled DNR to work toward achieving a sustainable food system that revitalizes healthy communities, restored healthy ecosystems, and a healthy economy grounded in TEK and traditional subsistence practices. These efforts include measuring and monitoring designated plots to document the efficacy of land management techniques on cultural food and fiber species; implementing and evaluating activities to teach Tribal members and school-age children about traditional resource management, food and fiber harvest, preparation and storage; and improving agro-forestry management to increase supplies of traditional foods.

Another objective was to develop a digital repository for documents related to the Klamath Basin’s current and past food system. Achieved in March 2016 with the official launch of the Sípnuuk Digital Library, Archives and Museum (Sípnuuk Website), the mission of Sípnuuk (storage basket) is to manage, share and enhance understanding of Karuk history, language, traditions, natural resource management, and living culture consistent with Tribal cultural protocols and the missions of the Karuk Tribe and its various departments.

Sígnuuk also serves local schools in accessing materials related to another Project relevant Karuk Food Security objective: the **Karuk Tribe K-12 Nanu'ávaha Curriculum**. Lesson content is derived from traditional and current resource management practices, especially as they affect food, fiber, and medicinal plant resources, as well as Karuk culture and history. All lessons meet the California Common Core Standards for English Language Arts and Literacy (California Common Core, 2013). DNR has leveraged many partnerships with higher education institutions, including UC Davis, UC Berkeley, HSU, and University of Oregon to secure valuable contributions to lesson content. Participating stakeholders also include three Indian Parent Committees, the Tribe's Education Department, and the Tribal Education Committee.

Another primary objective of the Food Security Grant is our operation of Seasonal Youth Camps, during which DNR collaborates with local schools to offer comprehensive multi-day activities focused on the Native foods and traditions important to each season of the year. These camps include guest speakers with TEK and western science backgrounds, food and fiber harvests, and food and fiber preparation activities within a culturally appropriate framework (see photos in Attachment C). Leveraged funding for these efforts currently includes the following:

- USDA Farm-to-School sub-award introducing Native foods and TEK into school-sponsored activities and developing diet-related diseases lessons for the Tribe's K-12 Curriculum.
- Charles Carter Wentz Foundation grant supports demonstrations by cultural practitioners and K-12 lessons, including a Native youth-produced video entitled "Fire and Acorns."
- Sierra Health Foundation grant supporting AI/AN student participation in kitchen activities (preparing healthy foods) and a Native Plant Demonstration Garden and Community Garden.
- IMLS Museum Services Grant supports intergenerational transfer of knowledge to AI/AN youth as well as cultural heritage preservation through digital activities.

The demonstrated success of DNR’s environmental education projects has led to many other competitive grant awards from federal agencies and private foundations: e.g., Bureau of Indian Affairs, US Fish and Wildlife Services, USDA Forest Service, and the National Endowment for the Arts. In the past year alone, we have met several requests for presentations about Sípnuuk and our K-12 environmental education projects at state, national, and inter-national conferences.

B. Quality of Project Design

1. Geographic Scope. Karuk people have lived in the mountainous mid-Klamath River region of northern California for thousands of years. With an Aboriginal Territory exceeding one million acres, our ancestors thrived in a subsistence economy supported by a strong culture-based commitment to



land stewardship. Practicing *Pikyav* (“fix it”) ceremonies, the Karuk people lived, worked, and educated their youth in more than one hundred villages along the Klamath and Salmon Rivers and their tributaries. The place-based *Pikyav Field Institute Project* is built upon this history. With a current enrollment of 3,748 members another 4,200 descendants, the Karuk Tribe is among the most geographically dispersed in the nation. The Tribe’s Service Area includes Orleans, Somes Bar and Happy Camp—all rural communities where K-12 students face the identified barriers to academic achievement and college- and career- readiness. Public schools specifically targeted by the proposed *Pikyav Field Institute Project* include Orleans Elementary (in Humboldt County’s Klamath-Trinity Joint Unified School District); Junction, Forks of Salmon, and Happy Camp Elementary Schools (three independent LEAs identified as SRSAs in Siskiyou County); and Happy Camp High School (in the Siskiyou Union High School District).

2. Project Goals. The Project’s overarching goal is to improve the academic performance and college- and career-readiness of AI/AN students in the Karuk Tribal Service Area. Based on the results of recent community needs assessments and current research (Attachment B and D) we will address issues that pose barriers to AI/AN student performance and academic motivation by pursuing the following goals:

a. To Improve Academic Performance.

Our goal is to support local schools and AI/AN students through regular implementation of culturally relevant and academically challenging lessons based on Karuk cultural heritage and Western science in the many focal areas of environmental education. For example, a recent event for local youth included the traditional harvesting of eels, whereby traditional stories about this important fisheries resource related to eel lifecycles in cultural and historical contexts. Our lessons encourage the participation of parents and Cultural Practitioners, and facilitate students’ ability to learn place-based history, science, and culture all in one lesson, an approach that is consistent with AI/AN students’ demonstrated preference for experiential indoor-outdoor learning environments (Zwick & Miller, 1996) and curriculum that is culture- and place-based (Barnhardt & Kawagley, 1999). Our curriculum is designed to meet California Common Core Standards, which were adopted to ensure that students are college- and career-ready by the time they graduate from high school. We will augment the current K-12 curriculum, which focuses on standards in reading, writing, speaking, listening, and language, and add lessons designed to meet the latest California-approved math and science standards, helping students achieve their college and career goals. In addition, we will improve the cultural sensitivity and STEM-related knowledge and skills of local school educators through a *Pikyav Field Institute*-led cultural sensitivity and curriculum training program for K-12 teachers, an approach consistent with

research recommendations for community-based learning experiences which involve immersion in multicultural settings, and interventions at a program level that include field experience and multicultural curriculum (Sleeter 2001; Talley 2016).

b. To Improve College- and Career-readiness. Together with our project partners, we will facilitate experiential natural resource and culture-based trainings and workforce development opportunities for Tribal youth as an extension of our K-12 Curriculum. Early engagement in college and career preparation increases the likelihood of success in college and career paths (Wyatt, Smith & Proestler, 2014). Based on current and future opportunities for careers in the natural resources, this goal is informed by Tribal youths' expressed desire (82% of students surveyed) to return to/remain in the area following high school graduation. It also aligns with Goal 3 of the Karuk DNR Strategic Plan: To build capacity within the Tribe to address identified program needs, provide for long-term co-management within Karuk Ancestral Territory and homelands, and address high rates of unemployment and poverty among the tribal membership.

To increase AI/AN students' career and college motivation, we will invite students from HSU's Indian Natural Resource, Science, and Engineering Program to participate in on-site Project trainings, and facilitate AI/AN high school students' participation in HSU's American Indian College Motivation Day, held annually in the first week of November. The Day features recruiters from numerous California and Oregon colleges and universities, as well as workshops specifically targeting high school freshman, sophomores, juniors, and seniors. We will also make one trip to University of California Berkeley, to attend their CalDay event in April and meet with other AI/AN students and faculty members. By the time they are ready to matriculate, students will have learned about various major subject areas, the careers aligned with those majors, available financial aid and scholarships, and how to apply to college.

c. To Reconnect Tribal Youth with **Cultural Heritage**. An ongoing goal of DNR and various tribal departments is to meet the expressed desire of all 124 students surveyed, and the communities' and school districts' requests to continue cultural heritage-based educational opportunities. Over the past four years, the USDA Food Security Project's opportunities have included workshops dedicated to learning and teaching about Karuk traditional foods, fibers, medicinal plants, and traditions. Seasonal youth camps have been very successful, providing local school students with field experiences corresponding with our Tribal K-12 curriculum. Continuing these camps beyond the end of Food Security Grant funding in August 2017, and extending the summer camp for students ages 15-18 and the fall camp for students ages 12-14, are activities inspired by past experiences and identified community, tribal department, and local school needs. This goal will improve AI/AN students' self-esteem and their understanding of important connections between K-12 lesson content, tribal identity and responsibilities, and academic achievement related to their personal career and college goals (Fox, 2006).

3. Objectives

a. **Pikyav Field Institute Capacity Building**. Consistent with DNR's Strategic Plan, the project will build capacity by establishing the Pikyav Field Institute—a capacity-building need that has grown over the past decade. New grant-funded positions will include:

- 1 FTE: Pikyav Field Institute Program Manager (Project Director)
- 1 FTE: K-12 Environmental Education Coordinator (K-12 Coordinator)
- 0.25 FTE: Environ. Workforce Devel./ Internships Coordinator (Workforce Coordinator)
- 0.1 FTE: Environmental Higher Education Coordinator (Higher Ed. Coordinator)
- 0.05 FTE Administrative Operations Manager

New positions will be filled according to Karuk Personnel Policies and Procedures, which include Indian Preference in hiring. In addition to Project staff, we will contract with our Mid Klamath Watershed Council (MKWC) partners to provide western science-based field and classroom experiences on a host of resource identification and monitoring skills. It is in the mutual interests of MKWC and DNR to coordinate environmental education programs in order to expose both Native and non-Native students to the combined strengths of western science and TEK. We will supplement K-12 lessons, as well as workforce development training and higher education modules, with input and demonstrations by our TEK-versed cultural practitioners.

b. Project Management. The proposed Project will support and expand upon existing partnerships and agreements. The Project Director will coordinate Project activities, perform community outreach, ensure grant oversight, supervise the K-12 Coordinator, Higher Education Coordinator and Workforce Development/Internships Coordinator, and work with collaborating institutions, agencies and practitioners to further refine, enhance, and sustain the Project.

Activities and Outcomes: The Project Director will communicate weekly with targeted schools, partners/institutions, and guest speakers to schedule at least 80 K-12 lessons and at least 8 field trips for 120 K-12 students per year for hands-on experiences with resource management strategies. Yearly, the Project Director will mentor an estimated 16 tribal youth in more than 60 activities regarding environmental science careers. Workforce and K-12 Coordinators will work with 7 DNR and 3 MKWC staff to provide more than 10 meaningful hands-on classroom and field activities per year for at least 120 K-12 students, and 16 land management field activities for at least 8 tribal youth employees and at least 8 summer camp youth. Additionally, the Higher Education Coordinator will work with at least 3 partnering academic institutions to coordinate summer environmental education projects benefitting AI/AN students. The academic

performance of 50 AI/AN students will improve measurably, based on such indicators as improved attendance, engagement, and lesson assignment completion; grade reports; and expressed interest in STEM-related fields as college and/or career goals by the end of the third and fourth funding periods.

Outreach: Quarterly, the Project Director will collaborate with at least 2 tribal departments, 1 academic institution, and 1 NGO to perform Project outreach. Twelve (12) publications will be developed and 24 hours of informal outreach given for grant-related and associated projects.

Oversight: Throughout the funding period, the Project Director will work with the Administrative Operations Manager to ensure that all grant objectives are successfully achieved.

Project Sustainability: It is the goal of DNR and the Tribal Education Department to pursue accreditation of the Karuk Pikyav Field Institute as a holistic primary and secondary Indian education facility. This would facilitate sustainable funding opportunities for AI/AN youth; increase students' understandings of issues related to natural resources in a place-based setting; and establish eligibility for funding off-campus environmental education programs developed with partnering academic institutions, including pre-college credit for accredited field seminars. One option to pursue will be a tribally administered and accredited charter high school, including residential accommodations for AI/AN youth living outside the service area. This would not only would offer challenging and culturally relevant curricula, but also integrate traditional forms of environmental education, including learning from Elders and through experience.

We have already have begun a dialogue with UC Berkeley Cooperative Extension Office partners that may lead to placing a USDA Cooperative State Research, Education, and Extension Service program representative for Higher Education and Research at the Karuk DNR, and our long-term goal is to access grant funds available to land-grant institutions such as the Children,

Youth and Families at Risk and the Federally Recognized Tribes Extension Program. This may be possible through culturally relevant programs developed collaboratively with existing UC Cooperative Extension partners, or by exploring avenues through which the Tribe can achieve land-grant status as a tribal institution, e.g. the 1994 Land Grant Institutions (1994s Extension, 2012). Realistically achievable outcomes in the proposed Project period include formalizing agreements with 3 partnering institutions to host environmental education opportunities, such as summer field research projects and K-12 STEM-related data collection activities.

The TANF program has committed to collaborating with DNR to support Workforce Development services to assist AI/ANs in acquiring the skills and knowledge needed to pursue employment in the field of natural resources. Project funding for this position will be tied directly to establishing a workforce development program for the Project's targeted AI/AN youth and integrating these activities into a sustainable TANF-funded Workforce Development Project. Additional funding will be solicited for forest stewardship and wildland fire management trainings for AI/AN youths in partnership with federal, state, and tribal government agencies, as well as non-governmental organizations and academic institutions.

Academic Performance

c. Teacher Trainings. In 2015 the Tribe conducted three Nanu'ávaha Curriculum Trainings for public school teachers and administrators in two LEAs to support effective implementation of the Tribe's K-12 Curriculum. Cultural sensitivity was addressed throughout each 1.5-hour training session, and tribally developed handouts provided background information on the Karuk Tribe, as well as a guide to cultural sensitivity when working with Native communities. Building on stakeholders' feedback on the value of trainings for our local teachers (see Attachment B), we will develop expanded training modules that focus on cultural

sensitivity, our K-12 Curriculum, and relevant STEM content. Training will be tailored to various grade levels for implementation by project staff at all participating schools. Proposed are three training modules each (for teachers of K-3, 4-8, and 9-12 grade levels), to be implemented in each Project year in three targeted school districts (for total of 9 trainings per year).

d. K-12 Lessons. The Project Director will develop Memoranda of Agreement (MOAs) with four (4) targeted LEAs to formalize implementation of environmental education lesson plans inside and outside the classroom, and assist in engaging cultural practitioners. Each project year, the K-12 Coordinator will schedule and implement at least 80 K-12 Curriculum lessons for students in targeted schools, 10 classroom and 8 field activities for hands-on experiences with land and resource management and monitoring strategies. Each summer, the K-12 Coordinator will design 4 new lessons on climate change and invasive species, including STEM-related activities, and added to the existing K-12 Curriculum for a total of 16 new lessons. While these efforts previously focused on the California Common Core Standards (CCCS) for English-language arts, the new lessons will focus on Next Generation Science Standards (CDE, 2013) and CCCS for Mathematics (CDE, 2013). Lesson objectives will include measuring and monitoring designated plots to document the efficacy of land management techniques on the quantity and quality of cultural food and fiber species; measuring and documenting water quality and quantity throughout the year in collaboration with DNR's Water Quality Division; implementing and evaluating events and activities to inform the tribal community on traditional land and resource management, food and fiber harvest, preparation and storage; and improving agro-forestry management to increase supplies of traditional foods.

College- and Career- readiness. Over 90% of the AI/AN youths currently attending K-8 classes voiced interest in attending college; yet according to reports, many of these do not

actually do so. Currently, however, 82% of targeted youths are committed to working and raising families in our area at some point after high school graduation (based on questionnaire feedback). Designing K-12 Curriculum lessons around the California Standards for science and math, and balanced with TEK, will further our AI/AN students' college and career readiness. With improved academic performance, increased exposure to college opportunities, AI/AN college students and AI/AN professionals, and growing perceptions of college as an attainable goal—we expect our AI/AN students' interest in college to increase measurably.

e. Workforce Development. Throughout the four-year funding period and beyond, DNR will strengthen partnerships with the Tribe's Education and TANF Departments, at least 4 federal agencies and 1 NGO to facilitate youth-focused education and workforce development in natural resource-related restoration and revitalization. The Workforce Coordinator will work closely with the Karuk TANF program to develop trainings and internships for AI/AN youth to acquire marketable skills in traditional land management practices; at least 16 field activities will prepare them for participation in projects supported by inter-agency collaborations, such as the Western Klamath Restoration Partnership project, Roots and Shoots Understory Rx project, and Prescribed Fire Training Exchange program.

f. Higher Education Opportunities. Expanding upon years of pilot programs supporting college field experiences, the Higher Ed. Coordinator will leverage partnerships with academic institutions to coordinate summer off-campus satellite programs and facilitate college credit opportunities and placements for AI/ANs in Grades 10-12 pursuing studies in the fields of natural resources and environmental sciences. Building upon a number of successful pilot projects that have been implemented in collaboration with multiple post-secondary institutions and agencies, this objective will optimize environmental education for AI/AN students based on

values in the ECRMP. It also will build tribal capacity for Native Americans to assume leadership roles in furthering the mission of the Karuk Tribe and DNR. One example is the Humboldt State University (HSU)-led project entitled “Klamath Connection” in which freshman students enrolled in life science courses spend time with DNR in the fall and spring semesters to learn from western scientists, DNR tribal staff and TEK experts on biology, botany, fisheries, and wildlife topics and hands-on data collection skills. HSU has committed to inviting AI/AN students to participate in these on-site activities, as well as to spend follow-up days at HSU to process data in college labs and tour the campus.

By the end of project, DNR will have formalized partnerships with at least 3 universities to provide off-campus satellite programs and college readiness programs for secondary school students to earn college credit for participation in the *Pikyav Field Institute’s* on-site summer seminars. Projects designed to contribute to the revitalization of cultural species by restoring traditional land and resource management regimes and monitoring changes in condition through both Western science and traditional ecological knowledge-based methods will be highlighted.

Cultural Heritage. Teaching AI/AN students and their teachers about their tribal cultural heritage and practices is embedded throughout the *Pikyav Institute Project* objectives, including:

g. Seasonal Youth Camps. In the first Project year, the Seasonal Youth Camps will be supported by the final year of the USDA-funded Food Security Grant. Working with Food Security staff, the Project Director will design its Seasonal Youth Camps based on their experience as well as on the input and feedback of tribal staff, parents of AI/AN students, and local educators. Year 2 *Pikyav Field Institute Project* activities for this objective are:

- 2 three-day fall “camps” located between Happy Camp and Orleans targeting middle school aged students and dedicated to Native food harvest, e.g. tan oak acorns and salmon;

- 3 winter “day camps” (one at each major population center) focusing on traditional forms of teaching cultural heritage, e.g. story-telling and making regalia and weaving baskets;
- 3 spring “day camps” located at sites near the Happy Camp and Orleans service areas that impart the TEK of managing cultural resources, e.g. preparing sites for cultural burning, imparting oral traditions, and “digging” for roots, bulbs, and corms; and
- 1 week-long summer camp targeting high-school students that leverages funding from the Education Department to support camp-sites, camp supervisors, and food provisions. One summer camp topic of particular significance is cultural fire as a traditional tool for natural resource management, its place in the Karuk ceremonial calendar, its use in traditional sweathouse healing, and its adversarial counterpart: modern day wildfires². Other topics leading the design of summer camps could be the sacred High Country: its unique ecosystem, climate change considerations, cultural significance, and related TEK. Selection of sites for the summer camps will depend upon prevailing outdoor conditions.

4. Outcomes, Relevance, and Synergies.

In terms of predicted outcomes of implementing our Nanu’ávaha curriculum, it has been widely asserted by multicultural education scholars that pedagogical approaches which ignore or devalue students’ diverse backgrounds are strongly associated with cultural discontinuity, low self-esteem, and poor academic achievement (Castagno and Brayboy, 2008). Given those findings, we anticipate higher self-esteem, healthy identity development, and measurable

²For thousands of years, Karuk and other Indigenous peoples used fire as a tool to regulate and maintain the health of the ecosystem as a natural process. Starting around the early 1900s, Federal Policy implemented an aggressive fire suppression strategy that has led to “megafires (Parker, L. 2015)” due to the build-up of excessive brush, debris, dead trees and limbs, etc.

proactive engagement and behaviors within the classroom resulting through increased implementation of our curriculum. Additionally relevant to *improving academic performance*:

- Strengthening/expanding collaborations with our stakeholders to prepare 12 outreach publications promoting participation by community members, AI/AN students, and public school personnel in school- and field site-based project activities per year.
- Providing at least 24 hours of informal outreach to AI/AN youth via word-of-mouth and social media networks about project activities and associated projects per year.
- Developing 4 new STEM-based environmental education lesson plans based on California Curriculum Standards for implementation in at least four K-12 public schools per year.
- Developing and implementing 3 tribal culture-based curriculum training modules for participation by at least 10 teachers at 3 K-12 public schools for a total of 9 trainings/year.

Outcomes relevant to *improving college- and career-readiness* include:

- Developing and implementing 10 hands-on classroom and 8 field activities for hands-on educational experiences with land and resource management and monitoring strategies, e.g. climate change indicator monitoring (CoCoRaHS precipitation or Nature's Notebook).
- Implementing at least 80 K-12 Curriculum lessons for students in targeted schools per year.
- Developing workforce development opportunities that result in 16 natural resource- and culture-based field activities for participation by at least 8 AI/AN youth employees each year, e.g. noxious weed removal, fish passage and habitat improvement, water quality sampling.
- Collaborating on and facilitating at least 2 academic partner led STEM-field related workshops/seminars open to participation from local AI/AN high school students each year.
- Mentoring an estimated 16 AI/AN youth in more than 60 mentoring activities per year regarding natural resource- and environmental science career and college opportunities, and

facilitating connections between youth and tribal staff; professional partnering staff, and upper-division or graduate-level AI/AN college students in STEM fields when applicable.

Outcomes relevant to *reconnecting Tribal youth with cultural heritage* include:

- Conducting 9 seasonal youth camps each year, including 2 fall and 1 summer multiple-day camps, and 3 spring and 3 winter “day camps,” focused on topics such as Native foods, cultural resource management, and traditional uses of fire in land stewardship practices.
- Participation by at least 5 TEK-versed cultural practitioners in multiple project-related indoor and outdoor environmental education activities each year.

C. Quality of Project Personnel

On an interim basis—while new positions are advertised and new personnel are selected—the *Pikyav Field Institute Project* Director position will be filled by the current Food Security Project Coordinator, and the K-12 Coordinator position will be filled by the current Environmental Education Coordinator (see resumes in Attachment VIII). Lisa Hillman has been the Food Security Project Coordinator for the Karuk DNR since 2013 and an educator since 1992. Her current duties and responsibilities include all of the coordination, management, and reporting activities related to the Food Security Project, as well as managing several other supplemental grants. Active in her Native Karuk culture and language, Ms. Hillman has a Master’s Degree in Education and is a regular volunteer at the Tribe’s Panámnik Community Computer Center.

Project-supported staff will include the following (Position Descriptions in Attachment VIII): 1 FTE: Field Institute Program Manager (Project Director); 1 FTE: K-12 Environmental Education Coordinator (K-12 Coordinator); 0.25 FTE: Environ. Workforce Devel./ Internships Coordinator (Workforce Coordinator), and a 0.1 FTE: Environmental Higher Education Coordinator (Higher Ed. Coordinator).

TANF has committed to funding additional Workforce Development services to eligible clients. In addition, UC Cooperative Extension Specialist Dr. Jennifer Sowerwine is working toward having a Higher Education Coordinator funded through the UCCE Office. Should funding not be secured for this position, we will add the duties of this 0.1FTE position to another Project-related position as noted in the Position Descriptions. Administrative support for Project staff is secured—the Project-funded 0.05 FTE will support dedicated time from the DNR Administrative Operations Manager to ensure Project compliance.

In addition to new positions, staff will be supported by the Karuk Tribe’s Chief Financial Officer, Contract Compliance Specialist, Education Committee, and two External Evaluators.

Laura J. Mayton, CPA, Chief Financial Officer since 2002, is responsible for ensuring the financial integrity of the Tribal government by recommending, implementing and enforcing sound fiscal management policies and procedures. A member of the Management Team, Ms. Mayton trains and supervises the Fiscal Office staff and serves as the Tribe’s principal liaison with external agencies, including federal contracting officers and auditors. A Karuk Tribal Member, she graduated *Magna Cum Laude* from Humboldt State University in 1985 with a Bachelor of Science in Business Administration and a minor in Psychology (Attachment VIII).

Contract Compliance Officer Emma Lee Perez has held professional positions of increasing responsibility with the Karuk Tribe since 2008 after earning a Bachelor of Arts in Organizational Communication Studies with a minor in Conflict Resolution at California State University, Chico, in 2005. Ms. Perez provides broad planning and project development support, as well as general oversight to ensure that grant-funded programs meet their objectives, submit reports timely, and comply with applicable governmental regulations and audits (Attachment VIII).

Consistent with Karuk Tribal Employment Rights Ordinance (TERO), the federal Indian Preference Act of 1934 (Title 25, USC, Section 47), Section (b) of the Indian and Self Determination and Education Assistance Act and the Dep. of Education’s General Education Provisions Act (Section 427 of GEPA), we encourage applications for employment from Tribal members, other federally recognized AI/ANs, and other members of groups that traditionally have been underrepresented based on color, national origin, gender, age, and/or disability.

D. Adequacy of Resources

The Karuk Tribe’s Organizational Chart (Attachment E) depicts our member services: health care; educational assistance; social services; housing; childcare; community and economic development; natural resource protection; and public facilities and infrastructure development. Based upon its demonstrated capacity to manage multiple federal and state grants and contracts with consistently favorable audits, the Tribe earned self-governance status under the provisions of the Indian Self-Determination Act in 1996. In the fiscal year ending September 30, 2015, the Tribe managed more than \$23 million in federal and state grants and contracts.

The Tribe’s general membership elects the nine-member Karuk Tribal Council to staggered, four-year terms. Current members are Russell “Buster” Attebery, Chair; Robert Super, Vice-Chair; Michael Thom, Secretary/Treasurer; Alvis Johnson; Sonny Davis; Renee Stauffer; Arch Super; Joshua Saxon; Elsa Goodwin (Attachment F). Our current Indirect Cost Rate Agreement, proof of federal recognition, and signed Tribal Resolution are provided in Attachment F.

The *Pikyav Field Institute Project* has the support of numerous Tribal, public school, university, and community partners (Attachment G): *Lester Alford*, Director, Karuk TANF Program; *Steve Van Ert*, Principal, Happy Camp High School; *Casey Chambers*, Principal, Happy Camp Elementary School; *Meredith Morehead*, Superintendent, Junction Elementary

School; *Jason Henderson*, Principal, Orleans Elementary School; *Christina Cafferata*, Administrator, Forks of Salmon School; *Thomas Carlson*, Professor of Integrative Biology, UC Berkeley; *Megan Mucioki*, Post-doctoral Researcher, UC Berkeley, University and Jepson Herbaria; *Jennifer Sowerine*, UC Cooperative Extension Specialist, UC Berkeley; *Amy Sprowles*, Professor, HSU; *Lonyx Landry*, STEM advisor to INRSEP, HSU; *Richard Cobb*, Assistant Project Researcher, UC Davis; *Frank Lake*, Research Ecologist, US Forest Service Pacific Southwest Research Station; and *Kari Norgaard*, Professor, University of Oregon.

Space for on-site classroom modules and staff offices in the Tribe’s DNR building has been made available through relocation of the TANF Program. The TANF Program and the Tribal Employment Rights Office (TERO) are funding a SmartClass™ digital system that will support education of AI/AN youth and staff-teacher training modules that utilize multimedia content.

E. Management Plan and Measurable Milestones

Goals & Objectives	Assigned Staff, Collaborators	Outcomes/Benefits
<p>a. To improve AI/AN academic performance. Qtr. 1:</p> <p><i>Build Capacity</i> - Recruit/hire new Project staff, set up offices.</p> <p>-Initiate Project outreach to schools, MKWC, cultural practitioners and collaborators.</p> <p>-Develop or renew MOAs with at least 5 LEAs and schools.</p> <p><i>Each Project Year:</i></p>	<p>-DNR Deputy Director, Human Resources Manager, TERO</p> <p>-Interim/ Project Director with targeted LEAs, MKWC, parents, and community partners (p. 28).</p> <p>-Project Director, LEA super-intendents, school principals.</p>	<p>-Established <i>Pikyav</i> Field Institute.</p> <p>-Strengthened/expanded collaborations with Project stakeholders.</p> <p>-Formalized agreements in culture-based education.</p>

Goals & Objectives	Assigned Staff, Collaborators	Outcomes/Benefits
<ul style="list-style-type: none"> -Develop 3 quarterly outreach publications (12/year). -Provide 3 culture-based teacher trainings at 3 schools (9/year). - Consolidate existing lessons with STEM lessons (4/year). -Develop weekly schedules and deliver 80 K-12 environmental education lessons among 5 participating public schools. -Develop annual plan, facilitate 10 classroom and 8 field lessons to enrich K-12 Curriculum. -Provide 60 STEM field mentoring activities to 16 AI/AN high school students. 	<ul style="list-style-type: none"> -Project Director, other Project Staff, and community partners. -Project Director, school admin. and teachers, K-12 Coordinator. -Project Director, K-12 Coordinator -Project Director, K-12 Coordinator, public school teachers, cultural practitioners, and community partners. -Project Director, teachers, K-12 Coordinator, partners, and cultural practitioners. -Project Director, counselors, teachers, K-12 and Tribal Education Coordinators. 	<ul style="list-style-type: none"> -12 <i>Pikyav</i> Field Institute outreach publications. -3 sets of training materials; teacher feedback surveys. -4 culture-based and CCC standard STEM lesson plans. -Average of 8 lesson plans per month implemented in schools; feed-back surveys from students and teachers. -18 experiential indoor/outdoor education activities; student and teacher feedback. -16 students' engagement and parent requests confidentially documented.
<p>b. To improve AI/AN College- and Career- Readiness.</p> <p><i>Each Project Year:</i> -Deliver 80 K-12 environmental education lessons at 5 schools.</p> <p>-Develop annual schedules;</p>	<ul style="list-style-type: none"> -Project Director, teachers, K-12 Coordinator, partners and cultural practitioners. -Project Director, teachers, K-12 	<ul style="list-style-type: none"> -Average of 8 lesson plans per month implemented; lessons evaluated by schools. -18 experiential indoor/out-

Goals & Objectives	Assigned Staff, Collaborators	Outcomes/Benefits
<p>facilitate 10 classroom and 8 field hands-on activities.</p> <p>-Invite AI/AN college students in STEM majors to on-site experiential trainings.</p> <p>-Arrange 2 college tours for 12 AI/AN high school students.</p> <p>-Arrange and facilitate 2 summer enrichment programs for AI/ANs in Grades 10-12 at CA/OR partnering universities.</p> <p>-Enable 16 field activities for 8 AI/AN youth employees.</p> <p>-End of Year 4, develop MOAs with 3 universities for college-based, accredited programs for AI/AN high school students.</p>	<p>Coordinator, partners and cultural practitioners.</p> <p>-Higher Ed. Coordinator, HSU students and staff and students, other CA/OR universities.</p> <p>-K-12 Higher Ed. Coordinator, university students and staff.</p> <p>-K-12 Coordinator, Happy Camp High School, CA/ OR partnering universities offering AI/AN scholars' programs.</p> <p>-Workforce Coordinator, DNR, TANF, and TERO staff.</p> <p>-Project Director, Higher Ed. Coordinator and partnering universities.</p>	<p>door education activities; evaluative feedback.</p> <p>-K-12 students see AI/AN college student role models; see college as attainable goal.</p> <p>-AI/AN students informed on college needs and support.</p> <p>-AI/AN students exposed to natural resource and environ. education programs at multiple universities.</p> <p>-AI/AN students gain work experience in STEM-fields.</p> <p>-Project sustainability; AI/AN students gain college credit for TEK and STEM-based environ. education.</p>
<p>c. To reconnect Tribal Youth with their Cultural Heritage.</p> <p>Each Project Year: -Implement seasonal AI/AN youth camps:</p> <ul style="list-style-type: none"> • 2 three-day fall camps 	<p>In Year 1, Project Director with AI/AN students and parents, local educators, and Food</p>	<p>AI/AN students will continue to learn about the health and nutritional benefits of Native</p>

Goals & Objectives	Assigned Staff, Collaborators	Outcomes/Benefits
<p>between Happy Camp and Orleans on Native foods for K-8 grade students;</p> <ul style="list-style-type: none"> • 3 winter day camps in three locations on oral traditions (songs and stories) and processing Native foods. • 3 spring day camps on the TEK of managing edible cultural resources and related oral traditions. • 1-week summer camp for AI/AN high school students on advanced topics; e.g. cultural uses of fire; sweat-house healing; climate change impacts. 	<p>Security staff and resources, including cultural practitioners.</p> <p>In Years 2-4, AI/AN youth camps will continue under <i>Pikyav</i> Field Institute and oversight by Project Director, in collaboration with K-12 Coordinator, AI/AN students and parents, local educators, DNR and Tribal Education staff, and community partners, including AI/AN college students and at least 5 TEK-versed cultural practitioners each year.</p>	<p>foods, including gathering and processing methods, from Project and DNR staff, and at least 5 TEK-versed cultural practitioners. TEK-based environmental education opportunities for AI/AN youth will transition from the USDA-funded pilot project to the <i>Pikyav Field Institute Project</i>, where it will be expanded to include more indoor/outdoor experiential education components, more AI/AN K-12 students, and more participating public schools.</p>
<p>d. To strategize for long-term sustainability of TEK-based and STEM-related environmental education for AI/AN youth.</p>	<p>-Project Director, K-12 Coordinator, Tribal Council, Tribal departments, community and university partners and other stakeholders.</p>	<p>By Year 3, at least 2 sources of long-term funding found. By Year 4, a realistic strategy for sustaining a Tribally-led education institute in place.</p>

Goals & Objectives	Assigned Staff, Collaborators	Outcomes/Benefits
<p>e. External Evaluation <i>Qtr. 2:</i></p> <p><i>Secure External Evaluator</i></p> <p>-Develop scope of work, solicit statements of qualifications, project evaluation histories, and bids from professional evaluators.</p> <p>-Screen bids; conduct interviews; and retain external evaluator.</p> <p>-Convene initial meeting to design evaluation tools and plan (e.g., annual Project monitoring visits; feedback forms to teachers, students, parents, and partners; community surveys on <i>Pikyav</i> Field Institute perceptions.</p> <p>-Finalize and implement the External Evaluation Plan.</p> <p><i>Each Project Year</i></p> <p>-Conduct semi-annual External</p>	<p>-Project Director</p> <p>-Project Director, DNR Deputy Director, TERO and HR Manager</p> <p>-Project Director, External Evaluator, Project Staff</p> <p>- External Evaluator, Project Director and assigned staff.</p> <p>-External Evaluator with Project</p>	<p>-Qualified External Evaluator is retained.</p> <p>-External Evaluation Plan is finalized for implementation; evaluation tools are designed; data collection methods are determined.</p> <p>- External Evaluation Plan is implemented.</p> <p>-Semi-annual External</p>

Goals & Objectives	Assigned Staff, Collaborators	Outcomes/Benefits
<p>Evaluation visits to (a) meet with Project stakeholders and community partners; (b) observe Project activities, (c) examine data collected/records kept for Project monitoring/evaluation purposes; and (d) provide feedback on progress and YTD outcomes, including the percentage completion of annual measurable objectives and significant increases in community collaborative efforts that promote college- and career- readiness of AI/AN students.</p> <p>-Draft annual external evaluation report and recommendations.</p> <p>-Review draft report.</p> <p>-Finalize external evaluation</p>	<p>Director, Project Staff, school personnel, AI/AN students and parents, MKWC and other community partners.</p> <p>-External Evaluator</p> <p>-External Evaluator, Project Director and Project Staff</p> <p>-External Evaluator</p>	<p>Evaluation visits conducted; Project mile-stones identified and verified; barriers to goal/objective achievement and strategies for overcoming them identified. Accuracy, appropriateness, and usefulness of Project-related data collection and AI/AN student records verified. The percentage completion of measurable objectives is documented and compared to targeted Project timelines; strategic recommendations are given by Evaluator.</p> <p>-Opportunities provided to clarify and correct errors.</p> <p>-Replicability determined of</p>

Goals & Objectives	Assigned Staff, Collaborators	Outcomes/Benefits
report and recommendations. -Submit external evaluation report to funder.	-Project Director with Contract Compliance Officer	the Project in other locations. -Grant reporting/compliance requirements are met.

A detailed and graphic Project timeline can be found in Attachment H.

Based on the foregoing Management Plan, the Project Director will conduct internal evaluations in preparation for annual reports to the U.S. Department of Education, and a contract External Evaluator will conduct objective assessments of progress in achieving milestones and outcomes. Project evaluation reports, as well as feedback from Project stakeholders, will inform the direction of the Project from year to year. At the end of each Project year, the Project Director will make necessary improvements to enhance portions of the project and/or develop new partnerships in order to maximize Project efficiency and sustainability, based on the advice of the U.S. Department of Education’s Native Youth Community Grant Manager.

The Karuk Tribe has designed the *Pikyav Field Institute Project* based on existing needs assessments conducted with the Tribal community and local public schools, and in consultation with Tribal Council and key personnel. In addition, parents of AI/AN students were surveyed at Indian Parent Committee meetings, as well as through public schools’ distribution of survey questionnaires. In addition, a public meeting was held to elicit feedback from parents of Indian students on the kinds of educational activities they would like the Karuk Tribe to provide. The Tribe’s Education Committee, Indian Parent Committees, and parent focus groups will be asked to respond to annual feedback surveys on their awareness of, and satisfaction with, the *Pikyav Field Institute*, as well as their suggestions for improvements in ensuing years.

Through continuing and expanding partnerships with local public schools, Tribal TANF, TERO, and partnering universities, we will be able to sustain many of the project activities beyond the life of the grant. Particularly sustainable are the standards-based, TEK-versed K-12 lesson plans and youth workforce development opportunities. We will continue to seek funding to maintain the Pikyav Field Institute through private foundations and other grant sources.

F. Quality of the Project Evaluation

Based on the foregoing Management Plan, the Project Director will conduct progress-oriented internal evaluations in preparation for annual reports to the U.S. Department of Education. Each Project year, a contract External Evaluator will conduct formative and summative assessments of progress in achieving Project outcomes, including impacts on AI/AN students' academic performance, college- and career-readiness, and interest in natural resource and environmental science-related college majors and careers. To facilitate determination of Project replicability in other locations, the External Evaluation also will include:

- Descriptions and analyses of accuracy of records and the validity of measures used to establish and report on AI/AN student participation by gender, grade level, and Project activity;
- Progress in achieving objectives delineated in the grant application;
- Obstacles encountered in achieving objectives; and
- Actions taken to remedy significant barriers impeding progress.

Both internal and external evaluation reports, including feedback from AI/AN parents, students, school personnel, and other stakeholders, will inform the direction of the Project from year to year. The Project Director will make needed improvements to enhance portions of the project and/or develop new partnerships in order to maximize Project efficiency, effectiveness, and sustainability, and will consult with the U.S. Department of Education's Native Youth Community Grant Manager as necessary to ensure Project success.

The Karuk Tribe has designed the *Pikyav Field Institute Project* based on existing needs assessments conducted in targeted Tribal communities and local public schools, and in consultation with the Tribal Council, partnering Tribal departments, and Indian Parent Committees located within the Project's geographic scope. As part of the external evaluation process, the Tribe's Education Committee, Indian Parent Committees, AI/AN students and parents, and the 9 Tribal Council members will be asked to participate in focus group discussions and/or respond to annual feedback surveys to determine their awareness of, and satisfaction with, the Pikyav Field Institute and to elicit their suggestions for improvements in ensuing years.

The Tribe will use its competitive contract bidding process to solicit proposals from qualified professional educators to conduct annual External Evaluations of the Pikyav Field Institute Project. We are anxious to understand the extent to which our Project-enhanced K-12 Nanu'avaha Curriculum, new STEM-related Curriculum, and Cultural Sensitivity Training Workshops for public school teachers will improve academic performance and career- and college-readiness of targeted AI/AN youth. Included in the Project evaluation will be the collection and analysis of data on students' acquisition of science skills and knowledge using indoor/outdoor experiential education to enhance culture- and TEK-based lesson plans. We will also identify changes in AI/AN students' behavior, including school attendance, classroom participation in general, and interest/performance in STEM-related learning in particular. Important in this process will be an evaluation approach that employs both participatory and conventional evaluation methods so that (1) the focus of the evaluation is shaped by community voices to ensure evaluation relevance and accuracy and (2) the evaluation provides quantitative data to inform annual and final reports on the Project's achievement of annual measurable

objectives, as well as significant increases in community collaborative efforts that promote the college- and career-readiness of AI/AN students.

Evaluation stakeholders, including Project staff, local public school teachers, counselors, and administrators, the Karuk Tribal Education Department and Advisory Committee, and local Indian Parent Advisory Committees, will be integrally involved in identifying evaluative areas of inquiry, potential data sources, and interpretation of evaluation findings. Upon award of the External Evaluation contract in Year 1, the Evaluator will review existing baseline data provided by participating schools, examine current research on the academic performance and career- and college-readiness of AI/AN students, review existing Nanu'ávaha Curriculum lessons, and engage with Karuk and public school educators to finalize the evaluation approach. By the end of the first Project quarter, the External Evaluator will submit draft evaluation questions for stakeholders' reviews; their comments and suggestions will be returned to the Evaluator within three months. These combined perspectives will shape the evaluation questions to be studied, according to unique community contexts and needs. Local knowledge and expertise will help to contextualize data collection and analysis, and inform action steps in each Project year.

The conventional evaluation approach will be used to obtain formative data on the project's delivery of envisioned environmental education services. The evaluation component will assess (1) effectiveness of the curriculum and cultural sensitivity trainings provided by Project staff to local educators, (2) academic performance of primary and secondary AI/AN students in both English-language arts and mathematics, and (3) indicators of career- and college-readiness among AI/AN high school students. The larger evaluation question framing this approach is "How do the delivery of our Nanu'ávaha lessons, teacher trainings, supplemental hands-on

indoor/outdoor experiential education activities, and “college culture” activities support the engagement, career- and college-readiness, and STEM-related self-identities of Native youth?”

To demonstrate the availability of qualified professionals who have expressed interest in bidding on the external evaluation contract, we are providing the resume of Karuk Tribal member Suzanne M. Burcell, MBA, MA Education (Attachment J). Ms. Burcell has dedicated her 35-year career to Indian/Tribal business, community, and economic development, focusing in the past 15 years on American Indian Education. Her professional experience includes serving as Director of the Indian Teacher and Educational Personnel Program and Director of American Indian Education at HSU, where she earned a Master’s Degree in Education with an emphasis in American Indian Higher Education. Ms. Burcell has done extensive research on “critical factors in the persistence and non-persistence of American Indian students in colleges and universities.” She has assisted the Karuk and Hoopa Valley Tribes in preparing multiple successful applications to the U.S. Department of Education under the Indian Education Discretionary Grants/Demonstration Grants for Indian Children Programs, as well as the Native American Career and Technical Education Grant Program. As Coordinator of the Hoopa College Success Program, she launched a successful program to improve the academic performance and college- and career-readiness of AI/AN students at Hoopa Valley High School. In addition Ms. Burcell has been an external evaluator and grant writer for the Hoopa Career and Technical Education Program and Hoopa AmeriCorps*TRCC Program, as well as an external evaluator for the Hoopa Tribal TANF Program’s Positive Indian Family Network/Wraparound Program.

Karuk Tribe's Pikyav Field Institute Project

Four Year Budget					
	Year 1	Year 2	Year 3	Year 4	Total
Personnel	Grant Fund				
Field Institute Program Manager (1FTE@ \$26/hr)	53,040	54,080	54,080	55,120	216,320
K-12 Environmental Education Division Coordinator (1FTE@ \$22-23/hr)	45,760	46,800	47,840	47,840	188,240
Environmental Workforce Development Coordinator (0.25FTE@\$22-23/hour)	11,440	11,700	11,960	11,960	47,060
Higher Education Coordinator (0.1FTE@22-23/hour)	4,576	4,576	4,576	4,576	18,304
Administrative Operations Manager (0.05FTE@ \$25-25.50 /hr)	3,500	3,570	3,570	3,570	14,210
Total	118,316	120,726	122,026	123,066	484,134
Fringe Benefits					
Field Institute Branch Manager	14,285	14,391	14,391	14,497	57,564
K-12 Env.Ed. Division Coordinator	13,543	13,649	13,755	13,755	54,702
Environmental Workforce Development Coordinator	3,711	3,738	3,764	3,764	14,978
Higher Education Coordinator	1,311	1,311	1,311	1,311	5,244
Administrative Operations Manager	925	932	932	932	3,722
Total	33,775	34,021	34,154	34,259	136,209
Travel/Training					
Local travel @ \$0.54/mile	2241	2241	2241	2241	8,964
Youth College Tours, 12 youth	4676	4676	4676	4676	18,704
Indian/STEM Education Conference	5039	5039	5039	3359	18,477
Project related meetings	4688	4688	4688		14,064
Total	16,644	16,644	16,644	10,277	60,210

Equipment					
2 laptops and docking stations	3,400				3,400
Multi-function printer	300				300
2 telephones	432				432
Dual monitor, projector, speakers	1,720				1,720
Total	5,852				5,852
Contractual					
External Evaluation	10000	10,000	10,000	10,000	40,000
MKWC	4000	4,500	4,500	4,500	17,500
Cultural Practitioners	1000	2,000	2,000	2,000	7,000
Total	15,000	16,500	16,500	16,500	64,500
Supplies					
Office and field supplies	1,450	1,254	1,254	1,254	5,212
Office furniture	1,816				1,816
Total	3,266				7,028
Direct costs	192,854	189,145	190,578	185,356	757,933
Indirect costs	59,158	60,363	61,013	61,533	242,067
Total	252,012	249,508	251,591	246,889	1,000,000

1,000,000

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Mrs.	First Name: Lisa	Middle Name:	Last Name: Hillman	Suffix:
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Address:

Street1:	39051 Highway 96
Street2:	
City:	Orleans
County:	Humboldt
State:	CA: California
Zip Code:	95556
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
530-627-3446	530-627-3448

Email Address:
lisahillman@karuk.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
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Karuk Tribe

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	118,317.00	120,726.00	122,026.00	123,066.00		484,135.00
2. Fringe Benefits	33,775.00	34,021.00	34,154.00	34,259.00		136,209.00
3. Travel	16,644.00	16,644.00	16,644.00	10,277.00		60,209.00
4. Equipment	5,852.00					5,852.00
5. Supplies	3,266.00	1,254.00	1,254.00	1,254.00		7,028.00
6. Contractual	15,000.00	16,500.00	16,500.00	16,500.00		64,500.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	192,854.00	189,145.00	190,578.00	185,356.00		757,933.00
10. Indirect Costs*	59,158.00	60,363.00	61,013.00	61,533.00		242,067.00
11. Training Stipends						
12. Total Costs (lines 9-11)	252,012.00	249,508.00	251,591.00	246,889.00		1,000,000.00

***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: 10/01/2015 To: 09/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Interior

The Indirect Cost Rate is 50.00%.

(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 # S299A160032

Name of Institution/Organization Karuk Tribe	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.	
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**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