

**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 # S299A160019**

**Grants.gov Tracking#: GRANT12173672**

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

Closing Date: May 31, 2016

## \*\*Table of Contents\*\*

Form	Page
<i>1. Application for Federal Assistance SF-424</i>	e3
<i>2. Assurances Non-Construction Programs (SF 424B)</i>	e6
<i>3. Disclosure Of Lobbying Activities (SF-LLL)</i>	e8
<i>4. ED GEPA427 Form</i>	e9
<i>5. Grants.gov Lobbying Form</i>	e10
<i>6. ED Abstract Narrative Form</i>	e11
<i>Attachment - 1 (1235-Abstract_Succss_In_Both_Worlds)</i>	e12
<i>7. Project Narrative Form</i>	e14
<i>Attachment - 1 (1250-Project_Narrative_YurokTribes_SuccessInBothWorlds)</i>	e15
<i>8. Other Narrative Form</i>	e51
<i>Attachment - 1 (1236-Area_to_Be_Served)</i>	e52
<i>Attachment - 2 (1237-Bibliography)</i>	e54
<i>Attachment - 3 (1238-Comm_Partnership_Agreements_Singed)</i>	e55
<i>Attachment - 4 (1239-Resumes_Key_Personnel)</i>	e63
<i>Attachment - 5 (1240-3_SchoolDistrict_MOU_Agreements_DataSharing_)</i>	e67
<i>Attachment - 6 (1241-Signed_Parent_Partnership_Agreements_3)</i>	e80
<i>Attachment - 7 (1242-Continuation_Activities)</i>	e86
<i>Attachment - 8 (1243-Data_Analized_Attachment)</i>	e87
<i>Attachment - 9 (1244-Four_School_Dist_Signed_Partnership_Agreements)</i>	e104
<i>Attachment - 10 (1245-FY15_IDC_Agreement_Expired)</i>	e112
<i>Attachment - 11 (1246-GEPA_Response)</i>	e116
<i>Attachment - 12 (1247-Indirect_Cost_Proposed_Letter_FY_2016)</i>	e117
<i>Attachment - 13 (1248-Job_Descriptions_Key_Personnel)</i>	e119
<i>Attachment - 14 (1249-Professional_Career_Mentor_Agreement)</i>	e139
<i>9. Budget Narrative Form</i>	e141
<i>Attachment - 1 (1234-Budget_Narrative_Success_In_Both_Worlds)</i>	e142
<i>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</i>	e158
<i>11. Form ED_524_Budget_1_3-V1.3.pdf</i>	e159

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

**Application for Federal Assistance SF-424**

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

* 3. Date Received: <input type="text" value="05/26/2016"/>	4. Applicant Identifier: <input type="text" value="ED-GRANTS-022916-002"/>
----------------------------------------------------------------	-------------------------------------------------------------------------------

5a. Federal Entity Identifier: <input type="text" value="U.S. DEPARTMENT OF EDUCATION"/>	5b. Federal Award Identifier: <input type="text" value="84.299A"/>
---------------------------------------------------------------------------------------------	-----------------------------------------------------------------------

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Yurok Tribe"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="68-0178020"/>	* c. Organizational DUNS: <input type="text" value="6229703660000"/>

**d. Address:**

* Street1: <input type="text" value="P.O. Box 1027 (for all mail)"/>
Street2: <input type="text"/>
* City: <input type="text" value="Klamath"/>
County/Parish: <input type="text" value="Del Norte"/>
* 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="95548-9382"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Jim"/>
Middle Name: <input type="text" value="Joseph"/>	
* Last Name: <input type="text" value="McQuillen"/>	
Suffix: <input type="text" value="Jr."/>	

Title: <input type="text" value="Education Director and Project Director"/>
-----------------------------------------------------------------------------

Organizational Affiliation: <input type="text" value="Yurok Tribe's Education Department"/>
---------------------------------------------------------------------------------------------

* Telephone Number: <input type="text" value="707-482-1350"/>	Fax Number: <input type="text" value="707-482-0760"/>
---------------------------------------------------------------	-------------------------------------------------------

* Email: <input type="text" value="jmcquillen@yuroktribe.nsn.us"/>
--------------------------------------------------------------------

**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:**

The Yurok Tribe's project will focus on a college and career readiness program which offers guidance, academic tutoring, career mentoring, and cultural activities to the target 5-12 grade students.

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="2,272,597.00"/>
* 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="2,272,597.00"/>

**\* 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  Paul Riecke	TITLE  Chairman
APPLICANT ORGANIZATION  Yurok Tribe	DATE SUBMITTED  05/26/2016

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Yurok Tribe * Street 1: P.O. Box 1027 (for all mail)    * Street 2: 190 Klamath Blvd * City: Klamath    * State: CA: California    * Zip: 95548 Congressional District, if known: 2		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> U.S Dept of Education	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix    * First Name N/A    Middle Name * Last Name N/A    Suffix * Street 1    * Street 2 * City    * State    * Zip		
<b>b. Individual Performing Services</b> (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		
<b>11.</b> 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: Paul Riecke * Name: Prefix Mr.    * First Name Thomas    Middle Name P * Last Name O'Rourke    Suffix Title: Chairman    Telephone No.: 707-482-1350    Date: 05/26/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160019

**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.**

## 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.

<b>* APPLICANT'S ORGANIZATION</b> Yurok Tribe		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: Mr.	* First Name: Thomas	Middle Name: P.
* Last Name: O'Rourke	Suffix:	
* Title: Chairman		
<b>* SIGNATURE:</b> Paul Riecke	<b>* DATE:</b> 05/26/2016	

## 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:

## **The Yurok Tribe's Success in Both Worlds**

### **Project Abstract**

The Yurok Tribe's grant proposal the "Success in Both Worlds Demonstration Project" has three major project components with a focus on a cohort of seventy American Indian ninth grade high school students and fifty middle school students from grade 6-8 that will be followed over four years. The Project has the following overall goals: 1) To increase the college and career readiness of the target American Indian students within the service region of Northern California that are adjacent to and on the Yurok Reservation. 2) To increase academic achievement rate, of the target students, within the students' core academic courses (with a C grade or better); and 3) to increase the percentage of the target students transitioning on into higher education, colleges and universities. 4) To provide a college and career readiness program to target students which connects their higher education plan to career opportunities by utilizing highly motivating and engaging activities.

The Yurok Tribe's program will offer academic tutoring, academic guidance, college preparation activities, a culturally based component using native language courses and cultural activities, as well as a career mentoring component to support the students on into the college, university and/or caree paths. The Yurok Tribe's Success in Both Worlds Program will partner with four public high schools, two middle schools and one K-8 school to implement its project. The Yurok Tribe will also partner with several American Indian professionals to provide career mentoring including job shadowing, career interviews, professional panels for the program students.

**The Yurok Tribe:** The Yurok Tribe is the largest tribe in the State of California numbering more than 6,000 members. The Yurok Tribe makes its home in the remote Northern California region. The region is rich in natural resources with many indigenous tribes sharing the region, including the American Indian tribes of the Karuk, the Tolowa, the Wiyot, and the Hupa that are neighbors to the Yurok people sharing similar cultural traditions. American Indian students from all of these northern California tribes have the possibility to be served by this project as the target cohort

**Total Target American Indian Ninth Graders in Cohort = 70 to be followed during the four years of this project. Participating schools include:** Del Norte High, 878 population with 102 American Indian students. Hoopa High, 252 population with 211 American Indian students enrolled. McKinleyville High, population 621 with 46 American Indian students enrolled. Eureka High school, population 1093 with a 59 American Indian students enrolled.

**Total of fifty (50) middle schools students will be served from the grades 6-8<sup>th</sup>.**

Crescent Elk Middle School has a population of 482 students and 70 American Indian enrolled. Jack Norton Elementary School is a Small Necessary School located on the Yurok Reservation and has 26 K-8 students with 18 American Indian students. McKinleyville Elementary School has 376 6-8<sup>th</sup> grade student with 36 American Indian students. Margaret Keating Elementary School K-7, with 92 students enrolled, is located on the Reservation and has 69 American Indian students at the school.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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

Yurok Tribe's Success In Both worlds Project

TABLE OF CONTENTS

NEED FOR THE PROJECT ..... 1

QUALITY OF THE PROJECT DESIGN DATA ANALYZED.....2

QUALITY OF THE PROJECT DESIGN .....4

AREA TO BE SERVED .....5

DEMONSTRATED CAPACITY.....8

GOALS AND OBJECTIVES.....16

QUALITY OF EXPERIENCE.....18

ADEQUACY OF RESOURCES .....20

QUALITY OF MANAGEMENT PLAN.....31

QUALITY OF PROJECT EVALUATION.....34

LIST OF ATTACHMENTS: Defined area to be served; GEPA requirements; needs assessment of other data analyzed; signed partnership agreements; evidence of capacity; Evidence of Indian parents Involvement (Signed agreements); Demonstration of research basis (in Narrative); continuation activities.

**The Yurok Tribe's Success in Both Worlds Program - A Native Youth Community Project**  
**The Need for this Project According to the Data Analyzed and the Project Design**

**Preparing the unprepared for college and/or career pathways:**

(i) According to figures from the State of California, Del Norte County, where much of the Yurok Reservation (Reservation) is located, recently received the highest ranking for poverty for all of the 58 counties. Recent census data indicates that 24% of families in the two county region live below the poverty level and 34% of American Indian families live below the poverty level (2009-2014 American Community Survey). Impoverished families often struggle in school, face high rates of unemployment, hopelessness, and other social problems. The Yurok Tribe (Tribe) recently declared a State of Emergency (November 2015) due to the high number of suicides (8) by young adults in sixteen months on the Reservation.

According to recent data analyzed for this project there are a great number of American Indian students in the Northern California region that do not complete high school on-time with their peers, are unprepared for college, and unprepared for a career. According to Dataquest state-wide reporting system at the California Department of Education, the cohort graduation rate for American Indians in Del Norte and Humboldt counties is 72% for the last three graduation years reported, compared to 82% for white students, and 80% for students overall in California during the same time period (source: Dataquest, California Department of Education).

A barrier to higher education for these students has been the lack of access to available American Indian role models to inspire them to have a personal vision of their future, to help establish a career goal, and to guide them through the educational maze to achieve it. This can be

seen by overall poor academic performance, low motivation, and low rate of students continuing their education. Recent Yurok student surveys indicate poor morale and unclear career goals. Students have a difficult time connecting academic pathways to real life careers. In traditional village life, youth began their education in the house and sweat house with elders to help identify their strengths and weaknesses, to impart knowledge of how to live, and to understand their role in keeping the world in balance.

**Our target students will be provided an engaging career program to include mentoring by American Indian professionals through job shadowing, interviews with professionals, and panel presentations by professional mentors.**

The option of dropping out of high school is taken all too often by American Indian students in Northern California. Although there have been some recent improvements in the high school graduation rates for American Indian students in the area, problems persist with the most recent graduation rate of 56.1% for American Indians in Del Norte County where the Tribe's headquarters is located, the rest of the State enjoyed an 80% graduation rate. The California Dataquest system reports 126 American Indian students dropped out over the last three year period in the two county target region.

**The Yurok Tribe's project will have the goal to increase this graduation rate for the seventy target cohort students to 80% or better within the four high schools participating in this project.**

When analyzing the local data for the region, the number of American Indian students completing college preparation courses is well below the state average. Over the past three years

of data for years 2012 to 2014 high school graduates, there were 484 American Indian high school graduates in the two county region of Humboldt and Del Norte counties. Of these graduates, 13% or (62 of the 484) of the American Indian High School graduates completed their college prep classes (identified as A-G courses in California) compared to the state average of 26% for American Indian high school graduates and 40% for all other ethnic groups during the reported three-year period (Dataquest, California Department of Education).

**The Yurok Success in Both World's Program will have the goal of increasing to 50% (or better) the number of American Indian students who successfully complete the college preparatory courses known as A-G courses for entry into the California State University (CSU) and the University of California (UC) systems.**

This low graduation rate for American Indians is compounded by a low college-going-rate for the northern California region. The college-going-rate for all students in Humboldt and Del Norte counties is 35.5%, compared to the state average of 40.9%. For American Indians the college-going-rate is much lower at an estimated rate of about 29% for our target students (data gathering from the State of California Postsecondary Commission).

**The Yurok Tribe's Success in Both Worlds Project will have the additional goal of increasing the college-going-rate to the 40% for the seventy targeted high school students.**

There are many opportunities to help native students in the local community. Tribes are welcomed in the local public schools. In fact, the Yurok Tribe already has classroom space assigned as a community based agency in four of the schools to assist tribal members, and there are plans for room assignments at the other sites as well.

**Existing Local Policies, Practices, Programs, Service Providers and Funding Sources:**

We have existing Memorandums of Understanding (MOU's) agreements between the Tribe and the local school districts for serving all tribal member students in the districts. These MOU agreements outline practices, policies, student data sharing, and services for the tribe to assist students within the schools. Current practices are funded by the Tribe's Johnson O'Malley (JOM) resources from the Bureau of Indian Affairs (BIA). The school districts will maintain Title VII formula grant funds and the Title VII programs will continue to be an avenue for communication between our program and the school districts served. Other service providers in the community, such as Northern California Indian Development Council's (NCIDC) Career and Employment Program, United Indian Health System (UIHS) health clinic for local tribes and funded by the Indian Health Service (IHS) through the California Rural Indian Health Board (CRIHB), and Title VII programs (funded by the U.S. Department of Education) will be partners in this project. The MOU agreements support the goals of this grant. **(See Attachments for signed MOUs with our local school districts and other partnership agreements in the Appendix.)**

**Quality of the Project Design:**

The Yurok Tribe's grant proposal the "Success in Both Worlds Demonstration Project" has three major project components with a focus on a cohort of 70 American Indian ninth grade students and 50 fifth through eighth grade students. Project Component one has the following overall goals: 1) To increase the high school graduation rate of the seventy cohort targeted, assisting the students to be college and career ready American Indian students within four

comprehensive high schools in the northern California region adjacent to or on the Yurok/Hoopa Reservations. **2)** To increase the academic achievement rate for the seventy target students within the students' core academic courses (with a grade C or better); **3)** To increase the percentage of target students transitioning into higher education; and **4)** To provide career mentoring for the target students by implementing job shadowing, interviews with American Indian professionals, and career panels from professionals.

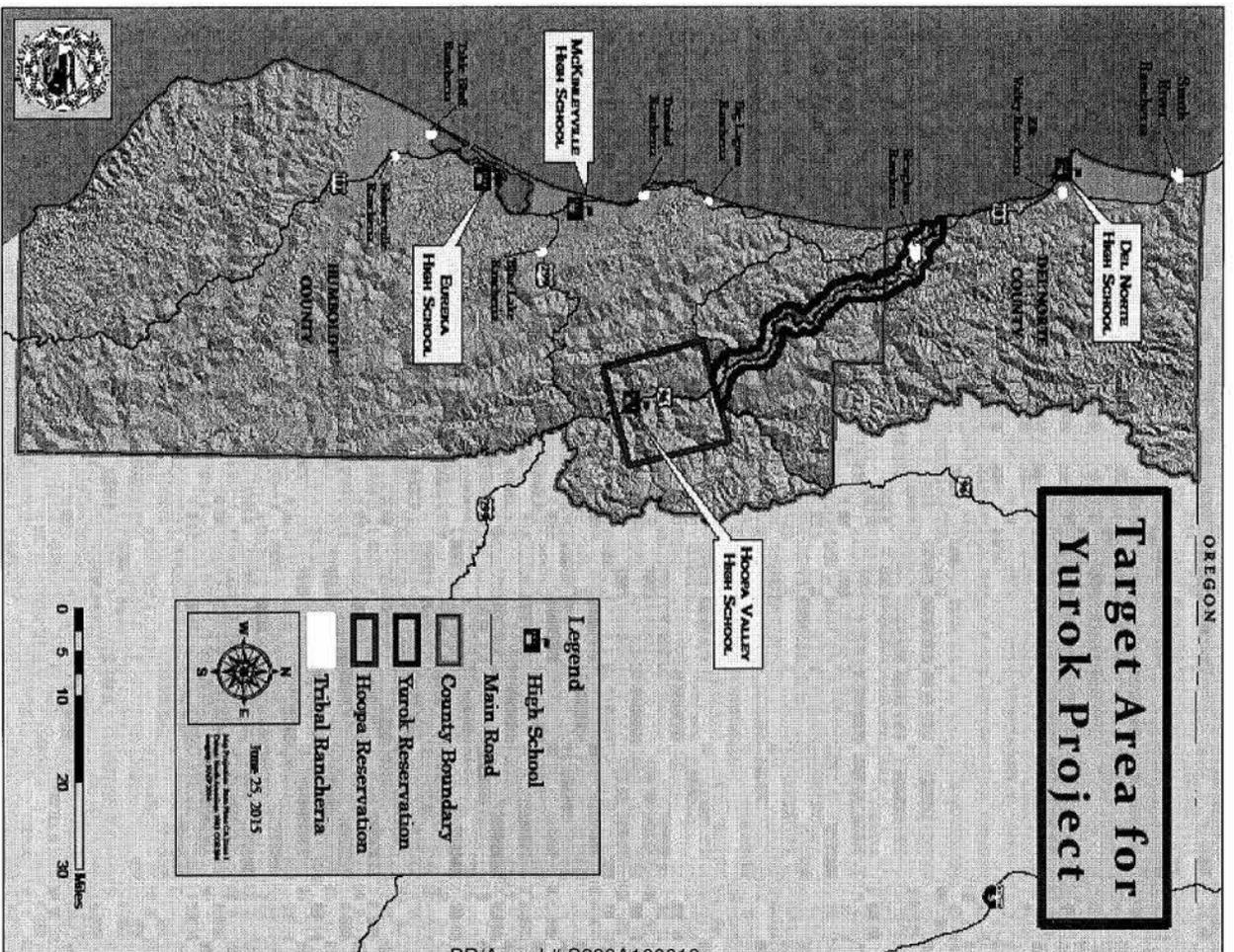
The targeted 70 American Indian ninth grader cohort students will be followed over a four-year period. The Tribe's program will offer academic tutoring and guidance, college preparation activities, a culturally-based component using native language courses, a professional mentor component, as well as a career mentoring component to support the students after entering into college and their chosen career pathway. The Success in Both Worlds Program will serve four partnering public high schools and four elementary schools.

**Target Area to Be Served:**

Four comprehensive high schools will be served by following the cohort of 70 students. These high schools are located either on the Yurok or Hoopa reservations or adjacent to them. The high schools include Del Norte High, McKinleyville High, Eureka High, and Hoopa High schools. The Yurok Reservation does not have a high school and students are either bussed to Hoopa High or Del Norte High schools. Both McKinleyville High and Eureka High have large concentrations of Native students at them due to their proximity to aboriginal tribal lands of the Yurok, Hupa, and Wiyot people.

The second major project component is to engage 50 American Indian middle school students in project-based community service learning projects along with the 70 high school target students defined above. The goal will be to have these 50 middle school students become more motivated and bonded with school and be college and career ready upon completion of high school. These 50 students will increase school bonding and cultural identity while at school by participating in culturally-based community service projects. These students will also be offered academic tutoring and guidance, career mentoring with tribal professionals, and referrals to and connection with other community services, if needed, to ensure success in school and that they become college and career ready.

Two middle Schools and two K-8 school will be included in the services to grades 5-8<sup>th</sup>. They include McKinleyville and Crescent Elk middle schools, as well as Jack Norton and Margaret Keating elementary schools. **Jack Norton and Margaret Keating are located on the Yurok Reservation. Jack Norton Elementary School is a Necessary Small School - SRSA.** One hundred and twenty American Indian students within the two counties of Humboldt and Del Norte will be served each year by this project.



Yurok Tribe's Success in Both Worlds Project

**The Yurok Tribe's Demonstrated Capacity to Operate a Demonstration Project:**

**The Yurok Education Department will oversee the Success in Both Worlds Demonstration Project.**

The Yurok Tribe's Education Department currently has approximately seventy-five employees. The Yurok Education Program oversees a Johnson O'Malley tutoring and cultural program serving over eleven hundred K-12 grade children, a GED pilot program serving adults, and the Yurok Language Restoration Program which serves over five hundred students and community members each year. The Education Department also houses a Higher Education program which offers a small scholarship, guidance, and funding application assistance to serve Yurok students at various college and universities across the nation. This year the Yurok Tribe has over 100 tribal members attending higher education, although Yurok Education Department believes there should be hundreds more. Twenty-six Yurok tribal members completed their degree in the spring of 2015. Another twenty-four Yuroks are preparing to complete their degrees for 2016. The Education Department also oversees a significant early childhood education program at three different locations. The Yurok Education Department's annual budget is currently 3.5 million dollars.

The understaffed Yurok Higher Education Program assists students and potential students with basic financial aid planning, FAFSA applications, scholarship applications, and the Tribe's small scholarship program totaling \$100,000 per year. The program keeps good progress data on most Yurok students in the region. This Yurok Higher Education program works in

conjunction with the Tribe's K-12 JOM tutoring program that offers academic tutoring and some guidance to Yurok 8-12 grade students. Cooperation exists with each of target school district's Title VII Indian Education programs for referrals, coordination of tutoring services, student recognition incentives, and parent involvement. Education staff are active on the districts' Title VII parent committees. The target local school districts have recently (2015-16) entered into data sharing agreements through Memorandum of Agreements (MOA'S) with the Tribe to receive academic performance data. This data sharing will greatly enhance our ability to monitor the services of this proposal, including the academic tutoring and its impact on course grades, graduation rates, daily school attendance, and test scores (see attached MOA's and MOU's).

The Education Department's Yurok Language Restoration Program is a model indigenous language program in the United States. It has been creating Yurok Language curriculum and offering Yurok language classes in the local public schools and Yurok Head Start programs for several years now. The program has been awarded a number of very competitive Administration for Native Americans (ANA) federal grants from the U.S. Department of Health and Human Services over twenty years. This was made possible through the passage in California of the monumental American Indian language legislation (AB 544) (2008) opening the way for the Tribe to add to the growing number of local high schools and elementary schools currently offering Yurok language courses.

The Yurok Tribe was one of the first tribes to implement AB 544 in the State of California and is especially proud that all of the comprehensive high schools to be served by this demonstration grant offer Yurok Language courses to their students. This recent development

allows Yurok and other native students to learn their own native language as opposed to taking Spanish or French classes. The Yurok language courses have been recognized by the University of California system and the California State University system as eligible college preparation courses. The Yurok Education Department made this possible by working with **these systems over several years.**

**The Yurok Education Department is now developing Yurok Cultural History credential** standards, curriculum, and testing process to meet the new AB 163 requirements signed into law by Governor Jerry Brown in July 2015. This new law will give a California teaching credential for teaching tribal history and culture in the public schools. The Yurok Tribe intends on being one of the first tribes in California to have the teaching credential issued. This law is monumental for California tribal members.

The Yurok tribal government has 300 plus employees and is comprised of the Education Department, Legal Department, Planning and Community Development Department, Social Services, Human Resources, Public Safety-Police Department and Fiscal Departments. The Tribe also has Cultural and Repatriation and Environmental programs and a very unique award winning Watershed Program which has the ambitious goal of improving fish habitat by removing old logging roads and restoring the damage to mountainsides and creeks caused by a once thriving timber industry.

**Identified Barriers to Overcome:**

The 70 target high school students require more incentive and motivation to stay in school and graduate. Student surveys and parent feedback indicate that American Indian students often do

not see meaningful careers in their futures and are therefore unmotivated to succeed. Native students need to see an identifiable pathway to meaningful careers and the academic purpose to achieve them. To remedy this problem we propose that the Success in Both Worlds program will use professional mentors to work closely with the target students. The mentors selected will be current tribal member professionals, most with college degrees or specialized training, who are working in important tribal positions. The mentors will include tribal biologist, wildlife specialist, water quality specialist, cultural anthropologist, and others from the sciences who can inspire. Other mentors will include tribal attorney, native elementary and high school teachers, tribal administrators, and self-governance officer. All of these individuals will be selected as role models and background screened to implement career mentoring for this project (See attached mentor agreement). This mentoring component will require mutual coordination between our tribal program staff and classroom teachers. Students will be offered class credits with the help of our program staff coordinating with the high school teachers on classroom projects, extra credit career learning projects, job shadowing, career interviews, and career panels. The extra credit will serve as an incentive to participate within the Tribe's program.

**Strategies to be Implemented:** Research shows that students connected and bonded to school do better, and students that have a sense of cultural congruence between their school, community, and family are more likely to view school in a positive light. Therefore, our strategies will include culturally active American Indian role model professional career mentors such as a tribal professional who can showcase work projects and career pathways for the cohort target students. These will include real life examples by tribal members who are working in various fields of the sciences, social services, and as teachers. Those that succeeded in higher

education and ideally those who are active in their native culture. These will consist of tribal biologists, water quality specialist, foresters, environmental specialist, wildlife manager, information technology specialist, social workers, program administrators, and others who can be living examples to demonstrate and inspire students in both the middle and high school target groups. They will also relate the education and training required for their fields.

Role model activities will include professional panel presentations in and out of the classroom, significant job shadowing for at least 24 hours per year with the high school students, student participation in project-based learning projects, interviews, student participation in mini-camps, and field trips to work sites.

Research shows that younger students need role models and examples of success to demonstrate career paths and educational direction to follow. *Lack of role models within their own families is another major obstacle minority students face in graduating from high school and advancing to higher education, said Carlos Rodriguez, principal research scientist at the American Institutes for Research.*

Current data indicate that less than 3% of the local teaching staff are American Indian. This leaves very few role models for the native youth in the classroom.

Potential professional tribal role models will include individuals such as: Tianna Williams, Seafha Ramos, Koiya Tuttle, Kagat McQuillen, Keith Parker, Javier Kinney, Adia Supahan, Victoria Carlson, and Louisa McCovey, Rosie Clayburn, Jessica Clayburn, Pimm Allen, Elsie McLaughlin-Feliz, Joe Hostler, Pyuwa Bommelyn, Guylish Bommelyn, Ruby Bommelyn, Loren Bommelyn, Jay tuck Steinruck, Joe Giovannetti, Tim Hayden, Gary Markussen, Earl Jackson, All have agreed to participate as mentors and provide career examples to the identified target

groups. The list represents professionals who are also very active in their tribal culture, native language, and tribal ceremonies. Preliminary participation has been received by these professionals. (See attached tribal professional role model participation agreement).

**Other strategies to be used to address barriers:**

The strategies used will include one-to-one and group guidance for the 70 high school target students. Yurok Tribal Guidance Techs will meet with the students weekly to ensure academic progress. The Guidance Techs will use traditional school guidance methods including: academic advising on classes and schedules; referrals to student assistance services such as tutoring and social-emotional counseling; advocacy for students with teachers, administration, and others; preparation for the world of work including career preparation and developing a life-plan as well involvement in their communities such as connecting their school curriculum to the real world and service learning projects.

Guidance staff will provide student support in a culturally competent manner for the target American Indian students. This will include having the target students' access and interact with American Indian role models, including recent tribal high school graduates attending college and Native American Yurok tribal staff. The role model strategies will include college tours and role model panels provided by recent tribal high school graduates from the local area. We have found that current high school students respond very positively when they are given a college tour or presentation by a fellow tribal member who recently attended their school.

Ninety percent of the current Yurok Education and Guidance staff are American Indian, in comparison to 5% or lower for public school Native American staff in local school districts' ethnic compositions. Tribal preference will continue to be used when recruiting new staff for this project. Current target public schools guidance staff have a 500 to 1 ratio of students to counselors. The additional counselors will greatly assist our target students. In order to present additional role models and cultural congruence, hiring will be by tribal preference.

The Project will also guide the target students to take American Indian Language courses to reinforce their tribal heritage. Note: The four target comprehensive High Schools currently offer daily American Indian Language courses to students as a part of their core curriculum and the menu of classes offered. Students at the public school sites targeted can take Yurok Language classes at McKinleyville High School, Tolowa and Yurok languages at Del Norte High, Hupa, Yurok, and Karuk languages at Hoopa High. A new Native American Studies (NAS) daily course is planned to start in the fall of 2016 at Del Norte High with assistance by the Yurok Education Department. Target students will be requested to take this course that will serve as a positive example for the other project schools to emulate in meeting the needs of their students.

Cleary and Peacock (1998), in a study that interviewed 60 teachers of Indian students, found that these interviews largely confirmed the conclusion that traditional culture has a positive role, rather than a negative or no role, in developing academically successful Indian students. They summed up the view of one of the teachers they interviewed as, "The key to producing successful American Indian students in our modern educational system . . . is to first ground these students in their American Indian belief and value systems" (p. 101). —Richard Littlebear (1999), president of Dull Knife Memorial College)

All of the native language courses offered fulfill the world language requirement for entrance into the California State University (CSU) and the University of California (UC) systems. Over the last twelve years the Tribe's daily language program has worked in partnership with these school districts and the community. This program will guide our target students into these language classes, as well as the new NAS course at Del Norte High School for the fall 2016 year.

Research indicates that Native American children who participate in native language immersion and revitalization programs perform better academically than their peers who do not (Clearly, Linda; Peacock, Thomas). The Yurok Tribe's demonstration project will capitalize on this research and work to get all of its target students into native language classes.

**“Education experts say research shows a direct link between native language instruction and improved Indian student achievement.” According to recent recommendations made by the Democratic Steering and Outreach Committee to the 109<sup>th</sup> Congress. “The incorporation of Native American Culture and traditions into academic curriculum and education programing is essential to success in Indian Education.” (Democratic Steering and Outreach Committee, 2005).**

One of the nation's leading experts on American Indian education is Bill Demmert, a former top federal education official. Demmert, an Alaskan Native, believes that Indian students will be more successful in school if they learn their native language. "If you don't develop a strong language base in the native language, in English, or both, you're going to have problems academically," said Demmert.

**Summary of Native American Language Courses Offered at High Schools to be Served:**

Del Norte County High School

Tolowa (Level 1, 2, and 3)

Yurok (Level 1, 2, and 3)

Crescent Elk Middle School

Beginning Yurok.

Hoopla High School

Yurok, and Hupa languages (Level 1, 2, and 3)

McKinleyville High School

Yurok language (Level 1, 2, and 3)

Eureka High School

Yurok language (Level 1 and 2)

**Yurok Tribe's 2017-2020: Program Goals and Objectives:**

**Goal 1:** To implement the Yurok Tribe's Success in Both Worlds Program for a cohort of 70 American Indian high school students, located at four high schools in the region of northern California, with the goal of increasing the achievement rate within their rigorous academic coursework (a C grade or better) thereby improving their readiness for college and career.

**Objective 1.1:** To improve the high school graduation rate to 80% for a target cohort group of 70 American Indian students over four years of the program. Current rate 65%.

**Objective 1.2:** To improve the grade point average within rigorous core academic classes to a 2.0 G.P.A. for a target cohort group of 70 American Indian high school students for each year of the project.

**Objective 1.3:** To provide 70 target students with academic assistance through such means as tutoring services, study groups, and organizational success skills in rigorous

math, science, and language arts courses, as measured by improved grades, this will prepare the students for graduation, career skills, and higher education success.

**Objective 1.4:** To provide weekly one-on-one and/or group guidance services from program guidance techs to 70 target American Indian students on rigorous coursework, including American Indian language and native studies coursework, as evidenced by each student having a well-developed plan for continuing higher education.

**Objective 1.5:** To develop and implement academic help strategies for all target students participants within the first two months of each year that will provide target students with self-help strategies in core academic classes, including study skills, self-monitoring, 1 to 1 and group tutoring, time management, staff monitoring and web based help.

**Goal 2:** To provide a college and career readiness program to target students which connects their higher education plan to career opportunities by utilizing highly motivating and engaging activities.

**Objective 2.1:** To provide a college tour and role model panel to all students, at least two times per year for both activities and both age groups, utilizing alumni from the target students' high schools and other professionals who have attended colleges and universities or received specialized training. .

**Objective 2.2:** To implement a career investment program to 70 target students each year which involves a self-inventory, a career interest inventory, interview skills training, resume writing, job shadowing, a job application practice program, and a personal presentation skills program.

**Objective 2.3:** To implement a career assignment where 70 target students shadow a tribal professional of his or her choice, one-on-one, for 8-24 hours during each year. Career professionals who use math, science, and scientific writing will be chosen, e.g., biologists, natural resource professionals, community planners, finance and accounting professionals, as well as other motivating professionals and fields.

**Goal 3:** To provide a highly motivating college readiness program to 70 American Indian high school students that ensures the students are utilizing their own American Indian cultural values, tribal cultural/social norms, and tribal role models to enrich their lives and provide a cultural foundation of support.

**Objective 3.1:** To implement a social support system to 70 target students each year which utilizes high school American Indian Clubs to provide school linked support and American Indian activities to the target students.

**Objective 3.2:** To ensure that a majority of target students each year in the Success in Both Worlds Program participate in a culturally-based course involving a traditional tribal language and/or Native American Studies course.

**Objective 3.3:** To provide annual summer bridge programs and activities to at least 50 of the targeted students, e.g., GEAR UP, leadership camps, Upward Bound, college summer enrichment programs, etc.

**Objective 3.4:** To assign a cross-age, culturally-based community service project to the 70 participants within the program in each year of the project.

**Goal 4:** To provide a program to support life-long learners that emphasizes the well-being of participants to develop maturity and personal, social, physical, and spiritual wellness. 70 American Indian high school students and 50 American Indian middle school students will be served.

**Objective 4.1:** To provide at least one weekly individual interaction or program presentation for 16 weeks each year to each of the 70 target students with a positive American Indian role model that demonstrates various professional careers.

**Objective 4.2:** To provide weekly social-cultural support for target students through an American Indian club at each of the schools in the program.

**Objective 4.3:** To facilitate high school students in the program to be the leaders of Native American clubs within middle schools.

**Objective 4.4:** Our staff will connect 50% of high school students to participate in leadership roles in the summer months, as either: peer-helpers, summer interns or temporary summer employment positions.

The Guidance Techs will provide a variety of services aimed at addressing barriers to students' learning. They will assist the program students in preparation for post-secondary life. They will also provide information and services for helping students learn what kind of post-graduation careers may be available or they may aid students in the application process for post-secondary education.

**Quality of Project Personnel:**

The Yurok Tribe's Success in Both Worlds Project will be overseen by the Education Department Director, Mr. Jim McQuillen, who is the Principal Investigator for this project. Mr. McQuillen is a Yurok tribal member who has over 25 year of experience in the education field. He has overseen the Education Department for almost eleven years now. In previous assignments he has overseen a large Title VII program for a local school district and has been the Principal for one of the target elementary schools. He has also been a lecturer at the local California State University at Humboldt, within the Indian Teacher Education Personnel Program (ITEPP). He holds several credentials including the California Pupil Personnel Services Credential (PPS) for school guidance in California; the School Administrative Credential (dormant) to be a school principal in California, and the Marriage, Family, and Child Therapy license. He has also been a drug and alcohol prevention coordinator in a local school district. He will provide oversight, staff training, and program evaluation feedback for our project.

Elsie McLaughlin-Feliz, Assistant Education Director, is a Yurok tribal member who has worked for the Education Department since April 2007. In her current position as Assistant Education Director, Ms. McLaughlin-Feliz supervises the current Johnson O'Malley (JOM) tutors, as a team they provide on a smaller scale some of the same activities described in this grant project: academic counseling, academic tutoring, and cultural enrichment activities. Upon first coming to the Education Department she worked as a guidance technician in both the Eureka City School District and Northern Humboldt School District. She is very familiar with the barriers that exist for our students and has worked to assist those students to overcome those barriers to achieve their higher education goals. She is also an active participant in her Yurok

culture and traditions. In addition to participation in local dance ceremonies, she is a basket weaver, and gatherer/preparer of traditional foods.

Elsie McLaughlin-Feliz will assist to hire, train and oversee staff, and as well as monitor the progress of the Success in Both Worlds Project. Her position will be funded by the Tribe's base education funds, JOM and Child Care and Development Fund (CCDF) dollars (**see job descriptions and resumes in attachments**).

**Academic Tutors for Target Students:**

Currently the Tribe's JOM program has eight tutoring positions working with American Indian students in the local K-12 schools. Each of the target high schools will have Yurok academic tutoring staff available to the target American Indian students attending. The Yurok Tribe uses both qualified adult tutors and high achieving high school student paid tutors. The program believes in using native role model high school students as academic tutors with over 90% American Indian. The 50 target students will also have access to the local Title VII American Indian programs that are available at all target high schools. All selected tutors are qualified to provide assistance in the rigorous academic areas of math, science, and English Literature and competent in local native cultures. Guidance staff will be selected for their ability to work with local tribal families and students and for their ability to meet the academic guidance job description located in the attachments section of this proposal.

Additionally, all of the target schools offer supplemental afterschool academic assistance which will be available for our target students.

**Adequacy of Resources - Target Schools & Target Students 120:**

**Relevance and Demonstrated Commitment of each Partner for this Proposal for Implementation and Success of this Project, Other Services in the Region, and Partnerships for this Project:**

All of the schools and districts that we will serve have Title VII Federal formal grants that we coordinate with and participate as staff. We are already active on the Title VII parent committees where we have discussed and received input for this project (**See attached parent committee letter of participation**). We will continue this coordination with the local VII Indian parent committees over the four years of this project. We also will coordinate with the Northern California Indian Development Council (NCIDC), a nonprofit tribally connected work force center program which offers an afterschool academic tutoring center and workforce skills center, summer youth employment, and employment development

All of the schools we serve have active afterschool programs. Many of our described services will occur in these afterschool programs including some of the tutoring interventions with target participants, as well as cross age community service projects. We will actively coordinate with these programs (**see Signed School Partnerships in Attachments**).

The Success in Both Worlds program will coordinate its efforts with existing Yurok tribal based programs and departments. These include the Yurok JOM program, which offers limited academic assistance and cultural enrichment activities, along with the tribal TANF, TERO, Social Services, and court-based youth services program. These programs offer youth employment opportunities, cultural enrichment, positive alternative activities, and limited social/emotional counseling services. These services will be coordinated through our Justice

Advisory Board (JAB) where the Education Director is currently the vice chair of the Board (**see Attached Letter of Participation from the Yurok Justice Advisory Board**).

The Success in Both Worlds program will also coordinate with our local tribal health clinic, United Indian Health Services (UIHS), which provides a full range of health services to nine local tribes in both counties, including preventative health, youth services, medical dental, mental health counseling, and suicide prevention services. We will coordinate and refer many of our target students to these services if indicated (**see attached Participation Agreement from United Indian Health services (UIHS)**).

An additional partnership for the Yurok Tribe's Success in Both Worlds Program is with our local Building Healthy Communities Project funded by the California Endowment. The California Endowment funded fourteen of these projects in California based on demonstrated community needs. The Building Healthy Communities Project in Del Norte and Adjacent Tribal Lands has a ten-year campaign to assist the local tribes and local community with infrastructure and policy changes to achieve the following goals: where the health gaps for young men and boys of color are narrowed; where all children have health coverage; where families have improved access to a health home that supports healthy behaviors; where neighborhood and school environments support improved health and healthy behaviors; where linkages are developed between health improvements and economic development to create communities where children and their families are safe from violence in their homes and neighborhoods; to create a shift in health and family focus services toward prevention, and have strategic use of media that elevates local experience to help influence policy and systems change for all.

We received input for this grant project from planning community meetings facilitated by the Building Healthy Communities Program where over one hundred participants were present for three meetings, including a cross section of local American Indian parents, service providers, and community members. The Building Healthy Communities Project partner will be an important ally for ongoing program planning, parent and community involvement, and program feedback and statistics (see **attached Signed Community Partnership Agreement**).

**The above partnerships will continue throughout the four years of this project. Additional partners will be sought, as well as parents, parent member consumers. Target students will be asked to serve on the Advisory Board to this project.**

Our proposal “The Success in Both Worlds Project” intends on serving a cohort of 70 ninth grade American Indian students from four public high schools. The 9-12 grade high schools include: Del Norte High, which has 904 total students and a population of approximately 15% American Indian; Hoopa High, which has 249 hundred students, of which 80% are American Indian students; McKinleyville High, with a total population of 603 has approximately 6% American Indian; and Eureka High with a total population of 1,073 students and a 6% American Indian student population.

**Summary of Schools and students to be served (signed School Agreements from the school district partners are in the Appendix):**

Del Norte High, 878 population with 102 American Indian students, is a grade 9-12<sup>th</sup> school where 25-ninth graders will be targeted for the cohort and followed for four years.

Hoopa High, 252 population with 211 American Indian students, is a 9-12<sup>th</sup> grade school where 15-ninth graders will be targeted for the cohort and followed for four years.

McKinleyville High, population 621 with 46 American Indian students, is a 9-12<sup>th</sup> grade school where 10-ninth graders will be targeted for the cohort and followed for four years.

Eureka High, population 1093 with a population of 59 American Indian students, is 9-12<sup>th</sup> grade school where 20-ninth graders will be targeted for the cohort and followed for four years.

**Total Target American Indian Ninth Graders in Cohort = 70 to be followed during the four years of this project.**

Crescent Elk Middle School has a population of 482 students and 70 American Indian students in 6-8<sup>th</sup> grades.

Jack Norton Elementary School is a Small Necessary School located on the Yurok Reservation and has 26 K-8 students with 18 American Indian students.

McKinleyville Elementary School has 376 6-8<sup>th</sup> grade student with 36 American Indian students.

Margaret Keating Elementary School K-7, with 92 students, is located on the Reservation and has 69 American Indian students.

**Total of fifty (50) middle schools students will be served from the grades 5-8<sup>th</sup>.**

Each of the high schools served will receive both a Guidance Tech to implement the academic guidance services, as well as an Academic Tutor to assist students in reaching their academic goals. These staff will implement the cross-age Community Service Projects, which

will pair an older student with a younger middle school student in 5-8<sup>th</sup> grades. The staff will offer tutoring to both the high school age students as well as the middle school students.

The grant will hire and pay for four Guidance Technicians and four Academic Tutors as well as 60% of the program director for overall administration. Staff from the Yurok Education Department will also assist in implementing the program, including a clerical assistant, three other academic tutors and the Assistant Education Director for administrative support.

The Guidance Techs will implement one-to-one guidance counseling to the high school age students, group college readiness information to the middle schools students, college role models panels to both student groups, career inventories, and career skills trainings to both groups, college tours for the high school age students, and career and interest inventories to the high school age group in each year of the project. Guidance staff will provide family engagement meetings with students' families for both age groups; family nights three times per month for both age groups; trainings for families on defining a college track for the middle school students; and referral services for students struggling with social emotional problems, substance abuse, or family barriers. All students will be given support by the program staff for cultural activity involvement and native language course participation.

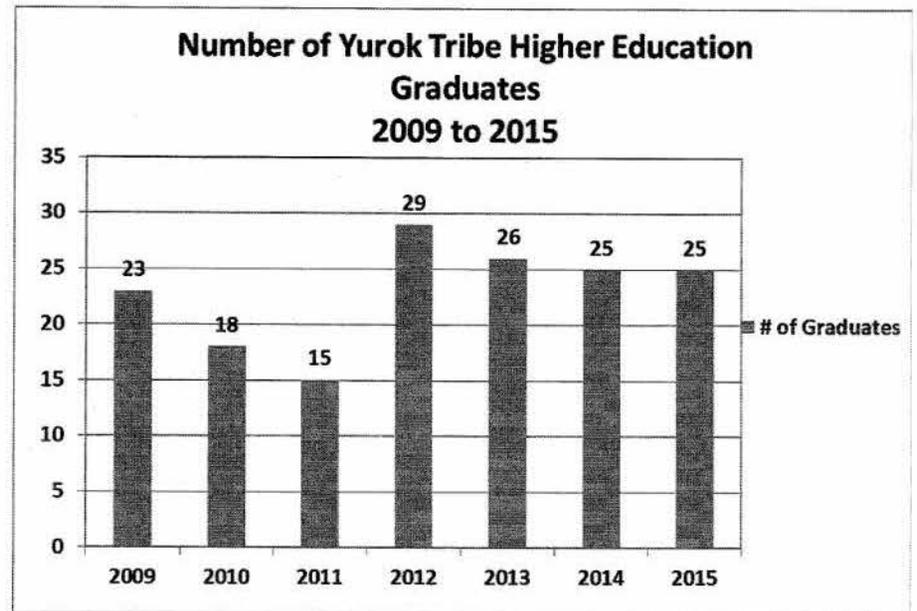
**Project staff are supported by the proposed budget located within the appendix.**

Success in Both Worlds staff will receive program help from other Yurok Tribal Education staff on cultural activities, tutoring, data collection and the student cross-age service projects. The Yurok Education Department will hire four guidance techs, a program director, four academic tutors and a clerical support position for the Success in Both Worlds program for

general clerical needs, transportation, supply orders, and other support. Staff will be situated at each site in the project. School partners have agreed to provide room space for our project's activities and services at the schools served.

**Quality of Experience - Yurok Tribe's Demonstrated Capacity:**

The Yurok Tribe has had a successful demonstration project from 2006 thru 2010 funded through the U.S. Department of Education Demonstration Grants for Indian Children to assist high school age students. The project made some significant progress in the college going rate for American Indian students from the local region, as the graphs below illustrate, and we have gained much knowledge about assisting native students. We also shared our success story at the National Indian Education (NIEA) conference as well as the California State Indian Education. We are proposing to share the current project success again at these conferences if this project is funded.



Our goal as a department and tribe is not only to increase the number of Yurok graduates from high school, college, and technical or vocational schools, but to also increase the number of skilled graduates returning to work for the Yurok Tribe and local community. There is a growing trend in educational reform movements (see Gates Millennium Scholarship) toward encouraging college graduates to return home to work to improve local economic and social conditions. That has been the Yurok Tribe's goal since we voted to become a federally recognized tribe. By our constitution and cultural history we are a land-based economy and culture, and therefore rely on local human and natural resources for growth and economic sovereignty.

It has always been difficult to find qualified Yuroks to fill higher skilled positions, not that non-Yuroks can't perform jobs in fisheries, forestry, legal, planning, economic development, or education, but when Yuroks fill those positions there is likely to be fewer turnovers and more dedication toward upholding those cultural values specified in our constitution. Also, with more Yuroks earning better incomes, we will see improvement in the quality of life for all Yuroks.

Currently our Yurok Tribal Employee Rights Ordinance (TERO) guarantees preference for tribal members in hiring, nonetheless, only 44 percent of the highly skilled professional jobs and program managers and directors at the Tribe are filled by American Indians. One reason, of course, is because of the lower tribal college or vocational school graduation rates, but also the low return rate of graduates to locally work for the Tribe. Graduates choose to live away from the Reservation for many reasons, but we are interested in those who want to return home, but do not for a perceived lack of job opportunities.

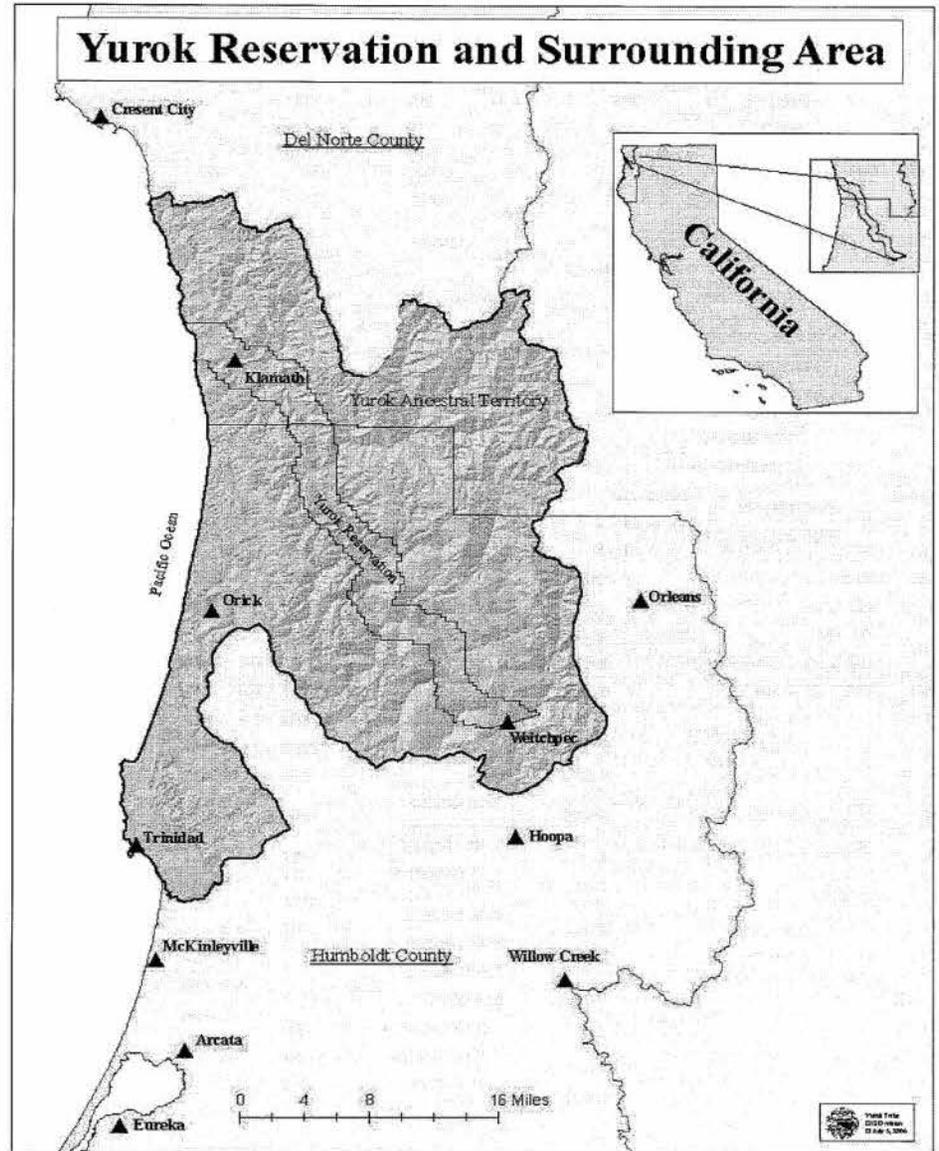
**The Yurok Tribe** is the largest tribe in the State of California, numbering more than 6,000 members. The rural northern California tribal homeland encompasses the lower regions of the Klamath River with the Oregon border just to the North, the Pacific Ocean to the West, and Humboldt Bay to the South (**see Target Map above**). The region is rich in natural resources with many indigenous tribes sharing the region, including the Karuk, Tolowa, Wiyot, and the Hupa, neighbors to the Yurok people and sharing similar cultural traditions. These tribes have a documented presence in northern California for more than 10,000 years. These Northern California tribes share similar social customs and cultural norms and they often become closer

through inter-marriage between tribes. All have salmon and acorn in their food traditions and all participate in similar religious customs and ceremonies.

Because of the remoteness of this rural reservation community, a lack of road infrastructure and distances to and from urban areas, upriver residents must travel long, dangerous, narrow roads for employment and other important services. The booming industries of years past, gold mining, logging and fishing are long gone – leaving behind a *ghost town-like* community with little employment opportunities or public services. This area’s isolation has kept it severely economically disadvantaged. Nearly one half of Reservation households are still without electricity and phone services. A large portion of the population resides in the small communities, adjacent to the Yurok Reservation, including Crescent City to the north, McKinleyville and Eureka to the south. None of the communities have a population of more than 40,000 people.

The Yurok Tribe will share the Success in Both Worlds Program model at various national and state conferences, including the California Indian Education annual conference and the National Indian Education Conference NIEA. The attached budget supports these presentations.

YUROK TARGET SERVICE AREA IN NORTHERN CALIFORNIA



**Quality of the Management Plan:**

The Success in Both Worlds Project will be implemented, managed and housed by the Yurok Tribe’s Education Department. The Education Director and Assistant Director will supervise the project personnel. All payroll, procurement, and personnel matters will be overseen by existing personnel policies and procedures. The Tribe currently manages over 300 employees and more than thirty million dollar annual budget.

The above outlined community partnerships, local Title VII Indian parent committees, and the Yurok Justice Advisory Board (YJAB) cooperation will continue throughout the four years of this project. Additional partners will be sought, as well as parents. Parents of student participants, and students in the program will be asked to serve on the Advisory Board to this project in order to give feedback to the program, receive budget updates, and to monitor progress on objectives, timelines, and milestones for each quarter of the project.

Yurok Tribe’s Success in Both Worlds Timeline – Four years				
MONTH	YEAR 1	YEAR 2	YEAR 3	YEAR 4
MONTH 1  October	Confirm hiring staff for project. Train staff on Program Goals & Objectives. Identify & confirm cohort of 70 A.I. ninth grade target students	Identify & confirm cohort of 70 A.I. Ninth grade target students (adding students if numbers drop). Provide Guidance & Academic support to target A.I. high school students.	Identify & confirm cohort of 70 A.I. Ninth grade target students (adding students if numbers drop). Provide Guidance & Academic support to target A.I. high school students.	Identify & confirm cohort of 70 A.I. Ninth grade target students (adding students if numbers drop) Provide Guidance & Academic support to target A.I. high school students.

PR/Award # S299A160019  
Page e46

<b>MONTH 1-2</b>	Gather & confirm base line academic data on target students (grades, test scores, deficits, strengths & interests).	Provide Guidance & Academic support to target A.I. high school students Gather progress data on target students (grades, test scores, strengths, deficits & interests).	Provide Guidance & Academic support to A.I. target high school students. Gather progress data on target students (grades, test scores, strengths, deficits & interests).	Provide Guidance & Academic support to target A.I. high school students. Gather progress data on target students (grades, test scores, strengths, deficits & interests).
<b>MONTH 2-3</b>	Gather progress data on target students Assign cross-age culturally-based service project, develop and implement self-help website	Gather progress data on target students Assign cross-age culturally-based service project	Gather progress data on target students Assign cross-age culturally-based service project	Gather progress data on target students, Assign cross-age culturally-based service project
<b>MONTH 3-4</b>	Provide Guidance, implement academic Tutoring & Support Refer & enroll target students to in-school support activities, i.e. AVID, Cultural clubs & American Indian language classes, & after school help centers. Engage mentors, panels to both student groups	Provide Guidance, Academic Tutoring, & Support. Refer & enroll target students to in-school support activities, i.e. AVID, cultural clubs & American Indian language classes, & after school centers.	Provide Guidance, Academic Tutoring, & Support. Refer & enroll target students to in-school support activities, i.e. AVID, cultural clubs & American Indian language classes, & after school centers.	Provide Guidance, Academic Tutoring, & Support. Refer & enroll target students to in-school support activities, i.e. AVID, cultural clubs & American Indian language classes, & after school centers.
<b>MONTH 4</b>	Provide guidance & academic support. Parent committee meetings	Provide guidance & academic support Parent committee meetings	Provide guidance & academic support. Parent committee meetings	Provide guidance & academic support. Parent committee meetings

<b>MONTH</b> 5	Provide Guidance & Academic & cultural support to target students	Provide Guidance & Academic & cultural support to target students	Provide Guidance & Academic & cultural support to target students	Provide Guidance & Academic & cultural support to target students
<b>MONTH</b> 6	Implement College & professional Role Model panels.	Implement College Role Model panels.	Implement College Role Model panels.	Implement College Role Model panels.
<b>MONTH</b> 7 Jan	Provide Guidance & Academic Tutoring, Collect student progress data.  Start shadowing and mentor interviews for HS students	Provide Guidance & Academic Tutoring, Mid-year student recognition awards activities. Collect progress data.	Provide Guidance & Academic Tutoring, Mid-year student recognition awards activities. Collect progress data.	Provide Guidance & Academic Tutoring, Mid-year student recognition awards activities. Collect progress data.
<b>MONTH</b> 8 Feb	Provide Guidance & Academic & cultural support to target students	Provide Guidance & Academic & cultural support to target students	Provide Guidance & Academic & cultural support to target students	Provide Guidance & Academic & cultural support to target students
<b>MONTH</b> 9 March	Gather target student progress data (grades, test scores & progress reports). College tours with target students.	Gather target student progress data (grades, test scores & progress reports). College tours with target students.	Gather target student progress data (grades, test scores & progress reports). College tours with target students.	Gather target student progress data (grades, test scores & progress reports). College tours with target students.
<b>MONTH</b> 10 April	Provide Guidance & Academic & cultural support to target students, parent committee meetings	Provide Guidance & Academic & cultural support to target students, parent committee meetings	Provide Guidance & Academic & cultural support to target students, parent committee meetings	Provide Guidance & Academic & cultural support to target students, parent committee meetings

PR/Award # S299AT60019

Page e48

<b>MONTH</b> <b>11</b> May	Spring student recognition program for cultural & academic learning progress.	Spring student recognition program for cultural & academic learning.	Spring student recognition program for cultural & academic learning.	Spring student recognition program for cultural & academic learning.
<b>MONTH</b> <b>12</b>  <b>JUNE</b>	Target students participate in summer bridge activities and leadership & cultural camps. Gather student assessment data.	Target students participate in summer bridge activities and leadership and cultural camps. Gather student assessment data.	Target students participate in summer bridge activities and leadership and cultural camps. Gather student assessment data.	Gather student assessment data

**Quality of Project Evaluation Plan:**

Total target American Indian ninth graders in cohort = 70 and 50 middle school students. The evaluation plan will be done internally within the Tribe. The target American Indian ninth grader cohort of seventy (70) students will meet with both Yurok tribal Guidance Technicians and Academic Tutors. Data collection with specific benchmarks will be used to monitor progress.

The Guidance Technicians will provide customary school guidance assistance services such as: academic advising on classes and schedules, advocacy for student with teachers, referrals as needed for tutoring and counseling services, and will assist in the development of an education plan that best fits the student’s needs. The Academic Tutors will provide tutoring as needed to participants and assist with the cross-age mentorship program.

In order to monitor progress toward project objectives and goals, the program staff will collect various types of data such as: progress reports, grade report cards, school attendance, pre- and post-tests for student school satisfaction, teacher reports, track usage of the school district software tool, Kuder Navigator (this is a program that allows students to self-pace and develop a plan for a successful high school career and for higher education), school attendance records, attendance records/minutes of Native American club meetings, participation in the cultural events schedule of "Success in Both Worlds," and finally participation in mentoring with native professionals. The data will be collected on a mixed schedule: some data will be collected on a weekly basis (attendance, participation, weekly contact by tutors and guidance staff), and some data will be collected on a monthly basis (teacher progress reports and mentor contacts). The method of collection will be by written request to the school site administration (progress reports, grade report cards, teacher contact, school attendance records). The collection of data for participation in academic performance, native languages, cultural events, contacts with the professional mentors will be kept by the program staff. The data will be reviewed by program leadership staff, line guidance and tutoring staff, as well as the program advisory committee to ensure that the participants are meeting the project objectives; if not, then the program staff will adjust various strategies to ensure that participants meet goals. The data collected will be used to complete the required percentage of annual measurable objectives as described in this application that are met and we will report all significant increases in community collaboration which promotes college and career readiness of our Indian children in northern California. The data collected will also be used to complete the performance reporting and GRPA data reporting requirements for this grant.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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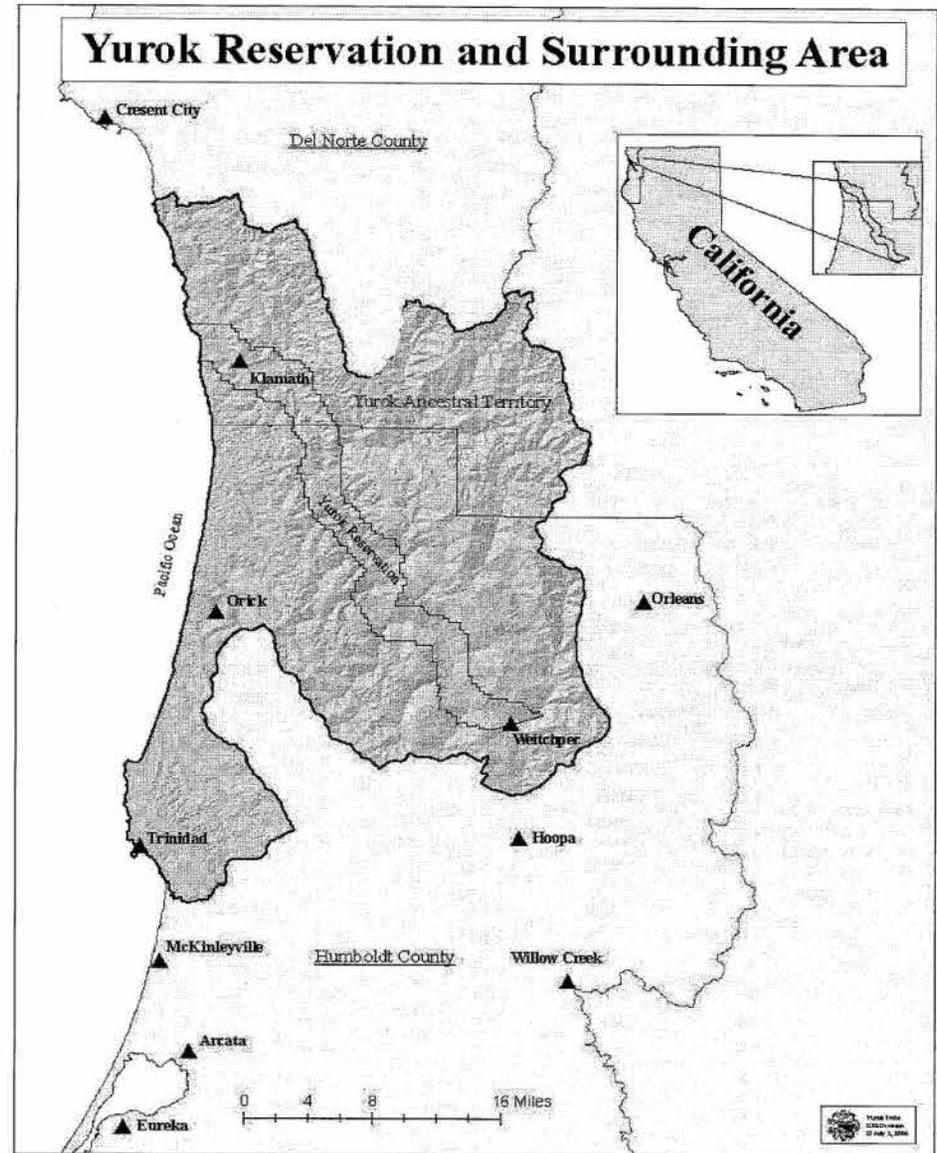
To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

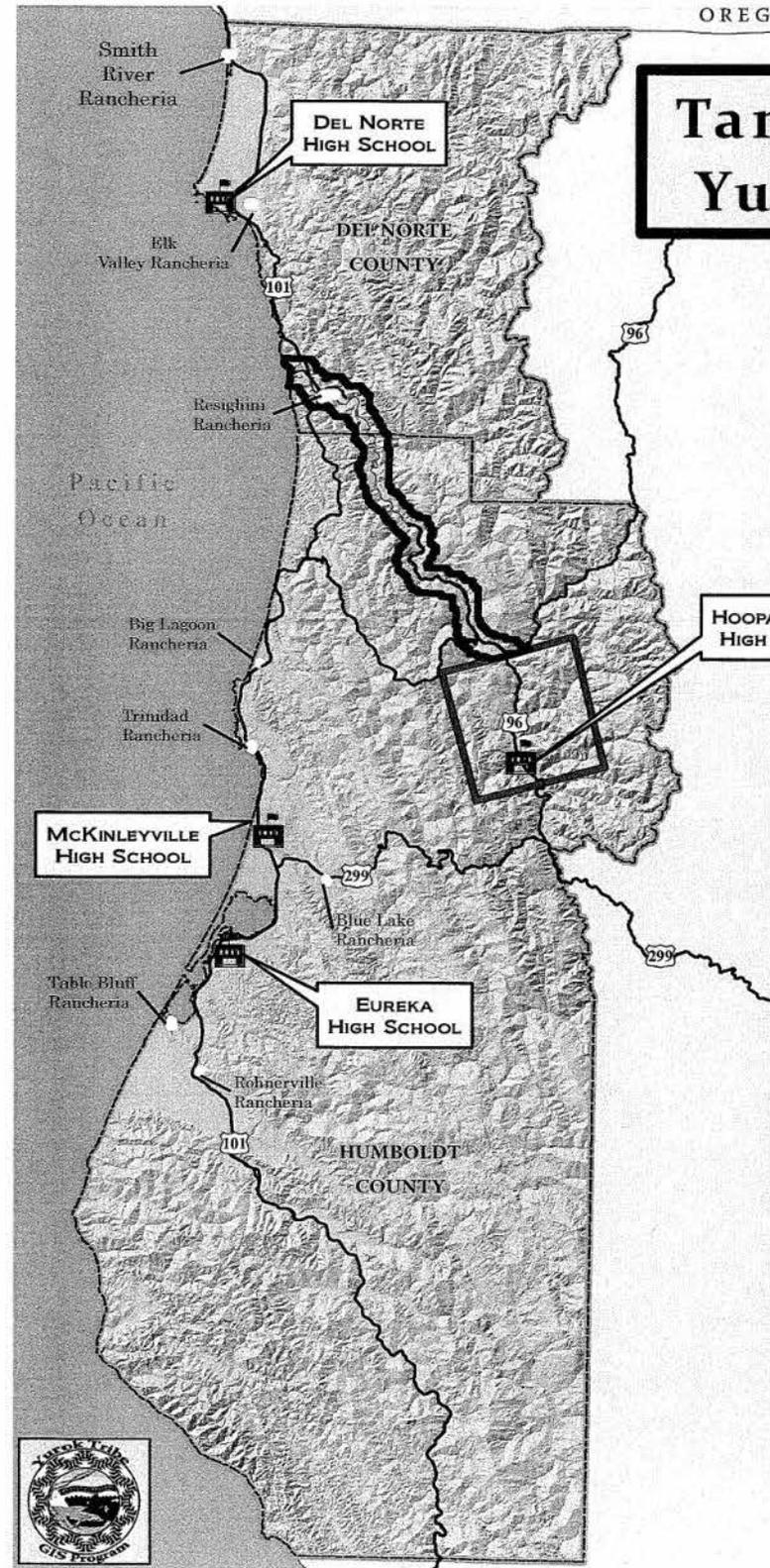
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YUROK TARGET SERVICE AREA IN NORTHERN CALIFORNIA



# Target Area for Yurok Project

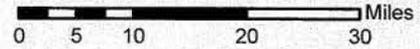
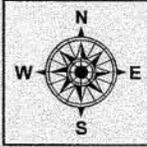


**Legend**

-  High School
-  Main Road
-  County Boundary
-  Yurok Reservation
-  Hoopa Reservation
-  Tribal Rancheria

June 25, 2015

Map Projection: State Plane CA Zone 1  
Datum: North American 1983 COR896  
Imagery: NAD 2014



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**COMMUNITY PARTERSHIP AGREEMENT BETWEEN**

**Building Healthy Communities Del Norte And Adjacent Tribal Lands Program  
&  
The Yurok Tribe for The Success in Both World's Program  
A Native Youth Community Project**

The partnership agreement is to support the Yurok Tribe's "Success in Two Worlds" Demonstration Grant Program through the U.S. Department of Education. The Yurok Tribe's "Success in Both Worlds" program includes the following goals: to support the college and career readiness of American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education.

**Building Healthy Communities Program** agrees to the following as a partner member:

1. To continue to build a collaborate partnership with the Yurok Tribe's Education Department's staff and the Success in Both Worlds Program in order to reach the project's mutual goals.
2. To provide technical assistance for the Yurok Tribe's Success in Both Worlds Program with the goal of increasing the number of American Indian children that are college and career ready as working to meet the other health and educational needs of tribal member students in our local region.
3. To continue to provide the Yurok Tribe program performance feedback to support the Success in Both world's evaluation efforts.
4. To continue to Provide collaborative support and program feedback to the Yurok Tribe's Success in Both worlds Program though collaborative advisory committee meetings.
5. To continue to work collaboratively in partnership with the Yurok Tribe toward the goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high schools; and to increase the number of tribal members entering higher education.
6. To continue to work in partnership with the Yurok Tribe's Program to identify resources and support systems for the American Indian students and their families identified by this project.

**The Yurok Tribe** Agrees to the following as the lead Tribal Partner:

1. To continue to collaborate with the identified community partners and others to reach the project goals and develop programs services that sustain beyond the funding cycle.
2. To implement the stated objectives and provide the oversight of the Success in Both Worlds Demonstration Grant Program and share the results with community partners.

PAGE 2, YUROK TRIBE'S  
SUCCESS IN BOTH WORLDS PROGRAM

3. The Yurok Tribe will serve American Indian students from the following school sites for this project: Del Norte County High School, McKinleyville High, Hoopa High School, and Eureka High School for high school age students. For Grades 5-8th cross age mentoring the project will serve Jack Norton Elementary, Crescent Elk Middle School, Margaret Keating Elementary, and McKinleyville Middle School.
4. The Yurok Tribe agrees to provide guidance and academic tutoring staff at the target schools on weekly basis who will facilitate the program to the target students, including academic tutoring, academic guidance, cultural activities, cross-age mentoring to grades 5-8<sup>th</sup>, Native student club activities, college tours, student wellness activities, and advocate for enrollment to college bridge programs, as well as make referrals of target students to needed support services.
5. To continue to work toward the mutual goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education after high school graduation.

(b)(6)

**Laura Olson, Director  
Building Healthy Communities**

*6/22/15*  
DATE

(b)(6)

**Jim McQuillen  
Yurok Tribe's Education Director**

*6-24-15*  
Date

**United Indian Health Services, Inc. (UIHS)  
&  
Yurok Tribe**

**The Success in Both World's Program  
A Native Youth Community Project**

United Indian Health Services, Inc. supports the Yurok Tribe's "Success in Two Worlds" Demonstration Grant Program through the U.S. Department of Education. The Yurok Tribe's "Success in Both Worlds" program includes the following goals: to support the college and career readiness of American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education.

**United Indian Health Services (UIHS)** agrees to the following:

1. To build a collaborate partnership with the Yurok Tribe's Education Department's staff and the Success in Both Worlds Program in order to reach the project's mutual goals.
2. To support the recommendations for technical assistance for the Yurok Tribe's Success in Both Worlds Program with the goal of increasing the number of American Indian children that are college and career ready as working to meet the other health and educational needs of tribal member students in our local region.
3. To provide the Yurok Tribe's Education Department performance feedback to support the Success in Both world's evaluation efforts.
4. To provide program feedback to the Yurok Tribe's Success in Both Worlds Program though collaborative advisory committee meetings.
5. To work collaboratively in partnership with the Yurok Tribe toward the goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high schools; and to increase the number of tribal members entering higher education.
6. To work in partnership with the Yurok Tribe's Program to identify resources and support systems for the American Indian students and their families identified by this project.

**The Yurok Tribe Agrees** to the following:

1. To collaborate with the identified community partners and others to reach the project goals and develop programs services that sustain beyond the funding cycle.

PAGE 2, YUROK TRIBE'S  
SUCCESS IN BOTH WORLDS PROGRAM

2. To implement the stated objectives and provide the oversight of the Success in Both Worlds Demonstration Grant Program and share the results with community partners.
3. The Yurok Tribe will serve American Indian students at the following school sites for this program: Del Norte County High School, McKinleyville High School, Hoopa High School, and Eureka High School for high school-age tribal students. For students in grades 5-8, cross-age mentoring services will be provided at Jack Norton Elementary School, Crescent Elk Middle School, Margaret Keating Elementary School, and McKinleyville Middle School.
4. The Yurok Tribe agrees to provide guidance and academic tutoring staff at the target schools on weekly basis who will facilitate the program to the target students, including academic tutoring, academic guidance, cultural activities, cross-age mentoring to grades 5-8<sup>th</sup>, Native student club activities, college tours, student wellness activities, and advocate for enrollment to college bridge programs, as well as make referrals of target students to needed support services.
5. To work toward the mutual goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education after high school graduation.

(b)(6)

**Sherri Provolt, CEO**  
**United Indian Health Services**

6/25/15  
Date

(b)(6)

**Jim McQuillen**  
**Yurok Tribe's Education Director**

6/25/15  
Date

**COMMUNITY PARTERSHIP AGREEMENT BETWEEN**

**Northern California Indian Development Council (NCIDC)**

**&**

**The Yurok Tribe for The Success in Both World's Program**

**A Native Youth Community Project**

The partnership agreement is to support the Yurok Tribe's "Success in Two Worlds" Demonstration Grant Program through the U.S. Department of Education. The Yurok Tribe's "Success in Both Worlds" program includes the following goals: to support the college and career readiness of American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education.

**Northern California Indian development Council (NCIDC)** agrees to the following as a partner member:

1. To continue to build a collaborate partnership with the Yurok Tribe's Education Department's staff and the Success in Both Worlds Program in order to reach the project's mutual goals.
2. To provide technical assistance for the Yurok Tribe's Success in Both Worlds Program with the goal of increasing the number of American Indian children that are college and career ready as working to meet the other health and educational needs of tribal member students in our local region.
3. To continue to provide the Yurok Tribe program performance feedback to support the Success in Both world's evaluation efforts.
4. To continue to Provide collaborative support and program feedback to the Yurok Tribe's Success in Both worlds Program though collaborative advisory committee meetings.
5. To continue to work collaboratively in partnership with the Yurok Tribe toward the goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high schools; and to increase the number of tribal members entering higher education.
6. To continue to work in partnership with the Yurok Tribe's Program to identify resources and support systems for the American Indian students and their families identified by this project.

**The Yurok Tribe Agrees** to the following as the lead Tribal Partner:

1. To continue to collaborate with the identified community partners and others to reach the project goals and develop programs services that sustain beyond the funding cycle.

PAGE 2, YUROK TRIBE'S  
SUCCESS IN BOTH WORLDS PROGRAM

2. To implement the stated objectives and provide the oversight of the Success in Both Worlds Demonstration Grant Program and share the results with community partners.
3. The Yurok Tribe will target the following school sites for this program: Del Norte County High School, McKinleyville High, Hoopa High School, and Eureka High School for high school age tribal students. For 5-8<sup>th</sup> grades for the cross age mentoring this program will target Jack Norton Elementary, Crescent Elk Middle School, Margaret Keating Elementary, and McKinleyville Middle School.
4. The Yurok Tribe agrees to provide guidance and academic tutoring staff at the target schools on weekly basis who will facilitate the program to the target students, including academic tutoring, academic guidance, cultural activities, cross-age mentoring to grades 5-8<sup>th</sup>, Native student club activities, college tours, student wellness activities, and advocate for enrollment to college bridge programs, as well as make referrals of target students to needed support services.
5. To continue to work toward the mutual goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education after high school graduation.

(b)(6)

Terry Coltra, Director  
Northern California Indian Development Council

6/24/15  
DATE

(b)(6)

Jim McQuillen  
Yurok Tribe's Education Director

6/24/15  
Date

**COMMUNITY PARTERSHIP AGREEMENT BETWEEN**

**Yurok Justice Advisory Board  
&  
The Yurok Tribe for The Success in Both World's Program  
A Native Youth Community Project**

The partnership agreement is to support the Yurok Tribe's "Success in Both Worlds" (the Program) Demonstration Grant Program through the U.S. Department of Education. The Yurok Tribe's "Success in Both Worlds" program includes the following goals: to support the college and career readiness of American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from comprehensive high schools; and to increase the number of tribal members entering higher education.

The Yurok Justice Advisory Board (JAB) is comprised of the following partners: Yurok Tribal Court, Yurok Public Safety, Yurok Youth Services, Yurok Systems of Care, Yurok Social Services, Yurok Education, Yurok Planning Department, the Office of Tribal Attorney, as well as other significant services providers.

**Yurok Justice Advisory Board** agrees to the following as a partner member:

1. To continue to build a collaborate partnership with the Yurok Tribe's Education Department's staff and the Success in Both Worlds Program in order to reach the project's mutual goals.
2. To provide technical assistance for the Yurok Tribe's Success in Both Worlds Program with the goal of increasing the number of American Indian children that are college and career ready as working to meet the other health and educational needs of tribal member students in our local region.
3. To continue to provide the Yurok Tribe program performance feedback to support the Success in Both world's evaluation efforts.
4. To continue to Provide collaborative support and program feedback to the Yurok Tribe's Success in Both worlds Program though collaborative advisory committee meetings.
5. To continue to work collaboratively in partnership with the Yurok Tribe toward the goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from comprehensive high schools; and to increase the number of tribal members entering higher education.
6. To continue to work in partnership with the Yurok Tribe's Program to identify resources and support systems for the American Indian students and their families identified by this project.

PAGE 2, YUROK TRIBE'S  
SUCCESS IN BOTH WORLDS PROGRAM

**The Yurok Tribe's Education Department Agrees** to the following as the lead Tribal Partner:

To continue to collaborate with the identified community partners and others to reach the project goals and develop programs services that sustain beyond the funding cycle.

To implement the stated objectives and provide the oversight of the Success in Both Worlds Demonstration Grant Program and share the results with community partners.

1. The Yurok Tribe will serve American Indian youth from the following school sites for this program: Del Norte County High School, McKinleyville High, Hoopa High School, and Eureka High School for high school age tribal students. Grades 5-8 for the cross age mentoring will target Jack Norton Elementary, Crescent Elk Middle School, Margaret Keating Elementary, and McKinleyville Middle School.
2. The Yurok Tribe agrees to provide guidance and academic tutoring staff at the target schools on weekly basis who will facilitate the program to the target students, including academic tutoring, academic guidance, cultural activities, cross-age mentoring to grades 5-8<sup>th</sup>, Native student club activities, college tours, student wellness activities, and advocacy for enrollment to college bridge programs, and referrals of target students to needed support services.
3. To continue to work toward the mutual goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from comprehensive high schools; and to increase the number of tribal members entering higher education after high school graduation.

(b)(6)

Abby Abinanti, Judge and Chair  
Yurok Justice Advisory Board

4/23/2015  
DATE

(b)(6)

Jim McQuillen, PPS  
Yurok Tribe's Education Director

6/25/15  
Date

**Jim McQuillen, M.A., PPS, M.F.T.**  
**Yurok Tribal Member**  
**Education Director Yurok Tribe**  
60 GRACE LANE, CRESCENT CITY, CA 95531  
PHONE: 707-954-2430 Email: [jmcquillen@yuroktribe.nsn.us](mailto:jmcquillen@yuroktribe.nsn.us)

**CURRENT OBJECTIVE:** To Advance in Education Administration

**EDUCATION:**

- Master of Arts Degree**, (M.A.) Counseling Psychology, California State University, Sacramento, 1988.
- School Administrative Courses**, Tier 1, Chico State University, 2004-5
- Bachelor of Arts Degree**, (B.A.) California State University, Sacramento, 1985.
- Associate of Arts Degree**, (A.A.) General Education, College of the Siskiyous, 1982

**CREDENTIALS AND LICENSE HELD:**

- Administrative Services Credential, Chico State (Education Administration, Dormant)
- Community College Teaching Credential (Lifetime Credential since 1988)
- California State License, Marriage, Family and Child Therapist (MFCT) since 1992
- Pupil Personnel Services Credential (PPS) - California School Counseling Credential valid until 2018.

**RELATED EMPHASIS:** Staff Supervision, Staff Evaluations, Budgeting, Employee Assistance Programs, Policies and Procedures, Educational Plans & Guidance Counseling, Communication and Public Relations and Newsletters, Drug and Alcohol Issues, Human Development, and Local History and Cultural Issues.

**SPECIAL SKILLS:** Grant writing success and grants management, program development, personnel issues, leadership, budget management, interpretation of policies and procedures, program administration, staff development, staff evaluations, substance use counseling interventions, and teaching college courses.

**Over 25 years of Supervisory and Administration Experience.**

**EXPERIENCE:**

- 09-2004 to Present:** **Director of Education for the Yurok Tribe.** Administrator for five sections of the Yurok Tribe's Education Department, including 55 + staff members, a three million dollar budget. Duties include: Program development, grant writing and grant monitoring, ensuring that council directives are carried out. Programs include: Higher Education, High school guidance, child care, Head Start, and Yurok Language.
- 1994 to 2009** **American Indian Education Administrator and Consultant for Del Norte County Unified School District.** Duties include Administering American Indian Education school District Programs, tracking budgets, monitoring student data, working with parent committees, and celebrating and advertising student success. **Left position for career advancement.**

PAGE 2 RESUME  
JIM MCQUILLEN

- 7-2000 to 2004:** **School Administrator, Margaret Keating Elementary School**, in Del Norte County School District. Duties included supervising 25 employees, oversight of student discipline, assisting in curriculum implementation and supervision of teaching staff. Manage and monitor budgets in 14 State and Federal Programs. Ensuring that policies and procedures are carried out. **Left position due to budget cuts and reductions in administrators.**
- 1991 to 2005:** **Lecturer/Instructor: Humboldt State University**, Indian Teacher Education Personnel Program (ITEPP) Program. Courses taught on and off over the past 10 years. Courses included: Counseling American Indian students, Educational Experience, and Cultural and Social Considerations in Education. **Left position to accept Director Position.**
- 10-1999 to 6-2000:** **Grant Writer/Communication Specialist** for Del Norte County Unified School District. Duties included grant writing and grant monitoring and program development for 4,800 students in the district. **Left position for professional advancement.**
- 07- 1994 to 08 – 1999:** **Child & Family Services Department Director at United Indian Health Services**, Duties included Department Director, Administrator of professional mental health staff, supervision of supervisors and counseling programs, Director of Robert, Wood, Johnson Education – Prevention Program, supervision of drug and alcohol residential/outpatient treatment staff, supervision of prevention staff. Managed over 25 staff in the two county region. Grant monitoring. **Left position for professional advancement.**
- 04-90 to 1999:** **Substance Abuse Prevention Coordinator/Intervention Specialist:** Del Norte County Unified School District. Duties included program administration, program development, curriculum implementation, presentations, grant writing and grant monitoring. Position was full and part-time over 9 years for 4,800 students in the district. **Left position for career advancement.**
- 10-88 to 1993:** **Instructor, College of the Redwoods**, Courses included: Career Development, Drug and Alcohol Awareness and Psychology. Courses taught at California Conservation Corp in Klamath. **Left position for career advancement.**
- Personal Interest:** American Indian Culture, my family, leadership, human development, the outdoors fishing, sports, boating on the Klamath River, and local community development and education.

# Elsie McLaughlin-Feliz

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**Education** Humboldt State University Arcata, CA  
**Bachelor of Arts/Psychology**

**Professional experience**

2014 – present	Yurok Tribe	Klamath, CA
<b>Assistant Education Director</b>		
10/2009 - 2014	Yurok Tribe	Klamath, CA
<b>Johnson O'Malley Site Supervisor/Guidance Technician</b>		
4/2007 – 10/2009	Yurok Tribe	Klamath, CA
<b>Guidance Technician</b>		
9/2000 – 12/2006	Wiyot Tribe	Loleta, CA
<b>Social Service Director</b>		
1/2000 – 9/2000	Yurok Tribe	Eureka, CA
<b>Indian Child Welfare Advocate</b>		
1/1997 – 5/1999	Tutorial Center	Arcata, CA
<b>Office Assistant</b>		

**Special Project and Presentations**

Program development and implementation of Community Child Care Center at Table Bluff Reservation – Wiyot Tribe

Basketweaver Presenter for California Indian Basketweavers Association at Thousand Oaks gathering

Lead Teacher for an United Indian Health Services Basket class

Coordinator of UIHS May-Gay-Tolh-Kwe Summer camp(3 years)

**Objective**

To help augment my experience as an advocate and champion of those in need in the pursuit of betterment and success in higher education and cultural practices.

**Demonstration Grant**

**INTRODUCTION**

My name is Jeremiah Swain and I have worked for the Yurok Tribes Education Department as an Administrative assistant for the last 4 years. I am responsible for up keeping and maintaining many different data logs for our Johnson O'Malley tutoring services along with other programs. My position does all the necessary purchasing and travel preparations for our staff and maintains all records.

I am a Tribal Member who is proud to participate in all of our cultural events throughout the year and work for my tribal government. I participate in our traditional dances by being a dancer and cook. I have participated in the immersion camps for or Language and learned from our First and second language speakers.

**SUMMARY OF QUALIFICATIONS**

- Extensive experience as a Clerical/Office assistant
- Experience setting up Travel for Staff
- Experience Writing and monitoring multiple budgets
- Able to create and maintain data collection
- Knowledgeable in all procurement policies and procedures
- Knowledge of community and tribal goals
- Experience tutoring and mentoring children in school and sports

**CULTURAL EXPERIENCE**

- Participant in cultural dances throughout the year
- Traditional food gathering
- Hunter/fisherman for cultural events
- Traditional cooking practices
- Student for the Yurok Language – Beginner
- Traditional jewelry maker and net maker

**EDUCATION**

Castle Rock Charter School, Crescent City, CA  
*General Education – Diploma 2008*

**EDUCATION PLAN**

To attend college of the Redwoods starting fall of 2015. I will be working towards getting my AA degree in Behavioral and Social Science.

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
THE YUROK TRIBE AND  
THE DEL NORTE COUNTY UNIFIED SCHOOL DISTRICT AND THE DEL  
NORTE COUNTY OFFICE OF EDUCATION**

This is a Memorandum of Understanding is made and entered into by and between the Yurok Tribe (hereinafter "Tribe"), a sovereign Indian nation, Del Norte County Unified School District (hereinafter "School District"), and the Del Norte County Office of Education (hereinafter "Office of Education"). The Tribe, School District, and the Office of Education shall collectively be referred to as the "Parties."

**I. PURPOSE**

The purpose of this Memorandum of Understanding (hereinafter "MOU") is to establish and maintain an effective working relationship between the Parties and to provide the means by which the Parties will maintain effective and coordinated services to the children and families served by the Parties.

**II. AGREEMENT OF THE PARTIES**

**A. DESCRIPTION OF SERVICES** The Tribe's Education Department, Tribe's Department of Social Services and Tribe's Court Programs will provide services for Tribal members and their families within School District and Department of Education jurisdiction who have been determined to meet the Tribe's Education program criteria. The goal of the Parties is to support academic, behavioral, and social success of Tribal students in order to improve the quality of life for Tribal families within School District and Department of Education jurisdiction. It is hereby agreed that the qualified referrals between the Parties will be handled in a timely and cooperative manner.

**B. AGREEMENTS OF THE SCHOOL DISTRICT AND OFFICE OF EDUCATION**

It is agreed that the School District and Office of Education will:

- a. Provide sufficient and appropriate space to house the various Tribal staff, community classes, and planned community gatherings, when there is space available and the request is scheduled.
- b. Work toward developing other cooperative services between the Parties.
- c. Refer Tribal students to the Tribal Education Services, Tribal Head Start Services, Tribal Social Services or Tribal Court Services and/or Tribal academic tutoring services, when appropriate.
- d. Designate an Administrator for clarity on referrals and for notice in emergency situations.
- e. Refer all academically deficient and chronically truant Tribal students for intervention assistance, as early as possibly, whenever possible. For purposes of this MOU, "chronically truant" will be understood to mean those Tribal students who have failed, without valid excuse, to attend school for a cumulative total of three or more days, or are tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any

- combination thereof. The Yurok Tribe will provide the School District and Office of Education a list of Tribal member students attending School District schools.
- f. Share information on school location of where Tribal students are enrolled.
  - g. Share Tribal student information pertinent to the determination and delivery of specified services within the guidelines set forth that meet the requirements of the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, the California Administration Code, the California Education Code, the California Welfare and Institutions Code, and pertinent Yurok Tribe policies and ordinances.
  - h. Develop common confidentiality guidelines that are in compliance with the California Education Code, California Welfare and Institutions Code, and Tribal policies and ordinances governing client confidentiality.
  - i. Provide student information to the designated Tribal point of contact, identified in Section C(g), below, including California Assessment of Student Performance and Progress and Smarter Balanced test scores, school location, attendance profiles, grade reports, Individuated Education Program ("IEP") details, retention information, and/or other student progress educational information as requested each school quarter or within one week of a single request.
  - j. Develop common confidentiality guidelines that are in compliance with the California Education Code, California Welfare and Institutions Code, and Tribal policies and ordinances governing client confidentiality.
  - k. Work together to meet Federal Head Start Performance Standards by providing Disability Services, described below.
    - i. Office of Education will accept Head Start's referrals for children with disabilities including speech and hearing services and special education services and provide follow-up documentation, with parental/guardian consent.
    - ii. Head Start staff will be included in Head Start children's assessment, IEP planning process and implantation of IEP services, with parental/guardian consent.

### C. AGREEMENTS OF THE TRIBE

It is agreed that the Tribe will:

- a. Provide regularly scheduled staff from the Tribe's Education Department, Tribe's Social Services Department and Tribal Court Programs to provide mutually beneficial services to the School District and Department of Education.
- b. Ensure Tribal staff will report directly to the Tribe's Department Director or their Supervisor from the Tribe.
- c. Supervise all Tribal staff.
- d. Respect each respective school's classrooms schedule and work with school staff to minimize disruptions to the student's classroom time.
- e. Work with each school's principal or designee to schedule tutoring services on days and at times deemed suitable by school staff.
- f. Allow school personnel to know which students are being seen. Provide names of students to be receiving services ahead of time to school site administration.
- g. Identify one Tribal staff to serve point of contact to receive all student progress information, including grades, test scores, behavior profiles, IEP information and

- attendance information. Unless later amended, the point of contact for this MOU will be Yurok Education Director Jim McQuillen.
- h. Maintain all student progress information as confidential and keep these student records in a locked filing cabinet within the Tribe's Education Department.
  - i. Provide training and/or technical assistance regarding the Tribe's programs and Services, Yurok history and Yurok culture for staff development or classroom lessons.
  - j. Contact appropriate School District and/or Department of Education staff regarding general program and client progress.
  - k. Obtain pre-employment background checks using the School District's and Department of Education's volunteer Live Scan process in compliance applicable policies.
  - l. Obtain signed parent/guardian permission forms for Tribal member participants which will allow Tribal staff access to work with students.
  - m. Develop common confidentiality guidelines and referral forms that adhere to Tribal Policies, and the California State Education and Welfare & Institution Codes governing client confidentiality.
  - n. Agree to participate in and provide input to Student Study Team (SST) meetings, SARB board, and staff meetings to improve the Parties' service delivery to children, families, and the community.
  - o. Provide guidance assistance, college selection activities, financial aid workshops, career path selection, organizational skill building and college-track promotion activities to Tribal members in grades 7-12 and their families.
  - p. The Tribe's Head Start Program agrees to share information for the transitioning preparation of children into kindergarten classrooms only if parental or guardian consent is given.
  - q. The Tribe will accept qualified referrals who meet the Tribe's criteria from the following sources:
    - i. School District and Department of Education Staff
    - ii. Self-referrals by families in target schools.
  - r. Provide a current list of enrolled Tribal students to the District/County identified staff. Unless later amended, the point of contact for this MOU will be Assistant Superintendent Steve Godla.

### III. MISCELLANEOUS AGREEMENTS

- A. TERM OF AGREEMENT** The term of the MOU is from May 20, 2016 through June 30, 2017, and is automatically renewable thereafter on a year-to-year basis unless either Party terminates the MOU as provided herein.
- B. AMENDMENTS** This MOU may only be amended in a further written document executed by the duly authorized representatives of each Party.
- C. TERMINATION** Either Party may terminate this MOU within thirty (30) days by providing written notice to the non-terminating Party.

**D. NOTICES** Notice may be given by either party to the party for any purpose under this MOU by personal delivery or certified mailing. Notice shall be deemed given on the date of personal delivery or three days after the date of certified mailing.

Notices shall be given to the parties as follows:

To the Yurok Tribe:  
Yurok Tribe Chairperson  
PO Box 1027  
Klamath, CA 95548

With a copy to:  
Office of the Tribal Attorney  
PO Box 1027  
Klamath, CA 95548

To Del Norte County Unified Schools  
and Del Norte County Department of Education:  
Jeff Harris., Superintendent  
301 W. Washington Blvd.  
Crescent City, CA 95531

With a copy to:  
Del Norte County Unified Schools  
Assistant Superintendent C&I  
301 W Washington Blvd.  
Crescent City, CA

Each Party shall be responsible to notify the other of any changes in the name, or address of persons to receive notice, provided, any party having actual notice of such changes shall give notice to the current holder of the office at such known address.

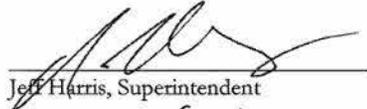
**IN WITNESS THEREOF**, this MOU has been executed by and on behalf of the Tribe, the School District, and the Department of Education.

YUROK TRIBE

DEL NORTE UNIFIED SCHOOL  
DISTRICT AND DEL NORTE COUNTY  
DEPARTMENT OF EDUCATION

(b)(6)

Thomas P. O'Rourke, Sr., Chairman

  
Jeff Harris, Superintendent

Dated: 5/24/16

Dated: 5/20/16

PR/Award # S299A160019  
Page e70

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
THE YUOK TRIBE AND  
KLAMATH-TRINITY UNIFIED SCHOOL DISTRICT**

This is a Memorandum of Understanding is made and entered into by and between the Yurok Tribe (hereinafter "the Tribe"), a sovereign Indian nation, and the Klamath-Trinity Unified School District (hereinafter the "School District"). The Tribe and the School District shall collectively be referred to as the "Parties."

**I. PURPOSE**

The purpose of this Memorandum of Understanding (hereinafter "MOU") is to establish and maintain an effective working relationship between the Parties and to provide the means by which the Parties will maintain effective and coordinated services to the children and families served by the Parties.

**II. AGREEMENT OF THE PARTIES**

**A. DESCRIPTION OF SERVICES** The Tribe's Education Department, Tribe's Department of Social Services and Tribe's Court Programs will provide services **for Yurok Tribal students** and their families within School District territory who have been determined to meet the Tribe's Education program criteria. The goal of the Parties is to support academic, behavioral, and social success of Tribal students in order to improve the quality of life for Tribal families within School District territory. It is hereby agreed that the qualified referrals between the Parties will be handled in a timely and cooperative manner.

**B. AGREEMENTS OF THE SCHOOL DISTRICT**

It is agreed that the School District will:

- a. Provide sufficient and appropriate space to house the various Tribal staff, community classes, and planned community gatherings, when there is space available and the request is scheduled.
- b. Work toward developing other cooperative services between the Parties.
- c. Refer **Yurok Tribal** students to the Tribal Education Services, Head Start Services, Tribal Social Services or Tribal Court Services and/or academic tutoring services, when appropriate.
- d. **As soon as possible** refer all academically deficient and chronically truant **Yurok tribal students** for intervention assistance, as early as possible, whenever possible. For purposes of this MOU, "chronically truant" will be understood to mean those Tribal students who have failed, without valid excuse, to attend school for three days, or are tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. The Yurok Tribe will provide the School District a list of Tribal member students attending School District schools.
- e. Designate an Administrator or Coordinator for clarity on referrals and for notice in emergency situations.

- f. Participate in annual joint training with staff from the Tribe, School District staff, and parent volunteers.
- g. Share **Yurok** Tribal student information pertinent to the determination and delivery of specified services within the guidelines set forth that meet the requirements of the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, the California Administration Code, the California Education Code, the California Welfare and Institutions Code, and pertinent Yurok Tribe policies and ordinances.
- h. Provide **Yurok** student information to the designated Tribal point of contact, identified in Section C(g), below, including California Assessment of Student Performance and Progress and Smarter Balanced test scores, school location, attendance profiles, grade reports, Individuated Education Program (“IEP”) details, retention information, and/or other student progress educational information as requested.
- i. Develop common confidentiality guidelines that are in compliance with the California Education Code, California Welfare and Institutions Code, and Tribal policies and ordinances governing client confidentiality.
- j. Work together to meet Federal Head Start Performance Standards by providing Transitional Activities including (if scheduling allows):
  - i. Reading Buddy Program (if available);
  - ii. Scheduled Head Start children’s visits to kindergarten classroom; and
  - iii. Assistance to Tribe with other appropriate transitional activities to prepare all Head Start children for public school.

**C. AGREEMENTS OF THE TRIBE**

It is agreed that the Tribe will:

- a. Provide regularly scheduled staff from the Tribe’s Education Department, Tribe’s Social Services Department and Tribal Court Programs to provide mutually beneficial services to the School District.
- b. Ensure Tribal staff will report directly to the Tribe’s Department Director or their Supervisor from the Tribe.
- c. Supervise all Tribal staff.
- d. Respect each respective school’s classrooms schedule and minimize disruptions to the student’s classroom time.
- e. Work with each school’s principal or designee to schedule tutoring services on days and at times deemed suitable by school staff.
- f. Allow school personnel to know which students are being seen. Provide names of students to be receiving services ahead of time to school administration.
- g. Identify one Tribal staff to serve point of contact to receive all student progress information, including grades, test scores, behavior profiles, IEP information and attendance information. Unless later amended, the point of contact for this MOU will be **Yurok Education Director Jim McQuillen**.
- h. Maintain all student progress information as confidential and keep these student records in a locked filing cabinet within the Tribe’s Education Department.
- i. Provide training and/or technical assistance regarding the Tribe’s programs and Services, Yurok history and Yurok culture for staff development or classroom lessons.

- j. **Obtain pre-employment background checks equivalent to the School District's background checks using the District's volunteer Live Scan process in compliance with School District policies, including proof of negative TB to be on file with the School District.**
- k. Contact School District staff or principal regarding general program and client progress.
- l. Obtain signed parent/guardian permission forms for Tribal member participants which will allow Tribal staff access to work with students.
- m. Develop common confidentiality guidelines and referral forms that adhere to Tribal Policies, and the California State Education and Welfare & Institution Codes governing client confidentiality.
- n. Agree to participate in and develop Student Study Teams (SST) SARB board, and staff meetings to improve School District/Tribal service delivery to children, families, and the community.
- o. Provide guidance assistance, college selection activities, financial aid workshops, career path selection, organizational skill building and college-track promotion activities to Tribal members in grades 7-12 and their families.
- p. The Tribe's Head Start Program agrees to share information for the transitioning preparation of children into kindergarten classrooms only if parental or guardian consent is given.
- q. The Tribe will accept qualified referrals who meet the Tribe's criteria from the following sources:
  - i. School District Staff
  - ii. Office of Education
  - iii. Self-referrals by families in target schools.

### III. MISCELLANEOUS AGREEMENTS

- A. **TERM OF AGREEMENT** The term of the MOU is from November 1, 2015 through August 30, 2017, and is automatically renewable thereafter on a year-to-year basis unless either Party terminates the MOU as provided herein.
- B. **AMENDMENTS** This MOU may only be amended in a further written document executed by the duly authorized representatives of each Party.
- C. **TERMINATION** Either Party may terminate this MOU within thirty (30) days by providing written notice to the non-terminating Party.
- D. **NOTICES** Notice may be given by either party to the party for any purpose under this MOU by personal delivery or certified mailing. Notice shall be deemed given on the date of personal delivery or three days after the date of certified mailing.

Notices shall be given to the parties as follows:

To the Yurok Tribe:  
James Dunlap, Chairman  
PO Box 1027  
Klamath, CA 95548

With a copy to:  
Office of the Tribal Attorney  
PO Box 1027  
Klamath, CA 95548

To the Klamath-Trinity Unified School District:  
Jon Ray, Superintendent  
5 Loop Road  
Hoopa, CA 95546

With a copy to:

Each Party shall be responsible to notify the other of any changes in the name, or address of persons to receive notice, provided, any party having actual notice of such changes shall give notice to the current holder of the office at such known address.

**IN WITNESS THEREOF**, this MOU has been executed by and on behalf of the Tribe and the School District.

YUROK TRIBE

KLAMATH-TRINITY UNIFIED SCHOOL DISTRICT

(b)(6)

James Dunlap, Chairman

  
Jon Ray, Superintendent

Dated: 2-18-16

Dated: 12/17/15

PR/Award # S299A160019  
Page e74

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
THE YUROK TRIBE AND  
EUREKA CITY SCHOOLS**

This is a Memorandum of Understanding is made and entered into by and between the Yurok Tribe (hereinafter "the Tribe"), a sovereign Indian nation, and the Eureka City Schools (hereinafter the "School District"). The Tribe and the School District shall collectively be referred to as the "Parties."

**I. PURPOSE**

The purpose of this Memorandum of Understanding (hereinafter "MOU") is to establish and maintain an effective working relationship between the Parties and to provide the means by which the Parties will maintain effective and coordinated services to the children and families served by the Parties.

**II. AGREEMENT OF THE PARTIES**

**A. DESCRIPTION OF SERVICES** The Tribe's Education Department, Tribe's Department of Social Services and Tribe's Court Programs will provide services for Tribal members and their families within School District territory who have been determined to meet the Tribe's Education program criteria. The goal of the Parties is to support academic, behavioral, and social success of Tribal students in order to improve the quality of life for Tribal families within School District territory. It is hereby agreed that the qualified referrals between the Parties will be handled in a timely and cooperative manner.

**B. AGREEMENTS OF THE SCHOOL DISTRICT**

It is agreed that the School District will:

- a. Provide sufficient and appropriate space to house the various Tribal staff, community classes, and planned community gatherings, when there is space available and the request is scheduled.
- b. Work toward developing other cooperative services between the Parties.
- c. Refer Tribal students to the Tribal Education Services, Head Start Services, Tribal Social Services or Tribal Court Services and/or academic tutoring services, when appropriate.
- d. Immediately refer all academically deficient and chronically truant Tribal students for intervention assistance, as early as possible, whenever possible. For purposes of this MOU, "chronically truant" will be understood to mean those Tribal students who have failed, without valid excuse, to attend school for three days, or are tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. The Yurok Tribe will provide the School District a list of Tribal member students attending School District schools.
- e. Designate an Administrator or Coordinator for clarity on referrals and for notice in emergency situations.

- f. Participate in annual joint training with staff from the Tribe, School District staff, and parent volunteers.
- g. Share Tribal student information pertinent to the determination and delivery of specified services within the guidelines set forth that meet the requirements of the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, the California Administration Code, the California Education Code, the California Welfare and Institutions Code, and pertinent Yurok Tribe policies and ordinances.
- h. Provide student information to the designated Tribal point of contact, identified in Section C(g), below, including California Assessment of Student Performance and Progress and Smarter Balanced test scores, school location, attendance profiles, grade reports, Individuated Education Program ("IEP") details, retention information, and/or other student progress educational information as requested.
- i. Develop common confidentiality guidelines that are in compliance with the California Education Code, California Welfare and Institutions Code, and Tribal policies and ordinances governing client confidentiality.
- j. Work together to meet Federal Head Start Performance Standards by providing Transitional Activities including (if scheduling allows):
  - i. Reading Buddy Program (if available);
  - ii. Scheduled Head Start children's visits to kindergarten classroom; and
  - iii. Assistance to Tribe with other appropriate transitional activities to prepare all Head Start children for public school.

### C. AGREEMENTS OF THE TRIBE

It is agreed that the Tribe will:

- a. Provide regularly scheduled staff from the Tribe's Education Department, Tribe's Social Services Department and Tribal Court Programs to provide mutually beneficial services to the School District.
- b. Ensure Tribal staff will report directly to the Tribe's Department Director or their Supervisor from the Tribe.
- c. Supervise all Tribal staff.
- d. Respect each respective school's classrooms schedule and minimize disruptions to the student's classroom time.
- e. Work with each school's principal or designee to schedule tutoring services on days and at times deemed suitable by school staff.
- f. Allow school personnel to know which students are being seen. Provide names of students to be receiving services ahead of time to school administration.
- g. Identify one Tribal staff to serve point of contact to receive all student progress information, including grades, test scores, behavior profiles, IEP information and attendance information. Unless later amended, the point of contact for this MOU will be Yurok Education Director Jim McQuillen.
- h. Maintain all student progress information as confidential and keep these student records in a locked filing cabinet within the Tribe's Education Department.
- i. Provide training and/or technical assistance regarding the tribe's programs and Services, Yurok history and Yurok culture for staff development or classroom lessons.
- j. Contact School District staff or principal regarding general program and client progress.

- k. Obtain pre-employment background checks using the District's volunteer Live Scan process in compliance with School District policies.
- l. Obtain signed parent/guardian permission forms for Tribal member participants which will allow Tribal staff access to work with students.
- m. Develop common confidentiality guidelines and referral forms that adhere to Tribal Policies, and the California State Education and Welfare & Institution Codes governing client confidentiality.
- n. Agree to participate in and develop Student Study Teams (SST) SARB board, and staff meetings to improve School District/Tribal service delivery to children, families, and the community.
- o. Provide guidance assistance, college selection activities, financial aid workshops, career path selection, organizational skill building and college-track promotion activities to Tribal members in grades 7-12 and their families.
- p. The Tribe's Head Start Program agrees to share information for the transitioning preparation of children into kindergarten classrooms only if parental or guardian consent is given.
- q. The Tribe will accept qualified referrals who meet the Tribe's criteria from the following sources:
  - i. School District Staff
  - ii. Self-referrals by families in target schools.

**III. MISCELLANEOUS AGREEMENTS**

- A. **TERM OF AGREEMENT** The term of the MOU is from November 1, 2015 through August 30, 2017, and is automatically renewable thereafter on a year-to-year basis unless either Party terminates the MOU as provided herein.
- B. **AMENDMENTS** This MOU may only be amended in a further written document executed by the duly authorized representatives of each Party.
- C. **TERMINATION** Either Party may terminate this MOU within thirty (30) days by providing written notice to the non-terminating Party.
- D. **NOTICES** Notice may be given by either party to the party for any purpose under this MOU by personal delivery or certified mailing. Notice shall be deemed given on the date of personal delivery or three days after the date of certified mailing.

Notices shall be given to the parties as follows:

To the Yurok Tribe:  
 James Dunlap, Chairman  
 PO Box 1027  
 Klamath, CA 95548

With a copy to:  
 Office of the Tribal Attorney  
 PO Box 1027  
 Klamath, CA 95548

To the Eureka City Schools:  
 Fred Van Vleck, Ed.D., Superintendent  
 2100 J Street  
 Eureka, CA 95501

With a copy to:

Each Party shall be responsible to notify the other of any changes in the name, or address of persons to receive notice, provided, any party having actual notice of such changes shall give notice to the current holder of the office at such known address.

IN WITNESS THEREOF, this MOU has been executed by and on behalf of the Tribe and the School District.

YUROK TRIBE

(b)(6)

James Dunlap, Chairman

Dated: 2-18-16

EUREKA CITY SCHOOLS



Fred Van Vleck, Ed.D., Superintendent

Dated: 12/10/15

Approved by Eureka City Schools Board of Trustees on: December 10, 2015

PR/Award # S299A160019  
Page e78

Date: 1/26/2016

(b)(6)

Submitted By: Education Department

(b)(6)

Directors Approval:

Please attach all relevant documentation

**SUBJECT:** To approve the revised four school MOU's with the edits from OTA including formatting changes and some minor wording changes. The revised MOU's will support the local school districts to share student academic information, attendance and referrals on Yurok students. The council approved the MOU's in the Fall 2015 with Del Norte Unified, Eureka City Schools, Klamath-Trinity Schools and the Humboldt Office of Ed.

**FUNDING TO COME FROM:** None needed at this time

Executive Use Only  
Consent Agenda Item Yes \_\_\_ No \_\_\_

Reviewed by:

Initials

Recommendation

1. Chairperson	(b)(6)	Approve	Deny	No Recommendation
2. Executive Director		Approve	Deny	No Recommendation
3. Finance Department	N/A	Approve	Deny	No Recommendation
4. Personnel Office	N/A	Approve	Deny	No Recommendation
5. Legal Department	Yes. Attached	Approve	Deny	No Recommendation
6. Education Committee	will	Approve	Deny	No Recommendation

**Is Coordination required with other Departments? If so who? When were they contacted and what was the response:** Office of the tribal attorney (OTA), Yurok Social Services and the Yurok Tribal Court have reviewed the MOU's.

**REQUESTED ACTION:** (Describe request in the form of a motion) Motion for the council to review and approve the four Revised MOUs with the minor changes and authorize the chairman to sign all four school MOU's with any additional minor edits.

PR/Award \$299A160089  
Page e/79

Yurok Tribal Council Use Only

Motion: \_\_\_\_\_  
**MOTION STATED AS ABOVE COUNCIL CONSENSUS**

Motion Made by Borden Second Made By Ray

ROLL CALL VOTE:

	Yes	No	Abs	Np		Yes	No	Abs	Np
Vice Chairperson	Yes	No	Abs	Np	Orick District	Yes	No	Abs	Np
East District	Yes	No	Abs	Np	Pecwan District	Yes	No	Abs	Np
Requa District	Yes	No	Abs	Np	North District	Yes	No	Abs	Np
Weitchpec District	Yes	No	Abs	Np	South District	Yes	No	Abs	Np

Chairperson Aye Nay

VOTE: \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Abstaining \_\_\_\_\_ Not Present

ACTION: Approved Denied Tabled No Action Referred to: \_\_\_\_\_

Date Approved: 2.11.2016

**PARENT PARTNERSHIP AGREEMENT BETWEEN**

**Northern Humboldt Union High School District Title VII Parent Committee &**

**The Yurok Tribe for The Success in Both World's Program  
A Native Youth Community Project**

The partnership agreement is to support the Yurok Tribe's "Success in Both Worlds" Demonstration Grant Program through the U.S. Department of Education. The Yurok Tribe's "Success in Both Worlds" program includes the following goals **for identified students who meet the criteria using the Title VII student qualifying criteria:** to support the college and career readiness of American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; provide career mentoring to the students using local American Indian professionals; and to increase the number of American Indian students entering higher education.

**Title VII Parent committee** agrees to the following as a partner member:

1. To continue to build a collaborate partnership with the Yurok Tribe's Education Department's staff and the Success in Both Worlds Program in order to reach the project's mutual goals.
2. To provide technical assistance for the Yurok Tribe's Success in Both Worlds Program with the goal of increasing the number of American Indian children that are college and career ready as working to meet the other health and educational needs of American Indian students in our local region.
3. To continue to provide the Yurok Tribe program performance feedback to support the Success in Both Worlds evaluation efforts.
4. To continue to Provide collaborative support and program feedback to the Yurok Tribe's Success in Both Worlds Program though collaborative advisory committee meetings.
5. To continue to work collaboratively in partnership with the Yurok Tribe toward the goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high schools; and to increase the number of American Indian students entering higher education.
6. To continue to work in partnership with the Yurok Tribe's Program to identify resources and support systems for the American Indian students and their families identified by this project.

PAGE 2, YUROK TRIBE'S  
SUCCESS IN BOTH WORLDS PROGRAM

The Yurok Tribe Agrees to the following as the lead Tribal Partner:

1. To continue to collaborate with the identified community partners and others to reach the project goals and develop programs services that sustain beyond the funding cycle.
2. To implement the stated objectives and provide the oversight of the Success in Both Worlds Demonstration Grant Program and share the results with community partners.
3. Provide target students mentoring from local American Indian professionals through on site panels, career interviewing, and job shadowing the American Indian professionals.
4. The Yurok Tribe will serve American Indian students at the following school sites for this program: Northern Humboldt Union High School District, 5-8 grades for the cross age mentoring the program will serve McKinleyville Middle School, and Morris Elementary School.
5. The Yurok Tribe agrees to provide guidance and academic tutoring staff at the target schools on weekly basis who will facilitate the program to the target students, including academic tutoring, academic guidance, cultural activities, cross-age mentoring to grades 5-8<sup>th</sup>, Native student club activities, college tours, career mentoring from American Indian professionals, and advocate for enrollment to college bridge programs, as well as make referrals of target students to needed support services.
6. To continue to work toward the mutual goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of American Indian students entering higher education after high school graduation.

(b)(6)

Paula Tripp-Allen, Chair  
Title VII Parent Committee  
Northern Humboldt Union High School District

5-20-2016  
DATE

(b)(6)

Jim McQuillen  
Yurok Tribe's Education Director

5/23/16  
Date

**PARENT PARTNERSHIP AGREEMENT BETWEEN**

**Eureka City Schools District Title VII Parent Committee &**

**The Yurok Tribe for The Success in Both World's Program  
A Native Youth Community Project**

The partnership agreement is to support the Yurok Tribe's "Success in Both Worlds" Demonstration Grant Program through the U.S. Department of Education. The Yurok Tribe's "Success in Both Worlds" program includes the following goals **for identified students who meet the criteria using the Title VII student qualifying criteria:** to support the college and career readiness of American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; provide career mentoring to the students using local American Indian professionals; and to increase the number of tribal members entering higher education.

**Title VII Parent committee** agrees to the following as a partner member:

1. To continue to build a collaborate partnership with the Yurok Tribe's Education Department's staff and the Success in Both Worlds Program in order to reach the project's mutual goals.
2. To provide technical assistance for the Yurok Tribe's Success in Both Worlds Program with the goal of increasing the number of American Indian children that are college and career ready as working to meet the other health and educational needs of tribal member students in our local region.
3. To continue to provide the Yurok Tribe program performance feedback to support the Success in Both world's evaluation efforts.
4. To continue to Provide collaborative support and program feedback to the Yurok Tribe's Success in Both worlds Program though collaborative advisory committee meetings.
5. To continue to work collaboratively in partnership with the Yurok Tribe toward the goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high schools; and to increase the number of tribal members entering higher education.
6. To continue to work in partnership with the Yurok Tribe's Program to identify resources and support systems for the American Indian students and their families identified by this project.

**The Yurok Tribe Agrees** to the following as the lead Tribal Partner:

1. To continue to collaborate with the identified community partners and others to reach the project goals and develop programs services that sustain beyond the funding cycle.

PAGE 2, YUROK TRIBE'S  
SUCCESS IN BOTH WORLDS PROGRAM

2. To implement the stated objectives and provide the oversight of the Success in Both Worlds Demonstration Grant Program and share the results with community partners.
3. Provide target students mentoring from local American Indian professionals through on site panels, career interviewing, and job shadowing the American Indian professionals.
4. The Yurok Tribe will serve American Indian students at the following school sites for this program: Eureka City High School, for 5-8 grades for the cross age mentoring the program will serve Zane Middle School, and Lafayette Elementary School.
5. The Yurok Tribe agrees to provide guidance and academic tutoring staff at the target schools on weekly basis who will facilitate the program to the target students, including academic tutoring, academic guidance, cultural activities, cross-age mentoring to grades 5-8<sup>th</sup>, Native student club activities, college tours, career mentoring from American Indian professionals, and advocate for enrollment to college bridge programs, as well as make referrals of target students to needed support services.
6. To continue to work toward the mutual goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education after high school graduation.

(b)(6)

Snowbird White, Chair  
Title VII Parent Committee  
Eureka City High School District

05/20/16  
DATE

(b)(6)

Jim McQuillen  
Yurok Tribe's Education Director

5/20/16  
Date

**PARENT PARTERSHIP AGREEMENT BETWEEN**

**Del Norte Schools Title VII Parent Committee &**

**The Yurok Tribe for The Success in Both World's Program  
A Native Youth Community Project**

The partnership agreement is to support the Yurok Tribe's "Success in Both Worlds" Demonstration Grant Program through the U.S. Department of Education. The Yurok Tribe's "Success in Both Worlds" program includes the following goals **for identified students who meet the criteria using the Title VII student qualifying criteria:** to support the college and career readiness of American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education.

**Title VII Parent committee** agrees to the following as a partner member:

1. To continue to build a collaborate partnership with the Yurok Tribe's Education Department's staff and the Success in Both Worlds Program in order to reach the project's mutual goals.
2. To provide technical assistance for the Yurok Tribe's Success in Both Worlds Program with the goal of increasing the number of American Indian children that are college and career ready as working to meet the other health and educational needs of tribal member students in our local region.
3. To continue to provide the Yurok Tribe program performance feedback to support the Success in Both world's evaluation efforts.
4. To continue to Provide collaborative support and program feedback to the Yurok Tribe's Success in Both worlds Program though collaborative advisory committee meetings.
5. To continue to work collaboratively in partnership with the Yurok Tribe toward the goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high schools; and to increase the number of tribal members entering higher education.
6. To continue to work in partnership with the Yurok Tribe's Program to identify resources and support systems for the American Indian students and their families identified by this project.

**The Yurok Tribe Agrees** to the following as the lead Tribal Partner:

1. To continue to collaborate with the identified community partners and others to reach the project goals and develop programs services that sustain beyond the funding cycle.

PAGE 2, YUROK TRIBE'S  
SUCCESS IN BOTH WORLDS PROGRAM

2. To implement the stated objectives and provide the oversight of the Success in Both Worlds Demonstration Grant Program and share the results with community partners.
3. The Yurok Tribe will serve American Indian students at the following school sites for this program: Del Norte County High School, For 5-8 grades for the cross age mentoring the program will serve Crescent Elk Middle School, and Margaret Keating Elementary School.
4. The Yurok Tribe agrees to provide guidance and academic tutoring staff at the target schools on weekly basis who will facilitate the program to the target students, including academic tutoring, academic guidance, cultural activities, cross-age mentoring to grades 5-8<sup>th</sup>, Native student club activities, college tours, student wellness activities, and advocate for enrollment to college bridge programs, as well as make referrals of target students to needed support services.
5. To continue to work toward the mutual goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education after high school graduation.

(b)(6)

Serena Chavez, Chair  
Title VII Parent Committee  
Del Norte County Unified School District

6/25/15  
DATE

(b)(6)

Jim McQuillen  
Yurok Tribe's Education Director

6/24/15  
Date

**Continuation Activities –Beyond the grant funding**  
**Yurok Tribe’s Success In Both Worlds Project– Demonstration Grant –**  
**A Native Youth Community Project (NYCP)**

The Yurok Tribe’s Education Department is a large department within the Yurok Tribe. The Yurok Education Department has over 70 employees currently and a 3.5 million annual dollar budget. The Success in Both world Project will continue its successful activities because our future generations are depending on it. The program can continue the successful components with its current JOM funding (\$198,000 annually), Base aid to tribal government funding (through the BIA \$140,000) as well as other grant funds. Academic guidance and tutoring, cultural activities and career mentoring are all very important activities to continue for the success of the children and the future generations.

The Yurok Tribal council has also made education a priority in many of its actions and overall goals. It has included the education program in many of its recent budget decisions, using discretionary resources, including higher education scholarship support of \$150,000 over the last two years. It has also funded the Yurok education language restoration effort with \$100,000 recently, in 2016 from its discretionary resources. The Yurok Council has committed many resources (two million dollars) toward new education facilities over the past ten years. Additionally other education grants have been matched over \$500,000 by the Yurok Tribe in the fiscal year 2015. This effort demonstrates the commitment that the Yurok Tribe has toward education.

The Yurok Tribe has also built into the grant budget presentations of its program and its successful components to various conferences, including the state of California American Indian Education conference and the National Indian Education Conference (NIEA) each year of the grant.

The Yurok Tribe already participates in many coordinated efforts with the identified local school districts, service agencies, community based agencies and other tribes, with education success as a goal. This coordinated effort will continue to grow if this funding proposal is funded and if the proposal is not funded.

The Yurok Tribe will continue to pursue other grant funding resources to continue the successful efforts of the Success in Both Worlds Demonstration Grant Project by pursuing all available resources, including local, state, federal and private funding opportunities.



# American Indian Report Card

*for*

Del Norte Unified School District  
*Updated May 2016*

PR/Award # S299A160019  
Page e87



## School Site Enrollments Del Norte Unified

### 2012-13

School	Total	Hispanic or Latino	American Indian /Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or more Race	Not Reported
Bess Maxwell	278	19.8%	11.9%	13.3%	0.4%	1.1%	1.8%	49.3%	2.5%	0.0%
Crescent Elk	535	18.3%	15.9%	9.2%	0.4%	1.1%	0.6%	52.7%	1.9%	0.0%
Del Norte High	931	19.5%	10.7%	10.1%	0.1%	1.0%	0.8%	57.6%	0.2%	0.0%
Joe Hamilton	283	17.3%	18.4%	14.5%	0.0%	0.0%	0.7%	48.1%	1.1%	0.0%
Margaret Keating	78	11.5%	55.1%	0.0%	0.0%	0.0%	0.0%	29.5%	3.8%	0.0%
Mary Peacock	394	18.0%	8.9%	7.6%	0.5%	0.8%	0.8%	62.9%	0.5%	0.0%
Mountain	25	16.0%	12.0%	0.0%	0.0%	0.0%	0.0%	72.0%	0.0%	0.0%
Pine Grove	236	24.2%	11.0%	3.4%	0.0%	0.8%	1.3%	56.4%	3.0%	0.0%
Redwood	471	12.5%	13.2%	1.5%	0.2%	0.4%	0.6%	69.0%	2.5%	0.0%
Smith River	237	61.2%	11.0%	0.0%	0.0%	0.0%	0.0%	25.3%	2.5%	0.0%
Sunset High	127	15.0%	20.5%	3.1%	0.0%	0.0%	0.8%	59.1%	0.8%	0.8%

### 2013-14

School	Total	Hispanic or Latino	American Indian /Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or more Race	Not Reported
Bess Maxwell	285	19.6%	9.8%	15.1%	0.4%	1.1%	1.1%	46.0%	7.0%	0.0%
Crescent Elk	518	19.9%	14.1%	9.1%	0.4%	1.0%	0.6%	53.5%	1.5%	0.0%
Del Norte High	936	19.2%	10.9%	10.3%	0.0%	0.6%	0.7%	57.5%	0.7%	0.0%
Joe Hamilton	305	18.4%	14.4%	13.1%	0.0%	0.0%	0.7%	50.8%	2.6%	0.0%
Margaret Keating	80	7.5%	72.5%	0.0%	0.0%	0.0%	0.0%	12.5%	7.5%	0.0%
Mary Peacock	353	20.4%	8.5%	6.5%	0.0%	0.8%	0.0%	62.9%	0.8%	0.0%
Mountain	30	16.7%	10.0%	0.0%	0.0%	0.0%	0.0%	73.3%	0.0%	0.0%
Pine Grove	243	28.0%	7.8%	5.3%	0.0%	0.4%	1.6%	53.9%	2.9%	0.0%
Redwood	504	12.5%	15.7%	1.8%	0.4%	0.6%	1.6%	64.7%	2.8%	0.0%
Smith River	242	52.1%	13.2%	0.8%	0.0%	0.0%	0.0%	31.8%	2.1%	0.0%
Sunset High	95	14.7%	18.9%	0.0%	0.0%	0.0%	2.1%	64.2%	0.0%	0.0%

### 2014-15

School	Total	Hispanic or Latino	American Indian /Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or more Race	Not Reported
Bess Maxwell	264	22.0%	8.3%	15.9%	0.4%	0.8%	1.1%	46.6%	4.9%	0.0%
Crescent Elk	482	19.1%	14.5%	10.2%	0.2%	1.0%	1.2%	51.7%	2.1%	0.0%
Del Norte High	904	20.5%	10.8%	8.8%	0.1%	0.9%	0.9%	56.7%	1.2%	0.0%
Joe Hamilton	310	19.4%	14.8%	11.6%	0.3%	0.0%	0.6%	48.7%	4.5%	0.0%
Margaret Keating	92	8.7%	68.5%	0.0%	0.0%	0.0%	0.0%	16.3%	6.5%	0.0%
Mary Peacock	341	22.0%	8.5%	4.4%	0.0%	0.6%	0.0%	63.6%	0.9%	0.0%
Mountain	25	16.0%	4.0%	0.0%	0.0%	0.0%	0.0%	80.0%	0.0%	0.0%
Pine Grove	263	30.8%	8.7%	1.1%	0.0%	1.5%	1.1%	50.2%	6.5%	0.0%
Redwood	501	14.6%	15.0%	2.4%	0.4%	0.8%	1.0%	61.9%	4.0%	0.0%
Smith River	248	52.4%	13.7%	0.8%	0.0%	0.0%	0.8%	31.0%	0.8%	0.4%
Sunset High	72	20.8%	22.2%	1.4%	0.0%	0.0%	0.0%	54.2%	1.4%	0.0%

Source: California Department of Education, DataQuest (CBEDS Data taken in October each year)

School	American Indian/Alaskan Native			Black/African			Filipino			Hispanic			Asian			White			Other
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12
Bess Maxwell - Enrollment	30	33	28	4	5	3	5	3	3	60	55	56	34	37	43	146	137	131	1
Incident Totals	17	15	2					3	3	4	9	3				70	33	35	
Student Totals	4	6	2					1	1	2	6	1				19	12	14	
Crescent Elk - Enrollment	83	85	73	4	3	3	7	6	5	98	98	103	57	49	47	310	282	277	6
Incident Totals	18	14	13	5	1	1	1			21	11	4	10	3	1	77	41	27	
Student Totals	13	9	9	3	1	1	1			14	10	4	5	3	1	41	31	19	
Del Norte High - Enrollment	116	100	102	7	7	7	6	9	6	174	182	180	97	94	96	647	536	538	3
Incident Totals	21	61	13	1		2			1	17	56	23	8	16	3	63	131	45	
Student Totals	16	9	8	1		1			1	15	38	20	7	9	3	42	76	31	
Joe Hamilton - Enrollment	52	52	44	1	2	2	0	0	0	47	49	56	47	41	40	145	136	155	6
Incident Totals	39	20	7		3					13	5	1				57	47	20	
Student Totals	16	11	4		2					7	3	1				24	27	14	
Margaret Keating - Enrollment	56	43	58	0	0	0	0	0	0	10	9	6	0	0	0	22	23	10	4
Incident Totals	75	27	15							6	1	4				40	22	2	
Student Totals	20	9	11							2	1	1				9	6	2	
Mary Peacock - Enrollment	38	35	30	2	3	0	4	3	3	71	71	72	25	30	23	228	248	239	5
Incident Totals	8	2	1							5	5	2		1		32	36		
Student Totals	2	2	1							2	5	2		1		18	13		
Mountain - Enrollment	3	3	3	0	0	0	0	0	0	3	4	5	0	0	0	14	18		1
Incident Totals		1			1					1	1					1	1		
Student Totals		1			1					1	1					1	1		
Pine Grove - Enrollment	29	26	19	4	3	4	3	2	1	36	57	68	7	8	13	145	133	134	1
Incident Totals	1	9		1	3		1			6	4		1			38	21		
Student Totals	1	5		1	2		1			1	2		1			15	12		
Redwood - Enrollment	65	62	79	6	3	8	2	2	3	58	59	63	6	7	9	360	325	326	6
Incident Totals	8	19	14	10	1	1				14	7	2				57	50	32	
Student Totals	3	6	8	1	1	1				7	5	1				40	27	21	
Smith River - Enrollment	33	26	32	0	0	0	0	0	0	148	145	126	0	0	2	61	60	77	4
Incident Totals	6	4								8	4					16	5	1	
Student Totals	3	2								5	3					9	3	1	
Sunset - Enrollment	16	26	18	0	1	2	0	0	0	7	19	14	9	4	0	25	75	61	2
Incident Totals	14	11	7	1	2					5	9	3				28	33	9	
Student Totals	7	9	4	1	1					4	7	3				17	21	7	
Total Enrollment	521	491	486	28	27	29	27	25	21	712	748	749	282	270	273	2103	1973	1950	39
Incident Totals	206	183	72	18	11	4	2	3	4	100	112	40	19	20	4	479	420	180	
Student Totals	85	92	46	7	8	3	2	1	2	60	81	31	13	13	4	239	229	113	

PPA Award # S209A1600  
 Page 689

2013-14 Suspensions as of 1-16-2014

2013-14 School as of 1-16-2014	Total Enrollment	American Indian or Alaskan Native	Black or African American	Filipino	Hispanic	Hmong	Other Asian	White	Grand Total	Rate
Enrollment %		14%	1%	1%	21%	8%		54%		
<b>Bess Maxwell</b>										
Incident Totals					4			14	18	6%
Student Totals	284				2			7	9	3%
<b>Crescent Elk</b>										
Incident Totals		7			1			18	26	5%
Student Totals	509	7			1			16	24	5%
<b>Del Norte High</b>										
Incident Totals		13	2	1	15	3	1	27	62	8%
Student Totals	823	10	1	1	14	3	1	22	52	6%
<b>Joe Hamilton</b>										
Incident Totals								8	8	3%
Student Totals	312							6	6	2%
<b>Margaret Keating</b>										
Incident Totals		2			1				3	4% <sup>19</sup>
Student Totals	80	2			1				3	4% <sup>0019</sup>
<b>Mary Peacock</b>										
Incident Totals									0	0% <sup>#</sup>
Student Totals	361								0	0% <sup>#</sup>
<b>Mountain</b>										
Incident Totals									0	0% <sup>PR</sup>
Student Totals	30								0	0% <sup>PR</sup>
<b>Pine Grove</b>										
Incident Totals								1	1	0%
Student Totals	234							1	1	0%
<b>Redwood</b>										
Incident Totals		8			1			7	16	3%
Student Totals	494	5			1			6	12	2%
<b>Smith River</b>										
Incident Totals								2	2	1%
Student Totals	229							2	2	1%
<b>Sunset High</b>										
Incident Totals		12	1		4			17	34	40%
Student Totals	86	5	1		4			13	23	27%
<b>Total Incidents</b>		42	3	1	26	3	1	94	170	5%
<b>Total Students</b>	3442	29	2	1	23	3	1	73	132	4%
<b>% of Discipline</b>		22%	2%	1%	17%	2%	1%	55%		

Page 890  
Award # S299A160019

## End of Year Suspension Information for 2014-15

2014-15 School EOY	Total Enrollment	American Indian or Alaskan Native	Black or African American	Filipino	Hispanic	Hmong	Other Asian	White	Grand Total	% of School Population with 1 or more Suspensions
<b>Bess Maxwell</b>										
Incident Totals		9			4			30	43	
Student Totals	263	3			3			18	24	9%
<b>Crescent Elk</b>										
Incident Totals		31	3		12		2	45	93	
Student Totals	457	16	2		8		1	29	56	12%
<b>Del Norte High</b>										
Incident Totals		16	6	2	21	1	6	71	123	
Student Totals	811	11	3	2	17	1	3	49	86	11%
<b>Joe Hamilton</b>										
Incident Totals		4			1			23	28	
Student Totals	340	3			1			12	16	5%
<b>Margaret Keating</b>										
Incident Totals		13						1	14	
Student Totals	92	5						1	6	7%
<b>Mary Peacock</b>										
Incident Totals		4			1			6	11	
Student Totals	337	1			1			5	7	2%
<b>Mountain</b>										
Incident Totals								1	1	
Student Totals	24							1	1	4%
<b>Pine Grove</b>										
Incident Totals		1						12	13	
Student Totals	264	1						7	8	3%
<b>Redwood</b>										
Incident Totals		1	4		3		1	25	34	
Student Totals	494	1	1		1		1	13	17	3%
<b>Smith River</b>										
Incident Totals					2				2	
Student Totals	255				2				2	1%
<b>Sunset High</b>										
Incident Totals		8			8			15	31	
Student Totals	51	7			6			12	25	49%
<b>Total Incidents</b>		87	13	2	52	1	9	229	393	
<b>Total Students</b>	3388	48	6	2	39	1	5	147	248	7%

## CST Science Testing

### Percent of students scoring Proficient or Advanced

Year	5th Grade				8th Grade				10th Grade			
	American Indian	Hispanic	White	Overall	American Indian	Hispanic	White	Overall	American Indian	Hispanic	White	Overall
2011-12	39%	41%	60%	49%	54%	48%	76%	66%	10%	38%	40%	36%
2012-13	38%	30%	54%	45%	47%	81%	87%	80%	41%	26%	51%	43%
2013-14	43%	35%	55%	46%	56%	58%	65%	62%	77%	31%	49%	43%

## Programs Information

### GATE

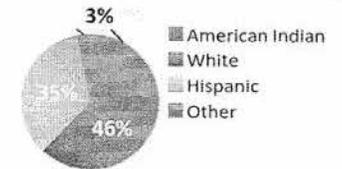
	Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Enrollment 3rd-12th grade American Indian Students		455	332	392	463	441	344	594
Enrollment 3rd-12th grade Non-American Students		2871	2250	2508	2937	2672	2670	2493
American Indian Students Eligible for Gate		47	48	46	49	42	63	67
Non-American Indian Students Eligible for Gate		479	396	423	479	416	482	412
% of American Indian Students Eligible for Gate		10%	14%	12%	11%	10%	17%	11%
% of Non-American Indian Students Eligible for Gate		17%	18%	17%	16%	16%	18%	16%

Source: DataQuest

### Identified Homeless Students

American Indian or Alaskan Native	White	Hispanic	Other	Total
15	44	33	3	95

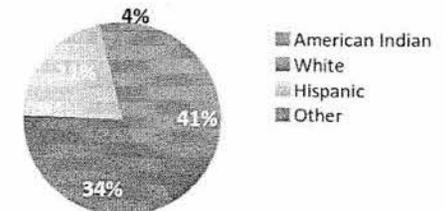
Source: Aeries Student Information System



### State Foster Students

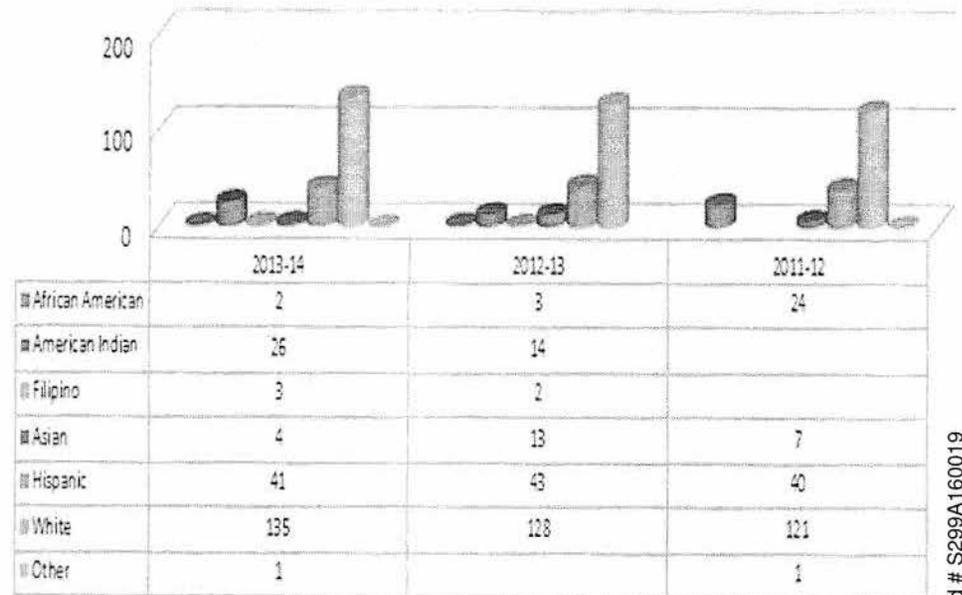
American Indian or Alaskan Native	White	Hispanic	Other	Total
56	46	28	5	135

Source: Aeries Student Information System



## Sports Participation

Source: Aeries Student Information System



PR/Award # S299A160019  
Page e93

## Leadership Participation

Del Norte High School	African American	American Indian	Filipino	Asian	Hispanic	Hmong	White	Total
2015-16	1	5	0	1	0	4	18	29
2014-15	1	1	1	1	1	2	19	26
2013-14	1	1	0	2	0	2	20	26



**Certificated Staff  
2012-13**

Name	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Bess Maxwell Elementary	1	1	1	0	13	0	16
Crescent Elk Middle	4	2	1	1	25	0	33
Del Norte High	2	4	0	1	44	0	51
Joe Hamilton Elementary	0	1	0	0	20	0	21
Margaret Keating Elementary	0	1	0	0	7	0	8
Mary Peacock Elementary	0	1	0	0	19	1	21
Mountain Elementary	0	0	0	0	4	0	4
Pine Grove Elementary	0	0	0	0	12	0	12
Redwood Elementary	0	0	0	0	23	0	23
Smith River Elementary	2	0	0	0	11	0	13
Sunset High	1	0	0	0	7	0	8

Source: DataQuest



# American Indian Report Card

for

Del Norte County Office of Education  
*Updated May 2016*

PR/Award # S299A160019  
Page e96



## School Site Enrollments

### 2012-13

School	Hispanic or Latino of Any Race	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or More Races	Not Reported	Total
Bar-O	11	1	0	0	0	5	4	0	0	21
Castle Rock	27	41	8	0	0	0	249	6	1	332
Del Norte County Community Day (Elementary)	0	0	0	0	0	0	0	0	0	0
Del Norte County Community Day (Secondary)	1	1	0	0	0	0	5	0	0	7
Elk Creek	3	5	0	0	0	0	2	0	0	10
McCarthy Center/Court/Community	0	9	0	0	0	0	20	0	0	29
<b>Total Enrollment</b>	<b>42</b>	<b>57</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>280</b>	<b>6</b>	<b>1</b>	<b>399</b>

### 2013-14

School	Hispanic or Latino of Any Race	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or More Races	Not Reported	Total
Bar-O	9	1	0	0	0	3	7	0	0	19
Castle Rock	41	40	5	0	0	1	212	5	0	299
Del Norte County Community Day (Elementary)	0	0	0	0	0	0	0	0	0	0
Del Norte County Community Day (Secondary)	0	1	0	0	0	0	5	0	0	6
Elk Creek	1	3	0	0	0	0	4	0	0	8
McCarthy Center/Court/Community	1	6	0	0	0	0	15	0	0	22
<b>Total Enrollment</b>	<b>52</b>	<b>51</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>243</b>	<b>5</b>	<b>0</b>	<b>350</b>

PR/Av 8/18/14 # S299A18009 Page e87

### 2014-15

School	Hispanic or Latino of Any Race	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or More Races	Not Reported	Total
Bar-O	5	0	1	0	0	3	4	2	0	15
Castle Rock	49	79	9	3	0	4	244	11	0	399
Del Norte Community	6	4	0	0	0	0	25	0	0	35
Elk Creek	2	2	0	0	0	0	2	0	0	6
<b>Total Enrollment</b>	<b>62</b>	<b>85</b>	<b>10</b>	<b>3</b>	<b>0</b>	<b>7</b>	<b>275</b>	<b>13</b>	<b>0</b>	<b>455</b>

Source: DataQuest

## State Testing ELA 2014-15

Grades	3rd	4th	5th	6th	7th	8th	11th	All
Students Enrolled	NA	13	11	NA	22	44	105	221
Students Tested	NA	0	1	NA	3	8	17	29
Standard Exceeded	NA	*	*	NA	*	*	7%	4%
Standard Met	NA	*	*	NA	*	*	13%	11%
Standard Nearly Met	NA	*	*	NA	*	*	33%	33%
Standard Not met	NA	*	*	NA	*	*	47%	52%

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

Source: DataQuest

## State Testing Math 2014-15

Grades	3rd	4th	5th	6th	7th	8th	11th	All
Students Enrolled	NA	13	11	NA	22	44	105	221
Students Tested	NA	0	1	NA	3	9	18	31
Standard Exceeded	NA	*	*	NA	*	*	0%	0%
Standard Met	NA	*	*	NA	*	*	0%	0%
Standard Nearly Met	NA	*	*	NA	*	*	13%	11%
Standard Not met	NA	*	*	NA	*	*	87%	87%

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

Source: DataQuest

## Graduation Information

Year	# of American Indian's Enrolled in Grade 12	# of Am. Indian Graduates	% of American Indian Students that Graduated	# of Non-American Indian's Enrolled in Grade 12	# Non-American Indian Graduates	% of Non-American Indian Students that Graduated
2009-10	25	18	72%	135	74	55%
2010-11	23	6	26%	104	67	64%
2011-12	28	14	50%	95	65	68%
2012-13	26	15	58%	79	53	67%
2013-14	16	10	63%	85	73	85%

Source: DataQuest

## Taa-at-dvn

### Enrollment\*

	Race/Ethnicity	Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15 (as of 4/1/15)	American Indian		1	1					1		3	2	1	4	9	27
	White											1				1
	<b>Total</b>		<b>1</b>	<b>1</b>					<b>1</b>		<b>3</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>9</b>	<b>28</b>
2013-14	American Indian							1		3	2	2	6	2	6	27
	White													1	1	2
	Hispanic													1		1
	Hmong														1	1
<b>Total</b>								<b>1</b>		<b>3</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>26</b>
2012-13	American Indian								2		2	1	3	4	7	19
	White												1			1
	Hmong													1		1
<b>Total</b>								<b>2</b>		<b>2</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>21</b>	
2011-12	American Indian							1		2	4	4	3	1	15	30
	White														1	1
	<b>Total</b>							<b>1</b>		<b>2</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>16</b>	<b>31</b>

Source: Aeries Student Information System

\*Includes Inactive Students that left during the school year.



# American Indian Report Card

for

Del Norte County Office of Education  
*Updated May 2016*

PR/Award # S299A160019  
Page e100



## School Site Enrollments

### 2012-13

School	Hispanic or Latino of Any Race	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or More Races	Not Reported	Total
Bar-O	11	1	0	0	0	5	4	0	0	21
Castle Rock	27	41	8	0	0	0	249	6	1	332
Del Norte County Community Day (Elementary)	0	0	0	0	0	0	0	0	0	0
Del Norte County Community Day (Secondary)	1	1	0	0	0	0	5	0	0	7
Elk Creek	3	5	0	0	0	0	2	0	0	10
McCarthy Center/Court/Community	0	9	0	0	0	0	20	0	0	29
<b>Total Enrollment</b>	<b>42</b>	<b>57</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>280</b>	<b>6</b>	<b>1</b>	<b>399</b>

### 2013-14

School	Hispanic or Latino of Any Race	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or More Races	Not Reported	Total
Bar-O	9	1	0	0	0	3	7	0	0	20
Castle Rock	41	40	5	0	0	1	212	5	0	304
Del Norte County Community Day (Elementary)	0	0	0	0	0	0	0	0	0	0
Del Norte County Community Day (Secondary)	0	1	0	0	0	0	5	0	0	6
Elk Creek	1	3	0	0	0	0	4	0	0	8
McCarthy Center/Court/Community	1	6	0	0	0	0	15	0	0	22
<b>Total Enrollment</b>	<b>52</b>	<b>51</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>243</b>	<b>5</b>	<b>0</b>	<b>360</b>

PR/Award # S299A160019 Page 101

### 2014-15

School	Hispanic or Latino of Any Race	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or More Races	Not Reported	Total
Bar-O	5	0	1	0	0	3	4	2	0	15
Castle Rock	49	79	9	3	0	4	244	11	0	399
Del Norte Community	6	4	0	0	0	0	25	0	0	35
Elk Creek	2	2	0	0	0	0	2	0	0	6
<b>Total Enrollment</b>	<b>62</b>	<b>85</b>	<b>10</b>	<b>3</b>	<b>0</b>	<b>7</b>	<b>275</b>	<b>13</b>	<b>0</b>	<b>455</b>

Source: DataQuest

## State Testing ELA 2014-15

Grades	3rd	4th	5th	6th	7th	8th	11th	All
Students Enrolled	NA	13	11	NA	22	44	105	221
Students Tested	NA	0	1	NA	3	8	17	29
Standard Exceeded	NA	*	*	NA	*	*	7%	4%
Standard Met	NA	*	*	NA	*	*	13%	11%
Standard Nearly Met	NA	*	*	NA	*	*	33%	33%
Standard Not met	NA	*	*	NA	*	*	47%	52%

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

Source: DataQuest

## State Testing Math 2014-15

Grades	3rd	4th	5th	6th	7th	8th	11th	All
Students Enrolled	NA	13	11	NA	22	44	105	221
Students Tested	NA	0	1	NA	3	9	18	31
Standard Exceeded	NA	*	*	NA	*	*	0%	0%
Standard Met	NA	*	*	NA	*	*	0%	0%
Standard Nearly Met	NA	*	*	NA	*	*	13%	11%
Standard Not met	NA	*	*	NA	*	*	87%	87%

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

Source: DataQuest

## Graduation Information

Year	# of American Indian's Enrolled in Grade 12	# of Am. Indian Graduates	% of American Indian Students that Graduated	# of Non-American Indian's Enrolled in Grade 12	# Non-American Indian Graduates	% of Non-American Indian Students that Graduated
2009-10	25	18	72%	135	74	55%
2010-11	23	6	26%	104	67	64%
2011-12	28	14	50%	95	65	68%
2012-13	26	15	58%	79	53	67%
2013-14	16	10	63%	85	73	85%

Source: DataQuest

## Taa-at-dvn

### Enrollment\*

	Race/Ethnicity	Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15 (as of 4/1/15)	American Indian		1	1					1		3	2	1	4	9	19
	White											1				1
	<b>Total</b>		<b>1</b>	<b>1</b>					<b>1</b>		<b>3</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>9</b>	<b>20</b>
2013-14	American Indian							1		3	2	2	6	2	6	26
	White													1	1	2
	Hispanic													1		1
	Hmong														1	1
<b>Total</b>							<b>1</b>		<b>3</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>26</b>	
2012-13	American Indian								2		2	1	3	4	7	19
	White												1			1
	Hmong													1		1
<b>Total</b>								<b>2</b>		<b>2</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>21</b>	
2011-12	American Indian							1		2	4	4	3	1	15	30
	White														1	1
	<b>Total</b>							<b>1</b>		<b>2</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>16</b>	<b>31</b>

Source: Aeries Student Information System

\*Includes Inactive Students that left during the school year.

**PARTERSHIP AGREEMENT BETWEEN**

**Del Norte County Unified School District and Del Norte County Office of Education  
&  
The Yurok Tribe for The Success in Both World's Program  
A Native Youth Community Project**

The partnership agreement is to support the Yurok Tribe's "Success in Two Worlds" Demonstration Grant Program through the U.S. Department of Education. The Yurok Tribe's "Success in Both Worlds" program includes the following goals: to support the college and career readiness of American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; to provide inspiration toward a career pathway to the target students; and to increase the number of tribal members entering higher education.

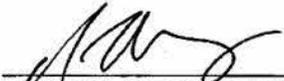
**Del Norte County Unified School District and Del Norte County Office of Education** agrees to the following as a partner member:

1. To continue to build a collaborate partnership with the Yurok Tribe's Education Department's staff and the Success in Both Worlds Program in order to reach the project's mutual goals.
2. To provide access to the District and County Office schools for the Yurok Tribe's Success in Both Worlds Program with the goal of increasing the number of American Indian children that are college and career ready and working to meet the educational needs of tribal member students in our region.
3. To continue to provide student referrals and academic performance information for the target students to designated staff from Yurok Tribe's Program.
4. To continue to provide collaborative support and program feedback to the Yurok Tribe's Success in Both worlds Program though collaborative advisory committee meetings.
5. To continue to work collaboratively in partnership with the Yurok Tribe toward the goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education.
6. To continue to work in partnership with the Yurok Tribe's Program to identify resources and support systems for the American Indian students and their families identified by this project.

**PAGE 2, YUOK TRIBE'S  
SUCCESS IN BOTH WORLDS PROGRAM**

**The Yurok Tribe Agrees** to the following as the lead Tribal Partner:

1. To continue to collaborate with the identified community partners and others to reach the project goals and develop programs services that sustain beyond the funding cycle.
2. To implement the stated objectives and provide the oversight of the Success in Both Worlds Demonstration Grant Program and share the results with community partners.
3. The Yurok Tribe will target the following school sites for this program: Del Norte County High School, Crescent Elk Middle School and Margaret Keating Elementary School in Del Norte County.
4. The Yurok Tribe will provide target students career mentoring from local American Indian professionals through on site professional panels, career interviewing, and job shadowing with the goal of inspiring the target students to identify a career pathway and the academic preparation toward the career.
5. The Yurok Tribe agrees to provide guidance and academic tutoring staff at the target schools on weekly basis who will facilitate the program to the target students, including academic tutoring, academic guidance, cultural activities, cross-age mentoring to grades 5-8<sup>th</sup>, Native student club activities, college tours, career mentoring from American Indian professionals, and support for enrollment to college bridge programs, as well as make referrals of target students to needed support services.
6. To continue to work toward the mutual goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education after high school graduation.

  
\_\_\_\_\_  
**Jeff Harris, Superintendent**      **5/19/16**  
**Del Norte County Unified School District**  
**Del Norte County Office of Education**

(b)(6)  
  
\_\_\_\_\_  
**Jim McQuillen, PPS**      **5/19/16**  
**Yurok Tribe's Education Director**  
**Director of Success In Both Worlds**

**PARTERSHIP AGREEMENT BETWEEN**  
**Klamath Trinity Joint Unified School District**  
**&**  
**The Yurok Tribe for The Success in Both World's Program**  
**A Native Youth Community Project**

The partnership agreement is to support the Yurok Tribe's "Success in Two Worlds" Demonstration Grant Program through the U.S. Department of Education. The Yurok Tribe's "Success in Both Worlds" program includes the following goals: to support the college and career readiness of American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; to provide inspiration toward a career pathway to the target students; and to increase the number of tribal members entering higher education.

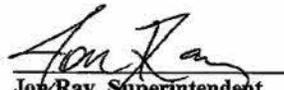
**Klamath Trinity Joint Unified School District** agrees to the following as a partner member:

1. To continue to build a collaborate partnership with the Yurok Tribe's Education Department's staff and the Success in Both Worlds Program in order to reach the project's mutual goals.
2. To provide access to the District and County Office schools for the Yurok Tribe's Success in Both Worlds Program with the goal of increasing the number of American Indian children that are college and career ready and working to meet the educational needs of tribal member students in our region.
3. To continue to provide student referrals and academic performance information for the target students to designated staff from Yurok Tribe's Program.
4. To continue to provide collaborative support and program feedback to the Yurok Tribe's Success in Both worlds Program though collaborative advisory committee meetings.
5. To continue to work collaboratively in partnership with the Yurok Tribe toward the goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education.
6. To continue to work in partnership with the Yurok Tribe's Program to identify resources and support systems for the American Indian students and their families identified by this project.

**PAGE 2, YUROK TRIBE'S  
SUCCESS IN BOTH WORLDS PROGRAM**

**The Yurok Tribe Agrees to the following as the lead Tribal Partner:**

1. To continue to collaborate with the identified community partners and others to reach the project goals and develop programs services that sustain beyond the funding cycle.
2. To implement the stated objectives and provide the oversight of the Success in Both Worlds Demonstration Grant Program and share the results with community partners.
3. The Yurok Tribe will target the following school sites for this program: Hoopa High School, Jack Norton Elementary School (a small necessary school) AND Hoopa Elementary located in Humboldt County.
4. The Yurok Tribe will provide target students career mentoring from local American Indian professionals through on site professional panels, career interviewing, and job shadowing with the goal of inspiring the target students to identify a career pathway and the academic preparation toward the career.
5. The Yurok Tribe agrees to provide guidance and academic tutoring staff at the target schools on weekly basis who will facilitate the program to the target students, including academic tutoring, academic guidance, cultural activities, cross-age mentoring to grades 5-8<sup>th</sup>, Native student club activities, college tours, career mentoring from American Indian professionals, and support for enrollment to college bridge programs, as well as make referrals of target students to needed support services.
6. To continue to work toward the mutual goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education after high school graduation.

  
Jon Ray, Superintendent      Date 5/17/16  
Klamath Trinity Joint Unified School District

(b)(6)  
  
Jim McQuillen, PPS      Date 5/17/16  
Yurok Tribe's Education  
Director of Success In Both Worlds

**PARTERSHIP AGREEMENT BETWEEN**

**Eureka City Schools District and Humboldt County Office of Education  
&  
The Yurok Tribe for The Success in Both World's Program  
A Native Youth Community Project**

The partnership agreement is to support the Yurok Tribe's "Success in Two Worlds" Demonstration Grant Program through the U.S. Department of Education. The Yurok Tribe's "Success in Both Worlds" program includes the following goals: to support the college and career readiness of American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; to provide inspiration toward a career pathway to the target students; and to increase the number of tribal members entering higher education.

**Eureka City Schools District and Humboldt County Office of Education** agrees to the following as a partner member:

1. To continue to build a collaborate partnership with the Yurok Tribe's Education Department's staff and the Success in Both Worlds Program in order to reach the project's mutual goals.
2. To provide access to the District and County Office schools for the Yurok Tribe's Success in Both Worlds Program with the goal of increasing the number of American Indian children that are college and career ready and working to meet the educational needs of tribal member students in our region.
3. To continue to provide student referrals and academic performance information for the target students to designated staff from Yurok Tribe's Program.
4. To continue to provide collaborative support and program feedback to the Yurok Tribe's Success in Both worlds Program though collaborative advisory committee meetings.
5. To continue to work collaboratively in partnership with the Yurok Tribe toward the goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education.
6. To continue to work in partnership with the Yurok Tribe's Program to identify resources and support systems for the American Indian students and their families identified by this project.

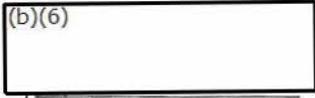
**PAGE 2, YUOK TRIBE'S  
SUCCESS IN BOTH WORLDS PROGRAM**

**The Yurok Tribe Agrees** to the following as the lead Tribal Partner:

1. To continue to collaborate with the identified community partners and others to reach the project goals and develop programs services that sustain beyond the funding cycle.
2. To implement the stated objectives and provide the oversight of the Success in Both Worlds Demonstration Grant Program and share the results with community partners.
3. The Yurok Tribe will target the following school sites for this program: Eureka City High School, Zane Middle School and Lafayette Elementary School in Humboldt County.
4. The Yurok Tribe will provide target students career mentoring from local American Indian professionals through on site professional panels, career interviewing, and job shadowing with the goal of inspiring the target students to identify a career pathway and the academic preparation toward the career.
5. The Yurok Tribe agrees to provide guidance and academic tutoring staff at the target schools on weekly basis who will facilitate the program to the target students, including academic tutoring, academic guidance, cultural activities, cross-age mentoring to grades 5-8<sup>th</sup>, Native student club activities, college tours, career mentoring from American Indian professionals, and support for enrollment to college bridge programs, as well as make referrals of target students to needed support services.
6. To continue to work toward the mutual goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education after high school graduation.

  
\_\_\_\_\_  
Fred Van Vleck, Superintendent      Date  
Eureka City School District  
Humboldt County Office of Education

5/17/16

(b)(6)  
  
\_\_\_\_\_  
Jim McQuillen, PPS      Date  
Yurok Tribe's Education Director  
Director of Success In Both Worlds

5/18/16

**PARTNERSHIP AGREEMENT BETWEEN**  
**Northern Humboldt Union High School District**  
**&**  
**The Yurok Tribe for The Success in Both World's Program**  
**A Native Youth Community Project**

The partnership agreement is to support the Yurok Tribe's "Success in Both Worlds" Demonstration Grant Program through the U.S. Department of Education. The Yurok Tribe's "Success in Both Worlds" program includes the following goals: to support the college and career readiness of American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; to provide inspiration toward a career pathway to the target students; and to increase the number of American Indian students entering higher education.

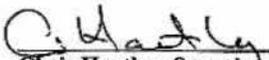
**Northern Humboldt Union High School District** agrees to the following as a partner member:

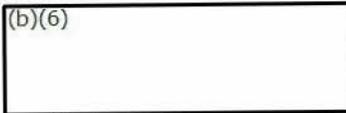
1. To continue to build a collaborate partnership with the Yurok Tribe's Education Department's staff and the Success in Both Worlds Program in order to reach the project's mutual goals.
2. To provide access to the District schools for the Yurok Tribe's Success in Both Worlds Program with the goal of increasing the number of American Indian students that are college and career ready and working to meet the educational needs of American Indian students in our region.
3. To continue to provide student referrals and academic performance information for the target students to designated staff from Yurok Tribe's Program.
4. To continue to provide collaborative support and program feedback to the Yurok Tribe's Success in Both Worlds Program though collaborative advisory committee meetings.
5. To continue to work collaboratively in partnership with the Yurok Tribe toward the goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of American Indian students entering higher education.
6. To continue to work in partnership with the Yurok Tribe's Program to identify resources and support systems for the American Indian students and their families identified by this project.

**PAGE 2, YUOK TRIBE'S  
SUCCESS IN BOTH WORLDS PROGRAM**

**The Yurok Tribe Agrees to the following as the lead Tribal Partner:**

1. To continue to collaborate with the identified community partners and others to reach the project goals and develop programs services that sustain beyond the funding cycle.
2. To implement the stated objectives and provide the oversight of the Success in Both Worlds Demonstration Grant Program and share the results with community partners.
3. The Yurok Tribe will target the following school sites for this program: Northern Humboldt Union High School District, McKinleyville Middle School and Morris Elementary School in Humboldt County.
4. The Yurok Tribe will provide target students career mentoring from local American Indian professionals through on site professional panels, career interviewing, and job shadowing with the goal of inspiring the target students to identify a career pathway and the academic preparation toward the career.
5. The Yurok Tribe agrees to provide guidance and academic tutoring staff at the target schools on weekly basis who will facilitate the program to the target students, including academic tutoring, academic guidance, cultural activities, cross-age mentoring to grades 5-8<sup>th</sup>, Native student club activities, college tours, career mentoring from American Indian professionals, and support for enrollment to college bridge programs, as well as make referrals of target students to needed support services.
6. To continue to work toward the mutual goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of American Indian students entering higher education after high school graduation.

 5/19/16  
Chris Hartley, Superintendent Date  
Northern Humboldt Unified School District

(b)(6)  
 5/19/16  
Jim McQuillen, PPS Date  
Yurok Tribe's Education Director  
Director of Success In Both Worlds



United States Department of the Interior

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



February 25, 2015

Mr. Thomas P. O'Rourke, Chairman
Yurok Tribe
P.O. Box 1027
Klamath, CA 95548

RECEIVED
BY: CS
-COUNCIL
-FISCAL
-GRANT/COMP

Dear Mr. O'Rourke:

Enclosed is the signed original negotiated indirect cost rate agreement that was processed by our office. If you have any questions concerning this agreement, please refer to the signature page for the name and contact number of the negotiator.

As a recipient of federal funds, you are required to submit Indirect Cost Proposals on an annually basis. Proposals are due within 6 months after the close of your fiscal year end and are processed on a first-in, first-out basis.

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

Table with 2 columns: Fiscal Year End Date and Proposal Due Date. Rows include September 30th, December 31st, June 30th and March 31st, June 30th, December 31st.

Please visit our Web site at http://www.doi.gov/ibc/services/Indirect\_Cost\_Services for guidance and updates on submitting future indirect cost proposals. The website includes helpful tools such as a completeness checklist, indirect cost and lobbying certificates, sample proposals, excel worksheet templates, and links to other Web sites.

Sincerely
(b)(6)
Deborah A. Moberly (b)(6)
Office Chief

Enclosure

cc: Self-Determination Specialist, Pacific Regional Office, Bureau of Indian Affairs
cc: Compact Negotiator, Office of Self Governance, North West Field Office, BIA
Ref: J:\Native Americans\Pacific (Sacramento SA)\Yurok Tribe (Yticw171) (364)\FY 14 Rate Extension to FY 15\Ytic-IssueLtr.15.doc

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

Internet: http://www.doi.gov/ibc/services/Indirect\_Cost\_services
PR/Award # S299A160019
Email: ICS@ibc.doi.gov

**Indian Organizations  
Indirect Cost Negotiation Agreement**

EIN: 68-0178020

**Organization:**

Yurok Tribe  
P.O. Box 1027  
Klamath, CA 95548

**Date:** February 25, 2015

**Report No(s) .:** 15-A-0432

**Filing Ref.:**

Last Negotiation Agreement  
dated October 1, 2014

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 225 (OMB Circular A-87) apply, subject to the limitations contained in 25 CFR 900 and in Section II.A. of this agreement. 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 2 CFR 225.

**Section I: Rate**

Type	Effective Period		Rate*	Locations	Applicable
	From	To			To
Fixed Carryforward	10/01/14	09/30/15	24.50%	All	All Programs

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

**Note:** The Tribe requested to negotiate the FY 2015 rate using the FY 2014 negotiated costs and convert to a three year carryforward cycle. The FY 2013 carryforward will be applied to the FY 2016 rate.

**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 agreement.

**C. Changes:** The rate contained in this agreement is 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 in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

**D.**

**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 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.

**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 in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate should be used to identify the maximum amount of indirect cost allocable to these programs.

**I. Central Service Costs:** Where central service costs are estimated for the calculation of indirect cost rates, adjustments will be made to reflect the difference between provisional and final amounts.

J. 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 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. New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal or calendar years. The proposals are due in our office 6 months prior to the beginning of the year to which the proposed rates will apply.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

By the Cognizant Federal Government Agency:

Yurok Tribe  
Tribal Government

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

(b)(6) [Redacted Signature Box]

Signature  
Thomas P. O'Rourke Sr.

Signature  
Deborah A. Moberly (b)(6)

Name (Type or Print)

Name

Chairman  
Title

Office Chief  
Office of Indirect Cost Services  
Title

2/23/15  
Date

FEB 25 2015  
Date  
Negotiated by Muberra Guvenc  
Telephone (916) 566-7007

**Response/ Statement to Meet the General Education provisions Act (GEPA) Section 427 Requirements:**

The Yurok Tribe will continue to take measures to eliminate barriers to students or families served that can impede equitable access or participation to our project's activities based on gender, race, national origin, color, disability or age.

The Yurok Tribe's Program will ensure that all applicants to our program are treated fairly and equitable within the requirements of the grant and the law.

The Yurok Tribe's Project will pay special attention to students with disabilities and gender equity issues since these issues stand out on the topic that our project proposes.

The Yurok Tribe' Education Project's Success In Both Worlds Project will continue to take measures to eliminate barriers to students or families served that can impede equitable access or participation to our project's activities based on gender, race, national origin, color, disability or age. This will include staff hiring, communication with school and other programs as well as in all aspects of our project's operation.



# YUROK TRIBE

190 Klamath Boulevard • Post Office Box 1027 • Klamath, CA 95548

## YUROK TRIBE Indirect Cost Proposal For Fiscal Year 2016

**Proposal Covers Fiscal Period:**

**October 1, 2015 through September 30, 2016**

**Type of Rate:** The proposed rate is a Fixed Rate with a Carry Forward provision.

**POINT OF CONTACT:** Jeannie Duncan  
Position: Grants/Contract Compliance Officer  
Telephone: (707) 482-1350, Ext. 1423  
Email: [jduncan@yuroktribe.nsn.us](mailto:jduncan@yuroktribe.nsn.us)



Phone: (707) 482-1350 • Fax: (707) 482-1377



**Certificate of Indirect Costs**  
**For State & Local Governments and Indian Tribes**

This is to certify that I have reviewed the indirect cost rate proposal submitted herewith and to the best of my knowledge and belief:

- (1) All costs included in this proposal dated for **FY 2016** to establish billing or final indirect cost rates for **October 1, 2015 through September 30, 2016** are allowable in accordance with the requirements of the Federal award(s) to which they apply and the provisions of 2 CFR Part 200 Subpart E-Cost Principles. Unallowable costs have been adjusted for in allocating costs as indicated in the indirect cost proposal.
  
- (2) All costs included in this proposal are properly allocable to Federal awards on the basis of a beneficial or causal relationship between the expenses incurred and the agreements to which they are allocated in accordance with applicable requirements. Further, the same costs that have been treated as indirect costs have not been claimed as direct costs. Similar types of costs have been accounted for consistently and the Federal government will be notified of any accounting changes that would affect the predetermined rate.

I declare that the foregoing is true and correct.

Indian Tribal Government: \_\_\_\_\_ YUROK TRIBE \_\_\_\_\_

Signature:

(b)(6)

Name of Official: \_\_\_\_\_ Thomas O'Rourke \_\_\_\_\_

Title: \_\_\_\_\_ Chairman \_\_\_\_\_

Date of Execution: \_\_\_\_\_

This certification:

- Is a requirement per 2 CFR Part 200 Subpart E Subsection 200.415 and Appendix VII Section D.3.;
- Must be submitted as part of the annual indirect cost rate proposal; and
- Must be signed on behalf of the non-Federal entity by an individual at a level no lower than vice president or chief financial officer of the organization.

**YUROK TRIBE-JOB DESCRIPTION**  
**Education Director**

Job Title:	<b>Education Director</b>	Pay Grade	<b>12</b>
Department	<b>Education</b>	Location:	<b>Klamath, Eureka, Weitchpec</b>
Reports To:	<b>Executive Director</b>	FLSA Status	<b>Exempt</b>
<b>ALL HIRING IS SUBJECT TO THE YUROK TRIBE'S HIRING PREFERENCE</b>			
Salary Range	<b>\$68,809 – 89,450</b>		

**POSITION SUMMARY:**

Under the supervision of the Executive Director, the Education Department Director has full responsibility for planning, directing and administering all educational program services provided by the Tribe. The Director participates in the overall planning, development and implementation of the Tribe's short and long term goals as they relate to education and related matters. The Director receives policy guidance from the Tribal Council and implements it for the department. The Education Director is responsible for maintaining and improving the delivery of Education Program Services to all Tribal members.

**DUTIES AND RESPONSIBILITIES:**

- A. **PLANNING AND SETTING OBJECTIVES:**
  - 1. Adhere to all governmental statutes, regulations transmittal notices and memorandums pertaining to securing and maintaining funding for the Tribe's Education programs.
  - 2. Oversees the development of policies and operating procedures based upon these sources.
  - 3. Plans and develops grant applications.
  - 4. Oversees the development of the Departmental mission statement including short and long term goals and objectives.
  - 5. Develops and recommends plans consistent with the overall mission of the Tribes' educational programs.
  - 6. Works with Tribal Council to confirm budgetary and programmatic goals and objectives.
  
- B. **ORGANIZING:**
  - 1. Develops and oversees the maintenance of necessary systems and procedures to assure implementation of program coordination.
  - 2. Establishes operating and administrative procedures to assure efficient program operation and compliance with all contractual and organizational terms, conditions and obligations.
  - 3. Controls and coordinates operations and activities and approved action plans for the Department.
  - 4. Oversees the program planning and operations activities for all Department programs.

**YUROK TRIBE-JOB DESCRIPTION**  
**Education Director**

- 5. Presides at various meetings of staff personnel and special committees to obtain guidance, provide leadership and coordinate the activities of these groups to the best interest of the Tribe and the department.
- 6. Develops and coordinates an administrative organization plan for the Department in close coordination with the overall Tribal administrative organization plan.
- 7. Assists in the formulation of policy in an advisory capacity and prepares information to be considered in the determination of policy.
- 8. Maintains effective professional working relationships with funding agency staff to ensure effective delivery of services.

**C. PROGRAM EVALUATION:**

- 1. Implements internal and external reporting systems and procedures for monitoring and controlling fiscal and programmatic activities.
- 2. Develops, implements and maintains an ongoing evaluation system to ensure quality control of all Departmental programs including fiscal accountability and cost-effectiveness.
- 3. Studies policies, methods and procedures and modifies or makes recommendations for modification as is necessary for the proper functioning of the Department and programs.

**SUPERVISORY RESPONSIBILITIES:**

Performs the full range of supervisor duties and responsibilities. Plans work of subordinates based on priorities, nature of assignment, and capability of employee. Develops work performance plans and evaluates performance of subordinates. Provides advice, instruction and guidance to subordinates on work matters. Develops departmental Staff Career development plans designed to improve the job-related effectiveness of each departmental employee. Reviews and makes recommendations on personnel actions such as employment, retention, promotion and termination.

**MINIMUM QUALIFICATIONS:**

- 1. Demonstrates experience with and understanding of federally funded education programs, particularly as they relate to Native Americans.
- 2. Knowledge of computer word processing, database and spreadsheet programs.
- 3. Must possess a valid driver's license, vehicle insurance and access to a vehicle.
- 5. Knowledge of/or ability to obtain knowledge of rules and regulations of all applicable Federal requirements and the ability to apply these requirements in the daily operation to various programs..
- 4. Ability to coordinate individual training plans and career development opportunities of the staff.
- 5. Must pass fingerprinting under FBI and a Background Investigation.

Modified: 10/10/04  
HR Update: 3/6/09  
HR/Admin Cmte revision approval: 8/31/09  
MT\_\_x\_\_RS\_\_x\_\_DT\_\_x\_\_SL\_\_x\_\_  
10/01/09 COLA

**YUROK TRIBE-JOB DESCRIPTION**  
**Education Director**

- 6. Ability to communicate effectively, both orally and in writing.
- 7. Experience with writing grants and implementing grant-funded programs.

**EDUCATION/EXPERIENCE:**

Bachelor Degree in Education or related field plus seven or more years of progressively responsible experience administering educational and client service programs.

Progressively responsible work experience in a similar occupation may be substituted for the educational requirement (two years of full time experience equals to one year of college).

**CONDITIONS OF EMPLOYMENT:**

- ✓ All applicants are subject to the Tribe's Drug and Alcohol Free Work Place Policy including pre-employment screening.
- ✓ All applicants will acknowledge and follow all Yurok Tribe personnel and other policies and procedures.
- ✓ The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- ✓ When necessary, must be able to lift 25 to 50 pounds.
- ✓ **THIS POSITION REQUIRES COMPLIANCE WITH THE INDIAN CHILD PROTECTION and FAMILY VIOLENCE PREVENTION ACT PUBLIC LAW 101-630 ; 25 CODE of FEDERAL REGULATIONS PART 63 – INDIAN CHILD PROTECTION and FAMILY VIOLENCE PREVENTION; CRIME CONTROL ACT OF 1990, EMPLOYEE BACKGROUND CHECKS; and EXECUTIVE ORDER 12968, ADJUDICATIVE GUIDELINES**

PR/Award # S299A160019  
Page e121

**YUROK TRIBE-JOB DESCRIPTION  
Assistant Education Director**

Job Title:	<b>Assistant Education Director</b>	Job Grade	<b>9/10</b>
Department	<b>Education</b>	Location	<b>Klamath</b>
Reports To:	<b>Education Director</b>	FLSA Status	<b>Exempt</b>
<b>ALL HIRING IS SUBJECT TO THE YUROK TRIBE'S HIRING PREFERENCE</b>			
Salary Range	<b>\$48,871.00/\$53,820.00</b>		

**POSITION SUMMARY:**

Under the general supervision of the Education Director, the incumbent assists the Director in the day-to-day management of the Education Department. Incumbent is responsible for staff and program operations, in the absence of the Director. Incumbent will assist the Director in the development and implementation of various programs as well as developing and securing funding for new programs within the Department.

**DUTIES AND RESPONSIBILITIES:**

1. Provide direct oversight to the Child Care Program, including staff supervision and program implementation.
2. Aid in the development, implementation and monitoring of Education Programs.
3. Assist in the development of new education programs including GED program, Career Guidance/Career Exploration Program, setting up college courses on the Yurok Reservation, and other programs designed to meet the educational needs of tribal members.
4. Research funding opportunities and prepare grant applications.
5. Assist the Director in budget preparation and monitoring.
6. Prepare reports for Tribal Council, funding sources, and meetings as requested by the Director.
7. Attends meetings and work sessions and in the absence of the Director; presides at various meetings and committees.
8. Other duties as assigned to meet the needs of the Department.

**SUPERVISORY RESPONSIBILITIES:**

Performs the full range of supervisory duties and responsibilities. Develops work plans and evaluates performance of subordinates. In the absence of the Director will provide supervision to all department staff.

**DESIRABLE QUALIFICATIONS:**

- ◆ Extensive experience in preparing grant applications.
- ◆ Experience working within a tribal organization.
- ◆ Experience with federal or state educational programs.

YTC approved: 8/24/00  
 HR Modified: 10/10/04  
 HR Revised 4/20/09  
 HR revised: 8/31/09  
 Admin. Cmte. Approval: 8/31/09  
\_MT \_RS \_DT \_SL  
 10/01/09 COLA  
 10/1/12 COLA

ID#: \_\_\_\_\_



**YUROC TRIBE-JOB DESCRIPTION  
Guidance Technician**

Job Title:	<b>Guidance Technician</b>	Job Grade	<b>5/7/9</b>
Department	<b>Education</b>	Location	<b>Klamath, Weitchpec, Eureka</b>
Reports To:	<b>Education Director</b>	FLSA Status	<b>Non Exempt</b>
<b>ALL HIRING IS SUBJECT TO THE YUROC TRIBE'S HIRING PREFERENCE</b>			
Salary Range	<b>\$15.45/\$19.15/\$23.42</b>		

**POSITION SUMMARY:**

Incumbent is under the general supervision of the Education Director or Assistant Education Director. The Guidance Technician is responsible for providing basic technical guidance services in all academic areas to Yurok students in grades 7-12 and/or young adults. Incumbent is responsible for assisting tribal members in college preparation and selection, class selection, career inventories, Adult Vocational Program (AVT) Program selection and application processing, and ensuring that tribal members are aware and utilizing all financial aid options available to them. The incumbent will provide career planning, higher education planning, organizing and implementing college and higher education motivational activities. This position requires well-developed communication skills and well developed academic and successful higher education experience.

**DUTIES AND RESPONSIBILITIES:**

1. Provides various higher education motivational activities to tribal members such as workshops, college tours, recognition activities, luncheons, and college motivation days.
2. Develops a positive working rapport with target students and their families within grades 7-12.
3. Meets with students to assist in their educational planning, career selection, and educational progress. Gives students feedback on their educational progress, higher education preparation, and options for college or vocational programs.
4. Provides Advocacy to students and their families in IEP meetings, Student Study Team (SST) meetings, meetings with Principals, Superintendents and other school related meetings.
5. Makes referrals of at risk JOM students to tutoring services or other related support services.
6. Planning and implementing higher education motivational activities for program participants.
7. Supports and assists individuals and/or groups on financial aide options, FASFA applications, private and government funding processes, higher education grants and scholarships, including deadline notification.
8. Provides planning, scheduling and implementation of college preparation activities for 7-12 grade students and their parents.
9. Maintains daily student contact sheets, student attendance records and documents academic progress of students.
10. Maintains database of program participants and lists of 8<sup>th</sup>, 12<sup>th</sup>, and college graduates.
11. Attends and participates in staff meetings and parent meetings as appropriate.
12. Assists in planning and implementing potlucks, community events, community meetings, and activities regarding higher education.
13. Communicates and coordinates with other related programs, high school guidance offices, teachers, Title VII Programs, funding sources, colleges, and other higher education programs.
14. Advertise services clearly to targeted tribal members and their parents.
15. Clearly communicates financial aid options, deadlines and college options to students.
16. Works under conditions of minimal supervision.
17. Performs other duties as required to meet the needs of the program and organization.

**SUPERVISORY RESPONSIBILITIES:**

Position can supervise JOM Tutors when assigned.

**DESIRABLE QUALIFICATIONS:**

**YUROK TRIBE-JOB DESCRIPTION**

**Guidance Technician**

- A College Degree and at least one year experience working with students or young adults including academic preparation for college, vocational schooling or career development.
- A well rounded understanding of the financial aid options available to American Indian students including Federal aid (FASFA), private, tribal, scholarships, and other funding sources for higher education assistance.

**MINIMUM QUALIFICATIONS:**

1. Must have knowledge of Yurok culture and have the ability to work with students, parents, related programs, school personnel, peers and program staff.
2. Must be able to operate basic computer software programs in order to maintain a database.
3. Must have dependable work history and attendance record.
4. Must have a valid driver’s license, automobile insurance and ability to travel within designated service area.
5. Must be insurable under the Yurok Tribe’s auto insurance.
6. Must have demonstrated knowledge and experience with higher education programs, career programs, and schools.
7. Must have a positive attitude toward education and be able to serve as a positive role model for program participants.

**EDUCATION/EXPERIENCE:**

Grade 5: A.A. Degree and 5 years experience or B.A. Degree and one year experience.  
 Grade 7: Bachelor’s Degree and 3 years experience working with students teaching, or tutoring or career and or academic guidance type work.  
 Grade 9: B.A. Degree and 5 years experience either teaching students, tutoring students or providing guidance type work or M.A Degree and 3 years of related experience providing guidance or tutoring or teaching students.

**CONDITIONS OF EMPLOYMENT:**

- ◆ All applicants are subject to the Tribe’s Drug and Alcohol Free Work Place Policy including pre-employment screening.
- ◆ The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- ◆ When necessary, must be able to lift 25 to 50 pounds.
- ◆ Anyone convicted of a drug or alcohol related offense in the past three years is not eligible for employment with the Yurok Tribe Education Department.
- ◆ Must obtain CPR/First Aide Certificate within six months of hire.
- ◆ Must pass a TB test and hepatitis screen.
- ◆ Must pass a criminal/character background check and a Department of Justice finger print investigation.
- ◆ **THIS POSITION REQUIRES COMPLIANCE WITH THE INDIAN CHILD PROTECTION and FAMILY VIOLENCE PREVENTION ACT PUBLIC LAW 101-630 ; 25 CODE of FEDERAL REGULATIONS PART 63 – INDIAN CHILD PROTECTION and FAMILY VIOLENCE PREVENTION; CRIME CONTROL ACT OF 1990, EMPLOYEE BACKGROUND CHECKS; and EXECUTIVE ORDER 12968, ADJUDICATIVE GUIDELINES**

**LANGUAGE SKILLS:**

Must have the ability to read, write and comprehend simple instructions, short correspondence, and memos. With ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.

**YUOK TRIBE-JOB DESCRIPTION**

**Guidance Technician**

**REASONING ABILITY:**

Apply common sense understanding to carry out instructions furnished in written, oral and/or diagram form. With ability to deal with problems involving several concrete variables in standardized situations.

**PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is frequently required to walk, stand and use hands to finger, handle, or feel. The employee is occasionally required to sit, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, talk and hear. The employee must occasionally lift and/or move up to 20 pounds.

**VISION REQUIREMENTS:**

- Close vision (clear vision at 20 inches or less).
- Color vision (ability to identify and distinguish colors).
- Depth perception (three-dimensional vision, ability to judge distances and spatial relationships).
- Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus).

I, \_\_\_\_\_ (print name), acknowledge receiving a copy of this job description. I also understand that, as an employee, I am expected to perform my assigned duties, to read and abide by all Yurok policies and procedures—personnel, vehicle usage, procurement, etc. I understand that any violations of all established policies and procedures may lead to disciplinary measures, up to and including termination.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee #

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

YUROK TRIBE JOB DESCRIPTION  
**JOM TUTOR**

Job Title:	<b>Tutor</b>	Job Grade	<b>3/4/5</b>
Department	<b>Education</b>	Location	<b>Eureka, Klamath, Weitchpec</b>
Reports To:	<b>JOM Site Supervisor</b>	FLSA Status	<b>Non Exempt</b>
<b>ALL HIRING IS SUBJECT TO THE YUROK TRIBE'S HIRING PREFERENCE</b>			
Salary Range	<b>\$12.31/\$13.81/\$15.45</b>		

**POSITION SUMMARY:**

Incumbent is under the general supervision of the Johnson O'Malley Site Supervisor. The Tutor is responsible for providing tutorial services in all academic areas as well as Yurok cultural enhancement activities to enrolled Yurok children. This position requires well-developed communication skills and operational skills in Mathematics and Sciences.

**DUTIES AND RESPONSIBILITIES:**

**Grade 3:**

1. Provides tutorial services to individuals or small groups in all academic subject areas including Mathematics and Sciences.
2. Supervises and assists individuals and/or groups during Johnson O'Malley Program activities such as field trips, regalia making, canoe building, traditional fishing activities, summer camp, etc.
3. Assists in planning, organizing, scheduling and implementing tutor training activities.
4. Maintain daily student contact sheet, student attendance records, record academic progress of student(s), and/or teacher/school/district as required.
5. Maintains database of program participants.
6. Attends and participates in staff meetings and parent meetings as appropriate.
7. Assists in planning and implementing potlucks, community events and fundraising activities.
8. Is a positive role model for youth and peers.
9. Works under the supervision of the Site Supervisor.
10. Assists in program development and evaluation.
11. Assists in planning, scheduling, organizing and implementing program activities.

**Grade 4: all of the above plus:**

12. Uses self initiative/motivation in the absence of the Site Supervisor.

**Grade 5: all of the above plus:**

13. Works under conditions of minimal supervision.
14. Perform other relevant duties as required to meet the needs of the program or organization.

**SUPERVISORY RESPONSIBILITIES:**

This is not a supervisory position.

**MINIMUM QUALIFICATIONS:**

YUROK TRIBE JOB DESCRIPTION  
**JOM TUTOR**

1. Must have knowledge of Yurok culture and have the ability to work with students, parents, school personnel, peers and program staff.
2. Must have dependable work history and attendance record.
3. Must have a valid driver's license and ability to travel within designated service area.
4. Must have a positive attitude toward education and be able to serve as a positive role model for program participants.
5. Prefer applicants to have six months to three years of tutoring experience.

**EDUCATION/EXPERIENCE:**

**G-3:** Graduate from High School or equivalent and well-developed academic skills; prefer at least 6 months tutoring experience.

**G-4:** One year above high school and one year of specialized experience in the tutoring field.

**G-5:** AA/AS Degree and one year of specialized experience in the tutoring field or three years above high school and two years of specialized experience.

**CONDITIONS OF EMPLOYMENT:**

- ◆ All applicants are subject to the Tribe's Drug and Alcohol Free Work Place Policy including pre-employment screening.
- ◆ All applicants will acknowledge and follow all Yurok Tribe personnel and other policies and procedures.
- ◆ The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- ◆ When necessary, must be able to lift 25 to 50 pounds.
- ◆ Anyone convicted of a drug or alcohol related offense in the past three years is not eligible for employment with the Yurok Tribe Education Department.
- ◆ Must obtain Teacher's Aid Proficiency Certificate within six months of hire.
- ◆ Must obtain CPR/First Aide Certificate within six months of hire.
- ◆ Must pass a TB test and hepatitis screen.
- ◆ **THIS POSITION REQUIRES COMPLIANCE WITH THE INDIAN CHILD PROTECTION and FAMILY VIOLENCE PREVENTION ACT PUBLIC LAW 101-630; 25 CODE of FEDERAL REGULATIONS PART 63 – INDIAN CHILD PROTECTION and FAMILY VIOLENCE PREVENTION; CRIME CONTROL ACT OF 1990, EMPLOYEE BACKGROUND CHECKS; and EXECUTIVE ORDER 12968, ADJUDICATIVE GUIDELINES.**

**LANGUAGE SKILLS:**

Must have the ability to read, write and comprehend simple instructions, short correspondence, and memos. With ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.

**REASONING ABILITY:**

Apply common sense understanding to carry out instructions furnished in written, oral and/or diagram form. With ability to deal with problems involving several concrete variables in standardized situations.



**YUROK TRIBE-JOB DESCRIPTION  
CLERICAL ASSISTANT EDUCATION**

Job Title:	<b>Clerical Assistant</b>	Job Grade	<b>4/5/6</b>
Department	Education	Location:	<b>Klamath</b>
Reports To:	<b>Education Director</b>	FLSA Status	<b>Non-Exempt</b>
<b>ALL HIRING IS SUBJECT TO THE YUROK TRIBE'S HIRING PREFERENCE</b>			
Salary Range	<b>\$13.81/\$15.45/\$17.23</b>		

**POSITION SUMMARY:**

Incumbent is under the general supervision of the Education Director. This position is responsible for the administrative clerical duties for the Education Department. Incumbent performs a variety of general office tasks, typing, word processing, computer tasks, and support activities for the day-to-day operation of the Education Department. This position serves as the central communication person for the department and assists with the dissemination of information to the department program staff, the tribal council, Yurok community and general public.

**DUTIES AND RESPONSIBILITIES:**

1. Performs the general clerical duties of the filing and data base systems including inputting and retrieving vital information regarding student status and monthly programmatic financial reports.
2. Routes phone calls to employee voice mail or department sections, takes messages and answers general information questions to the public.
3. Serves as contact person for department employees to report absence, illness, and injury. Maintains and submits proper forms for worker's compensation, accident forms, and other records.
4. Maintains and updates work schedules of department staff.
5. Coordinates and oversees purchasing processes and procedures. Maintains file copy of purchase orders.
6. Maintains quarterly financial reports of each education program with the Education Director.
7. Word processes correspondence, forms, reports, funding applications, budgets, and other materials from rough drafts received from the director and disseminates final drafts/correspondence of such to staff members, the tribal council, applicable communities and program/project agencies as directed.
8. Coordinates and schedules program/project meetings, prepares departmental meeting agendas complies meeting packets, sends meeting notices, records and transcribes meeting minutes as directed.
9. Maintain calendar for the Education Director, Assistant Director and for departmental activities.
10. Assist with higher education and adult vocational training scholarship program including processing applications, preparing payment request, verifying eligibility and keeping students informed of other available scholarships.

2009 wage  
10/01/09 COLA  
10/01/12 COLA

**YUROK TRIBE-JOB DESCRIPTION  
CLERICAL ASSISTANT EDUCATION**

11. Assists in the preparation of grant applications and in the preparation of project budgets and budget narratives.
12. Process tribal council action items as required by the Education Director.
13. Make travel arrangements for Education Director, Assistant Director and department as needed.
14. May be assigned other duties as required or requested to meet the needs of the department.

**SUPERVISORY RESPONSIBILITIES:**

May include supervisory responsibilities of temporary or volunteer positions.

**MINIMUM QUALIFICATIONS:**

1. Demonstrates intermediate to advanced general office management skills including computer literacy and software management, financial spread sheet reporting and data base management.
2. Ability to read and understand correspondence, governmental regulations, ordinances, resolutions, maintenance instructions, operating and procedure manuals. Ability to write routine reports, business correspondence, composes memorandums and draft procedure manuals.
3. Possess knowledge of correct spelling, grammar, and punctuation. Ability to present information and response to questions from clients, tribal members, and general public. Willing to work with the public.
4. Possess a willingness to travel, as duties may require occasional travel to other locations in the primary service area.
5. Experience should include knowledge of the Yurok language, culture, and community with the ability to work well with the public and diverse groups of people.
6. Must be organized and detail oriented.
7. Valid state issued driver's license and/or the ability to obtain a California or Oregon driver's license. Must be insurable on the Tribe's insurance policy.
8. Qualified Indian preference applies.
9. All applicants are subject to the Tribe's Drug and Alcohol Free Work Place Policy including pre-employment screening.
10. **THIS POSITION REQUIRES COMPLIANCE WITH THE INDIAN CHILD PROTECTION and FAMILY VIOLENCE PREVENTION ACT PUBLIC LAW 101-630; 25 CODE of FEDERAL REGULATIONS PART 63-INDIAN CHILD PROTECTION and FAMILY VIOLENCE PREVENTION; CRIME CONTROL ACT OF 1990, EMPLOYEE BACKGROUND CHECKS; and EXECUTIVE ORDER 12968, ADJUDICATIVE GUIDELINES.**

**EDUCATION/EXPERIENCE:**

G-4: Six months of general work experience and a high school diploma or equivalent..

2009 wage  
10/01/09 COLA  
10/01/12 COLA

**YUROK TRIBE-JOB DESCRIPTION  
CLERICAL ASSISTANT EDUCATION**

G-5: Six months of general work experience and six months of specialized work experience and a high school diploma or equivalent.  
G-6: One year above high school and one year of experience in an office setting or three years of experience in an office setting.

**LANGUAGE SKILLS:**

Must have the ability to read, write and comprehend simple instructions, short correspondence, and memos. With ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization. Knowledge of Yurok language is preferred but not required.

**REASONING ABILITY:**

Apply common sense understanding to carry out instructions furnished in written, oral and/or diagram form. With ability to deal with problems involving several concrete variables in standardized situations.

**PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is frequently required to walk, stand and use hands to finger, handle, or feel. The employee is occasionally required to sit, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, talk and hear. The employee must occasionally lift and/or move up to 30 pounds.

**VISION REQUIREMENTS:**

- Close vision (clear vision at 20 inches or less).
- Color vision (ability to identify and distinguish colors).
- Depth perception (three-dimensional vision, ability to judge distances and spatial relationships).
- Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus).

I, \_\_\_\_\_, (print name), acknowledge receiving a copy of this job description. I also understand that, as an employee, I am expected to perform my assigned duties, to read and abide by all Yurok policies and procedures—personnel, vehicle usage, procurement, etc. I understand that any violations of all established policies and procedures may lead to disciplinary measures, up to and including termination.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee #

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

2009 wage  
10/01/09 COLA  
10/01/12 COLA

**YUROK TRIBE-JOB DESCRIPTION**

**JOM Site Supervisor**

Job Title:	<b>JOM Site Supervisor</b>	Job Grade	7/8/9
Department	<b>Education-Johnson O'Malley Program</b>	Location	<b>Eureka, Klamath, Weitchpec</b>
Reports To:	<b>Education Director</b>	FLSA Status	<b>Non Exempt</b>
<b>ALL HIRING IS SUBJECT TO THE YUROK TRIBE'S HIRING PREFERENCE</b>			
Salary Range	\$18.59/\$20.58/\$22.74		

**POSITION SUMMARY:**

Under the general supervision of the Director of Education, the Johnson O'Malley (JOM) Site Supervisor has the responsibility for the development and implementation of the Administration, Education and Cultural Components of the JOM program for the Tribal Education Department. As a team, the Site Supervisors will establish a system for identification of needs of families and children, implement program activities to meet these needs, and provide for the day-to-day administrative oversight of the program. One Site Supervisor is assigned to each of the Eureka, Klamath and Weitchpec Offices, however, the work may require performing the job duties at other Tribal offices or locations within the primary service area.

**DUTIES AND RESPONSIBILITIES:**

1. Plans, formulates, coordinates and implements the Johnson O'Malley Administrative, Education and Cultural Components in coordination with the Tribal Education Committee and the Tribal Education Director.
2. Assists the Education Director in ensuring compliance with applicable regulations, standards, time lines and contractual obligations for the JOM Program.
3. Drafts, types, organizes, and maintains files of correspondence, forms, reports and other materials relating to the JOM Program and committee meetings.
4. Develops an annual calendar of program milestones and activities.
5. In cooperation with the other JOM Site Supervisor, assists with the staffing plan and provides for the selection, training and supervision of tutorial staff and summer camp staff.
6. Provides reports and documentation pertinent to the ongoing development of the program.
7. Assists with budget preparation for the JOM Program. Develops, implements and maintains the needed systems and procedures to assure project coordination, including a plan for achieving program objectives.
8. Acts as liaison to the Education Department, Education Committees and public schools.
9. Assists with the scheduling and arranging of meetings and travel arrangements. Prepares travel advances and reconciles travel claims upon completion of travel.
10. Follows up on projects, directives and action items as received from the Tribal Council, Education Director, or arising out of committee meetings. Transmits information to appropriate Yurok Tribal staff and/or committee members, as necessary.
11. Seeks out innovative approaches by coordinating with other Johnson O'Malley staff and programs.
12. Is responsible for the planning and implementation of the JOM Summer camp(s).

## YUROK TRIBE-JOB DESCRIPTION

### JOM Site Supervisor

13. Utilizes computer skills to maintain a database of all Yurok students' attendance records, academic progress, and educational needs.
14. Attends School Board Meetings, School Site Council Meetings, Indian Policies and Procedures Committee Meetings and other pertinent meetings dealing with educational issues that affect the education of tribal member students.
15. Advocates on behalf of tribal members within the primary service area including advocacy in the School Attendance Review Board (SARB) process which deals with absenteeism, truancy and non-school attendance, participates in Individual Education Plan (IEP) hearings/meetings, and/or expulsion hearings as requested.
16. Coordinates in-service and training workshops designed to motivate tribal member students to further career development, job training and employability within the primary service area.
17. Seeks out and prepares grant applications for supplemental funding for program activities.

#### **SUPERVISORY RESPONSIBILITIES:**

Responsible for supervising tutors and summer camp staff. May also supervise a variety of paid and volunteer staff including cultural consultants, student workers, etc.

#### **MINIMUM QUALIFICATIONS:**

1. Ability to read and understand correspondence, governmental regulations, higher education and trade school catalogues/directories. Ability to write routine reports business correspondence, compose memorandums, etc. Knowledge of correct spelling, grammar and punctuation. Ability to present information and respond to questions from clients, tribal members, parents, Tribal Council members, school personnel and general public.
2. Must have a practical understanding of American Indian families and ability to work with Parents, Students, and School Personnel including Superintendents, Principals, Teachers and Board Members.
3. Must have well -developed organizational skills and ability to carry tasks through to completion.
4. Knowledge of career guidance, financial aid and college application process.
5. Knowledge of education codes and laws dealing with public schools.
6. Knowledge of regulations concerning Indian Tribes and Johnson O'Malley programs.
7. Knowledge of tutoring techniques and of tutorial training programs.
8. Must possess intermediate to advanced computer skills including familiarity with word processing, database and spreadsheet programs.
9. Valid state issued driver's license and/or the ability to obtain a California or Oregon driver's license. Must be insurable on the Tribe's insurance policy.
10. Must have well developed writing skills and be will to prepare grant applications for supplemental funding for program activities.
11. All applicants are subject to the Tribe's Drug and Alcohol Free Work Place Policy including pre-employment screening.

**YUROK TRIBE-JOB DESCRIPTION**

**JOM Site Supervisor**

12. Must pass a physical examination with a negative TB test and Hepatitis screen.
13. Qualified Indian preference applies.
14. Must complete a background investigation and fingerprint clearance.
15. **THIS POSITION REQUIRES COMPLIANCE WITH THE INDIAN CHILD PROTECTION and FAMILY VIOLENCE PREVENTION ACT PUBLIC LAW 101-630; 25 CODE of FEDERAL REGULATIONS PART 63-INDIAN CHILD PROTECTION and FAMILY VIOLENCE PREVENTION; CRIME CONTROL ACT OF 1990, EMPLOYEE BACKGROUND CHECKS; and EXECUTIVE ORDER 12968, ADJUDICATIVE GUIDELINES.**

**EDUCATION/EXPERIENCE:**

- G-7 Bachelor's Degree from an accredited college
- G-8 Bachelor's degree from an accredited college and one year of specialized experience
- G-9 One full year of graduate level education or superior academic achievement

An equivalent combination of education and work experience are qualifying for this position at all grade levels.

**LANGUAGE SKILLS:**

Must have the ability to read, write and comprehend simple instructions, short correspondence, and memos. With ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization. Knowledge of Yurok language is preferred but not required.

**REASONING ABILITY:**

Apply common sense understanding to carry out instructions furnished in written, oral and/or diagram form. With ability to deal with problems involving several concrete variables in standardized situations.

**PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is frequently required to walk, stand and use hands to finger, handle, or feel. The employee is occasionally required to sit, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, talk and hear. The employee must occasionally lift and/or move up to 20 pounds.

**VISION REQUIREMENTS:**

- Close vision (clear vision at 20 inches or less).
- Color vision (ability to identify and distinguish colors).
- Depth perception (three-dimensional vision, ability to judge distances and spatial relationships).
- Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus).

I, \_\_\_\_\_, (print name), acknowledge receiving a copy of this job description. I also understand that, as an employee, I am expected to perform my assigned duties, to read and abide by all Yurok policies and procedures—personnel, vehicle usage,

**YUROK TRIBE-JOB DESCRIPTION**  
**JOM Site Supervisor**

procurement, etc. I understand that any violations of all established policies and procedures may lead to disciplinary measures, up to and including termination.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee #

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

**HOURLY - YUROK TRIBE C.O.L.A.**

Effective 10/01/2012

GRADE	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
1	10.03	10.36	10.70	11.03	11.36	11.56	11.89	12.23	12.24	12.55
2	11.28	11.55	11.92	12.24	12.37	12.74	13.10	13.46	13.83	14.19
3	12.31	12.71	13.12	13.53	13.95	14.36	14.77	15.17	15.58	16.00
4	13.81	14.28	14.74	15.19	15.66	16.12	16.57	17.04	17.50	17.95
5	15.45	15.98	16.48	17.00	17.51	18.03	18.54	19.06	19.57	20.09
6	17.23	17.80	18.38	18.95	19.53	20.10	20.67	21.25	21.82	22.39
7	19.15	19.79	20.42	21.06	21.70	22.34	22.98	23.61	24.25	24.88
8	21.20	21.91	22.62	23.32	24.03	24.73	25.44	26.15	26.85	27.56
9	23.42	24.19	24.98	25.76	26.54	27.32	28.10	28.88	29.66	30.44
10	25.79	26.65	27.51	28.37	29.23	30.09	30.95	31.81	32.66	33.53
11	28.34	29.27	30.22	31.17	32.11	33.05	34.00	34.94	35.89	36.83
12	33.96	35.09	36.23	37.36	38.49	39.61	40.75	41.88	43.01	44.15
13	40.39	41.73	43.07	44.42	45.76	47.11	48.46	49.80	51.15	52.50
14	47.72	49.31	50.90	52.49	54.09	55.67	57.27	58.85	60.44	62.04
15	56.14	58.00	59.87	61.75	63.61	65.49	67.36	69.23	71.10	72.98

Does not apply to Head Start

Does not apply to Public Safety

**ANNUAL - YUOK TRIBE C.O.L.A.**

Effective 10/01/2012

**GRADE**

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
<b>1</b>	20,934	21,633	22,329	23,022	23,718	24,127	24,815	25,509	25,536	26,185
<b>2</b>	23,537	24,097	24,876	25,536	25,823	26,582	27,342	28,101	28,862	29,621
<b>3</b>	25,681	26,537	27,393	28,249	29,105	29,961	30,817	31,673	32,528	33,384
<b>4</b>	28,830	29,790	30,751	31,712	32,672	33,633	34,594	35,555	36,515	37,476
<b>5</b>	32,254	33,330	34,404	35,478	36,554	37,628	38,703	39,778	40,853	41,927
<b>6</b>	35,954	37,152	38,350	39,549	40,747	41,945	43,143	44,342	45,539	46,737
<b>7</b>	39,954	41,287	42,618	43,951	45,283	46,616	47,948	49,279	50,612	51,944
<b>8</b>	44,249	45,723	47,198	48,672	50,147	51,621	53,095	54,570	56,044	57,519
<b>9</b>	48,871	50,500	52,129	53,758	55,386	57,015	58,643	60,271	61,900	63,528
<b>10</b>	53,820	55,614	57,408	59,202	60,998	62,792	64,586	66,380	68,175	69,969
<b>11</b>	59,130	61,101	63,071	65,042	67,013	68,983	70,955	73,018	74,895	76,867
<b>12</b>	70,873	73,235	75,598	77,960	80,322	82,684	85,047	87,409	89,772	92,134
<b>13</b>	84,278	87,087	89,896	92,705	95,514	98,323	101,133	103,941	106,750	109,560
<b>14</b>	99,591	102,910	106,230	109,549	112,868	116,188	119,508	122,826	126,146	129,466
<b>15</b>	117,147	120,775	124,958	128,862	132,767	136,673	140,577	144,482	149,314	152,293

Does not apply to Head Start

Does not apply to Public Safety

**CAREER MENTORSHIP AGREEMENT BETWEEN**

**American Indian Professional Mentor  
&  
The Yurok Tribe's Success in Both World's Program  
A Native Youth Community Project**

The partnership agreement is to support the Yurok Tribe's "Success in Two Worlds" Demonstration Grant Program through the U.S. Department of Education. The Yurok Tribe's "Success in Both Worlds" program includes the following goals: To support the college and career readiness of American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high schools in the region; and to increase the number of tribal members entering higher education. This mentoring agreement will serve to assist the students to see, feel and experience meaningful career pathways through significant interactions with the identified professional mentor.

**The professional Mentor** agrees to the following as a partner member:

1. To allow the mentee students from grades 5-12 to interview the professional about your profession including your daily work projects, wages, pros and cons, training and education required and needed for your profession.
2. To allow the mentee students to understand and see the professional projects that you work-on a daily basis.
3. To allow the mentee students to shadow you on a daily basis for up to one week during the year showing the students your work sites, projects and daily routines.
4. To serve on school and community based career panels to sharing the details of your professional career and the training and education required for your position.
5. To provide collaborative support and program feedback to the Yurok Tribe's Success in Both worlds Program though collaborative group meetings or program surveys.
6. To continue to work collaboratively in partnership with the Yurok Tribe toward the goals of supporting the college and career readiness of the target American Indian students; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education or a professional training program.
7. Validate school academic credit for time spent during job shadowing.

**Page 2**  
**Professional Mentor Participant Agreement**

**The Yurok Tribe's Success In Both Worlds Programs** agrees to the following as the lead Tribal Partner:

1. To continue to collaborate and honor the professional mentor(s) work schedule with this project honoring the busy schedule and scheduling these events to meet the mentor's schedule.
2. Ensuring the mentor has the support and information needed to successfully provide the mentoring activities.
3. To implement the stated objectives and provide the oversight of the Success in Both Worlds Demonstration Grant Program and share the results with the professional mentors.
4. To provide a guidance and academic staff to the professional mentors for the logistics, transportation, supervision of the mentoring activities.
5. To continue to work toward the mutual goals of supporting the college and career readiness of the target American Indian students; to motivate the students to see a meaningful career pathway; to improve the academic achievement rate of American Indian high school students in their core academic courses with a C grade or better; to improve the high school graduation rate of American Indian students from the comprehensive high school; and to increase the number of tribal members entering higher education after high school graduation.

\_\_\_\_\_  
Title

\_\_\_\_\_  
DATE

\_\_\_\_\_  
**Jim McQuillen**  
Yurok Tribe Education Director

\_\_\_\_\_  
DATE

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**Year 1: The Yurok Tribe's Success In Both Worlds Program - 2017**

**(1) Personnel: Project Director/Education Director:** The Project Director will oversee the entire project Success In Both Worlds. He will over see all staff, hiring, staff turn over, training, or training consultants, budget decisions, program reporting, technical assistance, oversight of mentorship program, academic tutoring, guidance and services to the students as well as the daily operation of the program.

**\$38 per hr. x 40 hrs. p/wk x 52 weeks = \$79,040 x 60% = \$47,424**

**Academic Tutors for target schools and program students:**

Tutors will carry out major goals and objectives of the program. Tutors will be responsible for providing academic tutorial services to all students in the program as well as connecting students to other needed services such as guidance, cultural, or social services. They will provide both group and individual tutoring services to ensure students are meeting the objective having a C grade or better in core academic courses. Tutors will maintain student contact logs, progress information on each student, including grades, attendance, test scores, and teacher progress information to ensure grant objectives are being met.

Del Norte High School and Crescent Elk School \$15.45 x 32 Hrs. X 40 Wks. = \$19,776  
Eureka High School \$15.45 X 32 Hrs. X 40 Wks. = \$19,776  
McKinleyville High School & McKinleyville Mid School \$15.45 X 32Hrs.X40Wks = \$19,776  
Hoopa High School & Jack Norton Elementary School \$15.45 X 32Hrs X 40 Wks. = \$19,776

**Sub Total for Tutors = \$79,104**

**Guidance Technicians:**

The Guidance technicians will implement major objectives of the grant by providing over academic guidance to the students in the program, including academic guidance, selection of courses, college and career readiness, connection to cultural activities such as clubs and tribal language courses, connection to career mentors, referrals to other needed social emotional services, Parent contact and education of target students, as well as college tours.

Del Norte High School and Crescent Elk School:

Guidance Tech \$20.42 per Hr. X 40 Hrs. X 40 Wks. = \$32,672

Eureka High School

Guidance Tech: \$20.42 X 40 Hours X 40 Wks. = \$32,672

McKinleyville High School and McKinleyville Middle School:

Guidance Tech: \$20.42 X 40 HRS. 40 WKS. = \$32,672

Hoopa High School and Hoopa Elementary School

Guidance Tech: \$20.42 X 40 Hrs. X 40 Wks. = \$32, 672

**Subtotal for Guidance Techs = \$130,688**

**Program clerical Assistant:** to provide basic clerical assistance to the success in Both Worlds Program. Provide purchasing, communication assistance, organize the program data, general paperwork, answer the phone, check out and monitor equipment as well as other general program clerical assistance. \$18 per hr. X 40 hours per week x 52 weeks.

\$37,440

**Total Personnel Line for the Project = \$294,656**

**(2) Fringe Benefits:**

<u>Fringe Breakout:</u>	<u>Percentage</u>
FICA	6.20%
MC	1.50%
SDI	1.00%
401 K Match	3.00%
Dental	1.20%
Workman's Comp	7.73%
Medical	10.82%
Vacation	0.05%
Sick	0.05%
<b>Fringe Total Percentage</b>	<b>32.00%</b>

Fringe \$294,656 x .32 = \$94,290

\$294,656

\$ 94,290

**Total Salaries + plus Fringe = \$388,946**

**(3) Operational Costs:**

Staff training and Travel and Millage

Travel Once per year to Washington D.C. plus one program partner

Three nights x 2 x \$200 = \$1,200

Per diem rate three days x 2 x \$150 = \$900

Air fare x 2 x \$1,200 = \$2,400      Sub total = \$4,500

CPR/First Aid for all staff. \$60 X 9 staff      Sub-total \$540

National Indian Education Association (NIEA) Conference to present our program:

NIEA conference registration \$600 X 5 = \$3,000

Airfare roundtrip \$900 X 5 staff = \$4,500

GSA per diem approved rate 5x \$350 = \$1,750

GSA X 5 for Lodging \$149 x 3 X 5 staff = \$2,235

Staff travel to NIEA \$11,485

**Student College Tour Travel:**

College tours for high school age students, we will do two tours in the year, one in the spring and one in the fall. These tours will help college readiness in students by providing campus guides of current and alumni American Indian s who have attended the schools. The students will be split into two groups and do one trip per year. The program will concentrate on Northern Cal. and Southern Oregon Colleges and Vocational schools. Two trips to colleges and vocational schools for 3 days, 2 nights.

Motel:	6 guests per room X 6 rooms X \$200 X 2 nights =	\$2,400
Meal expenses (based on GSA rate):	35 students X \$61 X 3 days =	\$6,405
Per diem for staff meals:	9 staff X \$61 X 3 days =	<u>\$1,647</u>
		\$10,452
	Sub Total College Trips \$10,452 X 2 per year =	\$20,904

**Total Travel Line \$37,429**

**(4) Equipment-Sensitive:** One laptop for each staff member to maintain data records, monitor student grades and progress reports, generate letters to families, and correspond with other staff and program manager. This data collection and correspondence is essential to maximize the effectiveness of the project outcomes.

\$2,190.44 per laptop for 9 staff members w/ software (per Yurok Tribe IT Department recommendation) **Total Equipment Sensitive Line: \$19,714**

**(5) Supplies:**

Office-General office supplies for three service areas. Supplies will be used by staff to fulfill grant objectives and goals (i.e. paper, envelopes, postage, pens, pencils, folders, ink, etc.) \$5,252. First year will include staff office furniture including desks and chairs \$5,252

**Supplies – Program to complete grant objectives:**

Classroom supplies (i.e. academic tutor supplies: binders, dividers, binder paper, spiral notebooks, pens/pencils) cultural objectives: Cultural Beading material (i.e. beads, shells, pine nuts, sinew, leather, etc.) Gathering supplies for cultural consultants, seaweed, roots, mussels, etc. (i.e. gloves, gardening shovels, clippers, backpacks, towels, freezer bags, etc.) for all three service areas \$8,000.

**Total Supplies Line \$18,504**

**(6) Contractual:**

Culturally consultants - \$200 per day / 97 days for cultural consultant activities to be paid to share expert cultural knowledge keepers of tribal culture. Consultants will implement activities from the list below. Professional panel presentations to students: 6 presentation X 8 members Cultural activities outlined below.

**Youth Camp Cultural Consultant activities:**

Traditional Dance protocol: traditional fish net making, fishing protocol and preservation of fish.  
Eel hook/basket making: Eeling and Ell Preservation as a cultural bonding activity for the students.

Basket weaving, care of land that provides the materials, gathering the materials, preparation of materials (peeling, drying, dying)

Maple bark dress making, gathering of the bark, prep of the bark (cleaning, stripping, weaving)  
Hide tanning process. Iris fiber production: Gathering iris and weaving

Necklace making: cross age learning will be used. The consultants will teach the high school students and they will in turn teach the 6<sup>th</sup> and 8<sup>th</sup> graders.

Traditional food gathering and preparation: (acorns, berries, etc.) these items will be used to supplement cross age activities.

We will use the Yurok Tribe's contract process which defines that the consultant would be responsible for all tools, equipment, and any costs of additional helpers.

**Total Contractual Line \$19,400**

**(7) Construction: None, Not applicable**

**Total Construction: \$0**

**(8) Other:**

Mileage reimbursement for project staff/professional mentors to travel to various school sites, some quite remote. The Federal Approved Mileage rate will be used @ \$0.54 for private vehicles. 33,333.3333 miles @ .54 cents per mile. \$18,000

Forty student laptop computers for enrolled students in the program to support academic success. Noting the shortage of computer access in our remote region at \$819 per computer. \$32,760

Food for student programs while the target students are participating in the services: such as the career mentoring activities, winter break and spring break cultural activities, the summer bridge programs, cultural activities, as well as after school tutoring to complete the program objectives set out in this grant. \$9,486

Communications, cell phones for staff at \$50 per month x 10 mos. X 9 staff members = \$4,500

**(8) Other:**

**Total Other Line: \$64,746**

**Total Operational: \$159,793**  
**Salaries and Fringe Benefits \$388,946**  
**Total Direct Services \$548,739**

**(10) Indirect** – Rate is 10% of salaries and benefits. The Yurok Tribe's new indirect cost is currently still in negotiations with the National Business Center . \$35,359

**(12)**

**Total Costs \$584,098**

## Year 2: The Yurok Tribe's Success In Both Worlds Program - 2018

**(1) Personnel: Project Director/Education Director:** The Project Director will oversee the entire project Success In Both Worlds. He will over see all staff, hiring, staff turn over, training, or training consultants, budget decisions, program reporting, technical assistance, oversight of mentorship program, academic tutoring, guidance and services to the students as well as the daily operation of the program.

$\$39.14 \text{ per hr.} \times 40 \text{ hrs. per week} \times 52 \text{ wks.} = \$81,411 \times 60\% = \$48,847$

### **Academic Tutors for target schools and program students:**

Tutors will carry out major goals and objectives of the program. Tutors will be responsible for providing academic tutorial services to all students in the program as well as connecting students to other needed services such as guidance, cultural, or social services. They will provide both group and individual tutoring services to ensure students are meeting the objective having a C grade or better in core academic courses. Tutors will maintain student contact logs, progress information on each student, including grades, attendance, test scores, and teacher progress information to ensure grant objectives are being met.

Del Norte High School and Crescent Elk School  $\$15.91 \times 32 \text{ Hrs.} \times 40 \text{ Wks.} = \$20,365$   
Eureka High School  $\$15.45 \times 32 \text{ Hrs.} \times 40 \text{ Wks.} = \$20,365$   
McKinleyville High School & McKinleyville Mid School  $\$15.45 \times 32 \text{ Hrs.} \times 40 \text{ Wks.} = \$20,365$   
Hoopa High School & Jack Norton Elementary School  $\$15.45 \times 32 \text{ Hrs.} \times 40 \text{ Wks.} = \$20,365$

**Sub Total For Tutors = \$81,460**

### **Guidance Technicians:**

The Guidance technicians will implement major objectives of the grant by providing over academic guidance to the students in the program, including academic guidance, selection of courses, college and career readiness, connection to cultural activities such as clubs and tribal language courses, connection to career mentors, referrals to other needed social emotional services, Parent contact and education of target students, as well as college tours.

Del Norte High School and Crescent Elk School:  
Guidance Tech  $\$21.03 \text{ per Hr.} \times 40 \text{ Hrs.} \times 40 \text{ Wks.} = \$33,648$

Eureka High School  
Guidance Tech:  $\$21.03 \times 40 \text{ Hours} \times 40 \text{ Wks.} = \$33,648$

McKinleyville High School and McKinleyville Middle School:  
Guidance Tech:  $\$21.03 \times 40 \text{ HRS.} \times 40 \text{ WKS.} = \$33,648$

Hoopa High School and Hoopa Elementary School  
Guidance Tech:  $\$21.03 \times 40 \text{ Hrs.} \times 40 \text{ Wks.} = \$33,648$

**Subtotal = \$134,592**

**Program clerical Assistant:** to provide basic clerical assistance to the success in Both Worlds Program. Provide purchasing, communication assistance, organize the program data, general paperwork, answer the phone, check out and monitor equipment as well as other general program clerical assistance. \$18.54 per hr. X 40 hours per week x 52 weeks.

\$38,563

**Total Salaries for the Project = \$303,462**

**(2) Fringe Benefits:**

<u>Fringe Breakout:</u>	<u>Percentage</u>
FICA	6.20%
MC	1.50%
SDI	1.00%
401 K Match	3.00%
Dental	1.20%
Workman's Comp	7.73%
Medical	10.82%
Vacation	0.05%
Sick	0.05%
<b>Total Percentage</b>	<b>32.00%</b>

Fringe \$303,462 x .32 = \$97,108

\$303,462

\$ 97,108

**Total Salaries + plus Fringe = \$400,570**

Operational Costs:

3. Travel:

Staff training and Travel and Millage

Travel Once per year to Washington D.C. plus one program partner

Three nights x 2 x \$200 = \$1,200

Per diem rate three days x 2 x \$150 = \$900

Air fare x 2 x \$1,200 = \$2,400

Sub total = \$4,500

CPR/First Aid for all staff. \$60 X 9 staff Sub-total \$540

National Indian Education Association (NIEA) Conference to present our program to other tribes in the U.S.:

NIEA conference registration \$600 X 5 = \$3,000

Airfare roundtrip \$900 X 5 staff = \$4,500  
 GSA per diem approved rate 5x \$350 = \$1,750  
 GSA X 5 for Lodging \$149 x 3 X 5 staff = \$2,235  
 Staff travel to NIEA \$11,485

**Student College Tour Travel:**

College tours for high school age students, we will do two tours in the year, one in the spring and one in the fall. These tours will help college readiness in students by providing campus guides of current and alumni American Indians who have attended the schools. The students will be split into two groups and do one trip per year. The program will concentrate on Northern Cal. and Southern Oregon Colleges and Vocational schools. Two trips to colleges and vocational schools for 3 days, 2 nights.

Motel: 6 guests per room X 6 rooms X \$200 X 2 nights = \$2,400  
 Meal expenses (based on GSA rate): 35 students X \$61 X 3 days = \$6,405  
 Per diem for staff meals: 9 staff X \$61 X 3 days = \$1,647  
 \$10,452

Sub Total College Trips \$10,452 X 2 per year = \$20,904

**Total Travel Line \$37,429**

**(4) Equipment-Sensitive:** One laptop for each staff member to maintain data records, monitor student grades and progress reports, generate letters to families, and correspond with other staff and program manager. This data collection and correspondence is essential to maximize the effectiveness of the project outcomes.

\$2,190.44 per laptop for 2 staff members w/ software (per Yurok Tribe IT Department recommendation) **Total Equipment Sensitive Line: \$4,381**

**(5) Supplies:**

Office-General office supplies for three service areas. Supplies will be used by staff to fulfill grant objectives and goals (i.e. paper, envelopes, postage, pens, pencils, folders, ink, etc.) \$5,252.

**Supplies – Program to complete grant objectives:**

Classroom supplies (i.e. academic tutor supplies: binders, dividers, binder paper, spiral notebooks, pens/pencils) cultural objectives: Cultural Beading material (i.e. beads, shells, pine nuts, sinew, leather, etc.) Gathering supplies for cultural consultants, seaweed, roots, mussels, etc. (i.e. gloves, gardening shovels, clippers, backpacks, towels, freezer bags, etc.) for all three service areas \$8,000.

**Total Supplies Line: \$13,252**

**(6) Contractual:**

Culturally consultants - \$200 per day / 97 days for cultural consultant activities to be paid to share expert cultural knowledge keepers of tribal culture. Consultants will implement activities from the list below. Professional panel presentations to students: 6 presentation X 8 members Cultural activities outlined below.

**Youth Camp Cultural Consultant activities:**

Traditional Dance protocol: traditional fish net making, fishing protocol and preservation of fish.  
Eel hook/basket making: Eeling and Ell Preservation as a traditional activity.

Basket weaving, care of land that provides the materials, gathering the materials, preparation of materials (peeling, drying, dying)

Maple bark dress making, gathering of the bark, prep of the bark (cleaning, stripping, weaving)

Hide tanning process. Iris fiber production: Gathering iris and weaving as a student activity.

Necklace making: cross age learning will be used. The consultants will teach the high school students and they will in turn teach the 6<sup>th</sup> and 8<sup>th</sup> graders.

Traditional food gathering and preparation: (acorns, berries, etc.) these items will be used to supplement student involvement.

We will use the Yurok Tribe’s contract process which defines that the consultant would be responsible for all tools, equipment, and any costs of additional helpers.

**Total contractual Line: = \$19,400**

**(7) Construction: None, Not applicable**

**Total Construction: \$0**

**(8) Other:**

Mileage reimbursement for project staff/professional mentors to travel to various school sites, some quit remote. The Federal Approved Mileage rate will be used @ \$0.54 for private vehicles. 33,333.3333 miles @ .54 cents per mile. \$18,000

Five student laptop computers for enrolled students in the program to support academic success. Noting the shortage of computer access in our remote region at \$819 per computer. \$4,095

Food for student programs while the target students are participating in the services: such as the career mentoring activities, winter break and spring break cultural activities, the summer bridge programs, cultural activities, as well as after school tutoring to complete the program objectives set out in this grant. \$9,486

Communications, cell phones for staff to communicate  
\$50 per months x 10 mos. X 9 staff members = \$4,500

**Total for Other Line: \$51,386**

**Total Operational: \$125,848**

**Salaries and Fringe Benefits \$400,570**

**(9)**

**Total Direct Costs \$526,418**

**(10) Indirect** – Rate is 10% of salaries and benefits. The Yurok Tribe’s new indirect cost is currently still in negotiations with the National Business Center. **\$36,415**

**(11) Training stipend: None**

**\$0**

**(12):**

**Total Costs \$562,833**

### Year 3: The Yurok Tribe's Success In Both Worlds Program - 2019

**(1) Personnel: Project Director/Education Director:** The Project Director will oversee the entire project Success In Both Worlds. He will over see all staff, hiring, staff turn over, training, or training consultants, budget decisions, program reporting, technical assistance, oversight of mentorship program, academic tutoring, guidance and services to the students as well as the daily operation of the program.

$\$39.14 \text{ per hr.} \times 40 \text{ hrs. per week} \times 52 \text{ wks.} = \$81,411 \times 60\% = \$48,847$

#### **Academic Tutors for target schools and program students:**

Tutors will carry out major goals and objectives of the program. Tutors will be responsible for providing academic tutorial services to all students in the program as well as connecting students to other needed services such as guidance, cultural, or social services. They will provide both group and individual tutoring services to ensure students are meeting the objective having a C grade or better in core academic courses. Tutors will maintain student contact logs, progress information on each student, including grades, attendance, test scores, and teacher progress information to ensure grant objectives are being met.

Del Norte High School and Crescent Elk School  $\$15.91 \times 32 \text{ Hrs.} \times 40 \text{ Wks.} = \$20,365$   
Eureka High School  $\$15.45 \times 32 \text{ Hrs.} \times 40 \text{ Wks.} = \$20,365$   
McKinleyville High School & McKinleyville Mid School  $\$15.45 \times 32 \text{ Hrs.} \times 40 \text{ Wks.} = \$20,365$   
Hoopa High School & Jack Norton Elementary School  $\$15.45 \times 32 \text{ Hrs.} \times 40 \text{ Wks.} = \$20,365$

**Sub Total For Tutors = \$81,460**

#### **Guidance Technicians:**

The Guidance technicians will implement major objectives of the grant by providing over academic guidance to the students in the program, including academic guidance, selection of courses, college and career readiness, connection to cultural activities such as clubs and tribal language courses, connection to career mentors, referrals to other needed social emotional services, Parent contact and education of target students, as well as college tours.

Del Norte High School and Crescent Elk School:

Guidance Tech  $\$21.03 \text{ per Hr.} \times 40 \text{ Hrs.} \times 40 \text{ Wks.} = \$33,648$

Eureka High School

Guidance Tech:  $\$21.03 \times 40 \text{ Hours} \times 40 \text{ Wks.} = \$33,648$

McKinleyville High School and McKinleyville Middle School:

Guidance Tech:  $\$21.03 \times 40 \text{ HRS.} \times 40 \text{ WKS.} = \$33,648$

Hoopa High School and Hoopa Elementary School

Guidance Tech:  $\$21.03 \times 40 \text{ Hrs.} \times 40 \text{ Wks.} = \$33,648$

**Subtotal = \$134,592**

**Program clerical Assistant:** to provide basic clerical assistance to the success in Both Worlds Program. Provide purchasing, communication assistance, organize the program data, general paperwork, answer the phone, check out and monitor equipment as well as other general program clerical assistance. \$18.54 per hr. X 40 hours per week x 52 weeks.

\$38,563

**Total Salaries for the Project = \$303,462**

**(2) Fringe Benefits:**

<u>Fringe Breakout:</u>	<u>Percentage</u>
FICA	6.20%
MC	1.50%
SDI	1.00%
401 K Match	3.00%
Dental	1.20%
Workman's Comp	7.73%
Medical	10.82%
Vacation	0.05%
Sick	0.05%
<b>Total Percentage</b>	<b>32.00%</b>

Fringe \$303,462 x .32 = \$97,108

\$303,462

\$97,108

**Total Salaries + plus Fringe = \$400,570**

Operational Costs:

3. Travel:

Staff training and Travel and Millage

Travel Once per year to Washington D.C. plus one program partner

Three nights x 2 x \$200 = \$1,200

Per diem rate three days x 2 x \$150 = \$900

Air fare x 2 x \$1,200 = \$2,400

Sub total = \$4,500

CPR/First Aid for all staff. \$60 X 9 staff Sub-total \$540

National Indian Education Association (NIEA) Conference to present our program to other tribes in the U.S.:

NIEA conference registration \$600 X 5 = \$3,000

Airfare roundtrip \$900 X 5 staff = \$4,500  
 GSA per diem approved rate 5x \$350 = \$1,750  
 GSA X 5 for Lodging \$149 x 3 X 5 staff = \$2,235  
 Staff travel to NIEA \$11,485

**Student College Tour Travel:**

College tours for high school age students, we will do two tours in the year, one in the spring and one in the fall. These tours will help college readiness in students by providing campus guides of current and alumni American Indians who have attended the schools. The students will be split into two groups and do one trip per year. The program will concentrate on Northern Cal. and Southern Oregon Colleges and Vocational schools. Two trips to colleges and vocational schools for 3 days, 2 nights.

Motel: 6 guests per room X 6 rooms X \$200 X 2 nights = \$2,400  
 Meal expenses (based on GSA rate): 35 students X \$61 X 3 days = \$6,405  
 Per diem for staff meals: 9 staff X \$61 X 3 days = \$1,647  
 \$10,452

Sub Total College Trips \$10,452 X 2 per year = \$20,904

**Total Travel Line \$37,429**

**(4) Equipment-Sensitive:** One laptop for each staff member to maintain data records, monitor student grades and progress reports, generate letters to families, and correspond with other staff and program manager. This data collection and correspondence is essential to maximize the effectiveness of the project outcomes.

\$2,190.44 per laptop for 2 staff members w/ software (per Yurok Tribe IT Department recommendation) **Total Equipment Sensitive Line: \$4,381**

**(5) Supplies:**

Office-General office supplies for three service areas. Supplies will be used by staff to fulfill grant objectives and goals (i.e. paper, envelopes, postage, pens, pencils, folders, ink, etc.) \$5,252.

**Supplies – Program to complete grant objectives:**

Classroom supplies (i.e. academic tutor supplies: binders, dividers, binder paper, spiral notebooks, pens/pencils) cultural objectives: Cultural Beading material (i.e. beads, shells, pine nuts, sinew, leather, etc.) Gathering supplies for cultural consultants, seaweed, roots, mussels, etc. (i.e. gloves, gardening shovels, clippers, backpacks, towels, freezer bags, etc.) for all three service areas \$8,000.

**Total Supplies Line: \$13,252**

**(6) Contractual:**

Culturally consultants - \$200 per day / 97 days for cultural consultant activities to be paid to share expert cultural knowledge keepers of tribal culture. Consultants will implement activities from the list below. Professional panel presentations to students: 6 presentation X 8 members Cultural activities outlined below.

**Youth Camp Cultural Consultant activities:**

Traditional Dance protocol: traditional fish net making, fishing protocol and preservation of fish.

Eel hook/basket making: Eeling and Eel Preservation as a traditional activity.

Basket weaving, care of land that provides the materials, gathering the materials, preparation of materials (peeling, drying, dyeing)

Maple bark dress making, gathering of the bark, prep of the bark (cleaning, stripping, weaving)

Hide tanning process. Iris fiber production: Gathering iris and weaving as a student activity.

Necklace making: cross age learning will be used. The consultants will teach the high school students and they will in turn teach the 6<sup>th</sup> and 8<sup>th</sup> graders.

Traditional food gathering and preparation: (acorns, berries, etc.) these items will be used to supplement student involvement.

We will use the Yurok Tribe's contract process which defines that the consultant would be responsible for all tools, equipment, and any costs of additional helpers.

**Total contractual Line: = \$19,400**

**(7) Construction: None, Not applicable**

**Total Construction: \$0**

**(8) Other:**

Mileage reimbursement for project staff/professional mentors to travel to various school sites, some quite remote. The Federal Approved Mileage rate will be used @ \$0.54 for private vehicles. 33,333.3333 miles @ .54 cents per mile. \$18,000

Five student laptop computers for enrolled students in the program to support academic success. Noting the shortage of computer access in our remote region at \$819 per computer. \$4,095

Food for student programs while the target students are participating in the services: such as the career mentoring activities, winter break and spring break cultural activities, the summer bridge programs, cultural activities, as well as after school tutoring to complete the program objectives set out in this grant. \$9,486

Communications, cell phones for staff to communicate  
\$50 per months x 10 mos. X 9 staff members = \$4,500

**Total for Other Line: \$51,386**

**Total Operational: \$125,848**

**Salaries and Fringe Benefits \$400,570**

**(9)**

**Total Direct Costs \$526,418**

**(10) Indirect** – Rate is 10% of salaries and benefits. The Yurok Tribe's new indirect cost is currently still in negotiations with the National Business Center. **\$36,415**

**(11) Training stipend: None**

**\$0**

**(12):**

**Total Costs \$562,833**

## Year 4: The Yurok Tribe's Success In Both Worlds Program - 2020

**(1) Personnel: Project Director/Education Director:** The Project Director will oversee the entire project Success In Both Worlds. He will over see all staff, hiring, staff turn over, training, or training consultants, budget decisions, program reporting, technical assistance, oversight of mentorship program, academic tutoring, guidance and services to the students as well as the daily operation of the program.

$\$39.14 \text{ per hr.} \times 40 \text{ hrs. per week} \times 52 \text{ wks.} = \$81,411 \times 60\% = \$48,847$

### **Academic Tutors for target schools and program students:**

Tutors will carry out major goals and objectives of the program. Tutors will be responsible for providing academic tutorial services to all students in the program as well as connecting students to other needed services such as guidance, cultural, or social services. They will provide both group and individual tutoring services to ensure students are meeting the objective having a C grade or better in core academic courses. Tutors will maintain student contact logs, progress information on each student, including grades, attendance, test scores, and teacher progress information to ensure grant objectives are being met.

Del Norte High School and Crescent Elk School  $\$15.91 \times 32 \text{ Hrs.} \times 40 \text{ Wks.} = \$20,365$   
Eureka High School  $\$15.45 \times 32 \text{ Hrs.} \times 40 \text{ Wks.} = \$20,365$   
McKinleyville High School & McKinleyville Mid School  $\$15.45 \times 32 \text{ Hrs.} \times 40 \text{ Wks.} = \$20,365$   
Hoopa High School & Jack Norton Elementary School  $\$15.45 \times 32 \text{ Hrs.} \times 40 \text{ Wks.} = \$20,365$

**Sub Total For Tutors = \$81,460**

### **Guidance Technicians:**

The Guidance technicians will implement major objectives of the grant by providing over academic guidance to the students in the program, including academic guidance, selection of courses, college and career readiness, connection to cultural activities such as clubs and tribal language courses, connection to career mentors, referrals to other needed social emotional services, Parent contact and education of target students, as well as college tours.

Del Norte High School and Crescent Elk School:

Guidance Tech  $\$21.03 \text{ per Hr.} \times 40 \text{ Hrs.} \times 40 \text{ Wks.} = \$33,648$

Eureka High School

Guidance Tech:  $\$21.03 \times 40 \text{ Hours} \times 40 \text{ Wks.} = \$33,648$

McKinleyville High School and McKinleyville Middle School:

Guidance Tech:  $\$21.03 \times 40 \text{ HRS.} \times 40 \text{ WKS.} = \$33,648$

Hoopa High School and Hoopa Elementary School

Guidance Tech:  $\$21.03 \times 40 \text{ Hrs.} \times 40 \text{ Wks.} = \$33,648$

**Subtotal = \$134,592**

**Program clerical Assistant:** to provide basic clerical assistance to the success in Both Worlds Program. Provide purchasing, communication assistance, organize the program data, general paperwork, answer the phone, check out and monitor equipment as well as other general program clerical assistance. \$18.54 per hr. X 40 hours per week x 52 weeks.

\$38,563

**Total Salaries for the Project = \$303,462**

**(2) Fringe Benefits:**

<u>Fringe Breakout:</u>	<u>Percentage</u>
FICA	6.20%
MC	1.50%
SDI	1.00%
401 K Match	3.00%
Dental	1.20%
Workman's Comp	7.73%
Medical	10.82%
Vacation	0.05%
Sick	0.05%
<b>Total Percentage</b>	<b>32.00%</b>

Fringe \$303,462 x .32 = \$97,108

\$303,462

\$ 97,108

**Total Salaries + plus Fringe = \$400,570**

Operational Costs:

3. Travel:

Staff training and Travel and Millage

Travel Once per year to Washington D.C. plus one program partner

Three nights x 2 x \$200 = \$1,200

Per diem rate three days x 2 x \$150 = \$900

Air fare x 2 x \$1,200 = \$2,400

Sub total = \$4,500

CPR/First Aid for all staff. \$60 X 9 staff Sub-total \$540

National Indian Education Association (NIEA) Conference to present our program to other tribes in the U.S.:

NIEA conference registration \$600 X 5 = \$3,000

Airfare roundtrip \$900 X 5 staff = \$4,500  
 GSA per diem approved rate 5x \$350 = \$1,750  
 GSA X 5 for Lodging \$149 x 3 X 5 staff = \$2,235  
 Staff travel to NIEA \$11,485

**Student College Tour Travel:**

College tours for high school age students, we will do two tours in the year, one in the spring and one in the fall. These tours will help college readiness in students by providing campus guides of current and alumni American Indians who have attended the schools. The students will be split into two groups and do one trip per year. The program will concentrate on Northern Cal. and Southern Oregon Colleges and Vocational schools. Two trips to colleges and vocational schools for 3 days, 2 nights.

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 \$10,452

Sub Total College Trips \$10,452 X 2 per year = \$20,904

**Total Travel Line \$37,429**

**(4) Equipment-Sensitive:** One laptop for each staff member to maintain data records, monitor student grades and progress reports, generate letters to families, and correspond with other staff and program manager. This data collection and correspondence is essential to maximize the effectiveness of the project outcomes.

\$2,190.44 per laptop for 2 staff members w/ software (per Yurok Tribe IT Department recommendation) **Total Equipment Sensitive Line: \$4,381**

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**Total Supplies Line: \$13,252**

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Necklace making: cross age learning will be used. The consultants will teach the high school students and they will in turn teach the 6<sup>th</sup> and 8<sup>th</sup> graders.

Traditional food gathering and preparation: (acorns, berries, etc.) these items will be used to supplement student involvement.

We will use the Yurok Tribe's contract process which defines that the consultant would be responsible for all tools, equipment, and any costs of additional helpers.

**Total contractual Line: = \$19,400**

**(7) Construction: None, Not applicable**

**Total Construction: \$0**

**(8) Other:**

Mileage reimbursement for project staff/professional mentors to travel to various school sites, some quite remote. The Federal Approved Mileage rate will be used @ \$0.54 for private vehicles. 33,333.3333 miles @ .54 cents per mile. \$18,000

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**Total for Other Line: \$51,386**

**Total Operational: \$125,848**

**Salaries and Fringe Benefits \$400,570**

**(9)**

**Total Direct Costs \$526,418**

**(10) Indirect** – Rate is 10% of salaries and benefits. The Yurok Tribe's new indirect cost is currently still in negotiations with the National Business Center. **\$36,415**

**(11) Training stipend: None**

**\$0**

**(12):**

**Total Costs \$562,833**

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

OMB Number: 1894-0007  
Expiration Date: 08/31/2017

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Jim	J	McQuillen	

Address:

Street1:	P.O. Box 1027 (for all mail)
Street2:	
City:	Klamath
County:	Del Norte
State:	CA: California
Zip Code:	95548
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
707-482-1350	707-482-1377

Email Address:

jmcquillen@yuoktribe.nsn.us
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**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:

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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

Yurok 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	294,656.00	303,462.00	303,462.00	303,462.00		1,205,042.00
2. Fringe Benefits	94,290.00	97,108.00	97,108.00	97,108.00		385,614.00
3. Travel	37,429.00	37,429.00	37,429.00	37,429.00		149,716.00
4. Equipment	19,714.00	4,381.00	4,381.00	4,381.00		32,857.00
5. Supplies	18,504.00	13,252.00	13,252.00	13,252.00		58,260.00
6. Contractual	19,400.00	19,400.00	19,400.00	19,400.00		77,600.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	64,746.00	51,386.00	51,386.00	51,386.00		218,904.00
9. Total Direct Costs (lines 1-8)	548,739.00	526,418.00	526,418.00	526,418.00		2,127,993.00
10. Indirect Costs*	35,359.00	36,415.00	36,415.00	36,415.00		144,604.00
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	584,098.00	562,833.00	562,833.00	562,833.00		2,272,597.00

**\*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:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(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 # S299A160019

Name of Institution/Organization Yurok 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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524