

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



APPLICATION FOR GRANTS
UNDER THE

OIE Demonstration Grants

CFDA # 84.299A

PR/Award # S299A150041

Grants.gov Tracking#: GRANT11950054

OMB No. , Expiration Date:

Closing Date: Jun 29, 2015

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

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="06/29/2015"/> | 4. Applicant Identifier: <input type="text"/> |
|--|--|

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

| | |
|--|---|
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-2576572"/> | * c. Organizational DUNS: <input type="text" value="1453079300000"/> |
|--|---|

d. Address:

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

e. Organizational Unit:

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

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

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

Organizational Affiliation:

| | |
|---|----------------------------------|
| * Telephone Number: <input type="text" value="530-493-1600 ext. 2022"/> | Fax Number: <input type="text"/> |
|---|----------------------------------|

* Email:

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-042815-001

* 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:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Peempaah Piit. ("The New Road"). Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

| | |
|---------------------|---|
| * a. Federal | <input type="text" value="473,489.00"/> |
| * 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="473,489.00"/> |

*** 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.

| | |
|--|---|
| <p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Emma Lee Johnson</p> | <p>TITLE</p> <p>Chairman</p> |
| <p>APPLICANT ORGANIZATION</p> <p>Karuk Tribe</p> | <p>DATE SUBMITTED</p> <p>06/29/2015</p> |

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

| | | |
|--|--|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Karuk Tribe * Street 1: 64236. Second Avenue Street 2: * City: Happy Camp State: CA: California Zip: 96039 Congressional District, if known: CA 1&2 | | |
| 5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: | | |
| 6. * Federal Department/Agency: Department of Education | 7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299 | |
| 8. Federal Action Number, if known: | 9. Award Amount, if known: \$. | |
| 10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: Russell Middle Name: * Last Name: Attbery Suffix: * Street 1: Street 2: * City: State: Zip: | | |
| b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: Karuk Middle Name: * Last Name: Tribe Suffix: * Street 1: Street 2: * City: State: Zip: | | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. | | |
| * Signature: Emma Lee Johnson * Name: Prefix: * First Name: Russell Middle Name: * Last Name: Attbery Suffix: Title: Chairman Telephone No.: 530-493-1600 Date: 06/29/2015 | | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97) |

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.

| | | | |
|--|----------------|-------------------|-----------------|
| | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

| | |
|--|------------------------------------|
| * APPLICANT'S ORGANIZATION | |
| Karuk Tribe | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: | * First Name: Russell Middle Name: |
| * Last Name: Attebery | Suffix: |
| * Title: Chairman | |
| * SIGNATURE: Emma Lee Johnson | * DATE: 06/29/2015 |

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:

Project Abstract:

Through the proposed **Peempaah Piit (The New Road)** project the Karuk Tribe—one of the largest, most geographically dispersed, and economically distressed Tribes in California located specifically in northern California serving participants in Siskiyou County and eastern Humboldt County—will address the *absolute priority* of the FY 2015 Demonstration Grants for Indian Children as well as three (3) *preference priorities* by providing (1) college preparatory and leadership development programs for Indian students at two high schools and three elementary schools—serving a total of 109 Indian children at two High Schools and three Elementary schools. The project not only represents an unprecedented community-wide partnership to address the needs of students whose academic performance and very low college-going rate indicates high risk of educational failure, but also represents a comprehensive effort to address the financial, geographic, and social barriers to improving historic levels of educational attainment. Through the *Peempaah Piit* project:

- (1) The Tribe will partner with two high schools and a community college to enhance Indian students’ college preparation through a combination of academic, leadership development, and culture-based self-efficacy strengthening activities aligned with research-based frameworks for building a “college culture” and facilitating acquisition of career development skills.
- (a) By the end of Year 1, the Karuk Tribe’s Education Department will partner with Happy Camp and Yreka High School personnel and students to begin a multi-year process of establishing, building, and continuously improving a “college culture” based on the “Nine Critical Principles of a College Culture” developed by Dr. Patricia McDonough

and her colleagues at UCLA (see p. 21). Note: Happy Camp High School serves Orleans, too.

(2) To partner with three elementary schools with Indian students, grades 6-8 to provide competency-based Khan Academy challenges, afterschool activities, career exploration and leadership development opportunities.

(a) By the end of 24 months, 30 (33%) Karuk students, grades 6-12 will enroll and participate in competency-based Khan Academy challenges, career exploration and afterschool activities.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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| Project Abstract | |
| Need for Project | 1 |
| Quality of the Project Design | 7 |
| Quality of Project Personnel | 17 |
| Adequacy of Resources | 21 |
| Quality of Experience | 23 |
| Quality of the Management Plan | 25 |
| Quality of the Project Evaluation | 31 |

Application Narrative

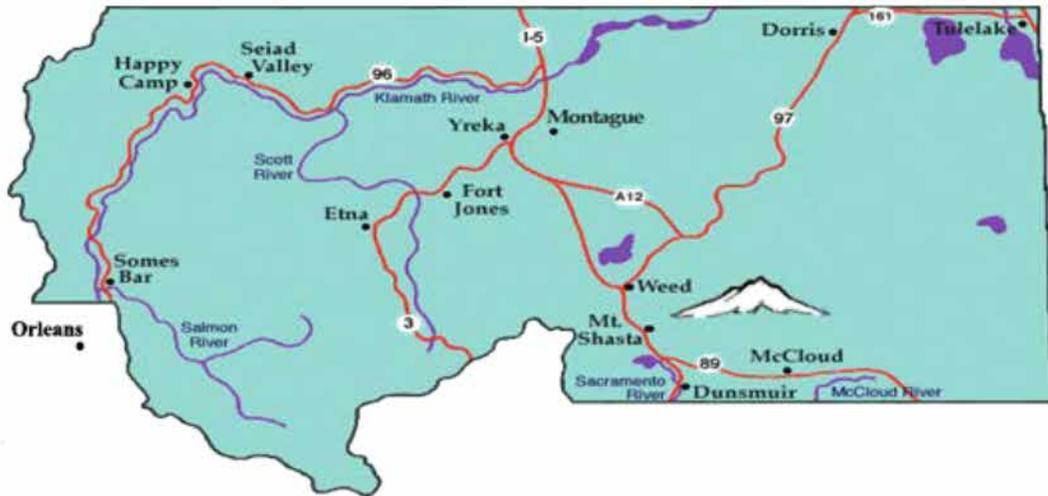
(a) Need for Project:

With a current enrollment of 3,739 members, the federally recognized Karuk Tribe is among the most geographically dispersed in the nation. The Karuk Tribe's Service Area includes three major population centers situated in remote rural communities along State Hwy 96 and I-5: Orleans (Humboldt County), Happy Camp (Siskiyou County), and Yreka (seat of Siskiyou County). Since the collapse of northern California's timber industry in the early 1990s, public schools in the previously 80% timber-dependent communities of the mid-Klamath River region have experienced significant declines in enrollments, attendance-based State revenues, staffing, and other resources essential to quality education. According to data available from the State of California Department of Education (CDE):

- Between 2000-01 and 2014-15, Happy Camp Elementary School's enrollment declined by 35% from 177 students to 116;
- Between 2000-01 and 2014-15 Happy Camp High School's enrollment declined 28% from 114 to 66; and
- Overall, Siskiyou County's public school enrollments have declined by 23% from 7,423 to 5,727 since 2000-01.

The primary beneficiaries of the proposed *Peempaah Püt* ("**The New Road**") Project will be an estimated 109 school aged children included in the 1,147 Karuk Tribal members living in ten tiny communities along the Klamath River between Orleans and Yreka (see map below). According to Federal, State, and Tribal data sources, these communities suffer from long-term, chronic unemployment, and resulting poverty. In January 2015 Karuk Tribe Census Data revealed that of 1,369 Karuk households surveyed; of that number, 473 Tribal members (14%)

were unemployed; however, another 821 Tribal members (29%) were employed and living in poverty. *Thus a total of 1,294 Tribal members (43%) were living in poverty as the unemployed and “working poor.”*



Due to its extreme (80%) economic dependence on natural resource extraction before the timber industry collapsed in the early 1990s, the National Association of Counties declared Happy Camp one of the ten most economically endangered communities in the United States. In the immediate aftermath of local mill closures, Karuk tribal unemployment peaked at 76% (BIA Labor Force Report, 1999). The mid-Klamath River region suddenly was transformed from a land of opportunity—where generations of high school graduates had followed their fathers and grandfathers into the woods and sawmills to make a good living—to an *economically distressed* area where the loss of timber-related livelihoods resulted in the further losses (or deterioration) of homes, small businesses, marriages, families, and ultimately hope for the future. As the physical environment fell into disrepair, much of the community sank into personal despair; alcohol and substance abuse, domestic violence, and child neglect escalated dramatically.

For the most remote rural communities of Orleans and Happy Camp, economic recovery has proved elusive. Continuing high rates of unemployment and poverty (despite the Karuk Tribe's best efforts to provide health, housing, and human services, including food commodities, low-income energy assistance, and Temporary Aid to Needy Families) are continuing threats to the health, safety, and security of the Tribe's greatest resource—its children—and *their greatest hope for the future hinges on their educational success from early elementary through college.*

The proposed *Peempaah Píit Project* represents an unprecedented community-wide partnership through which the Tribe's Education Program, Community Computer Centers, and TANF and TERO(Tribal Employment Rights Office) Programs will work in collaboration with local public schools to improve the educational experiences and academic performance of Karuk and other American Indian children. The specific gaps and weaknesses in services, infrastructure, and opportunities for Indian children are consistent with the Absolute Priorities for the FY 2015 Demonstration Grants for Indian Children to (1) To fund Native Youth Community Projects (2) The project meets the criteria for three (3) Competitive Preference Priorities.

For the past decade, the Karuk Tribe's underfunded education program has had only limited BIA higher education funds. Public schools have lost attendance-based State revenues, programs, and staff. Results of the 2013 California Standardized Testing and Reporting (STAR) system indicate that at the Happy Camp Elementary School only 47% of students are proficient or advanced in English-Language Arts, 33% in Mathematics, and 38.9% in Science. Among 48 Happy Camp High School students tested in 2013, 42.2% were proficient or advanced in English-Language Arts, data unavailable in Mathematics, and only 22.7% in Science. By the

eleventh grade, the 39% who were neither proficient nor advanced in English-Language Arts were evenly distributed among basic, below basic, and far below basic skill levels (at 13% each). Only 17% of EOC (End of Course- beyond 11th grade) had achieved basic competency in Algebra I, with the remaining 50% below basic and far below basic competency; 35% of ninth graders had achieved basic competency in Integrated Sciences, 24% below basic, and 6% far below basic in sciences (See attachment A).

Another setback for Native youth is they are the least likely to attend a high school that offers Advanced Placement courses that increase student skills and make them more competitive for college entry. From the very beginning native youth are less likely to have the tools within their public schools to access a proper, competitive education. Even more alarming, only 1 in 4 native graduates who took the ACT scored at the college-ready level in math, and about one-third scored at the college-ready level in reading, performing at rates 50% below their White counterparts¹. These grim statistics are exactly what we hope to reverse with the Peempaah Pít project.

Thematic in community stakeholder discussions about the underlying causes of academic underperformance are (a) poverty and related limitations on culturally appropriate instructional materials and staffing (counselors, mentors, teachers, and tutors), and (b) related perceptions of limited college opportunities, which are demoralizing and detrimental to student motivation, career exploration, and college preparation. Alarming, in the 2013-2014 school year, 0% of Native American students who attended Happy Camp High School completed courses required

¹ "The State of Education for Native Students." The Education Trust, 1 Aug. 2013. Web. 19 Feb. 2015.

for admission to a University of California (U.C.) and/or a California State University (C.S.U.)². Students participating in SAT and ACT test is also low. The High School Principal attributes the low number of students tested to (a) financial hardship, which not only prohibits students' payment of test fees but also their perception of college as a realistic goal, and (b) students' lack of confidence in passing college entrance exams and/or succeeding in college (See attachment A).

The previous *data analysis* consisting of both in school and out of school barriers, which include economic hardships, substance abuse, lack of educational achievement and resources, demonstrate the need to address both external and internal barriers to post-secondary educational achievements and best outcomes for youth.

Historically, northern California Tribes have used a variety of strategies to meet their members' educational needs. Some (e.g., Hoopa Valley and Yurok Tribes) have developed Education Departments responsible for enhancing educational opportunities along the full continuum of learning from infancy (Early Head Start) to preschool (Head Start) to elementary, middle, and high school (Johnson O'Malley and Indian Education programs) to postsecondary education (early college high schools and Native American Career and Technical Education programs). Over three decades, these Tribes have developed comprehensive, well-integrated, and culturally appropriate approaches to education, including increasingly viable partnerships with public schools and colleges. Much of their success is attributed to their relative proximity to College of the Redwoods and Humboldt State University (where the School of Education offers numerous professional development programs for teachers, including the Redwood

² "DataQuest (CA Dept of Education)." *DataQuest (CA Dept of Education)*. Web. 28 May 2015.

Literacy, Math, Science, and Writing Projects; and California Academic Partnership Program) and the large number of Tribal members who have completed four-year degrees, as well as teaching, counseling, and administrative credentials, and advanced degrees.

By contrast, the Karuk Tribe has no “reservation” per se, and is essentially a landless Tribe, except for the 600 acres of trust status land parcels reacquired in the past 30 years for gradual development of community facilities, administrative offices, and housing in Orleans, Happy Camp, and Yreka. Because the Tribe’s headquarters in Happy Camp are a 270-mile round trip from the nearest four-year colleges (Humboldt State University) and 182 miles from Southern Oregon University, it has been extremely difficult for Tribal members located within the Aboriginal Territory to complete four-year degrees; and when they do, they are unlikely to return to their Tribal homelands due to limited employment opportunities there.

Despite these setbacks, there are opportunities within the local community to support Indian students. The Happy Camp Community Computer Center (HCCCC), and its sister Computer Center located in a Tribal facility in Orleans, represents significant leveraging of resources. The Computer Centers provide the space for student to participate in college courses through College of the Siskiyou and the Orleans center will have the opportunity to develop the same partnership with College of the Redwoods in the near future. These resources are in place and currently available to staff and students. The disconnect lies in not having the staff to link students to the service provided and follow-up on a consistent basis to make a significant impact.

Other existing opportunities within the community include services such as Upward Bound³ and College Options⁴ which provide students with support services to pursue post-

³ Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

secondary education and developing a plan to ensure it happens. Although these opportunities exist few students have the support or knowledge to either take advantage of these opportunities or consistent support to follow through. For example College Options staff visits the Happy Camp High School campus once per month, not providing day to day follow-up and support.

The current Karuk Education Program is a small BIA funded program within the Karuk Tribe. The main aspects of the program include coordinating tutoring and academic support for our students, career and college counselling on a small-scale/as needed basis, administering Higher Education Grants and researching funding opportunities, providing additional parental support at Title VII Meetings, Indian Parent Committee Meetings, and other school meetings, and being a general resource for our people in all of their educational aspirations. Additionally, the willingness of the schools to engage and support the Karuk Tribes efforts to improve education is demonstrated in our letters of support and required MOUs (see Attachment B).

(b) Quality of the Project Design:

The Karuk Tribe is located in the remote and far northwestern region of California. The Karuk Service Area includes a portion of eastern Humboldt County and Siskiyou County with 3,723 enrolled members, and is the second largest Tribe in California. As shown below, the proposed project will serve 109 Karuk students living in the mid-Klamath Region along a 130-mile stretch of Highway 96 that connects Orleans in Humboldt County to Yreka in Siskiyou County. Qualifying under **Competative Preference Priority One-Rural and Low-Income School(RLIS)and/or Small Rural School Achievement (SRS)** the project will serve Orleans Elementary; Yreka High School, as well as; Junction Elementary- Siskiyou County Office of

⁴ College OPTIONS provides free programs and services to strengthen the college and career readiness culture in the North State, and helps students of all ages and their families make informed decisions about post-high school educational opportunities. Our goal is to assist students with making a plan for their future and help them take the right steps to make it happen.

Education (RLIS & SRSA); Happy Camp Elementary (RLIS & SRSA), and Happy Camp High School – Siskiyou Unified School District (RLIS). All of these schools receive Title VII funds.

Goal 1.0 To partner with Siskiyou and Yreka Union High School Districts and College of the Siskiyous to provide enhanced college preparatory programs for high school students that are designed to increase competency and skills in challenging subject matters such as math and science, and facilitate their successful transition to postsecondary education.

Objective 1.1 By the end of Year 1, the Karuk Tribe’s Education Department will partner with Happy Camp and Yreka High School personnel and students to begin a multi-year process of establishing, building, and continuously improving a “college culture” based on the “Nine Critical Principles of a College Culture” developed by Dr. Patricia McDonough and her colleagues at UCLA (see p. 12). Note: Happy Camp High School also serves Orleans.

Activities:

(1) Hire two Indian Student Services Coordinators to serve Karuk and other American Indian students attending Happy Camp and Yreka High Schools, respectively; duties will include career counseling, academic advising/college preparatory course planning, direct/indirect tutorial assistance, mentoring, and coordinating services from school and community-based sources (*Competitive Preference Priority Five- section 7121 (c) of the ESEA part F*).

(2) Assess middle school academic achievement by subject matter area; consult with parents and teachers to identify needs for remediation and intensive individual or small group tutoring.

(3) Develop Individual Academic Plans (IAPs) for *all* American Indian students attending and entering Happy Camp and Yreka High Schools; coordinate remediation and tutorial assistance as indicated based on academic performance and student/parent consultations (See Attachment C)

(4) Identify, inform, and assist high-achieving high school students in accessing Advanced Placement courses through local community colleges, including classroom, online, and Videoconference courses at Community Computer Centers and College of the Siskiyou.

(Competitive Preference Priority Five- section 7121 (c) of the ESEA part H)

(5) Organize American Indian Student Associations (AISAs) that meet at least twice a month to develop leadership and organizing skills based on “Nine Principles” themes; e.g., train and involve students in planning AISA meetings, activities, and field trips that reinforce expectations for postsecondary education and provide exposure to local and other career options, related academic majors, targeted college and university campuses, and available student support services (e.g., American Indian College Motivation Day, Coalition for American Indians in Computing, Indian Teacher & Educational Personnel Program, and Indian Natural Resources, Science, and Engineering at Humboldt State University) as well as opportunities to participate in college/university recruitment events and campus tours, students will attend the annual AIHEC (American Indian Higher Education Consortium) conference⁵. As a part of the leadership component, participants will engage in yearly community projects designed to get students involved in their community and to address an identified community problem or need. After which, selected students will fundraise to attend the annual NCAI Youth Conference⁶.

(6) Schedule and assist high school students in preparing for “gate keeping” college entrance.

⁵ AIHEC provides leadership and influences public policy on American Indian higher education issues through advocacy, research, and program initiatives; promotes and strengthens Indigenous languages, cultures, communities, and tribal nations; and through its unique position, serves member institutions and emerging TCUs.

⁶ NCAI’s Youth Commission offers youth ages 16-23 the opportunity to engage on National scale along-side tribal leaders to help address the issues facing Indian Country. Established in 1997, the NCAI Youth Commission has been a space for tribal youth to come together and discuss solutions to the unique challenges they face within their communities

exams, including ACT, PSAT, SAT, and community college English/math placement tests.

(Competitive Preference Priority Five- section 7121 (c) of the ESEA part J).

(7) Disseminate information about public and private sources of financial aid (e.g., Federal, State, and Tribal grants and loans, private University fee waivers, scholarships, and Individual Development Accounts); provide student/parent workshops on completing CSU admission (A-G course) requirements, college admission applications, federal and state financial aid applications, and scholarship applications, as well as accompanying letters and essays.

(8) Develop public access repositories of college information and resources, including current catalogs from northern California and southern Oregon colleges and universities, public and private sources of financial aid, and scheduled college/university recruitment events/tours.

(9) Identify and/or create opportunities for high school students to participate in Summer Camps that enhance school-based language, math, and science programs (e.g. Tribal language and culture-based natural science camps, such as Acorn and Salmon Camps), Math/Science/ College of the Siskiyous and Humboldt State's Upward Bound Program, and CSU Sacramento's Summer REZ leadership development program, (which includes tours of UC Berkeley and UC Davis), National Indian Youth Conference, this will be part of the leadership component.

(10) Identify and/or create opportunities for high school students to participate in community service internships and other volunteer activities that facilitate broad exposure to professional careers and technical occupations available, particularly in the mid-Klamath River region. These will include culture-based, age-appropriate participation in learning activities of Tribal Head Start, public health, and governance programs.

NOTE: The Karuk Tribe recognizes the importance of academic success at all grade levels. By focusing the *Peempaah Püt Project* on enhancing middle school and high school educational

experiences of Tribal members, the Karuk Tribe will be able to dedicate future funding to similar enhancements of middle school experiences; e.g., intensive math and science tutoring, as well as culture-based reading, writing, critical thinking, and practical problem-solving activities.

Discussion: After three years of baseline data collection and analysis, extensive reviews of the literature on “Closing the College Readiness Gap” (Cline, et al., 2007), consultation with Tribal and State education experts, and consensus-based project planning and mini-grant dissemination, the “Nine Critical Principles” are the clearest, most practical strategies for helping American Indian students prepare to enter and succeed in colleges and universities. McDonough and her colleagues at UCLA have developed a model that affords enough flexibility so that any school that wants to change its students’ college entrance and persistence rates can start with an honest inventory of needs, resources, strengths, and areas for improvement; set realistic short- and long-term goals for improvement; and work to achieve a balanced approach to integrating all nine principles. Not explicit in the model—but emphasized in the *Peempaah Píit Project*—is the importance of American Indian leadership, self-determination, and community involvement in creating a college-going culture for American Indian students.

Beyond direct services aimed at improving high school students’ academic achievement in math, science, and language arts, the *Peempaah Píit Project* will facilitate their acquisition of career development skills identified by researchers as highly predictive of Indian adolescents’ self-efficacy expectations, positive self-attributions, vocational interests, vocational identity, and pro-activity (Turner, et al., 2006). Those skills include (1) career exploration, (2) person-environment fit (understanding how one’s interests, skills, values, and abilities relate to various occupations in the job market), (3) goal-setting, (4) social, pro-social, and work readiness, (5) self-regulated learning (strategies to optimize educational opportunities), and (6) consistent

utilization of social support (e.g., from parents, families, and/or communities. Many of these skills will be developed through American Indian Student Association activities, summer camps, and community service. During the summer months, students who are behind academically or who want to take "advanced placement" high school/college classes will benefit greatly from project activities.

| NINE CRITICAL PRINCIPLES of a COLLEGE CULTURE | | |
|---|---|--|
| <u>College Talk</u> | <u>Clear Expectations</u> | <u>Information & Resources</u> |
| Clear, ongoing communication among students, teachers, administrators, and families about what it takes to get to college. | Explicit, clearly-defined goals, communicated in ways that make them part of the culture of the school. | Comprehensive, up-to-date college information and resources, easily accessible by all students, families, and school personnel. |
| <u>Comprehensive Counseling</u> | <u>Testing & Curriculum</u> | <u>Faculty Involvement</u> |
| View of counseling that makes all student interactions with counseling staff opportunities for college counseling. | Information about and access to “gate keeping” tests (PSAT, SAT, etc.) and courses (A-G, AP, etc.) for all students. | Informed, active participation from school faculty in the creation and maintenance of a college culture. |

| <u>Family Involvement</u> | <u>College Partnerships</u> | <u>Articulation</u> |
|--|---|--|
| Meaningful engagement on the part of family members in the process of building a college culture. | Active links in a variety of forms between the school and local colleges and universities. | Ongoing coordination between counselors and teachers among all schools in a feeder group. |

(Source: "Creating a College Culture," a UCLA project led by Dr. Patricia McDonough)

Outcomes:

- Percentage of American Indian students who have IAPs that include goals for college;
- Percentage of American Indian students who complete State requirements for high school graduation, including the California High School Exit Exam (CAHSEE);
- Percentage of American Indian students who complete applications for college admission;
- Percentage of American Indian students who take the ACT, PSAT, and SAT;
- Percentage of American Indian students eligible to enter the California State University or other four-year colleges upon graduation from high school; and
- Percentage of American Indian students who enter postsecondary educational institutions (including community colleges) without the need for remediation;
- Percentage of American Indian students who have IAPs that include goals for college;
- Percentage of American Indian students who participate in Khan Academy;
- Percentage of American Indian students who show improvement on STAR tests;

Goal 2.0 To partner with three elementary schools with Indian students, grades 6-8 to provide competency-based Khan Academy challenges, afterschool activities, career exploration and leadership development opportunities.

Objective 2.1 By the end of year 1, Karuk students, grades 6-12 will enroll and participate in competency-based Khan Academy challenges and afterschool activities at the Karuk Learning Centers.

Activities:

- (1) Hire two Indian Student Services Coordinators to serve Karuk and other American Indian students attending three local Elementary schools, respectively; duties will include career counseling, academic advising/college preparatory course planning, direct/indirect tutorial assistance, mentoring, and coordinating services from school- and community-based sources.
- (2) Assess middle school academic achievement by subject matter area; consult with parents and teachers to identify needs for remediation and intensive individual or small group tutoring.
- (3) Develop Individual Academic Plans (IAPs) for *all* American Indian students prior to attending or entering Happy Camp and Yreka High Schools; coordinate remediation and tutorial assistance as indicated based on academic performance and student/parent consultations.
- (4) Provide competency based challenges and incentives to youth through Khan Academy.
- (5) Establish Coding Clubs, Game and Movie Nights, also used as incentives for participating in Khan Academy challenges.
- (6) Cultural based activities including language, beading and basket weaving with afterschool programs and linking participants to a mentoring program
- (7) Provide expanded tutoring options by designating a space for tutoring with specific times and days.

Discussion: Many of these important skills will be enforced and developed through the adoption of Khan Academy and the approach that “intelligence is not fixed, and the best way that we can grow our intelligence is to embrace tasks where we might struggle and fail”. This will be especially important when working with 6th-8th graders in prepping them for their attitudes towards achieving their educational goals. Providing competency-based individualized learning challenges and incentives to youth through Khan Academy Challenges administered by staff at Karuk Computer Centers in Happy Camp and Orleans students, parents and teachers in our tribal communities will develop learning mindsets to believe that capability and intelligence can be grown through effort, struggle and failure⁷. These programs will have lasting effects on our students and communities by increasing life skills, increasing the number of students who complete high school as well as college. Teachers nights will focus on how to use Khan Academy in the classroom, and Parent Nights will help parents learn to use the Khan Academy for personal learning, as well as how they can help their children learn. Staff will act as Khan Coaches, as well as provide personal mentoring, tutoring and other educational services as determined throughout the project. After school coding clubs⁸ will provide students a place just to hang out during non-school hours, on vacations, and summer break because there are few options for "entertaining" kids after the school day ends and this time is statistically proven to be the most risky time for youth to be unsupervised. More importantly, coding enhance STEM (Science, Technology, English and Math) skill sets, further preparing youth to meet the challenges of a global market, while also instilling confidence and a high-level of thinking.

⁷ Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.

⁸ Coding is telling a computer what you want it to do, which involves typing in step-by-step commands for the computer to follow.

Technology, data and computers are central to our daily lives, and kids who understand the basics of programming will be more adaptive to changing needs of the workforce⁹. Game nights, social clubs, and community created activities will all benefit the youth in our community. The Khan Academy and overall program will also serve as a tool for remedial education. Youth will benefit from the implementation of Khan Academy by utilizing it as a source for overcoming academic challenges either during or prior to entering high education. Youth can utilize Khan Academy as a way of early identification and intervention, to begin working on remediation of critical subjects like math, reading and English, prior to entering post-secondary education. This will enhance their confidence as well as propel them to address their deficiencies early on, making them more prepared for college.

Outcomes:

By the end of the four-year grant period, Karuk and other American Indian students will graduate from Happy Camp and Yreka High Schools and enter postsecondary education at rates consistent with the general student population. Toward this end, significant annual improvement will be achieved based on the following measures:

- Percentage of American Indian students who have IAPs that include goals for college;
- Percentage of American Indian students who complete State requirements for high school graduation, including the California High School Exit Exam (CAHSEE);
- Percentage of American Indian students who complete applications for college admission;
- Percentage of American Indian students who take the ACT, PSAT, and SAT;

⁹ Tynker. Web. 24 Feb. 2015. <<https://www.tynker.com/why-tynker>>.

- Percentage of American Indian students eligible to enter the California State University or other four-year colleges upon graduation from high school; and
- Percentage of American Indian students who enter postsecondary educational institutions (including community colleges) without the need for remediation;
- Percentage of American Indian students who have IAPs that include goals for college;
- Percentage of American Indian students who participate in Khan Academy;
- Percentage of American Indian students who show improvement on STAR tests;

(c) Quality of Project Personnel:

Under the provisions of the Karuk Tribal Employment Rights Ordinance, and consistent with both the federal Indian Preference Act of 1934 (Title 25, USC, Section 47), Section (b) of the Indian and Self Determination and Education Assistance Act and the Department of Education’s General Education Provisions Act (Section 427 of GEPA), the Karuk Tribe encourages applications for employment from Tribal members, other federally recognized American Indians/Alaska Natives, and other members of groups that traditionally have been under-represented based on color, national origin, gender, age, and/or disability. The Karuk Tribe’s compliance with Tribal and federal Indian Preference policies—in addition to prevailing federal civil rights statutes, including those governing equal opportunity in education and employment—ensure that neither project employees nor participants will encounter barriers to access.

The Karuk Tribe’s Organizational Chart and project position descriptions are provided in attachment D. In addition to new positions, staff will be supported by the current Education Coordinator/Project Director, Chief Financial Officer, Contract Compliance Specialist, Education Committee and two External Evaluators.

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

Contract Compliance Specialist is responsible for ensuring that all contracts and grants are managed in accordance with specified terms and conditions, as well as Tribal policies and procedures, and Federal Regulations. Contract Compliance Specialist prepares and implements requests for grant advances and reimbursements; monitors contracts and grants for compliance with terms and conditions; prepares closeout documents and contract/grant files for annual audits; performs self-monitoring audits for Tribal eligibility-based programs; and develops policies and procedures for compliance purposes (see Attachment F).

Carissa Bussard, Project Director and Karuk Tribal Descendant, earned a B.A. in English Literature from the University of California, Berkeley in 2010, and an M.A. in English Literary Studies from Durham University in 2011. Following her M.A., Ms. Bussard has worked in and around education her whole life, starting as a peer tutor and counselor in middle school running clear through her extracurricular activities at both universities and her current position. With academic strengths and a clear desire and passion for ensuring everyone has a right to education, she is a wonderful role model for Karuk youth. By leaving the community and

returning to it, she hopes to bring her experience and knowledge of everything available to our students back to them and is an ideal candidate for implementing the proposed project. (See attachment G).

Karuk Education Committee: The Karuk Education Committee was created for the purpose of assisting in the administration of the Tribal Education Programs, like the Higher Education Grants, tutoring, departmental strategic planning, gathering community feedback, and any other educational programs as decided through monthly meetings. The committee consists of The Education Coordinator, two Karuk Tribal Council Members, three community Karuk Tribal Members (preferably representing the Orleans, Happy Camp and Yreka communities) or other community members as deemed by the Karuk Tribal Council and one representative from KTHA, TANF, TERO and KCDC. See credentials and background information below:

Russell Attebery: Karuk Council Chairman, Mr. Attebery holds a clear lifetime teaching credential through the Indian Teacher Education Program (ITEP). He was a teacher, coach and athletic director at Happy Camp High School from 2008 until November of 2011. Since then, he has been our Karuk Chairman and a very avid supporter of all youth and educational activities and programs.

Robert Super: Karuk Council Vice-Chairman, Mr. Super has always been a very influential and knowledgeable member of the Education Committee. Mr. Super learned our culture and language as a teen, and has served on boards and committees throughout his life to help our people, especially our youth through broadening their understanding of their own identities with cultural connections.

Elsa Goodwin: Elsa Goodwin is a Member at Large on the Karuk Tribal Council for the Happy Camp area. Previously employed as the Tenant Relations Officer for the Karuk Tribe

Housing Authority, Elsa also served as an Administrative Assistant for the Tribe's Temporary Assistance for Needy Families (TANF) Program. Her experience with the Tribal Employee Rights Ordinance (TERO), Happy Camp High School Booster Club, and Karuk Community Loan Fund Board, makes her a great asset to the Education Committee.

Charron “Sonny” Davis: Charron “Sonny” Davis is a Member at Large on the Karuk Tribal Council for the Yreka area. As a Tribal Elder and fluent speaker of the Karuk Language, Sonny has always been very active in the community and quick to respond to his district’s concerns and needs: especially when it comes to education and our youth.

Rachel Lyons: A Dental Receptionist for the Karuk Tribe Health Dental Clinic, parent, and community member in the Yreka area, Rachel is the newest addition to the Education Committee. Rachel has displayed a keen interest in strategic planning and moving the committee forward in terms of what resources, programs, and outreach can be done in each community.

Dion Wood: Dion Wood, Tribal Employment Rights Director and Child Care Advocate, has been a member of the Education Committee for the past ten years. Dion has organized many youth activities, including Math and Science Camps, Summer Food Programs, rafting and cultural learning trips, and more over the years. He is the leading figure behind the development of the Education Committee’s strategic planning, and a voice for all of our youth.

Bari Talley: Bari Talley, Workforce Development Trainer, Library/Computer Center Coordinator for the Orleans Community Computer Center, is a strong advocate for her community. She has been an advocate for youth and education for more than 25 years, and is still passionate about the importance of improving educational opportunities in our tribal communities. A credentialed teacher for pre-K to 12th grade holds a bachelor’s degree from

Evergreen College with an emphasis in Native American studies and art. Mrs. Talley is a longstanding member of the Education Committee and an integral part of our success.

Ashlee King: Admission and Loan Specialist for the Karuk Tribe Housing Authority, as well as administrator of the Student Rent Voucher Program, Ashlee King is a dedicated parent and coach on our committee. Also an active member of the Indian Parent Committee at Happy Camp Elementary School, Ashlee's grounded concern for all children and their educational needs is a great asset to the Education Committee.

Renee Stauffer: Renée Stauffer is a member of the Karuk Tribal Council as a Member at Large for the Orleans area. She is also active in the following groups: Karuk Indigenous Basketweavers, California Indian Basketweavers Association, National Network of Forest Practitioners, Alliance of Forest Workers and Harvesters, and the Mid-Klamath Watershed Council, among others. Renee is extremely passionate about recognizing our student achievements and providing the most opportunities to create young, educated leaders of the future

(d) Adequacy of Resources

The Karuk Tribe's Organizational Chart depicts a complex Tribal Government that provides a variety of member services, including cultural and language preservation; health care (behavioral, dental, medical, and public health outreach); preschool and postsecondary educational assistance; social services to children, elders, low-income families, and other Tribal members; housing (improvement, ownership, and low-income rentals), childcare, community and economic development, natural resource and environmental protection, and public facilities and physical infrastructure development. Based on its demonstrated capacity to manage multiple grants and contracts with consistently favorable audits, the Karuk Tribe earned self-governance

status under the provisions of the Indian Self-Determination Act in 1996. The general membership of the Karuk Tribe elects the nine-member Karuk Tribal Council to staggered, four-year terms: Russell “Buster” Attebery, Chair; Robert Super, Vice-Chair; Jody Waddell, Secretary/Treasurer; Alvis Johnson (Tribal Elder, fluent speaker, formerly Chair for 16 years); Sonny Davis; Renee Stauffer; Arch Super; Joshua Saxon; Elsa Goodwin (See attachment H) .

.. In the fiscal year ending September 30, 2014, the Karuk Tribe managed over 27 million in federal and state grants and contracts. Based on its demonstrated capacity to manage multiple grants and contracts with consistently favorable audits, the Karuk Tribe earned self-governance status under the provisions of the Indian Self-Determination Act in 1996. The current Indirect Cost Rate Agreement, proof of federal recognition and signed Tribal Resolution is provided in attachment I.

.. As identified in the support letters and other documentation, the proposed Peempaah Pfit Project will be supported by numerous Tribal, public school, university, and community partners (See Attachment B):

- Lester Alford, Director, Karuk Tribe Temporary Aid to Needy Families (TANF) Program and Karuk Low-Income Assistance Programs
- Dion Wood, Director, Karuk Tribal Employment Rights Office
- Alan Dyar, Principal, Happy Camp High School
- Casey Chambers, Superintendent/Principal, Happy Camp Elementary School
- Aron Ruiz, Superintendent/Principal, Orleans Elementary School
- Karen Derry, Operations Manager, Karuk Community Development Corporation and Computer Centers
- Marie Caldwell, Yreka High School Principal

- Nancy Shepard, Associate Dean, Learning Resources & Technology
College of the Siskiyous
- MaryAnne Munson, College Options

As outlined in the budget and budget narrative the project provides an allowable and reasonable approach to the project goals. At a cost of less than \$1100 per student per year, the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

(e) Quality of Experience

The *Project Director* will work in close collaboration with high school administrators to ensure that project activities remain well aligned with the one absolute priority and three preference priorities and are conducted in a continuous quality improvement mode. The *Peempaah Püt* will support one and one half new full-time positions that will provide direct support services to enhance the educational experiences of participants and American Indian students attending Happy Camp and Yreka High Schools. In collaboration with middle schools and high school personnel, each of these Student Services Coordinators (one in Happy Camp and one in Yreka) will provide and/or coordinate access to a variety of services designed to facilitate Indian students' academic success and foster their sense of self-efficacy. A summary of envisioned *Peempaah Püt Project* student support services begins below.

As noted above, individualized support services will include academic skill level assessments, goal-setting, IAPs, tutoring services, and access to advanced placement instruction; and group activities will include electronic and face-to-face/interactive career exploration (guest speakers, field trips, and other programs), college tours, and culture-based summer camps. Contract tutors will provide individual and small group tutoring (especially for remediation in math, science,

reading, and writing) in after-school sessions. Also envisioned (within budget limitations) are annually recurring northern California and southern Oregon college fairs and tours, as well as local community gatherings; e.g., High School Career Day, COS and Humboldt State recruiters' visits, Financial Aid Application/Essay Workshops, Karuk College Graduates' Panel Presentations, Karuk Tribal Reunions, and Karuk Language Camps, Salmon Camps, and Basket Weavers Conferences. In addition, Project staff and AISA members regularly will contribute feature articles, stories, and/or artwork to the Tribe's quarterly newsletter and circulate *Peempaah Püit* project brochures, activity schedules, and informational flyers at Tribal and public school offices, as well as local businesses, all helping to promote and reinforce a college-going culture. Ultimately it will be the AISAs and their empowered student voices that drive the college-going culture.

College Applications/Admissions. Working with American Indian student services programs at Humboldt State University and northern California Community Colleges, the Student Services Coordinators will develop, present, and disseminate packets that contain standard California State University and Community College applications for (a) admission, (b) Board of Governors fee waivers, and (c) federal and state financial aid, as well as a student records release form, information about college English and math placement tests, and class schedules and planning worksheets. In addition, the packets will contain information about Tribal grants and private scholarships, as well as local sources of information about careers and colleges.

The College of the Siskiyou coordinates with the Tribe's Community Computer Centers to conduct computerized English and math placement tests at regular intervals, during pre-semester orientations, and/or on request with advance notice. Students with special needs may request accommodations prior to testing at the Disabled Student Programs and Services Office. In

compliance with Section 427 of the General Education Provisions Act (GEPA), all new and prospective students are provided with the College's Disabled Student Programs & Services "Student Resource Guide." This Guide includes information on alternate formats of printed instructional materials, testing for learning disabilities, a variety of instructional support services, testing accommodations, students' rights and responsibilities, and important contact information.

Access to Computers and Technology-Mediated Support. The Tribe's three Community Computer Centers not only offer computer literacy classes and "open access" after school hours, but also advanced placement courses from College of the Siskiyous. Currently no Happy Camp High School students are enrolled in "advanced placement" college courses at the Computer Center located adjacent to the high school. The Computer Center staff is responsible for providing postsecondary educational opportunities and eager to accommodate more high school students. All three Computer Centers include on-site staff who routinely assist students in taking community college math and English placement exams, as well as exploring college majors and related careers.

(f) Quality of the Management Plan

Goal 1.0 To partner with the Siskiyou and Yreka Union High School Districts and College of the Siskiyous to provide enhanced college preparatory programs for secondary school students that are designed to increase competency/skills in challenging subject matters such as math and science, and facilitate their successful transition to postsecondary education.

Objective 1.1 By the end of Year 1, the Karuk Tribe's Education Department will partner with Happy Camp and Yreka High School personnel and students to begin a multi-year process of establishing, building, and continuously improving a "college culture" based on the "Nine Critical Principles of a

College Culture” developed by Dr. Patricia McDonough and her colleagues at UCLA (see p. 21).

Note: Happy Camp High School serves Orleans, too.

Results or Benefits:

- By the end of the four-year grant period, Karuk and other American Indian students will graduate from Happy Camp and Yreka High Schools and enter postsecondary education at rates consistent with the general student population based on the following measures:
 - Percentage of American Indian students who have IAPs that include goals for college;
 - Percentage of American Indian students who have IAPs that include CSU/UC subject plan;
 - Percentage of American Indian students who complete requirements for high school graduation;
 - Percentage of American Indian students who complete applications for college admission;
 - Percentage of American Indian students who take the ACT, PSAT, and SAT;
 - Percentage of American Indian students eligible to enter the CSU/UC upon high school graduation;
 - Percentage of American Indian students who enter college without the need for remediation.

| Activities | Assigned Staff | Time period | | Community Collaborators |
|--|---------------------------------|-------------|--------|---|
| | | Begin | End | |
| - Hire Happy Camp & Yreka Student Services Coordinators | Project Director | Mo. 1 | Mo. 2 | Karuk Education Committee |
| - Host 3 public forums/yr. re “Nine Principles,” identify resources and unmet needs, set | Project Director, Student Svcs. | Mo. 3 | Mo. 45 | Public schools, Parents, Community, College Partners, College Options, COS Program, |

| | | | | |
|--|--|-------|--------|---|
| short-term goals. | Coordinators | | | Univ. Extended Ed. |
| - Begin professional development trainings as needed & available. | Student Svcs. Coordinators | Mo. 3 | Mo. 45 | High School teachers, counselors, staff |
| - Begin AISA meetings twice monthly | Student Svcs. Coordinators | Mo. 3 | Mo. 48 | Parents & Guardians |
| Collect records releases to inform academic advising, tutoring, IAPs. | Student Svcs. Coordinators | Mo. 3 | Mo. 48 | High School staff, Computer Center Staff; COS faculty |
| - Develop IAPs; provide advising, career counseling, & tutoring; recommend appropriate AP classes at Computer Centers & COS. | Student Svcs. Coordinators & Tutors | Mo. 3 | Mo. 48 | Parents, Elders, com-munity stakeholders, TANF, TERO, local businesses |
| - Establish database to monitor student academic performance (grades, test results) and progress in project supported direct svcs. | Student Svcs. Coordinators & H.S. Counselors | Mo. 4 | Mo. 48 | COS & HSU Indian Student Services Staff, Project Director, Education Committee, IT, support staff |
| -Begin hosting parent-student workshops in addition to parent- | Student Svcs. Coordinators & Project Director | Mo. 6 | Mo. 45 | Programs, Tribal Education Programs, Indian Organizations. |

| | | | | |
|--|--|--------------|---------------|---|
| <p>student counseling sessions to disseminate college information.</p> | <p>Student Svcs. Coordinators</p> | <p>Mo. 6</p> | <p>Mo. 48</p> | <p>External Evaluators</p> |
| <p>-Assist students with college entrance exam prep and scheduling.</p> | <p>Student Svcs. Coordinators & Project Director</p> | <p>Mo. 3</p> | <p>Mo. 48</p> | <p>Tribal collaborators, Tribal staff and Evaluations.</p> |
| <p>-Develop public access information on college opportunities & resources</p> | <p>Project Director, Evaluators</p> | <p>Mo. 3</p> | <p>Mo. 48</p> | <p>Participating schools, Tribal, Education Committee</p> |
| <p>-Identify and/or create opportunities for high school students to go to Summer Camps for language, math & science enrichment programs; assist them in applying/attending.</p> | <p>Project Director, Evaluators</p> | <p>Mo. 6</p> | <p>Mo. 48</p> | <p>Peoples Center, Food Security, Education Committee, TANF, TERO</p> |
| <p>- Evaluate project progress & outcomes and report bi-annually.</p> | <p>Project Directors, Evaluators</p> | <p>Mo. 6</p> | <p>Mo. 48</p> | <p>Education Committee, Council</p> |
| <p>-Continuous quality improvement based on evaluative feedback.</p> | <p>Project Directors, Evaluators</p> | <p>Mo. 6</p> | <p>Mo. 48</p> | <p>Education Committee, Council</p> |

Goal 2.0 To partner with three elementary schools with Indian students, grades 6th-8th to provide competency-based Khan Academy challenges, afterschool activities, career exploration and leadership development opportunities.

Objective 2.1 By the end of 24 months, 30 (33%) Karuk students, grades 6-12 will enroll and participate in competency-based Khan Academy challenges, career exploration and afterschool activities.

Results or Benefits:

- By the end of the four-year grant period, 6th – 8th grade students will be prepared to perform at rates inline or above their peers
- Percentage of American Indian students who have IAPs that include goals for college;
- Percentage of American Indian students who participate in Khan Academy;
- Percentage of American Indian students who show improvement on STAR tests;
-

| Activities | Assigned Staff | Time period | | Community Collaborators |
|--|--|-------------|--------|--|
| | | Begin | End | |
| - Hire Happy Camp & Yreka Student Services Coordinators & Project Director | Human Resources, Director, Council, TERO | Mo. 1 | Mo. 2 | Karuk Education Committee Public schools, Parents, Community |
| Assess middle school academic achievement by subject matter | Student Svcs. Coordinators Student Svcs. | Mo. 3 | Mo. 48 | High School teachers, counselors, staff |

| | | | | |
|---|---|---------------------------|-----------------------------|---|
| <p>- Begin AISA meetings twice monthly</p> <p>Collect records releases to inform academic advising, tutoring, IAPs.</p> | <p>Coordinators & Tutors Student Svcs.</p> <p>Coordinators & Project Director</p> | <p>Mo. 3</p> <p>Mo. 3</p> | <p>Mo. 48</p> <p>Mo. 48</p> | <p>Parents & Guardians</p> <p>School staff,</p> <p>Parents, Elders, community stakeholders, TANF, TERO</p> <p>Computer Center</p> |
| <p>- Develop IAPs; provide advising and coordinate remediation</p> | <p>Student Svcs. Coordinators</p> | <p>Mo. 4</p> | <p>Mo. 45</p> | <p>staff, Student Services</p> <p>Coord., Volunteers</p> |
| <p>- Establish database to monitor student academic performance (grades, test results) and progress in project supported direct svcs.</p> | <p>Student Svcs. Coord.</p> | <p>Mo. 6</p> | <p>Mo. 48</p> | <p>Computer Center staff, Teachers, Volunteers, Tutors.</p> |
| <p>-Engage students in Coding Clubs, Game and Movie nights</p> | <p>Student Svcs. Coordinators</p> | <p>Mo. 6</p> | <p>Mo. 48</p> | <p>No. CA/So. OR</p> <p>College Admissions</p> <p>Offices & Indian</p> |
| <p>-Assist students Khan Academy sign-up, enrollment and participation</p> | <p>Student Services. Coordinators</p> | <p>Mo.6</p> | <p>Mo. 48</p> | <p>Student Support Programs, Tribal Education Programs, Indian Organizations.</p> |
| <p>-Identify and/or create opportunities for students to go to Summer Camps for language,</p> | <p>Project Director</p> | <p>Mo. 6</p> | <p>Mo. 48</p> | <p>External Evaluators</p> <p>Education Committee,</p> |

| | | | | |
|--|--|---|---|---|
| <p>math & science enrichment programs; assist them in applying/attending.</p> <p>-Research alternative school options, including BIE and Charter schools.</p> <p>- Evaluate project progress & outcomes and report bi-annually.</p> <p>-Continuous quality improvement based on evaluative feedback.</p> | <p>Project Direct, Evaluator</p> <p>Evaluator</p> <p>Project Director, Evaluator</p> | <p>Mo. 6</p> <p>Mo. 6</p> <p>Mo. 6</p> <p>Mo. 6</p> | <p>Mo. 48</p> <p>Mo. 48</p> <p>Mo. 48</p> <p>Mo. 48</p> | <p>Council, Admin Staff, Parents, TERO</p> <p>Project Director, Education Committee, Participating Schools, Parents</p> <p>Education Committee, Council, Participating Schools</p> <p>Education Committee, Council, Participating Schools</p> |
| | | | | |

(g) Quality of the Project Evaluation

To ensure that project goals and objectives are met, project staff will monitor and evaluate the impacts services are having on participants monthly and quarterly. Understanding the impacts will guide decisions about project improvements. The evaluation will measure process indicators and outcome indicators. Process indications will measure how effectively services and activities are being delivered. Indicators will consider the satisfaction of participants with the services, academic achievement, and levels of participation, student

compliance, and generated interest in education attainment. These indicators will assist staff in determining how to improve, streamline, assess and enhance the project goal and objective. The proposed project will be evaluated by the team of Phenocia Bauerle and MaryAnne Munson. Their CVs are provided in attachment J and demonstrate their expertise in American Indian education at all levels, including age and culturally appropriate teaching and learning methods. In addition to formative, objectives-based annual evaluations, these evaluators will develop data collection methods essential to summative evaluations of program outcomes and impacts on targeted students. These may include interviews and exit surveys of parents and high school seniors. Both evaluators were consulted during the development of this demonstration grant proposal and are enthusiastic about assisting the project.

The methodology used for annual evaluations will be consistent with U.S. Department of Education requirements and will address both formative and summative elements, including:

- *Reviews of records for accuracy and validity of measures used to establish and report on participant progress and outcomes by gender and required socioeconomic indicators;*
- *Progress in achieving objectives delineated in the grant narrative and management plan;*
- *Remedies used to address significant barriers impeding progress and their effectiveness;*
- *Overall project effectiveness in improving participants' College readiness;*
- *Coordination of services; effectiveness of community partnerships; leveraged resources.*

Evaluators will review all pertinent project records, including the narrative proposal, line-item budget and narrative justification; Grant Award Notification and Letter of Terms and Conditions; Grant Performance Reports and feedback from funder; statistical records at public schools and Tribal offices, including student files; and project staff position descriptions. They also will interview key project personnel and community collaborators.

| <i>Goal</i> | <i>Criteria for Evaluation Results</i> | <i>Relevant Indicators</i> |
|--|--|--|
| <p>Goal 1.0 To partner with Siskiyou and Yreka Union High School Districts and College of the Siskiyous to provide enhanced college preparatory programs for high school students that are designed to increase competency and skills in challenging subject matters such as math and science, and facilitate their successful transition to postsecondary education.</p> | <p>High school graduation rates improved, STAR testing results, Number of students eligible to attend college.</p> | <p>Comparisons of student progress on a quarterly and yearly basis.</p> |
| <p>Goal 2.0 To partner with three elementary schools with Indian students, grades 6-8 to provide competency-based Khan Academy challenges, afterschool activities, career exploration and leadership development opport.</p> | <p>STAR test results, Improvement of grades, Improvements in competency based challenges through Khan Academy</p> | <p>Number of IAPs, Number of participants in Khan Academy, Comparisons of student progress on a quarterly and yearly basis</p> |

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Attachment A



California Department of Education
Assessment and Accountability Division

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Print Report

2013 STAR Test Results

Siskiyou County

American Indian or Alaska Native - California Standards Test Scores

County Name: Siskiyou County

District Name: ---

School Name: ---

CDS Code: 47-00000-0000000

Total Enrollment on First Day of Testing: 4,426

Total Number Tested: 4,391

Total Number Tested in Selected Subgroup: 262

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

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

Reported Enrollment

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Reported Enrollment | 446 | 420 | 429 | 411 | 422 | 447 | 470 | 490 | 421 | 470 | |

CST English-Language Arts

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|
| Students Tested | 28 | 16 | 21 | 21 | 23 | 19 | 18 | 33 | 20 | 30 | |
| % of Enrollment | 6.3 % | 3.8 % | 4.9 % | 5.1 % | 5.5 % | 4.3 % | 3.8 % | 6.7 % | 4.8 % | 6.4 % | |
| Students with Scores | 28 | 16 | 21 | 21 | 23 | 19 | 18 | 33 | 20 | 30 | |
| Mean Scale Score | 341.3 | 322.1 | 347.0 | 326.0 | 351.4 | 333.1 | 340.2 | 340.7 | 343.1 | 303.0 | |
| % Advanced | 11 % | 0 % | 19 % | 10 % | 17 % | 11 % | 6 % | 15 % | 25 % | 3 % | |
| % Proficient | 39 % | 31 % | 29 % | 14 % | 43 % | 32 % | 28 % | 30 % | 10 % | 13 % | |
| % Basic | 25 % | 38 % | 33 % | 38 % | 26 % | 21 % | 67 % | 27 % | 50 % | 37 % | |
| % Below Basic | 25 % | 25 % | 14 % | 33 % | 13 % | 21 % | 0 % | 18 % | 10 % | 23 % | |
| % Far Below Basic | 0 % | 6 % | 5 % | 5 % | 0 % | 16 % | 0 % | 9 % | 5 % | 23 % | |

CST Mathematics

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|-------|-------|-------|-------|-------|-------|---|---|----|----|-----|
| Students Tested | 28 | 16 | 22 | 21 | 23 | 18 | | | | | |
| % of Enrollment | 6.3 % | 3.8 % | 5.1 % | 5.1 % | 5.5 % | 4.0 % | | | | | |
| Students with Scores | 28 | 15 | 22 | 21 | 23 | 18 | | | | | |
| Mean Scale Score | 359.2 | 373.4 | 382.5 | 325.4 | 376.2 | 337.8 | | | | | |
| % Advanced | 14 % | 33 % | 45 % | 5 % | 17 % | 11 % | | | | | |
| % Proficient | 43 % | 20 % | 18 % | 29 % | 43 % | 28 % | | | | | |
| % Basic | 21 % | 33 % | 27 % | 19 % | 35 % | 33 % | | | | | |
| % Below Basic | 18 % | 13 % | 9 % | 33 % | 4 % | 22 % | | | | | |
| % Far Below Basic | 4 % | 0 % | 0 % | 14 % | 0 % | 6 % | | | | | |

CST General Mathematics

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|-------|-------|----|----|-------|
| Students Tested | | | | | | | 11 | 13 | | | 24 |
| ... % of Enrollment | | | | | | | 2.3 % | 2.7 % | | | |
| Students with Scores | | | | | | | 11 | 13 | | | 24 |
| Mean Scale Score | | | | | | | 344.6 | 316.8 | | | 330.7 |
| % Advanced | | | | | | | 18 % | 0 % | | | 8 % |
| % Proficient | | | | | | | 36 % | 23 % | | | 29 % |
| ... % Basic | | | | | | | 18 % | 15 % | | | 17 % |
| % Below Basic | | | | | | | 18 % | 38 % | | | 29 % |
| % Far Below Basic | | | | | | | 9 % | 23 % | | | 17 % |

CST Algebra I

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|-------|-------|-------|-------|-------|
| Students Tested | | | | | | | 10 | 16 | 6 | 3 | 35 |
| ... % of Enrollment | | | | | | | 2.1 % | 3.3 % | 1.4 % | 0.6 % | |
| Students with Scores | | | | | | | 10 | 16 | 6 | 3 | 35 |
| Mean Scale Score | | | | | | | * | 321.1 | * | * | 335.6 |
| % Advanced | | | | | | | * | 0 % | * | * | 6 % |
| % Proficient | | | | | | | * | 44 % | * | * | 31 % |
| ... % Basic | | | | | | | * | 19 % | * | * | 26 % |
| % Below Basic | | | | | | | * | 19 % | * | * | 17 % |
| % Far Below Basic | | | | | | | * | 19 % | * | * | 20 % |

CST Integrated Math 1

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|---|-------|-------|----|-----|
| Students Tested | | | | | | | | 1 | 1 | | 2 |
| ... % of Enrollment | | | | | | | | 0.2 % | 0.2 % | | |
| Students with Scores | | | | | | | | 1 | 1 | | 2 |
| Mean Scale Score | | | | | | | | * | * | | * |
| % Advanced | | | | | | | | * | * | | * |
| % Proficient | | | | | | | | * | * | | * |
| ... % Basic | | | | | | | | * | * | | * |
| % Below Basic | | | | | | | | * | * | | * |
| % Far Below Basic | | | | | | | | * | * | | * |

CST Geometry

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|---|-------|-------|-------|-------|
| Students Tested | | | | | | | | 2 | 5 | 8 | 15 |
| ... % of Enrollment | | | | | | | | 0.4 % | 1.2 % | 1.7 % | |
| Students with Scores | | | | | | | | 2 | 5 | 8 | 15 |
| Mean Scale Score | | | | | | | | * | * | * | 314.8 |
| ... % Advanced | | | | | | | | * | * | * | 7 % |
| % Proficient | | | | | | | | * | * | * | 7 % |
| ... % Basic | | | | | | | | * | * | * | 33 % |
| % Below Basic | | | | | | | | * | * | * | 47 % |
| % Far Below Basic | | | | | | | | * | * | * | 7 % |

CST Integrated Math 2

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|---|---|-------|----|-----|
| Students Tested | | | | | | | | | 1 | | 1 |
| ... % of Enrollment | | | | | | | | | 0.2 % | | |
| Students with Scores | | | | | | | | | 1 | | 1 |

| | | | | | | | | | | | | |
|-------------------|--|--|--|--|--|--|--|--|--|--|---|---|
| Mean Scale Score | | | | | | | | | | | * | * |
| % Advanced | | | | | | | | | | | * | * |
| % Proficient | | | | | | | | | | | * | * |
| % Basic | | | | | | | | | | | * | * |
| % Below Basic | | | | | | | | | | | * | * |
| % Far Below Basic | | | | | | | | | | | * | * |

CST Algebra II

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|---|---|-------|-------|-----|
| Students Tested | | | | | | | | | 1 | 6 | 7 |
| % of Enrollment | | | | | | | | | 0.2 % | 1.3 % | |
| Students with Scores | | | | | | | | | 1 | 6 | 7 |
| Mean Scale Score | | | | | | | | | * | * | * |
| % Advanced | | | | | | | | | * | * | * |
| % Proficient | | | | | | | | | * | * | * |
| % Basic | | | | | | | | | * | * | * |
| % Below Basic | | | | | | | | | * | * | * |
| % Far Below Basic | | | | | | | | | * | * | * |

CST Summative High School Mathematics

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|---|---|----|-------|-----|
| Students Tested | | | | | | | | | | 1 | 1 |
| % of Enrollment | | | | | | | | | | 0.2 % | |
| Students with Scores | | | | | | | | | | 1 | 1 |
| Mean Scale Score | | | | | | | | | | * | * |
| % Advanced | | | | | | | | | | * | * |
| % Proficient | | | | | | | | | | * | * |
| % Basic | | | | | | | | | | * | * |
| % Below Basic | | | | | | | | | | * | * |
| % Far Below Basic | | | | | | | | | | * | * |

CST History - Social Science Grade 8

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|-------|---|----|----|-----|
| Students Tested | | | | | | | 20 | | | | |
| % of Enrollment | | | | | | | 4.3 % | | | | |
| Students with Scores | | | | | | | 20 | | | | |
| Mean Scale Score | | | | | | | 333.8 | | | | |
| % Advanced | | | | | | | 10 % | | | | |
| % Proficient | | | | | | | 25 % | | | | |
| % Basic | | | | | | | 35 % | | | | |
| % Below Basic | | | | | | | 20 % | | | | |
| % Far Below Basic | | | | | | | 10 % | | | | |

CST World History

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|---|-------|-------|-------|-------|
| Students Tested | | | | | | | | 1 | 20 | 1 | 22 |
| % of Enrollment | | | | | | | | 0.2 % | 4.8 % | 0.2 % | |
| Students with Scores | | | | | | | | | 20 | | 20 |
| Mean Scale Score | | | | | | | | * | 314.7 | * | 314.7 |
| % Advanced | | | | | | | | * | 10 % | * | 10 % |
| % Proficient | | | | | | | | * | 15 % | * | 15 % |
| % Basic | | | | | | | | * | 30 % | * | 30 % |
| % Below Basic | | | | | | | | * | 5 % | * | 5 % |
| % Far Below Basic | | | | | | | | * | 40 % | * | 40 % |

CST U.S. History

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|---|---|----|-------|-----|
| Students Tested | | | | | | | | | | 31 | |
| ... % of Enrollment | | | | | | | | | | 6.6 % | |
| Students with Scores | | | | | | | | | | 31 | |
| Mean Scale Score | | | | | | | | | | 297.9 | |
| % Advanced | | | | | | | | | | 6 % | |
| % Proficient | | | | | | | | | | 16 % | |
| ... % Basic | | | | | | | | | | 16 % | |
| % Below Basic | | | | | | | | | | 23 % | |
| % Far Below Basic | | | | | | | | | | 39 % | |

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

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|-------|---|---|-------|---|-------|----|-----|
| Students Tested | | | | 21 | | | 17 | | 20 | | |
| ... % of Enrollment | | | | 5.1 % | | | 3.6 % | | 4.8 % | | |
| Students with Scores | | | | 21 | | | 17 | | 20 | | |
| Mean Scale Score | | | | 303.7 | | | 382.5 | | 345.4 | | |
| % Advanced | | | | 5 % | | | 18 % | | 15 % | | |
| % Proficient | | | | 10 % | | | 53 % | | 25 % | | |
| ... % Basic | | | | 38 % | | | 24 % | | 30 % | | |
| % Below Basic | | | | 10 % | | | 6 % | | 10 % | | |
| % Far Below Basic | | | | 38 % | | | 0 % | | 20 % | | |

CST Biology

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|---|---|-------|-------|-------|
| Students Tested | | | | | | | | | 14 | 2 | 16 |
| ... % of Enrollment | | | | | | | | | 3.3 % | 0.4 % | |
| Students with Scores | | | | | | | | | 14 | 2 | 16 |
| Mean Scale Score | | | | | | | | | 353.2 | * | 348.5 |
| % Advanced | | | | | | | | | 14 % | * | 13 % |
| % Proficient | | | | | | | | | 29 % | * | 31 % |
| ... % Basic | | | | | | | | | 43 % | * | 38 % |
| % Below Basic | | | | | | | | | 7 % | * | 13 % |
| % Far Below Basic | | | | | | | | | 7 % | * | 6 % |

CST Chemistry

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|---|---|-------|-------|-------|
| Students Tested | | | | | | | | | 1 | 10 | 11 |
| ... % of Enrollment | | | | | | | | | 0.2 % | 2.1 % | |
| Students with Scores | | | | | | | | | 1 | 10 | 11 |
| Mean Scale Score | | | | | | | | | * | * | 327.1 |
| % Advanced | | | | | | | | | * | * | 9 % |
| % Proficient | | | | | | | | | * | * | 18 % |
| ... % Basic | | | | | | | | | * | * | 36 % |
| % Below Basic | | | | | | | | | * | * | 36 % |
| % Far Below Basic | | | | | | | | | * | * | 0 % |

CST Earth Science

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|---------------------|---|---|---|---|---|---|---|-------|----|-------|-----|
| Students Tested | | | | | | | | 11 | | 1 | 12 |
| ... % of Enrollment | | | | | | | | 2.2 % | | 0.2 % | |

| | | | | | | | | | | | | |
|----------------------|--|--|--|--|--|--|--|--|-------|--|---|-------|
| Students with Scores | | | | | | | | | 11 | | 1 | 12 |
| Mean Scale Score | | | | | | | | | 329.4 | | * | 330.5 |
| % Advanced | | | | | | | | | 0 % | | * | 0 % |
| % Proficient | | | | | | | | | 27 % | | * | 25 % |
| % Basic | | | | | | | | | 45 % | | * | 50 % |
| % Below Basic | | | | | | | | | 27 % | | * | 25 % |
| % Far Below Basic | | | | | | | | | 0 % | | * | 0 % |

CST Integrated/Coordinated Science 1

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|---|-------|----|-------|-------|
| Students Tested | | | | | | | | 20 | | 4 | 24 |
| % of Enrollment | | | | | | | | 4.1 % | | 0.9 % | |
| Students with Scores | | | | | | | | 20 | | 4 | 24 |
| Mean Scale Score | | | | | | | | 316.4 | | * | 318.0 |
| % Advanced | | | | | | | | 0 % | | * | 0 % |
| % Proficient | | | | | | | | 15 % | | * | 13 % |
| % Basic | | | | | | | | 55 % | | * | 58 % |
| % Below Basic | | | | | | | | 15 % | | * | 17 % |
| % Far Below Basic | | | | | | | | 15 % | | * | 13 % |

Print Report

California Department of Education

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California Department of Education
Assessment and Accountability Division

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[Print Report](#)

2013 STAR Test Results

Happy Camp High School

All Students - California Standards Test Scores

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

Total Enrollment on First Day of Testing: 48

Total Number Tested: 48

Total Number Tested in Selected Subgroup: 48

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

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

Reported Enrollment

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

CST English-Language Arts

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

CST General Mathematics

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

CST Algebra I

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

CST Geometry

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

CST Algebra II

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

CST World History

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

CST U.S. History

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|----------------------|---|---|---|---|---|---|---|---|----|---------|-----|
| Students Tested | | | | | | | | | | 18 | |
| % of Enrollment | | | | | | | | | | 100.0 % | |
| Students with Scores | | | | | | | | | | 18 | |

| | | | | | | | | | | | | |
|-------------------|--|--|--|--|--|--|--|--|-----|--|--|-----|
| % Far Below Basic | | | | | | | | | 6 % | | | 6 % |
|-------------------|--|--|--|--|--|--|--|--|-----|--|--|-----|

[Print Report](#)

California Department of Education

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California Department of Education
Data Reporting Office
Data as of: 3/24/2014

12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance All Students

HAPPY CAMP HIGH --SISKIYOU UNION --4770466-4734356 (2012-13)

Select School HAPPY CAMP HIGH -- SISKIYOU UNION -- 4770466-4734356

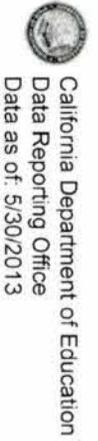
Select Report Grads & Grads meeting UC/CSU Entrance Requirements by Gender & Ethnicity

Select Year 2012-13

Select SubGroup All Students

| School | Gender | # of Required Courses | None Reported | | American Indian or Alaska Native, Not Hispanic | | Asian, Not Hispanic | | Pacific Islander, Not Hispanic | | Filipino, Not Hispanic | | Hispanic or Latino, of Any Race | | African American, Not Hispanic | | White, Not Hispanic | | Two or More Races | | Total | | |
|-------------------------|--------|-----------------------|-------------------|-------|--|--------|---------------------|-------|--------------------------------|--------|------------------------|---------|---------------------------------|--------|--------------------------------|---------|---------------------|-------|-------------------|---------|-----------------|-------------------|-------------|
| | | | Grads with UC/CSU | % | Grads with UC/CSU | % | Grads with UC/CSU | % | Grads with UC/CSU | % | Grads with UC/CSU | % | Grads with UC/CSU | % | Grads with UC/CSU | % | Grads with UC/CSU | % | Grads with UC/CSU | % | | Grads with UC/CSU | % |
| Happy Camp High 4734356 | | | | | | | | | | | | | | | | | | | | | | | |
| | Female | 0 | 0 (0.0%) | 3 | 3 (100.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 1 | 1 (100.0%) | 0 | 0 (0.0%) | 4 | 4 (100.0%) |
| | Male | 0 | 0 (0.0%) | 1 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 1 | 0 (0.0%) | 0 | 0 (0.0%) | 4 | 2 (50.0%) | 0 | 0 (0.0%) | 6 | 2 (33.3%) |
| | Total | 0 | 0 (0.0%) | 4 | 3 (75.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 1 | 0 (0.0%) | 0 | 0 (0.0%) | 5 | 3 (60.0%) | 0 | 0 (0.0%) | 10 | 6 (60.0%) |
| District Total | | | | | | | | | | | | | | | | | | | | | | | |
| | Female | 0 | 0 (0.0%) | 5 | 3 (60.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 1 | 1 (100.0%) | 13 | 3 (23.1%) | 0 | 0 (0.0%) | 37 | 21 (56.8%) | 1 | 0 (0.0%) | 57 | 28 (49.1%) |
| | Male | 0 | 0 (0.0%) | 3 | 0 (0.0%) | 3 | 1 (33.3%) | 0 | 0 (0.0%) | 1 | 0 (0.0%) | 1 | 0 (0.0%) | 12 | 1 (8.3%) | 6 | 1 (16.7%) | 55 | 13 (23.6%) | 0 | 0 (0.0%) | 80 | 16 (20.0%) |
| | Total | 0 | 0 (0.0%) | 8 | 3 (37.5%) | 3 | 1 (33.3%) | 0 | 0 (0.0%) | 2 | 1 (50.0%) | 2 | 1 (50.0%) | 25 | 4 (16.0%) | 6 | 1 (16.7%) | 92 | 34 (37.0%) | 1 | 0 (0.0%) | 137 | 44 (32.1%) |
| County Total | | | | | | | | | | | | | | | | | | | | | | | |
| | Female | 0 | 0 (0.0%) | 12 | 4 (33.3%) | 4 | 1 (25.0%) | 1 | 1 (100.0%) | 2 | 1 (50.0%) | 33 | 11 (33.3%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 129 | 45 (34.9%) | 7 | 2 (28.6%) | 188 | 65 (34.6%) |
| | Male | 0 | 0 (0.0%) | 9 | 3 (33.3%) | 5 | 3 (60.0%) | 0 | 0 (0.0%) | 1 | 0 (0.0%) | 23 | 3 (13.0%) | 6 | 1 (16.7%) | 139 | 40 (28.8%) | 7 | 1 (14.3%) | 7 | 1 (14.3%) | 190 | 51 (26.8%) |
| | Total | 0 | 0 (0.0%) | 21 | 7 (33.3%) | 9 | 4 (44.4%) | 1 | 1 (100.0%) | 3 | 1 (33.3%) | 56 | 14 (25.0%) | 6 | 1 (16.7%) | 268 | 85 (31.7%) | 14 | 3 (21.4%) | 14 | 3 (21.4%) | 378 | 116 (30.7%) |
| State Total | | | | | | | | | | | | | | | | | | | | | | | |
| | Female | 962 | 323 (33.6%) | 1,568 | 479 (30.7%) | 20,513 | 14,953 (72.9%) | 1,333 | 540 (40.5%) | 6,384 | 3,956 (62.0%) | 102,678 | 34,885 (33.8%) | 13,988 | 4,795 (33.9%) | 62,540 | 32,686 (52.2%) | 4,077 | 2,108 (51.7%) | 214,013 | 94,443 (44.1%) | | |
| | Male | 1,014 | 274 (27.0%) | 1,441 | 308 (21.4%) | 21,384 | 13,414 (62.7%) | 1,251 | 359 (28.7%) | 6,802 | 3,220 (47.3%) | 95,355 | 23,281 (24.2%) | 13,104 | 3,165 (24.2%) | 62,959 | 26,453 (42.0%) | 3,854 | 1,604 (41.6%) | 208,164 | 72,078 (34.6%) | | |
| | Total | 1,976 | 597 (30.2%) | 2,999 | 787 (26.2%) | 41,897 | 28,367 (67.7%) | 2,584 | 899 (34.8%) | 13,186 | 7,176 (54.4%) | 198,033 | 57,996 (29.1%) | 27,072 | 7,900 (29.2%) | 125,499 | 59,119 (47.1%) | 7,931 | 3,710 (46.8%) | 422,177 | 166,521 (39.4%) | | |

Web Policy



12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance

All Students

HAPPY CAMP HIGH --SISKIYOU UNION --4770466-4734356
(2011-12)

Select School HAPPY CAMP HIGH -- SISKIYOU UNION -- 4770466-4734356

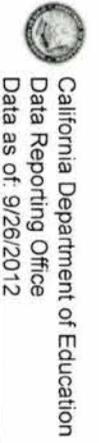
Select Report Grads & Grads meeting UC/CSU Entrance Requirements by Gender & Ethnicity

Select Year 2011-12

Select SubGroup All Students

| School | Gender | # of Grads | None Reported | | American Indian or Alaska Native, Not Hispanic | | Asian, Not Hispanic | | Pacific Islander, Not Hispanic | | Filipino, Not Hispanic | | Hispanic or Latino, of Any Race | | African American, Not Hispanic | | White, Not Hispanic | | Two or More Races | | Total | | | | | | |
|-------------------------|--------|------------|-------------------|-----------------------|--|-----------------------|---------------------|-----------------------|--------------------------------|-----------------------|------------------------|-----------------------|---------------------------------|-----------------------|--------------------------------|-----------------------|---------------------|-----------------------|-------------------|-----------------------|-------------------|-----------------------|-------------------|-----------------------|---------|---------|---------|
| | | | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | | | |
| Happy Camp High 4734356 | Female | 0 | 0 (0.0%) | 8 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 2 | 0 (0.0%) | 0 | 0 (0.0%) | 1 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 11 | 0 (0.0%) | | | | |
| | Male | 0 | 0 (0.0%) | 4 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 1 | 0 (0.0%) | 1 | 0 (0.0%) | 0 | 0 (0.0%) | 3 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 9 | 0 (0.0%) | | | | |
| | Total | 0 | 0 (0.0%) | 12 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 1 | 0 (0.0%) | 3 | 0 (0.0%) | 0 | 0 (0.0%) | 4 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 20 | 0 (0.0%) | | | | |
| District Total | Female | 0 | 0 (0.0%) | 8 | 0 (0.0%) | 0 | 0 (0.0%) | 1 | 0 (0.0%) | 0 | 0 (0.0%) | 12 | 3 (25.0%) | 3 | 0 (0.0%) | 36 | 13 (36.1%) | 1 | 1 (100.0%) | 1 | 1 (100.0%) | 61 | 17 (27.9%) | | | | |
| | Male | 0 | 0 (0.0%) | 5 | 1 (20.0%) | 1 | 0 (0.0%) | 0 | 0 (0.0%) | 1 | 0 (0.0%) | 7 | 2 (28.6%) | 3 | 0 (0.0%) | 57 | 11 (19.3%) | 1 | 0 (0.0%) | 1 | 0 (0.0%) | 75 | 14 (18.7%) | | | | |
| | Total | 0 | 0 (0.0%) | 13 | 1 (7.7%) | 1 | 0 (0.0%) | 1 | 0 (0.0%) | 1 | 0 (0.0%) | 19 | 5 (26.3%) | 6 | 0 (0.0%) | 93 | 24 (25.8%) | 2 | 1 (50.0%) | 2 | 1 (50.0%) | 136 | 31 (22.8%) | | | | |
| County Total | Female | 0 | 0 (0.0%) | 14 | 4 (28.6%) | 1 | 0 (0.0%) | 2 | 1 (50.0%) | 0 | 0 (0.0%) | 27 | 9 (33.3%) | 3 | 0 (0.0%) | 117 | 43 (36.8%) | 9 | 3 (33.3%) | 173 | 60 (34.7%) | | | | | | |
| | Male | 4 | 0 (0.0%) | 7 | 1 (14.3%) | 2 | 1 (50.0%) | 0 | 0 (0.0%) | 1 | 0 (0.0%) | 16 | 5 (31.2%) | 4 | 1 (25.0%) | 155 | 37 (23.9%) | 6 | 0 (0.0%) | 195 | 45 (23.1%) | | | | | | |
| | Total | 4 | 0 (0.0%) | 21 | 5 (23.8%) | 3 | 1 (33.3%) | 2 | 1 (50.0%) | 1 | 0 (0.0%) | 43 | 14 (32.6%) | 7 | 1 (14.3%) | 272 | 80 (29.4%) | 15 | 3 (20.0%) | 368 | 105 (28.5%) | | | | | | |
| State Total | Female | 1,112,489 | (44.0%) | 1,664,496 | (28.0%) | 20,419 | 14,624 | (71.6%) | 1,326,450 | (34.0%) | 6,171,361 | (58.6%) | 100,233 | 32,587 | (32.5%) | 14,558 | 4,932 | (33.9%) | 63,826 | 32,119 | (50.3%) | 3,513 | 1,803 | (51.3%) | 212,820 | 91,087 | (42.8%) |
| | Male | 1,148,442 | (36.5%) | 1,459,313 | (21.5%) | 21,281 | 13,225 | (62.1%) | 1,260,370 | (29.4%) | 6,574,308 | (46.9%) | 93,283 | 21,570 | (23.1%) | 13,520 | 3,084 | (22.9%) | 63,976 | 26,891 | (40.6%) | 3,277 | 1,318 | (40.2%) | 205,778 | 66,407 | (33.7%) |
| | Total | 2,260,931 | (41.2%) | 3,123,779 | (24.9%) | 41,700 | 27,849 | (66.6%) | 2,586,820 | (31.7%) | 12,745,670 | (52.6%) | 193,516 | 54,157 | (28.0%) | 28,078 | 8,026 | (28.6%) | 127,801 | 59,010 | (45.5%) | 6,790 | 3,121 | (46.0%) | 418,598 | 157,494 | (38.3%) |

Web Policy



12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance

All Students

HAPPY CAMP HIGH --SISKIYOU UNION --4770466-4734356
(2010-11)

Select School HAPPY CAMP HIGH -- SISKIYOU UNION -- 4770466-4734356

Select Report Grads & Grads meeting UC/CSU Entrance Requirements by Gender & Ethnicity

Select Year 2010-11

Select SubGroup All Students

| School | Gender | # of Grads | None Reported | | American Indian or Alaska Native, Not Hispanic | | Asian, Not Hispanic | | Pacific Islander, Not Hispanic | | Filipino, Not Hispanic | | Hispanic or Latino, of Any Race | | African American, Not Hispanic | | White, Not Hispanic | | Two or More Races | | Total |
|-------------------------|--------|------------|-------------------|-----------------------|--|-----------------------|------------------------|--------------------------|--------------------------------|--------------------------|------------------------|---------------------------|---------------------------------|-----------------------|--------------------------------|-------------------------|--------------------------|-------------------------|--------------------------|---------------------------|---------------------------|
| | | | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | Grads with UC/CSU | # of Required Courses | |
| Happy Camp High 4734356 | Female | 0 | 0 (0.0%) | 3 (1 (33.3%)) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 1 (1 (100.0%)) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 1 (1 (100.0%)) | 0 | 0 (0.0%) | 5 |
| | Male | 0 | 0 (0.0%) | 5 (2 (40.0%)) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 2 (2 (100.0%)) | 0 | 0 (0.0%) | 7 | |
| | Total | 0 | 0 (0.0%) | 8 (3 (37.5%)) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 1 (1 (100.0%)) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 3 (3 (100.0%)) | 0 | 0 (0.0%) | 12 |
| | Female | 0 | 0 (0.0%) | 4 (1 (25.0%)) | 2 | 1 (50.0%) | 1 | 0 (0.0%) | 1 | 0 (0.0%) | 1 | 0 (0.0%) | 1 (1 (8.3%)) | 2 | 1 (50.0%) | 48 | 22 (45.8%) | 0 | 0 (0.0%) | 70 | |
| | Male | 0 | 0 (0.0%) | 6 (2 (33.3%)) | 2 | 2 (100.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 1 (1 (8.3%)) | 3 | 0 (0.0%) | 68 | 28 (41.2%) | 1 | 0 (0.0%) | 92 | |
| | Total | 0 | 0 (0.0%) | 10 (3 (30.0%)) | 4 | 3 (75.0%) | 1 | 0 (0.0%) | 1 | 0 (0.0%) | 1 | 0 (0.0%) | 2 (2 (8.3%)) | 5 | 1 (20.0%) | 116 | 50 (43.1%) | 1 | 0 (0.0%) | 162 | |
| County Total | Female | 1 | 1 (100.0%) | 11 (1 (9.1%)) | 6 | 4 (66.7%) | 1 | 0 (0.0%) | 1 | 0 (0.0%) | 1 | 0 (0.0%) | 8 (8 (25.0%)) | 4 | 2 (50.0%) | 148 | 62 (41.9%) | 6 | 3 (50.0%) | 210 | |
| | Male | 0 | 0 (0.0%) | 12 (3 (25.0%)) | 3 | 3 (100.0%) | 1 | 1 (100.0%) | 0 | 0 (0.0%) | 0 | 0 (0.0%) | 8 (8 (19.5%)) | 5 | 0 (0.0%) | 165 | 65 (39.4%) | 4 | 0 (0.0%) | 231 | |
| | Total | 1 | 1 (100.0%) | 23 (4 (17.4%)) | 9 | 7 (77.8%) | 2 | 1 (50.0%) | 1 | 0 (0.0%) | 1 | 0 (0.0%) | 16 (16 (21.9%)) | 9 | 2 (22.2%) | 313 | 127 (40.6%) | 10 | 3 (30.0%) | 441 | |
| State Total | Female | 1,496 | 629 (42.0%) | 1,510 (430 (28.5%)) | 20,440 (13,883 (67.9%)) | 1,308 (462 (35.3%)) | 6,214 (3,595 (57.9%)) | 95,624 (29,542 (30.9%)) | 14,457 (4,624 (32.0%)) | 65,171 (31,659 (48.6%)) | 3,015 (1,443 (47.9%)) | 209,235 (86,277 (41.3%)) | 1,363 (486 (34.9%)) | 1,421 (296 (20.8%)) | 20,991 (12,201 (58.1%)) | 1,280 (370 (28.9%)) | 6,442 (2,737 (42.5%)) | 88,511 (19,694 (22.3%)) | 13,131 (2,955 (22.5%)) | 2,661 (1,039 (39.0%)) | 201,241 (85,369 (42.4%)) |
| | Male | 1,363 | 486 (34.9%) | 1,421 (296 (20.8%)) | 20,991 (12,201 (58.1%)) | 1,280 (370 (28.9%)) | 6,442 (2,737 (42.5%)) | 95,624 (29,542 (30.9%)) | 14,457 (4,624 (32.0%)) | 65,171 (31,659 (48.6%)) | 3,015 (1,443 (47.9%)) | 209,235 (86,277 (41.3%)) | 2,899 (1,115 (38.6%)) | 2,931 (728 (24.8%)) | 41,431 (28,064 (63.0%)) | 2,588 (832 (32.1%)) | 184,135 (49,236 (26.7%)) | 27,588 (7,579 (27.5%)) | 130,582 (57,280 (43.9%)) | 5,676 (2,482 (43.7%)) | 410,476 (151,666 (36.9%)) |
| | Total | 2,859 | 1,115 (38.6%) | 2,931 (728 (24.8%)) | 41,431 (28,064 (63.0%)) | 2,588 (832 (32.1%)) | 12,656 (6,332 (50.0%)) | 184,135 (49,236 (26.7%)) | 27,588 (7,579 (27.5%)) | 130,582 (57,280 (43.9%)) | 6,030 (2,886 (47.9%)) | 418,470 (167,944 (40.1%)) | 4,262 (1,501 (35.2%)) | 4,352 (1,021 (23.5%)) | 42,922 (26,265 (61.2%)) | 28,719 (13,187 (46.0%)) | 104,170 (41,970 (39.3%)) | 40,719 (9,224 (22.7%)) | 81,947 (37,651 (45.9%)) | 410,476 (151,666 (36.9%)) | |

Web Policy

KARUK TRIBE HOUSING AUTHORITY



MAIN OFFICE
P.O. Box 1159 • 635 Jacobs Way
Happy Camp, California 96039
Phone: 530-493-5434 • FAX: 530-493-2485

1836 Apsuun Street
Yreka, California 96097
Phone: 530-842-1644 • FAX: 530-842-1646

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W215
Washington, DC 20202

June 9, 2015

Re: **Peempaah Piit (The New Road) Project**

To Whom It May Concern:

On behalf of the Yreka, Karuk Tribe Housing Authority Community Computer Center, we wish to express our support for the proposal entitled **Peempaah Piit (The New Road)** being submitted by the *Karuk Tribe* to the Office of Indian Education- U.S. Department of Education.

We support the Karuk Tribe in their attempt to enhance Native American students' college preparation through a combination of academic, leadership development, and culture-based self-efficacy strengthening activities aligned with research-based frameworks for building a "college culture" and facilitating acquisition of career development skills. It is through programs like Peempaah Piit, that we will better serve and increase the overall readiness of our future indigenous leaders.

Our center and the Karuk Tribe Education Department have a long partnership working in the same rural schools, and we feel this mutually beneficial partnership should continue as long as possible for the betterment of our community. We look forward to the opportunity to support this important project.

Sincerely,

(b)(6)

Florrine Super
Resource Development Manager
KTHA Community Computer Center

Happy Camp Union Elementary School

RECEIVED JUN 11 2015 *District*



Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W215
Washington, DC 20202

June 5, 2015

Re: **Peempaah Piit (The New Road) Project**

To Whom It May Concern:

On behalf of Happy Camp Union Elementary School District, we wish to express our support for the proposal entitled **Peempaah Piit (The New Road)** being submitted by the *Karuk Tribe* to the Office of Indian Education- U.S. Department of Education.

Due to dwindling school budgets and an increasing percentage of Native American students in proportion to the remaining ethnicity of our school, the proposed project will provide much needed, additional academic support for our Native American students both inside and outside of the classroom. Their families will also benefit by receiving support services and opportunities that will assist our native students in overcoming barriers to education and employment in our remote area.

We are more than willing to cooperate with a Tribal employee working with our students in school, and sincerely hope that this project will be beneficial to the entire school as a result. Preparing our students for their futures is one of our largest goals, and ensuring that they have sufficient support to feel safe, valued, and are able to take pride in their culture is central to increasing our school's success.

Our school and the Karuk Tribe have a long partnership and we feel this mutually beneficial partnership should continue as long as possible for the betterment of our community. We look forward to the opportunity to support this important project.

Sincerely,

A handwritten signature in blue ink that reads "Casey Chambers". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Casey Chambers
Superintendent/Principal
Happy Camp Union Elementary School District



P.O. Box 130 Orleans, Ca. 95556
(530) 627-3242 ext. 2111
(530) 627-3233 fax



Aron Ruiz - Principal

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W215
Washington, DC 20202

Re: **Peempaah Piit (The New Road)**

To Whom It May Concern:

It is my pleasure to write a letter in support of the **Peempaah Piit (The New Road)** Project proposal being submitted by the Karuk Tribe.

The teachers and staff have worked closely with the Karuk Tribe for many years in an effort to best serve our students and infuse traditional Karuk culture and language in the curriculum.

It is clear that we must be creative and collaborative if we as educators are going to help our students perform well and graduate "college ready." We are excited by the opportunities the Khan Academy challenges, career exploration, and other project activities can bring to help change our students' mindset to one of learning and hope.

Afterschool learning clubs, education nights and social networking will benefit the youth in our community as well as help them understand the importance of this opportunity. Having support in this learning environment is crucial to student success.

In conclusion, I fully support the efforts of the Karuk Tribe and the Karuk Education Department as they seek external funding to support a program designed to enhance student learning. Any programs that can help our students with getting a better education and valuable support systems will benefit our students, campus, and the community at large.

Sincerely,

(b)(6)

(b)(6)

Aaron Ruiz
Principal
Orleans Elementary School

Happy Camp Tribal TANF

64101 Second Avenue
Post Office Box 1016
Happy Camp, CA 96039
Phone: (530) 493-2040
Fax: (530) 493-2230

Karuk Tribe



Happy Camp Behavioral Health

533 Jacobs Way
Post Office Box 1016
Happy Camp, CA 96039
Phone: (530) 493-5151
Fax: (530) 493-2542

Administrative Office

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

April 4, 2015

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W215
Washington, DC 20202

Re: **Peempaah Piit (The New Road)**

To Whom It May Concern:

On behalf of the Karuk Tribe's Temporary Assistance to Needy Families program (TANF), we wish to express our support for the proposal entitled **Peempaah Piit (The New Road)** being submitted by the ***Karuk Tribe and Karuk Education Department*** to the U.S. Department of Education.

The education program, Karuk Tribe, located in the communities of Happy Camp, Orleans, and Yreka provides educational opportunities and post-secondary educational opportunities to our clients. Our TANF program works in coordination with the education department to provide maximum tutoring services to our children. This project would greatly increase our ability to contact the parents of our school age children to ensure that the children were aware of and are receiving these services that were available to our children.

A measurable benefit would be realized by our tribal communities if the **Peempaah Piit (The New Road)** project is implemented. One measurable benefit would include clients and their children participating in the proposed services and activities in hopes of improving their economic situation; making future generations less dependent on government assistance.

We look forward to working with the Karuk Education Department to better serve our tribal members in support of this important project.

Yootva (Thank you),

(b)(6)

Lester Alford
Executive Director

Karuk

Community

Development

Corporation

June 4, 2015

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W215
Washington, DC 20202

Re: **Peempaah Piit (The New Road)**

To Whom It May Concern:

On behalf of the Karuk Community Development Corporation we wish to express our support for the **Peempaah Piit (The New Road)** project being submitted by the ***Karuk Tribe*** to the Office of Indian Education – U.S. Department of Education. We believe this project will be a great benefit to Native Americans and the communities in our area.

The computer centers, administered by the Karuk Tribe and Karuk Community Development Corporation, located in the communities of Happy Camp and Orleans, provide technological and educational support to mutual clients shared by our programs. Additionally, our Happy Camp site provides technology and post-secondary opportunities through our partnership with College of the Siskiyous. Our Orleans site provides access to the internet (which would otherwise not be available due to the very remote location) and additional classroom time to increase students' computer literacy.

By providing educational opportunities that support education, career development, computer skills, youth job training, and other activities, it will strengthen the capacity to promote long term self-sufficiency for our communities within Siskiyou and Humboldt counties.

We look forward to continuing our working relationship with the Karuk Tribe and to better serve the tribal members in support of this important project.

Sincerely,

(b)(6)

Karen Derry
Executive Director/Operations Manager



Community Computer Center @ Orleans

Serving the Orleans, Somes Bar, Weitchpec and Forks of Salmon Communities since 1999

PO Box 426

459 Asip Road, Orleans CA 95556

Phone: 530-627-3081, Fax: 530-627-3087

June 4, 2015

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W215
Washington, DC 20202

Re: **Peempaah Piit (The New Road)**

To Whom It May Concern:

On behalf of the Orleans Computer Center, we wish to express our support for the **Peempaah Piit (The New Road)** project being submitted by the **Karuk Tribe** to the Office of Indian Education – U.S. Department of Education. We believe this project will be a great benefit to Native Americans and the communities in our area.

The computer centers, administered by the Karuk Tribe and Karuk Community Development Corporation, located in the communities of Happy Camp, Orleans, and Yreka, provide technological and educational support to mutual clients shared by our programs.

Providing educational opportunities that support education, career development, computer skills, youth job training, and other activities, will strengthen capacity to promote long term self-sufficiency for our communities within Siskiyou and Humboldt counties.

We look forward to continuing our working relationship with the Karuk Tribe and to better serve the tribal members in support of this important project.

We wholeheartedly support this important project.

Thanks again,

(b)(6)

(b)(6)

Roberta Coragliotti
Executive Director
Voice: 627-3333

HAPPY CAMP HIGH SCHOOL

SISKIYOU UNION HIGH SCHOOL DISTRICT
PO Box 437, 234 Indian Creek Road
Happy Camp, CA 96039-0437
Phone: 530-493-2697
Fax: 530-493-2605

MICHAEL MATHESON
District Superintendent

ALAN L DYAR
Principal

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W215
Washington, DC 20202

June 5, 2015

Re: Peempaah Piit (The New Road) Project

To Whom It May Concern:

On behalf of Happy Camp High School, we wish to express our support for the proposal entitled Peempaah Piit (The New Road) being submitted by the *Karuk Tribe* to the Office of Indian Education- U.S. Department of Education.

Due to dwindling school budgets and an increasing percentage of Native American students in proportion to the remaining ethnicity of our school, the proposed project will provide much needed, additional academic support for our Native American students both inside and outside of the classroom. Their families will also benefit by receiving support services and opportunities that will assist our native students in overcoming barriers to education and employment in our remote area.

We are happy to do our part for the project by providing a classroom space to support distance learning education in collaboration with College of the Siskiyous, College Options, and our school advisors. Additionally, we support the use of an Indian Education Coordinator/Academic Advisor in our office. We are completely willing to cooperate with a Tribal employee working with our students in school, and sincerely hope that this project will be beneficial to the entire school as a result.

Our school and the Karuk Tribe have a long partnership and we feel this mutually beneficial partnership should continue as long as possible for the betterment of our community. We look forward to the opportunity to support this important project.

Sincerely,

(b)(6)

(b)(6)

Alan L Dyar

Principal, Happy Camp High School

Yreka High School



Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W215
Washington, DC 20202

June 8, 2015

Re: **Peempaah Piit (The New Road) Project**

To Whom It May Concern:

On behalf of Yreka High School, we wish to express our support for the proposal entitled **Peempaah Piit (The New Road)** being submitted by the *Karuk Tribe* to the Office of Indian Education- U.S. Department of Education.

Due to dwindling school budgets and an increasing percentage of Native American students in our school, the proposed project will provide much needed, additional academic support for our Native American students both inside and outside of the classroom. Their families will also benefit by receiving support services and opportunities that will assist our native students in overcoming barriers to education and employment in our remote area.

We are happy to do our part for the project by providing a classroom space on campus to support distance learning education in collaboration with College of the Siskiyous, College Options, and our school advisors. Additionally, we support the Indian Education Coordinator/Academic Advisor on campus to provide academic and career counseling. We are completely willing to cooperate with a Tribal employee working with our students in school, and sincerely hope that this project will be beneficial to the entire school as a result.

Our school and the Karuk Tribe have a long partnership and we feel this mutually beneficial partnership should continue as long as possible for the betterment of our community. We look forward to the opportunity to support this important project.

Sincerely,

(b)(6)

(b)(6)

Marie Caldwell
Principal, Yreka High School



June 4, 2015

Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W215
Washington, DC 20202

To Whom It May Concern:

College of the Siskiyous (COS) and the Happy Camp Community Computer Center have been working together for over fifteen years to build mutually beneficial programs and services for students wishing to attend college classes. I am glad to hear of your continuing pursuit of grant funding to support educational opportunities in Happy Camp. These goals coordinate very well with our own and I am happy to outline our ongoing commitment to the site.

The Happy Camp distance classroom is part of our ongoing effort to equip and staff videoconferencing classrooms throughout Siskiyou County. In the past we have purchased videoconferencing and related equipment for the Happy Camp Distance Learning classroom. Continuing expenditures include: a maintenance contract for the videoconferencing unit, evening staffing for video classes, and supplies to support the classroom. The College is committed to the ongoing support of this classroom, estimated to be at least \$10,000/year, depending on staffing levels and equipment replacement needs.

COS continues to work with HCCCC staff and community members to build a schedule of classes to be offered to the site each semester. We provide videoconferenced advising from the campus to meet with potential students at the beginning of the semester, and endeavor to provide the same support services as are available on the Weed campus. We continue to maintain, upgrade and expand the video network of the College, as well as coordinate with the Siskiyou County Office of Education and the State's higher education network, CENIC, to provide video connectivity to the site.

The support of the Happy Camp Community Computer Center is at the core of our ability to continue to offer our services to your community. We depend on continued staffing support from HCCCC for video classes during regular Computer Center hours, some troubleshooting of equipment and network as appropriate, and an ongoing commitment to developing programs that assist students and community members in reaching their educational goals.

Sincerely,

Nancy Shepard
Associate Dean, Learning Resources & Technology

MEMORANDUM OF UNDERSTANDING

Between

THE KARUK TRIBE

And

Orleans Elementary School

In order to provide a quality American Indian Education Program and work harmoniously with all students, staff, and community members involved in this goal, **Orleans Elementary School (OES)** and **THE KARUK TRIBE (THE TRIBE)** enter into this agreement on July 1st, 2015

This MEMORANDUM OF UNDERSTANDING will serve as an agreement between **THE KARUK TRIBE (THE TRIBE)** who shall assist and coordinate to provide advisory, enrichment, and academic remediation services to Native American **OES** students as resources allow.

FACILITY/ACCESS/EQUIPMENT/SUPPLIES

- A. **OES** will provide Teachers, Paraprofessional Aides, culturally relevant Curriculum, Curriculum Supplies, and Educational Equipment, as well as classrooms and project spaces.
- B. **THE TRIBE** will provide resources from the following departments:
 - **Education Department:** Education Coordinator will provide support services in coordination of services between OES and THE TRIBE; Provide tutoring for Native American students to help them meet their academic goals as resources allow; Serve as a liaison as necessary between Native American student families and OES when appropriate.

TERMS AND CONDITIONS: This Memorandum of Understanding shall be five years, beginning July 1st, 2015 and ending June 30th, 2020.

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

MEMORANDUM OF UNDERSTANDING

Between

THE KARUK TRIBE

And

Orleans Elementary School

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

Signatures

IN WITNESS WHEREOF, the parties hereto have executed this MEMORANDUM OF UNDERSTANDING the day and year first written above.

FOR
(b)(6)

Russell Attebery, Chairman

(b)(6)

Aran Ruiz
Principal
Orleans Elementary School

(b)(6)

For THE TRIBE: Education Department

MEMORANDUM OF UNDERSTANDING

Between

THE KARUK TRIBE

And

HAPPY CAMP HIGH SCHOOL

In order to provide a quality American Indian Education Program and work harmoniously with all students, staff, and community members involved in this goal, **HAPPY CAMP UNION HIGH SCHOOL (HCHS)** and **THE KARUK TRIBE (THE TRIBE)** enter into this agreement on July 1st, 2015

This MEMORANDUM OF UNDERSTANDING will serve as an agreement between **THE KARUK TRIBE (THE TRIBE)** who shall assist and coordinate to provide advisory, enrichment, and academic remediation services to Native American **HCHS** students as resources allow.

FACILITY/ACCESS/EQUIPMENT/SUPPLIES

- A. **HCHS** will provide Teachers, Paraprofessional Aides, culturally relevant Curriculum, Curriculum Supplies, and Educational Equipment, as well as classrooms and project spaces.
- B. **THE TRIBE** will provide resources from the following departments:
 - **Education Department:** Education Coordinator will provide support services in coordination of services between HCHS and THE TRIBE; Provide tutoring for Native American students to help them meet their academic goals as resources allow; Serve as a liaison as necessary between Native American student families and HCHS when appropriate.

TERMS AND CONDITIONS: This Memorandum of Understanding shall be five years, beginning July 1st, 2015 and ending June 30th, 2020.

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

MEMORANDUM OF UNDERSTANDING

Between

THE KARUK TRIBE

And

HAPPY CAMP HIGH SCHOOL

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

Signatures

IN WITNESS WHEREOF, the parties hereto have executed this MEMORANDUM OF UNDERSTANDING the day and year first written above.

(b)(6)

Russell Attebery, Chairman

(b)(6)

Alan Dyar
Principal
HAPPY CAMP HIGH SCHOOL

(b)(6)

For THE TRIBE: Education Department

MEMORANDUM OF UNDERSTANDING

Between

THE KARUK TRIBE

And

HAPPY CAMP UNION ELEMENTARY SCHOOL DISTRICT

In order to provide a quality American Indian Early Childhood Education Program and work harmoniously with all students, staff, and community members involved in this goal, **HAPPY CAMP UNION ELEMENTARY SCHOOL DISTRICT (HCUESD)** and **THE KARUK TRIBE (THE TRIBE)** enter into this agreement on July 1st, 2015.

This MEMORANDUM OF UNDERSTANDING will serve as an agreement between **THE KARUK TRIBE (THE TRIBE)** who shall assist and coordinate to provide advisory, enrichment, and academic remediation services to Native American **HCUESD** students as resources allow

FACILITY/ACCESS/EQUIPMENT/SUPPLIES

- A. **HCUESD** will provide Teachers, Paraprofessional Aides, culturally relevant Curriculum, Curriculum Supplies, and Educational Equipment, as well as classrooms and project spaces.
- B. **THE TRIBE** will provide resources from the following departments:
 - **Education Department:** Education Coordinator will provide support services in coordination of services between HCUESD and THE TRIBE; Provide tutoring for Native American students to help them meet their academic goals as resources allow; Serve as a liaison as necessary between Native American student families and HCUESD when appropriate.

TERMS AND CONDITIONS: This Memorandum of Understanding shall be five years, beginning July 1st 2015 – June 30th, 2020.

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

MEMORANDUM OF UNDERSTANDING

Between

THE KARUK TRIBE

And

HAPPY CAMP UNION ELEMENTARY SCHOOL DISTRICT

of, in any manner whatsoever, the terms and conditions of this Agreement, then the Indemnifying Party shall defend, indemnify, hold the other party, its officers, agents and employees ("Indemnified Party") harmless, and provide all legal defense and related services to the Indemnified Party in connection therewith.

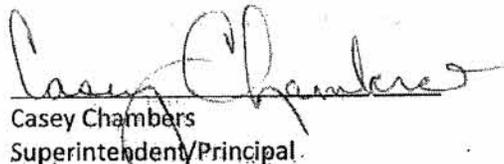
- E. Either party may terminate this MEMORANDUM OF UNDERSTANDING at any time by giving to the other party written notice at least thirty (30) days in advance.
- F. This MEMORANDUM OF UNDERSTANDING is governed by the applicable laws of the State of California and the Karuk Tribe.
- G. Sovereign Immunity: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

Signatures

IN WITNESS WHEREOF, the parties hereto have executed this MEMORANDUM OF UNDERSTANDING the day and year first written above.

(b)(6)

Russell Attebery, Chairman



Casey Chambers
Superintendent/Principal

HAPPY CAMP UNION ELEMENTARY SCHOOL DISTRICT

(b)(6)

For THE TRIBE: Education Department

MEMORANDUM OF UNDERSTANDING

Between

THE KARUK TRIBE

And

Yreka Union High School District

In order to provide a quality American Indian Education Program and work harmoniously with all students, staff, and community members involved in this goal, **Yreka Union High School District (YUHSD)** and **THE KARUK TRIBE (THE TRIBE)** enter into this agreement on July 1st, 2015.

This MEMORANDUM OF UNDERSTANDING will serve as an agreement between **THE KARUK TRIBE (THE TRIBE)** who shall assist and coordinate to provide advisory, enrichment, and academic remediation services to Native American **YUHSD** students as resources allow

FACILITY/ACCESS/EQUIPMENT/SUPPLIES

- A. **YUHSD** will provide Teachers, Paraprofessional Aides, culturally relevant Curriculum, Curriculum Supplies, and Educational Equipment, as well as classrooms and project spaces.
- B. **THE TRIBE** will provide resources from the following departments:
 - **Education Department:** Education Coordinator will provide support services in coordination of services between YUHSD and THE TRIBE; Provide tutoring for Native American students to help them meet their academic goals as resources allow; Serve as a liaison as necessary between Native American student families and YUHSD when appropriate.

TERMS AND CONDITIONS: This Memorandum of Understanding shall be five years, beginning July 1st 2015 – June 30th, 2020.

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

MEMORANDUM OF UNDERSTANDING

Between

THE KARUK TRIBE

And

Yreka Union High School District

Indemnifying Party shall defend, indemnify, hold the other party, its officers, agents and employees ("Indemnified Party") harmless, and provide all legal defense and related services to the Indemnified Party in connection therewith.

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

Signatures

IN WITNESS WHEREOF, the parties hereto have executed this MEMORANDUM OF UNDERSTANDING the day and year first written above.

RA
(b)(6)
Russell Atebery, Chairman

Mark Greenfield
Superintendent
Yreka Union High School District

(b)(6)
For THE TRIBE: Education Department

Attachment C

Individual Academic Plan

Student Name: _____

Phone: _____
 Phone: _____
 Phone: _____

School: _____
 E-mail address: _____
 E-mail address: _____

| | Class (9 th) | Class (10 th) | Class (11 th) | Class (12 th) |
|------------------------------|--|--|--|--|
| Academic Goals | My goal is to _____ One thing I will do to attain this goal is: _____ | My goal is to _____ One thing I will do to attain this goal is: _____ | My goal is to _____ One thing I will do to attain this goal is: _____ | My goal is to _____ One thing I will do to attain this goal is: _____ |
| College Goals | I want to go to a <input type="checkbox"/> Trade school <input type="checkbox"/> Community College <input type="checkbox"/> 4 year university And transfer Name of School(s): _____ | I want to go to a <input type="checkbox"/> Trade school <input type="checkbox"/> Community College <input type="checkbox"/> 4 year university And transfer Name of School(s): _____ | I want to go to a <input type="checkbox"/> Trade school <input type="checkbox"/> Community College <input type="checkbox"/> 4 year university And transfer Name of School(s): _____ | I want to go to a <input type="checkbox"/> Trade school <input type="checkbox"/> Community College <input type="checkbox"/> 4 year university And transfer Name of School(s): _____ |
| Career Goals | Careers which I am currently interested in: _____ Ways to gain experience in this career field/possible contacts: _____ | Careers which I am currently interested in: _____ Ways to gain experience in this career field/possible contacts: _____ | Careers which I am currently interested in: _____ Ways to gain experience in this career field/possible contacts: _____ | Careers which I am currently interested in: _____ Ways to gain experience in this career field/possible contacts: _____ |
| Activities and Awards | Extracurricular Activities I am/would like to be involved in: _____ Awards/Recognition I have received: _____ | Extracurricular Activities I am/would like to be involved in: _____ Awards/Recognition I have received: _____ | Extracurricular Activities I am/would like to be involved in: _____ Awards/Recognition I have received: _____ | Extracurricular Activities I am/would like to be involved in: _____ Awards/Recognition I have received: _____ |
| Student Signature | | | | |
| College Options Signature | | | | |

A-G Subject Requirements for CSU/UC

For specific classes at your high school, refer to <http://www.ucop.edu/doorways/>

Name: _____

School: _____

| | Class (9 th) | Grade Rec'd | | Class (10 th) | Grade Rec'd | | Class (11 th) | Grade Rec'd | | Class (12 th) | Grade Rec'd | |
|--|--------------------------|-------------|-------|---------------------------|-------------|-------|---------------------------|-------------|-------|---------------------------|-------------|-------|
| | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 |
| A. History/Social Science 2 yrs | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 |
| B. English 4 yrs | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 |
| C. Mathematics 3 yrs: Alg I, Geom, Alg II BUT, 4 yrs recommended | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 |
| D. Laboratory Science 2 yrs: Biology + 1 more BUT, 3 yrs recommended | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 |
| E. Language other than English 2 yrs BUT, 3 yrs recommended | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 |
| F. Fine Arts 1 yr | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 |
| G. College Preparatory Electives 1 yr | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 | | Sem 1 | Sem 2 |
| GPA | | | | GPA | | | GPA | | | GPA | | |

Schools will accept the SAT I or the ACT (with writing). Take the PLAN and the PSAT to see which test is better for you, and/or you can simply take both the SAT I and the ACT (the school will take the higher test score).

College Entrance Exams:

PLAN (Pre-ACT) Fall, sophomore year Score: _____

PSAT (Pre-SAT) Fall, junior year Score: _____

ACT Spring, junior year: Score: _____ (writing test req'd for UC's)

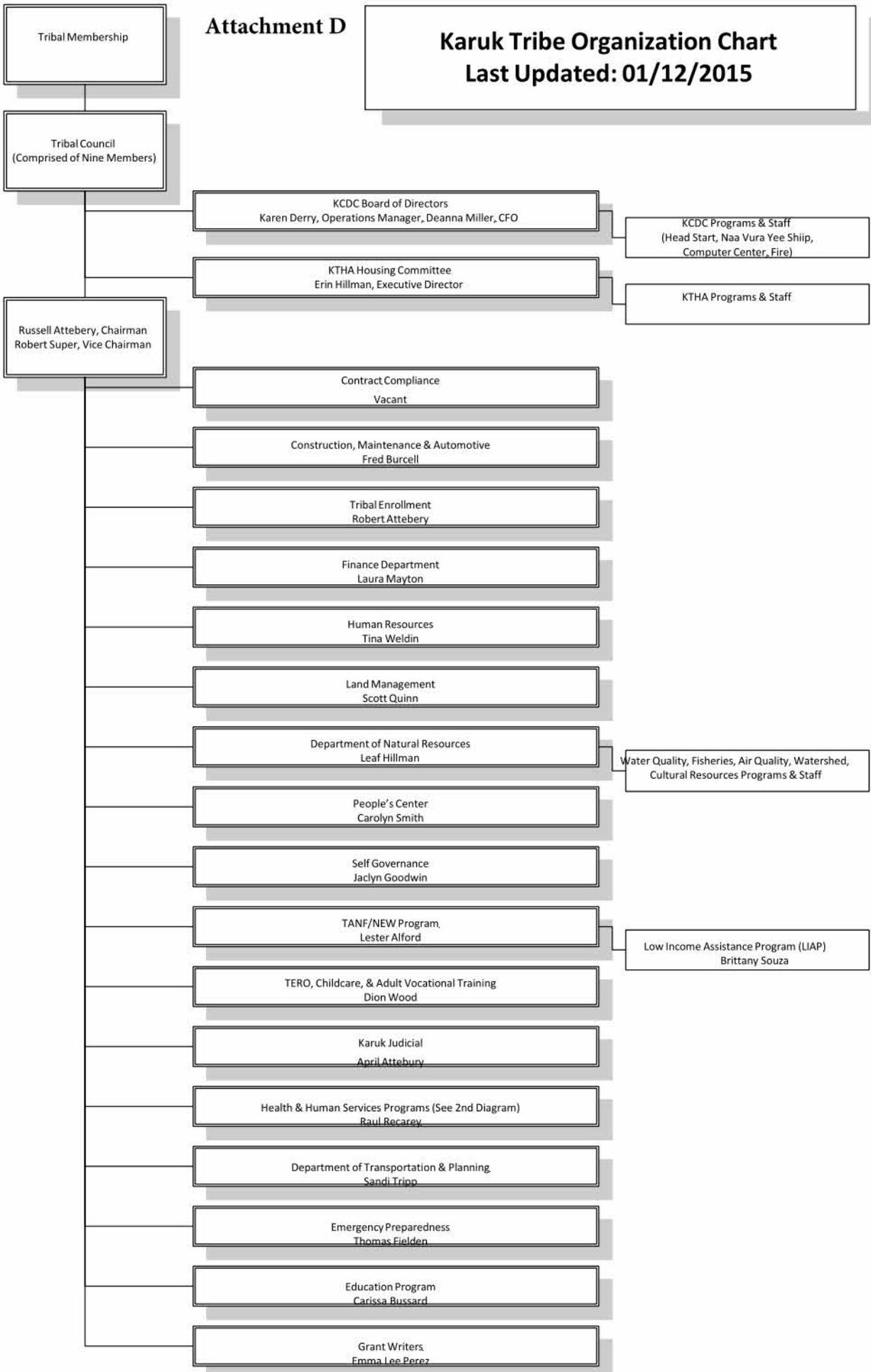
SAT I Spring, junior year: Score: _____ (Math) _____ (Writing)

SAT II (taken at end of year of subject): Score: _____ (Subject: _____) _____ (Critical Reading) _____ (Subject: _____)

C:\Users\GEARUP\AppData\Local\Temp\modified IAP with A-G.doc C:\Users\GEARUP\AppData\Local\Temp\modified IAP with A-G.doc

Attachment D

**Karuk Tribe Organization Chart
Last Updated: 01/12/2015**



POSITION DESCRIPTION

Title: Student Services Coordinator

Reports to: Education Coordinator

Location: One Full-Time Position-Happy Camp, One Part-Time Position-Yreka

Salary: \$28,000-\$36,000, depending on experience

Classification: Regular, Non Exempt

Summary: The Student Services Coordinator will coordinate the Project activities including but not limited to the high school college readiness program, developing and maintaining a student database, and organizing American Indian Student Association meetings and events. This position requires well-developed communication skills and a successful higher education experience.

Responsibilities:

1. Develop and coordinate 3 annual public forums for Tribal and public leadership, and parents, and middle and high school students to introduce “Nine Principles” framework, identify unmet needs and inventory resources; and establish annual priorities and short-term goals related to “Nine Principles.”
2. Act as a liaison between the Karuk Education Department and local schools.
3. Develop Individualized Education Plans (IAPs) for all American Indian students attending and entering Happy Camp and Yreka High Schools.
4. Coordinate remediation and tutorial assistance as indicated based on academic performance and student/parent consultations.
5. Assists Project Director in developing intake, utilization, outcome and evaluation instruments; collects, compiles and assists in interpreting baseline client data, as well as data on frequency and types of computer use, skill building progress and achievement of education and employment related goals.
6. Identify, inform, and assist high-achieving high school students in accessing Advanced Placement courses through local community colleges, including classroom, online, and Interactive TV courses at Community Computer Centers and College of the Siskiyous.
7. Organize American Indian Student Associations (AISAs) that meet at least twice a month to develop leadership and organizing skills based on “Nine Principles” themes.

8. Schedule and assist high school students in preparing for “gate keeping” college entrance exams, including ACT, PSAT, SAT and community college English/math placement tests.
9. Disseminate information about public and private sources of financial aid.
10. Develop public access repositories of college information and resources, including current catalogs from northern California and southern Oregon colleges and universities.
11. Develops cooperative working relationships with financial aid and student services professionals at colleges and universities offering distance education programs of interest to program participants.
12. Identify and/or create opportunities for high school students to participate in Summer Camps that enhance school-based language, math and science programs.
13. Identify and/or create opportunities for high school students to participate in community service internships and other volunteer activities that facilitate broad exposure to professional careers and technical occupations available.
14. Maintains confidential records of student performance and on student academic achievements, obstacles encountered, recommended remediation, and possible program improvements.
15. Shall be available for local and out of the area travel as required for continuing education project-related training such as computer training, student advisor training, college-readiness information, etc.
16. Shall attend all required meetings and functions as requested.
17. Other job related duties as assigned.

Qualifications:

1. Have the ability to work effectively with Native American people in culturally diverse environments.
2. Have the ability to understand and follow oral and written instructions.
3. Have the ability to manage time well and work on multiple tasks under performance deadlines.
4. Have the ability to establish and maintain harmonious working relationships with prospective postsecondary education participants, other employees and the public.
5. Have the ability to motivate learning in an educational setting; ability to maintain confidentiality.

Requirements:

1. Must have a bachelor’s degree from an accredited four-year college and two years of professional student services experience, or equivalent combination of education and experience.
2. Must have demonstrated ability to understand Native American perspectives and establish excellent rapport with Native American students.

3. Must have demonstrated knowledge of academic advising techniques (e.g., admission requirements, financial aid processes, college entrance and graduation requirements, and organizational structure of community colleges).
4. Must have excellent organizational skills; ability to work independently. Must be able to coordinate and/or perform multiple tasks of a complex nature requiring discerning judgment.
5. Must have demonstrated ability to exercise tact, discretion, and capacity to inspire cooperation and confidence among students.
6. Must have demonstrated ability to speak clearly and communicate effectively in face-to-face, email, and telephone communications.
7. Must have excellent computer skills; previous experience with online, videoconferencing and other technology-mediated instructional methods preferred.
8. Must have demonstrated ability to establish/maintain an effective file and retrieval system; previous experience with postsecondary student records management preferred.
9. Must possess valid California driver's license, good driving record, and be insurable by the Tribe's insurance carrier.
10. Must adhere to the Tribe's confidentiality policy.
11. Must successfully pass a drug-screening test and criminal background check from the Karuk Tribe of California, and LIVE Scan through an educational organization (college or office of education).

Tribal Preference Policy: In accordance with the TERO Ordinance 93-0-01, Tribal and Indian Preference will be observed in hiring.

Council Approved:

Employee's Signature: _____

Chairman's Signature: _____

Karuk Community Health Clinic

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

Karuk Tribe

**Karuk Dental Clinic**

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

Administrative Office

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

Position Description

Title: Director/Education Program Coordinator

Reports To: Tribal Council

Location: Happy Camp Administrative Office

Supervises: Students Services Coordinators

Salary: \$30,000 to \$45,000, depending on experience

Summary: The Education Program Coordinator is responsible for administering programs and coordinating activities within the Education Department; e.g., BIA-funded Higher Education (HE) grant programs, tutorial assistance services, community-based cultural and other educational enrichment activities. The Director provides career planning, disseminates program information and application forms, assists with the completion of application forms, establishes and maintains applicant data bases in a continuously updated system, processes requests for payment of cash assistance, identifies needs for new educational assistance and programs, works collaboratively with other Tribal staff to develop and fund new educational programs, and makes appropriate referrals to other agencies that provide educational assistance and services.

Classification: Full time, Regular, Non-Exempt

Responsibilities:

1. Conducts interactive telephone and personal interviews and prepares correspondence to elicit eligibility information and identify needs for Tribal educational and related programs.
2. Analyzes financial and other information to determine initial or continuing eligibility for Tribal educational assistance.
3. Develops cooperative working relationships with financial aid and student services professionals at colleges and universities offering distance education programs of interest to program participants.
4. Serves as an informational link and liaison between the Karuk Paths to Prosperity project and public school personnel, Tribal education and employment staff, and prospective program participants.

5. Maintains current knowledge of regulations, rules and policies governing Tribal educational assistance and explains these regulations, rules and policies to Tribal member applicants, apprising them of their rights, responsibilities and eligibility for program participation.
6. Ensures timely completion, and verifies the accuracy, of educational assistance application forms and supporting documentation; e.g., Tribal membership, enrollment in eligible educational programs, GPA/academic status, verification of financial need and compliance with other program requirements. Resolves discrepancies in data by securing clarifying documentation from applicants, schools and other referring agencies.
7. Provides career counseling and assists with higher education planning and obtaining financial aid for the student.
8. Organizes and maintains Tribal student/applicant participant files, records and documents according to the Tribe's confidentiality policies; updates data bases continuously, and meets internally and externally-imposed deadlines for submission of updated information pursuant to Tribal and outside agency requirements.
9. Collects, analyzes and interprets community educational needs assessment data; prepares interpretive reports to Tribal Council, and other Tribal staff to assist their needs assessment and program planning efforts; identifies needs for new educational assistance, and makes program development recommendations to the Tribal Council.
10. Acts as a liaison between the Tribe, Tribal community, students, schools and public agencies; facilitating education related development. Advocate on behalf of students/families on issues such as special learning needs, attendance, behavior, etc. for school age Tribal Youth.
11. Research alternative school options, including BIE and Charter schools.
12. Evaluate project progress & out-comes and report bi-annually.
13. Continuous quality improvement based on evaluative feedback and coordination with external evaluators.
14. Travels as necessary to complete work assignments and participate in supervisor-approved training programs.
15. Shall be available for local and out of the area travel as required for job related training. Shall attend all required meetings and functions as requested.
16. Shall coordinate regular or special Education Committee meetings, preparing agenda and packets for meetings as well as distributing appropriate programmatic information to committee members.
17. Shall be polite and maintain a priority system in accepting other position related job duties as assigned.

Qualifications:

1. Have the ability to work effectively with Native American people in culturally diverse environment.

2. Have the ability to manage time well and work under stressful conditions with an even temperament.
3. Have the ability to establish and maintain harmonious working relationships with other employees and the public.
4. Have the ability to understand and follow oral and written instructions.

Requirements:

1. Bachelors Degree and experience in educational programs requiring working-level knowledge and skills in interviewing techniques, information gathering, information verification, development and maintenance of computerized data bases, analysis and interpretation of financial and other confidential data, and filing and recordkeeping practices.
2. Must have knowledge of rules, regulations, goals and eligibility criteria for Tribal educational assistance, as well as non-Tribal (i.e., county, state and federal) programs to which Tribal members may be referred for additional assistance.
3. Must have demonstrated ability to learn and apply the policies, procedures, rules and regulations governing eligibility for, and participation in, Tribal educational assistance.
4. Must have knowledge of Karuk Tribal customs, heritage and values; experience in Indian Education programs preferred.
5. Must have demonstrated ability to meet internally and externally imposed deadlines and to respond effectively to sometimes frustrating and unforeseeable complications in the performance of assigned duties.
6. Must possess valid driver's license, good driving record, and be insurable by the Tribe's insurance carrier.
7. Must have demonstrated ability to work in culturally diverse environments; demonstrated ability to work collaboratively with other Tribal personnel; demonstrated commitment to serving Tribal communities in a creative, problem-solving mode.
8. Must have strong oral and written communication skills; demonstrated ability to use computer data and word processing programs as professional tools; demonstrated ability to analyze and interpret written, numerical and verbal data from various sources; demonstrated ability to prepare clear, concise and accurate records and reports.
9. Must adhere to confidentiality policy.
10. Must successfully pass a pre-employment drug screening test criminal background check.

Tribal Preference Policy: In accordance with the TERO Ordinance 93-0-01, Tribal Preference will be observed in hiring.

Veteran's Preference: It shall be the policy of the Karuk Tribe to provide preference in hiring to qualified applicants claiming Veteran's Preference who have been discharged from the United

States Armed Forces with honorable and under honorable conditions.

Council Approved:

Chairman's Signature:

Attachment E

Laura J. Mayton, CPA
PO Box 79
Happy Camp, CA 96039
Home Phone: (b)(6)
Work Phone: (530) 493-1600 Extension 2013

Education

Certified Public Accountant since November 1987. My California license number is 49362E. Continuing education and license are current.

I graduated Magna Cum Laude from Humboldt State University in 1985 with a Bachelor of Science degree in Business Administration and a minor in Psychology.

Work Experience

July 2002 to Present – Chief Financial Officer for Tribe with \$20 million dollar annual budget.

Karuk Tribe of California
PO Box 1016
Happy Camp, CA 96039

Supervisor: Arch Super
(530) 493-1600 Extension 2019

Responsibilities include the following:

- Supervising accounting staff.
- Preparing financial statements, budgets, and indirect cost proposals.
- Coordinating audits for Karuk Tribe of California, Karuk Tribe Housing Authority, and Karuk Community Development Corporation.
- Updating and maintaining fixed asset information, insurance policies, and fiscal policies.
- Supplying financial information and recommendations to the Tribal Council and other management staff.

October 1998 to February 2002 - Corporate Controller for a company with over \$100 million dollars in annual sales. Company had facilities located in Oregon, Colorado, Alabama and Florida.

U.S. Forest Industries, Inc.
1090 SE 'M' Street
Grants Pass, OR 97526

Supervisor: Jerry Bramwell
(541) 779-4657

Responsibilities included the following:

- Supervising accounting staff.
- Preparing consolidated financial statements and books for quarterly board of directors meetings.
- Managing cash and monitoring health insurance and workers compensation costs.
- Providing information to auditors, tax professionals, 401K administrators, and insurance companies.
- Reviewing forecasts and budgets prepared by controllers in Oregon, Colorado, Alabama, and Florida.

February 1997 to October 1998 – Medite MDF Division Controller. The Medford MDF plant generated profits in excess of one million dollars per month during good markets.

SierraPine LTD, Medite Division
2685 N Pacific Hwy, PO Box 4040
Medford, OR 97501

Supervisors: Bill Perry and Bill Weber
(541) 773-2522

Responsibilities included the following:

- Supervising accounting staff.
- Accounting for the purchase of the Medford MDF plant for SierraPine LTD including the valuation of inventory, receivables, payables, and other working capital.
- Setting up books for the Medite Division of SierraPine LTD including a new chart of accounts, general ledger, financial statements, and fixed asset schedules.
- Changing accounting systems and payroll systems several times as SierraPine adjusted to its new acquisitions.
- Setting up Medite MDF products in a cost model to calculate profitability of each type and size of product.
- Preparing budgets.

January 1995 to February 1997 – Medite MDF Division Controller for three MDF plants located in Oregon, New Mexico and Ireland.

Medite Corporation
PO Box 550
Medford, OR 97501

Supervisor: Andy Thomas
(541) 664-5719

Responsibilities included the following:

- Accounting for the sale of the Medford MDF Plant to SierraPine LTD.
- Preparing financial statements, budgets, and forecasts for Medford MDF plant.
- Working with accountants from fiberboard mills in New Mexico and Ireland to receive, review, and consolidate MDF Division results of operation.
- Reconciling accounts.
- Analyzing profitability of specialty products.

March 1988 to January 1995 – Regional Controller for two sawmills.

Stone Forest Industries, Inc.
63616 Highway 96
Happy Camp, CA 96039

Supervisor: Andy Thomas
(541) 664-5719

Responsibilities included the following:

- Supervising accounting staff.
- Accounting for Happy Camp Sawmill, Burnt Ranch Sawmill, and Klamath Timber.
- Preparing financial statements, budgets, forecasts, yield tax returns, sales tax returns, and log value sheets.
- Monitoring log and lumber inventories.
- Analyzing various aspects of the business looking for ways to improve profitability.
- Working with management to calculate return on investment for proposed capital projects.
- Assisting local management with understanding of financial statements.

June 1985 to December 1987 - Accountant

Bean, Stanhope, Storre, & Wagner CPA's
1112 5th Street
Eureka, CA 95501

Supervisor: Richard Storre
(707) 443-9351

Responsibilities included the following:

- Preparing income tax, personal property tax, yield tax, and sales tax returns.
- Auditing public and private businesses and institutions including Humboldt County, Humboldt State University, College of the Redwoods, and The Bertha Russ Lytel Foundation.

Other

Good computer skills including experience with many accounting software packages, Microsoft Excel, and Word.

References are available upon request.

Attachment F

POSITION DESCRIPTION

Title: Contract Compliance Specialist

Reports To: Tribal Council

Location: Happy Camp, California

Salary: \$45,000 to \$65,000, depending on experience

Summary: As a member of the Tribe's Management Team, the Contract Compliance Specialist will assist the Tribal Chairman in ensuring that all contracts and grants are managed in accordance with specified terms and conditions, Tribal policies and procedures and the Code of Federal Regulations (CFR). The Contract Compliance Specialist is a key participant in the Tribal programs' budgeting process.

Classification: Full Time, Regular, Exempt, Non Entry Level

Responsibilities:

1. Shall review all requests by Tribal Departments to enter into professional service contracts, partnership agreements, government to government agreements, memorandums of agreement/understanding, and other documents as assigned; approves or disapproves forwarding to Council for consideration and monitors those contracts, agreements for compliance with tribal and applicable policies and procedures.
2. Shall review all requests by Departments to submit grant and contract applications to potential funding sources for compliance with Tribal policies, procedures and consistency with Tribal program's purpose including monitoring to ensure that grant and contract applications are consistent with the Tribe's mission and for potential conflicts of interest.
3. Shall review all Requests for Proposals/Qualifications prior to advertising to ensure compliance with Tribal and applicable funding agency requirements. Shall receive bids and forward to appropriate director after closing.
4. Shall review contracts and grant awards assigned by the Chairman to this position. Reviews post award requirements and coordinates with Department Directors for the completion of all pre award requirements, if any.

5. Shall work in conjunction with Tribal Departments and programs to coordinate accurate, timely fiscal and program reporting to Tribal, federal, state, and private contracting/granting entities. Shall oversee preparation of financial reports according to contract/grant terms and conditions, obtains narrative reports from Tribal departments and programs and oversee process for requests for advances and reimbursements (“drawdowns”).
6. Shall maintain Community Services and Development (CSD) Block Grant Programs including all reporting and planning responsibilities.
7. Shall maintain files of assigned contracts and grants. Prepares files for annual audit.
8. Shall maintain files of contracts and grants and prepares and participates in any programmatic audits required by funding agencies.
9. Shall assist Chairman or designee in preparing for and responding to inquiries from official representatives of contracting/granting agencies as well as Tribal, federal, state and other auditing personnel.
10. Shall review expenditures of Tribal contracts and grants for compliance to grant/contract terms and conditions. Will monitor compliance with Office of Management and Budget Circulars A-87, A-133, and 24 CFR Part 85 and 24 CFR Part 58 as well as other appropriate tribal policies.
11. Shall prepare and obtain all documentation required to close out each assigned contract or grant.
12. Shall prepare files of closed out contracts/grants for storage in accordance with Tribal policies and procedures and with requirements of contracting/granting entities.
13. Shall draft all assigned administrative policies for review and comment by appropriate staff and Council. Shall be responsible for incorporating recommendations into draft policy and presentation to Tribal Council for approval.
14. Shall participate in Tribal, Federal, State, and local government meetings and related sub-committees and workgroups for the purposes of Emergency Response Planning and Disaster Preparedness.
15. Shall coordinate required updates to the Tribe’s Natural Hazard Mitigation Plan and FEMA Administrative Plan.
16. Shall review annual Indian Health Services Sanitation Deficiency Systems list. Shall brief Tribal Council on status of projects. Shall work cooperatively with appropriate Tribal Staff and agency representatives to rank projects in order of priority for approval by Tribal Council.
17. Shall be polite and maintain a priority system in accepting other position related job duties as assigned.

Qualifications:

1. Have the ability to work effectively with Native American people in culturally diverse environments.
2. Have the ability to manage time well and work under stressful conditions.

Carissa Ann Bussard

3633B Indian Creek Rd. PO Box 610, Happy Camp, CA 96039

(b)(6) (530) 493-1600, ext. 2034

(b)(6)

| | |
|-------------------|---|
| Skills | <ul style="list-style-type: none"> • Excellent Organizational Skills • Strong Customer Relations Skills • Data Entry & Database Work • Research & Analysis Skills • Computer Proficiency: Microsoft Office (all programs: Word, Excel, PowerPoint, OneNote, Publisher, etc.), Kx Database, Student Enrollment Database (CNET), Outlook Calendar Scheduling, VetPro Database, Typing Speed (76 WPM), Adobe Suite, Remote Budget Analysis Software (Microfund). • Student Advising & Services • Word Processing and Typing • Personable, Reliable, Hard-Working • Filing & Data Security Experience |
| Education | <p>MA in English Literary Studies 2010-11 <i>Durham University, Durham, England</i></p> <p>BA in English Literature 2006-10 <i>University of California – Berkeley, Berkeley, CA</i></p> |
| Experience | <p>Karuk Education Coordinator, Karuk Tribe March 2015-present <i>Karuk Tribe, 64236 Second Ave, PO. Box 1016, Happy Camp, CA 96039</i> Student services, College/career readiness and advising, Scholarships & grants, Office management, Collaboration with schools, programs, and colleges to secure and provide the best resources available for students ranging from Pre-K to college and beyond in all three service areas.</p> <p>Dishwasher/Busser/Expediter/Cook, Wine Gallery on Broadway December 2014-February 2015 <i>Wine Gallery on Broadway, 314 S. Broadway St, Yreka, CA, 96097</i> Entry level kitchen back. Experience with customer service, practicing health & safety standards, organizing kitchen, multitasking, problem solving, and time management for expediting multiple orders/tasks.</p> <p>Extra-Help Administrative Assistant, Veteran's Service Office October 2014-March 2015 <i>Siskiyou County VSO, 105 E. Oberlin Rd, Yreka, CA 96097</i> Receptionist/front of house clerical work. Database entry, filing, and organizing, Scheduling/facilitating appointments, multi-line telephone operation, processing/prepping claim packages, Microsoft office (all programs), and general administrative/supportive tasks.</p> <p>Summer Food Program Assistant, Karuk Tribe June 2014-August 2014 <i>Karuk Tribe Head Start, 1320 Yellowhammer Rd, Yreka, CA, 96097</i> Daily coordination of children in the Summer Food Program, responsible to the site coordinator and Karuk Tribe. Maintaining orderly conduct, organizing activities and resources for the children, and creating activity reports for the tribal newsletter.</p> <p>Receptionist, Van Mildert College September 2012-April 2014 <i>Van Mildert College, Durham University, Durham, England</i> Clerical filing and liaising between staff members. Organizing, data entry, and database work. Scheduling events and meetings, operating a 3-line telephone system, general administrative and receptionist duties. Customer relations skills, enhanced problem-solving and front-of-house experience.</p> |
| References | <p>Furnished on request.</p> <p>For organizations & volunteer activities, please see reverse side of resume.</p> |

Carissa Ann Bussard

3633B Indian Creek Rd, PO Box 610, Happy Camp, CA 96039

(b)(6) . (530) 493-1600, ext. 2034

(b)(6)

| | | |
|---|---|---|
| Organizations & Volunteer Activities | Assistant Librarian, Van Mildert College Library Committee <i>Van Mildert College, Durham University, Durham, England</i> Weekly volunteer shift to oversee the student helpdesk. Checking in/out of books, stock monitoring, and book requests. Use of cataloguing software, database searching, and data entry. Customer service relations, student support, and liaising with the College Librarian. | <i>October 2010- May 2014</i> |
| | Middle Common Room (MCR), Van Mildert College <i>Van Mildert College, Durham University, Durham, England</i> MCR Vice President (2013), Welfare and International Students Representative (2011-13), Facilities Manager (2010-11). Student government, working in various roles to represent the interests of postgraduate students in Van Mildert College. Working in a team, running events (such as formal dinners, outdoor activities, culture nights, and day conferences), and liaising with other common rooms (undergraduates and staff) | <i>October 2010- November 2013</i> |
| | Voluntary Placement, Durham University Library <i>Durham University Library, Durham University, Durham, England</i> Voluntary six-month placement in the University Library to learn about the daily workings of a librarian. Learned database work, cataloguing experience, student support, and stock inventorying. | <i>February 2012- July 2012</i> |
| | Student Community Action (SCA), Durham University <i>Durham Students' Union, Durham University, Durham, England</i> Painted houses, gardened for elders, litter pick-ups and hot meal programs. | <i>October 2010- September 2011</i> |

Karuk Tribe Council

Karuk Tribe Mission Statement:

The mission of the Karuk Tribe is to promote the general welfare of all Karuk People, to establish equality and justice for our Tribe, to restore and preserve Tribal traditions, customs, language and ancestral rights, and to secure to ourselves and our descendants the power to exercise the inherent rights of self-governance.

(b)(6)

Russell
Attebery
Chairman
Term
Nov 2011 – Nov 2015

Joseph
Waddell
Secretary/Treasurer
Term
Nov. 2011 – Nov 2015.

Renee
Stauffer
Orleans
Member at Large
Term
Nov 2014 – Nov 2015

(b)(6)

Robert
Super
Vice-Chairman
Term
Nov 2014 – Nov 2018

Sonny
Davis
Yreka
Member at Large
Term
Nov 2014 – Nov 2018

Alvis
Johnson
Happy Camp
Member at Large
Term
Nov 2012 – Nov 2016

(b)(6)

Arch
Super
Yreka
Member at Large
Term
Nov 2013 – Nov 2017

Joshua
Saxon
Orleans
Member at Large
Term
Nov 2013 – Nov 2017

(b)(6)

Elsa
Goodwin
Happy Camp
Member at Large
Term
Nov 2012 – Nov 2016

Attachment I

RECEIVED JAN 23 2015



United States Department of the Interior



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

January 16, 2015

Mr. Russell Attebery, Chairman
Karuk Tribe
P.O. Box 1016
Happy Camp, CA 96039

Dear Mr. Attebery:

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:

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

Please visit our 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)

(b)(6)

Deborah A. Moberly
Office Chief

Enclosure

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

Ref: J:\Native Americans\Pacific (Sacramento SA)\Karuk Tribe (Ktcaw139)\FY 15\Ktca-IssueLtr.15.doc

**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 94-2576572

Organization:

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

Date: January 16, 2015

Report No(s) .: 15-A-0311

Filing Ref.:

Last Negotiation Agreement
dated February 11, 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 To |
|--------------------|------------------|----------|--------|-----------|---------------|
| | From | To | | | |
| Fixed Carryforward | 10/1/14 | 09/30/15 | 50.00% | All | All Programs |

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

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

Section II: General

Page 1 of 3

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

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

Karuk Tribe
Tribal Government

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

(b)(6) /s/

(b)(6) /s/

Signature
RUSSELL A ATTEBERY
Name (Type or Print)

Signature
Deborah A. Moberly
Name

CHAIRMAN
Title

Office Chief
Office of Indirect Cost Services
Title

1-13-15
Date

JAN 16 2015
Date

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

or question with the above individual. You will receive a reply during normal business hours.

SUPPLEMENTARY INFORMATION: A person or party who wishes to protest against this survey must file a written notice with the Oregon State Director, Bureau of Land Management, stating that they wish to protest. A statement of reasons for a protest may be filed with the notice of protest and must be filed with the Oregon State Director within thirty days after the protest is filed. If a protest against the survey is received prior to the date of official filing, the filing will be stayed pending consideration of the protest. A plat will not be officially filed until the day after all protests have been dismissed or otherwise resolved. Before including your address, phone number, email address, or other personal identifying information in your comment, you should be aware that your entire comment—including your personal identifying information—may be made publicly available at any time. While you can ask us in your comment to withhold your personal identifying information from public review, we cannot guarantee that we will be able to do so.

Mary J.M. Hartel,

*Chief Cadastral Surveyor of Oregon/
Washington.*

[FR Doc. 2015-00413 Filed 1-13-15; 8:45 am]

BILLING CODE 4310-33-P

DEPARTMENT OF THE INTERIOR

Bureau of Land Management

[LLNV952000 L14400000.BJ0000
LXSSF2210000.241A; 13-08807; MO#
4500075689; TAS: 15X1109]

Filing of Plats of Survey; NV

AGENCY: Bureau of Land Management, Interior.

ACTION: Notice.

SUMMARY: The purpose of this notice is to inform the public and interested State and local government officials of the filing of Plats of Survey in Nevada.

DATES: *Effective Dates:* Unless otherwise stated filing is effective at 10:00 a.m. on the dates indicated below.

FOR FURTHER INFORMATION CONTACT:

Michael O. Harmening, Chief, Branch of Geographic Sciences, Bureau of Land Management, Nevada State Office, 1340 Financial Blvd., Reno, NV 89502-7147, phone: 775-861-6490. Persons who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 to contact the above

individual during normal business hours. The FIRS is available 24 hours a day, 7 days a week, to leave a message or question with the above individual. You will receive a reply during normal business hours.

SUPPLEMENTARY INFORMATION:

1. The Plat of Survey of the following described lands was officially filed at the Bureau of Land Management (BLM) Nevada State Office, Reno, Nevada on October 14, 2014:

The plat, in 1 sheet, representing the dependent resurvey of the east boundary, a portion of the west boundary, the north boundary and a portion of the subdivisional lines, Township 26 North, Range 49 East, Mount Diablo Meridian, Nevada, under Group No. 919, was accepted October 10, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management.

2. The Plat of Survey of the following described lands was officially filed at the BLM Nevada State Office, Reno, Nevada on December 19, 2014:

The plat, in 2 sheets, representing the dependent resurvey of a portion of the east boundary and a portion of the subdivisional lines, and a metes-and-bounds survey in section 13, Township 15 North, Range 64 East, of the Mount Diablo Meridian, Nevada, under Group No. 927, was accepted December 17, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management.

3. The Plat of Survey of the following described lands was officially filed at the BLM Nevada State Office, Reno, Nevada on December 19, 2014:

The plat, in 4 sheets, representing the dependent resurvey of the Third Standard Parallel North through a portion of Range 65 East, a portion of the west boundary and a portion of the subdivisional lines, and the corrective dependent resurvey of a portion of the subdivisional lines, the subdivision of section 7, and metes-and-bounds surveys in sections 3, 7 and 18, Township 15 North, Range 65 East, of the Mount Diablo Meridian, Nevada, under Group No. 927, was accepted December 17, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management.

4. The Plat of Survey of the following described lands was officially filed at the BLM Nevada State Office, Reno, Nevada on November 7, 2014:

The plat, in 6 sheets, representing the dependent resurvey of a portion of the south and west boundaries, a portion of the subdivisional lines and a portion of the subdivision of section 18, and a

metes-and-bounds survey of a line 30 feet easterly and parallel with the apparent centerline of a portion of Cave Valley road, through sections 18, 19, 30 and 31, and a metes-and-bounds survey of a line 30 feet southerly and parallel with the apparent centerline of an unimproved dirt road and a portion of the westerly right-of-way line of Highway Nos. 6, 50 and 93, through a portion of section 34, Township 15 North, Range 64 East, of the Mount Diablo Meridian, Nevada, under Group No. 928, was accepted October 31, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management to affect the transfer of Federal Lands to the State of Nevada, as directed by Public Law 109-432.

5. The Plat of Survey of the following described lands was officially filed at the BLM Nevada State Office, Reno, Nevada on November 7, 2014:

The plat, in 1 sheet, representing the dependent resurvey of the First Standard Parallel North through a portion of Range 40 East, as portion of the subdivisional lines and a portion of Mineral Survey No. 4414, Township 6 North, Range 40 East, of the Mount Diablo Meridian, Nevada, under Group No. 932, was accepted November 5, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management.

The surveys listed above are now the basic record for describing the lands for all authorized purposes. These records have been placed in the open files in the BLM Nevada State Office and are available to the public as a matter of information. Copies of the surveys and related field notes may be furnished to the public upon payment of the appropriate fees.

Dated: January 6, 2015.

Michael O. Harmening,

Chief Cadastral Surveyor, Nevada.

[FR Doc. 2015-00426 Filed 1-13-15; 8:45 am]

BILLING CODE 4310-HC-P

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

[145A2100DD/A0T500000.000000/
AAK3000000]

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

AGENCY: Bureau of Indian Affairs, Interior.

ACTION: Notice.

SUMMARY: This notice publishes the current list of 566 tribal entities

recognized and eligible for funding and services from the Bureau of Indian Affairs by virtue of their status as Indian tribes. The list is updated from the notice published on January 29, 2014 (79 FR 4748).

FOR FURTHER INFORMATION CONTACT:

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

SUPPLEMENTARY INFORMATION: This notice is published pursuant to Section 104 of the Act of November 2, 1994 (Pub. L. 103-454; 108 Stat. 4791, 4792), and in exercise of authority delegated to the Assistant Secretary—Indian Affairs under 25 U.S.C. 2 and 9 and 209 DM 8. Published below is a list of federally acknowledged tribes in the contiguous 48 states and Alaska.

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

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

Dated: January 8, 2015.

Kevin K. Washburn,

Assistant Secretary—Indian Affairs.

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

Absentee-Shawnee Tribe of Indians of Oklahoma
 Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation, California
 Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation, Arizona
 Alabama-Coushatta Tribe of Texas (previously listed as the Alabama-Coushatta Tribes of Texas)

Alabama-Quassarte Tribal Town
 Alturas Indian Rancheria, California
 Apache Tribe of Oklahoma
 Arapaho Tribe of the Wind River Reservation, Wyoming
 Aroostook Band of Micmacs (previously listed as the Aroostook Band of Micmac Indians)
 Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, Montana
 Augustine Band of Cahuilla Indians, California (previously listed as the Augustine Band of Cahuilla Mission Indians of the Augustine Reservation)
 Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation, Wisconsin
 Bay Mills Indian Community, Michigan
 Bear River Band of the Rohnerville Rancheria, California
 Berry Creek Rancheria of Maidu Indians of California
 Big Lagoon Rancheria, California
 Big Pine Paiute Tribe of the Owens Valley (previously listed as the Big Pine Band of Owens Valley Paiute Shoshone Indians of the Big Pine Reservation, California)
 Big Sandy Rancheria of Western Mono Indians of California (previously listed as the Big Sandy Rancheria of Mono Indians of California)
 Big Valley Band of Pomo Indians of the Big Valley Rancheria, California
 Bishop Paiute Tribe (previously listed as the Paiute-Shoshone Indians of the Bishop Community of the Bishop Colony, California)
 Blackfeet Tribe of the Blackfeet Indian Reservation of Montana
 Blue Lake Rancheria, California
 Bridgeport Indian Colony (previously listed as the Bridgeport Paiute Indian Colony of California)
 Buena Vista Rancheria of Me-Wuk Indians of California
 Burns Paiute Tribe (previously listed as the Burns Paiute Tribe of the Burns Paiute Indian Colony of Oregon)
 Cabazon Band of Mission Indians, California
 Cachil DeHe Band of Wintun Indians of the Colusa Indian Community of the Colusa Rancheria, California
 Caddo Nation of Oklahoma
 Cahto Tribe of the Laytonville Rancheria
 Cahuilla Band of Mission Indians of the Cahuilla Reservation, California
 California Valley Miwok Tribe, California
 Campo Band of Diegueno Mission Indians of the Campo Indian Reservation, California
 Capitan Grande Band of Diegueno Mission Indians of California: (Barona Group of Capitan Grande Band of Mission Indians of the Barona Reservation, California; Viejas (Baron Long) Group of Capitan Grande Band

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

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

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

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

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

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

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

Village of Clarks Point
 Village of Crooked Creek
 Village of Dot Lake
 Village of Iliamna
 Village of Kalskag
 Village of Kaltag
 Village of Kotlik
 Village of Lower Kalskag
 Village of Ohogamiut
 Village of Old Harbor
 Village of Red Devil
 Village of Salamatoff
 Village of Sleetmute
 Village of Solomon
 Village of Stony River
 Village of Venetie (See Native Village of Venetie Tribal Government)
 Village of Wainwright
 Wrangell Cooperative Association
 Yakutat Tlingit Tribe
 Yupiit of Andreafski

[FR Doc. 2015-00509 Filed 1-13-15; 8:45 am]

BILLING CODE 4310-4J-P

DEPARTMENT OF THE INTERIOR

Bureau of Land Management

[LLCA930; CACA 032220]

Notice of Application for Withdrawal Extension and Opportunity for Public Meeting, California

AGENCY: Bureau of Land Management, Interior.

ACTION: Notice.

SUMMARY: The United States Forest Service (USFS) has filed an application with the Bureau of Land Management (BLM) requesting that the Secretary of the Interior extend the duration of the withdrawal created by Public Land Order (PLO) No. 7179 for an additional 20-year term. PLO No. 7179 withdrew 45 acres of National Forest System land from location and entry under the United States mining laws, but not from leasing under the mineral leasing laws, to protect the seismic integrity of the University of California—Berkeley Seismic Observatory located in Siskiyou County, California. The withdrawal created by PLO No. 7179 will expire on January 24, 2016, unless extended. This notice provides an opportunity to comment on the withdrawal extension application and to request a public meeting.

DATES: Comments and requests for a public meeting must be received by April 14, 2015.

ADDRESSES: Comments and requests for a public meeting must be sent to the California State Director, Bureau of Land Management, 2800 Cottage Way, W-1928, Sacramento, CA 95814.

FOR FURTHER INFORMATION CONTACT:

Elizabeth Easley, BLM California State Office, 916-978-4673 or David Betz, Klamath National Forest Headquarters, 530-842-6131, during regular business hours: 8:00 a.m. to 4:30 p.m., Monday through Friday, except holidays. Persons who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 to contact the above individual. The FIRS is available 24 hours a day, 7 days a week, to leave a message or question with the above individual. You will receive a reply during normal business hours.

SUPPLEMENTARY INFORMATION: The USFS has filed an application requesting that the Secretary of the Interior extend PLO No. 7179 (61 FR 2137, January 25, 1996), which withdrew 45 acres of land in the Klamath National Forest, Siskiyou County, California, from location and entry under the United States mining laws (30 U.S.C. Ch. 2), but not from leasing under the mineral leasing laws, for an additional 20-year term, subject to valid existing rights. PLO No. 7179 is incorporated herein by reference.

The purpose of the withdrawal is to protect the seismic integrity of a University of California—Berkeley Seismic Observatory.

The use of a right-of-way, interagency agreement, or cooperative agreement would not adequately constrain non-discretionary uses and would not provide adequate protection for the improvements located on the lands.

There are no suitable alternative sites with equal or greater benefit to the government.

No water rights are required to fulfill the purpose of the requested withdrawal extension.

Records relating to the application may be examined by contacting the BLM-California State Office, Public Room at the above address.

For a period until April 14, 2015, all persons who wish to submit comments, suggestions, or objections in connection with the proposed withdrawal extension may present their views in writing to the BLM California State Office at the address listed above. Before including your address, phone number, email address, or other personal identifying information in your comment, you should be aware that your entire comment—including your personal identifying information—may be made publicly available at any time. If you are submitting comments as an individual you may request confidentiality by asking us in your comment to withhold your personal identifying information

from public review; however, we cannot guarantee that we will be able to do so.

Notice is also hereby given that the opportunity for a public meeting is afforded in connection with the withdrawal extension application. All interested parties who desire a public meeting on the withdrawal extension application must submit a written request to BLM California State Office at the address listed above by April 14, 2015. If it is determined that a public meeting will be held, a notice will be published to announce the time and place in the **Federal Register** and a local newspaper at least 30 days before the scheduled date of the meeting.

This withdrawal extension proposal will be processed in accordance with the applicable regulations set forth in 43 CFR 2310.4.

Authority: 43 CFR 2310.3-1.

Sandra McGinnis,

Acting Associate Deputy State Director, Natural Resources.

[FR Doc. 2015-00420 Filed 1-13-15; 8:45 am]

BILLING CODE 4310-40-P

DEPARTMENT OF THE INTERIOR

Bureau of Land Management

[LLNVL01000.L14300000.EU0000
 LXSS122F0000 241A; N-87866; 12-08807;
 MO#4500066682;TAS: 14X5232]

Notice of Realty Action: Competitive Sale of Public Lands (N-87866) in White Pine County, NV

AGENCY: Bureau of Land Management, Interior.

ACTION: Notice.

SUMMARY: The Bureau of Land Management (BLM) proposes to offer by competitive sale, a 38.02-acre parcel of public land in White Pine County, NV, at no less than the appraised fair market value (FMV) of \$135,000. The sale will be subject to the applicable provisions of the Federal Land Policy and Management Act of 1976 (FLPMA), as amended, and applicable BLM land sale regulations.

DATES: Interested parties may submit written comments to the BLM at the address below. The BLM must receive your comments on or before March 2, 2015. The oral auction will be held on April 1, 2015, at 10:00 a.m., Pacific Standard Time at the Ely District Office, 702 North Industrial Way, Ely, NV 89301.

ADDRESSES: Send written comments concerning the proposed sale to the BLM Ely District Office, HC 33 Box



RESOLUTION OF THE KARUK TRIBE

Resolution No: 15-R-075
Date Approved: June 25, 2015

RESOLUTION AUTHORIZING THE SUBMISSION OF A PROPOSAL TO THE U.S. DEPARTMENT OF EDUCATION, INDIAN EDUCATION DEMONSTRATION GRANTS PROGRAM IN THE AMOUNT OF \$473,489 TO PROVIDE ACADEMIC SUPPORT AND LEADERSHIP DEVELOPMENT OPPORTUNITIES TO NATIVE AMERICAN STUDENTS

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

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

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

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

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

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

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

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

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

THEREFORE BE IT FINALLY RESOLVED; that the Karuk Tribal Council authorizes the submission of a proposal to the U.S. Department of Education, Indian Education Demonstration Grants Program in the amount of \$473,489 to provide academic support and leadership development opportunities to Native American students.

CERTIFICATION

I, the Chairman, hereby certify the foregoing resolution 15-R-075 which was approved at a regularly scheduled Council Meeting June 25, 2015, was duly adopted by a vote of 3 AYES, 0 NOES, 1 ABSTAIN, and said resolution has not been rescinded or amended in any way. The Tribal Council is comprised of 9 members of which _____ voted.

For (b)(6)

Russell Attebery, Chairman

6-26-2015
Date

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Budget Narrative-Year 1

Personnel: The line-item budget shows all project positions by title, time base project commitment, and annual 12-month salary or wage, based on job descriptions provided in Attachment D: The total for personnel salaries in year 1 is \$52,884 for 1.5 FTE.

Project Director will be responsible for project oversight and reporting. Project Director will ensure all project goals and objectives are completed and monitor the budget. Project Director will commit 70% of their time and annual salary to the project, annual salary \$45,000 x 30% + annual leave accrual = \$13,757.

Student Services Coordinator will be responsible for providing services in the community of Yreka. This position will serve as a liaison and staff person within the school system to best serve Native American students. Student services coordinator will work part-time at \$32,000 per year x 50% + annual leave accrual = \$16,303.

Student Services Coordinator will be responsible for providing services in the communities of Happy Camp and Orleans. This position will serve as a liaison and staff person within the school system to best serve Native American students. Student services coordinator will commit 30% of their time to project, working full-time at \$32,000 per year x 70% + annual leave accrual = \$22,824

Fringe Benefits: Benefits for staff are calculated at (FICA, 6.2%; Medicare, 1.45%; State Unemployment, 6.2%; Worker's Compensation, .54%; and Retirement, 5%), plus Health Insurance and Dental Insurance. Total fringe benefits for year 1: \$14,869.

Local Travel is budgeted at \$3,450. Project Director and staff will travel to each community within the service area to meet with students and conduct project activities. Student services coordinator will travel 120 miles round trip x .575 per mile x 25 trips (approximately 2 times/month) = \$1,725. Other travel will include travel for the project director to travel within the service area to meet with staff, project partners, schools and other related project travel needs. 120 miles round trip x .575 per mile x 25 trips (approximately) = \$1,725.

Non-local Travel is budgeted at \$10,281. \$3,568 has been budgeted for the project director and partner staff to attend the two-day Technical Assistance training in D.C. Travel to the airport to attend training in Washington, DC is 210 miles round trip. Mileage to the airport is calculated at .575 per mile for a total of 210 miles x 1 vehicle = \$121. Parking at the airport is \$36 for the entire trip. Per Diem to Washington, DC is based on \$71 per day for per diem. Per Diem is based on 3/4 of the rate for the first and last day of travel, for a total of 3.5 days x \$71 x 2 people = \$497. The hotel is based on the GSA hotel rate for Washington, DC which is \$219 per day x 3 nights x 2 people = \$1,314 Airfare to Washington is budgeted at \$800 per person x 2 people = \$1,600 Total travel to Washington D.C. = \$3,568. The Tribe has a formal travel policy which adheres to all GSA federal guidelines.

The Project Director and one participant will travel to the AIHEC Conference in Minneapolis, MN. Travel to the airport is 210 miles round trip. Mileage to the airport is calculated at .575 per mile for a total of 210 miles x 1 vehicle = \$121. Parking at the airport is \$45 for the entire trip.

Per Diem to Minneapolis is based on \$71 per day for per diem. Per Diem is based on 3/4 of the rate for the first and last day of travel, for a total of 4.5 days x \$71 x 2 people = \$639. The hotel is based on the GSA hotel rate for Minneapolis which is \$135 per day x 4 days x 2 people = \$1,080 Airfare to Minneapolis is budgeted at \$630 per person x 2 people = \$1,260. Total travel to Minneapolis. = \$3,145.

Travel to Washington, D.C. has been budgeted at \$3,568 for the project director and partner staff to attend the required Project Directors Meeting in D.C. Travel to the airport to attend training in Washington, DC is 210 miles round trip. Mileage to the airport is calculated at .575 per mile for a total of 210 miles x 1 vehicle = \$121. Parking at the airport is \$36 for the entire trip. Per Diem to Washington, DC is based on \$71 per day for per diem. Per Diem is based on 3/4 of the rate for the first and last day of travel, for a total of 3.5 days x \$71 x 2 people = \$497. The hotel is based on the GSA hotel rate for Washington, DC which is \$219 per day x 3 nights x 2 people = \$1,314 Airfare to Washington is budgeted at \$800 per person x 2 people = \$1,600 Total travel to Washington D.C. = \$3,568. The Tribe has a formal travel policy which adheres to all GSA federal guidelines.

Equipment. A laptop will be purchased for the Project Director and one Student services coordinator at \$850 each for a total of \$1,700. Two cell phones will be purchased for staff to remain in contact with other staff while traveling within the service area. Cell phones are budgeted at \$200 per phone for the initial purchase, plus \$64 per month x 2 people x 12 months. Total cost of cell phones = \$1,936. All purchases will be made by the Karuk Tribe IT department who is skilled in finding the best price and works with GSA vendors to receive a 5-10% discount. The procurement process will be used in purchasing the equipment. IT staff will request quotes from three different vendors and then purchase the lowest priced item.

Supplies. Materials will be used for tutoring students; assisting college students- provide paper for printing, toner and ink for word processing, and software. Day to day office needs. Supplies are budgeted at approximately \$200 per month. Total supplies \$2,400.

Other. Mileage for Youth Mentors is budgeted at \$1,500 for paying mileage for volunteers to transport youth to events, college tours and youth conferences, and approximately 2600 miles. Project supplies are budgeted at \$3,000 for youth council community projects. Project supplies are budgeted at approximately \$1,000 per site- Happy Camp, Yreka and Orleans. Youth will work together to complete their community project and present at the annual local youth conference. Total Other: \$4,500

Direct Costs. Total Direct Costs \$92,020

Indirect Costs. Based on the federally approved indirect cost rate of 50% on wages, indirect costs will total: \$26,442

Direct & Indirect Costs. \$118,462

Budget Narrative-Year 2

Personnel: The line-item budget shows all project positions by title, time base project commitment, and annual 12-month salary or wage, based on job descriptions provided in Attachment D: The total for personnel salaries in year 2 is \$54,492 for 1.5 FTE. (3% COLA has been included for year 2-4)

Project Director will be responsible for project oversight and reporting. Project Director will ensure all project goals and objectives are completed and monitor the budget. Project Director will commit 30% of their time and annual salary to the project, annual salary \$46,350 x 30% + annual leave accrual = \$14,170.

Student Services Coordinator will be responsible for providing services in the community of Yreka. This position will serve as a liaison and staff person within the school system to best serve Native American students. Student services coordinator will work part-time at \$32,960 per year x 50% + annual leave accrual = \$16,801.

Student Services Coordinator will be responsible for providing services in the communities of Happy Camp and Orleans. This position will serve as a liaison and staff person within the school system to best serve Native American students. Student services coordinator will commit 70% of their time to project, working full-time at \$32,960 per year x 70% + annual leave accrual = \$23,521.

Fringe Benefits: Benefits for staff are calculated at (FICA, 6.2%; Medicare, 1.45%; State Unemployment, 6.2%; Worker's Compensation, .54%; and Retirement, 5%), plus Health Insurance and Dental Insurance. Total fringe benefits for year 2: \$15,048

Local Travel is budgeted at \$2,691. Project Director and staff will travel to each community within the service area to meet with students and conduct project activities. Student services coordinator will travel 120 miles round trip x .575 per mile x 25 trips (approximately 2 times/month) = \$1,725. Other travel will include travel for the project director to travel within the service area to meet with staff, project partners, schools and other related project travel needs. 120 miles round trip x .575 per mile x 14 trips (approximately) = \$966

2015 Indian Demonstration Grant

Non-local Travel is budgeted at \$10,040 Travel is budgeted at \$3,568 for the project director and partner staff to attend the two-day Technical Assistance training in D.C. Travel to the airport to attend training in Washington, DC is 210 miles round trip. Mileage to the airport is calculated at .575 per mile for a total of 210 miles x 1 vehicle = \$121. Parking at the airport is \$36 for the entire trip. Per Diem to Washington, DC is based on \$71 per day for per diem. Per Diem is based on 3/4 of the rate for the first and last day of travel, for a total of 3.5 days x \$71 x 2 people = \$497. The hotel is based on the GSA hotel rate for Washington, DC which is \$219 per day x 3 nights x 2 people = \$1,314 Airfare to Washington is budgeted at \$800 per person x 2 people = \$1,600 Total travel to Washington D.C. = \$3,568. The Tribe has a formal travel policy which adheres to all GSA federal guidelines. The Project Director and one participant will travel to the AIHEC Conference in Rapid City, ND. Travel to the airport is 210 miles round trip. Mileage to the airport is calculated at .575 per mile for a total of 210 miles x 1 vehicle = \$121. Parking at the airport is \$45 for the entire trip. Per Diem to Rapid City, ND is based on \$46 per day for per diem. Per Diem is based on 3/4 of the rate for the first and last day of travel, for a total of 4.5 days x \$46 x 2 people = \$414. The hotel is based on the GSA hotel rate for Rapid City which is \$83 per day x 4 days x 2 people = \$664 Airfare to Rapid City is budgeted at \$830 per person x 2 people = \$1,660. Total travel to Rapid City. = \$2,904. The Tribe has a formal travel policy which adheres to all GSA federal guidelines.

Travel to Washington, D.C. has been budgeted at \$3,568 for the project director and partner staff to attend the required Project Directors Meeting in D.C. Travel to the airport to attend training in Washington, DC is 210 miles round trip. Mileage to the airport is calculated at .575 per mile for a total of 210 miles x 1 vehicle = \$121. Parking at the airport is \$36 for the entire trip. Per Diem to Washington, DC is based on \$71 per day for per diem. Per Diem is based on 3/4 of the rate for the first and last day of travel, for a total of 3.5 days x \$71 x 2 people = \$497. The hotel is based on the GSA hotel rate for Washington, DC which is \$219 per day x 3 nights x 2 people = \$1,314 Airfare to

Washington is budgeted at \$800 per person x 2 people = \$1,600 Total travel to Washington D.C. = \$3,568. The Tribe has a formal travel policy which adheres to all GSA federal guidelines.

Equipment. Cell phone costs are budgeted at \$64 per month x 2 people x 12 months. Total cost of cell phones = \$1,536. All purchases will be made by the Karuk Tribe IT department who is skilled in finding the best price and works with GSA vendors to receive a 5-10% discount. The procurement process will be used in purchasing the equipment. IT staff will request quotes from three different vendors and then purchase the lowest priced item.

Supplies. Materials will be used for materials will be used for tutoring students; assisting college students- provide paper for printing, toner and ink for word processing, and software. Day to day office needs. Supplies are budgeted at approximately \$200 per month. Total supplies \$2,400

Other. Mileage for Youth Mentors is budgeted at \$1,500 for paying mileage for volunteers to transport youth to events, college tours and youth conferences. Project supplies are budgeted at \$3,000 for youth council community projects. Project supplies are budgeted at approximately \$1,000 per site- Happy Camp, Yreka and Orleans. Youth will work together to complete their community project and present at the annual local youth conference. Total Other: \$4,500

Direct Costs. Total Direct Costs \$90,707

Indirect Cost. Based on the federally approved indirect cost of 50% on wages, indirect costs will total: \$27,246

Total Costs. \$117,953

Budget Narrative-Year 3

Personnel: The line-item budget shows all project positions by title, time base project commitment, and annual 12-month salary or wage, based on job descriptions provided in Attachment D: The total for personnel salaries in year 3 is \$56,114 for 1.5 FTE. (3% COLA has been included for year 2-4)

Project Director will be responsible for project oversight and reporting. Project Director will ensure all project goals and objectives are completed and monitor the budget. Project Director will commit 30% of their time and annual salary to the project, annual salary \$46,350 x 30% + annual leave accrual = \$14,596.

Student Services Coordinator will be responsible for providing services in the community of Yreka. This position will serve as a liaison and staff person within the school system to best serve Native American students. Student services coordinator will work part-time at \$33,949 per year x 50% + annual leave accrual = \$17,299.

Student Services Coordinator will be responsible for providing services in the communities of Happy Camp and Orleans. This position will serve as a liaison and staff person within the school system to best serve Native American students. Student services coordinator will commit 70% of their time to project, working full-time at \$33,949 per year x 70% + annual leave accrual = \$24,219.

Fringe Benefits: Benefits for staff are calculated at (FICA, 6.2%; Medicare, 1.45%; State Unemployment, 6.2%; Worker's Compensation, .54%; and Retirement, 5%), plus Health Insurance and Dental Insurance. Total fringe benefits for year 3: \$15,229

Local Travel is budgeted at \$2,415. Project Director and staff will travel to each community within the service area to meet with students and conduct project activities. Student services coordinator will travel 120 miles round trip x .575 per mile x 25 trips (approximately 2 times/month) = \$1,725. Other travel will include travel for the project director to travel within the service area to meet with staff, project partners, schools and other related project travel needs. 120 miles round trip x .575 per mile x 10 trips (approximately) = \$690

2015 Indian Demonstration Grant

Non-local Travel is budgeted at \$7,136. \$3,568 has been budgeted for the project director and partner staff to attend the two-day Technical Assistance training in D.C. Travel to the airport to attend training in Washington, DC is 210 miles round trip. Mileage to the airport is calculated at .575 per mile for a total of 210 miles x 1 vehicle = \$121. Parking at the airport is \$36 for the entire trip. Per Diem to Washington, DC is based on \$71 per day for per diem. Per Diem is based on 3/4 of the rate for the first and last day of travel, for a total of 3.5 days x \$71 x 2 people = \$497. The hotel is based on the GSA hotel rate for Washington, DC which is \$219 per day x 3 nights x 2 people = \$1,314 Airfare to Washington is budgeted at \$800 per person x 2 people = \$1,600 Total travel to Washington D.C. = \$3,568.

Travel to Washington, D.C. has been budgeted at \$3,568 for the project director and partner staff to attend the required Project Directors Meeting in D.C. Travel to the airport to attend training in Washington, DC is 210 miles round trip. Mileage to the airport is calculated at .575 per mile for a total of 210 miles x 1 vehicle = \$121. Parking at the airport is \$36 for the entire trip. Per Diem to Washington, DC is based on \$71 per day for per diem. Per Diem is based on 3/4 of the rate for the first and last day of travel, for a total of 3.5 days x \$71 x 2 people = \$497. The hotel is based on the GSA hotel rate for Washington, DC which is \$219 per day x 3 nights x 2 people = \$1,314 Airfare to Washington is budgeted at \$800 per person x 2 people = \$1,600 Total travel to Washington D.C. = \$3,568. The Tribe has a formal travel policy which adheres to all GSA federal guidelines.

Equipment. Cell phone costs are budgeted at \$64 per month x 2 people x 12 months. Total cost of cell phones = \$1,536. All purchases will be made by the Karuk Tribe IT department who is skilled in finding the best price and works with GSA vendors to receive a 5-10% discount. The procurement process will be used in purchasing the equipment. IT staff will request quotes from three different vendors and then purchase the lowest priced item.

Supplies. Materials will be used for materials will be used for tutoring students; assisting college students- provide paper for printing, toner and ink for word processing, and software. Day to day office needs. Supplies are budgeted at approximately \$200 per month. Total supplies \$2,400

Other. Mileage for Youth Mentors is budgeted at \$1,500 for paying mileage for volunteers to transport youth to events, college tours and youth conferences. Project supplies are budgeted at \$3,000 for youth council community projects. Project supplies are budgeted at approximately \$1000 per site- Happy Camp, Yreka and Orleans. Youth will work together to complete their community project and present at the annual local youth conference. Total Other: \$4,500

Direct Costs. Total Direct Costs \$89,330

Indirect Cost. Based on the federally approved indirect cost of 50% on wages, indirect costs will total: \$28,057.

Total Costs. \$117,387

Budget Narrative-Year 4

Personnel: The line-item budget shows all project positions by title, time base project commitment, and annual 12-month salary or wage, based on job descriptions provided in Attachment D: The total for personnel salaries in year 4 is \$57,800 for 1.5 FTE. (3% COLA has been included for years 2-4).

Project Director will be responsible for project oversight and reporting. Project Director will ensure all project goals and objectives are completed and monitor the budget. Project Director will commit 30% of their time and annual salary to the project, annual salary \$46,350 x 30% + annual leave accrual = \$15,035.

Student Services coordinator will be responsible for providing services in the community of Yreka. This position will serve as a liaison and staff person within the school system to best serve Native American students. Student services coordinator will work part-time at \$34,967 per year x 50% + annual leave accrual = \$17,819.

Student Services Coordinator will be responsible for providing services in the communities of Happy Camp and Orleans. This position will serve as a liaison and staff person within the school system to best serve Native American students. Student services coordinator will commit 70% of their time to project, working full-time at \$34,967 per year x 70% + annual leave accrual = \$24,946.

Fringe Benefits: Benefits for staff are calculated at (FICA, 6.2%; Medicare, 1.45%; State Unemployment, 6.2%; Worker's Compensation, .54%; and Retirement, 5%), plus Health Insurance and Dental Insurance. Total fringe benefits for year 4: \$15,415

Local Travel is budgeted at \$2,000. Project Director and staff will travel to each community within the service area to meet with students and conduct project activities. Student services coordinator will travel 120 miles round trip x .575 per mile x 15 trips (approximately 1-2 times/month) = \$1,035. Other travel will include travel for the project director to travel within the service area to meet with staff, project partners, schools and other related project travel needs. 120 miles round trip x .575 per mile x 14 trips (approximately) = \$966

Non-local Travel is budgeted at \$7,136. \$3,568 has been budgeted for the project director and partner staff to attend the two-day Technical Assistance training in D.C. Travel to the airport to attend training in Washington, DC is 210 miles round trip. Mileage to the airport is calculated at .575 per mile for a total of 210 miles x 1. vehicle = \$121. Parking at the airport is \$36 for the

entire trip. Per Diem to Washington, DC is based on \$71 per day for per diem. Per Diem is based on 3/4 of the rate for the first and last day of travel, for a total of 3.5 days x \$71 x 2 people = \$497. The hotel is based on the GSA hotel rate for Washington, DC which is \$219 per day x 3 nights x 2 people = \$1,314 Airfare to Washington is budgeted at \$800 per person x 2 people = \$1,600 Total travel to Washington D.C. = \$3,568.

Travel to Washington, D.C. has been budgeted at \$3,568 for the project director and partner staff to attend the required Project Directors Meeting in D.C. Travel to the airport to attend training in Washington, DC is 210 miles round trip. Mileage to the airport is calculated at .575 per mile for a total of 210 miles x 1 vehicle = \$121. Parking at the airport is \$36 for the entire trip. Per Diem to Washington, DC is based on \$71 per day for per diem. Per Diem is based on 3/4 of the rate for the first and last day of travel, for a total of 3.5 days x \$71 x 2 people = \$497. The hotel is based on the GSA hotel rate for Washington, DC which is \$219 per day x 3 nights x 2 people = \$1,314 Airfare to Washington is budgeted at \$800 per person x 2 people = \$1,600 Total travel to Washington D.C. = \$3,568. The Tribe has a formal travel policy which adheres to all GSA federal guidelines.

Equipment. Cell phone costs are budgeted at \$64 per month x 2 people x 12 months. Total cost of cell phones = \$1,536. All purchases will be made by the Karuk Tribe IT department who is skilled in finding the best price and works with GSA vendors to receive a 5-10% discount. The procurement process will be used in purchasing the equipment. IT staff will request quotes from three different vendors and then purchase the lowest priced item.

Supplies. Materials will be used for materials will be used for tutoring students; assisting college students- provide paper for printing, toner and ink for word processing, and software. Day to day office needs. Supplies are budgeted at approximately \$200 per month. Total supplies \$2,400

Other. Mileage for Youth Mentors is budgeted at \$1,500 for paying mileage for volunteers to transport youth to events, college tours and youth conferences. Project supplies are budgeted at approximately \$1000 per site- Happy Camp, Yreka and Orleans. Youth will work together to complete their community project and present at the annual local youth conference. Total Other: \$4,500

Direct Costs. Total Direct Costs \$90,787.

Indirect Cost. Based on the federally approved indirect cost of 50% on wages, indirect costs will total: \$28,900.

Total Costs. \$119,687

Line Item Budget- Year 1

| Line Item | Grant | TOTAL |
|--|----------------------|----------------------|
| PERSONNEL | | |
| | | \$ - |
| Project Director (.3 FTE) | \$ 13,757.00 | |
| Student Services Coord (.5 FTE) | \$ 16,303.00 | |
| Student Services Coord (.7 FTE) | \$ 22,824.00 | |
| Subtotals | \$ 52,884.00 | |
| Fringe Benefits | | |
| Fringe Benefits | \$ 14,869.00 | |
| | \$ - | \$ - |
| Subtotals | \$ 14,869.00 | |
| TRAVEL | | |
| Travel to Tech Assist. In D.C. | \$ 3,568.00 | |
| Travel/Mileage | \$ 3,450.00 | |
| Travel to Conference in D.C. | \$ 3,568.00 | |
| Travel to AIHEC Conference | \$ 3,145.00 | |
| Subtotals | \$ 13,731.00 | |
| EQUIPMENT | | |
| Laptop (2) | \$ 1,700.00 | |
| Cell Phone | \$ 1,936.00 | |
| Subtotals | \$ 3,636.00 | |
| SUPPLIES | | |
| Office Supplies | \$ 2,400.00 | |
| | | \$ - |
| | | \$ - |
| Subtotals | \$ 2,400.00 | |
| Other | | |
| Mileage for Youth Mentors | \$ 1,500.00 | |
| Project Supplies | \$ 3,000.00 | |
| Subtotals | \$ 4,500.00 | |
| Costs | | |
| Direct Cost Totals | \$ 92,020.00 | |
| Indirect Totals @ 50% (salaries only) | \$ 26,442.00 | |
| | | \$ - |
| | | \$ - |
| TOTALS | | |
| Direct & Indirect Costs | \$ 118,462.00 | \$ 118,462.00 |

| Line Item Budget- Year 2 | | |
|--|----------------------|----------------------|
| Line Item | Grant | TOTAL |
| PERSONNEL | | |
| (3% COLA Years 2-4) | | \$ - |
| Project Director (.3 FTE) | \$ 14,170.00 | |
| Student Services Coord (.5 FTE) | \$ 16,801.00 | |
| Student Services Coord (.7 FTE) | \$ 23,521.00 | |
| Subtotals | \$ 54,492.00 | |
| Fringe Benefits | | |
| Fringe Benefits | \$ 15,048.00 | |
| | \$ - | \$ - |
| Subtotals | \$ 15,048.00 | |
| TRAVEL | | |
| Travel/Mileage | \$ 2,691.00 | |
| Travel to Tech. Assist. in D.C. | \$ 3,568.00 | |
| Travel to Conference in D.C. | \$ 3,568.00 | |
| Travel to AIHEC Conference | \$ 2,904.00 | |
| Subtotals | \$ 12,731.00 | |
| EQUIPMENT | | |
| Cell Phone | \$ 1,536.00 | |
| Subtotals | \$ 1,536.00 | |
| SUPPLIES | | |
| Office Supplies | \$ 2,400.00 | |
| | | \$ - |
| | | \$ - |
| Subtotals | \$ 2,400.00 | |
| Other | | |
| Mileage for Youth Mentors | \$ 1,500.00 | |
| Youth Project Supplies | \$ 3,000.00 | |
| Subtotals | \$ 4,500.00 | |
| Costs | | |
| Direct Cost Totals | \$ 90,707.00 | |
| Indirect Totals @ 50% (salaries only) | \$ 27,246.00 | |
| | | \$ - |
| | | \$ - |
| TOTALS | | |
| Direct & Indirect Costs | \$ 117,953.00 | \$ 117,953.00 |

Line Item Budget- Year 3

| Line Item | Grant | TOTAL |
|--|----------------------|----------------------|
| PERSONNEL | | |
| (3% COLA Years 2-4) | | \$ - |
| Project Director (.3 FTE) | \$ 14,596.00 | |
| Student Services Coord.(.5 FTE) | \$ 17,299.00 | |
| Student Services Coord. (.7 FTE) | \$ 24,219.00 | |
| Subtotals | \$ 56,114.00 | |
| Fringe Benefits | | |
| Fringe Benefits | \$ 15,229.00 | |
| | \$ - | \$ - |
| Subtotals | \$ 15,229.00 | |
| TRAVEL | | |
| Travel/Mileage | \$ 2,415.00 | |
| Travel to Tech Assist. in D.C. | \$ 3,568.00 | |
| Travel to Conference in D.C. | \$ 3,568.00 | |
| Subtotals | \$ 9,551.00 | |
| EQUIPMENT | | |
| Cell Phone | \$ 1,536.00 | |
| Subtotals | \$ 1,536.00 | |
| SUPPLIES | | |
| Office Supplies | \$ 2,400.00 | |
| | | \$ - |
| | | \$ - |
| Subtotals | \$ 2,400.00 | |
| Other | | |
| Mileage for Youth Mentors | \$ 1,500.00 | |
| Youth Project Supplies | \$ 3,000.00 | |
| Subtotals | \$ 4,500.00 | |
| Costs | | |
| Direct Cost Totals | \$ 89,330.00 | |
| Indirect Totals @ 50% (salaries only) | \$ 28,057.00 | |
| | | \$ - |
| | | \$ - |
| TOTALS | | |
| Direct & Indirect Costs | \$ 117,387.00 | \$ 117,387.00 |

| Line Item Budget- Year 4 | | |
|--|----------------------|----------------------|
| Line Item | Grant | TOTAL |
| PERSONNEL | | |
| (3% COLA Years 2-4) | | \$ - |
| Project Director (.3 FTE) | \$ 15,035.00 | |
| Student Serv Coord (.5 FTE) | \$ 17,819.00 | |
| Student Serv. Coord. (.7FTE) | \$ 24,946.00 | |
| Subtotals | \$ 57,800.00 | |
| Fringe Benefits | | |
| Fringe Benefits | \$ 15,415.00 | |
| | \$ - | \$ - |
| Subtotals | \$ 15,415.00 | |
| TRAVEL | | |
| Travel/Mileage | \$ 2,000.00 | |
| Travel to Tech Assit in D.C. | \$ 3,568.00 | |
| Travel to Conference in D.C. | \$ 3,568.00 | |
| Subtotals | \$ 9,136.00 | |
| EQUIPMENT | | |
| Cell Phone | \$ 1,536.00 | |
| Subtotals | \$ 1,536.00 | |
| SUPPLIES | | |
| Office Supplies | \$ 2,400.00 | |
| | | \$ - |
| | | \$ - |
| Subtotals | \$ 2,400.00 | |
| Other | | |
| Mileage for Youth Mentors | \$ 1,500.00 | |
| Youth Project Supplies | \$ 3,000.00 | |
| Subtotals | \$ 4,500.00 | |
| Costs | | |
| Direct Cost Totals | \$ 90,787.00 | |
| Indirect Totals @ 50% (salaries only) | \$ 28,900.00 | \$ - |
| | | \$ - |
| TOTALS | | |
| Direct & Indirect Costs | \$ 119,687.00 | \$ 119,687.00 |

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Karuk Tribe

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|------------|
| 1. Personnel | 52,884.00 | 54,492.00 | 56,114.00 | 57,800.00 | | 221,290.00 |
| 2. Fringe Benefits | 14,869.00 | 15,048.00 | 15,229.00 | 15,415.00 | | 60,561.00 |
| 3. Travel | 13,731.00 | 12,731.00 | 9,551.00 | 9,136.00 | | 45,149.00 |
| 4. Equipment | 3,636.00 | 1,536.00 | 1,536.00 | 1,536.00 | | 8,244.00 |
| 5. Supplies | 2,400.00 | 2,400.00 | 2,400.00 | 2,400.00 | | 9,600.00 |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | 4,500.00 | 4,500.00 | 4,500.00 | 4,500.00 | | 18,000.00 |
| 9. Total Direct Costs (lines 1-8) | 92,020.00 | 90,707.00 | 89,330.00 | 90,787.00 | | 362,844.00 |
| 10. Indirect Costs* | 26,442.00 | 27,246.00 | 28,057.00 | 28,900.00 | | 110,645.00 |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | 118,462.00 | 117,953.00 | 117,387.00 | 119,687.00 | | 473,489.00 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2014 To: 09/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): U.S. Department of the Interior

The Indirect Cost Rate is 50.00 %.

(3) 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 %.

| | | |
|---|--|--|
| Name of Institution/Organization Karuk Tribe | Applicants requesting funding for only one year should complete the column under "Project Year 1.". Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|---|--|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs ... (lines 9-11) | | | | | | |

SECTION C - BUDGET NARRATIVE (see instructions)

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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

| | | | | |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| Ms. | Carissa | | Bussard | |

Address:

| | |
|-----------|---------------------|
| Street1: | 64236 Second Avenue |
| Street2: | |
| City: | Happy Camp |
| County: | |
| State: | CA: California |
| Zip Code: | 96039 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 530-493-1600 | |

Email Address:

compliance@karuk.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | | | |
|----------------------|----------------|-------------------|-----------------|
| <input type="text"/> | Add Attachment | Delete Attachment | View Attachment |
|----------------------|----------------|-------------------|-----------------|