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**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Indian Education Discretionary Grant Programs—Native Youth Community Program**

**CFDA # 84.299A**

**PR/Award # S299A220049**

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PR/Award # S299A220049

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## Del Norte Indian Career Pathways Program (DN) Abstract

The Del Norte County Office of Education's Del Norte Indian Career Pathways Program for American Indian students in grades 5-12 will provide students with the academic, cultural, and college/career support needed to be successful after high school. DN will serve nearly 600 American Indian Gr. 5-12 students in Del Norte County. DN serves students from California's largest tribe (Yurok) as well as students from the Tolowa Dee-ni' Nation, Elk Valley Rancheria, Resighini Rancheria and Native students from tribes outside of Del Norte County.

Locally on Tribal lands and in the community, good-paying, mid-level and high-skills jobs are available, but too often go unfilled because many local American Indian adults lack the requisite skills and credentials. DN seeks to assist Native students with a clear plan for before, during and after high school and the skills necessary to achieve their post-secondary goals. While not all students have the same skills or familial support, all deserve a pathway to success in school and life. DN will focus on three career pathways offering students opportunities aligned with both tribal and non-tribal careers. The three pathways offer job opportunities, living wages and the opportunity for those young people who wish to develop the skills necessary to follow their own entrepreneurial dreams. They are: (1) Early Childhood Education and Teaching, (2) Natural Resources, and (3) Business/Entrepreneurship. All 3 align with "Targets of Opportunity" identified by the Labor Market Division of the CA Employment Development Department.

Through a partnership with College of the Redwoods, through these three pathways students will have the opportunity to earn college credits as pair of dual enrollment classes offered at the high schools by College of the Redwoods, our community college partner.

The participating tribes will host summer cultural, work and internship activities for students.

<b>DNICPP Goals, Objectives and Performance Measures</b>
<b>Goal 1:</b> By 2026 increase American Indian high school graduation rate from 82.40% to 90%
<b>Goal 2:</b> By 2026 increase the college ready American Indian student rate from 18.53% to 36
<b>Goal 3:</b> American Indian 8th graders will transition successfully to high school.
<b>Goal 4:</b> 50% of American Indian graduates will earn at least nine dual enrollment units <u>or</u> complete at least one 100 hour internship (work experience in their pathway
<b>Goal 5:</b> Sustain the program beyond Federal funding.

DN will be led by the Assistant Superintendent, Dr. Tom Kissinger, (funded by the DN COE) which will help ensure that the project is a top priority for the COE, a 1.0 FTE Project Coordinator and 1.0 FTE Tribal/Internship Coordinator (contractual position funded by Elk Valley Rancheria) and two COE Site Leads. DN uses school employees because they have access to students and their data, are school based and receive support and supervision from school principals (whose performance is evaluated by how students achieve). The SLs, PC, TC and Title 6 staff will be trained how to help students and families select and apply for college/post-secondary programs and receive coaching and support to directly work with college-bound students as well as students pursuing career and technical training so all 12th graders complete the FAFSA and are supported to apply for scholarships and financial aid.

DN **meets the Absolute Priority** by designing and implementing a program that ensures that local Indian students are prepared for college and careers. DN meets **CPP 2** as a result of the partnership agreements with four federally recognized Indian Tribes. DN meets **CPP 3** as a result of a project that is designed to promote educational equity and adequacy in resources and opportunity for underserved students. DN will work to ensure that Native students have opportunities and resources available to promote college and career readiness.

Through its evidence-based design and its adherence to best practices DN has the potential to be suitable for replication or testing in other settings.

**Grantee:** Del Norte County Office of Education

**PR#:** S299A220049

**Project Name:** Del Norte (DN) Indian Career Pathways Program

**Number of Students Served:** 600

**Tribe(s):** Yurock and Tolowa Dee-ni' Nation, Elk Valley Rancheria, Resighini Rancheria, and Native Students from Tribes Outside of Del Norte County

**Location:** CA

**Grade Levels:** Grades 5–12

**Funding Amount:** \$2,523,337.86

### **Abstract**

**Objective:** The Del Norte County Office of Education’s Del Norte Indian Career Pathways Program for American Indian (AI) students in grades 5–12 will provide students with the academic, cultural, and college/career support needed to be successful after high school.

**Population Served:** This program will support 600 AI children from California’s largest tribe (Yurock), as well as students from the Tolowa Dee-ni' Nation, Elk Valley Rancheria, Resighini Rancheria, and Native American students from tribes outside of Del Norte County.

**Primary Activities:** The DN program seeks to assist AI students with a clear plan for before, during and after high school and the skills necessary to achieve their post-secondary educational goals. While not all students have the same skills or familial support, all deserve a pathway to success in school and life. DN will focus on three career pathways offering students opportunities aligned with both tribal and non-tribal careers. These three pathways offer job opportunities, living wages, and opportunity for those young people who wish to develop the skills necessary to follow their own entrepreneurial dreams. These pathways follow: (1) Early Childhood Education and Teaching, (2) Natural Resources, and (3) Business/Entrepreneurship. All three pathways align with “Targets of Opportunity” identified by the Labor Market Division of the CA Employment Development Department.

**Outcomes:** DN meets the absolute priority by designing and implementing a program that ensures local AI students are prepared for college and careers. DN meets CPP2 because of the partnership agreements with four federally recognized Indian Tribes. DN meets CPP3 because of a project that is designed to promote educational equity and adequacy in resources and opportunity for underserved students. DN will work to ensure that AI students have opportunities and resources available to promote college and career readiness.

**Applicant:** Del Norte County Office of Education

**Tribal and Native Organization Partners:** Elk Valley Rancheria, Yurok Tribe, Tolowa Dee-ni' Nation, Resighini Rancheria Tribe, and Northern California Indian Development Council  
**School, Colleges, and other Partners:** Del Norte Unified School District, Smart Workforce Center-Del Norte, and College of the Redwoods

Our lead Tribal partner, the Elk Valley Rancheria, and other tribal partners, the Yurok Tribe, Tolowa Dee-ni' Nation, and Resighini Rancheria (EVR) are Federally Recognized. The tribes have a documented presence in northern California for more than 10,000 years, share social customs and cultural norms and often are connected through inter-marriage between tribes. Elk Valley Rancheria was chosen as the lead partner because it is centrally located (only Del Norte Tribe located in Crescent City), has members that are both Yurok and Tolowa, and has a successful history of partnering with Del Norte schools to provide services to students.

Local tribes survived historically by using their extensive knowledge of the natural world. Perseverance sustained them over the years as they experienced declining employment opportunities. When their world was invaded by settlers during the gold rush they found themselves needing a new way of supporting their families. At first the logging industry and commercial fisheries were occupational options where tribal people could use their knowledge about their environment. As logging and commercial fisheries increased the redwoods and salmon numbers decreased. Eventually the forests and rivers could not sustain income for Natives that it had previously. Many native families lacked the skills necessary to transition to the available jobs in the area. Many Native Families lack the college or career experience to guide their children through the pathways to college or a career. The DNICPP will provide a continuum of services starting in 5th grade that will create high expectations and support a viable and clear road to a career. Equipped with a college education or vocational training Native students will be able to lift themselves out of poverty and remain in their communities.

The Del Norte Indian Career Pathways Program (DNICPP) **meets the Absolute Priority** by

designing and implementing a program that ensures local Indian students are prepared for college and careers. DNICPP meets **Competitive Preference Priority 2 (CPP 2)** as a result of the partnership agreements with four federally recognized Indian Tribes. DNICPP meets **CPP 3** as the result of a project designed to promote educational equity and adequacy in resources and opportunity for underserved students. DNICPP will work to ensure that Native students have opportunities and resources available to promote college and career readiness.

**(a) Need for project. (10 Points)**

(1) (4 points) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses

**Del Norte County**

Del Norte County is California's northernmost coastal county. Located seven hours north of San Francisco, Del Norte's population of nearly 30,000 is sparse and scattered.

Crescent City (population 7,542) is the county's largest town. The surrounding communities are small with many challenges. Severe social and economic problems are prevalent in this tourist destination surrounded by ancient redwoods, scenic rivers, mountains

and isolated beaches. This isolated and impoverished rural county is cut off from resources that are considered essential to most communities. Many places do not have reliable internet access or even cell phone service—this is especially true of communities on our local tribal lands.



The county is characterized by both its beauty and its challenges. Before White pioneers laid claim to the land, it was tended for generations by the Tolowa Dee-ni' and Yurok people and it is also home to two other federally recognized tribes: Elk Valley and Resighini Rancherias. The current Native American population within the county borders, like other parts of California and the nation, has experienced generational trauma due to genocide, broken treaties, removal from their lands, forced family separations, and intentional efforts to exterminate their tribes.

The region is home to Redwood National Park and enjoys tourism activities including camping, hiking canoeing, and hunting. The beauty of the Klamath River and Smith River recreation areas are offset by severe social and economic problems. Tourism provides seasonal work for high school grads and drop-outs. This isolated and impoverished rural region is cut off from resources available elsewhere—especially families on tribal lands including the Yurok, Tolowa Dee-ni and other tribal people living on the four local reservations. Access to any type of department or large grocery store for many tribal people is over 20 miles away. In 6<sup>th</sup> grade most students are bussed to attend school in Crescent City. The time away from home including the time the bus picks these students up until they are dropped off in the evening is about 10 hours.

Another measure of the difficulties children face are **Adverse Childhood Experiences (ACEs)**. The ten recognized ACEs fall into three general types: (1) abuse, (2) neglect, and (3) household dysfunction. The Centers for Disease Control’s “Adverse Childhood Experiences (ACE) Study” is one of the largest investigations ever conducted to assess associations between childhood maltreatment and later-life health and well-being.<sup>11</sup> Of the 17,000 adults in the study, 75% were white, middle and upper class, and 76% attended college. Even among this population, the negative long-term effects of experiencing multiple ACEs are stunning.

<b>A Person with Four or More ACEs is:</b>	
<ul style="list-style-type: none"><li>• 5.13 times as likely to suffer from depression</li><li>• 2.93 times as likely to smoke</li><li>• 12.2 times more likely to attempt suicide</li></ul>	<ul style="list-style-type: none"><li>• 10.3 times as likely to use injection drugs</li><li>• 7.4 times as likely to be an alcoholic</li></ul>

**Del Norte has one of California’s highest ACEs rates:** 23.0% of adults report experience in **four or more ACEs** versus 13% statewide and 11% nationally. Native American, immigrant, and low-income communities, are particularly prone to ACEs.

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<sup>1</sup> Vincent J. Felitti et. al., “Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study,” *American Journal of Preventative Medicine* 14, no. 4 (1998): 245-258.

**ACEs & student success:** A 2013 study by the Area Health Education Center of Washington State University found students with **three+ ACEs are 3x as likely to experience academic failure, 6x as likely to have behavioral problems, and 5x as likely to have poor attendance.**

<b>Poverty &amp; Household Income: Del Norte vs. CA Avg.</b>	<b>Del Norte</b>	<b>CA</b>
Median Household Income (2021 US Census)	\$49,981	\$75,235
Persons in Poverty (2020 US Census & 2017-2019 California Poverty Measures)	32.2%	18.6%

Sources: US Census Bureau, Bureau of Labor Services, Public Policy Institute of California

Further analysis of Census data indicates 34% of American Indian families live below the poverty level. Impoverished families often struggle in school, face high unemployment rates, hopelessness, and other social problems.

For Del Norte’s Native Americans, historic wounds from events like the massacre of hundreds at the spiritual site of Yontocket and the systematic removal of Indian children to far-off boarding schools still resonate in the stories and collective emotional trauma and scars of elders and past generations. Residual skepticism of public schools and social and welfare services still exist. The economic crisis due to the pandemic has exacerbated stresses, creating friction which can escalate to violence. Children bring these conflicts from home to school and these distractions affect learning, behavior, and the overall school climate. In 2015-17, the suicide rate on the Yurok reservation rose to nearly 14x the national average and in November 2015 the Yurok Tribe declared a State of Emergency due to eight suicides by young adults in just sixteen months.<sup>2</sup>

The challenges local families face is reflected in child abuse rates. In 2019 40% of unduplicated child abuse and neglect allegations reported in Del Norte County by the State Dept. of Health and Human Services (DHHS) were American Indian children when the total

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<sup>2</sup> <https://www.northcoastjournal.com/NewsBlog/archives/2016/01/24/yurok-tribe-declares-emergency-after-rash-of-suicides>

population of Del Norte County reports an American Indian population percentage of 7.07%.<sup>33</sup>

Del Norte’s rate of child abuse and neglect allegations (146.8 reports per 1,000 people) is nearly 3x higher than the state average. For American Indian children in Del Norte County, the 2021 rate is at a crisis level of 368.6 per 1,000 children.<sup>4</sup>

According to the District’s COVID Parent Survey, 69% of parents who participated in a Covid-19 Impact Parent Survey mentioned that they are either somewhat concerned or very concerned that their child/ren will be behind when they start school next year due to at-home schooling during Covid-19. Analysis of most recent state test scores revealed that American Indian youth in Del Norte County struggling academically. American Indian students scored significantly below the state average in both ELA and Math at every grade level.

**Achievement Gap:** California students take the California Assessment of Student Performance and Progress (CAASPP) annually. A data review shows a substantial achievement gap, as measured by the percent of students meeting or exceeding standards on the CAASPP for English and Math, between American Indian and white students. According to the National Center for Educational Statistics’ *Status and Trends in the Education of Racial and Ethnic Minorities* (2009) this gap often reflects the students’ parents’ education level and in most tested subjects grows larger in Gr. 11 with a commensurate impact on post-secondary achievement.

CAASPP Results 2019—Percent of Students Meeting or Exceeding the Standards				
District		Native American	White	Gap
Del Norte	ELA	23%	38%	-15%
	Math	16%	27%	-11%

Please note: the 2019 CAASPP exam was the last “normal” school year assessment. The 2020 Exam was cancelled and the 2021 exam was optional.

<sup>3</sup> Source: <http://dhhs.ne.gov/Reports/Child%20Abuse%20and%20Neglect%202017%20Annual%20Data%20Report.pdf>

<sup>4</sup> Source: California Dept. of Social Services: [http://cssr.berkeley.edu/ucb\\_childwelfare/RefRates.aspx](http://cssr.berkeley.edu/ucb_childwelfare/RefRates.aspx)

Del Norte County Office of Education  
2022 Del Norte Indian Career Pathways Program (DNICPP)

Del Norte County 2015 - 2019 Graduation Data from the California Department of Education					
<u>Race / Ethnicity</u>	<u>Cohort Students</u>	<u>Regular HS Diploma Graduates</u>	<u>Cohort Graduation Rate</u>	<u>Graduates Meeting UC/CSU Requirements</u>	<u>Percent of Graduates Meeting UC/CSU Requirements</u>
American Indian or Alaska Native	136	86	63.24%	11	8.09%
Hispanic or Latino	227	141	62.11%	34	14.98%
White	588	373	63.44%	67	11.39%

The Absolute Priority seeks to ensure that Indian students are prepared for college and career. In California, college readiness is measured by completion of a series of classes including math and science that meet the California A-G university admission requirements—and thus allow direct admission to the California State University and University of California systems. In 2017 only 8.09% of local AI students meet the A-G requirements upon graduation, while statewide, 21.2% of American Indian students in the class of 2017 met A-G requirements.

Del Norte County 2015 - 2017 Graduation Data from the California Department of Education					
<u>Race / Ethnicity</u>	<u>Cohort Students</u>	<u>Regular HS Diploma Graduates</u>	<u>Cohort Graduation Rate</u>	<u>Graduates Meeting UC/CSU Requirements</u>	<u>Percent of Graduates Meeting UC/CSU Requirements</u>
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In the 2015 ACT report on "The Condition of College and Career Readiness", the key barriers for Indian students cited were academic readiness, course rigor, and post-secondary aspirations. The study's recommendations were to develop institutional partnerships, align academic expectations, create positive learning experiences, and focus on career fields.

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

Application requirement: Parent and community involvement in program development. In

three focus groups held in preparation for this application, tribal parents and students were asked what barriers they see to attending and completing college or vocational school. The parents and students shared the very same answers we received in our recent survey of district wide American Indian parents and guardians. There was nearly unanimous support for career and college planning and preparation. The supports they felt were most important were academic preparation, Study Skills development, college, financial aid and vocational school process understanding. During the focus groups the following additional concerns were discussed: the difficulty in adjusting to college life and being away from their family and community. Teachers and parents also expressed high levels of concern and frustration with issues of truancy, absenteeism, and student motivation, all of which have become worse as a result of the pandemic.

(2) (3 points) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.

In traditional village life, youth began their education in the home and sweat house with elders to help identify their strengths and weaknesses, to impart knowledge of how to live, and to understand their role in keeping the world in balance. However, due to the breakdown of traditional family structures, families living in crisis, and students caught in the middle, this cultural education is not taking place. Recent student surveys indicate poor morale, unclear career goals and students report having a difficult time connecting academic pathways to careers.

Del Norte Indian Career Pathways is designed to prepare American Indian (AI) students with a clear plan for identifying career pathways and the steps to achieve their career goals after high school. But first, the project must address the critical barriers to student success. The planning committee believes to achieve this task it is critical for the Del Norte Indian Career Pathways Program to address these challenges and opportunities via partnership between the local partners.

Local partners aware of the challenges facing American Indian students are well positioned to effectively collaborate on improving outcomes for our Native students. Our partners will work together to provide career exploration and internship opportunities for students including Native Career Fairs, college and trade schools tours and soft work skill workshops.

While not all students have the same skills or familial support, **all** deserve the opportunity to succeed in school and life. Whether students intend to attend a university, community college, attend a vocational school, pursue an apprenticeship or enter the workforce DNICP will work with existing stakeholders to provide students support and academic, cultural and career guidance and skills.

Historically local tribes prided themselves in their work ethic, willingness to sacrifice to achieve and their cultural practices. Using an extensive approach to improve college and career readiness that includes the classroom, school, and community environments students will leave high school with a renewed mindset so they will be free to gain the higher education necessary to fill jobs that pay well. There are mid-level and high-skills jobs available locally on Tribal lands and surrounding communities. Time and again these jobs go unfilled or are filled with employees from out of the area because local American Indian adults lack the requisite skills and credentials to qualify for consideration. The local Yurok Tribe has a Tribal Employee Rights Ordinance that guarantees hiring preference for tribal members, yet only 44% of highly skilled professional jobs, program managers and directors at the Tribe are filled by American Indians and thus the long-term economic benefit from those jobs for our youth and community are lost. It is our intention and belief that DNICPP will reverse this trend for all local tribes. Local tribes will provide internship opportunities to high school students that have potential to result in employment after graduation.

As more American Indian students develop new positive behavior patterns and awareness of their personal sovereignty they will positively affect their communities and enable them to earn a living wage, and raise a family. These midlevel and high skills jobs provide benefits packages including paid vacations that will make it easier for local Indians to practice their Native culture.

During the pandemic many students suffered learning loss. Even when students returned in person the new safety protocols made it difficult for students to engage in their learning. Many local tribal services were also stymied due to Tribal Health Orders that were more restrictive and lasted longer than local county Public Health Orders. Too many Native families experienced the loss of loved ones during this pandemic from COVID. The pandemic made it impossible for traditional mourning practices to be observed. The loss of lives among American Indians due to Covid in the community contributed to families' fears when in person learning was first opened. This pandemic was unlike anything else the tribal communities had ever faced. The traditional dances native people depended on as a source of strength, healing and social interactions were canceled and some were restricted to a small number of people. As students struggled in their new educational experiences upon returning many were reluctant to work on education plans that included college. They indicated that they could barely keep up with their classwork let alone think about applying to college. Although there are multiple partners who provide FAFSA submission assistance, many students who had education plans in place struggled to get the necessary FAFSA information from their families.

**Three-Pronged Approach:** DNICPP will focus on three approaches to improve outcomes for students, improve school-community relationships, and support families to ensure a healthy community. The three are: 1) Improve behavioral and academic supports, systems, and practices. 2) Expand the infusion of Native American culture throughout the district. 3) Provide

college and career opportunities for students that improve post-secondary success.

All three focus areas are interconnected, serve a range of students and allow high school graduates to (a) go directly into the work force with enough skills get a job with advancement prospects, (b) immediately enroll in a technical training program at a community college or trade school, or (c) earn college credits towards a bachelor's degree while in high school. As described in the next section, the focus areas provide the opportunity to earn dual credit, personalized learning paths, and internship opportunities to improve career and college preparedness.

(3) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

Del Norte Indian Career Pathways proposes to expand upon established local policies and practices between the various service providers by using grant funding to expand these partnerships in ways that can be sustained after grant funding ends using other sources.

Del Norte County Office of Education's has an active Native American Parent committee. This proposal was developed as a direct result of the work being done in that committee. The purpose of the group was to improve student outcomes by supporting more Native culture and improving cultural awareness within the district. Existing MOUs between the local tribes, the school district and agencies that serve Native youth outline practices, policies, student data sharing, and services to assist students and their families. Current activities are funded by the local tribal organizations while the school uses Title formula grant funds to fund programs. Other programs, such Northern California Indian Development Council and the Del Norte Smart Workforce Center will provide critical support to this project.

Recent ESSA rules have improved planning and communication between the Tribe and the schools as Title funding requires districts to consult with local Tribes during the ESSA planning process. Also, Del Norte County Office of Education has been involved with dual enrollment

community college classes in the high school for some years. DNICP Program Coordinators will support students to more adequately access the career and technical offerings aligned with the state's Career Technical Education standards.

DNICPP will expand upon existing working relationships which will allow the project to leverage existing programs and funding to support the coordinated placement into student internships and job shadowing and post-secondary opportunities. The signed agreements found in the appendix support the goals of this grant.

<b>(b) Quality of the project design. (37 Points)</b>
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(1) (10 points) the extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

DNICPP will serve nearly 600 American Indian Gr. 5-12 students in Del Norte County. The service area encompasses all of the Del Norte County school district, a portion of which encompasses land on the Yurok, Tolowa-Dee-ni', Resighini and Elk Valley tribes.

DNICPP proposes a program model that while locally focused is potentially replicable nationwide for three significant reasons: (1) close collaboration between the Tribes, schools and families; (2) the intentional direct funding of school district employed staff to directly serve Native students in an accountable way; (3) a project designed around evidence-based practices.

DNICPP aligns with the priorities in the 2010 report from the National Congress of American Indians and National Indian Education Association, *National Tribal Priorities for Indian Education*. Those priorities are:

(1) Strengthen Tribal Control of Education: DNICPP positions the schools in partnership with local and regional Indian governments and organizations to work closely with the schools to focus support and attention on the need of Native students.

(2) Invest in Cultural and Language Revitalization: DNICPP aligns with local curriculum

development efforts, local Tribes and schools fund Native language classes in the participating high schools and are developing a Native American Studies class that will meet California's 2025 requirement that high schoolers take Ethnic Studies.

(3) Focus on Native Teachers, Administrators and Leaders: through the project students will participate in career exploration with an emphasis on learning about the teaching profession. This includes the dual enrollment classes described above, and college and career supports the site leads, Title VI and school staff provide. Furthermore, the project aligns with adult age initiatives including: DNCOE's Early Childhood and Transitional Kindergarten programs, a regionwide diverse teacher training program, and ongoing efforts at Cal Poly including the long established Indian Tribal & Educational Personnel Program (ITEPP) and the School of Education's work to recruit and financially support teachers in training. Development of local Native school administrators has started this year through Blue Lake Rancheria's Grow Your Own Administrator (GYOA) program through which the first seven of 24 Native teachers are earning their state administrative credential.

(4) Promote Interagency Coordination: The DNICPP team includes Tribal and school staff who have proven records of promoting interagency coordination. As evidenced by the signed partnership agreements the project will align Tribal and K-16 efforts to improve Native student academic success by collaborating and systematically aligning services and supports.

Evaluating the project to result in information to guide possible replication: Project staff and the evaluator will prepare annual reports on major outcomes, progress on goals and objectives, and improvement recommendations. The leadership and advisory teams will use this data as evidence of progress or gaps and to assess attainment of the performance measures and show progress towards the overarching goal of the project. Results will be shared with partner

Del Norte County Office of Education  
2022 Del Norte Indian Career Pathways Program (DNICPP)

organizations (see below) for dissemination and publication on their websites and publications, presentations, and on the district and partnering Tribe’s website.

Even in a distressed rural community like ours, DNICPP and the implementation and evaluation team offer a unique opportunity to test, assess, modify and implement a nationally replicable and locally sustainable program. DNICPP offers the promise of changing the paths of American Indian students’ lives. If it works nearly as well as we hope, the potential contributions to educational knowledge are profound, but the student level impacts are even more important.

(2) (5 points) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

<b>Del Norte Coast Goals, Objectives and Performance Measures</b>					
<b>Goal 1: By 2027 increase high school graduation rate from 80% to 90%</b>					
Performance Measure	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Graduation rate by student cohort (i.e. Class of 2021, Class of 2020)	82%	84%	86%	88%	90%

<b>Goal 2: By 2027 increase the college ready student rate from 11.7% to 21%</b>					
Performance Measure	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
A-G completers by student cohort (i.e. Class of 2021, Class of 2022)	13%	15%	17%	19%	21%

<b>Goal 3: 25% of graduates will earn at least nine dual enrollment units <u>or</u> complete at least one 100 hour internship (work experience) in their pathway</b>					
Performance Measure	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Measured by student enrollment in community college dual enrollment classes and work experience classes at the schools.	10%	15%	20%	23%	25%

<b>Goal 4: American Indian 8th graders successfully transitioning to high school rate will increase from 59.8% to 80%</b>					
Performance Measure	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
80% of American Indian students will pass Gr. 9 & 10 classes (including English, Algebra I and Geometry) and earn credits at levels equal or above the general student population.	65%	68%	70%	73%	75%

<b>Goal 5: Sustain the program beyond Federal funding.</b>			
Performance Measure	2025	2026	2027
School district develops a sustainability plan for key DNICP components.	Begin planning	Plan finalized	Preliminary Impement

(3) (7 points) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.

(4) (10 points) Extent to which the project demonstrates a rationale (as defined in this notice).

In alignment with the absolute priority to prepare American Indian students for college and careers DNICP focuses on AI students in Gr. 5-12 which allows support and intervention in all grades to ensure students successfully transition from elementary and middle school to high school with solid supports and instruction in social and emotional skills.

The project will address the two GPRA measures. GRPA 1: the percentage of the annual measurable objectives, as described in the grant application that are met by the grantees will be measured using a Program Implementation Fidelity Matrix (described in the evaluation).

Data to allow the US Department of Education to respond to GPRA 2: the percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children will be provided through the project evaluation.

**Cultural Infusion:** The leadership team will work with the local tribal representatives to identify local American Indian Teachers, successful artists, entrepreneurs, performers, and Native professionals to provide workshops, assemblies, performances, and artists in residence placements. By placing role models in the schools, AI students have the opportunity to see others with similar back-grounds being successful. These connections will be part of the bridge to career readiness by empowering students to set goals, job shadow, and possibly intern with these people during their career exploration process.

**Services for Gr. 5-12 students:** Children are born ready to learn. However, Trauma, family instability, and lack of coping skills in students as young as kindergarten, prevent meaningful instruction to take place. Research study after research study reports that students with more

than four Adverse Childhood Experiences (ACEs) interferes with a child's ability to be successful. Some of these students start their day with four adverse events, lack of food, lack of sleep, unstable home life, divorce, and poverty. Currently, the district is working with limited staff able to clearly understand how to support students living in crisis. In addition, there is a formal social/emotional curriculum and although there is a formal and systemic system in place to collect data associated with student behavior there is not an understanding of how Native culture plays a role in how adults interact with children.

DNICPP will support implementation of the districtwide PBIS over the five years of the grant. This multi-tiered PBIS program provides curriculum and support for all students to increase emotional resiliency and reduce negative behaviors (i.e. bullying, fighting, aggressiveness) and improve school culture and academic support. It combines schoolwide PBIS with targeted interventions for identified students (either individually or in small groups). The understanding that behavioral skills are learned and must be taught is the premise to which the program is built. But what is unique and important to this process is the involvement of tribal representatives in the implementation school norms, rules, practices, and systems.

Discussions with district leadership, indicated that the elementary grades were best situated to begin the formalized systemic work. With teachers already utilizing some PBIS methods, the grant will provide two Site Program Coordinators to support the implementation. In addition, the Site Program Coordinators who will become trained in SWISS data management system.

To identify social and academic areas of concern project staff will work with Lisa Howard the MTSS Coordinator for the DNUSD, school administrators, teachers, and support staff to review school rules and expectations (in classroom, public spaces, and bus) to determine barriers to student success. This collaboration will give staff access to data to review each school's progress

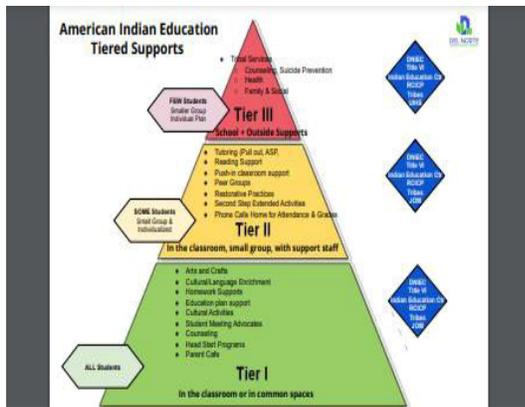
monthly using data entered into the SWIS program to determine if their solutions are working.

Based upon identified needs, DNICP will provide students different levels of behavioral support through a three-tiered program as developed by the PBIS Technical Assistance Center.

**PBIS Tier 1 students** (all students) will receive classroom supports and participate in the development of behavior expectations. **Tier 2 students** (15 % of students) who experience some difficulties will receive limited duration services designed to help them move back to Tier 1. These services will reinforce/reteach general behavior expectations. **Tier 3 students (3-5%)** will receive intensive individual support from school and community resources designed to move them into Tier 2 where they can be supported through activities such as peer groups.

High need students (identified by behavior referrals, IEPs, and other behavior plans) will receive support from SPED and/or community programs and agencies however, not all students with IEP's or working with SPED are Tier 3.

In addition to PBIS, Level 2 interventions will involve Restorative Practices. Through this process, students work with peers and elders to face the consequences of their actions. Program Coordinators will recruit both staff and tribal members to participate in Restorative Practices Training. Terrin Musbach, DNUSD Climate Coach and Nick La Fazio, DNUSD MTSS Severe Behavior Coach will provide PBIS, Restorative Practices, Youth Mental Health First Aid, and



Trauma informed practices trainings as necessary for DNCOE, DNCUSD and partner staff. They will also give input and guidance for intervention strategies and planning.

Students with little to no guidance do not have a good chance of a successful transition to adulthood.

Del Norte County Office of Education  
2022 Del Norte Indian Career Pathways Program (DNICPP)

As noted, current school personnel are consumed with supporting students in crisis due to the COVID pandemic and are unable to address the time and attention needed to support career and college readiness. Site Program Coordinators will step in for Native students to provide support for career planning and college and career development.

Utilizing the California College Career Zone system, the Site Program Coordinators will work with each student to complete student interest inventories in middle school and develop personalized learning plans in the spring semester of eighth-grade. This Personalized Learning Plan will be the master plan guiding students as they strive to reach their career and college readiness goals. The DNICP Program Coordinators will work to identify and deliver job internship opportunities for students. As articulated in the goals of this project, this type of programming and development of career pathways for students will improve both school-tribal relations and support community development and growth.

As Del Norte is such a small school district, dual-credit course work and expanded curriculum opportunities are limited. Formal partnership agreements have been established for this project that will expand student choice for course offerings as well as personalized course work through the College of the Redwoods and Del Norte High School.

<b>DNICPP At a Glance</b>			
	<b>Gr. 5-6</b>	<b>Gr. 7-8</b>	<b>Gr. 9-12</b>
<b>Cultural Awareness</b>			
Faculty increased Native history and cultural knowledge	All faculty, all grade levels		
Curriculum Review	x	X	x
Placement of American Indian Teachers, Native artists, professionals, guest speakers	x	X	x
<b>Behavior Supports</b>			
Train the trainers for PBIS	Begin in year 1 – continue through whole project		
Track and report cultural, academic and other supports for eligible students through SWISS	Ongoing for all students		
All Faculty, staff, tribal representatives trained and implementing PBIS	Ongoing for all grades- beginning in elementary and growing each year		
Train the trainers for Restorative Practices	Begin in year 1 – continue through		

Del Norte County Office of Education  
2022 Del Norte Indian Career Pathways Program (DNICPP)

	whole project		
Implement Restorative Practices for Tier II support	As needed for identified students		
Peer groups, SEL	As needed for identified students		
Interventions for students with less than 90% attendance	As needed for identified students		
Check In Check Out, Check and Connect			
<b>Family Outreach and Support</b>			
Monthly or more often (as needed) communication between school-community liaison and parents/guardians in person, group, phone call, email or via text	Ongoing for all students		
Support for families of students with attendance/behavior issues from Program Coordinators	As needed for identified students		
Aeries Training for families to monitor Attendance, Grades, and Behavior			
<b>College and Career</b>			
Transition support as students go from Gr. 5-6 and Gr. 8 to high school (including visits to high schools, meeting with program and Title 6 staff at the high schools).	X	X	
Enroll all middle school students in California Career Zone Review progress for all high school students annually.	Enroll and review annually	Review/ Update annually	
Personalized Learning Plan for Gr. 7-12 classes (for middle schoolers), and then 1 <sup>st</sup> two years after high school (for high schoolers)	Develop and review annually	Review/ Update annually	
Monthly (or more often) grade and progress checks	Ongoing for all students		
Classroom support for students struggling with classes—including tutoring in math, English and STEM classes	As needed for students struggling in classes		
Out of class tutoring/support in math, English and STEM classes including afterschool support from school-community liaison and tribal support person.	As needed for students struggling in classes		
Dual Enrollment online or virtual classes through College of the Redwoods Community College and Cal Poly Humboldt University			X
Dual Enrollment classes to earn a California Child Development Permit at College of the Redwoods to allow employment in Pre-school and other state and federal funded early childhood programs.			X
School visits by local American Indian Teachers American Indian entrepreneurs, tribal employees and others who demonstrate a variety of post high school opportunities for AI students.	X	X	X
One day job-shadow for Native students			X
Multi-day job-shadow/Internships for Native students			X
Field trip for Native students to local tribal businesses to see first-hand job opportunities.		X	X
Optional participation in summer programs hosted by local tribes and district	X	X	X
Optional summer internships		X	X
Gr. 10 field trip to College of the Redwoods Community		X	X

Del Norte County Office of Education  
2022 Del Norte Indian Career Pathways Program (DNICPP)

College and Cal Poly Humboldt University and meetings with admission staff.			
Gr. 12 field trip to College of the Redwoods Community College and Cal Poly Humboldt University and meetings with admission staff.			X
Increase families' financial awareness, and help students apply for financial aid			X
Increase families' awareness of American Indian supports at colleges including a Field Trip to Cal Poly Humboldt to meet with the Indian Teacher Educational Personnel Program(ITEPP) at Cal Poly Humboldt			
Completion of FAFSA for by October of Gr. 12.			X
College admission testing and test prep			X
Scholarship & college/trade school's application support			X

**Direct school-based services to students and families from program staff:** Besides a full time Project Coordinator, a 1 FTE tribal Career/Internship Coordinator, DNICPP will fund two school-based, school-district-employed Program Coordinators to serve as a parent-community liaisons. DNICPP intentionally uses school employees because they have complete access to students and their data, are school based (where the students are) and in doing so benefit from additional support and supervision from school principals whose own performance is evaluated in great part by how well their students achieve. In 2021-2022 school year the Redwood Coast Program provided Aeries training for families. The Aeries student data system allows for families to access their child's attendance, grades, and behavior data. Although this data system is available parents and school site staff expressed a need for training to increase access for families with little technology skills. The trainings were well attended and will be continued and expanded dependent upon this grant being funded.

Collaboration is at the heart of the project. DNICPP will expand the partnerships between the Elk Valley Rancheria Tribe, College of the Redwoods Community College and Cal Poly Humboldt University, Yurok Tribe, Resighini Rancheria, Northern California Indian Development Council, and the Smart Workforce Center to prepare a new generation of students

as leaders in their community.

College of the Redwoods Community College and Cal Poly Humboldt will support DNICPP by developing and delivering dual-credit opportunities for students. Partners will also develop and deliver two graduate courses to improve teacher knowledge of Native American History and Culture and Native American Culture in the Curriculum.

**The Elk Valley Rancheria Tribe and other tribal organizations** will be instrumental in assisting the leadership team in identifying artists and American Indian professionals. Their knowledge and registry of artists will be an exceptional resource.

(5) (5 points) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

A review of student data identified three key issues: (1) a large gap between AI student performance and their white peers (up to 58%-point differences in some subjects), (2) Students in crisis are unable to learn, and (3) far too few graduates are prepared for college. (ACT data) DNICPP builds upon evidenced-based programs to address these challenges.

Improving student outcomes and reducing the dropout rate: DNICPP's design integrates the 2008 *IES Practice Guide on Dropout Prevention's* six recommendations for reducing dropout rates: (1) using data to identify students needing help, (2) assigning at-risk students adult advocates, (3) providing additional, focused academic support, (4) providing support to improve classroom behavior and social skills, (5) personalizing the learning environment, and (6) providing rigorous/relevant instruction to increase student engagement. DNICPP will: (a) build upon the six recommendations, (b) focus on factors that can be influenced by school, community and family, (c) seek to implement a compassionate, trauma-informed approach through PBIS and Restorative Practices to help bring students back into the fold, and (d) work with parents and teachers to support student success.

Program components alignment with the <i>Practice Guide on Dropout Prevention</i>	
Practice Guide Recommendation	Program Component
(1) using data to identify students needing help	<ul style="list-style-type: none"> <li>• Students not earning a 2.0+ GPA with 90% attendance receive additional support.</li> <li>• Identifying students with high levels of ACEs.</li> </ul>
(2) assigning at risk students adult advocates	<ul style="list-style-type: none"> <li>• Site leads and program techs will support assigned students.</li> </ul>
(3) providing additional, focused academic support	<ul style="list-style-type: none"> <li>• Tutoring/afterschool support for struggling students</li> <li>• Note taking/organization skills curriculum</li> <li>• Small group instruction to failing Gr. 6-9 math students starting in the seventh week of school.</li> </ul>
(4) providing support to improve classroom behavior and social skills	<ul style="list-style-type: none"> <li>• Counseling support for struggling students</li> <li>• In class support/coaching for struggling students</li> </ul>
(5) personalizing the learning environment	<ul style="list-style-type: none"> <li>• Infuse American Indian topics into curriculum</li> <li>• Trauma-informed PD for teachers</li> </ul>

**Preparing American Indian Students for College and Career Readiness:** the project integrates key findings from the *2014 Native Youth Report* from the Executive Office of the President of the United States which states “Native youth have a special role as citizens of tribal nations in defining the future of this country, and also in leading Native cultures, traditions, and governments into the next century.”<sup>5</sup> It identifies key barriers to success addressed by DNICP.

Program components alignment with the <i>2014 Native Youth Report</i>	
Barriers Identified in Report	Program Component
(1) Lack of Genuine Tribal Control	<ul style="list-style-type: none"> <li>• Tribal participation in program leadership team and advisory committee</li> </ul>
(2) Lack of Comprehensive Student Support	<ul style="list-style-type: none"> <li>• Behavior supports for struggling students starting in Gr. 5</li> <li>• Culturally responsive mentoring provided by program and stakeholder staff</li> </ul>
(3) Challenges in Recruiting and Retaining Highly Effective Teachers and School Leaders:	<ul style="list-style-type: none"> <li>• Partnering with tribes, and local colleges to support teachers.</li> </ul>
(4) Lack of Native Languages and Cultures in School	<ul style="list-style-type: none"> <li>• Continued support for the Yurok and Tolowa Dee-ni’ language in local high schools.</li> <li>• Partnering with organizations to place Native artists and professionals in the district.</li> </ul>
(5) Insufficient Funding	<ul style="list-style-type: none"> <li>• Program supports a 100 student to 1 adult (or lower) ratio*</li> </ul>

\*Current Del Norte County Office of Education have a 200 to 1 ratio of students to counselors.

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<sup>5</sup> *2014 Native Youth Report*, Executive Office of the President, December 2014.

**Evidence-based practices for transition to college/trade school:** two practices meeting the What Works Clearinghouse Moderate Evidence standards are integrated into DNICP. Both are taken from the IES Practice Guide, *Helping Students Navigate the Path to College: What High Schools Can Do*. They are: (1) Engage and assist students in completing critical steps for college entry, and (2) Increase families' financial awareness, and help students apply for financial aid. Both practices are among key job responsibilities of the school counselor who, with support of project staff to addressing behavior and mental health will have the time to complete these tasks.

DNICP also seeks to align with recommendations made in the 2017 REL Midwest webinar, *Preparing American Indian Students for College and Career Readiness*. The webinar describes culturally responsive schooling for Indigenous Students as schooling that:

- Enhances students' self-esteem
- Helps students develop healthy identity formation
- Results in students who are more self-directed and politically active
- Has a positive influence on their tribal communities
- Educates Native Youth so they achieve academically at higher rates

Integrating these evidenced based programs and research into the program design increases the likelihood of improving student outcomes and meeting the program goals (described below).

**Dual enrollment:** DNICP students will have the opportunity to earn 15+ college credits in high school. As described in *Transition to College intervention report: Dual Enrollment Programs* a 2017 IES/WWC Intervention Report, dual enrollment allows high school students to experience college-level courses, and students who accumulate college credits early and consistently are more likely to attain a college degree. These free classes also reduce the cost of college.

Some students will use Dual Enrollment to prepare for direct entry into the world of work while others will use them to get a head start on community college and university.

**Summer Activities:** Lastly, DNICP will offer summer activities organized by the Tribes and district focusing on cultural and community connections, college and career pathways and

internship opportunities. These activities support the finding of the March 2018 IES/WWC Intervention Report, *Summer Counseling* which states “Summer counseling had potentially positive effects on [college] credit accumulation and [college] persistence. . . .”

**School Year Activities:** The Redwood Coast grant has been successful in supporting peer groups. These Native Clubs have raised funds for college tour trips, facilitated career presentations and cultural projects. The only staff led activities implemented in these peer groups has been Social Emotional Learning activities. The student led clubs will learn about political meeting procedures upon funding of this project to prepare them for tribal council and local government positions. The Project Coordinator will work with Del Norte Director of Early Childhood Learning to develop and implement a program that introduces high school students in childhood rules and regulations, learning environments, principles of child development and will include hands on experience in Del Norte preschools.

Future Teachers Program: DNICPP will work with high school counselors and elementary school administrators to implement Future Teachers where high school students meet once a week with the program teacher with a focus on exposure to topics and skills of educators and work in an elementary classroom four days a week alongside certificated teacher.

#### **(c) Quality of project personnel. (10 Points)**

The DNICPP Project Director, Dr. Tom Kissinger, has extensive experience working with AI students/parents and federal projects. Tom has worked as the Assistant Superintendent for the past three years where he has developed an effective working relationship with all project partners. His experiences include being the Project Director for a 2018 Demonstration Grant which was disrupted by the pandemic and suffered substantial staff losses. Through Tom’s attention and the dedication of the Project Coordinator, Veronica Van Mechelen, the 2018 grant is close to being back to pre-pandemic staffing levels and numerous student activities.

Resurrecting and expanding the 2018 grant is a tribute to Tom and his staff and demonstrates the experience and level of attention needed to lead another Demonstration Grant focused on increasing the college and career opportunities of American Indian students.

Veronica Van Mechelen will serve as Project Coordinator. Veronica is a member of the Yurok Tribe and has lived and worked on the Yurok Reservation for over 20 years. She has served on multiple Tribal committees focused on improving services to improve programs serving students and maintaining continuous quality improvement. Through her many years of experience in the School District she has developed skills including UDL strategies, Restorative Practices, Youth Mental Health First Aid, program management, cultural activities infusion, and PBIS. Through her volunteer work with the Yurok Tribe she has developed skills in Positive Indian Parenting Trainer, GONA Facilitating, focus group processes and outcome based budgeting. Her duties will include; running the daily operation with emphasis on working with the schools; reporting at each LT meeting; scheduling/coordinating PD; supporting the school-community Program Coordinators; working with the evaluators; overseeing the budget; preparing contracts; and preparing documentation and reports required by the US Dept. of Education.

The Tribe and school will actively recruit qualified American Indian candidates to apply for open positions. The hiring qualifications will stress a strong understanding of and experience working with American Indian students and communities including demonstrated abilities working with or advising AI students. DNICP will give preference to American Indians to the greatest extent possible, as defined in the Indian Financing Act of 1974 (25 U.S.C. 1452c)

(1) (6 points) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Del Norte County Office of Education has implemented, completed, and sustained state and federal grants including Early Childhood Pre-school grants, School Counseling Grants (3),

Teaching American History grants (4) In addition, project partner NCIDC has received US Dept. of Labor Grants that support the development of labor skills for Tribal members.

DNCOE has demonstrated capacity to hire, supervise, and evaluate personnel, and to give oversight and financial management. There are existing policies and procedures in place to successfully implement and complete the DNICP goals and objectives. As our children are our future, we have an intrinsic desire and objective to improve college and career opportunities.

The Tribe and school will actively recruit qualified American Indian candidates to apply for open positions. The hiring qualifications will stress a strong understanding of and experience working with American Indian students and communities including demonstrated abilities working with or advising AI students. DNICPP will give preference to American Indians to the greatest extent possible, as defined in the Indian Financing Act of 1974 (25 U.S.C. 1452c)

(2) (3 points) The qualifications, including relevant training and experience, of the project director or principal investigator. (3) (3 points)

(3) (3 points) The qualifications including relevant training and experience, of key personnel.

Coordinator Veronica Van Mechelen has worked 20 years at the elementary school on the Yurok Reservation and she has served on the Yurok Tribe (YT), the YT Social Services Committee, the YT Enrollment Committee, the YT Election Board and the Yurok Tribe education committee as the chair. She has worked for the past several years as Program Supervisor for DNCOE where she has developed a solid working relationship with all project partners. She has successfully managed a 2018 Demonstration Grant for Indian Children during challenging times.

Humboldt State University Professor Dr. Chris Hopper and Northern Humboldt High School District Grants and Evaluation Administrator Jack Bareilles will lead the evaluation. Both have extensive program evaluation and management experience. Mr. Bareilles evaluated ESU 1's

2014 Demonstration grant and will work with the district to collect required data and prepare data reports for Dr. Hopper. The two have collaborated on over 15 US and State Departments of Education grants. This plan reflects what was learned successfully conducting those evaluations.

**(d) Quality of project services (10 Points)**

(1) (5 points) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

The district and their partners have a track record of collaborating to support students and has well-established, ongoing productive working relationships. As described in the narrative and agreements, the partners are prepared to share expertise and develop activities. The DNCOE, Elk Valley Rancheria Tribe and our 5-12 partners have successfully managed and conducted over \$10,000,000 in US Dept. of Ed discretionary grants in the past decade. Besides the preschool and department of labor grants described above, the K-20 partners have successfully managed US Dept. of Education School Climate Transformation, Teaching American History, Arts Professional Development, USDA RUS, State School Improvement, and a 2014 Demonstration Grant for Indian Children as well as other federal and state programs.

NCIDC has served Del Norte County American Indians since 1978. Their Supplemental Youth Employment and Training Program (SYSP) provides meaningful work experience for American Indian youth ages 16-24. Job Sites in local Native organizations and other local businesses to prepare participants for future work environments. Limited funding has not kept up with growing population. Although they have many years of experience their current funding does not meet the growing number of American Indian Youth.

(2) (Up to 5 points) The extent to which the services to be offered would meet the needs of the local population, as demonstrated by an analysis of community-level data, including direct input from parents and families of Indian children and youth.

In preparation for this application a focus group of tribal members and students identified a need for Native students to have a student government experience that emulates tribal councils.

This will provide students opportunities to prepare for future tribal involvement. The focus group expressed that the group needed to support at least two community events. They suggested the Klamath River Clean up, the Salmon Run, and the Suicide Awareness Walk as community projects the Native Club should support. Final decision will be left up to the student led Native Club. The Native Club will also facilitate the Career Presentations in schools.

In the Title VI Yearly Needs Assessment 62% of the American Indian family identified Career Readiness as the number one need for their students. At Risk student support was identified by 60% and finally a need for increased preventative cultural activities was identified by 66% of the respondents

DNICP is viewed as an investment in American Indian students' future. Many lives will be impacted by every student who becomes a school teacher in his or her community, has a successful career working in the region, or opens their own business serving their tribe and community and keeping money and jobs local is immeasurable—particularly when contrasted with the cost to society of a drop out. DNICP is a worthy investment for the future of our tribal lands, county, state and country.

<b>(e) Quality of the management plan. (24 Points)</b>
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(1) (14 points) The adequacy of management plan to achieve project objectives of the proposed project on time and within budget, including clear responsibilities, timelines, and milestones for project tasks.
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Two overriding principles are integrated into the goals and management plan: (1) evidence based decision making to ensure implementation with fidelity, resulting in (2) increasing levels of appropriate intervention and services for students, families and teachers. DNICPP requires leadership, fiscal oversight, clear responsibilities, regular input from sites and a system to support and monitor staff and student success. The project will be implemented, managed and housed by Del Norte County Office of Education whose Assistant Superintendent, Tom

Del Norte County Office of Education  
2022 Del Norte Indian Career Pathways Program (DNICPP)

Kissinger will serve as the project director.

The proposed DNICPP Project Director and Project Coordinator, Dr. Tom Kissinger and Veronica Van Mechelen, have served in those same positions successfully on a 2018 Demonstration grant (Redwood Coast Indian Career Pathways Program, RCICPP). RCICPP started strong in year one (2018-19) and was fully staffed and had conducted many college and career activities. This success was disrupted by the pandemic and a massive road slide on Highway 101 that shut down the main commuter route from the Yurok Reservation to Crescent City. As a result of these challenges half of the RCICPP staff resigned because the commute changed from 30 minutes to three hours. Additionally, many of the career and cultural activities with project partners were canceled due to strict local Tribal Health mandates. However, as a result of an extensive recruitment effort by Tom and Veronica RCICPP is now nearly fully staffed with more interviews in the next two weeks. As a result of the strong leadership and perseverance of Tom and Veronica, RCICPP is back on track providing career and cultural activities. If funded, DNICPP will continue to build on the current momentum in the RCICPP.

The plan includes strong coordination between participants, clearly delineated activities and comprehensive procedures for evaluation and feedback from stakeholders. The Project Director, Program Coordinators and school staff will implement a systematic data collection system. The evaluators will develop a process-focused Fidelity Matrix to measure progress towards benchmarks and provide project-level data reports for review in Leadership Team (LT) meetings which will guide implementation and make mid-course corrections.

<b>Management Plan Year One: October 2022 – September 2023</b>		
<b>Activity</b>	<b>Responsible Parties</b>	<b>Time Frame</b>
PD reassigned to begin grant work and begins supporting program, notify schools and partners of award, LT and Advisory Committee are notified.	Project Director (PD), Leadership Team (LT), Program Coordinators (PC) Business Office	Within 30 days of Project Award

Del Norte County Office of Education  
2022 Del Norte Indian Career Pathways Program (DNICPP)

Leadership Team Meetings begin (Ongoing)	PD, LT	
Tribe and district complete contracts to hire staff	Business Offices	90 days after project award
Tribe and districts hire program-funded staff	Tribe and districts	
Program information meetings at school	PD, LT	
New staff training with PD,	PD,	
College bound 12 <sup>th</sup> graders identified	PD, School Counselor (SC)	
Year One Management Plan Timeline finalized	PD, LT,	
Prepare Program Implementation Fidelity Matrix and Updated Year One Evaluation Plan	Evaluators	
Send staff to PBIS and Restorative Practices training	PD, SP	
Begin Development of Graduate Courses	PD, Tribe, CPH	
1 <sup>st</sup> Advisory Committee (AC) Meeting	PD, LT, AC	
Complete collection of baseline data for all schools.	PD, Evaluators	Jan. 2023
Begin review of 2021, 2022 baseline data	Evaluators, LT	
Begin 2 <sup>nd</sup> Semester CR Dual Enrollment Classes	PD, Schools	
Evaluator/LT conduct first Fidelity Matrix review	PD, LT, Eval.	
SC/SCPC support college bound seniors	PD, PC	
12 <sup>th</sup> graders complete FAFSA	PD, PC	
Begin development of multi-year plans for all students	PD, PC	Feb. 2023
Develop Yrs. 2-4 management timeline	PD, LT, Evaluators	
Begin planning for Summer 2019 activities	PD, Career and Internship Coordinator (CIC)	
Evaluator/LT conduct second Fidelity Matrix review	PD, LT, Evaluators	
2 <sup>nd</sup> Advisory Committee Meeting	PD, AC	March 2023
12 <sup>th</sup> graders complete two year post high school plan	PD, PC	
Yrs. 2-4 management timeline approved.	PD, LT, Evaluators	
Begin planning for summer 2019 PD for teachers	PD, LT, AC	
8 <sup>th</sup> graders receive high school transition support	PD, PC	
Review program Year One progress as measured by Fidelity Matrix/Project Goals	LT, Advisory Committee, Evaluators	June 2023
Year two plan finalized	PD, LT, Evaluators	
Finalize plans for summer 2019 internships/ activities	LT, PD, PC, CIC	
Summer activities	Tribe, LT, PC, CIC	July/Aug. 2023
Deliver Trauma Informed ACEs PD to school sites	PD, LT, PC, Districts	Sept. 2023
LT reviews and edits 2019-20 management plan	LT, Districts	
Prepare Year One Annual Report	PD and Evaluator	
File Year One Annual Yearly Report	PD and Evaluator	

(2) (5 points) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

To deliver increasing levels of appropriate intervention and support, ongoing feed-back and

program review procedures are integrated into WR from the leadership to classroom level.

**Leadership Team:** Veronica Van Melchen, Tom Kissinger, Assistant School Superintendent/Director, TBD Tribal representatives, Jenni Loftin, Title VI Program Jack Bareilles, Evaluator.

The **Leadership Team** will meet bi-weekly to guide the program, review data and measure progress using goals, objectives and implementation timelines. The LT will work closely with district administration to plan, implement and support DNICP activities. The LT meetings are the platform from which to guide program implementation and continuous improvement and will provide the time to address the data from the evaluation and other feedback. The Director and site staff will implement a systematic data collection system to guide and monitor project implementation at each school to measure progress towards program goals. Due to the distance, these meetings will be held using the Zoom teleconferencing platform.

**Advisory Committee:** Director Veronica Van Mechelen, other Tribal Representatives, District Assistant Superintendent Tom Kissinger, NCIDC representative, and three parents.

The **Advisory Committee** will meet **quarterly** to: (a) review progress towards meeting goals, (b) how student needs are being addressed, and (c) identify how partners and schools can/ are collaborating. District superintendent and/or principal will participate to ensure school's needs are addressed and progress towards meeting benchmarks is met. NCIDC and tribal participants will participate to coordinate provide additional resources. Three parents will participate to share how DNICP is seen by the parents and community and how it can better serve AI students.

(3) (5 points) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

If DNICPP does not use the five years of funding to develop lasting initiatives then the funding will have been if not wasted, then not used to its fullest. Thus, every component needs either (1) an identified source of future funding, (2) the strong likelihood that if successful the specific program component will have a record of effectiveness and limited costs that make it

attractive to future funders, or (3) already be a required duty of tribal or school staff.

**Sustainability Planning Group:** Director, Superintendent, Board Member, Project Director, PC, Tribal staff

Starting in 2024 the director will convene a planning group to develop a sustainability plan with the goal to sustain the Program Coordinators beyond the grant through possible funding sources including district funds, tribal funds, and future grant opportunities. Program aspects can be supported using Title funds and foundation support from locally active funders. The planning group will develop a sustainability plan by October 2025.

**(f) Quality of the project evaluation. (7 Points)**

Redwood Coast Consulting will lead the evaluation. RCC director, Jack Bareilles will lead the team including Humboldt State University Professor Dr. Chris Hopper. Both have extensive program evaluation and management experience. Mr. Bareilles will work with the PD to collect required data, attend PD, and prepare data reports for Dr. Hopper to analyze. The two have worked on over 15 state and federal education grants including the multiple Demonstration Grants. This plan reflects what was learned successfully conducting that evaluation.

(1) (4 points) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The evaluation plan will assess the DNCICP goals on pages 11-12. Goals 1-4 are student-focused while Goal 5 focuses on sustaining key program components beyond federal funding.

The **program evaluation** will be guided by three program evaluation questions derived from a model developed by Gajda and Jewiss at the University of Vermont in 2004: (1) What are the *desired outcomes* of this program? What are the goals? What are we trying to accomplish within the next month/quarter/year(s)? (2) How will we get there? What *activities* will enable us to reach our outcomes? (3) What will *indicate* that we are making progress toward the desired outcomes?<sup>6</sup>

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<sup>6</sup> Rebecca Gajda and Jennifer Jewiss, "Thinking about How to Evaluate Your Program? These Strategies Will Get You Started," *Practical Assessment, Research & Evaluation* 9, no. 8 (2004).

Del Norte County Office of Education  
2022 Del Norte Indian Career Pathways Program (DNICPP)

To formatively assess progress towards meeting these goals within 90 days of award the evaluators will develop a Program Implementation Fidelity Matrix to measure progress meeting short-, mid-, and long-term goals, and finalize an implementation timeline. The **Program Implementation Fidelity Matrix (PIFM)** is a progress measure tool that (1) takes each goal and benchmark, (2) determines each goal’s short-, mid-, and long-term targets, (3) list the level of achievement to meet the target, (4) assigns each target a point value, and (5) using the sum of the target scores measures progress toward meeting the goal or benchmark. The evaluators will develop a PIFM (a 40+ hour task) for regular review to determine DNCICPS’s implementation level. They were trained in the i3 Fidelity Matrix in a prior i3 grant and developed the PIFM tool and methodology based on that experience and have now used it in six different US Ed. grants.

<b>Example Program Implementation Fidelity Matrix (PIFM)</b>			<b>Met/ Achieved (2 pts)</b>	<b>Partially Met/ In Progress (1 pt)</b>	<b>Not Met/ Not yet attempted (0 pt)</b>
<b>School Level Subsection –High School</b>	<b>Timeline</b>	<b>Responsible Parties</b>			
<b>Example Review date: December 2022</b>					
SC and PC identify all HS students with less than 90% attendance in 2021-22	Aug. ‘2022	SC, PC	x		
SC and PC contact parents and students to discuss how to improve student attendance in 2022-23.	Sept. ‘22	SC, PC	x		
PC monitors selected students’ attendance	Ongoing	PC		x	
PC, family and student set student learning goals	Sept. ‘22	School Teams	x		
SC and PC family and student review student learning goals quarterly	3x a year	Teams, LT.		x	
<b>Overall Progress Towards Meeting Goal:</b>		<b>x / # of measures x 2 pts.</b>			
<b>Overall Weight: (How much does this section count towards the overall project implementation score of 100/100). Example = 20 pts</b>		<b>x/20</b>			

The PIFM will include program-wide, staff-specific, and school-level subsections. Each will be given an overall weight which totals 100 points. An overall score of 85/100 will be the measurable threshold for acceptable program implementation.

**Student data** will inform progress towards meeting Goals 1-4, GPRA 1 and the broader goal

Del Norte County Office of Education  
2022 Del Norte Indian Career Pathways Program (DNICPP)

of improving American Indian student outcomes as measured by successful transition to college and career after graduating high school. Student data will be collected by the PD (who being a school district employee has full access to student data). Evaluator Jack Bareilles, will support the Project Director. Over the past decade he has worked extensively with the project partners on other federal and state grants and programs. Student data to be collected and assessed includes:

<b>Data to be collected</b>	<b>Responsible Party</b>	<b>Collection Timing</b>
Gr. 8 student readiness for high school (measured by completing Gr. 8 math & ELA)	PD/ SC (School Counselor)	Yearly in the spring
Gr. 9 student math and ELA grades	PD/SCPC (School-Community Program Coordinator)	Quarterly
Student attendance	PD/SCPC	Monthly
Student behavior/discipline data	PD/SCPC	Monthly
Student grades and units	PD/SCPC	Monthly
CR dual enrollment grades, units earned	PD/SC (School Counselor)	Twice annually
Students internship, Paid and unpaid work experience	PD/SCPC, Career & Internship Coordinator	Twice annually
ACT scores by graduation class	PD/SCPC	Annually in June
High School Graduation data	PD/SCPC	Annually in June

(2) (3 points) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

The evaluation aligns with established practices and strategies the evaluation team has used successfully in numerous US Department of Education programs. This adherence to best practices and successful experience make it suitable for replication or testing in other settings.

The study will be a Quasi-Experimental Design in which achievement of students from schools receiving the treatment (treatment schools) is compared to achievement of students from similar schools not receiving the treatment (comparison schools). Once the samples are constructed for treatment and comparison, Dr. Hopper will confirm the equivalence of the samples at baseline by using a hierarchical linear regression model, but with the data from pre-treatment assessments (2017 and 2018) as the dependent variable.

The effects will be estimated by a two-level (student, school) hierarchical linear regression model with dependent variables the proficiency levels which are observed in 2021, 2022, (exploratory), and 2023, 2024(confirmatory). The model is designed to control for and to measure the impacts of the following co-variates: student achievement in 2021 and 2022 (baseline), student socio-economic status, student race, grade level, and percentage of low-income students in the school.

We will explore the effect of the treatment model on student achievement after one year of the program (based upon change from baseline), look to confirm a small positive effect in student achievement after two years, and look to confirm a moderate positive effect after three years.



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

OMB Number: 1894-0008  
Expiration Date: 09/30/2023

Name of Institution/Organization

Del Norte County Office of Education

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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	154,755.00	159,397.65	164,272.28	169,200.45	174,276.33			821,901.71
2. Fringe Benefits	92,555.55	95,332.22	98,210.72	101,156.49	104,191.13			491,446.11
3. Travel	39,300.00	39,300.00	39,300.00	39,300.00	39,300.00			196,500.00
4. Equipment								
5. Supplies	14,500.00	14,000.00	10,500.00	10,000.00	10,000.00			59,000.00
6. Contractual	158,000.00	158,000.00	158,000.00	158,000.00	158,000.00			790,000.00
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)	459,110.55	466,029.87	470,283.00	477,656.94	485,767.46			2,358,847.82
10. Indirect Costs*	31,910.61	32,450.26	32,782.07	33,357.24	33,989.86			164,490.04
11. Training Stipends								
12. Total Costs (lines 9-11)	491,021.16	498,480.13	503,065.07	511,014.18	519,757.32			2,523,337.86

**\*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: 07/01/2021 To: 09/30/2022 (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_  
 The Indirect Cost Rate is 7.80%.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is \_\_\_\_\_ %.
- (6) For Training Rate Programs (check one) – Are you using a rate that:  
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or,  Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S299A200040

Page 57