

KARUK TRIBE
COUNCIL MEETING AGENDA
Thursday, January 24, 2013, 3 PM, Yreka, CA

A) CALL MEETING TO ORDER – ROLL CALL

AA) PRAYER / 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.

CH) APPROVAL OF THE AGENDA

EE) APPROVAL OF THE MINUTES *(December 27, 2012)*

H.) OLD BUSINESS *(Five Minutes Each)*

1.

F.) GUESTS: *(Ten Minutes Each)*

1. Shannon Clymer, Social Services

I.) DIRECTOR REPORTS *(Ten Minutes Each)*

1. Lisa Morehead, Grant Writer/Resource Developer (written report)
2. Scott Quinn, Director of Land Management (written report)
3. Sandi Tripp, Director of Transportation (written report)
4. Leaf Hillman, DNR Director (written report)
5. Daniel Goodwin, Maintenance Supervisor (written report)
6. Robert Attebery, LIAP Administrator (written report)
7. Leloni Colegrove, HR Manager (written report)
8. Dion Wood, TERO/Childcare Director
9. Duke Arwood, Education Coordinator (written report)
10. Tom Fielden, Emergency Preparedness Coordinator (written report)
11. Julie Burcell, People's Center Coordinator
12. Tiffany Ashworth, Dir. Admin Programs and Compliance
13. Erin Hillman, Executive Director KTHA (written report)
14. Laura Mayton, Chief Financial Officer (written report)
15. Jaclyn Goodwin, Self-Governance Coordinator (written report)
16. April Attebury, Tribal Court Administrator (written report)

17. Darlene Snapp-Silfies, KCDC Chief Financial Officer

II.) REQUESTS (Five Minutes Each)

K) PHONE VOTES (Five Minutes)

1.

M) INFORMATIONAL (Five Minutes Each)

1.

N) COMMITTEE REPORTS (Five Minutes Each)

1. NCIDC Meeting Minutes

OO) CLOSED SESSION (Five Minutes Each)

1. Enrollment (Dinner Break)
2. Laura Longstaff
3. Duke Arwood
4. Russell Justice
5. Barbara Snider
6. Tribal Council Members

P) SET DATE FOR NEXT MEETING (*February 28, 2013 at 3 PM in Happy Camp, CA.*)

R) ADJOURN

**Karuk Tribe – Meeting Minutes
December 27, 2012**

Meeting called to order at 2:56PM by Russell “Buster” Attebery, Chairman

Present:

Russell “Buster” Attebery, Chairman
Michael Thom, Vice-Chairman
Joseph “Jody” Waddell, Secretary / Treasurer
Dora Bernal, Member at Large
Elsa Goodwin, Member at Large
Crispen McAllister, Member at Large
Charron “Sonny” Davis, Member at Large
Alvis “Bud” Johnson, Member at Large
Amos Tripp, Member at Large

Absent:

None

Prayer was done by Sonny Davis and the Mission Statement was read aloud by Joseph Waddell.

Agenda:

Amos Tripp moved and Michael Thom seconded to approve the agenda with changes, 8 haa, 0 puuhara, 0 pupitihara.

Minutes of November 29, 2012:

Sonny Davis moved and Amos Tripp seconded to approve the minutes, 7 haa, 0 puuhara, 1 pupitihara (Michael Thom).

1.) April Attebery, Tribal Court Administrator:

April noted that she has been working with all the local schools for agreements on services to through mentorship programs. There was previously a contract in place with the Tribes education program which provided some outreach for cultural education. Currently, the agreement will utilize the Title VII funding for the Youth Coordinator which goes onsite at the Yreka High School. She was approached about this agreement and found that no one was using that funding, so this will provide for space and additional services from April’s staff. Elsa inquired if April spoke to Duke regarding this. April explained that no she has not spoken to Duke this was something that was brought to her. April did note that Duke hasn’t been at the school and the principle approached April to have this in place. Florraine is still providing language classes at the school for some type of services. The person will be funded is the Youth Resource Specialist, which has been at the school for the last four years. These additional services will provide a full day of work on Wednesday which will split the time between Yreka Union High School and the Discovery High School. The additional agreement will provide for an office as well. Michael inquired about the Title VII funding that is allotted and why that is being spent on this rather than services to those children. April noted that all the schools have their own Title VII funding, which they identify what the services for those Native American children is going to be with that funding. This High School funding will be used for the Youth Specialist to provide additional services to Native American children. Which April’s program already provides but this will allow for additional time and space.

Joseph Waddell moved and Amos Tripp seconded to approve agreement 13-A-014, 8 haa, 0 puuhara, 0 pupitihara.

April then introduced Lisa Morehead. April noted that she did provide in the report the update on the CTAS which will be drafted.

Lisa then introduced herself and announced that they have been working on the California Tribal Solicitation. This has been drafted previously and only one was funded. This year they will draft for public safety and the comprehensive tribal justice system strategic planning. Megan Rocha will be drafting an overall plan for the Justice Department. They will draft for Substance and Alcohol Abuse, and the last purpose four will be corrections and alternative services. Five, will be OVW, which was not funded last year, but will be re-submitted for funding this year. There are additional areas and she hopes that the Council has been looking over those areas. The team has envisioned the grant solicitation and would like the Council's support on their ideas. April is hoping to set up meetings with both Law Enforcements to include in the planning. April would like Buster to assist in setting up those meetings. Lisa noted that the deadline is March 19, 2013 and she is hoping to be on that Health Board Agenda to seek final approval. All the other meetings will be set up prior to the final submission. April noted that some of the solicitation parts aren't included because of the Tribe not meeting the requirements of the funding agency.

Dora inquired if the law enforcement funding through this grant opportunity would be competing against the Tribes request for direct funding through DOJ for additional law enforcement services. The Council has set the priority of the Tribe to provide law enforcement services for Happy Camp and Orleans. April noted that this may be competing but they are different plans, and this one is going to incorporate what the Council did previously regarding an agreement with Humboldt County Sheriff's Department. The group's next meeting is January 4, 2013 so she will provide that information to the Council.

Dora feels like the grant writers may be providing competition against the Tribes original grant application that they will be trying for again.

Crispen McAllister moved and Michael Thom seconded to approve April's report, 8 haa, 0 puuhara, 0 pupitihara.

2.) Sandi Tripp, Director of Transportation:

Sandi is present to review her report. She updated the Council on her projects. Noting that there are ongoing projects in Orleans and Happy Camp, including the Red Cap Bikeway and the Happy Camp Landscapes Project. Bucky Lantz is the lead maintenance worker and she is always happy with him taking care of the equipment and the projects that he inspects. The contractors have to go by plans and specs and he oversees those, providing quality checks and controls.

She would like to attend the Tribal Transportation quarterly meeting.

Amos Tripp moved and Bud Johnson seconded to approve travel for Sandi Tripp and Sonny Davis to Albuquerque NM, January 28-31, 2013, 8 haa, 0 puuhara, 0 pupitihara.

The group discussed the benefits of the Tribe participating in this group and the representation that it provides.

Michael Thom moved and Crispen McAllister seconded to approve Sandi's report, 8 haa, 0 puuhara, 0 pupitihara.

3.) Daniel Goodwin, Maintenance Supervisor:

Daniel is present to review the activities of the maintenance crew. There are ongoing issues in several buildings but the crew is working on them. Sonny would like to have the heating system locked at the gym because people keep adjusting it on their own and not resetting the needed heat/cooling.

The new lighting in the parking lot is having some issues. An electrician came in and completed some repairs to the parking lights. The electrician will come back onsite to complete the needed remaining repairs.

There have been project delays because of the weather and adjustments from higher priority building issues. They will continue to go down their list though as time moves on.

Fred had asked if a contractor could be used for electrical upgrades to the Billing Modular. Daniel feels that there needs to be budgets discussed. Michael explained that this should come from Third Party Medical Billing because it's their building and then possibly Third Party.

Buster commented that the maintenance crew has been really busy with the snow and possibly there can be discussions on what can be done before hand next incident. There are no showers at Headway, and there never have been, possible use of the old gym can be done but there is no generator that can be used. The old generator that was used at Orleans Clinic may be a possibility to bring up to Happy Camp to ensure showers will be accessible if the need for a shelter arises again. Daniel explained that the generator that was purchased could be used in an emergency with some upgrades. Daniel believes that the generator that is at the Admin complex is large enough to run the entire complex.

Jody Waddell moved and Sonny Davis seconded to approve Daniel's report, 8 haa, 0 puuhara, 0 pupitihara.

4.) Robert Attebery, LIAP Administrator:

Robert has no action items but provided highlights of his report. There was additional funding that was received for the LIAP program. He submitted a modification to the CSD funding, including disaster preparedness and Youth Council funding. Bob noted that the extension was submitted.

KTHA has taken over a HIP project for a Tribal Member which is a good thing to ensure it gets done. The workforce training program has been implemented and is taking off. Elder / Caregiver services are getting utilized. Buster appreciates the good news on determining how to spend money that best serves the membership.

Amos Tripp moved and Sonny Davis seconded to approve Robert's report, 8 haa, 0 puuhara, 0 pupitihara.

5.) Darlene Snapp-Silfies, KCDC CFO:

Michael Thom moved and Jody Waddell seconded to table Darlene's report, 8 haa, 0 puuhara, 0 pupitihara.

6.) Tamara Barnett, HR Manager:

Tamara is present to review her report. There have been recent hires for backfilling of the Tribes workforce.

She sent the updated organizational chart and the staff outline to the Council to keep them informed on the staff changes and where those positions are. The Newsletter RFP was not received and only one person was late. It will be re-posted.

Tamara is working with Tanya Busby on the Teen Prevention February dance and through the Tribes VISA's they accrue points. With those Tamara would like to obtain (2) \$50 gift cards to create an incentive for the program that encourages teens to attend.

Michael Thom moved and Amos Tripp seconded to allow the gift cards, 8 haa, 0 puuhara, 0 pupitihara.

Tamara then sought approval for the Blue House to be used for 3 months or when the HR Manager finds a house. That will be tabled until they discuss this.

Sonny Davis moved and Amos Tripp seconded to approve Tamara's report, 8 haa, 0 puuhara, 0 pupitihara.

7.) Dion Wood, TERO/Childcare:

Dion thanked Tamara for all her hard work during her HR position and noted how great she was to work with. He had hoped she would stay in the HR position but she is moving on, and he's glad she will still be with the Tribe because she is a pleasure to work with.

Dion emailed the Council a contract earlier today and he is hoping that a trainer will come to HC and provide information on TERO, this will be scheduled for the TERO Commission and the Tribal Council.

He will complete an assessment and do a review of the TERO Department and he is hoping to work with the Directors on January 8th after the meeting with the Council on the 7th.

Amos Tripp moved and Jody seconded to approve contract 13-C-026 from TERO Discretionary, 7 haa, 0 puuhara, 1 pupitihara (Elsa Goodwin).

Dion also attached a Tribal Union document. This is happening more and more in Indian Country and he would like the Council to review this document. Caltrans continues to work well with the Tribe. Indian preference will be applied to their upcoming project in Orleans. The Orleans Wellness Center will have two positions held for Native Americans.

Recently returning from the TERO legal conference, there is continued work on Tribal OSHA. This is a grey area. There is no jurisdiction in Indian Country but this also leaves less support for the Tribal employees.

He continues to work on tribally licensing the Head Start Centers with their own standards. With this, the Tribe could gain access to the State funding directly. Tribes do not get access to the funding only the State, so licensing with the Tribes own standards, means it is able to obtain access directly, similar to the State.

Dora would like to look at some resources for Childcare in Orleans. Dora believes that this is a need in Orleans. Dion has attempted to work on this, including offering to grant a private home owner to get childcare as well as provide resources to obtain licensure. Dion will work on this again, but he did spend time working on this.

Amos inquired if Dion is willing to have further discussion on Tribal laws. Dion noted that this will be discussed on January 7, 2013.

Buster noted that the issue for Orleans childcare is still ongoing. Dion explained that there were several meetings and discussions, avenues reviewed, even discussed the Head Start option for Orleans to bring that back if possible. Michael would like to have the fisheries building back up to code and when there is office moving, which would allow that facility to be used as a childcare center. There are options and the Council would like to have Dion review this again to determine what can be done. Dion agrees, he will look into it again, and he reiterated that if there are any childcare providers in the Orleans area, he has already set aside funding to get their homes upgraded, ensure certification of their homes, funding to assist in all of the avenues it may take. There has been no one interested. This is still a viable option, and he will continue to review other options.

Amos Tripp moved and Crispen McAllister seconded to approve Dion's report, 8 haa, 0 puuhara, 0 pupitihara.

8.) Duke Arwood, Education Coordinator:

Michael Thom moved and Crispen McAllister seconded to table Duke's report, 8 haa, 0 puuhara, 0 pupitihara.

9.) Tom Fielden, Emergency Preparedness Coordinator:

Tom is present to introduce himself. He is a newly hired position created from grant funding received.

He would like to meet with a hazard mitigation team that he has identified. He would like to discuss the NIMS program and to bring everyone up to speed regarding Emergency Preparedness.

There is a need for him to have contact with staff in case of an emergency, so he would like to request a cell phone and a credit card for expenses related to travel or emergencies.

Michael Thom moved and Crispen McAllister seconded to allow Tom to have a cell phone (smart phone) for his position, 8 haa, 0 puuhara, 0 pupitihara.

Michael Thom moved and Amos Tripp seconded to approve a credit card for Tom with a credit limit in the amount of \$1,500, 8 haa, 0 puuhara, 0 pupitihara.

He has been reviewing the plans that have been submitted. The grant agreement and the plans have been reviewed and he believes that they are meeting the needs. He believes that after his meeting with the core group of staff, he will be able to outline the needs for the Tribe.

Emergency Management was implemented in HC with the recent storms. The tribe worked closely with the resource center. There was \$800 in donations that were received. In HC the needs of the community are being met. He noted that there was a Tribal Member that may need assistance. A staff member from PP&L would like to recognize the Tribe for their emergency

response and would like to offset some costs in operations. He would like some number figures regarding meals, and that rough estimate including staff hours need to be provided by tomorrow. Tom will complete this.

Amos thanked Tom for his emails to providing reminders about safety and emergency concerns.

Buster also took the time to thank Tom for hitting the ground running. When the storms hit, he worked diligently with Ron Quigley and set up for communication on the incident.

Amos Tripp moved and Sonny Davis seconded to approve Tom's report, 8 haa, 0 puuhara, 0 pupitihara.

10.) Julie Burcell, People's Center Coordinator:

Julie is present to introduce herself. She was recently hired as the Tribes People's Center Coordinator. She noted that the items are all well-organized and she stepped into a program that she can see where things were left off. The most pressing issue is the People's Center Exhibit. This is leaving in mid-January so she is hoping that this can be delayed to ensure that the community and the Tribe can view this. She is trying to schedule a meeting with the Advisory Board to ensure they are all up to speed.

Buster welcomed Julie and announced that she lived in HC before. She is coming home and the Administration Office was excited for her to return to the Tribe. Her qualifications are impeccable and the Tribe is really excited to have her working again, and for her to be home.

Michael Thom moved and Amos Tripp seconded to approve her report, 8 haa, 0 puuhara, 0 pupitihara.

11.) Tiffany Ashworth, Dir of Admin & Compliance:

Michael Thom moved and Amos Tripp seconded to table Tiffany's report, 8 haa, 0 puuhara, 0 pupitihara.

12.) Erin Hillman, ED KTHA:

Erin is on vacation but Ann Escobar is present to provide her report. Ann provided an update on the KTHA programs use of the generators that Erin has issue with and will discuss that with Tom upon her return. Ann also noted that there is assistance for Tribal Members in emergency services. She noted that there were two hotels that were out in Yreka that could have been used. It is within KTHA to provide services in an emergency so they implemented the blocked rooms right away. If there is ever an incident then they can be contacted as well.

Elsa Goodwin was sworn; Michael Thom will be the Chairperson.

Amos Tripp moved and Sonny Davis seconded to approve KTHA's report, 8 haa, 0 puuhara, 0 pupitihara.

13.) Laura Mayton, CFO:

Report provided, not present.

Amos Tripp moved and Sonny Davis seconded to approve Laura's report, 8 haa, 0 puuhara, 0 pupitihara.

14.) Jaclyn Goodwin, Self-Governance Coordinator:

Jaclyn is present to seek approval of a letter of support for the Shasta Dam and the Winnemum Wintu Tribe.

Amos Tripp moved and Michael Thom seconded to approve the letter of support for the Winnemum Wintu Tribe, 8 haa, 0 puuhara, 0 pupitihara.

She then sought approval of the Annual Funding Agreement to the BOR. With discussions with Laura it was decided to send the application understanding that the \$150,000 as previously funded is not included, because it is still lost.

Amos Tripp moved and Crispin McAllister seconded to approve resolution 12-R-174, 8 haa, 0 puuhara, 0 pupitihara.

Jaclyn also then noted that Tyrone Kelly has forwarded information regarding a Stewardship Agreement. This is exciting because of the Katimiin Agreement, also the salvage logging which internal staff would ensure a meeting takes place. Lisa worked with Craig Tucker on the media release for Tishawnik. It received a lot of press and Jaclyn felt that this was very exciting.

Amos Tripp moved and Sonny Davis seconded to approve Jaclyn's report, 8 haa, 0 puuhara, 0 pupitihara.

15.) Lisa Morehead, Grant Writer/Resource Developer:

Lisa is present to review her written report. She then announced that she would like to seek approval of the final Karuk Language Restoration Committee strategic plan.

Andre Cramblit is the Chair of the Language Restoration Committee. He has held this position since 1991 and he formed this committee in 1988. In 1999 the group wrote and approved a 5 year plan.

The background on this 10 year strategic plan is that the group was just responding to funding opportunities as opposed to having a plan in place in advance to ensure the group continues their language efforts. The structure is not a committee of the Tribe or a formal committee. They have their own bylaws in which are conformed of the community. The voting members are Tribal Members and/or Descendants. This document was created by this committee group. Vina has been to the restoration committee's meetings. Sonny has been to one or two and Bud as well. There is adequate representation and they continue to ensure Karuk Members are encouraged to attend. Sonny feels that the majority of the real speakers are up North and in this area. Sonny has not attended the meetings because he is not aware of them. When the ANA grant was lost and not refunded then the group has not really met. He will take personal responsibility for this, because they haven't met formally due to the lack of funding. Tiffany, Jaclyn and Lisa continue to work on this to ensure there are better meetings. Sonny supported the committee but he does not support the document with the plans included in it. Andre noted that the value of the strategic plan is that an idea can be captured from it and then seek funding, this would work to better serve the direction.

Amos commented that he is unclear of how the Council and the Committee work together. He would like to know what the relationship is going to be. He is also concerned over defining what the samples of Karuk Only ideas are. Andre explained that that is for summer camps and dinners for Elders to speak to the young adults or adolescences. Amos then noted that he is also interested

in understanding the next step to take the language into the community and ensuring it is implemented. Amos believes that this will also take some money as well. He would like to know how this affects the Council and to see it clearly expressed that the primary way to protect the language at this point may include technology and attempt to learn in an interactive forum.

Andre noted that the restoration committee is separate from the Tribe and is volunteer. He volunteers to write the grants and such as the ANA grants were written and passed thru by the Tribe. The strategic plan was drafted by the committee and submitted.

Amos agrees that there is funding that may need to be sought to assist in meeting the goals of the committee. Andre commented that the committee now works with technology to ensure there is digital video and audio for access to the information and learning materials. Andre would eventually like this to be available online moving forward.

Amos questioned if the Council approves this then what does it do? Andre commented that this would be to solidify the employees the opportunity to work on the funding proposals as they become available and then to show funders that there is community/tribal support. Buster noted that this will be reviewed by the Council prior to formal approval. Buster then commented that with the Cobell Settlement there may be funding available for education. Also, with the understanding of DC that language is important to tribal identity there may be further funding opportunities available.

Tribal member addressed the Council noting that the Tribe having sovereignty means to have your language. Also, with the Yurok Tribe there were discussions that the Tribes language was extinct. He noted that when a report was done to identify that the language was extinct the Yurok Tribe started to implement their language in their community. It was first revitalized by the community and then the Tribe added additional services, which created a long lasting network of speakers. The community had the plan in place which allowed the programs to get out there and become implemented. When Bill Bright was studying Karuk language in 1950's there were no known Karuk speakers, in the open. Sonny disagreed with that point. He then noted that yes, it was just not easily found in the community but families such as his only spoke Karuk.

The Karuk Restoration Committee asked that it not be approved, but to seek input. It is for the Tribes consideration. The Committee will meet after the beginning of the year.

Lisa then noted that she provided information on the grants activities in her report. She also commented that there is no language program at the moment but she has been providing information on the ANA grants and attempting to work better moving forward on creating some ideas for language. She noted that there is little support from the Karuk Elders which is so crucially important. She has been asked to relinquish the grant possibilities to ensure the community group can work on funding. The Karuk Tribe has dropped the ANA solicitation for 2013.

She is working with KCDC and they have decided to create an action plan for them. They will work on an AmeriCorps grant. Duke has allowed her to move forward on Indian Education granting opportunities. Lisa commented to Amos' inquiry about the decision not to draft the ANA grant explaining that she was provided that direction.

Amos Tripp moved and Michael Thom seconded to approve Lisa's report, 8 haa, 0 puuhara, 0 pupitihara.

16.) Scott Quinn, Dir. of Land Management:

Not present, written report provided.

Michael Thom moved and Bud Johnson seconded to approve Scott's report, 6 haa, 0 puuhara, 0 pupitihara (Amos and Sonny absent for vote).

17.) Leaf Hillman, DNR Director:

Crystal is present to seek approval of a contract for 13-C-017 between the Karuk Tribe and Kier Associates in the amount of \$50,000. This is part of funding for water quality during the FERC relicensing. An RFP was done and there was only one response, but they are the same company that has done it for the last six years. Allocation is \$150,000 total with the Tribes share of the five different tribes, being the \$50,000.

Dora Bernal moved and Michael Thom seconded to approve contract 13-C-017, 7 haa, 0 puuhara, 0 pupitihara (Amos absent for vote).

Craig then provided the Council with an amendment to contract 12-C-074 (1). It is with Thomas Cannon in the amount of \$21,000. It will be to continue evaluation and study for Shasta River salmon habitat and develop proposals. Craig is happy with the work that has already been done by Thomas and his continued services will have him working with Craig and Toz.

Dora Bernal moved and Elsa Goodwin seconded to approve contract 12-C-074 (1), 7 haa, 0 puuhara, 0 pupitihara (Amos absent for vote).

Craig then presented another contract with Larry 13-C-025.

Amos Tripp moved and Sonny Davis seconded to approve contract 13-C-025, 8 haa, 0 puuhara, 0 pupitihara.

Leaf then went on to the DNR report which included a request for approval of addendum (4) to 11-C-045; it extends the date of the existing contract to December 2013 with GeoEngineers.

Michael Thom moved and Bud Johnson seconded to approve addendum (4) to 11-C-045, 8 haa, 0 puuhara, 0 pupitihara.

He then sought approval of the annual maintenance agreement for the DNR copier. In the past those were handled by the department and then recently when it was in need of maintenance, he was told that the Council has to approve those. Elsa asked if Tiffany discussed this with Leaf. Tiffany has not discussed this with Leaf but he requested that he get the agreement approved because they need their equipment to work.

Amos Tripp moved and Michael Thom seconded to approve 13-C-023, 8 haa, 0 puuhara, 0 pupitihara.

Jody Waddell moved and Amos Tripp seconded to approve Leaf's report, 8 haa, 0 puuhara, 0 pupitihara.

Committee Reports:

1.) NCIDC Meeting Minutes:

Dora Bernal moved and Michael Thom seconded to approve the NCIDC Meeting Minutes, 8 haa, 0 puuhara, 0 pupitihara.

Closed Session:

Consensus: for Michael Thom to take Tribal Member #MM to the KTHA Board to seek final estimates of costs to remove unwanted material on her property. A complaint regarding CHR services was received and also, additional law enforcement services are needed.

Consensus: to refer GM to TERO for assistance.

Consensus: to allow use of the Tribes Orleans language building but to have an agreement in place and presented at the Planning Meeting.

Amos Tripp moved and Sonny Davis seconded to approve resolution 12-R-129, 8 haa, 0 puuhara, 0 pupitihara.

Consensus: to ensure Elsa is notified of the ICW Committee meetings, because she is on that committee and to post a vacancy for the community member.

Sonny Davis moved and Amos Tripp seconded to approve Michael's travel to Sacramento with an extra day because of road conditions, 7 haa, 0 puuhara, 1 pupitihara (Michael Thom).

Michael Thom moved and Crispen McAllister seconded to allow the tank of gas on Jody's VISA for helping deliver generators during the snow storm, 8 haa, 0 puuhara, 0 pupitihara.

Consensus: to discuss the ANA budget and the grant planning at the upcoming planning meeting.

Amos Tripp moved and Sonny Davis seconded to suspend Tribal Member #HPJ loan until he goes back to work, 7 haa, 0 puuhara, 1 pupitihara (Elsa Goodwin).

Consensus: for Buster and Michael to report on staffing questions posed by the other Council Members and have it prepared for discussion on Thursday.

Michael Thom moved and Jody Waddell seconded to approve administrative leave for Friday/Monday and Wednesday will be required leave, 6 haa, 0 puuhara, 2 pupitihara (Elsa and Dora).

Consensus: for an agreement to be drafted for 30 days on the Blue House and have it presented Thursday for final approval.

Next Meeting Date: January 24, 2013 at 3pm in Yreka, Ca.

Amos Tripp moved and Bud Johnson seconded to adjourn at 8:08pm, 8 haa, 0 puuhara, 0 pupitihara.

Respectfully Submitted,

Russell "Buster" Attebery, Chairman

Recording Secretary, Barbara Snider

Please note information/activities are for the period of: 12/28/2012 through 01/24/2013.

Action Item(s):

Request authorization to submit **Resolution 13-R-004** to the U.S. Department of Education, Office of Elementary and Secondary Education – Indian Education for a four-year **Demonstration Grant for Indian Children** to enhance school readiness of 3- and 4-year old Native and non-Native children and enhance high school students' educational experiences and achievements so they can succeed in college. Four years of age- and culturally-appropriate project activities are proposed in the total amount of \$1,153,472, which includes four consecutive years' grant funding in the amount of \$288,368 each.

Projects:

TRIBAL JUSTICE: The continued meetings with various stakeholders in **the Coordinated Tribal Assistance Solicitation (CTAS)** funding proposal have been productive. With April Attebury as the Project Lead, we are developing a comprehensive and coordinated approach to public safety and victimization issues and to apply to funding in different program areas within the Department of Justice.

KARUK LANGUAGE: On January 10, 2013, I meet with members of the Karuk Resources Advisory board to discuss different options for the Karuk Tribe to fulfill its mission statement in preserving and maintaining the Karuk language. Many ideas were presented, from finding a way for language learners to self-navigate through the various phonetic pronunciation guides, to contracting with a language learning firm, e.g. Rosetta Stone, to simply documenting, digitizing, locating, repatriating, and archiving information surrounding the broad field of the Karuk indigenous language.

This ad hoc committee, made up of Amos Tripp, Bud Johnson, Crispin McAllister, Bill Tripp, Jaclyn Goodwin, and Julie Burcell concluded with the consensus that this latter direction would be the most promising at this moment.

Interestingly enough, a producer and film maker have approached Tribal members and council members with the idea of using film footage to produce a film about the Karuk culture. Together with Tanya Busby, we are exploring the idea of using the documentation to promote various departmental needs, and as such, looking at funding possibilities

Meetings Attended:

- 12/31/2012 – Planning meeting with newly appointed People’s Center Julie Burcell
- 01/03/2013 – Tribal Justice grant coordination meeting with April Attebury, A-Dae Romeo, Jaclyn Goodwin on CTAS Community Oriented Policing Services (COPS)
- 01/03/2013 – Planning meeting with Julie Burcell on Institute of Museum and Library Services (IMLS) funding
- 01/04/2013 – CTAS Planning Meeting with Tribal Justice Department and Yav Pa Anav’s Rivkah Barmore
- Administration for Native Americans Environmental Regulatory Enhancement grant proposal meeting with Craig Tucker
 - Tribal Justice and Department of Natural Resources meeting to find possible avenues to precedential Tribal Patrolling in existing KT Fishing Ordinance
- 01/07/2013 – Planning meeting for Demonstration Grant with Education Coordinator Ducayne Arwood and Tribal Chairman Russell Attebery
- 01/08/2013 – TERO Presentation at Headway Building
- 01/09/2013 – Seventh Generation conference call with John Veltri, Chris Peters, Julian Lang.
- 01/10/2013 – Tribal Justice meeting about COPS grant and possibilities for MOU with Yurok Tribal Police
- Karuk Language brainstorming meeting in Orleans with Amos Tripp, Bud Johnson, Crispin McAllister, Bill Tripp, Jaclyn Goodwin, Julie Burcell
- 01/14/2013 – Food Security Grant Kick-Off Dinner. Informal get-together with Ron Reed, Bill Tripp, and Project Leader, US Berkeley’s Jennifer Sowerwein to discuss synergetic funding opportunities among Tribe’s focus-areas within the scope of food Security.
- 01/15/2013 – Demonstration Grant discussion with Head Start Director Patty Brown, Donna Goodwin-Sanchez, Compliance Director Tiffany Ashworth, and Education Coordinator Ducayne Arwood to iron out differences in proposal
- 01/16/2013 – Preliminary Emergency Preparedness and Response Meeting, Headway

- CTAS meeting with April Attebury and Tanya Busby

01/17/2013 – Planning Meeting presentation of MOU possibilities with Yurok Tribal Police

01/18/2013 – Planning Meeting with People’s Center Julie Burcell on acquisition of ceremonial grounds, museum and library services grants, Karuk language archiving, and press release on upcoming Clark Museum exhibition.

REQUEST FOR TRIBAL COUNCIL AUTHORIZATION TO SUBMIT PROPOSAL TO FUNDING SOURCE

REQUESTOR: Lisa Morehead/Ducayne Arwood **DATE:** 1/24/2013

DEPARTMENT: Grant Writer/Resource Development

DEADLINE: 2/19/13 **AMOUNT:** \$1,133,960 **DATES FROM:** 7/1/2013 **TO:** 6/30/2017

BRIEFLY DESCRIBE PURPOSE OF PROPOSAL:

Enhance school readiness of 3- & 4-year-old Native and Non-Native children so they can succeed in elementary school, and enhance high school students' educational experiences and achievements so they can succeed in college. Four years of age- and culturally-appropriate project activities are proposed.

REVIEW:	COMPLIANCE	CFO	OTHER:
NARRATIVE:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INDIRECT COST:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MATCH	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOCUMENTATION:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRIBAL RESOLUTION:	<input checked="" type="checkbox"/> 13-R-004	<input type="checkbox"/>	<input type="checkbox"/>

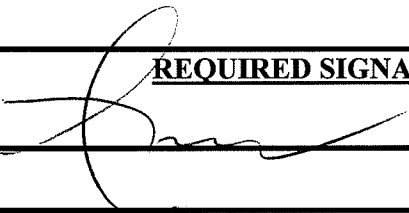
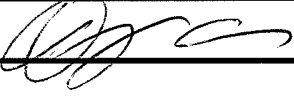
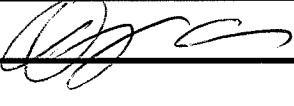
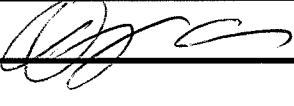
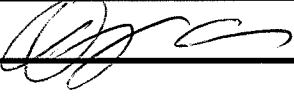
COMMENTS:

COMPLIANCE:

CFO:

OTHER:

REQUIRED SIGNATURES*

REQUESTOR*		DATE <u>1/18/2013</u>
CFO*		DATE _____
COMPLIANCE*		DATE <u>1/18/2013</u>
CHAIRMAN		DATE _____
OTHER		DATE _____

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

RESOLUTION OF THE KARUK TRIBE

Resolution No: 13-R-004
Date Approved: January 24, 2013

RESOLUTION AUTHORIZING APPLICATION FOR A FOUR-YEAR DEMONSTRATION GRANT FOR INDIAN CHILDREN TO THE U.S. DEPARTMENT OF EDUCATION TO ENHANCE SCHOOL READINESS OF 3- AND 4-YEAR OLD NATIVE AND NON-NATIVE CHILDREN AND ENHANCE HIGH SCHOOL STUDENTS' EDUCATIONAL EXPERIENCES AND ACHIEVEMENTS SO THEY CAN SUCCEED IN COLLEGE. FOUR YEARS OF AGE- AND CULTURALLY-APPROPRIATE PROJECT ACTIVITIES ARE PROPOSED IN THE TOTAL AMOUNT OF \$1,133,960.

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; a well-educated Tribal Membership is essential to the Karuk Tribe's ability to achieve its mission "*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*"; and

WHEREAS; the Karuk Tribe recognizes that the education of Karuk children is a responsibility shared by the Tribe, public schools, and broader community; and

WHEREAS; published data indicate the educational needs of Karuk children living in the Ancestral Territory are not being met and, in fact, these children are at risk of academic failure; now

THEREFORE BE IT RESOLVED; that the U.S. Department of Education, Office of Elementary and Secondary Education – Indian Education has announced the availability of Demonstration Grants for

Indian Children, which can be used by Tribes to implement projects that address specific gaps and weaknesses in educational services, infrastructure, and opportunities for Indian children, most particularly by providing (1) age-appropriate educational programs and language skills to three- and four-year-old Indian students to prepare them for successful entry into kindergarten and (2) college preparatory programs for secondary school students that are designed to increase competency and skills in challenging subject matters, including math, science, and the language arts to facilitate their successful transition to postsecondary education; now

THEREFORE BE IT FINALLY RESOLVED; that the Karuk Tribal Council authorizes an application to the U.S. Department of Education, Office of Elementary and Secondary Education – Indian Education for a four-year Demonstration Grant for Indian Children to enhance school readiness of 3- and 4-year old Native and non-Native children and enhance high school students' educational experiences and achievements so they can succeed in college. Four years of age- and culturally-appropriate project activities are proposed in the total amount of \$1,133,960.

CERTIFICATION

I, the Chairman, hereby certify the foregoing resolution 13-R-004, which was approved at a regularly scheduled Tribal Council meeting on January 24, 2013, was duly adopted by a vote of _____ AYES, _____ NOES, _____ ABSTAIN, and said resolution has not been rescinded or amended in any way. The Tribal Council is comprised of 9 members of which _____ voted.

Russell Attebery, Chairman

Date

Application Narrative

(a) Need for Project.

The federally recognized Karuk Tribe, which has a current enrollment of 3,660 members, is among the most geographically dispersed in the nation. The Karuk Tribe's Ancestral Territory includes three major population centers situated in remote rural communities along State Highway 96: Orleans (Humboldt County) and Happy Camp (Siskiyou County); and Interstate 5: 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 1999-2000 and 2011-12, Orleans Elementary School's enrollment declined by 40% from 75 students to 45;
- Between 1999-2000 and 2011-12, Happy Camp Elementary School's enrollment declined by 37% from 179 students to 114;
- Between 1996-97 and 2012-11, Happy Camp High School's enrollment declined 45% from 146 to 81; and
- Overall, Siskiyou County's public school enrollments have declined by 33% from 8,946 to 5,996 since 1993-94 when the federal government suspended timber harvests on public lands.

The primary beneficiaries of the proposed **Pikyav ("fix it") Project** will be an estimated 358 preschool and school-age children included in the 1,182 Karuk Tribal Members living in ten tiny communities along the Klamath River between Orleans and Yreka (see maps and population table in **References**). According to Federal, State, and Tribal data sources, these

communities suffer from long-term, chronic unemployment, and resulting poverty. The 2005 American Indian Population and Labor Force Report released by the U.S. Department of the Interior, Bureau of Indian Affairs, Office of Tribal Services (p. 21), indicates the Karuk workforce totals 915 Tribal members living on or near reservation lands. In 2005, 574 tribal members (63%) were unemployed; moreover, an additional 256 tribal members were employed but living below poverty guidelines. **Consequently 830 Tribal members (91%) were listed as living in poverty in the targeted Klamath River communities. The current economic recession has increased unemployment to 18.3% (CA EDD) and poverty to 16.4%.**

The proposed **Pikyav Project** represents an unprecedented community-wide partnership through which the Tribe's Education Program, Head Start Program, Community Computer Centers, and TANF and TERO 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 2013 Demonstration Grants for Indian Children to (1) provide age-appropriate educational programs and language skills to three- and four-year-old Indian students to prepare them for successful entry into kindergarten and (2) provide college preparatory programs for secondary school students that are designed to increase competency and skills in challenging subject matters, including math and science, to facilitate their successful transition to postsecondary education.

As of November 2012, the Orleans Elementary School has been identified as a Year 1 Program Improvement (PI) school under the federal No Child Left Behind (NCLB) Act of 2001. This means that the Orleans school did not make adequate yearly progress (AYP) in the percentage of students scoring at the "proficient" or "advanced" level on the California

Standards Tests for English-language arts and mathematics for over two consecutive years. In school year 2011-2012, only 44.1% of the students achieved proficiency in the English-language arts. In mathematics, 47.1 % reached the target achievement level.

Happy Camp Elementary had already earned been identified as a PI School in 2010 and has since failed to meet the AYP: At Happy Camp Elementary School, nominally more than 30% of students are proficient or advanced in English-Language Arts, 37% in Mathematics, and 12% in Science. It is especially important to note that, while one in three (33%) students in the second grade (the first year of testing) are proficient in English-Language Arts and another 28% have basic language competency, the remaining 39% are below basic (22%) or far below basic (17%) competency in English-Language Arts. Interestingly, at this early grade level, 50% of Happy Camp's second graders are proficient or advanced in Mathematics; another 28% have basic math skills, and 22% have below basic skills. However, at the seventh grade level, only 20% of Happy Camp students are proficient in Mathematics; another 27% have basic math skills, and 54% are evenly distributed between below basic and far below basic math skills. **None** of the 15 eighth grade students demonstrated basic, proficient, or advanced competency in Science; rather, **47% were below basic, and 53% far below basic.**

The 2012 California AYP Report for the Yreka Community Day Elementary School is much rosier, recording passing percent proficient rates in both the English-Language Arts and in Mathematics. The report does not, however, reflect the passing percentage rates of Native American students, which representing a minority of a predominantly non-Native school body, is reported to be at the same negative rate as the aforementioned schools in the Karuk Ancestral Territory.

Among the 53-58 Happy Camp High School freshmen tested in 2009, 56.9% were proficient or advanced in English-Language Arts, 8.9% in Mathematics, and 26.4% in Science. By the eleventh grade, the 39% (16 students) 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 29% of ninth graders had achieved basic competency in Algebra I, with the remaining 71% below basic competency; 21% of ninth graders had achieved basic competency in Integrated Sciences, with 38% at basic, 33% below basic, and 8% far below basic in sciences.

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) poverty and related perceptions of limited college opportunities, which are demoralizing and detrimental to student motivation, career exploration, and college preparation. Alarming, only 4 of 18 Happy Camp High School seniors took the most recent ACT. The High School Principal attributes the low number of students tested to (a) financial hardship, which not only prohibits the 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. To overcome these barriers to postsecondary education, the Karuk Tribe is proposing a proven, comprehensive and coordinated approach: cultivating a community-wide positively connoted college-going culture among educators, students, parents/families, and Tribal employees.

(b) Significance.

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). A relatively large number of Hoopa and Yurok Tribal members have completed four-year degrees, as well as teaching, counseling, and administrative credentials, and master's degrees.

By contrast, the Karuk Tribe has no "reservation," per se, within the boundaries of which it exercises legal jurisdiction to govern. It is essentially a landless Tribe, except for the 800 acres of trust status lands reacquired over the past 30 years for incremental 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 college (Humboldt State University), it has been extremely difficult for Tribal members located within the Ancestral Territory to complete four-year degrees. Even when they have earned degrees, it has been difficult to return home and make use of this newly acquired knowledge and these skills due to the limited professional opportunities available in the area.

In the past, the Tribe's Education Coordinator has served primarily as a distributor of small numbers/amounts of BIA higher education and vocational training grants to Tribal members—an administrative task that has precluded a meaningful presence in the public schools

serving Tribal children (e.g., to advise, mentor, and/or tutor American Indian students). The Karuk Tribe has relied heavily on public elementary and secondary schools to educate its school-age children while focusing Tribal efforts on preschool and postsecondary education programs. The Karuk Tribe has operated Head Start (HS) programs in Happy Camp and Yreka for more than 25 years; and for the past four years, has partnered with the Siskiyou Union High School District, Happy Camp High School, and College of the Siskiyous to deliver on-site, online, and televised community college courses at Community Computer Centers located in Orleans, Happy Camp, and Yreka.

And while these operations have enjoyed some success, one thing is clear: After fifteen years of steadily declining regional economies—compounded by the current economic recession—it has become imperative that the Karuk Tribe work in closer collaboration with the public schools serving its children. While there is much to learn about educational problems, issues, and effective strategies, there also are many good models from which to borrow ideas and methods for effective Tribal-school partnerships, school readiness programs, college preparatory programs, and teacher training and professional development.

Currently demonstrating the efficacy of school-Tribe partnerships—particularly between public schools and the Hoopa, Tolowa, and Yurok Tribes—is the Humboldt-Del Norte P-16 Council, which is comprised of the Presidents and other administrators, faculty, and student services staff from College of the Redwoods and Humboldt State University; Education Directors and Coordinators from the Hoopa, Karuk, Tolowa, Wiyot, and Yurok Tribes; County and District Superintendents of Schools; and elementary and high school administrators and teachers, including American Indian educators; and University- and community-based early childhood educators.

The primary guidelines of the P-16 Council for the past four years have been offered by the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES), a regional collaborative with two major goals: (1) to close the achievement gap for American Indian students in order to enhance both their employability and their higher education opportunities and (2) to create and/or strengthen a college-going culture among American Indian students and parents. At monthly P-16 Council meetings, information is shared that underpin the major goals of the Pikiyav Project, including current literature, evidence-based research, and success models. Each member of the P-16 Council has equal access to the wealth of information and databases identified and shared, including culturally appropriate instructional materials housed at the County Offices of Education, Humboldt State University, and the Hoopa Valley Indian Education Center (located 75 to 135 miles from Happy Camp). The Karuk Tribe's Education Department has embraced the opportunity to participate in the P-16 Council.

The significance of the proposed Pikiyav Project is that for the first time in its 34-year history, the Karuk Tribe will take a comprehensive, collaborative approach to educating its school-age children, integrating early childhood education with public school and postsecondary education programs available within the Karuk Ancestral Territory. This system improvement will be facilitated not only by collaboration with and the guidance of successful Indian education programs in our region, but by participation in, and replication of, the Humboldt-Del Norte P-16 Council through **the proposed organization** of a similar, more local, Mid-Klamath River P-16 Council. Inherent in its discriminating understanding of the Karuk Tribal community, family structures and children's unique educational needs, the Mid-Klamath P-16 Council will be in an excellent position to help develop effective programmatic focus to improve critically needed educational opportunities and academic achievement.

Thematic in our approach will be **Indians helping Indians** to reassume a leadership role in educating our children. To acquire and/or develop culturally appropriate educational approaches and instructional materials, **Pikyav Project** staff will spend significant amounts of time visiting successful Indian education programs and staff on the Hoopa Valley and Yurok Reservations, as well as Humboldt State University's Indian Teacher Education Curriculum Resource Center, a collection of more than 6,000 items related to American Indian education, culture, history, language, self-governance, and science. As neighboring Tribes, we share the responsibility for educating our children. For thousands of years of early history, we engaged in traditional trade and commerce based on our subsistence economies. While our languages are very different, the Karuk, Hupa, and Yurok Peoples share common histories, traditions, and values. These three Tribes continue to inter-marry and participate in each other's cultural gatherings, as well as to employ each other's members.

By participating on the Humboldt-Del Norte and Mid-Klamath P-16 Council, the Karuk Tribe's Education Department, **Pikyav Project** and Head Start staff will be able to improve Head Start Programs designed to prepare our youngest members for success in kindergarten, ensuring that they become strong communicators, readers, thinkers, and cooperative problem solvers by the second grade; proficient in mathematics and science by middle school; and eligible for admission to post-secondary institutions upon graduation from high school. Building on successful models of Tribal-school partnerships in neighboring Tribal communities—and informed by the ongoing data collection, research, and teacher training offered through the Humboldt-Del Norte P-16 Council—we will utilize culture-based, age-appropriate instructional materials, methods, and role models to engage, inspire, and motivate Karuk and other children to achieve academically.

(c) Quality of Project Design.

The **Pikyav Project** will achieve the following goals, objectives, and outcomes in four-years:

Goal 1.0 To prepare three- and four-year old Karuk and other American Indians to enter and succeed in kindergarten.

Objective 1.1 By the end of Year 1, the Karuk Tribe's Education Department will partner with the Tribal Head Start Programs in Happy Camp and Yreka to acquire, develop, and provide age- and culturally-appropriate instructional materials and activities that improve development of language/communication skills, cognitive skills/conceptual knowledge, and social skills. In Year 2, this objective will be expanded to include Head Start Programs serving Karuk and other Indian children in Orleans.

Activities: In consultation with Indian education resource centers operated by neighboring Tribes, public schools, and colleges in Humboldt County, Head Start and **Pikyav Project** staff and parents will:

(1) Enhance and expand culture-based, age-appropriate resource centers at two Head Start sites, featuring reading materials, educational videos, and games/manipulatives for use by three- and four-year-old children and (on a free check-out system) by their families. Family calendars will be distributed to facilitate quick notes on at-home reading, and check-out materials will be accompanied by brief feedback forms.

(2) Organize weekly family activities (e.g., indoor and outdoor reading circles and storytelling; traditional Indian arts, crafts, foods/food preparation, and games; interactive skits, puppet shows, singing, and demonstration dances) at which Head Start staff, family members, high school students, and other community volunteers can present materials and facilitate

activities that are engaging, fun, and aimed at increasing parent-child interactive educational activities at home, as well as reinforcing preschool-based learning. Staff will collect feedback forms from parents each week, using that feedback for continuous quality improvement.

(3) Encourage and assist Head Start families to participate in and provide feedback on the annual *ikvêeshrih-túnviiv* (“Kinder-Camps”) held at elementary schools the week before kindergarten begins. Public school teachers are convinced this week-long orientation is vital to a successful transition.

Outcomes:

(1) Increased access to age- and culturally-appropriate preschool learning materials will result in increased time (minutes per day/hours per week) devoted to parent-child teaching-learning activities at home, as self-reported on family calendars provided by the Head Start Programs. Feedback forms will be developed to inform ongoing selections of additional preschool learning materials.

(2) Increased family and community involvement during Head Start Program hours and *ikvêeshrih-túnviiv*, including their evaluative feedback, will strengthen the sense of community-wide, shared responsibility for early education and better prepare young children for success in kindergarten.

(3) Demonstrated five point annual improvement annually (20 points in 4 years) in the percentage levels of preschoolers who meet expected development levels in each area of measurement (e.g., language/communication, cognitive/ conceptual, and social development), as shown in assessments of Head Start participants using the California Desired Results Developmental Profile (DRDP).

Discussion: The community-based, family-centered, interactive focus of these methods is consistent with best practices regarding early learning, school readiness, school persistence and success, and culturally appropriate practices (Espinosa,2010; National Science Council on the Developing Child (NSCDC); Rhinehart, 2006; Shonkoff & Phillips, 2000; www.hcz.org 2010). Successful early learning is grounded in positive relationships and learning opportunities that are embedded in the daily lives and contexts of children (Brazelton & Greenspan, 2000; Espinosa, 2010; Greenspan, 1999). Children’s oral language, vocabulary and phonological awareness (core elements required for communication, reading and writing skills) develop through daily interactions of engaging in conversation, storytelling, shared book experiences, songs, sound games, and exposure to/creation of print (Otto, 2006). “The rate of children’s early language growth and later language outcomes is directly related to the verbal input that children receive when communicating with adults and other children,” (California Preschool Learning Foundations, CDE, 2008, p. 49). These activities are best fostered through interactions with familiar adults in flexible, language-rich environments where children are familiar with the concepts, actions, and symbols used in association with sounds, letters, and communication behaviors (Coppel & Bredekamp, 2009; Geneishi & Dyson, 2009).

Geneishi and Dyson (2009) point out that when children are telling their own stories, they not only build literacy skills, but also build identities for themselves, exploring understandings of others and social settings and making connections between ideas. Early learning of mathematics and science also “...takes place in everyday environments; through interactions, relationships, activities and play...” (California Preschool Learning Foundations, 2008, p.143). Adult involvement with children in activities, play and exploration, and sharing stories supports children’s cognitive, literacy, social-emotional, and school readiness skills. The abilities to

communicate effectively with adults, express feelings appropriately, function effectively in groups, develop positive feelings about self and others, and listen to and follow directions are all important school readiness, success, and perseverance skills (Smith, 2008).

Seeing adults as resources is another important factor in effort and persistence. Children tend to respond to adults in this way when they know them, have a sense of shared context/culture and know how the adults fit into the surrounding social structure. Providing culturally appropriate materials and supports to families and creating community-based activities where children have opportunities to interact with community adults are important supports to children's school success (e.g. Rhinehart, 2006). Community-based connections between home and school have an important positive influence on child performance and persistence, and parent participation. The success of California First 5 School Transition Teams and Harlem Children's Zone are excellent examples of the power of these connections. Humboldt State's Child Development faculty—who evaluated American Indian Early Childhood Education Centers for the California Department of Education in 2002—also identified the home-school connections created by these Centers as key variables in parent support for school attendance and involvement, noting positive correlations with increased school performance and persistence (Knox, Hurlbut, Hansen and Frost, 2002).

Because a developmentally and culturally appropriate approach will be taken, the assessment tool should measure developmental progress and expected school readiness behaviors. The Desired Results Developmental Profile – Revised (DRDP-R) Preschool Form (March, 2008) was developed for this purpose; it is in use in California State Preschool programs and many other preschool programs. It is related to the California State Preschool Learning Foundations and now is undergoing revision to even more closely reflect these standards. These characteristics, and the

existence of a relevant data base for comparison, make it uniquely appropriate as the basis for evaluating the effectiveness of the proposed interventions.

Goal 2.0 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 English, and facilitate their successful transition to postsecondary education.

Objective 2.1 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-going culture” based on the “Nine Critical Principles of a College Culture” developed by Dr. Patricia McDonough and colleagues at UCLA (see p. 18). Note: Happy Camp High School also serves Orleans.

Activities:

- (1) Begin each year with at least three public forums/focus groups for Tribal and public school leadership, P-16 educators and parents, and middle and high school students to introduce and explain the “Nine Principles” framework; identify unmet needs and inventory resources; and establish annual priorities and short-term goals related to the “Nine Principles.”
- (2) Hire one full-time Education Director and one Education Coordinator 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.

- (3) 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.
- (4) Develop Individualized Education Plans (IEPs) 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.
- (5) Identify, inform, and assist intent high school students in accessing Advanced Placement courses through local community colleges, including classroom, online, and Interactive TV courses at Community Computer Centers and the College of the Siskiyou.
- (6) 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, Upward Bound, Indian Teacher and 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, campus tours, and orientation programs.
- (7) 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.
- (8) 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 college admission

requirements and applications, federal and state financial aid applications, and scholarship applications, as well as accompanying letters and essays.

(9) 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.

(10) 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/Computer Science Camps (e.g., College of the Redwoods Digital Media course in Hoopa, Humboldt State's Upward Bound Program, and CSU Sacramento's Summer REZ leadership development program, which includes tours of UC Berkeley and UC Davis).

(11) 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, fisheries/forestry/natural resource management, public health, and governance programs.

NOTE: The Karuk Tribe recognizes the importance of academic success at all grade levels. By focusing the **Pikyav Project** on enhancing students' successful transitions from preschool to kindergarten—and high school to college—the Karuk Tribe will be able to dedicate its Johnson O'Malley funds to similarly enhancing students' middle school experiences; e.g., tutoring in math, science, and language arts, as well as critical thinking and problem-solving activities.

Discussion: The "Nine Critical Principles of a College Culture" are presented on the next page. 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 Humboldt-Del Norte P-16 Council has settled on these “Nine Critical Principles” as 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 **Pikyav 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 **Pikyav 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 communities). Many of these skills will be developed through American Indian Student Association activities, summer camps, and community service.

NINE CRITICAL PRINCIPLES of a COLLEGE CULTURE

<p align="center"><u>College Talk</u></p> <p>Clear, ongoing communication among students, teachers, administrators, and families about what it takes to get to college.</p>	<p align="center"><u>Clear Expectations</u></p> <p>Explicit, clearly-defined goals, communicated in ways that make them part of the culture of the school.</p>	<p align="center"><u>Information</u></p> <p>Current college information easily accessible by all students.</p>
<p align="center"><u>Comprehensive Counseling Model</u></p> <p>View of counseling that makes all student interactions with counseling staff opportunities for college and career counseling.</p>	<p align="center"><u>Testing & Curriculum</u></p> <p>Information about and access to “gate keeping” tests (PSAT, SAT, etc.) and courses (A-G, AP, etc.) for all students.</p>	<p align="center"><u>Faculty</u></p> <p>Active faculty participation in maintaining a college culture.</p>
<p align="center"><u>Family Involvement</u></p> <p>Meaningful engagement on the part of family members in the process of building a college culture.</p>	<p align="center"><u>College Partnerships</u></p> <p>Active links in a variety of forms between the school and local colleges and universities.</p>	<p align="center"><u>Articulation</u></p> <p>Coordination among counselors and teachers in all feeder schools.</p>

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

Outcomes:

By the end of the four-year grant period, the “achievement gap” will be closed—that is, Karuk and other American Indian students will graduate from Happy Camp and Yreka High Schools and enter colleges and universities 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 successful completing at least 3 years of challenging core courses by the end of their fourth year in high school;
- Percentage of American Indian students who graduate with their incoming 9th-grade cohort;
- Percentage of American Indian students who have IEPs that include goals for college;
- Percentage of American Indian students who complete applications for college admission;
- Percentage of American Indian students eligible to enter into 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;

Goal 3.0 To enhance American Indian students' school readiness and academic success at all grade levels by establishing a Mid-Klamath River P-16 Council based on the Humboldt-Del Norte P-16 Council model.

Objective 3.1 By the end of Year 1, the Karuk Tribe's Education Department will partner with the College of the Siskiyous, public schools in the Ancestral Territory, and local pre-schools, as well as Tribal elders and other community members, to organize, promote, and recruit participants for the Mid-Klamath River P-16 Council; its mission will emphasize age- and culturally-appropriate approaches to school readiness and academic success at all grade levels.

Activities:

- (1) Utilize each year's three public forums/focus groups for Tribal and public school leadership,

P-16 educators and parents, and middle and high school students to introduce and explain the P-16 Council concept, initially building on the history, organizational structure, individual and collective commitments, school/student successes, and family/community benefits of the Humboldt-Del Norte P-16 Council and, in Years 2-4, featuring local **Pikyav Project** outcomes.

(2) Support the participation of at least three members of the Mid-Klamath River P-16 Council in regular meetings of the Humboldt-Del Norte P-16 Council, on-site or by teleconference.

(3) Convene regular monthly meetings of the Mid-Klamath River P-16 Council, initially focusing on organizational development (e.g., mission, community and resource needs assessments, priority and goal setting, structure/leadership, and Council member roles and responsibilities), reviews of the literature on age- and culturally-appropriate educational materials and methods, closing the American Indian achievement gap, and case histories.

Participation in the monthly meetings and community-based activities of the P-16 Council will be ongoing in Years 1-4; they will be documented in sign-in sheets, agenda, and minutes/reports.

(4) By Year 2 and through Year 4, the Mid-Klamath River P-16 Council will be implementing high-priority student leadership development opportunities, including middle and high school math, science, and writing academies; culture-based experiences (Karuk language camps and classes) that strengthen Native knowledge and build self-esteem; and health and fitness camps that emphasize good nutrition and the wisdom of indigenous diet staples; teach traditional hunting, fishing, and gathering knowledge and skills; and offer other physical and/or athletic activities, including presentations by and/or about well-known Karuk and other Indian athletes.

Outcomes:

By the end of the four-year grant period, Karuk and other American Indian students will

demonstrate significantly improved interest in in and commitment to lifelong learning, cultural perpetuation, and health and physical fitness. Annual improvement will be measured based on:

- (1) Percentage of American Indian students who participate in identified opportunities;
- (2) Percentage of American Indian students, parents, or other family members who offer to provide, assist with, and participate in identified activities;
- (3) Improved average daily attendance among school-aged American Indian students;
- (4) Decreased disciplinary referrals among school-aged American Indian students; and
- (5) Annual increases in American Indian students, parents, and/or community members who assume leadership roles in school-based and other education-related activities.

(d) Quality of Project Services.

Professional Development of Project Staff and School Personnel. The **Pikyav Project** will offer a variety of professional development/training opportunities each year to meet staff-identified needs and program priorities established at the time of staff hires and annually thereafter during each employee’s performance appraisal. All project staff will be required to complete at least three semester units per year of project-related continuing education and to participate in at least one short-duration seminar or workshop, the latter most likely to occur at a state or national conference, where **Pikyav Project** information also will be disseminated.

Project and public school staff will participate in meetings of the Mid-Klamath River P-16 Council—which will feature project-related speakers at least three times each year—as well as in other training sessions offered by the College of the Siskiyou to educators and student services personnel. These on-site and online opportunities will be supported by the Tribe’s Community Computer Centers, which also regularly offers a four-week “Successful Online Learning” course.

Ensuring Equal Access/Treatment for Eligible Project Participants. Because available socioeconomic data and consultations with P-16 educators in the Ancestral Territory strongly suggest that poverty is a major barrier to equal educational opportunity, the **Pikyav Project** will work in concert with other programs serving low-income Tribal members (e.g., Head Start and TANF) to remove or reduce financial barriers to educational access and student achievement. At the preschool through sixth grade levels, both families and schools struggle to maintain adequate supplies of reading, math, writing, and art materials and supplies that easily can cost \$150 per year per child. By middle school, students' needs also include \$40 backpacks and \$100 scientific calculators; by high school these expensive items are due for replacement or upgrade, and additional expenses include those related to PSAT, SAT, and ACT test-taking. Thus the annual budgets for the **Pikyav Project** include \$45,000 in educational supplies estimated at \$75 per each of 100 P-K children and \$150 per each of 250 Grade 1-12 students.

Collaborative Services to Ensure Academic Success of Participants. The Karuk Tribe's **Pikyav Project** Director will work in close collaboration with the Head Start Director and high school administrators to ensure that project activities remain well aligned with the two absolute priorities and are conducted in a continuous quality improvement mode. The **Pikyav Project** will support two new full-time positions that will provide direct support services to enhance the educational experiences of Tribal Head Start Program participants and American Indian students attending Happy Camp and Yreka High Schools. In collaboration with other preschool and high school personnel, each of these Education 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 **Pikyav Project** student support services begins on the next page.

Recruitment of Project Participants through AISAs. Education Coordinators will recruit targeted high school students through American Indian Student Associations (AISAs) that meet weekly during lunch breaks and/or after school. In the role of club advisor, the Education Coordinators will facilitate students' development of leadership and organizational skills by teaching them to convene and conduct AISA meetings using Robert's Rules of Order (also used in Karuk Tribal Council meetings). During AISA meetings, students will be apprised of the purpose and scope of the **Pikyav Project**, including the array of services offered to facilitate their academic success, access to college, and career planning. Early discussions will include data about the national American Indian academic achievement gap, possible underlying causes, and potential strategies for closing the gap. Year 1 project design and activities will be discussed, including individualized services (e.g., skill level assessments, goal-setting, IEPs, tutoring services, and/or advanced placement instruction) and group activities (e.g., career exploration, college tours, community service, internships, special guest speakers, and culture-based summer camps). Tribal employees and community members will be invited to speak at AISA meetings about their careers, academic preparation, personal "life lessons learned," and continuing education. High School teachers, counselors, and administrators will be invited to present as well, and to reinforce any of the Nine Critical Principles of a College Culture. AISA members will be assisted in researching and presenting information on effective study habits, time management techniques, and test-taking strategies. Other meeting topics will be selected based on student suggestions and feedback. In consideration for the career/college-related services to be extended to them, AISA members will be asked to sign a **Student Participation Agreement** describing expectations about school attendance and academic effort, including a confidential records release form to facilitate continuous project-related academic monitoring.

Academic Support Services. As noted above, individualized support services will include academic skill level assessments, goal-setting, IEPs, tutoring services, and access to advanced placement instruction; and group activities will include electronic and face-to-face/interactive career exploration opportunities (e.g., guest speakers, field trips, and volunteerism at Tribal Head Start 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, College of the Siskiyous 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 gatherings. Project staff and AISA members regularly will contribute feature articles, stories, and/or artwork to the Tribe's quarterly news magazine and circulate **Pikyav 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 themselves, and their empowered student voices, that drive the college-going culture.

College Applications/Admissions. Working with American Indian student services programs at northern California post-secondary institutions, the Education Coordinators will develop, present, and disseminate packets that contain 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 Siskiyous 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" (see Attachment). 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 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. The Director provides postsecondary educational opportunities to community members and is eager to serve more Native high school students.

(e) 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) 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 traditionally underrepresented

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 three **Pikyav Project** position descriptions are provided in Other Attachments. In addition to three new positions (one **Pikyav Project** Director, one Education Coordinator and an Administrative Assistant), **Pikyav Project** personnel will include the Tribe's Education Coordinator, Head Start Director, Chief Financial Officer, Director of Administrative Programs and Compliance, 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.

Tiffany S. Ashworth, Director of Administrative Programs and Compliance since 2012, 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 the Code of Federal Regulations. A member of the Management Team, she is a key participant in the budgeting process, reviews all professional services contracts and grant applications, serves as contracting officer for construction contracts, and works in conjunction with Tribal departments/programs to coordinate accurate and timely fiscal and program reporting to funders. Ms. Ashworth

supervises the Tribe's Education Program Coordinator, Grant Writer/Resource Developer, Language Director, and Low-Income Assistance Program Administrator. She is currently a member of the Happy Camp Elementary School's Site Council and School Board.

(Note: These two management positions are included in the Karuk Tribe's Indirect Cost Rate.)

Ducayne Arwood, Education Coordinator a Karuk Tribal Member, was raised in traditional Karuk teachings and completed a highly successful Two-Year College experience. Mr. Arwood has taken an active role as the Education Coordinator to be a voice in the schools for the Native American youth. Additionally, he has implemented a number of extracurricular activities including a Harlem Globe-Trotters Basketball event and a language and culture class once a week at the high school. With academic strengths, motivation, and his traditional roles in the Karuk Tribal community, he is considered an ideal role model for Karuk youth.

Patty Brown, Head Start Director, earned a California K-12 Multiple Subjects Credential at CSU Fresno and has completed a Master of Arts in Education – Early Childhood Specialization. She has 20 years' professional experience in preschool education, including 11 years in preschool director positions. As Director of the Karuk Tribe's Head Start Programs in Happy Camp and Yreka since August 2008, Ms. Brown has focused on enhancing developmental assessments, preschool curriculum, and opportunities for community involvement.

Emma Lee Johnson, Community Computer Center Director, graduated from CSU Chico with a Bachelor of Arts in Communication Studies and earned a Certificate in Online Teaching and Learning from CSU East Bay, and is a candidate for a Master of Science in Education (Online Teaching and Learning Option). Ms. Johnson serves on the Tribe's Education Committee and High School Site Council; she worked with Siskiyou County Adult School to reinstate adult night school in Happy Camp.

(Note: Resumes for the foregoing **Pikyav Project** personnel are provided in Attachments.)

(f) Adequacy of Resources.

The general membership of the Karuk Tribe elects the nine-member Karuk Tribal Council to staggered, four-year terms: Russell Attebery, Chair; Michael Thom, Vice-Chair; Joseph Waddell, Secretary/Treasurer; Crispen McAllister; Dora Bernal; Charron Davis (Tribal Elder, fluent speaker), Elsa Goodwin; Alvis Johnson (Tribal Elder, fluent speaker, former Chair for 16 years) and Amos Tripp (Tribal Elder). The Karuk Tribe's Organizational Chart depicts a complex Tribal government that provides a variety of member services, including cultural preservation; health care (behavioral, dental, medical, and public health outreach); preschool and postsecondary education; social services to children, elders, low-income families, and other Tribal members; housing (improvement, ownership, and low-income rentals), 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. In the fiscal year ended September 30, 2012, the Karuk Tribe managed more \$19.5 million in federal and state grants and contracts. The current audit letter and Supplemental Schedules of Expenditures are attached in the **References** section, and the Indirect Cost Rate Proposal is provided in Appendix C.

As identified in the Management Plan and support letters, the proposed **Pikyav Project** will be supported by numerous Tribal, public school, post-secondary institutions, and community partners. The following are but a few of many key supporters:

- Lester Alford, **Executive Director, Karuk Tribe Temporary Aid to Needy Families (TANF) Program**
- Angelika Brown, **Principal, Happy Camp High School**
- Patty Brown, **Karuk Tribe Head Start Director**
- Margo Robbins, **Indian Education and Native Language Director for Klamath-Trinity Joint Unified School District.**

(g) Quality of Management Plan: Years 1 through 4

Goal 1.0 To prepare three- and four-year-old Karuk and other American Indians to enter and succeed in kindergarten.

Objective 1.1 By the end of Year 1, the Karuk Tribe's Education Department will partner with the Tribal Head Start (HS) Programs in Happy Camp and Yreka to acquire, develop, and provide age- and culturally-appropriate instructional materials and activities that improve development of language/communication skills, cognitive skills/conceptual knowledge, and social skills. In Year 2; this objective will be expanded to include HS Programs serving Karuk and other Indian children in Orleans; all three sites will be served in Years 2-4.

Results or Benefits:

- Increased access to age-/culturally-appropriate preschool learning materials will result in increased time devoted to parent-child teaching-learning activities at home.
- Increased family/community involvement during HS hours and *ikvêshrih-túnviiv* will strengthen community-wide responsibility to prepare children for success in kindergarten.
- Assessments using the Desired Results Developmental Profile will show 5-point increases annually over the four-year funding period in the percentage of Head Start preschoolers who meet expected developmental levels in each area of measurement.

Key to Personnel: Pikyav Project Director (PPD); Pikyav Project Staff (PPS); Education Committee (EC); Human Resources (HR); Head Start Director (HSD); Head Start Staff (HSS); Education Coordinators (EC); School Principals (SP); Tutors (T); Administrative Assistant (AA); Mid-Klamath River P-16 Council (MKC).

Activities	Staff	Month	Collaborators
Hire 3 new project staff.	PPD	1-3	Education Committee, HR
-Inventory Head Start learning materials; identify types and sources of new materials.	PPS PPD,PPS	4-5	Head Start (HS) parents, early childhood educators
-Visit Indian Ed resource centers quarterly.	PPD, PPS	6-48	County, colleges, other center, staff
-Order new materials; develop checkout system, family feedback forms; promote/support family use.	EC	6-48	HS families & high school volunteers
-Offer family activities; collect feedback.	PPS,HSS	4-48	HS families, high school and community volunteers
-Update inventories, Indian Ed resource center visit schedules, and family activities.	ED, HSS	7-48	HS parents, high school and community volunteers
-Promote participation in <i>ikvêeshrih-túnviiv</i> .	PPS, HSS	8-48	EC, MKC
-Evaluate project progress and outcomes.	PPD	6-48	Evaluators, HSS+families
-Begin replication/adaptation of Happy Camp and Yreka model (Obj. 1-3) in Orleans in Years 2-4.	PPS,HSS	9-12	Happy Camp, Orleans, and Yreka HSS+parents, community stakeholders
-Replicate Happy Camp and Yreka model (Obj. 1-3) in Orleans based on local needs.	PPD,PPS, HSD,HS	13-48	Orleans & Yreka HSS, parents, and community volunteers

Goal 2.0 To partner with the Siskiyou and Yreka Union High School Districts and the College of the Siskiyous to provide enhanced college preparatory programs for secondary school students that are designed to increase competency/skills in challenging subject areas, such as math and science, and facilitate their successful transition to postsecondary education.

Objective 2.1 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, as well.

Results or Benefits: By the end of the four-year grant period, Native students will graduate from Happy Camp and Yreka High Schools and enter college at rates consistent with state-side standards, measured by the percentages who (1) set goals for college; (b) graduate from high school; (c) complete applications for college admission; (d) take the ACT or PSAT/SAT; (d) enter a four-year college upon high school graduation; and/or (e) enter community college without the need for remediation.

Activities	Staff	Month	Collaborators
-Establish MOUs with Happy Camp and Yreka High Schools.	PPD PPS	1-3	Education Committee, HR, Tribal Council, School Boards
-Host 3 public forums annually on the “Nine Principles”; identify resources and unmet needs, set short-term goals for achievement.	PPD,PPS EC	3-45	Public schools, MKC, Parents, Community, colleges,Indian Student Support Programs
-Begin professional development trainings as needed and available.	PPD,PPS EC	3-45	College & University Extended Ed Programs
-Hold 2 AISA meetings monthly.	EC, PPS	4-48	High School teachers, counselors, staff
-Secure student records releases to inform advising, tutoring, IEPs.	Tutors, PPS,HSS	4-48	Guardians, HSP and Counselors
-Develop IEPs; provide academic advising, career counseling, and tutoring; refer to AP classes.	Tutors, PPS,HSS	4-48	High School Counselors, tutors, P-16 collaborators, Computer Center Staff
-Establish database to monitor student academic performance.	PPD, PPS	4-48	Research existing models to replicate
-Convene parent-student work-shops and counseling sessions to disseminate college information.	EC	6-48	student academic outreach programs; parents, elders, community, TANF, TERO, local businesses
-Help students prepare/register for college entrance exams.	EC	6-48	Indian Student Support Services Staff

Activities	Staff	Month	Collaborators
-Establish publicly accessible college information repositories.	AA, EC	4-48	College Admissions
-Identify and/or develop Summer Camps for language, math, and science enrichment; help students apply and support participation.	EC	6-48	Offices
-Evaluate project progress and outcomes and report bi-annually.	PPD	6-48	College Admissions, Indian Student Support Services Programs, Tribal Ed. Programs External Evaluators, PPS, and Community

Goal 3.0 To enhance Indian students’ school readiness and academic success at by establishing a Mid-Klamath River P-16 Council based on Humboldt-Del Norte P-16 Council.

Objective 3.1 By the end of Year 1, the Karuk Education Department will partner with College of the Siskiyou, public schools, and preschools, as well as other community members, to organize, promote, and recruit participants for the Mid-Klamath River P-16 Council with a consensus-based mission that emphasizes age- and culturally-appropriate approaches to school readiness and academic success at all grade levels.

Results or Benefits: Karuk and other Indian students will demonstrate improved interest in/commitment to lifelong learning, cultural perpetuation, and physical fitness, based on percentages participating in identified opportunities and activities; improved school attendance;

decreased disciplinary referrals, and increased assumption of leadership roles in education-related activities.

Activities	Staff	Month	Collaborators
- Consult Humboldt-DelNorte P-16 Council to plan local adaptation of model.	PPD, PPS	1-3	P-16 Council, COS/public school administrators, Tribal educators, elders, TANF and TERO staff.
- Recruit local P-16 Council members at 3 annual public forums (Tribe, Schools, other).	PPD,PPS	4-6	Tribal Council, EC, HS, elders, parents, students, community, and local businesses.
- Convene monthly P-16 Council meetings with Year 1 focus on organizing and assessing needs, and Year 2-4, on developing educational enrichment activities.	PPD, PPS, MKC	4-12	Humboldt-Del Norte P-16 Council, Tribal staff and elders, Community Computer Center staffs, college faculty and staff.
– Promote/support community-wide involvement in education.	PPD,PPS	5 →	MKC, parents, students, and other interested community members.

(h) Quality of Project Evaluation.

The **Pikyav Project** will be evaluated using methodologies for annual evaluations 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' Kindergarten/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 the funder; statistical records and student files at public schools and Tribal offices; and project staff reports and professional development activities. They also will interview key project personnel and community partners.

BUDGET NARRATIVE – YEARS 1-4

Personnel Salaries: In Year 1, direct costs of the **Pikyav Project** grant will include 3 FTE dedicated employees— one full-time Pikyav Project Director at a salary of \$40,241, one Education Coordinator based in Yreka at a full-time salary of \$30,240, and a full-time Administrative Assistant at a salary of \$23,760. The Head Start Director and Community Computer Center Director are paid from other grants, and the Chief Financial Officer and the Director of Administrative Programs and Compliance are paid out of Indirect Costs.

Fringe Benefits: The fringe benefit rate varies for each individual salary. Fringe benefits include FICA (6.2%), Medicare (1.45%), SUTA (1.8% but max \$434), Workers Compensation Insurance (.95%), Retirement (5%), and Health Insurance (3%).

Travel: Local mileage is calculated at the federal rate of \$.555 per mile to cover project staff trips from Happy Camp to P-16 Council meetings in Eureka (10 trips of 270 miles round trip @ \$.555 = \$1,498.50) plus rotating meetings of project staff in Happy Camp, Orleans, and Yreka at distances ranging from 90 miles round trip to 240 miles round trip, at an average cost of \$220 per month.

Non-local Travel: Budgeted at \$1,500 each for two staff from each of two participating schools (Happy Camp and Yreka High Schools)—a total of \$6,000 for four staff—to participate in the Grantees' Workshop in Washington, DC (\$780 for airfare, \$525 for three night's lodging, and \$195 for three day's meals and out-of-pocket expenses) in Year 1. NOTE: The Tribal Education and Project Director's travel expenses for the Grantees' Workshop will be paid from Tribal funds derived from the Annual Funding Agreement with the Bureau of Indian Affairs.

An additional \$10,000 in Non-Local Travel will be used to transport Happy Camp and Yreka High School students by van or bus on overnight college tours in Southern Oregon and Northern California. The balance of \$2,000 will be used to send project staff to a regional or statewide California Indian Education Conference at a per-person allowance of \$500.

Supplies: As noted on page 21 of the Project Narrative, the annual budgets for the project includes \$45,000 per year in educational supplies estimated at \$75 per each of 100 Preschool to Kindergarten children (\$7,500) for children books and educational games at each of Head Start Programs serving Tribal children and \$150 per each of 250 Grade 1-12 students (\$37,500), including backpacks, scientific calculators, and test fees, in addition to reading materials, art and science fair materials, office and other instructional supplies.

An additional \$6,000 is budgeted to provide four project staff with personal computers and printers at a cost of \$1,300 each (based on the price of a Dell or Gateway PC at \$1,050 each and a HP printer at \$150 each), with \$800 per year for paper and printer cartridges.

Contractual: Two external evaluators will be hired to perform annual project evaluations; one will focus on early childhood education (Absolute Priority 1) activities, and one will focus on high school-to-college activities (Absolute Priority 2). Potential evaluators have been consulted during the development of the proposed project.

Special Guest Speakers will receive stipends of \$75 per presentation; the budget reflects a total of 20 presentations during the academic year, with 10 in Happy Camp and 10 in Yreka.

Tutors will be retained at Happy Camp and Yreka High Schools at a cost of \$13,500, estimated at 450 hours per school per academic year, or 900 hours total at \$15 per hour. *Note: The Karuk*

Tribe will use existing funds from two other sources totaling \$11,000 to provide tutors for American Indian students attending middle schools in the Aboriginal Territory.

Other: Pikyav Project staff will be required to complete at least 3 units per year of continuing education units plus at least one additional seminar or workshop. Based on the current cost of a 3-unit course through Humboldt State University's Extended Education Program (\$600), a total of \$750 per staff member has been budgeted for professional development.

The remaining \$12,950 has been budgeted for youth development summer activities, including language/culture camps, math academies, salmon and acorn camps, and other enrichment activities. These activities will be of 3-4 days' duration at a cost of \$30 per student per day for food and instructional materials; the budgeted \$12,950 is expected to support up to 100 children at \$30 per day, with instruction provided by project employees and community volunteers.

LINE ITEM BUDGET – YEAR 1

Personnel Salaries:

Pikyav Project Director (1.0 FTE)	\$ 40,241	
Education Coordinator (1.0 FTE)	30,240	
Administrative Assistant (1.0 FTE)	<u>23,760</u>	\$ 94,241

Personnel Fringe Benefits @ 34% of Salaries 35,040

Travel:

Local Mileage @ \$.555` per mile	4,139	
Non-Local (College Tours, Ed Conferences, Grantees' Workshop)	<u>18,000</u>	22,139

Supplies:

Students' books, instructional supplies	45,000	
Staff Supplies (4 PCs, 3 printers, computer/printer software/supplies)	<u>6,000</u>	51,000

Contractual:

Project Evaluator(s)	8,000	
Speaker Stipends (20 @ \$75/each)	1,500	
Tutors (2 high schools w/450 hours each @ \$10.00 per hour)	<u>9,000</u>	18,000

Other:

Staff Training/Professional Development Fees (4 @ \$750)	3,000	
Summer Academies/Camps	<u>12,950</u>	<u>15,950</u>

TOTAL DIRECT COSTS \$ 236,370

INDIRECT COSTS @ 50% OF SALARIES 47,120

TOTAL PROJECT COSTS \$ 283,490

LINE ITEM BUDGET – YEAR 2

Personnel Salaries:

Pikyav Project Director (1.0 FTE)	\$ 40,241	
Education Coordinator (1.0 FTE)	30,240	
Administrative Assistant (1.0 FTE)	<u>23,760</u>	\$ 94,241

Personnel Fringe Benefits @ 34% of Salaries 35,040

Travel:

Local Mileage @ \$.555` per mile	4,139	
Non-Local (College Tours, Ed Conferences, Grantees' Workshop)	<u>18,000</u>	22,139

Supplies:

Students' books, instructional supplies	45,000	
Staff Supplies (4 PCs, 3 printers, computer/printer software/supplies)	<u>6,000</u>	51,000

Contractual:

Project Evaluator(s)	8,000	
Speaker Stipends (20 @ \$75/each)	1,500	
Tutors (2 high schools w/450 hours each @ \$10.00 per hour)	<u>9,000</u>	18,000

Other:

Staff Training/Professional Development Fees (4 @ \$750)	3,000	
Summer Academies/Camps	<u>12,950</u>	<u>15,950</u>

TOTAL DIRECT COSTS \$ 236,370

INDIRECT COSTS @ 50% OF SALARIES 47,120

TOTAL PROJECT COSTS \$ 283,490

LINE ITEM BUDGET – YEAR 3

Personnel Salaries:

Pikyav Project Director (1.0 FTE)	\$ 40,241	
Education Coordinator (1.0 FTE)	30,240	
Administrative Assistant (1.0 FTE)	<u>23,760</u>	\$ 94,241

Personnel Fringe Benefits @ 34% of Salaries 35,040

Travel:

Local Mileage @ \$.555` per mile	4,139	
Non-Local (College Tours, Ed Conferences, Grantees' Workshop)	<u>18,000</u>	22,139

Supplies:

Students' books, instructional supplies	45,000	
Staff Supplies (4 PCs, 3 printers, computer/printer software/supplies)	<u>6,000</u>	51,000

Contractual:

Project Evaluator(s)	8,000	
Speaker Stipends (20 @ \$75/each)	1,500	
Tutors (2 high schools w/450 hours each @ \$10.00 per hour)	<u>9,000</u>	18,000

Other:

Staff Training/Professional Development Fees (4 @ \$750)	3,000	
Summer Academies/Camps	<u>12,950</u>	<u>15,950</u>

TOTAL DIRECT COSTS \$ 236,370

INDIRECT COSTS @ 50% OF SALARIES 47,120

TOTAL PROJECT COSTS \$ 283,490

LINE ITEM BUDGET – YEAR 4

Personnel Salaries:

Pikyav Project Director (1.0 FTE)	\$ 40,241	
Education Coordinator (1.0 FTE)	30,240	
Administrative Assistant (1.0 FTE)	<u>23,760</u>	\$ 94,241

Personnel Fringe Benefits @ 34% of Salaries 35,040

Travel:

Local Mileage @ \$.555` per mile	4,139	
Non-Local (College Tours, Ed Conferences, Grantees' Workshop)	<u>18,000</u>	22,139

Supplies:

Students' books, instructional supplies	45,000	
Staff Supplies (4 PCs, 3 printers, computer/printer software/supplies)	<u>6,000</u>	51,000

Contractual:

Project Evaluator(s)	8,000	
Speaker Stipends (20 @ \$75/each)	1,500	
Tutors (2 high schools w/450 hours each @ \$10.00 per hour)	<u>9,000</u>	18,000

Other:

Staff Training/Professional Development Fees (4 @ \$750)	3,000	
Summer Academies/Camps	<u>12,950</u>	<u>15,950</u>

TOTAL DIRECT COSTS \$ 236,370

INDIRECT COSTS @ 50% OF SALARIES 47,120

TOTAL PROJECT COSTS \$ 283,490

List of Letters of Support for 2013 Pikyav Project

1. College of the Siskiyou	Alan Dyar	received
2. KT Director of Housing	Erin Hillman	received
3. Happy Camp Elementary	Casey Chambers	pending
4. Happy Camp High School	Angelika Brown	pending
5. Yreka High School	Marie Caldwell	pending
6. KT Head Start Director	Patty Brown	received
7. Happy Camp Computer Center	Emma Lee Johnson	received
8. Orleans Computer Center	Bari Talley	received
9. KTJUSD Indian Education Coord.	Margo Robbins	pending
10. KT Education Coordinator	Ducayne Arwood	received
11. KT Child Care Director	Dion Wood	received
12. KT TANF Ex. Director	Lestor Alford	pending
13. KT DNR Director	Leaf Hillman	pending
14. KT Traditional-Ecological Knowledge	Ron Reed	pending

List of Resumes of Key Personnel for 2013 Pikyav Project

1. KT Chief Financial Officer	Laura Mayton	received
2. KT Director of Compliance	Tiffany S. Ashworth	pending
3. KT Education Coordinator	Ducayne Arwood	pending
4. Happy Camp Community CC	Emma Lee Johnson	received
5. KT Director of Head Start	Patty Brown	received
6. Education Program Evaluator	Dr. K. Lara-Cooper	received
7. Education Program Evaluator	Dr. Claire Knox	received

POSITION DESCRIPTION

Title: PiKYav Project Director

Reports To: Director of Compliance and Administrative Programs

Location: Happy Camp Administrative Office

Salary: \$38,000 to \$44,000, depending on experience

Summary: The PiKYav Project Director is responsible for administering programs and coordinating activities within the Education Department; e.g., US Department of Education funded grant tutorial assistance services, community-based cultural and other educational enrichment activities. The PiKYav Project Director oversees two Education Coordinators, supervising career planning, the dissemination of program information and completion of application forms. Furthermore, the PiKYav Project Director ascertains that applicant data bases are established and maintained in a continuously updated system and that needs for new educational assistance and programs are identified. The PiKYav Project Director 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, four-year contract 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. 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.
4. 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.
5. Provides career counseling and assists with higher education planning and obtaining financial aid for the student.

6. 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.
7. Collects, analyzes and interprets community educational needs assessment data; prepares interpretive reports to Tribal Council, Director of Administrative Programs & Compliance, Self-Governance Office, Program Planner & Resource Developer, 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.
8. 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.
9. Shall coordinate at least two annual college trips and/or career days with local high schools, dependent upon funding availability.
10. Travels as necessary to complete work assignments and participate in supervisor-approved training programs.
11. 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, including those that occur outside the traditional 8-5 workday.
12. Shall coordinate regular or special Education Committee meetings, preparing agenda and packets for meetings as well as distributing appropriate programmatic information to committee members.
13. Shall establish and coordinate regular P-16 Education meetings with Tribal programs and other entities with the vested interest in creating and supporting an educational environment that maximizes Native American students' lifelong potential for success.
14. Other job related 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.
5. Have the ability to obtain grants and increase compensation as revenue increases within the department budget.

Requirements:

1. Two years' experience, or equivalent, 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. Must be working toward higher education degree.

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 and alcohol screening test and be willing to submit to a criminal background check

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

Council Approved:

Chairman's Signature: _____

Employee's Signature: _____

POSITION DESCRIPTION

Title: Education Coordinator

Reports to: Pikyav Project Director

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

Salary: \$28,000-\$30,000, depending on experience

Classification: Full-Time, Regular, Non Exempt

Summary: The Education Coordinator will coordinate and manage Pikyav Project activities including but not limited to the high school college readiness program, development of culturally and age-appropriate Head Start resource center and weekly activities, developing and maintaining a student database, assisting with Mid-Klamath P-16 Council development, 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, P-16 educators 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. Assist with coordination and planning of monthly Mid-Klamath P-16 Council Meetings.
3. Act as a liaison between the Karuk Education Department and local schools.
4. Assist with establishment of culture-based, age-appropriate resource centers at two Head Start sites.
5. Coordinate and assist planning weekly family activities at Head Start centers.
6. Encourage and assist Head Start graduates/families to participate in/provide feedback on the annual ikvêeshrih-túnviiv ("Kinder-Camps") held at elementary schools.
7. Develop Individualized Education Plans (IEPs) for all American Indian students attending and entering Happy Camp and Yreka High Schools.
8. Coordinate remediation and tutorial assistance as indicated based on academic performance and student/parent consultations.

9. 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.
10. Organize American Indian Student Associations (AISAs) that meet at least twice a month to develop leadership and organizing skills based on “Nine Principles” themes.
11. 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.
12. Disseminate information about public and private sources of financial aid.
13. Develop public access repositories of college information and resources, including current catalogs from northern California and southern Oregon colleges and universities.
14. Develops cooperative working relationships with financial aid and student services professionals at colleges and universities offering distance education programs of interest to program participants.
15. Identify and/or create opportunities for high school students to participate in Summer Camps that enhance school-based language, math and science programs.
16. 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.
17. Maintains confidential records of student performance and on student academic achievements, obstacles encountered, recommended remediation, and possible program improvements.
18. 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.
19. Shall attend all required meetings and functions as requested.
20. 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 knowledge of negotiation-based communication methods and conflict resolution practices.
8. Must have excellent computer skills; previous experience with online, videoconferencing and other technology-mediated instructional methods preferred.
9. Must have demonstrated ability to establish/maintain an effective file and retrieval system; previous experience with postsecondary student records management preferred.
10. Must possess valid California driver's license, good driving record, and be insurable by the Tribe's insurance carrier.
11. Must adhere to the Tribe's confidentiality policy.
12. 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.

Board Approved:

Employee's Signature: _____

Chairman's Signature: _____

POSITION DESCRIPTION

Title: Education Department Administrative Assistant

Reports To: PikYav Project Director

Location: Happy Camp Administration Office

Salary: \$20,000-\$24,000

Summary: The Education Administrative Assistant under direct supervision will be trained to assist in a variety of clerical functions including but not limited to; data entry, filing, answering phones, taking messages, making copies, faxing, and delivering mail.

Classification: Full Time, Non Exempt,

Responsibilities:

1. Shall greet and direct visitors in a friendly and helpful manner.
2. Shall receive and route telephone calls, take accurate messages and answer questions with an even temperament and good judgment.
3. 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.
4. Shall attend all required meetings and functions as requested.
5. Shall assist Indian Student Services Coordinator(s) with scheduling and coordinating of American Indian Student Association bi-monthly meetings (events, activities, time, place).
6. Shall assist Indian Student Services Coordinator(s) with distribution of resource materials to Head Start and High school Students.
7. Shall assist in collecting and entering data into computer database for tracking student progress and achievements.
8. Shall work with Education Coordinator and Indian Student Services Coordinator(s) to develop an annual calendar of events, and also distribute reminders as necessary. Also will put together meeting agendas for P-16 Council meeting and Education Committee Meetings.
9. 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 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.
5. Have at least (2) years job experience working in an office with computers, writing, etc., or have at least (2) years of post-secondary education.

Requirements:

1. Must possess the potential to be trained to competently learn and perform all tasks listed in this position description.
2. Must have a willingness to learn new skills and interest in office/clerical work. Previous office experience and computer skills highly preferred.
3. Must adhere to confidentiality policy.
4. Must successfully pass a pre-employment drug and alcohol screening test and be willing to submit to a criminal background check.

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

Council Approved:

Chairman's Signature: _____

Employee's Signature: _____



United States Department of the Interior
NATIONAL BUSINESS CENTER
Indirect Cost Services
2180 Harvard Street, Suite 430
Sacramento, CA 95815



May 3, 2012

RECEIVED MAY 07 2012

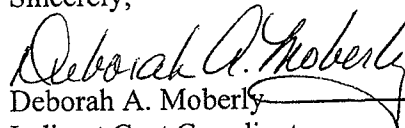
Mr. Russell A. Attebery, Chairman
Karuk Tribe
P.O. Box 1016
Happy Camp, California 96039

Dear Mr. Attebery:

Enclosed is an original copy of the Indirect Cost Negotiation Agreement for the 12-month period ending September 30, 2012, between the Federal Government and the Karuk Tribe.

Please visit our Web site at <http://www.aqd.nbc.gov/ics> for guidance and updates on submitting indirect cost proposals. In addition, you will find helpful tools such as a completeness checklist, indirect cost and lobbying certificates, sample proposals, Excel worksheet templates, and important links to other Web sites.

Sincerely,


Deborah A. Moberly
Indirect Cost Coordinator

Enclosure

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

Ref: J:\Native Americans\Pacific (Sacramento SA)\Ktcaw139\Issue Tribe-12.docx

We want to hear from you! Please let us know how we are doing in meeting your needs by taking a short survey at: <http://www.aqd.nbc.gov/survey>.

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

**TAKE PRIDE
IN AMERICA** 

E-mail: ICS@nbc.gov
Internet: <http://www.aqd.nbc.gov/ics>

**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 94-2576572

Organization:

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

Date: May 3, 2012

Report No(s) .: 12-A-0544

Filing Ref.:
Last Negotiation Agreement
dated February 3, 2011

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, National Business Center, and the subject organization in accordance with the authority contained in 2 CFR 225.

Section I: Rate

Type	Effective Period		Rate*	Locations	Applicable
	From	To			To
Fixed Carryforward	10/01/11	09/30/12	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. 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.

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:

Russell A. Attebery /s/
Signature
RUSSELL A ATTEBERY
Name (Type or Print)

CHAIRMAN
Title

4-30-12
Date

Deborah A. Moberly /s/
Signature

Deborah A. Moberly
Name
Indirect Cost Coordinator
Indirect Cost Services
Title

U.S. Department of the Interior
National Business Center
Agency
Date MAY 03 2012

Negotiated by Marilyn P. Elgar
Telephone (916) 566-7293

Dated: August 5, 2010.

Mark J. Musaus,

Acting Regional Director.

[FR Doc. 2010-24668 Filed 9-30-10; 8:45 am]

BILLING CODE 4310-55-P

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

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

AGENCY: Bureau of Indian Affairs, Interior.

ACTION: Notice. -pg. 2 - Karuk

SUMMARY: This notice publishes the current list of 564 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 August 11, 2009 (74 FR 40218).

FOR FURTHER INFORMATION CONTACT:

Elizabeth Colliflower, 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 in Alaska.

Amendments to the list include name changes and name corrections. To aid in identifying tribal name changes, the tribe's former name is included with the new tribal name. To aid in identifying corrections, the tribe's previously listed name is included with the 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 entities are acknowledged to have the immunities and privileges available to other federally acknowledged 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: September 22, 2010.

Larry Echo Hawk,

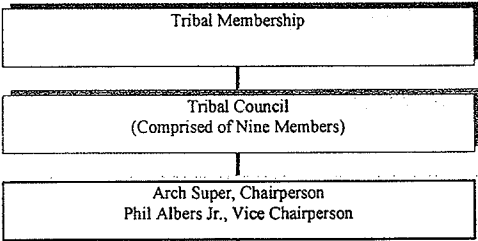
Assistant Secretary—Indian Affairs.

Indian Tribal Entities Within the Contiguous 48 States Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs

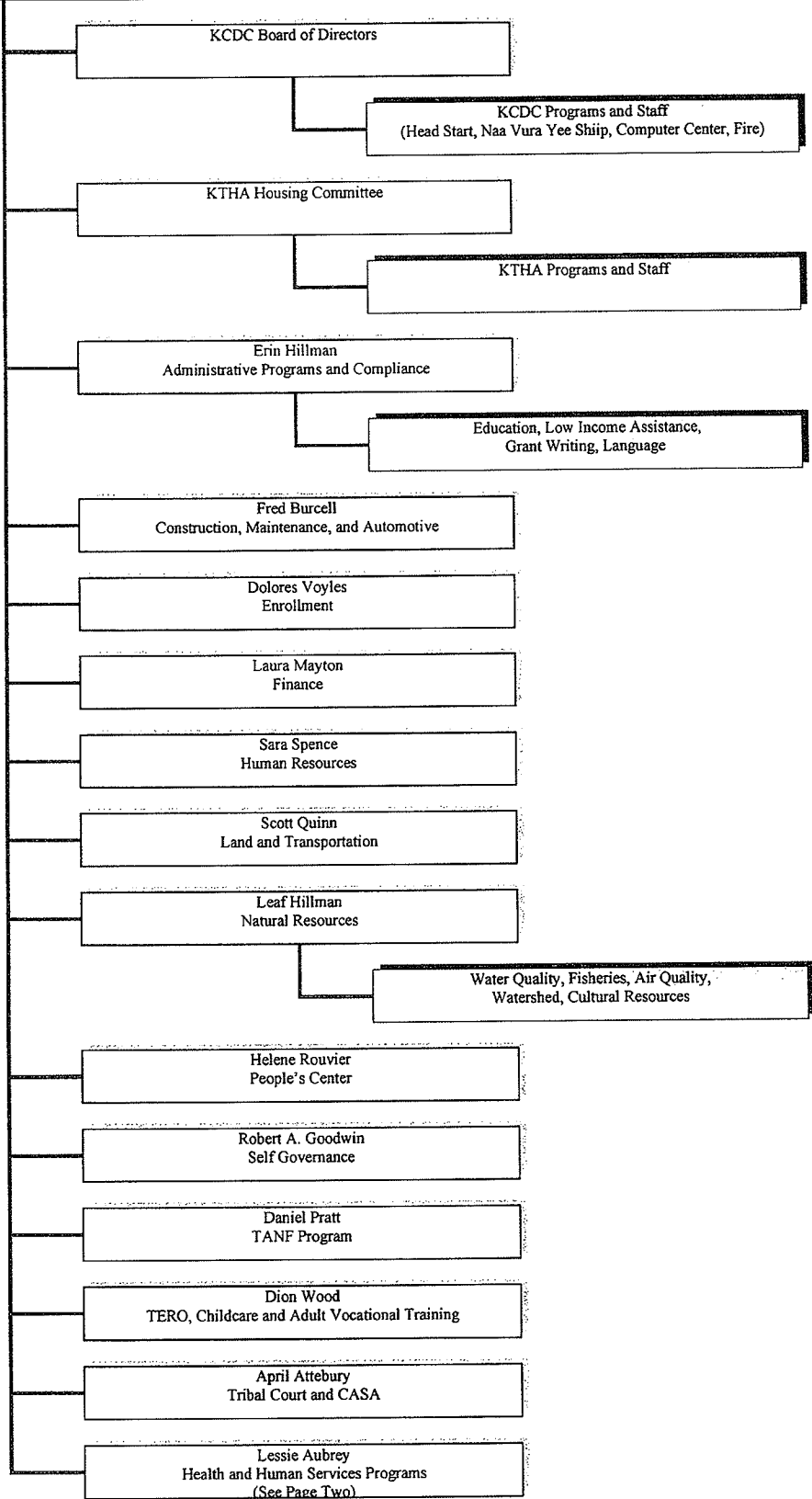
Absentee-Shawnee Tribe of Indians of Oklahoma
 Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation, California
 Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation, Arizona
 Alabama-Coushatta Tribes of Texas
 Alabama-Quassarte Tribal Town, Oklahoma
 Alturas Indian Rancheria, California
 Apache Tribe of Oklahoma
 Arapahoe Tribe of the Wind River Reservation, Wyoming
 Aroostook Band of Micmac Indians of Maine
 Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, Montana
 Augustine Band of Cahuilla Indians, California (formerly 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 Band of Owens Valley Paiute Shoshone Indians of the Big Pine Reservation, California
 Big Sandy Rancheria of Mono Indians of California
 Big Valley Band of Pomo Indians of the Big Valley Rancheria, California
 Blackfeet Tribe of the Blackfeet Indian Reservation of Montana
 Blue Lake Rancheria, California
 Bridgeport Paiute Indian Colony of California
 Buena Vista Rancheria of Me-Wuk Indians of California
 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
 Cahuilla Band of Mission Indians of the Cahuilla Reservation, California
 Cahto Indian Tribe of the Laytonville Rancheria, 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 of New York
 Cedarville Rancheria, California
 Chemehuevi Indian Tribe of the Chemehuevi Reservation, California
 Cher-Ae Heights Indian Community of the Trinidad Rancheria, California
 Cherokee Nation, Oklahoma
 Cheyenne and Arapaho Tribes, Oklahoma (formerly the Cheyenne-Arapaho Tribes of Oklahoma)
 Cheyenne River Sioux Tribe of the Cheyenne River Reservation, South Dakota
 Chickasaw Nation, Oklahoma
 Chicken Ranch Rancheria of Me-Wuk Indians of California
 Chippewa-Cree Indians of the Rocky Boy's Reservation, Montana
 Chitimacha Tribe of Louisiana
 Choctaw Nation of Oklahoma
 Citizen Potawatomi Nation, Oklahoma
 Cloverdale Rancheria of Pomo Indians of California
 Cocopah Tribe of Arizona
 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 & Kootenai Tribes of the Flathead Reservation, Montana
 Confederated Tribes of the Chehalis Reservation, Washington
 Confederated Tribes of the Colville Reservation, Washington
 Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians of Oregon
 Confederated Tribes of the Goshute Reservation, Nevada and Utah
 Confederated Tribes of the Grand Ronde Community of Oregon
 Confederated Tribes of Siletz Indians of Oregon (previously listed as the Confederated Tribes of the Siletz Reservation)
 Confederated Tribes of the Umatilla Reservation, Oregon
 Confederated Tribes of the Warm Springs Reservation of Oregon
 Confederated Tribes and Bands of the Yakama Nation, Washington
 Coquille Tribe of Oregon
 Cortina Indian Rancheria of Wintun Indians of California
 Coushatta Tribe of Louisiana

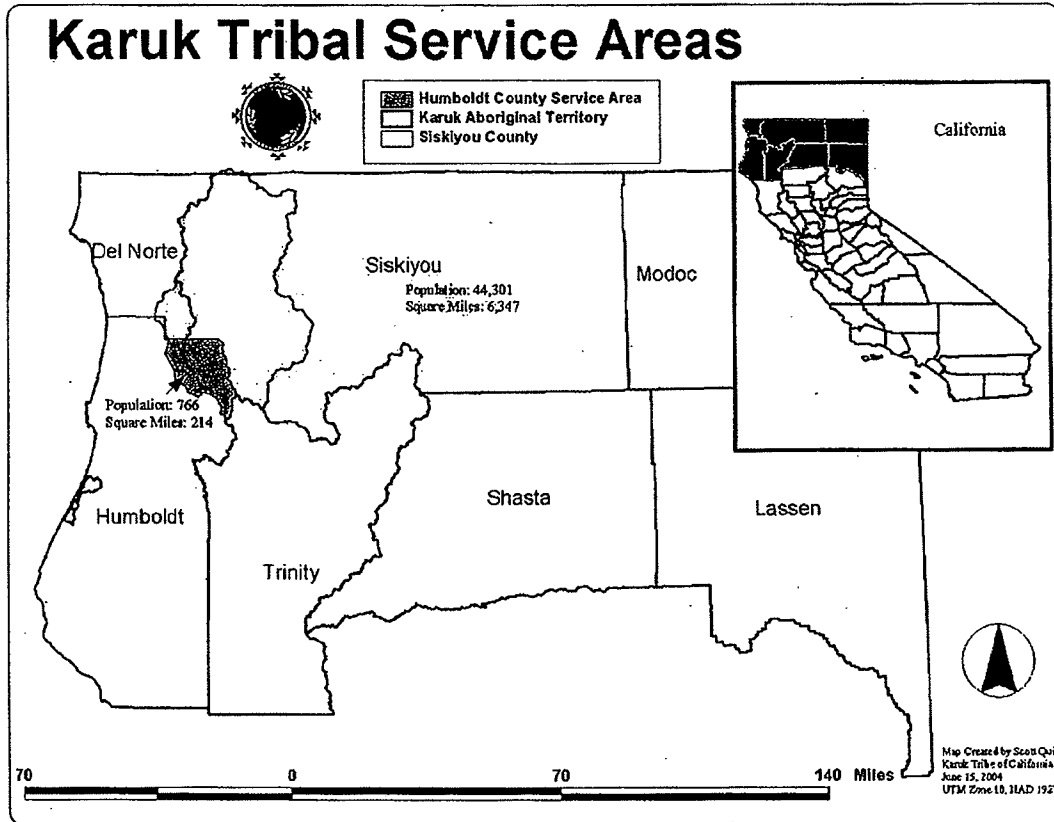
- Cow Creek Band of Umpqua Indians of Oregon
- Cowlitz Indian Tribe, Washington
- Coyote Valley Band of Pomo Indians of California
- Crow Tribe of Montana
- Crow Creek Sioux Tribe of the Crow Creek Reservation, South Dakota
- Death Valley Timbi-Sha Shoshone Band of California
- Delaware Nation, Oklahoma
- Delaware Tribe of Indians, Oklahoma
- Dry Creek Rancheria of Pomo Indians of California
- Duckwater Shoshone Tribe of the Duckwater Reservation, Nevada
- Eastern Band of Cherokee Indians of North Carolina
- 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 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 of the Hoh Indian Reservation, Washington
- Hoopa Valley Tribe, California
- Hopi Tribe of Arizona
- Hopland Band of Pomo Indians of the Hopland Rancheria, California
- Houlton Band of Maliseet Indians of Maine
- Hualapai Indian Tribe of the Hualapai Indian Reservation, Arizona
- Iipay Nation of Santa Ysabel, California (formerly 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 Rancheria of Me-Wuk Indians of California
- Jamestown S'Klallam Tribe of Washington
- Jamul Indian Village of California
- Jena Band of Choctaw Indians, Louisiana
- Jicarilla Apache Nation, New Mexico
- Kaibab Band of Paiute Indians of the Kaibab Indian Reservation, Arizona
- Kalispel Indian Community of the Kalispel Reservation, Washington
- Karuk Tribe (formerly the Karuk Tribe of California)
- Kashia Band of Pomo Indians of the Stewarts Point Rancheria, California
- Kaw Nation, Oklahoma
- Kewa Pueblo, New Mexico (formerly the Pueblo of Santo Domingo)
- Keweenaw Bay Indian Community, Michigan
- Kialegee Tribal Town, Oklahoma
- Kickapoo Tribe of Indians of the Kickapoo Reservation in Kansas
- Kickapoo Tribe of Oklahoma
- Kickapoo Traditional Tribe of Texas
- Kiowa Indian Tribe of Oklahoma
- Klamath Tribes, Oregon
- Kootenai Tribe of Idaho
- La Jolla Band of Luiseno Indians, California (formerly 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, 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
- Lower Lake Rancheria, California
- Los Coyotes Band of Cahuilla and Cupeno Indians, California (formerly 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 of the Lower Elwha Reservation, Washington
- Lower Sioux Indian Community in the State of Minnesota
- Lummi Tribe of the Lummi Reservation, Washington
- Lytton Rancheria of California
- Makah Indian Tribe of the Makah Indian Reservation, Washington
- 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 Tribe of Connecticut
- Mashpee Wampanoag Tribe, Massachusetts
- Match-e-be-nash-she-wish Band of Pottawatomis 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 of Florida
- 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, Mississippi
- Moapa Band of Paiute Indians of the Moapa River Indian Reservation, Nevada
- Modoc Tribe of Oklahoma
- Mohegan Indian Tribe of Connecticut
- Mooretown Rancheria of Maidu Indians of California
- Morongo Band of Mission Indians, California (formerly the Morongo Band of Cahuilla Mission Indians of the Morongo Reservation)
- Muckleshoot Indian Tribe of the Muckleshoot Reservation, Washington
- Muscogee (Creek) Nation, Oklahoma
- Narragansett Indian Tribe of Rhode Island



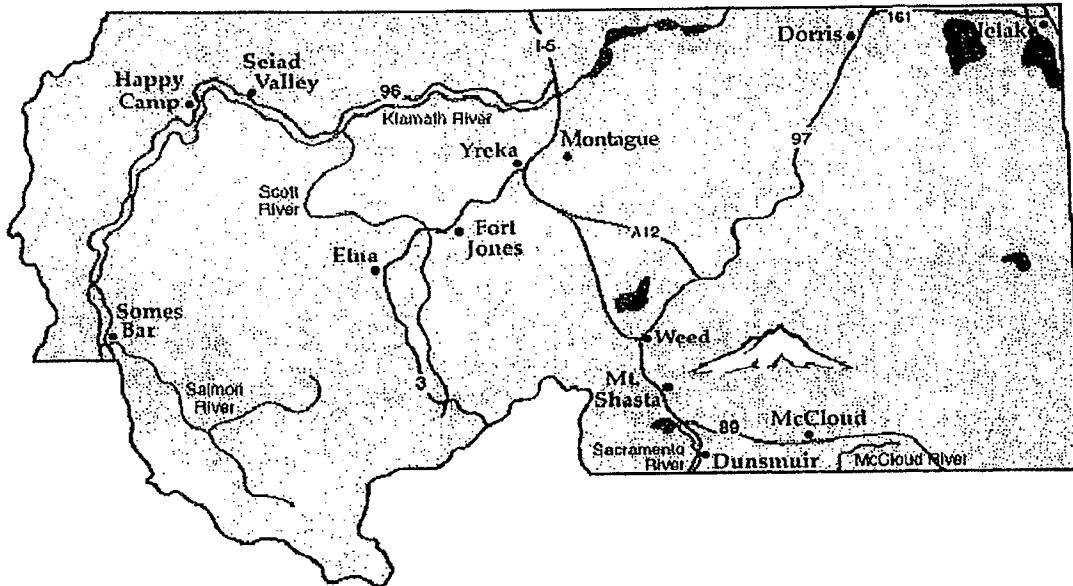
**Karuk Tribe
Organizational Chart
7.28.2010**



APPENDIX A – GEOGRAPHIC LOCATION OF PIKYAV PROJECT



The left side of the map below places several of the targeted Siskiyou County communities, traveling north from Yreka and then west and south on Highway 96 through Klamath River, Horse Creek, Scott Bar, Hamburg, Seiad Valley, Happy Camp, Some Bar, Forks of Salmon, and 11 miles farther in Humboldt County, Orleans (not shown).



Karuk Tribe Population Table

Town	Status	Age 1-17	Age 18-30	Age 31+	Total
Forks of Salmon	M	0	5	22	27
	D	3	0	3	6
Hamburg	M	1	0	1	2
	D	0	0	1	1
Happy Camp	M	51	31	157	239
	D	44	36	38	118
Horse Creek	M	0	0	0	0
	D	0	0	2	2
Klamath River	M	1	1	6	8
	D	0	0	0	0
Orleans	M	20	17	57	94
	D	20	12	2	34
Scott Bar	M	1	0	1	2
	D	1	0	0	1
Seiad Valley	M	4	3	4	11
	D	1	5	3	9
Some Bar	M	9	8	25	42
	D	6	2	3	11
Yreka	M	133	101	184	418
	D	63	40	54	157
Totals		358	261	563	1182

Town	Status	Age 1-17	Age 18-30	Age 31+	Total
Forks of Salmon	M	0	5	22	27
	D	3	0	3	6
Hamburg	M	1	0	1	2
	D	0	0	1	1
Happy Camp	M	51	31	157	239
	D	44	36	38	118
Horse Creek	M	0	0	0	0
	D	0	0	2	2
Klamath River	M	1	1	6	8
	D	0	0	0	0
Orleans	M	20	17	57	94
	D	20	12	2	34
Scott Bar	M	1	0	1	2
	D	1	0	0	1
Seiad Valley	M	4	3	4	11
	D	1	5	3	9
Somes Bar	M	9	8	25	42
	D	6	2	3	11
Yreka	M	133	101	184	418
	D	63	40	54	157
Totals		358	261	563	1182

Descendant 339
Members 843

Karuk Tribe's GEPA 427 Statement

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



INDEPENDENT AUDITORS' REPORT

**Honorable Tribal Council
Karuk Tribe
Happy Camp, California**

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Karuk Tribe, as of and for the year ended September 30, 2010, which collectively comprise the Tribe's basic financial statements as listed in the accompanying table of contents. These financial statements are the responsibility of the Tribe's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Karuk Tribe as of September 30, 2010, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated June 17, 2011 on our consideration of the Tribe's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

**Karuk Tribe
Independent Auditors' Report
Page 2**

Accounting principles generally accepted in the United States of America require that a management discussion and analysis and the budgetary comparison schedules on pages 6 through 16 and 52 through 55, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted principally of inquires of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Tribe's financial statements as a whole. The combining statements are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal, state and other awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statement themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

JOSEPH EVE
Certified Public Accountants

**Great Falls, Montana
June 17, 2011**

Karuk Tribe

Schedule of Expenditures of Federal, State and Other Awards
For the Year Ended September 30, 2010

Federal Grantor/Pass Through Grantor/Program Title	Federal CFDA Number	Pass-Through Grantor's Number	Award Period	Program Or Award Amount	(Accrued) Deferred October 1, 2009	Program Receipts	Program Expenditures	Adjustments	(Accrued) Deferred September 30, 2010
U.S. Department of the Interior:									
Bureau of Indian Affairs:									
Tribal Self-Governance	15.022		10/1/04-9/30/05	\$1,413,576	\$ 196,773	\$ -	\$ 8,181	\$ -	\$ 188,592
Tribal Self-Governance	15.022		10/1/05-9/30/06	1,089,524	5,529	-	-	-	5,529
Tribal Self-Governance	15.022		10/1/06-9/30/07	1,363,438	417,480	-	-	-	417,480
Tribal Self-Governance	15.022		10/1/07-9/30/08	1,155,572	275,048	103,000	301,390	-	76,658
Tribal Self-Governance	15.022		10/1/08-9/30/09	1,065,417	513,027	15,828	293,055	-	235,800
Tribal Self-Governance	15.022		10/1/09-9/30/10	1,371,037	-	1,292,380	432,398	19,011	878,993
Total for CFDA #15.022				1,407,837	1,411,208	1,035,024	19,011	19,011	1,803,052
Indian Community Fire Protection	15.031		8/12/03-9/30/07	6,200	(4,126)	-	-	-	(4,126)
Indian Community Fire Protection	15.031		9/30/08-2/28/10	Reimbursement	1,203	-	-	-	1,203
Indian Community Fire Protection	15.031		1/10/02-9/30/03	131,762	10,205	-	4,809	-	1,492
Indian Community Fire Protection	15.031		10/1/04-9/30/05	719,297	100,231	-	61,321	(19,011)	10,205
Total for CFDA #15.031				112,611	1,203	66,130	(19,011)	(19,011)	19,899
Road Maintenance_ Indian Roads	15.033		03/01/2010- Complete	12,000	-	12,000	12,000	-	-
Total for CFDA #15.033				12,000	12,000	12,000	12,000	-	-
U.S. Department of Fish and Wildlife:									
Fish and Wildlife Management Assistance	15.608		8/28/08-7/1/13	15,239	(4,185)	-	-	-	(4,185)
Fish and Wildlife Management Assistance	15.608		8/28/08-6/30/13	20,119	-	-	-	-	-
Fish and Wildlife Management Assistance	15.608		8/27/09-6/30/14	16,705	(92)	16,705	16,613	-	-
Fish and Wildlife Management Assistance	15.608		8/27/09-7/1/14	15,239	(2,335)	15,239	12,904	-	-
Fish and Wildlife Management Assistance	15.608		9/21/09-9/30/14	15,000	(19)	7,515	14,981	-	(7,485)
Fish and Wildlife Management Assistance	15.608		8/3/10-9/30/15	20,229	-	-	779	-	(779)
Fish and Wildlife Management Assistance	15.608		8/3/10-6/30/11	25,000	-	-	3,860	-	(3,860)
Fish and Wildlife Management Assistance	15.608		8/3/10-9/30/15	15,313	-	-	676	-	(676)
Fish and Wildlife Management Assistance	15.608		9/14/10-9/30/12	39,970	-	39,459	49,813	-	(16,985)
Total for CFDA #15.608				22,500	(9,867)	16,582	(270)	(270)	(9,867)
Partners for Fish and Wildlife	15.631		4/27/06-7/1/11	14,500	-	-	-	-	-
Partners for Fish and Wildlife	15.631		8/27/07-7/1/12	25,000	-	-	-	-	-
Partners for Fish and Wildlife	15.631		8/27/07-7/1/12	50,000	(16,852)	16,582	270	-	-
Total for CFDA #15.631				111,000	(44,878)	50,351	5,473	5,473	(645)
Tribal Wildlife Grants Program	15.639		3/21/08-12/31/10	100,000	(13,495)	99,188	86,338	-	(645)
Tribal Wildlife Grants Program	15.639		5/1/09-Completion	100,000	(43,152)	53,639	37,675	-	(27,188)
Total for CFDA #15.639				9,500	(23,766)	252	1,640	1,640	(25,154)
Service Training and Technical Assistance (Generic)	15.649		9/5/07-7/1/12	30,000	(23,766)	252	1,640	-	(25,154)
Service Training and Technical Assistance (Generic)	15.649		9/16/07-7/1/12		(23,766)	252	1,640	-	(25,154)
Total for CFDA #15.649				9,500	(23,766)	252	1,640	1,640	(25,154)

See Accompanying Notes to the Schedule of Expenditures of Federal, State and Other Awards

Karuk Tribe
Schedule of Expenditures of Federal, State and Other Awards
For the Year Ended September 30, 2010

Federal Grantor/Pass Through Grantor/Program Title	Federal CFDA Number	Pass-Through Grantor's Number	Award Period	Program Or Award Amount	(Accrued) Deferred October 1, 2009	Program Receipts	Program Expenditures	Adjustments	(Accrued) Deferred September 30, 2010
Recovery Act Funds - Habitat Enhancement, Restoration and Improvement	15.656		4/15/2010-9/30/2011	54,969	-	-	21,154	-	(21,154)
Total for CFDA #15.656							21,154		(21,154)
Bureau of Reclamation:									
Fish and Wildlife Coordination Act	15.517		9/5/07-9/30/12	105,071	159	(159)	-	-	-
Fish and Wildlife Coordination Act	15.517		10/1/07-Completion	333,550	16,630	-	-	(16,630)	-
Fish and Wildlife Coordination Act	15.517		6/23/08-Completion	26,786	17,102	-	3,532	-	13,570
Fish and Wildlife Coordination Act	15.517		10/1/07-Completion	16,630	(275)	-	16,355	16,630	-
Fish and Wildlife Coordination Act	15.517		9/19/08-12/31/10	252,013	(88,906)	134,524	48,153	-	(2,535)
Fish and Wildlife Coordination Act	15.517		10/1/08-Completion	375,324	(28,066)	361,317	312,598	-	20,653
Fish and Wildlife Coordination Act	15.517		10/1/09-9/30/10	361,317	-	369,813	201,187	-	168,626
Total for CFDA #15.517					(83,356)	865,495	581,825	-	200,314
Bureau of Land Management:									
BIA Tribal Fire Crew	15.228		10/1/04-9/30/05		(103,972)	229,784	238,245	-	(112,433)
Total for CFDA #15.228					(103,972)	229,784	238,245	-	(112,433)
National Park Service:									
Native American Graves Protection and Repatriation	15.922		7/1/07-2/27/11	75,000	(8,852)	8,596	27,851	-	(28,107)
Total for CFDA #15.922					(8,852)	8,596	27,851	-	(28,107)
Historic Preservation Fund Grants-In-Aid	15.904		5/1/08-10/31/10	38,663	(3,375)	-	14,973	-	(18,348)
Total for CFDA #15.904					(3,375)	-	14,973	-	(18,348)
Total U.S. Department of the Interior					1,162,272	2,787,757	2,177,871	-	1,772,158
U.S. Department of Transportation									
Highway Planning and Construction	20.205		10/1/06-9/30/07	800,822	371,818	-	371,818	-	-
Highway Planning and Construction	20.205		10/1/07-9/30/08	397,812	397,812	-	397,812	-	-
Highway Planning and Construction	20.205		10/1/08-9/30/09	505,657	505,657	-	204,657	-	301,000
Highway Planning and Construction	20.205		10/1/09-9/30/10	545,794	-	545,794	-	-	545,794
Highway Planning and Construction	20.205		10/1/06-9/30/07	20,116	-	-	-	-	-
Highway Planning and Construction	20.205		10/1/07-9/30/08	9,115	5,713	-	5,713	-	-
Highway Planning and Construction	20.205		10/1/08-9/30/09	11,665	11,665	-	11,665	-	-
Highway Planning and Construction	20.205		10/1/09-9/30/10	12,579	-	12,579	11,856	-	723
Highway Planning and Construction	20.205		11/25/09-Completion	393,642	-	393,642	393,642	-	-
Total for CFDA #20.205					1,292,665	952,015	1,397,163	-	847,517
Passed through the State of California Department of Transportation									
Formula Grants for Other Than Urbanized Areas	20.509	648403	1/26/09-6/1/10	10,513	(4,010)	10,513	6,503	-	-
Formula Grants for Other Than Urbanized Areas	20.509	74A0536	4/1/10-2/28/12	165,968	-	2,281	14,544	-	(12,263)
Total for CFDA #20.509					(4,010)	12,794	21,047	-	(12,263)
Total U.S. Department of Transportation					1,288,655	964,809	1,418,210	-	835,254

See Accompanying Notes to the Schedule of Expenditures of Federal, State and Other Awards
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Karuk Tribe

Schedule of Expenditures of Federal, State and Other Awards
For the Year Ended September 30, 2010

Federal Grantor/Pass Through Grantor/Program Title	Federal CFDA Number	Pass-Through Grantor's Number	Award Period	Program Or Award Amount	(Accrued) Deferred October 1, 2009	Program Receipts	Program Expenditures	Adjustments	(Accrued) Deferred September 30, 2010
U.S. Department of Health and Human Services:									
Indian Health Service:									
Tribal Self-Governance Program: IHS									
Compacts/Funding Agreements	93.210		10/1/08-9/30/09	3,886,229	520,514	-	520,514	-	-
Tribal Self-Governance Program: IHS									
Compacts/Funding Agreements	93.210		10/1/09-9/30/10	4,166,631	-	4,166,631	3,358,544	-	808,087
Total for CFDA #93.210					520,514	4,166,631	3,879,058	-	808,087
Special Diabetes Program for Indians	93.237		10/1/08-9/30/09	157,554	(9,096)	9,096	-	-	-
Special Diabetes Program for Indians	93.237		12/7/09-9/30/2010	157,554	-	63,289	153,958	-	(90,669)
Total for CFDA #93.237					(9,096)	72,385	153,958	-	(90,669)
Tribal Self-Governance Program: Planning and Negotiation Cooperative Agreement	93.444		8/09-3/10	98,801	-	98,801	20,545	-	78,256
Total for CFDA #93.444					-	98,801	20,545	-	78,256
Health Resources and Services Administration:									
Consolidated Health Centers	93.224		12/1/08-11/30/09	669,818	(56,490)	218,773	161,964	-	319
Consolidated Health Centers	93.224		12/1/09-11/30/10	334,909	-	362,074	573,441	-	(211,367)
Total for CFDA #93.224					(56,490)	580,847	735,405	-	(211,048)
Recovery Act Funds - Grants to Health Center Programs	93.703		3/27/09-3/26/11	143,613	(19,909)	98,713	113,152	-	(34,348)
Recovery Act Funds - Grants to Health Center Programs	93.703		6/29/09-6/28/2011	386,815	-	3,753	122,518	-	(118,765)
Total for CFDA #93.703					(19,909)	102,466	235,670	-	(153,113)
Headstart	93.600		1/1/10-12/31/10	9,619	9,619	707,931	686,618	-	30,932
Recovery Act Funds - Headstart	93.708		7/1/09-9/30/10			13,047	10,184	-	2,863
Total for Headstart Cluster					9,619	720,978	696,802	-	33,795
Substance Abuse and Mental Health Services Administration									
Substance Abuse and Mental Health Services	93.243		9/30/08-9/29/09	116,157	(30,407)	31,687	11,280	-	(10,000)
Substance Abuse and Mental Health Services	93.243		9/30/09-9/29/10	115,800	(785)	65,945	74,947	-	(9,787)
Total for CFDA #93.243					(31,192)	97,632	86,227	-	(19,787)
Administration for Children and Families:									
Low-Income Home Energy Assistance	93.568		10/1/08-9/30/10	97,315	(4,731)	8,960	4,229	-	-
Low-Income Home Energy Assistance	93.568		10/1/09-9/30/2011	59,552	-	75,428	83,840	-	(8,412)
Total for CFDA #93.568					(4,731)	84,388	88,069	-	(8,412)
Child Care and Development Block Grant	93.596/93.575		10/1/08-9/30/11	113,944	(7,444)	50,577	43,133	-	-
Child Care and Development Block Grant	93.596/93.575		10/1/09-9/30/12	107,219	-	12,033	40,982	-	(28,949)
ARRA - Child Care and Development Block Grant	93.713		10/1/08-9/30/11	41,262	-	5,040	25,840	-	(20,800)
Total for Child Care (CCDF) Cluster					(7,444)	67,650	109,955	-	(49,749)

See Accompanying Notes to the Schedule of Expenditures of Federal, State and Other Awards

Karuk Tribe
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Federal Grantor/Pass Through Grantor/Program Title	Federal CFDA Number	Pass-Through Grantor's Number	Award Period	Program Or Award Amount	(Accrued) Deferred October 1, 2009	Program Receipts	Program Expenditures	Adjustments	(Accrued) Deferred September 30, 2010
Promote the Survival and Continuing Vitality of Native American Languages	93.587		9/30/07-9/29/08	134,058	-	-	-	-	-
Promote the Survival and Continuing Vitality of Native American Languages	93.587		9/30/08-9/29/09	143,167	(28,793)	-	-	-	(28,793)
Promote the Survival and Continuing Vitality of Native American Languages	93.587		9/30/09-9/29/10	179,250	(314)	117,366	168,049	-	(50,997)
Total for CFDA #93.587					(29,107)	117,366	168,049		(79,790)
Administration for Native Americans	93.612		9/30/06-9/29/09		23,898	51,822	75,720	-	-
Administration for Native Americans	93.612		9/30/09-9/29/10		-	331,959	331,959	-	-
Native American Programs	93.612		9/30/09-9/29/10	458,479	-	-	14,870	-	(14,870)
Total for CFDA #93.612					23,898	383,781	422,549		(14,870)
Child Welfare Services-State Grants	93.645		10/1/08-9/30/10	5,345	-	-	-	-	-
Child Welfare Services-State Grants	93.645		10/1/09-09/30/11	5,400	-	-	5,400	-	(5,400)
Total for CFDA #93.645							5,400		(5,400)
Promoting Safe and Stable Families	93.556		10/1/08-9/30/10	13,062	(697)	-	(697)	-	-
Promoting Safe and Stable Families	93.556		10/1/09-09/30/11	11,909	-	-	11,909	-	(11,909)
Total for CFDA #93.556					(697)		11,212		(11,909)
Temporary Assistance for Needy Families	93.558		12/1/08-9/30/09	996,564	(373,059)	500,826	127,748	-	19
Temporary Assistance for Needy Families	93.558		10/1/09-9/30/10	1,195,877	-	310,971	278,453	-	32,518
Total for CFDA #93.558					(373,059)	811,797	406,201		32,537
Special Programs for the Aging, Title VI, Part A, Grants to Indian Tribes, Part B	93.047		4/1/09-3/31/10	96,180	(8,863)	59,812	50,949	-	-
Special Programs for the Aging, Title VI, Part A, Grants to Indian Tribes, Part B	93.047		4/1/10-3/31/2011	98,120	-	24,846	56,023	-	(31,177)
Total for CFDA #93.047					(8,863)	84,658	106,972		(31,177)
National Family Caregiver Support	93.054		4/1/09-3/31/10	28,730	(2,945)	14,604	11,659	-	-
National Family Caregiver Support	93.054		4/1/2010-3/31/2011	28,830	-	3,333	7,184	-	(3,851)
Total for CFDA #93.054					(2,945)	17,937	18,843		(3,851)
Aging Nutrition Services for Native Americans	93.706		4/2/09-9/30/10	11,500	(1,013)	10,106	9,093	-	-
Aging Nutrition Services for Native Americans	93.706		6/1/09-5/31/10	1,000	(1,013)	10,106	9,093	-	-
Total for CFDA #93.706					(2,026)	20,212	18,186		(2,026)
Medicare Enrollment Assistance Program	93.071		6/1/09-5/31/10	1,000	-	1,000	1,000	-	-
Total for CFDA #93.071						1,000	1,000		
Passed through the State of California, Office of Emergency Services Children's Justice Grants to States	93.643	TC033Q1445	10/1/03-5/31/07	48,268	2,452	-	-	-	2,452
Total for CFDA #93.643					2,452				2,452
Nutrition Services Incentive Program	93.053		4/1/09-3/31/10	3,000	-	3,000	3,000	-	-

See Accompanying Notes to the Schedule of Expenditures of Federal, State and Other Awards

Karuk Tribe
Schedule of Expenditures of Federal, State and Other Awards
For the Year Ended September 30, 2010

Federal Grantor/Pass Through Grantor/Program Title	Federal CFDA Number	Pass-Through Grantor's Number	Award Period	Program Or Award Amount	(Accrued) Deferred October 1, 2009	Program Receipts	Program Expenditures	Adjustments	(Accrued) Deferred September 30, 2010
Passed through the State of California									
Special Programs for the Aging Title III, Part C, Nutrition Services	93.045	4005-0910	7/1/09-6/30/10	32,875	2,717	28,017	30,734	-	-
Special Programs for the Aging Title III, Part C, Nutrition Services	93.045				2,717	28,017	10,824	-	(10,824)
Total for CFDA #93.045				3,528	3,528	45,086	-	-	(10,824)
Aging Home-Delivered Nutrition Services for Total for Aging Cluster	93.705/93.707	4005-0910 ARRA	9/30/2010		31,545				
Passed through the State of California, Department of Community Services and Development:									
Community Services Block Grant	93.569	08F-4957	1/1/08-12/31/09	123,901	11,759	43,546	55,199	-	106
Community Services Block Grant	93.569	10F-4057	1/1/10-12/31/10	62,654	-	-	88	-	(88)
Community Services Block Grant	93.569	07F-4899-CSSDIS-KTC	9/15/07-12/31/08	24,500	137	-	-	-	137
Community Services Block Grant	93.569	08F-4956	1/1/08-2/28/10	84,000	(3,331)	15,143	12,140	-	(328)
Community Services Block Grant	93.569	10F-4056	1/1/10-12/31/10	42,000		22,962	27,599	-	(4,637)
Total for CFDA #93.569				110,127	8,565	81,651	95,026	-	(4,810)
ARRA - Community Services Block Grant	93.710	09F-5156	7/1/09-9/30/10		(648)	79,981	109,743	-	(30,410)
Total for CSBG Cluster					7,917	161,632	204,769	-	(35,220)
Total Department of Health and Human Services					22,571	7,614,600	7,407,863	-	229,308
U.S. Department of Homeland Security									
Federal Emergency Management Agency	97.039		12/17/05-Completion	105,949	44,907	-	-	-	44,907
Hazard Mitigation Grant	97.039		4/1/08-4/17/10	7,443	1,029	9,985	-	-	11,014
Hazard Mitigation Grant	97.039		06/10/10-Completion	21,379	-	-	21,379	-	(21,379)
Total for CFDA #93.039				134,771	45,936	9,985	21,379	-	34,542
Total Department of Homeland Security					45,936	9,985	21,379	-	34,542
U.S. Department of Housing & Urban Development									
RHED Modular	14.XXX		1/27/09-1/26/12		-	236,095	236,095	-	-
Total for CFDA #14.XXX					-	236,095	236,095	-	-
Total Department of Housing & Urban Development					-	236,095	236,095	-	-
Institute of Museum and Library Services:									
Native American and Native Hawaiian Library Services	45.311		10/1/08-9/30/09	5,000	(5,000)	5,000	-	-	-
Native American and Native Hawaiian Library Services	45.311		10/1/09-9/30/10	5,000	-	-	4,630	-	(4,630)
Total for CFDA #45.311					(5,000)	5,000	4,630	-	(4,630)

See Accompanying Notes to the Schedule of Expenditures of Federal, State and Other Awards
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Karuk Tribe
Schedule of Expenditures of Federal, State and Other Awards
For the Year Ended September 30, 2010

Federal Grantor/Pass Through Grantor/Program Title	Federal CFDA Number	Pass-Through Grantor's Number	Award Period	Program Or Award Amount	(Accrued) Deferred October 1, 2009	Program Receipts	Program Expenditures	Adjustments	(Accrued) Deferred September 30, 2010
Native American/Native Hawaiian Museum Services Program	45.308		10/1/07-9/30/10	42,714	(14,539)	-	28,175	-	(42,714)
Total for CFDA #45.308					(14,539)	-	28,175	-	(42,714)
Total Institute of Museum and Library Services					(19,539)	5,000	32,805	-	(47,344)
U.S. Department of Justice:									
Tribal Youth Program	16.731		10/1/07-9/30/11	300,000	17,434	31,485	60,034	-	(11,115)
Total for CFDA #16.731					17,434	31,485	60,034	-	(11,115)
Tribal Court Assistance Program	16.608		9/1/08-8/31/10	148,821	(11,039)	73,856	91,160	-	(28,343)
Total for CFDA #16.608					(11,039)	73,856	91,160	-	(28,343)
Crime Victim Assistance - Naa Yura Yee Ship	16.575		10/1/08-12/31/09		(1)	42,501	42,500	-	-
Crime Victim Assistance - Naa Yura Yee Ship	16.575		10/1/09-9/30/10		-	54,650	54,650	-	-
Total for CFDA #16.575					(1)	97,151	97,150	-	-
National Court Appointed Special Advocates Association Court Appointed Special Advocates	16.756		7/1/08-8/31/09	20,000	(1,655)	1,655	-	-	-
Total for CFDA #16.547					(1,655)	1,655	-	-	-
Grants to Indian Tribal Governments and Sexual Assault	16.806		10/1/09-9/30/12	450,000	-	66,260	94,596	-	(28,336)
Total for CFDA #16.806					-	66,260	94,596	-	(28,336)
Total Department of Justice					4,739	270,407	342,940	-	(67,794)
U.S. Department of Commerce:									
Economic Development Administration Economic Adjustment Assistance	11.307		6/1/07-5/31/09		15,614	12,918	28,532	-	-
Total for CFDA #11.307					15,614	12,918	28,532	-	-
National Oceanic and Atmospheric Administration Passed through Klamath River Inter-Tribal Fish and Water Commission Pacific Coast Salmon Recovery-Pacific Salmon Treaty Program	11.438		10/1/06-9/30/09	147,092	(8,300)	8,300	-	-	-
Pacific Coast Salmon Recovery-Pacific Salmon Treaty Program	11.438		10/1/07-9/30/10	126,250	(48,607)	-	-	-	(48,607)
Pacific Coast Salmon Recovery-Pacific Salmon Treaty Program	11.438		3/22/2010-9/30/2012	140,000	-	-	91,155	-	(91,155)
Total for CFDA #11.438					(56,907)	8,300	91,155	-	(139,762)
Passed through National Fish & Wildlife Foundation Habitat Conservation	11.463		4/1/08-9/30/09	27,000	(27,000)	-	-	-	(27,000)
Habitat Conservation	11.463		3/1/10-12/31/10	100,000	-	-	15,191	-	(15,191)
Total for CFDA #11.463					(27,000)	-	15,191	-	(42,191)

See Accompanying Notes to the Schedule of Expenditures of Federal, State and Other Awards

Karuk Tribe

Schedule of Expenditures of Federal, State and Other Awards
For the Year Ended September 30, 2010

Federal Grantor/Pass Through Grantor/Program Title	Federal CFDA Number	Pass-Through Grantor's Number	Award Period	Program Or Award Amount	(Accrued) Deferred October 1, 2009	Program Receipts	Program Expenditures	Adjustments	(Accrued) Deferred September 30, 2010
Total U.S. Department of Commerce					(68,293)	21,218	134,878	-	(181,953)
U.S. Department of Agriculture:									
Challenge Cost Share Agreement-Bluff Creek/Fish Lake Decommissioning	10.904		7/14/09-12/31/09	270,234	(198,443)	270,233	71,790	-	-
Watershed Restoration and Enhancement Agreement Authority	10.693		7/14/09-12/31/10	279,973	-	238	227,389	-	(227,151)
Child and Adult Care Food Program	10.558		10/1/00-9/30/02	Reimbursement	8,293	27,156	16,759	-	18,690
Total U.S. Department of Agriculture					(190,150)	297,627	315,938	-	(208,461)
US Department of Energy									
Energy Efficiency and Conservation Block Grant Program	81.128		9/25/09-9/24/12	158,000	-	-	12,492	-	(12,492)
Total US Department of Energy					-	-	12,492	-	(12,492)
National Endowment of the Arts									
Promotion of the Arts-Grants to Organizations and Individuals	45.024		6/1/09-5/31/10	10,000	-	-	3,610	-	(3,610)
Total National Endowment of the Arts					-	-	3,610	-	(3,610)
Environmental Protection Agency									
Performance Partnership Grants	66.605		10/1/08-9/30/10	203,429	(7,557)	14,082	4,525	-	2,000
Performance Partnership Grants	66.605		10/1/08-9/30/10	180,000	-	72,031	121,849	-	(49,818)
Performance Partnership Grants	66.605		10/1/08-9/30/10	180,000	1,922	135,943	166,908	-	(29,043)
Performance Partnership Grants	66.605		10/1/08-9/30/10	180,000	-	-	121,904	-	(121,904)
Performance Partnership Grants	66.605		10/1/08-9/30/10	150,000	(10,553)	20,296	9,743	-	-
Performance Partnership Grants	66.605		10/1/08-9/30/10	160,000	-	101,641	152,611	-	(50,970)
Performance Partnership Grants	66.605		10/1/09-9/30/11	47,798	(16,188)	11,654	23,795	-	(12,141)
Total for CFDA #66.605					(16,188)	355,647	601,335	-	(261,876)
Total Environmental Protection Agency					(16,188)	355,647	601,335	-	(261,876)
Total Federal Assistance					\$ 2,230,003	\$ 12,563,145	\$ 12,705,416	\$ -	\$ 2,087,732

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Karuk Tribe
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Federal Grantor/Pass Through Grantor/Program Title	Federal CFDA Number	Pass-Through Grantor's Number	Award Period	Program Or Award Amount	(Accrued) Deferred October 1, 2009	Program Receipts	Program Expenditures	Adjustments	(Accrued) Deferred September 30, 2010
Funded by the State of California, and Other Agencies or Private Foundations:									
Klamath River Inter-Tribal Fish & Water Commission	N/A	N/A	2002	3,434	1,843	-	-	-	1,843
CHRB Bike Rodeo	N/A	N/A	N/A	1,000	523	-	-	-	523
Tetamedicine	N/A	N/A	N/A	N/A	3,289	225	2,177	-	1,337
PacificCorps	N/A	N/A	N/A	15,774	10,149	-	10,149	-	-
PacificCorp - AIP Measure 12	N/A	N/A	5/1/09-4/30/10	158,225	(20,084)	158,225	138,141	-	-
PacificCorp KHSA Measure 15	N/A	N/A	4/20/10-4/20/11	165,887	-	165,887	19,200	-	146,687
CA CASA Cy Pres Distribution	N/A	N/A	N/A	2,498	-	-	-	-	-
TANF - State	N/A	G-10QNCATANF	7/1/09-6/30/10	1,116,128	-	1,116,127	1,116,127	-	-
TANF - State	N/A	MOU CDSS & TRIBE	7/1/10-6/30/13	1,116,128	-	279,032	153,614	-	125,418
CA Department of Fish & Game	N/A	P0710301	6/1/08-3/31/10	16,499	(2,006)	16,499	14,493	-	-
State Indian Health Program	N/A	06-55473	7/1/06-6/30/09	668,320	-	15,868	15,868	-	-
Plumas County Public Health	N/A	TTIII0910KARUK	4/1/09-3/31/10	14,250	(4,558)	10,609	6,050	-	1
Plumas County Public Health	N/A	PartC1011KARUK	7/1/10-9/30/10	14,250	-	1,522	6,863	-	(5,341)
CAIR Program	N/A	Reimbursement	N/A	-	33,841	9,322	22,716	-	20,447
CalWorks Program for Mental Health and Substance Abuse Services	N/A	MOU '08-6111	7/1/09-6/30/10	53,950	-	53,950	53,950	-	(16,210)
CalWorks Program for Mental Health and Substance Abuse Services	N/A	MOU '08-6111	7/1/10-6/30/11	53,950	-	1,500	16,210	-	9,298
Thendara Foundation	N/A	N/A	N/A	15,750	9,628	-	1,830	-	465
Scott Valley Bank - Ish Kaysh 2006	N/A	N/A	N/A	2,000	1,250	-	785	-	-
Humboldt State University-Water Quality Sampling & Stewardship Council Foundation	N/A	N/A	N/A	11,725	10,308	-	-	-	10,308
Smith Family Memorial Fund	N/A	N/A	N/A	10,000	8,042	-	833	-	7,209
Stewardship Council Foundation	N/A	N/A	6/27/08-Completion	18,000	(10,008)	18,000	6,292	-	1,700
Modoc-Siskiyou Community Action Agency	N/A	09F-4927-58	1/1/09-12/31/09	12,000	(8,252)	12,000	3,748	-	24,282
Sin Manual Band - Fire Recovery	N/A	N/A	N/A	25,000	23,810	-	(472)	-	-
Union Labor Health Foundation	N/A	20090500	10/28/08-10/28/09	10,000	(10,000)	10,000	-	-	-
Sierra Health Foundation	N/A	08R0216	12/15/08-12/14/09	40,000	34,927	-	34,927	-	-
Panta Rhea #1244 Bring Salmon Home 09	N/A	1244	4/20/09-5/21/10	35,000	17,518	1,500	19,018	-	-
Environmental Justice Coalition for Water	N/A	N/A	N/A	N/A	2,854	4,119	3,489	-	3,484
CA Indian Basketweavers Association	N/A	R Reed Mini Grant/Stipends	5/12/09-5/12/10	2,000	2,000	-	-	-	2,000
Advocates for Indigenous CA Language Survival-See	N/A	SOL 09	N/A	500	-	-	-	-	-
CA Council for the Humanities	N/A	N/A	6/12/09-6/12/10	2,200	2,200	-	595	-	1,605
Endangered Language Fund	N/A	CSF09-279	7/1/09-5/31/10	10,000	8,754	-	9,754	-	(1,000)
Tides Foundation	N/A	TFA10-00140	4/23/2010	6,500	-	6,500	-	-	6,500
Blue Shield of CA Foundation	N/A	3239377	9/1/09-9/1/10	40,000	-	40,000	40,000	-	-
Alice Cozzi Heritage Language Foundation--Langua	N/A	N/A	N/A	500	60	-	60	-	-
Mid-Klamath Watershed Council	N/A	09-A-039	9/28/09-12/1/09	10,331	(1,472)	10,331	-	-	8,859
Seventh Generation Fund	N/A	N/A	4/1/10-4/1/11	-	-	5,000	-	-	5,000
Blue Shield of CA Foundation	N/A	N/A	N/A	40,000	-	40,000	-	-	40,000
State of California Child and Adult Care Food Progr	N/A	N/A	N/A	-	-	1,721	1,721	-	-
Total State of California and Other Assistance					\$ 114,616	\$ 1,977,937	\$ 1,698,138	\$ -	\$ 394,415
Total Federal State and Other Assistance					\$ 2,344,619	\$ 14,541,082	\$ 14,403,554	\$ -	\$ 2,482,147

See Accompanying Notes to the Schedule of Expenditures of Federal, State and Other Awards

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2011 -12 Accountability Progress Reporting (APR)



School Report
2012 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
10/11/2012

School: Orleans Elementary
LEA: Klamath-Trinity Joint Unified
County: Humboldt
CDS Code: 12-62901-6007975
School Type: Elementary

2012 AYP and PI Links:

- School Chart
- School PI Status
- Cohort Graduation Rates
- LEA List of Schools
- County List of Schools

Direct Funded Charter School: No

(An LEA is a school district or county office of education.)

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Made AYP: No

Met 2 of 4 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Met 2012 AYP Rate	Met 2012 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Met 2012 AYP Rate	Met 2012 AYP Criteria	Alternative Method
Schoolwide	44	44	100	Yes	<u>EN</u>	44	44	100	Yes	<u>EN</u>
Black or African American	1	1	100	--		1	1	100	--	
American Indian or Alaska Native	29	29	100	--		29	29	100	--	
Asian	1	1	100	--		1	1	100	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	2	2	100	--		2	2	100	--	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	10	10	100	--		10	10	100	--	
Two or More Races	1	1	100	--		1	1	100	--	
Socioeconomically Disadvantaged	39	39	100	--		39	39	100	--	
English Learners	0	0	--	--		0	0	--	--	
Students with Disabilities	10	10	100	--		10	10	100	--	

> **Percent Proficient - Annual Measurable Objectives (AMOs)**

English-Language Arts
Target 78.4 %
Met all percent proficient rate criteria? No

Mathematics
Target 79.0 %
Met all percent proficient rate criteria? No

GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method
Schoolwide	34	15	44.1	No		34	16	47.1	No	
Black or African American	1	--	--	--		1	--	--	--	
American Indian or Alaska Native	24	9	37.5	--		24	12	50.0	--	
Asian	1	--	--	--		1	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	1	--	--	--		1	--	--	--	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	6	--	--	--		6	--	--	--	
Two or More Races	1	--	--	--		1	--	--	--	
Socioeconomically Disadvantaged	29	13	44.8	--		29	13	44.8	--	
English Learners	0	--	--	--		0	--	--	--	
Students with Disabilities	8	--	--	--		8	--	--	--	

Academic Performance Index (API) - Additional Indicator for AYP

2011 Base API	2012 Growth API	2011-12 Growth	Met 2012 API Criteria	Alternative Method
			N/A	

2012 API Criteria for meeting federal AYP: A minimum "2012 Growth API" score of 740 OR "2011-12 Growth" of at least one point.

Graduation Rate Goal: 90 Percent

Graduation Rate data not available.

Current Year: Graduation Rate Results

Graduation Rate data not available.

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

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2011 -12 Accountability Progress Reporting (APR)



School Report
2012 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
10/11/2012

School: Yreka Community Day
LEA: Yreka Union Elementary
County: Siskiyou
CDS Code: 47-70508-6119259
School Type: ASAM Middle

2012 AYP and PI Links:

- School Chart
- School PI Status
- Cohort Graduation Rates
- LEA List of Schools
- County List of Schools

Direct Funded Charter School: No

(An LEA is a school district or county office of education.)

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Made AYP: Yes
Met 4 of 4 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria	Alternative Method
Schoolwide	3	3	100	Yes	EN	3	3	100	Yes	EN
Black or African American	0	0	--	--		0	0	--	--	
American Indian or Alaska Native	1	1	100	--		1	1	100	--	
Asian	0	0	--	--		0	0	--	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	1	1	100	--		1	1	100	--	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	1	1	100	--		1	1	100	--	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	2	2	100	--		2	2	100	--	
English Learners	1	1	100	--		1	1	100	--	
Students with Disabilities	0	0	--	--		0	0	--	--	

> Percent Proficient - Annual Measurable Objectives (AMOs)

English-Language Arts Target 78.4 % Met all percent proficient rate criteria? Yes	Mathematics Target 79.0 % Met all percent proficient rate criteria? Yes
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GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method
Schoolwide	0	--	--	Yes	<u>CI</u>	0	--	--	Yes	<u>CI</u>
Black or African American	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	0	--	--	--		0	--	--	--	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	0	--	--	--		0	--	--	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	0	--	--	--		0	--	--	--	
English Learners	0	--	--	--		0	--	--	--	
Students with Disabilities	0	--	--	--		0	--	--	--	

Academic Performance Index (API) - Additional Indicator for AYP

2011 Base API	2012 Growth API	2011-12 Growth	Met 2012 API Criteria	Alternative Method
			N/A	

2012 API Criteria for meeting federal AYP: A minimum "2012 Growth API" score of 740 OR "2011-12 Growth" of at least one point.

Graduation Rate Goal: 90 Percent

Graduation Rate data not available.

Current Year: Graduation Rate Results

Graduation Rate data not available.

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

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2011 -12 Accountability Progress Reporting (APR)



School Report
2012 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
10/11/2012

School: Happy Camp Elementary
LEA: Happy Camp Union Elementary
County: Siskiyou
CDS Code: 47-70334-6050785
School Type: Elementary

2012 AYP and PI Links:

- School Chart
- School PI Status
- Cohort Graduation Rates
- LEA List of Schools
- County List of Schools

Direct Funded Charter School: No

(An LEA is a school district or county office of education.)

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Made AYP: No
Met 4 of 5 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes						Mathematics Target 95% Met all participation rate criteria? Yes					
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria	Alternative Method		
Schoolwide	88	87	99	Yes	<u>ER</u>	88	87	99	Yes	<u>ER</u>		
Black or African American	0	0	--	--		0	0	--	--			
American Indian or Alaska Native	31	31	100	--		31	31	100	--			
Asian	0	0	--	--		0	0	--	--			
Filipino	0	0	--	--		0	0	--	--			
Hispanic or Latino	11	11	100	--		11	11	100	--			
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--			
White	29	29	100	--		29	29	100	--			
Two or More Races	17	16	95	--		17	16	95	--			
Socioeconomically Disadvantaged	88	87	99	--		88	87	99	--			
English Learners	0	0	--	--		0	0	--	--			
Students with Disabilities	18	18	100	--		18	18	100	--			

> **Percent Proficient - Annual Measurable Objectives (AMOs)**

English-Language Arts Target 78.4 % Met all percent proficient rate criteria? Yes

Mathematics Target 79.0 % Met all percent proficient rate criteria? No
--

GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method
Schoolwide	80	37	46.2	Yes	<u>SH</u>	80	34	42.5	No	
Black or African American	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	28	6	21.4	--		28	7	25.0	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	10	--	--	--		10	--	--	--	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	26	14	53.8	--		26	14	53.8	--	
Two or More Races	16	12	75.0	--		16	8	50.0	--	
Socioeconomically Disadvantaged	80	37	46.2	--		80	34	42.5	--	
English Learners	0	--	--	--		0	--	--	--	
Students with Disabilities	17	5	29.4	--		17	7	41.2	--	

Academic Performance Index (API) - Additional Indicator for AYP

2011 Base API	2012 Growth API	2011-12 Growth	Met 2012 API Criteria	Alternative Method
766	742	-24	Yes	

2012 API Criteria for meeting federal AYP: A minimum "2012 Growth API" score of 740 OR "2011-12 Growth" of at least one point.

Graduation Rate Goal: 90 Percent

Graduation Rate data not available.

Current Year: Graduation Rate Results

Graduation Rate data not available.

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

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2011 -12 Accountability Progress Reporting (APR)



School Report 2012 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
10/11/2012

School: Yreka High
LEA: Yreka Union High
County: Siskiyou
CDS Code: 47-70516-4739207
School Type: High

2012 AYP and PI Links:

- School Chart
- School PI Status
- Cohort Graduation Rates
- LEA List of Schools
- County List of Schools

Direct Funded Charter School: No

(An LEA is a school district or county office of education.)

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Made AYP: No
Met 10 of 14 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria	Alternative Method
GROUPS										
Schoolwide	185	178	96	Yes		185	185	100	Yes	
Black or African American	1	1	100	--		1	1	100	--	
American Indian or Alaska Native	11	11	100	--		11	11	100	--	
Asian	1	1	100	--		1	1	100	--	
Filipino	1	1	100	--		1	1	100	--	
Hispanic or Latino	22	19	87	--		22	22	100	--	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	142	138	97	Yes		143	143	100	Yes	
Two or More Races	7	7	100	--		6	6	100	--	
Socioeconomically Disadvantaged	81	76	94	Yes	<u>Y2</u>	81	81	100	Yes	<u>ER</u>
English Learners	6	5	84	--		6	6	100	--	
Students with Disabilities	11	4	37	--		11	11	100	--	

> Percent Proficient - Annual Measurable Objectives (AMOs)

English-Language Arts Target 77.8 % Met all percent proficient rate criteria? No
--

Mathematics Target 77.4 % Met all percent proficient rate criteria? No
--

GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method
Schoolwide	169	103	60.9	No		176	114	64.8	Yes	<u>SH</u>
Black or African American	1	--	--	--		1	--	--	--	
American Indian or Alaska Native	10	--	--	--		10	--	--	--	
Asian	1	--	--	--		1	--	--	--	
Filipino	1	--	--	--		1	--	--	--	
Hispanic or Latino	17	8	47.1	--		20	12	60.0	--	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	132	87	65.9	No		137	90	65.7	Yes	<u>SH</u>
Two or More Races	7	--	--	--		6	--	--	--	
Socioeconomically Disadvantaged	72	35	48.6	No		77	44	57.1	No	
English Learners	5	--	--	--		6	--	--	--	
Students with Disabilities	4	--	--	--		11	3	27.3	--	

Academic Performance Index (API) - Additional Indicator for AYP

2011 Base API	2012 Growth API	2011-12 Growth	Met 2012 API Criteria	Alternative Method
807	794	-13	Yes	

2012 API Criteria for meeting federal AYP: A minimum "2012 Growth API" score of 740 OR "2011-12 Growth" of at least one point.

Graduation Rate Goal: 90 Percent

Met Schoolwide Graduation	Met Student Group Graduation Rates	Met Overall Graduation Rate Criteria
Yes	Yes	Yes

Current Year: Graduation Rate Results

Groups	2012 Cohort Graduation Rate (class of 2010-11)	2012 Target Graduation Rate	2012 Graduation Rate Criteria Met	2013 Target Graduation Rate Class of 2011-12)	Exclusion/ Alternative Method
Schoolwide	94.08	90.00	Yes	90.00	
Black or African American	50.00		N/A	N/A	U50
American Indian or Alaska Native	100.00		N/A	N/A	U50
Asian	100.00		N/A	N/A	U50
Filipino	--		N/A	N/A	U50
Hispanic or Latino	95.00		N/A	N/A	U50
Native Hawaiian or Pacific Islander	100.00		N/A	N/A	U50
White	93.97	90.00	Yes	90.00	
Two or More Races	--		N/A	N/A	U50
Socioeconomically Disadvantaged	91.46	90.00	Yes	90.00	
English Learners	88.89		N/A	N/A	U50
Students with Disabilities	78.57		N/A	N/A	U50

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

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2011 -12 Accountability Progress Reporting (APR)



School Report
2012 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
10/11/2012

School: Happy Camp High
LEA: Siskiyou Union High
County: Siskiyou
CDS Code: 47-70466-4734356
School Type: High

2012 AYP and PI Links:

- School Chart
- School PI Status
- Cohort Graduation Rates
- LEA List of Schools
- County List of Schools

Direct Funded Charter School: No

(An LEA is a school district or county office of education.)

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Made AYP: No
Met 3 of 4 AYP Criteria

Participation Rate

English-Language Arts
Target 95%
Met all participation rate criteria? Yes

Mathematics
Target 95%
Met all participation rate criteria? Yes

GROUPS	English-Language Arts					Mathematics				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria	Alternative Method
Schoolwide	22	22	100	Yes	<u>EN</u>	22	20	91	Yes	<u>EN</u>
Black or African American	0	0	--	--		0	0	--	--	
American Indian or Alaska Native	9	9	100	--		9	9	100	--	
Asian	0	0	--	--		0	0	--	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	3	3	100	--		3	3	100	--	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	10	10	100	--		10	8	80	--	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	16	16	100	--		16	14	88	--	
English Learners	0	0	--	--		0	0	--	--	
Students with Disabilities	10	10	100	--		10	8	80	--	

> Percent Proficient - Annual Measurable Objectives (AMOs)

English-Language Arts
Target 77.8 %
Met all percent proficient rate criteria? No

Mathematics
Target 77.4 %
Met all percent proficient rate criteria? Yes

GROUPS	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or	At or	2012		Scores	At or	At or	2012	
		Above	Above	AYP			Above	Above	AYP	
		Proficient	Proficient	Criteria			Proficient	Proficient	Criteria	
Schoolwide	18	8	44.4	No		16	9	56.2	Yes	<u>CI</u>
Black or African American	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	6	--	--	--		6	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	3	--	--	--		3	--	--	--	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	9	--	--	--		7	--	--	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	14	4	28.6	--		12	6	50.0	--	
English Learners	0	--	--	--		0	--	--	--	
Students with Disabilities	8	--	--	--		6	--	--	--	

Academic Performance Index (API) - Additional Indicator for AYP

2011 Base API	2012 Growth API	2011-12 Growth	Met 2012 API Criteria	Alternative Method
			N/A	

2012 API Criteria for meeting federal AYP: A minimum "2012 Growth API" score of 740 OR "2011-12 Growth" of at least one point.

Graduation Rate Goal: 90 Percent

Met Schoolwide Graduation	Met Student Group Graduation Rates	Met Overall Graduation Rate Criteria
N/A	N/A	N/A

Current Year: Graduation Rate Results

Groups	2012 Cohort Graduation Rate (class of 2010-11)	2012 Target Graduation Rate	2012 Graduation Rate Criteria Met	2013 Target Graduation Rate Class of 2011-12)	Exclusion/ Alternative Method
Schoolwide	75.00		N/A	N/A	U50
Black or African American	--		N/A	N/A	U50
American Indian or Alaska Native	88.89		N/A	N/A	U50
Asian	--		N/A	N/A	U50
Filipino	--		N/A	N/A	U50
Hispanic or Latino	100.00		N/A	N/A	U50
Native Hawaiian or Pacific Islander	--		N/A	N/A	U50
White	50.00		N/A	N/A	U50
Two or More Races	--		N/A	N/A	U50
Socioeconomically Disadvantaged	80.00		N/A	N/A	U50
English Learners	--		N/A	N/A	U50
Students with Disabilities	100.00		N/A	N/A	U50

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

Karuk Department of Tribal Lands Management

January 24, 2013 Council Report

Scott Quinn – Director
December 20, 2012 to January 17, 2013

1. KR RV Park – All the tenants in arrears have been evicted. On 1/10/13 I attended the lockout of the Park Model with the Sheriff and maintenance replaced the locks. One individual still needs to move his trailer, but I am happily turning the reigns over to our new Park Manager, Tiffany Ashworth! I am confident she will do a good job. I helped her clean out the Park Model today. We are going to need to paint and shampoo the carpets.
2. CASINO – On 12/20/12 You approved the contract for the TEIR. We need to determine who the consultant will work with to develop the project description and if we contract with them our let our potential developer contract with them. I also worked on the platt maps of the approved gaming parcel and made a large scale map. I've also been reviewing the Graton Compact.
3. KRAB – On 1/11/13 I attended the KRAB Meeting in Orleans.
4. GIS – I worked on and sent Crystal Bowman Tribal Parcel data and maps for her update to our Karuk Tribal Water Quality Standards. I also completed the BIA End User Liscence Agreements for new GIS Software for myself, THPO, and our new Emergency Preparedness Office. This free agreement save us about \$30,000 in software user fees. We also got some free online training passes. I also prepared maps for KTHA for the proposed community center in Yreka.
5. Land – I processed supplemental taxes for new properties in Siskiyou County. I've been working with Mt. Shasta Title on our Title Policies for fee to Trust Applications since Siskiyou County Title went out of business. I've also been working on the Happy Camp Community Center Fee to Trust Application which will include Headway, Sartin, Skyline, and rustic Inn Properties. I also prepared a Cobell flyer to mass mail to our membership and inform them of the deadline to sign up.

Approvals:

Tribal Council Report
Karuk Tribe Department of Transportation
Council Meeting: January 24, 2013

Submitted by: Sandi Tripp, Director of Transportation
Date: January 17, 2013

Tribal Transportation Program

STAGE Transit Project

Summary

As you are aware, the new Transportation Legislation MAP-21 includes multiple branch programs throughout the nation. The Tribal Transportation Program is one such branch programs. Identified in the Legislation, Congress authorizes FHWA to allocate Transportation funding to federally recognized Indian Tribes, who maintain a Tribal Road Inventory. Additionally, Tribal Transportation Program regulations (25 CFR Part 170, Appendix A to subpart B) categorize allowable activities; and one of the many allowable activities for our current Transportation Program funds is *Public Transit Operations*.

MOA

On February 6, 2012 Tribal Council approved the Memorandum of Agreement (MOA) between the Karuk Tribe and Siskiyou County. The purpose of the MOA was to provide increased transit services to the community of Happy Camp; as well as, provide new transit services to the communities of Somes Bar and Orleans.

Noting that our above named MOA expires on February 26, 2013, this month I met with the Siskiyou County Transportation Program Executive Director. During our meeting we reviewed transit scheduling issues and public comment that we have received over the last year. Additionally, I met with Anna Myers, Contact Health Director, and she requested that we begin coordination to transport inter-office mail and health program supplies to Orleans on a daily basis. To address the issues associated with this additional service we will work together with the transit operator to ensure safe confidential transport of goods. I am glad we can collaborate inter departmentally to transport people and goods.

Recognizing the need for schedule changes and additional service, please find attached for your review, a copy of the Draft MOA with revisions, as well as, Appendix #1 and detailed Exhibits. (*I have not received the draft documents at this time, as soon as I receive them I will forward them to you via email*)

I would like to schedule a time for the next Tribal Council Planning Meeting, to discuss the MOA in detail, provide internal review documents and request approval of the MOA for continued and expanded transit services.

Red Cap Bikeway

We are currently in the environmental compliance process for the Red Cap Bike Way Project. I have submitted the Preliminary Environmental Study (PES) and Area of Potential Effect (APE) Map to the County of Humboldt. The PES and APE are now with Caltrans for review and we are currently waiting for comment.

I have received our preliminary design plans, from Humboldt County and feel confident that this project, although a major infrastructure project, will come to fruition by 2015. I do plan to schedule a public meeting in Orleans in the near future to discuss this project and receive public comment. I will share all relevant project information with Tribal Council as it becomes available.

Happy Camp Streetscapes (Complete Streets Project)

As noted last month, I am currently working with Lumos and Associates, as well as a newly appointed Caltrans Engineer, to develop the preliminary design for this project. I have not yet received the design plans. I do expect that the plans will be completed in the next couple of months. I will share all relevant project information with Tribal Council as it becomes available.

KCDC/KTHA Parking Facility

With help from Jaclyn Goodwin and the KRAB, I submitted all necessary documentation for environmental review by the FHWA. I am glad to report that the environmental process for this project is complete and I have received the Categorical Exclusion (CE) document for the KCDC/KTHA Parking Facility.

I am now in the process of working with PP&L to begin relocation of existing on-site utilities and develop a new easement agreement. This easement agreement will allow the utility company to access their utilities on our parcel. Additionally, the PS&E (Plans, Specifications & Estimates) is near completion and I expect to begin construction on this project in mid-June 2013.

I will share all relevant project information with Tribal Council as it becomes available.

Transportation Maintenance

Bucky Lantz, Lead Roads Maintenance Worker has been hard at work this month ensuring safe ingress/egress on Tribal roads and facilities.

DOT Maintenance Projects include; but, are not limited to the following:

- Speed Hump – Construction project inspection and monitoring **(Projects are Complete)**
- Ongoing Gutter and DI maintenance on all Tribal routes including Yreka, Happy Camp and Orleans
- Debris and brush removal from multiple Tribal routes including Yreka, Happy Camp and Orleans
- Ongoing equipment maintenance and repair
- Ongoing route review to identify maintenance and project needs

Action Items:

No Action Items at this time.

Department of Natural Resources

39051 Highway 96
Post Office Box 282
Orleans, CA 95556
Phone: (530) 627-3446
Fax: (530) 627-3448

Karuk Tribe

**Administrative Office**

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

Orleans Medical Clinic

39051 Highway 96
Post Office Box 249
Orleans, CA 95556
Phone: (530) 627-3452
Fax: (530) 627-3445

DEPARTMENT OF NATURAL RESOURCES TRIBAL COUNCIL REPORT

January 2013

Please accept the following information as the Department of Natural Resources written report for the upcoming Tribal Council Meeting.

Action Items

WATER RESOURCES COORDINATOR/ Crystal Bowman

Current Sampling and WQ Reports

WQ Staff:

1. Sampling for nutrients began to be monthly in November and will continue through February to be collected at this frequency.
2. Fish Disease sampling continues to be collected every week, a project in cooperation with the Yurok Tribe and Oregon State University.
3. Sampling for bacteria in the mainstem Klamath and tributaries will be weekly through the winter months.
4. Datasondes deployed and calibrated every two weeks at selected location, Iron Gate, mainstem above Shasta and Salmon River through the winter month. Other mainstem locations have been pulled and will be sent to manufacturer for annual maintenance.
5. Data entry has begun now that the field season is less demanding.

Water Quality Meetings and Trainings

Water Resources Coordinator:

1. Attended the following Teleconferences
 - a. Interim Measures and Conditions #15, annual water quality monitoring, discussed 2013 season, reports, data, budgets and contracts.
 - b. Teleconference with Eli Asarian of Kier Associates and Dr. Jake Kann to discuss the *draft 2013 Karuk Water Quality Control Plan* submitted to me for review and comments.
2. Attended Interim Measures and Interim Conditions quarterly meeting in Yreka. Pacificorp presented some 2012 results for water quality improvements projects designated under the KHSAs.
3. Attended and presented 2012 review of Karuk Water Quality Program to Council.

State and Federal Processes

None.

Administrative

Water Resources Coordinator:

Grants

1. Developed a presentation for Council of the 2012 Karuk Water Quality Program.
2. Began EPA Clean Water Act 106 FY13 Proposal due to EPA on Feb. 1st.
3. Continued developing workplan and budget for the ANA proposal to be submitted by Craig. Workplan now additionally includes Heavy Metal and Pesticide sampling.
4. Edited and submitted the Kier and Associates contract to Council; it was approved by finance and Council, sent to consultant to finalize. The contract will cover tasks prioritized by the Klamath Tribal Water Quality Workgroup (Yurok, Hoopa, Karuk, Resighini and Quartz Valley).

Reporting

1. Began FY12 CWA 106 first quarter report to submit to project officer.

Miscellaneous Tasks

1. Organized all office files, monthly Council report, paid all invoices to date, procurements and submitted mileage logs and travel requests and/or receipts.
2. Staff meetings (1-2/month) to update accomplishments and prioritize tasks.

ENVIRONMENTAL EDUCATION PROGRAM/ Jeanette Quinn

Climate Change & Global Warming/Energy Awareness. On December 18, 2012 I taught a lesson about Climate Change in the 1st-3rd grade class at Junction Elementary. The teacher requested focusing on how climate change is affecting the world, in particular how it is impacting animals in the polar regions. I shared several videos with the students, showed a PowerPoint slideshow and had them experiment with melting ice cubes in warm and cold water to demonstrate some of the effects of global warming on sea level changes.

Reporting. I prepared and presented a PowerPoint slideshow with pictures of the Environmental Education Program to Council on January 8. I am currently preparing the presentation for upload to the Tribal website.

Coordination. I have been contacting teachers this month to set up a calendar and schedule for presenting lessons.

WATERSHED RESTORATION PROGRAM/ Earl Crosby

Watershed Program Activities

Through the month of January we have or will provide input and assistance towards various projects within DNR;

- 1) Attended January KRAB Meeting
- 2) Tribal/USFS Project Coordination Meeting in Orleans on January 29th in Orleans.
- 3) Presented to Council Members in attendance our Watershed Restoration Program
- 4) Participated in the Preliminary Emergency Preparedness and Response Meeting in Happy Camp on January 16th.
- 5) Continued coordination regarding the West Ishi-Pishi Transportation Plan.
- 6) Submission of Final reports to USFWS, EPA and BOR

Funding Update

- 1) We submitted a proposal in the amount of \$150k for the EPA 319h Tribal Grant and have yet to receive any news.
- 2) Submitted pre-proposal in the amount of \$250k for the California Non-Point Source Program. We were invited back to submit a full proposal.
- 3) Another pre-proposal was submitted to the North Coast Integrated Water Management Plan-Prop. 84 in the amount of \$300k. We placed sixth overall and anticipate will be funded .

In conclusion, we would like to thank the Tribal Council for their continued support. If you have any questions, please do not hesitate to call me at (530) 469-3454 or email me at ecrosby@karuk.us

Earl Crosby
Watershed Restoration Coordinator

CONSTRUCTION MANAGER
WORK LOG
From 12-20-12 to 1-16-13

- 12-20-12 Hard snow. Start list of things for Billing office updates. Contact electrician for appointment. Phone HVAC contractor for estimate to replace HVAC on Billing office. Check roads to ranch for snow buildup.
- 12-21-12 Work snow removal.
- 12-24-12 ANNUAL LEAVE UNTIL 12-31-12
- 1-01-13 Holiday
- 1-02-13 Orleans, Wellness Center, Engineer layout of building footprint. SHN take compaction test of foundation rock. 90% goal, averaged 97%. Excavation for footings and plumbing drains.
- 1-03-13 Orleans, Wellness Center, Start concrete forms and set #4 steel at two foot on center. Plumbers start at 8:45 and put in drains and vents. Haul in $\frac{3}{4}$ base rock, 100 tons. Layout for anchor bolt patterns.
- 1-04-13 Orleans, Engineer on site, adds several pressure pads to foundation and increases size of weight bearing footings. Add bridge to abandoned septic tank area for added strength
- 1-07-13 Orleans, final prep for concrete pour. Start pour at 8:00 with footings and then pour slab. Used concrete pumper truck
- 1-08-13 Orleans, strip slab forms. Form up sidewalks, propane pad and pad for HVAC units. Start pour at 11:10
- 1-09-13 Orleans, Hard rain, checked to see that concrete is covered, all good. Crew loading up to go home. Call Paul Frazier, I.H.S. Sacramento about funding four separate projects. Work with electrician at Billing office for possible upgrades to electrical system.
- 1-10-13 Office work, set up file for 2013 files. Clear e-mails. Staff meeting.
- 1-11-13 Check at ranch for gutter parts. Meet with Chairman and Vice-Chairman on staff issue. Help crew with drain issue at modular office.

- 1-14-13 Orleans, start framing walls. Put in septic system and connect to drains under slab. Lay 200', four 50' leach lines.
- 1-15-13 Orleans, finish outer wall framing and frame in rooms. Set top plates. Trusses delivered at 11:00 prep for rolling trusses tomorrow. Lumber and plywood delivered to site
- 1-16-13 Orleans, roll and set trusses for hip roof. Set inner plywood shear walls. Start hurricane straps on truss cords. Set blocking between truss ends.

LOW INCOME ASSISTANCE PROGRAM
COUNCIL REPORT
January 24, 2013

Ayukii Tribal Council,

Our Low Income Home Energy Assistance Program continues to be the main source of funding at this time and we have seen an increase of heating requests since the Holiday Season has ended. A combination of the financial troubles that usually follows Christmas and the recent drop in temperatures has brought about this increase in requests and we will be doing all that we can to meet the needs of these families in an attempt to keep them warm through the rest of these winter months.

Our CSD program has received notification that our request for a budget modification and an extension through the month of February has been granted. This will allow us to reallocate money in certain categories that were not used so that we may continue to assist eligible families with Safety Net Services such as shelter, food and utilities.

Our LIAP Committee is continuing to provide emergency assistance to as many families as possible that have made request. However we still have to take into account any previous usage of this program during the current fiscal year to try to avoid assisting the same applicants more than once. We do our best to explain that this fund is limited and is set up to be a safety net for emergency situations that might arise and is in place to cover the whole tribal enrollment, including those members who reside outside of our service area.

We will be accepting HIP applications through the end of this month so that we may submit them before the 31st. The main criteria for eligibility continue to be low income property owners which is a very small demographic for our people. With regards to the current HIP projects and the confidentiality that pertains to them, we will no longer be providing any information on the status of those projects in these reports. If there are any questions about the remaining projects we would like to answer those questions in private.

Our General Assistance Work Experience Program has five participants currently signed up and volunteering within the Tribe and other areas. We will continue to encourage anyone who is eligible and wants to work the program to apply.

We currently have three different caregivers helping elders at this time through our Adult Services Program.

We have provided statistics from last month's payments so that you can see the breakdown of the programs assistance in each category. If you have any questions please contact me.

Yootva.
Robert Attebery
LIAP Administrator

<u>Program</u>	<u>Code</u>	<u>Program Period</u>	<u>Budget</u>	<u>Year to Date</u>		<u>%</u>
					<u>Balance</u>	
GA	2130-57	10/1/12 to 9/30/13	40000	9539	30461	24%
CSD	6063-08	1/1/12 to 2/28/13	16295	16295	0	100%
LIAP	1000-00	10/1/12 to 9/30/13	12000	2574	7426	26%
LIHEAP	4011-08	10/1/12 to 9/30/13	137573	30755	106818	22%
Burial Assistance	2130-57	10/1/12 to 9/30/13	30000	1910	28090	6%
Adult Services	2130-57	10/1/12 to 9/30/13	10000	7008	2992	70%

Number of People Assisted from December 20, through January 16, 2013

GA.....	18
	(20 Payments)
CSD.....	12
	(12 Payments)
LIAP.....	4
LIHEAP.....	27
	(27 Payments)
Burial Assistance.....	1
Adult Services.....	3

Breakdown of Services

Electricity.....(LIHEAP...22).....(CSD...1).....(LIAP...1).....	24
Shelter.....(GA...2).....(CSD...3).....	5
Food.....(GA...13).....(CSD...7).....(LIAP...2).....	22
Wood.....(LIHEAP...2).....	2
Kerosene.....(LIHEAP...1).....	1
Propane.....(LIHEAP...2).....(LIAP...1).....	3
Water Bill.....(CSD...1).....	1
GAWEP.....(3...Participants).....	5

Le Loni Colegrove

Human Resources Manager

January 24, 2013

Tribal Council Report

Completed

Deputy Director of HHS, Rondi Johnson, Orientation: 2/4/13.

Yreka TANF Receptionist, Tonya Albers, Interviews held: 1/11/13, starts: 1/28/13

On-Call Custodian, Happy Camp Clinic,
Only Applicant: Luther Coplen, starts on 1/23 video, 1/24 & 25th he will shadow Lisa Shamehorn.

Pending

- Medical Director, open until filled
- Part Time Admin Assistant Social Services, Orleans, Interviews 1/25/13
- Election Committee, Letter of Intent, Election Committee request repost.
- Senior Center Cook, Happy Camp, Interview selection review 1/17/13, interviews scheduled: Week of Jan 28, 13.
- Social Services Director of Child & Family Services, Interviews scheduled 1/28/13, postponed at the request of the Chairman.
- CHR I position will be posted at the request of Annie Smith.
- KTHA fiscal clerk pending.

Director Evaluations

The Director's evaluation due for January was the Director of Natural Resource; this evaluation will need to be scheduled in February.

Newsletter;

Waiting for update from Tiffany regarding Newsletter status. One bid was received on 1/10/13.

Notary License

VISA: ACTION ITEM

Request Tribal Council's authorization for issuance of VISA Credit Card.

Request Tribal Council approval for out of state travel, to attend 2013 National Native American Human Resource Association—Legal Summit in Quapaw, Oklahoma, March 19-20, 2013.

2013 National Native American Human Resource Association-- Legal Summit

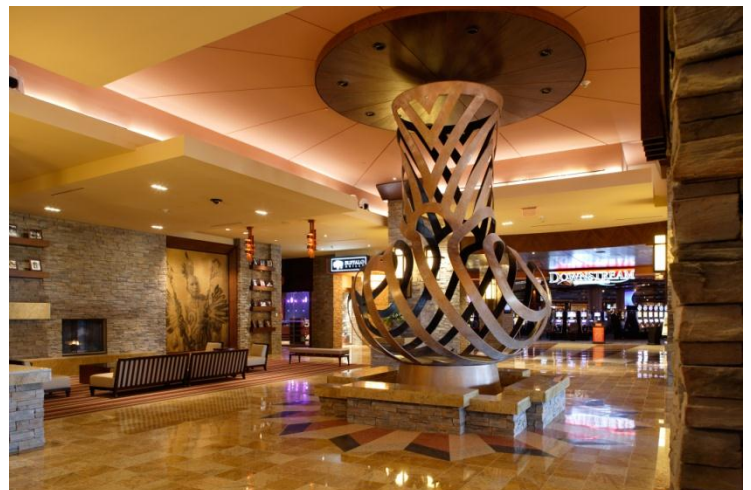


March 19th & 20th, 2013



Downstream Casino Resort

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Robert Weaver



This two day summit will be packed with information that will affect you in Indian Country. Our speakers will provide you with the tools you need to keep you up-to-date on current legal topics.

TRAINING TOPICS INCLUDE:

- ❖ PPACA-The Affordable Care Act-What it means? What are we required to do? What is next?
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- ❖ Family Medical Leave (Military Leave, Intermittent Leave, off for a Family member; off for yourself) ---discussions on best practices; requirements, examples of paperwork & etc.
- ❖ Document Retention: What are we required to keep & for how long? Best Practices
- ❖ FLSA: Exempt vs. Non-Exempt----are we classifying positions correctly.
- ❖ Employment Discrimination Claims

All attendees will hear all presentations...no need to decide which topics to attend.



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**to reserve your room today
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for your conference rate.**

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The Quapaw Tribe are descendants of a tribe of Native Americans who historically resided on the west side of the Mississippi River in what is now the state of Arkansas.

Several hundred years ago, the Quapaw were a division of a larger group known as the Dhegiha Sioux. They split into the tribes known today as the Quapaw, Osage, Ponca, Kansa, and Omaha when they left the Ohio Valley.

The Quapaw moved down the Mississippi River into Arkansas, displacing the Tunica and the Illinois. This is the origin of the word "Ugaxpa" ("Ugakhpa"), as the Quapaw were known to other tribes, which means (roughly) "the downstream people."

The downstream people settled in the area where the Arkansas River met the Mississippi, where the meandering of the two massive rivers had deposited nutrient-rich soil conducive to farming. They settled into four villages at the mouth of the Arkansas River. This is where the Quapaw stayed until they were pushed out by Euro-Americans several hundred years later.

Today, many members of the Quapaw Tribe live in Ottawa County, Oklahoma. Their language is of the Dhegiha branch of the Siouan language family. Although it is no longer spoken, it is documented in fieldnotes from 19th-century linguist James Owen Dorsey, and, in the 1970's, by linguist Robert Rankin.

Travel: Downstream is located at Exit 1 on I-44 on the Oklahoma/Missouri/Kansas Stateline. Closest airports are Joplin, MO (10 miles); Springfield, MO (75 miles) & Tulsa, OK (100 miles).

Registration Fees: Early-\$395 (by 02/08/13) Late/Day of Summit-\$495

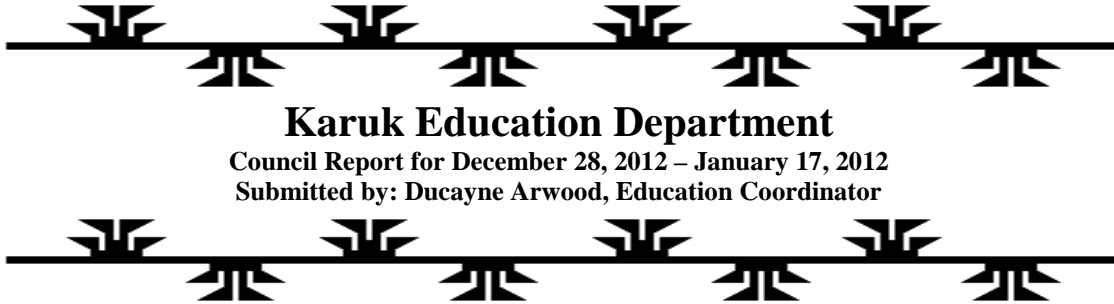
Registration includes:

Summit, covered meals, and year-long association membership benefits and discounts. Individual memberships are non-transferable.

NNAHRA.com

Register today!





Action Items: None

Department Activities

Higher Education

- ❖ 2012 –13 HEG applications.
 - Still receiving updates from Schools FNA from Financial Aid offices from Colleges.
 - Assisted students with career goals that requested help.

Secondary 9-12 Education

- ❖ Thursday's are the Karuk Language/Culture class at HCHS. Rotating between 9 – 10 AM starting times.

Primary K-8 Education

- ❖ Have HS student tutoring at HCES
- ❖ Junction Elementary school has identified tutor to help at school 10 hrs a week. Started working already.

Tutoring

- ❖ Trying to identify Tutors
 - Orleans – have 1
 - Junction – have 1
 - Happy Camp – HCES 2 & HCHS 2
 - Yreka – 1

Meetings/Events Attended this Report Month

- January 15, 2013 Title VII meeting at Jackson Street School Yreka
- January 16, 2013 USDA sustainable Food Grant Symposium @ Orleans
- January 17, 2013 HCHS Karuk Language/Culture class Spring Term.

Budget:

Program	Ending Period	Budget	Expense to date	Balance	% used
Higher Education	Nov. 2012	\$81,207	\$9,100	\$72,107	11%
Travel Training		\$6,000	\$0	\$6,000	0%
Tutoring		\$13,000	\$0	\$13,000	0%
Vehicle Expense					
Mileage		\$2,500	\$391	\$2,109	15.6%
Supplies		\$2,000	\$172	\$1,828	8.6%
Meeting					
Snacks/Supplies		\$500	\$0	\$500	0%
Special Activities		\$5,000	\$0	\$5,000	0%
Advertisement		\$100	\$0	\$100	0%
Totals	Nov. 2012	\$110,507	\$9,663	\$100,844	9%

Emergency Preparedness Program
January 24th, 2013

Please note information/activities are for the period of: 12/27/2012 through 01/24/2013.

Projects:

Develop Incident Command Structure for new, emerging and ongoing incidents to be able to function as a lead or cooperating agency with our cooperators.

Attend ANA Grant training to provide accountability to ANA assuring that the project bench marks are and documented, funds are accounted for and other aspects or reporting.

Organizing a filing system and gathering information on current training completed to become NIMS compliant.

Research the different options to track required emergency training and to administer our own Qualification and Certification program.

Review resumes for GIS position and schedule an interview date to fill the position as soon as possible.

Action Item(s):

- 1) Propose to adopt NWCG PMS 310-1 Wildland Fire Qualification System Guide as part of our qualification and certification guides as it complies with NIMS/FEMA and is used by agencies public, private and nonprofit.
- 2) Propose to set up and use Incident Qualifications and Certification System (IQCS) for tracking training needs and completed training. It also acts as a certification and qualification program. This system complies with NIMS/FEMA and is used by agencies FEMA, public, private and nonprofit agencies.
- 3) Propose to attend I400 at McClellan Wildfire training center or COS if available. COS is 4th and 5th and depends on class size (15 min) if they can hold it. McClellan is 5th thru 7th I would be a late add if they have room.
- 4) Propose attendance at a Native American Guns and Hoses Emergency Services and Management Conference to further my knowledge of grant requests, challenges and lessons learned, learn how other tribes have succeeded in building up their Emergency Response Organizations and the pit falls encountered. Early bird registration for reduced rates due by February 8th. Chairman/CFO registration is free if registered by February 8th. See attached flyer for agenda topics and registration form.

Emergency Management:

- Close out with PP&L, they mailed for 2500.00 to The Karuk Tribe to help offset cost of feeding and operations of the warming center during the power outage from the winter storm.
- Talked with Nadeen on how everything went during the emergency, county is currently leaving cots stored at senior center due to their lack of a place to keep it.

- Coordinated with some of our other departments to assure tribal members that needed assistance were being taken care of.
- Held first Karuk Employees for Emergency Preparedness and Response (KEEPR) Team meeting, it was well attended however not all members could attend due to conflicting priorities but all departments were represented.
- Identified an Incident Management Team (IMT) to respond to emergencies and have the ability to quickly transfer into a unified command if the incident is not under Karuk jurisdiction or function in a support role.
- Interview with GIS applicants on January 22nd.

Thomas N Fielden
Emergency Preparedness Coordinator
Karuk Tribe Administrative Office
64236 Second Avenue
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Happy Camp, CA 96039
Phone: (530) 493-1600 Ext 2024
Cell: (530) 598-6749
Fax: (530) 493-5322
[*tfielden@karuk.us*](mailto:tfielden@karuk.us)





Native American "Gun and Hoses" Emergency Services & Management Conference:

March 20-21, 2013

Hyatt French Quarter ♦ New Orleans, LA

Registration Fees

Tribal Leaders: (includes Elected Officials/Emergency Management Personnel)

Chairman & CFO (through February 8 th)	FREE*
*Complimentary registration applies to federally recognized tribes only	
Tribal Early Bird Rate (through February 8 th).....	\$395
Tribal Standard Rate (after February 8 th).....	\$595
On-Site Rate.....	\$795

Standard Registration: (includes ALL non-elected tribal employees)

Early Bird Rate (through February 8 th).....	\$595
Standard Rate (after February 8 th).....	\$795
On-Site Rate.....	\$995

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I have read & accepted the cancellation, substitution and payment policies noted on the left:

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*Speakers, agenda, networking and recreational events are subject to change without notice.
*Any pictures taken at the conference may be used on any promotional material after this conference.

Payment Policy:

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Substitution Policy:

Any paid registrant can make substitutions up until the last business day before the conference starts. Substitutes must be from the same tribe or company and registration rate must be of equal value otherwise the difference in price will be applied to the substitute. Any person that is not registered before the conference and arrives at the conference will be charged the applicable on-site registration fee.

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FAX TO: (201) 857-5332

MAIL TO: Native Nation Events – Guns & Hoses Conf.
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Ridgewood, NJ 07450

Hotel Accommodations:

Hyatt French Quarter
800 Iberville St
New Orleans, LA

For reservations please call 1-888-591-1234
Reference 'Guns & Hoses Emergency Services Conf.'

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Native American "Guns and Hoses" Emergency Services and Management Conference

March 20-21, 2013

Hyatt French Quarter • New Orleans, LA

March 20, 2013

Always striving to give you the latest information, Native Nation Events now features a list of speakers and their contact information to allow you to connect with them and get information tailored to your specific needs.

8:00 AM - 9:00 AM Conference Registration/Breakfast/Networking Opportunity/Exhibit Hall

9:00 AM - 9:45 AM Opening Ceremony/Prayer/Keynote Address

9:45 AM - 11:00 AM Roundtable on The State Emergency Services and Emergency Management in Indian Country

Tribal leaders from multiple disciplines will gather to discuss the current state of emergency services and emergency management in Indian Country. These leaders will include Tribal Government, Law Enforcement, Fire, EMS and Emergency Management. What are the issues at hand and how can a tribe go about improving their programs?

Panelists:



Robert Holden
Deputy Director
National Congress of American
Indians



Bill Denke
President
California Tribal Police Chiefs
Association



Willo Sylestine
*Emergency Management
Coordinator*
Alabama-Coushatta Tribes of Texas



Brian Patterson
President
United South & Eastern Tribes, Inc.

11:00 AM - 11:15 AM Morning Break/Coffee Refresh/Exhibit Hall

11:15 AM - 11:30 AM Stafford Act Update

11:30 AM - 12:30 PM Developing, Delivering and Sustaining Tribal Emergency Services

Many tribes rely on grants to finance their operations. The US Department of Justice awards millions of dollars in grants annually to help tribes finance new programs, facilities, personnel, training and equipment. Funding can also come from non-governmental entities. Federal officials, Tribal Leaders and private entities will discuss the different options and opportunities available to tribes and the best practices in developing a program.

Panelists:



Jim Tilford
*Emergency Response Mgr. Tribal
Health Center*
Reno Sparks Tribal Health Center



Margaret Muhr
Emergency Services Manager
Agua Caliente Band of Cahuilla
Indians

12:30 PM - 1:30 PM Lunch/Exhibit Hall/Networking Opportunity

1:30 PM - 2:30 PM Tribal Mutual Aid: Tribes Helping Tribes

Communication and collaboration are key to successfully responding to an emergency. Cooperative agreements between tribes, such as TEMAC, the Tribal Emergency Mutual Aid Compact, have proven themselves to be effective in coordinating relief efforts. Inter-departmental cooperation and an all-hazards approach to emergency management ensures that a community is prepared for any situation.

2:30 PM - 2:45 PM Afternoon Break/Networking Opportunity/Exhibit Hall

2:45 PM - 3:30 PM

Case Study: Hurricane Sandy: Strategies for Success

Many tribes were affected and are still feeling the effects of Hurricane Sandy, the "Super Storm" that hit the East Coast in the Fall of 2012. Response and relief efforts varied from tribe to tribe and many came together to provide assistance. This case study will explore the various lessons learned from Sandy.

Panelists:



Jason Dobronz, MS, FPEM
*Emergency Management Division
Manager*
Seminole Tribe of Florida
Emergency Management Division

3:30 PM - 4:15 PM

NIMS: National Incident Management System

The National Incident Management System (NIMS) is the overarching framework created by the Federal Government intended to outline uniform procedures for disaster and emergency preparedness, response, recovery, and mitigation. Jurisdictions receiving specific Federal funding must be NIMS compliant in order to maintain funding and qualify for future grants. The road to NIMS compliance is complex and can be an overwhelming task. Panelists include Emergency Management personnel and Tribal NIMS Coordinators as they share their experiences, best practices, and challenges with NIMS Compliance in Indian Country.

Panelists:



Daniel Thayer
Tribal Clinic NIMS Coordinator
Inter-Tribal Emergency Response
Commission (ITERC)
Fire Chief
Hungry Valley Fire Department



Regina Marotto MPH
*Acting Director; Tribal NIMS
Coordinator*
Inter-Tribal Emergency Response
Commission (ITERC)

4:15 PM - 5:00 PM

Communications and Technology...Solutions and the Importance of Interoperability and Collaboration

Technology is constantly evolving and improving the way emergency managers and personnel respond to a situation. Software and technological advances have made the lives of emergency managers easier and more efficient. How has new technology impacted interoperability and what are the benefits that can be realized from it?

5:00 PM - 6:00 PM

Evening Reception

Thursday, March 21, 2013

8:00 AM - 9:00 AM

Conference Registration/Breakfast/Networking Opportunity/Exhibit Hall

9:00 AM - 9:15 AM

Opening Remarks/Prayer/Keynote

9:15 AM - 9:45 AM




iTEMA Presentation

Presentation by Jake Heflin, President of iTEMA.

Panelists:



Jake Heflin
President
iTEMA

9:45 AM - 10:30 AM		Breakout Sessions	
Track A: Fire/EMS Track: Mitigation...What is that?		Track B: Police/Homeland Security Track: Gangs of Indian Country	
<p>Disaster can strike at any time. Mitigation helps lessen the impact of disasters by taking preventative measures. Effective mitigation strategies can help reduce damage and loss of life. The Federal government has a number of programs in place to assist with mitigation strategies. Panelists wil discuss these programs and the real-life applications and results that tribes have seen from them.</p>		<p>Tribal gangs have been a growing concern within the teenage population, which is the fastest growing demographic in Indian Country. Gang Task Forces have been established to combat gangs, however this is not the only solution. While gangs must be confronted on the front lines, it is just as important to cut them off at the source. By raising awareness about the dangers of gangs and stopping the flow of new members, tribes can take steps toward reducing the presence of gangs on the reservation. The community as a whole must come together to gang up on gangs.</p>	
Panelists:		Panelists:	
 <p>Sophi Beym <i>Emergency Manager</i> Pueblo of Acoma</p>		 <p>Veva Deheza <i>Regional Drought Information Coordinator</i> NOAA/National Integrated Drought Information System</p>	
10:30 AM - 10:45 AM		Morning Break/Coffee Refresh/Exhibit Hall	
10:45 AM - 11:30 AM		Breakout Sessions	
Track A: Fire/EMS Track: The Incident Command System		Track B: Police/Homeland Security Track: Combating Drugs	
		<p>Drug use runs rampant on reservations and it's time to put an end to it. An overwhelming majority of tribal police have stated that methamphetamine is the biggest drug threat on the reservation. Programs such as D.A.R.E. can help educate the youth as to the dangers of drugs. Many tribes do not have anti-drug programs and implementing one can have far-reaching benefits such as decreased domestic abuse, lower crime rates and increased community health.</p>	
11:30 AM - 12:30 PM		The Use of Social Media in Emergency Management	
<p>The use of social media is becoming more and more incorporated into our daily lives and emergency management is no exception. Emergency managers are beginning to see the use of social media in both their daily routines and in emergency situations.</p>			
12:30 PM - 1:30 PM		Lunch/Exhibit Hall/Networking Opportunity	
1:30 PM - 2:15 PM		CERT: Community Emergency Response Team	
<p>Establishing a Community Emergency Response Team is critical in getting the jump on an emergency situation. Often times, tribal emergency response units can be over an hour away and in an emergency situation, every second counts. CERT takes control of an emergency by getting the community involved with relief and response.</p>			
2:15 PM - 3:00 PM		Part One: Certification and Training Opportunities	
<p>There are numerous training and certification programs available to tribal departments and personnel. This panel will focus on professional development opportunities that are available to tribes. Government employees, industry professionals and Tribal leaders will discuss available programs and their experiences with them.</p>			
3:00PM - 4:00 PM		Part Two: Educational Opportunities & the Use of Research to Support Tribal Emergency Services	
<p>Colleges and Universities across the US are developing Emergency Management programs and degrees. What are these options and how can they benefit you and your tribe?</p>			
			
		<p>Margaret Muhr <i>Emergency Services Manager</i> Agua Caliente Band of Cahuilla Indians</p>	
4:00 PM - 4:30 PM		Video Presentation: Strength and Resiliency: Emergency Preparedness for Tribal Leaders and Program Directors. Your Roles and Responsibilities	
<p>Strength and Resiliency is a video produced by Monte Fronk and Randy Mantooth. It is designed to help Tribal Leaders understand the roles they play in emergency preparedness.</p>			
4:30 PM		Conference Adjourns	

Yreka Wellness Center-

As previously emailed to the Council and members of the Board, the Yreka Wellness Center is moving ahead. Details regarding the location of the facility were emailed to you, an excerpt from that message is included below. The date for the bid opening for the Environmental Assessment and Design Services (AE) will be January 23rd. Members of the proposal review team are Erin Hillman, Steve Mitchell, Fred Burcell, Richard Black, Tiffany Ashworth and Sara Spence.

“The design professionals who attended the pre bid meeting for this project relayed to us many reasons why, in their opinion, the Yellowhammer site was the more desirable location. The more significant factors include: Ease of accessibility by the majority of the housing residents, Ease of connection to existing utilities, Less interference with existing utilities specifically the underground sewer main and related easements that runs through the middle of the site that is adjacent to the administration building, Traffic flow and congestion is expected to be less of an issue if the Yellowhammer site is used, Routing of storm water runoff as well as future draining of the water storage tank will be an issue at the administration building site, Construction costs are expected to be less at the Yellowhammer site as ground disturbance and site work will be minimal compared to the administration building site.

In addition, the Yellowhammer site is the originally designated location in the project’s grant application and our community meeting and survey of the residents resulted in a greater number indicating that the Yellowhammer site was their choice for the facility. The site and its value was used as match in the grant application. At the next BOC meeting we can take a quick walk about the two sites so you can see the characteristics up close.”

Emergency Preparedness-

I was contacted by Tom Fielden to answer questions he had regarding the ANA grant application, and with other staff we reviewed Emergency Preparedness activities at Housing and opportunities for our programs to be collaborating.

Legislative Matters-

The 2013 Tribal Housing Impact Day has been scheduled for February 13th in Washington DC, the 14th has been set aside for congressional meetings.

The Unexpended Funds Workgroup, (focused on issues related to unobligated housing authority funds) has completed its work and the recommendations and comments on this issue are to be submitted to the NAIHC board for consideration. It was expected that Navajo Tribe would provide comments, but these were not received by 1/10/13. KTHA provided comments on this issue at the Legal Summit in Las Vegas.

The NAIHC Board is to review the report on the Legislative Committees work on NAHASDA Reauthorization that occurred in Las Vegas in December, NAIHC is has provided some information on who they are looking at to sponsor legislation, and has named Financial Services Committee Chair Jacob Hensarling (R-TX) as a possibility on the House Side and on the Senate side, Incoming Senate Committee on Indian Affairs, Chairperson Cantwell (D-WA) has been identified.

Negotiated Rulemaking Committee: Formula-

We have been informed that many of the nominees did not meet the minimum qualifications for the IHBG Formula Negotiated Rulemaking committee. It is possible that if the committee is not filled, there will be a second notice issued.

Policy

Self-Monitoring Policy- I am working on the KTHA Self-Monitoring Policy and should have a draft to the BOC by the 22nd. I have also drafted revisions to the Chapter 12 Grievance Policy/ Procedure that were submitted for comment to the Board on the 22nd. Ann is currently working on the policy for admissions to the Emergency Housing in Yreka.

March Planning Meeting in Redding CA, BOC/ Council:

Sara has sent out a request for traveler information.

Reminder: Please send your suggestion for agenda items from the Tribal Council or Board of Commissioners by February 20th so that staff members can prepare information for the meeting.

Housing Construction Projects-

Hazard Trees- Snow Cleanup and Damages-

Unfortunately, there were a lot of trees damaged in the Christmas Severe Weather Event. Some houses were damaged by limbs and many trees lost branches and two large trees uprooted and fell over. Our maintenance crews are working on clean up, trimming and repairs that are going to take some time

Yreka Apartment Decks and stairs

The force account crew is working on this project. It is a safety issue, and was raised to the highest priority. Due to a tenant's complaint that the crew was making too much noise at 8 am, our staff is knocking on doors the night before to warn residents we will be there in the morning.

Unit Prep-

Unit preparations have become a high priority once again with several units becoming vacated at once in Yreka.

Orleans Elders Fence

Steve is developing the scope of work for this to be bid out. The timeline will depend on where it falls on our priority list.

HC Emergency Housing (RV Park)

The property zoning and lot sizes were checked out with the County, the size of the lots and zoning will allow us to install the remaining FEMA trailers at this location. However, the County has to review the set back requirements and is to report back to us. The environmental for the purchase will need to be completed and then the next steps are the permits, design and bidding for construction and placement.

Yreka Emergency Housing

We are still having problems with the HVAC units. Ann is working on an eligibility policy to be submitted to the BOC on January 22.

HC Duplexes

Preliminary staking has occurred. Steve is working with Sandi Tripp on the Cal Trans permits. The preliminary designs are complete, we are in discussions about some of the details of the homes, carports, laundry rooms, etc.

Indian Creek Emergency Housing-

Permits for the ramada construction are being obtained, but setback requirements forced us to amend the plan. The county wants the relocation and set up permit at the same time as the permit application for the ramada. We are waiting on a soils letter.

Happy Camp Home Replacement-

Complete.

Yreka Elders Units

Richard has been instructed to order the shades for the for the sliding glass doors.

Hoopa Home Replacement-

This project is again moving along, final advertisement for the environmental should be complete within two weeks, home plans are being forwarded to the applicant for review, and staking is to be completed by a surveyor. We are recommending that a new septic system to be installed. Additional costs should be sufficiently covered by the applicants grant.

Home Painting

This project will be completed by the Force Account Crew in the spring.

Yreka Woodstoves

The project has been bid out, three bids were received, contractors are being checked out and we have requested additional information

Comstock Fire Rehab

We are working with Amerind (our insurance company) on the claim. Because we took on the role of the Adjuster, they are asking for additional details from us for the claim I have instructed Richard Black to look into a direct rehab option.

Meetings Attended:

Orleans KTHA Board Meeting

TERO/ Workforce Protection Act Presentation

KEEPR Emergency Preparedness

POSITION DESCRIPTION

Title: ~~Part Time~~ Fiscal Clerk

Reports to: Chief Finance Officer

Location: Karuk Tribe Housing Authority, Happy Camp

Salary: \$10.00 to \$12.00 per hour, depending on experience

Summary: Shall perform finance duties under the supervision of the Chief Finance Officer including but not limited to preparation of payroll, processing and reconciliation of travel, preparation of statistical reports, tenant billing, filing, and other related projects as assigned. Shall be available cross trained in all other finance areas to cover allow for employee absences department coverage as necessary needed.

Classification: ~~Part Full~~ Time ~~(20 hours per week, days/hours negotiable),~~ Regular, Non Exempt

Responsibilities:

- 1) Shall process and reconcile all Travel Advances for employees and BOC members as necessary; includes flight arrangements, lodging, car rentals and other necessary arrangements. When necessary, shall invoice outside agencies for reimbursable travel. When necessary, shall forward travel deductions for processing.
- 2) Shall enter, run and process payroll, including the liquidation of outstanding employee debts such as travel and expense advances, child support garnishments, and other deductions as necessary.
- 3) Shall process and pay all payroll taxes as required.
- 4) Shall maintain payroll files and ensure audit readiness.
- 5) Shall compile a variety of statistical reports, correspondence, documents, forms, spreadsheets, and other items as requested.

6) Shall perform all functions related to processing monthly tenant account billings including Housing Data System (HDS) data entry.

~~6) Shall assist with filing as requested.~~

~~7) Shall be cross-trained in all other areas of finance department including but not limited to accounts payable, purchase orders, bank reconciliations, cash receipts, and research.~~

8) Shall be available and willing to work additional hours as necessary to cover to provide coverage of department duties during employee absences, travel, and planned vacation.

- 9) 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.
- 10) Shall be polite and maintain a priority system in accepting other position related job duties as assigned.

Qualifications:

- 1) Demonstrates the ability to work effectively with Native American people in culturally diverse environments.
- 2) Exhibits the ability to manage time well and work under stressful conditions with an even temperament.
- 3) Displays the ability to establish and maintain harmonious working relationships with other employees and the public.
- 4) Demonstrates the ability to understand and follow oral and written instructions.

Requirements:

- 1) Must have a high school diploma or equivalency. One year college level accounting or experience in an accounting related field highly desired.
- 2) Must have demonstrated competence in word processing, spreadsheets, office equipment and general computer usage.
- 3) Must be a self-starter, well organized and willing to learn new skills
- 4) Must possess valid driver's license, good driving record, and be insurable by the Tribe's insurance carrier.
- 5) Must adhere to confidentiality policy.
- 6) Must successfully pass a drug screening test and criminal background check.

Tribal Preference Policy: In accordance with the TERO Ordinance, Tribal Preference will be observed in hiring. Positions with the Karuk Tribe Housing Authority will also be subject to preference in accordance with applicable NAHASDA and Indian Self Determination and Education Assistance Act criteria.

Resident Preference: The Karuk Tribe Housing Authority shall give preference to qualified individuals residing within the KTHA housing communities. This preference shall not supersede tribal preference.

Board Approved: ~~November 19, 2012~~

Council Approved: ~~November 29, 2012~~

Chairman's Signature: _____

Employee's Signature: _____

Monthly Updates:

U.S. Forest Service

The next Project Coordination Meeting will be on January 29th, 2013 in Orleans at DNR.

Fort Goff - As you are probably already aware, the Forest Service is proposing to do more planting in the Fort Goff Burned Area. We have yet to receive a complete map of rehabilitation and restoration efforts on the Goff fire. We discussed this project at the KRAB Meeting and Julie will be drafting a letter indicating the Tribes position on Tree Planting and how we have indicated several times in the past that we do not want Tree Planting as it imposes on Native species revitalization.

UC Berkeley Project - On January 15th I attended the kick-off community meeting of the UC Berkeley NIFA-AFRI Food Security Grant. There are several objectives and components to this proposal. Within the proposal there are at least 2 objectives that relate directly to Self-Governance of the Tribe 1) improve management of the forests to increase supply of traditional foods (e.g. acorns, berries) and 2) Evaluate how food-related policy needs to change to support the vitality of a healthy native food system. Additionally, the concept of Food Security is strongly connected with Tribal Sovereignty and our ability to provide for our Tribal Members without assistance from the Federal Government. Current policies and management strategies are barriers to food security and making improvements to Traditional Foods such as acorns, salmon, elk, etc. The research and documentation component of this project should be strong evidence and justification for a change in management strategies and policies. We need to stay active in this project.

Forest Plan Revisions - Region 5 of the Forest Service has started Forest Plan Revisions on three forests in southern California. Robert Goodwin, the Tribal Relations Program Manager in Vallejo has sent a draft of the Chapter 12 "Areas of Tribal Importance". DNR Staff and I have been reviewing the document to provide any feedback. This policy will affect us in the future as Forest Plan Revisions will happen on the Klamath and Six Rivers National Forest sometime in the next few years.

COPS Grant - On January 3rd I attended a meeting with Lisa Morehead, April Attebury, and A-dae Romero to discuss the Community Oriented Policing Services. We went over the priorities determined by Tribal Council at the Planning Meeting, which included looking into the possibility of hiring additional officers in Happy Camp and Orleans. April and A-dae have taken the lead on the project. I have contacted Siskiyou County Sheriff Lopey and Humboldt County Sheriff Cavinta. Both Sheriff agencies have indicated a high interest in assisting however they can. Additionally, I did receive feedback from Yreka California Highway Patrol indicating their grant proposal was not funded.

Gaming - Graton Rancheria Compact- I have been reviewing the Graton Rancheria Compact as well as the Yurok Tribe Compact to see how the newer version of State Gaming Compacts differs. There are several extended sections in the Graton Rancheria including requirements for Agreements with State highway Organizations (Caltrans), Employee Insurance Requirements, a

Tribal Nation Grant Fund—this is in addition to the Revenue Sharing Trust Fund Program, and many other areas—I am still reading through the compact.

DNR - On January 8th I attended the meeting between Council and DNR to get an update and overview of the projects that they are working on. It was great to see all of the important work that the DNR staff are completing. Every one of the presentations was very well done. Unfortunately at the end of the meeting some discussions were cut short—such as the discussion about the Master Stewardship Agreement and other Forest Service Coordination efforts. Hopefully we will have time to have these discussions soon.

Craig has drafted a resolution for the Genetically Engineered Salmon, I made some additions and we should have that for your review at the Council Meeting.

I was contacted by Tim Nelson at the California Department of Water Resources. He was requesting participation from Leaf Hillman or someone else with the Tribe at the Tribal Water Summit April 24-25 in Sacramento on the panel for Tribal Ecological Knowledge. I think it would be positive publicity for some of the restoration efforts that are being led by our Tribe using Traditional Ecological Knowledge.

Klamath Basin Restoration Agreements- On January 9th I attended a meeting with Craig Tucker and Crispen McAllister. It was organized by the Klamath Tribes regarding the Klamath Basin Restoration Agreements and the Klamath Basin Operations Plan that has been released by the Bureau of Reclamation. Highlights of the discussion included the positive remarks regarding the ability of Tribes, Farmers, and Federal Employees to work together thus far. There were specific discussions about the Winter Operation of the Dams. There were concerns on the Tribal side of how much input Pacificorp is having on these models. There was discussion about the need to start moving the KBRA to Congress and finding sponsors for some legislation. At this point in time we are in a lull, and we need a “crisis” to get some movement on this issue again. National Marine Fisheries and Fish and Wildlife will be releasing their Biological Opinion on the Klamath Basin Restoration Agreements.

TERO- Workforce Protection Act, Labor Unions- On January 7th I attended the TERO meeting. This was a very informative meeting. It made me realize that we need to go through our TERO Policy and/or Workforce Protection Act and make sure it matches our Employee Personnel Policy. Additionally we need to have legal review of language in our Workforce Protection Act and the Gaming Compact Language to make sure they are not contradictory. My understanding is that if our employees are satisfied with their working conditions: safety, health, wages, etc. they will not want to solicit a Union. Within the Graton Compact there is language regarding Collective Bargaining, basically it requires the Tribe to negotiate in good faith with the Union if there has been a majority vote within the Union Employees to make that Union Agency the exclusive collective bargaining representative.

Legislative Updates- California Legislature: There were several new Bills passed through the California Legislature. **AB 1896** made an amendment to the Business and Professions Code regarding Tribal Health Programs: health care practitioners. It codifies the federal requirement specifying that a person who is licensed as a health care practitioner in another state and is

employed by a tribal health program is exempt from this state's licensing requirements with respect to acts authorized under the person's license where the tribal health program performs specified services. Additionally, **AB-787** approved the Tribal-State Gaming Compact for the Coyote Valley Band of Pomo Indians. There is information on the California Legislative Website that shows who voted yes and no, so this will be good information for us to know when we move our Compact into the State Legislature for approval. **AB 1961** created a new fund for the Coho Salmon Habitat Enhancement Leading to Preservation Act (Coho HELP Act). **AB 737** made modifications to the Boating and Waterways, there is a new sub-section within the act that states the following: (4) Boating and watercraft recreation should be managed in accordance with this chapter through financial assistance to local governments and joint undertakings with agencies of the United States and with federally recognized Native American tribes. This language may assist with our River Closure orders during ceremonies. I will continue to monitor new bills as they are introduced. There are several hundred, so it is difficult to navigate which ones affect the Tribe, or can be used to our advantage.

Klamath Basin Tribal Youth Program - Monthly meetings continue to plan future events and activities for the KBTYP. The focus right now is to implement a Klamath Basin Project working with NASA. They have determined approximately \$6,000 per student will be needed for a 10 week project. Conference calls will continue to be held on the 3rd week of the month on Tuesdays at 11 a.m.

KRAB MEETING - On January 11th we held our monthly KRAB Meeting. We discussed the following projects: U.S.F.S.-Fort Goff, Stewardship Agreement, Project Coordination Meetings (Develop Strategy for Ongoing Relationship with Forest Service), Cultural Monitoring- Selection and Recertification, Project Responses- Procedures and Policies for review with KRAB-When does the KRAB need to review. Within the THPO Plan, the THPO is to coordinate with the Self-Governance Coordinator, so I am recommending that I attend the KRAB Meetings. The group also recommended that I take notes during the meetings for accurate documentation of discussions.

Resolutions - This year I am only missing 5 resolutions of 136 for 2012. I have made contact with the people who requested the Resolutions and should be receiving signed copies in the next week.

Karuk Community Health Clinic

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

Karuk Tribe



Administrative Office

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

Karuk Dental Clinic

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

**RESOLUTION OF THE
KARUK TRIBE**

**Resolution No: 13-R-
Date Approved: January 24, 2013**

RESOLUTION OPPOSING GENETICALLY ENGINEERED (GE) SALMON AND SALMON FARMS AND URGES CONGRESS TO PASS A BILL THAT WILL BOTH BAN GE FISH AND REQUIRE MORE INTENSIVE EVALUATION AND ANALYSIS OF ENVIRONMENTAL AND HEALTH EFFECTS OF GENETICALLY ENGINEERED ANIMALS AND PLANTS TO INCLUDE EFFECTS ON OTHER SPECIES SUCH AS WILD COHO AND CHINOOK SALMON.

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; Karuk People have depended on salmon and other fisheries for sustenance since immemorial; and

WHEREAS; wild salmon are a cornerstone of Karuk culture and a vital part of Karuk ceremonies and cultural practices; and

WHEREAS; the practice of salmon farming threatens the health of wild salmon runs world-wide; and

WHEREAS; genetic engineering of salmon and other species threatens the integrity of riverine ecosystems world-wide; and

WHEREAS; studies have shown genetic engineering of food to be linked to harmful conditions such as allergies, skin and lung damage, and as severe as premature death in animal studies; and

WHEREAS; the preservation and restoration of wild salmon runs are of primary importance to the Karuk as well as legions of native tribes all over the world;

WHEREAS; The Food and Drug Administration (FDA) has a Federal trust responsibility grounded in Treaties, Executive Orders, Agreements, Statutes, and other legal obligations to formally consult with tribes to determine the effects of proposed FDA actions and give consideration to Tribal concerns; and

WHEREAS; The Food and Drug Administration (FDA) has not met their Federal trust responsibility to consult with Tribes and to enhance and protect Tribal Natural and Cultural Resources; now

THEREFORE BE IT FINALLY RESOLVED; that the Karuk Tribe formally opposes genetically engineered (GE) salmon and salmon farming and urges Congress to pass a bill that will both ban GE fish and require more intensive evaluation and analysis of environmental and health effects of genetically engineered animals and plants to include effects on other species such as wild Coho and Chinook salmon.

CERTIFICATION

I, the Chairman, hereby certify the foregoing resolution 13-R- which was approved at a Council Meeting on January 24, 2013 was duly adopted by a vote of _____ AYES, _____ NOES, _____ ABSTAIN, and said resolution has not been rescinded or amended in any way. The Tribal Council is comprised of 9 members of which _____ voted.

Russell Attebery, Chairman

Date

KARUK JUDICIAL SYSTEM AND PROGRAMS

Week Two: 1/1/13-1/4/13

Tuesday January 1, 2013-Yreka Office

1. Girls Group
2. Plan monthly meeting for 7th Gen Mentoring Program

Wednesday January 2, 2013-No School

1. Teleconference with Stephanie, Gerry and April for CTAS Ideas

Thursday January 3, 2013- Happy Camp

1. Staff meeting with Supervisor
2. Check in with the Elem. School for applications
3. Work with Mentee on her dress

Friday January 4, 2013

1. Work on Sustainability Plan

Week Three: 1/8/13-1/11/13

Tuesday January 8, 2013-Yreka Office

1. Girls Group

Wednesday January 9, 2013

1. YHS/ DHS-/ Native America Academic Advising
2. Start meeting with Title 7 Students
 - a. Start making education plans(seen 7 students YHS)

Thursday January 10, 2013- Happy Camp & Orleans

1. Staff Meeting with Supervisor
2. Check for Application from H.C. Elem
3. Head to Orleans-Meeting with the Orleans Elementary Principle
 - a. Introducing the Mentoring Program
 - b. Possible youths to be referred to the program

Friday January 11, 2013-Yreka Office

1. Sustainability Planning
2. 10:00 a.m. to Happy Camp
 - a. Karuk Film Project-12pm-2pm

Week Four: 1/15/13-1/19/13

Tuesday January 15, 2013-Yreka Office

1. Girls Group

Wednesday January 16, 2013

1. YHS/DHS-/ Native America Academic Advising
2. Attend staff meeting, introduction of new partnership
3. Continue educational plans and meeting with Title 7 students(3 DHS/7 YHS)

Thursday January 17, 2013- Happy Camp

1. Staff Meeting with Supervisor
2. Check in with H.C. Elem
3. Reminder emails to mentors regarding monthly contact logs, and open gym that is a monthly activity on the 26th of January.

KARUK JUDICIAL SYSTEM AND PROGRAMS

ATTACHMENT 1: 7th Gen DCTAT report for July1, 2012-December 31, 2012

FW: 7th Gen DCTAT report

Page 1 of 1

FW: 7th Gen DCTAT report

Wang, Anne [AWang@edc.org]

Sent: Tuesday, January 15, 2013 11:08 AM

To: April Attebury

Cc: Alma Mendoza

Hi April,

Alma mentioned that you would be able to supply the numbers for Karuk 7th Gen for our DCTAT report (activities between July 1st, 2012, and December 31st, 2012). Just wondering if you could get them to me by tomorrow. Steph needs the numbers to write the report and I'm the holdup with compiling them.

Thank you!

Anne

# of youth who received services this reporting period	11
# of mentors recruited during this reporting period	20
# mentors trained during this reporting period	18
# of mentors who began training during the reporting period	1
# of mentors demonstrating increased knowledge of program	18
# mentors who left	0
total # of mentors in the program during the reporting period	15
# of youth enrolled at beginning of reporting period	17
# of new youth added during the reporting period	4
active partners (Y/N)	Y
# of youth exited program who complete program	0
# of youth who exited program	2
# of youth with increased attendance rate	16
# of youth with increased perception of social support	16
# of youth who had a new arrest or delinquent offense during reporting period	1
# of youth recommitted to a juvenile facility during reporting period	1
# of youth who were sentenced to adult prison during this reporting period	0
# of youth who received another sentence during this reporting period	0

EDCInc

<https://exchange2.karuk.us/owa/?ae=Item&t=IPM.Note&id=RgAAAAA7fxj54LnFQq3tGl...> 1/15/2013

KARUK JUDICIAL SYSTEM AND PROGRAMS

Administrative Assistant/Pikyav Program Coordinator

Tanya Busby, CSAC II

Karuk Tribe Promoting

Healthy Relationships, Peaceful Homes

December 19, 2012 – January 18, 2013

December 19-21~ Orleans and Happy Camp

Administrative Assistant duties/victim service duties

Legal Access center- Served court documents

Pikyav Planning Meeting

February is Teen dating violence Awareness Month we are planning a Sweetheart dance in Happy Camp.

December 21-Happy Camp-Administrative Assistant duties/victim service duties

December 24-28~Happy Camp / Orleans-Out of the office due to snow storm and Holiday!

Administrative Assistant duties/victim service duties

Worked on plans for sweetheart dance

Administrative Assistant duties/victim service duties

Council Meeting

Legal Access Center -building packets, office work and plans for sweetheart dance.

January 2-4, 2013 Yreka, Orleans and Happy Camp

Family Unity Meeting

Administrative Assistant duties/victim service work

Webinar conference call/CTAS Meeting

Tribal Court

Planning Meeting

January 7-11 Yreka and Happy Camp

Legal Access Center -Victim service work-worked on court orders

TERO Training

Yav Pa Anav and Pikyav Meeting

The New Village Training

Boys and Girls Group

Health Board Meeting

Film Project Meeting

January 14-18-Yreka and Happy Camp

Legal Access Center-Victim service work

Worked on court orders

CTAS Meeting

Boys and Girls group