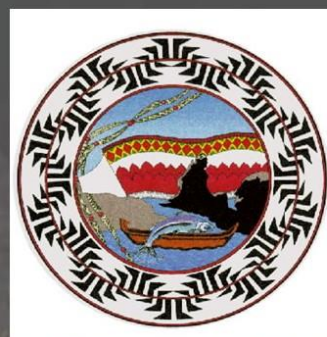


# Klamath Promise Neighborhood: A River of Opportunities

Proposal to the U.S. Department of Education  
Promise Neighborhood Grant Program, 2021  
**Yurok Tribe**



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**(a) Need for project (up to 20 points)*****(a1) The severity of the problems to be addressed***

The Klamath River Promise Neighborhood will be located in Del Norte County and on adjacent Tribal Lands in the rural, upper reaches of northwest Northern California. The county is characterized by both its beauty and its challenges. Before White pioneers laid claim to the land, it was tended for generations by the Tolowa Dee-ni' and Yurok people and it is also home to two other federally recognized tribes: Elk Valley and Resighini Rancherias. The current Native American population within the county borders, like other parts of California and the nation, has experienced generational trauma due to genocide, broken treaties, removal from their lands, forced family separations, and intentional efforts to exterminate their tribes.



Del Norte County contains a population of 27,812 residents living sparsely throughout the region with approximately 28.4 people per square mile. A total of 23% of residents live in poverty. About 78.1% of the entire county population is white, 20.1% identify as Latino / Hispanic, 10% identify as American Indian / Alaskan Native, 5.4% identify with two or more races, 4% identify as Black / African American and 3.1% identify as Asian. Part of the Yurok Reservation (Klamath CA) is located within geographic boundaries of Del Norte County. Klamath residents have the highest percentage of residents living in poverty in the county. In 2019, about 30% of Klamath residents lived in poverty with a median household income of \$36,250.00. The most common racial or ethnic group living below the poverty line in Klamath CA is American Indian/Alaskan Native (50.3%) followed by White (40.4%) and Hispanic/Latino (5.2%) (U.S. Census 2019 Estimates).

The remote and rural geography of Del Norte County presents a unique perspective on youth

development and educational success in low-income communities. The county is underserved by state, federal and local governments. The isolation and marginalization of the county's geography is a critical issue.

**Methodology:** For the Needs Assessment, data were gathered from multiple sources including:

- Individual level data from each of the target schools for school year 2019-2020.
- Aggregate data on each of the target schools and the CA Department of Education (2019);
- Primary data collection from:
  - “COVID-19 Parent Survey: The California Center for Rural Policy designed a Parent Survey to learn about the impact of Covid-19 among Del Norte County Unified School District (DNUSD) students ages 0-5 and in grades K-12. The survey was distributed in English and Spanish in March & April 2021 by DNUSD. 112 parents participated in the survey.
- Secondary data was collected from
  - California Healthy Kids Survey (CHKS) for DNUSD, 2015-2017 and 2017-2019.
  - 2018 -2019 U.S Census Estimates from the American Community Survey
  - Del Norte County 2019: School Readiness Report by First Five
  - Kidsdata.org

**Analysis:** In addition to frequencies and crosstabs for the descriptive statistics, segmentation analysis was conducted on the ten Promise Neighborhood indicators using inferential and descriptive statistics guided by domain expertise in the area of social and educational development. Each of the ten indicators were placed into a need level (i.e., low, medium, or high) based on predetermined parameters supported by domain expertise and previous research.

**Key Results of Needs Assessment:** The outcomes of these data collection and analysis efforts

are detailed in the attached U.S. Department of Education Promise Neighborhoods Program - 2021 Needs and Solutions Table.

Key findings point to a community more vulnerable than others to societal changes, such as experiences related to COVID-19 or economic shifts due to its lower socio-economic residents. According to the 2019 U.S Census estimates, youth (0-18 years) disproportionately live in poverty compared to the state of California. The majority (80.1%) of Del Norte residents did not finish a college-level degree, and while most are employed the median income is substantially low compared to the state of California. Below are brief summaries of some of the key findings from the needs assessments.

**Early Interventions are Necessary:** Analysis of aggregate data, individual data from DNUSD and secondary data from the 2019 Kindergarten Readiness Assessment<sup>i</sup> showed several areas of opportunities for support. Through the lens of the 10 indicators, the opportunity starts before children enter kindergarten. High Need was determined by scoring below a 75 out of 100 on the Kindergarten Screening Tool. In 2019, all *Klamath River Promise* target schools scored below 66 on the Kindergarten Screening Tool. Readiness was significantly and independently predicted by access to formal early childhood education (ECE), higher family socioeconomic status, having no special needs, and being older. According to the Parent Information Survey on the KST, about 52% of families earned less than \$35,000 per year; 40% of mothers and 60% of fathers had no more than a high school education. On average, children with no ECE fare much worse on the kindergarten readiness assessment compared to children with access to ECE. The segmentation analysis indicated a need to ensure all children have access to full time Early Education. The majority of the children in Crescent City (82%) and Smith River (84%) who are eligible for full time subsidized ECE do not have available slots. Additionally, about 83% of

Parent Survey participants mentioned that they do not have access to childcare for at least 10 hours a week<sup>ii</sup>.

**Physical and Mental Health Supports are Critical:** CHKS data (California Healthy Kids Survey 2017-2019) alerted the project to the mental and physical health needs in some of the target schools, with almost half of 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders reporting experiencing chronic sadness/hopelessness in the past 12-months. About 1 in 5 (19-21%) 9<sup>th</sup> graders and 11<sup>th</sup> graders at Del Norte High considered suicide in 2019. Students who identify as Asian American (35%), Multi-Racial (30.1%) or American Indian/Alaskan Native (20.3%) disproportionately have higher percentages of suicidal ideation. Only 19% of Del Norte High students reported that they always have access to counseling to help deal with problems like stress, feeling sad, family issues, or alcohol/drug use (CHKS, 17-19).

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

Del Norte's rate of **child abuse and neglect allegations** (146.8 reports per 1,000 people<sup>iv</sup>) is nearly 3x higher than the state average. For American Indian children in Del Norte County, the

rate is at a crisis level of 368.6 per 1,000 children<sup>v</sup>. Less than half of the 5th graders (39%), 7th graders (26%) and 9th graders (30%) reported that a teacher or other adult really cares about them all the time. Additionally, a minimal number ranging from 9-11% of students (grades 5 - 11) reported high levels of meaningful participation at school. The majority (71%) of 7th graders, (64%) 9th graders, and (59%) of 11th graders do not feel safe at their school.

**The youth substance abuse rate** is disproportionately high. According to the DHCS Mental Health Prevalence estimates, 11% of the population in Del Norte County has an alcohol or drug diagnosis, which is the second highest rate in the state. Of the 3,753 people with this diagnosis, 207 are youth between the ages of 12-17. This means that about 10% of youth between the ages of 12-17 have an alcohol or drug diagnosis<sup>vi</sup>. 35.3% 11th graders at Del Norte High reported binge drinking alcohol in the past 30 days<sup>vii</sup>.

**The teen birth rate** for Del Norte County (29.6 per 1,000) is disproportionately higher than the state of California (15.7 per 1,000, CHKS 17-19). The majority of mothers who gave birth in 2019 were between the ages of 15-19 years old (U.S Census 2019 Estimates).

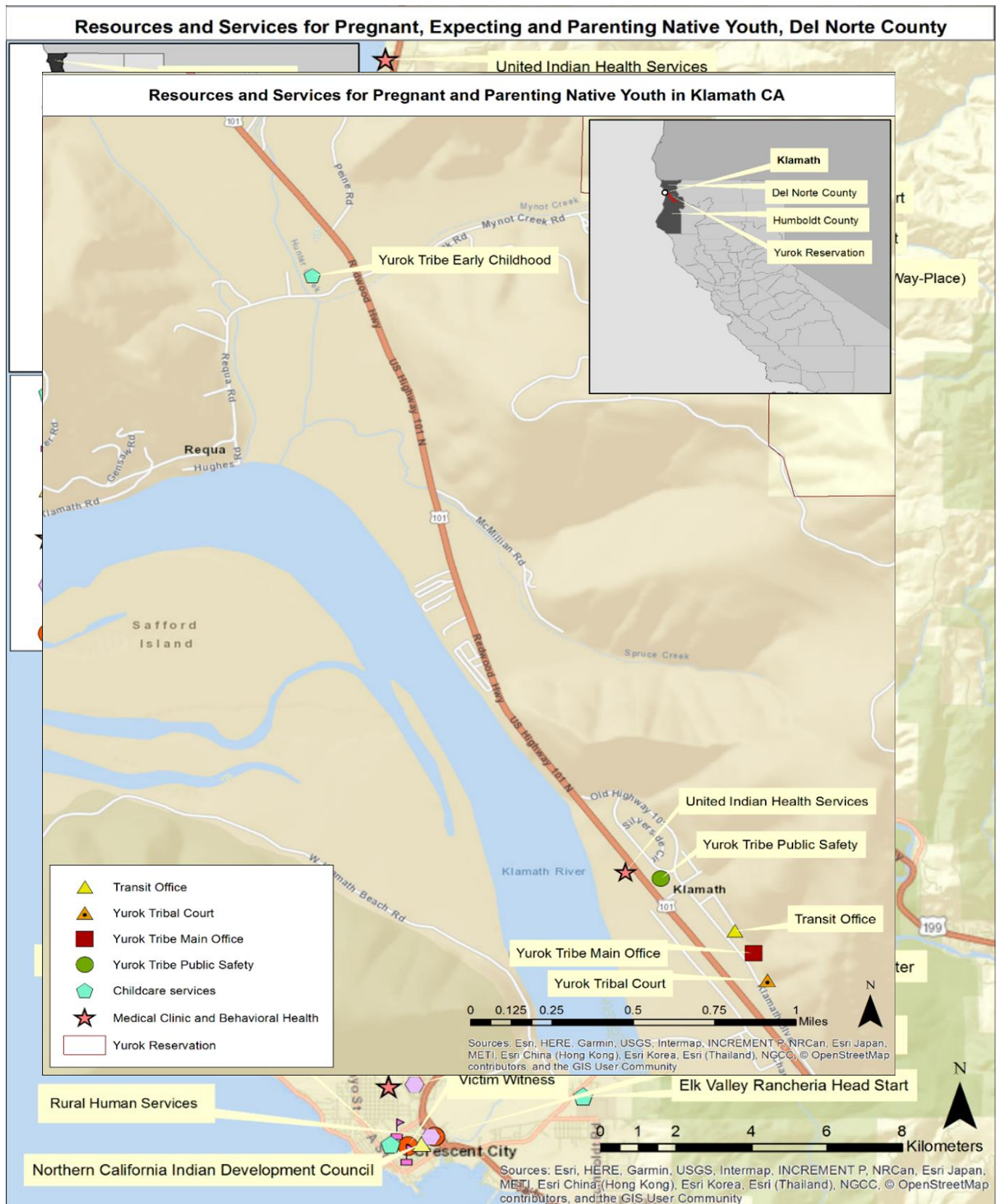
**Need for academic support to increase performance and college attendance:** According to the District's COVID Parent Survey, 69% of parents who participated in a Covid-19 Impact Parent Survey mentioned that they are either somewhat concerned or very concerned that their child/ren will be behind when they start school next year due to at-home schooling during Covid-19. The segmentation analysis revealed that youth at all grade levels are struggling to meet proficiency on the standardized tests for both Math and English Language Arts (ELA). State assessment scores among all the targeted schools have been significantly below the state average in both ELA and Math at every grade level. Segmentation analysis also revealed that there is a significant gap for American Indian students and low income students.

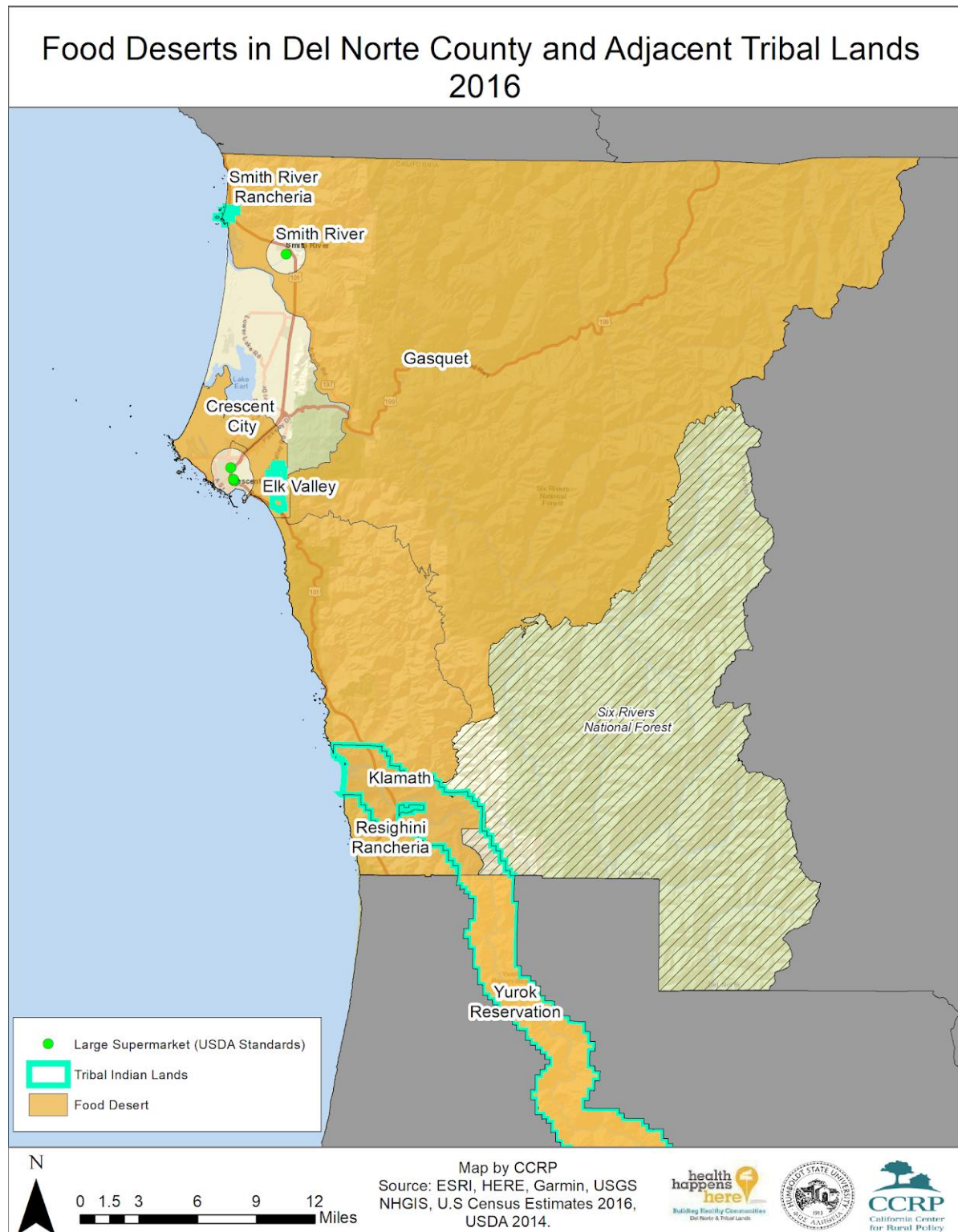


The segmentation analysis also revealed that **chronic absenteeism** has been a major issue among DNUSD students. Overall, DNUSD students who identify as American Indian/Alaskan Native have the highest percentage (27.3%) of chronic absenteeism compared to other races/ethnicities. Additionally, about 83.2% of students who were chronically absent in 2019 were also considered to be socioeconomically disadvantaged.

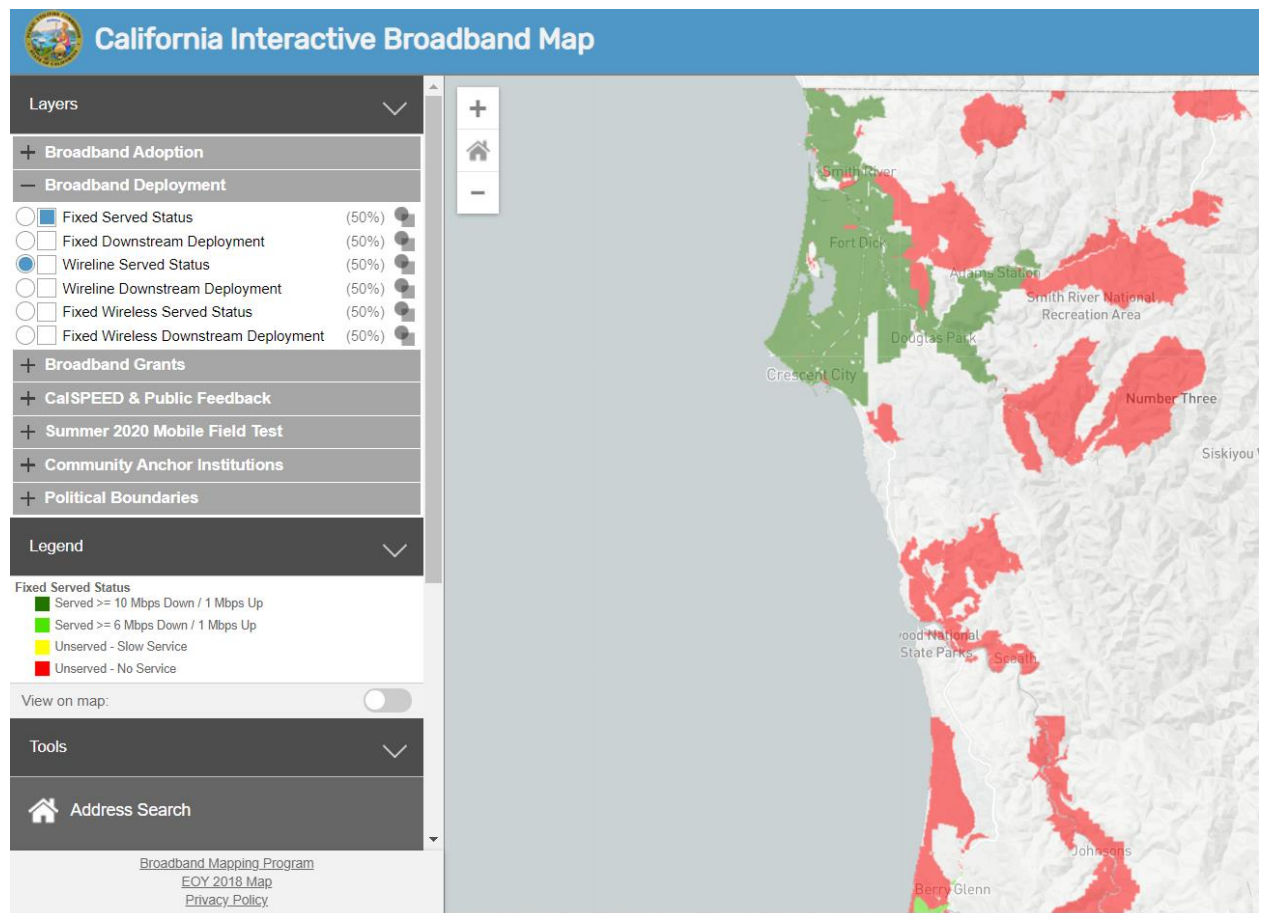
Consistent with these data was the information on **graduation rates and college readiness**. While Del Norte High is doing an excellent job graduating a larger percentage of students than the County or State, segmentation analysis showed that the majority (81%) graduating did not meet their A-G requirements (i.e., the needed minimum to go to a University California (UC) or California State University (CSU). An average of 31% (9th graders) and 38% of (11th graders) agreed/strongly agreed that their school provides support for college/career planning (CHKS 17-19). Furthermore, data from the Covid-19 Parent Survey showed parental advice on key college metrics (e.g., selecting courses, applying for jobs) showed about half of adults “often” had these crucial conversations with their 9<sup>th</sup>-12<sup>th</sup> grader. Cumulatively these data strongly support the need for bolstering the college going climate through the resources proposed via the continuum.

**Food Insecurity:** Most of Del Norte County and the adjacent tribal lands have been designated as food deserts by the United States Department of Agriculture (USDA). The USDA defines food deserts as low-income census tracts where a substantial number or share of residents has low access to a supermarket or large grocery store. More than half of the students from the targeted schools and almost all (93%) of Margaret Keating Elementary students are enrolled in the Free Reduced Price Meal Program. Only about 22-26% of Del Norte High students consume at least 5 servings of raw vegetables or raw fruit daily. In 2018, almost half of the student population (grades 5-9) were considered obese or overweight.





Map 4: Broadband -high speed internet in Del Norte County was made by and retrieved from the California Broadband Interactive Map/Data dashboard. Map 4 shows that 100% of Klamath is unserved. The nearest geographic region with Broadband Wireline service is located in Crescent City (approx. 20.9 miles - over 30 minutes by car).



**Crime and Marijuana:** Our schools face many student safety issues. Economic stress coupled with rural boredom leads to substance abuse, crime and violence. Del Norte is part of the so-called “Emerald Triangle,” the nation’s largest producer of legal and illegal cannabis. Methamphetamine production and use are widespread. The opioid crisis has also impacted the county. In 2017, there were 33,932 opioid prescriptions – for a population of 27,470. Del Norte’s Native American population is both disproportionately impacted by the opioid epidemic and chronically underserved by health care. Native Americans are 50% more likely to die of an opioid overdose than non-native people (Washington Post, June 2020).

In Del Norte, the **violent crime rate** (murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault) is 60 on a scale from 1 (low crime) to 100. The US average is 31.1.<sup>viii</sup> Del Norte County has the state’s 3<sup>rd</sup> highest rate of arrests at 6,003 per 100,000 people,



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compared to the statewide rate of 2,642 per 100,000 (CA Justice Dept., 2009).

The demographics of Del Norte Unified School District (DNUSD) are unique compared to typical rural Californian districts:

- DNUSD has an enrolled population of 3,477, as of March 25, 2021. Of this, 50% of students are White; 22% of students are of Hispanic descent. Approximately 245 (7%) DNUSD students are English learners.
- Just over 19% of DNUSD's students are Native American, representing the Yurok Tribe (the largest federally recognized tribe in California), the Tolowa Dee-Ni' Nation, Elk Valley Rancheria, Resighini Rancheria, the Karuk Tribe, and a variety of other tribally enrolled or descendent students representing tribes such as Pomo and Sioux.
- 4% of students identify as being of Asian descent with the majority being of Hmong ancestry. 1% of the District's students claim Two or More Races.
- Over 65% of students are considered socio-economically disadvantaged.
- The people of Del Norte County suffer from a variety of social and economic challenges. The fishing and logging industries, once sustainable sources of employment for many residents, have all but disappeared. Other issues such as food insecurity, generational poverty, obesity, smoking, trauma, drug and alcohol addiction, and homelessness impact the ability of the District's students to effectively engage with academics at school or at home.

Within DNUSD, areas of significant need are Academic Achievement in Math and English / Language Arts (ELA), and college and career readiness. Neither math nor English scores fell significantly during the 2019/2020 school year, but neither did they increase. In both areas, the students scoring the lowest were those receiving special education services, and in the case of

English, the second group scoring the lowest were Native American students. As for college and career readiness, there was a significant decline in the number of students graduating 'A-G', i.e. with the minimum standards required for admission into the UC/CSU system.

The COVID-19 pandemic has had a significant impact on students, staff, and community of DNUSD. Our total number of infections (1,254) and deaths (7) seem small, but this represents 12.8 daily new cases per 100,000 (compared to 7.7 statewide).

District schools have historically served as a hub for children to get not just their educational needs met, but also to benefit from social and emotional supports. Schools are also touchpoints to access community resources, social services, and food. Physically closing schools to children (many of whom do not have computers or technology devices at home) and moving from a fully functioning, in-person educational environment to distance learning have presented a myriad of challenges. Because of the pandemic, all the district's summer school enrichment and remedial programs, including the special education onsite Extended School Year (ESY) program, were canceled (the ESY program was still available online). Additionally, staff members were ordered to avoid going to school sites in order to facilitate deep cleaning and sanitation. The District Office was closed to visitors. There was a concern that students might go hungry because they could not be fed at school, and so in coordination with DNUSD's transportation department, the district's Nutrition Services Department deployed staff to prepare and serve more than 40,000 meals to students at home (using school buses) and at school site outdoor locations. In most cases, this meant preparing and serving breakfast and lunch to students 4-5 days every week.

In July 2020, First 5 Del Norte implemented a survey of Del Norte families using the Ready4K texting platform to assess the impact of COVID-19:

- 89% of families reported they felt nervous or anxious.

- 77% said they felt down, depressed, or hopeless.
- 88% said they felt worried about their child's learning or development.
- 79% had concerns about their household finances.
- 53% had difficulty managing their child's behavior.
- 28% had difficulty accessing enough food.

**Target Schools:** Del Norte is home to a combined County Office of Education and Unified School District. The superintendent leads both, and they both have the same school board. In year 1, Klamath River Promise will target two elementary schools (Margaret Keating and Smith River), the county's only middle school (Crescent Elk Middle), and the only high school (Del Norte High). In year 2, we will add 3 more elementary schools (Bess Maxwell, Joe Hamilton, and Pine Grove) and the continuation high school, Sunset High.

|                                                                                                              | #<br>stds | Grades | % Am. Ind.                                 | F/R<br>lunch | % w/<br>IEPs                   | ELA Prof. | Math Prof.                                     |
|--------------------------------------------------------------------------------------------------------------|-----------|--------|--------------------------------------------|--------------|--------------------------------|-----------|------------------------------------------------|
| Margaret Keating                                                                                             | 96        | K-6    | 67.7%                                      | 89.6%        | 20.8%                          | 21%       | 17%                                            |
| Smith River                                                                                                  | 213       | K-8    | 13.6%                                      | 79.3%        | 13.6%                          | 38%       | 28%                                            |
| Bess Maxwell                                                                                                 | 277       | K-5    | 13%                                        | 84.1%        | 22%                            | 31%       | 28%                                            |
| Joe Hamilton                                                                                                 | 362       | K-5    | 16.9%                                      | 84.3%        | 14.9%                          | 30%       | 16%                                            |
| Pine Grove                                                                                                   | 310       | K-5    | 7.4%                                       | 81%          | 9.4%                           | 32%       | 28%                                            |
| Crescent Elk Middle                                                                                          | 541       | 6-8    | 15.7%                                      | 74.5%        | 17.7%                          | 33%       | 24%                                            |
| Del Norte High                                                                                               | 934       | 9-12   | 14.2%                                      | 61.5%        | 13.7%                          | 44%       | 16%                                            |
| Sunset Cont. High                                                                                            | 79        | 10-12  | 16.5%                                      | 73.4%        | 11.4%                          | 14%       | 4%                                             |
| <b>Target Schools Enrollment &amp; Demographic Data</b>                                                      |           |        |                                            |              |                                |           |                                                |
| <b>Above California Average in Red</b>                                                                       |           |        |                                            |              |                                |           |                                                |
| <b>California rates:</b><br>Chronic Absenteeism: 12.1%<br>Suspension Rate: 3%<br>Free & Reduced Lunch: 59.3% |           |        | <b>Chronic<br/>Absenteeism<br/>(18/19)</b> |              | <b>Suspensions<br/>(19/20)</b> |           | <b>Free/<br/>Reduced<br/>Lunch<br/>(19/20)</b> |
| Margaret Keating                                                                                             |           |        | 19.0%                                      |              | 5.30%                          |           | 88.0%                                          |
| Smith River Elementary                                                                                       |           |        | 9.0%                                       |              | 4%                             |           | 66.4%                                          |
| Bess Maxwell                                                                                                 |           |        | 26.3%                                      |              | 3.4%                           |           | 79.2%                                          |
| Joe Hamilton Elementary                                                                                      |           |        | 23.3%                                      |              | 2.0%                           |           | 83.0%                                          |

|                          |       |      |       |
|--------------------------|-------|------|-------|
| Pine Grove Elementary    | 17.3% | 5.0% | 77.0% |
| Crescent Elk Middle      | 18.4% | 3.4% | 68.0% |
| Del Norte High           | 25.3% | 7.0% | 58.3% |
| Sunset Continuation High | 79.0% | 6.0% | 64.1% |

The district **suspension rate** for 2018-19 (10.9%) was nearly 3 times the state average (3.5%), and chronic absenteeism is 46.8% more than the state average.

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

The last time State (CAASPP) assessments were given to California public school students was in the spring of 2019. For DNUSD students, only 35.73% scored at the "met" or "exceeds" standard levels for English/Language Arts (E/LA). This means that over 64% of the District's assessed students scored below the established standard. In mathematics, CAASPP results showed that only 25.48% of District students scored at the "met" or "exceeds" standard levels, i.e. over 74% of assessed students scored below the established standard. There is little question that more support is needed to help all students achieve at grade level. However, some students need this more than others. The achievement gap (% below state average) is more than 13% each year in both subjects. The achievement gaps for Native American students and low-income students are even more concerning. The gap for AI students in 2018 in ELA was 28.13%.

| DNUSD: Native American Students<br>CAASPP Results—Percent of Students Meeting or Exceeding the Standards |                 |      |      |               |          |
|----------------------------------------------------------------------------------------------------------|-----------------|------|------|---------------|----------|
|                                                                                                          | Native American |      |      | State Average | Gap-2018 |
|                                                                                                          | 2016            | 2017 | 2018 | 2018          |          |



|                                   |            |        |        |               |          |
|-----------------------------------|------------|--------|--------|---------------|----------|
| ELA                               | 26%        | 24.38% | 21.75% | 49.88%        | 28.13    |
| Math                              | 16%        | 17.02% | 18.31% | 38.65%        | 20.34    |
| <b>DNUSD: Low Income Students</b> |            |        |        |               |          |
|                                   | Low Income |        |        | State Average | Gap-2018 |
|                                   | 2016       | 2017   | 2018   | 2018          |          |
| ELA                               | 27%        | 26.44% | 27.56% | 49.88%        | 22.32    |
| Math                              | 17%        | 18.86% | 19.59% | 38.65%        | 19.06    |

The overarching goal of K-12 education is to prepare students for college and career. In California, college readiness is measured by completing a set of classes including math and science that meet the minimum California ‘A-G’ university admission requirements. In 2018, only 11.62% of local Native American students, 10.66% of Hispanic students, and 13.31% of Low-Income students met the A-G requirements.

| Del Norte County 2018 Cohort Graduation Data from the California Department of Education |                        |                                     |                               |                                                      |                                                       |                                               |
|------------------------------------------------------------------------------------------|------------------------|-------------------------------------|-------------------------------|------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------|
| <u>Race / Ethnicity</u>                                                                  | <u>Cohort Students</u> | <u>Regular HS Diploma Graduates</u> | <u>Cohort Graduation Rate</u> | <u>Percent Meeting UC/CSU Requirements Del Norte</u> | <u>Percent Meeting UC/CSU Requirements California</u> | <u>Performance Gap (below average in red)</u> |
| Native American                                                                          | 43                     | 34                                  | 82.40%                        | 11.62%                                               | 22.67%                                                | 11.05%                                        |
| Hispanic/Latino                                                                          | 75                     | 62                                  | 85.24%                        | 10.66%                                               | 34.30%                                                | 23.64%                                        |
| Low Income                                                                               | 368                    | 298                                 | 81%                           | 13.31%                                               | 33.43%                                                | 20.12%                                        |

***(a2) Specific gaps or weaknesses in services, infrastructure, or opportunities***

**(a2i) The nature and magnitude of the gaps or weaknesses**

In preparation for this proposal, the Yurok Tribe and True North Organizing Network facilitated 4 community wide meetings attended by over 100 people (including youth and parents), a youth focus group, and stakeholder meetings focused on Health, Education, 0-5’s, Mental Health, Postsecondary & CTE, Opioid Prevention, Food, Public Health, Transportation, School Unions, and Data. We also met with City, County, and School District staff, and presented to the Yurok Tribe Council, the Northern California Indian Development Council (NCIDC) Board, Crescent City’s City Council, the Del Norte Unified School Board, and the

County Board of Supervisors. Excitement and support for this proposal was unanimous! As reported in our local paper, the whole community is coming together to support this exciting opportunity: <https://wildrivers.lostcoastoutpost.com/2021/apr/14/true-north-organizing-network-yurok-tribe-plan-bla/>

At these planning meetings, we led brainstorming sessions to identify existing services and programs and analyze which were working well, which needed adjustments, and which could potentially be expanded. We also identified needs and service gaps and discussed creative ways to best meet these. Some ‘thorny issues’ came up repeatedly, in multiple contexts, including:

- Lack of preschool slots, especially for infants & toddlers. *(82% of children aged 0-35 months in Crescent City and 84% in Smith River do not attend full-time preschool.)*
- Many teen mothers without good support systems. *(In 2018, the Del Norte teen birth rate was 58 per 1,000, compared to the state rate of 11 per 1,000.)*
- Need for behavioral and developmental support for preschool providers, to identify and treat developmental delays early. *(In 2019, 54% of kindergarteners were not ready for school.)*
- Tremendous trauma and mental health needs, even before the COVID pandemic. *(Del Norte has one of California’s highest ACEs rates: 23.0% of adults report experiencing four or more ACEs, versus 13% statewide and 11% nationally.)*
- Need for rigorous academic support in and out of the classroom. *(35.75% of DNUSD met or exceeded standard levels for ELA, compared to 49.88% statewide; 25.48% of DNUSD met or exceeded standard levels for math, compared to 38.65% statewide; Del Norte’s 2017 high school drop-out rate was 5.7%, compared to 2.4% state rate; In 2019, 15.6% of graduates were eligible for the UC/CSU system, compared to 48.4% statewide.)*
- Food desert: Difficulty in accessing fresh, healthy food. *(Del Norte has the 3rd highest food*

*insecurity rate (16.4%) of California's 58 counties, third only to Trinity (16.5%) and Siskiyou (16.9%) - Feeding America, Map the Meal Gap 2019.)*

- Lack of accessible prenatal care. *(In 2015, 65% of mothers with live births accessed prenatal care during the first trimester, compared to 81.9% statewide).*

Other needs that came up frequently included: No comprehensive health education (including sex ed) offered; Difficulties recruiting and retaining professional staff in this isolated region; Parents' difficulty in accessing services and navigating programs; Need for meaningful parent engagement in schools; Isolation of communities, especially in Klamath and Smith River; Transportation issues as many families do not own cars and distances are vast; Need for better coordination and collaboration between agencies, tribes, and government; Need for accessible, shared community spaces: youth centers, community centers; Need for accessible summer programs and safe activities for youth.

**Mental Health Services:** Public and private sector mental health services are scarce. Many mental health patients receive primary psychiatric services from a tele-psychiatrist located in another county. There are only 10 licensed mental health workers in the county (5 LCSW and 5 psychologists)—and 5 are part time. Families who can afford to, travel out of the county for mental health services (the closest are 90+ miles away). If a psychiatrist is needed it is not uncommon for families to travel over 350 miles to receive face-to-face services and therapy.

Other providers cannot fill the gap. There are no child psychiatrists in the county. The state has not funded mental health prevention/early intervention for young children for years and county mental health only serves high-acuity (very poor) Medi-Cal children and adults, thus many local parents have serious unmet mental health conditions. Local families are subject to multiple stresses, including chronic and crisis-induced poverty, dysfunction and violence.

Lacking access to private or public mental health services, children of working poor families must rely on school-based services. The cumulative impact of a weakening infrastructure is increased demand on the only resource left: the schools. Margaret Keating School faces particular challenges, with a nearly 19% chronic absenteeism rate, 93% poverty rate, 79% of students not meeting grade level standards in ELA, and over 82% not meeting grade levels standards in math (18/19 data). Additional and more intensive social and emotional support is needed to assist the school's only counselor to address the social-emotional needs of struggling students, so she can focus on academic achievement.

**School Climate:** Between the difficult economic times and rampant drug culture, our children too often have dysfunctional parents who lack basic parenting skills. Principals and school staff report children often come to school smelling of marijuana because their parents are growing and processing marijuana at home. This data, along with high rates of suspensions and chronic absenteeism, demonstrate a need to implement research-based practices that are focused on social-emotional learning and conflict resolution, and a need for developing positive social and cooperative skills for our students.

Klamath River Promise has been designed with all these needs foremost in our minds, and each has been addressed by at least one solution in our continuum.

#### **(a2ii) A pipeline of solutions**

Klamath River Promise is committed to building upon community strengths and the vitality of children, youth, and families in Del Norte. The Klamath River Promise partners have made an unequivocal commitment to be publicly accountable as they work together to support the region's children to thrive and succeed, in school and in life. Our aligned actions will create a seamless network of support for children and families, centered on great schools, which breaks

down barriers, fosters social integration, and provides multiple opportunities to access resources through a “no wrong door” approach. Through comprehensive education reform, guided by an understanding of the importance of early learning and a focus on developing 21<sup>st</sup> century skills to be college and/or career ready, Klamath River Promise will increase academic achievement, strengthen families, facilitate social integration, and invigorate the community through three pillars of transformation:

1. Our overarching pillar of transformation is enhancing Del Norte’s rich and diverse culture, while emphasizing education and college access as core values. Klamath River Promise will support children and families from diverse backgrounds to embrace their unique cultures while simultaneously breaking down walls preventing them from gaining the skills they need to thrive, succeed, and develop a life-long commitment to learning.
2. Understanding that children do not live in isolation and that schools alone cannot meet the needs of a vastly underserved community, Klamath River Promise has united cross-sector leaders committed to taking aligned, coordinated actions that nurture the health of the entire community as an integrated, multi-faceted ecosystem.
3. Klamath River Promise values engaged, informed parents. We will strive to support parents as key partners who not only understand how to help their children thrive, but can also access the resources and support they need to support their children’s success.

The Yurok Tribe has worked with a local community organizing project, True North Organizing Network, to bring together multiple cross sector partners to plan the Klamath River Promise Continuum of Solutions. The partners undertook an extensive community mapping effort to inventory current services and supports, analyze gaps and unmet needs, and design a cradle to college and career continuum so that children have no choice but to succeed, wrapped

around with family and parent supports. Some of the solutions are existing programs or services that were working well but with limited geographic scope or funding, and so could only serve a small subset of the community. These will be strengthened and expanded to serve more families and more neighborhoods. Others are new programs which have been carefully selected because they directly meet an identified gap or need. The backbone organization staff and the shared database platform will ensure that all partner organizations' services are aligned, working towards a shared vision for the community.

Community-driven planning will continue throughout the project, to ensure that the continuum of solutions meets the evolving needs of the region, especially as we recover from the COVID pandemic. In year 1, 50% of the funds have been budgeted towards planning activities, and the first 6 months of Year 1 will involve a detailed planning process with input from all partners, including residents, tribal departments, service providers, school and district personnel, and local government. The budget includes approximately \$2 million in designated 'program expense' funds that have not yet been allocated to specific organizations or strategies: these decisions will be made by the community during the comprehensive planning process. In year 2, 25% of funds will be used for continued planning and alignment.

The Klamath River Continuum comprises 4 major components (described in detail below):

- (1) **Early Learning Network** designed to support children from birth to age 5 and their parents, so children enter kindergarten ready to learn.
- (2) **K-12 + College Strategy** designed to support academic excellence and college preparation.
- (3) **Career Technical Education (CTE) Program** designed to train and support youth to excel in locally in-demand careers with living wages, and to support parents to upgrade their employment options to increase family stability.

(4) **Supportive services for parents** so children grow up in safe, stable families and parents are able to support their children's success. This includes recruiting, training, and supporting parent leaders using the evidence-based Communities that Care (CTC) framework developed by the University of Washington. These CTC teams will be supported to conduct annual Participatory Budgeting leading to real decisions about priorities and funding in their schools and communities.

Parent and family supports throughout the continuum also include wraparound services to stabilize families and assist parents to support their children's success. Welcoming Parent Centers at target schools, staffed by Promotoras / Navigators / Cultural Guides (neighborhood residents, known and trusted in their communities), will provide parents access to classes and workshops on a variety of subjects such as healthy cooking, developmental stages, supporting children's' education, etc., and free broadband and computers. Other wraparound services will include communitywide opioid prevention and awareness activities, job training supports so parents can upgrade their employment, homelessness prevention and rapid rehousing, wraparound services for high-risk families, a focus on food production and distribution so families have easy access to fresh, locally grown fruits and vegetables, and much more.

***(b) Quality of project services***

***(b1) Equal access and treatment for traditionally underrepresented groups***

The Tribe will ensure members of traditionally underrepresented groups have equal access to Promise Neighborhood services and participation (see GEPA statement). Although the Yurok Tribe is the lead applicant, the Tribal Council determined that this grant should be used to serve ALL children at our target schools and their families, not just Yurok children.

**Equal Geographic Access:** Del Norte County, covering just over 1,000 square miles,

supports a population of 27,812, i.e. 28.4 people per square mile. The largest population base resides in Crescent City (6,676 residents), and this is the location of the county's only middle school, high school, continuation high school, and community college, as well as most of the region's community-based organizations. The next 2 largest population bases reside in Smith River (498 residents, 13.6 miles from Crescent City) and Klamath (632 residents, 21.5 miles from Crescent City, and the headquarters of the Yurok Tribe). Residents of Klamath and Smith River are accustomed to missing out on crucial services and supports, or being expected to travel vast distances over mountainous roads to access them. To mitigate this disparity, the backbone agency will hire Promise Neighborhood Regional Coordinators at both Klamath and Smith River who will ensure that services are accessible to residents at those locations. The initiative will bring Family Resource Centers, Home Visitors, Tutors, Promotoras / Cultural Guides, Tutors, Advocates, and extensive Parent Engagement activities to the families and schools in the outlying areas. Transportation is a related barrier that comes up repeatedly. The budget includes funds for additional afternoon buses on school days, so that children from Klamath and Smith River can finally participate in after-school clubs, tutoring, and sports. In year 1, the Del Norte Local Transportation Commission will conduct a study to better understand the transportation issues, and the budget includes funds to implement the study's recommendations.

**Native American Access to Services:** "Educational outcomes for Native American students in Humboldt County are far worse than educational outcomes for other students," as cited in the 2020 *Failing Grade: Status of Native American Education in Humboldt County* report published by the ACLU Foundation of Northern California<sup>ix</sup> (pg1). This thoroughly researched report details that in 2018-19 school year, only 20% of Native American students met or exceeded ELA standards, and only 14% of Native American students met or exceeded math grade-level



standards, compared to 40% of all students statewide. Appallingly, the 2018-2019 school year prepared at most 21% of Native American students for college.

California's public school system faces dramatic inequities in the treatment of and outcomes for Native American children, including high suspension and expulsion rates. Native American boys are 2.5 times more likely to be suspended in early childhood, and the rate is 3.7 times higher for Native American girls, compared to state averages. Much of this is due to cultural misunderstanding among teachers, who misinterpret behavior such as silence or lack of eye contact as 'defiance'. Locally, Yurok children experience difficulty transitioning from Margaret Keating Elementary, which is majority Native American, to Crescent Elk Middle School. In addition to the physical distance between these schools (buses often take an hour each way), the children feel alienated in the large school. "Crescent Elk is where kids go to get lost", a parent said during a planning meeting. Tolowa children experience similar disconnections when they move from Smith River (grades K-8) to the high school.

Klamath River Promise will address this by expanding the successful Indigenous Education Advocate program, currently only in Humboldt, to serve Del Norte families. The Advocate will advance educational equity for Native American students in Del Norte County, directly impacting Native American students, families, and communities through Know Your Rights (KYR) trainings, leadership development and capacity-building for direct service providers, systems level change, and advocacy work in targeted school districts. The Summer Bridge Programs will support cohesion of cohorts among incoming students through campus tours, field trips, fun activities for cohort building such as leadership, survival, grounding skills, theatre, and improvisation, and parent groups to ease apprehension among parents. Recruiting for academic support positions such as Tutors and Youth & Family Advocates will target Native Americans to

ensure equitable representation, and curricula and learning materials will include culturally appropriate tools. Klamath River Promise will fund the creation of a new Indian Education Center on Tolowa land in Smith River, equipped with 2 vans to bring children to its culturally relevant services that focus on the needs of Native American families and children, and encourage both scholastic and personal attainment. In addition, the Yurok Tribe Education Department works with Native American students, providing school-based tutoring and social emotional supports, college and career counseling, and other support for all Native American students. The YTEP Food Sovereignty Program will create a Food Village for the procurement and processing of traditional foods and medicines, production of contemporary foods through gardens and orchards, and cultural practices that extend beyond food. The Smith River and Klamath Regional Coordinators will work to ensure equitable access to services for all children from all communities. Finally, Yurok and Tolowa language instruction, already available at the high school, will be offered at Crescent Elk.

**Attendance Issues:** Many children and families experience multiple barriers, both individually and within their families and communities, that make it difficult to attend school regularly. These include lack of transportation, poverty, housing instability, homelessness, and family mobility, as well as other family challenges such as domestic violence, child abuse or neglect, and parental drug and alcohol abuse. Unfortunately, the pandemic has exacerbated many of these barriers. As a result, schools have experienced historically high rates of chronic absenteeism during the past year of mostly distance learning. Klamath River Promise will work hard to get children back into classrooms by hiring a .5FTE Attendance Specialist at each target school to ensure regular attendance for all children. Working closely with the school's Attendance Office, the Specialists will contact youth and families as soon as a child fails to

attend school, to find out what the cause of absence is and to troubleshoot with the child and/or parents to overcome obstacles to attendance.

**First Generation Students:** Children who grow up in families in which no one has attended college need increased academic support and opportunities to make college accessible. These students often lack the mentors, opportunities, and knowledge of school system navigation to make college access a reality. In Del Norte, only 9% of adults have a college degree, and 31% are high school graduates. The majority of families support their youth going to college; however, this percentage drops when asked how likely it will be that they go. This difference suggests a gap in access, knowledge of resources, and experience with college. To mitigate this, Klamath River Promise will employ Youth & Family Advocates, who will work with cohorts of students, starting in 7<sup>th</sup> grade, with priority for first-generation students. As the students move up through the school grades, the Advocates will move with them, gradually building a trusting mentoring relationship. They will help students to develop a life plan, understand the steps needed to actuate that plan, and help them accomplish their short- and long-term goals. The Advocates will also work with cohort students' parents to demystify the college application and financial aid process, and help to overcome barriers to that child accomplishing his or her goals.

**Parent Engagement & Leadership:** Parents told us that they struggle to engage in their children's schools, particularly Crescent Elk Middle School. While hardly unique to Del Norte County, this lack of meaningful parent involvement is problematic. Research shows that the best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child's education.<sup>x</sup> When parents are engaged in their children's school lives, students have the home support and knowledge they need to not only finish their assignments, but also develop a lifelong love of learning. Teachers who focus on parent

engagement often see a profound change in their classrooms. The more parents involved in their children's education, the better their entire class's motivation, behavior, and grades become. To support parent engagement, Promotoras /Navigators / Cultural Guides will provide outreach, screening, education, and connections to navigate children and families through continuum services, serving as a culturally and linguistically familiar and trusted resource for parents and families. They will staff the new Parent Centers on school campuses and organize relevant classes and activities for parents. This is a proven method for increasing parent involvement and ensuring that the highest risk families and students are engaged in services. In addition, the implementation of Communities that Care and Participatory Budgeting, both described below in detail, will foster parent engagement and leadership opportunities.

***(b2) The project will lead to improvement in student achievement***

Every solution in the Klamath River Promise continuum has been designed because it will have a direct or indirect positive impact on student achievement:

**A. Early Learning Network** *designed to support children from birth to age 5 and their parents, so children enter kindergarten ready to learn.*

INDICATORS OF SUCCESS: CHILDREN ENTER KINDERGARTEN READY TO SUCCEED IN SCHOOL.

Research has consistently shown that early brain development, social-emotional skills, and overall health are critical elements for academic success in the future of children 0-5. During early childhood, neural connections occur at a fast pace—more than a million per second in the infant brain. After the first few years of life, the pace of neural connection growth slows as the brain prunes some connections and reinforces others based on a child's experiences. Research also makes clear that adverse experiences in childhood, such as the stresses of growing up in poverty, exposure to abuse or neglect, and household dysfunction, such as an incarcerated parent

or parental mental illness, can impair healthy development, with implications that can last a lifetime (Dong et al. 2004). Children who arrive at kindergarten behind their peers tend to stay behind, and children without support to navigate the challenges of adolescence are at risk of not acquiring important work and life skills.

Unfortunately, children in low-income rural and tribal communities experience significant disadvantages that decrease their odds of academic success. Before children living in Del Norte set foot in kindergarten, they carry with them the weight of lack of access to good nutrition, generational poverty, and lack of supports to help them obtain the tools that will afford them a college education and an opportunity to rise above poverty. The Early Learning Network will positively shape early experiences and assist families to access resources and supports needed to raise healthy, happy children who thrive, succeed, and reach their highest potential. It includes the following coordinated interventions:

- (1) Newborn Home Visiting, using the evidence-based (and nationally recognized) Parents as Teachers Curriculum, which focuses on parent-child interaction, development-centered parenting, and family well-being; on strengths, capabilities, and skills; and on building protective factors within the family. Research shows that for low-income, rural communities where access barriers exist, home visitation programs are one of the most effective forms of meeting this vastly underserved population's needs (McElmurry, Park and Busch, 2003). Through home visits, parents learn to better understand child-development, milestones, and behavior; to take steps towards becoming self-sufficient; how to implement positive parenting techniques; about the services/resources available in the community; how to set and achieve family goals, and to be more aware of their mental and emotional well-being. Home Visiting will begin even during pregnancy, especially for the region's many teen parents who will

benefit from additional pre-natal care and support.

(2) New Infant / Toddler Childcare Center in Crescent City will address the serious shortage of such childcare slots. The Childcare Council has identified a vacant building that will be renovated to provide high-quality infant / toddler childcare for 30 children aged 0-4, filling a big need for high-quality care for this age group. Long-term funding of operating costs will be sustained through a partnership with the California Department of Education's Early Head Start and Education Network.

(3) Development and Behavioral Coach providing professional development for ECE providers (preschools and daycare providers) to make daycare more focused on preparing children for kindergarten; Parent Education on supporting children's healthy development; and support for teachers of all age groups on better serving children with special needs.

(4) Incredible Years Social-Emotional Learning Program (2.9mo – 5yrs). The goals of IY are to strengthen children's social skills, self-control, and emotional awareness by teaching them appropriate play skills, problem-solving, and techniques for labeling their feelings in order to understand the appropriate actions to take. These strategies enhance academic success and school readiness, while reducing defiance and aggression by giving students the tools to manage conflicts and emotions. The tools increase students' critical thinking skills, in turn enhancing their self-esteem and confidence. The goals are to address behavioral issues before they become serious, prevent at-risk students from requiring mental health intervention, and divert them from violence, drug abuse, and delinquency in later years. Parent groups will also be provided using the IY School Age Basic Parenting program. This program strengthens parent-child interactions and attachment, reducing harsh discipline and fostering parents' ability to promote children's social, emotional, and academic development.

(5) Little School of the Redwoods Preschool is a full day preschool located near the campus of Del Norte College of the Redwoods serving children aged 2.9mo – 5yrs. Little School of the Redwoods is inspired by two approaches: The Montessori Method and the Reggio Emilia approach. By offering these two very different but complementary educational methodologies, LSR provides students with a well-rounded curriculum and parents with a wide range of choices. Funds will be used to expand school hours to Monday through Friday 7:30am to 5:15pm, to better meet the needs of working parents.

(6) Wonder Bus is a Mobile Literacy Library & Family Resource Center on wheels that provides children with resources to prepare for school and gain a love for literacy. It is stocked with materials in all of Del Norte County's languages, including Native American languages, and these collections will be expanded. The Wonder Bus routes will be expanded to serve all neighborhoods in the county, providing programs for 0-5, reading opportunities for 0-12, and resources for all parents in DN and Adjacent Tribal Lands. In addition, funds will be used to stock the bus with culturally relevant materials for arts and crafts activities. The Bus is an enrolled Quality Counts CA (QCC) site.

(7) Ready4K Parent Engagement Texting Program is an evidence-based family engagement curriculum delivered via text messages. Each week, parents and caregivers receive fun facts and easy tips on how to promote their children's development by building on existing family routines – like pointing out letters on the cereal box at breakfast, counting the number of steps as you walk to the car or bus, or making feeling faces in the mirror after you brush your teeth. In a series of randomized controlled trials, this approach has been shown to increase child development by 2 to 3 months over the course of a school year. The Ready4K dashboard, teacher newsletters, family engagement surveys, and end-of-year impact reports complement

the core Ready4K curriculum, enabling organizations to connect the home to school, link families to vital resources in the community, and measure their impact. First 5 Del Norte has piloted Ready4K in a limited form in Del Norte. Funds will be used to expand it to serve all interested parents.

(8) Family Resource Centers. staffed by Promotoras in all 3 target communities (currently only in Crescent City – funds will expand to Klamath and Smith River) will provide a variety of Family Strengthening and Support Services, all through the lens of the Strengthening Families Five Protective Factors (parental resilience, social connections, knowledge of parenting and child development, concrete supports in times of need, and the social and emotional competence of children). Ages and Stages Developmental Screenings will be used to match families with children ages 0-3 years old with developmental needs and challenges with a support staff that provides resources, referrals, advocacy help, and programming to the parent so that the child can continue getting the supports and interventions they need. Additionally, the FRCs will be certified to facilitate Parent Café's, an evidence-based parent support program that positively builds on a family's existing Five Protective Factors. The FRCs will also provide safe, neutral spaces for playgroups which build on parental connections and child social-emotional and self-regulatory socialization skills; support parents by hosting a Breastfeeding Support Group facilitated by local nurses and lactation specialists; as well as general infant and maternal health well-being groups, such as Circle of Moms.

(9) Bridge to Kindergarten. The Transition to Kindergarten Program will begin long before a child enters kindergarten. For those enrolled in preschool or other early learning programs, the preschool teacher/service provider will connect the parent with teachers at the elementary school and together the preschool students, teachers, and parents will take field trips to view



the kindergarten classrooms and the elementary school campus. For those not enrolled in preschool or an early learning program, Promotoras will engage these families and connect them with kindergarten teachers and parents whose children have just completed kindergarten for additional support and information sharing. In the summer between preschool and kindergarten, new students will participate in a summer bridge program at the elementary school sites, providing Pre-K children with school readiness skills delivered through engaging activities that cultivate motor skills and brain development. The bridge program will help students build self-esteem, self-awareness, and social skills while modeling the routines and expectations they will encounter in kindergarten. Crucial to the bridge program is helping parents learn how they can get involved in their child's new school. Parents will attend an orientation so that they too understand the rules and expectations of their child's new school.

***B. K-12 + College Strategy designed to support academic excellence and college preparation.***

INDICATORS OF SUCCESS: STUDENTS ARE PROFICIENT IN CORE ACADEMIC SUBJECTS; STUDENTS SUCCESSFULLY TRANSITION FROM MIDDLE SCHOOL GRADES TO HIGH SCHOOL (ATTENDANCE & CHRONIC ABSENTEEISM RATES); YOUTH GRADUATE FROM HIGH SCHOOL; HIGH SCHOOL GRADUATES OBTAIN A POSTSECONDARY DEGREE, CERTIFICATION, OR CREDENTIAL.

Klamath River promise's major strategies for instituting academic rigor in Kindergarten through 12th grades have been designed to ensure that all children are career and college ready when they graduate, directly impacting attendance, academic excellence, and school transitions. These academic interventions will be complemented by a range of neighborhood-based activities and programs designed to enhance connections to the broader neighborhood and community, to increase motivation and real-world engagement.

(1) Attendance Specialists (all grades) at all target schools will follow up with any absentees and

ensure that children do not fall behind due to chronic absenteeism. Currently, unexcused absences sometimes result in a visit from a uniformed, armed School Resource Officer, and parents have told us how intimidating this can be. Working closely with the school's Attendance Office, the Specialists will contact youth and families as soon as a child fails to attend school, to find out what the cause of absence is and to troubleshoot with the child and/or parents to overcome obstacles to attendance.

(2) Youth & Family Advocates (Gr. 7-12+) will assist first generation students to develop a Life Plan, achieve academic and personal goals, achieve requirements for college (SATs, A-G courses, applying on time, understanding scholarships, etc.), and help parents to understand and support college access for their children. They will also provide continued support for students in their first year of college as needed. They will work closely with existing school Counselors and other support staff to ensure seamless, coordinated services for children. All Advocates will have the opportunity to become certified in UCSD Extension's Tutor Training Program, and they will represent all of Del Norte's demographic groups (as will Tutors).

(3) Tutors (college students) trained in UCSD Extension's Certified Tutor Training Program, and embedded in classes and after-school programs, will coach struggling students. There are currently several tutoring programs available, but they are not coordinated, and the tutors are not always well trained and supported. A Tutor Specialist will work with all of these providers to coordinate the various programs that offer tutoring, and to provide training and support to teachers in the best use of in-class Tutors. All Tutors will have the opportunity to become certified in UCSD Extension's Tutor Training Program, to ensure rigorous standards.

(4) Evidence-based iReady software is a comprehensive, research-based Tier 2 diagnostic /assessment and instruction program that gives teachers and support staff the resources they

need to help struggling students succeed. The program was piloted by DNUSD teachers at 5 school sites in the spring of 2021. Initial (anecdotal) reports have been favorable. The program's diagnostic component will be used by all students (grades 3-8) as the District summative assessment in place of the California Assessment of Student Performance and Progress (CAASPP) for the 2020/2021 academic year. iReady will offer significant and timely help to our schools and students who are struggling to achieve grade level standards. The program begins with comprehensive professional development for teachers and administrators, where they learn how to operate the dashboard, set up the diagnostic, read the results, and plan a prescriptive standards-based intervention program, tailored to each student's individual needs. Student start off by taking the diagnostic test in Math or ELA, depending upon their specific area of weakness. The resulting report provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of their students' strengths and areas of need. iReady enables educators to confidently determine each student's on-grade level proficiency based on state and national standards. It also delivers online lessons that provide tailored instruction and practice for each student to accelerate growth. Additionally, it supports teachers with in-the-moment resources for remediation and reteaching at individualized, small group, and whole class levels.

(6) Health Specialist, a credentialed teacher who will analyze student and community health information and trends, then develop programs and plans to work with students, staff, and families to help mitigate risk factors through education and awareness. The Health Specialist will be trained in the new California Health Frameworks and be able to provide professional development to staff, advise parents on curriculum and content, and coach health educators on best practices and awareness of the key health issues impacting our region.

(7) Summer Bridge Programs will ease transitions from elementary to middle school, and middle school to high school. They will be designed during the planning phase by the School District and various summer program providers. Summer programs will combine field trips, campus tours, fun activities for cohort building such as leadership, survival, grounding skills, theatre and improvisation, and parent groups.

(8) 1FTE MH Counselor & 1FTE Social Worker at Margaret Keating Elementary, Crescent Elk Middle, and Del Norte High. Currently, there are 3 full time counselors at DNHS (each serving over 300 students) and one full-time counselor at both Crescent Elk and Margaret Keating schools. Crescent Elk and DNHS are struggling to keep up with the demands of the sheer volume of serious mental health issues (many requiring the assistance of local law enforcement or the Department of Mental Health) occurring among the children at their schools. At each of the 3 school sites, the added mental health counselors and social workers will work directly with parents, providing support groups and behavioral education information; with students, providing intensive individual, social skills, and group counseling sessions; and the District's behavioral coach to support staff in their efforts to engage students and extinguish problematic behaviors. Evidence-based curricula such as *Seeking Safety* for substance abuse (at DNHS and CE), *Interactive Journaling* for developing personal goals and delinquency prevention (at DNHS and CE) and *One Circle* gender-specific groups (at all three schools), trauma informed education (for staff at all three schools), and Youth Mental Health First Aid are just some examples of programs that the additional mental health support staff could provide to school communities.

(9) Positive Behavior Intervention and Support (PBIS) is a multi-tiered, evidence-based model that seeks to support and enhance both academic and behavioral outcomes for all students.

The District has a full-time Climate Coach whose responsibilities include providing coaching and support to students and staff such that they understand that PBIS is based on effectively teaching appropriate behavior to all children (and staff); how to intervene early, before unwanted behaviors escalate; how to use research-based, scientifically validated interventions whenever possible, and how to effectively monitor student progress. The main premise is to make schools safer and more comfortable for students and staff, so that they interact with each other in ways that are more respectful and tolerant.

(10) Get Focused ... Stay Focused is offered during the freshman seminar course, Freshman Success. This interdisciplinary curriculum involves students in an interactive learning process that teaches a critical decision-making process for life-defining decisions. It culminates in a 10-year Career & Education Plan that helps young people envision a productive life of their own choosing; answers a pressing and crucial question: “Why do I need a good education?”; and builds community, confidence, and connections with freshmen students. Every student needs to understand the connection between high school and their future and every student needs a plan. Whether students are headed for an Ivy League college or an entry-level job, they all crave a clear sense of direction in their lives. Based on research and a strong belief that all students deserve an excellent education, *Get Focused....Stay Focused*, guides students through a crucial self-discovery process and transforms them into self-motivated learners. Students develop knowledge, skills, and attitudes to successfully examine their own lives, evaluate a wide range of educational options, explore career and life paths, and establish reasoned and researched goals for their future. Freshman Success also closely follows the successful tenets of Advancement Via Individual Determination (AVID), which has been offered at DNHS for twenty-five years.

Freshman Success focuses on AVID strategies and learning the AVID model of collaborative study groups, which will support students as they move to courses that are more rigorous and into college. Cornell notes are taught in Freshman Success and utilized by teachers across the campus at DNHS, often as a part of the student's grade in class.

Freshman Success will serve as a "home room" environment and the class where counselors and other staff, without interruption to other classes, can reach freshmen.

(11) The Del Norte Indian Education Center (DNIEC) is designed to meet the need of culturally appropriate services for Native American Youth and their families in Del Norte County. Over the past 25 years, NCIDC has been effectively operating the DNIEC in Crescent City, which has been an integral part of the Native American community with 73 enrolled students ranging from K-12, and another active 40 with continuous applicants and updated applications (waiver for COVID-19) as well as on-going year-round recruitment. DNIEC staff provide direct services on-site in schools and at the DNIEC as well in the community. The DNIEC will expand this service to the northern Del Norte area of Smith River, located on Tribal owned lands of the Tolowa Dee-Ni' Nation. The expansion of the DNIEC will provide culturally sensitive guidance to students to promote improved academic achievement and graduation rates, as well as one-on-one planning for higher education and vocational training, and assist students in making positive life choices.

(12) The Indigenous Education Advocacy Project is inspired by the vision and leadership of tribal partners and Native-led organizations to strive for education equity for Indigenous students and to combat disparities in outcomes facing Native students; to support Indigenous leaders in articulating and implementing their visions of educational justice; to create school climates that respect and honor Native students, traditions, and communities; and to build

power and self-advocacy capacity within tribal communities to hold Districts accountable for positive outcomes. As highlighted in the ACLU Report, Native American youth are disproportionately behind in English, math and ELA and are also subjected to higher chronic absenteeism, disciplinary and ACE scores thus resulting in advocacy in a school climate. The project provides direct education advocacy for Independent Education Plans (IEPs); develops curricula that ensure that Native students, families, and schools are engaging with culturally relevant lessons; and builds capacity of students, families, educators, and communities to exercise educational civil rights and achieve successful student outcomes. Previously only in Humboldt County, this successful program will expand to include Del Norte.

(13) The Coyote Disc Golf Program was created to encourage people of all ages to get exercise in the out of doors together. This will be executed in three phases: Phase 1: installation of disc golf courses in each of Del Norte County's communities; Phase 2: provision of disc golf clinics to all 4th, 5th and 6th graders; Phase 3: a disc golf tournament at each school, that also provides clinics. This program will make alternative sports available to those who cannot afford or have no interest in standard sports, and encourage fun, social outdoor gatherings and physical activity.

(14) SAT Test Prep (Admit One) provides innovative SAT and college preparedness workshops provided by UCSD's Academic Connections for 11<sup>th</sup> grade students. In addition to SAT test prep, the workshops cover college readiness, applications, financial aid, & enrollment support.

(15) Extended School Bus Hours so Klamath and Smith River youth can participate in after-school clubs, tutoring, and sports.

***C. Career Technical Education (CTE) Program designed to train and support youth to excel in***

*locally in-demand careers with living wages, and to support parents to upgrade their employment options to increase family stability.*

INDICATORS OF SUCCESS: HIGH SCHOOL GRADUATES OBTAIN A POSTSECONDARY DEGREE, CERTIFICATION, OR CREDENTIAL.

(1) Career and Technical Education (CTE) programs currently offered by DNUSD include: Ag

Science; Ag Mechanics - electrical, plumbing, building; Forestry; Animal Science; Auto - transportation; Metals Connecting; Flora Culture; Engineering and architecture; Media arts; Production and managerial - video production and running a studio; Yearbook / graphic design; Health careers; Information & Tech Support; Residential and Commercial construction. In addition, the College of the Redwoods has offered CTE courses on Addiction Studies (Certificate), Early Childhood Education (certificate or A.S. degree), Licensed Vocational Nursing (certificate or A.S. degree), LVN or Paramedic to RN – Career Mobility (A.S. degree), Certified Nursing Assistant (license only), and Computer Information Systems (various certificates or A.S. degree). CTE helps students to acquire many of the skills needed to succeed for life: technical skills, academic skills, and employability skills. CTE also helps students see how what they are learning applies to the needs of employers. Regardless of whether students are headed for college or the workforce, this type of education provides job experiences to help students define their career plans, identify an appropriate course of study, and help pay for tuition. However, in Del Norte these programs operate on a shoe-string budget, and the instructors, who are also high school teachers and principals, are provided minimal support. Grant funds will be used to provide teacher supports and substitutes at the 2 High Schools, and to rehabilitate a building at Sunset Continuation High into a well-equipped CTE shop.



(2) Construction, Manufacturing and Utilities CTE Program. Del Norte County needs trained

employees in the trades across the board. Exploratory research conducted in 2019 and early 2020 indicated that employers needed employees from entry level to journeymen in all aspects of Construction, Manufacturing, and Utilities (CMU). Del Norte High School currently offers a variety of programs that relate to CMU, but there is no comprehensive program that fully prepares youth to enter the trades. We will build a new CMU CTE program that accommodates youth and adults using the existing infrastructure at the high school. The program will be offered by College of the Redwoods as a co-enrollment course, taught by a college teacher at the high school. Courses will be offered in the evening, and high school students will receive both high school and college credit for the course. Additional research year 1 will determine which industry needs should be the highest priority, how many employees are needed in each area, and how often various programs should be offered, so as not to over-saturate the market. We will also seek an Instructor for the program in year 1; develop curriculum and market the program in Year 2; for a successful launch in year 3. The program will operate in years 3-5, with funding used to purchase supplies and materials, and pay the Instructor's salary.

(3) Heavy Machine Operation CTE Program, a goal of the Yurok tribe for some time, will

prepare youth to excel in lucrative infrastructure jobs in the region, including dam removal, road and bridge repair, and wildfire recovery. The tribe already owns the necessary equipment. Funds will pay for a certified instructor and a credentialed curriculum.

(4) Youth Food and Farm Project will expand youth educational and interactive programs at the

Taa-'at-dvn Chee-ne Tethl-tvn' (Tolowa for "Crescent City Tree Garden") site located on the College of the Redwoods in Crescent City, across from Del Norte High School. Youth ages

15 to 26 years will participate in a 4- to 6-week food and farm academy, in which they follow a youth farm stand curriculum from Michigan State University. Youth will learn to plan, grow, market, and sell fruits and vegetables, as well as how to prepare healthy meals at an outdoor kitchen on site. Academy graduates can then continue as lead site farmers throughout the year—helping run school gardens and a weekly farm stand as the season allows—and have the opportunity to transition into junior counselor roles for week-long summer sessions of Food and Farm Camp for children ages 6-14. Academy youth will play a substantial role in leading and planning farm camp, and deciding what they want to grow, what food to prepare, and what additional academy activities to incorporate. In addition, school classes will be brought to the Food Forest to participate in Food and Farm field trips during the school year.

***D. Supportive services for parents** so children grow up in safe, stable families and parents are able to support their children's success.*

INDICATORS OF SUCCESS: STUDENTS ARE HEALTHY, STUDENTS FEEL SAFE AT SCHOOL AND IN THEIR COMMUNITY, STUDENTS LIVE IN STABLE COMMUNITIES, FAMILIES AND COMMUNITY MEMBERS SUPPORT LEARNING IN PROMISE NEIGHBORHOOD SCHOOLS, STUDENTS HAVE ACCESS TO 21ST CENTURY LEARNING TOOLS.

(1) On-Campus Parent Centers / Family Resource Centers staffed by Promotoras / Navigators /

Cultural Guides (titles will depend on the site location, but they will all work together as a unified team) will facilitate navigation through the continuum of services so that parents can easily access the services and supports that they and their children need. The Unite Us on-line platform will facilitate navigation, referrals, and scheduling, making it easy to connect youth and parents with health, housing, employment, food, behavioral health, and other services they need. Parents will be able to access a variety of Family Strengthening and Support

Services, all through the lens of the Strengthening Families Five Protective Factors (parental resilience, social connections, knowledge of parenting and child development, concrete supports in times of need, and the social and emotional competence of children). They will also provide access to broadband and computers, host parent education and workshops (e.g. healthy cooking classes, digital literacy, college application and financial aid support, etc., and facilitate many activities for parents.

(2) Communities That Care (CTC) is a proven framework developed by the Social Development Research Group at the University of Washington that provides community members – including parent and youth leaders - the tools and information needed to initiate a community-wide youth-development and prevention-planning effort. A SAMHSA and OJJDP Model Program, CTC helps youth and adult leaders and community stakeholders come together to address adolescent behavior problems such as violence, delinquency, substance abuse, and dropping out of school. The approach is based on Social Development Theory: by providing young people with opportunities, skills, and recognition, Social Development Strategy is proven to strengthen bonding with family, school, and community, increasing protective factors and motivating young people to adopt healthy standards for behavior. Proven positive youth outcomes include: a greater percentage of students who graduated high school on time, better economic outcomes, better mental health in their 20's, significantly fewer sexually transmitted diseases — especially among those at greatest risk, and fewer teen pregnancies. True North's CTC Coordinator will identify key leaders to champion the process and invite diverse stakeholders to get involved, mobilizing a CTC Team at each target school. This team, assisted by the CTC Coordinator, and trained and supported in leadership skills by True North's experienced Community Organizers, will learn about prevention science, create a

vision statement, organize workgroups, and develop a timeline for installing CTC. Workgroup meetings will likely take place during after school hours (evenings and weekends) to ensure maximum participation by diverse community members. Part of this process involves developing a Community Profile that assesses community risks and strengths and identifies existing resources. Based on this research, the CTC Team will create a Community Action Plan for prevention work in their community; define clear, measurable outcomes using assessment data; and select and implement tested and effective prevention programs selected from the *Blueprint for Healthy Youth Development* database. Depending on the prevention program selected by the community, it could be a classroom-based, after-school program based, or community-based intervention, or some combination of these.

(3) Participatory Budgeting (PB) is a supportive process in which community members decide how to spend portions of an annual public budget. By creating opportunities for participating community members to offer diverse perspectives, innovative ideas, and useful feedback to school administrators—including insights and information they would not have had otherwise—the PB process helps institutions become more effective and responsive to community concerns while also producing more innovative solutions to public problems and better results for stakeholders and residents. Furthermore, allowing community members to learn, deliberate, and create solutions collaboratively helps residents develop stronger empathy for one another and appreciation of cultural differences, while also developing an understanding of the complex challenges and limitations faced by school districts. In each target school, the CTC leadership teams will be allotted designated funds (\$100,000 per year, per target school site) that they can decide together how best to use to improve outcomes for children at their school. The PB process will be guided by the CTC Coordinator and True

North Organizing Network's experienced organizing staff.

(4) Parent University is a series of community and school-based workshops that offer guidance for parents and other caregivers supporting pre-K to post-grad students as they navigate the ever-changing world of education. They are designed to inspire confidence and competence among parents—and in turn, cognitive competence among students. Parent University workshops are custom designed to attend to the unique needs of audiences in terms of content and delivery (face-to-face, blended/hybrid, and completely online). Each session is about an hour in duration and can be differentiated by age level (pre-kindergarten, elementary, secondary, and postsecondary) or tailored to meet the needs of multi-age groups. Workshops are augmented by short-form videos available for download and companion guides, publicly available without cost. To date, Parent University sessions have served over 2,500 parents and caregivers and included the following topic areas:

- Creating an Effective Environment for Learning at Home
- Fundamentals of Brain-Compatible Learning
- Social and Emotional Needs and Stress Reduction
- Working with Teachers and School Communities: Models for Communication
- Finding 'Flow' (Creativity, Persistence and Resilience)
- Head, Heart and Hands: Learning in and Through the Arts
- Understanding Next Generation Science Standards
- Understanding Common Core State Standards
- Learning Technologies and Remote Learning
- Adolescent Brain and Behavior
- Brave New Worlds: The Brain, Social Media, and Gaming Addiction

- Holistic Learning (across grade levels)
- Effective Preparation for College and the Workforce
- Supporting Literacy Development and Writing Effectiveness
- Understanding Giftedness, Talent and Dual Exceptionality
- Supporting Essential Skills for the 21st Century
- Demystifying the College Admissions Process

(5) The Rx Safe Del Norte Opioid Prevention Coalition will implement community-level change strategies with a focus on opioids and new emerging drug issues, and effectively implement Opioid Use Disorder prevention activities such as increasing awareness and knowledge of the nature of the Opioid epidemic including, use, use disorder, treatment, harm reduction, and related problems; activities and awareness raising to destigmatize Opioid Use Disorder; and engaging community members and partners through diverse media outlets.

(6) Expand CTE to include a track for parents interested in training for employment upgrades will be studied in Year 2, with program development and implementation in subsequent years.

(7) Wraparound is an intensive, community-based effort to provide individualized services for children and adolescents with complex and enduring multi-system needs. Provided by the County's Child Welfare services (as match), and staffed by a CWS social worker dedicated to this program and a parent partner, the intent is to wrap services around the child/adolescent living with the birth parent, adoptive parent, foster parent, specialized foster care, or in independent living setting. The program aims for the youth to build and maintain a normal lifestyle and prevent a more restrictive and costly out-of-home placement from occurring. Issues addressed are residential, family, social, educational and/or vocational development, medical, psychological, and emotional attitudes, along with cultural/ethnic lifestyles.

(8) Homelessness Prevention & Rapid Rehousing includes rental and utility assistance, and the provision of short-term or medium-term housing to families or individuals to move as quickly as possible into permanent housing and achieve housing stability and self-sufficiency. These match services are provided by the County.

(9) Safe Routes to School was a shared initiative of the City, County, and District that has fallen by the wayside in recent years but will be reinvigorated through the Klamath River Promise partnership. These 3 agencies also share the costs of a full-time School Resource Officer who works to promote safety on and around school campuses.

### **(c) Quality of project design**

#### ***(c1) A complete pipeline of services***

As described above, the Klamath River Promise's continuum of 'cradle to college/career' solutions that will provide all children with opportunities for success, steady, nurturing relationships throughout the continuum of services, and a clear and viable pathway to college and career success. All service providers and teachers will be trained by the Trauma Coach in trauma informed service delivery and will receive on-going coaching in this evidence-based approach. The initiative has all been designed to maximize social integration and participation for all parents and community members. From the very start of our planning process, True North and the Yurok Tribe have taken equitable, justice-oriented measures to engage community members throughout all phases of this process so that community involvement is ingrained as a core principle for success. See diagram of the Klamath River Promise Continuum of Solutions and the Logic Model on the following pages.

# Klamath Promise Neighborhood: A River of Opportunity

## BIRTH—5 YEARS

PRENATAL CLASSES  
 NEWBORN HOME VISITING  
 ASQ DEVELOPMENTAL SCREENING  
 BREASTFEEDING SUPPORT  
 INFANT / TODDLER CENTER  
 PLAYGROUPS  
 WONDER BUS  
 DEV. & BEHAVIORAL COACH  
 INCREDIBLE YEARS  
 READY4K PARENT TEXTING  
 FRC PARENT CAFES  
 HEALTHY FOOD  
 BRIDGE TO KINDERGARTEN

## ELEMENTARY SCHOOL

IREADY MATH & ELA  
 CERTIFIED TUTORS  
 ATTENDANCE INTERVENTION SPECIALISTS  
 MH COUNSELOR  
 SOCIAL WORKER  
 WONDER BUS  
 HEALTHY FOOD & SCHOOL GARDENS  
 AFTER-SCHOOL PROGRAMS  
 SUMMER PROGRAMS  
 PBIS ANTI-BULLYING  
 HEALTH EDUCATION  
 AMERICAN INDIAN EDUCATION CENTERS  
 BRIDGE TO 6TH GRADE

## MIDDLE & HIGH SCHOOL

IREADY MATH & ELA (7 & 8 GR.)  
 CERTIFIED TUTORS  
 ATTENDANCE INTERVENTION SPECIALISTS  
 Y & F ADVOCATES  
 MH COUNSELOR & SOCIAL WORKER  
 HEALTHY FOOD & SCHOOL GARDENS  
 AFTER-SCHOOL & SUMMER PROGRAMS  
 GET FOCUSED, STAY FOCUSED! (9TH GR.)  
 PBIS ANTI-BULLYING  
 AMERICAN INDIAN EDUCATION CENTERS  
 HEALTH EDUCATION  
 YUROK & TOLOWA LANGUAGE CLASSES  
 BRIDGE FROM 8TH TO 9TH GRADE

## COLLEGE & CAREER

SAT TEST PREP  
 COLLEGE TOURS  
 COLLEGE APP. & FIN. AID ASSISTANCE  
 Y & F ADVOCATES  
 CTE PROGRAMS  
 CTE SUBS & SUPPORT  
 REDWOOD COAST INDIAN CAREER PATHWAYS  
 FARM TO SCHOOL AG PROGRAM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

## Parent/Family Resources

PROMOTORAS / NAVIGATORS / GUIDES  
 FAMILY RESOURCE / PARENT CENTERS  
 INDIGENOUS EDUCATION ADVOCATE  
 INTERNET ACCESS  
 CTC PARENT & YOUTH LEADERSHIP

PARTICIPATORY BUDGETING  
 IY CLASSES FOR PARENTS  
 UCSD PARENT UNIVERSITY  
 COLLEGE OF THE REDWOODS  
 PARENT CTE OPTIONS

OPIOID PREVENTION  
 TRAUMA COACH  
 REGIONAL COORDINATORS & TEAMS  
 DISC GOLF COURSES  
 UNITE US PLATFORM: DATA & REFERRALS



## Klamath River Promise Neighborhood Logic Model

| Problem to be addressed<br>(refined during planning phase)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Resources & Inputs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Continuum of Solutions<br>(Birth to College / Career)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Short Term Goals<br>(Annual)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Long Term Goals<br>(3 – 5 years)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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| <p><b>Early Learning (Birth–Pre-K)</b></p> <ul style="list-style-type: none"> <li>Limited access to quality early learning esp. infants/toddlers</li> <li>High levels of special needs not diagnosed early</li> <li>Many isolated teen parents</li> <li>Transportation issues to access services</li> </ul> <p><b>School-Age (K – 12<sup>th</sup> grade)</b></p> <ul style="list-style-type: none"> <li>Low academic achievement</li> <li>Disparities between subgroups (Am. Indians, Special Ed.)</li> <li>Mow academic achievement</li> <li>Low attendance rates</li> <li>Difficult transitions, esp. grs 5-6</li> <li>Low A-G graduation rates</li> <li>Low education level of parents</li> <li>Lack of culturally appropriate ed for Am. Indian children</li> <li>High levels of trauma/ACES and mental health needs</li> </ul> <p><b>Post-Secondary &amp; Career</b></p> <ul style="list-style-type: none"> <li>Students not college ready (A-G)</li> <li>Families do not see viable path to college</li> <li>Many first-generation students whose parents have low education levels</li> </ul> <p><b>Family &amp; Community Supports</b></p> <ul style="list-style-type: none"> <li>Children not eating enough fruits and vegetables</li> <li>Limited parent engagement</li> <li>Food Desert: Limited access to fresh, healthy food</li> <li>Isolation in outlying communities</li> <li>High poverty rates</li> <li>Access to technology</li> <li>Lack of healthy activities for youth, esp. during summer</li> <li>High substance abuse rates</li> </ul> | <p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>School sites</li> <li>Family Resource Center</li> <li>College of the Redwoods</li> <li>Food Pantry and Mobile Pantry</li> <li>Public Library</li> <li>City Aquatic Program</li> <li>Open Door &amp; UIHS clinics</li> <li>Mobile Dental Clinic</li> </ul> <p><b>Organizational Readiness</b></p> <ul style="list-style-type: none"> <li>Tribal experience managing large grants &amp; projects</li> <li>Multi-sector planning</li> <li>Cultural/linguistic competence</li> <li>Established networks &amp; collaboration</li> </ul> <p><b>Program Design</b></p> <ul style="list-style-type: none"> <li>Evidence-based programs</li> <li>Trauma-informed approach</li> <li>Comprehensive continuum</li> <li>Parent Navigation System</li> </ul> <p><b>Continuum of Services</b></p> <ul style="list-style-type: none"> <li>Youth, parents, families – a vibrant, caring community</li> <li>Many leveraged programs – staff, knowledge, materials &amp; supplies, access, community trust</li> </ul> <p><b>Best Practice Knowledge/Research</b></p> <ul style="list-style-type: none"> <li>10 years of TCE funded Building Healthy Communities</li> <li>Communities that Care (Univ. of Washington)</li> <li>CCRP (Humboldt State Univ.)</li> <li>Evidence-Based Models</li> <li>Trauma Coach</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>Fed, state, county, &amp; city grants</li> <li>Private donors</li> <li>Volunteers</li> <li>Leveraged programs</li> <li>In-kind match</li> </ul> | <p><b>Overarching Supports</b></p> <ul style="list-style-type: none"> <li>Promotoras</li> <li>Community-driven planning</li> <li>Evidence-Based Programs</li> </ul> <p><b>Kinder Readiness (Birth – pre-K)</b></p> <ul style="list-style-type: none"> <li>Newborn Home Visiting</li> <li>Dev. &amp; Behav. Coach</li> <li>Incredible Years</li> <li>Wonder Bus</li> <li>Ready4K Parent Texts</li> </ul> <p><b>School-Age (K – 12<sup>th</sup> grade)</b></p> <ul style="list-style-type: none"> <li>Tutors &amp; Tutor Specialist</li> <li>UCSD Tutor Certification</li> <li>iReady Software (Math &amp; ELA)</li> <li>Attendance Intervention Specs.</li> <li>Y&amp;F Advocates</li> <li>PBIS</li> <li>Summer Bridge &amp; After School Programs</li> <li>Youth Centers</li> <li>MH Counselors &amp; Social Workers</li> <li>Health Specialist</li> <li>American Indian Ed Centers</li> </ul> <p><b>Post-Secondary &amp; Career</b></p> <ul style="list-style-type: none"> <li>Extensive CTE options</li> <li>SAT Test Prep &amp; college support</li> <li>Redwood Coast Indian Career Pathways</li> <li>Farm to School Ag Program</li> <li>College Tours &amp; Field Trips</li> </ul> <p><b>Family &amp; Community Supports</b></p> <ul style="list-style-type: none"> <li>FRCs / Parent Centers</li> <li>Parent University</li> <li>CTE for Parents</li> <li>IY classes for parents</li> <li>Participatory Budgeting</li> <li>Opioid Prevention</li> <li>Communities that Care</li> <li>True North Leadership Training</li> <li>Disc Golf Courses</li> <li>Tobacco Cessation Program</li> </ul> | <ol style="list-style-type: none"> <li>Increase in age appropriate functioning in Kindergarten</li> <li>Increase in proficiency in core subjects (Math &amp; English Language Arts)</li> <li>Increase in school attendance rates</li> <li>Decrease in chronic absenteeism</li> <li>Increase in graduation rates</li> <li>Increase in college enrollment rates</li> <li>Increase in college graduation rates</li> <li>Increase in daily child consumption of fruits and vegetables</li> <li>Increase in student perceptions of safety in school &amp; community</li> <li>Decrease in student mobility rates</li> <li>Increase in rates of parents reading to children at home and/or children reading to themselves</li> <li>Increase in rates of parents talking to children about college</li> <li>Increase in computer &amp; internet access</li> </ol> | <ol style="list-style-type: none"> <li>Children will enter kindergarten ready to learn &amp; succeed</li> <li>Students will be healthy</li> <li>Students will be proficient in core academic standards</li> <li>Students will make successful transitions from middle school to high school</li> <li>Students will graduate from high school</li> <li>Students will obtain post-secondary degree, certificate, or credential</li> <li>Students will feel safe at school and in the community</li> <li>Families and community members will support learning</li> <li>Students will have access to 21<sup>st</sup> century learning tools</li> <li>Data will be shared and used continuously for learning and accountability</li> <li>KR Promise will be sustained in the future through public and private investments</li> </ol> |

**KR Promise Vision: A complete continuum of cradle to career solutions centered around thriving schools in a safe, engaged community**

*(c2) The project will increase the proportion of students served*

Klamath River Promise has selected 8 target schools, and intends to benefit every child that attends these schools and their parents, as well as all 0-5 year old children in the community and their parents. In year 1 of the project, services will target Margaret Keating Elementary in Klamath (grades K-5), Smith River Elementary (grades K-8), Crescent Elk Middle in Crescent City (the district's only middle school, serving grades 6-8), and Del Norte High (the district's only high school, serving grades 9-12). In year 2, 4 new target schools will be added, all in Crescent City: Bess Maxwell, Joe Hamilton Elementary, and Pine Grove (grades K-6) and Sunset Continuation High (grades 9-12). These schools were chosen in consultation with the school district and tribe. They have the highest needs of all district schools, as described above.

See attached chart with annual performance measure targets. We anticipate that learning loss due to the COVID-19 pandemic will be mitigated by the end of year 1 (December 2022), i.e. at that point children's academic outcomes will be back to the 18/19 year levels. After that point, the various interventions in our continuum of solutions will lead to annual gains across all performance measures. All children in the first 4 target schools (1,784 children) will immediately benefit from the school-based interventions in year 1, and all children in the 8 target schools (2,812 children) will directly benefit in each of the subsequent years. School-based interventions include certified Tutors and Youth & Family Advocates, iReady Math and ELA software, school-based Mental Health Counselors and Social Workers, Yurok and Tolowa Language Instruction, Positive Behavioral Interventions & Supports (PBIS), SAT test and college preparation activities, college field trips, and the Health Specialist.

Parents of 0-5 year-olds throughout the county will benefit from Universal Home Visiting, the new Infant/Toddler Center, Ready4K Parent Texting, the expanded Wonder Bus, parent and

child-focused Incredible Years, and the Developmental & Behavioral Coach’s interventions to improve the quality of preschool and childcare.

Furthermore, all children and families in Del Norte County will benefit from locally-grown, fresh, healthy food, a safer, more stable community, access to multi-lingual, multi-cultural books and arts materials, summer camps and bridge programs, opioid prevention and awareness activities, Communities that Care Parent Leadership Teams and participatory budgeting to increase meaningful engagement in schools, disc golf courses for low-cost, fun outdoor sports for all, and Parent University so parents know how to support their children’s success.

By December 2026, every child and adult in Del Norte County will have benefited in some way from the Klamath Promise’s River of Opportunity.

### ***(c3) The family navigation system***

Essential to Klamath River Promise’s Family Navigation System is the Promotora Outreach Model. Promotoras (also called Navigators or Cultural Guides – each community will decide on their preferred terminology) are a team of neighborhood resident leaders who are trained and supported to assist parents and students in understanding and accessing available supports. Promotora efforts are based on participant-level engagement through workshops, service linkage, meetings, and community events. The Promotora model is based on the evidence-based public health model of Community Health Outreach Workers, which has been shown to positively impact health care access, prenatal care, pregnancy and birth outcomes, client health status, health- and screening-related behaviors, as well as reduced health care costs. The use of Promotoras has been proven to increase parent involvement in schools.

In Klamath River Promise, Promotoras will provide outreach, enrollment, and connection of families to the continuum of solutions. They will reach out to the most disenfranchised parents

(i.e. those with multiple risk factors such as domestic violence, teen parents, substance abuse, immigrants, ELLs, low parent education, no health insurance, low income) through home visits and through their established network of relationships. Promotoras will also help to staff the Parent Centers and Family Resource Centers at the schools. These are easily accessible hubs for community meetings and informal gatherings, educational classes (such as nutrition, computer, and ESL classes), and socialization. Promotoras staffing the Parent Centers will help parents to access resources such as health, educational, and workforce training services.

Within the Early Learning Network, the Behavioral and Developmental Coach will provide specialized resource navigation for families of children aged 0-5, including working closely with families with higher needs to link them to resources. The Coach will provide outreach, education, and resources to preschools, day care centers, and informal providers (e.g. grandparents and other relatives) in and around the target neighborhood to help them introduce educational components and better understand what it means to enter kindergarten ready to learn.

The Communities that Care activities will ensure parent and resident engagement in every aspect of the continuum, so there is local buy-in and support for the interventions, and also to foster social integration within the community. The culturally diverse management committees (described below) include a CTC Committee responsible for ensuring two-way communication between schools, parents, residents and project implementation teams, so parents and residents are involved in the planning and implementation processes, and so other committees receive regular feedback from parents and residents. Parent representatives will also participate on all other committees.

Klamath River Promise's Unite Us outcome-focused software and data tracking system will be used throughout the initiative to ensure services are seamlessly delivered to the people who

need them most. The Unite Us Platform facilitates closed-loop referrals across an ecosystem of providers, and is compliant with HIPAA, 42 CFR Part 2, FIPS, and FERPA regulations. Using the Unite Us platform, we will develop network standards around response times for referrals and documenting outcomes, enabling us to conveniently monitor the progress of those we serve in real-time. Creating an accountable ecosystem will alleviate navigation, scheduling, and attendance burden on the individual. The platform will turn providers from passive recipients to active participants, ensuring that underserved populations can focus on themselves and their families. This web-based platform will support configurable screeners, assessments, and workflows to direct members to the most appropriate care setting to meet their needs. It will also enable us to collect structured service episode data at the individual level as well as network level data on program availability, capacity, and service type mix.

Finally, Regional Coordinators in Klamath and Smith River, along with the CTC Coordinator in Crescent City, will work as a team to ensure that services and supports are equitably distributed across our geography, and that families from all regions of the county are able to access whatever resources they need.

#### **(d) Quality of the management plan**

##### ***(d1) The management plan will achieve the objectives***

The Yurok tribe is California's largest federally recognized tribe. The Yurok Tribe's Department of Education will oversee the management of Klamath River Promise. With this grant, **for the first time ever, the Tribe is proud to serve ALL children and families in the region, not only Native American families.**

The Education Department, with approximately 75 employees and a \$7 million annual budget, operates numerous programs that help all ages in the community, including a Head Start program serving 60 four- and five-year-olds, a new Early Head Start program serving 54 zero to

three-year-olds, a Child Care Program serving 50 children, a Johnson O'Malley (JOM) tutoring and cultural program serving over 1,100 K-12 grade children, a GED pilot program serving adults, and the Yurok language restoration program which serves over 500 students and community members per year. The Department cooperates with each of the target school district's Title VII Indian Education programs for referrals, coordination of tutoring services, student recognition, and parent involvement, and Yurok education staff is active on the district's Title VII parent committees. The Department also houses a Higher Education program that has been serving increasing numbers over the past few years. This year over 100 tribal members are attending higher education in various colleges and universities throughout the nation. The Department is underfunded and understaffed in its JOM and Higher Education programs for the K-12 local needs for both tutoring and guidance. The Tribe receives funding for 500 students but has grown in recent years to nearly 1,500 students. The Department currently operates three U.S. Dept. of Education grants to serve K-12 American Indian students in the region. Two are NYCP grants and one is a U.S. Dept of Education ACE grant.

The Education Department's Yurok language restoration program is a model Indigenous language program in the United States. It has been recording, making Yurok language curriculum, and offering Yurok language classes in the local public schools and Head Start programs for several years now. Its current program operates an immersion school at a local K-3 elementary school on the Yurok Reservation, and coordinates language instruction at Del Norte High School. This was made possible with the recent passage of monumental Native American language legislation (AB544) in California (1999) opening the way for the Yurok Tribe to add to the growing number of local high schools and elementary schools that are currently offering Yurok language courses.

The Yurok Tribe was one of the first tribes in the state of California to implement the AB544 law. This recent development allows Yurok students to enroll in classes to learn their own native language as opposed to taking Spanish or French classes. The Yurok language courses are also articulated with the University of California and California State University systems, which designate them eligible as college preparation courses. The Yurok Education Department made this possible by working with these systems over several years.

The Yurok Department of Education is a department of the tribe's Health & Human Services Division, which answers directly to the Executive Office. The Department is headed up by Education Director, James McQuillen, a Yurok tribal citizen appointed to the State Board of Education for California. He is from the village of Turip along the lower Klamath River and has been an advocate in education for thirty years plus. McQuillen has served as the Director of the Yurok Tribe's Education Department since 2004. As the Education Director, he oversees more than 75 employees working to improve scholastic outcomes for students of every age, ranging from toddlers to college students. Additionally, McQuillen headed up the team that paved the way for the Yurok language to be taught in three separate school districts. He is a lifelong practitioner of the Tribe's rich culture and his family organizes an annual Brush Dance, which is a traditional healing ceremony. McQuillen holds a Master of Arts degree in Psychology from California State University, Sacramento, a Pupil Personnel Services Credential (PPS) in school counseling, as well as a Marriage Family Therapy (MFT) license in California. He has been in private practice, a lecturer at Humboldt State University (HSU), and an Assistant Principal. McQuillen will be responsible for overall project oversight, ensuring continual collaboration with outside agencies, and reporting to the Yurok Tribal Council on a regular basis on project accomplishments.

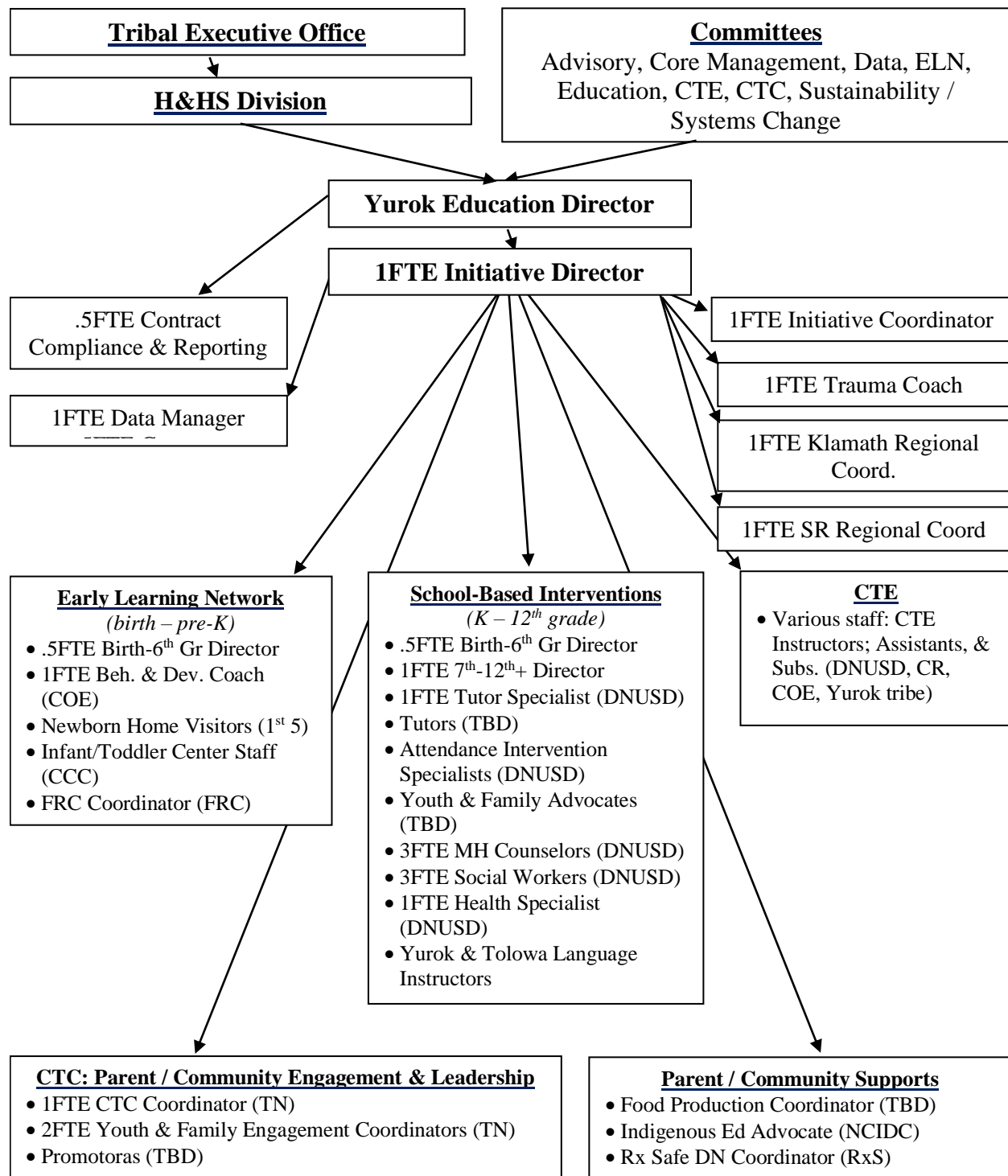
The Yurok Tribe's Fiscal Department, headed by Steven Edmiston, Yurok Fiscal Director CPA (over 25 years in fiscal management), and Jodi Hoone, Yurok Grants & Compliance (over 20 years in grant and fiscal project management, has a Masters' in Accounting and Bachelors' in Business Administration) is an experienced manager of federal funds. The tribe's Fiscal Policy meets the requirements outlined in 2 CFR 200.501 Audit Requirements. Audits are submitted in a timely manner in accordance with 2 CFR 200.512 Report Submission; Federal Audit Clearinghouse. The tribe follows general procurement standards that reflect applicable laws and regulations, that conform to applicable Federal Law and the standards identified in 2 CFR 200.318 and 24 CFR Part 1003. The tribe certifies that any funds received through the Promise Neighborhood grant will be used to supplement, not supplant, existing non-federal funds that otherwise would be available for activities under the award.

The following committees represent the diverse individuals and organizations who assisted the planning process and will oversee project implementation.

| <b>Committee</b>                                                          | <b>Members / Orgs Represented</b>                                                                                                                                                                                                                        | <b>Role &amp; Responsibilities</b>                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Advisory Group</b><br>Meets monthly for first quarter, then quarterly. | Yurok Ed Director; True North ED; Initiative Director; Reps of DNUSD & CCRP; Parent Rep; CE Middle Principal; Childcare Council ED; NCIDC Associate Dir.                                                                                                 | Advise Core Management Team. Facilitate cross-sector collaboration and participation. Participate in fundraising. Provide diverse provider and recipient perspectives to assist with planning and continuous improvement. Ensure project's adherence to theory of change and RBA. |
| <b>Core Management Team</b><br>Meets monthly or more                      | Yurok Ed Director; Initiative Director; Initiative Coordinator; CCRP; Birth-6 <sup>th</sup> Director; 7-12+ Program Director; CTC Facilitator; Reps of Data & ELN Committee; Klamath & Smith River Regional Coordinators; School Districts / Principals. | Manage day to day implementation. Problem solving. Ensure participation of diverse sectors. Review data regularly. Track achievement of milestones and hold partners accountable for results. Ensure quality of services. Facilitate cooperation with evaluator.                  |
| <b>Data Team</b><br>Meets monthly                                         | Initiative Director; CCRP; Data Manager; School District.                                                                                                                                                                                                | Oversee management of database; Facilitate access to data on key                                                                                                                                                                                                                  |



|                                                                        |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| or more.                                                               |                                                                                                                                                                                                 | indicators and other factors. Create evaluation tools, surveys, etc. Analyze data; Provide reports to other committees.                                                                                                                                                                                                                                                     |
| <b>Early Learning Network Committee</b><br>Meets monthly or more.      | Initiative Director; Birth-6 <sup>th</sup> Director; Klamath & Smith River Regional Coordinators, Childcare Council, First 5, FRC, Promotora Rep.                                               | Oversee implementation of ELN to develop a seamless continuum of high-quality early learning programs for children aged birth to 5 and their parents.                                                                                                                                                                                                                       |
| <b>Education Committee</b><br>Meets monthly or more.                   | Yurok Ed Director; Initiative Director; School Principals; Birth-6 <sup>th</sup> Director; 7-12+ Program Director; School Principals & District; NCIDC.                                         | Oversee implementation of education interventions in target schools to accomplish comprehensive education reform, Kindergarten through 12th grade + college.                                                                                                                                                                                                                |
| <b>CTE Committee</b><br>Meets monthly or more.                         | Initiative Director; DNUSD CTE Team, College of the Redwoods, FRC, CCRP                                                                                                                         | Oversee CTE activities and programs for children and adults throughout the continuum                                                                                                                                                                                                                                                                                        |
| <b>Communities that Care (CTC) Committee</b><br>Meets monthly or more. | PN Initiative Director; True North CTC Coordinator; Klamath & Smith River Regional Coordinators; Parents from all school sites; Family Resource Centers; PTAs; Other key community stakeholders | Oversee CTC leadership development process; Oversee Participatory Budgeting; Ensure communication between schools / parents / residents and project committees so parents / residents are regularly updated on the implementation process, and committees receive regular feedback from parents/residents; Plan and organize community events, outreach, and communication. |
| <b>Sustainability / Systems Change Committee</b><br>Meets quarterly.   | Yurok Ed Director; Initiative Director; True North ED; NCIDC; DNUSD; County DHHS; City of CC.                                                                                                   | Plan and implement fundraising strategies and activities to support the project. Ensure fundraising targets are met. Monitor efficiency of systems and advise/advocate on opportunities for reform; Provide regular reports on activities and accomplishments to Core Management Team.                                                                                      |



**Employing Agencies** (Unless otherwise indicated, Tribe is employing agency)

COE: Del Norte County Office of Education  
 CCC: Del Norte Childcare Council  
 DNUSD: Del Norte Unified School District  
 RxS: Rx Safe Coalition  
 CR: College of the Redwoods

1<sup>st</sup>5: First 5 Del Norte  
 FRC: Family Resource Center of the Redwoods  
 TN: True North Organizing Network  
 NCIDC: Northern CA Indian Dev. Council  
 TBD: To Be Decided During Planning Phase

The first 6 months of the initiative (January – June 2022) will be a community-driven planning phase. This will include:

- Finalizing the MOU with all collective impact partners.
- Developing referral policies and procedures.
- Establishing Communities that Care leadership teams at target schools.
- Hiring and training new staff.
- Assessing organizational readiness among the partners.
- Allocating ‘program expense’ funds.
- Rehabilitation of various sites (parent centers / FRCs, CTE shop at Sunset High, Infant/Toddler Center in Crescent City, Youth Centers, Smith River Indian Education Center, Coyote Disc Golf courses, and school gardens).
- Conducting the transportation study.
- Set-up of the Unite Us platform, with technical assistance & training from their team.
- Designing the ‘welcome wagon’ to assist with recruitment and retention of qualified staff.
- Purchase of iReady educational software.
- Designing the summer bridge programs.
- Establishing Participatory Budgeting guidelines and implementation procedures.
- Preparing to deliver a universal home visiting program.

***(d2) Using data for decision-making, learning, continuous improvement, and accountability***

Humboldt State University’s (HSU) California Center for Rural Policy (CCRP) is the proposed research/evaluation lead for the project. CCRP will work closely with the Yurok Tribe and community partners to conduct a comprehensive annual evaluation of the program including

analysis of both process and outcome data. Specifically, CCRP and the Data Team will oversee management of the shared *Unite Us* data platform and facilitate access to data on key indicators and other factors. CCRP will run regular reports from the data platform and share results. In addition, CCRP will create evaluation tools such as surveys, focus group guide, and interview guides and work with the data team to ensure that a variety of perspectives are captured in the evaluation- specifically, program participants, key program partners, program staff and other key stakeholders identified by the data team. CCRP will analyze data and produce summary reports to disseminate results to the funder, the data team, and the broader community.

CCRP has extensive experience working in Del Norte County as the evaluation and learning lead for Del Norte's Building Healthy Communities (BHC) Initiative, which began in 2010. For the last ten years, CCRP has collected, analyzed, and utilized data to inform decision-making, learning, continuous quality improvement, and accountability with a diverse set of partners involved with The California's Endowment's BHC Initiative. CCRP also assisted the Endowment in a cross-site evaluation of all 14 BHC sites across the state. In addition, CCRP has worked closely with the DNUSD to analyze data related to attendance, suspension/expulsion, and the Local Control Accountability Plan (LCAP) - a statewide initiative to support positive student outcomes that address state and local priorities. CCRP's Executive Director has over 20 years' experience as an evaluator and researcher, with a focus on community-based research and evaluation to improve the health and well-being of rural communities. (resume attached)

CCRP has collaborated with many partners in Del Norte County to provide research and evaluation support. CCRP served as the program evaluator for RX Safe Del Norte and provided technical assistance to the Yurok Tribe to complete their data inventory for their Opioid Affected Youth Initiative, a grant funded by the Office of Juvenile Justice and Delinquency Prevention.

CCRP is also the program evaluator for several public health grants with United Indian Health Services: their tobacco prevention program funded by the California Tobacco Control Program, their Circles of Care program funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), their Family Spirit Home Visiting Program funded by the Office of Adolescent Health, and their Tribal Opioid Response grant. CCRP is currently conducting an environmental scan of home visiting and early childhood support programs and convening partners in Del Norte County to support First 5 Del Norte's Home Visiting Coordination grant.

In order to build a longitudinal data system that integrates student-level data from multiple sources, the Klamath River Promise will work with CCRP and the *Unite Us* data platform to track program-level data and service delivery and facilitate collaboration and communication between partners to share real-time data to improve coordination and services to best serve program participants. Participants will be enrolled in a master database- a central location where all individual-level data is stored. From the master database, a participant can be enrolled into any program linked to the pipeline. The shared data platform will allow CCRP to run reports to identify individuals with targeted demographics and/or needs and refer them to appropriate programs. As individuals are linked with a variety of services and programs, the data platform will track their participation in and success with all of the partner programs. The *Unite Us* data platform will generate robust data to inform decision-making and prove the impact of services being delivered throughout the community. The data will gain actionable insights into: network partner activity, service demand and delivery, co-occurring and re-occurring needs, network efficiency and impact, and detailed outcomes. Partners will be able to easily communicate and coordinate efforts as part of their daily workflow through the shared data platform.

The longitudinal data system will integrate student-level data from multiple sources to allow

us to measure progress. CCRP will seek Institutional Review Board (IRB) approval and follow HSU's Policy for Protection of Human Subjects in Research to protect the rights and well-being of human subjects in research and evaluation. All research and evaluation personnel will have completed Collaborative Institutional Training Initiative (CITI) training prior to coordinating research and evaluation activities. In addition, CCRP will work with core project staff, Unite Us, the Del Norte Unified School District, and HSU's Information Security Office to ensure that applicable privacy laws and requirements are met with regards to the contents and information stored within the data system.

#### **(e) Adequacy of resources**

##### ***(e1) Costs are reasonable***

As demonstrated in the budget narrative, all project costs are reasonable, necessary, and essential for the operation of Klamath River Promise. Staff wages fall within state guidelines based on employee education and experience; program expenses are based on actual costs; and the backbone organizational administration costs are calculated using the Yurok Tribe's approved indirect rate agreement (24.7% on personnel costs only). The Tribe has grant compliance, accounting, planning, legal and judicial personnel already on tribal staff to assist in the success of the program.

In year 1, 50% of the funds from the US Department of Education will be directed towards planning activities (including conducting community-driven planning activities, hiring and training staff, transportation study, and undertaking essential facilities upgrades and equipment purchases), so that implementation can begin smoothly during the summer of 2022 and the start of the 21/22 school year. 25% of funds will be used for planning activities in year 2.

Klamath River Promise's extensive, community-driven planning process identified many existing programs and resources that could be leveraged and/or aligned, as well as crucial gaps

that needed to be filled. The proposed continuum of solutions responds directly to the needs and concerns of the community, as revealed during the planning process. For every required new staff position, the planning committees deliberated carefully in order to take advantage of existing expertise, resources, and relationships while minimizing duplication of efforts. Many programs identified as essential have not yet been assigned to a particular organization – this will be determined during the 6-month planning process at the beginning of 2022.

***(e2) The applicant has the resources to operate the project after the grant AND (e3) The applicant identifies existing neighborhood assets and programs***

Over the past 6 weeks, the Yurok Tribe worked with a local community organizing project, True North Organizing Network, to bring together multiple cross sector partners to plan and design the Klamath River Promise Continuum of Solutions. The partners undertook an extensive community mapping effort to inventory current services and supports, analyze gaps and unmet needs, and design a cradle to college and career continuum so that children have no choice but to succeed, wrapped around with family and parent supports. In this way, the Klamath River Promise continuum of solutions was designed to leverage and integrate high-quality programs, public and private investments, and existing neighborhood assets into the continuum of solutions. Our community already has in place many strengths-based services and resources, and many of these are identified and described in the match budget narrative. During our many planning meetings, we identified existing services and resources, as well as gaps in services, and this data was used to design our continuum of services that builds upon, aligns, coordinates, and enhances existing community assets. For example, it was decided that we did not need significant new investments in healthcare, because these needs are already adequately met by Open Door Community Health Center (which also operates a Mobile Dental Clinic and the Teen Clinic at

the College of the Redwoods, which is directly across the parking lot from the High School), United Indian Health Services (with clinics in Smith River and Klamath), and Sutter Health. However, given our status as a Food Desert, we did decide to invest significantly in the production and distribution of locally grown, fresh, organic fruits and vegetables for families.

The Yurok Tribe and the Klamath River Promise partners will all leverage their many programs and services for children, youth, and families that are funded by sources other than the Department of Education. As described in the attached MOU, each partner participating in the initiative has committed to providing a cash or in-kind match. The Klamath River Promise will intensify the focus of these services for vulnerable children, youth, and families attending our target schools, and many existing services will be expanded so that they saturate the target area (for example Newborn Home Visiting, currently extremely limited in scope, will become universal), directly addressing factors that prevent children from thriving and that create barriers to academic success for children.

Del Norte County is poised to succeed as a Promise Neighborhood because for the past 10 years, we were a Building Healthy Communities (BHC) site in partnership with the California Endowment (TCE). BHC was a 10-year, \$1 billion community initiative launched by TCE in 2010 to advance statewide policy, change the narrative, and transform 14 of California's communities most devastated by health inequities (one of which was Del Norte and Adjacent Tribal Lands - DNATL) into places where all people have an opportunity to thrive. The idea was that where you live should not determine how long you live, and that health has more to do with place than doctors' visits. The odds are stacked against low-income communities and communities of color. Because of a legacy of racial and economic segregation, anti-immigrant policy, and a host of other historical "isms", California has many communities that lack basic



health protective amenities like parks, grocery stores, decent schools, functioning transportation systems, affordable and decent housing, living wage jobs, and even potable water in some instances. Public systems are on life support, stranding residents in pressure cookers of stress. These environments are not natural; they are manmade, and can be unmade.

The DNATL BHC initiative focused on early literacy, improving school success, youth leadership and empowerment, building people power, and growing community capacity and support for a healthy food system. There has also been a sustained initiative to build health career pathways with education, workforce and healthcare agencies working together to create educational and employment opportunities for youth interested in pursuing careers in healthcare. This initiative is an example of how community partners have come together to solve problems, rather than working isolation. Another example of this is in the nonprofit sector. An initiative focused on building nonprofit capacity included leaders from most of the Del Norte's major nonprofits. As a result, organizational leaders have a better understanding of what other organizations are doing and are able to create comprehensive strategies as they work together to solve the many challenges facing the community. Although funding for the initiative is coming to an end, the systemic impact on our region is here to stay and has increased local capacity to the extent that we are primed to facilitate a comprehensive Promise Neighborhood initiative – something that would have been unthinkable 10 years ago. One of the critical shifts as a result of the BHC initiative is that community partners and stakeholders now work together, rather than working in silos.

Klamath River Promise has been designed to increase the capacity of many local organizations to expand their reach and impact. The very process of coming together to plan and design our continuum of solutions has been a revelation to many of us, as we realized the

richness and generosity of our region and our many partner organizations. By working together as a community of learning over the 5-year grant cycle, guided by the various multi-sector committees and workgroups, we will continue to align our various programs so that they operate more efficiently and effectively, leading to improved outcomes for all. The Unite Us platform will facilitate cooperation in order to maximize results, and this will become the new normal for Del Norte County, continuing beyond the life of the grant.

Sustained funding for this project is the responsibility of the Yurok's Tribe's Education Director and the Sustainability Committee. The tribe has an excellent track record of developing, implementing, and sustaining programming in response to identified needs in our community. The Sustainability Committee will meet regularly to share funding opportunities and approaches in order to raise and leverage further resources for supporting the scale-up plans and ensuring ongoing sustainability of the project. A possible funding source is Local Control Funding Formula (LCFF), through which districts assess their needs using a formal process requiring parent and community involvement and a review of student achievement data to determine what programs will be supported. Additionally, program aspects can be supported using JOM and Title VI funding as well as foundation support from locally active funders such as the Humboldt Area Foundation the Yurok planning Department grant team. The Sustainability Committee will develop a sustainability plan by December 2025 – one year before the grant ends. In addition, all collaborative partners are committed to assisting with fundraising efforts.

Klamath River Promise is strengthened by the multi-source funding capabilities of our cross-sector partners: For example, the Yurok Tribe, City of Crescent City, County of Del Norte, HHSA (local government streams); Del Norte Childcare Council, Family Resource center of the Redwoods, First 5 Del Norte, Northern California Indian Development Council, True North

Organizing Network, Rx Safe Del Norte Coalition, Gateway Education of the Wild Rivers Coast (community-based streams); and Del Norte Unified School District, Del Norte County Office of Education, College of the Redwoods, and University of California San Diego Extension (education streams). Many of the programs that will be available to families and children as part of the Klamath River Promise continuum of solutions are fully funded by sources other than the Department of Education. To give just a few examples:

- Children’s Mental Health Services, Wraparound Services for High-Risk Families, Coastal Connections Youth Resource Center, County Recreation Department Youth Activities, Boys & Girls Club, Homeless Prevention, and Workforce Center (\$6.28 million per year, Del Norte County)
- Climate Coach, Get Focused ... Stay Focused, Counselors at target schools, and RCICP Tutors (\$1,105,815 per year, Del Norte Unified School District)
- Health Career Pathways CTE program (College of the Redwoods)
- Operation of the new Infant/Toddler Center and the Wonder Bus (\$100,000 per year, Childcare Council)
- Operation of current Family Resource Center in Crescent City (\$150,000 per year, FRC)

Some Klamath River Promise partners who are fully supportive of this effort were not able to convene their Boards to formally approve the preliminary MOU before the very tight 6-week deadline for this grant. Pending their formal Board approvals, each of these have signed a letter of match commitment. These are attached. (When the NIA was first released on January 19, 2021, the due date was March 6. True North presented the opportunity to the Tribal Council, and there was great interest, but it was agreed that we could not put together a ‘novice’ proposal in only 6 weeks. On March 4, the day before the due date, the Department announced a 6-week

extension, with a new due date of April 19. Despite once again having only 6 weeks to prepare, the community, led by the Yurok Tribe and True North, decided to rally around this effort. It has been an extraordinary process with 100% buy-in from our entire community).

The Yurok Tribe has gathered leveraged match funds amounting to a value of **\$54,259,565 in match funds, of which \$2,911,550 is from private sources (more than the required \$1.5 million)**. Match contributions are described in the attached MOU and in the budget narrative.

The Klamath River Promise's Advisory Committee will monitor local, state, and federal legislation for items that could delay programs and develop plans to minimize their impact. However, it is possible that unanticipated changes in legislation at the state and federal levels (e.g. changes to the Affordable Care Act, immigration overhauls, changes to common core standards, new agreements negotiated with teachers' unions, or cuts to state, county, or city budgets), as well as the trajectory of the COVID-19 pandemic, could impact our match and/or achievement of outcomes.

### **Absolute and Competitive Priorities Addressed**

#### ***Absolute Priority 3 – Tribal Communities***

Klamath River Promise will directly serve members of federally recognized tribes: the Yurok Tribe (the largest federally recognized tribe in California), the Tolowa Dee-Ni' Nation, Elk Valley Rancheria, Resighini Rancheria, the Karuk Tribe, and a variety of other tribally enrolled or descendent students representing tribes such as Pomo and Sioux. The Yurok Tribe, California's largest, is the lead applicant and will administer the grant.

#### ***CPP 1—Community-Level Opioid Abuse Prevention Efforts: 3 POINTS***

As described in the MOU, Klamath River Promise is partnering with **Rx Safe Del Norte Coalition** (Rx Safe) to provide community-level opioid prevention activities, including focusing

on systemic changes to address Opioid Use Disorder (OUD). Founded in 2017, Rx Safe's mission is to engage the community in the prevention of OUD, reduction of stigma, and promotion of treatment, recovery, and wellness. Coalition members include Sutter Coast, ODCHS, Native American entities, public health, law enforcement, and those with lived experience. Rx Safe facilitates monthly meetings with community organizations, agencies, and those in recovery to understand the needs that need to be met through multiple community meetings using human-centered design methods, and has tested prototypes with both the organizations and the end-users, those with SUD, on how resource navigation would best serve their needs. Rx Safe also engages key stakeholders on solutions such as: substance use resource navigation; education and outreach (virtually since COVID-19); and tracking Naloxone reversals.

Rx Safe spent a year and half with the Center for Care Innovations doing a deep dive into the experiences of those with lived experience with OUD and systems leverage points through a human-centered design process. The Coalition now has initiatives that have been identified through this process that are ready to kickstart. Our strategies prioritize vulnerable populations, and by addressing the highest need populations we create the "cut curb effect" making way for others to benefit from work. Rx Safe will increase access to MAT through alignment of services, data sharing, reducing stigmas and increasing community understanding of OUD through a cultural lens. Rx Safe also provides training and awareness campaigns of the North Coast Resource Hub and distributes resource cards to key organizations and people throughout Del Norte County. Rx Safe has identified gaps in community knowledge in reference to OUD, addiction, and treatment that will be addressed through education programs that are trauma informed, culturally appropriate, and bring awareness about the origins, treatment, and the

pathophysiology of addiction. Local Native American cultural experts were included in the development of materials and classes.

Rx Safe also provides City Council Presentations, online movie nights and discussion panels, and has a presence on social media (YouTube, Instagram, TikTok, Facebook) to provide online campaigns and educational events about the risk of opioids using online and social media platforms on opioids and Opioid Use Disorder, Naloxone/Narcan use, MAT services and the North Coast Resource Hub. See attached MOU documenting the partnership.

***CPP 2—Applications from New Potential Grantees: 1 POINT***

The Yurok Tribe has not previously applied for a Promise Neighborhood grant or participated in another organizations' Promise Neighborhood grant proposal.

***CPP 3—Evidence-Based Activities to Support Academic Achievement: 3 POINTS***

The proposed project will implement many evidence-based programs and models and is supported by strong evidence. See attached Evidence Form.

The Core Management Team will ensure that evidence-based programs are implemented with fidelity and rigorously evaluated, as well as tracking the achievement of milestones and holding partners accountable for results. As the lead agency, the Yurok Tribe Education Department has final responsibility in ensuring that Klamath River Promise and all of its programs are properly implemented by all partners, impact the indicators positively, and achieve their desired results.

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**Endnotes**

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<sup>i</sup> Del Norte County 2019: School Readiness Report by First Five

<sup>ii</sup> Covid Impact - Parent Survey March - April 2021

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

<sup>iv</sup> Source: California Dept. of Social Services:

[http://cssr.berkeley.edu/ucb\\_childwelfare/RefRates.aspx](http://cssr.berkeley.edu/ucb_childwelfare/RefRates.aspx)

<sup>v</sup> Source: California Dept. of Social Services:

[http://cssr.berkeley.edu/ucb\\_childwelfare/RefRates.aspx](http://cssr.berkeley.edu/ucb_childwelfare/RefRates.aspx)

<sup>vi</sup> County of Del Norte Community Health Assessment 2019

<sup>vii</sup> <https://www.kidsdata.org/topic/581/binge-drinking-grade/table#fmt=798&loc=321,2&tf=93&ch=69,305,306,431,626,627,628,745,746,1175&sortColumnId=0&sortType=asc>

<sup>viii</sup> Source: [http://www.bestplaces.net/crime/county/california/del\\_norte](http://www.bestplaces.net/crime/county/california/del_norte)

<sup>ix</sup> Simon, T.; Nelson, L.; Chambers, T., *Failing Grade: The Status of Native American Education in Humboldt County*, ACLU Foundation of Northern California, October 2020

<sup>x</sup> PTA, N. (2000). *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*. (pp. 11-12). Bloomington, Indiana: National PTA, National Education Service.