

COUNTY OF HUMBOLDT

AGENDA ITEM NO.

C-9

For the meeting of: January 10, 2017

Date: December 15, 2016
To: Board of Supervisors
From: Amy S. Nilsen, County Administrative Officer
Subject: Headwaters Fund Decade of Difference

RECOMMENDATION(S):

That the Board of Supervisors:

1. Approve funding the remaining six years of the Decade of Difference (DoD);
2. Direct the Chair of the Board to sign the contract with the Humboldt County Office of Education (HCOE) for implementation of DoD;
3. Approve funding the first two years of the DoD contract from the Community Investment Fund (CIF) in the total amount of \$300,000; and
4. Approve the funding for FY 2016-17 to be distributed from Grant Fund.

SOURCE OF FUNDING:

Headwaters Fund, Community Investment Fund

Prepared by	Nicole Morrow	CAO Approval	
REVIEW:			
Auditor	County Counsel	Human Resources	Other
TYPE OF ITEM:			
<input checked="" type="checkbox"/> Consent			
<input type="checkbox"/> Departmental			
<input type="checkbox"/> Public Hearing			
<input type="checkbox"/> Other			
PREVIOUS ACTION/REFERRAL:			
Board Order No. E-1			
Meeting of: 3-1-16			
BOARD OF SUPERVISORS, COUNTY OF HUMBOLDT			
Upon motion of Supervisor Fennell Seconded by Supervisor Wilson			
Ayes Sundberg, Fennell, Bass, Bahn, Wilson			
Nays			
Abstain			
Absent			
and carried by those members present, the Board hereby approves the recommended action contained in this Board report.			
Dated: Jan. 10, 2017			
By:			
Kathy Hayes, Clerk of the Board			

DISCUSSION:

The Headwaters Fund Board (HFB) undertook a review and strategic planning process almost ten years ago in 2007. During this review and planning process, the HFB conducted study sessions with local leaders in business, government, transportation, financial and lending institutions, education, and workforce development. The results of the meetings led the HFB to identify key priority areas for proactive grant making. On February 5, 2008 your Board approved the establishment of a Grant Initiative Fund (GIF). The GIF collects interest accrued in the Revolving Loan Fund in excess of the Headwaters Fund (HWF) manual's recommendation of \$8 million, and is available to fund projects the HFB initiates, based on economic development priorities. As stated at that time, a key priority area was workforce development, especially programs which support continuing education for graduating high school students.

On January 10, 2010 your Board reviewed and approved a proposal from the HFB originally named the Workforce Challenge Grant Initiative and later titled the Decade of Difference (DoD). Approval of this project allocated \$1.5 million of HWF interest to the DoD over ten years, allowing Humboldt County Office of Education (HCOE) to focus on a series of goals to insure local youth the best opportunity to be prepared to enter the local workforce.

It was mutually agreed that funding of the DoD, would be structured in three contracts. The first contract was four years, for a total of \$600,000, and the following two contracts were planned to be three years, and \$450,000 each to be paid to HCOE.

At the time of expiration of the first contract in 2014, there was insufficient funding in the GIF to execute in good faith the remaining contracts. Several factors impacted the fund balance, which included the drastic reduction of interest rates, and simultaneous funding of the Forest Project Initiative (approved by your Board on April 24, 2012 in the amount of \$750,000). The HFB and HCOE met to discuss the fiscal restrictions of the HWF and HCOE graciously agreed to fund DoD with reserves and consider the HWF contribution a receivable, to be collected after the execution of a new contract.

In order to reserve all interest from the fund possible, staff and the HFB have implemented a series of cost reduction measures, including reduced staffing and overhead costs, and not funding any new grant applications. Additionally, the HFB has done a thorough review of the fiscal position of the Fund and manuals, in order to develop new strategies to honor the commitment made to both HCOE and DoD.

Upon completion of the review, the HFB has the following recommendations and plan for the continuation of funding for the DoD:

1. Clarification of the Community Investment Fund (CIF) and approval from the Board of Supervisors to reaffirm the concept that the HWF corpus was not to include the CIF. On March 1, 2016 your Board assisted the HFB in clarification of the Community Investment Fund, and the impact of spending the balance to the priority of keeping the Fund's corpus in perpetuity. It was agreed that the CIF was developed as a portion of the fund to be spent in its entirety- and not to be considered as part of the corpus.
2. CIF application from HCOE for the DoD (Attachment 1). The clarification of the CIF fund allowed the HFB to consider an application to fund DoD from the CIF without breaking the \$13.4 million floor recommended and approved by your Board on March 1, 2016. The HFB's rating of the DoD's application to the CIF (Attachment 2) shows a clear support of the project based on the priorities of

the CIF and the intention of the of DoD to impact the workforce infrastructure in Humboldt County through the education and support systems the HCOE offers.

3. Recommendation from HFB to approve funding the remaining years from either the CIF or the Grant Fund (GF).

With the rating of the DoD CIF application so high, it allows for a variety of funding mechanisms for the project. Two years have passed since the expiration of the original DoD contract on December 31, 2014. Obligations for DoD are \$150,000 per year and the HFB recommends the prior two years of funding (or \$300,000) be paid from the CIF and the current year's \$150,000 be paid from the Grant Fund.

Going forward, for the remainder of the project, it is recommended that funding of the \$150,000 obligation be recommended from either the GF or CIF (or a mixture of the two) as part of the annual budget and spending plan process. This would allow your Board the flexibility of using interest from the corpus of the fund, or the CIF to pay the obligation.

FINANCIAL IMPACT:

Approval of staff recommendations will impact the CIF and GF and continue to impact these grant funds over the next four years. Immediate funding of \$300,000 for the prior two years from the CIF, and an additional \$150,000 from the GF for the current year will be immediate cash payments in the current fiscal year. Fiscal years 2018, 2019 and 2020 will each realize \$150,000 in cash payments.

The CIF will have a balance of more than \$2 million after the \$300,000 payment, in addition, the corpus of the HWF will have a surplus above the \$13.4 million floor of more than \$200,000 after the recommended \$150,000 payment from the GF and the current year's operating expenses. Fiscal years 2014-15 and 2015-16 produced an average of \$316,000 in interest from the corpus, showing a steady stream of funding for future payments. The proposed draft allows the corpus interest or the CIF as allowable funding streams for the remaining obligation.

Approval of staff recommendations support the Board's Strategic Framework, Priorities for New Initiatives.

OTHER AGENCY INVOLVEMENT:

Humboldt County Office of Education

ALTERNATIVES TO STAFF RECOMMENDATIONS:

Your Board could choose not to approve the funding for the DoD. This is not recommended, as your Board has approved the project and the HFB believes the proposed funding structure allows the continued funding in compliance with the HWF manual and charter.

ATTACHMENTS:

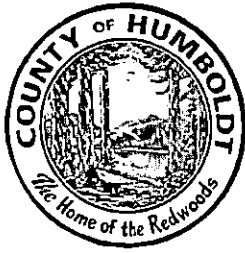
Attachment 1: DoD Application for funding from CIF

Attachment 2: HFB's review and rating of the DoD Application

Attachment 3: Contract with HCOE for implementation of DoD

Attachment 1

Decade of Difference Application for funding from Community Investment Fund



The Headwaters Fund

INVESTING IN OUR COMMUNITY

Community Investment Fund Application

Thank you for your interest in the Headwaters Grant Fund. As specified in our Charter, our purpose is to:

- a) Support the growth of industry clusters and increase the number of sustainable jobs that pay near or above the median income;
- b) Enhance the quality of life through social and environmental projects that promote healthy communities and protect and enhance the natural environment.

Please contact Nicole Morrow, Executive Director, to discuss your project prior to submitting an application. All applications must be submitted electronically to nmorrow@co.humboldt.ca.us. If some attachments are easier to submit as a paper version, you may bring or send those to our office at 520 E Street, Eureka, CA 95501.

Application packages are accepted on an ongoing basis.

This application form, instructions, and information on the Community Investment Fund may be found on our website at www.theheadwatersfund.org.

APPLICATION PACKET CHECKLIST

Please email the following documents to nmorrow@co.humboldt.ca.us :

- ☒X_ Coversheet (Page 1-2 of the Application, attached)
- ☒X_ Narrative (10 pages, 12 point font, 1" margins)
- ☒X_ Project Budget with description of matching funds
- ☒X_ List of members of the Board of Directors
- ☐ Up to five letters of support
- ☐ Most recent IRS tax status certification (for non-profits only)
- ☐ Most recent financial statements (expenses, revenue and balance sheet) audited if available
- ☒X_ Organization's current annual operating budget

**The Headwaters Fund
Community Investment Fund Application
COVERSHEET**

Date of application: 4.13.2016

Organization Name: Humboldt County Office of Education

Director/CEO: Garry T. Eagles, Ph.D., Superintendent

Organization Type: (Government, Nonprofit c3, c4 etc.): Government/Education

Total current year organizational budget: \$41,534,847 # of FTE employees: 304

Summarize the organization's mission (in the space provided): HCOE provides educational, consultative, administrative, legislative and business services to 31 school districts in Humboldt County, coordinates regional and multi-county services in health, special education, education-related mental health services, staff development, attendance, library/instructional media, insurance/risk management and legal services; maintains teacher credentials, operates court and community schools, special education schools, and occupational programs; acts as liaison between the California Department of Education and local school districts; monitors income and expenses of local school districts.

Project title: Decade of Difference

Please provide a less than 250 word summary of your project which answers the following questions: What are you going to do? For whom? How will they benefit? Why is it necessary? What will be accomplished? How will you accomplish this?

Begun in 2010/11, the Decade of Difference is a ten year community initiative designed to prepare our youth to be contributing and productive members in our society, community and economy.

This will be achieved through strategic efforts focused on kindergarten readiness, early literacy in reading and math, financial literacy, college and career planning, creative and innovative entrepreneurship activities, professional development, teacher training, and parent, business and community engagement.

For more details, please see the project background and recommended approach sections in the attached document.

Amount requested: total remaining: \$900,000 Ten year project cost: \$4,000,000+

Grant timeline: Remaining period of July 1, 2014, through June 30, 2020
Initial project: July 1, 2010 to June 30, 2020
Grant Payments: Current to June 30, 2020

Total match amount for remaining years: not less than \$1,800,000 +
Match amount as % of project budget 65%+

Cash match: \$200K to \$300K per year in HCOE funded staff employed in project. In-kind match: \$75,000 per year in community member volunteer services in literacy (reading, math, financial)
Cash match as % of project budget 65%+

Type of project: ___ Planning __X__ Implementation ___ Technical Assistance

Geographic focus of project: County-wide

Number of permanent, long term, private sector jobs to be created: While the project's primary focus is on developing a more qualified workforce to support the expansion of the local economy and not on the development of private sectors jobs, the Decade's work in the arena of student entrepreneurship has led to the creation of new jobs and new businesses over the first six years of operation and we expect that more will be created in the remaining years.

Which Industry is your project working with (check off all that apply):

- ☒ Forest Products
- ☒ Tourism
- ☒ Specialty Agriculture
- ☒ Niche Manufacturing
- ☒ Diversified Health Care
- ☒ Building and Construction
- ☒ Management Innovation Services
- ☒ Investment Support Services

Strategy being employed to promote economic development (check off all that apply):

- ☐ Supporting development of pre-permitted commercial space
- ☐ Reducing regulatory bottlenecks for business retention or creation
- ☐ Supporting economic development infrastructure
- ☒ Developing new strategies for economic development
- ☐ Providing access to external markets or plugs the economic leaks
- ☐ Retaining and growing existing businesses
- ☒ Providing workforce training

- ☒ Increasing the number of new businesses through supporting entrepreneurship and innovation
- ☐ Leveraging future funding or projects
- ☐ Reducing poverty by helping people accumulate assets
- ☐ Other (describe): _____

Contact person name and title: Garry T. Eagles, Ph.D., Superintendent

Contact phone: 707.445.7030 Contact email: geagles@humboldt.k12.ca.us

Contact address: 901 Myrtle Ave Eureka, Ca 95501

EXPLANATION OF NARRATIVE QUESTIONS

Please answer the questions below. The entire narrative is limited to 10 pages. Answers should be written in 12 point font with 1" margins. Please adhere to the word limits for each question. For further explanation of the questions, please see the Grant Application Instructions.

1) Describe the need for your project. What is the problem you are solving? What is the current situation, alternatives, and future vision? What businesses are you working with which have helped you identify the need? Attach any formal market analysis, needs assessment or research report you have completed to date. (500 word maximum)

Please see the project background and recommended approach sections in the attached document.

2) What are the measurable objectives of your project? Quantify the expected outcomes in terms of the strategy you are employing as applicable:

- **Supporting development of pre-permitted commercial space** – how much space and how many businesses will be able to locate there?
- **Reducing regulatory bottlenecks for business retention or creation** – how many businesses will be served?
- **Supporting economic development infrastructure** – what will be built and how will that support business growth?
- **Developing new strategies for economic development** – how many businesses will be served?
- **Providing access to external markets or plugging the economic leaks** – what is the expected increase in sales for local businesses?
- **Retaining and growing existing businesses** - what is the expected increase in sales for local businesses?
- **Providing workforce training** – how many people? How many businesses benefit? Impact on costs, revenues and/or employment?
- **Increasing the number of new businesses through supporting entrepreneurship and innovation** – how many new business start ups?
- **Leveraging future funding or projects** – how much future funding?
- **Reducing poverty by helping people accumulate assets** – how many people will be served and what is the value of the accumulated assets?

For other strategies being employed, quantify measureable outcomes in terms of numbers of businesses supported and additional dollars coming into the local economy. (300 word maximum)

OVERARCHING GOAL

A Decade of Difference, The 20/20 Vision: Creating a ready, willing, able and capable workforce evidenced by 95% of local students completing high school and 80% of high school graduates

continuing on to post-secondary education for technical and/or professional training meeting the needs of North Coast employers.

For more information please see the priority areas sections in the attached document.

3) Describe how you will achieve your objectives and your scope of work. Please fill in the timeline chart provided below. Feel free to add as many lines as needed or to attach your own document if you have a project timeline in a different format. (500 word maximum)

Date	Milestone
2010-2014	<i>Phase I Building Capacity</i>
2015-2017	<i>Phase II Full Implementation</i>
2018-2020	<i>Phase III Evaluation and New Strategy Development</i>
	<ul style="list-style-type: none">• <i>See attachment for phase details</i>

4) Describe the work which has already been done to ensure that this project will be a success (i.e. prior research, planning or permitting). (300 word maximum)

Phase I has been completed, and Phase II is currently in progress.

5) Please list the jobs directly created as an outcome of the successful implementation of this project, titles, roles/general responsibilities, expected employers and expected wages. (Note: Please do not include jobs which will be actually paid for by grant funding or are short-term, temporary project related jobs.) If the project is expected to create indirect jobs in the long term please quantify those as well. (300 word maximum)

n/a

6) If appropriate, explain how the project will provide environmental benefits in one or more of the categories listed below. (300 word maximum)

- Protects and or improves the natural environment
- Supports the sustainable use of environmental resources
- Preserves open spaces and working landscapes
- Utilizes environmental knowledge in the creation of jobs

n/a

7) Explain how the project contributes to the quality of life for Humboldt County residents in any of the categories listed below. (300 word maximum)

- Builds leadership
- Project is in an underserved area or serves an underserved community
- Revitalizes communities/infrastructure
- Builds public infrastructure
- Improves public or pedestrian transportation
- Utilizes existing buildings
- Fits with the community image and identity
- Preserves heritage
- Contributes to Humboldt County being a desirable place to live

8) Explain the qualifications the organization, staff and project partners bring to the project. Outline key staff and partners including their qualifications. You may attach brief resumes. (300 word maximum)

HCOE acts as the educational agency for countywide education projects, and was approached by the HFB to implement this workforce project.

9) If you will be using grant funds to hire expertise please list the consultants or firms you are considering. If you are not considering using a local business please explain why. (300 word maximum)

n/a

10) What are the risks and challenges to successful implementation of the project? What are you doing to mitigate that risk? (500 word maximum)

11) Describe how you will acknowledge the Headwaters Fund in your work. (200 word maximum)

As required by HFB grant contracts

REQUIRED ATTACHMENTS

Please attach the following after the project narrative:

Project budget – use the budget format outlined below and include a description of match sources.

Governance - List of your board of directors or council members.
HCOE board

Mary G. Scott
Robert Siekmann
Bill Ruff
Loretta Eckenrode
Marc Rowley

Support Letters – attach documentation of collaboration and/or project need in the form of up to 5 Letters of Support, Letters of Partner Commitment, and/or Memoranda of Understanding.

IRS tax status certification – most recent (for non-profits only)

Organizational financial statement – most recent (expenses, revenue and balance sheet), audited if available

Annual operating budget

PROJECT BUDGET
FORMAT

Project Expense Item	Total Cost (\$)	Requested Amount from Headwaters Grant Fund	Amount from Matching Funds	Source of Matching Funds
Direct Salaries & Wages Program Coordinator .5 FTE Asst Superintendent Career Counselor Clerical Support	\$256,826	\$52,499	\$ 204,327	HCOE
Benefits & Payroll Taxes	\$87,023	13,001	\$ 74,022	HCOE
Consultant & professional fees	\$145,500	80,000	\$ 65,500	
Travel				
On-line career planning tool	\$14,300		\$ 14,300	HCOE
Materials	\$30,000		\$ 30,000	HCOE
Overhead- non-staff related				
Overhead- staff related (breakdown by individual position; include payroll taxes and fringe benefits)	\$4,500	4,500		
All Overhead Costs as % of Total Project Cost		3%		
Total Project Cost	\$538,149	\$150,000	\$ 388,149	

Note 1: "Overhead- non-staff related" includes office supplies, printing, telephone/fax, postage, rent, and utilities.

Note 2: "Overhead- staff related" is comprised of indirect staff costs (e.g. bookkeeper).

Note 3: Overall project cost will likely be significantly higher as supplemental funds are being sought

Note 1: "Overhead- non-staff related" includes office supplies, printing, telephone/fax, postage, rent, and utilities.

Note 2: "Overhead- staff related" is comprised of indirect staff costs (e.g. bookkeeper).

Match Sources - list all other funding sources for this project. For each source, list whether the amount is received, committed, application pending, or not yet solicited.

See Pdf related to leveraged funding

A DECADE OF DIFFERENCE – THE 20/20 VISION DEVELOPING HUMBOLDT COUNTY’S WORKFORCE BUILDING THE NEXT GENERATION

Background

Finding a ready, willing and capable workforce was the most significant issue raised by panels of employers who came to the Headwaters Fund Board in 2007/08. Employer after employer indicated that their company’s growth potential was dependent, in part, upon finding employees who are work ready with the necessary technical and professional education and training. Prior to the economic downturn, they were having a very hard time finding those employees. When the economy recovers, those challenges will continue unless there is a concerted effort to address the underlying causes.

The economic safety net for individuals with limited basic skills that has been here for generations is gone. Youth who do not successfully complete high school and acquire some additional training/education face bleak prospects of being able to find work in our changing economy. The economic transitions occurring on the North Coast as outlined in the Targets of Opportunity Report do identify future opportunities for our community. However, approximately 90% of the jobs in the Targets of Opportunity growth areas of Humboldt County’s economy require at least high school completion and in most occupations, training beyond high school. This is a significant change from as recently as twenty years ago and the skills gap that is evident between what employers need and what the local labor force can provide must be addressed.

Enrollments are also declining in our local schools. Although Humboldt County has one of the higher high school graduation rates, we have one of the lower college going rates compared to the rest of the state and many parts of the nation. Approximately 76% of California’s students complete high school. Even though graduation rates are higher in Humboldt County, any individual without a basic high school education and some additional training/education have limited opportunity to successfully participate in the 21st century economy. Given Humboldt County’s historical reliance on the timber and fishing industries, which offered good paying jobs that did not require advanced education or training, the critical importance of continuing education was not a high priority. As we all know, that scenario has changed dramatically.

The consequences of not acquiring additional training and skills for the marketplace of tomorrow are severe. For example, individuals who do not complete high school have far fewer employment opportunities today than in past generations. They earn less, experience more unemployment and are much more likely to end up in the correctional system. The consequences of failing to obtain a high school diploma are severe to both the individuals themselves and to society and the economy at large. (General Accounting Office, “School Dropouts: Survey of Local Programs 2009).

California is not doing well in this regard. Among the 20 most populous states, California ranks 19th in the percentage of high school graduates who enroll directly in a 4-year college or university and 18th in the percentage who enroll in any post-secondary education or training facility. That sobering trend is reflected on the North Coast and must change if we are to develop a competitive workforce which is so important to current and future employers.

Humboldt County has not had a “culture” that promotes and supports the importance of every individual completing high school and continuing their education in skilled technical training or

professional areas. Four year degrees are not necessary for all occupations, but some education and training beyond high school is now absolutely necessary. Changing that “culture”, resulting in more students graduating from high school and continuing on to post-secondary education and training will not be easy and cannot be done in 1-2 years, but it can happen in 10-15 years through hard work and a systematic, multifaceted approach.

The Presidents of Humboldt State University and College of the Redwoods, Superintendents of Humboldt and Del Norte County Offices of Education, local tribal representatives and business leaders have committed to work on proven strategies and approaches that will result in the type of dramatic cultural shift that is needed for the North Coast. The education community (pre-kindergarten through university) is an important player in this challenge, yet education cannot do it alone. It will take education working with families, businesses and communities across multiple years in order for this change to occur.

Developing an educated citizenry and 21st century workforce is critical to the economic well-being of local individuals, families and communities. The long term health of our regional economy is also at stake. We cannot expect to import people with the types of skills and education needed for our region. For the most part, we need to grow our own, because many areas of the country are facing a similar dilemma.

The future health and viability of the North Coast economy will, in part, be directly dependent on how well and how soon this challenge is addressed. It is essential that our community launch a well-defined, multi-year effort utilizing research proven strategies in order to develop the technical and professional workforce that will be necessary for a vibrant healthy local economy.

Recommended Approach

If we are to develop a 21st century workforce ready to meet the needs of local employers, we will need to increase the percentage of students completing high school and continuing their technical and professional education and training.

Research clearly shows that a long term strategy starting early in a child’s life and continuing through high school is required. We know that elementary students who perform at grade level or above in reading and math in 4th grade complete high school at higher rates. We know that children, who visit colleges and live in homes where parents support and regularly talk about the importance of education, continue their education and training beyond high school at higher rates. We know students who see a clear pathway for success in school and believe they can be successful, complete high school and continue their education at higher rates. We know that students, who complete high school units and are on track for graduation at the end of 9th grade, graduate at higher rates. We also know that students and their parents who “save for college” continue their education at higher rates. Any serious approach to building a competitive workforce and healthy economy must address these issues, if it is to be successful.

Nine strategies have been proven effective in accomplishing this work, according to Dr. Patricia McDonough, UCLA and Dr. Amy Fann, UCLA. When these strategies become a norm in how business is done, high school graduation rates, post-secondary attendance rates and foundations for developing a prepared workforce increase.

The nine research-based proven strategies include:

1. Setting clear expectations and goals for individuals including continuing education and

- preparation for future work;
2. Developing a comprehensive career counseling model that integrates the importance of continuing education and training after high school;
3. Having clear, ongoing communication among students, teachers, administrators and families about what it takes to be successful in school and acquire the necessary skills to be competitive in the new international marketplace;
4. Engaging parents in the process of supporting their children related to the importance of continuing education and requirements of the future workforce;
5. Developing partnerships and promoting linkages between K-12, local colleges and universities and the business community;
6. Having accurate up-to-date information about student performance and communicating that to the student and family;
7. Involving faculty in the creation and maintenance of a culture supporting student achievement and the importance of continuing education so that it becomes the norm on the K-12 school campus;
8. Articulating coursework, programs and services between K-12 and post-secondary institutions; and,
9. Providing comprehensive up-to-date career-related information and resources to students, families and school personnel.

Local school districts, College of the Redwoods, Humboldt State University, local tribes and local employers will actively work together to implement these strategies. CR has committed and is working to align their career technical/vocational education programs with the North Coast's Targets of Opportunity career areas. A recently awarded \$2 million dollar federal grant will assist in this effort. Teachers in K-12 are working with their post-secondary colleagues to articulate career technical courses and programs. CR is proposing to schedule college counselors on high school campuses to provide information and resources about what it takes to be successful in school and prepare for continuing education beyond high school. Work experience and internship programs are being expanded in K-12 including Workforce Investment Act programs that give youth the important on-the-job experience. Math and reading specialists have been hired to work with primary grade children performing below grade level standards. Intervention models focusing on student achievement, school completion and continuing education have been implemented in several local high schools. Professional development for local teachers is being aligned to focus on increasing student achievement. A school counselor has recently been hired to provide information and resources to middle schools' staff and students countywide. A multi-year North Coast county effort aimed at increasing math proficiency of K-12 students is being led by Dr. Jeff Marsee, President of College of the Redwoods. Mechanisms are in place to compile and monitor the data necessary to measure progress. With this increased level of coordination and cooperation, the framework to address this significant challenge on the North Coast is being constructed.

A steering committee is strongly recommending a ten-year initiative to develop the future workforce for Humboldt County's employers. This initiative must include focusing on providing up-to-date accurate resource materials for students, families and the community; financial planning support for post-secondary education, CR and HSU visitations, intervention services for students falling behind and an early admission to CR and HSU programs. Three priority areas and four goals are being proposed, that if supported long term, will achieve the desired results of increasing the percentage of students completing high school, attending post-secondary technical or professional training and acquiring the high quality 21st century work skills that are needed for local employers. Resources to support these activities are not available through California's education system exclusively. If we want to "change the culture", we need to do it ourselves. A 10-year commitment divided into three

phases is being proposed. Phase 1, an initial 4 yr. commitment, is followed by two 3 yr. renewals (Phases 2 and 3) based on progress and achievement of objectives. Baseline data not currently available will be developed in year 1.

Initiative Steering Committee – Role and Responsibilities

The steering committee for the initiative has been developed. The Committee is comprised of prominent business, community and education leaders throughout the region. The role of the committee is to:

- Promote and support the initiative within the committee;
- Monitor data, progress reports and the evaluation component;
- Act as a conduit for the initiative “benchmarks and stories,” and,
- Provide strategic recommendations.

The current membership of the committee includes:

1. John Dalby, President/CEO - Redwood Capital Bank
2. Jacqueline Debets, WIB Executive Director - County of Humboldt
3. Jackie Deuschle Miller, Public Affairs Manager - Green Diamond Resource Co.
4. Garry T. Eagles, Superintendent - Humboldt County Office of Education
5. Kevin Hartwick, C.P.A. - Chelwell, Benz and Hartwick
6. Mary Keehn, Founder and Owner - Cypress Grove Chevre
7. Joe Mark, President & CEO - St. Joseph Hospital, Redwood Memorial Hospital
8. Jeff Marsee, President - College of the Redwoods
9. Jan Moorehouse, Superintendent - Del Norte County Office of Education
10. Rollin Richmond, President - Humboldt State University

OVERARCHING GOAL

A Decade of Difference, The 20/20 Vision: Creating a ready, willing, able and capable workforce evidenced by 95% of local students completing high school and 80% of high school graduates continuing on to post-secondary education for technical and/or professional training meeting the needs of North Coast employers.

Proposed strategy areas are as follows:

Priority Area 1: The North Coast Builds its Own Workforce

Goal: North Coast Employers will have a well prepared entry level workforce to meet their employment needs.

Activities

Resource Materials & Career Information

1. Age appropriate career related materials will be developed for teachers, students and parents at the K-5, 6-8 and 9-12 grade levels;
2. A career counselor will be hired to provide information, resources and support to grade 6-8 students in Humboldt County; and,
3. Career information and related activities will be integrated into grade 9-12 student clubs and

organizations.

CTE Programs and Services

1. Common community advisory committees will be developed representing high school and post-secondary programs in common curricular areas; and,
2. Career Technical Education courses and programs will be aligned with Targets of Opportunity growth areas for grades 9-12 and post-secondary.

Service Learning, Work Experience and Internships

1. Work experience programs for grades 9-12 will be linked with the demand in Targets of Opportunity growth areas;
2. Service learning programs at the grade 9-12 level will incorporate career related activities; and,
3. Internship programs will be developed as a resource and support for local business and industry at the grade 9-12 and post-secondary level.

Innovation & Entrepreneurship Activities and Support

1. Classroom based entrepreneurship related activities will be developed and provided to grade 6-8 students county-wide;
2. The Junior Achievement entrepreneurship program will be expanded in middle school grades;
3. Entrepreneurship activities and curricula will be integrated into Career Technical and College Preparatory courses at the high school level;
4. Youth Business Plan competitions will be expanded region-wide; and,
5. Economic Fuel Business Plan Competitions will be provided at the post-secondary level.

Business/Community Linkages

1. Field trips to local businesses will be provided for K-5 and 6-8 grade level students; and,
2. Community Service clubs, chambers and other business organizations will be a resource for K-12 teachers, students and classrooms.

Priority Area 2: Encouraging Children and Parent Involvement

Goal : Every student will graduate from high school and continue their education in a vocational, technical or professional area.

Activities

Encouraging Children

1. An "I've Already Been Admitted to College" program for all 6th-8th grade students will be developed;
2. AVID will be expanded county-wide to middle schools and high schools;
3. All 3rd and 7th grade students will visit CR and HSU;
4. Every Humboldt County student will have a bank account as a savings vehicle for post-secondary education; and,
5. A scholarship safety net program will be developed ensuring any Humboldt County student attending post-secondary education will have access to the financial means to attend.

Parent Involvement

1. Designate and sponsor a countywide Family Involvement Month;
2. Develop public awareness campaign – research briefs, publications, opinion editorials, audio and visual media;
3. Create an awards program to recognize effective and successful efforts to increase school, family and community partnerships in support of Math/RLA proficiency or better on CA State Standards;
4. Collaborate with local PTA's on benefits of partnerships and sharing of research based strategies;
5. Sponsor "Community Conversations" across the region to discuss the question, "What can families, educators and community members, working together, do to increase student academic achievement, increase graduation rates and increase the number of high school students continuing on to post-secondary education and training;
6. Engage business leaders, community leaders and the faith community to solicit and fully encourage their participation in efforts to support student achievement, school completion and continuing education;
7. Develop technical assistance, proposal development, resources and best practices resource work to support school level family and community partnership strategies;
8. Develop age appropriate resource materials and distribute to all pre-schools, child care centers and pediatricians in Humboldt County, outlining the importance of education;
9. A public information plan will be created promoting the benefits of children attending pre-schools; and,
10. The Parents Institute for Quality Education (PIQE) program will be expanded region-wide at elementary and middle schools.

Priority Area 3: All Children Succeed

Goal: Every 4th grade student will be achieving at grade level in math and/or reading/language arts

Activities

Data tracking tools to identify primary grade level students performing below grade level in math and/or reading/language arts will be developed.

Support Strategies for students, teachers, schools

1. Math and Reading/Language Arts resource specialists will be provided to schools and teachers requesting support;
2. An Americorps program providing for direct student support in primary grade Math/RLA will be developed;
3. The PLC professional development model training will be provided for interested schools;
4. A community volunteer support program for Math/RLA at the primary grade level will be developed; and,
5. Aligning after school resources with the regular school day to increase student achievement will be prioritized.

Goal: Every student will graduate from high school

Activities

1. Data tracking tools to identify 9th grade students falling behind in units toward a high school diploma will be developed; and,
2. A comprehensive intervention strategy to provide necessary support for students falling behind in units will be designed and implemented for grades 9-12.

A Decade of Difference – The 2020 Vision is divided into three phases. An initial 4 yr. commitment, Phase I, will be followed by two 3 yr. renewals (Phases 2 and 3) based on progress and achievement of objectives.

PHASE I – Building Capacity

The first four years (2010 – 2014), will be focused on increasing participation, coordination of existing resources, filling in gaps and direct implementation. The goal for Phase I will be 80% of school districts participating in all activity areas based upon locally identified priorities by the end of the 4th year.

During the first two years, 2010-2011, thirteen objectives will be accomplished addressing community engagement, the structure/framework, operational issues and oversight/monitoring/coordination for an initiative. Implementation of proven practices will begin immediately upon identification of their priority.

Community Engagement

1. Launch conversations in each community regarding the 2020 vision framework.
2. Identify community needs and opportunities for involvement.

Structure/Framework for Initiative

3. Design and confirm regional structure for operations
4. Identify achievement objectives for each activity area including interim and overall benchmarks
5. Design evaluation and research component

Operations

6. Assess current levels of participation and capacity within region
7. Implementation – build upon current levels of support for each activity area or begin activity implementation
8. Develop operational plans for each activity area
9. Begin coordination of existing programs/resources
10. Build community capacity and engagement
11. Secure additional resources for the Initiative activity areas

Oversight/Monitoring/Coordination

12. Engage the steering committee for the Initiative
13. Identify and engage the Initiative operations team members

PHASE 2 –Full Implementation

Full implementation during Phase 2 (2015-2017) with the goal of 90% of school districts participating in all activity areas. Phase 2 will also include progress reports towards goals and benchmarks.

PHASE 3 – Evaluation and New Strategy Development

Full implementation with 100% of school districts participating in all activity areas. Phase 3 (2018-2020) will also focus on evaluation and refinement targeting progress toward goals, confirming sustainability and new strategy development.

Initial Support and Commitment From
The Humboldt County Office of Education for Phase 1

Increasing academic achievement, graduation rates and continuing education rates in partnership with school districts, local businesses and communities on the North Coast to meet the workforce needs of North Coast employers has been identified as a major priority for the Humboldt County Office of Education. HCOE is prepared to commit the following resources and staff time to achieve stated objectives:

.5 FTE	Assistant Superintendent to provide overall coordination for the Initiative
.5 FTE	Coordination and support for Priority Area 3: All Children Succeed
1 FTE	Career Counselor serving middle and high schools
1 FTE	Senior level clerical support
\$30,000	Resource materials and career information
\$28,000	Math/Reading Language Arts Specialists
\$20,000	Parent involvement strategies
\$17,500	Youth Business Plan competition
\$14,300	Countywide K-12 career awareness and planning on-line tool

Estimated first year contribution is approximately \$400,000.

Additional 1st Year Needs

In order to accomplish the thirteen objectives for Years 1 & 2, the following initial needs have been identified:

- \$150,000 Engaging communities and developing partnerships to achieve objectives.
- \$230,000 support for Priority Area 1 – Developing Our Workforce activities. Need areas include innovation entrepreneurship activities (Junior Achievement and classroom based work experience) and internships, field trips to local businesses for K-8 students and overall coordination support.
- \$95,000 support for Priority Area 2 – Encouraging Children and Parent Involvement – Need areas include K-8 visits to HSU and CR, parent involvement strategies in K-8 schools and coordination support linking school, family and community resources.
- \$55,000 Support for Priority Area 3 – All Children Succeed – Need area includes resources to link 15 FTE Americorp members providing individual support to K-4 students behind grade level in Math and/or Reading/Language Arts.

Closing

We know what needs to be done to develop a ready, willing and capable workforce for North Coast employers. It will not be easy. It will take hard work, a laser focused set of proven strategies and the willingness to stay the course for the long term. With a level of commitment and dedication matching the importance of the work, it can be done.

Jan 11, 2010

Attachment 2

Headwaters Fund Board review and rating of the Decade of Difference Application

Headwaters Fund List of Criteria and Scoring Worksheet

22

Project Name:

Funding Requested:

Board Member Name:

Date Reviewed:

This rating sheet will be used to rate each project individually. After projects are rated individually, they will be given a comparative ranking and the top ranked projects may receive funding.

Economic Impact - 50 Points Available (check off boxes which apply, a project may receive full points in any one outcome, or for providing benefits across several. S = strong, M = moderate and W = weak on any given strategy)

S M W

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Supports the development of pre-permitted commercial space
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Reduces regulatory bottlenecks for business retention or creation
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Supports economic development infrastructure
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Benefits the base or Targets of Opportunity industries
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Develops strategies for economic development or supports existing strategies
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Provides access to external markets or plugs the leaks
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Retains and grows existing businesses
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides workforce training
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increases the number of new businesses through supporting entrepreneurship and innovation
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Leverages future funding or projects
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increases prosperity by helping low-income individuals develop business skills
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points - Economic Impact

Impact on Environment and Quality of Life - 30 Points Available
(check off all boxes which apply using the "strong, moderate, weak" scale)

S M W

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Protects and/or improves the natural environment
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Supports sustainable use of environmental resources
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Preserves open spaces and working landscapes including ranches and other agricultural lands
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Utilizes environmental knowledge in the creation of jobs
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Builds leadership skills
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project is in a geographically underserved area or serves an underserved population
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Revitalizes communities/infrastructure

Headwaters Fund List of Criteria and Scoring Worksheet

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Builds public infrastructure
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Improves public or pedestrian transportation
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Utilizes existing buildings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fits with community image and identity
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preserves cultural heritage
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributes to Humboldt County being a desirable place to live
20	Total Points - Environment and Quality of Life		

Project Design and Readiness and Fiscal - 20 Points Available (check off boxes which apply using the "strong, moderate, weak" scale)

S M W

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Project fulfills an unmet need.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates cross-sector support (i.e. government/private or cross industry)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ingredients for project success in place- research, planning, permitting
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project scope contains sufficient detail to define success
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Visible private industry sector support (i.e. letter of support)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Implementation vs preliminary phase (Implementation projects receive higher points than studies)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Timeliness of project and likelihood it will succeed
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Diversity of funding partners and firmness of commitments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project budget well thought out and reasonable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Degree of match funding (both committed and not, with higher points for committed)
20	Total Points - Design and Readiness and Fiscal		

30

Grand Total for the Project

Headwaters Fund List of Criteria and Scoring Worksheet

Project Name: *Decade of Difference*

Funding Requested:

Board Member Name: *Dianna Ross*

Date Reviewed: *4/19/2016*

This rating sheet will be used to rate each project individually. After projects are rated individually, they will be given a comparative ranking and the top ranked projects may receive funding.

Economic Impact - 50 Points Available (check off boxes which apply, a project may receive full points in any one outcome, or for providing benefits across several. S = strong, M = moderate and W = weak on any given strategy)

S M W

		✓	Supports the development of pre-permitted commercial space
		✓	Reduces regulatory bottlenecks for business retention or creation
✓			Supports economic development infrastructure
✓			Benefits the base or Targets of Opportunity Industries
	✓		Develops strategies for economic development or supports existing strategies
	✓		Provides access to external markets or plugs the leaks
	✓		Retains and grows existing businesses
✓			Provides workforce training
✓			Increases the number of new businesses through supporting entrepreneurship and innovation
		✓	Leverages future funding or projects
	✓		Increases prosperity by helping low-income individuals develop business skills
<i>25</i>			Total Points - Economic Impact

**Impact on Environment and Quality of Life - 30 Points Available
(check off all boxes which apply using the "strong, moderate, weak" scale)**

S M W

	✓		Protects and/or improves the natural environment
✓			Supports sustainable use of environmental resources
	✓		Preserves open spaces and working landscapes including ranches and other agricultural lands
✓			Utilizes environmental knowledge in the creation of jobs
✓	✓		Builds leadership skills
		✓	Project is in a geographically underserved area or serves an underserved population
	✓		Revitalizes communities/infrastructure

Headwaters Fund List of Criteria and Scoring Worksheet

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Builds public infrastructure
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Improves public or pedestrian transportation
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Utilizes existing buildings
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Fits with community image and identity
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Preserves cultural heritage
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributes to Humboldt County being a desirable place to live
70			Total Points - Environment and Quality of Life

Project Design and Readiness and Fiscal - 20 Points Available (check off boxes which apply using the "strong, moderate, weak" scale)

S M W

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project fulfills an unmet need.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates cross-sector support (i.e. government/private or cross industry)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ingredients for project success in place- research, planning, permitting
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project scope contains sufficient detail to define success
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visible private industry sector support (i.e. letter of support)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implementation vs preliminary phase (Implementation projects receive higher points than studies)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Timeliness of project and likelihood it will succeed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Diversity of funding partners and firmness of commitments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project budget well thought out and reasonable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Degree of match funding (both committed and not, with higher points for committed)
20			Total Points - Design and Readiness and Fiscal

0

Grand Total for the Project

Headwaters Fund List of Criteria and Scoring Worksheet

Project Name:

Board Member Name:

Date Reviewed:

Funding Requested:

G.S. 57.5

This rating sheet will be used to rate each project individually. After projects are rated individually, they will be given a comparative ranking and the top ranked projects may receive funding.

Economic Impact - 50 Points Available (check off boxes which apply, a project may receive full points in any one outcome, or for providing benefits across several. S = strong, M = moderate and W = weak on any given strategy)

4.5 2 1
S M W

		<input checked="" type="checkbox"/>	Supports the development of pre-permitted commercial space
		<input type="checkbox"/>	Reduces regulatory bottlenecks for business retention or creation
		<input type="checkbox"/>	Supports economic development infrastructure
	2		Benefits the base or Targets of Opportunity Industries
	2		Develops strategies for economic development or supports existing strategies
		<input type="checkbox"/>	Provides access to external markets or plugs the leaks
		<input type="checkbox"/>	Retains and grows existing businesses
4.5			Provides workforce training
		<input type="checkbox"/>	Increases the number of new businesses through supporting entrepreneurship and innovation
4.5			Leverages future funding or projects
		<input type="checkbox"/>	Increases prosperity by helping low-income individuals develop business skills
26.00	Total Points - Economic Impact		

Impact on Environment and Quality of Life - 30 Points Available
(check off all boxes which apply using the "strong, moderate, weak" scale)

2.3 1.5 1
S M W

		<input type="checkbox"/>	Protects and/or improves the natural environment
		<input type="checkbox"/>	Supports sustainable use of environmental resources
		<input type="checkbox"/>	Preserves open spaces and working landscapes including ranches and other agricultural lands
		<input type="checkbox"/>	Utilizes environmental knowledge in the creation of jobs
2.3			Builds leadership skills
		<input type="checkbox"/>	Project is in a geographically underserved area or serves an underserved population
2.3			Revitalizes communities/infrastructure

Headwaters Fund List of Criteria and Scoring Worksheet

2.5			Builds public infrastructure
		1	Improves public or pedestrian transportation
	1.5		Utilizes existing buildings
2.5			Fits with community image and identity
		1	Preserves cultural heritage
2.5			Contributes to Humboldt County being a desirable place to live
20.00	Total Points - Environment and Quality of Life		

Project Design and Readiness and Fiscal - 20 Points Available

(check off boxes which apply using the "strong, moderate, weak" scale)

2 1.5 1
S M W

	1.5		Project fulfills an unmet need.
2			Demonstrates cross-sector support (i.e. government/private or cross industry)
2			Ingredients for project success in place- research, planning, permitting
2			Project scope contains sufficient detail to define success
		0	Visible private industry sector support (i.e. letter of support)
2			Implementation vs preliminary phase (Implementation projects receive higher points than studies)
2			Timeliness of project and likelihood it will succeed
2			Diversity of funding partners and firmness of commitments
2			Project budget well thought out and reasonable
2		0	Degree of match funding (both committed and not, with higher points for committed)
17.5	Total Points - Design and Readiness and Fiscal		

\$2.7 mm vs \$1.8 mm
Grand Total for the Project

55.5

Headwaters Fund List of Criteria and Scoring Worksheet

Project Name: *Decade of Difference*
 Board Member Name: *Cedar Reuben*
 Date Reviewed: *4/14/16*

Funding Requested:

This rating sheet will be used to rate each project individually. After projects are rated individually, they will be given a comparative ranking and the top ranked projects may receive funding.

Economic Impact - 50 Points Available (check off boxes which apply, a project may receive full points in any one outcome, or for providing benefits across several. S = strong, M = moderate and W = weak on any given strategy)

S M W

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Supports the development of pre-permitted commercial space
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Reduces regulatory bottlenecks for business retention or creation
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Supports economic development infrastructure
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Benefits the base or Targets of Opportunity industries
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Develops strategies for economic development or supports existing strategies
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Provides access to external markets or plugs the leaks
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Retains and grows existing businesses
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides workforce training
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Increases the number of new businesses through supporting entrepreneurship and innovation
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leverages future funding or projects
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Increases prosperity by helping low-income individuals develop business skills
<input checked="" type="checkbox"/>			Total Points - Economic Impact

35

**Impact on Environment and Quality of Life - 30 Points Available
 (check off all boxes which apply using the "strong, moderate, weak" scale)**

S M W

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Protects and/or improves the natural environment
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Supports sustainable use of environmental resources
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Preserves open spaces and working landscapes including ranches and other agricultural lands
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Utilizes environmental knowledge in the creation of jobs
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Builds leadership skills
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Project is in a geographically underserved area or serves an underserved population
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Revitalizes communities/infrastructure
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Builds public infrastructure

Headwaters Fund List of Criteria and Scoring Worksheet

		✓	Improves public or pedestrian transportation
		✓	Utilizes existing buildings
✓			Fits with community image and identity
	✓		Preserves cultural heritage
✓			Contributes to Humboldt County being a desirable place to live
10	Total Points - Environment and Quality of Life		

Project Design and Readiness and Fiscal - 20 Points Available (check off boxes which apply using the "strong, moderate, weak" scale)

S	M	W	
✓			Project fulfills an unmet need.
✓			Demonstrates cross-sector support (i.e. government/private or cross industry)
✓			Ingredients for project success in place- research, planning, permitting
✓			Project scope contains sufficient detail to define success
	✓		Visible private industry sector support (i.e. letter of support)
✓			Implementation vs preliminary phase (Implementation projects receive higher points than studies)
✓			Timeliness of project and likelihood it will succeed
✓			Diversity of funding partners and firmness of commitments
✓			Project budget well thought out and reasonable
✓			Degree of match funding (both committed and not, with higher points for committed)
20	Total Points - Design and Readiness and Fiscal		

~~700~~

65

Grand Total for the Project

Headwaters Fund List of Criteria and Scoring Worksheet

Project Name: *Decade of Difference*
 Board Member Name: *Edward Webb*
 Date Reviewed: *4/14/2016*

Funding Requested:

This rating sheet will be used to rate each project individually. After projects are rated individually, they will be given a comparative ranking and the top ranked projects may receive funding.

Economic Impact - 50 Points Available (check off boxes which apply, a project may receive full points in any one outcome, or for providing benefits across several. S = strong, M = moderate and W = weak on any given strategy)

S M W

			Supports the development of pre-permitted commercial space
			Reduces regulatory bottlenecks for business retention or creation
X			Supports economic development infrastructure
X			Benefits the base or Targets of Opportunity industries
X			Develops strategies for economic development or supports existing strategies
			Provides access to external markets or plugs the leaks
			Retains and grows existing businesses
X			Provides workforce training
			Increases the number of new businesses through supporting entrepreneurship and innovation
X			Leverages future funding or projects
X			Increases prosperity by helping low-income individuals develop business skills
<i>45</i>			Total Points - Economic Impact

Impact on Environment and Quality of Life - 30 Points Available
 (check off all boxes which apply using the "strong, moderate, weak" scale)

S M W

			Protects and/or improves the natural environment
			Supports sustainable use of environmental resources
			Preserves open spaces and working landscapes including ranches and other agricultural lands
			Utilizes environmental knowledge in the creation of jobs
	X		Builds leadership skills
	X		Project is in a geographically underserved area or serves an underserved population
			Revitalizes communities/infrastructure

Headwaters Fund List of Criteria and Scoring Worksheet

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Builds public infrastructure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Improves public or pedestrian transportation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Utilizes existing buildings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fits with community image and identity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preserves cultural heritage
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributes to Humboldt County being a desirable place to live
15	Total Points - Environment and Quality of Life		

Project Design and Readiness and Fiscal - 20 Points Available (check off boxes which apply using the "strong, moderate, weak" scale)

S M W

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project fulfills an unmet need.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates cross-sector support (i.e. government/private or cross industry)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ingredients for project success in place- research, planning, permitting
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project scope contains sufficient detail to define success
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Visible private industry sector support (i.e. letter of support)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implementation vs preliminary phase (Implementation projects receive higher points than studies)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Timeliness of project and likelihood it will succeed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Diversity of funding partners and firmness of commitments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project budget well thought out and reasonable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Degree of match funding (both committed and not, with higher points for committed)
20	Total Points - Design and Readiness and Fiscal		

80 **80** **Grand Total for the Project**

Headwaters Fund List of Criteria and Scoring Worksheet

Project Name: HCOE

Board Member Name: CHUCK

Date Reviewed: 19 APRIL 16

30.4

Funding Requested: ONELEARN

This rating sheet will be used to rate each project individually. After projects are rated individually, they will be given a comparative ranking and the top ranked projects may receive funding.

Economic Impact - 50 Points Available (check off boxes which apply, a project may receive full points in any one outcome, or for providing benefits across several. S = strong, M = moderate and W = weak on any given strategy)

S	M	W	
		✓	Supports the development of pre-permitted commercial space
		✓	Reduces regulatory bottlenecks for business retention or creation
		✓	Supports economic development infrastructure
		✓	Benefits the base or Targets of Opportunity Industries
		✓	Develops strategies for economic development or supports existing strategies
		✓	Provides access to external markets or plugs the leaks
		✓	Retains and grows existing businesses
2.25	✓		Provides workforce training
		✓	Increases the number of new businesses through supporting entrepreneurship and innovation
4.5	✓		Leverages future funding or projects
2.25		✓	Increases prosperity by helping low-income individuals develop business skills
9	Total Points - Economic Impact		

4.5 % PER BOX

Impact on Environment and Quality of Life - 30 Points Available
(check off all boxes which apply using the "strong, moderate, weak" scale)

S	M	W	
		✓	Protects and/or improves the natural environment
		✓	Supports sustainable use of environmental resources
		✓	Preserves open spaces and working landscapes including ranches and other agricultural lands
		✓	Utilizes environmental knowledge in the creation of jobs
2.3	✓		Builds leadership skills
2.3	✓		Project is in a geographically underserved area or serves an underserved population
1.15		✓	Revitalizes communities/infrastructure

2.3 POINTS PER BOX

Headwaters Fund List of Criteria and Scoring Worksheet

			✓	Builds public infrastructure
			✓	Improves public or pedestrian transportation
2.7	✓			Utilizes existing buildings
1.15		✓		Fits with community image and identity
0			✓	Preserves cultural heritage
1.15	✓			Contributes to Humboldt County being a desirable place to live
10.4				Total Points - Environment and Quality of Life

Project Design and Readiness and Fiscal - 20 Points Available (check off boxes which apply using the "strong, moderate, weak" scale)

	S	M	W	
2	✓			Project fulfills an unmet need.
1		✓		Demonstrates cross-sector support (i.e. government/private or cross industry)
2	✓			Ingredients for project success in place- research, planning, permitting
0			✓	Project scope contains sufficient detail to define success
0	?	?	?	Visible private industry sector support (i.e. letter of support) HAVE NO INFO TO MAKE CLEAR CALL
1		✓		Implementation vs preliminary phase (Implementation projects receive higher points than studies)
2	✓			Timeliness of project and likelihood it will succeed
2	✓			Diversity of funding partners and firmness of commitments
0			✓	Project budget well thought out and reasonable
1		✓		Degree of match funding (both committed and not, with higher points for committed)
11				Total Points - Design and Readiness and Fiscal

0 30.4 **Grand Total for the Project**

Headwaters Fund List of Criteria and Scoring Worksheet

Project Name: Decade of Difference

Funding Requested: _____

Board Member Name: Jeana McCendon

Date Reviewed: 4.17.16

This rating sheet will be used to rate each project individually. After projects are rated individually, they will be given a comparative ranking and the top ranked projects may receive funding.

Economic Impact - 50 Points Available (check off boxes which apply, a project may receive full points in any one outcome, or for providing benefits across several. S = strong, M = moderate and W = weak on any given strategy)

S M W

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Supports the development of pre-permitted commercial space
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reduces regulatory bottlenecks for business retention or creation
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Supports economic development infrastructure
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Benefits the base or Targets of Opportunity Industries
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develops strategies for economic development or supports existing strategies
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Provides access to external markets or plugs the leaks
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Retains and grows existing businesses
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides workforce training
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increases the number of new businesses through supporting entrepreneurship and innovation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Leverages future funding or projects
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increases prosperity by helping low-income individuals develop business skills

40/50

Total Points - Economic Impact

Impact on Environment and Quality of Life - 30 Points Available
(check off all boxes which apply using the "strong, moderate, weak" scale)

S M W

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Protects and/or improves the natural environment
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Supports sustainable use of environmental resources
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Preserves open spaces and working landscapes including ranches and other agricultural lands
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Utilizes environmental knowledge in the creation of jobs
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Builds leadership skills
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project is in a geographically underserved area or serves an underserved population
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Revitalizes communities/infrastructure

Headwaters Fund List of Criteria and Scoring Worksheet

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Builds public infrastructure
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Improves public or pedestrian transportation
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Utilizes existing buildings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fits with community image and identity
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Preserves cultural heritage
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributes to Humboldt County being a desirable place to live

Total Points - Environment and Quality of Life

25/30

Project Design and Readiness and Fiscal - 20 Points Available
(check off boxes which apply using the "strong, moderate, weak" scale)

S M W

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project fulfills an unmet need.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates cross-sector support (i.e. government/private or cross industry)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ingredients for project success in place- research, planning, permitting
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project scope contains sufficient detail to define success
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visible private industry sector support (i.e. letter of support)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implementation vs preliminary phase (Implementation projects receive higher points than studies)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Timeliness of project and likelihood it will succeed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Diversity of funding partners and firmness of commitments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project budget well thought out and reasonable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Degree of match funding (both committed and not, with higher points for committed)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points - Design and Readiness and Fiscal

Grand Total for the Project

0

20/20

Attachment 3

Contract with Humboldt County Office of Education for
Decade of Difference

**GRANT AGREEMENT
BETWEEN THE COUNTY OF HUMBOLDT
AND
HUMBOLDT COUNTY OFFICE OF EDUCATION**

This Agreement is made and entered into this 10th day of January, 2017 by and between the County of Humboldt (hereinafter "COUNTY") and Humboldt County Office of Education, (hereinafter "GRANTEE"), a government entity located in Humboldt County, CA.

RECITALS

WHEREAS, the COUNTY requested GRANTEE to apply for funding through the Headwaters Grant Initiative process for the purpose of funding Phase 2 and Phase 3 of the Decade of Difference 20/20 Workforce Initiative (hereinafter "INITIATIVE"), as set forth more fully in Exhibits A and B attached hereto; and

WHEREAS, the GRANTEE's project of workforce development activities supports the Headwaters Grant Fund's mission and funding priorities of facilitating economic development for Humboldt County; and

WHEREAS, the Headwaters Fund Board (HFB) and COUNTY Board of Supervisors have previously approved the GRANTEE's INITIATIVE for Headwaters Grant Fund funding in the amount of \$1.5 million and is willing to complete the funding of the INITIATIVE on the terms and conditions set forth herein.

NOW, THEREFORE, the parties hereto mutually agree as follows:

1. INITIATIVE DESCRIPTION

- a) GRANTEE shall utilize the grant funds solely for the Decade of Difference 20/20 Workforce Initiative. The specific activities/tasks to be carried out, including activities, objectives and deliverables for Phase 2, are set forth in Exhibit A, attached hereto and incorporated herein.
- b) The calendar of operation for the INITIATIVE extends from July 1, 2010 through June 30, 2020.

2. AWARD AMOUNT AND DISBURSEMENT

- a) The parties hereby agree that COUNTY has fully funded the first four years of its obligation to GRANTEE in the amount of \$600,000.
- b) COUNTY agrees to pay GRANTEE the remaining sum of \$900,000 for Phases 2 and 3 of the INITIATIVE according to the following schedule:

- 1) COUNTY will make one payment from the Community Investment Fund (CIF) in the amount of three hundred thousand dollars (\$300,000) to cover the commitment of funding for FY 2014-15 and FY 2015-16.
- 2) In FY 2016-17 and the remaining three years, the HFB will recommend a ratio by which to reimburse the INITIATIVE from the Grant Fund and the Community Investment Fund.

COUNTY will reimburse GRANTEE in the amount of one hundred and fifty thousand dollars (\$150,000) annually for the last four years of the INITIATIVE (\$600,000 total allocation).

GRANTEE shall bear the responsibility for all INITIATIVE operations costs in excess of \$150,000/year and in excess of \$900,000 for the six year INITIATIVE operations.

c) Payments

- 1) COUNTY will pay GRANTEE the sum of three hundred thousand dollars (\$300,000) within 30 days after execution of this Agreement.
- 2) GRANTEE shall submit an invoice to COUNTY by February 1, 2017, covering the first two quarters of the INITIATIVE costs for 2016-17. Reimbursement for work performed shall be made within thirty calendar days after receipt of invoice.
- 3) Thereafter, for the term of this Agreement, GRANTEE shall submit an invoice to COUNTY within 30 days of the end of each quarter of the INITIATIVE's operation itemizing all work completed and costs incurred for the prior quarter. Eligible expenses include INITIATIVE costs retroactive to July 1, 2014 and ending June 30, 2020.
- 4) The invoice shall utilize Funds Request Form (Exhibit D) and reference relevant sections and categories of INITIATIVE Budget (Exhibit E). Reimbursement for work performed shall be made within thirty calendar days after COUNTY's receipt of the invoice.

d) Matching Funds

- 1) Annually, GRANTEE shall certify that required grant matching funds (outlined in Project Budget, Exhibit E) were received and expended for operations of the INITIATIVE with each annual invoice submitted to COUNTY.
- 2) If GRANTEE suspends operation of the INITIATIVE, COUNTY shall be responsible for only that portion of reimbursements invoiced but not yet

paid through the last date of INITIATIVE operations. GRANTEE must contact Headwaters Fund Executive Director within five days of suspension and/or termination of the INITIATIVE.

3. TERM

- a) This Agreement shall commence upon the date of the authorized signatures of all parties and shall terminate when COUNTY has issued its final reimbursement to GRANTEE and when COUNTY has issued its Grant Closeout Letter referenced in 5.b.3., below. The COUNTY shall not bear responsibility for costs incurred after June 30, 2020.

4. GRANT MODIFICATIONS

- a) GRANTEE shall submit to the Headwaters Fund board an operational plan and budget (including activities, objectives and deliverables) for Phase 3 of the INITIATIVE not later than April 1, 2017. The operational plan and proposed budget (including activities, objectives and deliverables) shall be considered an addendum to this agreement and incorporated therein.
- b) No addition to, or alteration of, the terms of this Agreement shall be valid unless made in writing and signed by the parties hereto.

5. GRANT REPORTING AND AUDITING

- a) Reporting
 - i) Grantee will submit Quarterly Reports to Headwaters staff. Each of these reports cover three months of the calendar year and is due thirty days after the end of the quarter (April 30, July 31, October 31, and January 31). Reporting will begin after the first full quarter after the start date of the contract (i.e. if the contract start date is February 1, the first Quarterly Report is not due until July 31) Quarterly reports will utilize the format in Exhibit F and shall include:
 - a) Documentation of activities contracted and completed with grant funds;
 - b) Financial accountings of grant funds. Grant funds should be tracked separately. Receipts documenting purchases may be requested;
 - c) Sub-contracts signed and/or completed;
 - d) Narrative of accomplishments to date and schedule of activities and expected completion date;
 - e) Progress on meeting match requirements and fundraising activity report; and
 - f) Requests for revisions of timeline, budget, and other project items.
- b) COUNTY staff may review any records or documents pertinent to the INITIATIVE at any time. Such records include information about the GRANTEE's organization and budget.

- 1) A Final Report, describing the work accomplished during the entire period of the Agreement, shall be submitted to COUNTY no later than the 30th day of the month following the last date of INITIATIVE operations.
- 2) The Final Report will include a Grant Evaluation (see Section 6 and Exhibit G).
- 3) COUNTY will send a Grant Closeout letter to GRANTEE after the Final Report. When GRANTEE returns the letter, the grant is considered closed.

c) **AUDITING**

- 1) GRANTEE shall retain and COUNTY shall have access to any pertinent books, documents, papers and records of the grantee organization (and of the performing organization, if different) to make audits, examinations, excerpts and transcripts for up to 4 years after grant termination date. COUNTY staff and its representatives may conduct periodic site visits to review the effectiveness of the grant.
- 2) GRANTEE agrees to timely prepare and maintain accurate and complete financial and performance records for a minimum of four (4) years from the date of final payment under this Agreement or until all pending County, State, and Federal audits are completed, whichever is later. The books and records shall be original entry books with a general ledger itemizing all debits and credits for the work.
- 3) GRANTEE shall maintain detailed payroll records. GRANTEE agrees to maintain such records locally and make them available for inspection by COUNTY staff and representatives, during normal business hours, upon one (1) working day notice.
- 4) GRANTEE will permit the COUNTY to audit all books, account or records relating to this Agreement for the purpose of compliance with applicable audit requirements relative to this Agreement. GRANTEE shall provide the COUNTY with any relevant information required and shall permit access to its premises during normal business hours upon five (5) days' notice.
- 5) In the event of an audit exception or exceptions, the party responsible for not meeting the program requirement or requirements shall be responsible for the deficiency and for the cost of the audit. If GRANTEE is the party responsible for the deficiency, the cost of the audit and the deficiency shall be paid by GRANTEE within thirty (30) days of notice.
- 6) GRANTEE assures that it maintains appropriate internal financial controls over grant funds received and disbursed, including procedures for authorizing disbursements, tracking grant expenditures, and reporting grant revenue and expenditures.
- 7) The COUNTY'S rights and obligations under this provision shall continue after termination of the Agreement as described herein.

6. GRANT EVALUATION

- a) At the completion of the INITIATIVE, GRANTEE will complete a self-evaluation for the INITIATIVE using the Project Evaluation Form (Exhibit G). COUNTY may require GRANTEE to present INITIATIVE overview, results, and evaluation to the Headwaters Fund Board. COUNTY representatives may also conduct site visits to the GRANTEE and its INITIATIVE for the purpose of grant evaluation.

7. FUNDER RECOGNITION AND MEDIA RELEASE

- a) GRANTEE shall identify The Headwaters Fund as a support organization on all published material relating to the subject matter of the award.
- b) GRANTEE shall provide information in a timely manner and otherwise cooperate with the COUNTY in completing Headwaters Fund reports on grants and other documents related to grants. This cooperation may include GRANTEE attendance at events publicizing Headwaters Fund grants.

8. INSURANCE

- a) This Agreement shall not be executed by COUNTY and the GRANTEE is not entitled to any rights hereunder, unless certificates of insurance (or other sufficient proof that the following provisions have been complied with) are filed with the COUNTY.
- b) Without limiting GRANTEE'S indemnification provided herein, GRANTEE shall and shall require any of its subcontractors to take out and maintain, throughout the period of this Agreement, the following policies of insurance placed with insurers with a current A.M. Best's rating of no less than A:VII or its equivalent against injury/death to persons or damage to property which may arise from or in connection with the activities hereunder of GRANTEE, its agents, employees or subcontractors:
 - 1) Comprehensive or Commercial General Liability Insurance at least as broad as Insurance Services Office Commercial General Liability coverage (occurrence form CG 0001), in an amount of \$1,000,000 per occurrence. If work involves explosive, underground or collapse risks, XCU must be included. If a general aggregate limit is used, either the general aggregate limit shall apply separately to this project or the general aggregate shall be twice the required occurrence limit. Said policy shall be endorsed with, the following provisions:
 - a) The COUNTY, its officers, employees and agents, are covered as additional insured for liability arising out of the operations performed by or on behalf of GRANTEE. The coverage shall contain no special limitations on the scope of protection afforded to the COUNTY, its officers, agents, and employees.
 - b) The policy shall not be canceled or materially reduced in coverage without thirty (30) days prior written notice (10 days for non-payment of the premium) to COUNTY by certified mail.
 - c) The inclusion of more than one insured shall not operate to impair the rights of one insured against another insured, and the coverage

afforded shall apply as though separate policies had been issued to each insured, but the inclusion of more than one insured shall not operate to increase the limits of the insurer's liability.

- d) For claims related to this project, the GRANTEE'S insurance is primary coverage to the COUNTY, and any insurance or self-insurance programs maintained by the COUNTY are excess to GRANTEE'S insurance and will not be called upon to contribute with it.
- e) Any failure to comply with reporting or other provisions of the parties, including breach of warranties, shall not affect coverage provided to COUNTY, its officers, employees, and agents.
- c) Automobile liability insurance with coverage at least as broad as Insurance Services Office form CA 0001 06092, Code 1 (any auto), for vehicles used in the performance of this Agreement with minimum coverage of not less than \$1,000,000 per accident combined single limit (CSL). Such policy shall contain or be endorsed with the provision that coverage shall not be canceled or materially reduced in coverage without thirty (30) days prior written notice (10 days for non-payment of premium) to COUNTY by certified mail.
- d) Workers' Compensation and Employer's Liability insurance meeting statutory limits of the Ca. Labor Code which policy shall contain or be endorsed to contain a waiver of subrogation against COUNTY, its officers, agents, and employees and provide for thirty (30) days prior written notice in the event of cancellation.
- e) GRANTEE shall furnish COUNTY with certificates and original endorsements affecting the required coverage prior to execution of this Agreement by COUNTY. The endorsements shall be on forms as approved by the Humboldt County's Risk Manager or County Counsel. Any deductible or self-insured retention over \$100,000.00 shall be disclosed to and approved by COUNTY. If GRANTEE does not keep all required policies in full force and effect, COUNTY may, in addition to other remedies under this Agreement, take out the necessary insurance, and GRANTEE agrees to pay the cost of said insurance. All coverage shall be with insurance carriers licensed and admitted to do business in California. All coverage shall be with insurance carriers acceptable to COUNTY.

9. HOLD HARMLESS AND INDEMNIFICATION

- a) GRANTEE shall hold harmless, defend and indemnify COUNTY and its officers, officials, employees and volunteers from and against any and all liability, loss, damage, expense, costs (including without limitation costs and fees of litigation) of every nature arising out of or in connection with GRANTEE's performance of work hereunder or its failure to comply with any of its obligations contained in the agreement, except such loss or damage which was caused by the sole negligence or willful misconduct of COUNTY.
- b) Acceptance of insurance required by this Agreement does not relieve GRANTEE from liability under this indemnification clause. This indemnification clause shall apply to all damages or claims for damages suffered by GRANTEE's operations regardless if any insurance is applicable or not.

10. TERMINATION FOR CAUSE

- a) If, in the opinion of COUNTY, GRANTEE fails to perform the services required under this Agreement within the time limits specified herein, or otherwise fails to comply with the terms of this Agreement, or violates any ordinance, regulation, or other law which applies to its performance herein, COUNTY may terminate this Agreement immediately, upon notice. In such event, COUNTY may exercise any of its rights under this Agreement or available to it under the law.

11. NOTICES

- a) Notices shall be given to COUNTY at the following address:

Headwaters Fund Executive Director
County of Humboldt
520 E Street
Eureka, CA 95501

- b) Notices shall be given to GRANTEE at the following address:

Superintendent
Humboldt County Office of Education
901 Myrtle Avenue
Eureka, CA 95501

- c) Any and all notice(s) required to be given pursuant to the terms of this Agreement shall be in writing and either served personally or sent by certified mail, return receipt requested, to the respective addresses set forth below. Notice shall be effective upon actual receipt or refusal as shown on the receipt obtained pursuant to the forgoing.

12. MISCELLANEOUS

- a) GRANTEE STATUS: GRANTEE certifies that it is a tax-exempt governmental unit located in Humboldt County, California.
- b) RESTRICTIONS, LIMITATIONS OR CONDITIONS: This Agreement is subject to any additional restrictions, limitations, or conditions enacted by the Federal and/or State Governments that may affect the provision, terms or funding of this Agreement.
- c) RELATIONSHIP OF PARTIES: GRANTEE shall perform all work and services as described herein as an independent contractor. No person performing any of the work or services described herein shall be considered an officer, agent, servant or employee of COUNTY nor shall any such person be entitled to any benefits available or granted to employees of COUNTY. GRANTEE shall be solely responsible for the acts or omissions of its officers, agents, employees, and subcontractors. Nothing herein shall be construed as creating a partnership or joint venture between COUNTY and GRANTEE.
- d) ASSIGNMENT: Neither Party shall assign its obligations under this Agreement without the prior written consent of the other. Any assignment by GRANTEE in

violation of this provision shall be void, and shall be cause for immediate termination of the Agreement.

- e) GRANTEE certifies by its signature below that GRANTEE is not knowingly or intentionally engaged in the research, development, production, or testing of nuclear warheads, nuclear weapons systems, or nuclear weapons components as defined by the Nuclear Free Humboldt County Ordinance. GRANTEE agrees to notify COUNTY immediately if it becomes a nuclear weapons contractor, as defined above. COUNTY may immediately terminate this Agreement if it determines that the forgoing certification is false or if GRANTEE becomes a nuclear weapons contractor.
- f) TITLE TO INFORMATION AND DOCUMENTS: Any and all documents, information, and reports concerning this INITIATIVE and as described in this Agreement submitted by GRANTEE to COUNTY shall become the property of COUNTY. GRANTEE may retain copies for its own records. In the event of termination of this Agreement, for any reason whatsoever, GRANTEE shall promptly turn over all information, writings and documents required by this Agreement to the COUNTY without exception or reservation.
- g) NONDISCRIMINATORY EMPLOYMENT: In connection with the execution of this Agreement, GRANTEE shall not discriminate against any employee or applicant for employment because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, political affiliation, sex, age or sexual orientation. This policy does not require the employment of unqualified persons. GRANTEE further assures that it will abide by the provisions of Title VI and Title VII of the Civil Rights Act of 1974, Section 504 of the Rehabilitation Act of 1973, as amended, the Age Discrimination Act of 1975, the Welfare and Institutions Code Section 10000, CDSS MPP Division 21, and other applicable federal and state laws to ensure that employment practices are non-discriminatory. GRANTEE shall comply with United States Executive Order 11246, entitled "Equal Employment Opportunity." United States Executive Order 11375 and supplemented in 45 CFR, Part 60, amends this. Practices in hiring, compensation, benefits and firing are among the employment practices subject to this requirement.
- h) ENTIRETY OF CONTRACT: This Agreement shall constitute the entire Agreement between the parties relating to the subject matter of this Agreement, and shall supersede any previous agreements, promises, representation, understanding and negotiation, whether oral or written, concerning the same subject matter. Any and all acts, which may have already been consummated pursuant to the terms, which are embodied in this Agreement, are hereby ratified.
- i) AMENDMENT: No addition to, or alteration of, the terms of this Agreement shall be valid unless made in writing and signed by the parties hereto.
- j) COMPLIANCE WITH APPLICABLE LAWS: GRANTEE shall comply with any and all applicable federal, state and local laws.
- k) JURISDICTION AND VENUE: This Agreement shall be construed in accordance with the laws of the State of California. Any dispute arising hereunder or relating to this Agreement shall be litigated in the State of California and venue shall lie in the County of Humboldt.

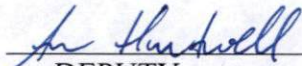
- l) SEVERABILITY: If any provision of this Agreement, or any portion thereof, is found by any court of competent jurisdiction to be unenforceable or invalid for any reason, such provision shall be severable and shall not in any way impair the enforceability of any other provision of this Agreement.
- m) NO WAIVER: The waiver by either party of any breach or violation of any requirement of this Agreement shall not be deemed to be a waiver of any such breach in the future, or of the breach of any other provision of this Agreement.
- n) CONFIDENTIAL INFORMATION: In the performance of this Agreement, GRANTEE may receive information which is confidential information under state or federal law. GRANTEE agrees to comply with all laws regarding confidentiality and shall advise and require all subcontractors to comply with the laws of confidentiality.

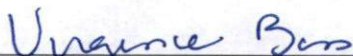
IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date and year first herein above written.

(SEAL)

COUNTY OF HUMBOLDT

ATTEST:
CLERK OF THE BOARD


DEPUTY

BY: 
CHAIR, BOARD OF SUPERVISORS
COUNTY OF HUMBOLDT
STATE OF CALIFORNIA

APPROVED FOR INSURANCE
REQUIREMENTS

BY: _____
Risk Manager

GRANTEE

BY: 

BY: _____

Exhibit A: Project Description, Activities, Objectives and Timelines

1. Project Description

This contract covers the last six years of a ten year initiative. The first four years were entitled Phase 1 – Capacity Building and are completed. Phase 2 is Community Engagement and Phase 3 is Evaluation and New Strategy Development. Phase 2 and Phase 3 are each three year terms for a total of 6 years.

The Decade of Difference Initiative is focused on designing a program with three priority areas working toward developing a ready, willing and capable local workforce. The first priority area focuses on building an entry level workforce through creating links from schools to businesses and career information. The second priority area focuses on encouraging children and parent involvement in education and career choices. The third area focuses on making sure that all children succeed in completing high school.

2. Objectives and Activities

Develop a Local Workforce

- a. Provide resource materials, post-secondary and career information
- b. Provide information and resources for Career Technical Education programs
- c. Engage students in service learning, work experience and internships
- d. Support innovation and entrepreneurship activities
- e. Build business to community linkages

Encourage Children and Parent Involvement

- a. Diversify the ways in which Decade of Difference engages with young people, businesses and families.
- b. Provide financial planning support for post-secondary education
- c. Arrange for CR and HSU visitations for middle and high school students
- d. Offer intervention services for students falling behind
- e. Establish an early admission to CR and HSU program.

Support Strategies so that All Children Succeed

- a. Provide Math and Reading/Language Arts resource specialists
- b. Provide tutoring for reading and math concepts
- c. Offer professional development training for teachers and schools

Evaluate and New Strategy Development

- a. Full implementation with 100% of school districts participating in at least one INITIATIVE program element.
- b. Evaluate progress toward goals
- c. Refine progress toward goals
- d. Confirm sustainability
- e. Develop new strategy

3. Timeline

Phase 1 – completed

Phase 2 and Phase 3 – July 1, 2014 to June 30 2020

Exhibit B: Updated Project Proposal

**The DECADE OF DIFFERENCE –
DEVELOPING HUMBOLDT COUNTY'S WORKFORCE
BUILDING THE NEXT GENERATION**

Background

Finding a ready, willing and capable workforce was the most significant issue raised by panels of employers who came to the Headwaters Fund Board in 2007/08. Employer after employer indicated that their company's growth potential was dependent, in part, upon finding employees who are work ready with the necessary technical and professional education and training. Prior to the economic downturn, they were having a very hard time finding those employees. When the economy recovers, those challenges will continue unless there is a concerted effort to address the underlying causes.

The economic safety net for individuals with limited basic skills that has been here for generations is gone. Youth who do not successfully complete high school and acquire some additional training/education face bleak prospects of being able to find work in our changing economy. The economic transitions occurring on the North Coast as outlined in the Targets of Opportunity Report do identify future opportunities for our community. However, approximately 90% of the jobs in the Targets of Opportunity growth areas of Humboldt County's economy require at least high school completion and in most occupations, training beyond high school. This is a significant change from as recently as twenty years ago and the skills gap that is evident between what employers need and what the local labor force can provide must be addressed.

Enrollments are also declining in our local schools. Although Humboldt County has one of the higher high school graduation rates, we have one of the lower college going rates compared to the rest of the state and many parts of the nation. Based on the most current data available (2014/15) approximately 82% of California's students complete high school. Even though graduation rates are higher in Humboldt County (86%), any individual without a basic high school education and some additional training/education has limited opportunity to successfully participate in the 21st century economy. Given Humboldt County's historical reliance on the timber and fishing industries, which offered good paying jobs that did not require advanced education or training, the critical importance of continuing education was not a high priority. As we all know, that scenario has changed dramatically.

The consequences of not acquiring additional training and skills for the marketplace of tomorrow are severe. For example, individuals who do not complete high school have far fewer employment opportunities today than in past generations. They earn less, experience more unemployment and are much more likely to end up in the correctional system. The consequences of failing to obtain a high school diploma are severe to both the individuals themselves and to society and the economy at large. (General Accounting Office, "School Dropouts: Survey of Local Programs 2009).

California is not doing well in this regard. Among the 20 most populous states, California ranks 19th in the percentage of high school graduates who enroll directly in a 4-year college or university and 18th in the percentage who enroll in any post-secondary education or training

facility. That sobering trend is reflected on the North Coast and must change if we are to develop a competitive workforce which is so important to current and future employers.

Prior to the implementation of the Decade of Difference, Humboldt County had not had a “culture” that promotes and supports the importance of every individual completing high school and continuing their education in skilled technical training or professional areas. Four year degrees are not necessary for all occupations, but some education and training beyond high school is necessary. Changing that “culture”, resulting in more students graduating from high school and continuing on to post-secondary education and training is not be easy and will continue to take time, but is improving as a result of the implementation of the Decade of Difference.

Recommended Approach

Implementing a long-term and focused strategy is the only way to address the systemic concerns that have been outlined. Additionally, education can’t do it alone, rather needs the commitment and support of the broader community to advance our goals.

The Decade of Difference was formally launched in 2010, with the generous fiscal contribution of the Headwater’s Fund Board, and is beginning its 7th year of formal implementation. Much work was accomplished in the areas of developing a strategic framework that would guide the overall work of the DoD. This was considered **Phase 1 –Capacity Building** of 3 phases.

The first four years (2010 – 2014), was focused on increasing participation, coordination of existing resources, filling in gaps and direct implementation. The goal for Phase I was 80% of school districts participating in all activity areas based upon locally identified priorities by the

end of the 4th year. The Decade of Difference exceeded that goal with 94% of districts being actively engaged.

The overarching goal of the Decade of Difference continues to be the same:

Creating a ready, willing, able and capable workforce evidenced by 95% of local students completing high school and 90% of high school graduates continuing on to post-secondary education for technical and/or professional training meeting the needs of North Coast employers.

With 3 sub-goals being:

- 90% of 4th grade students will demonstrate grade level mastery in Reading and Math
- 95% of entering high school freshmen will graduate with a high school diploma; and,
- 90% of high school graduates will continue their education and enroll in a post-secondary educational program.

The Steering Team also identified 6 research based areas for the DoD to focus its implementation on:

- Early Success/Early Literacy
- Financial Literacy
- Entrepreneurship, Creativity & Innovation
- College & Career Resources
- Professional Dev. & Teacher Training
- Parent & Community Engagement

During the first two years of Phase 1-Capacity Building, thirteen objectives were accomplished addressing community engagement, the structure/framework, operational issues and oversight/monitoring/coordination for an initiative.

Community Engagement

1. Launch conversations in each community regarding the DoD vision framework.
2. Identify community needs and opportunities for involvement.

Structure/Framework for Initiative

3. Design and confirm regional structure for operations
4. Identify achievement objectives for each activity area including interim and overall benchmarks
5. Design evaluation and research component

Operations

6. Assess current levels of participation and capacity within region
7. Implementation – build upon current levels of support for each activity area or begin activity implementation
8. Develop operational plans for each activity area
9. Begin coordination of existing programs/resources
10. Build community capacity and engagement
11. Secure additional resources for the Initiative activity areas

Oversight/Monitoring/Coordination

12. Engage the steering committee for the Initiative
13. Identify and engage the Initiative operations team members

Nine strategies have been proven effective in accomplishing this work, according to Dr. Patricia McDonough, UCLA and Dr. Amy Fann, UCLA. When these strategies become a norm in how business is done, high school graduation rates, post-secondary attendance rates and foundations for developing a prepared workforce increase. The Decade of Difference was built on these principles and is making significant headway.

The nine research-based proven strategies include:

1. Setting clear expectations and goals for individuals including continuing education and preparation for future work;
2. Developing a comprehensive career counseling model that integrates the importance of continuing education and training after high school;
3. Having clear, ongoing communication among students, teachers, administrators and families about what it takes to be successful in school and acquire the necessary skills to be competitive in the new international marketplace;
4. Engaging parents in the process of supporting their children related to the importance of continuing education and requirements of the future workforce;
5. Developing partnerships and promoting linkages between K-12, local colleges and universities and the business community;
6. Having accurate up-to-date information about student performance and communicating that to the student and family;
7. Involving faculty in the creation and maintenance of a culture supporting student achievement and the importance of continuing education so that it becomes the norm on the K-12 school campus;

8. Articulating coursework, programs and services between K-12 and post-secondary institutions; and,
9. Providing comprehensive up-to-date career-related information and resources to students, families and school personnel.

PHASE 2-*Community Engagement*

Phase 2 of the Decade of Difference is guided by a specific emphasis on meaningful *community engagement*. Together, we are strengthening the good work that has been started and leveraging the relationships with our community partners to ensure our goals are realized.

Phase 2 (2015-2017) of the DoD focuses on providing up-to-date accurate resource materials for students, families and the community; financial planning support for post-secondary education, CR and HSU visitations, intervention services for students falling behind and an early admission to CR and HSU programs. Three goals were identified and if supported long term, will achieve the desired results of increasing the percentage of students completing high school, attending post-secondary technical or professional training and acquiring the high quality 21st century work skills that are needed for local employers.

Local school districts, College of the Redwoods, Humboldt State University, local non-profits, and local employers are actively working together to implement these strategies. Teachers in K-12 are working with their post-secondary colleagues to articulate career technical courses and programs. CR has hired 7 new counselors and have deployed them

to our high school campuses to provide information and resources about what it takes to be successful in school and prepare for continuing education beyond high school. The Humboldt State University Innovation in Higher Education award is ensuring that programs such as the I've Been Admitted to College Program continue into the future highlighting both College of the Redwoods and Humboldt State University as viable post-secondary options for our local students. Integrated math and reading specialists have been hired to work with primary grade children performing below grade level standards. Intervention models focusing on student achievement, school completion and continuing education have been implemented in most local schools. Professional development for local teachers is being aligned to focus on increasing student achievement and improved instructional effectiveness including a focus on successful and meaningful implementation of technology to enhance learning. School counselors have been restored to all of our comprehensive high schools to provide information and resources to high school students, families, and staff countywide. Mechanisms have been developed to compile and monitor the data necessary to measure progress.

Phase 2 Activities

Phase 2 of the DoD is working to diversify the ways in which we are engaging with our young people, our businesses, and our families. DoD staff and partners have been sharing resources and training to local educators, Family Resource Centers, the Boys and Girls Club of the Redwoods, Parks and Recreation Centers, the Multi-Generational Center, and more. Additionally, the DoD is working with our larger community to increase our volunteer pools, to sponsor specific activities such as Humboldt Live and Innovate! Business Challenge Competition, as well as to

promote the importance of the efforts and goals of the Decade of Difference. As a community, we are working together to not only share resources but to also place an emphasis on the *impact* of our collective efforts. Phase 2 of the DoD is collaborating with partners representing:

- ✓ K-12 and Higher Education
- ✓ Foundations
- ✓ Local Non-Profits
- ✓ Financial Institutions
- ✓ Business Community
- ✓ Individuals and Families

Together, we have engaged over 800 community volunteers who have contributed over 34,500 hours of service to our community and to our young people. We will continue to promote the ways in which people can engage with the Decade of Difference.

Priority Area 1: The North Coast Builds its Own Workforce

Resource Materials, Post-Secondary, & Career Information

1. Age appropriate career related materials will be developed for teachers, students and parents at the K-5, 6-8 and 9-12 grade levels;
2. A college and career counselor will provide information, resources and support to grade 6-12 students in Humboldt County; and,
3. College and Career information and related activities will be integrated into grade 9-12 curriculum
4. Student Support Services Collaborative will be maintained to support up-to-date information and training to other counselors and related personnel across the county in the areas of career awareness, revisions to the Prosperity Report/Findings, Financial Aid

training, and more.

5. The DoD will support the continuance of the Post-Secondary Strengthening Collaborative in an effort to ensure all high schools, the Humboldt County Office of Education, College of the Redwoods, and Humboldt State University are strategically working together to improve local postsecondary outcomes.
6. Comprehensive financial aid trainings, and parent based Cash For College workshops will be offered and available to all high school seniors and their parents in an effort to increase participation in the Free Application for Federal Student Aid and the California Dream Act (financial aid based resources).

CTE Programs and Services

1. Community advisory committees will be maintained representing high school and post-secondary programs in common curricular areas; and,
2. Career Technical Education courses and programs will be aligned with Targets of Opportunity growth areas for grades 9-12 and post-secondary.
3. Support for the transition from the centralized Humboldt Regional Occupation Program (HROP) to district based programs will be maintained; and
4. Implementation of the Humboldt Hydro Farms program, teaching Court and Community School students about the importance of sustainable food production and processes.

Service Learning, Work Experience and Internships

1. Work experience programs for grades 9-12 will be linked with the demand in Targets of Opportunity growth areas;
2. Service learning programs at the grade 9-12 level will incorporate career related activities;
3. Internship programs will be developed as a resource and support for local business and industry at the grade 9-12 and post-secondary level along with a volunteer management systems; and.
4. Opportunities for middle school students to engage in career related summer camps highlighting high school and CR CTE pathways will be made available.

Innovation & Entrepreneurship Activities and Support

1. Classroom based entrepreneurship related activities (Crafting Up Business) will be developed and provided to grade 6-8 students county-wide;
2. Entrepreneurship activities and curricula will be integrated into Career Technical and College Preparatory courses at the high school level;
3. The high school Innovate! Business Challenge competition will be expanded region-wide; and,
4. Connections between community based entrepreneurial programs and school based programs will be supported.

Business/Community Linkages

1. Industry tours to local businesses will be provided for 6-8 grade level students through the regionalized Ideas at Work Middle School career camps;
2. Community Service clubs, chambers, community volunteers, and other business organizations will be a resource for K-12 teachers, students and classrooms;
3. Supports such as literacy trainings, access to materials and resources, etc will be provided to local Family Resource Centers, the Boys and Girls Club of the Redwoods, and the Betty Chin Center.

Priority Area 2: Encouraging Children and Parent Involvement

1. The “I’ve Been Admitted to College” program for all 6th-8th grade students will be continued along with a new “10th grade experience” at Humboldt State University;
2. All 7th grade students will visit CR through their I’ve Been Admitted to College Program; and
3. In partnership with Humboldt Area Foundation, the Scholarship Central program will be developed ensuring any Humboldt County student attending post-secondary education will have reduced financial barriers.

Parent Involvement

1. Continue to develop public awareness campaign – research briefs, publications, and opinion editorials, audio and visual media;
2. Provide parents and family members with the Early Literacy Partners Training in an effort to increase the time they spend reading with their children;
3. Engage business leaders, community leaders and our local non-profits to solicit and fully encourage their participation in efforts to support student achievement, school completion and continuing education;
5. Provide targeted Parent Engagement Classes to families in Fortuna, McKinleyville, and Arcata;
6. Develop age appropriate resource materials and distribute to all pre-schools, child care centers and pediatricians in Humboldt County, outlining the importance of education;
7. A public information plan will be created promoting the benefits of children attending school and pre-school; and,
8. Offer Parent Partners in Education Training for families struggling with behavior management of their children.

Priority Area 3: All Children Succeed

Support Strategies for students, teachers, and schools

1. Math and Reading/Language Arts resource specialists will be provided to schools and teachers requesting support;
2. Early Literacy Partners tutoring program will provide trained community volunteers to support reluctant readers and young children struggling in math concepts;
3. The PLC professional development model training will be provided for interested schools;
4. Aligning after school resources with the regular school day to increase student achievement will be prioritized.

PHASE 3 – Evaluation and New Strategy Development

Full implementation with 100% of school districts participating in all activity areas. Phase 3 (2018-2020) will also focus on evaluation and refinement targeting progress toward goals, confirming sustainability and new strategy development.

Phase 2 Support and Commitment From

The Humboldt County Office of Education

Increasing academic achievement, graduation rates and continuing education rates in partnership with school districts, local businesses and communities on the North Coast to meet the workforce needs of North Coast employers has been identified as a major priority for the Humboldt County

Office of Education. HCOE is prepared to commit the following resources and staff time to achieve stated objectives:

.5 FTE	Initiative Coordinator to provide overall coordination for the Initiative
.5 FTE	Entrepreneurship Coordination
1 FTE	Career Counselor serving middle and high schools
.5 FTE	Senior level clerical support
\$30,000	Resource materials and career information
\$28,000	Math/Reading Language Arts Specialists
\$20,000	Parent involvement strategies
\$14,300	Countywide K-12 career awareness and planning on-line tool

Estimated HCOE annual contribution is approximately \$350,000.

Closing

As a result of achieving these goals, increased opportunities for young adults to engage in viable employment and small business opportunities will exist. We will see an improved standard of living in our region evidenced by decreased reliance on social services, decreased youth and young adult criminal activity and decreased poverty rates. Most importantly, there will be a culture where parents, schools, businesses and the broader community are working together to set high standards and expectations for our youth.

We would like to thank the members of the Headwater's Fund Board and the Board of Supervisors for recognizing the importance of continuing to support this work. With on-going commitment and dedication matching the importance of the work, it can be done.

Together, we are making a difference for the future of the North Coast!

-September 27, 2016

For more information, please contact:
Heidi Moore, Decade of Difference Coordinator
Humboldt County Office of Education
(707) 441-4501
hmoore@hcoe.org

Exhibit C—Insert first four year agreement between the parties here.

Exhibit D – Funds Request Form (attached)

Exhibit C Headwaters Funds Request Form

Grantee: _____ Preparer: _____ Grant No.: _____
 Address: _____ Title: _____ Grant Start Date: _____
 _____ Phone: _____ Grant End Date: _____
 _____ E-Mail Address: _____

Request Number:				Report Period: From:				To:
Contract Activities	Budget Category	HWF Budgeted Amount	HWF Requested In Prior Periods	HW Funds Requested in This Period	HW Funds Remaining	Matching Funds Budgeted	Matching Funds Spent to Date	% HW Funds Spent to Date
					0.00			
					0.00			
					0.00			
					0.00			
					0.00			
					0.00			
					0.00			
					0.00			
					0.00			
					0.00			
Sub-total		0.00	0.00	0.00	0.00	0.00	0.00	
10% Retention				0.00				
Total Payment				0.00				

Grantee Certification:

I certify to the best of my knowledge that this report is true in all respects, that the reported amounts agree with the official accounting records, and that all disbursements have been made for the purposes and conditions of this grant.

Name: _____
 Signature: _____

Date: _____

Humboldt County Office of Education
2020 Initiative - 'Decade of Difference'
Phase Two - Community Engagement
Submitted: 9/30/16

Submitted: 9/30/16

7/14 - 6/16 Expenses - Phase Two

Humboldt County Office of Education

2020 Initiative - 'Decade of Difference'

Phase Two - Community Engagement

PROJECTED BUDGET

Description	2016-17	2017-18
1xxx - Certificated	59,312	63,250
2xxx - Classified	22,328	24,000
3xxx - Benefits	35,688	39,000
4310 - Materials & Supplies	2,372 Student Planners	1,781
4445- Computers & Peripherals		
5201- Mileage		
5210 - Travel/Conference		
5610 - Rentals & Leases (Facility)		
5716 - Other Inter-Program Services		
5717 - Technology Support		
5718 - Comm Center		
5730 - Teacher Center		
5800 - Contracted Services		
	5,000 Lemonade Day	5,000 Lemonade Day
	7,500 Humboldt LIVE	7,500 Humboldt LIVE
5801 - Student Travel/Field Trips		
5819 - Other Inter-LEA Contracts		
5831 - Advertisement	9,000 media/advertising	
5852 - Personal Service		
5888 - Other Operating Expenses		
5909 - Telephone		
7330 - Indirect @ 7.5%	8,800	9,469
TOTAL	150,000	150,000

Page 2 of 2

Headwater's BUDGET NARRATIVE – Projected Annual Expenses-

Direct Salaries, Wages, Benefits & Payroll taxes

Staffing to:

Coordination of overall implementation of the Decade of Difference Initiative, supervision of staff, grant development, and budget management- and,

Conduct outreach activities throughout Humboldt County to engage communities with the Initiative (Parents and families, service clubs, chambers, schools, business organizations) - and,

Implement operational plans in each school and community – and,

Entrepreneurship coordination and implementation-

121,000

In-Direct (7.5%)

9,075

Program Sponsorships

Humboldt Live! Leadership development for 6-9 grade students as well as support for the high school Career Frontiers program – and,

Lemonade Day sponsorship promoting youth entrepreneurship across the county -
12,500

Student Planners

Purchase of regionalized student planners highlighting local industry and the Targets of Opportunity distributed to all 7-12 grade students across Humboldt County
2,000

Media/advertising

Regional promotion of volunteer opportunities, trainings, available resources, and sharing out of Decade of Difference outcomes –

5,425

TOTAL

\$150,000

Exhibit F: Annual Report Form

The Headwaters Grant Fund
Annual Report

The purpose of the Annual Report is to keep the Headwaters Fund staff and Board up-to-date on grantee projects.

Date: _____ Project Title: _____
Organization: _____ Preparer: _____ Grant No.: _____
Address: _____ Title: _____ Grant Start Date: _____
_____ Phone: _____ Grant End Date: _____
Phone: _____ email: _____

Please respond to the following, using as much space as necessary:

1. Describe your successes on the project to date.
2. Are grant activities proceeding according to planned timeline and budget? If not, state and explain any request for change:
 - Delayed/over budgeted activities
 - Revised timeline/budget
 - Impact of delay/over budget on project
3. Discuss any problems or unforeseen circumstances in implementing the grant project. Address how these problems/circumstances will be overcome, if appropriate and if there is anything Headwaters Fund staff can do to assist you.
4. Is there anything else that the Headwaters Fund staff and Board should know about regarding your project?

I, the undersigned, certify that the information reported in this document is complete and accurate to the best of my knowledge.

Name (print): _____

Title: _____

Signature: _____

Date: _____

Exhibit G: Project Evaluation Form- Final Report

The Headwaters Grant Fund Grantee Self-Evaluation – Final Report

The information requested on this form will allow the Headwaters Fund to better understand it's funding and report to the public. A positive or negative self-evaluation will not impact your future chances in applying for and obtaining Headwaters funding; thus, please be candid. We also will not rate or otherwise evaluate grantees in our public reports.

You must return this form within 30 days of your Final Annual Project Report to the Headwaters Fund. Headwaters Fund staff may contact you with further questions about your project. If you have any questions, please contact Headwaters staff. Thank you.

Today's Date:

Organization Name:

Project Title:

Project Start Date:

Project End Date:

Please answer the following questions, using as much space as necessary:

1. What were the project goals and were they achieved? Why or why not?
2. Answer the following:
 - a. Who was impacted by your project and how many?
 - b. The numbers of materials and other items that were distributed, if applicable
 - c. The number of events/activities that took place, where they happened, the number of people attending, etc.
 - d. Include photographs, if applicable.
3. What are the lasting benefits of the project (provide quantitative and qualitative benefits)?
4. What challenges did you encounter during the project?
5. How will you continue the work started by this project?
6. What, if any, are your comments about working with the Headwaters Fund and its staff?
7. Do you have any advice for the Headwaters Fund?
8. Do you have any other comments?

Please attach any press releases, media stories, or other materials that have been published regarding the project/program funded by the Headwaters grant.

I, the undersigned, certify that the information reported in this document is complete and accurate to the best of my knowledge.

Name (print): _____ Title: _____

Signature: _____