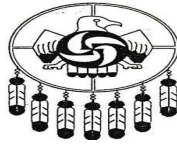


OFFICE OF CHIEF HEAD -TRIBAL GOVERNMENT Chief Geronimo XVIII
OMB-2700-0042 GSA-ERRC EFFECTIVE DATE 12|16|2016
INDIAN TRIBAL GOVERNMENT ENTERPRISE INFRASTRUCTURE
(EIN) QTA0015THA3003-GOVTRIBE



OFFICE OF HELEN PALOMINO
DIRECTOR OF INDIAN HEALTH SERVICES & HEALTH SERVICES
AGENCY TRIBAL NATIONS
760-960-8818 | helen.palomino@crccdinc.org

OCTOBER 21, 2022


Dr. Miguel Cardona, US Secretary of Education
California Department of Education
1430 N Street
Sacramento, CA 95814-5901

RE: AUTHORIZATION AND RE-ACCREDITATION OF DEGANAWIDAH-QUETZALCOATI UNIVERSITY UNDER AGENCY TRIBAL NATIONS

This letter is written to Dr. Miguel Cardona, Secretary of Education, U.S. Department of Education for the Re-Accreditation of Deganawidah-Quetzalcoati University because two other universities are asserted to the accreditation of Deganawidah-Quetzalcoati University. This letter asserts the authority of Agency Tribal Nations (ATN) Board of Directors is the Board of Directors of Deganawidah-Quetzalcoati University, its service, structure and availabilities and has authority over the Board of Trustees of the college of DQ University College. Federal Land Management of Mendocino Indian Reservation dba Agency Tribal Nation 501(c)3 Non-Profit Public Federal Tribal Government Nation doing business in California serving Deganawidah-Quetzalcoati University, a for public benefit corporation. According to the attached Masterplan for Deganawidah-Quetzalcoati University and D-Q College and according to the 2001 No Child Left Behind Act, greater accountability is imposed for student progress and academic achievement on government agencies, and the law expressly includes Indian and Native Alaska children as beneficiaries; and is applied to Deganawidah-Quetzalcoati University.

Full applications to the U.S. Secretary of Education regarding Deganawidah-Quetzalcoati University should first go through Agency Tribal Nations (ATN), Indian Health Services, addressed to Director Helen Palomino. The correspondence for what the United States Government provides support and structure has never been set forth in 50 years of the existence of Deganawidah-Quetzalcoati as being a University and the Board of Trustees is DQ University College under Joseph Saulque as Board of Trustee Chair. DQ University College does not have a service or structure under a university because it was never created and using the acronym and the name DQ University, aka D-Q-U California is misleading as the college of Deganawidah-Quetzalcoati University, in its structure and availabilities to accreditations for which the United States Department of Education applied to in 2014 to the Board of Trustees under Joseph Saulque as Board of Trustee Chair to serve its curriculum, for services of report, and develop that university.

The Board of Directors of Agency Tribal Nations is interested in actions and re-accreditation of Deganawidah-Quetzalcoati University. If the DQ University College Board of Trustees is making claims of accreditation or acting on the accreditation for the DQ University College, it must be approved in writing by the Board of Directors of Deganawidah-Quetzalcoati University.



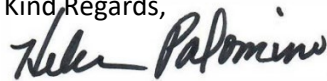
As the Board of Directors of Deganawidah-Quetzalcoati University, we have not received such a document, request, or application in writing. This is an action of the Board of Directors of Agency Tribal Nations that may be in conflict with the Board of Trustees under Joseph Saulque of DQ University College because we the Agency Tribal Nations Board of Directors are the Deganawidah-Quetzalcoati University's governing body approving requests for accreditation and holding fiduciary responsibility. The Board of Trustees of the DQ University College should seek authorization and approval from the Board of Directors of Agency tribal Nations for applications requesting funding. The Board of Trustees received funding without first requesting application and approval for funding from Deganawidah-Quetzalcoati Board of Directors. The Board of trustees under Joseph Saulque have not demonstrated how D-Q University College served, if it was served and have not provided evidence that these funds and services were done. These funds should have been issued to the Deganawidah-Quetzalcoati Board of Directors, not to the D-Q University College Board of Trustees under Joseph Saulque. The Board of Trustees did not apply the 1996 D-Q University Master Plan updated 2022 standards, see EXHIBIT A page 4 of this document, for the Master Plan .

Agency Tribal Nations Board of Directors establishes Deganawidah-Quetzalcoati University under Executive Order dated December 13, 2021 on Transforming Federal Customer Experience and Service Delivery to Rebuild Trust in Government identifies Executive Order 12862 of September 11, 1993 (Setting Customer Service Standards), required agencies that provide significant services directly to the public to identify and gather feedback from customers; establish service standards and measure performance against those standards; and benchmark customer service performance against the best customer experience provided in the private sector, see EXHIBIT B, page 39 of this document.

Agency Tribal Nations Board of Directors is applying its actions to conform to the 1996 Master Plan updated 2022 to the Deganawidah-Quetzalcoati University and D-Q College located at 33250 County Road 31, Davis, CA and appropriate accreditation to the University to provide its standards. Deganawidah-Quetzalcoati University and D-Q College is authorized under U.S. Department of Education Higher Education Programs: Title III-A Program. Agency Tribal Nations and the designated professors from three Tribal Universities create the accreditation for Deganawidah-Quetzalcoati University. Agency Tribal Nations has a Native Land Schedule I USDA Approved Research Laboratory located on Deganawidah-Quetzalcoati's 35 Acres which holds a Clear Title Valued at \$700k Per Acre, \$24.5M Federal Surplus Land. Title III-A Grantees: 51% Chief Geronimo XVIII, 49% Chief Mike Williams. ANY land acquired by Agency Tribal Nation will be contracted and applied to Deganawidah-Quetzalcoati University Research, Bio Lab and Agriculture Department. The cost of these services at this phase is \$5 million dollars. Federal Reservation Native Land rights, services and applications including but not limited to gaming will be applied to all ATN Land entitled by Federal Land Management of Mendocino Indian Reservation. All land entitled by Federal Land Management of Mendocino Indian Reservation then becomes Federal Surplus land and all federal programs, funding, guidelines and opportunities apply. As a Native American Nation, Agency Tribal Nation (ATN) has the first right of refusal on all federal surplus land and military posts no longer in use throughout the country, see EXHIBIT C, page 41 of this document. In addition Deganawidah-Quetzalcoati University is designated as the first Youth Regional Treatment Center (YRTC) and Indian Health Service, see EXHIBIT D, page 62 of this document. Agency Tribal Nations, Deganawidah-Quetzalcoati University YRTC GSA CNTRL 9GR1CA0968, is working with other organizations such as The Cancer Resource Center of the Desert to provide services during this pandemic and under Agency Tribal Nations FEMA certification.

I look forward to your response.

Kind Regards,



Helen Palomino
Director Indian Health and Health Services
Agency Tribal Nations. Federally Recognized Tribe
helen.palomino@crcdinc.org
760-960-8818

Enclosures

Page 2 of 62



Additional Authorization and Contribution:

AUTHORIZATION:

OFFICE OF CHIEF HEAD -TRIBAL GOVERNMENT Chief Geronimo XVIII

OMB-2700-0042 GSA-ERRC EFFECTIVE DATE 12|16|2016

INDIAN TRIBAL GOVERNMENT ENTERPRISE INFRASTRUCTURE

(EIN) QTA0015THA3003-GOVTRIBE

Serena Heatherly

Regional Administrative Consultant/ IHS,FEMA Disaster Relief

Agency Tribal Nations Arkansas and California Division

tribalnations23@gmail.com

(870)688-5099

QTA0015THA3003-GOVTRIBE

Chief Mike Williams

Owner / Operator

DQ University

Director of Contracting

530-844-8518

Wmike9356@gmail.com

CONTRIBUTORS TO AGENCY TRIBAL NATIONS FEMA CERTIFICATION:

Ali Assaf

Clerk of Records Secretary of Operations

405-473-8455

Ali.assaf@marquislabs.com

Michael Relph

Agency Tribal Nations – GSA SubContractor – Director on Board of Directors – Diplomatic Ambassador for Chief Geronimo

DQ University – Chancellor – Board Secretary – Director on the Board of Directors

GSA SubContractor/Chancellor

(810) 814-0263

michael.e.relph@gmail.com

www.michaelrelph.com



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

NATIVE AMERICAN SERVICE TO EDUCATION MARCH 14, 2020 Updated: June 01,2022

Whereas As part of the ongoing development for the re-establishment of a Tribal University, it is recommended and that Strategic and Planning sessions to strengthen the governance and the Strategic Planning Agency Tribal nations [Short Term and Long Term) that will need to be done to re-open the Camp, it stands right know, the University General Conditions/ USDA Rural Development Supplemental Provisions/Certificates and Notice Stewardship Education

Tribal University 2) Strategic Plan Development, 2.1. Assessment of American Indian American Student Population Potential Needs (dialogue around the kinds of challenges and opportunities that exist with our target population) AODS needs / mental Health Needs / Child Care Needs/ Financial support needs / Core Curricula life Skills, Self-sufficiency and

Whereas Resolve 2.2. Site Committee finding and recommendations of Tribal nations Federal Contractor, reports and recommendations, U.S. Corps of Engineer report/recommendations / 4800.2H Fire/ Health Department Postings/Debt Considerations-Pay downs/ Financial Sustainability Plan/

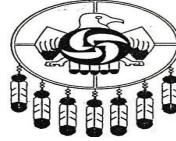
Tribal University Services to attach- 2.3 Education Program Overall (more Long Term) 2.3.1.Interim Education Programs (tribal Employees Focus tribal council members (leadership development) 2.3.2. Re-establishment of American of American Indian and Native American Student Programs and Services/ 2.3.3 Establishing what criteria have to be met and develop, criteria, outreach, recruitment strategy,/2.3.4. Review and revise existing education program,/2.3.5.Review and develop plan for re-accreditation,/2.3.6. Review and revise Policies and Procedures as needed,/2.4 Governance Roles and responsibilities Plan,/ 2.4.1. Governance Roles and responsibilities,/ 2.4.2.Resources, Opportunities, and income generating Projects (education, research, training and technical assistance, special services, tribal government services,/2.4.3. Financial support (grants, contracts, donations,/ 2.5. Partnership development design team,/2.5.1. Expanding on existing partnership with tribal association, tribal organization, and tribes,/2.5.1.1. Agency Tribal nations, /2.4.5.2. Tribal Government Federal Land Management Mendocino California Inc./ 2.4.5.2. NASHA 4800.21 Inc Siamex Investment Federal Contractor,/ 2.5.2. Develop Policies and Procurement with the tribal service Organization to secure tribal services-based support for the University with respect to curricula design and content, cultural relevancy, social, health, and economic development relevant to the tribe people:

Tribal nations, Tribal Government (FLM.O.M.I.R.) SELF DETERMINATION, (NASHA) Community development plan , Department Native American Affairs Utilities, it is recommended that the design team be formed to support the Tribal Council Business Board of Directors in the development of the orientation and strategic plan for the University. It is projected that the Design Team will be composed of representatives from Tribes Organization executive and professional staff. This will facilitate the process as this process as these various individuals have working knowledge, involvement and connection to all the tribes throughout United States:

Additionally, these individuals are subject matters specialist in education, Health, Social, Economic, Environmental, governance development and leadership, employment , job training, cultural competency, project management and administration and are for the majority, tribal, people themselves design team will convene a series of working sessions aimed at developing the overall strategy for the University taking into consideration the various governing documents, provisions in federal law, and any requirements official, Federal, State, County and special Jurisdiction that may impact the University step is critical, as it will establish the purpose and intent of the University, clarify the standards that will guide the planning /strategy and identity potential resources fro the future guidance, support and assistance, it is projected that the design team will develop a communication IT schedule 70 and 84 matrix design to



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

ensure that information relating to the Tribal University is described accordingly to the strategic plan with emphases on getting such information to the tribes and tribal organization. The communication plan and matrix will help to provide every opportunity for participation by the members of the tribe communities. It should be noted at this point, that portion of the communications matrix must address the misrepresentation of Tribally own University and should lean on the structures that GSA, IHS, HHS, that should give more of their guidance as it was proposed by the President of the United States and in this Resolution, those are to comply to the L.93-638 25 CFR Part 900 Education Self-Determination Act Final Rule.

Self Determinations Act

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:ce8cb8b2-2a48-3c6b-a6da-cffe8c170ad1>

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:c8db58e2-9918-35b8-adbf-5d01a768b118>

Strategic Plan Geronimo Industries above link:



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

CHIEF EXECUTIVE:

By witness to service the authority is invested on the behalf of the federal government I Chief Geronimo Thomas Langenderfer herein give my act to approve the Constitution of the Constitution Federal Land Management of Mendocino Indian Reservation, Be noted as Agency Tribal Nations and Quorum govern there oath, signed and dated attached is the resolution to the Constitution of the submitted to the Territory Chief Head [chief Justice] of its actions to subject Annual report shall conclude federal law subject Accounts

This Document shall be governed to be the Original upon the Signature and Date of This Constitution shall stand to federal law and all action shall be govern as such and be served to appoint a Native or Chicano Circuit Judge in so they can submit any judicial notice as applicable to the authority of its court system or the authority of the Chief Tribal Nations council assist or desist State or federal applications of its governing body.

DISASTERS PURCHASING PROGRAMS:as provided in 40 USC 502 (d)

The GSA administrator may provide for the use of federal Surplus, for the purpose Products and services for disaster Declared by the President,

President Declaration on Mandate COVID-19 TEST KITS -Applied March 26, 2020 Agency Tribal Nations D-Q University Regional Office CHIEF Geronimo

Agency Tribal nations
Chief "Geronimo" Thomas Langenderfer
FEMA SID 5427312.

Administrator: NASHA (4800.21) and or (4800.2H)
Federal Officer
Contractor Policy No. 045165604

Mendocino Valley Council (41 CFR 101-26) Solicitation No. QTAOO15THA3003 EXECUTIVE MANAGEMENT- DEFINITION'S

(TACC) Means- Tribal Advisory Committee Council
(FLMMIRR) Means- Federal Land Management Of Mendocino Indian Reservation
Service Amended July 21,2021 Means- Resolution No.A13180

EIN: 844663314 / DUNS No. 117417714

Solicitation Federal Contractor 4800.2H Means- OMB 2700-0042 /

GSA VENDOR FEDERAL CONTRACTOR Means- AMD 4800.21

(USDE) Means-UNITED STATES DEPARTMENT ENERGY-
Mean's-(IEFGLE) Indian Education Formula Grants to the Local Education

www.2.Ed.gov/programs/indiansformula/awards.html

Institution accrediting Agency Reviewed from
www2.Ed.gov/admins/final/accred/accreditation-pg6.html

AGENCY TRIBAL NATIONS Deganawidah-Quetzalcoati (D-Q) COLLEGES AND UNIVERSITY -

Means- DUNS NUMBER- 071538110

Government Land Office
Name: Agency Tribal Nations
Address: 33250 Albion Ridge Road
Albion California 95410-9735

Main Address 33250 County Road 31
Davis California 95616-9735
Mailing: Address:
PO. Box 409 Davis CA 95617-9998

I Chief Geronimo Thomas Wright Federal Consultation Of the Interior Indian Affairs "Secretary" Contractor "Consultant" P.L 93- 638 Contracts to submit on the behalf of the Secretary of Interior to submit to the Deputy Commissioner of Indian Affairs as approved on behalf of the United States of America. Service subpart Economical Plan Education:

Signature of Authorized Commissioner of Indian Affairs a Head Chief Officer Senior Ranger USPS
CODE:(9735) Chief Geronimo Thomas Langenderfer XVIII


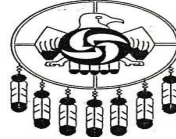
 Date 07/10/ 2023



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

Questions to be applied of 1857 by BIA TO SET Military Post Above Mendocino Indian Reservation of 1856 Fort Wright Many penny

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:hief8db58e2-9918-35b8-adbf-5d01a768b118>

TRIBAL FEDERAL CONTRACTOR POLICY

25 CFR PART 900 Indian Energy and Indian Self-Determination Education Act

CONSULTATION PROCEDURE

Tribal Council establishes the following procedure for consultation. An agency or other entity wishing to participate in consultation with the Tribe must adhere to the following procedure unless an alternative process is approved, in writing, by the Tribal Council.

1) Request for Consultation and Advance Notice

a) Early in the planning process, any Agency that seeks to develop or implement any regulation, rule, policy, program, project, plan, property decision, inspection, or any other activity that may affect Tribal sovereignty or the Tribe's right to self-government, Tribal resources, properties, cultural practices, and/or those persons under Tribal jurisdiction must request consultation and provide advance notice to the Tribe. An Agency can do this by sending a letter and attachments requesting consultation or providing notice to the Tribal Head Chief.

b) This letter must include: a draft or overview of and need for the policy, rule, regulation, program or project, its scope and impact, any applicable maps of the project area, and a summary describing how the proposed regulation, rule, policy, program, project, plan, property decision, inspection, or activity may affect Tribal sovereignty, resources, properties, cultural practices, and/or those persons under Tribal jurisdiction. This letter must include a contact person, timeline of the project, and any other relevant information to assist the Tribe in determining if consultation is in the best interest of the Tribe.

c) Within [7 to 30 (tailor this number based upon tribal staffing resources and the availability of mail services if the tribe is located in a rural area)] days after receiving the letter requesting consultation, the Tribal Nations government will designate an authorized individual of the Tribe who will then respond to the Agency that the Tribe would like to schedule a pre-consultation meeting.

d) If an Agency fails to request consultation on the development of any regulation, rule, policy, program, project, plan, property decision, inspection, or any other activity that the Tribe believes may affect Tribal resources, properties, cultural practices, and/or those persons under Tribal jurisdiction, the Tribe may take the initiative to request consultation. In this event, the Tribe expects a response from the Agency within 7 days of the receipt of the request.

2) Pre-Consultation Meeting

a) Before the Agency moves past the scoping stage of a project, it must participate in a pre-consultation meeting with the Head Chief. This meeting will involve authorized Tribal Nations Government staff who will be responsible for briefing the Tribal Council before the consultation meeting takes place. Tribal Council members may be involved in this pre-consultation meeting.

b) In this meeting the Agency should prepare a review packet that presents the proposed regulation, rule, policy, program, project, plan, property decision, inspection, or any other activity of the Agency. The Agency must discuss the need for the proposed regulations, rule, policy, program, project or plan and



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022
how it may affect Tribal sovereignty, resources, properties, cultural practices, and/or those persons under Tribal jurisdiction.

Regulatory Information Collection
Code of Federal Regulations (annual edition)
SuDoc Class Number
AE 2.106/3:25/
Contained Within
Title 25 - INDIANS
Chapter I - BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR
Subchapter B - LAW AND ORDER
Part 11 - LAW AND ORDER ON INDIAN RESERVATIONS
Subpart A - Application; Jurisdiction
Sec. 11.104 - Jurisdictional limitations.

Date

April 1, 2002

July 21, 2021 applied

1) Rules of the District Westport Ten mile Court Mendocino California Reservation Reserve

HYPERLINK <https://documentcloud.adobe.com/link/reviewuri=urn:aaid:scds:US:5c153cf7-a1ca-43fc-bef5-1eb9e90652bb> <https://documentcloud.adobe.com/link/reviewuri=urn:aaid:scds:US:5c153cf7-a1ca-43fc-bef5-1eb9e90652bb>

(b) When a tribe adopts a legal code and establishes a judicial system, the tribe must notify the Assistant Secretary - Indian Affairs or his or her designee.

<https://www.law.cornell.edu/cfr/text/25/11.104>

Self-Determination Act and Chief Geronimo Policies

HYPERLINK <https://documentcloud.adobe.com/link/reviewuri=urn:aaid:scds:US:90343a91-954f-48b0-9c9e-684896db20f6> <https://documentcloud.adobe.com/link/reviewuri=urn:aaid:scds:US:90343a91-954f-48b0-9c9e-684896db20f6>

Tribal Agency Plan Chief Geronimo

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:800d85d9-c183-3360-9e2e-6a390042f740>

Energy Services Application and operations

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:2712e7e7-040c-3fd6-b450-99e9e7f4f2ad>

vi) Information on any previous studies and recorded archeological sites resources within the APE;

HYPERLINK

Tribal Leader Consultation

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:0032e73d-e6c9-393d-8f29-bd3d6524dfef>

Interact NASHA LLC COMMUNITY SMALL AGENCY TRANSITION

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:99cc83b1-2ff2-3d9b-b349-6f9c8827212b>

Service records Office follow Link

https://drive.google.com/file/d/1rWBg9KZ_B8rNttkHp7TlqObkU_MWpAO1/view?usp=drive_web



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

Maps to Mendocino Indian Reservation projects Follow Link

<https://www.dropbox.com/s/47svwvfzemy6amk/Mendocino%20Indian%20Reservation%20Map%20Files%20Compiled.pdf?dl=0>

of this subpart is to give priority to Projects that support implementation of strategic economic development and community development plans on a multi-jurisdictional basis for applications submitted for the programs identified in § 1980.1002. The intent of requiring multi jurisdictional planning is to encourage strategic regional development plans because research and practice have proven that leveraging resources and assets can increase the success of economic development strategies within a region. This is especially true for small, rural places that are best positioned to grow when they share resources among multiple jurisdictions. Rural Development seeks to implement this subpart while continuing to support our smallest and most under-resourced areas. Therefore, all applications for the Regional Development Priority (subpart K) will be reviewed based on the requirements of the subpart as well as the unique needs of the applicant. For instance, in applications where only one governing body is applying, the application will be reviewed to see if the entity oversees areas that would meet the definition of multi-jurisdictional. An example of this would be a tribe whose development plan covers a reservation that contains multiple towns or Villages Independently each town or village would be considered one jurisdiction, thus meeting the requirements of multi-jurisdictional. Of Nine Districts Mendocino California Village

viii) The program, plan or project schedule or timeline.

Redwolf Project and government services Adoption, incorporated, Amended

Applied Incorporated By Resolution

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:2eefe57f-3c2a-3b96-b688-530257881600>

Georgia Pacific 435 acres Impart of NASH LLC Community Plan, Project

- a) <https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:b3202e60-6488-3e72-9670-977530975998>

NASHA LLC PACKET OF TRIBAL NATIONS PROJECT

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:f1dc1526-93db-3391-891c-c5f14c3e2f38>

President Land Grant

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:f1dc1526-93db-3391-891c-c5f14c3e2f38>

To clarify the rights of Indians and Indian tribes on Indian lands under the National Labor Relations Act.

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:618c45ce-8b12-34e4-bab4-b8d43f845751>

OGP 4800.21 NASHA TRIBAL GOVERNMENT SERVICES UNITED NATIONS

20010-2016 Chief Geronimo Thomas Wright

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:b1b4dea9-1f6a-317a-8cc4-45fc9d98a817>

Maps presidential support letters of fact Mendocino California

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:9cd9c901-a610-368a-b9f8-f22bd104b04f>

Regional Officer FEMA FEDERAL OFFICER

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:9cd9c901-a610-368a-b9f8-f22bd104b04f>

Letter To The President by Agency Tribal Nations

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:f7455fac-3943-3148-bbc3-3d29537edc75>



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

Malty Jurisdiction

working Document service added IHS Link

Services of Jurisdiction anchorites Follow Link

<https://docs.google.com/document/d/1T5-zv5QQnIncYluCeRjilfVJqAucw9OHnhuNdWvC5g/edit?usp=sharing>

Service to Consultation by Agency Tribal Nations

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:4cb3d33c-ad4e-3e58-ac7b-1016979a9fcb>

Strategic Planning Process Certificate Notes History

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:d2a752d7-7573-3a98-b282-36d8896f6f8d>

Press release of Developments TACB SECRETARY CHIEF

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:9fc0d7f3-386b-34b3-adb2-477788543caa>

Memorandum serves of Agency Tribal Nations

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:44289ec8-729a-3011-9221-729570e2e16c>

Shaved Ready Projects

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:8bb9eae1-dba4-3d2c-abf9-723e57e20f03>

Applied to all Government Agencies of Economic services TACB

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:94b94362-98a0-3709-bf81-a8265da71a7b>

Agency must present any technical and legal issues to the Tribal Council or their designee. The Agency will ensure that the Tribal Council or their designee understand the proposed regulation, rule, policy, program, project, plan, property decision, inspection, or any other activity of the Agency.

e) The Tribal advisors Committee Council and staff will brief Tribal Council by providing opinions and recommendations. If the Tribal Council determines that it is in the best interest of the Tribe then the authorized Tribal advisor or staff will reach out to the Agency within 30 days to initiate a consultation meeting.

3) Consultation Meeting

a) The Agency Secretary must arrange with the Tribal Head Chief a time, place, and agenda for the consultation meeting.

b) After the Agency and Tribal Head Chief have made arrangements for a consultation meeting the Agency must confirm the Consultation Meeting with Tribal Chairperson 7 days prior to the arranged date. Confirmation can be in the form of a phone call, email, or any other approved correspondence by Tribal Chairperson.



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

- c) The Agency must call the Tribal Head Chief 24 hours prior to the arranged meeting date to provide adequate notice and confirmation of the meeting to the Tribe. This notice must include the Agency's representative's name, contact information, and expected time of arrival.
- d) The Agency must prepare a review packet for the Tribal Nations Government similar to the review packet required in the pre-consultation meeting and any additional information that will be necessary for the Tribal Nations Government to reach an agreement.
- e) The Consultation Meeting must also address the following:
- i) A discussion of any barriers to Tribal Nations Government participation such as timing, financing, and/or location. The Agency must provide funds for off reservation consultation, if necessary;
 - ii) A discussion of any sensitivities regarding sacred sites affected by the project;
 - iii) A discussion of any technical or legal issues;
 - iv) A mutually agreed upon format for process.
 - v) Development of a Consultation calendar or an agreed upon meeting interval to ensure that enough meetings are planned for adequate meaningful consultation. The Consultation calendar or meeting intervals should take into account the Agency's statutory or regulatory obligations pertinent to the decision; availability of Tribal Nations Government members and staff; and time to gather all necessary information required.
- f) The Agency will ensure that the Tribal Nations Government understands the proposed regulation, rule, policy, program, project, plan, property decision, inspection, or any other activity of the Agency.
Chief Geronimo Thomas Wright

Agency Reservation Districts Secretary
Part

7) Emergency Consultation Process

a) Consultation should be conducted with advance notice to avoid any devastating impacts to tribal resources. Should an Agency require consultation with a tribe in an emergency situation in which notice cannot be provided 7 to 30 days in advance, the Agency needs to contact the Head Chief immediately and provide a summary of the actions and potential impacts. The Head Chief will meet with the Tribal Nations Government and stakeholders to determine if the Tribe can participate in an emergency consultation. Action steps will follow the steps set forth above but with immediate and shortened timelines as mutually agreed upon.

The scope of meetings covered by the exemption should be construed broadly to include any meetings called for any purpose relating to intergovernmental responsibilities or administration. Such meetings include, but are not limited to, meetings called for the purpose of seeking consensus; exchanging views, information, advice, and/or recommendations; or facilitating any other interaction relating to intergovernmental responsibilities or administration."6 6OMB Memorandum 95-



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022
20 (September 21, 1995), pp. 6-7, 60 Fed. Reg. 50651, 50653 (September 29, 1995); see
Delegation of Authority To Issue Guidelines or Instructions to Federal Agencies on Consulting
With State, Local,
Subpart K – Strategic Economic and Community Development § 1980.1001 Purpose.
Chief Geronimo PIV Federal ID
Final Copy ID and maps

<https://drive.google.com/file/d/124dHuyzKX7CeqG0QNg6iefar3vDAKUgr/view?usp=sharing>

MOU Right here...

Project Description

To be added

Itemized services properties Tribal Universities

<https://docs.google.com/spreadsheets/d/1MfdlFrL0P0wmPKOB1ndZ9rossMV18jvs/edit?usp=sharing&ouid=117938146019597191036&rtpof=true&sd=true>

Service agreement

<https://drive.google.com/file/d/1A6D-HIOtYX5D-ddB-18LRer6QnoZMihm/view?usp=sharing>

presidential letter

https://drive.google.com/file/d/1se7qipnYehW4OI9qrBCIKswuZtiOpYb_/view?usp=sharing

25 C.F.R. § 11.102 Exercise Jurisdiction Reservation Proclamation

<https://documentcloud.adobe.com/link/reviewuri=urn:aaid:scds:US:2c036bc2-531f-47da-b56d-1f8b95250a85>

APPENDIX: as

- ImpACT: Tribal nations will implement nine (9) additional shovel-ready initiatives that will further fund other longer-term initiatives:
- Innovation Hub: Cutting-edge indoor food growing showcase and technology R&D innovation center. The showcase center houses the application of COVID-related technologies and the growing of a wide variety of healthy fruit and vegetable produce selections with continuous R&D on genetics, environments, and outcomes. The innovation hub supplies skilled jobs.
- COVID Treatment Technologies: Housed in the Innovation Hub are various technologies for large area disinfection, air treatment, and COVID inactivation.
- Education & Training Center: Educational coursework and training to train the Tribal Community and its trainers to quickly disseminate skills and knowledge in the local community.
- The Sun On-Demand™ Manufacturing (Assembly) Center: Profitable year-round assembly facility of The Sun On-Demand™ full electromagnetic indoor sunlight to bring skilled jobs, empowerment training, and purpose to local community members.
- Lightened (bulb) Manufacturing Center: Profitable year-round manufacturing facility of plasma light and other specialty bulbs to bring skilled jobs, empowerment training, and purpose to local community members.
- Food System: Completely organic crops in sunlight and living soil in both outdoor farming and indoor cultivation is in alignment with nature. It brings wellbeing to people. Small, community-managed indoor gardens and nurseries will also support outdoor farms.
- Soup to Nuts Kitchen and Community Center: This initiative provides meals, wellness education and modalities, support services to empower food insecure to begin on the path to food security and individual wellness.
- Tribal Wellness Heart-Mind-Body-Spiritual Center: Wellness support resources in the community include a wide range of primary care and complementary care services that support the whole person: heart-mind-body-spirit-culture so no child is left behind.
- The Renewable Energy Centers: Implementation via strategic alliances and joint ventures of off the grid power of water, wind, solar, and biofuel, water treatment, waste recycling, and other resources to establish sovereignty for needed infrastructure



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DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

FORWARD

By design Deganawidah-Quetzalcoati University believes a truly effective academic master plan should be a thoughtful and structured, yet fluid, document. It should be a dynamic narrative that is updated to reflect current resources, external considerations, changes in the regulatory environment, Trustee initiatives, shifts in the academic and educational needs of primary constituencies, and refined pedagogy resulting from the sum of our experiences. An academic master plan should be used as the driving force that guides an educational institution's planning and maturation.

Simultaneously, it should be adaptive in nature. The plan should provide for the refinement brought about by new methodologies, better approaches, and the creativity spawned by academic and intellectual freedom.

This academic master plan has been prepared with these key precepts in mind. For D-Q University, this narrative will be used (as have earlier educational master plans) to help guide the college Incorporated Tribal University as it matures and expands its menu of academic programs and courses. Midway through the time period covered by this document, the plan will be revised and extended outward so that the institution will continually benefit from a five year outlook.

Mendocino Indian Reservation

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:2712e7e7-040c-3fd6-b450-99e9e7f4f2ad>

Mendocino Military Post President Fort Wright that Post BIA Fort Bragg 1857 that Government

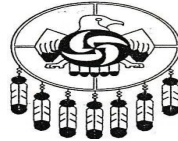
<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:c8db58e2-9918-35b8-adbf-5d01a768b118>

Student Constituency:

The University's primary target constituency is a population that is the poorest and most underserved in the nation. Indian students have a dropout rate of 60% between kindergarten and high school. Some 85 percent never complete high school and just over 50 percent of all California Indians above the age of 14 have no formal education beyond the 6th grade. More than 70 percent of California's quarter million Indians earn less than \$3,000 per year and in statewide unemployment rates for reservation-based American Indians averaged 48 percent, times the national average among Indians at four times the national average. The demographic profile of D-Q's student body is equally telling. The typical D-Q University student earns less than \$1,500 per year and comes from a family of 5 individuals with an annual household income of \$6,000 .



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DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

SECRETARY SERVICE TO AGENDA

RESOLUTION NO. MVTC-AL3180

SUBJECT DELEGATION OF AUTHORITIES AND/OR RESPONSIBILITIES

TRIBAL ADVISORY COMMITTEE COUNCIL

Whereas Mendocino Valley Tribal Council Nations of the Presidentially recognized Reservation, Federal Land Management of Mendocino Indian Reservation "TBAC"; and

Whereas Tribal Nation (TBAC) General Council of the Federally Recognized Tribal Governing Body of the Mendocino Valley Tribal Council Hereinafter referred to as the "Tribe", and

Whereas in accordance with Article of the Association of the Executive Order Tribal and Universities Mendocino Valley Tribal Constitution Article III- Organization of the Government 2021 (CFDA # 84..031 T) TITLE_ AMERICAN INDIAN TRIBALLY CONTROLLED_ COLLEGES AND UNIVERSITIES PROGRAMS; and

Whereas the federal government will therefore work to implement the innovation and reforms of the 2004 Contract of (5) Act Of 2001 " No Child Left Behind" to D-Q University Building 104 Remodel Student Services and Child Care Facility 2004 Adopted update 2021 by Agency Tribal Nations GSA OMB 2700-0042 ERR effective date 2016; and

Whereas Applied 2021 July 21, 2021 Tribal U.S Federal contractor of the Interior, Incorporated Section. 1. Policies. Sec.2. Definition of Tribal Colleges and Universities, Sec. 3, Board of Advisory, (a) Establishment (b) Membership, FEMA open Enrollment, (c) Functions, (1) Endowment Building Noted 2204 104 Rebuild, (2) Improve financial management and security, expand and compliment federal educational initiatives, (3) Develop institution capacity by both the federal and private sectors; (4) Enhance physical infrastructure to facility more security, operations: and

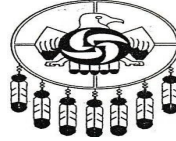
Whereas Sec.4 Agency Tribal Nations on White House Initiative on Tribal Colleges and Universities asserting that (WHITCU) The WHITCU shall: follow Head Chief and Tribal Contractor Adopt (a) Provide the staff for the Board Active Mike A Williams Draft actions noted and applied to action; (b) The Tribal U.S. Federal Contractor of the Interior in the Liaison assist the Secretary between the Executive Branch and tribal Colleges: and (c) serve the secretary in carrying out the Secretary responsibilities under the order; and

Herein resolve Sec. 5 Department and Agency Participation. As adopted services to Sec. 6 (a-d) Three year Federal Plan Incorporated FY 2021-2024 Policy Executive Order Tribal Colleges

and Universities Tribal Operations Programs RESOLUTION NO. MVTC-A13180



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

Notice of Language Assistance

ED Organizational Directory

Information Resource Center: 1-800-872-5327 (202-401-2000 in the D.C. metropolitan area)

State Contacts

Contact education agencies in your state, including:

State Department of Education Higher Education Agency Special Education Agency Adult Education Agency

Office Buildings

The Department is headquartered in Washington, D.C.

Headquarters

Lyndon Baines Johnson (LBJ)

Department of Education Building

[400 Maryland Ave, SW](#)

[Washington, DC 20202](#)

Potomac Center Plaza (PCP)

[550 12th Street, SW](#)

[Washington, DC 20202](#)

Union Center Plaza (UCP)

[830 1st Street, NE](#)

[Fraud, Waste & Abuse Hotline](#)

The Office of the Inspector General (OIG) investigates fraud, waste, or abuse involving:

federal student aid funds

lending institutions and collection agencies

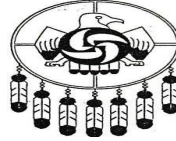
Department of Education funds or programs (and funding recipients)

contractors or employees

Anyone having such knowledge should contact us. Complaints may be submitted anonymously via the online complaint form, facsimile or U.S. Postal mail.



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

File a complaint

Other ways to file a complaint: [OIG Hotline homepage](#)

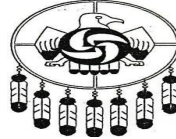
Questions: 1-800-MIS-USED (1-800-647-8733)

Publications

The Education Publications Center (ED Pubs) is the Department's one-stop center for access to ED information products, including publications, videos, brochures, posters, and other mailings. Use the ED Pubs On-Line Ordering System (<https://www.edpubs.gov>) or call ED Pubs at the toll-free number 1-877-4-ED-PUBS (877-433-7827). Spanish speakers are available (se habla español). TTY: 1-877-576-7734. Email: edpubs@edpubs.ed.gov.



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DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

PROFILE OF THE INSTITUTION

History:

D-Q University was founded in 1971, the college has established formal articulation application with Tribal Government Federal Land Management of Mendocino Indian Reservation (with 20 member campuses). After nearly 10 four years of combined efforts, Deganawidah-Quetzalcoati University Council under Chief Mike A Williams that would provide the services that prior board of Trustees couldn't do in 15 years the curriculum planning process at Deganawidah-Quetzalcoati University adheres to the general education requirements of the systems. Further, the college follows all requirements set forth in the Tribal Government Administrative that would send the message that native education is provides the hope of future economic. The University routinely sends outlines and descriptions of its offerings Dancing singing cultural arts, as well as receives and posts standards and transfer requirements that govern the community and residency of the University through Native and Covid Pandemic relief Indian economic survival and growth uses for themselves .

Typical Enrollment In an average year Deganawidah-Quetzalcoati University enrollment ranges 375-450 students annually. This total is dependent on several factors, namely the amount of available financial aid, availability of supplementary or externally funded academic and vocational / occupational/ technical education programs (National Science Foundation, Title III, Job Training Program (JTP)), and (3) number and depth of off-campus learning centers. In addition to this level of for-credit enrollment, Deganawidah-Quetzalcoati community service programming (lectures, short and limited-term courses, life-long learning, seminars, academic and training conferences, and cultural institutes) annually attracts and registers ap average 3,500 participants (teachers, Elders, student community residents, and others).

Physical Setting:

Deganawidah-Quetzalcoati University is located in the north central area of Yolo County, some seven miles from Davis and 23 miles from Sacramento. The university on a 642-acre main campus that formerly served as a U.S. Army communications installation. The area is rural, surrounded by working farms, aid is sparsely populated. The closest city, a small farming community, is revenues from the campus. Five large buildings are clustered near the center of the site and much of the remaining land is farmed for agricultural purposes The campus consists of a 13,000 square feet Cultural Arts building, a 12,000 square feet maintenance center, a 15,000 square feet main dormitory and 7,000 square feet small dormitory, a 35,000 square feet administrative and academic main building, and several storage and outbound structures. Throughout the site are located a ceremonial ground, experimental agricultural and scientific plots, and limited sports fields.

Because the facilities were built in 1951 for spartan Army use, critical infrastructure systems were either never built or represent antiquated technology that is no longer functional. For example, there is no central heating or cooling and no centralized telephone system. As resources permit, the campus has begun retrofitting and upgrading 2021, a new Hemp Agriculture physical/biological science lab and instruction center was proposed Tribal Government Federal Land Management Of Mendocino Indian Reservation 2020. the campus' primary will be up graded by Vance Turner as well as a educator in water pump purification treatment Plans and energy and invention education class, the campus began preparing plans to installing and retrofitting new energy-efficient lighting systems throughout classrooms and academic support areas. This needed systematic, planned to upgrade of facilities will continue.



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DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

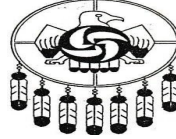
Main Campus and Off-Campus Institutional Services:

1. Increased staff support including additional administrative assistants and clerical staff to support the various working groups, task forces, and new evaluation teams required and documented in this plan.
2. Expanded management information System that will allow for on-line data access and retrieval that links with LRC, Admissions, , and other order to be of use in outreach, retention, academic enrichment, faculty advising, and retention initiative institutional resource development and planning that provide internal staff or access external professional expertise to assist with comprehensive program planning, institutional research, proposal writing, and resource development.
3. Expanded budget support for operational expenses associated with many of the activities proposed in this plan.
4. The plan calls for surveys, visitations, pilot efforts, new approaches, informational outreach, analysis, testing of current approaches and methodologies, and the compilation and analysis of approaches used by other institutions. These activities will come at some expense and funds will be needed to underwrite such costs.
6. Series of new institutional mandates that affirm or reaffirm the processes, protocols, and policies that will be required to formalize each of the activities outlined courses are offered each term that permit the declared student to make satisfactory progress toward the completion of credit requirements within each of the nine program areas.

- Appropriate Technology
- Business
- Computer Science
- Community Development
- General Agriculture
- General Education
- Indigenous Studies
- Native American Fine Arts Social Science
- Agricultural in Schedule 1



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

INSTITUTIONAL ACTIVITIES TO SUPPORT THE ACADEMIC MASTER PLAN

Introduction:

The priorities of the Academic Master Plan will be supported by an infrastructure of processes and procedures. The plan can only be implemented if the institution has the sufficient resources, staff, and protocols to undertake and manage the ambitious array of activities, objectives, and goals contained herein.

To that end, Deganawidah-Quetzalcoati University Agency Tribal Nations Council administration fully understands that it requires a substantial number of resources and must undergo a series of deliberate infrastructure enhancements for the goals of the Academic Master Plan to be met. Throughout each section of the plan, thus far, institutional staffing, policy, resources, and infrastructure implications and requirements have been identified. In this concluding section, these requirements are summarized within the context of the overall institution.

Approach To Academics and Learning:

Deganawidah-Quetzalcoati University firmly believes that an institution of higher education can be tribally controlled and focused on the provision of culture-sensitive curricula while adhering to the principles academic. Thus, while the institution is dedicated to a respect and furtherance of cultural diversity and richness, it is structured much like a typical and traditional college. As do most independent colleges, Deganawidah-Quetzalcoati University Accredited 4 year curriculum has a governing board. The distinctive character of its board, however, is that the composition is all-American Indian. All colleges Universities observe holidays and so does Deganawidah-Quetzalcoati University; however, most of those observed by this college Universities have cultural historical significance. Most colleges contain and display collections of art and so does Deganawidah-Quetzalcoati University; yet, for this University 2 Year college, the permanent art displays are composed of standard and Indian-focused curricula, the University remains true to those principles upon which Tribal Colleges University is based.



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DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

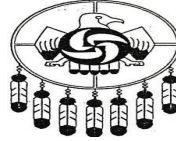
Current Academic Support Services and Resources:

A. Beginning with the acceptance of a student's application for admission, the process provides for immediate and constant proactive intervention by administration, and academic support professionals. In brief, D-Q University offers to each student such academic support services and resources as:

- Assistance in completing the admissions application.
- Assistance in pursuing financial aid. Providing, subject to resources, financial aid for qualified students.
- Dormitory room and board.
- Given its fiscal constraints, the college has developed and offers an ambitious academic support system.
- Beginning with the acceptance of a student's application for admission, the process provides for immediate and constant proactive intervention by faculty, administration, and academic support professionals
- In brief, D-Q University offers to each student such academic support services and resources as:
 - · Assistance in completing the admissions application.
 - · Assistance in pursuing financial aid.
 - · Providing, subject to resources, financial aid for qualified students.
 - · Dormitory room
 - · A faculty advisor
 - · Student life (including sports, student government and cultural events).
 - · Learning Resource Center services, including:
 - · Academic testing,
 - · Counseling (group and individual), Arrangement of study group and study sessions, Tutoring (formal and self-paced),
 - · Remedial English, mathematics, and other topic areas,
 - Computer lab for study, self-paced learning, and research,
 - Personalized academic enrichment programming, and Workshops on computing, word processing, and study skills.
 - Cultural programs promoting self-esteem .



EXHIBIT A

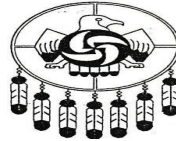


DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

Prepared to Staff by two full-time professionals, the Learning Resource Center (LRC) undertakes the very important task of coordinating learning and academic support services at D-Q. The Center is housed in the main administrative building, immediately adjacent the majority of academic classrooms. The LRC is comprised of a computer lab (with over 20 stand alone computers and hundreds of academic software programs), a basic skills area, a room for quiet study and study groups, and office space for LRC professionals students using L S RC services to be developed with D-Q Board of Trustees Council to develop a personalized individual education plan. The plan may include additional academic preparation, remedial assistance in specific content areas, assignment to study skills workshops, self-paced and directed tutoring



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DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

MISSION STATEMENT AND OPERATING

PHILOSOPHY OF Deganawidah-Quetzalcoati University

Introduction:

The mission of the University has changed. The following far-reaching mission statement was first developed over years 10 ago and reaffirmed by New Board Education in 2021.

The New Deganawidah-Quetzalcoati University Board plans has taken support to Application in welding Certificate education and research in Hemp research and lab process in medicine, crops sales soils in Professor's curriculum applications, that of Davis University applied for theirs in 2021 Deganawidah-Quetzalcoati university courses measure student progress in a systematic way, all students are evaluated according to stated academic standards, and student data are gathered and tracked just as they are at any other college campus Deganawidah-Quetzalcoati University Board of Directors Council pay's particular attention to Native and Chicano individual needs. Support services, such as the Learning Resource Center are in place to provide remedial and academic enrichment services. Computerized academic labs, completed with individualized software, are available to student progress. Tutoring and advice are available on a group and individual basis In recognition of individual learning styles, that fits Native and Chicano special programs called the Knowledge Path Plan. Students selected for this program, in consultation with their University advisors, create and follow a rigorous individualized academic plan covering specific topics of study. To the greatest extent possible, the programs, curricula, support services staff (administrative), and trustees/ advisors of Deganawidah-Quetzalcoati University are dedicated to the indefatigable principle that students should be provided access to quality, sensitive academics so that they can develop an intellectual self-sufficiency.

Mission Statement of Deganawidah-Quetzalcoati University

The Mission Statement of Deganawidah-Quetzalcoati University has guided the development and the institution for over 10 years. It is conveyed throughout the campus via instructional practices, to provide for curriculum development activities, coursework, governance policies, student life, the perspectives and college services provided the external community. The statement is considered essential to the college and is widely referenced in college publications and proposals Deganawidah-Quetzalcoati University, as any other college, is affected by internal and external forces. Some are welcomed, others mitigated, and still others must simply be accommodated. The formulation and implementation of any academic master plan is a product of the resources and influences of its environment. The following narrative highlights some of the more relevant developments impacting the institution and influencing the academic fiber of the University Past Developments:

- 1, The University settled with the U.S. Government regarding the title and use of campus land. The settlement allows the campus to make maximum educational and economic use of the site.
- 2, The campus concluded a five-year Title III grant and Minority Science Improvement Program (MSIP) grant that created a computing lab, a science wing including biology, physics, and chemistry labs, a Learning Resource Center, computer science degree and business major.
- 3, The D-Q Board of Trustees college was awarded funds as part of a grant to All-IEC (the American Indian Higher Education Consortium) member colleges to receive telecommunications equipment in order to begin the process of developing and linking to a telecommunication system among American Indian and other educational institutions.
5. Deganawidah-Quetzalcoati was awarded several foundation grants to underwrite initial faculty development initiatives and opportunities.



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6. The college became a Consortium to provide training for economically unemployed, and under-employed American Indians under the U.S. Department of Labor

D-Q University Academic Master Plan: 2022

1. [Deganawidah-Quetzalcoati .received special funding from the U.S. Department of Energy to offer a summer science camp and year-round science academy to gifted American Indian high school students.](#)
2. The University would like and program to grant from AIHEC from the U.S. Department of Energy for the development and implementation on AIHEC campuses of a comprehensive set of academic degree and certificate programs in environmental monitoring, environmental restoration, hazardous materials handling, energy management, and related fields. ··
3. [With assistance from the U.S. Dept of Agriculture, the college designed a 40- acre Natural Habitat Area that will serve as an indigenous outdoor field laboratory. The laboratory represents a contemporary, real life application of the principles of biology, plant science, agricultural technology, botany, and other earth sciences within a strong cultural context.](#)
4. Through external funding it secured, the University established a working Celestial Wheel experimentation plot that serves as a culturally-relevant research laboratory that cuts across all of the disciplines and majors offered at the college. The Celestial Wheel plot and program provides unique opportunity for the nexus between contemporary science and indigenous methodologies Deganawidah-Quetzalcoati has resource for technical assistance to agencies overseeing corrections and Deganawidah-Quetzalcoati University played a consulting role to the native and Chicano of Personnel in the development and implementation of positions that provide cultural services to American Indian Chicano in low income areas D-Q has provided training native songs and powo in holding the language and dances 1 2 development and teaching methodologies in the area of cultural diversity in the classroom as it applies to Native American students
6. Deganawidah-Quetzalcoati University is dedicated to the progress of indigenous peoples through education• within contexts that affirm the values and explores the depth and breadth of indigenous cultures. The institution seeks the preservation and dissemination of the cultural heritages of Native people. The University also seeks to develop individuals who will contribute to the improved quality of Native American communities in conformance with the cultural values of those communities. It seeks to develop those scholars who can contribute their cultural heritage with the professional and technological expertise necessary to meet the economic needs of indigenous people, whether they reside on reservations, rancherias in rural areas or in urban communities. Intrinsic to the activities of the University is a fundamental concern for self-determination and self-direction. This results in a three- dimensional approach to the individual student:
 - A. To create a program of superior education and academic training for Native peoples.
 - B. To create a practicum for Native and Chicano students in technical and professional skills of inquiry and scholarship.
 - C. To preserve and develop the Native American cultural heritage as a valid academic area of inquiry and scholarship.
 - D. To serve as a learning center for Native Indian communities.
 - E. To serve Native American communities through field courses at specifically selected sites on reservations and rancherias.
 - F. To create a program of orientation that allows for the improved self-image of Native Americans.



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DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

Deganawidah-Quetzalcoati University problematical developments included:

The institution concluded its lack of federal assistance. This has resulted in a net loss of \$10,900,000 yearly in external support to the college.

A. The institution concluded its MSIP science improvement award and has not been successful in securing new MSIP support. This has resulted in a net loss of \$200,000 in science-related funds used to support equipment and supplies acquisition, science faculty, and science curricular development.

B. The institution has been unsuccessful in attracting substantive external resource development support for the institution and, thus, few discretionary funds exist for plant improvement, scholarships, library acquisitions, and related items.

C. The effects of deferred maintenance and a deteriorating physical plant have resulted in significant expenditures of precious general funds for such items as a new roof, water well, septic system, and retrofitting classroom lighting fixtures. Such repairs challenge the college's intent to increase scholarship levels and minimal faculty compensation packages Identified Basic Program Areas of the University:

- General education and transfer curriculum
- Vocational and occupational programs
- Basics skills and learning resources.
- Community services



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

Goal 1: Establish Deganawidah-Quetzalcoati University as a Center of Excellence.

Deganawidah-Quetzalcoati University leadership role in the provision of quality academics to American Indians, Chicanos and others. The reputation of the institution has generated a national following. The campus will continue to dedicate itself to those activities that result in the acknowledgement of the University and a quality institution featuring the highest academic standard. Deganawidah-Quetzalcoati University should capitalize on this reputation of excellence by establishing a special relationship with Tribal Government Federal Land Management Of Mendocino Indian Reservation so that we can be viewed as a quasi-official Tribal college specially dedicated to providing American Indians and others with quality academics well-suited for direct transfer to four-year public universities under the history and progress of Deganawidah-Quetzalcoati University are evidence of the strong reliance on input and direction from American Indian organizations. This college reaffirms its long-held commitment to organizations and groups as the tribal leadership American Indian Science Education Consortium, Tribal Nations Indian Education Association, Strategic Industrial Economical Plan Fund, and other representatives of American Indian culture, tribes, and communities. It is through the reflection of American Indian values and culture in the presentation of quality academics that Deganawidah-Quetzalcoati University will continue to meet the ambitious and important goals set forth in its Mission Statement. Establish an educational ladder that articulates with identified high schools, reservations, rancherias, and American Indian community organizations and leader provide for advisement, assessment, remediation, and recruitment. develop specific linkages with four-year colleges and universities that result in increased articulation agreements and joint programming.

Medium Term Objectives: 2022-2023

1.0. Improve student outreach, recruitment, enrichment, and retention in order to facilitate heightened academic achievement by all students. Secure sufficient external funding in order to adequately staff administrative, professorial, and academic support functions.

1.1 Identify the expertise of Deganawidah-Quetzalcoati faculty that can be interfaced with the projects of senior research institutions. Assist Deganawidah-Quetzalcoati faculty to publish articles and deliver conference papers by underwriting limited research and travel budgets. Encourage faculty to engage in scholarly search and establish formal relationships with professionals and professors in their fields.

1.2 Work to identify fiscal resources that permit the offering of more competitive faculty and ancillary professional staff salaries.

1.3 Identify and commit sufficient resources to the specific areas of student outreach and student recruitment as a method of attracting more students with academic potential to the institution.

sources to provide for a comprehensive student academic support, enrichment, and retention program that reduces attrition and increases student performance/graduation.

1.4 Identify funding sources (grants, contracts, tuition, and cost recovery fees)

that increase the general fund to permit securing an adequate level of administrative and support personnel. Such personnel would increase attention on curriculum development, program evaluation, resource development, articulation, corporate and public sector outreach and interface.

1.5 Dedicate sufficient senior administrator and trustee time to working with officials to pursue designation of Deganawidah-Quetzalcoati University as the primary

Personnel/Staffing Requirements for

Goal 1

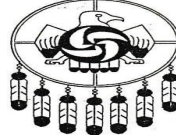
A. Two new personnel for outreach, recruitment, site visitations.

B. Two new personnel for student retention, remediation, basic skills.

Three new administrative personnel:



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- (1) educational services specialist,
 - (2) administrative analyst, and
 - (3) administrative specialist.
- C. Four new faculty positions to cover increased student load.
- D. Two new clerical and office support for faculty and administration.
- E, full-time position or equivalent for resource development.

Fiscal Requirements for Goal 1

- A. \$55,000 for 2 outreaches· personnel, salary and fringe.
- B. \$55,000 for 2 retention personnel, salary and fringe.
- C. \$250.000 for 3 administrative personnel, salary and fringe.
- D. \$220,000 for 4 faculty positions, salary and fringe.
- E. . \$50,000 for an equivalent position for proposal writer/development.
- F. \$80,,000 for 2 clerical positions, salary and fringe.
- G. \$50,000 additional for outreach budget, travel, visits, supplies.
- H. \$75,000 additional for retention budget, supplies, tutoring.
- I. \$100,000 additional admin budget for reports, copying, output.

J. Facilities Requirements for Goal 1

- A. No new major physical structures or construction needed.
- B. Tenant improvement needed to configure six new office spaces for new faculty and academic support personnel in available space area between LRC and science wing.,
- C. Outreach personnel should be housed in currently available space in Admissions. Additional space needed for this function should come from the adjacent library facility and readily available space there.

Goal 2: Enhance the Quality of Existing Programs and Majors.

Deganawidah-Quetzalcoati University shall accelerate its efforts to evaluate the efficacy of each of its current majors and program areas with the resolve to continually improve the content, structure ,delivery, and importance of its nine program majors (Appropriate technology, business, computer science, community development general agriculture, general education, indigenous studies, Native American fine arts, and social science). The outcome of this evaluation and process of refinement shall be the offering of a series of majors viewed by the collegiate peers of Deganawidah-Quetzalcoati as among the finest examples of scholarship and academics.

Short Term Objectives: 2022-2023

- A. Establish a meritorious and structured program evaluation model and methodology that combines existing D-Q methods with those culled from input of their academic institutions.
- B. Undertake more comprehensive student evaluations of program efficacy and faculty preparedness.
- C. Under leadership from senior administration, require that faculty secure from other institutions, outlines, syllabi, formats, course descriptions, and other material to be used for comparing the structure of D-O's majors with those of other institutions.
- D. Undertake a select survey of industry and public sector representatives to determine the tasks, issues, and competencies prospective employers are looking for in individuals who graduate with such degrees and majors.



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Review at least three of the programs during this Medium-Term Objectives: 2024 Following the above methodologies of student, faculty, and industry evaluations, review at least three more of the nine existing programs during this faculty development resources and opportunities in order to encourage faculty staying current with their field.

Following established evaluation protocols, review the remaining, the major programs during this period.

Secure sufficient external and/or internal funding to underwrite the methods, technology, equipment, and related costs, that will be proposed as the result of the comprehensive program review process.

Activities in Support of Goal 2

2.1 Convene the Program Review and expand its membership to prepare for a new initiative to review all current majors/programs-

2.2 Refine the existing student evaluation survey instrument and require that it be administered to every student in each class that is part of the requirements of a specific major under study.

2.3 Identify a lead {faculty member in each major under review and authorize that faculty member to collect course and Major- material from Resources in Government.

2.4 Space now exists for external consultant / professionals.

2.5 Existing classroom space appears sufficient for any program expansion.

Goal 3: Initiate New Programs That Respond To Societal, Industry Needs and National Agendas.

Any worthy academic institution must constantly reassess contemporary societal needs in order to provide educational and technical training in areas and across fields that are relevant and in demand. D-Q will continually examine its array of programs and offering of majors in order to develop new degree, certificate, and major programs in high demand and for which there appears to be fiscal support for such development and course delivery. The institution will make key and particular strides to develop new majors and programs that have economic development, scientific, and community development implications for its primary constituency and general community.

Short Term Objectives:2022-2023

Successfully conclude the pilot development efforts of Project

(Promoting Environmental Restoration and Waste Management for American Indians) that will lead to the development, at D-Q University, of a comprehensive new academic program leading to degrees and certificates in environmental monitoring, environmental restoration, and waste management in physical and/or biological sciences Review the business major to determine if additional emphases and/or certificate programs are appropriate, for such areas as finance, marketing, economic development, and technology transfer Medium Term Objectives: 2024-2025

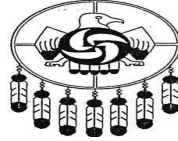
2.1 establish at least one full new degree and/or certificate program under , in environmental monitoring, environmental restoration, or waste management.

2.2 Undertake a systematic review of the contemporary need and popularity of a major once offered at D-Q, health science, to ascertain the major should be reintroduced at the University.

2.3 In response to requests by specific governmental agencies (U.S Departments of Interior and Agriculture,) undertake a systematic review of the feasibility of establishing a new degree and/or certificate program in natural resources, forestation management, natural resources management, environmental science, and/or art Establish a full program with majors and/or degree options in at least three areas (environmental monitoring or restoration, hazardous materials handling or management, risk management, waste technology or technician certification, energy management, science path transfer option).A Subject to external support, popularity, and the availability of faculty, offer degree and/or certificate programs in forestry/natural resources/natural resources, health science. economics economic development, molo chemistry. and/or general science.



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Activities in Support of Goal 3

- 3.1 Convene the Curriculum Development and expand its membership to prepare for the systematic review, degrees, and/or certificate programs.
- 3.2 Have senior administration formally commit the staff and resources required to complete the development of combined funding proposals that underwrite the implementation
- 3.3 Secure the external curriculum and program development expertise needed to fully develop the new programs in response.
- 3.4 Assign to specific faculty/staff task forces the responsibility of developing and effecting the feasibility study process associated with analyzing the prospective new programs of health science, economics marketing, applied or general science, economic development, and forestry /natural resources.
- 3.5 Assign to specific internal staff or external consultants the responsibility to identify and pursue government, industry, or philanthropic support for the implementation and administration of specific new degree and/or certificate programs as described above.
- 3.6 For those prospective new majors that survive the feasibility phase and for which external support is available, follow established procedures to secure trustee approvals for program implementation as well as articulation and transfer agreements with four-year institutions

Personnel/Staffing Requirements for Goal 3

- A. Assigned time of an existing faculty member of at least developed to review and determine the feasibility of a new major or program at the college.
- B. The existing Project sufficient resources for internal and external staff support.
- C. Assigned time of administrative assistant
- D. Assigned time of clerical support at .
- E. Consultant services for development of specific funding proposals.
- F. Limited external services for new program evaluation and survey design.
- G. Sufficient faculty and support staff to initiate new majors as they develop.

Fiscal Requirements for Goal 3

- A. \$6,000 for each assigned faculty member chairing task force.
- B. No new Administration resources required.
- C. \$4,500 for assigned time of administrative assistant.
- D. \$3,000 for assigned time of clerical support.
- E. \$7,500 for proposal development consultant services.
- F. \$7,500 for review expenses, travel, materials, meetings, analysis.
- G. Appropriate major resources for faculty/staff

Goal 3 ·new physical structures/construction needed.

- A. New office space needed.
- B. Space now exists for external consultants / professionals;
- C. Existing classrooms, science labs, and conference facilities, should accommodate the addition of at least one - two new major programs.



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Goal 4: Increase Transfer Rates By Increasing Articulation Agreements With Other Higher Education Segments.

As an accredited two-year college, D-Q University has a special responsibility to provide the first two years of a quality education that can then be transferred by the D-Q graduate to a four-year institution (for those majors and courses of study that are transfer track and not terminal programs). The college must continue efforts to increase the number of articulations agreements

Short Term Objectives: 2021-2022

1. Reaffirm articulation agreements with Federal Government.
2. Revalidate existing articulation agreements with the Federal Government Universities Colleges System.

Medium Term Objectives: 2022-2224

- A. Establish articulation agreements.

Long Term Objectives: 2025+

- B. Establish specific program/major articulation agreements with colleges and university .
- C. Develop a computerized program, accessible by faculty and available in the Learning Resource Center, whereby students can immediately determine which courses/ classes are articulated, and thus transferable, with and to which four-year institutions.

Activities in Support of Goal 4

The chief Council officer requires that each faculty member update outline for each course. Each faculty member will develop a comprehensive program description and outline, complete with topic areas, themes, issues, description of key content areas, required reading, grading approaches, and so forth, for use by administration as they meet with colleges for articulation purposes.

- b. Faculty shall revise course content, where appropriate, in order to make affected courses transferable and to facilitate articulation agreements.
- c. The Learning Resource Center, in conjunction with Admissions, Career Counseling, and the MIS Division, will develop an on-line computerized data base that detail which DQ courses are transferable to which four-year colleges and universities.
- d. administration implements an all-faculty orientation and format requirements that features a complete understanding of articulation agreements and assures that each faculty member and advisor understands which courses are transferable to which institutions.

Personnel/Staffing Requirements for Goal 4

- A. Faculty members update course descriptions as part of the professorial responsibilities and, thus, assigned time is not required.
- B. Assigned time of administrative assistant support of .
- C. Assigned time of clerical support .
- D. Council related personnel develop on-line transfer data system within their regular duties and, thus, assigned time is not required.
- E. Existing senior administration (e.g., the president and vice president) assume primary responsibility to meet representatives to pursue articulation.

Fiscal Requirements for Goal 4

- A. No funds needed for faculty or staff assigned time.
- B. \$4,500 for assigned time of administrative assistant.



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C. \$2,500 for assigned time of clerical support.

D. \$5,000 for project expenses, travel, input, report preparation, relate Facilities.

Requirements for Goal 4

A. new physical structures or construction needed.

A. new office space or tenant improvements required.

Goal 5: Enhance the Quality of Existing Vocational/Occupational Programs Offered By the University In recognition that vocational training, whether degree or certificate oriented, or structured as a limited-time short course or single comprehensive session, is of value to many constituents, D-Q University will develop and regularly offer, on campus and via learning centers, specialized vocational, technical, and occupational programs. Depending on their intent, some programs may be academic oriented, and others may be technical training in nature. The college is committed to evaluating and refining existing vocational and occupational programs to ensure they meet academic standards and respond to real world workplace needs Objectives: 2022-2024

1. Identify existing vocational training programs offered on campus for application to off-campus learning centers.

2. Identify existing vocational training programs offered, on a pilot basis, at off-campus learning centers for application at the main campus facility.

3. Develop better program announcement and recruitment procedures medium Term Objectives: 2021-2022

4. Develop formal procedures by which existing vocational education programs and 'courses are evaluated for appropriateness and efficacy.

5.0 Implement evaluation procedures on all existing vocational education programs (e.g., computer literacy certificate program, computer applications certificate program, word processing/ office procedures certificate program). Create mechanisms the costs , of vocational programs (e.g., GAIN, EDD Special Education) .Long Term Objectives: 2024+ Subject to student interest and the array of programs in existence, fund and designate a director of vocational and occupational programs secure multi- year Education, and other extern funding to enable the college to effect suggested refinements to e- vocational / occupational programs identified by the program process activities in Support of Goal 5

5.1 Establish a working committee of faculty and program administrators responsible for existing vocational/ occupational training programs as their charge the development of a systematic evaluation methodology review and refine. existing vocational programs.

5.2 Undertake a follow up survey with program graduates to determine efficacy and outcome of D-Q vocational programs.

5.3 Undertake a quality control follow up survey with those agenda Short Term Objectives: 2022-2024

·A. Reaffirm articulation agreements with Federal Government.

· B. Revalidate existing articulation agreements with the Federal Government Universities Colleges System, establish articulation agreements with select Programs .Establish specific program/major articulation agreements.

5.4 Gather information from other colleges on their vocational/ occupational training and education approaches to the same disciplines or topic areas as those now offered by this university.

5.5 Modify and refine existing programs according to the outcomes generated by the .evaluation and survey process.



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5.6 Meet and confer with area private and public sector leadership to gauge the future demand for graduates from current D-Q vocational programs.

5.7 Assign internal staff or external proposal writers and related professionals to develop/submit proposals to fund/underwrite D-Q vocational and occupational training initiatives. Personnel Staffing Requirements for Goal 5

A. Existing faculty and program staff can undertake these activities within the scope of their typical work new staff are needed for this evaluation.

B. Assigned time of administrative assistant support at .25 FTE for evaluation.

C. Assigned time of clerical support during evaluation phase.

D. Consultant services to generate vocational education proposals and RFP responses.

E. Long range, a full-time vocational education program director and clerical support.

Deganawidah-Quetzalcoatl University Academic Master Plan: 2021-2026

Fiscal Requirements for Goal 5

A. No assigned me funds for faculty and staff participation in the program evaluation process.

B. \$4,500 for assigned time of administrative assistant.

A. \$10,000 for assigned time of clerical support.

B. \$50,000 for proposal development, survey construction external services

C. \$30,000 project budget, travel, supplies, copying, and related expenses.

D. \$250,000 in future year that director of vocational education programs is created.

E. \$250,000 in future year that above director is created and needs

F. \$2,000,000 in future implementation year for operating budget, travel, expense.

Facilities Requirements for Goal 5

A. No new physical structures or construction needed or envisioned.

B. No new office space needed.

C. Limited remodeling needed to conform existing space to vocational education office.

D. Existing classroom. space appears sufficient for any program expansion.

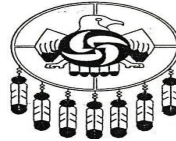
E. Sufficient current space exists for consultants, clerical, administrative support

Goal 6: Initiate New Vocational/Occupational Programs that Respond to Societal, Industry Needs and National Agendas.

D-Q University will constantly reassess contemporary societal needs, with tribal and reservation leadership, and discuss with public agency order to provide occupational and technical training opportunities in a across fields that are relevant and in demand. D-Q University will examine specific and uniform manner, the opportunity to develop vocational education programs, certificates, and courses that respond to identified community and employment needs. The University will focus on the development of new training initiatives that will be provided external support (e.g., via contracts with private sector firms, grants from public training agencies) or can recover costs via a fee or tuitiot1. System. These vocational and occupational programs may be directly part of D-Q's academic program leading to a degree, part of a program leading to a certificate and/ or license, or represent a short-term training experience designed to not result in the awarding of a certificate or license. Depending on the nature, intent, and content of the vocational/ occupational programs, such study or training may be on a credit or no-credit basis. For the benefit of the



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campus' target constituency, it should maintain such flexibility in the structure and delivery of these programs.

Short Term Objectives: 2026

6.1 Complete development and piloting of Project education and training components. Identify and separate program electives that will be part of an academic degree offering and those that will be offered as terminal, technical, occupational, certificate programs

6.2 Establish a vocational training and certificate program to meet EPA's 40 hour hazardous materials technician requirement.

6.3 actually assess the feasibility of the heavy equipment operator program now being pilot tested at the learning center.,

6.4 Fully assess the feasibility of the hospitality industry management program now being pilot tested at the Soboba learning center.

Medium Term Objectives: 2025-2026

A. Evaluate the feasibility of offering allied health vocational training and certificate programs (certified nursing assistant, emergency medical technician, nurse assistant, nutrition technician) the University has been asked to consider by the Indian Health Service and several hospitals.

B. Evaluate the feasibility of offering early childhood development training programs leading to such certificates for working in and operating child care facilities.

Long Term Objectives: 2026+

A. Evaluate the feasibility of offering a paralegal training/certificate program the college has been asked to consider.

B. Develop a moderate Size vocational/ occupational program compose the University, with its own director, that recovers all operating costs, tuition, training contracts, and training grants..

Activities in Support of Goal 6

6.1 Senior administration will commit the final grant resources to co the development of Project models, pilots, and elements

6.2 Senior administration, in conjunction with the PERMA team, will determine which project elements will be offered as or certificate oriented initiatives.

6.3 Senior administration should confer with existing campus curriculum and program development committee to determine the formal standards by which current pilot and future vocational program will be assessed for a recommendation regarding implementation.

6.4 Working through the campus curriculum development committee and the Vice President, the site coordinator will report on the outcome of the pilot efforts regarding heavy equipment operator training and hospitality industry manager training. The University will then determine if the program should be continued, expanded, or revised

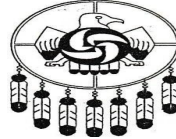
6.5 The campus should assign internal staff and external proposal writers to develop proposals in support of specific vocational training programs for submission to appropriate government programs and foundations.

6.6 Subject to the continuation or creation of a sufficient number of vocational training programs, the campus should create a vocational and occupational training department and, with sufficient funding, hire a full time director to oversee the program.

Personnel Staffing Requirements for Goal 6



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. A. Existing faculty, project staff, and learning center liaisons will perform evaluation activities within their work load. No new staff will be required to evaluate and or finalize programs now in place or being field tested.

B. Use of the assigned time administrative assistant described in Goal 5 above.

C. Use of clerical support described in Goal 5 above.

D. Use of limited consultant services described in Goal 5 above. If new vocational programs are approved, at time of approval, each program will require sufficient faculty and support staff

Fiscal Requirements for Goal 6

A. No additional budget for faculty and staff assigned to evaluation.

B. No additional budget for assistant and clerical assigned to evaluation .

C. \$2,500 for operating expenses, travel , forms, copying, and general expenses.

Facilities Requirements for Goal 6

A. No new physical structures or construction needed during evaluation or program development phase.

B. No new office space needed.

C Sufficient space exists for external professionals and consultants.

D. Existing campus classroom space is sufficient for several new programs.

E. Learning center programs, depending on location, may require additional leased or committed facilities to implement new, large training programs.

Basic Skills and Learning Resources

Goal 7 Assist American Indian and other target students to achieve while at D-Q University by participating academic preparation programs communities University is committed to the retention and graduation rates of American Indian Chicano students.

One strategy is assisting High school initiatives that better prepare students for academic before they enter a , the University campus will work to assist those efforts that provide academic skills enrichment

Short Term Objectives: 2022-2024

- Develop effective programmatic linkages with existing early academic outreach initiatives of quality that target some of their services to American Indian constituencies.
- external funding sources that will permit D-Q University to assign staff time and other resources .

Term Objectives: -2025

Increase institutions and Indian community organizations with substantial Indian youth.

A. Establish a formal early outreach component to D-Q University's current admissions outreach and enrollment management systems/resources.

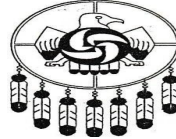
Long Term Objectives: 2025+

A. Work with other Federal services and assist them develop linkages with D-Q- University national early academic intervention projects within their service area.

B. Assist D-Q University develop a model format for a national American Indian academic outreach intervention model.



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Activities in Support of Goal 7

7.1 Senior administration should meet and confer with D-Q Council early outreach programs for the purposes of demonstrating an interest in participating in early academic intervention activities relating to American Indians.

7.2 D-Q University should meet with internal staff to form a working group of faculty Learning Resource Center professionals, and other staff interested in working g on the development of an early academic intervention and network participation model. This approach will be used by the college to work with other programs and will shape the nature of services and resources D-Q extends to recipients in its role as service provider.

7.3 The working group will informally survey the senior administration of the

two dozen colleges in the AIHEC network to determine early outreach strategies particularly effective in Native American communities.

7.4 Senior administration will assign internal staff and/ or external proposal writers the task of identifying any external funding available to help the college underwrite a program of early intervention in American Indian schools and comm unities.

Learning Resource Center professionals, and other staff interested in working g on the development of an early academic intervention and network participation model. This approach will be used by the college to work with other programs and will shape the nature of services and resources D-Q extends to recipients in its role as service provider.

7.3 The working group will informally survey the senior administration of the

two dozen colleges in the AIHEC network to determine early outreach strategies particularly effective in Native American communities.

7.4 Senior administration will assign internal staff and/ or external proposal writers the task of identifying any external funding available to help the college underwrite a program of early intervention in American Indian schools and communities as service delivery phase is implemented.

7.5 . \$500,000, program budget will be required for the professional staff as to program is started, in order to provide for materials, learning aides, travel supplies, consumables, and other project costs.

Goal 8: Assist American Indian and other target students to achieve while at D-O University by increasing the breadth, range, and effectiveness of campus academic support and basic skills resources.

To derive the most from their college experience, D-Q University students must have the requisite academic skills. In some cases, they may require academic enrichment exercises, rem dial instruction, and other services so that they are sufficiently prepared for the rigors of college study. For many students, satisfactory academic progress, once in college, generally requires access to tutoring,

Academic advisement, "career counseling, additional study time, and a continual refinement basic academic skills For other students, academic support services retreated to financial aid, on-campus cooperative child care, and related resources play a important role in sustaining academic achievement and improving retention/ graduation rates at the University.

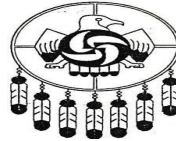
D-Q University will remain committed to providing those basic skills development and academic support and enrichment services considered vital to the well-being of the student and which undergird retention and graduation.

Short Term Objectives: 2022-2024 ·

· Ensure a system whereby every D-Q student is tested for academic skills levels and such tests result in a program of academic enrichment and an educational plan Implement a program review process which validates and upgrades basic skills programs to ensure an adequate 5-eqU_ence of remediation courses



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in reading, writing, communication skills, and mathematics to support student skills development toward college level competence.

Medium Term Objectives: 2025-2026

- A. Implement a review and refinement of the assessment/placement system to ensure appropriate coordination between the basic skills curriculum and student needs.
- B. Expand the offering of remedial courses and related enrichment services to meet demand needs determined by the academic testing of each D-Q University student.
- C. Refine the link between on-going Learning Resource Center academic support services (such as tutoring, self-paced study, advisement) and content and themes of courses taught at the institution.

Long Term Objectives: 2026

- Structure, fund, and implement an on-campus cooperative child care center_ as a functional response to academic support. Student retention levels through a comprehensive, coordinated, networked set of services that begin with admission of the student and continue through graduation.
- A. Increase student graduation and program completion levels through the provision of a more comprehensive, yet individualized set of services that respond to the academic enrichment and advancement needs of students.

Activities in Support of Goal 8

8.1 Senior administration shall convene a working group comprised of the Vice President, LRC director, LRC support staff, Librarian, Admissions officer, and two faculty members. The working group will have the charge of developing a basic skills/LRC program review process and methodology.

8.2 Faculty members should be surveyed as to the skills they see as present and missing in their class student body

8.3 Survey a sampling of students as to the academic skills they feel are important in meeting the challenge of college study at D-Q University.

8.4 A committee of faculty members should oversee an effort of each faculty member to describe within their formal course descriptions and syllabi those academic skills they believe are essential in order for satisfactory progress to be made in that particular course. Those listings and course descriptions should be forwarded to the working group described in 8.1.

8.5 The LRC director and support staff should meet with each faculty member in advance of each semester to discuss performance expectations for each course and the academic enrichment and basic skills programming that the LRC should offer in recognition of those faculty member expectations

8.6 Council advisement, counseling, and other appropriate staff should review the assessment instruments in current use at the institution and compare them with assessment instruments and testing methods used by other colleges (both AIHEC and non-AIHEC). The LRC should adopt those tests considered most sensitive, unbiased, and effective in their application.

8.7 Council and Admissions/Registrar staff should be assigned the task of formatting an on-line, interactive, relational data base whereby a faculty advisor, support professional, or faculty member can call up a student record to review academic progress, remedial efforts, outcomes of academic assessments, and the outline of the student's educational plan. Constantly updated, this system will enable faculty and support staff to better track student performance and to intervene, where necessary.

8.8 Working with on-campus staff, and guided by external expertise, senior administration formulate a feasibility study regarding an on-campus child care facility run on a cooperative basis by student-parents. Should the project prove feasible and sufficient funding sources are identified, then the campus should secure all required permits and licenses and implement such a support service at the college.



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8.9 Senior administration should assign internal staffer external consultants grant applications additional funding for student support services (such as Department of Education Special Services, Cooperative Education Eisenhower Program, and others) so that additional or more comprehensive services are offered and sustained

Community Services

Promote life-long learning for American Indians and exposure to American Indian culture by Native Americans through the continuation and refinement of existing community services programming and the introduction of New programming.

An essential part of the mission of D-Q University is the provision of classes activities, and events that provide for the personal enriched of indigenous people and other participants. Deganawidah-Quetzalcoati University remains fully dedicated to serving as host and providing the site for a rich tapestry of community-oriented programming.

Whether offered for credit or as a non-credit experience, such community activities will be delivered on a timely, sensitive, and respectful basis.

The institution now serves as host to a wide-range of community service programming including numerous conferences held in conjunction with Indian organizations; an annual Youth and Elders Gathering; seminars on Indian thought, culture, and issues; maintenance of ceremonial grounds; summer academic camps for academically cap ab le American Indian students; English as a Second Language and citizenship courses for area residents; alcohol, substance abuse, and nutrition counseling for Native people and D-Q students; special cultural sensitive training programs and workshops for K-12 teachers and science educators; and a host of other activities contained within a schedule that offers 15 - 25 such sessions annually and that attracts between 2,500 and 3,500 participants to the campus.

The goal of D-Q University, in this regard, will be to ensure that existing and on-going community service programs are offered in an effective manner, adequately advertised and funded, and fully-documented as to purpose: attendance, and method. Through such a system, the University can be assured that it offers a series of community programming considered relevant, important, and necessary.

D-Q University

Short Term Objectives: 2025-2026

- A. Develop a bulletin or brochure of routinely offered D-Q comm services programming and widely distribute the material.
- B. Develop a common application and approval procedure that can be used to structure, approve, host, and evaluate community service programming.
- C. Develop a common attendance, sign up, and reporting of forms and method's in order to adequately document participants and attendance.
- D. Develop new community service program s that directly respond to the needs of surveyed constituencies.

Medium Term Objectives: 2025-2026

Yearly evaluate 2-3 on-going Community service programs as to form, function, participation, and outcome in order to identify and implement procedures and approaches that make such programming more effective Establish new, or expand existing, contacts and networks with such agencies as JTP, Private Industry Council (PIC), GAIN programs, teacher association ns, industry groups, community organizations, and cultural associations in order to determine what new programming may be appropriate for the college to implement as part of a comprehensive array of community services.



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022 D-Q University Academic Master Plan: 2026

Long Term Objectives: 2026

Develop a community services unit within the University that will be responsible for managing, arranging, hosting, determining cost-recovery requirements and staffing routine and on-going community services.

Activities in Support of Goal 9

9.1 1 administrative analyst, LRC director, and an elder and/or trustee member.

The working group will have the task of developing common application and approvals packet of forms and process for any current or envisioned community service activity to be conducted at the college.

9.1 Working through the working group, develop a common, functional attendance tracking and activity evaluation set of forms and procedures. Such will facilitate reporting requirements and program evaluation

9.2 With the assistance of external temporary clerical and graphic arts support , the working group will prepare a format for an annual or semester-based catalogue or schedule of community service programming at the college. Such should be

reproduced and widely -disseminated.

9.3 With the assistance of external support, undertake a survey of community organizations, Indian organizations, and related groups to determine the need for specific types of community services programming. This process could identify topic areas, potential in order to recover costs, names of participants, the acceptable fee range potential presenters and the timing

9.4 With the assistance of external professional support, the working group should undertake an evaluation process wherein attendees of on-going and previous community service events have the opportunity to assess the quality, importance, structure, form, and impact of on-going events. This input should be used to refine and upgrade the structure and presentation of future versions of these community service events.

9.5 Campus staff should aggressively pursue short-term training funds and opportunities in conjunction with JTP, PIC, CIMC, and other organizations. This can be accomplished via meetings and conference sessions, development of proposals responding to announced RFPs, or developing sole-source contract agreements with these and other agencies.

9.6 Working with campus staff and external proposal writers, the college should attract external support for cultural programs, art shows, targeted education events, and related

activities that can be supported via private foundation or public agency program opportunities.

9.7 Beyond the ability to host community service programming at the main campus of D-Q University, the college has the potential of hosting such programming at off-campus learning centers and other sites. The working group should evaluate the efficacy and feasibility of introducing community programming at some of the existing off-campus learning center sites in order to complement the academic and vocational training programs now in place at those settings.

9.8 The working group, with senior administration, should undertake a feasibility analysis regarding the establishment of a community service office and staff at the college. The office would need to be self-funded via grants, contracts, and fees and would coordinate and deliver all service even at the main campus site and serving as liaison for those community service events hosted at off-campus learning center site Space now exists for external consultants and professionals.



EXHIBIT A



DEGANAWIDAH-QUETZALCOATI UNIVERSITY MASTER PLAN 1996 UPDATED 2022

Limited renovation of existing space will be required to house the new community services office and director as that element goes on-line aggressive new outreach by senior administration and board members to target constituencies, governmental agencies, private sector leaders, tribes, community organizations, educational institutions, and other entities identified in this plan in order to establish, expand, or access the networks that will be required for the evaluation, planning, funding, and to programming articulated in this document.

1. Expanded management information System that will allow for on-line data access and retrieval that links with LRC, Admissions, , and other functions in order to be of use in outreach, retention, academic enrichment, faculty advising, and retention initiatives.
2. Expanded institutional resource development and planning our es that provide internal staff or access to external professional expertise to assist with comprehensive program planning, institutional research, proposal writing, and resource development.
3. Expanded budget support for operational expenses associated with many of the activities proposed in this plan. The plan calls for surveys, visitations, pilot efforts, new approaches, informational outreach, analysis, testing of current approaches and methodologies, and the compilation and analysis of approaches used by other institutions. These activities will come at some expense and funds will be needed to underwrite such costs.

Series of new institutional mandates that affirm or reaffirm the processes, protocols, and policies that will be required to formalize each of the activities outlined herein.

1. Renovation of building areas and offices required as elements of plan are implemented.
2. Acquisition of support equipment (such as copiers, transcription machines, calculators, software, report binding equipment, postage meters) required by faculty and staff in order to carry out their responsibilities associated with the plan.
3. Maintenance of sufficient office supplies to facilitate efficient efforts by faculty and staff to carry out their responsibilities described in the plan and that are part of their ordinary work requirements. Such supplies include pencils, pens, clips, stationery, mailing materials, construction paper, rulers, overhead projection clear, postage, staplers, 3-hole punches, binders, folders, and other material that would be used in the course of the activities described herein:

CHIEF GERONIMO D-Q UNIVERSITY AGENCY TRIBAL NATIONS

Presidential Documents

Title 3—**Executive Order 12862 of September 11, 1993****The President****Setting Customer Service Standards**

Putting people first means ensuring that the Federal Government provides the highest quality service possible to the American people. Public officials must embark upon a revolution within the Federal Government to change the way it does business. This will require continual reform of the executive branch's management practices and operations to provide service to the public that matches or exceeds the best service available in the private sector.

NOW, THEREFORE, to establish and implement customer service standards to guide the operations of the executive branch, and by the authority vested in me as President by the Constitution and the laws of the United States, it is hereby ordered:

Section 1. *Customer Service Standards.* In order to carry out the principles of the National Performance Review, the Federal Government must be customer-driven. The standard of quality for services provided to the public shall be: Customer service equal to the best in business. For the purposes of this order, "customer" shall mean an individual or entity who is directly served by a department or agency. "Best in business" shall mean the highest quality of service delivered to customers by private organizations providing a comparable or analogous service.

All executive departments and agencies (hereinafter referred to collectively as "agency" or "agencies") that provide significant services directly to the public shall provide those services in a manner that seeks to meet the customer service standard established herein and shall take the following actions:

- (a) identify the customers who are, or should be, served by the agency;
- (b) survey customers to determine the kind and quality of services they want and their level of satisfaction with existing services;
- (c) post service standards and measure results against them;
- (d) benchmark customer service performance against the best in business;
- (e) survey front-line employees on barriers to, and ideas for, matching the best in business;
- (f) provide customers with choices in both the sources of service and the means of delivery;
- (g) make information, services, and complaint systems easily accessible; and
- (h) provide means to address customer complaints.

Sec. 2. *Report on Customer Service Surveys.* By March 8, 1994, each agency subject to this order shall report on its customer surveys to the President. As information about customer satisfaction becomes available, each agency shall use that information in judging the performance of agency management and in making resource allocations.

Sec. 3. *Customer Service Plans.* By September 8, 1994, each agency subject to this order shall publish a customer service plan that can be readily understood by its customers. The plan shall include customer service standards and describe future plans for customer surveys. It also shall identify the private and public sector standards that the agency used to benchmark

its performance against the best in business. In connection with the plan, each agency is encouraged to provide training resources for programs needed by employees who directly serve customers and by managers making use of customer survey information to promote the principles and objectives contained herein.

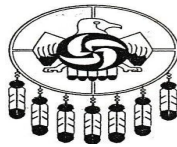
Sec. 4. *Independent Agencies.* Independent agencies are requested to adhere to this order.

Sec. 5. *Judicial Review.* This order is for the internal management of the executive branch and does not create any right or benefit, substantive or procedural, enforceable by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.



THE WHITE HOUSE,
September 11, 1993.

OFFICE OF CHIEF HEAD -TRIBAL GOVERNMENT Chief Geronimo XVIII
OMB-2700-0042 GSA-ERRC EFFECTIVE DATE 12|16|2016
INDIAN TRIBAL GOVERNMENT ENTERPRISE INFRASTRUCTURE
(EIN) QTA0015THA3003-GOVTRIBE



La Tierra Del Viejo Jeronimo; "The Land Of The Old Geronimo" - Apache Chief Geronimo XVIII



CHIEF GERONIMO XVIII
DISTRICT SECRETARY
TRIBAL NATIONS
707-679-8229 | chief@altearth.org

DEGANAWIDAH-QUETZALCOATI UNIVERSITY
33250 COUNTY ROAD 31
DAVIS, CA
RESEARCH LAB | 35 ACRES | CLEAR TITLE
VALUED AT \$700k PER ACRE | \$24.5M
FEDERAL SURPLUS | NATIVE LAND
SCHEDULE I USDA APPROVED RESEARCH LAB
TITLE III-A GRANTEES
51% Chief Geronimo XVIII | 49% Chief Mike Williams

AGENCY TRIBAL NATIONS

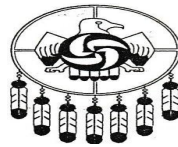
*ALL land procured by Agency Tribal Nations (ATN) outside of Mendocino Indian Reservation, California (**interstate, domestic and international**) becomes Mendocino California Federal Surplus land and all Federal Tribal Native Nations Government programs apply. To include but are not limited to federal funding, guidelines, citizenship and opportunities.*

*Federal Reservation Native Land rights (including gaming), services and applications will be applied to **ALL LAND INTERSTATE, DOMESTIC AND INTERNATIONAL** held in title by Federal Land Management of Mendocino Indian Reservation and applied to Agency Tribal Nations Federal Tribal Government.*

*Agency Tribal Nations (ATN), as a Native Nations Tribal Government, has the first right of refusal on all United States of America owned federal surplus land **Interstate, Domestic and International**.*

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*To maintain its status of Mendocino California Federal Surplus Land along with its applications and benefits; ALL land, **Interstate, Domestic and Internationally**, held in title by Federal Land Management of Mendocino Indian Reservation will be contracted with Deganawidah-Quetzalcoati University, Davis, California for Bio Lab, Agriculture and Energy research.*

Federal Land Management of Mendocino Indian Reservation dba Agency Tribal Nations 501(c)3 Non-Profit Public Federal Tribal Government Nation doing business in California serving Deganawidah-Quetzalcoati University, Davis, California a for public benefit corporation.

DEGANAWIDAH-QUETZALCOATI UNIVERSITY | D-Q COLLEGE FOUNDED 1971 | DAVIS, CA

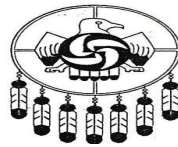
- 1971 | D-Q College opened
- 1971 | Founded to service both Native American and Latino students
- 1996 | Obtained accreditation master plan
- 1996 | The federal government conditionally granted the land to Deganawidah-Quetzalcoati University
- Federal Surplus Land; federal government decommissioned the site for military use
- Previously used as a United States Army communications Facility
 - Sacramento Valley Radio Transmitting Station
 - West Coast Relay and Transmitter Station;
 - U.S. Army West Coast Relay and Radio Transmitting Station
 - U.S. Army Strategic Communications Command - CONUS, Davis CA, Facility
 - Department of the Army, Signal Corps - Signal Corps Radio Station WVY
 - US Army high frequency transmit and control site
- Only California University founded by and for Native Americans
- Only California University independent of a reservation

In 2002, ***The 2001 No Child Left Behind Act*** became law, imposing greater accountability for student progress and academic achievement on government agencies, and the law expressly includes Indian and Native Alaska children as beneficiaries; to be applied to Deganawidah-Quetzalcoati University.

DEGANAWIDAH-QUETZALCOATI UNIVERSITY | DAVIS, CA | YOLO COUNTY TOWNSHIP
35 ACRES APPROVED, DESIGNATED AND SET ASIDE FOR BIO LAB AND CURRICULUM
DEVELOPMENT AND RESEARCH
DEAN: DR. RAJENDRA TANGIRALA

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(EIN) QTA0015THA3003-GOVTRIBE*La Tierra Del Viejo Jeronimo; "The Land Of The Old Geronimo" - Apache Chief Geronimo XVIII*

PRESIDENT: DR. LOGANATHAN DORAISAMY

ATN to execute the Y2 Deganawidah-Quetzalcoati University and D-Q College Master Plan and Development (640 acres) to build a UCLA-like and Harvard University-like campus with a Chicano | Native American Arts, Culture and Language. This will start with a bio lab and curriculum development on 35 acres at Deganawidah-Quetzalcoati University. ATN will bring in the most distinguished teams of researchers and professors from the United States and Europe.

DEGANAWIDAH-QUETZALCOATI UNIVERSITY & COLLEGE | REBUILD

Educational initiatives for DEGANAWIDAH-QUETZALCOATI University, College and General Facility security, upkeep and improvement for the benefit of the students and faculty. Rebuild university and college land and existing buildings to include a 37 room dorm and 8 additional 2-story buildings totalling approximately 15,000 square feet.

FOR APPOINTED TRIBAL UNIVERSITIES SERVICES IN ATTACHED PROPERTIES

- Education Curriculum
- Agriculture TBD
- Master plan
- Tribal FEMA CERT and Community Multiple Community Projects will include Security, Police, Fire, Education and Forest Management

PROFESSORS FOR SERVICES ABOVE AND \$3M EACH IN GRANTS | PROVIDING CURRICULUM AND NATURAL SUSTAINABLE HEALTH AND WELLNESS IN PANDEMIC MEDICINE RESEARCH

- Dr. Terry Walker-Biology Professor at Clemson
- Dr. Dan Weadock Tissue Culture MIT and Harvard University
- Dr. Jerry M. Casso PHARMD LSU and private sectors Casson Wellness
- Dr. Allen H. Green MD Optimal Health Center Los Angeles, CA
- Dr. William Courtney MD Wayne State University, Cannabis International, American Academy of Cannabinoid Medicine
- Christopher Hulliger Professor Nano Biology

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La Tierra Del Viejo Jeronimo; "The Land Of The Old Geronimo" - Apache Chief Geronimo XVIII

UNITED TRIBAL GOVERNMENT IDENTIFICATION CARD
MENDOCINO INDIAN RESERVATION CA..ROLL #13532
LAND MANAGEMENT

AFFILIATION
CONTR. LIC #045165604
AGENCY DEPARTMENT
OMB # 2700-0042

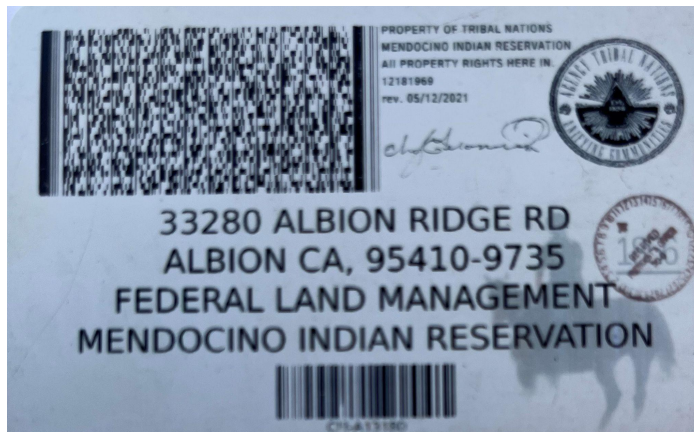
FEMASID #5427312 EXP: DEC 2025



Last: LANGENDERFER,
First: CHIEF GEROMINO THOMAS
DOB: DEC 18 1969
Height: 5'11" Weight: 190 lbs Eyes:HAZEL



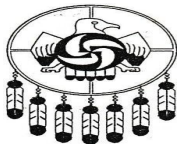
EMERGENCY RESPONSE OFFICIAL



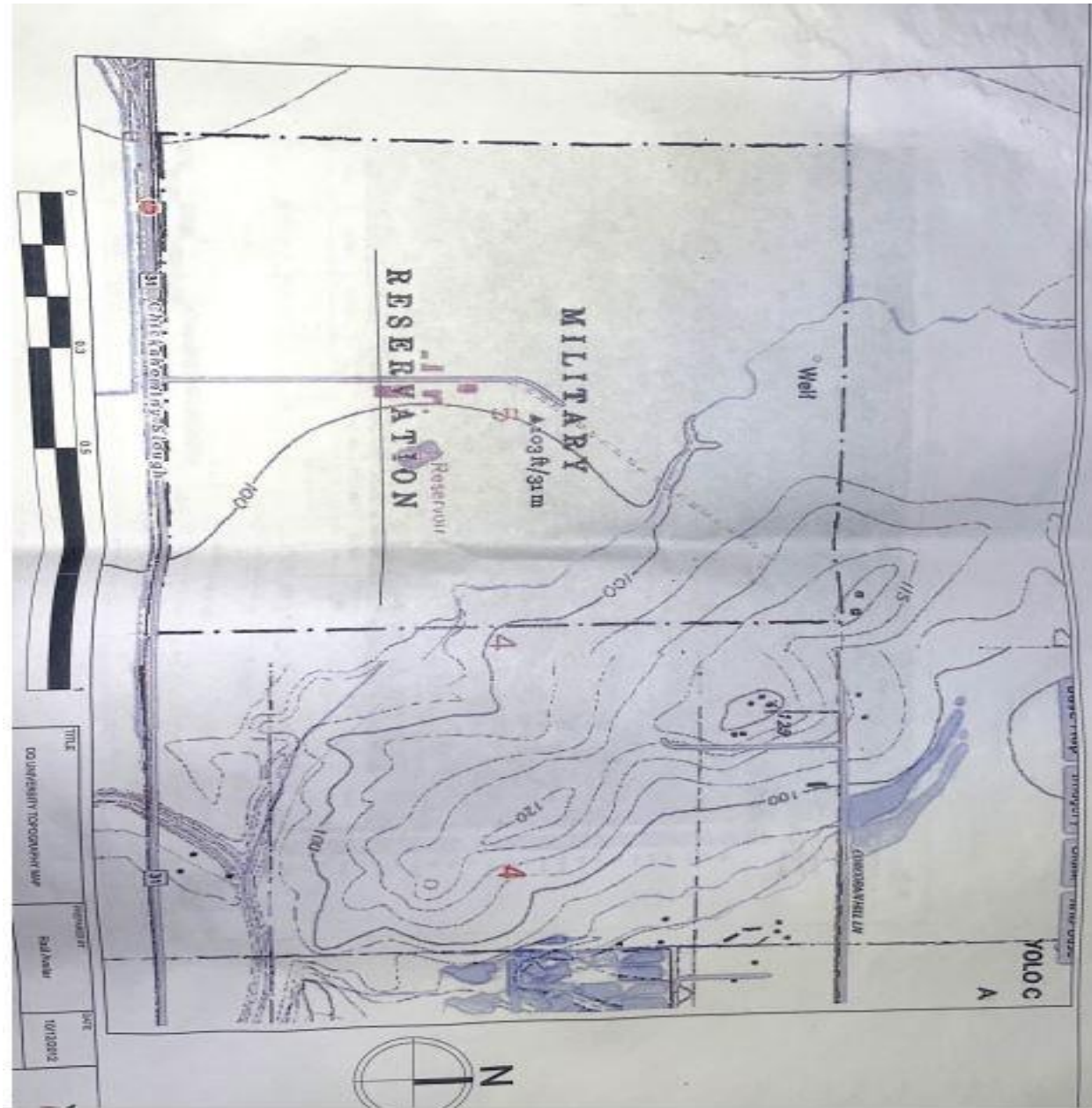
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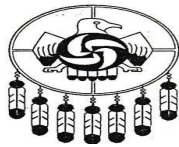
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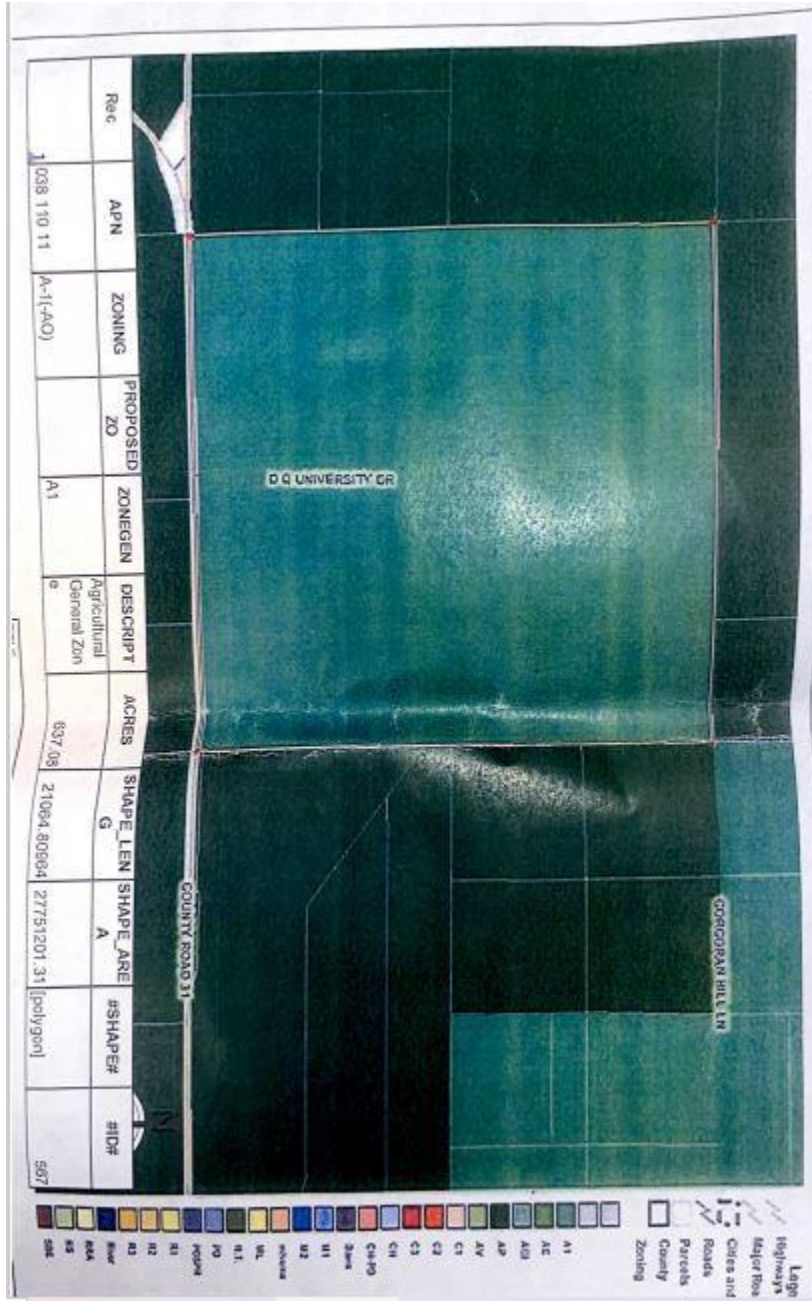
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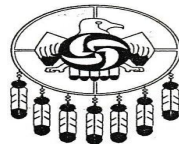
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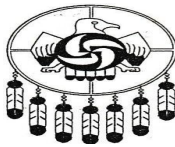


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NATIVE AMERICAN LAW
FOR REFERENCE ONLY
1856 MENDOCINO PEACE TREATY

Of the 18 ORIGINAL IMMEMORIAL ABORIGINOL PEACE TREATIES ONLY ONE IS RATIFIED AND STILL STANDS TODAY, THE 1856 MENDOCINO PEACE TREATY; HERE TO BE APPLIED AND ENFORCED.

Every tribe that has a treaty with the United States has a trust relationship with the federal government unless Congress has terminated that relationship; Congress has never terminated the 1856 Mendocino Peace Treaty.

The Supreme Court has developed three rules that govern the interpretation of Indian treaties, called the "cannons of treaty construction."

1. Ambiguities in treaties must be resolved in favor of the Indians (*Carpenter v. Shaw*, 280 U.S. 363, 367 (1930); *DeCoteau v. District County Court for 10th Judicial District*, 420 U.S. 425, 447 (1975); *Bryan v. Itasca County, Minnesota*, 426 U.S. 373, 392 (1976)).
2. These treaties must be interpreted as the Indians would have understood them (*Jones v. Meehan*, 175 U.S. 1, 10 (1899); *U.S. v. Shoshone Tribe*, 304 U.S. 111, 116 (1938); *Choctaw Nation v. Oklahoma*, 397 U.S. 620, 631 (1970)).
3. Indian treaties must be construed liberally in favor of the Indians (*Tulee v. Washington*, 315 U.S. 681, 684-85 (1942); *Washington v. Washington State Commercial Passenger Fishing Vessel Ass'n*, 443 U.S. 658, 690 (1979); *Oneida County, N.Y. v. Oneida Indian Nation of New York State*, 470 U.S. 226, 247 (1985)).

Many Native treaties guarantee that the federal government will "protect" the treaty tribes. This promise, the Court held, gave the federal government not only the duty to protect them but also the power. (*U.S. v. Kagama*, 118 U.S. 375, 1382-83 (1886)).

It has been many years since the Court has cited the Treaty Clause, the discovery doctrine, or the doctrine of trust responsibility as a source of federal power over Indians; only the Commerce Clause is cited today. Each of these justifications for federal control over Indian affairs can be disputed.

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1. Europeans did not "discover" this continent, on which more than five hundred nations already lived.
2. The Constitution permits Congress to regulate commerce and to enter into treaties *with* tribes; nothing in the Commerce and Treaty Clauses expressly confers upon Congress any power *over* tribes.
3. The trust doctrine requires the United States to honor the promises it made to Indian tribes in treaties, in which the tribes relinquished their homelands to the federal government; no tribe surrendered its right of self-government in any treaty. Thus, depending on one's perspective, the justifications given for federal control over Natives and tribes are either convincing or absurd. The federal government, however, continues to maintain its authority over Native tribes, and its courts continue to uphold its asserted legal right to do so.

"If rights are rarely used, however, they may be forgotten and violations may become routine." - Stephen L. Pevar

Long before Europeans arrived on this continent, each tribe had a government. The United States government had to create the original 18 peace treaties with the already existing AND established Native American Tribal NATIONS to provide an order and direction to peacefully live amongst each other. Let us not forget; we were already great NATIVE NATIONS living on this soil since the memorial of 1142 when we were invaded and forced to live peacefully amongst the Invader. Our NATIVE NATIONS made agreements also known as peace treaties with the Invader that would soon come to be known as the United States of America Declaration of the Constitution of 1776. **PEACE TREATIES SUPERCEDE THE U.S CONSTITUTION AND UNITED STATES GOVERNMENT. NATIVE AMERICANS WERE HERE FIRST, THIS IS NATIVE LAND UNDER GOVERNANCE OF "LA TIERRA DEL VIEJO JERONIMO"; "THE LAND OF THE OLD GERONIMO" - Chief Geronimo XVIII.**

In 1852, on the memorial of the 1142 Iroquois Treaty, it was understood under our collaborative Nations great laws of peace that the great Nation of Iroquois and the great Nation of Mendocino would participate in an effort to provide a structure of economics, dual sovereignty citizenship, trade agreements, interstate/domestic/international commerce, import/export, agricultural commodities/market/sales and energy compliant with the United Nations Federal Governing

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Sovereign laws which asserts itself to its sister city in Japan and the Mendocino Indian Reservation Fort Wright (Mother) located in California. 1855/56 est.; also includes Fort Yuma Indian Reservation (Father) located in California 1883/84 est. under President Chester A. Arthur | Madison Executive Order Fort Yuma Indian Reservation.

Side Note: One school of thought maintains that Indian influence was so pervasive among the founding fathers' generation that the League of the Iroquois provided a model for the framing of the United States Constitution. (Colin G. Calloway, *The American Revolution in Indian Country* (Cambridge: Cambridge Univ. Press, 1998) at 298. See also Felix Cohen, *Handbook of Federal Indian Law* 128 (Washington: U.S. Govt. Printing Office, 1941)). The Iroquois Treaty is the oldest living participatory democracy on earth. In 1988, the U.S. Senate paid tribute with a resolution that said, "The confederation of the original 13 colonies into one republic was influenced by the political system developed by the Iroquois Confederacy, as were many of the democratic principles which were incorporated into the constitution itself."

Europe governed the applications and obligations of the Iroquois Treaty made between the 13 colonies later known as the United States of America and the Native Nations. The Iroquois Treaty was to provide a service of economic growth to all Native Nations. This letter will conclude that the services of this application to the strategic plan of Mendocino will provide a structure that delivers a sovereign Agency Tribal Nations dual citizenship.

Unless aboriginal title has been extinguished by Congress, the United States, a state, or any other party, is subject to the tribe's superior rights. Tribal members can still enforce a treaty that their ancestors made with the United States even if the federal government refuses to recognize the continued existence of the tribe. You do not have to be "recognized" by the Department of the Interior when you ARE RECOGNIZED UNDER AN IMMÉMORIAL ABORIGINAL 1856 PEACE TREATY. This is an ORIGINAL FEDERAL RECOGNITION dating back to 1856 and only needs to be enforced. Every tribe that has a treaty with the United States has a trust relationship with the federal government unless Congress has terminated that relationship.

The Worcester doctrine of inherent tribal sovereignty has undergone some modification over the years, but its basic premises remain the same. Indian tribes have the inherent right of self-determination and self-government. Congress has the authority to limit or abolish these powers, but the powers that tribes possess are not delegations of authority from the United

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States or from any other government; rather, **tribes possess them as a consequence of their historic status as independent nations.**

The source of an Indian tribe's power is its people. Native tribes and their members have the inherent right to govern themselves, a right they have possessed "from time immemorial." (Worcester v. Georgia, 31 U.S. 515, 557, 560 (1832); U.S. v. Wheeler, 435 U.S. at 328; Santa Clara Pueblo v. Martinez, 436 U.S. 49, 55 (1978); McClanahan v. Arizona Tax Comm'n, 411 U.S. 164, 168-73 (1973). As a federal appellate court stated in 2002: "Indian tribes are neither states, nor part of the federal government, nor subdivisions of either. Rather, they are sovereign political entities possessed of sovereign authority not derived from the United States, which they predate. [Indian tribes are] qualified to exercise powers of self-government...by reason of their original tribal sovereignty." (National Labor Relations Board v. Pueblo of San Juan, 276 F.3d 1186, 1192 (10th Cir. 2002) (en banc) (footnotes and citations omitted).

Indian tribes occupy a unique position in the U.S. society. The Supreme Court has described them as "quasi-sovereign" and "semi-independent," "possessing" attributes of sovereignty over both their members and their territory." The Supreme Court (U.S. v. Mazurie, 419 U.S. 544, 557 (1975). Thus, tribal powers are inherent, but they can be, and have been, limited expressly and by implication.

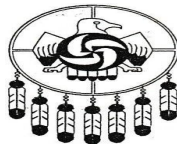
The U.S. Constitution does not limit the exercise of tribal authority (Talton v. Mayes, 163 U.S. 379 (1896)). There is nothing in the Constitution that requires Indian tribes to conform their powers of self-government to its provisions. Tribal governments thus may enact laws that would violate the U.S. Constitution if those same laws had been enacted by the federal or state governments. (Santa Clara Pueblo, note 4 above, 436 U.S. 49, 55 (1978); Native American Church v. Navajo Tribal Council, 272 E2d 131 (10th Cir. 1959).

Tribal members can enforce a treaty that their ancestors made with the United States even though the federal government refuses to recognize the continued existence of the tribe. Greene v. Babbitt, 64 F.3d 1266, 1270 (9th Cir. 1995; U.S. v. Washington, 384 F. Supp. 312, 406 (W.D. Wash. 1974), aff'd, 520 E2d 676 (9th Cir. 1975), cert. denied, 423 U.S. 1086 (1976)

The single most important law delegating authority to Indian tribes is the **Indian Self-Determination and Education Assistance Act of 1975** (ISDEA), also known as the Indian Self-Determination Act (ISDA). The ISDA authorizes Indian tribes to submit

OFFICE OF CHIEF HEAD -TRIBAL GOVERNMENT Chief Geronimo XVIII

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INDIAN TRIBAL GOVERNMENT ENTERPRISE INFRASTRUCTURE
(EIN) QTA0015THA3003-GOVTRIBE***La Tierra Del Viejo Jeronimo; "The Land Of The Old Geronimo" - Apache Chief Geronimo XVIII***

"self-determination" contracts to the federal agencies that operate certain Indian programs. (These contracts are called "638" contracts because the statute that created the ISDA was Public Law 93-638.) The agency must approve a contract unless it issues written findings that explain why the contract fails to meet ISDA standards, and any such denial can be appealed by the tribe to a federal court. (The provision allowing for court review under the ISDA is Sec. 450(f)(a)(2). If the contract is approved, the agency must transfer to the tribe all funds given by Congress to that agency for the operation of the program, and the tribe then administers the program subject only to the latency's general oversight. As a result of the ISDA, Indian tribes now operate schools, health clinics, social welfare programs, water treatment facilities, and law enforcement activities formerly operated entirely by federal agencies, making ISDA one of the most significant laws promoting Indian self-governance ever passed by Congress. (The ISDA has been given a broad and liberal interpretation by the courts. See, e.g., *Ramah Navajo Chapter v. Lujan*, 112 F.3d 1455 (10th Cir. 1997); *Ramah Navajo School Board v. Babbitt*, 87 F.3d 1338 (D.C. Cir. 1996); *Ramah Navajo School Board v. New Mexico Taxation and Rev. Dept.*, 977 P.2d 1021 (N.M. App. 1999). For a discussion of the ISDA, including the 1988 amendments, see R. Johnson and J. Hamilton, "Self-Governance for Indian Tribes; From Paternalism to Empowerment," 27 *Conn. L. Rev.* 1251 (1995).

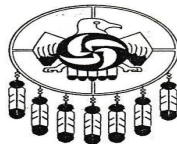
An Indian Business Fund was created by Congress to stimulate Indian business and employment (25 U.S.C. Secs. 1521 *et seq.* Two loan funds, the ***Indian Financing Act*** and the ***Native American Programs Act***, were created to help develop Indian commercial opportunities and resources. The Indian Self-Determination and Education Assistance Act of 1975, requires federal agencies to allow tribes to administer various federal Indian programs on the reservation. Many tribes have used this opportunity to run their own health, law enforcement, education and social services programs, giving them more control over their lives.

The Indian Child Welfare Act of 1978 gives Indian tribes and Indian families substantial protection from the removal of Indian children from their families by state agencies and state courts.

The Indian Mineral Development Act of 1982 authorizes tribes to enter into joint-venture agreements with mineral developers to maximize the value of tribal mineral resources.

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The Indian Tribal Government Tax Status Act of 1982 extends to Indian tribes many of the tax advantages enjoyed by the states, such as the ability to issue tax exempt bonds to finance government programs.

The Indian Gaming Regulatory Act of 1988 confirms the authority of Indian tribes to engage in gaming to raise revenue and promote economic development.

The Indian Health Care Improvement Act provides for greater Indian control of reservation health care.

In 2002, ***No Child Left Behind Act*** became law, imposing greater accountability for student progress and academic achievement on government agencies, and the law expressly includes Indian and Native Alaska children as beneficiaries.

1994, President Bill Clinton issued an executive order that requires all federal agencies to conduct their business with tribes on a "government-to-government" basis, respectful of tribal sovereignty. ("Government-to-Government Relations with Native American Tribal Government," Presidential Memorandum of Apr. 24, 1994, 59 Fed. Reg. 22951 (1994)).

In 2000, President Clinton issued an executive order that reaffirms "the right of Indian tribes to self-government" and requires federal agencies to work closely with tribal governments to protect "tribal trust resources, and Indian tribal treaty and other rights." ("Consultation and coordination with Indian Tribal Governments," Presidential Memorandum of Nov. 6, 2000, Exec. Order No. 13084 (2000)).

The synopsis of this document is provided and guided by the great Nation of Iroquois and the 1771 peace tree ceremony of Deganawidan-Quetzalcoati University serving as a peace treaty in education between "Chicanos/Chicanas and Native Americans. For the first time in history, a Harvard-like campus with a Chicano and Native American Arts, Language and Cultural experience promoting peace between the Condor and the Jaguar (the Condor and the Jaguar wrote the thesis for the University) and the Condor and the Eagle (as prophesied).

Honorable Chief Justice Chief Geronimo XVIII
Agency Tribal Nations

OFFICE OF CHIEF HEAD -TRIBAL GOVERNMENT Chief Geronimo XVIII

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This sheet is intended solely as a basis for further discussion and is not intended to be and does not constitute a legally binding obligation. No legally binding obligation will be created, implied, or inferred until: a) Articles of Incorporation, plus; b) Management, Operating and Shareholder Agreements are executed and delivered by all parties, and c) consummated by just consideration to bind The Parties.

Agency Tribal Nations and investors are discussing a private placement based on the following:

1. Authorizing Agent: Chief Geronimo XVIII, the sole and rightful owner of Agency Tribal Nations, whose address is 10421 Weddington Street, North Hollywood California, 707-679-8229
2. The Venture, The Project: N.A.S.H.A, a global **green** strategic initiative to Include but not limited to Education, Casino, Agriculture, Water distillation/remediation, Biofuel, Energy and Pharma-grade organic botanical healthcare delivered in a box to reverse any and all disease.
3. Capital Raise: \$1B
 - 3a. Use of Funds: 100% of all monies raised will be escrowed for execution of the business plan and subsequent Casino.
 - 3b. Discretionary Use of Funds: All monies raised will be discretionary and used administratively to promote and service the stated goals of The Venture.
4. Capital Cost of The Venture: \$2.5B
6. Current Capitalization of The Venture: N/A
7. Ownership: Chief Geronimo XVIII owns exclusively
8. Ownership Status: Agency Tribal Nations is unencumbered and free of all debt, claims and liens.
9. The Company History: The Company is a startup as of May 22, 2016. As of today, it has no earnings or debt.
10. The Venture Structure: The Venture is a proposed 20 year strategic plan.
11. Manager of The Venture: Chief Geronimo XVIII is the Managing Member of The Venture.

OFFICE OF CHIEF HEAD -TRIBAL GOVERNMENT Chief Geronimo XVIII

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(EIN) QTA0015THA3003-GOVTRIBE



La Tierra Del Viejo Jeronimo; "The Land Of The Old Geronimo" - Apache Chief Geronimo XVIII



Signature: District Secretary
Chief Geronimo XVIII Wright Langenderfer
Agency Tribal Nations

Date: _____.



Signature: CEO and TITLE HOLDER |
Deganawidah-Quetzalcoati University
Chief Mike Williams |
Deganawidah-Quetzalcoati
University Public Benefit For Profit Corp.

Date: _____.



Signature: CFO Agency Tribal Nations

Date: _____.

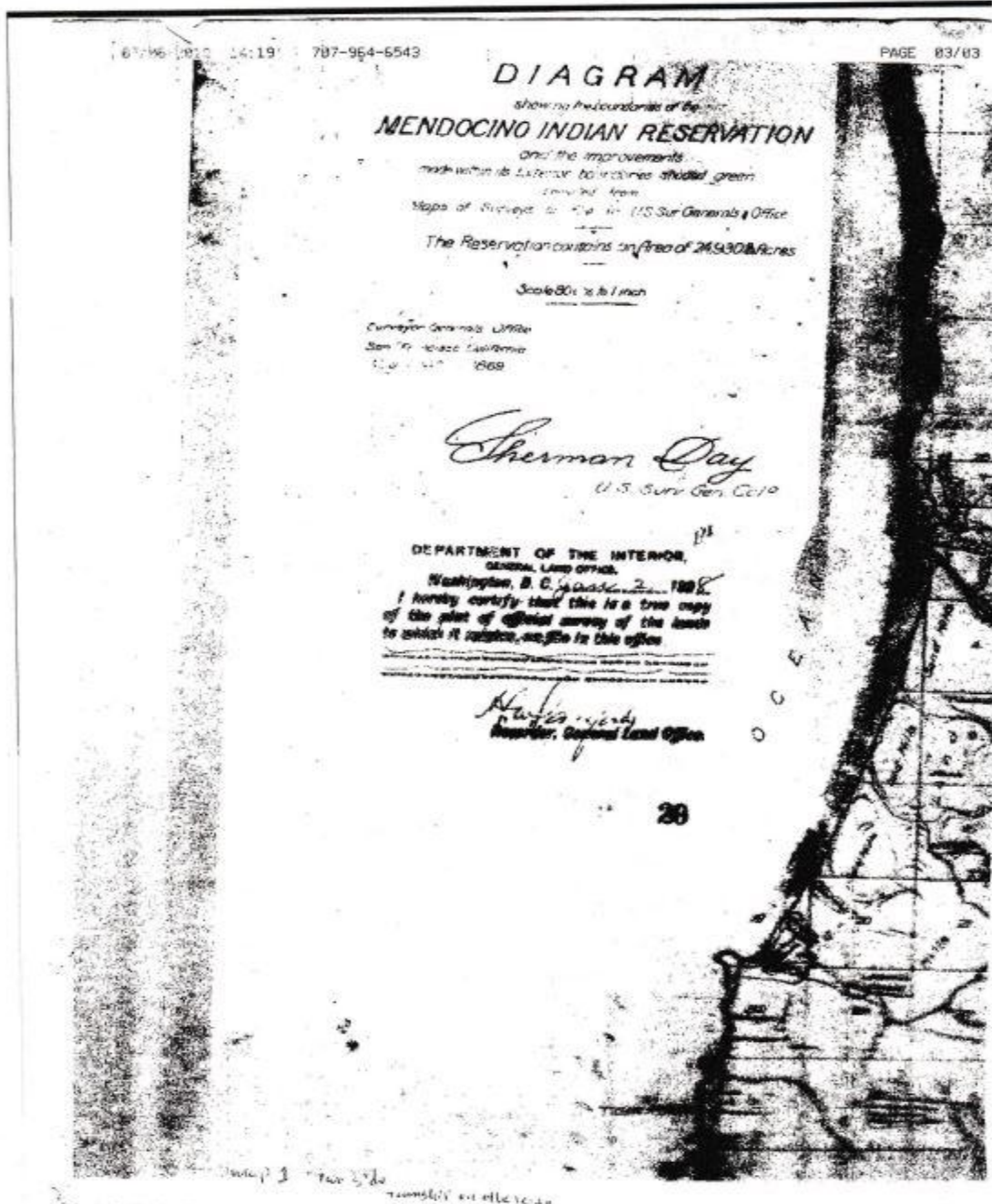
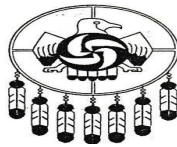
Signature: Secretary of Tribal Advisory Committee Board

Date: _____.

OFFICE OF CHIEF HEAD -TRIBAL GOVERNMENT Chief Geronimo XVIII

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INDIAN TRIBAL GOVERNMENT ENTERPRISE INFRASTRUCTURE (EIN) QTA0015THA3003-GOVTRIBE



XVIII

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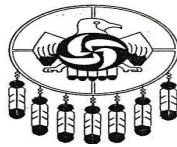
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OFFICE OF CHIEF HEAD -TRIBAL GOVERNMENT Chief Geronimo XVIII

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(EIN) QTA0015THA3003-GOVTRIBE**La Tierra Del Viejo Jeronimo; "The Land Of The Old Geronimo" - Apache Chief Geronimo XVIII**

49 EXECUTIVE ORDERS RELATING TO INDIAN RESERVATIONS.

MENDOCINO RESERVATION.

DEPARTMENT OF THE INTERIOR,
OFFICE OF INDIAN AFFAIRS,
April 16, 1856.

Sir: Referring to the report I had the honor to submit for your consideration on the 10th of November last relative to the establishment of a military reservation for the benefit of the Indians of northern California, upon both sides of the Klamath River, from its mouth the distance of 20 miles up the same; and to the remarks then made upon the subject of establishing a third similar reservation as proposed by the superintendent of Indian affairs in California, at Cape Mendocino, or at some point between that place and Russian River, &c, as appeared to this office at that time more expedient, whether in the interior and easterly part of the State, I have now respectfully to call your attention again to the subject, and to submit for your consideration the following documents.

* * * * *

From these documents it appears that the section between the Novo River on the south and Bee-da-loé or Hate Creek on the north, extending from the coast on the west to the Coast Mountains, combines advantages which are not to be found in any of the other locations examined, reference being had to the purposes for which it is required and to the habits and necessities of the Indians.

* * * * *

The tract intended for the reservation lies between the south bank of the Novo River, so as to include that river, and a point 1 mile north of the mouth of the Hate or Bee-da-loé Creek, extending eastward from the coast for quantity so as to include the valleys beyond the first range of hills to the Coast Mountains, conforming to their shape. Its geographical position is in Mendocino County, about 170 miles from San Francisco, and 89 miles south of Cape Mendocino, 70 miles northwest of Clear Lake, and about 180 miles from Sacramento City.

It is proposed to embrace within the limits of the reservation 25,000 acres of land.

* * * * *

If upon an examination of the subject you shall come to a similar conclusion, I have respectfully to request that the proposition may be laid before the President of the United States for his approval, and that the superintendent may be enabled to carry out with him, on his return to his post by the steamer of the 20th instant, such decision as may be made in the premises.

Very respectfully, your obedient servant,
GEORGE W. MANYPENNY,
Commissioner.

HOB. R. McCLELLAND,
Secretary of the Interior.

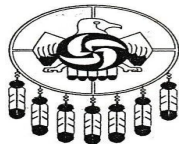
DEPARTMENT OF THE INTERIOR,
Washington, April 17, 1856.

Sir: I have the honor to submit herewith a report from the Commissioner of Indian Affairs of the 16th instant and accompanying

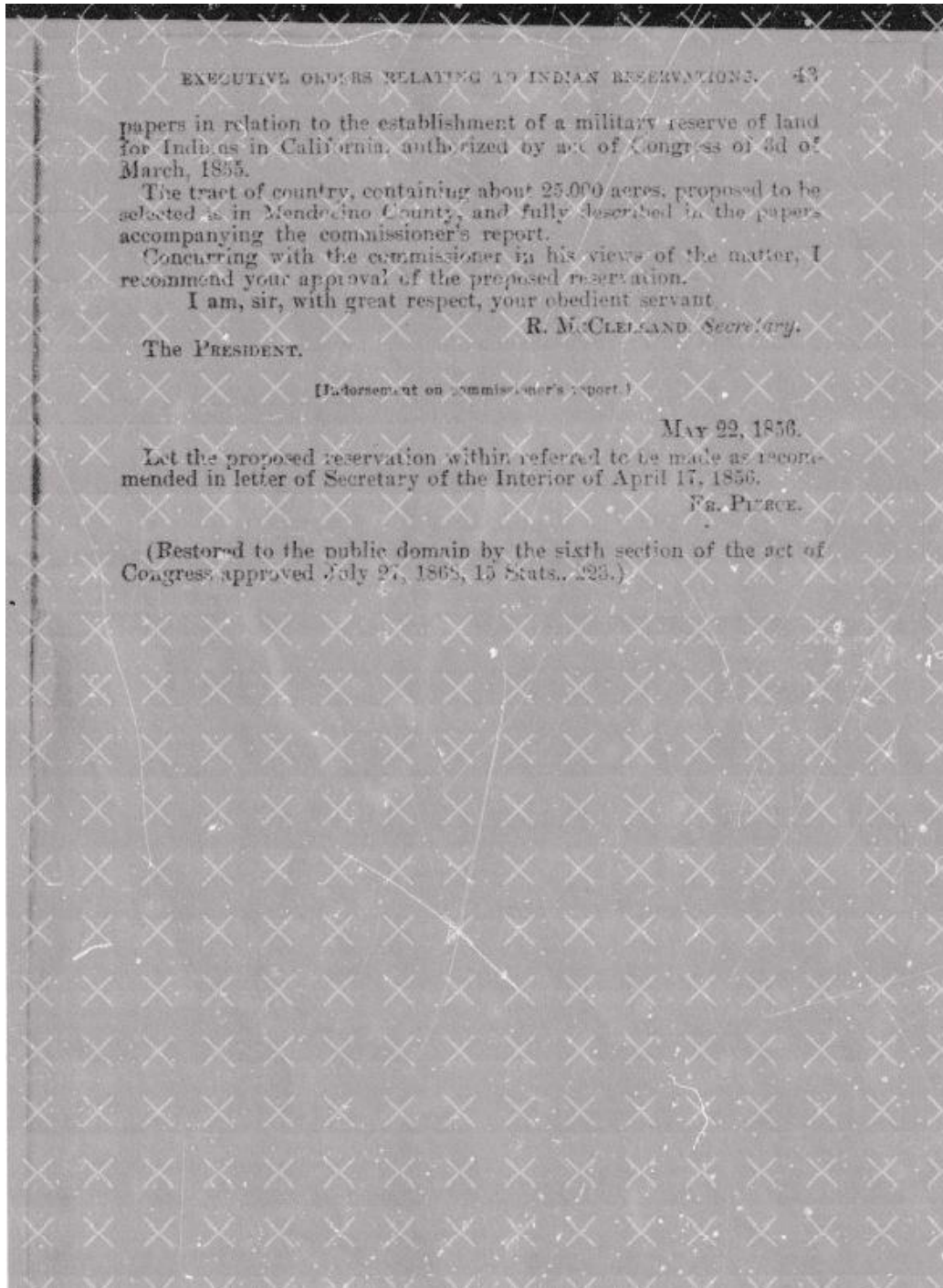
OFFICE OF CHIEF HEAD -TRIBAL GOVERNMENT Chief Geronimo XVIII

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La Tierra Del Viejo Jeronimo; "The Land Of The Old Geronimo" - Apache Chief Geronimo XVIII



OFFICE OF CHIEF HEAD -TRIBAL GOVERNMENT Chief Geronimo XVIII

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(EIN) QTA0015THA3003-GOVTRIBE



La Tierra Del Viejo Jeronimo; "The Land Of The Old Geronimo" - Apache Chief Geronimo XVIII

DESCRIPTION

That certain parcel of land situate in the County of Yolo, State of California, described as follows:

All that portion of Section 5, Township 8 North, Range 1 East, Mount Diablo Meridian, described as follows:

Beginning at a 1 1/2 inch diameter buttonhead monument shown on Parcel Map No. 2322 Corcoran Estates, filed in the office of the Recorder of said Yolo County in Book 2 of Parcel Maps, at Pages 50 and 51, as marking the northeast corner of said Section 5; thence, FROM SAID POINT OF BEGINNING, along the east line of said Section 5, as shown on said Parcel Map, South 0° 13' 27" West 2675.85 feet to an 8 inch by 8 inch concrete post with 2 1/2 inch diameter brass disc stamped "L.S.1880 4/5 1/4 cor.", marking the East Quarter Corner of said Section 5; thence, continuing along the east line of said Section 5, South 0° 08' 00" East 2544.92 feet to a 1 1/4 inch (outside diameter) iron pipe monument tagged L.S. 2457, said monument being North 0° 08' 00" West 70.00 feet from the southeast corner of said Section 5; thence, parallel with, and 70.00 feet north from, the south line of said Section 5, the following two courses: (1) South 89° 36' 05" West 2639.95 feet to a 1 1/4 inch (outside diameter) iron pipe monument tagged L.S. 2457, and (2) South 89° 47' 48" West 256.94 feet to a similar iron pipe monument; thence, North 0° 07' 07" West 1251.74 feet to a similar iron pipe monument; thence, South 89° 56' 00" West 388.94 feet to a similar iron pipe monument; thence, North 0° 12' 14" West 1353.70 feet to a similar iron pipe monument; thence, South 89° 31' 28" East 278.78 feet to a similar iron pipe monument; thence, North 45° 01' 37" East 1434.65 feet to a similar iron pipe monument; thence, North 0° 01' 21" West 1622.59 feet to a similar iron pipe monument set in the north line of said Section 5 and in the south line of Parcel A, as said last named line is shown on the aforesaid Parcel Map No. 2322 Corcoran Estates; thence, North 89° 58' 39" East 2004.64 feet to the point of beginning, and containing 317.379 acres of land, more or less.

Prepared by:

Timothy S. Train
Timothy S. Train
March 4, 1988



BOOK 2033 PAGE 649

EXHIBIT B

OFFICE OF CHIEF HEAD -TRIBAL GOVERNMENT Chief Geronimo XVIII

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INDIAN TRIBAL GOVERNMENT ENTERPRISE INFRASTRUCTURE
(EIN) QTA0015THA3003-GOVTRIBE



La Tierra Del Viejo Jeronimo; "The Land Of The Old Geronimo" - Apache Chief Geronimo XVIII

DESCRIPTION

Parcel of Land to be retained by the United States of America

That certain parcel of land situate in the County of Yolo, State of California, described as follows:

All that portion of Section 5, Township 8 North, Range 1 East, Mount Diablo Meridian, described as follows:

Beginning at a 1 1/4 inch (outside diameter) iron pipe monument tagged L.S. 2457 set in the north line of said Section 5, and in the south line of Parcel A, as said last named line is shown on Parcel Map No. 2322 Corcoran Estates, filed in the office of the Recorder of said Yolo County in Book 2 of Parcel Maps, at Pages 50 and 51, from which monument a 1 1/2 inch diameter buttonhead monument shown on the aforesaid Parcel Map as marking the northeast corner of said Section 5 bears North 89° 58' 39" East 2004.64 feet distant; thence, FROM SAID POINT OF BEGINNING, South 0° 01' 21" East 1622.59 feet to a 1 1/4 inch (outside diameter) iron pipe monument tagged L.S. 2457; thence, South 45° 01' 37" West 1434.65 feet to a similar iron pipe monument; thence, North 89° 31' 28" West 278.78 feet to a similar iron pipe monument; thence, South 0° 12' 14" East 1353.70 feet to a similar iron pipe monument; thence, North 89° 56' 00" East 388.94 feet to a similar iron pipe monument; thence, South 0° 07' 07" East 1251.74 feet to a similar iron pipe monument located 70.00 feet north from the south line of said Section 5; thence, parallel with, and 70.00 feet north from, the south line of said Section 5, South 89° 47' 48" West 2380.83 feet to a similar iron pipe monument set in the west line of said Section 5; thence, North 0° 06' 43" West 5246.37 feet to a 5/8 inch rebar monument with plastic cap stamped L.S. 2878 marking the northwest corner of said Section 5 and the southwest corner of Parcel A of the aforesaid Parcel Map No. 2322 Corcoran Estates; thence, along the north line of said Section 5, and the south line of said Parcel A, North 89° 58' 39" East 3287.77 feet to the point of beginning, and containing 317.379 acres of land, more or less.

Prepared by:

Timothy S. Train
Timothy S. Train
March 4, 1988



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EXHIBIT C

OFFICE OF CHIEF HEAD -TRIBAL GOVERNMENT Chief Geronimo XVIII

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INDIAN TRIBAL GOVERNMENT ENTERPRISE INFRASTRUCTURE
(EIN) QTA0015THA3003-GOVTRIBE*La Tierra Del Viejo Jeronimo; "The Land Of The Old Geronimo" - Apache Chief Geronimo XVIII*

DESCRIPTION OF EASEMENTS

Non-exclusive easements appurtenant to that portion of Section 5, Township 8 North, Range 1 East, Mount Diablo Meridian, in the County Yolo, State of California, described in Exhibit A, attached hereto and made a part hereof, over and across that portion of said Section 5 described in Exhibit B, attached hereto and made a part hereof. Said easements over and across the premises in said Exhibit B shall be as follows:

1. A ditch of the uniform width of thirty (30) feet, the centerline of which is described as follows:

Beginning at a point in the west line of said Section 5 from which a 5/8 inch rebar with plastic cap stamped L.S. 2878 marking the northwest corner of said Section 5, and the southwest corner of Parcel A, as shown on Parcel Map No. 2322, filed in the Office of the Recorder of Yolo County in Book 2 of Parcel Maps at Pages 50 and 51, bears North 0°06'43" West 15.00 feet distant; thence, FROM SAID POINT OF BEGINNING, South 89°40'30" East 1772.6 feet; thence, South 57°40'50" East 111.1 feet; thence, South 26°10'20" East 182.2 feet; thence, South 44°34'10" West 42.5 feet; thence, South 32°20'00" East 119.3 feet; thence, South 68°54'20" East 160.4 feet; thence, South 29°05'10" East 271.3 feet; thence, South 50°38'50" East 116.3 feet; thence, North 76°58'00" East 304.7 feet; thence, South 24°33'50" East 262.1 feet; thence, South 36°10'10" East 321.2 feet; thence, South 79°34'40" East 346.3 feet to a point in said premises located the following two courses from the aforesaid northwest corner of Section 5:
1) North 89°58'39" East 3287.77 feet and
2) South 0°01'21" East 1240.50 feet.
2. A ditch of the uniform width of thirty (30) feet, the centerline of which is described as follows:

Beginning at a point in the west line of said Section 5 from which a 5/8 inch rebar with plastic cap stamped L.S. 2878 marking the northwest corner of said Section 5, as described in 1., above, bears North 0°06'43" West 2678.00 feet distant; thence, FROM SAID POINT OF BEGINNING, North 89°54'40" East 1989.6 feet to a point in said premises located the following five courses from the aforesaid northwest corner of Section 5:
1) North 89°58'39" East 3287.77 feet,
2) South 0°01'21" East 1622.59 feet,
3) South 45°01'37" East 1434.65 feet,
4) North 89°31'28" West 278.78 feet and
5) South 0°12'14" East 42.00 feet.

The bearings in the above descriptions are referenced to the south line of Parcel A of Parcel Map No. 2322, hereinabove described, the bearing of which south line is shown as North 89°58'39" East on said Parcel Map.

APR 2033 106 651

EXHIBIT D



DEPARTMENT OF HEALTH & HUMAN SERVICES

Public Health Service

FEB 6 2012

Indian Health Service
Rockville MD 20852

Dear California Area Tribal Leader:

I am writing to share some good news with you regarding our efforts to purchase land and build two Youth Regional Treatment Centers (YRTCs) in California, which will mark the first-ever Indian Health Service (IHS) facilities built in the California Area Indian Health Service (CAIHS).

Amendments to the Indian Health Care Improvement Act in 1992 require the Secretary, Department of Health and Human Services (HHS), acting through the IHS, to construct, renovate, or as necessary, purchase, and appropriately staff and operate two YRTCs in California. In fiscal year 2011, the House Committee on Appropriations approved the Agency's request to spend up to \$2.7 million of unobligated funds to purchase both sites on which to build the YRTCs.

In 2009, the CAIHS, in coordination with the southern California Tribal Governments, worked with the Riverside County Government and local community residents to select an appropriate site for the southern California YRTC. On October 31, 2011, the CAIHS purchased Taylor Ranch, a 20-acre site in Riverside County, California. The CAIHS is planning a Tribal event to dedicate the land at Taylor Ranch.

With respect to the northern YRTC, Deganawidah-Quetzalcoatl University (DQU), formerly a Tribal college, agreed to revert 12 acres in Yolo County near the city of Davis, California to the Federal Government to establish the northern California YRTC. The DQU requested the General Services Administration (GSA) to revert the 12 acres to the Federal Government, which allows the CAIHS to purchase the land. With broad support from California's Tribal Governments, the CAIHS selected the 12-acre undeveloped site.

Finally, the Consolidated Appropriations Act for 2012 identifies \$2 million for the Southern California YRTC project. This funding will enable work to begin on the design phase of the project. Thank you for your continued leadership and support in working with IHS on these very important projects, which will improve the quality of and access to care for American Indian and Alaska Native youth in the California Area.

Sincerely,

Yvette Roubideaux, M.D., M.P.H.
Director

Joseph C. Serrano
Indian Self-Determination Specialist
Central California Agency
650 Capitol Mall, Suite 8-500
Sacramento, California 95834
Phone: (916) 930-3778
Fax: (916) 930-3140
Email: jserrano@hhs.gov