PROJECT NARRATIVE

(a) Need for Project (10 points)

(a)(1) Relationship to Tribal economic development plans (5 points)

Aaniiih Nakoda College (ANC) is a tribally controlled college located on the Fort Belknap Indian Reservation in northcentral Montana. The college was chartered in 1983 by the Fort Belknap Indian Community Council (FBICC), which serves as the governing body of the Aaniinen (White Clay People or Gros Ventre) and Nakoda (Assiniboine) nations of the Fort Belknap Indian Community (FBIC). ANC was accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1993; accreditation was most recently reaffirmed in 2017. As a tribal college accredited by a nationally recognized accreditation agency as an institution of postsecondary education offering career and technical education programs, ANC qualifies to receive five additional points under the program’s “Additional Selection Factor.”

The mission of ANC is to provide quality postsecondary education for residents of the Fort Belknap Indian Reservation and surrounding communities. The college promotes individual and community development by maintaining and revitalizing the indigenous lifeways of the Aaniinen and Nakoda nations and by preparing students to succeed in an American technological society. ANC offers one bachelor’s degree program, twelve associate degree programs, and three certificates of applied science (CAS). During the 2019-2020 academic year, ANC served 152 students per semester. Ninety percent of ANC students are American Indian.

The Aaniiih and Nakoda people of Fort Belknap are joined together as the FBIC, which was organized in 1934 under the Indian Reorganization Act. There are approximately 7,000 enrolled members of the FBIC, 3,429 of whom live on or near the reservation. The resident population of Fort Belknap is very young, with 41% under the age of 20 (compared to 25.3% for...
the state of Montana). The reservation also is extremely rural, with a population density of 2.5 persons per square mile, compared to a national average of 87 persons per square mile. In terms of educational attainment, only 11% of all residents hold bachelor’s degrees. Economically, Fort Belknap ranks among the poorest areas in Montana and the United States. The median household income on the reservation ($34,161) is 56% less than the median household income in Montana ($53,386). Thirty-eight percent of all residents live below the federal poverty level, and among children under 18 years old, the percent living in poverty rises to 50%.

In 2011 the FBICC completed a full-scale strategic plan, which was updated in 2015 and 2018. In 2017, the Council also released a Comprehensive Economic Development Strategy (CEDS) that outlines economic development goals for the reservation. These planning documents identify career and technical training programs among the highest educational priorities of the FBICC. In fact, the highest-ranking educational goal identified in the FBICC’s strategic plan is to develop a vocational training program. According to this goal, “The Fort Belknap Indian Community will plan and implement an operational apprentice/vocational training program in collaboration with Aaniiih Nakoda College, Vocational Rehabilitation, 477 [Employment and Training Services], and local high schools” (FBIC 2011, 2018). Other goals concerning healthy communities, tribal operations, resource management, and infrastructure improvements all reflect the need for skilled workers in such fields as health care, construction, business, computer science, and environmental management (FBIC 2011, 2017 & 2018).

The education programs offered through this project have been developed to coordinate with and encourage the goals and strategies included in FBIC planning documents. The project will offer rigorous career and technical education programs that will provide students with the knowledge, skills, and credentials needed to prepare them for successful employment in five
high-skill, high-wage, and in-demand areas: (1) Health Science, (2) Building Technology, (3) Business Technology, (4) Computer Science, and (5) Environmental Science.

Health science workers, especially nurses, are needed to improve community health and address the chronic health disparities facing Fort Belknap residents. Building Technology programs in industrial trades and welding are among the highest educational priorities of the FBICC because of the current and future need for workers to carry out a range of infrastructure improvements, including housing developments, youth centers, in-patient treatment center, veterans center, and municipal water systems. Programs in Business Technology and Computer Science will address the FBICC’s goal of “improving tribal operations,” by providing community members with the knowledge and skills needed to manage tribal programs and contribute to improvements in fiscal management, grants procurement and administration, information systems, tribal governance, law, and policy. Finally, the FBICC’s strategic plans call for several new projects that will require trained environmental scientists and technicians. These plans include infrastructure improvements to water systems, development of alternative energy resources, oil and gas exploration, land acquisitions, and expansion of the buffalo herd.

(a)(2) Evidence of need for the project (5 points)

In addition to tribal planning documents, labor market and occupational trend data have played an important role in establishing the need for the project, identifying the specific training programs offered, and designing project services. The remaining paragraphs of this section provide relevant labor market and occupational trend data for each of the project’s training areas.

Health Science Data gathered at the national, state, and local levels demonstrate a great – and ever-growing - demand for well-trained health care professionals, especially nurses. The US Department of Labor’s Bureau of Labor Statistics (BLS) projects that, between 2019 and 2029,
six of the ten fastest growing occupations will be related to healthcare. In fact, the number of jobs in healthcare support occupations is expected to increase by 22.6% over the next ten years, making it the fastest growing occupational sector in the nation (US DOL 2020a). Among occupations requiring an associate degree, registered nursing is ranked as the occupation with the greatest predicted job growth. Data for related healthcare positions show equal or greater levels of current demand and anticipated growth. For example, the number of jobs for home health and personal care aides is expected to increase by 34% over the next ten years, making it, by far, the largest growing occupation in the US (US DOL 2020b). Data for Montana mirror these national trends. Statewide, the healthcare industry is the largest employer and is expected to add the most jobs between now and 2028. According to the Montana Department of Labor & Industry (MT DL&I), the healthcare industry is expected to add more than 1,010 new jobs per year, and nursing assistants and registered nurses are ranked first and second, respectively, in terms of healthcare occupations with the most annual job openings (2018).

Locally, the FBIC has a great demand for well-trained nurses and healthcare workers. The Indian Health Service (IHS) operates a full-service clinic and infirmary at Fort Belknap Agency and a satellite clinic in Hays, while the Fort Belknap Tribal Health Department administers a 638 contract for providing more than a dozen health service programs on the reservation. While all these programs require skilled caregivers, including nurses, aides and technicians, the local labor force has had difficulty providing qualified applicants to fill these positions. Within the IHS Billings Area there are currently 40 vacant RN positions being advertised at ten reservation-based care facilities (USAJOBS 2020). Ten of these vacant positions are located at Fort Belknap, which reflects a vacancy rate exceeding 35% (Brown 2020). For regional healthcare providers in the surrounding communities of Havre, Chinook, and
Malta that serve large numbers of Fort Belknap residents, the situation is similar. For RNs, nurse aides, and personal care attendants, vacancies rates at regional healthcare facilities range from 12% to 23% (Van Wichen, Myhre, O’Bresley, Sturm 2015). The Health Science training programs offered through this project have been specifically designed to provide students with the skills, knowledge, and credentials they need to fill these positions.

**Building Technology** Despite upheaval in the housing market and construction sector due to the COVID-19 pandemic, significant opportunities for employment remain in construction-related occupations. The BLS anticipates that jobs for construction workers will increase by 4% per year through 2029, with over 300,000 jobs added annually nationwide (US DOL 2020b). In Montana, the construction industry is expected to add the third most jobs per year over the next decade and is expected to grow at a rate of 1.8%, tied with the professional services industry for the fastest growing industries in the state (MT DL&I 2018).

The construction industry is a significant and growing sector of the Fort Belknap economy. Twelve percent of all workers on the reservation are employed in construction and maintenance occupations (MT DOC et al 2013), with Tribal Housing and Tribal Construction being the largest employers. As discussed above, the FBIC’s current strategic plan calls for a series of large-scale construction and infrastructure projects. The reservation’s population is young and growing, and these demographic factors indicate a tremendous need for additional housing units in the near future. In addition, The FBICC recently signed a Water Development Compact with the state of Montana. Once approved by the US Congress, the water compact will provide over $210 million in water development projects, including construction of a water treatment plant, irrigation projects, stock water distribution systems, and wetlands mitigation projects. Along with potential for increased energy development on the reservation, these
projects will create numerous jobs for carpenters and welders, as well as other trades people. Currently, Fort Belknap’s labor force is unable to provide the skilled construction workers needed to carry out the community’s current and anticipated building projects, and a local labor market analysis report identified this shortage of skilled construction workers as a problem of immediate concern (FBIC 2007). The Building Technology component of this project directly responds to this identified need by offering stackable training opportunities that will provide local workers with the skills, knowledge, and credentials needed for employment on construction, maintenance, and renovation projects on and around the Fort Belknap reservation.

Business Technology Nationally, BLS predicts that the occupation of “General and Operations Manager” will add approximately 144,000 jobs between now and 2029, making it the occupation with the sixth highest increase in job numbers during that time (US DOL 2020b). In Montana, the career clusters of “Business Management & Administration” and “Marketing” are ranked second and third, respectively, for the highest numbers of job openings per year, with a combined total of 14,547 annual openings between now and 2028 (MT DL&I 2018).

Occupations in various fields of management comprise the largest employment sector on Fort Belknap, with governmental programs employing the great majority of these workers. This is especially true among salaried employees. In fact, approximately 92% of the 333 salaried employees working on the Fort Belknap reservation are employed by governmental agencies (federal, state, and tribal) (MT DOC et al 2013). Because only 11% of the reservation population over 25 years of age has earned a bachelor’s degree, many jobs with tribal government require no more than an associate degree. As such, an AA degree in Business Technology will give participants the knowledge, skills, and credentials they need to gain employment in government programs serving the Fort Belknap reservation. At the same time, the program will address local
labor market needs by offering training specifically designed to provide tribal employees with the business and management skills they need to excel in the workplace.

**Computer Science** This training area will provide students with outstanding opportunities for employment in high-skill, high-wage, and in-demand fields. Nationally, employment in computer and information technology occupations is projected to grow 11% from 2019 to 2029, with the addition of more than half a million jobs (US DOL 2020c). In Montana, the number of jobs in computer-related fields is also expected to increase significantly. The Montana DL&I ranks computer science second highest among STEM disciplines for the number of projected annual job openings in the state (1,973) between 2018 and 2028 (MT DL&I 2018).

Fort Belknap and surrounding communities face a critical shortage of computer science specialists. Nowhere is this shortage more evident than within the FBIC tribal government, which includes more than 30 distinct programs ranging from Law Enforcement to Utilities. These programs depend on information management systems to store, protect, and access data needed for the effective delivery of services. However, at the present time, the tribes’ information technology department employs only three staff members and faces an acute shortage of trained and certified computer science specialists. As a result, the tribes’ computer and information management systems often do not operate as efficiently and reliably as they should, resulting in lost productivity, compromised security, and expensive diagnostic and repair fees charged by off-reservation vendors. When one includes the needs of other government agencies, businesses, and schools operating on and around the reservation, the local need for trained computer scientists becomes even greater.

**Environmental Science** Montana contains abundant natural resources, and this wealth is reflected in the significant roles that resource development, conservation, and management play...
in the state’s economy. As such, environmental protection and management are a large employment sector in Montana, and all indications point to its increasing growth in the future. For example, three of the 20 fastest growing occupations in Montana are environmental engineers, environmental scientists, and conservation scientists, which, over the next eight years, are projected to grow at rates of 21%, 16%, and 14%, respectively (US DOL 2018).

Like the state of Montana, Fort Belknap is rich in natural resources. Not surprisingly, the FBIC devotes considerable money, energy, and resources to their development, management, and protection. Within tribal government there are eight departments devoted to natural resources management and protection (e.g., Environmental Protection, Water Resources, Forestry, and Land), and several natural resource-related affiliated programs (e.g., USDA Extension and Natural Resources Conservation Service) operate offices on the reservation. These programs employ approximately 50 natural resources/environmental managers, scientists, and technicians, and the numbers of local jobs in these fields will only increase as natural resources become increasingly valuable and the need for their management and conservation grows.

(b) Quality of the project design (40 points)

(b)(1) The creation of opportunities for students to receive a credential, become employed or both. (20 points)

Project Goal The goal of ANC’s Native American Career and Technical Education Program (NACTEP) project is to provide a comprehensive career and technical education program that addresses the needs of the Fort Belknap Indian Reservation and prepares students for successful employment in high-skill, high-wage, and in-demand occupations.

Project Objectives

Objective One: During each year of the project, at least 45 full-time students will receive the classroom instruction, academic support, work related experiences, academic and career
counseling, placement services, and direct student assistance needed to successfully complete the requirements of a recognized postsecondary credential in one of five identified training areas.

Objective Two: During each year of the project, at least 85% of project participants will remain enrolled in postsecondary education, continue their academic training at an advanced academic level, enlist in military service, join a service program, or gain employment.

Objective Three: During each year of the project, at least 50% of project participants will earn a recognized postsecondary credential.

To achieve the project goal and objectives, ANC has designed a career and technical education program that combines high-quality training programs with a continuum of support services intended to facilitate student success. The project will offer training programs in five areas: (1) Health Science, (2) Building Technology, (3) Business Technology, (4) Computer Science, and (5) Environmental Science. Support services will include academic advising and career counseling, referral services, classroom directed field experiences, internships, summer employment opportunities, job placement services, transfer assistance, and direct financial support. The coordinated delivery of these programs and services will help students acquire the skills and credentials they need to secure employment in high-skill, high-wage, and in-demand jobs. The remainder of this subsection provides descriptions of project programs and services.

Training Program Descriptions

All five training areas offered through this project have been designed to provide students with the knowledge, skills, and postsecondary credentials needed for successful employment in high-skill, high-wage, and in-demand occupations that have a documented need for trained workers at the local, state, and national level. Regardless of the training area, all programs include (1) full-time classroom and laboratory (if applicable) instruction, (2) 20 hours per week
of classroom-related field experience, and (3) summer employment opportunities. Participants will complete the program requirements for their chosen training area by following the plans of study outlined in the ANC catalog and demonstrating proficiency in achieving identified program learning outcomes (ANC 2020). These program outcomes are linked to course-specific performance objectives, which correspond to specific measures of student learning. Faculty members assess student achievement of these objectives through a variety of measures (e.g., written and oral exams, research papers, group and individual projects, and electronic portfolios). Classroom related field experiences and summer employment opportunities will be supervised by project staff and assessed in conjunction with field supervisors. Approximately nine students will participate in each of the five training areas each year (45 total participants). The following paragraphs briefly describe each of the project’s five training programs.

**Health Science** Students in the Health Science training program will enroll in one of three academic programs: (1) Associate of Science in Nursing-Registered Nursing (ASN-RN), (2) Associated of Science (AS) in Allied Health, or (3) Certificate of Applied Science (CAS) in Health Science. Students enrolled in these programs also will have the opportunity to complete a short-term career training course to become a Certified Nursing Assistant (CNA).

The ASN program is designed to prepare students for careers as RNs. The program is approved by the Montana State Board of Nursing (BON) and NWCCU. Students are admitted to the program through a rigorous application process, and all entering students are required to have completed 32 credits of prerequisite coursework. Once admitted, students must complete an additional 48 credits that combine classroom and laboratory instruction with clinical rotations at local healthcare facilities. Instruction in the ASN program incorporates indigenous concepts of health and wellness and emphasizes the importance of culturally and technically competent
healthcare. Graduates of the ASN program are prepared to take and pass the National Council Licensure Exam for Registered Nurses (NCLEX-RN) and earn their nursing license.

The goal of ANC’s Allied Health AS degree program is to provide students with a basic education in the health sciences and to prepare them for entry level employment in healthcare or transfer to a bachelor’s degree program. The program’s plan of study includes required courses and selected electives, while emphasizing hands-on learning through extensive laboratory instruction. Although program content predominantly focuses on the study of the human body using the model of Western medicine, classroom and laboratory instruction integrates indigenous teachings. Students are expected to complete the 62-credit program over two years.

ANC’s Certificate of Applied Science (CAS) program in Health Science provides the prerequisite coursework needed for students planning to enter an ASN program. The certificate emphasizes fundamental skills in communication, computation, human relations, and health sciences. It also includes American Indian perspectives on health, healing, and holistic medical care. The 34-credit program is intended to be completed in two semesters.

The Health Science training area also will offer a short-term training program leading to professional licensure as a certified nursing assistant (CNA). The CNA training is covered in an eight-credit course (HPE 170) that includes 50 hours of classroom instruction and 25 hours of clinical instruction. Trainees completing the course will be ready to work as nursing assistants in acute and long-term care settings. Classroom and lab instruction will occur at ANC, and students will perform their clinical rotations at one of several local healthcare facilities. At the end of the course, students will be examined by a Montana State Certified Nurse Aide Examiner (Headmaster) to become a state-certified nursing assistant.
**Building Technology** Trainees in Building Technology will enroll in one of two stackable training programs: (1) a one-year CAS in Welding or (2) an Associate of Applied Science (AAS) in Industrial Trades. ANC has developed its Building Technology curricula to align with industry-recognized standards for both welding and carpentry. The welding curriculum adheres to national standards established by the American Welding Society (AWS) entry level welder program. Carpentry-related learning outcomes included in the Industrial Trades program are based upon core standards established by the Laborers-Associated General Contractors of America (AGC) Education and Training Fund.

The project’s one-year Welding certificate is designed to provide students with the knowledge, skills, and certifications needed for entry-level employment in the welding profession. Students graduating from the Welding CAS program will complete 34 credits of required coursework and demonstrate proficiency in achieving a series of program-specific learning outcomes based on AWS standards. Students will develop their communication, computation, and human relations skills and learn the basics of a Native language by completing a series of required related instruction classes. Program instruction features extensive use of hands-on learning and project-based instruction in both the welding shop and simulator lab.

Students wishing to pursue additional training in Building Technology will have the opportunity to enroll in the Industrial Trades AAS degree program. This program builds on the Welding CAS program and allows students to broaden their skills and knowledge as they prepare to start a career in the construction industry. The first year of the AAS curriculum is identical to the Welding certificate curriculum, thereby creating stackable programs that facilitate a smooth transition for students seeking continued training. The second year of the AAS program features more advanced fabrication and machining methods, as well as additional instruction in carpentry,
woodworking, drafting, and HVAC. Both programs offered through the Building Technology program emphasize on-the-job experience and hands-on learning to provide students with the knowledge and skills needed for success on the job site. Faculty and field supervisors will evaluate students’ job-site performance based upon their ability to demonstrate mastery of the skills needed to gain and maintain employment as professional carpenters and/or welders.

**Business Technology** The Associate of Arts (AA) degree program in Business is designed to provide students with skills and knowledge in the areas of business, communication, and technology necessary for employment and/or continued study at the bachelor’s degree level. The AA degree prepares students for a wide range of jobs as office workers, managers, and administrators, including positions with the FBIC. The program includes two tracks: (1) Administration and (2) Technology. The two tracks share common general education requirements, introductory business courses, and selected electives. In addition, each track includes 15 credits of core requirements specific to that track. This program design offers students an opportunity to choose their area of interest, while providing a shared foundation of skills and knowledge needed by all business students. Regardless of their area of specialization, students will demonstrate proficiency in six program-specific student learning outcomes.

**Computer Science** Students in the Computer Science training area will enroll in ANC’s Computer Information Systems (CIS) AS degree program, as well as industry-recognized certification programs (Cisco and Microsoft). The goal of the CIS program is to prepare students for technical positions using and supporting computer hardware and software. These include occupations related to programming, software and webpage design, system security, troubleshooting, and network administration. To graduate from the 62-credit CIS program, students must demonstrate proficiency in achieving the program’s five learning outcomes. In
addition to classroom and laboratory instruction, Computer Science students will receive extensive on-the-job training experiences and hands-on learning opportunities through internships, classroom directed field experiences, and summer employment. Trainees enrolled in the CIS program also will have the opportunity to complete industry-recognized certification courses in computer software, hardware, and network administration. These include certification courses for Microsoft Office specialists, Cisco Certified Network Administrators (CCNA), and Cisco Information Technology Essentials specialists.

**Environmental Science** Participants selecting the Environmental Science training option will enroll in ANC’s Environmental Science AS degree program or Aaniiih Nakoda Ecology (ANE) Bachelor of Science (BS) degree program. The goal of the Environmental Science AS degree program is to provide skills for entry-level employment opportunities and continued study in a range of environmental science-related fields. Students enrolled in the program are required to complete 60-64 credits of general education courses, program core classes, and selected electives. Graduates will acquire a basic knowledge of ecological principles, environmental issues, and traditional American Indian cultural values, while demonstrating proficiency in achieving the program’s four student learning outcomes.

The BS degree in Aaniiih Nakoda Ecology is ANC’s newest academic program – and first program offering at the baccalaureate level. It is designed to prepare graduates to become effective caretakers and stewards of the Fort Belknap reservation and surrounding ancestral homelands. Program graduates must complete a minimum of 125 credits and demonstrate proficiency in achieving the program’s eleven student learning outcomes. The ANE program is articulated with the college’s Environmental Science AS degree program, so that Environmental Science graduates can enroll as third-year students (juniors) in the bachelor’s degree program.
All training programs included in this project have a strong science and technology focus. As such, the project is responsive to the Secretary’s competitive preference priority for “promoting science, technology, engineering, or math (STEM) education, with a particular focus on computer science.” Each program is designed to increase student access to STEM coursework and to improve student achievement of STEM-related learning outcomes. In addition, all training programs offer innovative delivery mechanisms, emphasize hands-on teaching and learning, and include a strong technology component. The Computer Science training area places the greatest focus on computer science; however, the other four training areas also include significant computer science content, as evidenced by instruction in topics ranging from Computer Aided Design (Building Technology) and Geographic Information Systems (Environmental Science) to Computer Programming (Business Technology) and Healthcare Simulations (Health Science).

**Student Support Services**

In addition to these academic programs, the project will provide a suite of student support services and learning enhancement opportunities, each of which is described below.

**Recruitment** Students will be recruited from throughout the local community, including high school students, 477 Program clients, and current ANC students. Recruiting will occur through flyers and announcements posted at tribal offices, local shops, and community events. Recruiting announcements also will be made via local media outlets, including the ANC website and Facebook page, KGVA radio, and *Blaine County Journal*. Project staff will coordinate recruitment efforts with ANC’s student services staff and project faculty.

**Selection** A selection committee comprised of project staff, faculty, and members of the project’s Private Sector Council (PSC) will select qualified applicants (and alternates) based upon pre-established selection criteria. Selection will be based on the scoring of application
packages that include the following materials: (1) NACTEP application form; (2) ANC admission application; (3) high school transcripts or GED/HiSET results; (4) college transcripts (if applicable); (5) college entrance exam or placement test results; (6) three letters of reference; (7) certificate of Indian blood (Aaniinen and Nakoda tribal preference); (8) letter of interest and commitment; (9) completed financial aid forms; and (10) income verification.

During each year of the project, 45 participants will be selected. Students enrolled in one-year certificate programs will have twelve months to complete their educational programs. Students enrolled in training programs leading to an associate degree (or the ANE BS degree) will be selected for a two-year period, providing they maintain satisfactory progress (average at least 15 credits hours per semester) and good academic standing (2.0 grade point average or higher). If students drop out of the program, their slots will be filled by qualified alternate applicants, if available. If no qualified alternates are available, open slots will be re-advertised.

**Classroom Instruction** Newly selected participants will complete a mandatory orientation session and work with the project’s career counselor/placement officer to develop individualized education plans. Trainees will be enrolled as full-time ANC students in one of the project’s five training areas. Brief descriptions of the training programs were provided in the previous subsection of this proposal; detailed descriptions are published in the ANC Catalog.

**Classroom Directed Field Placement** In addition to their coursework, students will participate in 20 hours of classroom directed field experiences each week. These field experiences will be supervised by the career counselor/placement officer, in conjunction with faculty and field supervisors. Together, the team of supervisors will define and measure specific learning objectives for student field placements based upon an analysis of the skills and
knowledge required for each training area. Placement-specific cooperative agreements will outline the expectations, duties, and responsibilities of both the student and field supervisor.

**Industry- and Government-Recognized Certification** Courses and programs offered in several training areas will enable students to obtain industry- and/or government-recognized certifications. These courses and programs use industry- or government-recognized curricula and competency-based outcomes to ensure that all students receiving certifications possess a common body of knowledge and attain minimum proficiencies. All certification courses will be taught by licensed trainers. Industry- or government-recognized certification courses offered through the project include: Registered Nurse (RN), Certified Nursing Assistant (CNA), American Welding Society certification, Microsoft Office Specialist, Cisco Certified Network Administrator (CCNA), and Cisco Information Technology Essentials (I and II).

**Academic Advising and Career Counseling** The project’s career counselor/placement officer will work with students to develop individualized education plans. Students also will be assigned a faculty advisor who teaches in the student’s area of study. Individualized education plans will provide students with a roadmap they can follow as they progress through their program and achieve their educational goals. The career counselor/placement officer and faculty advisors will use these plans to monitor student progress and ensure the successful and timely completion of all program requirements. Other advising and counseling services provided by the project include: (1) monthly meetings; (2) registration assistance; (3) placement testing; (4) monitoring student progress; (5) maintenance of student files; (6) student advocacy; (7) career exploration and aptitude testing; (8) financial and personal counseling; (9) referrals for tutoring and other academic services; and (10) referrals for off-campus services.
Placement and Transfer Assistance  The career counselor/placement officer will coordinate student work placements and provide transfer assistance to students interested in continuing their education at a bachelor’s degree level. The career counselor/placement officer will identify potential sites for field experiences, internships, and summer employment opportunities; assist in developing cooperative agreements with field supervisors; and assist in monitoring and evaluating student learning outcomes in the field setting. The career counselor/placement officer also will help students find employment upon program completion by providing placement assistance and training in job-seeking skills. Transfer assistance will include campus visits; assistance with application for admissions, financial aid, and scholarships; and linkages with student service programs at transfer institutions. The career counselor/placement officer also will conduct follow-up data collection on all participants. These tracking efforts will provide valuable data concerning the project’s effectiveness in preparing students for success in securing employment and/or continuing their education at a higher level.

The project’s integrated continuum of educational programs and support services creates outstanding opportunities for students to participate – and succeed – in training programs that provide the academic degrees, workplace experiences, and industry/government-recognized credentials students need to secure employment in high-skill, high-wage, and in-demand jobs.

(b)(2) The project’s ability to address the needs of the target population (10 points)

This project has been designed to address the labor force needs of the FBIC and the job training needs of community members. In designing this project, numerous factors have been considered. Foremost among these are: (1) priorities identified in the FBIC’s strategic planning documents; (2) local, state, and national occupational trend data; (3) local labor market demands; and (4) the educational needs and interests of ANC students and community members.
As detailed in Section a(2) of this proposal, the project’s five training programs respond to identified community priorities and labor force needs. The Health Science program addresses the chronic shortage of locally trained nurses, nursing assistants, and other healthcare workers in local healthcare facilities. The Building Technology program addresses the critical shortage of qualified welders and construction workers on the reservation and provides the workforce needed to meet the reservation’s current and future housing demand and to build major infrastructure projects. The Business Technology program responds to the need for increasing the knowledge and skills of tribal government employees, which tribal leaders have identified as critically important to their efforts to improve tribal operations. The Computer Science program provides the computer support specialists, system analysts, programmers, and network administrators needed to develop, install, operate, and maintain the computer networks and information management systems used by tribal programs, government agencies, local schools, and businesses. Finally, the Environmental Science program provides the technicians and scientists needed to manage, monitor, develop, and protect the tribes’ valuable natural resources. In each instance, the project addresses the community’s most pressing labor force needs through the delivery of high-quality training programs that lead to a recognized postsecondary credential.

The diversity of the project’s training programs addresses the needs of students with a variety of educational and career goals. Within its five training areas, the project includes stackable certifications and degrees along integrated career pathways. At each rung of their chosen career ladder, students can acquire an intermediate credential that will help them enter the workforce and/or prepare for success at the next academic level. Not only does this diversity provide students with a wider range of possible training options and career choices, but it represents the most effective way to meet the community’s varied workforce development needs.
In addition to its training programs, the proposed project also provides numerous services that have been designed to address community and student needs in an appropriate and effective manner. Direct financial support in the form of stipends, tuition and fees, books and supplies, transportation, and childcare addresses students’ immediate economic needs. Academic advising, counseling, and referral services are designed to address students’ academic needs, especially among those who are first generation college students, non-traditional students, or students whose prior school experiences did not prepare them for success at the college level. Transfer assistance and job placement services address both students’ educational and employment needs. Transfer assistance will help students make the difficult transition between the tribal college and the four-year institution, where drop-out/stop-out rates among American Indians are notoriously high. The job placement services provided by the project will help students get their foot in the door and demonstrate their skills and abilities with potential employers in a difficult job market.

Through the integrated delivery of these training programs and support services, the project has been designed to prepare local residents for successful careers in high-skills, high-wage and in-demand jobs. On a reservation where the average annual unemployment rate approaches 65 percent, this project offers career and technical training opportunities that provide residents with the greatest opportunities for securing meaningful employment at a living wage.

(b)(3) Coordination with similar or related efforts and resources (5 points)

The proposed project is the product of close cooperation between ANC and the FBIC; as such, project personnel work closely with a number of tribal programs that provide social and human services, educational programs, and job training opportunities for tribal members. Some of these partners include Tribal 477 Employment and Training Program, Vocational Rehabilitation, Human Resources, Information Technology, Tribal Health, Lands,
Several of these programs work with project personnel to address the socio-economic barriers that may impede or prevent participants’ success. Other tribal programs play a key role in the project by providing placement sites for field experiences, internships, and on-the-job training activities. The extent of the project’s coordination with, and linkages to, other tribal programs is documented by the tribal resolution (Appendix E) and numerous letters of support (Appendix D) included in this proposal.

In addition to these tribal programs, project personnel work with a number of government agencies, educational institutions, and businesses in order to provide students with the best possible training opportunities and to increase their likelihood of successful employment and/or transfer upon program completion. Some of these governmental partners include IHS, USDA Extension Service, Montana Post Secondary Education Opportunity Council (MPSEOC), State Workforce Innovation Board, State Board of Nursing, and Montana Job Service. Educational partners include local public-school districts and transfer institutions such as Montana State University, MSU-Northern, and Salish Kootenai College. Private sector businesses, including regional healthcare providers and Island Mountain Development Group (for-profit tribal enterprise), also play an active role in project activities. Please refer to Appendix D for letters of support from various entities that will participate in the project’s partnership network.

**(b)(4) Professional development leads to improvements in practice (5 points)**

Professional development for project staff and faculty will be provided in two ways. First, two staff members will attend annual NACTEP project meetings in Washington, DC, which will provide them with up to date, research-based knowledge of best practices in career and technical education. These meetings also will provide opportunities for project staff to network with colleagues from other NACTEP projects across the country and gain valuable
knowledge they can use to enhance the quality and effectiveness of the project. Funds also will be available for staff to attend professional development workshops that will enhance their knowledge and skills and increase their effectiveness in delivering project services.

Second, professional development for project staff and faculty will occur through on-site and/or virtual trainings. Professional development workshops will be held on a semi-annual basis and be conducted by an external trainer. These interactive training sessions will include all project staff and instructors and will cover a range of topics, including but not limited to: using hybrid instruction in career and technical education, providing effective advising and counseling services, employing proactive and intrusive advising techniques, developing individual education plans, designing career pathways, assessing student learning in the classroom and workplace, and using assessment data to drive program change and improvement. The expertise of the workshop presenters and the full participation of project staff and faculty ensure that these professional development efforts will be of sufficient quality to result in the improvement of project practices. Likewise, the intensity, frequency (twice a year) and duration (at least two hours per session) of these workshops will similarly foster significant improvements in project effectiveness.

(c) Adequacy of Resources (15 points)

(c)(1) Adequacy of support from the applicant organization (2 points)

ANC possesses the human and physical resources to adequately support this project and to provide students with outstanding learning opportunities. The college agrees to provide these assets as part of its in-kind contribution, thereby enhancing the cost-effectiveness of the project.

ANC will provide all campus facilities needed to successfully implement the project. This includes office space for all project staff and faculty, ten classrooms, five computer labs, four science labs, welding shop, welding simulation lab, carpentry shop, and health science
simulation lab. Project participants also will have access to the college library, tribal archives, bookstore, commons area, student lounge, administrative offices, and student services offices.

The full range of ANC’s equipment holdings will be available to support the project’s instructional programs. Classrooms contain the equipment needed to provide technology-assisted instruction. Student computer labs are equipped with up-to-date hardware and software linked to the college’s network. Science labs are equipped with instrumentation needed to teach all courses offered in the Health Science and Environmental Science programs, and a state-of-the-art Simulation Lab allows Health Science students to diagnose and treat life-like computerized manikins in a simulated hospital environment. Other equipment holdings used by Environmental Science students include four-wheel drive vehicles and a greenhouse. Welding and carpentry shops contain a full complement of tools, welding stations, and building materials available for instructional purposes. Welding students have access to state-of-the-art welding simulators, and industrial trades students benefit from on-site work experiences constructing “tiny homes.”

The effectiveness and efficiency of project management efforts will be greatly enhanced by the other resources provided by the college’s Business Office. All project finances will be managed and administered through the ANC Business Office, which operates on a fund accounting basis that ensures that all restricted fund revenues are managed independently of the college’s general fund operating budget. The fact that ANC has received unqualified audit opinions from external auditors on the past 20 audits and is designated a “low-risk auditee” testifies to the college’s capacity to manage large, federally funded projects responsibly.

(c)(2) Budget is adequate and costs are reasonable in relation to objectives (5 points)

All costs are reasonable and can be directly linked to project objectives. Fifty-one percent of the total budget has been allocated to provide direct student support so that at least 45 trainees
per year can participate in the project (Objective One). Given the extreme poverty and high student need facing many ANC students, this direct financial support is essential to recruit and retain qualified applicants from the Fort Belknap community. The actual amount of direct support that students receive is determined by their unmet financial need after all other forms of financial aid have been exhausted. In this way, the project can support the largest number of students for the least amount of money, thereby maximizing cost-effectiveness.

Project funds will cover the cost of programs and services needed for at least 85% of participants to remain enrolled in postsecondary education, continue their academic training at an advanced academic level, enlist in military service, join a service program, or gain employment (Objective 2). The budget demonstrates great cost-effectiveness with respect to this objective through the large in-kind contribution of ANC. The college has agreed to cover all instructional costs as part of its in-kind contribution. In addition, the college will provide the facilities, equipment, and resources needed to deliver quality training programs. Project funds contribute to the achievement of this objective by providing salary support for the project’s career counselor/placement officer, who provides both job placement assistance and transfer support.

Finally, project funds will be used to support activities that will result in at least 50% of participants earning a recognized postsecondary credential during each year of the project (Objective Three). ANC’s significant in-kind contribution of faculty, facilities, equipment, and other resources allows project funds to be used to employ the project staff necessary to provide the academic advising, career counseling, and field supervision services that are so essential to retaining and, ultimately, graduating project participants.

All budget items directly support the achievement of project objectives, while also providing vital support for project management and evaluation, professional development, and
outreach. Costs associated with travel and supplies have been kept to a bare minimum. ANC is able to achieve dramatic cost savings through significant in-kind contributions and through prioritizing the use of project funds to provide students with the support they need to overcome entrenched socio-economic barriers and achieve their academic and career goals.

**(c)(3) Relevance and demonstrated commitment of the applicant and partners (3 points)**

ANC is committed to the success of this project, as evidenced by the college’s significant in-kind contributions. In addition, ANC commits to institutionalizing project efforts at the end of the project by establishing all training programs as part of its permanent curriculum. For a statement of institutional commitment, please refer to President Chandler’s letter in Appendix D.

As discussed earlier, the proposed project is the product of close collaboration between ANC and the FBIC. The college and various tribal departments have established a consortium through which cooperative project planning and management will result in the most efficient use of resources and provide students with the highest quality training opportunities. These collaborative efforts also ensure the project’s success in meeting the FBIC’s most pressing labor force needs and addressing its identified job training priorities. Along with these tribal partners, the project consortium includes a number of other agencies, institutions and organizations. These include local education agencies, institutions of higher education, regional health care providers, non-tribal government agencies, and businesses. Letters of support from project partners and a formal resolution from the FBICC are presented in Appendixes D and E, respectively.

Although the level of involvement will vary among project partners, all collaborating entities will play a key role in the project through one – or all – of the following activities: identifying community needs, designing project plans, serving as Private Sector Council (PSC) representatives, providing field experience and clinical/internship sites, accepting transfer
students, and/or employing trainees upon graduation. The project’s PSC will consist of eight representatives from various partner organizations and meet on a semi-annual basis. PSC members will review the project’s progress to date, identify unanticipated problems and/or opportunities, and discuss potential project modifications. In this way, PSC meetings will facilitate effective communication among project partners, ensure the successful implementation of partnership activities, and provide a valuable means of informal, formative project evaluation.

(c)(4) Use of instructors certified to teach in their field of instruction (5 points)

Six individuals have been identified to serve as primary instructors for the project’s five training areas. These instructors will teach most courses offered in a particular area, serve as faculty advisors for students enrolled in their area of instruction, and coordinate program delivery with project staff and field supervisors. Primary instructors for this project will be: (1) [Health Science], (2) [Health Science], (3) [Building Technology], (4) [Business Technology], (5) [Computer Science], and (6) [Environmental Science]. Each instructor possesses the knowledge, skills, experience, and credentials needed to provide high-quality instruction in their respective fields of study. Resumes for the six primary instructors are presented in Appendix B.

(d) Quality of the Management Plan (25 points)

(d)(1) Adequacy of the management plan to achieve objectives (10 points)

The project’s management plan serves as a roadmap for guiding the project’s efforts to achieve its three identified objectives. In the remainder of this section, each objective is re-stated, followed by an implementation table identifying key elements of the project’s management plan. Implementation tables include: (1) specific management activities, (2) responsible parties, (3) tangible outcomes, and (4) timelines for completion. Unless otherwise noted, activities described
in the implementation tables will be completed during each year of the five-year project period.

To avoid repetition, key project management and evaluation activities are only listed in Table 1.

**Table 1 – Implementation Table for Objective One**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Parties</th>
<th>Tangible Outcome(s)</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Finalize grant negotiations (Year 1 only)</td>
<td>ANC President</td>
<td>Signed award agreement</td>
<td>September</td>
</tr>
<tr>
<td>2. Establish Private Sector Council (Year 1 only)</td>
<td>ANC President, Project Director</td>
<td>Signed service agreements</td>
<td>September</td>
</tr>
<tr>
<td>3. Orient project staff, faculty and PSC</td>
<td>Project Director</td>
<td>Orientation session completed</td>
<td>October</td>
</tr>
<tr>
<td>4. Recruit student participants</td>
<td>All project staff</td>
<td>Applications received</td>
<td>October</td>
</tr>
<tr>
<td>5. Select student participants</td>
<td>Project Director, Counselor/Placement Officer, PSC</td>
<td>45 trainees selected based on established criteria</td>
<td>October</td>
</tr>
<tr>
<td>6. Orient student participants</td>
<td>All project staff</td>
<td>Orientation session completed</td>
<td>October</td>
</tr>
<tr>
<td>7. Hold bi-weekly staff meetings</td>
<td>All project staff</td>
<td>Meeting minutes</td>
<td>October - September</td>
</tr>
<tr>
<td>8. Hold semi-annual PSC meetings</td>
<td>All project staff, PSC</td>
<td>Meeting agendas and minutes</td>
<td>October &amp; April</td>
</tr>
<tr>
<td>9. Purchase computer hardware and software (Years 1 &amp; 4) and other supplies as needed</td>
<td>All project staff</td>
<td>Computers and office supplies purchased</td>
<td>October – September</td>
</tr>
<tr>
<td>10. Develop (Year 1) and update (Years 2-5) project brochures and website</td>
<td>All project staff, ANC IT Department staff</td>
<td>Brochures printed and website active and up to date</td>
<td>January – April</td>
</tr>
<tr>
<td>11. Disseminate project information in local media</td>
<td>All project staff</td>
<td>Outreach materials created &amp; disseminated</td>
<td>October – September</td>
</tr>
<tr>
<td>12. Prepare and submit monthly progress reports</td>
<td>All project staff</td>
<td>Progress reports submitted</td>
<td>October - September</td>
</tr>
<tr>
<td>13. Contract services of an external evaluator</td>
<td>ANC President, Project Director</td>
<td>Evaluator contract signed</td>
<td>January</td>
</tr>
<tr>
<td>14. Conduct formative and summative evaluation</td>
<td>Project Director, External Evaluator</td>
<td>Evaluation reports completed</td>
<td>April &amp; September</td>
</tr>
<tr>
<td>15. Hold professional development workshops</td>
<td>All project staff, faculty, presenters</td>
<td>Workshops held</td>
<td>April &amp; September</td>
</tr>
<tr>
<td>16. Review external evaluation reports and</td>
<td>All project staff, primary faculty, PSC</td>
<td>Staff and PSC meeting agendas and minutes</td>
<td>April &amp; September</td>
</tr>
</tbody>
</table>
modify project activities as necessary  
document review process and changes  

17. Submit required reports to US Dept. of Ed.  
Project Director  
Reports submitted  
April & September

<table>
<thead>
<tr>
<th>Objective Two:</th>
<th>During each year of the project, at least 85% of project participants will remain enrolled in postsecondary education, continue their academic training at an advanced academic level, enlist in military service, join a service program, or gain employment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Responsible Parties</td>
</tr>
<tr>
<td>1. Administer placement tests for all participants</td>
<td>Counselor/Placement Officer</td>
</tr>
<tr>
<td>2. Conduct career exploration and job readiness activities</td>
<td>Project Director, Counselor/Placement Officer</td>
</tr>
<tr>
<td>3. Arrange summer employment experiences; place students at employment sites; assess student performance</td>
<td>Project Director, Counselor/Placement Officer, field supervisors</td>
</tr>
<tr>
<td>4. Place students in work force after graduation</td>
<td>Project Director, Counselor/Placement Officer</td>
</tr>
<tr>
<td>5. Provide transfer preparation and assistance for students wishing to transfer to four-year institutions</td>
<td>Counselor/Placement Officer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective Three:</th>
<th>During each year of the project, at least 50% of project participants will earn a recognized postsecondary credential.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Responsible Parties</td>
</tr>
<tr>
<td>1. Develop individualized education plans (IEPs)</td>
<td>Counselor/Placement Officer</td>
</tr>
<tr>
<td>2. Provide advising services</td>
<td>Counselor/Placement Officer, primary faculty</td>
</tr>
<tr>
<td>3. Provide instruction in identified training areas</td>
<td>Primary faculty, ANC Academic Dean</td>
</tr>
<tr>
<td>4. Arrange student field experiences and internship placements</td>
<td>Project Director, Counselor/Placement Officer</td>
</tr>
<tr>
<td>5. Monitor student progress in classroom and</td>
<td>Counselor/Placement Officer, ANC Student</td>
</tr>
</tbody>
</table>
### (d)(2) Applicant encourages employment of persons from underrepresented groups (5 points)

ANC seeks to employ as many members of the Aaniiih and Nakoda nations as possible, as well as other American Indians. The college’s “Indian Hiring Preference” policy is explained in the *ANC Personnel Policies and Procedures Manual*. The policy provides assurance for equal access required under Section 427 of the Department of Education’s General Education Provisions Act (GEPA), while encouraging and promoting applications for employment from American Indians, who have been historically underrepresented in education. The following statistics illustrate ANC’s commitment to implementing this policy: 100% of project staff are American Indian, 67% of the project’s primary instructors are American Indian, 73% of full-time instructors at the college are American Indian, and 82% of all full-time college staff are American Indian. In addition, 67% of the proposed project’s staff are female, 50% of the project’s primary instructors are female, and 64% of all college employees are female.

### (d)(3) Time commitments of project personnel are adequate (5 points)

Time commitments of key project personnel are adequate to effectively carry out all project activities and accomplish project objectives. The **project director** will commit 100% of his time to managing the project on a day-to-day basis. He will be responsible for overseeing project implementation and financial management, supervising project staff, coordinating project partnership efforts, disseminating project information, submitting project reports, and serving as

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Responsible Person</th>
<th>Records/Maintained In Files</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Offer industry- and government-recognized training courses</td>
<td>Project Coordinator, primary faculty, ANC Academic Dean</td>
<td>Courses are offered; syllabi; rosters; performance data</td>
<td>October - September</td>
</tr>
<tr>
<td>7. Hold monthly counseling sessions</td>
<td>Counselor/Placement Officer</td>
<td>Meeting notes</td>
<td>October – September</td>
</tr>
<tr>
<td>8. Provide referral for academic and personal services as necessary</td>
<td>Counselor/Placement Officer, ANC Student Success Navigator</td>
<td>Referral records maintained in student files</td>
<td>October – September</td>
</tr>
</tbody>
</table>
project liaison with ANC administration and the FBICC. The career counselor/placement officer also will devote 100% of her time to the project. She will be responsible for leading the project’s student support services, including orientation, academic advising, career counseling and exploration, referral services, monitoring and evaluation of student progress, field experience and internship placement, transfer assistance, and job placement. The program assistant also will devote 100% of her time to the project. She will assist senior project staff in carrying out tasks associated with daily project operations, including data collection, record keeping, filing, scheduling, and dissemination. Key instructors for the five training areas will commit at least 25 percent of their time to the project as part of ANC’s in-kind contribution. They will teach courses, provide academic advising, and help evaluate classroom directed field experiences.

(d)(4) Qualifications of project director and key personnel (5 points)

Project staff includes the project director, career counselor/placement officer, and program assistant. will serve as NACTEP Project Director. His career in education spans 40 years working with state and federal agencies, as well as ANC. For the past three years, he has served as the college’s NACTEP project director will be the project’s career counselor/placement officer. She has worked in educational programs for 39 years, including the past 19 years as ANC’s NACTEP career counselor/placement officer. will serve as project assistant, a position she has held since 2018. Prior to that time, she spent ten years working in ANC’s Business Office. Together, project staff possess the knowledge, skills, and experience needed to effectively implement the project and to achieve its objectives.

Six full-time faculty members will serve as primary instructors for the five training program areas, and qualified consultants will be hired to conduct an external evaluation and to provide professional development training. Please refer to Appendix B for resumes of all project
staff and primary faculty. Project consultants will be selected based on their qualifications
knowledge, and experience, following ANC’s established bid and procurement procedures.

(e) Quality of the Project Evaluation (10 points)

(e)(1) Evaluation methods are thorough and use performance measures (5 points)

Evaluation will be formative and summative, using both quantitative and qualitative data. It will provide information needed to monitor the project’s progress; improve its effectiveness; assess its success in achieving project goals, objectives and GPRA measures; and communicate project outcomes to stakeholders. The project will contract the services of an independent evaluator who will conduct an annual project evaluation and prepare an evaluation report.

Formative evaluation will be process-oriented and focus on the project’s progress in carrying out the activities identified in the implementation plans presented in Section d(1) of the proposal. The primary mechanism for formative evaluation will be the PSC’s semi-annual meetings. During these meetings, the project director will review activities and expenditures to date and compare the project’s actual progress against activities and timelines presented in implementation plans. He also will present data showing the project’s success in achieving its identified objectives and GPRA indicators. This ongoing evaluation process will help the project maintain satisfactory progress toward realizing project goals and objectives, stay on schedule and within budget, and respond to unanticipated problems and/or opportunities in a timely manner. Progress reports and meeting minutes will document these formative evaluation efforts.

Summative evaluation will be conducted by the external evaluator and occur at the end of each project year. During these evaluations, the external evaluator will examine project records, meet with project personnel, and review data compiled by project staff throughout the year to assess the project’s success in achieving its objectives, which include the GPRA performance
measures. Other information gathered as part of the summative evaluation will include qualitative and quantitative data related to: achievement of student learning outcomes; credentials acquired; enrollment, completion, and placement statistics; skills attained through field experiences, internships, and on-the-job training; proficiencies demonstrated in certification courses and technical assessments; quality and sufficiency of support services provided; effectiveness of professional development; and measures of short-term and long-term community impacts. Based on their findings, the external evaluator will prepare annual evaluation reports, which will be shared with the PSC, ANC administrators, and US Department of Education.

The following table describes the data project personnel will gather and analyze to measure the project’s success in achieving its objectives and GPRA indicators.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Collected</th>
<th>Data Source</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At least 45 students/year receive classroom instruction (Objective 1).</td>
<td>Program applications; participant list; class rosters; grade sheets</td>
<td>* Project files * Registrar</td>
<td>Once per semester</td>
</tr>
<tr>
<td>2. At least 45 students/year participate in course-related field experiences (Objective 1).</td>
<td>Cooperative agreements with field site supervisors; supervisor evaluations</td>
<td>* Project files * Field Site Supervisors</td>
<td>Once per semester</td>
</tr>
<tr>
<td>3. At least 45 students/year receive counseling services (Objective 1).</td>
<td>Career counselor/placement officer logs; completed advising forms</td>
<td>* Project files</td>
<td>Bimonthly</td>
</tr>
<tr>
<td>4. At least 45 students/year receive placement services (Objective 1).</td>
<td>Supervisor agreements; student time sheets; supervisor evaluations</td>
<td>* Project files * Field site supervisors</td>
<td>Once per semester and summer</td>
</tr>
<tr>
<td>5. At least 45 students/year receive direct financial support (Objective 1).</td>
<td>Financial aid records; copies of stipend checks; Business Office transaction reports</td>
<td>* FA Office * Bus. Office * Project files</td>
<td>Bi-weekly</td>
</tr>
<tr>
<td>6. At least 85% of participants remain enrolled, continue training, enlist in the military, join a service program, or gain employment (Objective 2 &amp; GPRA).</td>
<td>Student transcripts; degree audits; tracking data; enlistment data; employment data; hiring notices</td>
<td>* Registrar *Project Files *Armed Forces *Transfer institutions *Employers</td>
<td>Semi-annual</td>
</tr>
<tr>
<td>7. At least 50% of participants</td>
<td>Graduation data; student</td>
<td>* Registrar</td>
<td>Annual</td>
</tr>
</tbody>
</table>
receive postsecondary credential (Objective 3 & GPRA).

| certification and licensure data | * Licensing examiners |

(e)(2) Evaluation methods provide performance feedback (5 points)

The evaluation is designed to provide the data needed to assess project effectiveness and to guide continuous improvement of programs and services. Performance feedback data will be collected from multiple sources, including: (1) student records provided by ANC’s information management system; (2) performance-based assessments of student learning outcomes; (3) field-site supervisor evaluations; (4) results of certification exams; (5) participant tracking data (e.g., employment, enlistment, and transfer); and (6) project files. Project personnel compile, review, and analyze these data through an ongoing process of formative evaluation that includes several key components. Key components of this process are (1) bi-weekly staff meetings; (2) monthly staff reports; (3) semi-annual PSC meetings; (4) annual review and gap analysis conducted by the external evaluator; and (5) administrative oversight and review processes.

Annual evaluation reports provide a candid assessment of the project’s strengths and weaknesses, its success in meeting identified objectives and GPRA indicators, and its overall impact in addressing student and community needs. They also will contain a series of commendations and recommendations that project personnel can use to plan future project activities that will result in continuous improvement. The reports will be shared with the PSC during annual project planning and assessment meetings, where they will be reviewed, discussed, and used to inform project planning. Continuous review of project performance allows personnel to respond to unanticipated problems and/or opportunities in a quick and decisive manner, resulting in improvements in project delivery and greater success in achieving project objectives.