PROJECT NARRATIVE:

INTRODUCTION AND ELIGIBILITY

The Alamo Navajo School Board, Inc. (ANSB), is a non-profit 501(c) 3 organization, the applicant as well as lead partner and fiscal agent for the Native American Career and Technical Education Program (NACTEP) also known as “Strengthening Career and Technical Education for the 21st Century Act.” The applicant meets the requirement to ensure the project will improve the career and technical education programs” and coordinate efforts made by the Tribal economic development plans. ANSB was created under resolutions from the Alamo Navajo Community and from the Navajo Tribe. ANSB was organized within the Alamo Navajo Chapter Community to establish and operate Federal and State programs that serve the people of Alamo under Contracts, Grants, or Cooperative and/or Joint Powers Agreements.

ANSB operates an array of services such as a K-12 School under a PL 100-297 grant, Early Childhood Program, Radio Station, Division of Community Services, and the Alamo Navajo Health Center under a PL 93-638 mature contract with coordinated substance abuse prevention and treatment programs. The Native American Career and Technical Education Program (NACTEP) also known as, “Strengthening Career and Technical Education for the 21st Century Act,” will be operated by the Division of Community Services which is the center for postsecondary preparation, training, and employment opportunities to the community of Alamo. ANSB is governed by an elected, all Native American board. The board has full authority to establish policies as well as operate its programs. The Board is responsible for all administrative and program activities and actions under this proposed project.
(a) **NEED FOR PROJECT**

(1) The need for the project is to develop a Post-Secondary education, training, and certification program. The Alamo Navajo Community youth and adult learners are lacking post-secondary education and training opportunities.

(2) The project will conduct research on the local labor market demand.

The environment of the Alamo Navajo Reservation due to the isolated, remote location has had a major impact on the educational goals and aspirations of the Alamo Community. The Reservation consists of 63,109 acres of arid rocky land in West Central, New Mexico. A paved road (1982) connects the Reservation with Magdalena (pop. 800) located approximately 30 miles south of the Alamo Navajo Chapter. Socorro, New Mexico, located approximately 60 miles away, the county seat and only nearby town of appreciable size. To enroll in post-secondary programs, CTE participants must travel up to 3 hours to Albuquerque, NM, where most postsecondary courses are available on site. The lack of reliable transportation along with the rising costs of fuel contribute to Alamo’s separation from mainstream society and causes a communications and service gap for the Alamo Navajo people. The income levels of the community fall below the national poverty level according to the latest census data from the U.S. Department of Health and Human Services Poverty Guidelines.

**Latest Community Population and Economic Data**

<table>
<thead>
<tr>
<th></th>
<th>Alamo</th>
<th>Socorro County</th>
<th>New Mexico</th>
<th>Navajo Nation</th>
<th>USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>2,035&lt;sup&gt;1&lt;/sup&gt;</td>
<td>17866</td>
<td>2,059,179</td>
<td>178,100</td>
<td>308,745,528</td>
</tr>
<tr>
<td>Per Capita Income</td>
<td>$8,481</td>
<td>$18,206</td>
<td>$23,537</td>
<td>$10,248</td>
<td>$27,915</td>
</tr>
<tr>
<td>% Unemployed</td>
<td>14.5%</td>
<td>6.2%</td>
<td>8.2%</td>
<td>24%</td>
<td>8.7%</td>
</tr>
<tr>
<td>% Not in Labor Force</td>
<td>63.5%</td>
<td>53.2%</td>
<td>38.4%</td>
<td>54.2%</td>
<td>35.2%</td>
</tr>
</tbody>
</table>

<sup>1</sup> Source: Census 2010.
Alamo Navajo School Board, Inc.
Native American Career & Technical Education Program
CFDA 84.101A

| % Native American | 96.7% | 10.2% | 9.1% | 94% | .9% |
| % Living in Poverty | 43% | 27.4% | 19% | 37.2% | 10.5% |
| % < HS Education | 40.4% | 22.2% | 17% | 27.9% | 14.6% |
| Some College | 10.1% | 19.2% | 23.6% | 20.9% | 21% |
| Associate Degree | 2.3% | 4.7% | 7.3% | 9.6% | 7.6% |
| Bachelor's Degree | 3% | 11.3% | 14.7% | 5.1% | 17.7% |
| Master's Degree | 0.26% | 9.8% | 10.8% | 4.2% | 10.5% |
| % Limited English | 43.7% | 14.2% | 9.7% | 8.7% |
| Public Assistance | 9% | 4.1% | 2.6% | 9.4% | 2.6% |
| Food Stamps | 41.4% | 17.8% | 11.2% | 28.5% | 10.2% |
| Median Age | 30.4 | 36.3 | 36.7 | 37.2 |

The data shows on the above chart, the population of Alamo represents over 11% of the total county population and the Native American population in the county primarily resides on the Alamo Navajo Reservation. The data documents the isolation and poverty of the Alamo Community in its relation to the rest of the county, the rest of the state, and the rest of the Navajo Nation. Alamo is one of the poorest Reservation communities in the State of New Mexico with a 14.5% unemployment rate, with an additional 63.5% of the population not in the labor force, and 43% of the population living under the poverty level.

The Navajo Nation is the major employer on the main reservation with 27% of the jobs in the government sector with funding provided from grants and contracts with the federal government. Likewise, the Alamo Navajo School Board, Inc. is the only major employer on the Alamo Reservation, employing approximately 250 individuals in occupations as teachers, teacher assistants, bus drivers, maintenance personnel, early childhood service providers, counselors, doctors, nurses, nursing assistants, lab
technicians, and administrative professions. The majority of the high skill, high wage professional positions are held by non-native community members. While there is a lack of jobs on the reservation, those professional positions could be held by community members who could meet the qualifications through a well-defined professional development program. With the increase of technological advances, there are opportunities for education and training to be done online with ZOOM online capability as well as webinars for professional development, and other on reservation distance learning opportunities, etc. In addition, ANSB must contract outside the reservation for skilled trades such as electricians, plumbers, skilled carpenters, and specialized maintenance services. There is a need to upgrade ANSB local staff to meet the education and training these professional positions require.

The ANSB Natural Resources Department is continuously training Alamo Community members in forestry skills and/or related occupations. The objective of the forestry initiative is to transition the program of subsidized employment to a self-sufficient forestry enterprise. Currently, the program has 16 crew members who are certified forest workers as well as crew members who are trained at various levels of marking, monitoring, and biological surveying.

Poverty and unemployment have been insurmountable obstacles to Alamo Community members who have not been in the mainstream society and have no experience interacting with others in the mainstream. Historically, students who went off-reservation had difficulty in completing these programs due to barriers created by lack of transportation, affordable housing, childcare and other support resources. A majority of students requesting assistance in postsecondary education or training are
single parents with young children or older students with families. They do not have the support services necessary to live off-reservation, maintain their program of education, or maintain their family responsibilities. In addition, larger mainstream institutions do not have support services of personal counseling, etc. that assist students in maintaining their educational program as well as accessing the services necessary for retention and success.

The ANSB Community Services Division began with a contract under the Department of Labor for a CETA program in 1980 followed by a Job Training Partnership Assistance (JTPA) contract and a Summer Youth Employment Training Program; both programs transitioned to the Workforce Investment Act (WIA) and with the current legislation, the Workforce Innovation & Opportunity Act (WIOA) is now in full implementation. The overall goal of WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers needed to compete in the global economy.

Throughout the years, ANSB Division Community Services, has been awarded a NACTEP grant to increase and improve career technical education activities and opportunities by providing cost effective education and training. Utilizing technology and Partnerships with postsecondary institutions to bring educational opportunities to the Alamo Reservation. On-site postsecondary educational opportunities or distance learning greatly enhanced community members’ ability and motivation to take advantage of these opportunities by allowing them to use existing resources of extended family and pre-school programs for child care; housing, and proximity to
programs. In addition, through Memorandums of Agreement and strong partnerships with several New Mexico postsecondary institutions such as Southwestern Indian Polytechnic Institute, University of New Mexico (Valencia Branch), Navajo Technical University (NTU), and New Mexico Highlands University – all of whom have increased course offerings on the reservation and have developed strong relationships with the program’s staff to better support Alamo students attending their institutions.

The chart on the following page illustrates the year 1 and 2 data of the recent 3-year NACTEP project. Enrollments outlining data collected each year for the following categories: Off-site Postsecondary; Off-site Career Technical Training, On-site Postsecondary (distance and online learning); On-site Career Technical Training; and Dual Credit. The data reflects enrollments per Semester and may reflect duplicate counts. Over the course of the semesters, there has been an enrollment increase in on-site postsecondary and career technical education training. There are plans to increase the number of post-secondary adjunct faculty for the Alamo community. The adjunct faculty is approved by the Navajo Technical University and/or UNM Valencia Branch community college with which there are current MOUs in place.
The chart represents enrollments of Alamo NACTEP participants in various categories:

- **Dual Credit enrollments for CTE secondary participants enrolled in college while in high school**
- **Off-Site Postsecondary** – are participants who attend a two-year postsecondary institution off the reservation, on the college campus, 3 NACTEP participants completed their Associate degrees within the 4-year project.
- **Off-Site CTE Training** – Industry-Recognized Credential for on-reservation projects
- **On-Site Postsecondary** college credit classes offered on the reservation via online, ZOOM technology, and/or distance Learning with approved adjunct faculty
- **On-Site CTE Training** – was not available due to employment outlook in heavy equipment training. Employment opportunities required participants to relocate which became a barrier
Indicated in the data on the chart the NACTEP project has made a significant impact on addressing the barriers toward accessing training and education. However, there is still a great need to close the gap between high school competencies and expectations as well as postsecondary training and education opportunities. The data indicates a drop in enrollment in the second semester of 2019/20 due to the COVID-19 Pandemic. The majority of the CTE postsecondary participants were able to continue their instructional programs via online learning. All participants at that time were sent home due to school closures.

Alamo high school students and young adults display deficiencies because they have not been exposed to the world of work or taught the skills necessary to meet expectations of employers and post-secondary training programs. High unemployment (14.5% unemployed and 63.5% not in the labor force) in the community is a prominent factor as employment and work ethics are not modeled in the home or extended families. Alamo youth see adults in low skill, low wage jobs such as bus drivers, custodians, kitchen workers, a few teacher assistants (12), and very few high skill, high wage professions such as teachers (3). Due to the isolation and remoteness of the Alamo Navajo Reservation, students do not see other potential professions, the myriad of career opportunities nor understand the qualifications necessary to obtain them.

Based on the New Mexico Workforce Connections and local labor market information, projections for job openings by 2020, the areas offered on-site, by ANSB include growth in all areas.

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Growth in job openings by 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care</td>
<td>12% increase over current numbers</td>
</tr>
<tr>
<td>Business</td>
<td>12% increase</td>
</tr>
<tr>
<td>Construction Industries</td>
<td>10% increase</td>
</tr>
<tr>
<td>Child Care/Early Childhood Education</td>
<td>4% increase</td>
</tr>
</tbody>
</table>
The ANSB, Division of Community Services, created a Memorandum of Understanding (MOU) with the Socorro workforce career center to strengthen and nurture a working relationship as well as align programs with the local workforce board. The workforce center is a comprehensive one-stop career center with the goal to assist individuals with career pathways and help with job search information for the state of New Mexico. With the proposed Alamo Navajo Career and Technical Education Project an educational work based learning professional development program will be developed through the Socorro workforce career center and Alamo’s postsecondary partners to increase the academic and technical qualifications of the local community to fill the high skill, high wage, in demand professional positions that are held by non-native community members. The work based learning program will encompass a diversity of formal, non-formal and informal arrangements including apprenticeships, work placement and learning on the job. In addition the proposed project will provide organized educational activities in all areas that include career exploration, college readiness, dual credit opportunities, postsecondary education, and specialized training to prepare the Alamo community to meet the need of the future labor market.

Historically, success for students seeking post-secondary educational opportunities has been impeded by the impact on their families when the post-secondary student is absent from the home. Often the student faces issues with transportation, housing and childcare. Typically, there are no funds available to support a family or an individual to live on their own away from the reservation. Cost of living on campus in a dorm is often more than the student’s financial aid can cover. This often results in the student forced to drop out due to the student’s high unpaid dormitory or
(b) **THE QUALITY OF THE PROJECT DESIGN**

(1) This project will create opportunities for students to receive a recognized postsecondary credential.

The Alamo Navajo Career and Technical Education Project (NACTEP) Career and Technical Education (CTE) is a component of the Alamo Navajo School Board’s Division of Community Services whose primary mission is to educate, counsel, train, encourage, and empower the Alamo community towards self-sufficiency in the world of work and to meet the expectation of the career and technical education and workforce initiative. The Alamo Navajo Career and Technical Education Project will provide an organized set of educational and training activities and opportunities that align with the NACTEP program requirements and the Government Performance Results Act to the following categories:

- Offsite postsecondary opportunities;
- Offsite career technical training;
- On site postsecondary opportunities through distance learning;
- On site career technical training; and
- Dual credit opportunities for CTE secondary youth

Memorandums of Agreements (MOA) with North Central Association of Colleges and Schools (NCA) accredited postsecondary institutions within the state of New Mexico and other industry-recognized credential entities are the foundation for which college credit and/or credentials are awarded to the Alamo Navajo NACTEP CTE participants. The credentials earned by the NACTEP CTE participants will allow them to become employed in high skill, high-wage, and in-demand occupations. The accredited post-secondary institutions implement their institutional admission and registration policies and procedures and adhere to the guidelines required of NACTEP CTE students. In addition, offers academic advisement, institutional guidance and counseling, financial aid, study and tutoring programs, etc.
Effective Collaboration and Communication with postsecondary and/or CTE training institutions is vital to a successful program. Continuous, effective communication and follow-up with the institution as well as follow-up on student progress is essential for collecting completion rates for education, and training and job placement. Alignment of secondary/postsecondary curriculum and challenging academic standards build student preparation for high-skill, high-wage, or in-demand occupations. Staff schedules will include preparation time for lesson planning and also allow time to organize events, contact parents, coordinate activities and resources. In addition will allow time for meeting with special needs students to assess student goals and outcomes.

The project will allow opportunities for individuals to attain technical skill proficiencies and industry-recognized credentials. The ultimate goal of the partners is to connect educational programs that will provide future workers with the skills and knowledge required in the current and future workforce.

New Mexico has recognized the need for individuals to attain college-level certificates, degrees or industry-recognized credentials. As discussed in the “Need for the Project” section, ANSB has identified the need to implement work force development in career clusters within the organization. The proposed project will provide education and training opportunities to address work force development needs.

The goals, objectives, and outcomes of the Alamo Navajo Career and Technical Education Project are aligned to deliver postsecondary programs of study that include academic standards and NACTEP CTE skills to prepare students for continuing education and/or workforce.

**GOAL:** The overall goal of the Alamo Navajo Career and Technical Education Project:
to implement coherent and rigorous CTE services and educational activities,
• to promote relevant technical knowledge and skills, and
• to include problem-solving skills, work attitudes, employability skills needed
to prepare Alamo Navajo CTE secondary, postsecondary, and adult
learners for continuing education and the workforce.

OBJECTIVES:
1. Prepare 100% of the NACTEP-CTE enrolled secondary students with CTE skill
   proficiencies as demonstrated by completion of dual credit courses that will lead
to attainment of an industry-recognized credential, certificate, and/or Associate
degree (Measured by – number of secondary NACTEP-CTE students enrolled in
and completing dual enrollment classes on a semester basis).

2. Assist 100% of the NACTEP-CTE enrolled postsecondary students to attain CTE
   skill proficiencies aligned with industry-recognized standards, gain or retain
employment, continue or complete their 2-yr postsecondary education, or be
placed in military or apprenticeship programs (Measured by – number of
postsecondary NACTEP-CTE students enrolled in and completing courses within
their degree programs, degree or industry credential attainment, retaining or
obtaining employment, and/or placement in military or apprenticeship programs
on a semester basis).

3. Assist 100% of the NACTEP-CTE enrolled adult learners in attaining CTE skill
   proficiencies to gain or retain employment, upgrade job skills, enroll in
postsecondary training program, completing courses toward and/or obtaining an
industry recognized certificate, and/or placement in military or apprenticeships
(Measured by – number of NACTEP-CTE adult learners gaining or retaining
employment, upgrading job skills, enrolling in postsecondary training program,
completing courses toward and/or obtaining an industry recognized certificate,
and/or placement in military or apprenticeship program on a semester basis).

The proposed project includes NACTEP CTE initiatives for dual credit enrollment
at the secondary level as well as concurrent enrollment for postsecondary and adult
learners. The New Mexico Dual Credit Master Agreements will be the basis for
implementing the dual credit initiative.

Dual credit is a program designed to allow high school students to receive credit
for both a high school course and college course by taking a single course. High school
students must adhere to college eligibility for dual credit. Eligibility may include criteria such as having a minimum 2.5 GPA for academic courses and 2.0 for CTE courses as shown on an official transcript or a minimum qualifying score on the ACT, SAT, or COMPASS/ACCUPLACER tests for English or Mathematics courses. High school courses must meet the rigor and competencies to which the college level course is aligned. The advantages of dual credit for high school students is to get a head start toward attaining a college degree by accumulating credits that will be accepted by accredited colleges and universities. New Mexico, has in place, a statewide dual credit master agreement template to be utilized by New Mexico secondary and postsecondary dual credit programs. The agreement outlines the, academic quality of dual credit courses, eligibility, course approval, course requirements, etc., and meets the public education department standards and benchmarks. Cooperation between CTE secondary and CTE postsecondary teachers as well as between academic and technical faculty members is a must. The alignment of secondary and postsecondary activities is vital to the success of the program. Alignment activities between secondary and postsecondary instructors include ongoing communication for identification of required textbooks, review of classroom space, curriculum design, etc.

Individual career pathways are an articulated sequence of rigorous academic and career/technical courses that start in the ninth grade and leading to a certificate, associate degree, industry-recognized certificate and/or licensure. The career pathway is developed, implemented, and maintained in partnership among secondary and postsecondary education, businesses, and employers. The career pathway concept will ensure progress through regularly collected qualitative and quantitative data. The data will be used for planning and decision making for continuous pathway improvements. In
addition, there will be ongoing dialogue among secondary, postsecondary, and local business partners.

The Alamo Navajo Career and Technical Education Project program has an application that includes policy and procedures to determine eligibility and funding based on the Federal Register. The written policy and procedures are provided to each NACTEP CTE participant. The participant provides the necessary enrollment documentation, completes and signs the application to acknowledge receipt and an understanding of the program requirements.

(2) This project will address the needs of the target population by meeting the specific needs of the applicants.

The proposed project will meet the needs of the target population identified in the needs section. The program has technological equipment to support online and distance learning to help community members attain higher education and skills needed in preparation for the workforce. The Alamo Navajo community has shown success in overcoming the isolation and rural factors that obstructs continuing education outside the Native community by utilizing innovative technology as an approach to learning. The strong relationship between the secondary, postsecondary, and local business partners has become a success and is recognized by the community. With the increase in numbers of CNA licensed individuals, certified forestry workers, CDA and ECE completions, the community is realizing the importance and value of such training as these trained individuals have also been immediately employed.

(3) The project will be coordinated with community, State, or Federal agencies whenever possible.
A partner to the Alamo Navajo School Board is the Southwestern Area Workforce Development board in which eligible Workforce Innovation & Opportunity Act (WIOA) participants receive assistance in preparing participants to attain their high school diploma and make the transition to postsecondary education and/or preparation for employment. A Memorandum of Understanding between the local New Mexico Workforce Connections is established to assist Alamo NACTEP completers to conduct job search activities within the state of New Mexico. The Workforce Innovation & Opportunity Act (WIOA) program prepares community members for the workforce. The WIOA program targets career exploration, employability skills and subsidized work experience in the surrounding areas with wages supported by the WIOA program. The programs interface with NACTEP CTE to prepare students to pursue opportunities in higher education through programs such as high school dual enrollment, and outreach services.

ANSB encompasses five divisions, a K-12 Community School, Community Services, Health, Early Childhood, and Administration. The divisions collaborate and communicate each month during director’s meetings to discuss postsecondary and/or training needs in their divisions. The Early Childhood Division provides pre-school services through its Early Head Start and Head Start programs and before/after school program services in its Child Care program. The Alamo Community School provides before/after school child care for school aged children. The school will also provide space for classes, library services and strong collaboration between the school’s guidance counselor and the NACTEP project.

The Alamo Navajo Career and Technical Education Project proposes to utilize technology for online learning and distance education. The Community Services
Division has increased access to high quality technology via Zoom, a new online video-conferencing program as a means to obtain interactive higher education and professional development opportunities for the Alamo Navajo Community. The Zoom video-conferencing program allows for real-time interaction (two-way video and audio) between faculty and students.

Distance education technology is not a new concept to Alamo. In the past, students used either a network of satellite downlinks or poly-com equipment; as a method that allowed for one-way video or two-way audio instruction. This meant students in rural areas such as Alamo, were able to view their instructor but with the satellite downlinks the instructor could not view the students. In April 2004, there were 10 Alamo Navajo residents that received their Associate of Arts degree in Early Childhood Education through the Southwestern Indian Polytechnic Institute (SIPI) distance learning program. SIPI, one of the program’s post-secondary partners, is national Indian community college dedicated and committed to providing higher education and technical education to members of federally recognized tribes. In 2016 the conversion was made to the more user friendly Zoom online technology. Many of these students who received their Associate degree in 2004 are continuing to use the newer distance-learning technology to continue their education to attain their bachelor’s degree.

The use of technology has made the dream of higher education a reality for both secondary and post-secondary students on the Alamo Reservation.

(4 ) Professional development services will be provided for program improvement.

Professional development opportunities are available to NACTEP staff and adjunct faculty. The staff will become a member of the Association of Career and
Technical Education (ACTE) at both national and regional levels. ACTE membership provides a wealth of Career and Technical Education professional development opportunities. There are opportunities for staff to enroll in online distance education courses to work towards completing their degrees and/or specializations.

The Alamo Navajo School Board Inc., Personnel Policy Manual includes performance evaluations and training and development opportunities for staff. The purpose of the performance evaluation is to measure employee performance and to determine areas needing improvement. Informal and formal observations are performed during the academic year. The training and development component of the personnel policy provides opportunities for staff to improve their performance by attending classes and training relevant to their position. A professional development plan outlining training areas relevant to the position and profession is developed and approved by the human resource department for implementation. The NACTEP distance learning component will provide opportunities for employees to explore professional training via Zoom online accessibility and on-site classes provided by adjunct faculty.

The Alamo Community is fortunate that the Alamo Navajo School Board recognizes the need and benefits of technology and its applications to close the gap of distance and isolation by taking advantage of grants and opportunities available to acquire technological advancements for its programs. The Alamo Navajo Community School and Adult Education Center are both computer networked and are connected to the Internet through funding from the Bureau of Indian Affairs.

ZOOM is an online, cloud based technology currently used for Distance Learning opportunities, to strengthen and broaden the learning capacity for local programs in the
Alamo Community. Because of the size and isolation of the Alamo community, opportunities are limited for student exploration of careers. The distance education program will assure high quality teachers and opportunities for students not otherwise available. Additionally, distance learning opportunities eliminate commuter costs for travel time, assuring more actual educational services are provided with the funding available. Open entry open exit framework for programs will encourage participants to enter at a time that will best suit their individual needs. The program will become a more client centered service – meeting the needs of the local community.

(c) ADEQUACY OF RESOURCES.

1) Sufficient facilities equipment and supplies to meet the education and training needs of the participants

The project will lease office and classroom space in the Division of Community Services where the Project Director, Counselor, and staff will have office space, a reception area for the Division Secretary a resource/library area where participants can research career and educational opportunities, classroom space for on-site courses and the distance education classroom. The Computer Lab has two computer assisted learning labs with ten (10) computers in the first lab and fifteen (15) in the second lab. Both of the computer labs are networked and can access the internet for distance learning classes. The Center houses the Workforce Innovation & Opportunity Act (WIOA) Program which facilitates effective communication and coordination between programs. The Alamo Navajo Community School (K-12) Counselor, has a strong background in career and postsecondary counseling and collaborates with the NACTEP program routinely to assure students receive needed services. She works closely with the high school CTE Program and follows those students on to postsecondary, continuing to council and provide support. The Alamo School Library will be available to
post-secondary students as well as classrooms for after-school scheduling of on
reservation courses if needed.

(2) Financial resources will be allocated to meet the physical needs of the program

The budget requested is directly aligned to the project goal and objectives. Project staff salaries and fringe benefits represent approximately 59% of the budget requested for the first year of the project and is similar in subsequent years. The project budget for specialized training supports a variety of delivery systems for providing the training to meet the needs of CTE secondary, postsecondary and adult learners and the three project objectives. Career exploration, career awareness, college readiness, counseling, job placement, work experience and case management services align to the three objectives in supporting CTE secondary, postsecondary and adult learners in attainment of their personal objectives. Providing increased access through distance learning alternatives, strong MOU’s with post-secondary partners, counseling, classroom facilitation and support, and case management improves and increases existing opportunities for postsecondary education by utilizing technological strategies.

The staff of the Division of Community Services include a Project Director, Counselor, Data Tech/Case Manager, and Case Manager who have very important roles in carrying out the objectives of this proposal. The staff will provide the personal commitment and partnership with secondary and post-secondary students that will assure students’ are meeting their individual and educational goals. The Project Director will assure that the WIOA, and Youth Services Programs provide the collaboration and budgetary contributions of work experience wages, basic skills assessment, and training.
The project staff’s employment is guided by the ANSB Personnel Policies and Procedures, salaries are determined by the position description’s placement on the ANSB salary scale. The positions of Project Director and Counselor require master’s degrees to provide the level and quality of service needed to work with students at the postsecondary level. The salaries budgeted are reasonable and comparable to those in similar positions within the ANSB organization and throughout the state. Costs of travel are to attend meetings with postsecondary partners, attend ACTE conferences, and for local travel within the community, necessary to provide the outreach and coordination efforts of the program. The supplies and materials budgeted will support maintaining student files, monitoring student progress, maintaining PC’s in the computer labs. The costs of leasing classroom and office space are reasonable costs for providing space and communications to support a program with over 100 students. A policy for determining eligibility for student stipends was developed under the previous NACTEP grant and meets the requirements of 20 U.S.C. 2414 (b) and is included in the attachments.

(3) The relevance and demonstrated commitment of the applicant, education providers, members of the consortium, local employers, or Tribal entities to be served by the project

In the Navajo Nation’s Comprehensive Economic Development Strategy (2009-10), Alamo is identified as a secondary growth center utilizing the tribe’s Growth Center Strategy. ANSB is the largest employer on the Alamo Reservation, employing over 250 individuals and 66% of the employees are Alamo Community members. Government/public entities are the second largest sectors of the economy on Navajo Nation. The proposed project aligns with the Navajo Nation’s economic development strategy by providing career and technical education training to Alamo Community members to
educate or “grow their own” employees from within the Alamo Community. Mr. Albert Lee, Program Manager for the Eastern Regional Business Development Office of the Navajo Nation Division of Economic Development has firsthand knowledge of the Alamo Community and the efforts being taken to train the local workforce to meet the economic development needs of the community.

ANSB is the licensee for a public radio station, KABR-FM, which broadcasts local news, announcements, and educational programming in both Navajo and English. It is the only source of local bilingual programming and is well listened to by the Alamo Community. The proposed project will disseminate information through KABR. News coverage regarding Alamo NACTEP activities will be posted in local newsletters and other such media.

Due to COVID we cannot do this no longer, but we have the website, Face Book (FB), and other social media to recognized participants.

(4) Certified instructors and teachers are to be used.

Staff teaching dual enrollment classes for secondary students must be licensed and certified under the New Mexico Department of Education to instruct in their specific field. Adjunct faculty providing services at the postsecondary level will meet the qualification requirements established by the postsecondary institutions’ human resource department for hiring and the commission of higher learning.

In-kind support to the project includes the Alamo School Librarian who will provide extended hours for library access, the ANSB Telecommunications Contractor will provide technical and hardware maintenance support for the computer assisted instructional lab, intra- and internet connectivity, and the ANSB custodian who will provide in-kind janitorial support to the program.
ANSB’s current post-secondary institutional and training partners include:

Southwest Indian Polytechnic Institute (SIPI), Navajo Technical University (NTU), University of New Mexico – Valencia Branch Community College, University of New Mexico EMS Academy and CNA Training. These institutions will provide specialists who will travel on-site at the beginning of each semester to provide admissions, registration, advisement, and financial aid to the Alamo Navajo School Board students and staff. (see letters of support).

(d) **QUALITY OF THE MANAGEMENT PLAN**

1) Qualifications of director, staff members, and instructors Education Certification experience

The primary financial support needed for this program are the staff salaries and fringe benefits for project staff necessary to maintain the outreach, coordination, counseling, and support services that are key to access, retention, and completion as well as development of the program into a community college. The project will be in full compliance with appropriate Federal Rules and Regulations. Compliance and coordination will be demonstrated through completion of project evaluation, Department of Education site visit reports and on-site evaluations. The external evaluator will provide objective review of activities and assist in data collection in a timely fashion in order to adjust activities to meet the needs of participants. All required reports, both programmatic and fiscal will be presented to the Alamo Navajo School Board and submitted in a timely fashion to the Department of Education. The following checklist provides an overview of management activities to complete the objectives of the grant.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>When completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Community Services Director receives grant award &amp; orients staff – review objectives and activities</td>
<td>Upon award</td>
</tr>
<tr>
<td>2.</td>
<td>Project staff meet with external evaluator to review evaluation plan and establish data collection procedures</td>
<td>Upon award</td>
</tr>
</tbody>
</table>
3. Community Services Director & Administration to review financial, performance, and compliance recordkeeping for project | Upon award, annually thereafter

4. External Evaluator meets quarterly with staff to review and compile data – project adjustments made as necessary | Quarterly throughout the project

5. Community Services Director makes quarterly reports to the Board | Quarterly throughout the project

6. Community Services Director makes semi-annual reports to Chapter and interested community groups | Semi-annually throughout the project

7. Community Services Director & Evaluator compile annual progress report for submission to USDoe/OVAE | Annually

The Alamo Navajo NACTEP Program supports and encourages all eligible participants in their pursuit of on and off reservation 2-year postsecondary degrees or industry-certifications and dual credit initiatives. Recruitment and outreach strategies are in place to promote higher education and training. The use of the local radio station is vital to the recruitment efforts made by the program to increase enrollments. Radio public service announcements are made in both English and Navajo languages to get the message across to potential postsecondary learners. The Labor Market Information (LMI) is an extremely valuable tool to determine and identify high-demand, high-wage employment in the local area. Below is a list of career/employment outlook for potential training on the reservation:

**Certified Nursing Assistants**

According to the local LMI there is a growing need for Health related occupations including Certified Nursing Assistants (CNAs), Emergency Medical Technicians (EMT), Medical Coding and Billing Clerks, Nurses, etc.). The Alamo Navajo School Board in its relation to the Alamo Chapter Government is in the process of construction of a new Health Service facility for the Alamo Community. Positive Outcomes is a Socorro Employer that employs CNAs to care for sick and/or elderly individuals in their homes. Home Health Options with the Navajo Tribe also employs CNAs to work with elderly
citizens in their homes. There are two nursing homes in the local area that employ licensed CNAs. There are 10 to 15 positions each year that need to be filled by Licensed CNAs. NACTEP contributed to training and certifying eighteen (18) Alamo Navajo CNA’s during the last 4-year project. The CNA’s are employed in various health care facilities.

**Administrative Office Specialist Outcomes**

The Administrative Office Specialist Certificate/Associate Program provides the knowledge base for entry level positions in the clerical occupational field. There is a need for skilled individuals to fill many positions on and off the reservation in the local and surrounding area. NACTEP participants are encouraged to learn a new skill in Keyboarding. Keyboarding is a vital skill needed for ALL students in the program.

**Construction Technology**

In the local area many construction opportunities exist in local government, independent building contractors and large corporations. With future plans to build a new Health Service Facility, a Detention Center and Housing facility on the reservation there will be a need for a number of skilled carpenters and construction workers on the reservation as well as a need for 30 or more skilled construction workers to apply their knowledge and skills to such projects.

**Early Childhood Outcomes**

There is a need locally within ANSB or students who have obtained and/or are seeking a Degree in Early Childhood Education with both the Early Childhood Division and Elementary School. There are positions open for both Teacher and Teacher Assistants at Early Childhood and the Alamo Community School as well as in the local and surrounding area. NACTEP contributed to two (2) community members to attained
their Associate Degrees in Early Childhood Education and are now working towards attaining their Bachelor of Arts degree.

**First Responders, EMT/Basic, EMT/Intermediate**

There is a need for trained and certified First Responders, EMT/B, and EMT/I personnel in the Alamo Community. There is a 24 hour Emergency Service located within the Alamo Health Center, staffed with certified emergency personnel. There is a need to employ up to twelve (12) nationally licensed emergency personnel. NACTEP contributed to two (2) community members to attain their licensure as EMT and are now employed as EMT’s.

**Entrepreneurship Program**

There is a need for new small businesses and employers to help offset the unemployment on the Alamo Reservation. UNM Valencia has partnered with the Alamo Division of Community Services to help strengthen the economy of the Alamo Reservation by providing direct assistance, entrepreneurial education, and resource linkages that are designed to facilitate the retention and expansion of existing small businesses and foster the creation of new businesses.

**Commercial Driver’s License Class B for School Bus Drivers and Class A for Tractor/Trailer**

There is a tremendous need for trained School Bus Drivers in the Alamo Navajo community. ANSB is in need of Bus Drivers who meet the required endorsement to provide safe and reliable transportation service at the Early Childhood program and Alamo Navajo Community School. Most of the current bus drivers are retiring and the positions need to be filled by qualified bus drivers with credentials. The Alamo Chapter Government meets monthly to discuss issues affecting the community. There will be
about 40 positions available in all areas for individuals with an industry-recognized certificate/credential and/or degree.

On-Off Reservation Postsecondary course offerings/Industry-recognized credential/Zoom online projected enrollments, outcomes/performance/proposed completion rates and proposed placement rates.

<table>
<thead>
<tr>
<th>Name of Accredited Institution/Certi fying Entity</th>
<th>Program of Study</th>
<th>Projected Enrollments</th>
<th>Outcomes/Performance/Industry recognized credential</th>
<th>Proposed Completion Rates</th>
<th>Proposed Placement Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navajo Technical College</td>
<td>Administrative Office Specialist</td>
<td>50 Dual Credit and/or Adult Learners</td>
<td>Certificate program, Associate of Applied Science Degree</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Navajo Technical College</td>
<td>Intro to Navajo for Manueltto Scholarship</td>
<td>80 Dual Credit Students</td>
<td>Admission into post-secondary degree programs</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Southwestern Indian Polytechnic Institute (SIPI)</td>
<td>Early Childhood Education via Distance Learning</td>
<td>10 Adult Learners On-reservation</td>
<td>Associate of Arts Degree (AA)</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>University of New Mexico – Valencia Branch</td>
<td>Construction Technology</td>
<td>10 Dual Credit and/or Adult Learners</td>
<td>Dual Credit at the Secondary Level</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>University of New Mexico EMS Academy</td>
<td>EMT-Basic</td>
<td>2 Adult Learners</td>
<td>Industry-Recognized Credential</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>University of New Mexico EMS Academy</td>
<td>First Responder</td>
<td>6 Adult Learners</td>
<td>Industry-Recognized Credential</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>University of New Mexico EMS Academy</td>
<td>EMT-Intermediate</td>
<td>4 Adult Learners</td>
<td>Industry-Recognized Credential</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>New Mexico Public Education Department</td>
<td>Commercial Bus Driver’s License Class B</td>
<td>5 Adult Learners</td>
<td>Industry-Recognized Credential</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>New Mexico Forest Industry Association</td>
<td>Forest Workers Safety Certification</td>
<td>60 Adult Learners</td>
<td>Industry-Recognized Credential</td>
<td>98%</td>
<td>98%</td>
</tr>
</tbody>
</table>

(2) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Encouraging underserved applicants

---

2 Placement includes entered employment, continuing education, military, employment upgrade, or employment retention.
The Alamo Navajo School Board, as outlined in the ANSB Personnel Policies (Sec. 2.9) states the following regarding Preference:

“The ANSB gives preference in employment to enrolled members of the Navajo Tribe in accord with the provisions of the Navajo Preference in Employment Act. The Navajo and Indian Preference policy shall apply to all classes of employment with ANSB.”

The aforementioned policy outlines attempts to recruit and hire Navajo and/or Indian qualified applicants, traditionally underserved applicants.

(3) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

The Project Director supervises the project staff who are employees of the Alamo Navajo School Board, Division of Community Services. The staff’s main focus is directly working with NACTEP participants to ensure participants are meeting their post-secondary goals and objectives.

The Community Services Director has over 30 years of Administrative, Counseling, and Teaching experience within the ANSB organization. She is also an adjunct faculty member with the Navajo Technical University to teach concentrated courses in the Administrative Office Specialist Program of Study for Certificate and/or Associate of Applied Science Degree. She will devote the vast majority of her time to this project and is delineated at 85% FTE. She is familiar with grant monitoring and coordination, compliance, evaluation, data collection, supervision, reporting and case management and counseling services to be provided under this project. The full time positions outlined in this project include the Data Tech/Case Manager, Guidance Counselor and Classroom Monitor/Facilitator. The Guidance Counselor will be funded 90% FTE of her time to provide comprehensive guidance and counselor for NACTEP.
participants. Part-time positions include a Case Manager to oversee case management activities at 50% FTE and a Secretary at 25% FTE to handle all clerical duties and responsibilities. The classroom instructor/tutors will plan and instruct the CTE Classes at a rate comparable to 15% of their time. The time allocations for all staff proposed in this project are aligned with expected needs and based on historical services.

The project staff are guided by the ANSB Personnel Policies and Procedures. Financial and property management is completed following the ANSB Financial and Property Management systems. The School Board’s policies and systems have been certified by an independent CPA prior to negotiation of each year’s indirect cost rate, and are certified for effectiveness, coverage and use during the Board’s annual audit. ANSB annually conducts a financial and program audit per OMB 133. Since its inception in 1979, ANSB has received annual audit reports with no significant findings and the FY2014, 2015 and 2016 audits were rated as “unmodified”. Supervision, staff assignments in the program plans, policy and system procedures, and the activities outlined in this application will combine for effective project and grant administration.

(4) The qualifications, including relevant training, expertise, and experience, of the project director, key personnel, and project consultants.

The NACTEP CTE staff is knowledgeable of their role in implementing the goals/objectives, outcomes and performance measures of the project to meet the needs outlined in this proposal. The project will fund 85% FTE of the Community Services Director, Ms. Marlene Thomas-Herrera (resume attached), who will provide educational leadership, coordination, collaboration, management, supervision, and accountability of the NACTEP CTE project.
Ms. Marlene Thomas-Herrera is a member of the Alamo Band of Navajo, located in Central New Mexico. Born and raised in Alamo, Marlene has firsthand experience and understands the obstacles, barriers, and the hardships the Native American students face while at college and on their own. She is also familiar with the community needs for education, training and employment.

Thomas-Herrera holds an E.Ds. in Educational Administration, a MA degree in Guidance and Counseling, a BA degree in Business Administration with an emphasis in teaching business and an Associate Degree. She established her leadership skills of over thirty years while working with the Alamo Navajo School Board. She has nineteen years of experience as the Director of Community Services and is a member of the adjunct facility for the Navajo Technical University, Alamo site and currently sits on the Southwestern Area Workforce Development board. In total, Ms. Thomas-Herrera holds up to 37 years of working for her community with the Alamo Navajo School Board (ANSB).

Ms. Thomas-Herrera established articulation agreements with accredited postsecondary institutions in New Mexico and partnering states. As a former Administrator of the Alamo School, Ms. Herrera served on the frontline of establishing policies and procedures for school attendance, curriculum development, establishing a middle school campus, establishing a sports program with the New Mexico Activities Association, serving on a North Central Accrediting Team, etc. She has a strong rapport with the community of Alamo, and is often sought for guidance and assistance, she is well known within the community and is known for being a helping hand. Ms. Thomas-Herrera is an example of one who has faced tremendous hardship and has overcome educational barriers and obstacles common among the Alamo participants.
Her persistence and tenacity to challenge and face tremendous hardship affirms strong Leadership Skills and resiliency among Native Women. She continues to serve the community in the alignment of vision and mission of ANSBI by assisting community members to become self-sufficient and successful individuals.

The NACTEP CTE project will fund a full-time Guidance Counselor at 90% to promote effective counseling for intake and enrolling participants into the NACTEP CTE program for either on or off reservation, on-site training, and professional development. The Guidance Counselor is Ms. Sherri Bennett (resume attached). Ms. Bennett has experience working with the Native American youth and adult learners of the Alamo community. She has a Master’s degree in Educational Counseling and has been with the Alamo community for nine years. Her role is to create a comprehensive and developmental program designed to help career and technical education students to make and implement educational and occupational choices. Ms. Bennett will work closely with the Data Tech/Case Manager to coordinate and monitor, on a semester basis, the data collected from participants as required for GPRA reporting.

Accountability and program improvement is vital to the success of the program. Ms. Bennett will work closely with the local school Guidance Counselor to coordinate dual credit enrollment and activities at the secondary level, postsecondary counseling or those enrolling in on/off reservation programs.

To ensure case management activities are conducted effectively and appropriately, the program will employ a part-time Case Manager funded at 50% FTE. The Case Manager is Monique Jake (resume attached). Monique will be responsible for monitoring case management activities that begin with intake and requires on-going follow-up during participation and after leaving the NACTEP CTE program. Her role and
responsibilities is to assist the Guidance Counselor on career exploration and employment opportunities. On-going case management includes collecting data for the intake, assessment, goal-setting, and a completed NACTEP CTE application with documents to verify eligibility and place them in individual files for review with NACTEP staff to determine eligibility. Case Management includes assisting the participant to identify his/her skills, interests, work values, and priorities and identify strengths and areas needing improvement and establish a positive rapport with students and collect stipend documentation such as biweekly progress reports to determine student progress while in college. Other activities will include maintaining a data spreadsheet for accountability of GPRA performance at all levels.

The program will fund a Community Services Secretary at 25% FTE. Sylvia Monte (resume attached) is the Community Services Secretary; she is a single parent and has many years working in the office occupation field. She has firsthand knowledge of the needs of the Alamo community. Sylvia will assist with the initial intake process by greeting all students and collecting information for referrals to program services. She will collect documentation to begin the intake process. The Community Services Secretary will work collaboratively with other divisions of ANSBI to assist with quarterly recruitment and outreach events. She maintains all incoming and outgoing files and correspondence, reports, and financial reports.

(e) **QUALITY OF THE PROJECT EVALUATION**

1. The Project evaluation will use the criteria established in the best measures section of the Government Performance and Results Act (GPRA)

2. The evaluation will provide continuous feedback and improvement
The Alamo Navajo Career and Technical Education project will address the overall goal, objectives, and outcomes of the NACTEP project. The evaluation process will include formative and summative information in regards to the project goals, objectives, and outcomes of the project. Indicators of data to be collected have been addressed in the logic model as follows:
GOAL: The overall goal of the Alamo Navajo Career and Technical Education Project is to implement coherent and rigorous CTE services for targeted CTE secondary, postsecondary, and adult learners, enabling them to become productive students and employees meet the needs of a global workforce.

<table>
<thead>
<tr>
<th>Needs &amp; Gaps</th>
<th>Objectives</th>
<th>Activities</th>
<th>Person Responsible</th>
<th>Evaluation &amp; Outcomes</th>
<th>GPRA Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are limited dual enrollment opportunities available for secondary students at the Alamo Navajo Community School.</td>
<td>I. Prepare 100% of the NACTEP-CTE enrolled secondary students with CTE skill proficiencies as demonstrated by completion of dual credit courses that will lead to attainment of an industry-recognized credential, certificate, and/or Associate degree</td>
<td>1. Develop and implement MOU’s with postsecondary institutions.  2. Articulate technical skill courses  3. Offer &amp; conduct College Readiness classes  4. Offer career awareness services  5. Develop job shadow and work-based learning opportunities for secondary participants  6. Provide counseling and case management services  7. Enroll and conduct distance education classes for secondary participants</td>
<td>1. Community Services Director  2. Adjunct and secondary instructors  3. Instructor, Counselor  4. Counselor  5. Case manager  6. Counselor, case manager  7. Counselor, classroom monitor</td>
<td>1. Articulation agreements in place  2. Courses articulated and offered for dual credit  3. Number of students enrolled and completing Bridge classes  4. Number of secondary participants receiving services  5. Number of work-based placements  6. Number of secondary participants receiving services  7. Number enrolled in and completing distance education classes</td>
<td>(a) An increase in the percentage of career and technical education students who (i) attain academic proficiency, as demonstrated by meeting academic content standards and student academic achievement standards that meet challenging State defined academic standards for reading/language arts and mathematics (ii) attain career and technical skill proficiencies, including students achievement on technical assessments that are aligned with industry recognized standards (iii) attain secondary school diploma (v) Are placed in (1) Postsecondary education or advanced training (2) Military service or (3) Employment</td>
</tr>
<tr>
<td>Needs &amp; Gaps</td>
<td>Objectives</td>
<td>Activities</td>
<td>Person Responsible</td>
<td>Evaluation &amp; Outcomes</td>
<td>GPRA Measure</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>------------</td>
<td>--------------------</td>
<td>-----------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>There are limited opportunities for postsecondary career and technical education classes or job training on-site. There is a need for continued support for off-site educational and work site placements.</td>
<td>II. Assist 100% of the NACTEP-CTE enrolled postsecondary students to attain CTE skill proficiencies aligned with industry-recognized standards, gain or retain employment, continue or complete their 2-yr postsecondary education, or be placed in military or apprenticeship programs over the three year period of the grant.</td>
<td>1. Provide career and academic counseling to postsecondary participants 2. Assist with participant enrollment at on/off site programs 3. Provide job placement and case management services 4. Conduct distance education classes 5. Conduct on-site classes</td>
<td>1. NACTEP Counselor 2. Case manager, Counselor 3. Counselor, case manager 4. Classroom monitor 5. Adjunct faculty</td>
<td>1. Number of participants receiving services documented in case files 2. Number of on-site and off-site enrollments &amp; number of certificates and/or degrees awarded by postsecondary institutions 3. Number of participants placed at job sites 4. Number of enrolled and completers of distance education classes 5. Number of enrolled and completed on-site classes</td>
<td>(b) At the postsecondary level: An increase in the percentage of career and technical education students who – (i) Attain challenging career and technical skill proficiencies (ii) Attain an industry-recognized credential, a certificate, or a degree (iii) Are retained in postsecondary education or transfer to a baccalaureate degree program (iv) Are placed in – (1) Military service (2) Apprenticeship programs (v) Are placed or have been retained in employment, including in high-skill, high-wage, or high-demand occupations or professions</td>
</tr>
<tr>
<td>Needs &amp; Gaps</td>
<td>Objectives</td>
<td>Activities</td>
<td>Person Responsible</td>
<td>Evaluation &amp; Outcomes</td>
<td>GPRA Measure</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>There are limited opportunities for adults to gain workplace skills and</td>
<td>III. Assist 100% of the NACTEP-CTE enrolled adult learners in attaining</td>
<td>1. Survey local employers to determine training needs</td>
<td>1. Community Services Director</td>
<td>1. Summary of local training needs</td>
<td>(c) At the adult education level: An increase in the percentage of participating adult career and technical education students who –</td>
</tr>
<tr>
<td>educational level to increase their employability in high-wage, high-skills</td>
<td>CTE skill proficiencies to gain or retain employment, upgrade job skills,</td>
<td>2. Provide customized training based on needs of local workforce</td>
<td>2. Community Services Director, adjunct faculty</td>
<td>2. Number of adult participants enrolled in and completing customized training courses</td>
<td>(i) Enroll in a postsecondary education or training program</td>
</tr>
<tr>
<td>and high-demand occupations</td>
<td>enroll in postsecondary training program, complete courses toward and</td>
<td>3. Provide counseling and case management services to adult participants</td>
<td>3. NACTEP Counselor, Case Manager</td>
<td>3. Number of participants receiving services documented in case files</td>
<td>(ii) Attain career and technical education skill proficiencies aligned with industry-recognized standards</td>
</tr>
<tr>
<td></td>
<td>obtain an industry recognized certificate, and/or placement in military or</td>
<td>4. Enroll participants in and conduct distance education classes</td>
<td>4. Classroom Monitor</td>
<td>4. Number of participants enrolled in and completing distance education classes</td>
<td>(iii) Receive industry-recognized credentials or certificates</td>
</tr>
<tr>
<td></td>
<td>apprenticeship programs</td>
<td></td>
<td></td>
<td></td>
<td>(iv) Are placed in a job, upgraded in a job, or retain employment</td>
</tr>
</tbody>
</table>
GPRA Indicators of Performance

In the evaluation process of measuring the goals, objectives and outcomes of the project, each of the objectives will be evaluated on the basis of the Government Performance and Results Act (GPRA) in addition to local indicators which will drive program improvement. The GPRA will be measured against baseline data acquired from the previous NACTEP grant.

Evaluation Methods

Objectives for each NACTEP participant will be quantitatively evaluated targeting data collected by the NACTEP project staff and external evaluator. Annual reports regarding project progress will be sent to the U.S. Department of Education as required. A system is in place to enter data collected during the intake process and manage data throughout the client/students participation in the NACTEP program. Data collected in a matrix format is utilized to compile reports that will include qualitative and quantitative data relative to the following areas:

1. Data collection: Demographics (gender, ethnicity, disability status, etc.),
2. Class schedules, documented credits earned, etc.
3. Enrollment data for both CTE secondary and postsecondary
4. Employability Skills curriculum, instructor and enrollment records
5. Counselor records, including student individual portfolios, assessments
6. Student stipend records
7. On and off reservation student academic progress reports and assessments
8. Industry-recognized credential or certificates
2). **The extent to which the methods of evaluation will provide performance feedback and continuous improvement toward achieving intended outcomes.**

The evaluation of the NACTEP project is an important and vital component for the success of the project and participants. Utilizing the data collected the program will have the ability to determine and measure strengths and weaknesses of current efforts, identify areas needing improvement or revisions, and/or to provide a basis for adjusting programmatic changes. It is important to gather data that reflects student improvement and progress towards meeting project objectives. In addition, a survey will be conducted including students, staff at the secondary and postsecondary levels, parents, etc. Feedback from the constituents is also a very important tool for program improvement.

The project evaluation will be formative and summative with ongoing internal monitoring and assessment. Monitoring and assessment will directly address evaluation requirements by focusing on completion of project activities; achievement of project objectives; and impact on the students and families involved in the project. The methodology requires the external evaluator to act as the lead in the evaluation process. The external evaluator will work with program staff to ensure the evaluation is continuous, and involves program participants (students and parents), staff and collaborating partners. Evaluation findings will be used to design changes during the program to determine if
problems indicate that changes are necessary; and to determine the successful aspects of the project that can be incorporated into sustainability efforts or that can be replicated in other programs.

The Alamo Navajo Career and Technical Education Project will be evaluated by an external evaluator with appropriate qualifications and technical expertise to provide constructive feedback towards achieving stated goals, objectives, and outcomes. The evaluator is scheduled to provide input throughout the project period to maintain an on-going objective review of activities to assure implementation of quality program and services.

The project has been designed in a manner that assists the evaluation process. The needs section of this application describes the issues that will be addressed. Three project objectives were developed that are measurable and attainable, and clearly list outcomes and or results. The objectives and activities outlined in this application identify a time frame for conducting activities along with expected outcomes and responsible person(s) for completion of activities. Evaluation will compare actual operations to the plans, actual achievements to that which is planned in each objective and actual gains by students.

The project evaluation and data collection includes the GPRA measure data and other indicators as outlined.

For project objectives to be achieved, project activities must be completed, documented, and project results must be assessed. The Community Services Director will be responsible for monitoring the performance completions and periodically assessing performance results. Monitoring will include recording
actual gains and student assessment results as they relate to projected gains for each year. Evaluation results will be shared with students, staff, the Executive Director, the Board, and the community, as well as reported to the USDoEd. This information will serve as data for review and necessary changes in the implementation of the complete plan.

The Community Services Director will be responsible for overseeing the collection of data to address the GPRA indicators for this project. Data will be reviewed routinely and, as a result, used to guide instructional changes necessary to meet the different needs of individual clients/students and to adjust program delivery as indicated by results.