The purpose of Cankdeska Cikana Community College’s (CCCC) project is to provide career and technical education opportunities that respond to the skilled labor force needs of the Spirit Lake Tribe and local and extended community employers. As a tribal college, the project couples quality career and technical education in a setting which enables students to strengthen their cultural identity. The Educational opportunities are:

1) A Carpentry program that incorporates the National Center for Construction Education and Research (NCCER) curriculum over the course of the program, which include stackable credentials based on industry certification.

2) A Professional Driver (CDL) program that includes stackable credential options in the program for Class A, Class B, and Hazmat certifications based on ND Licensing.

Requirement 1: Authorized Programs

The CTE programs of this proposal include a coherent and rigorous content appropriate to the job market and further education. CCCC is an accredited college and has articulation agreements with other North Dakota public and tribal colleges for transfer of credit to advanced degrees and incorporate industry certification testing and stackable credentials to increase the employment prospects of students. Both include applied competency learning opportunities, as well as internship opportunities.

This project includes the expansion of two existing programs. The Carpentry program is expanded to incorporate both stackable credentials and industry-based testing for certification. The CDL program is expanded to include the Class A, Class B, and Hazmat elements, with testing done by the college. Overall, the additional elements provide increased opportunities for students, improved relationships with industry, and credentialing to enhance job potential.
Requirement 2: Evaluation

The evaluation of the project is designed to provide data that is used to continually improve the courses, programs, and student outcomes. It includes an external review, student evaluation, instructional evaluation, student outcomes, and employer feedback. These elements will allow project personnel the means to continually assess and improve the project. More detail is found in the evaluation section.

Requirement 3: Student stipends

Student assistance funding is included in the project to meet the shortfall in financial aid available to students. Detail on the usage and oversight for stipends is in the management section and budget detail.

Requirement 4: Direct Assistance

Direct assistance may be provided to students. Depending on the individual need, it may include tuition/fee assistance, the purchase of student tools, extreme weather gear, and certification testing fees.

(a) Need for the project. The extent of the need for the services to be provided or the activities to be carried out by the proposed project, as evidenced by data on such phenomena as local labor market demand or occupational trends, or from surveys, recommendations from accrediting agencies, or Tribal economic development plans.

In 2010, the Spirit Lake Nation issued a Recovery Plan that addressed the nearly twenty years of chronic flooding of Devils Lake, a closed-basin watershed that serves as boundaries for the Spirit Lake Dakota reservation community. The development of the Spirit Lake Recovery Plan was a community effort, with assistance from FEMA (Federal Emergency Management Administration), and the U.S. Department of Homeland Security. Priority issues were
categorized into six sectors: Community Planning & Capacity Building; Health & Social Services; Housing; Infrastructure; Economic Development; and Natural & Cultural Resources. Advisory Groups were established to increase community participation and to ensure successful implementation and follow through. Faculty and administrators from Cankdeska Cikana Community College (CCCC) facilitated the community engagement processes and assisted with the drafting of notes and development of the reports for each of the six sectors, that became the Recovery Plan.

“Lack of employment opportunities is among the top five important issues identified in the Spirit Lake Nation Strategic Plan 2008-2013 (Strategic Plan). The on-going [flooding] disaster has drastically impacted the Spirit Lake Nation, a community already suffering from high unemployment and poverty.” (Spirit Lake Recovery Plan 2010, pg. 7-1). The Economic Development Section of the Recovery Plan addresses lack of employment, the need for economic diversity, services and opportunities, sustainability of current major employers, and dependency on grants. The Plan calls for the development of long-term strategies to work with existing Tribal entities and other organizations to provide on-line, on-the-job, and classroom training and internships in a wide range of job skills, with CCCC taking the lead in cooperation with other Tribal programs (i.e. Spirit Lake Employment & Training, Tribal Employment & Rights Ordinance Office (TERO), and Tribal Education). Some of the ‘wide range of job skills’ identified in the Recovery Plan included: Heavy Equipment, CDL Truck and ATV driving, renewable energy technicians; housing/construction trades; program managers; IT technicians; and the entire realm of social and health services professions.

In the summer 2015, CCCC conducted the Spirit Lake Comprehensive Community Assessment (CCA). Several CCCC programs joined in 2014 to plan the assessment and to
coordinate the work: CCCC Head Start Program, required to conduct a community assessment, partnered with CCCC Behavioral Health Research Development Project, the CCCC Collaborative Research Center for American Indian Health Project, Wiconi Ohitika (Strong Life, a suicide intervention education program), and ND/INBRE to conduct the study. The purpose of the CCA was to identify community health and wellness needs (social, health, mental health, substance use, employment, housing, education), and to provide support for health, educational, employment, and other program development and implementation. The CCA sample included 285 people representing their household. Their average age was 40, ranging from 16 to 89; 70% were female. Ninety-two percent were enrolled members of Spirit Lake Tribe; 80% had lived in the community for 18 or more years. Forty-six percent were never-married, 34% married or an unmarried couple living together. Fifty-one percent had a high school degree; 28% had less than a high school degree; and 22% had an Associate’s Degree, Bachelor’s Degree, or Graduate or Professional degree. Thirty-eight percent of the participants reported an individual income of under $5,000.00; 73% under $20,000.00. The most common number of adults in a household was 2 (range 1 to 10 adults per household; the average number of people per family was 4.86 (range 0-19 people in a family).

One of the factors influencing wellness and life satisfaction include education and child care. Lack of childcare prevented or interfered with the ability to work outside the home; 25% said they needed child care and 32% said that relatives provided child care. Child care, at times other than 8:00 am to 5:00 pm, when child care is closed for holidays, and on weekends, was most needed. Individual and family incomes were low. The most common sources of income were Food Stamps and unemployment. Only 20% of respondents owned their own home; a small number said they changed their living situation often. Four were currently homeless and 41%
had been homeless at some time. The CCA will be updated again in June 2021.

In the most recent Online Job Openings Report for North Dakota (February 2018), there was a total of more than 13,000 job openings that reflect an increase of 22.7% from the prior month. Construction & Extraction had over 1,000 openings statewide; Transportation & Material Moving had over 800 openings (January to February 2018). Given this information, Construction and Transportation are the focus for CCCC’s NACTEP proposal.

According to the January 2021 Sprit Lake Tribe Enrollment and Age Data Report, the total enrollment for Spirit Lake Tribe is 7,558. The age distribution of the population is: 34% are under age 18, 61% are age 18-64, and 5% are over age 65.

The poverty rate on the reservation is 51%, with a median household income of $15,395 (2010 U.S. Census). The Economic Research of the Federal Reserve Bank of St. Louis (2015) identified 2,393 individuals receiving food stamps (SNAP), and 12.35% of youth age 16-19 were not employed or in school.

While the North Dakota unemployment rate is below 4.1%, Spirit Lake’s unemployment rate is at 45%. Fifty-six percent of the 20 to 64 year olds on the Spirit Lake reservation are employed, compared to 80.8% of the North Dakota 20-64 year olds in the workforce (ND Department of Commerce 2021).

The North Dakota Kids Count data for 2016 (Annie E. Casey Foundation) noted that in Benson County, nearly 1 in 3 children live in extreme poverty and 44% are being raised by single parents.

CCCC students are recruited from the reservation community, and for the past several years, has averaged 185 students per semester. A typical CCCC student is a female (62%) single mother who works and is also trying to be a full time college student. The average
student age is 29. The majority of CCCC students are Native American (91%) and 95% are first-generation college students. Eighty-eight percent of CCCC students that applied did qualify to receive federal financial aid. At the local K-12 schools, 100% of students qualify for free lunches.

Education attainment for Native Americans continues to be a serious issue for Tribal leaders on the Spirit Lake reservation:

<table>
<thead>
<tr>
<th></th>
<th>Spirit Lake</th>
<th>ND</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school graduates, % of persons 18+</td>
<td>72.3</td>
<td>89.4</td>
<td>85</td>
</tr>
<tr>
<td>Bachelor's degree or higher, % of persons</td>
<td>7.4</td>
<td>26.3</td>
<td>27.9</td>
</tr>
</tbody>
</table>

(A.U.S. Census Bureau, 2010; Educational Attainment: 2006-2010 American Community Survey Five-Year Estimates)

Many tribal college students need remediation help with math (74%) or reading and writing (over 50%); thus, academic readiness is a constant struggle at CCCC, as the institution has very limited resources for student support services (AIHEC, 2012). In a report released in March 2014, 52% of American Indian high school graduates who took the ACT college readiness assessment in 2013 met none of the four ACT College Readiness Benchmarks (English, math, reading, and science) that indicate likely success in credit-bearing first-year college courses (ACT, 2013). CCCC’s response, with support from grants, includes offering dual-credit and college credit for high school students, weekend academies to strengthen STEM (science, technology, engineering, and math) as well as literacy, and summer camps. At the college level, tutors and faculty advisors are available to help the student complete college-level work.

CCCC is a tribally-chartered and controlled, institution of higher learning serving the residents of the Spirit Lake Dakota reservation in Fort Totten, North Dakota. The College was chartered in 1975 by the Spirit Lake Tribal Council and has graduated close to 1,000 students
with certificates and associate degrees. CCCC is accredited by the Higher Learning Commission and participates with the North Dakota Career and Technical Education (ND/CTE) department. CCCC currently offers 11 associate degrees and 4 certificate programs and is a public institution serving approximately 7-8% non-Native students per semester.

The proposed NACTEP project for CCCC is to provide career and technical training opportunities in the areas of carpentry and professional driving (CDL) in response to community needs and labor market demands. Carpentry will help with the community’s need for housing (over 300 families are on the wait list for homes) but it will also develop a skilled workforce for basic labor needs in the construction industry (CCCC has pending construction projects for spring 2021); professional driving (CDL) will help address the need for bus drivers and commercial truck drivers.

(b) Quality of the project design
(1) The extent to which the services to be provided by the proposed project will create opportunities for students to receive an industry-recognized credential; become employed in high skill, high-wage, and high-demand occupations; or both.

CCCC’s proposed program is to train people for Carpentry and Professional Driving (CDL); these are occupations with high demand not only for the tribal community, but also regionally and nationally. Both areas offer possibilities for employment options at salaries above entry-level wages. Further, to support students and provide continuing opportunities for economic self-sufficiency, both have a stacked credentials plan which ensures that students are able to reach industry certifications as they progress through the program.

Students completing the Carpentry program will be eligible to participate in the NCCER certification exam at the end of the training, as a benefit of having completed a NCCER curriculum program at CCCC. The NCCER exam validates skills based on quality and time for completion of the job. It is a nationally recognized credential that allows students
who are interested to enter apprenticeship programs. The Carpentry program combines classroom work with lab experience, which is on-the-job training. North Dakota Job Service reports beginning salary at $14.91/hour for these occupations with CCCC’s construction crew averaging $18/hour, depending on credentials and experience. The construction sector includes 7.3% of all North Dakota jobs, and the Bureau of Labor Statistics predicts overall employment for carpenters to increase about 8% between 2016 and 2026. CCCC provides the opportunity to carpentry students to build a house on an annual basis. Students are also provided opportunities on other CCCC construction projects, such as the Head Start Building, and other projects when they become available.

The Professional Driver (Commercial Driver’s License or CDL) program is a 16-week certificate program that combines classroom work with lab experience, with the goal of preparing students to successfully attain certification in three areas: Class A, Class B, and Hazmat Endorsement. CCCC has a CDL simulator, semi-trailer, buses, and other needed equipment to offer the program. CCCC has on staff a certified ND DOT Third Party Tester to test CDL drivers and get them licensed; this reduces wait times for testing at the North Dakota Drivers’ License Office. North Dakota Job Service reports beginning salary at $19/hour for these occupations. The transportation sector includes 4.5% of all North Dakota Jobs. The Bureau of Labor Statistics predicts overall employment for drivers should increase about 11% between 2014 and 2024. In a 2017 annual survey, compiled by the American Transportation Research Institute and released at the American Trucking Association’s Management Conference, stated the national truck driver job openings could swell to 174,000 by 2026.

TrainND Northeast is providing a letter of support for this proposal and is part of the North Dakota Workforce Training System. They will collaborate with CCCC to expand
programming to offer a full range of CDL skills and knowledge based training, customized to
meet the specific needs of business, industry, and individual learners. Continuing Education
Credits will be offered to the individuals participating from TrainND.

Both carpentry and commercial driver’s license programs are on the North Dakota
Workforce Development’s Eligible Training Providers List. An Eligible Training Provider
(ETP) is one who has met the eligibility requirements to receive WIOA Title I Adult and
Dislocated Worker funds to provide training services to eligible individuals. In order to receive
WIOA funds, the training provider must meet numerous ETP list requirements and must be:

1. Institutions of higher education that provide training that leads to post-secondary
   credentials
2. Apprenticeship programs registered by the USDOL Office of Registered Apprenticeship
3. Public or private training providers, including joint labor-management organizations, pre-
   apprenticeship programs and occupational/technical training providers
4. Providers of adult education and literacy activities

All training providers are required to meet performance outcomes and ensure accountability,
quality, and labor market-relevant programs and offerings.

(2) The extent to which the design of the proposed project is appropriate to, and will
successfully address, the needs of the target population or other identified needs, as
evidenced by the applicant’s description of programs and activities that align with the
target population’s needs.

As a tribal college that was chartered by the Spirit Lake Dakota Tribe, CCCC’s
mission is to provide opportunities that lead to student independence and self-sufficiency
through academic achievement and continuation of the Spirit Lake Dakota language and
culture. CCCC provides a supportive learning environment for its students as illustrated on
the college website (www.littlehoop.edu), where the variety of services are available and
posted. Students are provided syllabi with clearly articulated course outlines, which detail course objectives, learning outcomes, time frames, assessment measures and standards for successful completion. The college has found this system provides students with a clear understanding of educational expectations. By articulating high expectations for students, the college sets a standard for high achievement, and students realize this protocol by setting high standards for themselves.

The Dakota Culture is integrated throughout the delivery of course work as it is required of all faculty. The proposed project will include providing services in a manner consistent with the Dakota culture. At the heart of culture is the concept of a circle and relationships, with family being the core. Education is a key element in the lives of Tribal people, and formal/academic education in a tribal setting must recognize and integrate cultural understanding and support to be successful. Tribal colleges and universities (TCUs) are the best examples of cultural, family-based, higher education programs.

To recruit students, CCCC relies on twice-weekly announcements on the public radio station that serves the reservation, presentations at the high schools, and local career fairs. As a tribal community, effective communications methods are via the local radio program, flyers posted in community centers, box holder mailings, and participation at the various regularly scheduled public forums, such as Elders Day Out or the Tribe’s General Assembly. As a component of this, CCCC operates an internal print shop for printing program and related college materials. Social media is used extensively as a vehicle to reach community members. Through arrangements with agencies and service providers, such as Tribal programs, social services, the Tribe’s clinic, Women’s Infants and Children (WIC), or the food distribution program, the
college is able to place materials at sites frequented by community members. Through word of mouth among family members, the impact goes beyond the client of a program to his/her extended family members.

Testing of Basic Skills is completed by all incoming CCCC students using the Accuplacer Placement exam for appropriate basic skill course placement. The use of this test ensures that students have an opportunity to attain the skill level necessary to complete their program of study.

The college provides Career Counseling for students. As part of this, all students complete the Gallup Strengths Finder to guide career choices and to set the college training pathway that is appropriate for their interests and strengths. This service also helps the student to find jobs, prepare applications, and to be ready for an interview.

The proposed project is appropriate and addresses the needs of the Spirit Lake reservation community.

(3) The extent to which the proposed project will establish linkages with or will be coordinated with similar or related efforts, and with community, State, or Federal resources, where such opportunities and resources exist.

CCCC is a vested community member with a majority of employees being Spirit Lake Tribal members or members of other Tribes. Of the average 185 students per semester, 19 are non-Natives who are typically farm/ranch neighbors living on the reservation. CCCC is very affordable and accessible, and anyone is welcome to enroll. As a vested community member and having been established by the Spirit Lake Dakota Tribe, CCCC’s over 40-year history demonstrates that all programs of study meet the needs of the people and community. Yes, the goal is terminal degrees (doctors, lawyers, researchers, teachers, etc.), but given the historic trauma, the still lingering suspicion of education, and the lack of college readiness,
CCCC does a remarkable job of skill and confidence development for every student who comes to the institution – including high school students.

The college has strong alliances with the Tribe’s high schools (4), the Housing Authority, Employment & Training, Vocational Rehab, Social Services, Tribal Health Clinic, Sioux Manufacturing Corporation, TERO, Tribal Court, Cultural Resources, as well as with the Tribal Council. The existing CCCC CTE program has advisory committees for construction, transportation, early childhood, technology, and business industries from the local area that meet twice a year to provide advice and guidance for CCCC’s certificate and academic programs.

A sampling of the current services to help students achieve their education goals and that will support CCCC’s proposed project include:

- peer (student), professional, and faculty tutoring;
- the Spirit Lake Employment and Training program provides referral and/or financial assistance to eligible students;
- the Tribal Public Transportation service operated by Employment and Training to assist with transportation needs;
- the Spirit Lake Child Care assistance to help with day care costs for eligible parents;
- North Dakota State Job Service, for referrals and entry level testing;
- The Federal Student Financial Aid programs which are administered by CCCC (assistance in completing applications is provided by the financial aid officer).
- TrainND Northeast will collaborate with CCCC to develop employability skills for the in-demand occupation of drivers requiring a ND CDL.
- CCCC has an Angel Fund, which is an emergency assistance program, gift cards to

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grocery stores, and gas cards to help meet students’ needs.

(4) *The extent to which the training or professional development services to be provided by the proposed project would be of sufficient quality, intensity, and duration to lead to improvements in practice among the project staff and instructors, including the extent to which the proposed training and professional development plans address ways in which learning gaps will be addressed and how continuous review of performance will be conducted to identify training needs.*

Through its accreditation practices, CCCC strives for continuous improvement. and though limited by geographic isolation and size, the college has been most successful providing appropriate and needed programs that are staffed by qualified individuals. CCCC has an accepted (by the Higher Learning Commission (HLC) and the ND CTE (ND Career & Technical Education) program review and assessment of student learning process that is utilized for all programs.

The ND/CTE provides opportunities for CCCC faculty to obtain state credentialing. If a new instructor has significant expertise in the field, but does not have academic preparation as an instructor, the cooperative venture provides an instructional development program for those faculty members to obtain certification. Credentials are reviewed every five years to maintain State certification.

Each fall, CTE instructors at CCCC join other CTE instructors from across the State at an annual professional development conference, which provides current materials on instruction, curriculum development, and assessment. The annual HLC conference affords instructors an opportunity to gain additional perspectives on effective teaching to support student success. All instructors have the opportunity to attend, report back, and to implement new ideas/strategies.

Each semester there is designated time for mandatory in-service academic training. Previous training sessions have included teaching with cultural competence, pedagogical practices, teaching with technology, effective assessment, methodology, and classroom
management. CCCC also promotes the use of the professional development policy that supports faculty endeavors in advancing their professional credentials. This is to ensure all faculty employed by CCCC are highly qualified and meet HLC standards, or industry standards.

(c) Adequacy of resources

(1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization(s) and the Tribal entity or entities to be served.

CCCC has a beautiful campus of over 41,000 square feet of space that is ‘contained’ in one facility (necessary due to the extreme North Dakota winters). There is a stand-alone maintenance bay. Each faculty member has a designated office and classroom, with hours posted for availability to students. The facility has quadrupled in size in the past 12 years and is truly a ‘community’ college, in that it is used for a variety of community functions – spelling bee for local schools, health and career fairs, basketball or sporting events, press conferences, or wake/funeral services. CCCC operates the community’s Head Start program (new facility opened in the fall of 2018, utilizing CCCC’s carpentry program and students for the construction) for child development services and the early childhood learning program. The College provides transportation and tutors, as well as the community Adult Learning Center (GED). The Valerie Merrick Memorial Library, administered by CCCC, is the community’s public library with access to computers and online services.

The mission of the Tribe’s community college is to provide higher education learning opportunities for community members toward self-sufficiency and independence, along with strengthening cultural identification. CCCC has state-of-art classrooms with Smart Boards, computers, and wireless internet connection (people have been known to sit in CCCC’s parking lot for WIFI connection). All faculty and students have access to
professional development opportunities to improve skills and knowledge in any area, as appropriate.

The proposed NACTEP project will have access to any/all needed resources currently available at CCCC – classrooms, lab space, instructor offices, and conference space. The carpentry program has a dedicated building; the professional driving (CDL) program has a simulator, classroom, and office. The previously funded CCCC NACTEP helped to establish the carpentry program; and Title III (U.S. Department of Education) supports the technology infrastructure for the institution; the CDL program was established via a grant from the State of North Dakota (Department of Commerce), the last year of funding was 2017.

CCCC will continue its partnership with the respective Tribal programs that may provide financial assistance to the students. For example, Employment & Training covers child care support, and depending on funding, support for tuition/fees/tools.

**2) The extent to which the budget is adequate and costs are reasonable in relation to the objectives of the proposed project.**

CCCC based its NACTEP budget calculations on historic experience in providing education programs to the Spirit Lake Community. In addition, the college considered the costs involved in offering programs which provide credentialing options for students. Over the five years of the proposed grant, CCCC’s NACTEP expects to provide education to 140 students. With a total budget request of $2,928,908 for the five-year period, the cost of completion will be $20,921 per student. In 2012, the US Chamber of Commerce estimated the cost of completion at North Dakota community colleges as $44,390. Tribal colleges are very resourceful and affordable institutions, and CCCC’s NACTEP proposed budget is adequate and the costs are reasonable in relation to the project objectives.
(3) **The relevance and demonstrated commitment (e.g., through written CTE agreements, memoranda of understanding, letters of support and commitment, or commitments to employ project participants, (as appropriate) of the applicant, members of the consortium, local employers, or Tribal entities to be served by the project.**

The reservation community is very rural, and thus, has limited resources. CCCC is a known entity that is committed to servicing the communities of the Lake Region and the State. CCCC has, for many years, CTE Advisory Committees that meet twice per year to provide industry advice and guidance related to the College’s programs. These local industry experts are colleagues and friends with mutual interests toward the success of college students and the future of the area (including good relationships between Indian/Non-Indians). The Advisory Committees do include carpentry and professional driving.

For the development of this proposal, CCCC sought and secured a letter from the Spirit Lake Tribal Council provided a letter), as well as acknowledgement by the CCCC Board of Regents, for submission of the NACTEP grant application. In the development of this project CCCC communicated with employers likely to hire completers of this program.

Letters from employers may be found in the appendix and include:

- Spirit Lake Tribe
- Job Service North Dakota
- Spirit Lake Housing Corporation
- Warwick School
- Sylling Construction
- Midnite Express Incorporated
- Tate Topa Tribal School
• CCCC Head Start
• TERO
• TrainND

(4) The extent to which the project will use instructors who are certified to teach in the field in which they will provide instruction.

CCCC strives for all faculty (instructors) to meet the certification requirements of the ND State Board for Career and Technical Education. For individuals with an appropriate career background who do not have instructor credentials, the State Board issues a provisional certificate. The instructor must complete the six credential classes and apply for certification within one year. The credential classes are offered annually at sites throughout North Dakota, and CCCC provides the resources (release time, travel expenses, tuition/fees, books) to the instructor to attend and complete the work. Approved courses must be in the area of teaching or in instructional methods. All instructors participate in the annual professional development conference sponsored by ND/CTE which provides sessions relevant to various disciplines. Other assistance in instructional delivery is also available from the American Indian Higher Education Consortium (AIHEC) and the North Dakota Association of Tribal Colleges (NDATC). All CCCC instructors currently meet ND/CTE credentialing requirements— including those proposed for this project (carpentry and professional driving).

(d) Quality of the Management Plan
(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and the milestones and performance standards for accomplishing project tasks.

Throughout its more recent history (past 15-16 years), CCCC has administered federal, state, and private grants that has fostered the development of organizational capacity and policies for effective management as a small, rural, tribal, community college. This
success is demonstrated by accreditation, national education data reports, and annual financial audits with no substantial findings for over 15 years (and noting a reserve account).

Underlying the grant programs are comprehensive fiscal policies for purchasing, payroll, disbursements, travel, and student financial assistance, which meet or exceed federal standards. These policies were formally adopted by the College Board of Regents and are subject to continuing review to maintain consistency with federal standards.

The management structure of CCCC and the NACTEP Project is:

The NACTEP Director reports to the Dean of Administration, who reports to the President of CCCC, [Redacted] who is a Spirit Lake Tribal member with a doctorate degree in educational leadership and has been president since 2003. The tables articulate proposed activities and define responsibilities, timelines, and milestones necessary for the successful outcome of the proposed project:
Objective 1: Over the five year project period, 140 individuals will participate in training with 75 in Carpentry and 65 in Professional Driving (CDL) with 70% of students completing their educational goal.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
<th>Performance</th>
<th>Timeframe</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify courses and sequence for degrees</td>
<td>Instructors</td>
<td>Degree plan drafted</td>
<td>Month 1</td>
<td>Comparison to industry standards</td>
</tr>
<tr>
<td>Submit degree to curriculum committee</td>
<td>Instructor/director</td>
<td>Degree plan approved</td>
<td>Month 1 and 2</td>
<td>Written and oral meeting</td>
</tr>
<tr>
<td>Finalize course content</td>
<td>Curriculum comm.</td>
<td>Course materials completed prior to each semester</td>
<td>Month 1 on</td>
<td>Written course materials</td>
</tr>
<tr>
<td>Submit to advisory committees</td>
<td>Instructor/Director and advisory committee</td>
<td>Courses stay current with job market and employer requirements</td>
<td>December and June of each year</td>
<td>Meetings with written and oral presentations</td>
</tr>
<tr>
<td>Identify and purchase materials</td>
<td>Instructor/Director</td>
<td>Materials and supplies purchased prior to start of each semester</td>
<td>By month 3 and last month of each term</td>
<td>Purchase requisitions and purchasing approval</td>
</tr>
<tr>
<td>Identify certification tests and prerequisites</td>
<td>Instructor and Advisory Comm.</td>
<td>Establish certification requirement for students</td>
<td>Month 3</td>
<td>Research and input from Certification agencies and Certification agencies</td>
</tr>
<tr>
<td>Provide instruction</td>
<td>Instructor</td>
<td>Student learning facilitated</td>
<td>Month 3 and on</td>
<td>Classroom lectures and labs</td>
</tr>
<tr>
<td>Advise students</td>
<td>Instructor/Director</td>
<td>Students maintain progress for on-time completion</td>
<td>6 weeks before the end of term</td>
<td>Comparison of courses completed and degree plan</td>
</tr>
</tbody>
</table>

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Objective 1: Over the five year project period, 140 individuals will participate in training with 75 in Carpentry and 65 in Professional Driving (CDL) with 70% of students completing their educational goal.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
<th>Methods</th>
<th>Timeframe</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess student learning</td>
<td>Instructor/Director, Assessment Comm.</td>
<td>Review of student performance data and outcomes</td>
<td>Midterm and end of each semester</td>
<td>Quality of instruction maintained</td>
</tr>
<tr>
<td>Reteach as necessary</td>
<td>Instructor</td>
<td>One-on-one and group instruction based on need</td>
<td>Continual</td>
<td>Student mastery of materials</td>
</tr>
<tr>
<td>Modify courses as necessary</td>
<td>Instructor/ director Curriculum comm.</td>
<td>Written and oral meeting</td>
<td>End of each term</td>
<td>Optimal student learning maintained</td>
</tr>
<tr>
<td>Assess student knowledge for certification testing</td>
<td>Instructor</td>
<td>Pre-testing and interview</td>
<td>At certification testing benchmarks</td>
<td>Preparation of students for certification testing’s</td>
</tr>
<tr>
<td>Evaluate student performance on certification tests</td>
<td>Instructor/director Assessment Comm.</td>
<td>Examination of test scores</td>
<td>After certification tests results received</td>
<td>Identify areas of weakness in student mastery</td>
</tr>
</tbody>
</table>

Objective 2: Over the five year period, 80% of participants will attain industry certification in one or more areas.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
<th>Methods</th>
<th>Timeframe</th>
<th>Performance</th>
</tr>
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<tbody>
<tr>
<td>Identify certification tests prerequisites</td>
<td>Instructor and Advisory Comm.</td>
<td>Research and input from Certification agencies</td>
<td>Month 3</td>
<td>Establish certification requirement for students</td>
</tr>
</tbody>
</table>
Objective 2: Over the five year period, 80% of participants will attain industry certification in one or more areas.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
<th>Methods</th>
<th>Timeframe</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess student knowledge for certification testing</td>
<td>Instructor</td>
<td>Pre-testing and interview</td>
<td>At certification testing</td>
<td>Preparation of students for certification testing</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>benchmarks</td>
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</tr>
<tr>
<td>Advisement to students on optimal knowledge for certification tests</td>
<td>Instructor and student</td>
<td>Advisement based on student performance on pre-tests</td>
<td>At certification testing benchmarks</td>
<td>Preparation of students for certification testing</td>
</tr>
<tr>
<td>Evaluate student performance on certification tests</td>
<td>Instructor/director Assessment Comm.</td>
<td>Examination of test scores</td>
<td>After certification tests results received</td>
<td>Identify areas of weakness in student mastery</td>
</tr>
<tr>
<td>Advise students on remediation for any weakness on certification tests</td>
<td>Instructor/director and student</td>
<td>Interview with students to assess performance on test</td>
<td>After certification tests results received</td>
<td>Identify areas of weakness in student mastery</td>
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<tr>
<td>Reteach as necessary</td>
<td>Instructor</td>
<td>One-on-one and group instruction based on need</td>
<td>Continual</td>
<td>Student mastery of materials</td>
</tr>
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</table>
Objective 3: Eighty percent of qualified graduates will obtain employment in the field of training or enter advanced degree programs.

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<tr>
<td>Establish coordinating committee to develop placement plans</td>
<td>Instructor/Director, Career Services Director</td>
<td>Meetings with written report</td>
<td>Month one and two</td>
<td>Plan for students to following job search</td>
</tr>
<tr>
<td>Facilitate the Gallup Strengths Finder for new students</td>
<td>Career Services Director and students</td>
<td>Small group class setting</td>
<td>First month of enrollment</td>
<td>Assist students in assessing personal strengths and suitability for job goal</td>
</tr>
<tr>
<td>Establish minimum requirements for jobs related to the 3 CTE programs</td>
<td>Instructor/Director, Career Services Director</td>
<td>Develop occupational profiles which can be used for advising students as well as recruiting students</td>
<td>Ongoing</td>
<td>Quantified job conditions, physical requirements, and educational attainment for jobs</td>
</tr>
<tr>
<td>Provide short sessions to develop job seeking skill in students</td>
<td>Career Services Director, student support service director, instructors &amp; external speakers</td>
<td>Lunch and learn sessions</td>
<td>Ongoing</td>
<td>Early preparation for job seeking and attaining employments</td>
</tr>
<tr>
<td>Interviews with individual students</td>
<td>Career Services Director</td>
<td>One-on-one</td>
<td>Within first semester of enrollment</td>
<td>Ensuring students are doing research on job goal</td>
</tr>
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Objective 3: Eighty percent of qualified graduates will obtain employment in the field of training or enter advanced degree programs.

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<td>Provide additional follow-up as needed</td>
<td>Instructor and Career Services Director</td>
<td>One-on-one</td>
<td>Ongoing</td>
<td>Strengthening student job seeking skills</td>
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<td>Assist students in applications for job</td>
<td>Career Services Director and Instructor/director</td>
<td>Small group and one-on-one</td>
<td>Ongoing</td>
<td>Strengthening student job seeking skills</td>
</tr>
<tr>
<td>Debrief interview with unsuccessful students</td>
<td>Career Services Director</td>
<td>One-on-one</td>
<td>Ongoing</td>
<td>Strengthening student job seeking skills</td>
</tr>
<tr>
<td>Contact employers on student interviews and job seeking</td>
<td>Career Services Director</td>
<td>Telephone and written follow-up</td>
<td>Ongoing</td>
<td>Identify student interview weaknesses</td>
</tr>
<tr>
<td>Survey employers to identify job readiness and job performance of CCCC hires</td>
<td>Career Services Director</td>
<td>Surveys to employers</td>
<td>Every 6 months</td>
<td>Ensure student educational prep is appropriate to the job market</td>
</tr>
<tr>
<td>Milestone</td>
<td>Time Frame in Quarters</td>
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(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.**

Cankdeska Cikana Community College is an equal opportunity employer that does not discriminate on based on age, race, sex, age, or religion. Applicants wishing to claim Native American preference are responsible for providing documentation of Tribal affiliation, and the same process is used for those claiming veteran’s preference. CCCC has historically promoted applications from traditionally underrepresented groups. Over the past 15 years, the college has aggressively supported the development of capacity in its college staff. Largely through the efforts of the college, a significant number of individuals have been able to complete college degrees including advanced degrees. One in five staff members is a CCCC graduate. Evidence of CCCC’s commitment to hiring underrepresented groups is shown by the profile of the current college staff: Of the 77 employees, 29 are members of the Spirit Lake Nation and 10 are members of other tribes. Nearly two thirds (48 of 77) are female. CCCC is a tribally chartered institution, serving the residents of the Spirit Lake Dakota reservation.

(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. (up to 5 points)**

CCCC’s CTE/NACTEP Director and the three instructors will devote 100% of their time to the project. The job duties identified in the following section shows how their time will be utilized.

(4) **The qualifications, including relevant training, expertise, and experience, of the project director, key personnel, and project consultants. (up to 5 points)**

The Project Director will be [Name], an enrolled member of the Spirit Lake Tribe, has a Master’s degree in Business Administration and a Bachelor’s degree in Business
Administration. Her prior experience includes three years as an Academic Advisor for the Student Support Services program and nine years as serving as Project Director for NACTEP. Previous 12 years’ experience working for the Spirit Lake Tribe as a Homebuyer Tenant Counselor at Spirit Lake Housing Authority and Eligibility Clerk for the Spirit Lake Food Distribution program complements her role at CCCC in serving as the Director. She is an enrolled member of the Spirit Lake Tribe. Resume is in the appendix. The Project Director’s responsibilities include the overall operation of the project, including administrative leadership and management for all project activities. Duties of the Project Director include:

- Serving as liaison between the project, college administration, schools, employers, and the community.
- Disseminating project information through oral and written presentations.
- Coordinating services of the project as to provide maximize participation opportunities.
- Developing effective working relationships with all sectors of the Spirit Lake community as well as with local business and various industries.
- Identifying off-reservation technical resources: other colleges, federal/state agencies for collaborations for the project.
- Providing administrative leadership for the project.
- Participating in diagnostic and ongoing assessment of students and annual program reviews.
- Coordinating pre-employment classes in a joint effort with Employment and Training.
- Making weekly contacts with target employers, Employment & Training, and North Dakota Job Service to identify job vacancies.
- Assisting students in developing resumes and generic applications.
• Working individually with students on interview techniques prior to job interviews.
• Ensuring the maintenance of a database as necessary to validate the project’s activities.
• Preparing timely written reports for College Board, administration, funding agency, and community.
• Maintaining records as necessary to document the project’s progress toward attainment of objectives.
• Coordinating/organizing the semi-annual Advisory Committees forums.
• Overseeing all CTE efforts, including CTE LCAP reports, program-of-study approval’ and faculty CTE certification.

Project Instructors

The project will employ three instructors. The job duties of the instructors are shown below, followed by specific qualifications for each. Minimum qualifications for these positions must be meeting the ND CTE standard for certification as a CTE instructor. Preference is given to individuals with advanced degrees in their area of instruction and as needed by the college. CCCC also provides preference to those individuals who are Native American or have prior experience teaching adult Native American learners. Resumes for all three are found in the Appendix.

Job Duties for Instructors

• Develop classroom materials based on approved curriculum
• Submit course materials to the Curriculum Committee
• Deliver lectures
• Assess student performance prior to module and after module
• Re-teach information to group or individual students as necessary to promote mastery
- Maintain log of problem areas in student mastery
- Revise curriculum and/or lectures for problem areas
- Attend instructional workshops
- Apply for and maintain state certification as a CTE instructor
- Identify tutoring requirements for subject-specific tutors
- Work with appropriate committees (e.g. Curriculum, Assessment) as necessary
- Other duties as assigned by the Project Director

The Carpentry Instructor, has earned his Associate Business Degree at North Dakota State College of Science (1981) and has owned and operated his own construction company from 1998 to 2015. He has management skills, high-level skills in carpentry, has overseen the financial aspects in his business, is compassionate and empathetic, is visionary, and works well with many different types of people. He completed the ND/CTE certification by the end of April, 2018. He is also the designated and certified North Dakota DOT Third Party Tester.

Professional Driver/CDL Instructor, earned a Bachelor of Science Degree in Business Education with a Bachelor of Science Degree Minor in Physical Education (1970). He also has certifications in coaching, driver education, business vocational, OSHA 8 hour, Hazmat Instructor, and Forklift Instructor. He has worked in the Transportation Industry for over 22 years and has teaching experience of 19 years. He is a certified CTE instructor.

Professional Driver/CDL Instructor, an enrolled member of the Spirit Lake Tribe, earned an Associate’s Degree in Liberal Arts from Cankdeska Cikana Community College. He has certification in Class A Driver’s License. He has worked as a police
officer for the Bureau of Indian Affairs for 20 years. He is currently participating in ND/CTE to obtain state credentialing.

(e) Quality of the Project Evaluation

(1) The extent to which the methods of evaluation proposed by the grantee are thorough, feasible, and include the use of objective performance measures that are clearly related to the intended outcomes of the project and the Government Performance and Results Act of 1993 (GPRA) performance measures.

The NACTEP project’s programs will follow the comprehensive assessment process that is utilized for academic and non-academic program evaluations at CCCC. The assessment process is governed and guided by the Assessment Committee, which is a seven-member committee comprised of faculty, the academic dean, and the dean of administration. These proposed programs will be assessed using program outcomes and course evaluations.

CCCC assigns a faculty mentor to each program of study. An instructor may request assistance at any time from his/her mentor. When program assessments are completed each semester, programs that are below ideal results trigger re-evaluation and possible program revisions. Additional support may be obtained from other Assessment Committee members and the CTE advisory committee, on whom we rely on to be sure we are meeting industry standards. Upon request, instructors can receive one-on-one mentorships to aid in instructional strategies; methodology; and/or direct, indirect, summative, and formative assessment techniques.

Additional assessment measures that are specific to the NACTEP program are tracked through student progress reports that are completed and submitted to the project director. Each instructor will fill out the student’s report evaluating the following:

* Relation with others         * Attitude
* Judgment                       * Dependability
* Ability to Learn                * Quality of Course work
(2) The extent to which the methods of evaluation will provide performance feedback and continuous improvement toward achieving intended outcomes.

The college course and student assessment process provides data information for the program review process and performance feedback. This feedback allows for the faculty, assessment committee, and project staff to recognize areas that may need to be improved, outline improvement strategies, and ultimately, select the most appropriate methods for implementation. This program review is done annually.

The project budget allows for an independent external evaluator to conduct an annual evaluation outlining how well the project met its goals and objectives. For each objective, a quantitative measure is used to assess the success. The evaluation is appropriate for the project; it is objective based and provides an ongoing measure of project effectiveness.

PhD, has served as project evaluator for the Cankdeska Cikana Community College (CCCC) Native American Career and Technical Education grants since 2008, and if funded, will continue to serve as the evaluator for this grant. currently serves as the Vice President of Operations at Sitting Bull College and has 39 years of experience working at a Tribal College. has extensive experience with program evaluation, including experience evaluating Career and Technical Education grants will not only complete the project evaluation, but will provide on-going support to CCCC’s Project Director throughout the project period.

(f) Economic Development Plan

Up to 5 points to applications that propose exemplary approaches that involve, coordinate with, or encourage tribal economic development plans.
As described in the needs section of this proposal, the Spirit Lake Tribe has a flood Recovery Plan (2010) that is still followed. The Recovery Plan does include economic development and employment (workforce) development as components. CCCC uses the Tribe’s Recovery Plan for the development of academic programs as well as for other community services programs in the development of CCCC’s Strategic Plan.

Cankdeska Cikana Community College (CCCC) conducted the Spirit Lake Comprehensive Community Assessment (CCA) in the summer 2015. The purpose of the CCA was to identify community health and wellness needs (social, health, mental health, substance use, employment, housing, education) and to provide support for health, educational, employment, and other program development and implementation.

The Recovery Plan and the Comprehensive Community Assessment are the basis for this proposal.