**Competitive Preference Priority:**

The Citizen Potawatomi Nation (CPN, Nation or Tribe) qualifies for points reserved under the Secretary’s competitive preference priority. Through its CTE providers, CPN will offer increased access to STEM coursework, including computer science, via the CompTIA Net+, CompTIA Server+ and Microsoft MCP certifications. Students enrolled in these and other programs will have hands-on learning opportunities through expanded course offerings not available to those still in high school and dual enrollment when the student in question is a current secondary student.

**Application Requirement 1: Eligibility**

The Citizen Potawatomi Nation is eligible to apply for NACTEP funds as a federally recognized tribe. Proof of recognition via the appropriate federal register listing is included with this application as an attachment in Appendix 3 – Proprietary Information. CPN proposes to serve more than one tribe with NACTEP funds. Letters from all tribes authorizing program participation are also included in Appendix 3.

**Application Requirement 2: Qualified Educational Entities**

CPN proposes to pay qualified education providers to provide CTE to program participants. Signed memoranda of understanding are provided for each institution in Appendix 3.
Application Requirement 3: Consolidation in 477 Plan

CPN intends to consolidate FY21 NACTEP funds into a current 477 plan as described in Program Requirement 5. CPN will initiate a separate request to consolidate funds in this manner with the U.S. Department of Interior.

Program Requirement 1: Authorized Programs

The CPN NACTEP program will provide CTE that satisfies all of the secretarial requirements of an Authorized Program. All education tracks proposed will be well-defined, organized to promote an expedient but thorough subject matter education, and build student skill through a sequence of courses that increase in complexity as students advance. All courses of study leading to recognized credentials in the CPN NACTEP program will include competency-based learning, wherein students are instructed and graded through progressive demonstrations of gained knowledge. Through coordinated programs of study, Native students in the CPN community will benefit from a seamless link between secondary and postsecondary education programs, for students who have not yet completed their secondary education. CPN NACTEP counselors will employ case management practices, including institutional program coordination, for all students when appropriate. This may include but is not limited to; reviewing programs of study at each CTE provider with students, working with guidance counselors to ensure that students qualify for dual enrollment, assisting with CTE applications, and coordinating any available secondary credits that could qualify as entry level postsecondary credits for certain programs.
Program Requirement 2: Evaluation

As required, CPN will hire an independent evaluator for the CPN NACTEP program. An appropriate amount has been budgeted for each of the five requested years, in order to conduct an ongoing evaluation of the program. The CPN NACTEP evaluator will be competitively selected according to federal procurement requirements, and will be expected to provide services that are both formative and summative in nature on a regular basis. Additional remarks on program evaluation may be found in the evaluation section of this document.

Program Requirement 3: Student Stipends

CPN will provide stipends to students when appropriate. Students will only be allowed a stipend if they are enrolled in a CPN NACTEP funded program, are in regular attendance, are making satisfactory progress in their selected course of study, and have an acute economic need that cannot be met through a work study program and would prevent the student from program participation without a stipend. The amount of a stipend will not exceed the minimum wage established by the Fair Labor Standards Act, and students must establish that receipt of a stipend would not their financial need when combined with other available aid. Students may only receive a stipend the first time they take a course. CPN NACTEP counselors will assist students in determining total financial need during the initial enrollment stage. CPN NACTEP will have uniform oversight for all stipends, the details of which are described below in the section Project Design - Assistance.
Program Requirement 4: Direct Assistance to Students

CPN NACTEP will provide direct assistance to students where appropriate. Students must meet certain conditions in order to receive direct assistance. Students must be members of a special population, as defined by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), which includes individuals with disabilities, the economically disadvantaged, students preparing to enter non-traditional fields, single parents, out-of-workforce individuals, the homeless, youth in or aged out of the foster care system and youth with a parent who is a member of the armed services. The students expected to enroll in the CPN NACTEP program are expected to fall into one or more of the above categories, but CPN NACTEP counselors will assess the status of each prospective student and confirm their eligibility and specific barriers before any direct assistance is awarded. Students must have documented barriers to successful participation in the CPN NACTEP program in order to receive direct assistance. All direct assistance offered will be part of a holistic plan to address the needs of each student, developed by CPN NACTEP counselors via the case management process. All grant funds used for direct assistance will be used to supplement and not supplant assistance that is otherwise available from other non-Federal sources. Finally, only the portion of NACTEP grant funds that are determined to be both reasonable and necessary costs of providing CTE for special populations will be allocated to direct assistance.
Program Requirement 5: Integration of Services

As mentioned in Application Requirement 3 above, if awarded, CPN will elect to consolidate funds into an approved 477 plan, in accordance with the provisions of P.L. 115-93, the Indian Employment, Training and Related Services Consolidation Act of 2017. CPN currently has and will maintain an approved plan that meets the requirements of P.L. 115-93 and should be acceptable to the Secretaries of both Education and Interior.

Program Requirement 6: ISDEAA Statutory Hiring Preference

CPN complies with the provisions of section 7(b) of the Indian Self-Determination and Education Assistance Act. To the extent feasible, CPN employs Indian preference for training and employment in connection with the administration of grants and gives preference to Indian organizations and Indian-owned economic enterprises as defined in Section 3 of the Indian Financing Act of 1974, when determining the award of contracts in connection with administration of grants.

Selection Criteria: Need for Project

The extent of the need for activities to be carried out by the proposed project, as evidenced by local labor market demand or occupational trends data, or Tribal economic development plans, or recommendations from accrediting agencies.

The Citizen Potawatomi Nation (CPN) is a federally recognized tribe whose jurisdiction spans most of modern-day Pottawatomie County, Oklahoma. Oklahoma, which is home to 39 federally recognized tribes with unique tribal histories and
governments, boasts one of the largest Native populations in the nation. Even within Oklahoma, Pottawatomie County is the locus of four federally recognized tribes (CPN Sac & Fox, Kickapoo, and Absentee Shawnee) and houses a highly concentrated Native population, with 18% of approximately 72,592 (2019) total residents in Pottawatomie County in 2015 identifying as American Indian/Alaskan Native (AI/AN), compared to only 13% within the state overall. CPN operates two large casinos, three full-service grocery stores including a “big-box” style 24-hour store, two gas station/convenience stores, ten restaurants and two full-service primary care health clinics with tens of thousands of patient visits each year. These enterprises, services and supporting infrastructure all demand highly skilled labor to support efficient operation. CPN is the largest employer in the community with over 2000 employees and draws talent from the surrounding area including Oklahoma City for technical and high-talent positions because of a lack of local talent. However, even a broader search sometimes fails to locate adequate candidates for the Nation, which forces the hiring of employees with knowledge or experience deficiencies or leaves positions altogether unfilled.

Citizen Potawatomi Nation Workforce and Social Services (CPNWSS) serves adult and youth Native clients in Pottawatomie, Cleveland, Lincoln, Oklahoma and Payne counties with educational and vocational assistance to help clients remove barriers to self-sufficiency and become independent. This is accomplished through targeted case management that connects clients to employment assistance through work placement or skills development, or limited-term assistance with utility payments, among other services. CPNWSS has a consistent influx of clients who are excellent candidates for career and technical education (CTE), including secondary students, however there is no
source of funding to pay for the cost of attendance for these potential students, which prevents them from advancing their careers and breaking free of near-minimum wage employment. In the previous fiscal year, CPNWSS has developed assistance plans for 69 clients who had both an interest and ability to enter a CTE program but lacked the funds or could not afford to stop working in order to attend classes.

For high school students, career readiness preparation typically falls under the duties of the school counselor. However, recent budget cuts in Oklahoma have stretched school resources beyond capacity. In a report published in January 2016 by the nonpartisan Center on Budget and Policy Priorities, Oklahoma leads the nation for the largest cuts to general school funding since the start of the 2008 recession. The Oklahoma Policy Institute reports that “after mid-year cuts, formula funding for public schools will be more than $200 million below FY 2008 levels, while enrollment has increased by over 50,000 students.”

Consequently, schools in Pottawatomie County have been forced to respond to these deep budget cuts by making difficult decisions to save money. In addition to ending the school year early and/or shortening the school week to four days instead of five, the cuts have affected the role of the school counselor. When surveyed, school officials from four districts in Pottawatomie County cited “Lack of funding” as a major barrier in implementing college and career readiness for Native American students, which includes tracking into CTE programs. Due to limited funding, many districts cannot afford to hire a full-time counselor and instead are each forced to settle for a 50% FTE for all K-12 students. In all of these districts, counselors have readily expressed that they lack the time and resources to offer adequate career readiness training and information about
opportunities. Several highly-educated counselors and teachers in Pottawatomie County, many of whom with over a decade in education, expressed the desire to leave their school because of the financial stress and added responsibility. With continuous budget shortfalls in Oklahoma, the current situation foreshadows a darker future with even more drastic consequences.

The target population for the CPN NACTEP project is Native secondary students in the CPNWSS service area counties mentioned above, recent graduates, the under and unemployed, and other members of special populations as defined in Perkins V. The CPN community and surrounding five-county area in which CPN serves Native Americans with workforce and social service needs has a high population of eligible students, as evidenced by the waitlist for services which maintains a constant backlog depending on the category of service, but typically has at least 15 potentially eligible Natives with some type of quantifiable educational need not met by any other available assistance.

According to the Oklahoma state office of Workforce Development (OOWD), there is expected growth in STEM-grounded employment positions in both Pottawatomie county and the state of Oklahoma between 2021 and 2025, and CTE programs must rise to meet this demand. Positions on the OOWD “critical occupations list” for 2020-2022 are both high-demand and have potential for positive future growth and include several positions that will be available to CPN NACTEP students including aircraft maintenance technicians and mechanics, machinists, CNC operators, radiologic technologists, and computer user support specialists, among others. CPN must be prepared to meet its own demand for these types of positions as well, as it is expected to grow alongside the greater
state demand, and so must begin training students now to avoid a labor shortage in upcoming years.

Given the stresses and systemic financial problems within the CPN service area and the larger Oklahoma area, there is a strong need for a supportive program for potential CTE students at both the adult and high school level.

Selection Criteria: Quality of the Project Design

The extent to which the proposed project activities will create opportunities for students to receive a recognized postsecondary credential; become employed in high-skill, high-wage, and in-demand industry sectors or occupations; or both.

Project Goal: The goal of this project is to provide career and technical education to Native Americans in the CPNWSS service area that leads to an increase in the number of community members that retain high-skill, high-wage jobs because of their achievement of a CTE credential, be it a degree, certificate, or other industry-recognized qualification necessary for employment.

The CPN NACTEP team will achieve the project goal by completing the following objectives:

Objective One: Each project year during the 60-month project, the CPN NACTEP team will establish contact with and enroll 30 (150 over five years) qualified participants in the CPN NACTEP program and secure commitments for regular participation in project activities before, during and after CTE education delivery.
Objective Two: Throughout each project year, Career Advisors will develop and implement case management plans for 30 participants that layout actions for each participant to eliminate their barriers to CTE educational programs; plans will be implemented through regular meetings with all participants.

Objective Three: Each project year during the 60-month project, the CPN NACTEP program will enroll, provide tuition costs, and track progress for at least 30 participants in a CTE program at partner education delivery sites.

Objective Four: Beginning in the second project year, 10-15 CPN NACTEP program participants will complete CTE courses of study leading to recognized industry credentials that qualifies them for employment in positions that are both high-wage and high-demand.

The CPN NACTEP program will provide participants with industry specific credentials and equip them to succeed in high-wage, high-demand occupations. Credentials offered through CPN NACTEP include; CompTIA Net+, Server + and Microsoft MCP, FAA 107 Remote Operator, Airframe Mechanic, and Powerplant Mechanic, American Registry of Radiologic Technologist (AART) National Certification, CNC Mill & Lathe Certification from the National Institute for Metalworking Skills, Firefighting, Physical Therapist Assistant Associate Degree, and Occupational Safety and Health Administration (OSHA)/North American Technician Excellence Residential Industry Competency for HVAC mechanics and installers. These certifications directly lead to employment in growing fields with wages that exceed the median for the state of Oklahoma ($17.40), which are reflected in the table below.
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Wage (Hourly)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aircraft Mechanics and Service Technicians</td>
<td>$28.59</td>
</tr>
<tr>
<td>Aircraft Structure, Surfaces, Rigging, and Systems Assemblers</td>
<td>$22.86</td>
</tr>
<tr>
<td>Radiologic Technologists</td>
<td>$26.12</td>
</tr>
<tr>
<td>Heating, Air Conditioning, and Refrigeration Mechanics and Installers</td>
<td>$19.40</td>
</tr>
<tr>
<td>Machinists</td>
<td>$20.66</td>
</tr>
<tr>
<td>Computer User Support Specialists</td>
<td>$21.17</td>
</tr>
<tr>
<td>Physical Therapist Assistants</td>
<td>$28.95</td>
</tr>
</tbody>
</table>

The CPN NACTEP program will fulfill all project objectives through execution of a detailed project approach. Immediately after funding, this project will begin serving Native CTE students in the CPN community, moving them towards career advancement that provides an industry-recognized credential, high-wage employment, or both. Once funds are received, the Project Director will advertise for and hire two Career Advisors. These new hires along with the Project Director will make up the project team and will undergo training to inform new staff about the goal of the program and the methods to be employed to achieve that goal. Once trained, the project team will begin service delivery, no later than 90 days after funding. These services are divided into four phases; onboarding/intake, assessment, assistance, and employment.

**Onboarding/Intake:** The project team will work with all CTE sites and CPNWSS staff to promote the availability of the program to Native clients in the CPN community, using social media and the CPNWSS client database to recruit 30 candidates each year of the program. In the case that interest exceeds available program slots for the year, a waitlist will be created, and applicants will be allowed to qualify and establish a file with a
Career Advisor, as long as it does not reduce services to primary participants. As students graduate or drop out of the program, new participants will be added from the waitlist. Individuals who express interest in the program will go through the CPNWSS intake process, which will allow them to participate in not only the NACTEP program but also receive any other services for which they are eligible. Once they complete the intake process, they will proceed to assessment with a NACTEP Career Advisor.

The CPNWSS intake process gathers needs information on each applicant to determine eligibility for multiple programs housed under the workforce and social services umbrella. NACTEP applicants will have their available resources and barriers to success documented, these include a determination of household income and determination of income relative to current-year federal poverty level guidelines, single-parent household status, shelter/homelessness status, current unemployment status and a review of special population qualifying factors as defined in Perkins V. The first 30 applicants each year with established need will be admitted to the CPN NACTEP program. In the event that the number of qualified candidates exceeds 30 at any time, applicants will be ranked and weighted by special population status, household income, single-parent status, with the highest weights receiving priority admission. Others will be moved to the waitlist and admitted as space permits, as described above.

Assessment and Primary Barrier Reduction: Newly enrolled NACTEP clients will go through a detailed assessment process at CPNWSS. First, a CA will review the intake forms and develop a file for each participant that details their educational and work history. Alongside file creation, the CA will meet with each participant to determine their personal barriers to career success, their interests, and to connect them to any other tribal
services for which they are eligible. At this stage, CA’s will also verify that participants meet all necessary qualifications for their chosen CTE program, including any pre-requisites that may exist per course of study, offering remedial instruction as appropriate. Based on participant responses, the CA will create a targeted case management plan that helps the participant achieve success. For example, this may include a combination of instruction at CPNWSS on successful interviewing, purchase of professional attire, interpersonal skill development, tribal scholarship applications, and career and/or educational mapping to help participants understand the steps necessary for them to achieve their employment goals.

Once the primary barriers to CTE have been identified and addressed, the CA will work with each participant to enroll them at a partner CTE site that offers a course of study that will grant either a degree or industry-recognized credential in their specified field. Participants will begin a CTE STEM program at a partner site with program assistance on the next start date for their specialization.

**Assistance:** Prior to the first day of classes for each participant, NACTEP students, with assistance from a CA, will use the established process at each CTE partner site to determine their financial aid eligibility, total cost of attendance, and level of unmet need. At minimum, this will include completing a Federal Application for Financial Student Aid (FAFSA) as well as determining eligibility for Oklahoma’s Promise, which offers tuition payments for high-school students from households under a certain income threshold (Currently $55,000). These figures are important to determine the level of assistance offered to each student. The CPN NACTEP program will pay tuition costs above those covered by financial aid for all students in good standing with their CTE sites until program
funds are exhausted. In addition, the CPN NACTEP program will pay stipends at the minimum wage x hours attended each week for each student up to the amount of their unmet need. This will assist students who could not afford to reduce their employed hours or cease employment to return to school, which is often a major barrier to completing a CTE program. Finally, the CPN NACTEP program will offer direct assistance to participants who have a limiting factor not corrected through tuition aid or stipends, when those students are members of a special population as defined by Perkins V. This may include provision of services that enable attendance, such as childcare for students who are also parents, or public transportation for those that do not drive. Direct assistance will be limited to those services that directly address a barrier to a participant’s successful participation in the NACTEP project.

Twice per month, each participant will attend a check-in meeting with a Career Advisor. During the meeting, the CA will go over the participant’s progress towards meeting all of their defined goals, including reducing barriers to both CTE and personal success. The participant will report their grades, attendance, and any other information or concerns they feel is important for the CA to know. If a student is struggling, the CA will identify key corrective actions for the student to take and then work with them to ensure that all issues are resolved and the student stays on track for timely graduation. If necessary, participants will have access to tutors through CPNWSS.

Employment: If a career ladder exists for each course of study that would permit a student to begin entry level work in their chosen field while they study for their credential, Career Advisors will connect those participants with employment options to kick start their growth and maximize their chances of rapid advancement. After each participant
completes their course of study, they will be conferred with a degree or test for their industry credential, or both. Once they have been certified, participants will enter the employment services program at both their CTE site as well as CPNWSS. While each CTE site differs in their approach to employment services, all attempt to connect their graduates to available positions within their respective fields of study. This may include job fairs, an online job posting board, or direct connections to hiring managers in a student’s field. Within the NACTEP program, CAs will work with recent graduates to link them with open positions in relevant fields when there is availability within CPN, the largest employer in the area with over 2,000 employees, or at any partner sites that work with CPNWSS such as Tinker Air Force Base in Midwest City, OK, St. Anthony’s Hospital in Shawnee, OK, or GF Central Plastics, also in Shawnee. Specifically, CPN routinely hires Radiology Technologists and Physical Therapy Assistants, along with IT support staff, all with credential requirements that will be met by graduates of the CPN NACTEP program. Will Rogers Airport and operators that fly from that location have specific needs for FAA certified staff, and CA’s will route those graduates accordingly. In addition, they will receive assistance with resume writing and interviewing skills. Once employees are placed, new participants will be invited to join the NACTEP program until funds are exhausted each project year.

The extent to which the proposed project 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.
All CPN NACTEP partner CTE institutions offer STEM degrees, credentials, or certificates that lead to high-wage, high-skill employment. Connecting Native students with and supporting them through the completion of these programs by eliminating their barriers to success is the primary need of the target population. This program will satisfy that need by using NACTEP funds to pay for both CTE training costs as well as the outstanding additional costs of career training that often derail independent efforts at advancement.

The design of this project is appropriate for the identified need because it uses a targeted approach for the specified population, housing the program at a Native-centric institution that already has active contacts with the community will help CPN both attract and retain participants. Further, the individualized case management plans and regular contact from another Native program staffer who is “on their team” will reduce the incidence of dropouts and failure-to-thrive situations that often occur when Native students are enrolled and then receive no further contact from their educational institution. Simply paying the costs of attendance is not enough; the proposed CPN NACTEP program recognizes that and is designed to ensure that all participants receive the ongoing attention necessary for their success while still insisting that all participants establish and maintain independence.

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

CTE resources for Native Americans in the local area are limited outside those offered by partner institutions. The CPN NACTEP program will establish linkages with the workforce programs at other tribes in the area to ensure that participants are maximizing their
potential benefits both with CPN NACTEP as well as their own tribal offices. This will include the Absentee Shawnee Tribe of Oklahoma employment services as well as the education departments for the Kickapoo Tribe of Oklahoma, the Iowa tribe of Oklahoma, and the Sac and Fox Nation. Employment services for the Kickapoo Tribe of Oklahoma, Iowa Tribe of Oklahoma, and Sac and Fox Nation are currently administered via a contract agreement with CPNWSS.

The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

This project will employ an independent evaluator who will report back to the Project Director on a quarterly basis. These reports will include objective data on the effectiveness of the program, which the project team will use to identify weaknesses in practice and correct them mid-project. This data review and process refinement will help the project team identify and reduce program and learning gaps among both tribal and CTE partner site staff. The Project Director will use feedback from the evaluator to select training modules offered by Educational Data Systems Inc. (EDSI), which offers extensive remote workforce development training appropriate for use during a pandemic.

**Selection Criteria: Adequacy of Resources**

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.
This project will have significant resources at its disposal from both tribal and non-tribal partners. In addition to the CPN NACTEP project team, participants will be able to lean on the services of the CPN Workforce and Social Services department, which includes supportive services above and beyond those provided for NACTEP activities. Those include utility support for adults who would otherwise be in the full-time workforce, cultural activities to support sobriety and healthy living, as well as limited-term direct support for those who are making the transition to independent living but need short term support while they wait on their first paycheck. The CPN NACTEP program will be housed in the CPNWSS facility, which has a new fully equipped computer lab with institutional-quality broadband (600mb/s download speeds) that is available for all participants to work on CTE coursework projects. This is vital for many students who either do not have a computer or cannot afford broadband as the local consumer offerings are highly expensive and are capped at 5 mb/s, making courses with significant data transfer or streaming requirements all but impossible.

Through the assistance proposed for this program, participants will have access to all of the best resources for their chosen field, including any specialized equipment, study aides, and other materials to help ensure student success. Without this assistance, students often spend the absolute minimum on course materials, which can result in a sub-optimal learning experience, placing undue stress on the student that can result in delayed completion or dropout.

The extent to which the budget is adequate and costs are reasonable in relation to the objectives of the proposed project.
Every effort has been made to accurately predict costs at a level that is both realistic and adequate. Project activities are designed to prevent cost overruns through minimizing costs that typically bloat such as consultants and non-standard technology, while employing a lean, dedicated Project Team that understands the value of eliminating scope-creep and keeping the project on-task.

All costs requested rely on industry standards. The proposed budget has been estimated based on staff and program supplies required to adequately supervise and support an initial cohort of 30 program participants each year of the program, reaching 150 by year five, as funding allows. The number of personnel for the project was based on providing only the necessary program services. All costs are directed to provide maximum benefit to Native students through programming that is heavily slanted towards student support. Estimated costs per-participant were established using current program costs for popular CTE programs at both partner sites; in instances where costs are less than estimated, additional slots will be opened for new NACTEP participants until funds are exhausted. For a line-item budget and justification for the proposed project, please see the budget narrative attachment.

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.

Each partner and supporting entity for the project was carefully selected by the project team based on their direct relevance to the project goal. Committed partners from local career and technical education delivery sites were asked to join the project because as Oklahoma schools they have a vested interest in the success and eventual recruitment
of Native youth and adults into their respective programs. To that end, both Gordon Cooper Technology Center and Moore Norman Technology Center have signed a CTE agreement with CPN for the duration of the proposed NACTEP program, wherein they agree to teach and support NACTEP participants from enrollment through graduation and employment.

The CPN is confident that each entity will perform the agreed-upon tasks because each partner has demonstrated commitment in previous CPN partnerships. All project partners have signed binding commitments to carry out their individual responsibilities to ensure project success. A copy of the signed partnership agreements with detailed partner roles may be found in Appendix 3.

The extent to which the project will use instructors who are licensed or certified to teach in the field in which they will provide instruction.

Gordon Cooper Technology Center as well as Moore Norman Technology Center and Metro Tech, the partner CTE sites for the CPN NACTEP project, will employ certified instructors for all instruction delivered to participants. CPN has received written commitments to this effect from these institutions in their respective CTE agreements.

Selection Criteria: Quality of the Management Plan

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined project objectives, staff responsibilities, timelines, and milestones.

This project has clearly defined responsibilities for members of the Project Team as well as our official project partners. Under the supervision of the Project Director,
Career Advisors will divide the student-load equally between the partner schools, and remain with their chosen student cohort throughout the life of the project. This will not only allow the CAs to develop a bond with students as they watch them learn and grow, but also will help the staff to develop a familiar rhythm that will expedite content delivery and prevent the lost time due to rotating staff not knowing the finer details of a given student dynamic. The following table illustrates the key functions of the program for year one and details expectations for milestone completion. Future years will mimic the first, minus the hiring and training of staff.

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
<th>Milestone</th>
<th>Performance Standard</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Hire and Train Staff</td>
<td>Two Career Advisors hired and trained</td>
<td>Two staff hired/trained within 90 days</td>
<td>Project Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td>Outreach/Intake</td>
<td>30 participants are contacted by the program, are screened for eligibility and admitted into CPN NACTEP</td>
<td>Number of participants contacted, screened, admitted</td>
<td>Career Advisors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td>Assessment and Barrier Reduction</td>
<td>Admitted participants have a needs and barrier assessment as well as a case management plan</td>
<td>Number of assessments completed</td>
<td>Project Team</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td>Number of Students</td>
<td>Team</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>3-6</td>
<td>CTE Enrollment</td>
<td>All admitted participants are enrolled at a CTE partner site after going through assessment and barrier reduction; CPN NACTEP makes tuition payments on behalf of students.</td>
<td></td>
<td>Career Advisors</td>
</tr>
<tr>
<td>3-12</td>
<td>Regular check-ins</td>
<td>All participants attend regular check-ins with CAs</td>
<td></td>
<td>Career Advisors</td>
</tr>
<tr>
<td>6-12</td>
<td>CTE Training</td>
<td>Participants begin and attend their CTE programs, maintaining good standing until completion</td>
<td></td>
<td>Project Team</td>
</tr>
<tr>
<td>12+</td>
<td>CTE Program Completion</td>
<td>Participants complete their CTE programs and attain their degree or certification</td>
<td></td>
<td>Project Team</td>
</tr>
<tr>
<td>12+</td>
<td>Employment</td>
<td>All participants enter employment services at both CPN and their CTE sites, starting new jobs in their chosen fields as soon as possible</td>
<td></td>
<td>Project Team</td>
</tr>
</tbody>
</table>
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.

As a minority employer, CPN strives for diversity in its employment base whenever possible. To that end, active service members and veterans, as well as members of any federally recognized tribe receive competitive hiring preference. CPN does not discriminate based on race, color, national origin, gender, age or disability. CPN recruits employees from all groups.

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 CPN NACTEP project was built with the flexibility necessary to ensure that the program efficiently assists participants with their CTE programs, without over-hiring to the point that some or all staff members have excessive downtime. The anticipated workload is easily divided between two full-time Career Advisors at 15-17 participants per CA per-year, with any overflow being covered by the Project Director, who will also serve in a backup capacity in case of vacations, sick time, or turnover, which is provided for through a .25 FTE salary cost in the budget. The program design of bi-monthly check-in meetings between participants and CA’s allows for business days to consist of 2-3 meetings with participants with follow up case management activities and administrative processing actions filling in the remainder of business hours. This will allow CAs to invest in their students the appropriate amount of time necessary to meet their needs throughout the project, without them feeling rushed or like they’re not important.
The qualifications, including relevant training, expertise, and experience, of the project director, key personnel, and project consultants.

**Project Director (.25 FTE):** the current Assistant Director for CPNWSS will serve as the Project Director for the CPN NACTEP program. She has over 20 years of experience in providing educational and workforce support services to Native Americans in the CPN social service area. She is familiar with the common struggles that Natives encounter when furthering their educations and careers, as well as the strategies that are most effective in overcoming those struggles, having pioneered some of them herself.

**Career Advisors (2 FTE):** The primary interfacing with clients for this program will be handled through Career Advisors (CA). This position will work with clients to develop and implement one-on-one case management plans that target clients’ barriers to self-sufficiency. Each CA will have a fixed set of clients and will meet with them regularly to chart progress, discuss successes and failures, and alter plans based on client development. CMs will coordinate all services received by clients and work with other service providers and the clients for scheduling. These positions will be hired and trained in the first 90 days of the project.

**Project Evaluator:** CPN NACTEP will contract with an independent evaluator for this project as specified in requirement 2 – evaluation. This contractor will be familiar with GPRA data collection, especially for education projects, and ideally will have experience working with Native populations. They will conduct an ongoing evaluation of the project, judging its effectiveness and reporting results to the project team and completing any grant-required evaluation reports.
Selection Criteria: Quality of Project Evaluation

The extent to which the proposed methods of evaluation 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 CPN NACTEP program will employ a qualified independent evaluator for this project, who is experienced with data collection standards required under GPRA. While basic performance metrics will be gathered by the project team, in depth qualitative and quantitative data will be collected by the project evaluator via select interviews with participants and surveys administered at both intake and program exit. The Project Director will receive quarterly updates from the evaluator to help inform the direction of the program, which will be considered in addition to the general data gathered by the project team. Evaluations will be both formative and summative in nature.

The extent to which the methods of evaluation will provide performance feedback and continuous improvement toward achieving intended outcomes.

Methods of evaluation employed for the project will deliver regular performance feedback throughout the award period. Quarterly meetings with the Project Evaluator will
allow education professionals at the partner CTE sites and program participants to deliver regular performance feedback based on their unique perspectives and provide direction to the Project Team, all of which will be recorded. Each semester, the Project Team will analyze and evaluate program results data to determine the current status of the project goals and objectives and will make any mid-cycle corrections that are required to achieve the intended outcomes for the project.

Progress towards successful completion of CTE programs will be tracked for each student and aggregate progress tracking will be a key evaluation factor to determine CPN NACTEP program effectiveness. This will include the percentage of students who are accepted into CPN NACTEP, enroll in a CTE program, graduate from their chosen programs and finally gain employment in their respective fields. CPN expects to accept 30 students each year, enroll them all in a CTE program, have at least 15 graduate beginning in year two, and at least 15 gain employment in their new fields beginning in year two and continuing through year five, with success achieved if 20 students both graduate and find employment in a given year.

CPN understands that a strong monitoring and evaluation plan is key to the success of a project. To that end, the Project Team will track aspects of student progress, such as, creating a combined report for all students both individually and as program-level cohorts at the end of every semester. In addition, the CAs will track all aspects of objective completion during the project, including number of sessions with students, number of student participants per program at each site, number of credential program completions and dropouts. As data are collected, the CAs will input results into spreadsheets tracking student progress and objective completion measures. At the end
of each project year, the Project Director will synthesize results and determine the relative effectiveness of the chosen methods. Strategies that are proven effective will be recorded in the final report for the project while ineffective efforts will be modified to increase program efficiency.

i Leachman, Michael, Nick Albares, Kathleen Masterson, and Marlana Wallace. "Most States Have Cut School Funding, and Some Continue Cutting." Center on Budget and Policy Priorities.