INTRODUCTION:

College of Menominee Nation (CMN) is an indispensable asset to the Menominee community, ensuring access to higher education for historically underrepresented populations. As a Land Grant Institution and Tribally-controlled Community College, it fosters hope through its commitment to excellence in education and ability to provide quality educational opportunities in post-secondary education. The NACTEP Program has been a fundamental instrument in nurturing this hope. Continuation of the program will allow CMN to provide critically needed CTE programs, support services and opportunities that enable the chronically unemployed, underemployed, and economically disadvantaged gain recognized post-secondary credentials to gain employment in high wage, high demand occupations.

CMN serves the Menominee Nation, neighboring Tribal nations, and surrounding communities. The main campus is located on the rural Menominee Reservation in Keshena, Wisconsin, with a second urban campus located near the Oneida Reservation. The College is accredited through the Higher Learning Commission, which was reaffirmed through 2022-2023.

CMN offers 4 baccalaureate degree programs, 10 associate degree programs, and 4 technical diplomas. It functions as a unique resource, and is an unduplicated community-focused facility that brings together Tribal people and people of other cultures. Serving as a regional leader in academics, training, and community services, it is accomplished at leveraging Tribal, local, state, and national partners to provide meaningful student opportunities.

NEED FOR PROJECT (10 points):

**Extent to which the proposed project involves, coordinate with, or encourages Tribal economic development plans (5 points):** Over the past three decades, Tribal economic development has played an important role in improving the financial and social conditions of the
Menominee Indian Tribe of Wisconsin (MITW), and regional economies. However, the poverty rate has remained disproportionate at 30% for Menominee individuals, and nearly 38% for Menominee families (US Census Bureau). More recently, these rates have significantly increased during the COVID-19 pandemic. The Tribal community faced catastrophic economic and social impacts due to COVID. Data collected monthly by the State of Wisconsin (WI) Workforce Development alludes to the devastating impact. Menominee County, which shares the same boundaries of the reservation, suffered the highest unemployment rate in WI over the past 8 months, with the highest rate at 31.2% in May of 2020 (State of WI). Unfortunately, the Tribe’s unemployment rate has yet to recover. As of October 2020, the rate (14.3%) remained 3 times higher than other counties (State of WI).

The COVID-19 pandemic has served as an eye opening alarm to the substantial need for the Tribe to increase and diversify its economic development. CMN has always been an essential partner to enhance the Tribe’s economic development plans, playing a critical role in career and technical education (CTE) development. As part of the Tribe’s economic network, CMN is specifically assigned the activity of “providing education classes to the Menominee community” in the Tribe’s economic strategic plan. The Tribe in turn provides its commitment to the college through the task of, “developing jobs and internships to support higher education” in the Tribe’s educational strategic plan. Both the Tribe’s strategic plan, and Menominee County’s comprehensive plan (which includes economic development goals) include efforts to expand individuals businesses and entrepreneurship. The County’s plan also focuses on industrial development and specifically identifies CMN as a key educational resource to support.

To achieve alignment with these plans, CMN has developed working partnerships with Tribal and county departments and enterprises, which are discussed more in depth in the
Applicant Resources section. In addition, college employees regularly participate in Tribal and county committees, sub-committees and planning networks to ensure educational alignment with the region’s growing and fluid economic development. Furthermore, MITW and the County are committed to hiring Tribal and community members, as evidenced in the 2019 Menominee County Workforce Profile, which documents that 82% of the county’s residents are employed within its borders. Thus, programs and courses are carefully designed to support, first and foremost, Tribal and county needs to ensure the employability of community members locally.

The extent of the need for the activities to be carried out by the proposed project, as evidenced by local labor market demand or occupational trends data, Tribal economic development plans, or recommendations from accrediting agencies (5 points): As noted earlier, the Menominee community experiences disproportionate social and economic challenges. Over 14% of the population is currently unemployed. The poverty levels for individuals and families is over 30%, and of those in poverty, only 7% had an education level at a Bachelor’s degree or higher, clearly demonstrating that the lack of an education equates to an increased likelihood of living in poverty. Furthermore, as of 2019, less than 20% of the Menominee population had attained an Associate Degree or higher (U.S. Census).

CMN’s NACTEP program is crucial to increasing the community’s educational attainment and employability. Currently, under the CTE department, CMN offers 10 associate degree programs: Biological and Physical Science, Business Administration, Public Administration, Digital Media, Early Childhood Education, Natural Resources, Substance Abuse Counselor, Pre-engineering, and Pre-engineering with a Technology focus. The CTE department also offers 4 technical diplomas in CNC Machinist, Electricity, Medical Office Technician, and
Welding. The CTE program is in the process to bring the Sustainable Residential Building and Computer Science out of latency to meet the increasing local demand in these occupations.

Evidence to support the provision of these CTE programs, and related work-based opportunities and job placement support begins with understanding local labor market demands. This is accomplished through CMN’s Committee on Academic Quality (CAQ). CAQ conducts extensive program reviews which include a rigorous assessment of academic programs, their courses and their alignment with both occupational and local labor market trends. Programs are developed, revised, and placed into latency based on regional job demand and local needs.

Regional projections data from the Bay Area Workforce Development, in which Menominee County lies within, indicates significant projected occupational growth through 2026 in the above related occupations. Evidence on available employment positions includes: public administration/management (10.7% increase /2,240 openings); business and financial operations (10.5% increase/ 2330 openings); computer and mathematical (16.9% increase /760 openings); architecture and engineering (8.9% increase /690 openings); education (5.3% increase /2,210 openings); office and administration support (2.3% increase /7,350 openings); construction, installation, and maintenance and repair (16.4% increase/4,120 openings). Furthermore, the Menominee County profile documents that education and public administration positions make up 54% of Menominee County’s workforce and are the highest paid positions. In addition, these same positions provided 38% of Shawano County’s (borders Menominee County) employment growth in 2019, as documented in the Shawano County profile.

Another labor market trend that the NACTEP program will address is entrepreneurship. In 2019, Wisconsin small businesses employed 50% of the private workforce and accounted for over 30,000 new jobs (2019 Small Business Profile: Wisconsin). As noted earlier, both the
Menominee Tribe and County wish to focus on small business creation as part of their economic development plans. Both governments have developed a significant number of resources for small business development and have collaborated with CMN to ensure relevant student opportunities and entrepreneurship classes are developed to increase small business growth.

In addition, the COVID-19 pandemic created a unique occupational trend and related workforce need that the NACTEP program will address. While local data is not readily available, it is evident that a large number of local employers have moved towards telework in order to meet social distancing requirements and community safety. Activities in the NACTEP program to increase student technology skills will support this new movement, and ensure that students have necessary skills to be successful in the virtual workforce in all employment sectors.

Lastly, there has been a growing trend nation-wide of employers grappling with a growing number of worker shortages as baby boomers begin to retire. A 2018, workforce analysis of Menominee determined that nearly 40% of the Menominee reservation and county employees were baby boomers on the verge of retiring, and employers would be facing a substantial loss of its workforce in the next 5 to 10 years. Knowledge and expertise could be significantly reduced with the loss of these employees. To assist employers, CMN is focused on adopting numerous strategies to connect available employees with employers at the local level. Career placement, work-based training and internships are among, but not limited to, the activities the NACTEP program will increase to meet this future demand.

**QUALITY OF PROJECT DESIGN (40 points)**

*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 (20 points):* CMN’s project goal is to
develop and expand CMN’s CTE programs, services, and capacity in order to meet the unique education and employment needs of the community, and regional economic and workforce needs. The College has secured approval from the three main Tribes that it serves in order to meet application requirement one. CMN will directly provide the CTE programming deeming application requirement two inapplicable. Furthermore, CMN will not consolidate NACTEP funds with current or future 477 plans, making application requirement three and program requirement five inapplicable.

Objective one is to provide rigorous postsecondary CTE programs with recognized credentials in in-demand occupations. All CTE programs and educational activities are offered as a logical sequence of courses, which meets program requirement one. To achieve objective one, CMN will provide instruction in Business Administration, Public Administration, Substance Abuse Counselor, Digital Media, Pre-engineering, Biological Science, Physical Science, Medical Office Technician, CNC, Natural Sciences, Welding, Electricity, Early Education, and Home Health Aide. These programs are expected to be revised or expanded to increase student credentials, meet student needs, and meet regional workforce needs. Key efforts include revising the core curriculum for the technical programs to include the National Center for Construction Education and Research (NCCER) nationally recognized credentials. NCCER develops standardized construction and maintenance curriculum and assessments with portable credentials. These credentials are tracked through NCCER’s Registry System that allows organizations and companies to track the qualifications of their professionals and/or check the qualifications of possible new hires. It also assists students by maintaining their records.

Other efforts include, utilizing content specific course books that relate to the specific career, such as math for electricians. Educational pathways will be created by developing
certificates consisting of one to three credit courses that will allow students to receive smaller
certificates as they progress through their CTE program. Additional electives will be developed
for Associate degree programs, such as a small business management class for the Business
Program. The Sustainable Residential Building Program and Computer Science Program will
also be brought out of latency due to local workforce demand, and updated to include additional
credentials and target new needs. Programs will be offered once all approvals are received.

Objective one activities also include the development and offering of supplementary
nationally recognized training opportunities such as OSHA 10, CPR and First Aid. Promoting
entrepreneurship is an additional component the CTE program will expand upon. Elective
classes and workshops in entrepreneurship will be developed and provided to CMN students.

Objective two is to provide critically needed post-secondary student support services to
CTE students. To achieve this, NACTEP staff will provide intrusive case management to ensure
the sequence and successful completion of courses result in a recognized credential upon
graduation. The Assistant Coordinator will develop a schedule to connect with students and
provide the Project Director with weekly reports as to contacts made, issues resolved, and/or
recommendations. The Case Manager will work in conjunction with the Coordinator to meet
with students and ensure that their needs are met. The weekly contacts may include a phone call,
text, or face to face visit in order to monitor their progress and identify needs.

To support the students to achieve course and program completion, mitigate barriers and
equity gaps, CTE students will work with the Case Manager and faculty to develop an Academic
Roadmap to set goals and benchmarks to track student progress. The Academic Roadmap
(program completion plan) will be updated with each success or barrier experienced by the
student as they are identified. The program completion plan will show the individual student needs or barriers, strategies that assisted in overcoming the barriers and successes.

Once enrolled, CMN also requires students to take the GEN 100 - Student Success Strategies in the first semester. This course works with the student to affirm they are in the correct program through various course activities. These activities include but are not limited to, discussing the Academic Roadmap with a faculty member, research on job possibilities with the current program, and applying for scholarships within their field of study.

With the inclusion of CANVAS at CMN, the Dropout Detective service through the system, and faculty input will alert the student and NACTEP staff of class attendance and course interactions that places students at risk of failure. This enables referrals to peer or professional tutoring. In addition, Academic Alerts are generated by Empower and alert the student and NACTEP staff to excessive absences and low grades.

NetTutor (CANVAS) will be available to CTE students and provides 24/7 tutoring. All students are required to complete a tutorial on NetTutor. Additionally, peer and professional tutors will be available for dedicated study groups or individual tutoring sessions. CMN will provide embedded tutors in courses traditionally considered to be high risk for students due to low completion and high withdrawal rates. All students will receive technology hardware loans and assistance such as laptops, hotspots, or software. Accommodation services are also provided.

Student stipends will not be provided under the NACTEP program, making program requirement three inapplicable. In the future, if stipends are deemed necessary to support students, NACTEP will work with the Department of Education project officer to ensure that student eligibility and oversight procedures are developed and approved prior to making any changes in order to meet program requirement three. Furthermore, direct assistance to students
will not be provided without meeting program requirement four. At this time, these support services are not necessary in the NACTEP program. Because of CMN’s extensive experience serving a population with significant financial needs, the College has developed a substantial portfolio of internal and external resources to assist students with academic and personal needs.

Objective three is to provide dual enrollment opportunities to local high school (HS) students. A successful partnership has already been established with the Menominee Indian School District (MISD) that includes dual enrollment and completion of courses in the technical fields of Electricity, Welding and Computer Numeric Control (CNC). Additionally, gateway courses of Student Success, college level Algebra, English and Oral Communication are offered to assist students in obtaining postsecondary education credits leading to attainment of a CTE program degree. CMN is working with MISD to develop course sequences that will allow HS students to graduate with a HS diploma and a technical degree. In addition, partnerships with other area high schools are being developed to offer CTE courses for dual credit.

To assist with increasing the number of HS students served, CMN has applied to become a training facility for NCCER instructors. Two current faculty received Master Training instruction. The goal is to work with area high schools to offer national credentials for HS students and train appropriate HS faculty to teach the courses. One faculty from Menominee and one from Bowler HS have been trained, and an additional two more from Gresham and Shawano HSs are on board to train to become certified instructors and instruct the Core Curriculum. The coordination between the local high schools and CMN also support program requirement one.

Objective four is to provide relevant work-based learning opportunities to CTE students in their program of study. To achieve this NACTEP staff will develop and place students in credit and non-credit work–related experiences, such as, internships, cooperative education,
school-based enterprises, entrepreneurship, community service learning, and job shadowing that are related to CMN’s academic, CTE programs. Furthermore, work-experience is embedded in numerous courses. NACTEP staff conduct extensive community outreach to gain employer support and ensure that all CTE students receive some type of work-based learning opportunity. Multiple partnerships have already been formed and are described in the resources section of the proposal, and evidenced in secured letters of commitment. The inclusion of the above competency-based, work-based and other applied learning opportunities meets program requirement one. Some examples of the variety of work-based opportunities follow: 1.) The Sustainable Development Institute (SDI) of the CMN supports student learning by offering internships, student worker positions, and work study opportunities. Students also oversee and participate in agricultural research, allowing them to develop research skills and gain life experiences. Throughout the year, SDI staff and faculty mentor approximately 20 CMN students. 2.) Natural Resource Students, through collaborative partnerships with MITW, are able to perform research in the Menominee Forest in areas of phenology, forest management, climate change, forest health, plants ecology, traditional knowledge, and other specific related projects developed with the student to meet the students learning goals and objectives. Students meet foresters, conservationists, hydrologists, and other professionals in their field of study to learn what they do and what career opportunities are available for them; 3.) CMN students that are in the Teacher Education Program are offered internships that allow them to work with high school students. Through this experience, they develop curriculum, and apply skills and teaching methods learned in the classroom. Student teachers learn how to motivate students, have confidence, and deal with conflict resolution; 4.) Finally, all interns and student workers are exposed to learning experiences outside of CMN to expand their range of job opportunities.
Objective five is to provide job placement activities to CTE students that focus on increasing employment post-graduation. NACTEP is focused on significantly increasing career placement post-graduation. To achieve this, NACTEP staff will help students choose and enter a career pathway with the goal of obtaining a credential, employment, completing an apprenticeship program or continuing their education. This will begin with the development of a five-year career and employment plan for each student upon enrollment. A career assessment inventory is given to each student and an individualized career plan is developed to map out the steps to completion of the career goal of each student. The plan will continuously build on their job experiences and training so that when they graduate, they already have already been employed in entry level jobs of their future employer or have received job experience in their chosen career field. Additionally, CMN will work with local employers to offer students the opportunity to visit job sites to expose them to area employers and to assist them in obtaining employment after graduation. To ensure success, the Case Manager and Career Placement staff will: 1.) work with Human Resource Departments in all Tribal Businesses and Agencies in Menominee, Stockbridge-Munsee, and Oneida Reservations; 2.) contact larger employers in adjacent counties, survey for open jobs (entry level jobs, part-time jobs, summer jobs, internships, volunteer jobs); 3.) determine application process specific to each organization; 4.) develop a local employer guide for all CMN CTE programs; 5.) find open jobs and set up appointments for qualified students; and 6.) coordinate interview preparation.

Other activities geared towards assisting students with career exploration and preparation include: career series workshops - These series invite area employers to campus four times a month to meet with students to discuss potential careers; college visits - CMN offers four college visits to help students who wish to pursue careers that require additional education; career events
CMN offers career fairs each semester that include area businesses to discuss potential career opportunities; extension workshops - CMN’s Continuing Education Department offers a range of continuing education classes and community enrichment workshops; Menominee Job Center workshops – the job center, which is conveniently located on campus will provide a regular schedule of workshops to CMN students in career decision-making skills, job search skills, interviewing, resume writing, job keeping skills, and online portfolios.

In addition, CMN is seeking to streamline and standardize the process through the development of a Career Services Coordinator. The position will monitor and assess Census of Employment and Wages (QCEW) as reported through the U.S. Department of Labor. They will also work closely with the WIOA program and Job Center, and will generate reports for deans and faculty to use for program planning. The reports will include detailed information on programs comprising occupational wages, skill sets, demographic and geographic data.

Furthermore, CMN requires students to take GEN101 Employability Success. This course enhances key workforce skills needed for successful transition from training to entry-level employment. Workforce skills are skills necessary in getting, keeping and being successful in a job. Students participate in mock interviews and job shadowing and complete a career portfolio. Students enrolled in certain CTE programs must successfully complete this course to graduate.

Objective six is to provide STEM learning opportunities to CTE students. Many of the CTE students possess a natural talent and love for STEM. They work with it every day at the hands-on level as STEM learning is embedded into the coursework. For example, CAD/CAM emphasis courses will be embedded into several of the technical programs. In addition, NACTEP will create new STEM learning courses and workshops to meet the new workforce demands. Teaching CTE students how to work in the new age virtual workforce world will be a
priority. For example, the Early Childhood program will develop a course or workshop on teaching students virtually, which is anticipated due to COVID-19. Lastly, the Computer Science program will be taken out of latency and revised to meet new workforce demands. With the increased technological use in the workforce, CMN anticipates growth in this occupation.

Although initially devastating, the COVID-19 pandemic recently amplified CMN’s ability to teach and support students virtually. The use of technology has been weaved into the fabric of educational learning at CMN. Currently CMN offers hybrid courses with a minimum of 26% in-person hours. The CTE programs have been offered this way since spring 2020 due to COVID-19. CMN is applying for HLC approval to teach its programs 100% online.

Both students and staff are accustomed to the use of technology. Synchronous instruction is currently taking place through WebEx for better interaction of instruction. CMN recently purchased a Learning Management System (LMS) Canvas and has provided extensive training for faculty. All classes are now in the LMS system. CMN also purchased NetTutor an online tutoring system that integrates with the LMS system and allows for 24/7 student assistance.

Program outcome projections are extremely difficult to determine at this time. CMN has experienced the same enrollment decline that most colleges and universities have experienced during the past several years. COVID-19 accelerated this decline to alarming numbers. The decline in enrollment in our CTE programs for American Indians which make up about 80% of CMN’s student population has dropped by over 50%. The decline in enrollment has also an impact on the number of graduates, which has decreased by over 50% since 2016. At this time, the NACTEP program outcome projections are focused on increasing projected numbers each year for both the secondary and post-secondary CTE students. While CMN’s student population is predominantly Native American (80%), NACTEP will continue to give preference to Native
American students participating in NACTEP CTE programs, training, and other services. This long-term practice meets program requirement six.

*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 (10 points)*

In the 2019-2020 academic year, CMN’s NACTEP program served 65 project participants. Unfortunately, the COVID-19 pandemic caused a shut-down of all in-person classes in March 2020, and like many colleges, CMN struggled to retain these students. Despite the challenge of COVID-19, CMN has successfully transformed the College to meet the new demands. Thus, in the upcoming five-year cycle, CMN’s NACTEP program is anticipating an increase in the number of participants as well as an increase in performance measure completion. CMN hired a new NACTEP project director last year. The new Director is focused on implementing continuous quality improvement measures to ensure increased participant success, services, and support. Furthermore, she has adopted innovative strategies as well as an aggressive campaign to increase collaborations and community outreach in order to establish a comprehensive pipeline of quality academic programming and student support services.

In addition, the NACTEP program has identified barriers and gaps in services, which has assisted in prioritizing some areas for quality improvement. The solutions will be further researched, tested, and analyzed. Successful initiatives will be expanded upon and new strategies for activities that are not successful will be identified and addressed. Current prioritized activities to address the unique needs of NACTEP students are as follows:

*COVID-19 Issues:* Like many Tribal Colleges, CMN was not prepared for the swift movement to virtual learning when COVID-19 began. The issue was exacerbated by student and
community preparation as well. Much of the Menominee Reservation lacked adequate (or any) internet access, and students did not have technology tools or finances to purchase internet access. However, with COVID-19 funding, CMN worked diligently to meet the new demands. As detailed in earlier sections, CMN implemented new virtual learning and tracking technologies, provided hybrid courses to students, provided necessary technology and tools for students to succeed in the virtual classroom. Furthermore, the Tribe took immediate measures to lay internet lines across the Reservation. Several miles of new lines have already been laid, with the intent of ensuring all homes and businesses have equal access to appropriate internet. As of January 2021, well over 200 access points were added to receive internet services. Moving forward, CMN will continue this critical transformation as additional needs are identified. Continued COVID funding will assist with CMN’s ability to complete necessary actions.

_Time to Program Completion:_ Another issue is that CMN students have historically had difficulty meeting or exceeding the indicator for Credential Attainment. Current populations that are struggling in this indicator are: Native American male students – 25% of this student group were successful in attaining a credential from the 2017 cohort. Single Parents – 35% of this student group from the 2017 cohort received a credential. Due to the part-time status of most of our students, 49% who, although enrolled at the institution, seldom reach concentrator status in a timely manner. For example, our 2016-2017 CMN had 30 new students starting in CTE programs, however we only had 21 students make it to concentrator status.

To address this, NACTEP will increase student support to decrease the time to program completion, and mitigate barriers and equity gaps. Initial strategies include, but are not limited to: CTE students working with NACTEP staff and faculty to develop an Academic Roadmap to set goals and benchmarks to track student progress. The Academic Roadmap (program
completion plan) will be updated with each success or barrier experienced by the student as they are identified. The CANVAS learning management system at CMN will alert the student and NACTEP staff early on to enable referral to peer or professional tutoring, personal safety, AODA, Mental Health and other service needs. NetTutor (CANVAS) will be available to all CTE students and provides 24/7 tutoring. Additionally, peer and professional tutors will be available for dedicated study groups or individual tutoring sessions. CMN will also provide embedded tutors in courses traditionally considered to be high risk for our students due to low completion rates and high withdrawal rates. A communications’ timetable will be developed for continuous support and connections with our students. Academic Alerts will be generated by Empower to alert the student and NACTEP staff for excessive absences and low grades. All students will receive technology hardware loans and assistance.

*Career Placement:* CMN realizes that there is a need for greater assistance to support students in finding employment post-graduation. The College is in the process of developing a Career Services Coordinator to develop and implement career exploration, guidance, and career development services. The position will work with the NACTEP staff and students on a high level to create the critically needed connection between the College and workforce development. The position will monitor and assess Census of Employment and Wages (QCEW) as reported through the U.S. Department of Labor. Additionally, NACTEP will now require students to develop a five-year career and employment plan that will ensure that educational work opportunities in the CTE program work towards achieving the long-term plan goals.

*Extent to which the proposed project will be coordinated with similar or related efforts, and with the community, State, Federal resources, where such opportunities are resources* (5 points): CMN has developed multiple partnerships with many agencies to coordinate
related efforts, combine resources, and enhance program performance. The following are some of the summarized examples of the coordinated efforts. Several agencies have demonstrated their commitment to the coordinated efforts, and is evidenced in letters of support in the appendix.

Native American Students who have been diagnosed with a medical disability can access the Menominee Vocational Rehabilitation (MVR) program for information on employment and educational opportunities. Tuition and extensive assistance is provided to these participants.

Under the PI26 Academic and Career Planning initiative in Wisconsin, CMN has the opportunity to work with K-12 school districts, regional Collaborative Educational Service Agencies, regional Economic Development Corporations, and industry partners to create school-to-work partnerships, which benefit our students. One example of this is in the expanding Pathways Wisconsin project that creates career pathway maps which students will use in planning their high school coursework. The pathways maps provide students with information on industry-recognized certifications, post-secondary opportunities at CMN, and career ladders which will help students to transition from school to work initially in the area of advanced manufacturing. NACTEP is perfectly positioned to offer more advanced coursework to students as they progress in the advanced manufacturing pathway. Students interested in high-need high-skilled jobs in a variety of career clusters will be able to take advantage of career pathways maps and the coursework offered at CMN to advance their careers.

Bay Area Workforce Development and CMN jointly fund a One-Stop Point of Service on the CMN campus. The Menominee Tribal Job Center provides basic career services to the public, which include: priority services for veterans and their spouses; labor market information; job search assistance; program and support services eligibility information, and referral to appropriate agencies; training information and application assistance; specialized services to
youth entering the workforce; business recruitment assistance; employability skill development training; English language acquisition. The Center is part of the Bay Workforce Development Area One-Stop System and works in close partnership with the other job centers for enrollment into WIOA Title 1 (Dislocated Worker, Adult, and Youth) services as well as partner program services such as Vocational Rehabilitation, Veterans Employment Services, Food Share and Employment and Training. The Center collaborates often with NACTEP.

The Menominee Indian Community Resource Program provides high quality job training, employment, labor market information and income maintenance services. The Program administers effective programs that: Reduce the overall costs of public assistance by promoting work as a means of family support; Provide individual employability of Job Training Partnerships, and Temporary Assistance to Native Families (TANF) recipients through close collaboration and coordination between the Job Training, Tribal TANF, the Education Department and all our partners that provide services to the community; Reduction of generational dependency on public assistance through the development and awareness of work ethics and their value to individual families, their children and to the community; Decrease specific barriers to employment such as drug and alcohol dependence by establishing drug testing as one of the necessary eligibility requirements; and Promote self-esteem, independence and self-sufficiency. A training calendar is provided monthly to ensure community members and students have access to training, certification classes and educational opportunities.

Menominee County Human Services is a resource that works with individuals and families that address social illness barriers that would normally prevent individuals from becoming successfully employed. Licensed Certified clinicians are available for counseling and guidance in an effort to stabilize the healing process.
NACTEP is also coordinated with the North Western Technical College’s Perkins Plan, in which CMN is an active grantee. The Performance Indicators measured by Perkins support statewide initiatives such as 60 Forward and Student Success Center, which work towards improving successful outcomes and credential attainment of our students.

**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 improvement in practice among the recipients of those services (5 points):** CMN is deeply committed to student success, which is defined through the accomplishment of individualized academic, career, and personal goals. CMN demonstrates this commitment through assessing academic degree programs, technical diploma programs, and student support services. CMN faculty and staff understand the purpose of program assessment as opportunities to: reinforce our ongoing commitment to student success; realize CMN’s mission, vision, and values; strengthen the quality of programs and activities; integrate with other institutional priorities (e.g., strategic planning and Project Success); enact our public good commitment to the communities we serve; support CMN’s financial viability; meet accreditation requirements. The program review process includes “Plan-Do- Check-Adjust” (PDCA) guide assessment for both annual program assessment of key performance indicators and comprehensive program review. The PDCA cycle promotes continuous learning and opportunities for informed action to improve program review processes, and thus, student outcomes. Under “Plan”, faculty and staff establish criteria such as program outcomes and other key performance indicators. Also, faculty and staff consider institutional capacity needed to implement programs and activities, and to identify, collect, analyze, interpret, and share results. For “Do”, faculty and staff implement the action items, collect data identified under Plan, and record observations. Each year faculty and staff “Check”
the key performance indicator results and identify improvements to “Adjust” the action items. The PDCA cycle is also used for comprehensive program review based on a three-year cycle. Annual results are compiled to examine and align with the HLC’s criteria for accreditation.

The key performance indicators are designed to capture a holistic view of the student life-cycle from enrollment through post-completion, along with factors that support student success. The information is drawn from CMN’s student management system, external sources such as the Community College Survey of Student Engagement, and the National Student Clearinghouse, and other reports. Key Performance Indicators are identified under five core areas. The areas and performance indicators follow: 1.) Enrollment: head count, demographics; 2.) Academics: gateway course success, first-term GPA, emphasis course success, program outcome evaluation, attendance, active and collaborative learning, and student-faculty interactions; 3.) Non-cognitive skills: student effort; 4.) Support Services: admission, financial aid, advising, academic support, registrar, bursar; 5.) Student Progress: individual goals, persistence, retention, graduation, employment placement, employer satisfaction, transfer rate and transfer success.

ADEQUACY OF RESOURCES (15 points)

Adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization and Tribal entity or entities to be served (2 points): As noted earlier, the NACTEP program will be under the direction of CMN. NACTEP will have full access to the equipment and facilities of the College, which consists of multiple classrooms in all of the six buildings on campus, an academic/community library, a cultural learning center, a student services area and commons, community technology center, and sustainable development institute. The lecture and laboratory facilities at CMN are equipped with WebEx that connect the classroom to virtual meetings, which allows students to be in class while at home. Additionally,
mobile technology carts are equipped with laptop computers that can be deployed to any facility on campus. They also operate in both wireless and hard wired IT environments.

While NACTEP program classes take place throughout the College’s facility, the hub of the program is in the Trades facility. The Trades facility includes classrooms set up for social distancing and are equipped with laptop computers for each student as well as personal protective equipment to ensure the safety of the students. The CNC lab includes a Hass CNC Mill for programming and operation, and student simulators. The machine shop is equipped with a metal cutting band saw, Jet Elite Machining Lathe, Jet Vertical Mill, Ellis Drill Press, Surface Grinder, Pedestal Grinder and Belt/Disc Sander. The Welding shop includes: 1 Ironworker, 6 MILLERMATICS 252, 8 MILLER MATICS, 1 Miller Plasma cutter, 2 Oxy/Ace torches, a drill press, a band saw and hand tools such as chipping hammers and grinders. Additionally, CMN is expanding the Trades Building to support social distancing for the Residential Building Program.

**Extent to which the budget is adequate and costs are reasonable in relation to the objectives of the proposed project (5 points):** CMN is requesting $532,302 annually to continue to provide successful NACTEP program services. The budget is directly tied to the objectives and is clearly reasonable and justified in the budget narrative. The budget reflects staff and faculty necessary to develop and implement the proposed CTE programs and activities, as well as support for the Project Director who will successfully bring all the pieces of the project together. The project also proposes student assessment, career guidance/placement, and student support activities. Based on CMN’s decades of experience successfully conducting a NACTEP program, the costs listed in the budget are deemed necessary for program success.

**Relevance and demonstrated commitment of the applicant, education providers, members of the consortium, local employers, or Tribal entities to be served by the project (3 points):**
**Points: Applicant Commitment:** CMN’s mission and the NACTEP project embrace the purpose of the NACTEP program. CMN has committed to the project upon development of the proposed objectives, activities and performance measures. This commitment will continue throughout the five year project as CMN has demonstrated in previous NACTEP projects. CMN’s Interim President has provided a letter of commitment to the project (see appendix), demonstrating provision of key resources to ensure that the proposed project succeeds.

**Tribal Commitment:** Tribal Council resolutions supporting the NACTEP program were received from each of the three main Tribal communities that CMN serves several years ago, and include the Menominee Indian Tribe of Wisconsin, Oneida Nation, and Stockbridge-Munsee Community. When contacted for updated resolutions, the Tribes indicated that per their constitutions, Tribal resolutions do not need to be reaffirmed and the existing resolutions are in effect indefinitely. This meets application requirement one. The original resolutions can be found in the appendix and are evidence of their approval.

**Community/Organization/Employer Commitment:** A significant number of letters of support have been provided by local agencies and employers from the Menominee, Oneida, and Stockbridge-Munsee reservations as well as from the nearby regions. Many service agencies intend to work cooperatively together to serve the target population, which includes the chronically underemployed, chronically unemployed and economically challenged. Local businesses will provide employment opportunities for students upon program completion. Over a dozen letters can be found in the appendix, along with their detailed committed support.

**Extent to which the project will use instructors who are licensed or certified to teach in the field in which they will provide instruction (5 points):** CMN has established a policy that satisfies the Higher Learning Commission’s (HLC) faculty qualification requirements that
ensures programs are effective and of high-quality, as part of its efforts to sustain HLC accreditation. HLC’s extensive requirements related to qualified faculty seek to ensure that students have access to faculty members who are experts in the subject matter they teach, and who can communicate knowledge in that subject to their students.

Currently, faculty members are qualified primarily by credentials. Other factors such as equivalent experience are considered in determining whether a faculty member is qualified. Instructors must possess a relevant academic degree at least one level above the level that they teach. When faculty members are employed based on equivalent experience, CMN uses its defined minimum threshold of experience and an evaluation process that are approved on a case-by-case basis. Faculty are also required to understand and exercise sound classroom practices. Evidence for this may include documented teaching experience, related academic studies, and participation in conferences or other forums focused on college-level pedagogy.

In addition, CMN’s mission is: As a Land Grant institution of higher education chartered by the Menominee People, the CMN infuses learning with American Indian culture and prepares students for leadership, careers, and advanced studies in a multicultural world. Accordingly, faculty are required to understand and are expected to convey American Indian culture as a substantial component of student learning. To support these requirements, CMN follows Menominee Tribal Ordinance 8210-Tribal Preference to ensure qualified applicants of Native American heritage are given an advantage in the hiring process. The practice of First Posting is used to allow enrolled MITW Tribal members knowledge of open positions before the public.

CMN also conducts significant efforts to ensure continued faculty preparedness. At the start of every semester Faculty participate in two weeks of in-service. These trainings are identified from previous academic year’s analysis of potential gaps, and are infused with a
Native American culture and value emphasis. New faculty also receive training in policies and procedures regarding absenteeism, student misconduct, FERPA, sexual harassment, Title IX compliance, and other pertinent policies. In addition, CMN is developing a faculty mentoring policy which will include mentoring by department heads in their discipline and various administration staff. Administratively, training includes Empower, the student management system. This training acclimates the user to grading, attendance and assignments.

Furthermore, CMN promotes professional development and allows staff and faculty to take education leave for pursuit of additional degrees or certifications that enhance their current position or grow into new positions. Furthermore, it often hosts on-campus professional development opportunities for both staff and faculty, and have included training in: Unconscious Bias, Growth Mindset, Active Shooter and the Intellectual Development of College Students.

**QUALITY OF MANAGEMENT PLAN (25 points)**

*Adequacy of 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 (10 points):* A detailed management plan has been developed for the project goals and objectives. The plan outlines the responsibilities of NACTEP staff. While many of the activities will take place throughout the five year project, NACTEP has delineated annual time frames to identify when staff should accomplish activities within each annual project period. The Director provides significant oversight of the program and coordinates the program improvement efforts with support from the evaluator to ensure that the program strategies are appropriately analyzed. She carefully supervises NACTEP staff and faculty and reviews student progress to ensure no participant is left behind. Below is a summary of the management plan.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIMEFRAME</th>
<th>RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit, enroll, screen, assess &amp; track students</td>
<td>Continuous</td>
<td>PD, APC, CM, CPC</td>
</tr>
<tr>
<td>Implement courses/programs</td>
<td>Annual each spring &amp; fall</td>
<td>PD, Faculty</td>
</tr>
<tr>
<td>Expand or revise courses &amp; programs, ex: inclusion of NCCER</td>
<td>Approve May 2021, implement Fall 2021</td>
<td>PD, Faculty</td>
</tr>
<tr>
<td>Develop educational pathways</td>
<td>Continuous</td>
<td>PD, APC, other CMN</td>
</tr>
<tr>
<td>Develop/implement new courses/electives/training (ex: 2D CAD)</td>
<td>Develop FY 2021, pilot summer 2022</td>
<td>PD, APC, Faculty</td>
</tr>
<tr>
<td>Remove Sustainable Residential Building from latency &amp; teach</td>
<td>Receive approvals &amp; revise as needed</td>
<td>PD, APC, Faculty</td>
</tr>
<tr>
<td>Remove Computer Science out of latency &amp; teach</td>
<td>FY 2022; implement FY 2023</td>
<td>PD, APC, Faculty</td>
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</table>

**Objective 1: To provide rigorous postsecondary CTE programs with recognized credentials in in-demand occupations**

**Objective 2: To provide critically needed post-secondary student support services to CTE students.**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIMEFRAME</th>
<th>RESPONSIBLE</th>
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</thead>
<tbody>
<tr>
<td>Provide intrusive case management</td>
<td>Weekly through each AY</td>
<td>APC, CM</td>
</tr>
<tr>
<td>Develop individual academic roadmaps</td>
<td>Upon enrollment. Review each semester</td>
<td>CM, F</td>
</tr>
<tr>
<td>Provide virtual &amp; face to face tutoring</td>
<td>Annual each spring &amp; fall</td>
<td>PD, CMN tutors, CM</td>
</tr>
<tr>
<td>Provide academic, tutoring &amp; social alerts</td>
<td>Ongoing through each AY</td>
<td>F, APC, CM</td>
</tr>
</tbody>
</table>

**Objective 3: To provide dual enrollment opportunities to local high school (HS) students.**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIMEFRAME</th>
<th>RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalize dual degree program with Menominee high school</td>
<td>Implementation Fall 2022</td>
<td>PD, other CMN</td>
</tr>
<tr>
<td>Secure additional high school commitment</td>
<td>FY 2021</td>
<td>PD, APC</td>
</tr>
<tr>
<td>Train high school teachers to teach NCCER courses</td>
<td>FY 2021</td>
<td>PD, F</td>
</tr>
<tr>
<td>Implement dual credit courses in other high schools</td>
<td>Fall 2022</td>
<td>PD, F</td>
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</tbody>
</table>

**Objective 4: To provide relevant work-based learning opportunities to CTE students in their program of study**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIMEFRAME</th>
<th>RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure new employers to provide work-based opportunities</td>
<td>Continuous</td>
<td>PD, APC, CPC</td>
</tr>
<tr>
<td>Objective 5: To provide job placement activities to CTE students that focus on increasing employment post-graduation.</td>
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<td>--------------------------------------------------</td>
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<tr>
<td>Provide internships, service learning, job shadowing, etc</td>
<td>Ongoing through each AY</td>
<td>CM, CPC, F</td>
</tr>
<tr>
<td>Conduct career assessment inventories</td>
<td>Upon enrollment. Review each semester</td>
<td>CPC</td>
</tr>
<tr>
<td>Conduct job fairs, campus visits, field trips</td>
<td>Ongoing through each AY</td>
<td>CPC, CM, APC</td>
</tr>
<tr>
<td>Develop &amp; coordinate career workshops</td>
<td>Ongoing through each AY</td>
<td>CPC, job center</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Objective 6: To provide STEM learning opportunities to CTE students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruct Computer Science AA degree</td>
</tr>
<tr>
<td>Provide STEM courses – ex: 2D CAD, CAD-CAM</td>
</tr>
<tr>
<td>Provide additional STEM credentials, ex: google apps</td>
</tr>
<tr>
<td>Provide online courses</td>
</tr>
<tr>
<td>Provide innovative delivery mechanisms – ex: net tutor</td>
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**Key Milestones:** The offering of both the Sustainable Residential Building and revised Computer Science program to CTE students are the two main milestones for objective one. Meeting the goal of 80 CTE students in Fall 2021, AY 2022 school year is a milestone, along with an annual increase of CTE students increasing their credit levels to accelerate estimated earning of credentials. A milestone for objective two would be evidence of increased CTE student persistence. The anticipated implementation of the dual degree program between CMN and Menominee Indian high school will be a key milestone for objective three. Another milestone includes the addition of other high schools providing dual enrollment through CMN, and meeting the annual increase of 5 to 10 high school students annually in CMN’s CTE programs. A key milestone for objective four is by evidenced increases in 1-2 new employers
annually to provide work-based opportunities for CTE students. A key milestone for objective five are increases in CTE student placement in relevant careers post-graduation. Key milestones for objective six include the offering of the computer science program, and fully online courses.

**Extent to which the applicant encourages applications for employment from person’s who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (5 points):** NACTEP employees are CMN employees. The College has affirmed its commitment to complying with all applicable federal, state, and Tribal civil rights laws, regulations, and ordinances. In keeping with its commitments, CMN ensures decisions relating to employment, conditions of employment, programs, activities, services, and the use of facilities are rendered without regard to race color, creed, religion, sex marital status, veteran status, national origin, ancestry, citizenship, or non-disqualifying mental or physical disability, unless stated by Menominee Indian Tribal Preference Ordinance.

Menominee Tribal Ordinance Chapter 170, grants preference to qualified applicants of Native American heritage in the hiring process. This preference meets program requirement six. In addition, the practice of First Posting is used to allow enrolled MITW Tribal members knowledge of open positions before the general public. While CMN adheres to non-discriminatory employment practices, it does seek to employ persons from traditionally underrepresented groups. Emphasis is placed on seeking individuals who have backgrounds similar to the NACTEP participants. Currently, all hired NACTEP staff members are Native American and represent the majority population that they serve. In keeping with GEPA provisions all groups have equal opportunity for employment at the College and within the program.

To ensure implementation of these policies, CMN’s Human Resources (HR) Department is responsible for the coordination of the Equal Employment Opportunity and Affirmative Action
Plan of the College to achieve prompt and full utilization of minorities, women and individuals with disabilities at all levels and in all segments of the workforce. HR provides the NACTEP program with complete supportive services in the areas of recruitment, hiring procedures, personnel benefits, termination procedures, and other related services. A hiring committee is formed for each position hiring to handle the screening and interviewing of applicants. All faculty, administrative, professional, and support personnel are recruited, hired, trained, and promoted in accordance with the College Affirmative Action Program and Tribal Preference Ordinance. All administrative, professional and support staff positions and the compensation for positions are established by Human Resources in accordance with College policy and procedures. The Human Resources Office assists the NACTEP program by interpreting and furnishing guidelines for the administration of all human resource issues.

**Extent to which the time commitments of the project director and other key personnel are appropriate and adequate to meet the objectives of the proposed project (5 points):** The NACTEP program is located under the direction of CMN’s CTE Program, which is under the direct oversight of the Chief Academic Officer. This oversight allows for improved communication and leveraging within the College and MITW community.

**Project Director:** The Technical Education Director serves as the Project Director. She will spend 75% of her time on NACTEP to ensure coordination and completion of the NACTEP objectives and activities. She will also be responsible for outcome monitoring, grant reporting, and evaluation completion. As the Director, she is responsible for key activities which include: supervising CTE staff and faculty; coordinating the development and delivery of CTE programs and curricula; developing and delivering CTE workshops; assisting with the development of strategies to increase CTE student retention, persistence and completion; assisting with the
recruitment of CTE students; overseeing CTE program operations, and program reviews; and participating in CMN committees, accreditation and assessment processes to represent NACTEP.

**Technical Education Assistant Program Coordinator:** Oversight of the NACTEP and programs and support services is quite extensive; thus the Project Director has a Program Assistant dedicated to NACTEP to ensure swift, yet thorough completion of the responsibilities of NACTEP objectives and activities. The Assistant Coordinator will spend 100% of her time on NACTEP. She is responsible for assisting the Director with the development, coordination and support of instructors, curriculum and courses. She provides general support in areas of student learning, instructional evaluation, institutional research and other goals related to the NACTEP programs. She will assist the Director with other related duties as assigned by the Director.

**Career and Placement Coordinator:** This position provides intensive career placement services to students. At least 30% of her time will be dedicated to assisting NACTEP students. Duties focus on career decision making and job placement, and include: coordinating apprenticeship arrangements, internships, job-shadowing, service learning and other work-based opportunities; conducting career assessments; developing individualized career plans with detailed steps to complete career goals; providing academic and career advising; directing students to support services and other resources; coordinating career related workshops such as career decision making, interviewing and resume writing; and organizing job fairs and field trips.

**Case Manager:** The Case Manager is 100% dedicated to NACTEP. This position coordinates supportive services and intrusive follow-up with students. Duties include: developing and coordinating case management services for students; assessing, screening, and referring students to appropriate internal and external resources; monitoring, tracking, and evaluating student progress; conducting program outreach to gain employer support; conducting
in depth assessment with students to develop individual service plans that lead to employment; track employment plans and service guidance on students; and assisting with coordination of internships, train experiences, career and placement activities, and apprenticeship opportunities.

**Adjunct Instructors:** CMN will provide an in-kind cost of several full-time and adjunct instructors for the CTE programs. NACTEP anticipates assisting with adjunct instructor expenditures for the CNC, Welding, Medical Office Technician, Sustainable Residential Building, Business and Public Administration programs, as well as the to-be-developed Informational Technology Programs. Others may be identified throughout the project. Multiple adjunct instructors will ensure NACTEP maintains a diverse and effective instructor roster and provides courses that meet the specific needs of programs and students.

**Evaluator:** To meet program requirement two, CMN will continue to contract with an independent consultant to conduct ongoing formative and summative evaluations of CMN’s NACTEP program. While the contract doesn’t have a set number of hours of work, the evaluator is extremely dedicated to providing on-going program review. She is in contact with the Project Director on a weekly basis and conducts multiple site visits to facilitate a continuous improvement process in the NACTEP program. Her scope of work includes conducting both a formative and summative evaluation that includes review of performance measures that are related to the goals, objectives and intended outcomes of the project and GPRA. She measures the effectiveness of the project, including comparison between intended and observed results, as well as the treatment given to students. Qualitative and quantitative data reviewed includes: demonstrated participant academic, career and technical competencies; participant work credentials, technical skills, proficiency assessments, industry certifications, apprenticeships, work still attainments, training and degrees; participant enrollment, completion and placement;
and other data, such as student surveys, necessary to ensure the success of the NACTEP program. She also measures the extent of project dissemination and long-term impact.

**Qualifications, including relevant trainings, expertise, and experience, of the project director, key personnel, and project consultants (5 points):**

**Project Director:** The minimum qualifications for the Technical Education Program Director include a Bachelor’s degree in Technical Education or related field; two years of teaching experience; strong communication and computer skills, and experience working with diverse student populations. A Master’s degree is a preferred qualification for this position. [Name Redacted] was hired in 2019 for the NACTEP Project Director position. She holds a Bachelor’s Degree in Human Resources and a Master’s Degree in Organizational Leadership. Her prior experience includes positions as a TRIO Program Coordinator, Library Assistant, and an Assistant Director in Early Childhood. She also volunteers at the Keshena Animal Rescue and holds public board positions on the St. James Board of Directors, and the S. Verna Fowler Academic Library/Menominee County Library Board. She is also a Native American and is representative of the population served. Her resume is in the appendix.

**Technical Education Assistant Program Coordinator:** The minimum qualifications for this position include a Bachelor’s degree; demonstrated ability to communicate and work with students, faculty and staff; demonstrated organizational and management skills; experience with computerized data, financials and grant management information; experience working with first-generation students and students who come from limited-income families; sensitivity to the needs and characteristics of a diverse student population; and experience teaching. Preferred qualifications include: Master’s degree in Counseling, education or related field; experience with grant monitoring and reporting; experience providing strength based case management to...
students; demonstrated ability with developing, conducting and evaluating education programs. Currently holds this position. She has a Bachelor’s degree in Business and a Master’s degree in Rehabilitation Counseling. She has previous experience as a High School Achievement Specialist, TRIO Academic Coach and Vocational Rehabilitation Counselor. In addition, she completed 11 years of active duty in the United States Marine Corps and Navy, and volunteers regularly in the Menominee community for organizations such as Habitat for Humanity, Meals on Wheels and Woodland Boys and Girls Club. She is Native American, and representative of the population served. Her resume is in the appendix.

**Career and Placement Coordinator:** The minimum qualifications for this position include a Bachelor’s degree in Educational Psychology, Counseling/Rehabilitation or related field; credentialing; ability to facilitate transitions and counsel students towards their educational and vocational potential; possess counseling and communication skills; ability to promote student development and achievement; ability to develop, collect, analyze and interpret data; experience working with individuals with disabilities; ability to recognize, appreciate and serve students with cultural differences and the special needs of students; possess knowledge of career assessment inventories, job search skills, and student work experiences; and possess knowledge of local job market and workforce trends. This position is currently in the approval process and will be posted for an individual meeting the qualifications, once approved. The job description has been provided in the appendix as the position has yet to be hired.

**Case Manager:** The minimum qualifications for this position include: an Associate degree in Marketing, Communications, Education or related field; experience working with populations of all backgrounds, including social, economic, physical ability, and criminal; possess knowledge of Menominee Tribe and County, including workforce needs, population
characteristics, and community challenges; possess knowledge of Trauma Informed Care practices; and possess strong organizational and problem solving skills. This position is currently vacant due to turnover. The job description is in the appendix as the position has yet to be hired.

_Evaluator:_ NACTEP will continue to contract with the independent contractor, [name] to conduct CMN’s external evaluation. [Name] has been conducting external evaluations for NACTEP since 2015 for multiple Tribal Colleges across the county. Her 22 years of prior experience as a NACTEP Project Director and Dean of Technical Education provides extensive insight and knowledge that is unmatchable. She also has extensive prior experience and understanding managing various grant programs. Furthermore, her intimate knowledge of and experience with the Menominee Tribal community and local region reaches multiple decades and is critical to understanding the unique needs of the community, students, employers, and the College. [Name] holds a Bachelor’s degree in Sociology with a minor in Psychology, and a Master’s degree in Vocational Education, with a focus on special needs concentration. Her resume is located in the appendix.

**QUALITY OF PROJECT EVALUATION (10 points)**

*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 GPRA performance measures (5 points):* The evaluation includes a plan detailed with both process evaluations and formative evaluations. The summative evaluation and analysis process will include the evaluator reviewing data collected on a regular daily basis. Interviews and surveys will be conducted and overall project evaluation will determine: 1.) Was the project successful? How? 2.) Did the project meet the overall goal, objectives and performance measures proposed? 3.) What components were most effective or ineffective?
Additionally, a formative evaluation and analysis process will be conducted to focus on project implementation and progress. The implementation evaluation phase will track whether the project is being conducted as planned. Progress evaluation will determine to what extent project goals and objectives are being met. The formative evaluation activities will include the following: 1.) Documenting the process of developing and implementing the program; 2.) Assessing the degree to which the project met its goals and the major learning from project implementation; 3.) Determining the value of the project to NACTEP participants and partners; 4.) Describing what was learned that can be transferred to other similar efforts.

To further detail the evaluation of the project objectives and the coinciding measurable outcomes the following questions are also expected to be addressed: 1.) *To what extent are participants earning credentials?* 2.) *To what extent are participants completing programs and trainings?* 3.) *To what extent are participants finding gainful employment?* 4.) *To what extent has the project affected career achievement for participants?* 5.) *To what extent has participants’ knowledge & skills been increased/enhanced?* 6.) *How has the project been hindered? How has it been progressing?* 7.) *To what extent can the project be replicated?*

Specific data collection tools include participant and employer surveys. Student performance and achievement records, such as credits, credentials, certificates, work-based learning and job placement or transfer data, are collected. NACTEP project objectives clearly relate to the intended outcomes of the NACTEP project and GPRA performance measure. See the grants.gov performance measure form to view objectives and related performance measures.

*Extent to which the methods of evaluation will provide performance feedback and continuous improvement toward achieving intended outcomes (5 points)*
Currently, the Evaluator in conjunction with the Project Director conducts a quality improvement process on quarterly intervals. Monthly, the Director meets with staff to review program strategies and analyze their outcomes. Progress is documented and changes are made regularly as staff identify concerns. On the other hand, initiatives that are successful are expanded at a deeper level to increase participant success. Additionally, the Director meets with the Case Manager each semester to review student progress. This allows for timely intervention strategies to be implemented and ensures that no student is left behind. The process allows for a proactive means to ensure constant feedback and improvement in the program.

ADDITIONAL SELECTION FACTOR (5 points): CMN is a Tribal College chartered by the Menominee people. It is accredited by the Higher Learning Commission (HLC).

COMPETITIVE PREFERENCE PRIORITY (5 points)

NACTEP will be increasing access to STEM course work and expanding STEM course offerings. It will increase the number of high schools participating in dual enrolment. The revised Computer Science program will be taken out of latency. STEM learning will be further embedded into coursework. New STEM courses and workshops will be created to meet the new workforce demands. Teaching CTE students how to work in the new age virtual workforce world will be a priority. Activities in the NACTEP program will increase student technology skills to support the telework movement, and ensure that students have necessary skills to be successful in the virtual workforce. Lastly, the use of technology will be continuously increased into educational learning. CMN offers Hybrid courses with a minimum of 26% in-person hours and synchronous instruction is currently taking place through WebEx for better interaction of instruction. CMN is applying for HLC approval to teach its programs 100% online.