A. NEED FOR PROJECT

The Anchorage Metropolitan Statistical Area (MSA) in southcentral Alaska has a significant lack of career and technical education (CTE) opportunities for its Alaska Native and American Indian (AN/AI) residents. AN/AI residents experience disproportionately high unemployment and poverty rates and are vulnerable to the Anchorage MSA’s chronic economic instability.

A.i. Geographic Context. One of the country’s largest MSAs by area (26,442 mi²), the Anchorage MSA is composed of the Municipality of Anchorage (MoA) city-borough and the Matanuska-Susitna (Mat-Su) borough. The combined population of the Anchorage MSA is 396,317 residents, as calculated from the most recent American Community Survey estimates for the MoA city-borough (288,000) and the Mat-Su borough (108,317) (US Census Bureau, 2019a). Over 54% of Alaska residents live in the Anchorage MSA, and around 39% of Alaska residents live in the MoA city-borough specifically. Overall, the Anchorage MSA is very heterogeneous in terms of population density, demographics, and available programming and infrastructure.

A.1. Tribal Economic Development. Cook Inlet Tribal Council, Inc. (CITC), one of the largest Tribal 501(c)(3) nonprofit social services organizations in Alaska, is committed to boosting the economic development of all Tribal communities in the Anchorage MSA. CITC’s most important tool for meeting that commitment is its 477 program, which was created from its Public Law 102-477 plan under the guidance of the Bureau of Indian Affairs. CITC’s 477 program consolidates into one budget and one reporting system many of CITC’s formula-funded federal grants that provide employment and training services to AN/AI people. CITC’s proposed Native American Career and Technical Education Program (NACTEP) project, which will extend and expand CITC’s existing NACTEP service, will preserve the NACTEP grant as an integral component of CITC’s 477 program.
Few organizations in the Anchorage MSA understand and support AN/AI residents and their economic aspirations as thoroughly as CITC does. Above all, CITC utilizes its resources, local knowledge, and cultural competency to improve the financial stability and psychosocial wellbeing of the region’s economically disadvantaged AN/AI people. And ultimately, CITC’s efforts improve the socioeconomic conditions of the Anchorage MSA as a whole.

The Anchorage MSA is home to three federally recognized Tribal communities: Eklutna (in the MoA city-borough), Knik, and Chickaloon (both in the Mat-Su borough). Overall, at least 50,250 Anchorage MSA residents are AN/AI (alone or in combination), representing almost 13% of the total population (US Census Bureau, 2019a). Compared to all other major (≥100,000 residents) census-designated places in the country, the MoA city-borough by itself has the highest proportion of AN/AI residents, whether responses to race were counted alone or in combination (12.9%) or alone (8.9%) (Norris et al., 2012; US Census Bureau, 2019b). Moreover, that AN/AI population has been increasing steadily over the past decade due to high fertility rates (Alaska Division of Public Health, 2017; Blake et al., 2016) and consistent migration from Alaska’s rural and remote communities (Lowe, 2010).

In the Anchorage MSA, AN/AI people are disproportionately more likely to experience poverty and unemployment than are members of other racial groups. Every year since at least 2005, Alaska’s AN/AI residents lived in poverty at significantly higher rates than did all Alaskans or all Americans (Alaska Department of Health and Social Services, 2019). And in certain years (e.g., 2006, 2009, 2016), the disparity between the poverty rates of AN/AI residents and all Alaskans was as high as 20%. Over the past decade, Alaska’s AN/AI residents have been unemployed at considerably higher rates than have other residents (Fried, 2020). Between 2012 and 2016, for example, the average unemployment rate for AN/AI residents was over twice the same rate for
non-AN/AI residents (i.e., 21% and 8% respectively) (Broaddus, 2018). And while unemployment rates for non-AN/AI residents have declined considerably since 1980, the same rates for AN/AI residents have persistently hovered over 20% (Fried, 2020). In Alaska (and across the country), AN/AI people are significantly more likely to lose their jobs during economic downturns and recessions than are White people, largely due to education and infrastructure inequalities (Austin, 2013). During harder times, AN/AI residents of Alaska’s rural and remote communities are also more likely to relocate to the Anchorage MSA in search of employment and education opportunities (Goldsmith, 2008). Such influxes of people, however, often increase employment competition among urbanized AN/AI residents and contribute to further depopulations of traditional and culturally rich Tribal villages.

CITC’s NACTEP service and its affiliated 477 program will continue to provide economic opportunities to AN/AI people and to alleviate poverty and unemployment among the Anchorage MSA’s Tribal communities. Specifically, more CTE credentials and qualifications for AN/AI people will foster higher incomes, less employment competition, and greater self-sufficiency.

A.2. Market Demands and Occupational Needs. The largest community, the urban core, and the eponym of the Anchorage MSA is the “city” of Anchorage itself. Serving as Alaska’s only true economic hub, Anchorage hosts the operation centers of virtually every industry in the state and has the greatest number of social, employment, and education opportunities. Anchorage’s largest industries (before the COVID-19 pandemic) by employment composition, however, are healthcare and health services, retail trade, and leisure and hospitality (including tourism) (Anchorage Economic Development Corporation, 2018). Almost every city and community in the Anchorage MSA (and Alaska as a whole) is completely dependent on Anchorage’s infrastructure (especially its warm-water port and international airport) for access to basic commodities and services and for
continued economic stability. Wasilla and Palmer, the two largest cities (but not the largest communities) in the Mat-Su borough, serve as prominent satellite communities to Anchorage. Together, the two cities’ largest industries (before the COVID-19 pandemic) by employment composition are government services, retail trade, healthcare and health services, and leisure and hospitality (Fried, 2017).

Among all states in the union, Alaska ranks at the very bottom for youth substance use, teen suicide, child mortality, violent crime, occupational fatalities, and several other indicators (United Health Foundation, 2019). Alaska also ranks among the five worst states in terms of uninsured residents, high school completions, and infectious diseases. In the Anchorage MSA, specifically, the vast area, geographic isolation, and harsh climate together create a variety of unique constraints, such as high living costs, infrastructure disparity, and an untenable housing situation (McDowell Group & ECONorthwest, 2012; Allen, 2014). Compact and lower-cost housing units are becoming increasingly scarce, overcrowded, and unaffordable for renters. Similarly, reliable public transportation is limited, urbanization is rapid and unstable, and the prevalence of homelessness and generational poverty is steadily increasing. Not only does Alaska have the highest healthcare costs in the country (Kaiser Family Foundation, 2020), but the Anchorage MSA has struggled with a chronic shortage of qualified healthcare workers and behavioral health programming since at least 2009 (Alaska Department of Health and Social Services, 2009; Alaska Division of Public Health, 2016).

Like many other regions in the country and around the world, the Anchorage MSA was severely affected by the ongoing COVID-19 pandemic and has endured unprecedented shocks to its healthcare system and economy. While the pandemic’s lasting impact on the Anchorage MSA is still unknown, an estimated 13,500 jobs (or almost 9% of the total number of jobs) were lost from
the beginning of 2019 to the end of 2020 (Fried, 2021). Unsurprisingly, the most severely impacted supersectors by job and revenue loss were (i) leisure and hospitality and (ii) transportation, trade, and utilities. Preliminary estimates indicate that the pandemic-linked job and revenue losses will “wipe out” the Anchorage MSA’s past 20 years of economic growth (Brehmer, 2020) and almost certainly reduced Alaska’s GDP by at least $4 billion (or 7.4%) between 2019 and 2020 (Guettabi, 2020).

With nationwide COVID-19 vaccination campaigns currently underway, however, the Anchorage MSA’s economic situation is projected to improve marginally in 2021. The (i) leisure and hospitality and (ii) transportation, trade, and utilities supersectors, for example, are expected to recover somewhat in the coming year by around 16% and 5% more jobs respectively or around 3,900 jobs total (Fried, 2021). The (i) manufacturing, (ii) financial activities, and (iii) professional and business services supersectors, in contrast, are projected to recover much more slowly in 2021, growing by around 5%, 1%, and 1% more jobs respectively or around 1,800 jobs total. The education and health services supersector, which endured relatively low job losses during the pandemic, is projected to grow by around 3% or around 800 jobs total.

Heavy industries (e.g., construction, mining and logging, oil and gas), which are often associated with CTE credentials, are also projected to recover modestly across Alaska in 2021. Estimates for those recoveries, however, are complex because heavy industries are greatly influenced by global markets, technological advancements, environmental concerns, and other factors. Nevertheless, construction jobs are expected to increase in frequency by around 2% (Wiebold, 2021). Those jobs will be less utilized in commercial projects (which are repeatedly being canceled or delayed) in favor of smaller residential and highway projects (which are largely funded by federal agencies) (Fried, 2021). Mining and logging jobs are projected to decrease in
frequency by almost 4%, but their industry has been growing rapidly overall in the past decade and was barely disrupted by the pandemic (Wiebold, 2021). Oil and gas jobs, in contrast, will likely decrease in frequency by over 6%, and their industry is unlikely to become prominent again due to low oil and gas prices, diminishing production, diminishing returns, and unpredictable environmental policies.

B. QUALITY OF PROJECT DESIGN

CITC proposes its NACTEP project to the Department of Education in order to create effective and high-quality CTE opportunities for its participants (i.e., economically disadvantaged AN/AI adults and youths who reside in the Anchorage MSA). The proposed project will extend and expand CITC’s existing NACTEP service (funded from 2018 to 2021) and will be more ambitious in scope than was the previous project.

B.1. Creating CTE Opportunities. With its proposed project, CITC will fund three key personnel: (i) one existing Training Coordinator (1.0 FTE), who will provide NACTEP-related services to participants, (ii) one existing 477 Education and Training Manager (0.5 FTE), who will manage CITC’s NACTEP service, and (iii) one existing 477 Training Assistant (0.5 FTE), who will assist the Training Coordinator and the 477 Education and Training Manager. The key personnel and the NACTEP service in general will be overseen by one existing Senior Director (provided in kind), who will also act as the project director.

All key staff members will work from CITC’s Employment and Training Services (ETS) department (as they do currently), which will provide them with channels for networking, recruitment, collaboration, and support. The Training Coordinator will recruit participants into CITC’s NACTEP service, will facilitate participants’ enrollments into CTE courses, and will

Cook Inlet Tribal Council, Inc.
provide participants with referrals, linkages, supportive services (e.g., incentive gift cards, transportation vouchers, clothing vouchers), and employment-focused coaching.

Participants will be recruited into the NACTEP service via the ETS department’s common application process. In virtually all cases, participants will receive or will have received other wrap-around social services from other segments of the ETS department and/or from other departments within CITC. Therefore, case notes, demographic information, career and education histories, and other relevant information will be readily available to the Training Coordinator via the ETS department’s common participant database. NACTEP-specific case notes and data will be added to participants’ files and will be accessible to other staff members.

CITC has existing relationships with a number of local accredited CTE providers (see letters of support in among application attachments). CITC’s preferred CTE provider, based on the total number of participants who are referred for courses, is Northern Industrial Training (NIT) (see contract among application attachments). With one main campus in Palmer and two satellite campuses in Anchorage and Joint Base Elmendorf-Richardson respectively, NIT is the most prominent CTE provider in the Anchorage MSA. NIT’s courses are independently accredited by the American Welding Society, the Professional Truck Driver Institute, the National Center for Construction Education and Research, and other organizations.

Other important accredited CTE providers for NACTEP participants are Alaska Vocational Technical Center (AVTEC), Alaska Career College (ACC), and the University of Alaska Anchorage (UAA). AVTEC has one campus in Seward and is accredited by the Council on Occupational Education. ACC has one campus in Anchorage and is accredited by the Accrediting Commission of Career Schools and Colleges. UAA has six campuses of varying sizes and capacities in Anchorage, Soldotna, Homer, Kodiak, Palmer, and Valdez and is accredited by the
Northwest Commission on Colleges and Universities (which applies to all of its campuses). CITC intends to expand its relationships with a variety of accredited CTE providers in order to provide its participants with as many course options as possible.

The goals and objectives of the proposed project are closely aligned with the purposes of the NACTEP grant and its associated legislation. Those goals and objectives, with timeframes (in relation to the project period) and performance measures, are discussed below. Performance measures for Objectives 2.1, 2.2, 3.1, and 4.1 correlate with known GPRAMA measures for NACTEP projects.

- **Goal 1.** Increase the number of economically disadvantaged AN/AI adults and youths in the Anchorage MSA who pursue CTE opportunities.
  - **Objective 1.1.** By month 3, establish the infrastructure of CITC’s NACTEP service and complete all associated contracts and agreements with an accredited CTE provider. (Performance measure: completed contracts and agreements between CITC and NIT after 3 months.)
  - **Objective 1.2.** By the end of each year, recruit 35 participants into CITC’s NACTEP service. (Performance measure: number of participants who are recruited into CITC’s NACTEP service per year.)
  - **Objective 1.3.** By the end of year 3, recruit 5 participants who are members of special populations into CITC’s NACTEP service and provide those participants with direct assistance. (Performance measure: number of participants who are members of special populations and are recruited and provided with direct assistance after 3 years.)

- **Goal 2.** Increase the number of economically disadvantaged AN/AI adults and youths in
the Anchorage MSA who are enrolled in CTE courses with accredited CTE providers.

- **Objective 2.1.** By the end of each year, ensure that 95% of participants who are recruited into CITC’s NACTEP service are enrolled in CTE courses with accredited CTE providers. (Performance measure: number and percentage of participants who are enrolled in CTE courses with NIT and/or other accredited CTE providers per year.)

- **Objective 2.2.** By the end of each year, ensure that 85% of participants who are recruited into CITC’s NACTEP service are enrolled in postsecondary CTE courses with accredited CTE providers. (Performance measure: number and percentage of participants who are enrolled in postsecondary CTE courses with NIT and/or other accredited CTE providers per year.)

- **Goal 3.** Increase the number of economically disadvantaged AN/AI adults and youths in the Anchorage MSA who possess active and industry-recognized CTE credentials.
  
  - **Objective 3.1.** By the end of each year, ensure that 95% of participants who are recruited into CITC’s NACTEP service and enrolled in CTE courses with accredited CTE providers are on track to receive industry-recognized CTE credentials. (Performance measure: number and percentage of participants who receive industry-recognized CTE credentials per year.)

- **Goal 4.** Increase the number of economically disadvantaged AN/AI adults and youths in the Anchorage MSA who secure new employment, retain current employment, and/or advance in current employment.
  
  - **Objective 4.1.** By the end of each year, ensure that 85% of participants who are recruited into CITC’s NACTEP service and have completed postsecondary CTE
courses with accredited CTE providers, within 4 months of completion, are employed, retained, and/or promoted in the workforce. (Performance measure: number and percentage of participants who, within 4 months of completing their respective postsecondary CTE courses, are employed, retained, and/or promoted in the workforce per year.)

In order to achieve **Goal 1** (i.e., increasing the number of participants who pursue CTE opportunities), the Training Coordinator will strengthen CITC’s relationships with local accredited CTE providers (following **Objective 1.1**) and will recruit interested participants from the ETS department’s participant pool (following **Objective 1.2** and **Objective 1.3**) into the NACTEP service. The Training Coordinator will contact CTE providers in order to draft contracts and memoranda of understanding and to establish enrollment goals and education plans. The Training Coordinator will work closely with case managers and employment specialists in the ETS department in order to determine which participants to recruit into the NACTEP service based on the participants’ career interests, existing work readiness skills, existing CTE credentials, and motivations to study CTE courses. The Training Coordinator will actively recruit participants who are members of special populations (e.g., people who are homeless, people who have disabilities, youths who are or were in the foster care system) into the NACTEP service and will provide those participants with supportive services and referrals to the ETS department’s Tribal Temporary Assistance to Needy Families (TANF) and/or Tribal Vocational Rehabilitation programs whenever appropriate.

In order to achieve **Goal 2** (i.e., increasing the number of participants who enroll in CTE courses) and **Goal 3** (i.e., increasing the number of participants who earn CTE credentials), the Training Coordinator will provide participants with course catalogues and career-planning
materials from accredited CTE providers, will assist participants in enrolling in their secondary and/or postsecondary CTE courses (following **Objective 2.1** and **Objective 2.2**), and will guide and support participants in securing their CTE credentials (following **Objective 3.1**). The Training Coordinator will interview participants and will ask them to complete specific career and aptitude assessments (e.g., WorkKeys®) in order to determine their interests and education goals. The Training Coordinator will review participants’ employment and education histories and will suggest options for CTE providers and courses (secondary and/or postsecondary). When appropriate, the Training Coordinator will enroll participants in extracurricular life skills and job readiness courses, which are taught by qualified instructors in CITC’s ETS department. Similarly, in most cases, the Training Coordinator will refer participants to shorter CTE courses that lead to cross-industry credentials (e.g., first aid (including CPR/AED), OSHA 30-hour general industry cards, OSHA 40-hour HAZWOPER certificates) before she refers them to longer and more industry-specific CTE courses. The Training Coordinator will monitor participants’ progress in their CTE courses and will facilitate tutoring, work experience, and job placement activities as necessary. The Training Coordinator will ensure that participants complete all examinations, registrations, and other steps for attaining their credentials and will prepare plans for renewing and expanding those credentials in the future.

In order to achieve **Goal 4** (i.e., increasing the number of participants who become employed, are retained, and/or advance in the workforce), the Training Coordinator will provide those participants who complete their postsecondary CTE courses with referrals to CITC’s job coach and employment specialist teams and with linkages to external staffing agencies, résumé workshops, apprenticeships, internships, and other career-development opportunities (following **Objective 4.1**). The Training Coordinator will monitor participants’ progress toward their
respective employment goals after they complete their respective CTE courses. The Training Coordinator will stress the importance of participants’ becoming employed, staying employed, and/or becoming promoted within 4 months of their completing their respective CTE courses.

CITC is committed to providing the highest quality of CTE services and to facilitating the highest quality of CTE courses available for its participants. With the proposed project, at least 175 participants will be equipped to secure high-skill, high-wage, and high-demand occupations by the end of the project period. Participants will be encouraged to pursue the best CTE opportunities that they can realistically expect to complete given their individual career interests, academic aptitudes, and life circumstances.

In most cases, participants will be guided to complete shorter, cross-industry CTE courses before they attempt longer, industry-specific CTE courses. Participants who follow that path will benefit from broad credentials for immediate employment, bolstered self-confidence, and extra time to investigate their career interests. Those participants will be referred to intensive career readiness training suites (e.g., NIT’s Certifications Boot Camp, which includes North Slope Training Cooperative’s Unescorted “6-Pack” course) in order to secure multiple credentials in several days. Similarly, participants who are reluctant to complete classroom-based CTE courses will be encouraged to explore paid trade apprenticeship options either concurrently with CTE courses or in lieu of them.

Participants who express interest in pursuing allied health CTE courses may pursue those courses via the NACTEP service or via CITC’s Health Profession Opportunity Grants (HPOG) program (which is also housed in the ETS department) by referral. Those participants will receive non-overlapping NACTEP and HPOG services simultaneously. HPOG staff members are highly qualified experts in allied health career paths and will provide participants with case management,
career counseling, and supportive services as well as funding for allied health CTE courses from the Alaska Area Health Education Centers and Alaska Pacific University. Importantly, the HPOG program will leverage its allied health expertise and will coordinate its enrollment and case management efforts with the NACTEP service.

Brief descriptions of course types and anticipated credentials that are offered by each of the identified accredited CTE providers (i.e., NIT, AVTEC, ACC, and UAA) are provided below. See full course descriptions from each CTE provider among the application attachments.

- **Northern Industrial Training (NIT).** Currently, NIT offers three 4-week (or 160-hour) courses, five 6-week (or 240-hour) courses, five 8-week (or 320-hour) courses, and one 16-week (or 640-hour) course to NACTEP participants. Each of the fourteen courses provides an NIT-endorsed certificate of completion and relevant industry-recognized credentials. Several courses also provide cross-industry credentials, such as first aid (including CPR and AED) certificates, OSHA 30-hour general industry cards, OSHA 40-hour HAZWOPER certificates, OSHA powered industrial truck (i.e., forklift) certificates, and Microsoft Office (Word, PowerPoint, Excel, and Outlook) certificates.

- **Structural Welding.** Four structural welding courses are offered. Each course is elementary or advanced, is 8 or 16 weeks long, and covers two or three welding methods (among FCAW, GMAW, and SMAW). Paths to American Welding Society certifications are also offered at additional cost.

- **Construction.** Two construction courses are offered. Each course is 6 weeks long. One course provides health and safety trainings (e.g., fall protection, respiratory protection, energy isolation), and one course provides heavy equipment (e.g., loader, dozer, excavator) operation trainings.
- **Project Management.** One project management course is offered. The course is 4 weeks long and leads to NCCER project management and Microsoft Project certifications with emphasis on construction projects.

- **Motor Vehicle Repair and Servicing.** Three motor vehicle repair and servicing courses are offered. Two courses are 6 weeks long and are focused on maintenance of smaller motors (on ATVs and boats respectively), and one course is 8 weeks long and is focused on maintenance of larger motors (on heavy trucks).

- **Driving.** Three heavy vehicle driving courses are offered. One course is 4 weeks long and leads to Alaska Class A commercial driver licensing, and two courses are 6 and 8 weeks long respectively and lead to Alaska Class A or Class B commercial driver licensing.

- **Administration.** One administration course is offered. The course is 4 weeks long and provides focused Microsoft Office, business writing, cultural awareness, customer service, defensive driving, and other trainings.

- **Alaska Vocational Technical Center (AVTEC).** Administered by the Alaska Department of Labor and Workforce Development, AVTEC currently offers three CTE training suites to NACTEP participants: maritime operations, construction technology, and building maintenance and construction. Each training suite includes different pathways and provides a variety of credentials. Firstly, the maritime operations training suite includes able seaman seafarer, master/mate seafarer, and junior engineer seafarer pathways, which each provide pathway-specific domestic ratings with the US Merchant Marine and opportunities for securing additional international ratings. Secondly, the construction technology and building maintenance and construction training suites both provide various
industry-specific credentials (e.g., OSHA 10-hour cards) and practical knowledge via short, intensive courses.

- **Alaska Career College (ACC).** Currently, ACC offers three 14-month to 21-month undergraduate certificate and Associate of Applied Science options in business administration (accounting technology, computer technology, and human resources management) to NACTEP participants. Via CITC’s HPOG program, NACTEP participants also have access to ACC’s three 7-month to 14-month undergraduate certificate options in allied health (medical insurance coding and billing, medical assisting, and phlebotomy) and one 9-month to 14-month undergraduate certificate option in therapeutic massage. All of ACC’s courses are intensive, practice-based, and available in day and evening sessions. In addition to industry-specific knowledge, ACC’s degrees and certificates provide paths to industry-recognized credentials in Microsoft Office (Word, PowerPoint, Excel, and Outlook) (for all students) and Intuit QuickBooks® (for business administration students only) as well as official certifications from the National Center for Competency Testing (for phlebotomy students only) and the National Certification Board for Therapeutic Massage and Bodywork (for therapeutic massage students only).

- **University of Alaska Anchorage (UAA).** Currently, UAA offers NACTEP participants a wide variety of occupational endorsement certificate, undergraduate certificate, and Associate of Applied Science options. Occupational endorsement certificate options include bookkeeping, information technology, motor vehicle repair and servicing, nondestructive testing, and welding; undergraduate certificate options include welding and welding technology; and Associate of Applied Science options include accounting, business-focused computer information systems and network technology, construction...
management, human services, and occupational health and safety. Depending on the courses completed, the Associate of Applied Science options also provide students with opportunities to pursue certified administrative professional, certified professional secretary, and Microsoft Office credentials and to transfer their completed credits toward Bachelor of Arts programs in business administration. Allied health options are also offered by UAA in all three certificate and degree levels. Occupational endorsement certificate options include nursing assisting, medical office coding and billing, pharmacy technology, and phlebotomy technology; undergraduate certificates include dental assisting; and Associate of Applied Science options include medical assisting, paramedical technology, radiography technology, sonography technology, and surgical technology.

B.2. Addressing Identified Needs. As discussed in A.1 and A.2, CITC’s service population (i.e., economically disadvantaged AN/AI residents of the Anchorage MSA) is in great need of effective and high-quality CTE opportunities that provide industry-recognized credentials for high-paying and high-demand employment. The proposed project, as designed, will meet that need and will ultimately improve the socioeconomic conditions of hundreds of AN/AI people (and ultimately their family members) by providing them with access to new career pathways that otherwise would be unavailable to them.

The proposed project builds on CITC’s 30 years of experience in delivering culturally competent, trauma-informed, and strengths-based social services. CITC recognizes that AN/AI communities are built with high levels of interdependence between extended family members. Financial, psychosocial, and physiological challenges for one person often trigger additional challenges for that person’s spouse, parent(s), child(ren), sibling(s), or cousin(s). Those challenges often expand and propagate barriers that impede multiple people’s career and education successes.
As discussed in B.1, however, CITC’s NACTEP service will continue to function in tandem with CITC’s broad network of programs and services. Participants and their families will be referred, as necessary, to culturally competent and trauma-informed employment, training, education, family, youth, recovery, reentry, and other services from any of CITC’s five core departments. The Training Coordinator and her colleagues in other teams and departments will create action plans for their mutual participants (and their families) and will track all delivered services and known outcomes in their respective common intradepartmental databases.

The proposed project, by design, will support hundreds of AN/AI people experiencing poverty or unemployment. For many participants, however, poverty is generational and/or deep enough to make pursuing CTE opportunities unaffordable even with funding for tuition and fees. As discussed above and in B.1, however, CITC will provide its participants with supportive services (e.g., incentive gift cards, transportation vouchers, clothing vouchers) via its NACTEP service and with referrals to the ETS department’s Tribal TANF program whenever appropriate. Similarly, many participants will seek exceptionally high-paying and physically demanding employment opportunities for oil, natural gas, and mining operations in Alaska’s sparsely populated North Slope and Northwest Arctic boroughs. For those participants, residing closer to their ancestral Tribal communities and/or earning enough money to support themselves and their families are often primary motivations. The Training Coordinator will recommend to those participants relevant CTE courses (e.g., North Slope Training Cooperative’s Unescorted “6-Pack” course), as discussed in B.1, and the ETS department’s job coach and employment specialist teams will provide those participants with career advice, application assistance, and networking opportunities.

The proposed project will allow participants to choose which CTE opportunities they wish to
pursue according to their individual interests, aptitudes, learning styles, and life circumstances. While many participants will be best served with shorter, cross-industry CTE courses that will provide them with immediate employment and short-term financial stability, other participants will benefit more from longer, industry-specific CTE courses that will establish them in lasting careers with opportunities for advancement. The Training Coordinator and her job coach and employment specialist colleagues in CITC’s ETS department will utilize their expertise and compassion in guiding participants toward their intended paths. Similarly, the Training Coordinator will recognize and encourage participants who choose to pursue non-traditional (in terms of gender) careers. Female participants, in particular, will be provided with information and resources from organizations and businesses that actively promote the training and hiring of women in technical and trade careers. And if they prefer, female participants will also be referred to female case managers, job coaches, and employment specialists whenever possible.

**B.3. Coordinating with Existing Efforts and Resources.** As discussed in **B.1** and **B.2**, CITC’s existing NACTEP service is well integrated, in purpose and scope, with many of CITC’s other existing programs, services, and resources. In particular, CITC’s NACTEP service is an integral part of CITC’s bundled 477 program, which exists solely to create economic development opportunities for AN/AI people. With recent advancements in technology and breakthroughs in staff experience, CITC intends to strengthen the NACTEP service’s impact in its 477 program and its role in coordinating with accredited CTE providers, AN/AI nonprofit partners, state and federal agencies, and Tribal governments.

Above all, the proposed project will greatly reinforce CITC’s existing efforts to reduce poverty and unemployment rates among the Anchorage MSA’s AN/AI residents. CITC’s ETS department, as discussed in **B.1**, provides a diverse collection of services, such as job coaching and career
counseling, Tribal vocational rehabilitation, supported work experience, Tribal TANF, childcare assistance, heating assistance, adult education (i.e., GED and life skills courses), and CTE facilitation (via the NACTEP service and the HPOG program). CITC’s coalitions with small and large businesses, social enterprises, and nonprofit organizations ensures that all ETS department staff members have numerous channels for connecting their participants with the best employment and internship opportunities available.

Depending on their individual needs, participants and their families will have quick access to dozens of categories of social services from any of CITC’s five core departments. Some of those categories, as discussed in B.2, will include culturally competent and trauma-informed education, family, youth, recovery, and reentry services. Additionally, participants will have access to a variety of services from CITC’s AN/AI nonprofit partners. Examples of those services include primary and behavioral healthcare from Southcentral Foundation, housing assistance from Cook Inlet Housing Authority, childcare and early education from Clare Swan Early Learning Center, and education scholarships from CIRI Foundation.

Because the vast majority of CITC’s services are grant-funded, CITC maintains close working relationships with state and federal agencies. The proposed project, in particular, will provide CITC with further opportunities to collaborate with the Alaska Department of Labor & Workforce Development (DLWD) and the Alaska Department of Education & Early Development (DEED). Both of those agencies have consistently supported CITC’s economic development efforts and share a common goal with CITC to create more CTE opportunities for Alaska residents. In 2010, for example, CITC, the Alaska DLWD, the Alaska DEED, and UAA created a comprehensive CTE plan that established the groundwork for mutual referrals, shared resources, and renewed commitments to creating more opportunities for residents to earn industry-recognized credentials.
and qualifications. Each party has recognized the urgent need to make Alaskans more competitive in the global economy.

**B.4. Ensuring Quality in CTE Opportunities.** In order to ensure that CITC’s NACTEP participants receive the highest quality of CTE curricula and case management services, the Training Coordinator will actively and continuously update her knowledge on relevant professional topics and will relay her findings to the accredited CTE providers and to her colleagues in the ETS department. The Training Coordinator’s efforts will ultimately improve economic development service delivery throughout CITC and the Anchorage MSA.

The Training Coordinator will familiarize herself with the CTE curricula that are offered in the Anchorage MSA and the key concepts and latest developments of continuing education and job readiness. Each year in the project period, the Training Coordinator will receive 4 hours of training on CTE curricula, CTE credentials, job readiness concepts, and educational resources from faculty members from NIT (and/or other accredited CTE providers). Each year in the project period, the Training Coordinator will attend (physically or virtually) the Association for Career and Technical Education’s annual National Policy Seminar.

The Training Coordinator will familiarize herself with CITC’s wellness resources, effective psychosocial support methods, and the design and features of Public Law 102-477. Each quarter in the project period, the Training Coordinator will attend 8 hours of interdepartmental meetings and trainings (e.g., “Lunch and Learn” sessions, talking circles, resiliency and trauma-informed care workshops). Each year in the project period, the Training Coordinator will attend 40 hours of external conferences and trainings (e.g., National Indian and Native American Employment and Training Conference, Bureau of Indian Affairs-hosted 477 trainings). Each quarter in the project period, the key personnel will meet with the project’s External Evaluator in order to review the
The Training Coordinator will teach faculty members from NIT (and/or other accredited CTE providers) about the needs and potentials of CITC’s service population. Each year in the project period, the Training Coordinator will provide 2 hours of training to NIT faculty members in order to provide them with information on common barriers to success for AN/AI participants, proven practices that support resilience, trauma-informed and culturally responsive pedagogy, CITC’s services and resources, and CITC’s referral processes.

C. ADEQUACY OF RESOURCES

With its prior experience administering other NACTEP projects, CITC understands the expected resource needs of the proposed project. CITC has adequate material and personnel support, an accurate and realistic budget, and fully qualified partners.

C.1. Adequacy of Support. CITC’s NACTEP service has been and will continue to be housed in CITC’s primary building, Nat’uh, which is located in Anchorage. The NACTEP service’s key personnel will have their own working spaces among their colleagues in CITC’s ETS department and will have full access to private meeting and conference rooms in order to hold consultations with participants. The key personnel will be provided with the same quality of equipment (e.g., computer, desk, phone headset), supplies (e.g., pens, notepads), and conveniences (e.g., free on-site parking, remote and flexible working arrangements) that are provided to their colleagues. All equipment and supplies will be maintained by CITC and will, within reason, keep pace with technological advancements in 2021 and beyond.

As discussed in B.3, the NACTEP service’s key personnel will also have access to all relevant
external contacts (e.g., CTE providers, social service providers, employers) and resources of the ETS department specifically and CITC generally. The key personnel, consequently, will always have people with whom to talk and to network for their participants’ benefit and for their own professional development.

*Nat’uh* is directly accessible for participants via two major bus routes. Two covered bus stops are situated just outside the building’s northern and western entrances. *Nat’uh* is fully compliant with the Americans with Disabilities Act of 1990, has multiple emergency exits, and is monitored by on-site security officers and mobile patrols. *Nat’uh* provides short-term (up to 3 hours per day per person) drop-in childcare for participants’ children while those participants are receiving other services in the building. The ground floor of *Nat’uh* houses a small café and a large career development center that is operated by CITC’s Alaska’s People department.

**C.2. Adequacy of Budget.** CITC has operated its existing NACTEP service since 2014 and has first-hand experience in relevant cost requirements. The budget for the proposed project is based on the actual calculated operating costs in FY 2021, including market-rate salaries and CTE tuitions and fees in the Anchorage MSA. The budget is adequate and reasonable in relation to the proposed project’s goals and objectives. In order to assure the highest quality of service, CITC will fund only those CTE opportunities that are offered by accredited providers and taught by certified instructors.

Generally, CTE courses in Alaska are more costly to operate and to pursue than are traditional postsecondary (i.e., non-CTE) courses (DeFeo et al., 2014). However, CITC understands that CTE credentials provide enormous economic benefits to participants (e.g., increased lifetime earnings, improved psychosocial wellness) and to the Anchorage MSA (e.g., increased tax income, improved economic outputs, improved labor statistics).
C.3. Relevance and Commitment. For the benefit of its participants, CITC will facilitate CTE opportunities from NIT, AVTEC, ACC, UAA, and other accredited CTE providers that are identified by the proposed project’s key personnel. See letters of support among the application attachments.

C.4. Instructor Licenses and Certifications. CITC’s NACTEP service will only facilitate CTE trainings from accredited CTE providers and certified CTE instructors. Adhering to the requirements of their respective accrediting organizations, which are discussed in B.1, all of the identified CTE providers require their instructors and other faculty members to hold appropriate and relevant licenses and certifications for teaching their respective courses. While requirements vary from course to course, standard practice across all of the identified CTE providers dictates that all instructors must hold at least those industry-recognized credentials and years of experience that are required for professional employment in their courses’ respective fields. Higher-level CTE providers, such as UAA, often require their instructors to hold bachelor’s or master’s degrees in addition to other licenses, certifications, and experience.

D. QUALITY OF MANAGEMENT PLAN

CITC has provided employment and training services to participants and specialized recruitment services to employers for over 30 years. Specifically, CITC is committed to providing CTE opportunities to its service population and to fostering the economic development of the region’s Tribal communities via its NACTEP service and its 477 program.

D.1. Capacity to Achieve Goals and Objectives. Established by Cook Inlet Region, Inc. in 1983, CITC is a Tribal 501(c)(3) nonprofit social services organization. Each year, CITC provides services to approximately 12,000 people (predominantly Alaska Native) in the Cook Inlet region.
(as defined by the Alaska Native Claims Settlement Act of 1971), which includes all of the MoA city-borough and most of the Mat-Su and Kenai Peninsula boroughs. Of CITC’s 17 board of directors members, 9 are appointed by CIRI and 8 are appointed by the Cook Inlet region’s federally recognized Tribal communities (i.e., one member each from Chickaloon, Eklutna, Kenaitze, Knik, Ninilchik, Salamatof, Seldovia, and Tyonek). CITC’s leadership team, consequently, is composed of AN/AI people who advocate strongly for their local Tribal communities. The majority of CITC’s services, as well, are offered exclusively to AN/AI people who reside in the Cook Inlet region.

In FY 2021, CITC has a total operating budget of $118 million from over 50 state, federal, and foundation grants and contracts. Since its inception, CITC has managed all of its grants and contracts efficiently and responsibly. CITC operates its own state-of-the-art accounting team, which boasts a 17-year history of unmodified independent annual audits. CITC’s ETS department, which will administer the NACTEP service, has been the Anchorage MSA’s sole provider of Tribal TANF funds since 2005. Additionally, the ETS department has successfully implemented a variety of grant-funded projects that provided employment and training services in partnership with state and federal agencies. Some examples include its State Training and Employment Program (Alaska Division of Employment and Training Services) project, its Tribal Vocational Rehabilitation (Department of Education) project, and its Workforce Innovation and Opportunity Act (Department of Labor) project.

The proposed project’s key and significant personnel and External Evaluator are qualified, trained, and fully integrated in CITC’s corporate hierarchy and culture. Based on its extensive experience administering NACTEP projects, its relationships with local accredited CTE providers, and its understanding of its target population, CITC is confident that its chosen team and staffing
levels will achieve the goals and objectives of the proposed project on time and within budget.

The proposed project’s staffing plan (with roles, FTE values, and responsibilities) is provided below. Résumés and job descriptions for personnel are included among the application attachments. The proposed project’s timeline (with activities, milestones, responsible staff members, and timeframes), is provided below in Table 1. The timeline will be repeated for each year in the project period.

- **Senior Director and Project Director**
  Her time provided at no cost to this grant, the Senior Director of the ETS department will act as project director and will be responsible for project oversight, grant reporting, and overall supervision of staff.

- **477 Education and Training Manager**
  With 0.5 FTE, the 477 Education and Training Manager will be responsible for management of the NACTEP service, direction of the project (i.e., tracking fiscal and administrative progress, tracking sub-contracts), and supervision of the Training Coordinator and the 477 Training Assistant.

- **Training Coordinator**
  With 1.0 FTE, the Training Coordinator will be responsible for recruitments, needs assessments, and delivery of NACTEP-related services (e.g., case management, CTE facilitations, work experience and internship facilitations, academic progress tracking, job-readiness activities and referrals, employment-related and social services referrals, data entry and analysis).

- **477 Training Assistant**
  With 0.5 FTE, the 477 Training Assistant will be responsible for administrative support and eligibility determinations.
<table>
<thead>
<tr>
<th>Key Activities</th>
<th>Milestones</th>
<th>Resp. Staff</th>
<th>Timeframes</th>
</tr>
</thead>
<tbody>
<tr>
<td>renew staff contracts</td>
<td>key staff contracts, renewed</td>
<td>Senior Manager</td>
<td>by 30 days into project period</td>
</tr>
<tr>
<td>establish MIS protocols</td>
<td>MOU completed with NIT</td>
<td>Senior Manager</td>
<td>by 30 days into project period</td>
</tr>
<tr>
<td>establish MIS protocols</td>
<td>database established for project data</td>
<td>Senior Manager; CITC’s MIS team</td>
<td>by 60 days into project period</td>
</tr>
<tr>
<td>conduct project orientation trainings</td>
<td>25 participants screened and recruited into NACTEP service</td>
<td>Training Coordinator</td>
<td>by 3 months into project period</td>
</tr>
<tr>
<td>conduct project orientation trainings</td>
<td>trainings on CTE curricula completed; trainings on barriers and other topics provided to NIT staff and faculty members</td>
<td>Senior Manager; Training Coordinator; NIT staff and faculty members</td>
<td>by 3 months into project period</td>
</tr>
<tr>
<td>attend grantee travel arrangements</td>
<td>travel arrangements secured</td>
<td>Senior Director; Senior Manager; Training Coordinator</td>
<td>on appointment in 1st year of project period</td>
</tr>
<tr>
<td>deliver supportive services</td>
<td>25 needs assessments completed</td>
<td>Training Coordinator</td>
<td>by 4 months into project period</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Stakeholder</td>
<td>Timeline</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>enter data into MIS</td>
<td>MIS data entries for 25 participants completed</td>
<td>Training Coordinator</td>
<td>by 4 months into project period</td>
</tr>
<tr>
<td>co-facilitate NIT’s Certifications Boot Camp</td>
<td>90% of enrolled students graduated from certifications trainings</td>
<td>Training Coordinator; NIT staff and faculty members</td>
<td>by 6 months into project period</td>
</tr>
<tr>
<td>deliver industry-specific trainings</td>
<td>85% of enrolled students graduated from industry-specific trainings</td>
<td>Training Coordinator; CTE providers</td>
<td>by 1 year into project period</td>
</tr>
<tr>
<td>complete staff trainings for each key personnel; conferences attended</td>
<td>4 hours of internal trainings completed for each key training providers</td>
<td>Senior Manager; Training Coordinator;</td>
<td>by 1 year into project period</td>
</tr>
<tr>
<td>conduct site visits</td>
<td>site visits completed</td>
<td>External Evaluator</td>
<td>in months 3, 6, 9, and 12 of project period</td>
</tr>
</tbody>
</table>
evaluate project and GPRA measures, Senior Manager; once per quarter and complete annual assessments, and Training Coordinator; by 1 year into project report other data extracted, External Evaluator period sorted, and analyzed

design program evaluation results Senior Manager; by 1 year into project improvements incorporated into year Training Coordinator; period 2 plan External Evaluator

D.2. Staff Diversity. In accordance with the Indian Self-Determination and Education Assistance Act of 1975, CITC gives hiring and training preference to eligible and qualified AN/AI applicants and employees. CITC actively promotes workforce diversity and welcomes job applicants traditionally underrepresented based on their races, colors, national origins, genders, ages, and potential disabilities. Of CITC’s current staff population, almost 60% identify as AN/AI, and almost 20% total identify as Asian, Black, Hispanic, or Pacific Islander, in order of frequency.

D.3. Time Commitments of Key and Significant Personnel. Based on its experience in having successfully operated its NACTEP service since 2014, CITC considers the time commitments of the key and significant personnel to be appropriate and adequate for achieving the proposed project’s goals and objectives.

As discussed in B.1, the key personnel (all existing) and respective time commitments for the proposed project will be one Training Coordinator at 1.0 FTE, one 477 Education and Training Manager at 0.5 FTE, and one 477 Training Assistant at 0.5 FTE. Additionally, the existing Senior Director of the ETS department will work in kind as the project director and will oversee all key personnel.
D.4 Qualifications of Key and Significant Personnel. The qualifications (including relevant trainings, expertise, and experience) of the proposed project’s key and significant personnel and External Evaluator are discussed below. Résumés and job descriptions for each of the personnel are included among the application attachments.

- The Senior Director of the ETS department, has a Bachelor of Arts in Organizational Management and over 21 years of experience in providing employment and training services to AN/AI people. has directed the ETS department, its budget of $19 million, and all components of its 477 program (including CITC’s NACTEP service) since 2013.

- The 477 Education and Training Manager, has a Bachelor of Arts in business administration and management and over 14 years of experience in providing employment and training services to AN/AI people. Ms. Miles has managed the NACTEP service for over 1 year.

- The Training Coordinator, has over 6 years of experience in providing employment and training services to AN/AI people. Ms. Davis has worked in her current position for over 9 months.

- The 477 Training Assistant, has over 2 years of experience in providing employment and training services to AN/AI people. Ms. Davis has worked in her current position for over 1 year.

- The External Evaluator, has a Ph.D. in Education and over 20 years of experience in evaluating grant-funded and education-based programs and services for Tribal organizations. is a member of the American Evaluation Association and has evaluated projects for the ETS department for many years.
E. Quality of Project Evaluation

The proposed project’s continuous evaluation will be conducted by an identified External Evaluator and with a methodology that is thorough, feasible, and appropriate. CITC will work to improve its NACTEP service according to the evaluation’s findings.

E.1. Evaluation Methods and Performance Measures. The proposed project and its associated NACTEP service will be continuously evaluated by , Ph.D., a highly qualified and detail-oriented External Evaluator. is a Yaqui Native American, an alumna of Stanford University, and a tireless supporter of Tribal sovereignty. With her extensive experience in evaluating and reporting for federally funded programs, particularly those that provide education and AN/Al-advancement services, has developed a culturally relevant, strengths-focused, and collaborative evaluation approach that engages Tribal community members and highlights Indigenous ways of knowing.

Continuous evaluation for the proposed project will be rigorous, formative, and summative in nature. The evaluation will be highly regarded by CITC and will be used to guide the NACTEP service to be as effective and efficient as possible. will devote much of her time to mentoring the key personnel and will design the methodology for the evaluation with the highest scientific and cultural standards.

Each quarter in the project period, will evaluate the NACTEP service as a whole and will assess the proposed project’s progress toward achieving its goals and objectives. will collect quantitative and qualitative data from the project director. Also, and the project director together will order data queries from the management information system directors of CITC and each of the accredited CTE providers that work with NACTEP participants. will synthesize that data in order to assess the NACTEP service’s performance.
measures, outcomes, and processes and to establish evaluation protocols and first-year baselines (for the performance measure), in context with the proposed project’s goals and objectives.

will record her assessments, findings, and other required data in the proposed project’s annual performance reports and final performance report for the Department of Education.

Each quarter in the project period, will visit the working spaces of the NACTEP service and certain campuses of CTE providers. Additionally, will attend grant-related meetings for the proposed project and will communicate regularly with the key and significant personnel via online meeting platforms, email, and phone.

The proposed project’s four goals, seven objectives (which are each specific, measurable, achievable, relevant, and time-bound (i.e., SMART)), and all associated performance measures and outcomes are closely aligned with the purposes of the NACTEP grant and its associated legislation. The goals and objectives, with timeframes (in relation to the project period) and performance measures, are discussed below. Performance measures for Objectives 2.1, 2.2, 3.1, and 4.1 correlate with known GPRAMA measures for NACTEP projects.

❖ **Goal 1.** Increase the number of economically disadvantaged AN/AI adults and youths in the Anchorage MSA who pursue CTE opportunities.

❖ **Objective 1.1.** By month 3, establish the infrastructure of CITC’s NACTEP service and complete all associated contracts and agreements with an accredited CTE provider. (Performance measure: completed contracts and agreements between CITC and NIT after 3 months.)

❖ **Objective 1.2.** By the end of each year, recruit 35 participants into CITC’s NACTEP service. (Performance measure: number of participants who are recruited into CITC’s NACTEP service per year.)
Objective 1.3. By the end of year 3, recruit 5 participants who are members of special populations into CITC’s NACTEP service and provide those participants with direct assistance. (Performance measure: number of participants who are members of special populations and are recruited and provided with direct assistance after 3 years.)

Goal 2. Increase the number of economically disadvantaged AN/AI adults and youths in the Anchorage MSA who are enrolled in CTE courses with accredited CTE providers.

Objective 2.1. By the end of each year, ensure that 95% of participants who are recruited into CITC’s NACTEP service are enrolled in CTE courses with accredited CTE providers. (Performance measure: number and percentage of participants who are enrolled in CTE courses with NIT and/or other accredited CTE providers per year.)

Objective 2.2. By the end of each year, ensure that 85% of participants who are recruited into CITC’s NACTEP service are enrolled in postsecondary CTE courses with accredited CTE providers. (Performance measure: number and percentage of participants who are enrolled in postsecondary CTE courses with NIT and/or other accredited CTE providers per year.)

Goal 3. Increase the number of economically disadvantaged AN/AI adults and youths in the Anchorage MSA who possess active and industry-recognized CTE credentials.

Objective 3.1. By the end of each year, ensure that 95% of participants who are recruited into CITC’s NACTEP service and enrolled in CTE courses with accredited CTE providers are on track to receive industry-recognized CTE credentials. (Performance measure: number and percentage of participants who
receive industry-recognized CTE credentials per year.)

- **Goal 4.** Increase the number of economically disadvantaged AN/AI adults and youths in the Anchorage MSA who secure new employment, retain current employment, and/or advance in current employment.

- **Objective 4.1.** By the end of each year, ensure that 85% of participants who are recruited into CITC’s NACTEP service and have completed postsecondary CTE courses with accredited CTE providers, within 4 months of completion, are employed, retained, and/or promoted in the workforce. (Performance measure: number and percentage of participants who, within 4 months of completing their respective postsecondary CTE courses, are employed, retained, and/or promoted in the workforce per year.)

**E.2. Performance Feedback and Continuous Improvement.** The evaluation model for the proposed project will yield sufficient quantitative and qualitative data, which will be used to evaluate the effectiveness of the implementation strategies of CITC’s NACTEP service. The evaluation model will utilize a variety of data-collection instruments. A list of those instruments and their respective timeframes (in quarters of each year in the project period) is provided below in Table 2. Further details on those instruments are provided below in Table 3.

<table>
<thead>
<tr>
<th>Data-Collection Instrument</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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<tbody>
<tr>
<td>CITC/CTE provider contractual agreements finalized</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CITC project director enrollment records</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CITC project director participant demographic data</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CTE provider participant enrollment records</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
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*Cook Inlet Tribal Council, Inc.*

Page 34
<table>
<thead>
<tr>
<th>Data-Collection Instrument and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITC/CTE provider contractual agreements finalized will indicate: the establishment of the project infrastructure within 3 months of project start</td>
</tr>
<tr>
<td>CITC project director enrollment records will indicate: number of participants enrolled each year; number of participants who are members of special populations; number and percentage of participants who are enrolled in CTE courses with NIT and/or other accredited CTE providers per year; number and percentage of participants who are enrolled in postsecondary CTE courses with NIT and/or other accredited CTE providers per year; number and percentage of participants who receive industry-recognized CTE credentials per year; number and percentage of participants who are, within 4 months of completing postsecondary CTE courses, employed, retained, and/or promoted in the workforce per year</td>
</tr>
<tr>
<td>CITC project director participant demographic data will indicate: number of participants enrolled each year who are members of special populations</td>
</tr>
</tbody>
</table>
CTE provider participant enrollment records will indicate: number and percentage of participants who are enrolled in CTE courses with NIT and/or other accredited CTE providers per year; number and percentage of participants who are enrolled in postsecondary CTE courses with NIT and/or other accredited CTE providers per year; number and percentage of participants who receive industry-recognized CTE credentials per year; number and percentage of participants who are, within 4 months of completing postsecondary CTE courses, employed, retained, and/or promoted in the workforce per year.

CTE provider participant progress and completion data will indicate: number and percentage of participants who receive industry-recognized CTE credentials per year; number and percentage of participants who are, within 4 months of completing postsecondary CTE courses.

CITC ETS staff reports on participant progress will indicate: number and percentage of participants who are, within 4 months of completing postsecondary CTE courses, employed, retained, and/or promoted in the workforce per year.

Quarterly site monitoring by External Evaluator will include: quarterly site visits in-person, as permitted or via electronic meeting platform to work with the principal project personnel to monitor, encourage, and help troubleshoot programmatic issues which arise as the project is instituted and demonstrated; site visit data will be used to prepare quarterly grant performance reports for the project director to ensure continuous feedback and quality control reporting elements (grant performance report, cumulative and comprehensive review of project, yearly grant performance report compiled and submitted, and completion of project implementation document) will be analyzed cumulatively and will include: the evaluation of culturally relevant curriculum to add up to a comprehensive review of the project, which entails the documentation of all quantitative and qualitative measures of project success and
improvement to examine the effectiveness of models and methods and project implementation; the External Evaluator will also compile and organize the quarterly data/comprehensive review into the continuation and annual performance report formats for submission.

**COMPETITIVE PREFERENCE PRIORITY**

CITC’s proposed project will meet the Department of Education’s competitive preference priority of promoting science, technology, engineering, and mathematics (STEM) education, with a particular focus on computer science. Specifically, the proposed project will provide participants with opportunities to enroll in STEM-based CTE courses, and the key and significant personnel will actively encourage their participants to do so. Each of the proposed project’s identified accredited CTE providers (i.e., NIT, AVTEC, ACC, and UAA) provide STEM-based courses. Additionally, most of the identified courses, course types, and training suites (e.g., structural welding from NIT, maritime operations from AVTEC, computer technology from ACC, computer information systems from UAA) are STEM-based in content and application. The key personnel and CITC as a whole will provide interested participants with resources, tutoring opportunities, and access to CITC’s Fab Lab, a digital fabrication laboratory with a collection of advanced tools (e.g., 3D printers, circuit-board printers, cutters) that were acquired via a STEM-based partnership with the Massachusetts Institute of Technology.

**REFERENCES**


*Cook Inlet Tribal Council, Inc.*