Description of the Proposed Project

Haliwa-Saponi Tribal School (Haliwa-Saponi) will use the NACTEP opportunity to live out its mantra of “Catch the Vision” and fulfill its mission to “…provide high quality education through academics, technology and community involvement, with integration of American Indian culture,” ultimately leading students to become “positive, productive citizens in an ever-changing global society.” In order for students to “Catch the Vision”, the *Catch The Vision with Career and Technical Education (CTE)* (CTVwCTE) project will focus on the following three goals to increase access and opportunity to CTE pathways AND ultimately support overall student learning and success for students at Haliwa-Saponi:

1. Increase access to additional learning opportunities for students by offering CTE pathways that lead to CTE credentials and certifications aligned to the workforce needs of the community;

2. Implement an AVID College and Career Readiness System to support student success in CTE and college coursework; and

3. Strengthen overall teaching and learning and student success in CTE and college coursework by implementing an inquiry-based learning (IBL) instructional model.
Response to Selection Criteria

Need for Project

The extent to which the proposed project involves, coordinates with, or encourages Tribal economic development plans.

Located in Hollister, North Carolina, Haliwa-Saponi Tribal School serves approximately 150 students in kindergarten through 12th grade. Haliwa-Saponi is an identified charter school under the guidance of an 11-person Board of Directors. The school has Title I status and has been designated a continually low-performing charter school and comprehensive support and improvement (CSI) school. Haliwa-Saponi is approximately 74% American Indian, 18% students with disabilities, and 58% economically disadvantaged, exceeding the state average of 44%.

For the past 5 years, Haliwa-Saponi Tribal School has fluctuated between an “F” and a “D” rating according to the state accountability model. In 2017–18, the school had an overall performance grade score of 37, and in 2018–19 this score rose to 40. Tribal School has been plagued by greater than 50% staff turnover, and only a little over 50% of the staff are fully licensed teachers.

Participation of students in career and technical education fluctuates from year to year (62% in 2017–18 and only 24% in 2018–19). In 2019-2020, Haliwa Saponi had only two student completers due to Covid-19 delaying classes, both in cosmetology. Currently students are taking courses in cosmetology, financial literacy, robotics, criminology, and general business courses but only two students are on-track to be CTE completers this spring, both in cosmetology. The 4-year cohort graduation rate fluctuates as well (81.3% in 2017–18 and down to 69.2% in 2018–19) and remains below the state average of 86.5%. Approximately 18 students take advantage of Career PR/Award # V101A210028
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and College Promise (CCP); however, no students are enrolled in AP coursework at Haliwa-Saponi.

Currently, the school has a Director of Student Services but does not have a full-time counselor. Counseling and social work services are outsourced to a third-party provider once a week and as needed. Approximately 15-20 students take advantage of these services on a monthly basis. This absence of a more permanent counseling presence limits students’ access to effective social-emotional, mental health, and academic support. Even with the small size of the school and the tight-knit community atmosphere, the absence of a full-time counselor does not provide an optimal environment for improved student achievement.

In a recent needs assessment, conducted in December 2019, an area for improvement for the school was identified as: *Incorporate a culture of high academic expectations grounded in both college-level expectations and career development in order to inspire and provide a vision of future success for students.* The NACTEP opportunity will allow Haliwa-Saponi to make great strides towards to improve this recommendation.

*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.*

Education and a strong workforce are essential pieces of the puzzle for the success of our students, citizens and our nation. Unprecedented technological growth, shifting demographics, and increasing customer sophistication have contributed to workforce challenges that require innovative education solutions. Our school and private sector businesses and industries have long sought to close this gap but have struggled to develop truly collaborative partnerships.
In order to bridge the gap between the school and industries, Haliwa-Saponi will develop a CTE Advisory Board. The CTE Advisory Board will establish a shared mission and goal, aligned with local workforce demands, so that all students at Haliwa-Saponi graduate prepared for post-secondary education and work. The CTE Advisory Board will be able to establish authentic opportunities for students to learn, apply, and adapt employability skills creating a strong future workforce for the community.

A well-educated workforce is vital for the economic prosperity of a region and allows its citizens to experience economic and personal benefits. According to the Cumberland Valley Economic Development Study (2016), the benefits of education to a workforce include higher wages, leading to a more qualified applicant pool; productivity among workers; economic security, allowing people to spend more in their communities; and better health and wellness for multiple generations. The bottom line, when educated children return to the communities of their youth to set down roots as adults, they cement a community’s reputation as a family-friendly center where thriving is not just possible but the norm.

Businesses in the region are struggling to find the skilled talent they need for their workforce. Unless the region can upskill the underemployed and unemployed, we will be unable to meet the workforce demands of local employers. If employers are unable to meet their workforce needs, our local economy will experience a significant detrimental impact. Most of the higher-wage jobs in the area like Healthcare and Advanced Manufacturing, require some type of postsecondary education and training. Without skilled workers to fill these vacancies, businesses in the region will not thrive. Currently, Haliwa-Saponi does not have any school-based internship experiences for traditional students. Exceptional Children’s students have had internships with the Warren County Animal Shelter,
Warren County Sheriff Department, and Tar Heel Automotive Repair in order to meet the job requirements for graduation.

Graduates usually pursue jobs in factories, fast food, construction, maintenance, and the military. A few students go to one of the local community colleges or four-year universities and colleges such as Pembroke State University, Wesleyan College, East Carolina University, North Carolina State, and North Carolina A&T State University yet few return to the Haliwa-Saponi community. There is a definite need to expose students at Haliwa-Saponi to the multitude of local career options that exist within their community and help to see a pathway to those careers through CTE.

**Quality of the Project Design**

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

Haliwa-Saponi understands that access and opportunity does not always equate to postsecondary credentials or employment in high-skill, high-wage, in-demand occupations. Given the low performing status of the school, Haliwa-Saponi understands the need to create supports and scaffolds for students to ensure students are successful as they expand CTE courses and college opportunities for students. As such, the CTVwCTE project will focus on the following three goals to increase access and opportunity to CTE pathways AND ultimately support overall student learning and success for students at Haliwa-Saponi:
1. Increase access to additional learning opportunities for students by offering CTE pathways that lead to CTE credentials and certifications aligned to the workforce needs of the community;

2. Implement an AVID College and Career Readiness System to support student success in CTE and college coursework; and

3. Strengthen overall teaching and learning and student success in CTE and college coursework by implementing an inquiry-based learning (IBL) instructional model.

Expansions of CTE Pathways

Beginning in middle school, NACTEP funding will allow Haliwa- Saponi to offer career exploration courses to all 7th and 8th grade students. These courses will allow students to explore careers in agriculture and natural resources, architecture and construction, business management and administration, finance, health sciences, hospitality and tourism, human services, information technology, law and public safety, manufacturing, STEM, and transportation, distribution and logistics – all careers aligned to potential CTE pathways. As part of the coursework, students will identify careers of interest and back map the degrees, courses, certifications, credentials, knowledge and skills needed to pursue these careers. In turn, students will use this research and data to build 4-year course-taking plans to ensure students’ courses are purposeful, follow CTE pathways and lead to credentials, certifications, and college credits that put them on the path to high-wage, high demand careers. A new part-time Career Development Coordinator will assist the school to align student career goals with current CTE and work-study programs along with developing new partnerships and pathways to ensure every student at Haliwa-Saponi has a pathway to success.
Haliwa-Saponi is a small school with limited space and staff, therefore students will access CTE coursework through the North Carolina Virtual Public School system. (NCVPS). NCVPS offers online classes in the following CTE courses. Accounting I, Career Management, Computer Programming I, eCommerce I, Entrepreneurship I, Foundations of Information Technology, Marketing, Microsoft Excel, Microsoft Word and PPT, Personal Finance, Principles of Business and Finance, Python Programming I, SAS Computer Programming, and Strategic Marketing. Students will build on these foundational courses by taking next level courses at the community college. Currently, the two local community colleges offer the following CTE courses:

- Vance-Granville Community College offers the following courses that can be accessed online: Business and accounting, IT Business Support, Network and Security, Early Childhood, Criminal Justice, Medical Office Administration. The on-campus pathways are: Carpentry, Cosmetology, Culinary arts, Nursing, Electrical systems and Engineering, Welding, Pharmacology technology, and Air conditioning and Heating Technology (HVAC).

- Nash Community College has the additional pathways in addition to the ones at Vance-Granville: Computer Engineering, Career Firefighting, Emergency Management, and Lodging management (or Hospitality Management).

Although the CTE virtual courses and the courses at the community college have been available to students in the past, Haliwa-Saponi did not have a formalized way to explore courses and careers nor a process to assist students in mapping out purposeful pathways towards careers and post-secondary success. Therefore, students have not taken advantage of these diverse offerings.
In addition to the current offerings, Haliwa-Saponi in partnership with both local community colleges will collaborate with a newly established CTE Advisory Board to ensure CTE pathways are aligned with workforce needs and prepare students for the work that is available and in-demand in their local community. In aligning CTE programming from Nash Community College, Vance-Granville Community College, and the Center for Energy Education (C4E) proposed partners, with national and local labor demands through 2029, Haliwa-Saponi will focus on CTE Pathways in medical arts, personal care and home health aides, nurse practitioners, physical therapists, culinary arts, cosmetology, solar panel installation and maintenance as top pathways in the fastest growing industries. In accordance with the image below and the Bureau of Labor and Statistics, these professions will experience a growth of 32-52% with median salaries significantly improving the average household wages for Haliwa-Saponi students.
Implementing AVID

In order to support student success in CTE and college-level coursework, Haliwa-Saponi intends to implement AVID’s comprehensive college preparatory framework and elective courses in grades 6-12. These academic courses will help develop students’ college success skills and reduce barriers that limit levels of academic achievement, both of which are needed to support students at Haliwa-Saponi. Teachers, school leaders, and staff will also receive professional development to implement the system, to use AVID teaching and learning methodologies and curriculum in all instruction, and to create a strong career and college-going culture.

The AVID College and Career Readiness System has proven to be effective at increasing student outcomes and college and career readiness in the following ways:

- Participation in AVID in middle school impacts students’ academic trajectories once in high school.
- When compared with seniors who only participated in AVID while in high school, seniors who participated in AVID in both middle school and high school exhibited greater academic performance and were more likely to take rigorous courses. (Huerta, Watt, & Butcher, 2013).
- Participation in AVID in high school leads to improved postsecondary outcomes, such as higher rates of retention and persistence in college (Huerta & Watt, 2015; Watt, Huerta, & Alkan, 2011; Watt, Huerta, & Reyes, 2013).

Establish an IBL Instructional Model

Quality teaching and learning is at the center of student growth, overall academic success, and preparation for college and careers. Haliwa-Saponi Tribal School needs to improve overall
core instruction by enabling the continuous learning, reflection, and revision of practice by professional educators who make their practice public, solicit feedback and critique, and focus on continuous improvement. Strengthening teacher agency and efficacy is essential to these principles as empowered teachers are more likely to empower students, less likely to just cover material (they are more interested in the actual learning than getting through the textbook), and more likely to be innovative and take risks in the classroom (Bandura, 1989; Elmore, 2005; Lopez & Louis, 2009; Ryan & Deci, 2000).

Research has thoroughly supported the notion that teachers’ collective efficacy strongly and positively affects student achievement (Eells, 2011; Hattie, 2016). After conducting a synthesis of meta-analyses, Hattie concluded that “collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status” (Donohoo, Hattie, & Eells, 2018). Given the potential effect of collective efficacy on achievement for vulnerable student populations, this concept is regarded as a leading indicator for increased student achievement in all subject areas including CTE coursework.

To foster teacher efficacy and support improvements in student academic outcomes, especially those in CTE and college-prep coursework, Haliwa-Saponi will focus on IBL as the overall instructional methodology for the school. Learning in this way will better prepare students to be successful in their CTE and college-prep classes.

IBL is an approach to learning that uses real-world and relevant contexts to engage all students. Beginning with a driving question to frame the unit, IBL promotes inquiry and critical thought by requiring students to define problems, formulate relevant questions, analyze and evaluate information, create and refine products, and present and defend their work to a public audience. The IBL approach provides the opportunity for all students not only to learn content,
but also to turn that content knowledge into relevant, real-world applications that engage them in action-oriented work. Traditionally, CTE courses are taught with a hands-on, application-based instructional model. By having IBL as the instructional approach in all Haliwa-Saponi classes, students will be well prepared for CTE and college-level coursework.

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

With student demographics being 74% American Indian, 18% students with disabilities, and 58% economically disadvantaged, the entire student population of Haliwa-Saponi is the target population. Students of color, students with low economic means and those with a disability are typically underrepresented in postsecondary institutions and/or employed in high-skill, high-wage, and in-demand industry sectors or occupations. The CTVwCTE program will allow us to change a student’s future trajectory and position them for life-long success.

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

NC School Board policy 1D SBCCC 400.11 establishes education services through career and college Promise (CCP). The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, or degree as well as provide entry-level jobs skills. Academic credits earned through Career and College Promise shall enable students who continue into postsecondary education after graduating from high school to complete a postsecondary credential in less time than would normally be required. Career and College
Promise is a dual enrollment program for eligible North Carolina high school students. Community colleges may collaborate with local school administrative units to offer courses through the following Career and College Promise program pathways: (1) A College Transfer Pathway approved by the State Board of Community Colleges including transfer courses in English and mathematics; and (2) A Career and Technical Education Pathway leading to a certificate, diploma or degree. CCP is leveraged by Haliwa-Saponi to offer community college CTE pathways for students. Haliwa-Saponi also leverages NCVPS for foundational CTE courses such as Accounting I, Career Management, Computer Programming I, eCommerce I, Entrepreneurship I, Foundations of Information Technology, Marketing, Microsoft Excel, Microsoft Word and PPT, Personal Finance, Principles of Business and Finance, Python Programming I, SAS Computer Programming, and Strategic Marketing.

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

Haliwa-Saponi will use the AVID Implementation Timeline to ensure that professional development activities are conducted at the appropriate time, which will contribute to successful implementation. Critical components of implementing AVID include AVID membership, which provides access to curriculum resources and coaching; AVID Summer Institute, which consists of professional learning to support implementation and beyond; the AVID Library Package, which contains curriculum resources needed for implementation; and AVID District Leadership (ADL) Training, which provides the AVID district director with the tools and skills needed to leverage the AVID College and Career Readiness System at Haliwa-Saponi.
AVID Summer Institute teacher training is an immersive 3-day event that provides the initial teacher training component. AVID professional learning transforms conceptual understandings into usable strategies that are intentional, purposeful, repeatable, and lead to student success. AVID brings educators together to learn how to implement engaging activities in their classrooms, raise their level of commitment to student success, and thereby produce a learning environment where all students are equipped to tackle complex issues, problems, and information. AVID professional learning is targeted and specific to what educators do every day. Teachers learn how to use the strategies they experience and practice during training to engage their students in daily instruction. They are able to build a classroom culture where rigorous academic instruction combines with social and emotional support to accelerate learning and close the achievement gap. Prior to Summer Institute, the principal will identify teachers who will make up the site team. The site team provides year-round support of AVID on campus. Active participation from each member of the AVID site team is crucial to the team’s overall success at a site. They build faculty awareness and ensure full understanding of the AVID College and Career Readiness System, and recruit students for the AVID elective class.

To support high-quality teaching and learning, professional learning and coaching will be critical for wall-to-wall implementation of an IBL instructional model. Since Haliwa-Saponi is a small single school district, it does not have the expertise or capacity to develop and deliver this type of support. As such, we will seek an outside partner to assist with coaching and professional development of IBL. Haliwa-Saponi will be looking for support that focuses on research-based approaches to coaching and professional learning facilitation, such as Dr. Jim Knight’s (2007) seven principles of partnership, Drs. Costa and Garmston’s (2006) cognitive coaching model and/or Elena Aguilar’s (2013) transformational coaching practices along with expertise in IBL.
methodology that focuses on authentic problems and products, public audience, real-world connections, and structured collaboration for student ownership. All staff at Haliwa-Saponi will have the opportunity to receive IBL training and coaching throughout the grant period.

**Adequacy of Resources**

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

Since Haliwa-Saponi Tribal School is a designated CSI low-performing school, the principal has allocated the school’s CSI funding to hire tutors; purchase textbooks and accompanying workbooks; purchase supplemental instructional resources in digital and hard-copy format for core instruction and/or intervention; acquire site licenses for SMART Boards; purchase a few laptops, tablets, and Chromebooks; and purchase storage stations for the Chromebooks. All of which will be used to support the overall implementation of additional CTE courses, AVID, and IBL.

Title I funds are currently being focused on interventions to assist students with disabilities and students who are at risk succeed. Tutors are helping teachers provide additional supplemental support and intervention to help struggling students who are having difficulty mastering content and concepts within the core and CTE subjects. The tutors will also receive training in AVID and IBL as a part of this innovation to enhance their tutoring skills and instructional approach.

In 2018–19, the leadership team recognized that teachers and students needed textbook access to support classroom instruction in order to reinforce students’ learning and mastery of content standards and concepts. The principal began budgeting money to purchase textbooks for
all subject areas. It has taken 2 years to obtain enough funding to purchase all the textbooks needed. Every subject now has hard copies of textbooks and/or online access to textbooks. Every classroom has a SMART board for instructional use. Currently, the technology director is facilitating the training of all teachers to effectively use the SMART board as an instructional tool to enhance teaching and learning opportunities within the classroom. Haliwa-Saponi will allocate a portion of its 2021–22 supplies and material monies to purchase screen replacements and missing keys for the keyboards; however, many Chromebook devices are in disrepair. Thus, to ensure that every student in grades 6-12 has one-to-one access while at school, NACTEP funding will also be used to purchase additional student Chromebooks and charging stations to support instruction, especially for online CTE coursework.

The current part-time curriculum/instructional specialist is paid out of Title I/CSI funds, and allocations are designated for next school year. The curriculum/instructional specialist will work closely with the Career Development Coordinator to ensure that effective implementation of AVID and IBL implementation is supporting students in their CTE and college courses as well as their work-study and internship opportunities.

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

In order to reach the CTVwCTE program objectives, Haliwa-Saponi requests a budget to not only improve CTE opportunities for its students but also the instructional supports needs to set our students up for success. Alignment of budget to program objectives can be found in the table below.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Budget Request</th>
<th>Rationale</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase access to additional learning opportunities for students by offering CTE pathways that lead to CTE credentials and certifications aligned. To the workforce needs of the community</td>
<td>Part-Time Career Development Coordinator</td>
<td>Responsible for building out new pathways, facilitate CTE Advisory Board, collaboration with local community colleges, monitoring student course taking and academic progress</td>
<td>$20,000 (yearly)</td>
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<tr>
<td>Expansion of NCVPS enrollment</td>
<td>Access to online CTE courses as school is too small to offer courses inhouse. School is allocated funding for ~15 students to take NCVPS courses. Funding will allow another ~20 students to access coursework each year.</td>
<td>8,000 (yearly)</td>
<td></td>
</tr>
<tr>
<td>Expansion of Community College CTE Enrollment</td>
<td>Course fees, transportation, and textbooks for 20 students to access CTE courses at the Community College in order to complete a CTE pathway.</td>
<td>8,000 (yearly)</td>
<td></td>
</tr>
<tr>
<td>College and Career Exploration</td>
<td>Transportation, fees, substitute pay for staff, and meals for industry field trips and college tours for students in 8-11 grade.</td>
<td>$10,000 (yearly)</td>
<td></td>
</tr>
<tr>
<td>Chromebooks</td>
<td>Establish 1:1 model for all 6-12 students to ensure access to online coursework.</td>
<td>$20,000</td>
<td></td>
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<tr>
<td>Charging Stations</td>
<td>Ensure Chromebooks are operational for students</td>
<td>$10,000</td>
<td></td>
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<tr>
<td>NC CTE Conference</td>
<td>Professional learning on CTE best practices and innovations (registration and travel for a team of 4 staff).</td>
<td>$5,000 (yearly)</td>
<td></td>
</tr>
<tr>
<td>Implement an AVID College and Career Readiness System to support student success in CTE and college coursework.</td>
<td>AVID College and Career Readiness System</td>
<td>Support structure for students to ensure success in CTE and college courses. Includes annual AVID membership, AVID Summer Institute, AVID Library Package, and AVID District Leadership Training</td>
<td>$15,419 (1st year cost – see budget for additional years)</td>
</tr>
<tr>
<td>Supplementary expenses for AVID</td>
<td>stipends for teachers for summer training, travel expenses for summer training [flight, hotel, rentals, meals], college-going</td>
<td>$10,000 (yearly)</td>
<td></td>
</tr>
</tbody>
</table>
The relevance and demonstrated commitment of the applicant, education providers, members of the consortium, local employers, or Tribal entities to be served by the project (e.g., through signed MOUs, letters of support and commitment, or commitments to employ project participants, as appropriate).

The community surrounding Haliwa-Saponi Tribal School is fully supportive of the CTVwCTE project. For example, the Center for Energy Education is offering students at Haliwa-Saponi solar installation training, OSHA Certification and Operations and Maintenance training to prepare students for a future in the solar industry. Local business are eager to join the Haliwa-Saponi CTE Advisory Board to explore new avenues for students to engage in local career options. Both Community Colleges continue to be strong partner with the school and are committed to expanding opportunities for Haliwa-Saponi students. Letters of support can be found in the Mandatory Other Attachment upload.

The extent to which the project will use instructors who are licensed or certified to teach in the field in which they will provide instruction.
Being a small school with limited space and resources, Haliwa-Saponi students will access CTE coursework through NCVPS and the local community colleges. All teachers at NCVPS meet the state’s definition of highly-qualified teachers and in order to teach at a community college in North Carolina, instructors are required to have a master's degree or at least graduate study in the subject taught. NCVPS has a well-developed, systematic approach to teaching and learning that is student-centered.

NCVPS’ curriculum and instruction team includes a chief academic officer, six instructional directors, a curriculum director, two curriculum coordinators, and an instructional designer. They employ 600+ teachers and have instructional leaders and course leads focused exclusively on supporting their instructors.

Quality of the Management Plan

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

The school will utilize multiple effective oversight strategies throughout the duration of the grant to ensure that the following project objectives and performance measures are met:

- An 80% increase of CTE concentrators who graduate high school.
- An 80% increase of CTE concentrators graduating from high school having attained postsecondary credits in a relevant CTE program earned through a dual or concurrent enrollment program.
- An 80% increase of CTE concentrators graduating from high school having participated in work-based learning.
- An 80% increase of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

- An 80% increase of CTE concentrators who, after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program, or are employed

Students will be monitored using data from formative, summative, and informal assessments. Haliwa-Saponi leadership will review CTE enrollment data, academic progress in CTE courses, and each student’s four-year course plan on a quarterly basis to ensure students are on track to be CTE course competitors at the time of graduation. Following the annual School Improvement Plan review process, data will be reviewed on a monthly basis, specifically looking at results from math, science, reading, attendance, and discipline, to determine the effectiveness of the AVID and IBL strategies on overall academic success. Haliwa-Saponi leadership will conduct classroom walk-throughs weekly. Classroom walk-through data, student results from benchmark assessments and state assessments, and EVAAS growth and effectiveness data will be analyzed routinely to inform improvement decisions throughout the project. At least bimonthly, the school leadership team will record the progress of the implementation of the CTVwCTE project to ensure the project remain on time and on budget.

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

As a tribal school with an infusion of Haliwa-Saponi tribal culture, Haliwa-Saponi typically see a greater number of applicants that represent educators of color and Indian heritage.
Our current teaching staff consists of 10 (8 Female, 2 male) African American teachers, 5 (3 Female, 2 Male) Indian heritage teachers and 8 (7 Female, 1 male) white teachers.

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

[Name] will serve as the project director. As the Director of Student Services, many of the tasks needed to ensure that students are enrolled in CTE courses, progressing along CTE pathways, and sustaining academic success in their CTE coursework already fall under the purview of this role. Haliwa-Saponi does not have a full-time counselor. Counseling and social work services are outsourced to a third-party provider once a week and as needed. As such, course enrollment and scheduling is part of the day-to-day role of the Director of Student Services. Currently, the Director of Student Services supports all K-12 students of which 65% are students in grades 7-12 therefore, the program director will be able to allocate 65% of her time towards meeting the CTVwCTE project.

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

As the project director, [Name] brings a wealth of experience in student services, providing guidance for programs such as FAFSA, SAT, ACT and CFNC. She has also served as the Title VII Indian Education Coordinator in Warren County Schools. [Name] is also a member of the Haliwa-Saponi Tribe.

[Name], principal of Haliwa-Saponi Tribal School since 2017, will serve as key leadership for the CTVwCTE project. He has served as an administrator at all grade spans and served as a teacher for pre-engineering for six years as well as a school system CTE coordinator.
for Northampton County Schools in Virginia. He holds certifications in Biology (9-12), Instructional Specialist, Principles of Technology (Pre-Engineering), Principal K-12, and is eligible for Superintendent. The principal has a good rapport with students and staff which will assist with buy-in and communication regarding the new opportunities that the CTVwCTE will create. Even though the school performance grades have been up and down, the school has maintained growth over the past 3 years under his leadership.

The principal is striving to create a culture of continuous improvement to include high expectations for students and staff, collaboration among staff, and quality teaching and learning for all learners. The principal has high expectations for teaching and learning and is holding staff accountable for quality classroom instruction that leads to college and career readiness.

Within the 2017–2019 school years, teacher turnover rate was lower at Haliwa-Saponi Tribal School. However, the principal recognized instructional improvements were needed throughout the school. Teacher evaluations, effectiveness, and overall expectations and accountability measures are guiding administrative decisions as it relates to teacher retention. Because of these accountability measures, 6 teachers out of the 14 teachers were not renewed at the end of the 2018–19 school year. As a result, the entire school is more focused on improvements that lead to great student achievement.

AVID will play a key role as a consultant to the CTVwCTE project. Established in 1980, AVID Center has 40 years of extensive experience supporting school districts and sites in the successful implementation of its college- and career-readiness framework. AVID has been successful in serving districts with diverse geographic locations, sizes, and student populations. Today, the AVID college- and career-readiness framework is implemented in over 7,000 schools in 47 states across the United States, plus schools in the Department of Defense Education
Activity, Canada, and Australia, impacting more than 2 million students. At AVID Summer Institutes and professional development trainings, more than 85,000 educators are trained each year to implement the proven AVID system and share best practices with their colleagues.

Quality of the Project Evaluation

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

Using the above mentioned performance measures as summative measures of overall program success, an external evaluator (contracted services) will annually collect data on progress towards those measures. Using a combination of methods that includes surveys, focus groups, and classroom observations, data will be collected to address a set of guiding questions like the ones below:

- To what extend are students aware of a variety of careers that are of interest to them and that lead to high-wage, high-demand careers?
- To what extent can students articulate a vision for their future that includes post-secondary, military, and/or advanced training towards a career?
- To what extent can students articulate a plan for course-taking in high school that leads to credentials, certifications and/or college credits aligned to their career choice?
- To what extent are students prepared for rigorous CTE and college coursework?
- To what extend do students feel supported and able to achieve academic success?
• To what extent do students feel they have the access and opportunity to the courses and/or work experiences they need to reach their career goals?

Surveys will be a useful approach to get feedback from a larger group of individuals, while a focus group approach allows a deeper dive into the complex and layered topics of access, preparedness and support. The guiding questions, like the ones above and developed by the evaluator and the school leadership staff, will frame both student and teachers focus groups. These guiding questions will also be used to develop a classroom observation protocol to determine if practices are being implemented that prepare and support students for academic success in CTE and college courses.

Baseline data will be collected in the fall of year one and annual reports will be prepared in the Spring of each year. Annual reports will be analyzed against baseline data to review program success. Additionally, existing data will also be leveraged, such as Perkins reporting data, and school attendance, discipline records and academic achievement scores to create a complete picture of student progress towards program goals.

The extent to which the methods of evaluation will provide performance feedback and continuous improvement toward achieving intended outcomes. (Notice of Final Requirements). (Up to 5 points).

“Continuous improvement” does not have a single, fixed definition. Instead, Valdez et al. (2020) conceive of continuous improvement as “a range of disciplined system improvement methodologies” that “share a common purpose: to learn about the experiences of those who are directly impacted by systems and to use that learning to design better systems with and for those directly impacted by the systems within which they operate.” To that end, each Spring, the annual report will be reviewed with the Haliwa-Saponi leadership team to ensure the CTVwCTE program is on-track to reach the identified performance measures. Data on CTE enrollment,
academic progress in CTE courses, along with the evaluation report will be used to make program improvements on an annual basis to ensure students are on track to be CTE course competitors at the time of graduation. Data will be analyzed to improve the following components of the CTVwCTE program:

- Curriculum of the middle school preparatory courses to ensure students are aware of and have a path towards careers;
- Implementation of AVID to ensure students are ready for advanced coursework and feel supported to be successful;
- Quantity and quality of CTE pathways, work-based learning opportunities, and career/college exploration activities available to students; and
- Instructional supports to further build staff capacity in strategies that improve overall teaching and learning across the school.

Response to the Application and Program Requirements

Application Requirements

An eligible applicant (as determined by the Act) must include documentation in its application showing that it and, if appropriate, its consortium members, are eligible to apply.

Haliwa-Saponi is a public charter school in North Carolina under auspices of the Haliwa-Saponi Tribal Council. The Haliwa-Saponi Tribal Council is the governing body of the Haliwa-Saponi Indian Tribe, documentation can be found in the Mandatory Other Attachment upload.

An applicant that is not proposing to provide CTE directly to its students and proposes instead to use NACTEP funds to pay one or more qualified education provider to provide CTE to its
students must include with its application a signed memorandum of understanding (MOU) between the applicant and that entity.

Haliwa-Saponi will partner with NCVPS, Vance-Granville Community College, and Nash Community College to offer CTE courses. MOUs for both community colleges can be found in the Mandatory Other Attachment upload. NCVPS is available to all districts in NC and operates from a basic set of rules and responsibilities that can found on their website.

An applicant must indicate whether it intends to consolidate FY 2021 NACTEP funds into a current or future 477 plan as described in Program Requirement 5. Any request to consolidate NACTEP funds into a 477 plan must be made separately to the U.S. Department of Interior.

Haliwa-Saponi does have a 477 plan.

**Program Requirements**

**Requirement 1 – Authorized Programs**

The CTVwCTE program will begin with prerequisite courses in 7th and 8th grad focused on career exploration. IBL will be the instructional methodology of these courses to ensure courses focus on applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills. Coursework will also include an emphasis on employability skills, technical skills, and work attitudes as students explore different types of industry careers including entrepreneurship.

Following the middle school coursework, students will choose CTE pathways aligned to their career goals. Students will take foundational course through NCVPS and then advanced CTE courses at Vance-Granville and Nash Community Colleges. Current and future CTE
pathways, as developed through the CTVwCTE program, will be aligned to high-skill, high-wage, in-demand industry sectors. A newly formed CTE Advisory Board will support the development of aligned pathways.

Requirement 2 – Evaluation

Haliwa-Saponi will contract with an outside evaluator to provide formative and summative data to inform continuous improvement practices to ensure project is on-track and successful. See additional information in the Quality of Program Evaluation section.

Requirement 3 – Student Stipends

Haliwa-Saponi will not offer student stipends as there are no fees that flow down to the students.

Requirement 4 – Direct Assistance to Students

No direct assistance to students will be administered in the CTVwCTE program.

Requirement 5 – Integration of Services

Haliwa-Saponi does not receive other grant funds and therefore will not integrate NACTEP funds with other funds to operate the CTVwCTE program.

Requirement 6 – ISDEAA Statutory Hiring Preference

The Haliwa-Saponi Tribe is not a federally recognized tribe, however, to the extent possible, priority will be given to Indians that apply for the part-time Career Development Coordinator position and that respond to a request for quote for an external evaluator and IBL professional learning services.