The Haida Reboot Program

Overview

This 2021 NACTEP funding proposal is submitted by the Hydaburg Cooperative Association, a federally recognized Tribe formed by the Indian Reorganization Act of 1938, and located on Prince of Wales Island in the “panhandle” of southern Southeast Alaska. In 1911 the Haida villages of Howkan, Klinkwaan, K’ay, Kaanii, Sukwan and Kuy Gandlaas combined their communities to form the village of Hydaburg with the promise of receiving a government school to educate their children. Hydaburg is the seat of the Haida Nation in the United States, and is actively engaged in revitalizing a culture that was almost lost during the move of 1911.

The mission of the Hydaburg Cooperative Association (HCA) is:

“To honor, strengthen, and preserve our Haida culture and language through fostering healthy children and families who have pride and dignity in the community and culture, in part through creating economic development opportunities for all of our people.”

HCA is committed to nurturing the resurgence of Haida culture to re-instill a sense of pride, dignity, and traditional values that lead to healthier families and a healthy community. As one of only two remaining Haida Tribes in the United States, HCA plays a unique and essential role in strengthening, sustaining, and sharing Haida values, culture, and language, not only among local Tribal members, but also with the rest of the world community. In Hydaburg, our biggest asset is our Haida culture. Strengthening cultural ties to the past, and finding ways to incorporate Haida values and culture into everyday life, including subsistence fishing, hunting and gathering, are essential protective factors for our children, adults and Elders.

The village of Hydaburg is an isolated Native village with approximately 400 residents, of whom 88% are American Indian/Alaska Native.
As a federally recognized Tribe, and sovereign nation, the Hydaburg Cooperative Association understands the importance of moving towards a time when self-sufficiency is once again an integral part of the daily life of our families and our community. This requires providing training and support for our youth and young adults, who are chronically unemployed or underemployed, and untrained, so they can be prepared to be successful in filling and retaining the in-demand jobs of our community and region, both now and in the future. In addition to providing quality CTE instruction, this preparation often requires a focus on remedial education, life skills, and job readiness skills that will enable these students to obtain and retain the jobs they are seeking.

The village of Hydaburg has numerous positions that are currently available, and that will be available in the future, in the hospitality industry, business management, carpentry, welding, project/grant management, and health care fields. These living wage jobs are essential to the healthy functioning of our community, yet many remain unfilled due to the lack of adequate training and support that is necessary for students to be successful.

In 2018, HCA received a 3-year NACTEP grant to develop the *Haida Reboot* program, to begin to address these unmet CTE training and support needs. Over the past three years of implementing the *Haida Reboot* program we have learned a tremendous amount, both through initiatives that were successful, and through those that were unsuccessful. Through this initial 3-year grant, we created an program infrastructure, inter-agency relationships, and local credibility, and implemented several successful CTE training tracks.

This 2021 five-year NACTEP grant submission focuses on building upon the things we did well, and directly addressing the gaps that have been identified since starting the *Haida Reboot* program. The challenges of delivering a full-service CTE training program that addresses the unique needs of a rural and remote Tribal community, are many. But we believe
that the things we are learning, will not only benefit our local youth, young adults and our community, but have relevance for similar rural Tribal communities that do not have direct access, or are in proximity to vocational training programs, and secondary education institutions.

A. Need for the Haida Reboot Project (10 points):

*Scoring Criterion 1: The proposed project involves and coordinates with Tribal Economic Development Plans*

On October 4-6, 2016, twenty community leaders representing the City of Hydaburg, Hydaburg Cooperative Association, Haida Corporation, Hydaburg City School District, and Xaadas Kil Kuyaas Foundation came together to develop a twenty-year community development plan. The intent was to update the “Community and Economic Development Plan for Hydaburg Alaska, 2005-2015” that was developed by a similar group of community leaders in August 2005. These five organizations have been meeting regularly for the past ten years as “The United Front” to collaborate on the implementation of the plan that was developed in 2005. The result of this three-day planning effort was the “Hydaburg Twenty-Year Community Development Plan, 2016 – 3036” (see attached). The planning group met again on May 14, 2019 to update the 20-year plan, and revise and refine the highest priority objectives and activities.

With the significant decline of the fishing, mining, and timber industries in Southeast Alaska, Hydaburg must cultivate economic opportunities that are grounded in Haida cultural values, meet the employment and business needs of the Tribe and community, offer a sustainable living wage, address barriers to maintaining gainful employment, and move the community toward self-determination and sustainability. The updated Hydaburg Twenty-Year Community Development Plan, 2016 – 3036, identifies several priorities, of which economic and workforce
development lead the list, along with social and health issues. Specifically, the community leaders would like to foster new businesses, train Hydaburg residents to fill existing jobs, decrease the toll that drug and alcohol misuse is taking, and improve access to emergency and primary health care services. The Tribe’s *Haida Reboot* program seeks to address these expressed needs of the community.

In addition, on May 13-15, 2019 and again on July 8, 2019 eight *Xaad Kil* (Haida Language) learners gathered in Hydaburg to discuss the urgency of creating strategies to develop the highest number of fluent *Xaad Kil* speakers in the most effective and efficient manner, and in the shortest amount of time. The resulting “*Xaad Kil 3-Year Plan for Hydaburg, 2019 – 2022*” includes an emphasis on integrating Haida language and culture into everything program and service that the Tribe provides, moving forward. This 2021 NACTEP grant proposal includes an objective that focuses on having all program participants engage in a “cultural community services component.”

*Scoring Criteria 2: Needs that are addressed are evidenced by local labor market demand, and Tribal economic development plans*

The goal of this project 5-year NACTEP project, is to increase the employment opportunities for youth and young adults in Hydaburg, Alaska who are chronically unemployed or underemployed, and/or who are experiencing difficulty in obtaining or upgrading employment, due to being economically disadvantaged, out of the work force, or homeless (individuals who are living with family members or others, often overcrowded households). The occupations that are the focus of this project are those that are currently “in demand” in Hydaburg, and that are also in-demand in other rural Tribal communities in the region. These include jobs in: emergency health care, program and grant management in Tribal and City
government, carpentry/construction, welding, hospitality industry, and business management (seafood processing plant, grocery store, café, etc.).

In Hydaburg, 87.9% of the community lives below the Prince of Wales Island (POW) Census Area’s low Income Threshold,¹ and 83.0% of Hydaburg households are below the POW Census Area’s Low Income Threshold. Based on these percentages, and on Hydaburg’s total population of 396 people, there are 348 low income persons living in Hydaburg.

According to the Alaska Department of Labor website², the seasonally adjusted unemployment rate in 2020, for Hydaburg is over 3x’s the rate for the state of Alaska overall, and 4x’s the national rate. Local Tribal leaders believe that the “unofficial” unemployment rate in Hydaburg is closer to 50% when one factors out the number of adults who work only seasonal part-time, or in temporary jobs at various times during the year. The median household income in 2019 for Hydaburg was $31,500³, compared to the national median household income of $55,322, and the Alaska median household income of $74,444. These lower income figures are compounded by the significantly higher cost that residents who live in rural and remote Southeast Alaska villages pay for food, gasoline, heating fuel, construction materials, transportation, etc.

Hydaburg’s local economy currently relies on employment by the City, Tribe, and local school district. The Tribes owns and operates the community’s three largest businesses, namely the Haida Wild Seafood Processing Plant, the Hala Café, and the local grocery store. The lack of skilled workers in the community means that jobs that should be filled by Hydaburg residents

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¹ Based on local census data provided by the Tribe, to the Department of Housing and Urban Development, December 2020.
² https://live.laborstats.alaska.gov/
³ https://www.alaska-demographics.com/hydaburg-demographics
must be filled by out-of-community or off-island workers. This unfortunate lack of skilled workers perpetuates the cycle of poverty as families struggle to live on government subsidies and intermittent minimum wage jobs. Hydaburg residents need access to local CTE education in the village. Leaving Hydaburg to attend off-island post-secondary education and training is not an option for a majority of local residents. It costs $49 to make the 3-hour, one-way ferry trip to Ketchikan, the nearest airport. To go anywhere beyond Ketchikan requires an exorbitantly expensive flight to travel to the next nearest cities of Juneau, Seattle, and Anchorage.

Hydaburg and Prince of Wales Island need a skilled workforce to meet the needs for a variety of local jobs. The State of Alaska (http://live.laborstats.alaska.gov/ocfcst/) is projecting by 2028, a 14% increase in the need for carpenters; an 11% increase in the need for food service managers; an 11% increase in the need for food preparers and servers; a 9% increase in the need for welders; a 7% increase in the need for emergency medical technicians; and a 6% increase in the need for management positions.

And the need for these types of occupations in Hydaburg is much greater, since there are no plumbers, no electricians, no roofing companies or construction contractors of any sort. The Hydaburg School Superintendent reports spending more than $1,000 per day to fly a plumber in from Ketchikan. There is also no local EMS squad due to the lack of trained emergency medical

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4 https://live.laborstats.alaska.gov/ocfcst/
providers. And at any given time, both the Tribe and the City have an array of project and program management positions that are unfilled.

Most of Hydaburg’s age-eligible Haida Reboot participants are considered first-generation in the post-secondary education system. Given the complexity of most educational programs, whether CTE or college, the first-generation experience is more challenging than for a student from a family with one or more generations of post-secondary academic experiences.

B. Quality of Project Design (40 Points):

Scoring Criterion 1: Project activities will create opportunities for students to receive a recognized postsecondary credential, become employed in high-skill, high wage, and in-demand industry occupations, or both.

The CTE training programs and activities outlined below are based on meeting the “in-demand” needs in the village of Hydaburg and the surrounding Prince of Wales Island communities. The “industry sectors” that will be focused on, are the high demand jobs that support the local Hydaburg economy, and that will contribute to the growth and stability of local businesses, and the effective delivery of Tribal and City government functions. Both the Tribe and City have a number of current and projected job openings, that lead to economic self-sufficiency and that provide opportunities for advancement. The Tribe also owns and operates the three largest businesses in the community (seafood processing plant, grocery store, and café). All of the training programs that will be offered through the Haida Reboot program will either lead to recognized post-secondary credentials, or to high-skill, high wage, and in-demand industry occupations that are essential to the health of the community of Hydaburg. Many of
these training programs will also include work-based learning opportunities that include paid stipends for economically eligible participants.

All program participants will also be provided remedial education services that are designed to enable students to achieve success in the CTE programs. These services will include an initial assessment, followed by 1:1 and small group skill building for attaining specific Life Skills and Job Readiness Skills that are keys to obtaining and retaining the jobs that are so essential for the community of Hydaburg.

The specific project objectives and activities outlined below, and detailed in the attached “Objectives and Performance Measures” form, are based on seven key learnings, gained from our experiencing implementing HCA’s 2018 NACTEP grant. These key learnings, build on the successes of the 2018 – 2021 project, and address important program and service gaps that have been identified. These seven key learnings are:

1. Focusing the Haida Reboot program on the CTE training and skills necessary to meet the needs of local and regional employers to reduce the migration of young people out of the village. The largest employers in Hydaburg are the Tribe, City of Hydaburg, and Tribally owned businesses (café, grocery store, seafood processing plant). The largest unmet employment needs are in the areas of project/grant management, carpentry/construction, welding, emergency medical services.

2. The local HCSD high school has implemented and institutionalized several components that were built through the 2018-2021 NACTEP project (CTE coursework, refurbished wood and welding labs, establishment of computer lab, full-time career counselor). These institutionalized program components at the high school level will allow the 2021 -2026 grant focus to shift/expand the focus to serving post-secondary participants, ages 18-35.
3. The HCA Tribal Council expects that Haida culture and language will be integrated into all Tribal programs and services, based on the belief that individuals who are grounded in their culture, will be healthier and more productive community members. A strong and consistent cultural and community service component that is based on traditional Haida values, will be a mandatory component for all future Haida Reboot program participants.

4. Several Haida Reboot students enrolled in one or more CTE training programs, only to drop out at some point in the process. There are several barriers to successful completion of training programs that need to be addressed as the program evolves. This new NACTEP grant includes funding to hire a full-time Case Manager who will develop wrap-around case management support for every program participant to identify and address barriers to participation (child care, transportation, life skills training, job readiness skills, remedial coursework, mental health issues, and substance abuse issues).

5. The primary barrier for successful CTE course completion that was identified over the past three years, is a deficit in basic life skills and job readiness skills. This new NACTEP grant will include development of a *Life Skills Curriculum* and a *Job Readiness Curriculum* and accompanying skills checklists that will be implemented with all program participants.

6. Another primary barrier for program participation and completion for young adults ages 18-35, is the need to remain employed while participating. Young adults in this age group are often living independently, and/or providing support for children, grandparents, and other family members. The Haida Reboot program needs to develop an increased emphasis on providing on-the-job paid internship opportunities. These work-based learning opportunities will foster in-depth, first-hand engagement with the tasks required of the selected career fields that are most
relevant to the community. These opportunities will be closely aligned to both curriculum and instruction.

7. CTE training in the areas of construction trades and welding are currently being offered through a contract with the Prince of Wales Vocational Training Center in Klawock, about an hour one-way drive from Hydaburg. This round-trip drive is often not feasible for a variety of reasons (weather, cost, time, etc.). Ensuring the long-term sustainability of the Haida Reboot program in Hydaburg, requires the creation of training spaces that are more easily accessible, and located in the community. A permanent vocational training center needs to be developed in Hydaburg.

This 2021 – 2026 NACTEP proposal will address the “learnings” noted above through implementation of the following Objectives and Activities. These are also identified in the attached “Objectives and Performance Measures” form. Each activity is followed by the relevant project year (1-5).

**Objective 1: Conduct annual surveys with potential program participants and employers in Hydaburg to focus NACTEP resources on the most relevant CTE content areas that increase opportunities for employability locally and regionally.**

**Activity 1.1:** Coordinate with project evaluation team to conduct annual survey of targeted youth and young adults in Hydaburg, ages 15 – 35 to determine areas of vocational interest. (Years 1-5)

**Activity 1.2:** Coordinate with project evaluation team to conduct annual survey of employers and key individuals in Hydaburg, regarding current and anticipated employment needs, and specific skills sets required for employability. (Years 1-5)
**Activity 1.3:** Coordinate with project evaluation team to summarize survey results and use to prioritize CTE offerings in each coming year. (Years 1-5)

**Objective 2:** Develop a “Cultural and Community Services” program component that is based on traditional Haida values.

**Activity 2.1:** Meet with Tribal staff and community leaders to develop a list of options for program participants to participate in cultural and community service activities. Options may include: Haida dance group, Elder support, Haida language classes, youth tutoring/mentoring, traditional carving etc.). (Year 1)

**Activity 2.2:** Establish a process for each program participant to choose, and then participate in one or more cultural and community service options. (Year 1)

**Activity 2.3:** Coordinate with project evaluation team to gather, summarize and report participation data. (Years 1-5)

**Activity 2.4:** Coordinate with project evaluation team to interview project participants to determine the participant benefits of participating in this program component. (Years 1-5)

**Objective 3:** Identify, address, and eliminate barriers that program participants encounter in accessing, participating in, and successful completing CTE programs.

**Activity 3.1:** Recruit and hire a full-time NACTEP Case Manager to assist program participants in planning, selection and completion of CTE programs, as well as with job placement following acquisition of industry recognized credentials. (Year 1)

**Activity 3.2:** Develop a digital information gathering form to be used to gather participant data including: vocational interests, short and long term goals; identified barriers to CTE participation and completion; life skills checklist; job readiness checklist; cultural and
community service component(s) selected; and specific actions and supports that will be implemented to address the barriers. (Year 1)

**Activity 3.3:** Develop and implement a Life Skills Curriculum and Checklist that focuses on areas including: time management, communication and social skills, resiliency, decision-making, and conflict resolution. (Year 1)

**Activity 3.4:** Develop and implement a Job Readiness skill building curriculum and Checklist, that focuses on areas including: resume creation, interview tips, problem solving, word processing, working with spreadsheets, etc. (Year 1)

**Activity 3.5:** Develop an individualized Plan with each program participant that includes frequency of contact with the Case Manager, depending on the level of needed supports that were identified. (Years 1-5)

**Activity 3.6:** Offer stipends for program participants who are involved in work-site training and apprenticeships as part of their NACTEP program experience. These stipends will follow the procedures for determining student eligibility for stipends including the appropriate amounts to be awarded, as outlined in federal Notice of Funding Availability. (Years 1-5)

**Activity 3.7:** Provide child care and/or transportation assistance for participants to attend CTE classes, work-site training, and/or internships. (Years 1-5)

**Activity 3.8:** Provide support and referral services for program participants who are struggling with issues of substance abuse and mental health, that are creating barriers to successful program participation and/or completion. (Years 1-5)

**Activity 3.9:** Provide Hydaburg youth and young adults ages 18-35, an array of post-secondary CTE options that include off-island vocational training, college, apprenticeships, and military service. (Years 1-5)
Objective 4: Strengthen, expand, and begin to institutionalize CTE training opportunities that were successfully implemented in HCA’s initial NACTEP grant (2018 – 2021), including: construction and carpentry, welding, and emergency medical services (EMS).

Activity 4.1: Develop and implement a CTE course sequences that build upon the training and coursework that was offered during the previous NACTEP funding cycle (2018-2021). These courses will include: First Aid/CPR, EMT -1, EMT – 2, Unmanned Aerial Vehicles (UAV), Construction Technologies, Welding, etc. (Years 1-5)

Activity 4.2: The courses developed in Activity 4.1, will comply with industry certification and state academic standards, for eligible youth and young adults ages 15-35. (Years 1-5)

Activity 4.3: Renovate the HCSD welding shop with necessary safety and ventilation upgrades, and updated, industry appropriate welding equipment. (Year 2)

Activity 4.4: Renovate the Tribally owned “Mini-Mart” building to be a local vocational center. (Year 2)

Activity 4.5: Outfit and furnish the new Hydaburg Vocational Center. (Year 3)

Objective 5: Expand CTE offerings in emerging employment areas of need in Hydaburg, that can provide immediate employment, including a variety of positions at: the newly constructed community grocery store; the recently opened Hala café; and the Haida Wild Alaska Specialty Seafood Processing Plant.

Activity 5.1: A list of employment opportunities and necessary skills will be developed for selected positions at the Hydaburg grocery store, café, and seafood processing plant. (Years 1-5)
**Activity 5.2:** Sequenced skills checklists that focus on established industry standards and available credentials, will be developed for each specific position at each business, with an emphasis placed on cross-training for more than one position. (Year 1)

**Activity 5.3:** NACTEP staff will work with management staff of the identified local businesses, to provide paid training opportunities for program participants, that focus on attaining the skills identified on the checklists, as well as a system for delivering and consistently documenting skills that are obtained. (Years 1-5)

**Objective 6:** Develop a Project and Grants Management CTE training track that will prepare participants to successfully compete for, obtain, and excel in program and grant management positions at the Tribe, the City, and the Village Corporation in Hydaburg.

**Activity 6.1:** Establish and MOU with Hydaburg City School District to access the computer lab. (Year 1)

**Activity 6.2:** Meet with Tribal, City, and Village Corporation management staff to develop a list of current and anticipated program and grant management jobs, including positions that have historically been difficult to fill due to a lack of qualified applicants. (Year 2)

**Activity 6.3:** Work with Tribal, City, and Village Corporation management staff, to develop sequenced skills checklists that focus on the specific skills and competencies that are required for being an effective program/grant manager. (Year 2)

**Activity 6.4:** Develop an annual schedule for offering specific grant/program management training opportunities. (Years 2-5)
Objective 7: Establish and strengthen relationships with training institutions and individuals through written agreements or MOU’s, to offer CTE instruction for youth and young adults in Hydaburg, ages 18 – 35.

Activity 7.1: Develop MOU with Prince of Wales Vocational and Technical Education Center. This MOU will allow Hydaburg students to take a variety of classes and work toward industry recognized standards, endorsements, and certifications in Construction Technologies, Welding, and other areas to be determined. (Years 1-5)

Activity 7.2: Explore opportunities for referral, and instructional collaborations with the University of Alaska, Sitka and Ketchikan campuses, through their distance-delivery programs. (Year 1)

Activity 7.3: Establish contracts with specific individuals/professionals who have appropriate credentials to provide CTE instruction in content areas that are relevant to employment opportunities in Hydaburg. These may include: First Aid/CPR, EMT -1, EMT – 2, Unmanned Aerial Vehicles (UAV), Construction Technologies, Welding, Hospitality Industry, Program and Grant Management, etc. (Years 1-5)

Scoring Criteria 2: Project will successfully address the needs of the target population as evidenced by a description of the target population’s needs

The target population of Hydaburg young adults, ages 18-35, have several barriers to enrollment, ongoing participation, and successful completion of CTE training and programs, that will be addressed by the Haida Reboot program. Specific activities for addressing these barriers are included above in the detailed Objectives and Activities section. These include:
• **Deficits in basic life skills that support consistent attendance and follow-through** – A full-time case manager will be hired to develop individualized case plans for each participant. A checklist of basic life skills including time management, respectful and clear communication, problem solving, refusal skills, etc. will be developed. The life skills checklist will be completed with each participant. One-on-one and small groups sessions will be conducted, as needed, to address gaps in life skills.

• **Struggles with reading, writing and other academic areas that cause barriers in completing post-secondary coursework** – Haida Reboot staff will work with the local school district to provide remedial coursework as needed. Participants will also have access to GED classes and support.

• **Deficits in job readiness skills** - As part of the intake process, the Case Manager will utilize a Job/Career Readiness Checklist to assess the need for skill-building in areas including: resume writing, word processing, appropriate clothing for the workplace, punctuality, organizational skills, workplace conflict resolution, interviewing skills, etc.

• **Lack of transportation to Klawock Vocational Center for welding and construction program** – Over time, HCA will work towards providing all Haida Reboot CTE program in the community, at renovated vocational space. Over the first 1-2 years of the NACTEP project, the program will either provide free van transportation, or gasoline vouchers for participants who are experiencing transportation barriers to participate in training offered in the Klawock Vocational Training Center.

• **Mental health and substance use issues** – For participants who are experiencing barriers to program completion and employment due to mental health and substance use issues, the Case Manager will make referrals as appropriate to local providers, clinicians, and/or support persons.
The Case Manager will check-in regularly (at least weekly) with all program participants to provide support and monitor follow-through with referrals.

- **Childcare** – Program funds will be used to provide child care during training times, when the lack of child care is a barrier to participation. This will be facilitated by the Case Manager.
- **Need to maintain an income while participating in CTE training** – Haida Reboot students who participate in on-the-job work experiences, will receive a stipend. To be eligible for a stipend, a student must be enrolled in a Haida Reboot (NACTEP funded) program; meet the program’s attendance requirements; maintain satisfactory progress as evidence by specific “Skills Checklists” that are developed for each stipended training program; and have an acute economic need that prevents participation in the Haida Reboot program. Stipend amounts will be based on the state of Alaska minimum wage. Eligibility will be determined through an initial interview process with the Case Manager, prior to beginning the work experience, and through demonstrated progress in attaining the prescribed skills. The following records will be kept: proof of enrollment in Haida Reboot program(s), timesheets signed by on-site supervisor, student financial status information, and evidence that the student would not be able to participate without the stipend support.

*Scoring Criteria 3: The project will be coordinated with similar or related efforts, and with community, state and federal resources, where they exist*

Other than the current NACTEP-funded Haida Reboot program there are no other similar or related CTE training programs in Hydaburg. There is POW Vocational Training Center located in the community of Klawock, a one-hour drive from Hydaburg. Although this training center has exceptional facility resources, there are few or no vocational training programs being
offered. The Haida Reboot program leased the VocTech center for welding courses in project year 3, and anticipates leasing the space for future welding and construction training courses. The local grocery store, seafood processing plant, and care, all businesses that are owned and operated by the Tribe, will coordinate with the Haida Reboot program to provide on-the-job training opportunities in the areas of business management, seafood processing, and hospitality. Similarly, the City of Hydaburg and the Tribal administration will coordinate with Haida Reboot to offer program and grant management training opportunities.

The Haida Reboot program staff will continue to coordinate efforts with the local Hydaburg City School District (HCSD), to support their efforts in providing remedial and CTE experiences for high school aged students. The program will also coordinate with HCSD to renovate the welding shop to bring it up-to-date and compliant with health safety regulations. The University of Alaska, Fairbanks has a standing MOU with all public schools in the state through which they provide professional development to CTE teachers, as well as on-line coursework toward a wide variety of CTE degrees, certifications and endorsements. Teachers acquiring sufficient professional development are awarded Adjunct Professor status, lending credence to instruction by local faculty.

The Haida Reboot program will pursue entering into a MOU with the University of Alaska Ketchikan and Sitka campuses to provide advanced welding, fisheries, maritime and construction trade certifications. This MOU will be pursued during year one of the grant.

*Scoring Criteria 4: The training and professional development services are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients*
All project staff (identified below) have extensive experience in delivering high quality programs and services in rural Southeast Alaska Tribal communities. Both [mask] and [mask] each, have been working with, and for, SE Alaska Tribes for over 25 years. The individuals who will be providing the CTE training will each be individually contracted to provide a specific training course. Individual contractors who will be hired, to teach welding, construction, carpentry, emergency medical services, business and project management, and other topic, will all be recruited and hired, based on their experience working in rural Native communities, their current industry-specific credentials, and their past experience delivering same or similar coursework. All contracted instructors will be expected to maintain their industry credentials, and participate in professional development as warranted and necessary.

On-the-job employment experiences will be overseen by the respective managers and owners of the businesses and worksites that are collaborating with the Haida Reboot program. Worksites will be selected, based on whether the local worksite supervisors have the competency, training, and personality to work well with our students.

C. Adequacy of Resources (15 points):

Scoring Criterion 1: Adequacy of support including facilities, equipment, supplies, and other resources from applicant organization and Tribal entities to be served

The Hydaburg Cooperative Association is committed to the successful implementation of this grant for the benefit of the Tribe, community and the target population of young adults, ages 18 – 35.

Pursuant to this commitment, the Tribe offers its office space, computers, use of the Tribal businesses (café, seafood plant, and grocery store) and any other resources that the Tribe has that
will help to successfully in implementing and ensuring the success of this project. In addition, the Tribe will provide office space for all project staff. Since this NACTEP grant has a capped indirect rate of only 8%, the Tribe will be absorbing the remained of its 21.08% federally negotiated indirect rate, so that we can ensure that this project is successful. The Tribe also will provide the support of its administrative staff including bookkeeping, purchasing, human resources, facilities management, and clerical support to ensure project success.

As noted above, the POW Vocational Technical Center in Klawock will be accessed for welding and construction coursework. The project will also establish a new MOU with the Hydaburg City School District to access the computer lab and carpentry/wood shop, and will work with HCSD to renovate their welding shop to ensure that it meets all industry safety standards, prior to welcoming Haida Reboot students.

Scoring Criteria 2: Budget is adequate and costs are feasible in relation to the objectives of the proposed project

A detailed five-year budget narrative has been provided that shows all anticipated expenses to successfully carry out the seven Objectives that have been outlined. The budgets have been developed, based in part on our past three years of experience in operating the Haida Reboot program, and also through equipment and supply lists that have been provided by program instructors.

Rural Alaska is an expensive place to live and work. Travel, supplies, utilities, and shipping costs are significantly higher for a geographically isolated community like Hydaburg, as compared to similar sized communities in the lower-48 states. All purchases, such as welding supplies and construction materials, must include additional costs for shipping and handling. Many supply vendors will only ship via UPS or Fedex, and using these shippers requires that a
“next day air” method of shipping be used, which prices the products out of reach. All of the supplies identified in the budget have been priced through the most cost effective options that are available to us. Many project supplies, such as lumber for construction classes, are slated for local purchase.

The project costs identified to renovate and equip a vocational center in Hydaburg, and to renovate the welding shop at HCSD, include the use of a local labor force, and the participation of our construction/carpentry students, to further their on-the-job experiences.

Travel cost estimates were developed using current commercial airfares, and the federal GSA rates for 2021, for the locations identified.

The four pieces of welding equipment, identified in the year one budget, were selected based on recommendations from industry professionals.

The cost of the annual evaluation contract is based on the cost of working with the excellent project evaluator, that we have worked with during our initial three-year grant.

Scoring Criteria 3: Demonstrated commitment of applicant, education providers, local employers to be served by the project through MOU’s, letters of support and commitment to employ, etc.

Signed letters of support and commitment are included from:

- POW Vocational Technical Center – This letter mentions providing space to hold welding classes;
- Hala Café – This letter commits to offering paid on-the-job training opportunities;
- City of Hydaburg – This letter identifies several unmet employment needs in the community and commits to partnering with the Tribe on this project;
- Kai Environmental, LLC – This letter notes Kai’s experience in providing vocation education and workforce development, and commits to partnering with the Tribe;
- Letters from our past EMS instructor and Welding instructor, demonstrate their commitment to continuing to work with the Tribe to offer CTE training in Hydaburg.

*Scoring Criteria 4: Extent to which the project will use instructors who are licensed or certified to teach in the field in which they are providing instruction*

Haida Reboot plans to work with highly-qualified, licensed and/or credentialed vocational education faculty who currently live on Prince of Wales Island, to deliver project-based instruction for various construction certifications, small business operations, welding, project and grant management, and emergency medical services. Two of these instructors have written letters of support for this 2021 grant application.

In addition, all instructors who are employed by the project will have demonstrated experience in their field as evidenced by their resumes and work portfolios that will be on file at the Haida Reboot program office.

Remedial instruction will be provided by HCSD teaching staff and GED instructors. Cultural service opportunities will be overseen by culture bearers in the community including Haida language linguists, artisans, and others.

The University of Alaska (UA) Community and Technical Colleges (various campuses) offers more than 40 one-year certificate programs, two-year associate degree programs and occupational endorsements in high demand career fields. Haida Reboot will coordinate with UA to explore post-secondary options for students in the area of: Applied Business, Construction Management, and Welding Technology.
D. Quality of Management Plan (25 points):

Scoring Criterion 1: Adequacy of management plan to achieve objectives, on time and within budget, including clearly defined project objectives, staff responsibilities, timelines, and milestones

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Activity</th>
<th>Responsibility</th>
<th>Timeline and Milestones</th>
<th>Performance Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1</td>
<td>Project Director Evaluation Team</td>
<td>Dec. 2021 and annually thereafter</td>
<td>Survey results are shared and discussed with project staff and reported 30% of target pop surveyed</td>
</tr>
<tr>
<td></td>
<td>1.2</td>
<td>Project Director Evaluation Team</td>
<td>Dec. 2021 and annually thereafter</td>
<td>Survey results are shared and discussed with project staff and reported 100% of identified employers surveyed</td>
</tr>
<tr>
<td></td>
<td>1.3</td>
<td>Project Manager Evaluation Team</td>
<td>Jan. 2022 and annually thereafter</td>
<td>List of proposed CTE offerings based on survey results</td>
</tr>
</tbody>
</table>

Objective 2: Develop a Cultural and Community Services program component that is based on traditional Haida values.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsibility</th>
<th>Timeline and Milestone</th>
<th>Performance Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Project Director Tribal Staff &amp; Leaders</td>
<td>Begin Nov. 2021 Complete list of options by Jan. 2022. Revise annually</td>
<td>Documentation of meetings held List of service options and key contacts</td>
</tr>
<tr>
<td>2.2</td>
<td>Project Director Case Manager</td>
<td>Jan. 2022</td>
<td>Written procedure for implementing this program component in participant case plans.</td>
</tr>
<tr>
<td>2.3</td>
<td>Project Director Evaluation Team</td>
<td>Begin Jan. 2022 and ongoing</td>
<td>Documentation of participation in each participant case plan</td>
</tr>
<tr>
<td>2.4</td>
<td>Project Director Evaluation Team</td>
<td>May 2022 and annually thereafter</td>
<td>Summary of interviews Evaluation report completed 100% of program participants interviewed</td>
</tr>
</tbody>
</table>

Objective 3: Identify, address, and eliminate barriers that program participants encounter in accessing, participating in, and successfully completing CTE programs.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsibility</th>
<th>Timeline and Milestones</th>
<th>Performance Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Recruit and hire a full-time Case Manager.</td>
<td>Project Director</td>
<td>December 2021</td>
<td>Copies of position description and evidence of recruiting</td>
</tr>
<tr>
<td>3.2 Develop digital participant data form that includes identification of barriers.</td>
<td>Case Manager</td>
<td>January 2022</td>
<td>Copy of completed participant data form in 100% of participant files</td>
</tr>
<tr>
<td>3.3 Develop and implement Life Skills curriculum and checklist.</td>
<td>Case Manager</td>
<td>February 2022</td>
<td>Copy of completed Life Skills checklist in 100% of participant files</td>
</tr>
<tr>
<td>3.4 Develop and implement Job Readiness skill building curriculum and checklist.</td>
<td>Case Manager</td>
<td>February 2022</td>
<td>Copy of completed Job Readiness checklist in 100% of participant files</td>
</tr>
<tr>
<td>3.5 Develop an written Individualized Plan with each participant.</td>
<td>Case Manager</td>
<td>Beginning Feb. 2022 and ongoing</td>
<td>Copy of individualized plan in 100% of participant files</td>
</tr>
<tr>
<td>3.6 Offer stipends to eligible participants for on-the-job training.</td>
<td>Project Director Worksite Supervisors</td>
<td>Beginning Nov. 2021 and ongoing</td>
<td>Documentation of eligibility, timesheets, and evidence of program participation</td>
</tr>
<tr>
<td>3.7 Provide child care and/or transportation support as needed.</td>
<td>Case Manager</td>
<td>Beginning Nov. 2021 and ongoing</td>
<td>Documentation of child care and transportation assistance that is provided</td>
</tr>
<tr>
<td>3.8 Provide support and referrals for participants who are struggling with MH and SA issues.</td>
<td>Case Manager</td>
<td>Beginning Dec. 2021 and ongoing</td>
<td>Documentation in participant files</td>
</tr>
<tr>
<td>3.9 Provide Hydaburg youth &amp; young adults a full array of post-secondary CTE options.</td>
<td>Case Manager</td>
<td>Beginning Dec. 2021 and ongoing</td>
<td>Documentation in participant Case Plans Attendance records</td>
</tr>
</tbody>
</table>

**Objective 4:** Strengthen, expand, and begin to institutionalize CTE training opportunities that were successfully implemented during prior NACTEP grant (2018 – 2021).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsibility</th>
<th>Timeline and Milestone</th>
<th>Performance Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Develop and implement CTE course sequences for emergency medical services, construction technologies, welding, and Unmanned Aerial Vehicles.</td>
<td>Project Director Course Instructors</td>
<td>Beginning Nov. 2021 and ongoing</td>
<td>Copies of course sequence training materials; Evidence of course offerings; Attendance records</td>
</tr>
<tr>
<td>4.2 The courses developed in 4.1 will comply with industry certifications and state academic standards where applicable.</td>
<td>Project Director Course Instructors</td>
<td>Beginning Nov. 2021 and ongoing</td>
<td>Evidence of industry standards on file and available for review for 100% of course offerings</td>
</tr>
<tr>
<td>4.3 Renovate the HCSD welding shop w/ necessary safety and ventilation upgrades and equipment.</td>
<td>Project Director HCSD Staff Contractor(s)</td>
<td>Beginning Oct. 2022</td>
<td>List of items purchased Copy of renovation contact scope of work Photos of completed work</td>
</tr>
<tr>
<td>4.4 Renovate Tribally owned “mini-mart” to be local vocational center,</td>
<td>Project Director Contractor(s)</td>
<td>Beginning Oct. 2022</td>
<td>List of items purchased Copy of renovation contact scope of work</td>
</tr>
<tr>
<td>Activity</td>
<td>Responsibility</td>
<td>Timeline and Milestones</td>
<td>Performance Measures</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4.5 Outfit and furnish new Hydaburg Vocational Center.</td>
<td>Project Director Case Manager</td>
<td>Beginning Oct. 2023</td>
<td>Photos of completed work</td>
</tr>
<tr>
<td><strong>Objective 5</strong>: Expand CTE offerings in emerging employment areas of need in Hydaburg, that can provide immediate employment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Develop list of employment opportunities and necessary skills for positions at Tribally owned businesses.</td>
<td>Project Director Business Managers</td>
<td>Beginning March 2022 and ongoing</td>
<td>List of specific jobs List of necessary skills for each job</td>
</tr>
<tr>
<td>5.2 Develop sequenced skills checklists focused on established industry standards and available credentials for each position that is identified.</td>
<td>Project Director Employers</td>
<td>Beginning March 2022 and ongoing</td>
<td>Written skills checklists</td>
</tr>
<tr>
<td>5.3 Work with employers to provide paid training opportunities, focused on attaining skills identified in the checklists.</td>
<td>Project Director Employers</td>
<td>Beginning May 2022</td>
<td>List of employers and positions Completed skills checklists in participant files</td>
</tr>
<tr>
<td><strong>Objective 6</strong>: Develop a Project and Grants Management CTE training track for positions available at the City, Tribe, and Village Corporation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 Establish MOU with HCSD to access computer lab.</td>
<td>Project Director HCSD Sup.</td>
<td>May 2022</td>
<td>Copy of signed MOU</td>
</tr>
<tr>
<td>6.2 Meet with Tribal, City and Village Corp. mgmt. staff to develop list of current and anticipated jobs that have been difficult to fill with qualified staff.</td>
<td>Project Director Employers</td>
<td>November 2022</td>
<td>List of jobs List of necessary skills</td>
</tr>
<tr>
<td>6.3 Work with Tribal, City, and Village Corp. mgmt. staff to develop sequenced skills checklists for current and anticipated jobs.</td>
<td>Project Manager Employers</td>
<td>January 2023</td>
<td>Completed checklists in 100% of participant files</td>
</tr>
<tr>
<td>6.4 Develop an annual schedule for offering specific grant/program management training sequences.</td>
<td>Project Director</td>
<td>March 2023</td>
<td>Training schedule</td>
</tr>
<tr>
<td><strong>Objective 7</strong>: Establish and strengthen relationships with training institutions and individuals through MOU’s, to offer CTE instruction for target population.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1 Develop MOU with POW Voctech.</td>
<td>Project Director POW Voctech</td>
<td>November 2021</td>
<td>Copy of signed MOU</td>
</tr>
</tbody>
</table>
7.2 Explore opportunities for collaboration with UA Sitka and Ketchikan.

<table>
<thead>
<tr>
<th>Role</th>
<th>Time (FTE)</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Director</td>
<td>0.05FTE</td>
<td>Supervise Project Director; Provide liaison with Tribal Council</td>
<td>Begin immediately upon Notice of Grant Award</td>
</tr>
<tr>
<td>Univ. of Alaska</td>
<td>(In-Kind)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Director CTE Instructors</td>
<td>0.25FTE</td>
<td>Review of initial Notice of Grant Award; Address any Special Conditions; Oversee recruit and hire of Project Director &amp; Case Manager</td>
<td>Begin immediately upon Notice of Grant Award</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Director</td>
<td>1.0 FTE</td>
<td>Oversight of project implementation; Work w/ Project Evaluators; Manage budget; Solicit and oversee all contracts &amp; contractors; Ensure project reporting is complete; Coordinate w/project partners</td>
<td>Recruit and hire October 2021</td>
</tr>
<tr>
<td>Case Manager</td>
<td>1.0FTE</td>
<td>Provide array of case management services for all project participants; develop Life Skills and Job Readiness curriculum and checklists; Address barriers for participants; assist w/ data collection and project evaluation</td>
<td>Recruit and hire October 2021</td>
</tr>
</tbody>
</table>

Scoring Criteria 2: Extent to which applicant encourages applications for employment from person who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability

applicant for this 2021 NACTEP grant is the Hydaburg Cooperative Association (HCA). HCA is a federally recognized Tribe that exercises Native preference in hiring for all positions as a standard policy. HCA also gives preference to contractors who are Native-owned or are made up of over 50% Native employees. HCA seeks first to fill all staff positions with qualified local Haida Tribal members whenever possible. In Hydaburg, 87% of the population is Native Alaskan, a traditionally underrepresented and underserved population.

Scoring Criteria 3: Time commitments of project director and other key project personnel are appropriate and adequate to meet objectives of the project
<table>
<thead>
<tr>
<th><strong>Vocational Instructors</strong></th>
<th><strong>100% Effort</strong></th>
<th>Develop course curricula; Provide training to program participants; Assess student progress and competencies; Assist with data collection</th>
<th>Begin establishing contracts November 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrative &amp; Clerical Support</strong></td>
<td><strong>0.25FTE (In-Kind)</strong></td>
<td>Assist the Project Director &amp; Case Manager as needed; Assist w/purchasing and budget mgmt.; Provide human resources support</td>
<td>Begin immediately upon Notice of Grant Award</td>
</tr>
<tr>
<td><strong>Local Business Owners and Managers</strong></td>
<td><strong>100% Effort</strong></td>
<td>Provide workplace training and oversight of stipended students</td>
<td>Begin immediately upon Notice of Grant Award</td>
</tr>
<tr>
<td><strong>Evaluation Team</strong></td>
<td><strong>100% Effort</strong></td>
<td>Design data collection instruments; Assists with data collection; Analyze data; Provide continuous feedback; Writes evaluation reports</td>
<td>Begin data collection within 30 days of program initiation</td>
</tr>
</tbody>
</table>

**Scoring Criteria 4: Qualifications, including relevant training, expertise, and experience of the project director, key personnel, and project consultants**

**HCA Acting Tribal Administrator (see attached resume)** – was recently asked by the HCA Tribal Council to serve as the Acting Tribal Administrator due to the unplanned retired of her predecessor. **[Redacted]** is the founder, owner, and manager of Kai Environmental Consulting Services, LLC. Over the past twenty years, **[Redacted]** has worked in partnership with numerous Tribes across Southeast Alaska, both as a direct hire employee and consultant. She has extensive experience in program development, grant, project, and budget management, staff supervision, project evaluation, and reporting. **[Redacted]** has an excellent reputation throughout the region. HCA is especially appreciative of **[Redacted]** willingness to serve as HCA’s Acting Tribal Administrator as the Tribe moves forward with recruiting for a permanent Administrator.

**Program Director and Interim NACTEP Project Director (see attached resume)** – **[Redacted]** works full time for the Hydaburg Cooperative Association as a project manager, and successfully oversaw the Tribe’s initial NACTEP grant (2018 – 2021). As
such, he managed project staff and contractors, and provided oversight of the grant budget, reporting, and evaluation process. He also worked closely with project partners and course instructors. The attached resume provides an overview of his 27-year career in developing and managing programs and services in Tribal villages across Southeast Alaska. He has overseen the development of several Haida culture, language, and education programs, as well as projects that focused on economic development, infrastructure creation, and leadership development. He will oversee the early implementation stages of this new 2021 NACTEP project, to ensure that seamless transition from the 2018 grant to the 2021 grant. At some point during year one of the project, a permanent Project Director replacement will be hired to oversee the remainder of the project.

PhD, will serve as the Lead Evaluator. He will have overall responsibility for the developing and carrying out the evaluation, lead the data collection and analysis effort, and lead the development of the evaluation reports. is the Principal and Founder of ELE Consulting, LLC. He has 35 years of experience leading, managing, and conducting research and evaluation studies to inform policy development and program improvement. has conducted research within the higher education setting, small-scale local evaluations, large multi-site studies, large-scale epidemiological surveys of adolescent health behavior, and randomized controlled trials. He has worked since the mid-1990s in small, remote Alaskan communities throughout Southeast Alaska and in the Aleutian Islands, and he has experience working with Tribal organizations including Hydaburg Cooperative Association, Haida Corporation, and Eastern Aleutian Tribes. He has extensive experience providing technical assistance, has several peer-reviewed publications, has held professional association leadership positions, and has taught graduate courses in program evaluation and other topics.
E. Quality of Project Evaluation (10 points):

Scoring Criteria 1: Extent to which the methods of evaluation will provide performance feedback and continuous improvement toward achieving intended outcomes

An external team will carry out the evaluation, using a mixed-method approach that includes both quantitative and qualitative data, to fulfill the Government Performance and Results Act (GPRA) requirements and also meet local evaluation needs. The evaluation team will emphasize a collaborative working relationship with HCA. The team will develop the data collection instruments and protocols, collect and analyze data, and report results as they become available. The evaluation reports will be written for use by community stakeholders in support of project improvement, so that the evaluation will serve both formative and summative purposes. Project staff will review and provide feedback on the data collection instruments and protocols, provide administrative data, assist with facilitating data collection, and review and provide feedback on the evaluation reports. The key evaluation questions include:

What CTE content areas were most relevant to the community?

How were participants able to overcome barriers to participation?

What was the level of participation, and how successful were participants, in training opportunities begun during this grant or continued from the initial NACTEP grant?

In what ways did offerings fulfill employment opportunities in emerging businesses?

Was a project and grants management CTE track developed and did participants successfully complete it?

What relationships were established that led to offering CTE instruction?
**Tracking project implementation.** The evaluation team will track planned versus actual project implementation. This will be accomplished through quarterly check-ins with project staff. In addition, the case manager hired for the project will provide monthly entries into a structured journal to describe facilitators of and barriers to implementation, contextual events that affected implementation, and project successes and challenges.

**Administrative data, documentation, and feedback.** The evaluation team will develop a spreadsheet that project staff will use to capture data on participants’ participation and progress on their CTE path. The administrative data will also be used to measure the long-term impact of the project by following-up on participants’ employment and continued education. Project staff will update the spreadsheet on a monthly basis. The evaluation team will also obtain documentation regarding development of CTE offerings, and obtain feedback about the offerings from participants and others who are involved, as described below for each objective.

**Scoring Criterion 2: Extent to which evaluation methods are thorough, feasible and include the use of objective performance measures that are clearly related to the intended outcomes of the project and GPRA performance measures**

**Objective 1:** Survey potential program participants and employers to focus resources

**Methods:** The evaluation team will provide technical assistance and feedback regarding survey development, methodology, analysis, reporting, and dissemination. **Outcomes:** Survey response rates, and NACTEP resources focused.

**Objective 2:** Identify, address, and eliminate barriers to participation
Methods: The evaluation team will interview the case manager; obtain progress information from a checklist included in each individualized plan and from the Life Skills and Job Readiness checklists; document participant completion of trainings and achievement of certificates or credentials; and document stipends, child care, and transportation assistance provided, referrals to services, and participation in and completion of post-secondary training options. Outcomes: number and percentage of participants completing individualized plans or skills checklists, earning certificates or credentials, receiving assistance, and engaging in postsecondary options.

Objective 3: Strengthen and training implemented in HCA’s initial NACTEP grant.

Methods: The evaluation team will document renovation, gather copies of curricula and standards (and skills checklists that are created when standardized benchmarks are not available) to determine their alignment, and document training participation and achievement (in particular, skills checklist completion, course completion, and credentialing). Outcomes: Number and percentage of students participating in and completing CTE programs. This information will address the GPRA measures of the percentage of CTE concentrators graduating high school (GPRA 1), graduating high school having attained relevant postsecondary credits (GPRA 2), graduating from high school having participated in work-based learning (GPRA 3), graduating high school having attained a recognized postsecondary credential (GPRA 4). It will also address the measure of CTE concentrators who after secondary education are in postsecondary education, military service, advanced training, military service, a service program, or are employed (GPRA 5), as well as the postsecondary GPRA measures (CTE concentrators who remain in postsecondary education, military service, advanced training, service programs, or are employed; and who receive a recognized postsecondary credential).

Objective 4: Expand CTE offerings in employment areas in emerging businesses
**Methods:** The evaluation team will **document** offerings, **document** participant completion of skills checklists, and **obtain feedback** from managers and participants. **Outcomes:** Number and percentage of students participating in and completing CTE programs. This information will address GPRA measures 1 and 3.

**Objective 5:** Develop a Project and Grants Management CTE training track

**Methods:** The evaluation team will **document** establishment of MOUs, training opportunities offered, participant completion of training, participant completion of skills checklists, and grants applied for and received. **Outcomes:** Number and percentage of persons participating in and completing this CTE track. This information will address GPRA measures 1 and 3.

**Objective 6:** Establish and strengthen relationships with institutions and individuals to offer CTE instruction

**Methods:** The evaluation team will **document** outreach and collaborations established, and **obtain feedback** from participants in professional development offerings. **Outcomes:** Number of relationships established; number and percentage of persons participating in and completed professional develop offerings. This information will address GPRA measure 5 and the postsecondary GPRA measures.

**Site visits.** The evaluation team will conduct an annual three-day **site visit** to obtain a thorough understanding of the project, its implementation, and its successes and limitations. During the site visits the evaluation team will **interview stakeholders,** including project staff, community members, staff at partner institutions, instructors, and participants regarding how the project benefitted participants and community members, as well as how it can be improved.
**Reporting.** The evaluation team will provide results to be included in the semi-annual and annual reports, will prepare a detailed annual evaluation report, and will provide technical assistance intended to maximize use of the evaluation findings and recommendations.

**Competitive Preference Priority (5 points):** Promoting STEM Education with a particular focus on computer science. We are requesting consideration for these preference points based on several considerations, including:

- Many of the CTE career training tracks that will be delivered to students in Hydaburg will include components of computing, physical sciences, and mathematics. Training for jobs in seafood plant management, business management, emergency medical services, and project/grant management all will require some level of training in these STEM areas;

- The on-the-job training opportunities for the positions noted above, will offer hands-on learning through a variety of innovative and real-life delivery methods;

- As young adults are recruited to participate in the Haida Reboot program, part of the initial screen interview will focus on offering post-secondary education options off-island, including enrollment at the University of Alaska. Participants will be encouraged to explore coursework and degrees in STEM content fields of study.

**Eligibility to Apply Documentation:** Please see attached list of Federally Recognized Tribes.

**HCA does not intend to consolidate FY 2021 NACTEP funds into a current or future 477 plan.**