Need for Project

Northwest Indian College (www.nwic.edu) is the only accredited tribal college in the Pacific Northwest and is located on the Lummi Indian Reservation in Washington State, 20 miles south of the Canadian border. Initially founded as the Lummi Indian School of Aquaculture in 1973, the college was chartered as Lummi Community College in 1983 by the Lummi Nation (www.lummi-nsn.org) as an Indian - Controlled, comprehensive two-year college serving the post-secondary needs of Indian people living in the Pacific Northwest. In June of 1988, the Northwest Association of Schools and Colleges (NWASC) approved Lummi Community College as a candidate for accreditation. After a name change to Northwest Indian College in 1989, the college was granted accreditation by the Northwest Commission on Colleges and Universities (NWCCU) in 1993 and in 2010 was approved as a Baccalaureate granting institution. The Northwest Indian College will participate in a comprehensive partnership with the Lummi Nation in the provision of this project to meet the workforce needs of the Lummi community.

The Lummi Reservation is on a five-mile-long peninsula which forms Lummi Bay on the west and Bellingham Bay on the east. It is approximately 7 miles northwest of Bellingham, Washington (pop. 87,574, 2016). Bellingham is 90 miles north of Seattle and 50 miles south of Vancouver, British Columbia, Canada. The Lummi Reservation is approximately 12,000 acres in area.

The American Indian Population and Labor Force Report from 2005 (the most current with Lummi data) indicated that there were 4,096 enrolled members of the Lummi Nation living in Whatcom County, Washington and 4,976 tribal members eligible for services. Of these 3,183
were in the 16 to 64 age range. Approximately 80% live on the Lummi Reservation. The enrolled tribal population had grown to 4,692 members by fall of 2012.

In a collaborative study conducted by the Lummi Nation and Northern Economics Inc. it was estimated that 61% of the adult population ages 18 to 64 were employed. Of the 61% that were employed, 13% of those had seasonal or temporary jobs and 20.3% worked part-time. This leaves an estimated 13% of the population unemployed and seeking employment.

The study also determined that the labor workforce participation rate is 74.6%. This means of those Lummi people between the ages of 18 and 64 who are able to work; more than 25% are not represented in the employment statistics, a majority of whom are able to work yet have discontinued pursuing employment. Due to a combination of economic disadvantage and historic trauma a large portion of the Lummi people have never been employed and have parents and grandparents who were never, or were rarely, employed. These are potential First-Generation Workers, defined as “Individuals who are the first in their family to have successful full-time, long-term employment for one or more generations” (*First-Generation Workers in Indian Country; Tribal College Journal*, spring 2018, [https://tribalcollegejournal.org/first-generation-workers-in-indian-country/](https://tribalcollegejournal.org/first-generation-workers-in-indian-country/)). Our NACTEP project is designed primarily to target this most underserved sector of our community. Our previous NACTEP efforts served primarily unemployed, residents of our homeless shelters, and residents of our previously incarcerated transition home.

As we rebuild the U.S economy it is our hope to help rebuild our local and tribal economies as well. The availability of work in the fields of construction and facilities maintenance promises to be an avenue for future growth. The Employment Security Department of Washington projects
short-term growth in construction of nearly 4% annually over the next several years has seen
growth in construction since the recession, but also offers consistent opportunities in
manufacturing which require many of the same hard skills and soft skills presented in this plan
(www.co.whatcom.wa.us). According to the Washington State Employment Security
Department 18% of the jobs available in Whatcom County are in manufacturing. Though Lummi
has yet to establish a manufacturing base, many businesses that offer these opportunities are
in neighboring communities.

While retraining unemployed and underemployed workers is a noble cause and will be included
in our mission, we feel that facilitating the success of First-Generation Workers, homeless, and
previously incarcerated individuals will have a lasting effect on their families and the economic
development of the Lummi community for generations to come. To best understand the need
for this project and the quality of the project design it is important to understand the
participants we expect to serve through this project; therefore, it is important to understand
our story.

Quality of Project Design

Our Story

We are the Lhaq’temish, The Lummi People, or “The People of the Sea”. We are the original
inhabitants of Washington's northern most coasts and southern British Columbia. For
thousands of years we worked, struggled, and celebrated life on the shores and waters of Puget
Cedar and salmon were the keys to our survival. We had a strong connection to the sea and the land. Work was integrated into all daily activities. Our family time, social lives, and education were infused with work and were a concerted effort of all in the Tribe. Our children learned to work cedar bark into mats, clothing, and baskets at the knee of grandmothers and grandfathers. Boys learned to fish and hunt with fathers and uncles. Girls learned to gather food and medicinal herbs at the elbows of mothers and aunties. Each member of the community had work duties and obligations befitting their age and station. Yet there is evidence that the Lummi people thrived, how else can one explain the intricate designs in antique baskets, the beauty for beauty’s sake in the ancient carvings and paintings of our people? Beyond normal work activities, we had time for art.

There were no time clocks or paid vacations, no five-day work weeks, or retirement plans. We had no reason to chop our days up into hours and minutes; our efforts to meet the needs of the Tribe were dictated only by the tides and the seasons. Salmon runs do not follow a clock, clam beds are expose only when the moon draws the tide low, and the best time to harvest cedar bark is just before the spring thaw.

The concepts of money, financial wealth or even financial stability were foreign concepts to our people. All of our work was to meet our immediate and near future needs. Once those needs were satisfied there was time for play and celebration and rest. No good came from catching more fish than would sustain the people through a harsh winter. If the need for salmon to eat and preserve was fulfilled in a single day by a handful of fishermen then we rejoiced in knowing the work was done. There was no reason to catch more than we could eat. This ideology was true of all of our endeavors. What reason was there to build a longhouse larger than what was
needed to house the people? What good could come from carving an extra canoe to sit on the beach and rot away?

Our ancestors were no strangers to hard work, yet it is important to understand that this hard work was all to meet the basic food, shelter, and clothing needs of the people. The Treaty of Point Elliot in 1855 had an extreme and lasting impact on the traditional Lummi way of life (https://en.wikipedia.org/wiki/Treaty_of_Point_Elliott). Federal support supplanted the need to work to feed, clothe, and shelter the Tribe. The good intentions of the United States government to resolve potential issues with the Lummi people effectively resulted in the dislocation and displacement of the entire Lummi workforce, but even worse was the impact that the treaty had on our identity.

The identity of the Lummi people begins with family, Tribe, and culture. The strength of the people is in the pride that comes from contributing to the Tribe. The work was inextricably tied to our identity, from the child that weaves her first cedar bark basket to hold fresh blackberries to the hunter who brings down an elk to provide fresh meat after the first snowfall; an individual's wealth was measured in terms of their contribution to the Tribe.

After the signing of the 1855 Treaty, continued efforts to assimilate the Lummi people came in the form of boarding schools, children were removed from the Reservation to attend school, leaving adults with little necessary work to do and no children to teach their time honored skills. Mistreatment in these institutions eventually led to a suspicion and resistance to westernized education. A common fear of parents and grandparents in the ensuing years was that their children, leaving the Reservation to attain an education or find work, would suffer the
same mistreatment or become assimilated, losing what remained of their identity to expectations and pressures of western culture.

On the coattails of the 1885 Treaty with Lummi, came the Dawes Act of 1887, designed to abolish tribal and communal rights to land and introduce the nuclear family to aid in the westernization of indigenous peoples. Again, the federal government acted to assimilate Native Americans into westernized culture thinking that was the best future for Native people, yet the Act resulted in unforeseeable, adverse outcomes for a large portion of the population. While some families thrived due to industrious member with an advance understanding of how best to deal with these circumstances, several families began to struggle without the continued support of the Tribe and their community. For the first time in the history of the Lummi people, there was economic disparity within the Tribe.

These historic events culminated in generations of Lummi people resistant to formal education and without an understanding of work in the form of employment. Some of our more resourceful tribal people found a place in tribal government or entrepreneurial enterprises and others helped to build a commercial fishery that connected to us to our traditions and culture as the People of the Sea. Still, even at its peak, commercial fishing did not employ the majority of Lummi’s able-bodied workforce. Today only approximately 17% of tribal citizens claim careers as commercial fishermen (Lummi Nation Workforce Skills Inventory and Analysis, Sept. 2005).
First-Generation Worker

As stated above, First-Generation Workers can be defined as individuals who are the first in their family to have successful full-time, long-term employment for one or more generations (Tribal College, Spring 2018).

Through our efforts in the last NACTEP project at the Northwest Indian College, we have identified many unique challenges associated with potential First-Generation Workers. There is often resistance and fear associated with education and career exploration. Many of these potential First-Generation Workers struggle to imagine a life beyond merely meeting their basic needs.

We must understand that the potential First-Generation Workers who sign up to participate in employment training are attempting to step out of a world that they have always known. They are the first in their families to attempt to break the cycle of poverty and eliminate their dependence on social programs.

Research from the American Indian College Fund supports the idea that First-Generation Workers, much like First-Generation Students, benefit immensely from socio-emotional skills development, mentoring, and training rooted in cultural identity.

At Northwest Indian College, we know through experience that Native students and Workers in Training enjoy a higher success rate when a holistic approach is taken and training is designed to reinforce cultural strengths, supports cultural identity, and minimize the negative impact to culture that efforts towards employment will have on an individual and the community.
At NWIC, through our efforts in workforce training, we have learned that our target students often need help and support in understanding the value and benefits long-term, full-time employment will bring to themselves, their families, and their community. Instilling and nurturing a desire to be productive community members and providing understanding and support in all aspects of the student’s life has proven to increase positive outcomes.

The Northwest Indian College in this proposed Native American Career and Technical Education Program (NACTEP) project will have two primary focuses. The first is to provide a “Practice for Employment” environment. The second is to provide value to prospective employers.

**Workers in Training**

In all our dealings the word ‘Student’ will be replaced with the phrase ‘Worker in Training’ to constantly reinforce the project goals and expected outcomes for participants. In addition, we will refer to our programs as ‘Carpentry Training’ and ‘Facilities Training’. Due to our previous NACTEP program being modeled after college courses and our common use of terms like “carpentry class”, “plumbing class”, and “student”, some of our participants, especially those who had never been employed, were able to limit their personal goals to graduating from our program, completely disregarding the primary focus of the project, which was to achieve higher-wage employment.

We will continue our support and dedication to our previous NACTEP graduates and while those previous participants may still find a path that leads to successful full-time, long-term employment, we believe that this approach will be more effective in underpinning the objectives of the project and result in increased success.
**Practice for Employment**

Our training efforts will mimic employment as much as possible from punching a time clock to solving problems and meeting deadlines. Workplace appropriate attire and communication will be the standard. From day one, our Workers in Training will be practicing to be quality employees.

Workers in Training will be expected to call in sick or call when they are going to be late. They will be expected to give advanced notice of doctor’s appointments, dental appointments, or any other obligation that conflicts with their training schedule whenever possible. Expectations of dependability, accountability, and responsibility will increase through the duration of training to ensure that when our workers are ready to enter the workforce they are able to meet or exceed the expectations of employers. While graduating from our program will be a milestone, we will celebrate those who achieve employment above all else.

Much like an employer would expect employee efforts to contribute to the success of an organization we will expect our Workers in Training to contribute to the success of the training programs. With this design, we hope to close the gap between training and employment and facilitate a smooth transition for those who have never experienced employment.

**Relating the Value of Employment**

Expressing the value of employment in terms of money has proven ineffective with our participants, especially First-Generation Workers. Many have little or no understanding of wages, benefits, retirement, or paid vacation and are largely unable to understand the
significance of these terms in relation to their attempts to affect change. While we will endeavor to educate our Workers in Training on these fundamental aspects of employment, to be successful we must express employment in a way that highlights the value of these fundamentals to those who have no experience with them. Generally speaking, Natives value family, community, and the Tribe above all else. In order to best relate the benefits of full-time employment we must approach it terms of the positive effects employment will have on family and community. Few of our participants will have a desire to be employed for the sake of being employed, but if we can communicate the self-confidence and pride that comes as a byproduct of employment, we can be successful.

Creating Value

Employers, whether private or public, for profit or non-profit, large or small, hire based on the value an applicant brings to the organization weighed against the risk associated with the individual. Our project design starts with this premise and works backwards to incorporate systems to maximize success.

There is a host of research to support the general attributes employers place a high value upon, these include dependability, accountability, problem solving skills, and the ability to communicate (NACE Center, LinkedIn, and Forbes). Therefore, we must address these in our programs. Yet, we have learned it is not enough simply to educate the program participants by defining these terms; we must infuse our curriculum with these values and work towards fulfilling these employer expectations from the first day of orientation to the day the Worker in Training obtains employment.
Each employment interview is a risk versus reward assessment. Unfortunately, based on the barriers encountered with past NACTEP participants, the majority of our Workers in Training will be categorized as high risk. While we can address some of the barriers to employment faced by our Workers in Training such as obtaining a driver’s license, addressing transportation issues, or facilitating employment related clothing, tools, and equipment, there are a number of barriers or risks that we cannot address including spotty employment history or criminal history. A challenge to our efforts is that even with a quality resume and cover letter and with interview preparation, it is often difficult to communicate to the prospective employer how far our NACTEP participant has come and what soft skills that participant has developed in their time with us. In order to be successful in finding placement for our program participants we must then offset those risks with increased rewards for prospective employers. We must provide more value.

For instance, one of our participant graduates applies for a carpenter’s assistant position with a local contractor and is competing with an equally qualified individual with less risk factor. Our Worker in Training may still win the employment opportunity if s/he can demonstrate added value in the form of CPR certification, Transportation Worker Identification Credentials (TWIC), aerial lift certification, and/or a forklift operator’s license. While these may not be required for the position the value to the employer may offset the risk our program participant represents.

*Industry-recognized credentials; becoming employed in high skill, high demand occupations; or both*

The NWIC Construction Trades program is a National Center for Construction Education
and Research (NCCER) certified training facility (https://www.nccer.org/). NCCER provides standardized, competency-based curricula for construction professionals and awards industry-recognized credentials to students successfully completing courses. NCCER tracks each student through its secure National Registry and adds credentials to a student's record as they are earned. Employers are able to verify a student's industry credentials online when considering them for employment.

The construction trades instructor will be a Master Trainer, certified directly by NCCER through the Instructor Certification Training Program (ICTP). The Master Trainer is certified to provide industry-recognized certification training to students and to train instructors in specific construction trades. The NWIC construction trades program currently offers NCCER based curriculum in Construction Trades Core as well as Carpentry Level One certification and Cabinetry.

With NACTEP funding, NWIC plans to incorporate NCCER green and sustainable content to the rigorous curriculum in our Construction Trades program.

The majority of our Construction Trades participants are referred to our program by the Lummi Employment and Training Center and other support programs. Many of these potential participants are First-Generation Workers, have never been employed, or have little or no marketable skills to obtain quality employment. Our Construction Trades program will offer training in hard skills related to the construction industry through curriculum in a “practice for work” setting to address soft skills needs. Once a potential participant completes an intake and assessment process, they are registered to enter the next available NCCER prerequisite Core class.
Industry Recognized Credentials

**Construction Trades Core** – The Core class is an introduction to construction basics. It provides to the participants a strong foundation and understanding of basic construction principals as well as safety and introduction to construction math. This training will include an orientation that not only outlines the syllabus of the training provided, but also outlines the expectations of the NACTEP staff and faculty, and further, describe good strategies to be successful as a Worker in Training. This one quarter long offering will also provide the NACTEP staff and faculty the opportunity to begin discussing and defining soft skills as they apply to employment. As we work through the curriculum our goal is to create an environment that closely mirrors a workplace setting and has established workplace expectations from our participants.

Workers in Training will be expected to:

- Utilize a time clock
- Call when they are going to be late or absent
- Maintain a good attendance record
- Come prepared to meet the expectations of the trainer
- Wear approved clothing and footwear
- Communicate in a professional manner

In these ways the participants of our program will begin to establish good work habits that will increase employment success as they enter the workforce.

**Construction Trades Carpentry 1A & 1B** – Carpentry 1A & 1B will span two quarters and include rigorous academic instruction using NCCER curriculum, combined with fast-paced, hands-on learning in the shop and in the field. Students will acquire the knowledge necessary for a strong understanding of basic construction, yet also be acquiring the
confidence, skill, and speed required of employers.

In addition, Workers in Training will move to a higher level of expectation where professional communication and problem-solving skills are concerned. As they are assigned group, hands-on projects there will be an expectation of teamwork, planning, and communication that lead to efficiency and safety.

**Construction Trades Cabinetry** – The Cabinetry course is one quarter and will round out our one-year Construction Trades program. Our cabinetry offering is intended to introduce an understanding of finish carpentry. Working with higher quality products, more precision, and with a focus on aesthetics, is expected to hone the abilities and skills of the Workers in Training as they plan for employment.

While the Construction Trades program curriculum is focused on carpentry much of the knowledge and skills developed are transferable to various other employment opportunities available in our local area including:

- Lumber mill/Lumber yard (Wholesale & Retail)
- Wood product manufacturing (Doors, cabinetry)
- Facilities maintenance
- Roofing/Siding
- Fence building
- Deck building
- Weatherization specialist
- Manufacturing

Our people have a strong connection to the community and the Reservation. As many of our participants are unwilling to relocate, or accept a long commute for employment, it will be the goal of the NACTEP staff and faculty to encourage participants to explore these
alternative employment opportunities available in closer proximity to the Reservation.

Once a Worker in Training completes the Construction Trades program they will be referred to the Employment and Training center to receive employment services including:

- Job search
- Cover letter/Resume
- Interview preparation

Depending on eligibility, participants may also receive opportunities through the Lummi Employment and Training Center for paid internships, work experience, and on-the-job training programs that pay all or a portion of wages to an employer for a limited time.

**Plumbing 1A & 1B** – Plumbing 1A & 1B will span two quarters and include rigorous academic instruction using NCCER curriculum, combined with fast-paced hands-on learning in the shop and in the field. Students will acquire the knowledge necessary for a strong understanding of basic plumbing, yet also be acquiring the confidence, skill, and speed required of employers.

In addition, Workers in Training will move to a higher level of expectation where professional communication and problem-solving skills are concerned. As they are assigned group, hands-on projects, there will be an expectation of teamwork, planning, and communication that lead to efficiency and safety.

**Entrepreneurship** – NWIC NACTEP will facilitate supplemental support for participants in the Entrepreneurship area of study as students work towards an accredited associate degree.

NACTEP efforts will provide much needed training to a range of individuals. Being prepared
to provide training to First-Generation Workers who have no employment experience, little understanding of employment requirements, and typically have major barriers to employment will allow us to meet the needs of all participants who enroll. Through our Construction Trades program, we will provide NCCER certification in basic construction skills and carpentry to low-skilled unemployed or underemployed participants with a strong focus on soft skills. The one-year training track will use a *Practice for Employment* model giving participants the opportunity to practice and develop the soft skills required by employers including dependability and accountability, communication, and problem-solving skills.

The Industrial Entry fast track courses will provide credentials and certifications to skilled or semi-skilled, unemployed, or underemployed participants, to increase value to employers; increase opportunities for advancement; and increase employment opportunities within the industries.

**Addressing Target Populations**

**GOAL 1:** To provide competency-based career and technical instruction with a coherent sequence of modules and courses in the field of Construction Trades.

**OBJECTIVE 1.1:** At the start of year one, the Construction Trades program will offer the Core Curriculum, Carpentry Levels 1a and 1b, and Cabinetry courses to complete a one-year NCCER certification in Carpentry and begin a second cycle half-way through the first year. At least 12 students will enroll in each offering totaling 24 Carpentry students served in year one.
The Construction Trades Program will use curricula that has been developed by the NCCER for each course.

NCCER has broken each course down into separate modules.

For example, the Carpentry Level I course contains the following modules:

- Orientation to the Trade
- Building Materials, Fasteners and Adhesives
- Hand and Power Tools
- Reading Plans and Elevations
- Identify the career and entrepreneurial opportunities within the carpentry trade
- Identify the responsibilities of a person working in the construction industry
- State the personal characteristics of a professional
- Explain the importance of safety in the construction industry

When a student completes all competencies required for a course module, they earn an NCCER industry-recognized credential for that module. NCCER maintains a record of each competency earned for each student. Students can view their training records with a NCCER Access Card, which they receive as part of their tuition.

**OBJECTIVE 1.2**: 65% of enrolled students will complete each module (16 individual students).

**OBJECTIVE 1.3**: 60% of those completing will be employed in the construction trades field, working in a military specialty or pursuing additional training in the field six (6) months after completing their module or course of study (9 individual students).

**GOAL 2**: To provide competency-based career and technical instruction with a coherent sequence of modules and courses in Facilities Maintenance.

**OBJECTIVE 2.1**: At the start of year one, the Facilities Maintenance program will offer the Core Curriculum, Carpentry Levels 1A & 1B, and Plumbing 1A & 1B courses to complete a one-year NCCER certification in Carpentry and begin a second cycle halfway through the first
year. At least 10 students will enroll in each offering totaling 22 Facilities Maintenance students served in year one.

The Facilities Maintenance Program will use curricula that has been developed by the NCCER for each course.

**OBJECTIVE 2.2:** 65% of enrolled students will complete each module (16 individual students).

**OBJECTIVE 2.3:** 60% of those completing will be employed in the facilities maintenance field, working in a military specialty or pursuing additional training in the field six (6) months after completing their module or course of study (9 individual students).

**GOAL 3: To provide supplemental services to students pursuing an associate degree in Entrepreneurship.**

Services may include stipend support, and/or direct assistance as well as advising and navigation services.

**GOAL 4: To provide support services needed to help students successfully complete their certificate or program of study.**

**OBJECTIVE 4.1:** By the end of Year 2, 50 students will receive career assessment, exploration and guidance services.

**OBJECTIVE 4.2:** By the end of Year 2, 50 students will receive direct financial support from the program in the form of stipends, tuition and fees, books and supplies.

**OBJECTIVE 4.3:** By the end of Year 2, 20 students will be engaged in work experience, on-the-job training, employment, or military specialty placements, or pursue continuing
education.

**GOAL 5: To provide professional development to NACTEP instructors and staff.**

**OBJECTIVE 5.1:** All instructors and staff will participate in at least one (1) workshop or class per year in the areas of career and technical education, instruction delivery or program improvement.

As students apply for, enroll in, and complete their NACTEP training programs, they will be eligible for NACTEP support services. These will include career assessment, exploration, and guidance with NACTEP and NWIC staff, as well as program advisement.

Most Workers in Training at Lummi who need career and technical training and retraining will be eligible for assistance through a Lummi Tribal employment and training program and/or support services through Basic Food Education and Training (BFET).

Students who require additional financial assistance will be able to apply to receive a stipend.

We have included a large portion of our budget for stipends. Based on data from our current and past students, most of our participants will meet the criteria to prove financial need.

Several of our participants are residents of tribal homeless shelters and all our current participants are living below the poverty line. To aid in students receiving the benefits of training and establish a secure future we must first aid them in meeting their basic needs.

Stipends are used to meet the costs of participation in a NACTEP program and can only be given to students who would not otherwise be able to attend training *without* the stipend and who are not eligible for a work-study program. Students will apply for stipends with the NACTEP Program Coordinator. To be eligible, a student must be enrolled in a NACTEP program, regularly
attend class and be maintaining satisfactory class progress. NACTEP may only award stipends to students if the amount of the stipend, combined with other financial resources, does not exceed the student’s financial need. NACTEP will consider a student's income and expenses to determine their financial need, based on the NWIC financial aid principles. If a student is determined to be unable to attend training without a stipend award, they will be deemed eligible for a stipend. Stipends will be calculated based on the Washington State minimum wage of $13.50 per hour times the number of hours a student spends in class per week. Recipients of stipends will receive support based on the following guidelines.

**Stipend Policy**

Having a comprehensive stipend policy affords us the opportunity to establish expectations and create accountability within our program. Our project is intended to create the consistent and steady atmosphere you might find with an employer. The policies concerning student stipends are as follows:

1. A minimum of 75% attendance is required to be eligible for a stipend. Student must be in good standing with the instructor
2. Student stipends will be based on Washington State minimum wage
3. Stipend awards will be limited to the number of scheduled training hours
4. Students will accrue stipend awards based upon attendance
5. It is the responsibility of the student to punch in on time and punch out at the end of class
6. Each student attending a full scheduled class will receive a full day’s stipend to be paid every two weeks
7. Arriving more than 15 minutes late or leaving more than 15 minutes early will result in a loss of half the day’s stipend
8. Missing more than half of a scheduled training session will result in the loss of the entire day’s stipend
9. Only **documented** excused absences will be paid - Unexcused absences will result in the loss of a full day’s stipend
10. Excusable absences include medical appointments, dental appointments, and court appearances. Students must provide appropriate documentation to qualify for an
excused absence.
11. Documentation of an excused absence will only be accepted for 3 scheduled training
days after the absence
12. Notifying instructors and staff of upcoming absences and providing documentation to
instructors and staff after the absence are the responsibility of the student
13. While class hours may be made up, stipends cannot be made up

As it is the mission of this program to provide consistency, all decisions regarding stipend
payments will be made using these rules and this policy.

Established Linkages

NWIC will utilize its working relationships and partnerships with the Lummi Nation and other
tribal and local agencies, colleges, training programs and employers to improve and expand
career and technical training opportunities on the Lummi Reservation and for tribal members in
the surrounding area. To accomplish this, NWIC NACTEP will collaborate with the following
programs:

- Federal: U.S. Department of Education
- National: National Center for Construction Education and Research (NCCER)
- State: TANF, State Vocational Rehabilitation, BFET, State Board of Community and
  Technical Colleges
- Local and Community: WorkSource Centers, Safety West Coast training, Goodwill,
  local employers such as Alcoa, BP, and FABER Construction
- Lummi Tribe: Higher Education, Health Clinics, Behavioral Health, TERO, tribal TANF,
  LVR, GA, Displaced Fishermen’s Emergency Grant Program

Development services of sufficient quality, intensity, and duration

All Northwest Indian College (NWIC) faculty members must meet the rigorous hiring
standards required of all fully accredited colleges. In September 1993, NWIC received full
accreditation from the Northwest Association of Schools and Colleges and was approved as
a Baccalaureate-granting institution in 2010. NWIC is a member of the American Indian
Higher Education Consortium, the American Association of Community Colleges, and the
American Council on Education.

New program staff will include a full-time Program Coordinator, A Student Navigator, A
full-time Instructor and a part-time Instructor. NWIC Workforce Education Director Robert
DeCoteau will act as the NACTEP Program Coordinator until the position is filled. All new
hires will be required to complete a NWIC Professional Development Plan in partnership
with their supervisor and the NWIC Human Resources Director. All Professional
Development Plans for NWIC employees clearly address ways in which learning gaps can be
addressed. Professional development of faculty and staff is a high priority at NWIC and
institutional and grant funds are set aside for this purpose annually. Professional
Development Plans will be reviewed and evaluated annually for instructors and staff
working on this project. Target areas for NACTEP staff development will include cultural
integration, case management, career planning, program modification and improvement.

NACTEP instructors will be hired to meet the needs of programs offered. NWIC currently
has a carpentry instructor on staff. Industry-Certified Instructors for short-term classes
such as Industrial Entry classes will be hired as short-term contractors. All instructors will also
be required and supported to obtain professional development while working for the program.
Possible course subjects may include cultural integration, instructional delivery, program
modification and improvement or skills updates.
Adequacy of Resources

Adequacy of support including facilities, equipment, supplies, and other resources

Northwest Indian College (NWIC) is the only accredited tribal college in the Pacific Northwest. Regionally, the College serves as the gateway to post-secondary education for over 40 tribes and 125,000 Indian people. NWIC offers two (2) Baccalaureate degrees, five (5) Associate of Arts and Sciences degrees, one (1) Associate of Science Transfer degree, three (3) Associate of Technical Arts degrees and nine (9) certificate programs. The College is a member of the American Council on Education, the American Association of Community Colleges, and the American Indian Higher Education Consortium.

The College seeks to promote indigenous self-determination and knowledge through education. It has four main core themes, which are: 1) To engage indigenous knowledge; 2) Commitment to student success; 3) Access to higher education opportunities, at all levels, for tribal communities; and to: 4) Advance place-based community education and outreach.

Under the leadership of former College President NWIC was transformed from a tribal college based on a western education model into a tribal college grounded in Coast Salish cultural values that operates within the arena of western education. The College is in the middle of a multi-year, $44 million expansion project which has seen the completion of six new buildings at the Lummi South Campus, and the completion of a building for the Swinomish site.

The NWIC main campus is at the Lummi Nation near Bellingham, Washington. Due to
family obligations, negative public-school experiences, transportation, childcare issues and poverty, many reservation-based Native Americans choose to stay in their hometown rather than travel elsewhere for employment or training. Recognizing this, NWIC takes college to the students rather than requiring that students come to the main NWIC campus, although we offer courses on our main campus, the College has six (6) extended campuses with interactive television (ITV) and in-person classrooms. Classes are also offered online and through an independent learning model.

NWIC Student Support Services – Student support services at the College include admissions, advising, testing and placement, career services, transfer information and assistance, faculty advisors, and disability services. The College also has several student retention and success programs which will be available to NACTEP students. The programs include:

Achieving the Dream – This program has been a driving force to initiate a shift to close achievement gaps and promote student success by making data-informed decisions. Achieving the Dream has helped focus the attention on gathering evidence to support program practices and to identify the key elements that will increase retention and graduation rates. Through the process, NWIC has established several interventions to focus on. These interventions include:

Student Orientation – This intervention is designed to provide students with an orientation program that better prepares them for college, and specifically, their first quarter. This intervention aims to increase the retention rate by providing an effective and required orientation.

First Quarter Holistic Advising – This program is designed to create a core group of Advising
Teams (faculty teaching HMDV 110 and Development Education courses, Campus Connectors, and Student Services Advisors) who will provide new students with early alert, academic advising and financial literacy supports, and assistance as needed during their first quarter.

Financial Preparedness for Year 2 – This Intervention is designed to decrease attrition rates between spring and fall of each subsequent academic year, by creating embedded incentive activities into Spring English courses. A large number of first year students leave NWIC after their first full year, with financial considerations being among the primary factors. NWIC plans to work with English faculty to embed scholarship-writing and submission activities into English courses so that students can become more invested in their financial ability to continue their studies.

The Retention Project – This is a peer-to-peer mentoring program at Northwest Indian College for American Indian and Alaska Native college students that pairs returning students in good academic standing with first-year students. Mentors work either one-on-one with students or in a group format (typically in a class). The purpose of the mentors is to support new students on their journey through college and to help them acclimate to the college experience by serving as a guide and directing them to campus resources.

Students will be eligible to receive one-on-one consultation from the NWIC Financial Literacy program on repairing their credit. They may also participate in the NWIC two-day training on Financial Skills for Families, a curriculum developed and certified by Oweesta, a First Nations Corporation that supports economic growth in Native American communities through the creation, development, and capitalization of Community Development Financial Institutions.
The Math and Writing Center provides academic support in person as well as via email and phone. Peer and professional tutors provide individual and small group tutoring in all subjects including math.

NWIC has four dedicated computer labs at the main Lummi campus, as well as one computer lab in the IT department which is available specifically for digital media. The student housing facility also has a small number of computers available for student/resident use in academic studies. Labs will be available for NACTEP students to study or complete assignments.

The training facility for the NACTEP programs is a 5,500 square foot space located on the Lummi Reservation. The facility has a classroom space as well as a carpentry shop for indoor projects and other hands-on activities.

An additional employment and training resource offered through NWIC Workforce Education is the Washington State Basic Food Employment and Training (BFET) program, which offers tuition, fee and book assistance for one quarter (with additional funding available according to unmet need), referral to Working Connections Childcare so parents can continue to receive childcare hours while in school, limited transportation assistance (bus passes or gas cards), help developing an individual re-employment plan, as well as ongoing support services and referrals as needed for students who receive Basic Food Assistance.

Regional tribes support NWIC and participate in educational activities by providing classrooms at extended campuses as well as custodial and maintenance services. Many tribes also provide
tution support to their tribal members, as well as other monetary and in-kind contributions to
NWIC.

**Lummi Nation and Reservation Community**

The Lummi Nation has shifted its focus to economic development over the last decade.
Lummi employment and training programs include the Tribal Employment Rights
Organization (TERO), Temporary Assistance for Needy Families (TANF), Native Employment
Works (NEW), General Assistance (GA), and Lummi Vocational Rehabilitation (LVR).
Multiple planning meetings will take place including all relevant program staff to develop a
simple and efficient process of referral to NACTEP, and additional procedures will be
developed for regular communication about student status, achievement, and intervention
between NACTEP staff and the Lummi case managers. NACTEP staff will also be able to
refer potential students to other career and technical programs at NWIC which are not part
of NACTEP but for which the participant shows an interest. The TERO program advocates
for equal opportunities for Lummi community members against employment
discrimination and for Indian Preference in Lummi Indian Business Council (LIBC) contracts
and sub-contracts. TERO develops and maintains cooperative working relationships with
contractors and subcontractors and refers qualified tribal members for employment and
training. Lummi members come to TERO to get training and certification for jobs taking
place on or near the Reservation. TERO has frequently had to refer participants to
programs outside the Reservation to get the appropriate training and credentials, but with
NWIC NACTEP, participants will be able to receive training close to home. This also means
that when Lummi members complete the industry-certified training offered through the
Construction Trades and Industrial Entry programs, TERO will be able to refer them to employers who are looking to hire for jobs taking place on or near the Reservation.

The Lummi Employment and Training Center (LETC) is the umbrella which covers most of the other employment and training programs at Lummi. TANF programs will support childcare, and other support needs, of their clients who participate in our program activities. The purpose of the NEW program is to make work activities available to grantees' designated service populations and service areas. Potential participant activities include educational activities, training and job readiness activities, and employment activities.

Participants can also receive supportive and job retention services include transportation, childcare, uniforms/clothing needed for employment, medical services, and other work and family sufficiency related expenses that enable clients to participate in the program. GA offers temporary financial assistance to members and households of tribal members. Employable adults are provided with employment services. The Lummi Vocational Rehabilitation (LVR) program helps tribal members with documented disabilities which interfere with their ability to become successfully employed. Services may include, but are not limited to therapeutic services, training, technical assistance, and transitional support among several other support services.

*Adequate budget with reasonable cost in relation to objective and proposed project*

All personnel costs are based on the salary and wage scales of NWIC and are in line with salaries and wages paid to similarly qualified NWIC personnel and contractual instructors.
All non-personnel budget line items have been thoroughly researched and reasonably priced. Non-personnel expenses have been based either on estimates received from vendors or based on recent purchases by similar programs. Travel expenses are based on expenses for similar programs travel expense at NWIC.

Extent to which instructors are certified to teach in fields in which they are to provide instruction

The Construction Trades Instructor will be a Master Trainer, certified directly by NCCER through the Instructor Certification Training Program (ICTP). The Master Trainer is certified to provide industry-recognized certification training to students and to train instructors in specific construction trades. The NWIC construction trades program currently offers NCCER based curriculum in Construction Trades Core as well as Carpentry Level One certification.

Quality of Management Plan

Managing to achieve our objective on time and within budget

This NACTEP project proposes to implement a CQI management strategy. Continuous quality improvement (CQI) is a strategy for being a high-performance workplace. That high-performance does not necessarily mean exceeding metrics, it is also about the quality of the participant experience. CQI is an ongoing cycle of plan → do → check → act, ideally in an upward spiral. CQI is team-based and involves looking at the whole picture. CQI empowers staff who are closest to the participant to make decisions. CQI is participant-focused, meaning the participant (Worker in Training, Employers, and NACTEP Staff) should be at the center of all we do. CQI is data-driven.
This NACTEP project will be measured against seven quality standards focused on organization practice, systemic support, and culture: 1. Leadership; 2. Strategic planning; 3. Participant focus; 4. Measurement, Analysis, and Knowledge Management; 5. Workforce focus; 6. Operations focus; and 7. Results.

Efforts will be made to reduce costs and increase production (participant completion), much like a private business. Our program will have short-and-long term goals for efficiency, cost, and production. Any system that can be put in place today that will streamline processes or reduce costs in perpetuity will be priorities. These systems will then be evaluated and improved in the plan → do → check → act cycle.

Once established, systems, policies, and procedures will empower NACTEP staff while relieving the Director and Project Coordinator from many common day-to-day decisions and enable them to focus on short and long-term project development. By employing the (CQI) model of management, we hope to contribute to not only reportable outcomes, but also outcomes that create a positive impact on the economic state of the Lummi community.

Under the direction of [name], a new Program Coordinator will manage the administrative responsibilities of the NACTEP program, including monitoring budgets; overseeing student Education to Employment Plans, funding plans and support services plans; coordinating with NWIC workforce and Lummi employment and training program staff; monitoring the NACTEP program goals, objectives and performance measures, coordinating with NWIC admissions and registration staff to ensure a smooth process for
NACTEP students, posting and recruiting for instructor positions, preparing and negotiating instructor contracts; producing monthly calendars of training events; designing training brochures/flyers/posters and coordinating program advertisement.

In addition to bringing participants into the program, the Program Coordinator will work one-on-one with NACTEP applicants and students to help them with career assessment, exploration and guidance.

*Encouraging applications for employment from persons who are members of underrepresented groups*

Northwest Indian College's (NWIC) policies and enforcement of the Civil Rights Act and tribal law forbid discrimination based on gender, race, age, national origin, color, or disability.

NWIC follows ADA mandates and provides reasonable accommodation of sensory, physical, or mental disabilities among staff, students, and faculty. NWIC has formally adopted an Indian preference policy in hiring. As such, except as provided by the Indian Preference Act (Title 25, U.S. Code, Section 473), Northwest Indian College supports and provides equal opportunity employment and educational opportunities regardless of race, religion, national origin, age, sex, marital status, physical or mental disability or status as a special disabled veteran or veteran of the Vietnam War.

*Time commitment from director and other key personnel are appropriate and adequate*

The director of Workforce Education overseeing the NACTEP project will be available on a continual basis, dedicating approximately 65% of his time to NACTEP concerns. The Northwest
Indian College is committed to providing 100% of the Director’s salary and fringe through the duration of the project.

The Project Coordination and instructors will commit 100% of their time to NACTEP efforts.

*The qualifications of the project director, key personnel, and project consultants*

The qualifications for the Project Director require that the person hold a bachelor’s degree in education, business, or a related field, have at least three (3) years' experience in coordinating training, and preferably have experience working in Native American communities.

The qualifications for the Project Coordinator require that the person hold a bachelor’s degree in education, business, or a related field, have at least three (3) years' experience in coordinating training, and preferably have experience working in Native American communities.

The qualifications of the full-time Construction Trades Instructor require that the person be certified as a Master Trainer by the National Center for Construction Education and Research (NCCER), the industry-recognized standard in construction trades education. Additional requirements include two years' experience as a trainer, instructor, or educator or an associate degree or higher in education, a construction-related field, industrial arts, engineering, chemistry, or similar field from an accredited post-secondary institution or a minimum of two years of experience at a supervisory level or higher in the construction or maintenance industry.
Quality of project evaluation

The evaluation is designed to provide both formative and summative information to guide project management and assess the success of the program in reaching its goals. There are five major questions to be addressed by the evaluation. These include:

1. Who was served by the program and were the targets for service met?
2. How successful was the program moving those enrolled to completion of certificated programs?
3. What evidence is there that students are learning the materials and becoming competent in the trades?
4. How do students and staff describe their experiences in the program?
5. How do employers describe their experiences with the program?

In addition to addressing these evaluation questions, the final evaluation report will include a manual that provides step-by-step information for other tribal colleges to follow, allowing for dissemination, and learning from, the NWIC experience.

Northwest Indian College expects to employ [Name] to serve as the external evaluator to ensure that the evaluation is conducted in a manner that is objective, data collection is unbiased, and results are described in impartial reports. [Name] is a former NACTEP Director and specializes in evaluation of programs in Indian Country and has extensive experience working with programs serving students and faculty in tribal colleges.

NACTEP EXTERNAL EVALUATION - SCOPE OF WORK:

The written formative and summative evaluations will include the performance measures that are clearly related to the goals, objectives and intended outcomes of the project and the Government Performance Results Act (GPRA) performance measures for NACTEP. It will be
appropriate to the College of Menominee Nation NACTEP Project. The evaluation will include the following:

a. Performance measures that are clearly related to the goals, objectives, and intended outcomes of the project and the Government Performance Results Act (GPRA) performance measures for the NACTEP.

b. Qualitative and quantitative data with respect to-
   i. Academic, career and technical competencies demonstrated by the participants and the number and kinds of academic and work credentials acquired by individuals, including participation in programs providing skill proficiency assessments, industry certifications, or training at the associate degree level that is articulated with an advanced degree option.
   ii. Enrollment, completion, and placement of participants by gender for each occupation for which training was provided.
   iii. Job or work skill attainment or enhancement, including participation in apprenticeship and work-based learning programs, student progress in achieving technical skill proficiencies necessary to obtain employment in the field for which the student has been prepared, including technical skills in the industry the student is preparing to enter.
   iv. Activities during the formative stages of the project, to help guide and improve the project, as well as a summative evaluation that includes recommendations for disseminating project activities and results.
   v. The number and/or percentage of students that obtained industry-recognized credentials, certificates, or degrees.
   vi. The outcomes of students’ technical assessments, by type and scores, if available.
   vii. The rates of attainment of a proficiency credential or certificate, in conjunction with a secondary school diploma.

2. Measure the effectiveness of the project, including a comparison between the intended and observed results, and a demonstration of a clear link between the observed results and the specific treatment given to project participants.

3. Measure the extent to which information about or resulting from the project was disseminated at other sites, such as through the grantee’s development and use of
guides or manuals that provide step-by-step directions for practitioners to follow when initiating similar efforts; and

4. Measure the long-term impact of the project, e.g., follow-up data on students’ employment, sustained employment, promotions, further/continuing education or training, or the impact the project had on tribal economic development or career and technical education activities offered by tribes.

**Additional Selection Factors**

*Applications that propose exemplary approaches that involve, coordinate with, or encourage tribal economic development plans*

It has been several years since an economic development and workforce skills inventory and needs assessment and a community economic development plan was completed at Lummi. With changing economic times and the emergence of new industry and changing employer demands, the Northwest Indian College and the Lummi Indian Business Council have agreed to collaborate to conduct a workforce needs survey in the Lummi tribal community and develop an economic development plan. Lummi will begin with surveying tribal and community members about their current skills, credentials, and certifications. The study will also include researching the types, effectiveness, and sustainability of workforce education efforts in the past, such as in aquaculture and the National Indian Center for Marine and Environmental Research and Education (NICMERE), both which have involved partnerships between Lummi and the College. The hope is to learn what has been done in the past, determine the workforce skills and interests of tribal members, and the
needs of tribal and local employers and industry. The Northwest Indian College and Lummi
will use this data and information to develop a comprehensive workforce education and
economic development plan to equip tribal members with the skills, knowledge and
credentials to obtain successful employment and align with the needs of the community.

*Applications from tribally controlled colleges that are accredited or are candidates for
accreditation.*

The Northwest Commission on Colleges and Universities grants accreditation to Northwest
Indian College at associate and baccalaureate levels. The Northwest Commission on
Colleges and Universities, [8060 165th Avenue NE, Suite 100, Redmond, WA 98052,
www.nwccu.org] is an institutional accrediting body recognized by the Council for Higher
Accreditation and the U.S. Department of Education.