Need for the Project

Description of the Proposed Project:

This project will continue the work of the previous Native American Career and Technical Education Program (NACTEP) award that allowed us to offer and support Career & Technical Education (CTE) training at Nueta Hidatsa Sahnish College (NHSC), a tribally chartered college that serves the entire Fort Berthold Reservation of the Mandan, Hidatsa, and Arikara tribes. We will also use funds to continue to promote the success (program completion) of students enrolled in those training programs. Based on our experiences, input from our students, advisory board, and faculty in the current grant cycle, we have revised and developed new goals and objectives that do the same work yet expand by setting the bar higher as we were able to successfully meet all of the previous objectives. The results of the 2016 needs analysis conducted under objective 2 in the first award showed a high need for healthcare workers and licensed Commercial Drivers. We are currently offering an avenue to fill the needs of the healthcare workforce and currently do not have enough resources to offer the upper lever training. During the first year of the current grant, we established a CTE advisory board made up of members from: tribal government programs (TERO, Housing, IHS), local employers, and, Industry/ private sector representatives. This body helps us to collect information about the needs of the local workforce. And also brings new ideas for improvement and the over strategy of the CTE Department. In October 2018 we established an internal CTE committee made up of the Academic Dean, VP of Academics, Project Director and CTE Instructors. This body made the hiring decision for the newly added CTE Director and serves as our main channel for new trends in CTE. The committee meets bi-weekly to prioritize improvement and discuss options for the offering of new programs to continuously meet community and student needs. In order to help our students achieve success in the CTE training programs we have developed, a comprehensive
student retention model which is a major feature of our NACTEP project. We would not be able to offer this resource without the funding of the NACTEP Grant. The model is called the NACTEP Student Cohort, in addition to program staff the major portion of grant funds will be used to fund student support. The current grant has enabled us to support up to 40 students enrolled in an eligible NACTEP training program. The model provides holistic support such as: tuition assistance, books, fees which is a supplement to the students’ existing funding. NHSC assess student satisfaction and barriers frequently. Every time students identify both childcare, and transportation needs as a barrier to successful participation in their program of study. The NACTEP Student Cohort also assists with daycare, and transportation needs that have been an ongoing barrier for many students who attend NHSC.

Finally, the most important piece of the program is to advocate for and guide students to scholarship opportunities, registration periods, graduation application deadlines, campus resources, community resources, and school supplies (supply packs) provided by the NACTEP grant. The program has benefits that support the student holistically. One of the key eligibility pieces is that students must maintain a 2.5 GPA, and must successfully complete 67% of attempted courses each semester. Students are provided with a grace semester if they fall below the requirement. The program provides support but also sets high expectations. Students must also notify program staff if they are considering withdrawal. This allows staff to mitigate their departure to offer assistance and guidance, staff make every effort to help the student stay enrolled in and to complete their training program.

This new award will continue to support the program support also half salaries of three (3) of our CTE instructors: Welding, Health Sciences: Nursing prep/CNA, and Business Administration. The proposed project will also continue to fund a full-time Completion Coach who was hired in year two.
of the 2018 grant award cycle. It will also continue to fund the full time Project Director position. The primary focus of the Completion coach is the student retention program. The addition of this position has given the Project Director more time to work more diligently on program improvement, recruitment, and employment placement activities. The Project Director will still be responsible for the submission of the Semi-Annual, and Annual Performance Reports. All of these positions, administrative and instructional, are essential to the success of our CTE programs, and without this funding there is no guarantee that the programs would still be offered. In addition, continued NACTEP funding would continue to assist our program in our outreach to local high school students on the Fort Berthold Reservation. The goal is to recruit and promote college preparedness with reservation high school students.

In the last grant cycle, we had great success bringing students to campus, as well as visiting local high schools through partnerships with other educational and tribal programs (see Objective 3) to expose them to our CTE offerings and college life in general. We take this opportunity to educate students in general matriculation procedures, expectations of college life, financial aid and scholarship processes, and procedures. Most high school graduates lack college preparedness. We have been quite pleased with this particular aspect of the program, and we believe further NACTEP funding will only strengthen all of our currently funded programs and activities.

In our previous application of 2018, we proposed six (6) objectives. All of these objectives have been met or have. In this continuation grant application for NACTEP funding we have refined or expanded upon some of these six (6) objectives. Therefore the base activities from the 2018 will guide the 2021 application objectives to continue the work.

First, a discussion of our accomplishments in meeting the current objectives thus far. The objectives for the 2018-20 period and their outcomes are as follows:
Objective 1: Hire a Director of Career and Technical Education (CTE) to manage the CTE programs, provide curriculum development and assessment for the vocational faculty, conduct a needs analysis and feasibility study for CTE programs, advise CTE students on degree plans and job readiness, oversee recruitment of students for the CTE Department, and assist in job placement for students upon graduation.

This objective was met with the hiring of a full-time CTE Director. However, upon guidance from the Program Officer, Gwen Washington, we found out that such a position could not be funded by NACTEP award. Therefore funding was not used to support the position but instead we allocated the funds toward the faculty to allow for the campus general fund to pay the CTE Director position. Carryover funds from year one were allocated to the completion coach position, which has since been filled, and has proven to be a valuable asset to the students and program overall.

Objective 2: Enhance vocational programming at NHSC by developing an improved needs analysis specific to CTE and incorporate a feasibility study of current and potential vocational programs at NHSC.

This feasibility and needs assessment was completed in year one, and showed a high need for CDLs, and Nurses. NHSC is currently offering the CNA & Pre-Nursing training. At the beginning of the year two grant cycle, there was discussions on the development of and CDL program, but due to the lack of resources efforts to offer the CDL program the decision to continue courses online for fall semester the discussion has have been put on hold, but will be continued into this grant cycle if resources allow.

Objective 3: Increase the persistence rate from 30% to 60% and the completion rate from 20% to 50% for vocational students by the end of year 3.

In the first year, all but one of the NACTEP supported programs at NHSC exceeded this
objective, the exception being the Construction Technology department, which had one (1) student withdraw due to personal, non-program related, reasons. At the end of the first year. The NHSC Administration chose to archive the Construction Technology Program due to loss of instructor, and persistent low enrollments in the program. In the second year, all of our NACTEP programs exceeded the persistence rate, many with persistence rates of 100%.

**Objective 4: Certify 100% of the construction technology and welding students in CPR/First Aid and OSHA 10 each year.**

This objective has been met consistently, since it is a requirement of the Welding program we will no longer be listing as an objective to be met. Students who complete the welding program will have completed both OSHA 10 & First Aid/ CPR as both are required to graduate. As mentioned elsewhere, we have archived the Construction Technology program for the time being with hopes to bring back a modified short term certificate program to serve the needs of local employers and those individuals seeking this certification to enhance their skills.

**Objective 5: Recruit 10 Fort Berthold high school students each year to participate in an immersion camp to provide insight into the completion of NHSC’s vocational programs.**

This objective was met and exceeded in year one with 28 students reached during the annual NHSC Cultural Camp. Due to the COVID-19 pandemic we were unable to offer the opportunity in Summer 2020. In Summer 2021 we do plan to offer this opportunity again if permitted by college administration. We expect this to be a consistent summer offering now and in the future. In year two we also brought high school students to campus as well as meeting them in their local communities.

**Objective 6: Educate and license 100% NHSC vocational instructors with the North Dakota State Board for Career and Technical Education Postsecondary Instructor Certification.**
This objective has been met, and will be maintained during the proposed project years for any new CTE instructors who may be hired during this period. In year two we dropped the Construction Technology, and Entrepreneurship Programs and added: Equine Studies, Child Development, and Computer Science. Instructors in each department is or will be enrolled in the CTE Practicum by September 2021. Instructors who possess teaching credentials are exempt from this requirement as the Practicum is meant to teach tradesmen and women to transition from workforce to teaching in a classroom.

Quality of the Project Design

The target population for this program is primarily the Native American population of the Fort Berthold Reservation. We believe this population will benefit greatly by the accessibility of CTE education programs, within the local community. The six community segments of the reservation are: New Town, Mandaree, Twin Buttes, Parshall, White Shield, and Four Bears.

In considering the needs of the Fort Berthold Reservation communities, it is important to have an understanding of their history and background. One million acres constitutes the remaining homelands of the MHA Nation, which extends into six North Dakota counties. Lake Sakakawea is at the center of Fort Berthold Reservation, and is a reservoir formed by the Garrison Dam on the Missouri River. The manmade dam makes the water flow backwards and was forcibly imposed on the people in the 1950’s. Lake Sakakawea traverses the reservation and splits it into five parts tenuously tied together by the road system. The economic and social effects of this lake/reservoir continue to impact the people in adverse ways and represent the single most traumatic event for the people since the devastation of the smallpox epidemics in the 1800’s – the overwhelming events that led to the Mandan, Hidatsa, and Arikara tribes banding together to form one Three Affiliated Tribes Nation, also now known as the MHA Nation. Lake Sakakawea has approximately 600 miles of
shoreline lying within the reservation boundaries and occupies 155,000 acres. The isolation and geographical distances between communities caused by its creation continue to be a challenge for service delivery for NHSC; however, the use of technology has greatly enhanced the College’s ability to successfully meet the challenge.

The Fort Berthold Indian Reservation sits atop the Bakken Formation, the largest discovered contiguous oil field in U.S. history resulting in significant oil development throughout the reservation. According to the Institute for Energy Research, in 2006, North Dakota ranked ninth among the states in oil production, but it is now the second largest oil producing state in the United States; the first being Texas. The Bakken Formation is the third largest oil production field in a specific region, but has the distinct aspect of being the only one located in a remote location. The other two formations are located within one hour of a large metropolis (San Antonio and Midland/Odessa), while the Bakken formation only has towns of less than 15,000 from which to draw employment (Raimi & Newell 2016). A major challenge for NHSC resulting from this economic reality is that the population has increased in numbers, but the pay for entry-level positions with no education or experience has skyrocketed and it is a task to recruit students. However, the benefit is that there is an excellent opportunity to recruit students for short-term CTE training.

NHSC has played a key role in contributing to the education and employability of tribal members. Given the economic needs as well as the opportunities presented by the Bakken oil play, we are in a key position to contribute to the quality of life at Fort Berthold. Our career and technical education programs at NHSC are thus essential and valuable to our local population, as well as businesses in the area. As the only institution of higher education within 70 miles, NHSC has the responsibility to offer sound educational programs to the residents of Fort Berthold reservation. Career and technical education is one of three areas of the mission, along with cultural and academic
education, thus it is imperative to give focus to the improvement of its programs, persistence and completion of its students, and engagement of potential trainees.

The NHSC NACTEP proposes to train students in the following 10 Programs: Early Childhood Education Associate (Associate Degree), Early Childhood Association Certificate (9 Month Certificate), Equine Studies (Associate Degree), Business Administration (Associate Degree), Entrepreneurship (Certificate), Pre-Nursing General Studies (Associate Degree), Certified Nurse Assistant Training (5-week), Computer Science (Associate Degree), COMPTIA A++ Certification (9 Month Certificate), Welding Technology Certificate (9 Month Certificate).

**Early Childhood Education Associate:** Offers the Tribal Head Start Program to train and employ head start teachers in each of the segment communities. The Reservation has a central Head Start in New Town, and centers in each of the other reservation segments/communities: After students complete the Associate Degree at NHSC they transfer on to Minot State University to complete a Bachelorette Program.

**Early Childhood Association Certificate:** helps to train and employ daycare directors, and staff in each of the reservation segment/communities.

**Equine Studies Associate:** trains students to work with horses across the reservation and off reservation. The program includes a business component that will equip students with some basics in carrying out their own independent contract work. There is also a therapeutic aspect to working with horses that serves the needs of struggling youth, and individuals in recovery of addiction. We offer specializations in Natural Horsemanship, Equine Assisted Activities & Therapies, and Equine Business. Like the rest of the nation, Fort Berthold Reservation, and North Dakota in general, have been impacted by the opioid problem, and this degree will enable students to enter the field of equine therapy, and prepare them for further study and credentials in this field.
**Business Administration Associate:** the most popular major at NHSC trains students to be more qualified in current positions and equips them to work for the tribal government or tribal government programs, as well as for-profit enterprises, such as the Four Bears Casino, and other area businesses. The Fort Berthold Indian reservation severely lacks individuals with training in finance and overall administrative skills. This program offers training to fill the gap.

**Entrepreneurship Certificate:** This program is a certificate program for students seeking to start or enhance their current or potential business ventures. Students who complete the Business Administration program can add this certificate to better equip them if they choose to start a business venture of their own in the future. This program is also a shorter alternative to the Business Administration associate degree. The target population for this program are small business owners or anyone in need of some basic training in business. The entrepreneurship certificate at NHSC is a quick six credits of courses designed to give students fast training on basics of starting and owning their own business. Faculty in the CTE programs encourage their students to take the courses and concurrently earn the entrepreneurship certificate because of the great opportunity for CTE graduates to work for themselves.

**Pre-Nursing General Studies Associate:** the reservation lacks access to qualified nursing staff to work in nursing positions at the Indian Health Service field clinics. Students who complete this program are able to transfer into a nursing program at another institution where upon graduation they will become eligible for these positions.

**Certified Nurse Assistant Training:** This is a five-week training program that results in state certification and employment options in each of the reservation segments/communities through aging services, as well as nursing homes in the region.

**Computer Science Associate:** Trains and equips students to understand the fundamentals of the
computer functions and programming. It will also create a pathway to transfer into a Bachelor program.

**COMPTIA A++ Certification:** Trains and equips students to be a computer technician for most basic high need IT support areas. The Fort Berthold Indian Reservation severely lacks talent and skill in this area. We have had numerous discussions with local tribal government to offer this kind of program to enhance the skills of their personnel.

**Welding Technology Certificate:** NHSC welding program provides students with the basic skills that will qualify them for entry level welding jobs in assembly, manufacturing, construction and energy. Students learn blueprint reading, welding symbols, print reading, non destructive testing prep to prepare students to pass welding tests to be able to work at their intended job site.

In the 2016 Community Needs Analysis of ‘vocational trades’ was listed in the top ten academic fields of specific interest. Unfortunately, the survey did not disaggregate different CTE programs. Nonetheless, we have developed these programs due to the level of student interest, and with the guidance of our advisory board, who represent various private and governmental interests in the community. In the same 2016 survey, 87.5% of community members surveyed, felt it was important or very important to offer short-term CTE training at NHSC; 83% of current students felt it was important or very important and 95% of current employees felt it was important or very important. According to the Bureau of Labor Statistics, North Dakota is now the fourth (4th) highest paying state for welders, with the average starting salary for a welder with no experience is $52,210, with a higher salary if the welder owns his/her own equipment and truck,

**Pre-Nursing/Nursing Assistant Training (NAT):** According to the 2020 Nursing Supply Demand Chart report issued by the North Dakota Center for Nursing, Nursing Assistants are ranked #5 in projected new jobs in the state, with an additional 589 new jobs expected by the year 2028. In terms
of Labor Force Exit Openings, Nursing assistants rank 9th in the state with 4,240 openings by 2028. Labor Force Exit Openings are the projected number of workers permanently leaving an occupation and exiting the labor force entirely. Clearly, there will be a long-term demand for certified nursing assistants in the years to come. NHSC recognizes the need for certified nursing assistants and offers both a degree in Pre-Nursing as well as a Certified Nurse Assistant Training (NAT) certificate. The Pre-Nursing degree and NAT certificate were both developed during the 2017-18 academic year as a way to recruit students into LPN and RN programs to fulfill the vast need for nurses on Fort Berthold. The College no longer offers the LPN and RN programs, but recognized that in order to serve the MHA Nation, as stated in its mission, nursing education needed to be addressed. Thus, the Pre-Nursing degree is an emphasis of the general studies degree and requires the exact pre-requisite courses needed for students to enter a LPN or RN program. The NAT certificate was recently approved by the state and will offer a short-term training course that puts graduates into the workforce after a month of courses and preparation.

The 2016 NHSC Community Needs Analysis confirmed a local awareness of this need, as CNA jobs were ranked eighth as jobs most needed on Fort Berthold, and Licensed Practical Nurses (LPNs) were rated ninth. The Bureau of Labor Statistics ranks North Dakota as the state with the third highest concentration of vocational nursing jobs in the United States.

According to the North Dakota government state website, population growth and decline of the state does not take place evenly across the state. Experts are recognizing an urbanization of North Dakota, with population increases in cities such as Fargo, Bismarck, and Grand Forks. The loss of “Main Street” in small communities is a sad reality of urbanization, and small towns such as those on Fort Berthold rely on entrepreneurs, not corporations, to keep their towns going.

The community members that answered the NHSC Community Needs Analysis ranked
entrepreneurship as ninth as a program of interest in which they would enroll. The program had been archived for many years, but was brought back several years ago and modified for the 2017-18 academic year to streamline the courses to encourage students to take them in addition to their major course of study. NHSC believes that giving students an entrepreneurial education will increase their options upon graduation.

Within the context of these training categories, we have developed the following objectives which we believe will guide the successful implementation and outcomes of the proposed project.

**Objectives of the Current Proposal**

1. **Train 90 students in any one of the NACTEP Training Categories:** Measure: Train 90 students in one of the NACTEP Training Programs by the end of year 3.

2. **Enhance CTE Staff Capability:** Measure: Successfully Complete Technical Assistance staff training/work to: increase staff capacity and capability to utilize assessment systems around the CTE/CTE Program Improvement.

3. **Increase Awareness of CTE for Secondary Students:** Measure: Recruit 15 Fort Berthold High School students each year to participate in an immersion camp to provide insight into completion of one of NHSC’s CTE/CTE Programs. Establish regular visits with 2 of 4 reservation high schools to promote college preparedness, and to foster long term relationships between the high school students and CTE or NACTEP staff. This objective will promote a contact within the college to support students who choose to enter NHSC to complete a program and to serve as a point of contact for future help and retention purposes. This would be an expansion of the previous Objective 5 of summer immersion activities during the academic year to promote college preparedness, and career identification plans among reservation high school students.

4. **Increase Employability of Students earning CTE Credentials.** Measure: Certify all Welding
Technology students in Osha 10 which promotes employability of the individual student.

*Measure:* Certify all Welding Technology students in CPR and First Aid which promotes employability of the individual student. These are technically part of the Welding program graduation requirements. We intend to also require NACTEP Cohort students to participate in at least two job preparation activities.

5. **Improve Persistence Rate of CTE Students.** *Measure:* Our new goal is to reach a persistence rate of 70% in each NACTEP Training program. This is an expansion of Objective 3a in the last funding period. This focuses on increasing the persistence and completion rates for CTE students. Persistence is a term used to define whether a student enrolls in the spring semester directly following enrollment in the fall semester.

6. **Improve Completion Rate of Students.** Measure: Increase completion rate of students up to 70% in each NACTEP Training Program. This is an expansion of Objective 3b from the last funding period.

As mentioned elsewhere, we will continue to provide financial support to eligible students; a strong component of promoting student success is ensuring students have access to resources. Thus, we will continue to offer financial support to those students who meet the requirements of NACTEP eligibility. These programs will help us achieve **Objectives One, Five and Six.** Our support program aims to help students persist and complete in their programs by providing financial assistance. When students apply for the NACTEP program they must provide answers to financial queries. Tuition, books, and fees will be provided for students’ bills after Federal PELL is awarded, as directed by the NACTEP Federal Register. If there is a balance remaining, assistance will be given to those students who cannot afford to pay for the tuition, books, and fees of their program. Some students cannot attend college because they need employment to support themselves or their families.
Stipends paid at minimum wage for the time they spend in the classroom will be made available on a monthly basis to students who are at or below poverty level per the federal guidelines. Because of the vastness of the reservation on which our students live, some students cannot afford to make the drive to New Town. Also, many NHSC students cannot attend class because of the high cost of daycare. Direct assistance for childcare (up to $250 per month), and travel to campus (at half the GSA rate per month) and travel to campus will be provided to students in NACTEP programs who show an acute economic need and are part of a special population per the NACTEP Federal Register guidelines.

In addition to financial support our NACTEP program participants are required to complete additional trainings that increase their employability after completion. These trainings will help us achieve Objective Four of our proposal. The MHA Tribal Employment Rights Office (TERO), a tribal entity that connects enrolled members with employment, has recommended NHSC train our CTE students the “soft skills” that make our graduates ready for employment. MHA TERO echoes what others have found: soft skills, in addition to technical skills, are crucial when employers evaluate applicants for positions and the training of soft skills can lead to increased confidence, professional preparation, support, and insight into leadership and career development (Sloan, Barnes, Brinkworth, 2017) The NHSC NACTEP program will provide “Lunch and Learn” trainings to students on topics such as: resume building, interviewing, interpreting workplace benefits, workplace expectations, and office technology, for examples. It is the aim to graduate students with holistic skills instead of merely knowledge taught in the classroom. Each semester, the NACTEP Project Director will offer 3-4 trainings and require all NACTEP participants to attend at least two.

NHSC NACTEP will also continue to offer a safety component into the construction technology and welding curriculum.
According to the Report on the Youth Labor Force, young workers have twice the injury rate of workers of all ages. As many as 40 million adults enroll in short-term, postsecondary CTE training (Althouse, Turnquist, and Bracciano, 1996) and the delivery of safety training is a fundamental part of CTE education that sets the tone for having these students adopt safe work practices as they begin their CTE careers (Schulte, et al, 2005). The current curricula in these programs focus on skills and knowledge. However, also in keeping with Objective Four of the grant, NHSC seeks to add employable skills and stackable credentials to its graduates’ education and experience. The CPR/First Aid and OSHA 10 are both two-day courses that will be embedded into the curricula prior to the start of the semester in the syllabi. The outcome is that NHSC graduates will have additional credentials upon graduation that employers look for when hiring.

In addition to being mandatory for construction technology and welding students, the CPR/First Aid course will also be offered to the business administration and entrepreneurship students enrolled in the NACTEP program in order to increase safety awareness for all CTE students. We believe this will enhance the employability of our students to potential employers.

Objective Three represents an effort to better prepare high school students, and by extension increase eventual persistence and completion rates (which complements Objective One). Thus, NHSC NACTEP will continue to offer a short immersion camp for high school students each summer of this project. We will work with Fort Berthold school superintendents to set dates where local students can come to NHSC for one or days to gain exposure to our CTE programs and our campus in general. This program was a great success in the two years that we were able to offer it before the pandemic of 2020. We partnered with the MHA Tribal Education department, the MHA Office of Science, Technology, and Research, a Bush Foundation funded initiative called the Change Academy, which promotes student development, as well as the MHA Education Pathways.
program, which is a program to help enrolled members of the Tribe pursue higher education, including high school students who are making the transition to the post-secondary setting. The MHA Education department was able to secure funding from the American Indian College Fund to help support costs of the immersion program that we were not able to cover. We used a variety of formats including on-campus visits by high school students where they participated in presentations and discussions regarding campus life, our CTE programs, admissions and financial aid, scholarships, satisfactory academic progress, and career information.

We also went out to the communities with our partners to visit the students in their home communities, at various locations, and we offered presentations and discussions of the same material. The lead scientist for the Tribe who is the director of the Office of Science, Technology, and Research gave the students a hands-on, computer based, presentation and activity using Landsat technology offered by the National Aeronautics and Space Administration (NASA), and the United States Geological Survey (USGS). She also gave the students on-site exposure to some of her research areas including some of the geological formations on Fort Berthold. We also visited the college’s agricultural garden where students were able to see how science is incorporated into food production. One of our goals in this activity was to give students a “feel” for what could be done in the Science, Technology, Engineering, and Mathematics (STEM) fields, and we look forward to being able to offer the summer program again.

We believe that staff and faculty skill enhancement is an essential part of student success. To this end, and with **Objective Two** in mind, we will continue to seek opportunities to enhance staff and faculty capability and capacity. Accordingly, the NACTEP Director will take advantage of the technical training available from the national program office, in order to strengthen her assessment and program development skills. In particular, the director would like more training in creating
stackable credentials for students. Further, in terms of any new faculty that may onboard during this project period, the North Dakota State Board for Career and Technical Education offers a course through Valley City State University (Valley City, ND) that certifies postsecondary industry certified instructors to teach. The postsecondary clinical practice program concentrates on methods used for teaching Career and Technical Education courses and designed to develop and enhance instructional competencies for faculty who do not have prior experience in the classroom. Along with class discussion and lessons, the program matches each new CTE instructor to a mentor with whom to work for the academic year.

Licensing NHSC CTE instructors with the ND State Board for CTE will enhance the learning environment for students, assist with the knowledge of assessment and program review, and help faculty gain understanding how to accommodate and gain the interest of students to increase the persistence and completion rates.

**Adequacy of Resources**

NHSC is fortunate to have the existing space, equipment, and resources to offer the Career and Technical Education programs in this proposal. Thus, the budget for the proposed project is able to be allocated to student support, the addition of a Director of CTE, partial faculty salaries and the broad goal of increasing the persistence and completion rates of CTE students.

NHSC is fully equipped to support the NACTEP program immediately upon the initiation of the grant. NHSC is comprised of a main campus and four satellite offices at the geographically separate segments within Fort Berthold with classrooms equipped to offer synchronous classes over the Interactive Video Network (IVN); many business courses are offered via this method. In addition, the College has two classrooms outfitted with smartboards and 20 computers each where business classes are held on the main campus. The Pre-Nursing/Nursing Assistant Training program has a
state-approved classroom equipped with appropriate manikins, medical equipment and beds, an observation room where the instructor can observe students working on “patients” as well as a smartboard. NHSC has a space reserved as the Entrepreneur Center, which is an intimate space equipped with computers, business software, and a smartboard where instructors can work one-on-one or in a classroom setting with students. On the east side of the main campus, NHSC has two large shop areas designated for the welding program, and the now archived construction technology program. Prior funding has afforded the College to purchase the equipment necessary for such curricula, so only routine maintenance of current equipment and consumable supplies utilized by students each semester are required for future use of the spaces. The welding program also has four welding simulators that can be used by students to practice their skill without utilizing costly supplies. The welding program has vehicles and trailers equipped to be used to travel to job sites with students. These will be useful and necessary for the on-the-job training summer courses. NHSC provides the following infrastructure and resources to its students:

**Nueta Hidatsa Sahnish Singing Spring Library & Learning Resource Center:**

The Nueta Hidatsa Sahnish Singing Spring Library and Learning Resource Center is an integral part of the NHSC educational process, and is also available to the public community. The online catalog and multitude of subscription databases are significant information resources that support student learning and are available through the Library and Learning Resource Center. The Singing Spring Library & Learning Resource Center website can be found on the main College website and has access to a multitude of resources for students, staff, and faculty.

The Library has a collection of over 12,000 volumes including serials, reference, fiction, and children’s titles. The circulating collection provides access to a number of resources in video, DVD, audiocassette titles and current paper periodical subscriptions. A prominent feature of the
collection is the Native American holdings. A Special Collection is under development, which contains titles about the Mandan, Hidatsa, and Arikara tribes. The Special Collection may only be used on-site. Services include: Research and Information Retrieval Assistance; Circulation-Online Public Access Computer (OPAC); Instruction for Library and Information Resources; Study Area; Viewing/Meeting Room; Interlibrary Loan; Audio Equipment; Computer Use; Internet Evaluation and Search Strategies.

Circulating books and periodicals are loaned for two weeks. Equipment provided for in-library use includes microform reader/scanner, DVD/VHS player, FAX machine, and photocopier. In addition to the physical resources, the Director of Library Resources provides an invaluable resource to the instructors and students as an expert in information literacy.

**Computer Labs:**

There are five computer labs on campus for students to use anytime the building is open and class is not being held in that room. Collectively, the labs have approximately 70 PC and Mac computers for student use, plus an additional 10 located in the library.

**Science Laboratory:**

The Science lab is used for laboratory science classes and includes four wet benches, a ventilated hood, safety wash/shower station, and standard lab equipment to run chemistry, biology, microbiology, and anatomy/physiology laboratories. The College also conducts environmental research and has multiple sophisticated testing kits and sampling supplies for water, soil, air, and a grow lab. The Science Department also has a science van and a mobile aquatic research vessel (pontoon boat).

**Email and myNHSC:**

Every NHSC student is supplied with an email address during registration by the IT
Department. MyNHSC is a secure web portal that provides anytime, anywhere online access to a number of administrative, community, and academic services to students such as: admission information; status of application; financial aid; course schedules; registration; degree audits; student grades; transcript requests; campus-wide announcements; calendars; discussion forums; and bulletin boards. MyNHSC is also the site used for online courses. If a student is registered for an online course, he/she will receive training on how to access the course during orientation or from the course instructor.

**Interactive Video Network (IVN) Systems:**

There are two classrooms which house an Interactive Video Network System connected to the other colleges and universities in North Dakota. These systems allow for a pooling of expertise and resources by utilizing one faculty member to teach a course to students on several campuses over a closed access television.

**Closed Local Access Network (CLAN) System and Mentor Sites:**

The CLAN system is similar to the IVN system, in that it allows students to take courses via a closed access television from four other segments on Fort Berthold: White Shield, Parshall, Mandaree, and Twin Buttes. The classes offered over the CLAN are limited, but it allows students to take some courses without having to drive to New Town. This is especially significant for students in White Shield and Twin Buttes, which are located 50 and 100 miles from New Town, respectively. Each mentor site employs a site mentor who is available to help the students succeed and assist the instructors for an efficient and smooth course. The mentor sites are supplied with computers and printers for student use.

**Information Technology Infrastructure:**

NHSC has dedicated two years of funding from one of its Title III grants ($500,000 per year)
to improving the Information Technology Infrastructure of the College. The NHSC IT Infrastructure and User Support document details the current capacities at NHSC.

**Writing Center:**

NHSC’s Writing Center is open five days a week for students to receive extra help with writing. It is staffed with student editors and all students are encouraged to utilize their services. The Pre-Nursing/Nursing Assistant Training programs requires students to work with the student editors for papers due in their content courses. The Writing Center is equipped with both Macs and PCs, printers, and appropriate software.

The budget is adequate and the costs are reasonable to meet the objectives stated in the NHSC NACTEP application. Without the funding resources made available with this grant, NHSC would be unable to meet the six objectives of the proposal. The finances of Tribal Colleges and Universities (TCUs) are unique in the realm of higher education. Whereas most colleges and universities rely on student tuition and fees as the major source of revenue, typically TCUs have to be more creative in the amalgamation of their budgets. Like many other TCUs, NHSC does not offer or collaborate with student loan programs and has an Open Admissions Enrollment Policy that allows any student to register as long as he/she has graduated from an accredited high school or has obtained a GED certificate. NHSC collects little to no revenue each academic year from student tuition and fees, and the TCU altruistic nature embedded in their native cultures result in allowing students to attend class even if they cannot pay. In fact, an increasing trend among tribal colleges is offering free tuition altogether.

NHSC relies on federal funding to be able to offer and enhance programs such as the CTE programs in this proposal. In order to allow for the student support programming and initiatives covered by the objectives, the NHSC general fund is committed to matching half of the faculty
salaries of one business instructor, and the welding and Pre-Nursing/Nursing Assistant Training and supporting full salaries for the remaining business administration and entrepreneurship faculty.

NHSC employs approximately 12-15 full time faculty and 60 staff, thus the two fully funded staff positions and three half-funded faculty positions will be a tremendous addition to NHSC. Most importantly, the support that the NACTEP program will provide NHSC students by way of: services such as job-readiness training, internships, on-the-job training, direct assistance, tuition/books/fees, and stipends, will be instrumental in their ability to persist in their programs from semester to semester and complete their programs in a timely manner. NHSC has offered student stipends for cohorts of students in certain funded programs for ten years. The cohorts have had similar class schedules, attended trainings and workshops together, and are considered as a group and therefore, give each other support and encouragement. In cohorts from 2005-2016, there was a 54% completion rate, compared to the average College completion rate of less than 25%. It is a testament to what the financial, emotional, and academic support cohorts can provide to students at NHSC. NHSC trusts that the proposed cohort groups in each CTE program of this proposal will be no different and have even greater results because of the additional support services that are embedded in the proposal.

The relevance and demonstrated commitment is documented in the Letters of Support and Commitment found in Appendix B. The commitment that is provided in these letters include:

- Three Affiliated Tribes (TAT) Tribal Business Council (TBC) Chairman
- Three Affiliated Tribes (TAT) Tribal Business Council (TBC) Twin Buttes Rep.
- President, Nueta Hidatsa Sahnish College
- Three Affiliated Tribes (TAT) Tribal Business Council (TBC) Four Bears Rep.
- MHA Tribal Employment Rights Office (TERO) Deputy Director
- Mandaree High School
- White Shield High School, Principal
- White Shield School District Superintendent
Cumulatively, the letters of support demonstrate that NHSC has commitment of support from: the Three Affiliated Tribes, the chartering entity of the College who will also provide internships, on-the-job experiences, and hire NHSC graduates; the Three Affiliated Tribes Economic Development Committee; the Three Affiliated Tribes Education Committee; Fort Berthold schools, with whom NHSC will work to administer the immersion camps to high school juniors and seniors; MHA TERO, with whom a sound relationship will provide employment and potential internships; American Indian College Fund who gives national support to NHSC’s initiatives; and other entities who show encouragement and will help NHSC achieve the objectives of NACTEP program.

Quality of the Management Plan

The following information provides a timeline, and key milestones for the project.

<table>
<thead>
<tr>
<th>Objective 1: Train 90 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure: Train 90 students in one of the NACTEP Training Programs by the end of year three.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>START</th>
<th>STOP</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enroll eligible students in program</td>
<td>NACTEP Project Director, Human Resources</td>
<td>October 2021</td>
<td>September 2025</td>
<td>90 students will have completed one of the NACTEP programs by end of year 3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2: Enhance CTE Staff Capability:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure: Successfully Complete Technical Assistance staff training/work to: increase staff capacity and capability to utilize assessment systems around the CTE/ CTE Program Improvement. Create a stackable credential in at least 2 of the NACTEP Training Programs. Ensure CTE Practicum Training of all NACTEP Training Program Instructors.</td>
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<th>STOP</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete NACTEP Technical Assistance Project</td>
<td>NACTEP Project Director, NACTEP Technical Assistance</td>
<td>October 2021</td>
<td>September 2025</td>
<td>Staff will have completed this by the end of the first year.</td>
</tr>
<tr>
<td>Complete Professional Development Hours for GCDF Credential</td>
<td>NACTEP Project Director</td>
<td>October 2021</td>
<td>September 2023</td>
<td>Project Director to obtain 75 Continuing Education hours to maintain Global Career Development Facilitator credential.</td>
</tr>
<tr>
<td>Complete CEUs to Maintain CTE Practicum Teaching Credential</td>
<td>NACTEP Training Program Instructors</td>
<td>October 2021</td>
<td>September 2025</td>
<td>Staff will need to obtain professional development trainings to maintain and reach 120 CEU hours.</td>
</tr>
<tr>
<td>Professional Development Listing for Instructors</td>
<td>CTE Director/ VP of Academics</td>
<td>October 2021</td>
<td>September 2025</td>
<td>Opportunities for professional development will be advertised to those in need of professional development hours.</td>
</tr>
<tr>
<td>Ensure communication of objectives to all involved</td>
<td>NACTEP Project Director, CTE Director</td>
<td>October 2021</td>
<td>September 2025</td>
<td>Information sharing will take place through the CTE Committee meetings.</td>
</tr>
</tbody>
</table>
Objective 3: Increase Awareness of CTE for Secondary Students: Measure: Recruit 10 Fort Berthold High School students each year to participate in an immersion camp to provide insight into completion of one of NHSC’s CTE/CTE Programs. Establish regular visits with 2 of 4 reservation high schools to promote college preparedness, and to foster long term relationships between the high school students and CTE/CTE or NACTEP staff.

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<tr>
<th>ACTIVITIES</th>
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<th>START</th>
<th>STOP</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immersion Camp</td>
<td>NACTEP Project Director/Staff/ Partners</td>
<td>May 2021</td>
<td>August 2025</td>
<td>Students will gain knowledge of CTE offerings as well as knowledge of admissions, financial aid, scholarships, and college life in general.</td>
</tr>
<tr>
<td>High School Visits</td>
<td>NACTEP Project Director/ Staff/ Partners</td>
<td>August 2022</td>
<td>September 2025</td>
<td>Students will learn more about CTE opportunities at NHSC. Obtain information about being prepared for college admission.</td>
</tr>
</tbody>
</table>

Objective 4: Increase Employability of Students earning CTE Credentials. Measure: Certify all Welding Technology students in Osha 10 which promotes employability of the individual student. Measure: Completion of Career Preparation Activities: resume, cover letter, interview preparation.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>START</th>
<th>STOP</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSHA 10 Training</td>
<td>NACTEP Director/Staff/ Instructors</td>
<td>October 2021</td>
<td>September 2025</td>
<td>Each student will gain skill to enhance their employability.</td>
</tr>
<tr>
<td>CPR/First Aid Training</td>
<td>NACTEP Director/Staff/ Instructors</td>
<td>October 2021</td>
<td>September 2025</td>
<td>Each student will gain skill to enhance their employability.</td>
</tr>
<tr>
<td>Career Preparation</td>
<td>NACTEP Directors/Staff NACTEP Cohort Students</td>
<td>October 2021</td>
<td>September 2025</td>
<td>Each student will be better prepared to enter the workforce and</td>
</tr>
</tbody>
</table>

Objective 5: Improve Persistence Rate of CTE Students. Measure: goal of 70% in each NACTEP Training program.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>START</th>
<th>STOP</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Support Monitoring</td>
<td>NACTEP Project Director, Completion Coach</td>
<td>October 2021</td>
<td>September 2025</td>
<td>70% of Students will have returned from fall to spring in each training program.</td>
</tr>
<tr>
<td>Tracking</td>
<td></td>
<td></td>
<td></td>
<td>Students will know when it’s time to register and will have full knowledge about what it takes to maintain eligibility in the cohort program. The cohort program strongly supports persistence.</td>
</tr>
<tr>
<td>Ensure student knowledge of Financial Aid, and Scholarships</td>
<td>NACTEP Completion Coach/ Project Director/ Financial Aid office</td>
<td>October 2021</td>
<td>September 2025</td>
<td>Students who do not struggle with finances are more likely to complete programs. Providing this additional assistance will help the student be knowledgeable about accounts and will receive additional support in this area of finding resources for education.</td>
</tr>
</tbody>
</table>

Objective 6: Improve Completion Rate of Students. Measure: Increase to 70% in each NACTEP Training Program.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
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<th>START</th>
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<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Support Monitoring</td>
<td>NACTEP Project Director, Completion Coach</td>
<td>October 2021</td>
<td>September 2025</td>
<td>70% of Students will have graduated their started program within their respective cohort and timeframe</td>
</tr>
<tr>
<td>Tracking</td>
<td></td>
<td></td>
<td></td>
<td>Students will know the full plan to complete their degrees, have identified academic advisors</td>
</tr>
<tr>
<td>Remind students of graduation requirements and plan</td>
<td>NACTEP Completion Coach/ Instructors</td>
<td>October 2021</td>
<td>September 2025</td>
<td>Students will know the full plan to complete their degrees, have identified academic advisors</td>
</tr>
</tbody>
</table>
Nueta Hidatsa Sahnish College abides by the following three employment policies as published in its Personnel Policy Manual:

**Equal Employment Opportunity**

NHSC believes that equal employment opportunity is important for our continuing success and pursuit of our Mission. In accordance with federal and state law, NHSC will not discriminate against any staff member or applicant for employment because of race, color, sexual orientation, religion, sex, national origin, age, disability, pregnancy, marital status, status with regard to public assistance, or participation in lawful activity off the employer’s premises during non-working hours which is not in direct conflict with the essential business related functions of the employer, or because of status as a veteran, including hiring, promotion, demotion, training, benefits, transfers, layoffs, terminations, recommendations, rates of pay or other forms of compensation. Opportunity is provided to all staff members based on qualifications and job requirements, with due consideration for the NHSC policy of Tribal preference (see Section 2.3). NHSC intends to pursue and reinforce this policy of equal employment opportunity through open dialogue and continuous training. Any staff member with a question, comment or complaint relating to the NHSC equal employment opportunity policy should contact the Human Resources Director, or the President’s Office.

**Affirmative Action Statement**

As stated, NHSC provides equal employment opportunity to all persons without regard to race, color, religion, sex, sexual orientation, national origin, age, disability, pregnancy, marital status, status with regard to public assistance, or participation in lawful activity off the employer’s premises during non-working hours which is not in direct conflict with the essential business related functions of the employer, or because of status as a veteran, and promotes the full realization of this policy through a positive, continuing program of affirmative action. NHSC will attempt to achieve and
maintain a diverse work force through our affirmative action plan, including the following:

Ensure that the NHSC policies of equal employment opportunity and affirmative action are effectively communicated to all staff members, applicants for employment, and constituent communities.

Actively pursue all aspects of our affirmative action plan, including outreach, education, and regular review by the Board.

Ensure that all employment decisions, including hiring, promotion and salary administration are consistent with our policies.

**Tribal Preference**

As an accredited tribal college, Land Grant institution, and member of the American Indian Higher Education Consortium, NHSC seeks to employ individuals who are qualified in their particular fields and who accept the challenge of developing a quality higher education program for the Mandan, Hidatsa and Arikara Nation. Accordingly, NHSC pursues a policy of Native American Preference in hiring, defined as preferential hiring of an individual who meets the preference requirements when applicants are equally qualified, according to the following Preference order:

1. Local tribal preference [Mandan, Hidatsa, Arikara].

1. Native American Indian preference (other federally recognized tribes).

2. Other.

NHSC advertises for open job positions internally via email for one week, following with external advertisements on the College website, FaceBook and the MHA Nation website. For positions that have been open longer, or for higher level positions, Human Resources will advertise the position on Higheredjobs.com, The Tribal College Journal, and The Chronicles of Higher Education.

Both the NACTEP Project Director and Completion Coach have 100% time commitment to
the oversight and implementation of this project. It became clear in the current grant cycle that additional staff capacity was needed to effectively manage all aspects of program implementation including daily operations, reporting requirements, financial oversight, program development and enhancement, fostering relationships with local high schools, tribal government, and private sector leaders, and most importantly, interaction with students. Thus, the Completion Coach position was developed with guidance from the national NACTEP office and a well-qualified individual was hired to expand staff capacity. In time we hope to expand to hire Recruitment & Career Placement staff.

**NACTEP Project Director, [name]:**

[name] has worked as the NACTEP Project Director at NHSC for almost five years, started in the student accounts position, and served on the persistence and completion committee prior to coming in to the NACTEP Project Director role. While at NHSC, she has streamlined the stipend process for all retention program efforts. Knowledge of the process between the Financial Aid Office and Student Accounts was a helpful experience. She is a strong advocate for CTE improvement, and student success at NHSC and promotes student fairness by periodically surveying cohort participants for questions on needs of program improvement. When [name] took over the NACTEP grant in year four of the 2013 award, it was significantly underspent. She is also an enrolled member of the Three Affiliated Tribes and demonstrates Indian Preference in a position on the grant. Identifying with the Native American background supporting American Indian/Alaska Natives better informs strategies and interactions with students. She works tirelessly to keep CTE students enrolled in their programs, and also is increasingly interested in how to increase the persistence and completion rates of CTE students. She regularly does one on one recruitment with students entering the campus and expressing interest in one of the NACTEP training programs. This includes help with the admissions process, the FAFSA process and initial connections with the student and the academic
advisor for their intended program. [Redacted] holds a Master of Business Administration and a Bachelor of Science in Business Administration and Political Science. She completed Career Advisor Training through the State of North Dakota Career and Technical Education department, and received Global Career Development Facilitator certification from CCE Global.

[Redacted] resume can be found in Appendix D.

NACTEP Completion Coach [Redacted]

The NACTP Completion Coach is responsible for carrying out the functions of the NACTEP student retention cohort. This includes the distribution of funds for the payment of tuition, books & fees, direct assistance payments, and training stipend distribution. The position is also responsible for ensuring communication to students about important campus dates & deadlines for registration and the submission of graduation applications. The positions also orders supplies and prepares supply pack for student distribution. And finally serves as a resource to all cohort students for NHSC navigation, and community resource connections [Redacted] has been a much needed addition to the program as the bulk of all efforts around recruitment, student retention, and career preparation activities. [Redacted] comes to NHSC with years of experience with local high schools and will prove a great resource for the high school connections, and summer immersion initiatives. She holds a Master of Social Science (M.S.S.) degree, Utah State University (2005), Social Science major (Rural and Community Development) and a Bachelor of Science (B.S.) degree, Utah State University (2003), Interdisciplinary Studies. Her work experience includes working for the MHA Nation/Three-Affiliated Tribes and Burdick Job Corp.

[Redacted] resume can be found in Appendix D.

CTE Instructors

There are three faculty members who will be paid 50% from the NACTEP grant while the
College will fund the other 50% of their salaries. These faculty members will work on a daily basis to support the six objectives of the project, especially working with students to encourage their persistence and completion of their programs. Although only funded at 50%, their daily tasks are 100% aligned with the NACTEP program; the College is supporting 50% of their salaries in order to increase the number and magnitude of activities included in the proposal and to show full commitment to the NACTEP program. The remaining CTE faculty will be 100% funded by the College although their daily tasks are also 100% aligned with the NACTEP program.

[Name] teaches Anatomy and Physiology I & II, CPR/First Aid, and Certified Nurse Assistant Training. [Name] has a Bachelor’s degree, with extensive experience in the nursing profession beginning in 2005 with the majority of experience in OB/GYN clinics and rural health emergency room. [Name] serves as the business instructor for the College, she started in year one of the grant program. [Name] holds a Master’s in Financial Economics from Ohio University. [Name] welding instructor for the College began in the 2016-2017 academic year. [Name] holds numerous certificates in welding and has extensive work experience within the field.

*Faculty Resumes can be found in Appendix D.*

**External Evaluator, [Name]:**

[Name] is currently the Vice President of Operations at Sitting Bull College. She began her employment with Sitting Bull College in January of 1996 as Vocational Director. Prior to that she was employed with Fort Berthold Community College, New Town, North Dakota from 1982 to 1995. [Name] has been responsible for supervision of faculty and staff, student services, maintenance, security, information technology, and finance. She has overseen continuing accreditation activities through the Commission for Higher Learning; Sitting Bull College
Enterprises which include the college’s construction and technology companies; grant administration including budgeting for grants and general funds over $12 million per year, and, all construction projects that are part of a $40 million effort to build a new SBC campus.

[Name] is a graduate of Capella University with a Ph.D. in Organizational Behavior and Management, the University of Mary with a Master’s of Management with an emphasis in Information Technology and Moorhead State University with a Bachelor’s of Science in Business Education. During her employment with the Tribal Colleges she has served on as chairperson of various committees including: Curriculum Development, Student Life, Faculty Development, Assessment, Governance, Accreditation Steering Committees/Self Study Coordinator, and North Dakota Tribal College Deans Association. She is a certified Career and Technical Education Instructor/Administrator in the State of North Dakota and serves as a Career and Technical Education evaluator. In addition, [Name] is a consultant evaluator for the North Central Association of College and Schools.

[Name] resume/CV can be found in Appendix D.

Quality of the Project Evaluation

The evaluation methods for collecting both quantitative and qualitative data will use objective performance measures that are clearly related to the intended outcomes of the project, which align with GPRA performance measures. The data elements to be collected for each objective are listed in the table below providing major objectives in measurable terms with accompanying performance indicators. The procedures for collecting the data are appropriate for the given performance indicator as found in the table and the procedures for analyzing the data will match the data type itself. Quantitative outcomes can stand alone or be aggregated, while qualitative measures will require narrative explanations. The NACTEP Project Director will direct the data collection for this
summative evaluation. It has a purpose to assess the project’s success in reaching its objectives and will occur on an annual basis.

See External Evaluation Rubric below

<table>
<thead>
<tr>
<th>Objectives in Measurable Terms</th>
<th>Performance Indicator Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1: Train 90 students in</strong></td>
<td>Number of students trained.</td>
</tr>
<tr>
<td>: Train 90 students in one of the NACTEP Training Programs by the end of year.</td>
<td>Number of students completed.</td>
</tr>
<tr>
<td><strong>Objective 2: Enhance CTE Staff Capability:</strong></td>
<td>Completion of professional development training by Staff (Director and Coach).</td>
</tr>
<tr>
<td>Measure: Successfully Complete Technical Assistance staff training/work to: increase staff capacity and capability to utilize assessment systems around the CTE/CTE Program Improvement. Create a stackable credential in at least 2 of the NACTEP Training Programs. Ensure CTE Practicum Training of all NACTEP Training Program Instructors.</td>
<td>Completion of NHSC Technical Assistance</td>
</tr>
<tr>
<td></td>
<td>Completion of CTE Practicum by new instructors.</td>
</tr>
<tr>
<td><strong>Objective 3: Increase Awareness of CTE for Secondary Students:</strong></td>
<td>Number of students who attend the immersion camp experience check which sessions the students attended. Educate students about NHSC CTE programs and completion requirements during high school visits track topics covered by student.</td>
</tr>
<tr>
<td>Measure: Recruit 10-15 Fort Berthold High School students each year to participate in an immersion camp to provide insight into completion of one of NHSC’s CTE/CTE Programs. Establish regular visits with 2 of 4 reservation high schools to promote college preparedness, and to foster long term relationships between the high school students and CTE/CTE or NACTEP staff.</td>
<td>(GPRA Measure 1, 2, 3)</td>
</tr>
<tr>
<td><strong>Objective 4: Increase Employability of Students earning CTE Credentials.</strong></td>
<td>Number of students completing OSHA 10 and CPR/First Aid Training.</td>
</tr>
<tr>
<td>Measure: Certify all Welding Technology students in Osha 10 which promotes employability of the individual student. Measure: Certify all Welding Technology students in CPR and First Aid which promotes employability of the individual student. These are technically part of the programs. Measure: Completion of Career Preparation Activities: resume, cover letter, interview preparation.</td>
<td>Number of students who have completed Career Preparation Activities.</td>
</tr>
<tr>
<td><strong>Objective 5: Improve Persistence Rate of CTE Students.</strong></td>
<td>Percentage of students returning from fall to spring semester by training category.</td>
</tr>
<tr>
<td>Measure: goal of 70% in each NACTEP</td>
<td></td>
</tr>
</tbody>
</table>
In addition to the objective performance indicator metrics, data will also be collected on the CTE programs as part of the NHSC’s annual assessment and program review process. The annual assessment and program review process is performed at the end of each academic year and follows a routine approved by the Higher Learning Commission as a means to evaluate all degree and certificate programs to ensure students are learning and demonstrating the program objectives at the appropriate level and the program itself is fiscally sound to ensure it is sustainable and meeting professional standards. The academic assessments include both formative and summative assessments of the programs at multiple levels.

An independent external evaluator will conduct the mid-year formative and annual summative evaluations of the NHSC NACTEP program. The NACTEP Project Director will work in conjunction with the external evaluator to develop and implement an Evaluation Plan to ensure that the objectives are being met in a timely and fiscally responsible manner and the appropriate evaluation methods are being employed and that they agree with the Government Performance and Results Act of 1993 (GPRA) performance measures. The external evaluator will also use other forms of information to gain an accurate picture of performance, including: interviews with project staff, program participants, NHSC staff and faculty, employers, and collaborating entities, such as MHA TERO; review of academic files and program records; and examination of other NHSC reports.
The external evaluator and NACTEP staff will meet each semester to review the progress of the grant. Together, they will review how the implementation of the objectives is emerging and flowing and how improvements can be made to better meet the GPRA performance measures and serve the most students. This evaluation team will process whether the program is being executed as originally planned, and what the differences between the objectives and actual implementation are. The external evaluator and program staff will complete the mid-year and annual reports each year on a timely basis and use the data to help identify achievement of the objectives.

The CTE students will participate in evaluation activities on a semester basis in a meeting with the NACTEP Project Director on both a personal and group basis. These evaluation activities will consist of personal interview and focus groups that will provide information on progress towards completing the CTE training. This will allow the NACTEP Project Director to make adjustments as needed to keep the students on track towards completing the outcome of graduating with their certificate or degree.

The NACTEP and CTE staff/faculty will also meet with their CTE Advisory Board each semester. The Advisory Board will be composed of community members who are either employed in the CTE trades or MHA tribal departments, including elders to safeguard the inclusion of culture in the curricula. The Advisory Board will receive data and results from the external evaluator, student interviews and focus groups; the members will give even more feedback to the NACTEP program to help achieve program objectives, improve persistence and completion rates, and revise the curricula.
to reflect what knowledge and skills are indispensable for students to transition from the classroom to the workforce.

**Accreditation**

Nueta Hidatsa Sahnish College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.