2021 NACTEP APPLICATION GRANT SELECTION CRITERIA

Pawnee Nation College (PNC) is a two-year Tribal College with enrolled students from 14 Oklahoma Tribes—more than a third of all the tribes in the state. PNC has 3 full-time faculty members, 5 adjunct faculty members, a project director, president, a director of admissions and recruitment, and a director of student services/job placement. PNC is a tribally-affiliated college with a 501(c) (3) status, governed by a Board of Trustees with rotating and staggered four-year terms. Eighty percent of the Trustees are Native American. The Board is fully committed to providing oversight and college resources, as available, to ensure the success of this NACTEP grant. This project will be discussed at all quarterly meetings of the Board.

PNC and the proposed NACTEP training project are an integral part of the economic development plan of the Pawnee Nation and coordinates with the Tribe’s existing 477 program as encouraged by Section 116(e)(1) of the Act. Support of educational opportunities is an organizing principle of the Articles of Incorporation for the Pawnee Tribal Development Corporation (PTDC). The sections of the Articles of Incorporation that address services provided to the Tribe by PNC are below. They correspond with specific elements of the proposed training, certifications, and/or degrees that will be offered by the proposed NACTEP project.

- **3.13 To provide revenue and an economic and industrial tax base to enable the Tribe to carry out the purpose of Congress expressed in Section 3 of the Act of September 30, 1976, 90 Stat. 401 (25 U.S.C. §1602) and the balance of the Act (Health Care);**
- **3.14 To provide revenue and an economic and industrial tax base to enable the Tribe to carry out the purpose of Congress expressed in Section 101 of the Act of October 17, 1978, 92 Stat. 1325 (25 U.S.C. §1802) and the balance of the Act (Higher Education);**
• 3.15 To provide revenue and an economic and industrial tax base to enable the Tribe to carry out the purpose of Congress expressed in Section 30 of the Act of November 8, 1978, 92 Stat. 3069 (25 U.S.C. § 1902) and the balance of the Act Revised by PBC Action on 07-16-12 Resolution 12-32 5 (Child and Family Service Programs).

The need for quality jobs in Northern Oklahoma

PNC is poised to make an impact in one of the most economically disadvantaged areas of Oklahoma. The Oklahoma Department of Commerce (ODOC) estimates that while 70 percent of Oklahoma jobs will require education or training beyond high school by 2025, only 40 percent of Oklahomans currently have this credential.

According to a 2020 study by the ODOC, the projected shortfall at the Bachelors’ degree level will be significantly compounded by a misalignment of degree specialty. The figure below shows the skills gap in a forecast of new jobs in the next five years when matched with the current level of education attainment. The greatest deficiency for workers is in the educational attainment grouping of “Associates / Certificates / Credential / Some College.” Nearly one-third (32%) of current workers have this attainment level now, while in 2025 slightly more than half will need it (52%). Similarly, only one percent of jobs in 2025 will be available to high school graduates which is currently the highest degree of 28 percent of the workforce. Twenty percent of current workers will be eliminated from the employment marketplace within five years if nothing is done.

According to the non-profit Education Trust, a group seeking to close opportunity gaps for students of color and/or low-income families, there are several states that stand out at both the high and low end of the distribution. Some, like Colorado, Florida, Texas, and New York have degree attainment rates of 32 percent, but none has a Native American population above 1
percent. At 24.63 percent, Oklahoma is less than a percent above the national average of Native American adults having an associate degree or higher, but serves a significantly larger portion (9.4 percent) of the state’s population percentage-wise.

In the four-county workforce area served most closely by PNC, the level of educational attainment among the Native American population is even more depressed. The chart below (from the ODOC in April 2020) shows educational attainment by race. A large educational attainment gap exists between what is available in Pawnee County and what is needed for new jobs.

PNC plays a vital role in closing that educational and job training gap by providing career pathways in high wage jobs in high growth industries in STEM and CS. The Tulsa Workforce Development Area, which PNC serves, is below the average for Oklahoma. In fact, Pawnee County has the lowest labor force participation rate in the region. The highest percentage is in Tulsa County (66.7%). The second highest is in Creek County (56.5%) then Osage County (53.7%). Last is in Pawnee County at 53.3%.
As a result of conversations with (1) PNC’s Career Technology Center partners, (2) potential employers such as the Indian Health Service clinic in Pawnee, and (3) training partners such as the Cleveland Area Hospital, STEM programs will be offered in the fall of 2021. These programs include: information technology certifications such as CompTIA IT Fundamentals and...
Adobe Suite, healthcare certifications, certificates, and credentials such as Certified Nursing Assistant, Certified Medication Aide, Medical Coding and Medical Scribes and Phlebotomist. PNC will also offer as associates degree in business administration and another in early childhood development and one in agriculture business through an accreditation partnership with Nebraska Indian Community College.

The need for healthcare workers in rural Oklahoma

The shortage in healthcare workers in Oklahoma—particularly rural Oklahoma—is a persistent problem. In 2015, a Workforce Gap Analysis prepared by Oklahoma State University found that 59 percent of the state of Oklahoma is in a Health Professional Shortage Area (HPSA) including the entire area served by PNC. In 2019, the Oklahoma State Workforce Board found that pre-licensure (PN and RN) nursing education capacity is not meeting Oklahoma’s demand. The number of newly-licensed LPNs has declined since 2014. Many healthcare certifications offered under PNC’s NACTEP program are considered gateways to the nursing profession.

The need for Computer Science programs in Northern Oklahoma

Oklahoma currently has five Fortune 500 companies headquartered in the state—all in the energy sector. These companies need IT analysts, software developers and engineers, web developers, and other jobs requiring a CS degree. Employers look for evidence of professional certifications when hiring an employee. In a 2018 Pearson VUE report, 36.9 percent of IT professionals claimed that certification helped them perform complex tasks more confidently, which is a significant factor in PNC offering Microsoft computer science certifications.

Nationally, the U.S. Bureau of Labor Statistics (BLS) predicts that information security analysts will grow by 31 percent by 2029, while software developers will see a 22 percent growth. While many of these positions will require a bachelor’s degree, a growing number
require only certification (i.e. mastery of the Adobe Suite of products). CS training in many forms will become increasingly valuable for obtaining stable and lucrative jobs.

**Need Summary**

A significant gap exists in the levels of educational attainment in the PNC service area when compared to the state and nation. The gap is even more pronounced among Native Americans in PNC’s service area, negatively impacting wages and employment. Closing that gap is essential for both the Pawnee Tribe and the region. Each of the academic programs outlined under the proposed NACTEP program address verifiable skills gaps in high-demand industries and align with the best practices in CTE.

**Quality of the project design**

1. The goal of the Pawnee Nation College Native Career Pathways Program is to ensure that Native American students maximize their educational and employment options as efficiently and cost effectively as possible. The Pathways Program has three (3) major objectives:

   1. Increase the number of recognized postsecondary credentials earned by PNC students be 20 percent over a five-year period;
   2. Increase the number of job placements in high-wage, in-demand fields by 20 percent over a five-year period; and
   3. Increase the number of partnerships and programs from which PNC can provide additional opportunities for Career and Technical Education (CTE) Concentrators to earn appropriate credentials.

**Secondary and Post-Secondary Alignment**
Secondary and post-secondary alignment between education providers in the State of Oklahoma is different than many other states. The Oklahoma Department of Career and Technology Education provides leadership and resources and assures standards of excellence for a comprehensive statewide system of career and technology education. The system offers programs and services in 29 technology center districts operating on 58 campuses, 394 K-12 school districts, 16 Skills Centers campuses that include three juvenile facilities and 32 Adult Basic Education service providers. PNC has established partnerships with two technology centers to ensure seamless programmatic alignment between certificate and degree options.

The Native Career Pathways program aligns opportunities for both secondary and post-secondary students through GED and concurrent enrollment programs. Our partner, Nebraska Indian Community College (NICC) offers tuition waivers for dually enrolled students and the budget for the Career Pathways project includes funding to pay the one-time fee that students incur to begin the concurrent enrollment process.

In addition to concurrent enrollment, PNC will provide students with GED preparation through NICC. The prep and study work for the GED program is completed through Essential Ed, an online platform for practice and testing. Essential Ed includes practice tests and lessons for all four (4) GED subjects, interactive lessons, personalized, self-paced learning plan, and monitored progress. This integrated approach ensures students are prepared to advance to the certification and degree completion portions of the Native Career Pathways program.

Seven high-skill, high wage and high-demand jobs have been proposed for this grant. According to the most recent version of The National Career Clusters® Framework, by careertech.org the seven proposed programs on the Pawnee Nation College fall under the Career Clusters® Framework in the following sub-categories (with their codes):
Each of these programs will create opportunities for students to receive a recognized postsecondary credential; become employed in high-skill, high-wage, and in-demand industry sectors or occupations. In addition to these seven programs, PNC will offer associates degrees in business administration, early childhood development and agriculture. These degrees will be offered in partnership with NICC, a comprehensive Tribal College which values service through high quality education. The college is distinctive in serving the diverse people of the Umonhon (Omaha) and Isanti (Santee Dakota) Nations. NICC is accredited by the Higher Learning Commission, an agency recognized by the U.S. DOE.

Each of these courses of study have been selected to match the expertise and facilities available at PNC and each occupation reflects a need in the service area and in the town of Pawnee. Most are “emerging” occupations in healthcare and/or STEM fields according to labor market and employer surveys conducted by the Oklahoma Department of Commerce.

Using statistics from both the federal BLS and the state ODOC indicate that the average student, on completion of any one of these programs, will get an average 58 percent wage over retail sector wages and even more over service sector wages. In addition, since many of these
certificate programs are measured in clock hours and not semesters of enrollment, student debt is kept very low while adding money into the local economy through a better trained workforce.

**Program description: CNA-Long Term Care Nurse Aide**

The Long-Term Care Nurse Aide program prepares students in the following:

- communication
- patient needs
- body functions,
- infection control,
- safety
- body mechanics
- vital signs
- personal care
- special procedures
- emergency care

Students who complete this training program will be eligible to take a written and clinical certification test. The classroom hours of instruction include lecture, discussion, lab time, and clinicals. The clinical portion of the course occurs in a long-term care facility setting.

A certified nursing assistant (CNA) helps healthcare practitioners deal with the needs of a patient under the supervision of an RN or LPN. Certified nursing assistants have much of the same training as a nurse and often work as a liaison between nursing teams and patients, and relay information that the patient wishes the nurses to know and vice versa.

According to the website of the United States Bureau of Labor Statistics, CNAs in nursing homes and residential care facilities are often the principal caregivers having more contact with residents than other members of the staff. Certified nursing assistants in these situations often develop close relationships with their patients because some residents stay months or years. More than half of all CNAs work with the elderly. Skilled nursing facilities account for 37 percent of all CNA employment while and additional 18 percent are in residential retirement and assisted living facilities.
The BLS identifies more than 1.5 million current CNA jobs in the U.S. Citing the growing health needs of baby boomers, the BLS predicts CNA jobs to grow 8 percent this decade with a median salary in 2020 of $29,640 ($14.25/hour). CNAs working in government such as a VA hospital earned the highest median pay at $37,450; home healthcare paid the least.

**Program description: Phlebotomy**

A phlebotomist’s primary role is to collect blood for accurate and reliable test results. As such, the phlebotomist must be able to recognize appropriate methods, learn proper blood collection techniques, know routine and special specimen collection requirements, transportation procedures, etc. The course will emphasize the skills necessary to properly draw blood specimens and how to properly handle them. They will learn how to deal with infection control, patient contact, medical ethics, and legal issues as well.

Course content includes anatomy and physiology of the vascular system. In a lab setting, students will successfully practice and perform venipuncture safely. Each student will perform 30 successful venipunctures on a virtual simulator plus 30 successful venipunctures and 10 successful dermal punctures in the lab. This 48-hour course provides training for certification and entry-level employment.

**Program description: Medical Scribes Program**

A medical scribe accompanies the physician (or the mid-level medical professional) during patient examinations and enters the patient’s history, the professional’s observations, diagnosis, test results, and prescribed treatment into the electronic health record for the provider. Medical scribes can also assist physicians with administrative tasks (phone calls, lab reports, setting up rooms, taking vitals, and performing office tests) to improve physician efficiency.
The program length is 240 training hours (92 classroom/48 clinical). Students who complete this program are eligible to take the American College of Medical Scribe Specialists national certification (the Medical Scribe Certification & Aptitude Test) which will earn the student the Certified Medical Scribe Specialist (CMSS) credential.

**Program description: Certified Medication Aide**

This course enables the student to become certified or licensed to administer medications in nursing/health facilities. Students will learn to administer medications and how medications affect the body. Students completing this 60-hour program (44 classroom/16 clinical hours) will be eligible to take the Certified Medication Aide exam. The classroom hours of instruction include lecture, discussion and labs.

A Certified Medication Aide must first be a working CNA for six months. After that, the candidate can sit for the certification exam and then, if successful, to begin to administer medicine. This results in higher wages of eight percent over a CNA, according to payscale.com. The BLS predicts the number of CMAs needed will increase by 20 percent this decade.

**Program description: Medical Coding**

This 12-month, 216-hour program leads to a career as a Certified Coding Associate (CCA) eligible to be nationally certified by the American Health Information Management Association (AHIMA). Knowledge required includes the International Classification of Diseases (ICD-10), Current Procedural Terminology (CPT), Healthcare Common Procedure Coding System, CMS-1500 claim completion, anatomy, medical terminology and insurance processing. The Bureau of Labor Statistics predicts the number of Medical Coders needed will increase by 12 percent this decade. PNC will continue to prepare students for additional certifications related to medical coding.
Program description: Computer Science Certificates

Pawnee Nation College understands that computer science (CS) programs are an Invitational Priority in 2021. PNC is committed to create or expand opportunities for recognized post-secondary credentials in science, technology, engineering, math and CS. To achieve this outcome, the college will partner with Meridian Technology Center in Stillwater to offer several on-campus “live-online” tracks leading to certifications in various areas of computer science.

The programs chosen fit the definition of acceptable CS programs fundable by a NACTEP grant. No funds will be used for basic computer training such as keyboarding or an introduction to the Microsoft suite of programs. Each of these programs will enable the student to be employable immediately upon graduation with a certification called the Adobe Certification Expert (ACE). Individuals wanting to pursue a design career can earn a certification to validate their skills to potential employers, giving them a professional edge.

Adobe Certified Expert Certification (ACE) provides a strong backbone for careers in graphic design, web developer or Adobe Certified Instructor. Students may choose any or all three ACE certifications in Photoshop, InDesign or Illustrator. The following are the course descriptions for the classes. Each class is sixteen (16) hours long running over a two-day period. At the end of the time, a student will receive a voucher to sit for the certification test.

Adobe Photoshop CC: Part 1 and 2

This course focuses on some of the basic features of Photoshop so that the student can navigate the environment and use Photoshop tools to work with photographic images. The second course delves into some of the more advanced image creation and editing techniques, and offers hands-on activities that demonstrate how these techniques can be used in combination to create visual effects.
Adobe InDesign CC: Part 1 and 2

This course has tools to elevate the look of a document and get it ready for viewing or reading whether print or on the web. The second course will allow students to learn advanced InDesign techniques to enhance the look and functionality of documents.

Adobe Illustrator CC: Part 1 and 2

This course covers the Graphic Design & Illustration uses Adobe Illustrator CC objectives to help students prepare for the Adobe Certified Associate (ACA) exam. This course is also designed to cover the Adobe Certified Expert (ACE) exam objectives. In the next course, students will use painting tools, manage colors, format type, work with effects, prepare artwork for printing, and prepare graphics for the web.

CompTIA IT Fundamentals Certification

This 24-hour certification validates a student's fundamental skills required to maintain, support, and work efficiently with personal computers. The course is considered good for life and does not need to be renewed. In the CompTIA Fundamentals Course, students will identify PC components, work with files and folders, and conduct basic software installations. In addition, the class covers the essential skills and information needed to set up, configure, maintain, troubleshoot, and perform preventative maintenance of the hardware and software components of a personal computer workstation and wireless devices. Students will also implement security measures and user support practices.

CompTIA A+

Following the fundamentals class, students may enroll in the 40-hour CompTIA A+ Certification course. In this course, the student will acquire the essential skills and
information needed to install, configure, optimize, troubleshoot, repair, upgrade, and perform preventive maintenance on PCs, digital devices, and operating systems. This certification is an internationally recognized, vendor-neutral certification that many employers consider a prerequisite for entry-level IT employment.

The outlook for CompTIA A+ certified technicians is bright. According to a recent PayScale salary the average salary was $62,500. Technicians earned about $49K with systems administrators earning $59K annually and IT managers making $70K. At one online job listing site (indeed.com) there are currently more than 1,500 jobs requiring the A+ certification.

**Agricultural Studies**

The Agricultural Studies program in the Pawnee Nation College Native Career Pathways Program will focus on the natural sciences—specifically land, plants, and animals. The program will give participants a working background in biology, plant pathology, earth sciences, including courses in community-based gardening and natural resource management.

The course has four modules, averaging 10 hours long and will have components of research and reports required for completion. Components of the Agricultural Studies program provides certifications at both the secondary and post-secondary level. Agricultural Studies is one of the aspects of Pawnee Nation College Native Career Pathways Program that incorporates a continuum of CTE-related opportunities including:

**ARISE Foundation**

The ARISE Veteran’s Foundation, will work with the Pawnee Nation College and Ag Studies to provide an online gardening course. The course is also available at the campus in Pawnee.
Enrollment is free and offered to veterans and family on a first come basis. Other community members including PNC students are eligible to apply and take the course cost for free.

**Vista Program**

Pawnee Nation College had fifteen (15) VISTA students in the summer of 2020. This program is available to high school and college students. Pawnee Nation College has been approved for up to thirty (30) students for the upcoming summer of 2021. The program is 40 hours a week over ten weeks. Students can choose a stipend every two weeks in the amount of $400 or a college scholarship in the amount of $1000 once they complete the program.

**Master Gardener Certification Program**

The Oklahoma Master Gardener Program is a volunteer training program designed to help county extension centers meet the demands for consumer horticulture information. Master Gardeners take classroom training coordinated by local extension staff with the assistance of state extension specialists located at Oklahoma State University. The program features:

- Program is a minimum of 40 hours
- 10 classes/10-week format
- Meets once a week for 4 hours
- Supervised field experience

Certification will be offered by both OSU and PNC. The proposed course work will assist students in furthering their education at a bachelor’s degree granting institution. Currently there are two PNC students pursuing a degree in Agronomy with Langston University.

**Associates of Arts – Business Administration**

Pawnee Nation College partners with Nebraska Indian Community College to offer an Associate of Arts degree with an emphasis in Business Administration. The program is designed for students who plan to continue their studies in a business-related area such as business administration, marketing, accounting, management, or finance and also for some entry level
positions in business. This program offers business courses that permit students to select a business major at a four-year college. Including general education requirements, the degree requires students to complete 60 hours of course work—24 focused on business.

**Associates of Arts – Early Childhood Education**

Pawnee Nation College with partner with Nebraska Indian Community College to offer an additional Associate of Arts degree. The degree with an emphasis in Early Childhood Education is designed to provide students with knowledge of pre-school children, including an emphasis on increasing knowledge of Native American pre-school children. Courses are designed to prepare the student for work in childcare and various governmental agencies while providing sufficient general education courses to promote transfer into a four-year degree program. The degree requires students to complete 63 hours of course work—27 focused on early childhood education.

**Quality of the project design**

2. PNC stays knowledgeable about gaps in the workforce in Oklahoma. The Oklahoma Department of Commerce (ODOC) projects 15,000 new STEM job openings in Oklahoma between 2020-2029. Research from the ODOC clearly shows that bachelors and advanced degrees alone will not completely close the STEM and computer sciences gap in Oklahoma. The new job growth will call for workers with “some college” as well as vocational certifications and associate degrees. PNC has positioned itself to fill this gap and has partners in recruiting, retaining and engaging Native Americans in STEM and CS certifications and fields of study.

The O*Net OnLine Occupational Information Network is a free database that contains hundreds of occupational definitions for students, job seekers, businesses and workforce development professionals to understand the demands and qualifications of various jobs. The
following programs have a “bright outlook” for future employment: Medical Coding, Medical Scribes, Nursing Assistants (of all kinds), web developer, computer user support specialists and phlebotomy. The “bright outlook” is given to occupations expected to expand rapidly in the next several years leading to higher-than-normal numbers of expected openings for graduates.

In the “State of STEM 2017” published by the ACT testing company, only 26 percent of all test takers in Oklahoma were ready for college-level courses in math and science and only 11 percent in STEM. In testing for STEM career readiness, Asian-Americans led the way with 32 percent ready for college STEM majors, followed by white students at 14 percent. African-Americans, Native Americans and Hispanics came in at 2, 4 and 5 percent respectively. This data illustrates the challenges we face in bringing STEM programs to Pawnee Nation College.

**Quality of the project design**

3. The Pawnee Nation College Native Career Pathways Program builds on linkages established by prior NACTEP funding. The PNC Native Career Pathways Program maintains strong linkages with private sector employers to significantly leverage existing resources in terms of facilities, program development expertise, certified instructors and job placement opportunities.

With the changes in this grant over previous NACTEP funding, we (1) bring additional courses on campus, and providing high school-level certification opportunities; (2) allow PNC to act as its own fiscal agent ensuring that funding is spent in accordance with all federal guidelines; and (3) include a component of faculty assessment in the grant to provide instructors with the feedback necessary to improve—especially in accordance with the specific performance metrics set forth by GEPRA for the NACTEP program.

In taking these steps, we will maximize limited resources and allocate funding to areas that directly address barriers to educational attainment we have observed within the target Native
American population. To further demonstrate the linkages between the proposed program and existing state and federal resources, Pawnee Nation College Native Career Pathways Program also has established and will maintain the following support and relationships:

- The Oklahoma Department of Commerce is also supporting Pawnee Nation College Native Career Pathways Program with their data collection and analysis capabilities.
- ODOC will also provide access to Oklahoma Job Match the State of Oklahoma’s award-winning employer and database and job-matching systems.
- The Oklahoma Department of Career and Technical Education as well as Pioneer Tech and Meridian Tech are career training providers with industry-recognized certificate programs based on local workforce development needs.
- The Oklahoma Department of Commerce supports the College with their data collection and analysis capabilities. ODOC provides access to Oklahoma Job Match.
- The Cleveland Area Hospital suggests courses and certifications that would be relevant to their work and provides internship opportunities and direct job placement.
- Pawnee Nation also does the housekeeping, grounds maintenance, building maintenance, and receiving inventory and packages at the College. They also pay for utilities.

Finally, the career and training activities proposre in alignment with the priorities of the Governor’s Council on Workforce and Economic Development which has developed a statewide approach to Career Pathways. This approach includes as active engagement with employers to understand those tools and to place certificate holders in jobs.

In addition, Pawnee Nation College Native Career Pathways Program will use the Kenex Prove It assessment program, an online testing software assessing a full range of skills including clerical, software, industrial, healthcare, financial and technical jobs. Prove It also offers online
tutorials and has over 900 validated content packages and assessments in areas such as legal, technology, accounting, calling center, financial, legal, Microsoft Office, and others. Data generated from this program can be shared with the Governor’s Council or Oklahoma Works.

4. Pawnee Nation College has a program of training and profession development per the accreditation agreement with Nebraska Indian Community College. Training courses required of all full-time faculty and staff at PNC include training in education regulations, higher education compliance, and safety. PNC’s training program includes faculty and staff committees specific to the requirements of NACTEP. These committees will meet regularly to provide direction to the Pawnee Nation College Native Career Pathways Program.

   Professional development and training are also an important part of faculty and staff evaluation. Faculty are observed by the Vice President of Academic Affairs from NICC in the classroom every fall and evaluated in March. They are also observed once a semester from the Department Head of Faculty at PNC as well as a yearly Administration evaluation. At the end of each course, faculty are also evaluated by their students.

**Professional Development Training Courses**

Professional development and training at Pawnee Nation College will be both thorough and ongoing. It will include courses of various lengths over topics including:

- The Family Educational Rights and Privacy Act of 1974 (content and practice)
- OSHA- Hand Hygiene
- ATD COVID-19 Reflection Exercise Training
- Campus Security Authority
- The Clery Act
- Title IX: What Employees Need to Know
Professional Development Workshops

Professional workshops at Pawnee Nation College will include the following:

- **Advising Workshop** including Multiple Measures Placement Program (with rubric), course rotation, degree audits, academic plans appeals.
- **Outlook Training** – focusing on email, calendar, scheduling and organization.
- **Student Services Monthly Tech Training** including Microsoft Teams for online students.
- **Microsoft Teams Training** including Level 1 (Beginner/Intermediate) and Level 2 (Intermediate Advanced).
- **Mental Health Workshop** – facilitated by Dr. Katie Doud, Ph.D., a Licensed Psychologist at Morningstar Counseling. She works with the American Indian communities focusing on exercises that promote student wellness, resources and self-care.

Faculty Specific Training

- **Canvas 101 Training** focusing on fundamentals of Canvas to create strong foundations for courses. Training will include navigation of Canvas’s Dashboard and Main Menu, examining Course navigation through building modules, assignments, quizzes, discussions, gradebooks, etc.
- **Instructor Course Evaluations/Syllabus Workshop** focuses on additional support for building syllabi, completing assessments, review of syllabi and evaluation templates.

Faculty Committees

- **Academic Council Committee** (monthly) is designed to discuss curriculum, instruction, virtual student orientation, collecting documentation to complete student files, retention, enrollment, and faculty concerns, and project success.
- **Assessment & Curriculum Committee** (monthly) is designed to discuss student and faculty evaluations, building assessment forms, completion interviews, course assessments, rubric, curriculum issues, and learning objectives.

**Staff Committees**

- **Administrative Council** (monthly) is designed to discuss project success, internships, institutional assessments, student textbooks, student services, technology, and graduation.

- **Academic Council Committee** (monthly) is designed to discuss curriculum, instruction, virtual student orientation, collecting documentation to complete student files, retention, enrollment, and faculty concerns, and project success.

- **Scholastic Committee** (as needed) focuses on scholarships, resources, and federal policies.

- **Spectacular Student Services** (weekly) was created to discuss student progress reports, assisting students with financial aid, enrollment deadlines, pathways to graduation, and student guidance to program completion.

**Adequacy of resources**

1. PNC and its programs are supported through funding from the Pawnee Nation, federal grants, private funding sources and student tuition. PNC and the Pawnee Nation have formed a joint fundraising committee tasked with adding to the College’s resource base. PNC will operate the Native Pathways in two buildings on the campus of the historic Pawnee Indian School. The former staff quarters, now called the PNC Administration Building will be used for administration and instruction in this grant. This space contains:

   - Two (2) seminar classrooms
   - One (2) electronic classroom
   - Two (2) seminar classrooms
   - One (1) instructor station
   - One (1) faculty-student lounge
The campus dining hall, the Albin Leadingfox Building, contains the following:

- One (1) library
- Four (4) faculty offices
- Two (2) Classrooms
- One (1) electronic lab
- One (1) kitchen
- Two (2) bathrooms

In addition to these facilities, PNC holds classes at facilities of the Osage Nation Education Department in Hominy, OK. A second cohort is currently taking classes at these facilities. The certification courses offered by Meridian Technology Center take place on the PNC campus with clinical and work sites at the Pioneer Technology Center in Ponca City, OK and the Cleveland Area Clinic. Both of the Technology Centers operate in state-of-the-art facilities that can include space for a variety of clinical applications in computer labs that are both MAC- and PC-compatible. The clinic provides state-of-the-art facilities and labs.

2. The goal of the Pawnee Nation College Native Career Pathways Program is to ensure that Native American students maximize their educational and employment options as efficiently and cost effectively as possible. The project objectives include:

- increasing the number of recognized postsecondary credentials earned by PNC students by 20 percent over a five-year period;
- increasing the number of job placements in high-wage, in-demand fields by 20 percent over a five-year period; and
- increasing the number of partnerships and programs for PNC to provide additional opportunities for CTE Concentrators to earn appropriate credentials.
This effort will require a (1) project director; (2) a student service and job placement coordinator; (3) an admissions and recruiting coordinator; (4) three full-time faculty members; and (5) adjunct faculty as needed.

As required, funding has been budgeted to pay for travel to a future meeting for grantees. Local travel includes visiting area high schools, attending recruiting fairs, and transporting students to either of the Technology Centers as necessary. A total of $10,000 has been allocated to transportation and any travel will be undertaken consistent with applicable COVID-19 protocols at the time. The PNC Native Pathways Program includes funding for student stipends, the Prove IT skills assessment program operated by the Tulsa Workforce Area, project-related supplies, advertising, printing, and communication costs.

3. PNC is proud of the partnerships that we have established in support of our services to our students and in support of the new STEM focused certification programs outlined in this application. PNC has developed collaborative partnerships with educational institutions, businesses, and tribes all prepared to make meaningful contributions to the proposed project objectives and the program of work as described in Management Plan.

Memorandums of Understanding and/or letters of support from various entities have been provided as an appendix to this application. A partial list of the key partners who will be involved in various aspects of the project over the life of the project includes:

1. Pawnee Nation of Oklahoma
2. Nebraska Indian Community College
3. Pioneer Technology Center
4. Meridian Technology Center
5. Cleveland Area Hospital

Pawnee Nation College has existing MOUs with NICC and the Osage Nation. Students at PNC are dually-enrolled with Nebraska Indian Community College, an accredited College and
the degrees and certifications earned at PNC are awarded from NICC. PNC serves citizens of 14 of Oklahoma’s tribal nations including but not limited to: Iowa, Kaw, Otoe-Missouria, Ponca, Sac & Fox, Kiowa, Cherokee, Wichita and Tonkawa.

4. Several members of the PNC faculty and staff will work on the NACTEP grant including some with previous NACTEP experience. They are listed in alphabetical order below. Complete resumes of each of these individuals will be found in the Appendix of this proposal.

[Name] is faculty chair of Pawnee Nation College. He earned his doctorate from Oklahoma State University in curriculum and instruction in 1994. He specializes in history, geography, democracy and sociology courses and is a certified dispute mediator.

[Name] is the project director for NACTEP and serves as HR coordinator. She has held both roles for ten years. She holds a bachelor’s degree in business administration with an emphasis in human resource management from the University of Central Oklahoma (BBA) and a master’s degree in Human Relations with an emphasis in Organizational Development from the University of Oklahoma. She has been responsible for grant management on campus since 2008.

[Name] holds an M.S. degree from Tulsa University. She previously worked at Cleveland (OK) Area Hospital as an access coordinator. She was the co-Principal Investigator of the Pawnee Nation Nutrition Initiative, a 2017 USDA project focused on agricultural topics, language and culture.

d. Quality of the management plan

(1) Table 1.1 below outlines the objectives of the proposed project, the responsible party, any deliverable items and a timeline. As previously stated, the Native Career Pathways Program has three (3) major objectives:
1. increase the number of recognized postsecondary credentials earned by PNC students by 20 percent over a five-year period;

2. increase the number of job placements of PNC students in high-wage, in-demand fields by 20 percent over a five-year period; and

3. increase the number of partnerships and programs from which PNC can provide additional opportunities for CTE Concentrators to earn appropriate credentials.

Numbers in the Task column reflect which of the three objectives above are related to the task.

<table>
<thead>
<tr>
<th>Task</th>
<th>Project Staff Responsible</th>
<th>Timeline</th>
<th>Deliverable</th>
<th>Milestones and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Execute proposed NACTEP training programs with Project Partners:</td>
<td>Project Director</td>
<td>End of 1st quarter of Year 1</td>
<td>Implement, Establish, &amp; Formalize NACTEP programs in High School Career Exploration &amp; Concurrent/Dual Credit programs, Online GED program, Career Readiness programs, Industry-Recognized Certification training programs, and Associate Degrees Programs</td>
<td>Successful completion/ certification/graduation of project students from NACTEP programs prepared with knowledge, technical, employability, and occupational-specific skills who are career ready for in-demand professions aligned to further their education.</td>
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<tr>
<td>Nebraska Indian Community College (NICC), Pioneer Technology Center, Meridian Technology Center, Cleveland Area Hospital, &amp; Langston University 1, 2 and 3</td>
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<tr>
<td>Hire three full-time faculty and instructors</td>
<td>NACTEP Authorized Representative - PNC President Project Director</td>
<td>By the end of the 1st quarter and the duration of the 60-month Project</td>
<td>Instructors who are licensed, certified, degree credentialed to teach the NACTEP project program in which they are providing instruction.</td>
<td>Enabling project students to succeed in their career and technical education NACTEP project by meeting challenging State academic standards, and/or achieving skills at the postsecondary level</td>
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<tr>
<td>Implement, Establish, Update Student Stipends Program with current eligibility requirements and oversight procedures</td>
<td>Project Director</td>
<td>1st quarter of Year 1 and the duration of the 60-month project.</td>
<td>Provide student stipends to eligible project students to assist the students’ costs of participation in the NACTEP project programs.</td>
<td>Issue stipends to a number of students consistent with the project budget</td>
</tr>
<tr>
<td>Implement, Establish, Update Direct Assistance through the establishment of necessary and reasonable cost of specific services of the NACTEP project programs for Special Populations (1 and 2)</td>
<td>Project Director</td>
<td>1st quarter of Year 1 and the duration of the 60-month Project</td>
<td>Support of NACTEP funds to project students through direct assistance of tuition, dependent care, transportation, books, and/or necessary supplies required.</td>
<td>By providing the necessary direct assistance to project students whose needs fit within specific guidelines in a NACTEP project program who otherwise would not have been able to participate without it.</td>
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<tr>
<td>Continue offering STEM: Computer Science Certification Training Programs in PNC’s existing</td>
<td>Project Director NACTEP Faculty</td>
<td>1st Quarter and throughout the duration of the 60-month</td>
<td>Promoting Science, Technology, Engineering, or Math (STEM) Education</td>
<td>Improve Student Achievement by increasing access to STEM program course work in an innovative high-</td>
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<tr>
<td>Activity</td>
<td>Responsible</td>
<td>Timeline</td>
<td>Goal</td>
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<tr>
<td>Implement application for admission for NACTEP project programs</td>
<td>Project Director</td>
<td>1st quarter of Year 1 and throughout the duration of the 60-month project</td>
<td>Identification of tribe and level of education prior to admission and completion.</td>
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<tr>
<td></td>
<td>Admissions &amp; Recruitment Coordinator</td>
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<td></td>
<td>Distribute applications to different tribal student groups</td>
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<tr>
<td>Implement Prove-It Career Skills Assessment Program &amp; assess all</td>
<td>Project Director</td>
<td>By the End of 1\textsuperscript{st} quarter of Year 1 and the duration of the 60-month Project</td>
<td>Gauging each student’s workplace skill readiness and academic proficiency readiness</td>
<td>Begin using Prove-It tests and measures the total number of tests given annually.</td>
</tr>
<tr>
<td>NACTEP Project program students. (1 and 2)</td>
<td>Student Services &amp; Job Placement Coordinator</td>
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<tr>
<td>Recruitment of students in NACTEP Project programs</td>
<td>Project Director</td>
<td>Increase the number of students from Year 1’s baseline of 50 by 50 each year totaling 250 students</td>
<td>End of Year 1, End of Year 2, End of Year 3, End of Year 4, End of Year 5</td>
<td>Measure the increase in the number of students recruited over the project period.</td>
</tr>
<tr>
<td>Connect program students directly to Oklahoma’s award-winning job portal <a href="http://www.okjobmatch.com">www.okjobmatch.com</a></td>
<td>Student Services &amp; Job Placement Coordinator</td>
<td>Increasing Job Placement of Program Students</td>
<td>Beginning in the 1st project quarter and throughout the duration of the 60-month project</td>
<td>Measure the total number of students who create an OK Job Match profile.</td>
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<tr>
<td>Provide transportation for NACTEP program students</td>
<td>Project Director</td>
<td>1st quarter of Year 1 and throughout the duration of the 60-month project</td>
<td>Transportation for Project Students to and from PNC and Project Partner’s campus locations</td>
<td>Measure the total number of times that students receive transportation assistance to and from project sites.</td>
</tr>
<tr>
<td>Implement workshops necessary for project students for both at the High School and College level assisting them in Career Ready job placement.</td>
<td>Student Services &amp; Job Placement Coordinator</td>
<td>By end of 2nd quarter of Year 1 and the duration of the 60-month project.</td>
<td>Provide and require professional development services for all NACTEP staff and instructors through continuance training courses, workshops, committees, evaluations, course assessments, and observations</td>
<td>Increased knowledge and effectiveness of educators and improved student academic and technical achievement</td>
</tr>
<tr>
<td>Establish, Implement, &amp; Coordinate Professional Development Activities NACTEP Staff, &amp; Instructors.</td>
<td>Project Director, Staff, &amp; Instructors</td>
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</tbody>
</table>
which are of sufficient quality, intensity, and lead to improvements in practice to the educator’s specific field.

| Faculty Assessment of faculty instruction themselves & classroom observation by Dean of Faculty | Full-Time Faculty | Teaching effectiveness | Duration of 1st year and the of 36-month Project | Compile and review assessment scores for compilation into an annual report. |
| Implement and provide student program evaluations to students at the end of a course program | Full-Time Faculty and Adjunct Faculty | Program effectiveness & overall success rate of the program delivery | Duration of 1st year and the of 60-month Project | Compile and review program evaluations by students for compilation into an annual report. |
| Authorize and Coordinate Evaluation of Project | Project Director & Project Staff | Formative & Summative Evaluation Reports conducted by External Evaluator | End of 4th quarter/Year 1 and will repeat this process in Year 2, 3, 4, & Year 5 of the Project | Ensuring high quality NACTEP Projects including achievement of goals and purposes. |

2. Pawnee Nation College does not discriminate on the basis of race, color, national origin, gender, age or disability. Though applicants of all races will be welcome, virtually every student admitted to this program will be a Native American, a group are traditionally under-represented in higher education. According to Education World, fewer than two-thirds of all Native
Americans complete high school compared with more than three-fourths of the population at large. Only nine percent of Native Americans have a college degree, less than half the rate of the general population. In fulfilling Requirement 6: ISDEAA Statutory Hiring Preference, PNC will:

- give to Indians preferences and opportunities for training and employment in connection with the administration of the grant; and
- give to Indian organizations and to Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in the award of contracts in connection with the administration of the grant.

3. The management team of the PNC Native Career Pathways Program has more than 30 years of combined experience working with the NACTEP program. The chart below provides an estimate amount of time that each key position will spend devoted to PNC Native Career Pathways Program. Under the chart, you will find the names and a short biography of each person filling one of these roles. Full resumes are also attached.

<table>
<thead>
<tr>
<th>Role</th>
<th>Time Commitment</th>
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<tbody>
<tr>
<td>Project Director</td>
<td>100%</td>
</tr>
<tr>
<td>Student Services &amp; Job Placement Coordinator</td>
<td>100%</td>
</tr>
<tr>
<td>Admissions &amp; Recruiting Coordinator</td>
<td>100%</td>
</tr>
<tr>
<td>Three fulltime faculty members</td>
<td>100%</td>
</tr>
</tbody>
</table>

The Project Director has direct responsibility for the PNC Native Career Pathways Program grant objectives, development, supervision, evaluation, program and budget management, project oversight, grant compliance and reporting. This position is responsible for every aspect of the NACTEP project.

The Director of Student Services and Job Placement will provide valuable services to PNC Native Career Pathways Program students by managing support services such as career
assessment, exploration, guidance, job placement, and financial assistance including the stipends and direct assistance while providing leadership and direction.

The Director of Admissions and Recruitment will devote 50 percent of his/her time to the recruiting of students into the programs in the project, and will spend the other half of their time admitting and enrolling these students. The three (3) faculty funded by NACTEP will teach the PNC Native Career Pathways Program courses necessary to complete the training/certificate and/or associate-degree programs. Their instructional duties will focus exclusively on PNC Native Career Pathways Program courses. In addition to regular teaching faculty, a number of adjunct faculty members will teach specific courses in their areas of expertise.

[Name] serves as the Director of Student Services and Job Placement for PNC. She brings almost 10 years’ experience in customer service to the role. In addition to holding several positions at PNC, she also served in customer service at St. John Clinic in Owasso, OK.

[Name] serves as Director of Admissions and Recruitment. A graduate of Bacone College, she has previously served as the PNC librarian and a recruiter over the past 10 years.

[Name] will serve as Project Director for this grant giving full time to this project. [Name] has served as the NACTEP Project Director and Director of Project Admissions for Pawnee Nation College since 2008. In that capacity, she has been involved with the day-to-day management of the NACTEP project and programs including

- supervising support staff and managing the budget for NACTEP programs;
- submitting all reports including the semi-annual and annual performance report, and GPRA performance reports each funding cycle;
- submitting NACTEP budget and budget narrative for each funding cycle including carryover budget;
coordinating with the External Evaluator for onsite campus visits, and submission of reports to the Department of Education Grant Officer;

- being present in all Project staff and faculty interviews and coordinating all hiring procedures, ensuring proper records concerning personnel are kept;

- taking responsibility for the development, revision, and evaluation of curriculum;

- maintaining appropriate student records, course descriptions and syllabi, book, and supply orders;

- responding to requests for information from the Department of Education Grant Officer;

- gathering statistics and demographics, for Indian education in north-central Oklahoma;

- maintaining liaison with the key PNC, tribal, government, partners, schools, and community officials to development and implement programs and retention services.

holds a Master’s degree in Human Relations and Organizational Development from the University of Oklahoma and a Bachelor’s degree in Business Administration with an emphasis in Human Resource Management from the University of Central Oklahoma. She has served as an adjunct instructor for PNC since 2012 and will serve as a part-time faculty member for courses inside of this grant in addition to her duties as Project Director for this grant.

Past Performance

Pawnee Nation College has a history of successfully administering government grants and many of the principal agents for prior grants at PNC remain for this grant as well. A 2007 Native American Career and Technical Education Program (NACTEP) award funded by the U.S. Department of Education to PNC established the Oklahoma Native Leadership Initiative (ONLI) program which includes enrolling students in the program, providing opportunities for them to complete associate degrees or one-year training certificates, placing them in jobs associated with
their training/studies, and encouraging their matriculation to four-year universities. Direct assistance to students included counseling, textbooks, tutoring, career placement, computer labs and ITV classes via video conferencing. The award was for a six-year project period ending September 30, 2013.

PNC was awarded an additional NACTEP grant that started October 1, 2013 and concluded in 2018. NACTEP funding enhanced and expanded the training track by establishing the ONLICEP (successor to the ONLI) program. The expanded program focused on STEM-related certifications and partnered with Career Tech Centers within the service area.

In 2018, PNC was awarded funding for the Oklahoma Native Career and Technical Education Program (OKN-CTEP). The primary goal of the OKN-CTEP is to provide high quality career and technical education within the service area of Pawnee Nation College. The program provides certifications in seven popular STEM-related fields as well as associate degrees in Business Administration and Early Childhood.

(e) Quality of the Project Evaluation.

1. The evaluation plan detailed in this proposal demonstrates a level of rigor that enables advanced measurement of the proposed strategies to provide strong evidence-based findings regarding the program’s impact in job placement and long-term employment. The evaluation and data collection will be carried out in accordance with the requirements of the Government Performance Results Act (GRPA) of 1993.

Overview of the evaluation plan. The program evaluation will serve three primary purposes:

1. Assess the extent to which the program successfully identifies changes in the skills needed in the service area by consistently engaging Career Technology Centers, service providers as and employers.
2. Track the number of students participating in each of the Career Clusters® who are a part of the NACTEP program and the number of certifications and/or degrees they receive.

3. Track the outcomes associated delineated in *Quality of Project Design*.

**Evaluation Management**

The NACTEP project evaluator will initially conduct a “launch” meeting with key project stakeholders to solidify plans for the evaluation. Prior to this meeting, the evaluator will review any updated guidance from the DOE regarding the evaluation—specifically the current GRPA requirements—and will make any necessary updates to the proposed evaluation design to ensure that the evaluation approach fits with the program design.

At this launch meeting, and through timely follow-up, the evaluator will work with the partners to draft a final evaluation plan, including tools and protocols. Variations of these tools exist from previous NACTEP funding, aiding additions and changes to the current project.

[Name] will serve as the project evaluator for the OKN-CTEP. [Name] is very familiar with PNC and with the NACTEP program, having served as the evaluator for PNC’s previous three NACTEP awards. In total, [Name] has served as an outside evaluator for NACTEP for almost 20 years. Her CV is attached as an appendix. [Name] has served as President and Chief Executive Officer of two colleges:

- Bay Mills Community College, a tribal higher education institution located on the Bay Mills Indian Reservation where she was founding president.
- Asnuntuck Community College in Enfield, CT where she was the first female president.

She holds an Ed.D. from Nova Southeastern University in Fort Lauderdale, FL and is certified to teach in three states. She also serves on the Workforce Investment Board of Central Connecticut.

**Evaluation in Relation to the Government Performance and Results Act**
PNC acknowledges that the DOE’s notice inviting applications on November 30, 2020 included a requirement that the evaluation of any program funded by this grant will be subject to the Government Performance and Results Act of 1993. PNC is experienced in meeting those requirements as well. What follows below utilizes the requirements of the 1993 Act as required by the notice inviting applications.

Under GPRA, federal departments and agencies must clearly describe the goals and objectives of their programs, identify resources and actions needed to accomplish these goals and objectives, develop a means of measuring progress made, and regularly report on their achievement. PNC further acknowledges the necessity of building an evaluation framework that ensures PNC is in compliance with GPRA and reports such compliance on an annual basis. PNC will use the *Data Collection Approach* and the *Methods of Evaluation* detailed in the subsections below to clearly link the program evaluation to GPRA and the reporting requirements of the act.

PNC will comply with GPRA by measuring the following:

(a) At the secondary level: An increase in—

(1) The percentage of CTE concentrators who graduate high school, as measured by—

(A) The four-year adjusted cohort graduation rate (defined in section 8101 of ESEA); and

(B) At the grantee's discretion, the extended-year adjusted cohort graduation rate (defined in section 8101 of ESEA);

(2) The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant CTE program earned through a dual or concurrent enrollment program or another credit transfer agreement;

(3) The percentage of CTE concentrators graduating from high school having participated in work-based learning;
(4) The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential; and

(5) The percentage of CTE concentrators who, after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program, or are employed.

(b) At the postsecondary level: An increase in—

(1) The percentage of CTE concentrators who remain enrolled in postsecondary education, are in advanced training, military service, or a service program, or are employed; and

(2) The percentage of CTE concentrators who receive a recognized postsecondary credential.

Data Collection Approach

The evaluation will include both formative and summative elements. Specific activities will promote continuous improvement among faculty and staff in the NACTEP program. Because of previous successful experience, similar in nature, PNC understands the necessity of establishing baselines for the measures identified as key to assessing programmatic success. Over the course of the grant period, PNC will assess changes from the baselines and analyze additional data to provide a comprehensive picture of the overall effectiveness of the program.

Data collection is an integral part in determining the effectiveness and impact of the program. PNC will use a performance accountability framework. It will feature common measures as well as other measures that align with the activities, outputs and outcomes that are compliant with GPRA and that may be replicated. PNC will clearly measure those outcomes as outlined in the work plan and the project objectives.
2. Methods of Evaluation

- **Program Enrollment Records** which will include an Application for Admission that requires program participants to identify ethnic and educational background;

- **Objective Performance Measures** which produce quantitative and qualitative data, as related to intended outcomes of the project;

- **Assessing Student / Trainee Results** through Prove It Assessments;

- **Faculty Evaluations** by both students and the head of department;

- **Employer Surveys** will supply data on employee readiness, or lack thereof, once a student has been placed in a position;

- **Student Program Evaluations** provide insight into a student’s satisfaction level with instruction and program effectiveness;

- **Follow-up Student Surveys** sent to program participants six months after completion of their studies to gauge workplace and/or academic/technical skill readiness; and

- **External Evaluator’s Reports** that provide evaluations of the overall project design and implementation.

By using these methods of evaluation, the program will gather data from every entity, organization, and/or individual involved in the project. This will allow a clear image of program effectiveness to emerge. In addition, PNC will foster continuous improvement through semi-annual faculty reviews and surveys. As the project progresses, other methods of evaluation are likely to be developed and implemented to ensure accurate descriptions of performance as well as data collection processes that yield unbiased, unprejudiced, and impartial data results.