Introduction

Salish Kootenai College (SKC), the tribal college of the Flathead Indian Reservation, proposes to improve career and technical education through a project designed to assist Native American students to Connect, Commit, and Complete educational credentials in two career clusters: Computer Technologies and Allied Health. SKC will augment Career Pathways in these two career clusters, including implementing one new program in Computer Science, new credential-bearing course sequences, and new pathways courses including online and dual enrollment classes that increase accessability. These initiatives will increase the rigor and relevance of existing programs and enhance opportunities for students to smoothly transition from high school through postsecondary degree programs. The Pathways include relevant core academic and technical skills, recognized post-secondary credentials, and lead to academic degrees that provide participants with the knowledge and skills necessary to gain employment in high-skill, high-wage, and/or in-demand fields.

The Confederated Salish & Kootenai Sustainable Comprehensive Economic Development Plan notes the need for educational pathways for unemployed and underemployed tribal members as well as student interest in health and computer-related fields. SKC’s project is directly aligned with the economic development priorities of the Confederated Salish & Kootenai Tribes as well as local/regional workforce needs.

About Salish Kootenai College

Salish Kootenai College (SKC) was chartered in 1977 by the Confederated Salish & Kootenai Tribes of western Montana. Appendix A provides a copy of the charter and a Resolution of the Confederated Salish & Kootenai Tribal Council in support of this NACTEP proposal. SKC’s mission is to provide “…quality postsecondary education to Native Americans, both locally and from throughout the United States.” While the majority of SKC students (64%)
are from the Flathead Indian Reservation, the institution serves a diverse student body, with American Indian students from over 60 federally recognized tribes and 20 states.

SKC is situated on 125 acres of the Flathead Indian Reservation. The College is accredited by the Northwest Commission on Colleges and Universities (NWCCU) (See Appendix H, Letter from NWCCU). SKC offers 12 Certificates of Completion, 22 Associate Degree, and 17 Bachelor Degree programs, all designed to meet the workforce development needs of American Indian reservations and tribal communities. SKC also offers short-term training programs called “Workforce Certifications” that provide training in a specific area – such as Phlebotomy – leading to an industry-recognized credential.

While the Flathead Indian Reservation (FIR) is considered “rural” it is not isolated from state and regional economies (CSKT Economic Development Study, 2014). Western Montana is experiencing a rapidly growing economy. Therefore job opportunities in Allied Health and Computer Sciences exist both on the Reservation and in other regional communities.

**a. Need for Project**

Demographic data, occupational trends in Montana, and economic development priorities of the Confederated Salish & Kootenai Tribes (CSKT) provide evidence of the need for the proposed NACTEP project. Compared with the state of Montana as a whole, American Indians in Montana have lower high school graduation rates, lower rates of attainment of some type of postsecondary credential (35.4% for the Flathead Reservation v. 45.2% for Montana), higher unemployment rates (23.5% for the Flathead Reservation v. 13% for Montana), and lower average wages (Montana Department of Commerce, Census and Economic Information Center, accessed 12/28/2020). There is a clear need to implement additional educational programming providing tribal members with access to in-demand jobs with family-sustaining wages.

**a.1. Coordination with Tribal Economic Development Plans.**
The proposed project is informed by the most recent Confederated Salish & Kootenai Tribes (CSKT) Sustainable Economic Development Plan that specifies the importance of ongoing job training provided by SKC (CSKT SEDP, 2016). Both a Resolution of the CSKT Council (Appendix A) and a letter from the CSKT Economic Development Department (Appendix A,) affirm that SKC’s NACTEP proposal is aligned with the Tribes’ Sustainable Economic Development Plan.

The CSKT SEDP specifically calls for education and training leading to high quality postsecondary credentials. Noting, “Research consistently shows that education is one of the most important investments in human capital that can be made” (SEDP, p. 26), the Plan notes the importance of professional licenses, certifications and vocational or other postsecondary education. The CSKT study asked tribal members to report areas of job, education, or job training interests. More than 3 out of 5 tribal members (62.5%) stated they were interested in looking for a new job. Health care workers and computer occupations were two of the ten most commonly mentioned occupations for which tribal members expressed interest.

**a.2. Local Labor Market and Occupational Trends Indicate Need**

Increasingly, jobs on the Reservation and in the region require some amount of postsecondary education or high quality credentials. As the number of high-skill and high-tech jobs increase, tribal members who have not completed some type of postsecondary credential may find it increasingly difficult to secure full time employment in a position with a family-sustaining wage. Labor force participation rate on the Flathead Reservation declined from 59% to 56% from 2014 to 2018, at least in part because of declining work in resource extraction and increasing requirements for skilled workers (Montana State University Extension, 2018). These statistics emphasize the need for pathways to credentials and degrees for residents of the Flathead Indian Reservation.
The need for the proposed SKC NACTEP project is demonstrated by the Montana employment projections as well as stated need of Flathead Indian Reservation employers. Health services and computer/information services are projected as two of the highest employment areas by concentration (Montana Department of Labor Employment Projections, 2018). Specific employment projections for occupations in this NACTEP project are provided on page 6.

An additional demographic data point for the Flathead Indian Reservation provides an important consideration for the proposed NACTEP project. Like other Montana reservations, the Flathead Indian Reservation population includes a higher percentage of youth, with 24.3% of population ages 18 or under, compared to 21.4% of Montana residents. With an aging overall population, Montana’s Native American youth represent a potential valuable investment in the developing workforce as well as a necessary investment in human capital to decrease poverty and unemployment rates in the future. Therefore, SKC’s NACTEP project links secondary and postsecondary education by increasing dual enrollment opportunities.

b. Quality of Project Design

b1. The Services Create Opportunities to Receive Industry-Recognized Credentials, Become Employed in High Skill, High-Wage, and In-demand Occupations, or both.

The services of SKC’s proposed NACTEP project are directly aligned with the project’s overarching goal of assisting students to Connect, Commit, and Complete programs leading to employment in high-skill, high-wage, and/or high-demand occupations or transfer to baccalaureate programs. Project services include 1) direct student instruction to provide students with the knowledge, technical skills, soft skills, and industry-recognized credentials necessary to succeed in their chosen fields, 2) career services and work-based learning opportunities to prepare students for employment in high-skill, high-wage, and/or high-demand occupations, and
3) **support services leading to successful program completion.** SKC’s proposed NACTEP programs include academic and career/technical components and integrated core academic skills.

The two Career Pathways in SKC’s NACTEP proposal create opportunities for entry into careers that are high-skill, in-demand, and either offer a high wage or are the first step toward a career that offers a high-wage. All programs lead to highly skilled occupations and offer opportunities to earn industry-recognized credentials toward a degree or certificate of completion. Additionally, SKC’s NACTEP programs offer graduates opportunities for employment in fields which are predicted to continue increases in job growth in Montana.

The mean wage in Montana is $45,370; wages above that level are considered “high wage” (U.S. Bureau of Labor Statistics, 2019). Because the programs are structured as Career Pathways, entry-level programs provide credentialing and first steps in a career pathway, but may not meet the high-wage definition. For example, Certified Nursing Assistants (CNAs), Emergency Medical Technicians (EMTs), and Medical Assistants earn wages below the Montana average salary, but are high-skill and high-need occupations that may lead to additional training and specialization, e.g. EMT to Paramedic or CNA to Registered Nurse. The CSKT Economic Development Office recognizes these initial opportunities to receive an industry-recognized credential are critical steps to higher wage careers, as they offer the first steps to employability for many unemployed Native Americans.

The following is an example of a Career Pathway for Allied Health. Each occupational level, from entry level to advanced career opportunities, offers industry-recognized certifications.

Diagram 1: Example of a Career Pathway at Salish Kootenai College

<table>
<thead>
<tr>
<th>High School Coursework As Dual Enrollment</th>
<th>Entry Level Health Occupation</th>
<th>Mid-Level Health Occupation</th>
<th>Advanced Career Opportunities</th>
</tr>
</thead>
</table>

PR/Award # V101A210013
Page e18
Table 1, below, provides average salary and projected growth of occupations related to the training programs in the proposed NACTEP project. Occupations with a projected job growth greater than 7% are considered to be “high growth” jobs (U.S. Bureau of Labor Statistics, 2019).

Table 1. Average Salary and Projected Growth of NACTEP Program Occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>MT Projected Job Growth&lt;sup&gt;a&lt;/sup&gt;</th>
<th>MT Avg. Salary&lt;sup&gt;a&lt;/sup&gt; 2019</th>
<th>U.S. Projected Job Growth&lt;sup&gt;b&lt;/sup&gt; 2019-2029</th>
<th>U.S. Avg. Salary&lt;sup&gt;b&lt;/sup&gt; 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Assistants</td>
<td>19.2%</td>
<td>$34,800</td>
<td>19.2%</td>
<td>$36,390</td>
</tr>
<tr>
<td>Phlebotomists</td>
<td>14.1%</td>
<td>$32,580</td>
<td>17.2%</td>
<td>$35,110</td>
</tr>
<tr>
<td>Dental Assistants</td>
<td>9.2%</td>
<td>$38,310</td>
<td>6.6%</td>
<td>$40,080</td>
</tr>
<tr>
<td>Certified Nursing Assistants</td>
<td>12.2%</td>
<td>$26,950</td>
<td>11%</td>
<td>$37,210</td>
</tr>
<tr>
<td>Health Records Technicians</td>
<td>3.8%</td>
<td>$36,320</td>
<td>8.5%</td>
<td>$42,630</td>
</tr>
<tr>
<td>Emergency Medical Technicians</td>
<td>17.4%</td>
<td>$35,400</td>
<td>3.6%</td>
<td>$37,400</td>
</tr>
<tr>
<td>Web Developers</td>
<td>13.4%</td>
<td>$66,130</td>
<td>2.9%</td>
<td>$52,590</td>
</tr>
<tr>
<td>Field</td>
<td>Percentage</td>
<td>Average Salary 1</td>
<td>Average Salary 2</td>
<td>Average Salary 3</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Graphic Designers</td>
<td>15.8%</td>
<td>$42,270</td>
<td>22.7%</td>
<td>$52,110</td>
</tr>
<tr>
<td>Computer Network Support (I.T.)</td>
<td>23.0%</td>
<td>$44,970</td>
<td>6.1%</td>
<td>$63,460</td>
</tr>
<tr>
<td>Computer Programmers</td>
<td>10.4%</td>
<td>$86,550</td>
<td>7.6%</td>
<td>$68,690</td>
</tr>
</tbody>
</table>


**Allied Health Pathway**

According to the U.S. Department of Labor, health care industries and their associated occupations are “expected to account for a large share of new jobs projected through 2026, as the aging population continues to drive demand for health care services” (U.S. Department of Labor, 2019). Healthcare is predicted to add the most jobs in the next ten years of any industry in Montana (Montana Department of Labor & Industry, 2019). Health care occupations are high-skill/in-demand and many offer high-wage employment. The Allied Health Career Pathway includes introductory-level courses leading to industry-recognized credentials with immediate employment possibilities (Emergency Medical Technician, Certified Nursing Assistant), and intermediate-level degree programs (Medical Assisting, Dental Assisting Technology, Medical Billing and Coding).

A description of the courses/programs in this Pathway are described below in order of increasing education, skill, and wages. The descriptions include industry-recognized credentials that may be earned and work-based learning embedded in the programs.

**Certified Nursing Assistant:** The Certified Nursing Assistant (CNA) course is frequently a first step into health care for unemployed or underemployed individuals. SKC worked with the CSKT Economic Development Office (EDO) to develop a CNA course to create short-term training opportunities that provide initial employment in high-need occupations. CNA students complete...
a minimum of 50 hours in a work-based learning practicum. Completion of the CNA course qualifies individuals to be tested to become a Certified Nursing Assistant.

Medical Office Assistant: This program prepares students for entry-level positions as front office workers in hospitals or clinics. Students complete a 50-hour practicum as a component of this Certificate of Completion Program and may earn certifications in Phlebotomy and others.

Emergency Medical Technician: Students in the Emergency Services program complete a minimum of 40 hours in an EMT work-based learning experience. Students who complete the Emergency Services Program earn a one-year Certificate of Completion and are eligible to take the national examination for licensure as an Emergency Medical Technician (NREMT). Students also earn multiple certifications including FEMA Incident Command Systems 100/200/700/800.

Medical Billing and Coding: Students in this program gain skills and knowledge to work in hospitals or clinics in electronic medical records completing health coding for insurance. Students complete a practicum of 50 hours of experience in a local clinic or hospital. Students who complete the Medical Billing and Coding program earn a Certificate of Completion and may also earn an industry-recognized Certification in Computer Applications.

Medical Assisting: The Medical Assisting (MA) Program provides a rigorous academic program designed to prepare students to enter this high-growth field. The program is aligned with the curricular requirements of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Students complete a final clinical practicum of 160 hours in an area health care facility. Students who complete the Medical Assisting program earn a Certificate of Completion and may earn the following industry-recognized credentials: Phlebotomy Credential; EKG Credential. To increase the rigor of the curriculum, faculty will complete preparations including curriculum revisions required to attain CAAHEP accreditation.
Dental Assisting Technology: The Dental Assisting Technology (DAT) program is accredited by the Commission on Dental Accreditation (CODA). A unique feature of this program is an on-site dental clinic in which students gain experience working with dentists and patients; students begin clinical functions such as performing infection control procedures as early as the second week of classes. Students complete an additional 300 hours of clinical externships in private dental offices or tribal dental clinics. DAT students may complete an Endorsement qualifying them to work in Indian Health Service facilities or may continue with further academic coursework to earn a one-year Certificate of Completion. Students also complete the following industry-recognized credentials: Radiation Health and Safety, Infection Control, HIPAA, Bloodborne Pathogens, and Sealant Application. To increase accessibility of this program, the program will add career exploration courses for high school students to be offered at-distance.

Computer Science and Computer Technologies

Computer Science/Programming: A new one-year Certificate of Completion in Computer Science/Programming will be implemented as a component of SKC’s NACTEP grant activities. The need for this program is provided through regional employment projections and indications of student interest. Additionally, reservation high schools are intensely interested in the dual enrollment potential of this program, as the high schools do not currently offer classes in programming or computer science (see letter of support, Appendix C, Polson High School, Ronan High School). The program curriculum has been drafted, received approval from SKC administration, and will undergo college curriculum review processes upon grant funding, with a target implementation date of fall 2021. The curriculum will include project-based competencies that provide students with a professional portfolio of programming work. Students will have the opportunity to earn industry-recognized certifications in C++ and one other programming
language. The curriculum is also designed to facilitate transfer to several state academic programs in Computer Science including Montana Technical University.

**Digital Design Technology:** The Digital Design Technology Associate of Arts Program provides students with a strong foundation in digital media that prepares them to respond to changing trends in web technologies, graphic design, digital media, and software publishing. The program prepares students for careers in the emerging digital media, simulation, and application creation industries. Students complete 40 hours of work-based apprenticeship as a final capstone. To increase the employability of graduates, the Program will add the following certifications within new and existing coursework: Adobe Creative Suites, Tableau Qualified Associate Certification.

**Information Technology:** The Information Technology (IT) Associate of Science Program introduces students to the fundamentals of IT with a focus on computer hardware, operating systems, system administration, networking, and information security. The following industry-recognized credentials are embedded in the program’s curriculum: COMP TIA A+, MTA/MCSA (Microsoft Technology Associate/Microsoft Certified Solutions Associate, and Cisco Certified Network Associate (CCNA). To increase the rigor and currentness of the IT Program, the program will add three new courses in cybersecurity, an employment growth area that provides additional credentials for program graduates.

**b2. The Design of the Project Is Appropriate and Meets the Needs of the Target Population**

The design of this project emphasizes the need for students to Connect, Commit, and Complete their programs, providing structure for the project and addressing the identified needs of the target population. The design is appropriate as it addresses both academic and non-academic needs of the target population.

**CONNECT:** The first identified need for students is for students to connect with both their career pathway and SKC. Research has demonstrated that students who make early and strong
connections with peers, faculty, and staff members are more likely to reach their academic goals (e.g. Burrus et. al., 2013; Community College Survey of Student Engagement, 2009; Jorgenson et al, 2018). Data from the surveys completed at SKC over the last six years demonstrate similar patterns: students – particularly first generation college students – who feel connected to peers, faculty/staff, and to the institution are more likely to persist in college. To assist students to Connect, SKC’s NACTEP project will provide the following activities and services:

- Outreach to high school students to assist with transition to college in the identified career pathways and Dual Enrollment courses in two career pathways;
- Specialized New Student Orientation specific to each NACTEP department and emphasizing development of student-student peer relationships as well as professional relationships with faculty members;
- Early career counseling so students connect with their academic majors;
- An introduction to all student support services available to NACTEP students, including free tutoring, the Math Tutoring Lab, Writing Lab, and Student Success Coaches;
- Early identification of financial resources including federal assistance available to students.

COMMIT: The second identified overarching need is for students to commit to their career pathway and to timely achievement of educational milestones. A large body of research has documented the importance of goal commitment to student retention and completion and integrated career and academic advising (e.g. Burrus et al, 2013; Kemp; 2013; Davidson, Beck, & Grisaffe, 2015). This research is also affirmed by data from SKC’s Office of Institutional Effectiveness: first-time SKC students participate in a new student survey during new student orientation; students who respond “Not Sure” on a question, “How sure are you that you have chosen the right career goal?” have first-to-second academic term retention rates 25% lower than students who respond “Very Sure.”
To assist students to commit to their academic and career goals, SKC’s NACTEP project will provide the following services:

- Early work-based learning opportunities for each NACTEP student during their first academic term, such as a job-shadowing opportunity or placement in a practicum;
- Individualized coaching by SKC’s Success Coaches to identify retention barriers;
- Individualized Career Plans that include student career goals, interim objectives, and assist the student to seek internships or other activities to increase career readiness;
- Academic advising by faculty advisors in each program to assist students to choose appropriate courses within their curriculum and stay on their path to completion;
- Benchmarks for completion of a structured course sequence that includes academic and skills-based components;
- Academic Tutoring available to each NACTEP participant;
- Assistance with financial aid packages including federal financial aid as well as financial literacy training to assist students to set and maintain financial goals.

COMPLETE: The third identified need is for students to make final preparations for entry into the workforce or transfer into a baccalaureate program. Activities focus on assisting students with transfer applications, preparation for interviews, and resume completion.

- Assistance with final internships/practica or other end-of-program work-based learning;
- Career counseling and planning for employment or assistance with transition to bachelor degree program or apprenticeship;
- Exit financial literacy counseling.

b3. Coordination with Similar Efforts and Community, State, and Federal Resources
The Salish Kootenai College NACTEP project is linked and coordinated with numerous college, community, state, and federal resources. These include programs designed to assist students to CONNECT to CTE programs, provide assistance so students can remain COMMITTED to their educational pathway, and provide resources so they can COMPLETE their credentials and/or programs and transfer or move into the workforce.

Community, state, and federal resources that assist students to connect to CTE programs and SKC include the Lake County Job Service and the Confederated Salish & Kootenai Tribes’ Department of Human Resource Development (DHRD). Lake County Job Service is the One Stop Workforce Center for Lake County, offering a variety of services including career guidance, referrals to training programs, and direct involvement with several of SKC’s Program Advisory Boards (See Letter of Support, Appendix D).

SKC maintains effective partnerships with numerous CSKT entities, many of which have provided letters of support for this proposal. These include Tribal Education, Tribal Health, CSKT IT Services (Letters of Support, Appendix D), CSKT Department of Human Resource Development, and the TERO Office. SKC also has numerous partnerships with the Montana University System and the Office of the Commissioner of Higher Education. Activities that are synergistic with the proposed NACTEP project include SKC’s partnership in the Montana dual enrollment project and Montana Career Pathways as well as a small amount of professional development available through the state-wide Perkins grant.

SKC participates in federal financial aid and awards PELL grants, work-study, and other forms of financial assistance to students with demonstrated need. SKC’s Upward Bound program serves high school students from families that are or in which neither parent holds a Bachelor Degree and provides strategies to increase participant success in their high school performance and then transition into college, including participation in dual enrollment.
SKC students are supported by a variety of community resources. These include two local food banks, mental health services, and family services such as WIC. Numerous employers, program alumni, and other community representatives participate in Program Advisory Committees (PACs) for each academic program. The PACs meet at least annually to review program curriculum and make recommendations for program improvement based on changes or trends in the workplace and assessment of workplace readiness of SKC graduates.

**b4. Professional Development Plan is of Sufficient Quality and Intensity**

The Professional Development Plan for this project was developed by an SKC planning group comprised of Perkins Committee members, the Vice President for Academic Affairs, and faculty members from the Computer Science and Allied Health Career Clusters. The Professional Development Plan is designed to improve the knowledge and practice of the Project Director as well as faculty members and other key personnel and is of sufficient quality and intensity to lead to practice improvements by project staff and faculty. The Plan also provides faculty/staff training that will improve practice and ensure that faculty members have the appropriate skills to address learning gaps. As stated in the Evaluation Plan below, monitoring of student grades, retention rates, attainment of certifications, and use of support services will provide continuous review of performance. Identified gaps will trigger a review with department faculty to determine need for further individualized coaching or other interventions.

Professional development for the Project Director will include biennial attendance at a professional meeting of career and technical educators at either the National Council for Workforce Education (NCWE) or Association for Career and Technical Education (ACTE). These workshops are essential as they provide updates in the field of career and technical education related to technical assessments and best practices in workforce development. The
SKC Career Services Director will also attend biennial professional meetings to stay abreast of changing workforce trends best practices in assisting students with career preparation.

There are three major components of the faculty/staff Professional Development Plan: 1) Two professional development seminars per academic term (6 per year) emphasizing improvements in practice including pedagogy and assessment; 2) individualized coaching to assist NACTEP faculty to identify gaps in student learning and determine methods for improving student outcomes; and 3) individual professional development for faculty members. SKC’s NACTEP budget includes funding to allow faculty to attend national meetings that share best practices and allow faculty remain current and credentialed in their disciplines. Requested funding will also allow faculty to attain credentialing in online pedagogy through Quality Matters.

The quarterly professional development sessions will be delivered by SKC faculty or staff who are experts in the topic (topics below) and one session per year will be delivered by an external consultant/expert in the topic. This structure will provide cost-effectiveness by using internal expertise while allowing access to external experts that can expand the knowledge and skills of all NACTEP program faculty/staff. The external consultants will be identified 6 months prior to the scheduled sessions based on grant evaluation, grant PI/Academic VP/faculty input, current trends in CTE, and/or needs indicated by student outcomes and GPRA data.

Year One: Pedagogy and Assessment in Career and Technical Education

Overall objective: Faculty and staff will expand their skills in teaching practice to increase student engagement and better prepare students for career and technical careers. Topics will include integrating workforce skills into CTE curricula; effective pedagogy for dual enrollment students; creating transparent and effective syllabi; and assessment of communication and other workforce skills. Seminars will be conducted by SKC faculty experts and one external expert.
Year Two: Educational Technology in Career and Technical Education

Overall objective: Increase CTE faculty skills in distance learning and online pedagogies that promote student engagement and learning. Topics will include effective use of SKC’s online Learning Management System, Schoology; creating engaging online learning environments; flipped classrooms; and other engaging online pedagogies. Sessions will be conducted by SKC faculty and staff including the SKC Educational Technology Specialist and one external expert.

Year Three: Differentiated Teaching Strategies in Career and Technical Education

Overall objective: Faculty and staff will increase knowledge of strategies for enhancing course relevance and inclusiveness for diverse learners. Topics will include integration of culturally relevant into CTE curricula; universal design that creates inclusive learning environments for students with learning disabilities or other differentiated learning needs; differentiating instruction for diverse learners including millennial students and adult students; and students with low English proficiency. Seminars will be conducted by the SKC Disabilities Coordinator, the Director of the CSKT Education Department, and other experts.

Years Four and Five: Topics for Years Four and Five will be determined by the Grant PI working collaboratively with program faculty. Topics will be aligned with grant purposes and objectives as well as emerging trends and priorities in career and technical education. Rapid changes in educational technologies, career requirements, and higher education regulations necessitate planning future professional development as these changes occur, assuring that NACTEP faculty and staff maintain current competencies.

c1. Adequacy of Facilities, Equipment, and Supplies

SKC’s extensive physical facilities, equipment, and supplies are adequate to support the proposed project. The College has twenty major buildings including academic and student
support facilities. All facilities are compliant with the Americans with Disabilities Act (ADA). Buildings at SKC are designed to provide a culturally-sustaining learning environment.

The physical facilities primarily utilized by students in the Allied Health and Computer Technologies career clusters are described below. Equipment and supplies utilized by students in each career cluster are described as currently available. Each program currently has the resources required to teach in their respective areas, but rapid changes in technology require expenditures to update equipment and software as described in the budget narrative.

**Administrative Offices:** The Project Director has a private office in the Big Knife Building, the campus administrative hub. The building houses senior administration, the Business Office and the Grant Management Office. A large meeting room will be utilized for meetings of the Project Director, NACTEP faculty, and for Program Advisory Committee meetings.

**Allied Health Career Cluster**
Facility: A new, 12,000 square-foot facility to house the Medical Assisting, Dental Assisting, and related programs will be completed in fall 2021. The Dental Assisting Technology (DAT) Department will be housed in one wing of the new building. DAT will have a large faculty office suite with meeting space, one classroom with individual student cubicles, a large classroom with a student library, and numerous visual aids and videos for supplemental tutoring. The fully operational onsite Dental Clinic is used for student work-based learning. The clinic includes 6 operatories and a large inventory of instruments and equipment for dental care. As DAT moves to its new facilities, some older equipment will not be compatible with the new facility. SKC requests NACTEP funding to update equipment used in the student labs and classrooms.

The Allied Health Department will occupy the second wing of the new Allied Health Building. The wing will include a set of rooms that include faculty offices, a simulated front- and back- medical office, and a practice laboratory. The dedicated classroom and skills lab which
serve Medical Assistant students and nurse aide students will serve phlebotomy and CNA students. The Emergency Medical Technician storage area contains a variety of supplies that would be used in an ambulance. SKC requests NACTEP funding to update equipment and develop new educational labs including a simulated medical office space.

**Computer Technology Career Cluster**

Facilities: The 11,850 square foot A. Mathias Building houses the Information Technology (IT) Program, the new Programming degree, as well as the College’s Information Technology Services Department. The building contains faculty offices, a workroom, three classrooms, and an information technology laboratory. One classroom is set up with stations for practicing server administration, with enterprise level servers for student practice with routers, switches, firewalls, and network-attached storage devices. Another classroom is set up for coursework in hardware systems, a computer repair course, and related topics. The third classroom is set up with 12 computer stations to allow students to learn programming and will be used for the on-campus portion of the new Programming courses. Because of rapidly changing technology, maintaining current network server systems for student hands-on practice is difficult. The College requests NACTEP funding to assist in updating equipment for IT and Programming student labs.

The Woodcock Building is composed of 11,900 square feet including faculty offices and classrooms for Digital Design Technology (DDT) courses. The DDT program facilities include two faculty offices with dedicated computers and office supplies, one production space and two technology computer labs with software packages used in the industry. Current DDT technologies are now commonly developed for PC platforms, so having both Macs and PCs available increases student workforce competencies and employment opportunities. The College requests NACTEP funding to maintain updated lab equipment.

**Other Resources**
Additional facilities and equipment include the Robert Depoe III Building which contains one-stop student services including enrollment/registration, financial aid, career services, the housing office, counseling services, and disability services and two large classrooms. A Math Lab and Writing Lab provide tutoring and academic support services. The Academic Success Department operates a large computer lab and two classrooms used for tutoring and individualized services for students with disabilities requesting accommodations.

The D’Arcy McNickel Library operates as the college reference library as well as a community library. The facility includes computer laboratories, classrooms for information literacy training, and small-group study areas as well access to a large book collection, 180 journals and over 15 online databases. Because of the increasing costs of reference materials for students, SKC requests funding for library reference materials for NACTEP students.

SKC’s Grants Management Office is directed by an individual with certifications in grant management and includes a Certified Public Accountant. The SKC Business Office manages accounts payable, accounts receivable, and business travel. SKC undergoes an annual independent external audit which is organized by the V.P. of Financial Affairs, who has the ultimate authority and responsibility for the College’s business processes. The College’s IT Services Department will provide in-kind services for ordering, setting up, and maintaining faculty computers and computers for practice and computer labs. The IT Services Department maintains an inventory system of all technology purchases at the College to ensure purchases are utilized for the purposes defined in grants.

c2. Budget Adequate and Reasonable

The budget for the proposed project is adequate to achieve project objectives and reasonable in terms of allocable costs and time and effort required to achieve project objectives. The budget prioritizes funding for faculty members who will provide the primary
implementation of student advising, instruction, assessment, assistance with work-based learning, monitoring of student attainment of credentials and degrees, and project reporting. Faculty will also collaborate with secondary teachers to develop dual enrollment coursework. The specific roles of faculty are delineated under Quality of Project Personnel, below. The portion of the budget allocable to each faculty member is predicated on each individual’s role in the project, the anticipated need for curricular or course revision to fit into the relevant career pathway, and other time and effort required to complete NACTEP project activities.

While the largest part of the grant is devoted to personnel, SKC notes that NACTEP grant funds support only a portion of the total number of instructors the College will devote to providing instruction and supervision in the NACTEP programs. The budget provides for 4.75 FTE out of the total 15.5 FTE of instructors that will be involved in the NACTEP academic departments; an additional 3.5 FTE is provided through other grants. The requested budget also provides funding for personnel essential to project objectives including the Project Director and the Career Services Coordinator. Costs for these individuals is calculated based on the SKC salary schedule and the time and effort required to achieve project objectives.

Expenditures for travel are reasonable and based on federal GSA rates. The professional development plan is cost-effective as it uses college faculty as internal experts while allowing for access to external experts once per year who will present to all faculty in the NACTEP departments on topics that expand faculty/staff practice.

As an accredited institution of higher education, SKC administers a federal financial aid program. The College provides need-based financial aid packages to support NACTEP students as well as institutionally-funded grants for students. SKC also administers an emergency student aid system. Accordingly, project funds are devoted to support project services and direct instructional costs rather than diverted to individual student stipends.
As stated in the Letter of Support from SKC President [redacted], SKC will provide various in-kind supports for the NACTEP project. These include Hi-Set testing and placement services, counseling, academic coaching, and student health services as described above. SKC will also provide the services of the Office of Institutional Research, which assists in project evaluation analysis of institutional data. However, SKC requests partial support for tutoring services, as students in NACTEP-supported programs receive tutoring at no cost to the student.

The budget narrative provides further detailed information regarding the allocation of funds requested through this proposal.

### c3. Relevance and Demonstrated Commitment

Numerous relevant employers, community service entities, tribal departments, and project partners support SKC’s NACTEP Project, as evidenced by letters of support and commitment provided in Appendix D.

The Tribal Council of the Confederated Salish & Kootenai Tribes provided a Tribal Resolution demonstrating support for the project. The Salish Kootenai College Board of Directors also provided a letter of support demonstrating commitment to the ongoing support of rigorous career and technical education programs at the College that prepare students for entry into the workforce in areas of demonstrated need on the Flathead Indian Reservation and the western Montana region (Appendix C). SKC President [redacted] letter of support provides affirmation of her commitment to the project (Appendix C).

Key partners for this project include the Lake County Job Service Agency, which is the local One-Stop Workforce Development System that operates pursuant to the Workforce Investment Act. Lake County Job Service has committed to referring clients and participating in SKC workforce advisory boards (Letter of Support, Appendix D). The CSKT Department of Human Resource Development (DHRD) is another key partner that assists with client referral...
and provides students with assistance including transportation services, referrals to other tribal assistance agencies, and other supports. In addition, the CSKT Tribal Education Department provided a letter of support for the project (Appendix D) committing to provide scholarships and other support services for CSKT tribal members in SKC’s training programs; the Director has agreed to participate in professional development efforts.

SKC aims to expand opportunities for secondary students to bridge into postsecondary NACTEP educational programs. Important partners in this effort include the Montana University System’s Office of the Commissioner of Higher Education, which provides coordination of dual enrollment opportunities for high school students in Montana. A letter from the Dual Enrollment & Montana Career Pathways Program Manager states that Office’s support for SKC’s work to increase the number of secondary students participating in career and technical education programs at SKC (Appendix D). Letters from area high school principals provide evidence of support for and interest in dual enrollment opportunities for high school students (Appendix D).

Multiple area employers within the Allied Health and Computer Technology career clusters have provided letters of support detailing commitments to the project such as participation in the program advisory committees, providing placements for internships or other work-based learning, interviewing and/or hiring program completers, or providing faculty or student training. Employers submitting letters of support include the letters from employers of all proposed academic programs. All letters are attached in Appendix D. This includes letters from regional medical centers and offices (Kalispell Regional Medical Center, St. Joseph Hospital and Medical Center, St. Luke’s Medical Center, Confederated Salish & Kootenai Tribal Health, Polson Ambulance, Inc., and 3 dental offices, all of which work closely with SKC programs as detailed in the letters. Letters from regional employers related to Programming, Information Technology, and Digital Design Technology include both local and regional employers.
c4. Instructor Qualifications and Certifications

All instructors in the NACTEP project degree programs are qualified and meet the requirements of SKC Policy 203.50 which specifies the criteria used in determination of instructor qualifications. Instructor qualifications also meet the standards of the Northwest Commission on Colleges and Universities. Qualifications are determined according to the requirements of the discipline, and include either a) a Master’s Degree or higher in the area of instruction OR b) certification in the area and a minimum number of hours in the field in the area of instruction. All SKC instructors are approved by the Vice President of Academic Affairs and have academic transcripts, resumes, and copies of certification documents on file.

The following are the minimum qualifications of faculty members who will be teaching in the proposed project career pathways:

**Dental Assisting:** State licensure as a Dental Assistant, a minimum of a Bachelor Degree in Education or Dental Technology and a minimum of 2 years’ experience in dental assisting.

**Medical Assisting:** Certification as a Medical Assistant and a minimum of an Associate Degree in Nursing or Medical Assisting. The individual currently in this position also has the required certification to teach the phlebotomy course.

**Medical Billing and Coding and Medical Office Clerk:** Bachelor Degree in a health science and certification as a Certified Coding Specialist.

**Emergency Services:** SKC will use an adjunct instructor who has the required FEMA and OSHA certifications and a minimum of a Bachelor Degree in Emergency Services to teach some Emergency Services courses. For the EMT component, the adjunct instructor must be a licensed Emergency Medical Technician registered by the Montana Board of Medical Licensure.

**Information Technology:** Minimum of Bachelor Degree in Information Technology or related field AND certification in at least one subspecialty area of information technology.
**Digital Design Technology:** Bachelor Degree in Media Design, Educational Technology or related field and related certifications.

**Programming:** Bachelor Degree in Computer Science or related field; relevant certifications.

d.1. Quality of Management Plan

The NACTEP management plan is designed to ensure that the project meets stated objectives on time and within budget. The management plan utilizes clearly defined structures and responsibilities and an achievable timeline, and related performance standards. The Project Director will maintain overall responsibility for project management, including attainment of project objectives and GPRA measures, monitoring the project budget, and coordinating meetings and reporting schedules. Within SKC’s organizational structure, the Director of Career and Technical Education reports to the Vice President of Academic Affairs (VPAA), who maintains final authority and responsibility for curricular integrity and student learning. Both the Director of Career and Technical Education and the VPAA are part of SKC’s Senior Leadership Team, a group responsible for advising the President concerning issues impacting student success; thus any systems barriers to student achievement will receive top-level attention.

The Project Director will use a Management By Objectives (MBO) structure for project management. MBO ensures that project managers and employees work together to set, record, and monitor objectives for a specific period of time, with both top-down communication of organizational goals and bottom-up communication of issues impacting achievement of goals. (Campbell, 2015). The Project Director will meet monthly and as needed with the project team to review progress in meeting GPRA measures and discuss plans for improvement as needed. The Project Director will coordinate with college student services to ensure that NACTEP students receive support and assistance as needed to accomplish their educational goals as well as project objectives. Quarterly reports will be submitted by each academic department,
documenting student enrollment, retention, participation in work-based learning, achievement of certifications or program completion, and any gaps in or barriers to achievement of project objectives. Department reports will be aggregated into a quarterly report provided to the external evaluators. This report will provide the basis for ongoing project evaluation, indicate need for program improvement, and provide suggestions or indications for improvement. Reports will be discussed by the team with suggestions for new or altered student services, course structures, or other changes brought forward to SKC’s Senior Leadership Team.

The Project Director is assisted in project management by the Grant Management Office at SKC. The Grant Management Office is staffed by a credentialed Grant and Contracts Manager (GM), and an accountant to ensure that budgets remain within federal guidelines and are expended according to the established budget with time and effort reporting. The Director of Institutional Research will act as internal evaluator for this project as an in-kind service and assist with setting up a database for tracking, as that individual has access to student enrollment and retention data as well as course evaluation data and other components of the evaluation plan.

An important component of project management will be the quality review processes implemented for all NACTEP programs. The following activities are included:

- Academic Departments complete annual Assessment of Student Learning in each academic area using Nuventive Improve, an Outcomes Assessment software system;
- NACTEP courses and programs will utilize college course evaluation processes and student satisfaction surveys;
- All programs have Program Advisory Committees that review curricula for currency and relevance and provide input and updates from employers and graduates;
- Academic Program Reviews are conducted for every program on a rotating cycle.
Table 2, below, provides clearly defined responsibilities, timelines, and milestones. The table is divided into two categories of project work: Start-up Activities and Annual Activities to be conducted by the Project Director (PD), Grants Manager (GM) or others.

Table 2. Responsibilities, Timeline, Milestones, and Performance Standards by Year.

<table>
<thead>
<tr>
<th>Start-Up Activities</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Milestone and Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Grant Administration</td>
<td>PD</td>
<td>Upon Funding</td>
<td>Initial Responsibilities Delegated and Timeline Reviewed</td>
</tr>
<tr>
<td>Regular Project Team Meetings Scheduled</td>
<td>PD</td>
<td>Upon Funding</td>
<td>Project Team meets monthly to review project status</td>
</tr>
<tr>
<td>Professional Development Scheduled</td>
<td>PD</td>
<td>Upon Funding</td>
<td>Professional development occurs as per plan</td>
</tr>
<tr>
<td>Budget Set Up and Monthly Budget Review</td>
<td>PD, GM</td>
<td>Monthly</td>
<td>Budget Review provides fiscal tracking and responsibility</td>
</tr>
<tr>
<td>Data Management System Set Up</td>
<td>PD, OIR</td>
<td>Upon Funding</td>
<td>Data management system set up Quarter 1; ongoing review</td>
</tr>
<tr>
<td>PACs convened</td>
<td>NACTEP Dept. Heads</td>
<td>Annually</td>
<td>Each program’s PAC is convened annually</td>
</tr>
<tr>
<td>Review Plan for Career Path Implementation</td>
<td>PD, Dept. Heads</td>
<td>Through Year 1</td>
<td>Components of Career Pathways implemented Year 1</td>
</tr>
<tr>
<td>Curriculum Committee Review of New Courses</td>
<td>PD</td>
<td>As Needed</td>
<td>Approval obtained for new courses and curricula changes</td>
</tr>
</tbody>
</table>
### New Program and Courses Implemented

<table>
<thead>
<tr>
<th>Department Heads, PD</th>
<th>By end of Year 1</th>
<th>New courses planned and implemented by end of Year 1.</th>
</tr>
</thead>
</table>

### Annual Activities: Work to be Accomplished Each of the Three Project Years

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Milestone and Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPRA and Program objective data reviewed and program improvements implemented as indicated</td>
<td>PD, OIR, Project Team</td>
<td>Quarterly</td>
<td>Data is utilized for program improvements quarterly with ongoing tracking; quarterly tracking completed</td>
</tr>
<tr>
<td>Dual Enrollment Coordinator works with faculty and high schools to implement DE</td>
<td>DE Coordinator, PD</td>
<td>Ongoing</td>
<td>Dual enrollment courses established for each Pathway by end of first grant year</td>
</tr>
<tr>
<td>Continue implementation of DE and college courses, career pathways</td>
<td>PD, Dept. Heads, DE Coordinator</td>
<td>Monthly/Annually</td>
<td>DE and college courses evaluated for quality and career pathway alignment</td>
</tr>
<tr>
<td>Quality reviews of NACTEP programs continued</td>
<td>PD</td>
<td>Quarterly/Annually</td>
<td>NACTEP Depts. participate in quality review and changes implemented as needed</td>
</tr>
<tr>
<td>Professional development implemented and evaluated</td>
<td>PD, OIE</td>
<td>Annually</td>
<td>Professional development leads to practice improvements</td>
</tr>
</tbody>
</table>
Professional Advisory Committees (PAC) convened by Dept. Heads annually provides feedback on curriculum relevance utilized for program improvements if needed.

Student utilization and satisfaction with support services analyzed quarterly and annually indicates that students are satisfied and using support services; needed improvements implemented.

Budget monitored monthly ensures that grant funds are on track and used as per approved budget.

Mid-Year and Annual Report filed as needed ensures timely execution of reports.

d2. Encourages Employment fromTraditionally Underrepresented Groups

The SKC hiring policy prioritizes applications and hiring of Native Americans, a traditionally underrepresented group. SKC Policy 200.0 states, “Salish Kootenai College (SKC) is an Indian preference and equal opportunity employer.” The College works with the CSKT Department of Human Resources Development and Lake County Job Service to encourage applications from Native Americans and individuals with disabilities who are referred to the College through Job Service. SKC selectively advertises positions to media with high Native American readership, including the Char Koosta, the tribal newspaper, and the Tribal College Journal.

The College’s non-discrimination statement is as follows: “SKC does not discriminate on the basis of race, ethnicity, national origin, sexual identification, gender, age, or disability, except as allowed by the Indian preference provision of the Civil Rights Act of 1964, as amended. Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities” (SKC Policy Manual, 2020). The College maintains a tribal preference hiring...
policy, Policy 200.50. SKC also complies with the Tribal Economic Rights Ordinance (TERO), through which American Indian Tribes use their sovereign power to establish priorities for hiring qualified American Indians.

**d3. Time Commitments Are Appropriate and Adequate**

The time commitments of the project director and other key project personnel are appropriate and adequate to lead to successfully meeting project objectives. The Project Director, [NAME] will commit 40% FTE (16 hours per week) to this project. This level of effort has been effective in previous similar projects, permitting adequate time to provide overall project management, fiscal oversight, and monitoring of individual department activities to assure project success. [NAME] time in project management is augmented by the efforts of the faculty members supported by the project as well as the effort of the Vice President for Academic Affairs who supports curriculum integrity and improvement.

SKC’s Career Center Director will devote 20% FTE, or 8 hours per week, to this project. This level of effort is appropriate as the Center’s efforts will be key in a) supporting students to initially Connect to the College early career counseling, b) assisting students to obtain work-based learning opportunities that increase Commitment to their career goals, and c) providing services targeting career readiness - such as preparation for job interviews and assistance with resume’ preparation - as students Complete their programs.

Faculty members’ time commitment to the SKC NACTEP Project are reasonable and directly related to the level of effort required to fulfill their multiple roles in increasing student Connection, Commitment, and Completion. Faculty roles include the following: a) provide students with a coherent and rigorous program of education, b) create linkages between secondary and postsecondary education through dual enrollment courses, c) provide academic advising and career counseling for NACTEP participants, d) expand the depth and relevance of
curricula including course or program revisions as indicated by results of student learning outcomes assessment, e) provide direct instruction, f) direct testing or certification assessments, g) evaluate students in worked-based learning, and h) assist students to move into employment or baccalaureate degree programs. Time commitments are detailed in the budget narrative.

d4. Qualifications of Project Director, Key Personnel

The Project Director will be [Name]. [Name] is qualified by education and experience and has expertise in career and technical education as well as grant management. She has held the position of Director of Career and Technical Education since 2014 and has directed Perkins grants during that time period. Prior to that position, she was Director of Institutional Research at the College from 2009-2014. She holds a Ph.D. in Higher Education Administration from the University of Nebraska, Lincoln, and a Certificate in Evaluation Practice from George Washington University that provides expertise in program evaluation and improvement. Her previous experience as a faculty member and administrator in Nursing Departments at multiple institutions provides additional expertise in teaching career and technical fields. [Name] C.V. is included in Appendix E.

[Name], Career Center Director, will be charged with the career services component of the project. [Name] holds a Master’s Degree in Public Administration from the University of Montana and has worked at SKC in student-support positions since 2004. She provides direct career services for students as well as coordination of internships and apprenticeships. She regularly attends professional development related to career and technical education including the Montana Association of Career and Technical Education (MACTE). [Name] C.V. is attached in Appendix E.

Additional key personnel include the 6 full-time and 2 part-time faculty members who will conduct day-to-day activities of the proposed project, with responsibilities as described
above. As noted above, all faculty members are qualified for their positions by education and training, as determined by SKC policy and regional accreditation standards.

A qualified external evaluator will be contracted upon grant funding. Qualifications of the external evaluator will include experience in grant evaluation, educational qualifications such as an earned doctorate in higher education or a related field, and experience managing or evaluating workforce development grants such as Perkins grants.

**e. Quality of the Project Evaluation**

**e.1. Proposed evaluation methods are thorough, feasible, and use performance measures**

The evaluation plan for the Salish Kootenai College Project is thorough because it provides a structure for evaluation timeline and metrics that includes both process and outcome evaluation. The evaluation plan is feasible because it involves both internal evaluation provided as in-kind service by SKC’s Office of Institutional Research, which has access to student performance data, as well as a qualified external evaluator. The evaluation will include both project objectives and Government Performance and Results Act of 1993 (GPRA) performance measures with semi-annual and annual reporting of data by academic program. Ongoing evaluation of inputs, activities, and outcomes is directly tied to these measures and objectives.

**Project Objectives and GPRA Measures**

The Objectives for GPRA measures below are predicated on anticipated enrollment, retention, and completion rates.

GPRA Measure 1: A minimum of 52 (80%) of Native American students per year will remain enrolled in postsecondary education, transfer to an advanced program, placed in a service program, or enter into employment in high-skill, high-wage, or high-demand occupations.

GPRA Measure 2: A minimum of 58 Native American students (90% of enrolled students) per year will attain a recognized postsecondary credential.
Project Objectives are as follows:

Project Objective 1: A minimum of 70 Native American students per year will enroll in quality career and technical education that leads to high-skill, high-wage, and/or high-need occupations.

Project Objective 2: A minimum of 20 Native American secondary students per year will participate in dual enrollment courses that are integrated with Career Pathways in Allied Health or Computer Technologies.

Project Objective 3: Career Clusters in Allied Health and Computer Science will be integrated with the principles of Career Pathways, including a) early work-based exposure to the careers, b) integrated internships or apprenticeships, c) coordination with employers through Program Advisory Committees, d) structured and connected learning.

Project Objective 4: Each project year, SKC faculty and staff teaching in NACTEP programs will participate in quality professional development and implement practice change based on knowledge/skills acquired.

Project Objective 5: By the end of each project year, 100% of NACTEP students will receive assistance with career readiness or transferring to a Bachelor degree program.

Project Objective 6: A minimum of 60 Native American students per year will achieve proficiency on technical assessments aligned with industry-recognized standards.

**e.2. Methods of Evaluation Provide Feedback and Performance Improvement**

The goal of the evaluation plan is to **provide timely and appropriate formative evaluation** to the Project Director and project team regarding the effectiveness of courses, programs, and services toward accomplishing objectives as well as **summative evaluation** of overall program effectiveness in meeting the specific project objectives and GPRA measures. The evaluation plan uses a logic model (Shakman & Rodriguez, 2014) to describe inputs, activities, outputs, and projected outcomes. The project Logic Model is included as Appendix G.
The evaluation plan also uses the Utilization-Focused Evaluation Model (Patton, 1996) to ensure that the evaluation is useful to and informs decision making by the Primary Investigator (PI). Utilization-Focused Evaluation focuses evaluation on the intended users and the usefulness of the evaluation process in guiding decisions about program effectiveness. Both quantitative and qualitative data will be utilized to check the progress of activities, to assist the project in meeting its objectives, and to provide descriptive and evaluative information about the project objectives. The implementation of changes based on evaluation and the effect of these changes will be documented and measured to determine improvement in program effectiveness.

Table 3. Evaluation Plan

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
<th>METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inputs:</strong> Are inputs appropriate and adequate to lead to project success?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activities:</strong> Do project activities occur as scheduled and lead to desired outcomes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Project Director and Team established and meeting/reporting structures established</td>
<td>IE, EE</td>
<td>6 month and annual interviews</td>
</tr>
<tr>
<td>1.3 Processes for student intake and student career plans developed</td>
<td>EE</td>
<td>Review of documentation</td>
</tr>
<tr>
<td>1.4 Education/Training curricula, facilities, and supplies/equipment are in place</td>
<td>IE</td>
<td>Review of curriculum, learning outcomes, facilities</td>
</tr>
<tr>
<td>2.1 Regular review of learning outcomes, student data demonstrates effective processes.</td>
<td>IE each term</td>
<td>Documentation of learning outcomes</td>
</tr>
</tbody>
</table>

IE = Internal Evaluator; EE = External Evaluator; OIR – Office of Institutional Research
### Key Evaluation Questions and Activities

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
<th>METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Professional development occurs as planned and leads to practice improvements</td>
<td>EE</td>
<td>6 month and annual interviews</td>
</tr>
<tr>
<td>2.3 New courses, programs, and program changes implemented according to schedule</td>
<td>IE</td>
<td>Annual curriculum plan reviews</td>
</tr>
<tr>
<td>2.4 Program Advisory Committee input is utilized for program improvement</td>
<td>IE, EE</td>
<td>Review of PAC minutes; Dept. head interviews</td>
</tr>
<tr>
<td>2.5 Student supports are provided as described and are evaluated for effectiveness</td>
<td>IE, EE</td>
<td>Review of student satisfaction surveys</td>
</tr>
</tbody>
</table>

**Outputs:** Do dual enrollment courses provide high quality introductory CTE courses that engage high school students?

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
<th>METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Numbers of students enrolled in CTE Dual enrollment courses, retention rates, completion rates, and student satisfaction</td>
<td>IE, OIR</td>
<td>Review of institutional data and course evaluations</td>
</tr>
</tbody>
</table>

**Summative Evaluation: Outcomes:** Did the project achieve its stated objectives? Did students experience high-quality CTE courses? Did faculty improve practices related to the professional development?

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
<th>METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 CTE students perception of Connection with their careers and academic majors, Commitment to their career pathways</td>
<td>IE, EE</td>
<td>Satisfaction Surveys and CTE student focus groups</td>
</tr>
<tr>
<td>WHAT</td>
<td>WHO</td>
<td>METHODS</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>4.3 Final student outcomes data for retention, credential attainment, program completion, and placement or transfer (GPRA measures)</td>
<td>IE, OIR, EE</td>
<td>Analysis of institutional data and department review</td>
</tr>
<tr>
<td>4.2 Course review to include course evaluations and student learning outcomes assessment, including Dual Enrollment courses</td>
<td>IE, OIR</td>
<td>Review of assessment outcomes and institutional data</td>
</tr>
<tr>
<td>4.4 Review of Career Pathways for integrity with quality components of career pathway</td>
<td>IE, EE</td>
<td>Review of curricula for career pathways components</td>
</tr>
<tr>
<td>4.5 Final qualitative data concerning faculty/staff improvements in practice resulting from professional development</td>
<td>EE</td>
<td>Faculty/Staff interviews and survey</td>
</tr>
</tbody>
</table>

**Additional Selection Factor**

Salish Kootenai College verifies that it is a tribal college, chartered by the Confederated Salish & Kootenai Tribes and accredited by the Northwest Commission on Colleges and Universities. Documentation is provide in Appendix G.