The Reservation

The Standing Rock Sioux Reservation encompasses a vast land base of 2.4 million acres and straddles the States of North and South Dakota. According to the Standing Rock Sioux Tribe website at Standingrock.org, the population of enrolled members is 10,859, with 6,171 living on the reservation and are mostly Hunkpapa Sioux. The primary type of permanent work on the reservation is government, which includes federal, state and tribal government units. Most recent unemployment rate on the reservation is approximately 79% compared to nationwide rate of 6.7% and North Dakota state rate of 4.5% and South Dakota state rate of 3.5% according to the Bureau of Labor Statistics (November 2020). Standing Rock average per capita income is approximately $16,143 compared to a 2019 nationwide per capita income of $34,103, with the average age of Standing Rock enrollees is 28.5

The Standing Rock 2018-2022 Comprehensive Economic Development Strategies document indicates that education is a high priority with the objectives of increasing educational attainment and training in leadership, community development, spirituality, job skills, entrepreneurship, homeownership, and money management. In addition to encouraging staying in school and GED attainment. The development strategies indicated that one of the barriers is that a relatively low percentage of community members currently have post-secondary degrees; statistically speaking, individuals without Bachelor’s degrees make significantly less money over a lifetime. The strategies do indicate that Sitting Bull College is an opportunity as an on-reservation post-secondary school, and is an excellent resource for increasing educational attainment at Standing Rock. https://www.standingrock.org/sites/default/files/uploads/2018-2022_comprehensive_economic_development_strategies_ceds - srst.pdf

According to Wikipedia 2018, educational attainment strongly correlates with income in the United States. Although the incomes of both men and women are associated with higher educational attainment (higher incomes for higher educational attainment), large income gaps linked to race and gender remained at each educational level.
On the Standing Rock Reservation, there are small returns from leasing land to area farmers and ranchers. Its original exterior boundary established by the Fort Laramie Treaty of 1868 allocated 4,176 square miles to the Lakota and Dakota people. If made a state, the Standing Rock Sioux Reservation would be larger than the States of Rhode Island and Delaware and nearly the size of Connecticut but with fewer than four persons per square mile as compared to 4,845 persons per sq. mile in Connecticut.

Spreading out over the high plains of North and South Dakota, the Standing Rock Sioux Reservation encompasses a large land base with an exceptionally rural, sparse population in comparison to many other areas of the country.

Employers on Standing Rock and surrounding areas need educated workers with technical skills uncommon among Standing Rock residents. According to the Census Reporter (2019), the population of Standing Rock by minimum level of education is as follows:

- 16% No degree,
- 33% High school,
- 34% Some college,
- 13% Bachelor’s,
- 3% Post-grad

According to the Census Reporter (2019), the average age on Standing Rock is 28.5, with 54% making up the age range from 20-69. In addition, the Standing Rock Sioux Tribe Tribal Department of Education report for 2018-2019 indicated that 161 kindergarten and 144 8th grade completed. Therefore, SBC students’ prospects are good. Those who live on the reservation tend to stay on the reservation, Standing Rock will continue to be a young person’s homeland for decades to come, and that increases the urgency of Sitting Bull College’s mission of educational opportunity for the residents of the Standing Rock reservation. Sitting Bull College (SBC) is one of a few tribal colleges that not only offers certificate and associate level degrees but also offers baccalaureate and master level degrees. Post-secondary...
education links directly to employability for Native American Indians just as it does for all Americans: more than 40% of tribal college graduates pursue post-graduate education and another 50% find jobs even in areas of high unemployment (AIHEC 2000). 2019 Census data indicate that low levels of education and high un- and underemployment are evidence in poverty and low levels of income, Standing Rock population is more disadvantaged than Native Americans throughout the nation; residents live on an average of $1,345 per month for shelter, food, and other bare necessities.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Standing Rock Area</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per- Capita Income</td>
<td>$16,143</td>
<td>$34,103</td>
</tr>
<tr>
<td>Persons below poverty line</td>
<td>41.3%</td>
<td>13.4%</td>
</tr>
<tr>
<td>Adults with Bachelors’ Degrees or Higher</td>
<td>16.5%</td>
<td>32.2%</td>
</tr>
</tbody>
</table>


The Standing Rock Sioux Tribe consists of eight districts partially in ND and partially in SD.

The reservation population by districts according to the Standing Rock Sioux Tribe website are as follows:

1. Fort Yates, North Dakota 1,961
2. Porcupine, North Dakota 219
3. Kenel, South Dakota 259
4. Wakpala, South Dakota 707
5. Little Eagle, South Dakota 695
6. Mclaughlin (Bear Soldier), SD 758
7. Bullhead (Rock Creek), SD 692
8. Cannon Ball, North Dakota 847

There is considerable distance in between each of these districts. Fort Yates serves as the primary service center as the tribal government is located there as are the Bureau of Indian Affairs, Indian Health Service, Sitting Bull College (main campus), and a number of small businesses. The Census Reporter (2019) indicates that the average travel time for work or college on the reservation is 19.8 minutes.

Sitting Bull College manages the public transit program for the reservation. In addition, the College has contracted with the public transit to provide free rides to our College students. Unfortunately, this does not provide 100% transportation for students, as the program is geared towards the working population hours of 8:00 am to 4:30 pm. A letter of support is attached.
Unemployed

The December 2020 unemployment data indicates that the unemployment rates for North Dakota is 4.1% and for South Dakota 3%. [https://www.deptofnumbers.com/unemployment/](https://www.deptofnumbers.com/unemployment/). The Standing Rock Sioux Tribes website indicates unemployment for the reservation to be 79%. Relatively little current, valid data exists about today's reservations, as some websites show an unemployment rate of over 79% and other under 79% for Standing Rock. According to Wikipedia, the lack of valid data is due to the rural nature of many reservations, the lack of available contact information and telephone numbers, protective rules by tribal councils, and a distrust of outsiders present data collection challenges.

According to the U.S. Census report in 2019, the Corson County, SD population increased from 1.1% from 2010 to 2019. Compared to SD overall population which increased 8.7%. North Dakota has a 13.3% increase in population from the 2010 to the 2019 Census data, while Sioux County saw 1.8% increase. The increase in the overall population of North Dakota can be contributed to the oil and gas activity in the northwestern sector of the state, but in recent years with the decline in production, population in that area has been declining.

Furthermore, 2019 Census indicated that the Corson County, SD population under 5 years of age increased by 10.4% between in 2010 to 2019 as compared to this age group overall in South Dakota which increased by 6.9%. In addition, the Corson County populations of those under the age of 18 years increased by 36.6% while the South Dakota population in this age group increased by 24.5%. Those residents of Corson County who were 65 years and older only increased by 12% whereas, those in South Dakota overall increased by 17.2%.

The 2019 Census indicates that for Sioux County in North Dakota, the population under 5 years of age increased by 9.9% in 2019 as compared to this age group overall in North Dakota which increased by 7.1%. During this same period, the Sioux County populations of those under 18 years of age increased by 35.8% while the North Dakota population in this age group increased by 23.6%. Those residents of Sioux County who were 65 years and older only increased by 8.5% whereas, those in North Dakota overall increased by 15.7%.
Census date further indicates that American Indians are the largest minority population in North Dakota and South Dakota. In addition, census data estimates indicate that the American Indian population (race alone or in combination) in South Dakota is 9% and in Corson County is 65.4% and in North Dakota is 5.6% and Sioux County is 81.4%.

**Job Market**

The design of SBC’s proposed project is to provide services to a population that for the most part, is community based. Unlike large and/or mainstream communities, where a wide variety of factors including population mobility, number of employees and types of industries shape a career and technical education project, the Reservation community tends to be immobile. SBC’s project has been designed to be responsive to the labor market existing on or near the Reservation.

The Reservation can be divided into four groups: 1) Governmental, 2) Tribal enterprises, 3) Education, and 4) Medical.

Governmental includes Tribal, Federal, and State programs, including the Bureau of Indian Affairs. Tribal enterprises include the two Casinos owned by the Standing Rock Sioux Tribe. In addition, the Tribe established Rock Industries; Corp. designed to establish new Tribal industries on the Reservation, along with Standing Rock Telecom. Education encompasses Early Headstart, Headstart, tribal and public elementary schools, high schools, and the Tribal College. The Fort Yates Indian Health Services Hospital is the primary source of medical care for tribal members. The hospital provides impatient care and obstetrics for emergency deliveries. The outpatient department provides basic outpatient care. The Health Center in McLaughlin, South Dakota is the primary source of outpatient care for the tribal members on the South Dakota portion of the reservation.

There are also major employers located in surrounding non-reservation communities. With the assistance of the reservation transportation system run by the College, transportation is provided Monday through Friday to the communities of Mandan/Bismarck, North Dakota and Mobridge, South Dakota. Support letters are available for review as part of the attachments.
Programs of Study

The following sections provide more detail about the need of Sitting Bull College’s (SBC) proposed project. The proposed project is supported by SBC’s Strategic Plan, which has been developed not only to meet the needs of the college, but the reservation as a whole. The Board of Trustees’ priorities for the project included training for the following areas: 1) Nursing, 2) Criminal Justice/Lay Advocate, 3) Information Technology, 4) Electrical, 5) CDL (Commercial Driver’s License) and 6) Heavy Equipment Operation. With assistance from national, state, and tribal sources, the data involved in the needs analysis has indicated that these six areas are the most readily available sources of immediate employment for skilled workers on and off the reservation.

Nursing

The nursing shortage continues to be a major national concern and has been brought to the forefront in light of the COVID-19 pandemic. Nurses are needed at a higher demand now more than ever before. According to the Occupational Profile for the state of North Dakota, state and national trends predict a 10% increase in LPN jobs in North Dakota by 2026. This prediction translates to approximately 230 job openings per year, consisting of both regular turn-over and new job growth (Practicalnursing.org, 2021). This growth is in response to the aging of the population, the general demand for health care services, and the long-term care needs for an aging population in addition to the effects of the pandemic (North Dakota Center for Nursing, 2018).

In response to North Dakota Governor Dough Burgum plan to improve North Dakota’s economic climate a team to research the nursing shortage was initiated in 2017. The Governor’s Nursing Shortage Taskforce, 2018 found that the decreasing average age of North Dakota nurses continues to track with national trends, especially for LPN and RN. Current projections indicate a shortage of nurses (LPN’s, RN’s, and APRN’s) that will continue for the next ten years due to many factors, including aging nurses, the aging population in general, and the increase in chronic disease that accompanies an aging population. Current estimates suggest the need for net new additions of more than 370 nurses per year for the next ten years (3,700 in ten years). This shortage is particularly acute in North Dakota’s most rural areas. The
nursing shortage is further compounded by a shortage of qualified faculty. Over the past 12 years, North Dakota’s nursing programs have reduced faculty by 4%. This reduction occurred while program capacity continues to increase. Nursing schools are turning away qualified applicants because there are not enough faculty to teach them (North Dakota Center of Nursing, 2018).

In addition, major hospitals, clinics, and long-term care facilities are within commuting distance of the reservation. These facilities are located in Bismarck and Mandan, North Dakota as well as Mobridge, South Dakota. Outlying clinics and Indian Health Services are located in a variety of places on the reservation. These facilities provide potential completers with excellent opportunities for employment. The hospitals and clinics in the Bismarck area are a focal point for health care in North Dakota. Locally, the Indian Health Services has changed RN positions to LPN positions in response to the availability of graduates from Sitting Bull College. A majority of the reservation population lives in rural areas and do not have reliable transportation. This has increased the demand for home health care.

In addition, major hospitals, clinics, and long-term care facilities are within commuting distance of the reservation. These facilities are located in Bismarck and Mandan, North Dakota as well as Mobridge and Selby, South Dakota. Outlying clinics and Indian Health Services are located in a variety of places on the reservation. These facilities provide potential completers with excellent opportunities for employment. The hospitals and clinics in the Bismarck area are a focal point for health care in North Dakota. Currently, all of these facilities have job advertisement for LPNs some of which include incentives such as a $7,500 sign on bonus.

According to Indeed.com (2020), LPN’s in South Dakota showed a large number of companies posting over 119 jobs. The types of jobs posted ranged from while the most common level of experience required for a LPN job was Entry Level.

Criminal Justice

According to statistics compiled by Job Service of North Dakota (2020) and the South Dakota Department of Labor and Regulation (2020), the percentage of total job growth between 2018 and 2028 in these two states most immediately served by Sitting Bull College is projected to be a mere 3.6% for the
state of North Dakota and 7.1% for the state of South Dakota. As these data indicate, the employment outlook for Criminal Justice-related employment appears more positive for South Dakota than for North Dakota, at least in terms of statistical growth.

The average growth for the top seven North Dakota job categories related to Criminal Justice (Social Science Research 21.1%; Private Detectives and Investigators 11.8%; Paralegals and Legal Assistants 9.9%; Police, Fire, and Ambulance Dispatchers 9.3%; Police and Sheriff’s Patrol Officers 9.0%; First-Line Supervisors of Protective Service Workers 6.7%; and First-Line Supervisors of Police and Detectives 6.5%) is projected to be about 10.6%. The average growth for the top seven South Dakota job categories related to Criminal Justice (Paralegals and Legal Assistants 19.5%; Legal Support Workers 13.1%; Social Scientists and Related Workers 12.8%; Gaming Surveillance Officers and Gaming Investigators 12.4%; Legal Occupations 11.3%; Lawyers 10.6%; Lawyers, Judges, and Related Workers 10.0%; is projected to be about 12.8%.

Projected increases for other Criminal Justice-related jobs in North Dakota include: Security Guards 6.1%; Court, Municipal, and License Clerks 5.2%; Detectives and Criminal Investigators 3.9%; Transportation Security Screeners 3.2%; Judicial Law Clerks 2.9%; Fish and Game Wardens 2.5%; and Protective Service Workers, All Others 0.8%.

Projected increases for other Criminal Justice-related jobs in South Dakota include: Vocational Education Teachers, Postsecondary 9.3%; Private Detectives and Investigators 8.6%; Forensic Science Technicians 7.0%; First-Line Supervisors of Correctional Officers 6.0%; Animal Control Workers 5.9%; First-Line Supervisors of Police and Detectives 5.3%; Other Protective Service Workers 4.9%; Supervisors of Protective Service Workers 4.5%; Police and Sheriff’s Patrol Officers 4.5%; Police, Fire, and Ambulance Dispatchers 4.5%; Protective Service Occupations 4.4%; Security Guards 4.4%; Law Enforcement Workers 4.0; Detectives and Criminal Investigators 3.9%; Correctional Officers and Jailers 3.8%; Court, Municipal, and License Clerks 3.8%; Social Scientists and Related Workers, All Others 3.3%; Probation Officers and Correctional Treatment Specialists 3.2%; Transportation Security Screeners
3.0%; Judges, Magistrate Judges, and Magistrates 2.9%; Fish and Game Wardens 2.5%; and First-Line Supervisors of Protective Service Workers, All Others 2.4%; and Court Reporters 1.7%.


Through advice from an Advisory Committee, which includes a Standing Rock Tribal Judge, the Tribal Prosecutor, and the Tribal Defender, there was a pressing need for Lay Advocates in the Tribal Courts. To address this need Sitting Bull College has combined Criminal Justice-Lay Advocate curriculum to provide qualified Lay Advocates who can practice in the Tribal court, but there is an option for students to double major in both disciplines, which can contribute greatly to the intellectual and cultural capital of the community.

**Information Technology**

As of November 2020, according to the Job Service of North Dakota, there are currently 311 Technology/Computer related positions available across the state of North Dakota requiring an Associate Degree or less (Job Service North Dakota, 2020). A majority of these positions consists of 63 open Information Technology positions currently available in Bismarck, North Dakota under the computer occupation group category requiring an associate degree or less (Job Service North Dakota, 2020). All of the 63 positions are one hour and twenty minutes away from the Sitting Bull College Fort Yates campus. There are currently two Information technology job available locally at Standing Rock Telecom according to Standing Rock Careers (Standing Rock Sioux Tribe, 2020).

The average annual wage for all information technology occupations in the state of North Dakota is $50,313 (Technology Council of North Dakota, 2017). According to the council, the state of North Dakota is estimated to need 6,500 technology positions through 2026 (Technology Council of North Dakota, 2017). Growth in the industry will create the need for 1,340 employees to fill new positions (Technology Council of North Dakota, 2017). The state’s technology industry currently employs 7,880 statewide and new projected positions will equal 82% of the state’s current technology workforce.
Given that Sitting Bull College serves both North Dakota and South Dakota, job trends in South Dakota will also be included in this review. According to the Department of Labor and Regulation, there are currently 84 Information technology associated positions as of December 2020 (South Dakota Department of Labor and Regulation, 2020). According to the U.S Bureau of Labor statistics, there are currently 8,430 Technology and Mathematical positions currently occupied in the State of South Dakota (Bureau of Labor Statistics, 2020). The median hourly wage for these IT positions is $30.03 per hour and the annual mean wage is $66,040.

The top three projected occupations in North Dakota with the most openings are: computer user support specialists with 1,397 openings; software developer, applications with 1,324 projected openings; and network and computer systems administrators with 573 openings (2017). On the other hand, the top three technology projected positions in South Dakota are Software Developers with 1,514 workers, Computer Numerically Controlled Machine Tool Programmers Metal and Plastic with 69 workers, and Information Security Analyst with 270 workers by 2026.

Given the current Covid-19 trends, there are many new online IT positions available in the United States. (Indeed, 2020). As of November 2020, there are currently 10,593 remote jobs available across the United States (Indeed, 2020). The CompTIA is required for 132 of these remote IT positions, the
CompTIA Network is required for 353 of these remote positions and the CCNA certificate is required for 309 of the remote positions. Below is a table outlining the current remote job openings, in alignments with the certificates that our IT program currently prepares our information technology students to take online.

Table 13 Current Available Positions Requiring Industry Certifications November 2020

<table>
<thead>
<tr>
<th>Certifications</th>
<th>Remote Positions Available</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>CompTIA A+</td>
<td>132</td>
<td>Remote Position</td>
</tr>
<tr>
<td>CompTIA Network</td>
<td>155</td>
<td>Remote Position</td>
</tr>
<tr>
<td>CCNA</td>
<td>309</td>
<td>Remote Position</td>
</tr>
<tr>
<td>CCT</td>
<td>309</td>
<td>Remote Position</td>
</tr>
</tbody>
</table>

Findings were taken from indeed.com, link below. The Positions are all remote. Our curriculum prepares all of our IT students to complete and pass the above certifications.

**Electrical**

Sitting Bull College service areas is North and South Dakota, but there are ample opportunity for completers to work in bordering states. According to Indeed.com (2021), the current job openings for electricians are 436 job vacancies in the state of North Dakota, 442 vacancies in Montana and 1,118 vacancies in Minnesota.

The US Bureau of Labor Statistics (2019) indicated that employment of electricians is projected to grow 8 percent from 2019 to 2029, much faster than the average for all occupations. Homes and businesses continue to require wiring, and electricians will be needed to install the necessary components. Increases in construction spending and growing demand for alternative energy sources will drive demand for electricians. Alternative power generation, such as solar and wind, is an emerging field that should require more electricians for installation. Increasingly, electricians will be needed to link these alternative power sources to homes and power grids over the coming decade. Employment growth stemming from these sources, however, will largely be dependent on government policy.

Further need for certified electricians can be perpetuated by the fact that there are no electricians located on the Standing Rock Reservation. The closest electricians are anywhere from 50 to 75 miles from Standing Rock.
CDL (Commercial Driver’s License)

Truck and bus drivers with CDLs are currently on the in demand occupations list that was primarily created using long-term employment projections from the North Dakota Labor Market Information Center and supplemented by data from the U.S. Bureau of Labor Statistics (2020). Indeed.com (2021) indicated 756 CDL job openings in North Dakota, 871 in South Dakota, 573 in Montana, and 3,550 in Minnesota. Immediate job openings on the Standing Rock Reservation include four bus drivers for the Headstart program, but not only does this program have openings, but the College runs the public transit program with routes to all districts on the reservation and is always in need for full and part-time bus drivers along with local schools in all the districts.

Heavy Equipment Operators

Heavy equipment operators have an excellent job outlook. The U.S. Bureau of Labor Statistics (2019) predicts that employment in for heavy equipment operators will grow faster than the average for all occupations between 2016 and 2026, at about 12%. Standing Rock Reservation roads department has expressed the need for trained equipment operators to maintain roads on the 2.4 million acre reservation. In addition, there are currently 87 Heavy Equipment Operator jobs available in North Dakota, 816 job openings in South Dakota, 756 in Montana, and 91 in Minnesota on Indeed.com (2020).

Educational Level of Target Population

Sitting Bull College operates in accordance with Title IV of the Civil Rights Act of 1964 and Title IX of the Education Amendment Act of 1973. Sitting Bull College affords equal educational opportunities to all qualified individuals, without regard to their race, color, ancestry, religion, sex, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, gender identity or expression, or any other characteristic or status that is protected by federal, state or local law.

The target population for this project consists of residents of the Standing Rock Reservation with an emphasis on Indian, special populations, and individuals with acute economic need. This population has significant deficiencies in education.
Most of the students who come to SBC can be classified as “high risk”. Students come to SBC with significant social and/or education problems requiring considerable work in order for them to succeed in postsecondary education. Historically, many enter college with a GED. Over the past five years 28.8% of new students enters with a GED. The following table provides the overall enrollment of the college for the past five years:

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</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>315</td>
<td>333</td>
<td>270</td>
<td>245</td>
<td>291</td>
<td>268</td>
<td>316</td>
<td>349</td>
<td>284</td>
<td>270</td>
<td>300</td>
<td>273</td>
<td>236</td>
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<td>Returning/returned from last semester</td>
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<td>139</td>
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<td>137</td>
<td>84</td>
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<td>148</td>
<td>169</td>
<td>136</td>
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<tr>
<td>Returning/returned from previous semesters</td>
<td>113</td>
<td>80</td>
<td>71</td>
<td>56</td>
<td>94</td>
<td>72</td>
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<tr>
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<td>28</td>
<td>37</td>
<td>23</td>
<td>54</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>Transfer students</td>
<td>21</td>
<td>22</td>
<td>30</td>
<td>17</td>
<td>24</td>
<td>25</td>
<td>24</td>
<td>27</td>
<td>25</td>
<td>15</td>
<td>17</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Non-GED</td>
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<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High School student</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>17</td>
<td>9</td>
<td>20</td>
<td>7</td>
<td>14</td>
<td>15</td>
<td>19</td>
<td>7</td>
</tr>
</tbody>
</table>

The average enrollment for SBC over the past five years is 284 students. With this enrollment, SBC is considered a mid to small-size tribal college. Fall 2020 enrollment was below the five year average due to the COVID-19 pandemic, but was indicative of long-term demographics and include 90% of the student body are Native Americans and the average age is 30. The majority of our students are female with a five-year average of 62%, but it is the hope with adding additional trades programs, that SBC can boost the male student enrollment.

Beyond the specific grade level attainment, the college as documented further evidence of student challenges. Using valid and reliable instruments, the college starting in the fall 2018 required the ACCUPLACER as a placement exam in reading, writing, and mathematics upon entrance to Sitting Bull College. Many of the students entering SBC are unprepared for college academic work. Sitting Bull College currently offers one developmental course in reading and writing (099 College Preparatory English) and three courses in developmental math (099 College Preparatory Math, 101 Pre-Algebra, and 102 Intermediate Algebra) to meet these challenges.

Students who seek admission to the college are those who have completed high school or an equivalency program.
Financial statistics show one hundred nineteen (41.7%) of the approximately 370 students enrolled at the college during the 2019-2020, academic year did not receive any financial aid. Two hundred thirty (230) received Pell grants; 170 received tribal higher education grants, and SEOG provided funding for 58 students. Data obtained from the FAFSA indicates 21 students received funding from Supplemental Security Income, 12 students received funding from SNAP (Food Stamps), 7 students received funding from Free Lunch Program, 1 students received funding from TANF, and 5 students received funding from WIC. (Note: Not all students and parents were directed to answer these specific questions identifying the five sources of need-based funding received in the prior year.) Four hundred sixty-four (90.6%) of these students enrolled at SBC are historically Native American with the vast majority (77.2%) being enrolled members of the Standing Rock Sioux Tribe. Therefore, given the high unemployment and the low skill level of the working age population, the proposed project clearly targets students who do not have the skills necessary to get jobs. The proposed project will not only provide them with industry specific skills but also the necessary skills to seek and maintain employment.

**Description of Activities to Meet Need**

Characterized by the following features, the plan of operation is designed to meet participant needs:

- Focus on a coherent sequence of courses in which career and academic education is integrated and which directly relates to, and leads to both academic and occupational competencies in the three high demand employment areas on the reservation;
- Provide for work-related experience including internships, practicums and job shadowing in each program of study proposed;
- Strong assessment and feedback mechanisms to encourage student success in their program;
- Collaboration with tribal and private sector employers and others associated with employment in the development and operation of the program in order to assure placement of students upon completion;
- Coordination of existing college services e.g. career and academic counseling, financial aid, tutoring/mentoring, and remediation to contribute to student success, and;
- Dissemination of project activities and evaluation plan through the North Dakota Tribal College Vice Presidents, North Dakota Career and Technical Education Directors meetings, and American Indian Higher Education Consortium.

**QUALITY OF PROJECT DESIGN**

The major purpose of SBC’s application is to provide career and technical training for more than 60 students per year and to place a minimum of 80% of completers in gainful employment.
Objective 1
During the project period September 1, 2021 through December 31, 2026, SBC will retain current students, recruit new students and enroll a minimum of 60 students per year in Nursing, Criminal Justice/Lay Advocate, and Information Technology associate programs, and Electrical, CDL, and Heavy Equipment Operators certificate programs.

Objective 2
During the project period September 1, 2021 through December 31, 2026, SBC will train 60 per year students, 25 in Nursing, 10 in Criminal Justice/Lay Advocate, 10 in Information Technology, 5 in Electrical, 5 in CDL, and 5 in Heavy Equipment Operations. Of these, a minimum of 21 students per year will complete either a certificate or a degree program per year. Placement will consist of at least eighty percent of these 21 students (16 students) per year in positions relating to their training.

Objective 3
During the course of the project, SBC will provide career and academic counseling and job placement services to a minimum of 60 participants in the career and technical education programs.

Objective 4
During the course of the project, SBC will develop an effective evaluation method and disseminate the methodology through the North Dakota Tribal College Vice Presidents, North Dakota Career and Technical Education Directors Association, and American Indian Higher Education Consortium.

Tribal and college project planners recognize operating a successful program involves training for a large enough number of people to have a significant impact on the employment conditions of the reservation. The information presented shows student enrollment, program completion estimates, placement projections that are realistic with regard to the available student pool and reservation needs.

PROJECT SERVICES

Student Enrollment

The proposed project will recruit and train 60 participants per year through the five-year period in nursing, criminal justice/lay advocate, information technology, electrical, CDL, and heavy equipment operations beginning September 1, 2021 and continuing through December 31, 2026. The project will consists of both career training at the certificate and associate level and will feature the integration of academic and career outcomes for students.

Heavily contributing to the ability of the college to foster a supportive climate for students is its small size. Its size allows the college to create a climate of inclusion for students. For the vast majority of students, they are able to develop positive relationships with not only the faculty, but also with the supporting staff. The teacher to student ratio at SBC is 9 to 1. Overall, the approachability of faculty and
staff supports a climate of mentorship. All members of the College’s staff and faculty are responsible for retention and recruitment efforts. Completion of retention and recruitment for the project will be through several difference means. This will include a quarterly newsletter sent to all box holders on the reservation along with boarder reservation towns, news release in local newspapers, high school visits, and through other agencies such as Tribal Employment Rights Office, who will notify individuals seeking employment of these training opportunities. The Project Director with assistance from SBC Outreach Coordinator will manage all efforts.

Once students become interested in a program, selection takes place. SBC is an open admissions institution. However, SBC has criteria for participation. These criteria include the willingness of each participant in completing and maintaining satisfactory progress a grade point average of 2.0 or higher, throughout the program of study. The College uses the ACCUPLACER exam to determine if remediation is necessary for students in the area of math and English. At the Associate level, students who score below the 12th grade level in these areas are required to enroll in Developmental English and/or Developmental Math course(s). At the certificate level, students receive remediation within their trade math courses. Through a strong student support services providing tutor services, completion of remediation takes place.

All new students are required to participate in an orientation session. Each semester thereafter, students receive career counseling, program planning, and follow-up services. In accordance with the Americans with Disabilities Act (ADA), staff and faculty work with students and/or other agencies to arrange reasonable accommodations. These accommodations may include, but are not limited to: extended time on tests, tests read aloud, reduced distraction testing, audio textbooks, large print materials, Braille materials, recording lectures, or other accommodations to allow the student access to the curriculum.

Recognizing the importance of technology and connectivity, SBC has implemented a policy of providing laptops to all Associate degree-seeking students. Students who do not have the internet at home can access it on the main campus or at either of the two-outreach sites. This allows students to check
email and perform research for class projects. As part of the technology connectivity, SBC also provides an SBC app for smart phones allowing students to check college notices and the schedule for college events.

**Training**

Completion of each program is through a developed sequence of courses students are required to complete at the associate level within a two-year period and one-semester to one-year period for certificate students. (Attached are the Sequence of Curriculum and Assessment Plans.) To assist faculty advisors, SBC has implemented the advising module as part of its student records management system. Therefore maintenance of registration, schedules, and advising sheets are within the computer system and are accessible at all times to faculty advisors. Completion of the selection of courses is through a meeting between the students and faculty advisor each semester to ensure the progression of success within the program. The Director of Financial Aid requires each student to sign a statement indicating he/she understands the requirements and objectives of his/her training and academic standards that are required to maintain continued financial aid support. Each program of study requires a work experience of a minimum of 135 hours at the associate level and 180 hours per semester for the certificate level. The following are the requirements for the work experience:

1. For the associate degree programs, a work-based learning plan includes:
   a. A statement indicating the college, the work site, and the student all understand and agree on the learning outcomes of the work experience.
   b. A schedule of the work experience the student is required to maintain.
   c. An agreement between the student and the work site explaining the employer’s expectations.
   d. The student’s obligations.
   e. A clear statement of the amount of credit to awarded for the work experience.
   f. The criteria for evaluation.
   g. A statement signed by both the employer and the student indicating a clear understanding the employer is under no obligation to employ the student upon completion of the work experience.

2. For the certificate programs, each student is required to complete a practicum that focuses on real job related projects. Offering of the practicum are Monday through Thursday from 1:00 pm to 4:00 pm.
Program Descriptions

Nursing – SBC Practical Nursing program is certified through the North Dakota State Board for Nursing and is currently, the only LPN program being offered at a Tribal College in North Dakota. It is a two-year degree program that prepares students to receive a Practical Nursing Degree. This associate degree prepares students for the licensure examination and for competent practice at the entry level of the licensed practical nurse. Completion of the program should take two academic years with two-summer sessions. Students complete the clinical component of their studies at Sanford Health Center in Mandan, North Dakota and St. Alexius Medical Center in Bismarck, North Dakota, which requires an overnight stay and 150 miles round trip for students.

Additionally, the completion of this two-year program enables students to choose to continue their advancement in nursing in the future. The students will be able to enter the final two years of a four-year bachelors of Science degree in nursing program. The current program meets the requirements of the first two years for most programs.

Students who are successful in the nursing program through the first summer session meet the requirements to become certified nurse aids. Participants will be eligible to take a State Board approved written and manual-skills examination to receive their certification upon completion of this portion of the Sitting Bull College program with a 2.00 grade point average or better.

Criminal Justice/Lay Advocate/Paralegal- By teaching the fundamentals of American criminal justice, Federal Indian Law, and Tribal Law, and the commonalities, disparities, and interactions between them, along with critical and creative thinking skills common to all disciplines related to the administration of justice, the Criminal Justice program is designed to endow students with the fundamental knowledge to move on to a four-year institution of higher learning or enter careers in one of the major components of the American or Tribal criminal justice systems – law enforcement, the courts, or corrections – or allied fields. Alternatively, those who fulfill the requirements for an Associate of Science degree in Criminal Justice may also find immediate entry level employment in certain sectors of the criminal justice field, including law enforcement, corrections, and/or security.
By emphasizing a multidisciplinary approach to the study of Criminal Justice, the program is intended to give graduates the foundational knowledge to pursue career paths in such disparate disciplines as Indian Law, the Forensic Sciences, Juvenile Justice, the Courts, Corrections, Advocacy, Criminology, the Law, Criminal Investigations, and many, many more.

The AAS Lay Advocate/Paralegal program expands the appeal of the criminal justice program to attract a wider range of students, but also to address a need unique to Native American communities. Creation of the program was the direct response to a genuine need for additional and better-trained advocates in the Standing Rock Court, as suggested by the Criminal Justice Advisory Committee.

Legal justification for the program relates to the stipulations in the Standing Rock Sioux Tribe Constitution and federal law that Tribal courts are not required to provide counsel for indigent defendants. Although the Standing Rock Tribal court does provide a public defender for criminal defendants, the Standing Rock Tribal Code of Justice allows Lay Advocates to serve as legal counselors in both criminal and civil proceedings. It is also important to note Sub-section (b) of Section 1-601 of the Standing Rock Sioux Tribe Code of Justice (S.R. S.T.C.O.J) specifies one of the qualifying factors for practicing as a Lay Advocate/Paralegal in the Tribal Court is “that the Tribal advocate or lay counselor shall have completed a basic tribal advocacy course offered by . . . Standing Rock Community College [sic]”. As the foregoing suggests, it is likely that Lay Advocate degree programs are offered at only a few Tribal colleges.

The Associate of Applied Science (AAS) Lay Advocate program specifically addresses the need for qualified lay advocates and paralegals in the Standing Rock and other Tribal courts, as well as to provide the basic knowledge and skills to obtain entry-level employment in the paralegal field.

Information Technology - In the area of information technology, certificate and degree programs are offered. This program will prepare students to enter into the world of work with the most commonly accepted IT certifications; CompTIA’s A+ for IT technicians, Cisco CCNA, and Cisco CCT. The courses offered at SBC are standardized with the North Dakota University System’s common course numbering
system, preparing students to transfer to a four-year institution of higher learning for more advanced degrees.

The purpose of the Information Technology program at Sitting Bull College is to provide students with the education and skills needed to succeed in the field of technology. Our students will acquire knowledge conducive to beginning a life-long career in our ever changing technological society, while developing the skills to adjust to the fast-paced innovative field and continuing to thrive in this evolving world. Students will use the attained critical thinking abilities to provide solutions to problems, implement ideas, and sustain our interconnected society.

**Electrical** - This program will provide students with the instruction and skills needed to obtain an Apprentice Electrician’s License through the North Dakota State Electrical Board and gain employment in the electrical industry. Coupled with “hands-on” experience work at on and off-campus construction sites, the curriculum provides the necessary theory as well as instruction in blueprint reading, estimating, safety, conduit bending, and the use of newly developed electrical lab and materials. Extensive experience is gained in electrical layout and installation of new residential construction and light commercial wiring according to the National Electrical Code Guidelines.

**CDL** – The purpose of the Commercial Driver’s Licensure is to provide students with a working knowledge of a tractor trailer and basic skill driving. Along with the knowledge of standard safety practices set by the Occupational Safety and Health Administration. Students will understand all North or South Dakota Department of Transportation Regulations. Upon completion of the CDL programs, student are prepared to complete licensure towards a Class A or B. Class A CDL holders are allowed to drive any type of vehicle. By definition, a Class A CDL holder can drive a commercial motor vehicle that is towing a trailer that is more than 10,000 pounds. A Class B CDL holder, on the other hand, is only allowed to drive a commercial motor vehicle towing a trailer that is less than 10,000 pounds or school buses. Students are allowed to use SBC semi-truck or school bus to complete the driving portion or the examination.
Heavy Equipment Operator – The purpose of the Heavy Equipment Operator is to train students with the technical skills and knowledge necessary to earn credentials from NCCER in Heavy Equipment Operations. In addition, the student will use critical thinking to describe basic mechanical operations and implement maintenance procedures, and to demonstrate knowledge of laws, regulations and safety requirements of the profession.

Integration of Academics into Program

On the academic side, the college is concerned with the integration of academics into occupational training. To this end, the institution requires the same general education track for its career and technical education students that is does for other students. The integration of academics into career and technical education competencies provides the kind of quality the college strives to maintain. SBC has implemented a Cohort learning model – All associate degree-seeking students are placed in a first year experience cohort to foster connectivity with other students. The course load for the cohort includes Psych 100 – First Year Learning experience, a math course, and English course and Intro to Computers. Beyond strengthening the connection with other students, these courses encourage the development of higher level thinking skills. The First Year Learning Experience course prepares students for college and covers topics such as study skills, test taking skills, time management, career aptitude, and financial management skills. Students selected for the programs enter the normal flow of the college and follow all academic policies and procedures as outlined in the 2020-2022 SBC Bulletin.

Course, program, and institutional outcomes are specified on all course syllabi. In an effort to be able to show its students are indeed achieving these outcomes, SBC has implement a successful assessment program, which requires each program to develop program outcomes and a means to measure these outcomes (See attachments for program outcomes and assessment plan). The yearly results of each program assessment data is presented to the Assessment Committee at a two-day yearend Assessment meeting and is included in the College’s annual Assessment report. This process allows for feedback to the programs from the assessment committee and provides for data driven decisions for program improvements.
Placement

During the course of study for students, the college provides placement counseling for all project participants. This will be completed through the completion of a Transition from College to Work and Job skills courses and placement team. The placement team will be made-up of the project director, instructors, and career counselor. The placement team will provide a list of jobs that are available which are suitable for a program completer. The Transition from College to Work course for Associate degree seeking students and the Job Skills course for certificate students will assist students in the preparation of a resume, how to apply for positions, interviewing techniques, etc.

Linkages

Sitting Bull College will fully cooperate with the North Dakota State Board for Career and Technical Education and North Dakota State Board for Nursing to assure all curriculum and instruction meets State standards. Further, the Project Director and instructors under the proposed project are North Dakota Career and Technical Education State certified career educators. This cooperation ensures students receive full credit for training and are employable on and off the reservation.

Project staff visit other Tribal Colleges/State Colleges that have similar programs of study to receive feedback concerning the factors that make a program successful and some of the weaknesses and problems confronted by other programs. Sitting Bull College underwent a five-year program review of all Career and Technical Education programs in the fall of 2017 from the North Dakota Career and Technical Education office, receiving commendations for all programs, with some suggestions, but no required recommendation for correction.

Each program has established Advisory Committees composed of representatives of the College, Tribal Employment Rights Office, Workforce Investment Act (WIA), High Schools, Indian Health Services, Tribal Planning, Tribal Courts, post-secondary educators, and private enterprises. Advisory committees meet no less than twice a year and more often as necessary. The committees advise concerning the relevance of the curriculum and potential job sites. In addition, Sitting Bull College allows high school students that can score at the College level in the ACCUPLACER to take dual credit.
course or to duel enroll at both the high school and the College, if they have completed all their high school graduation requirements. In addition, SBC has signed a Memorandum of Agreement, with one of the local high schools, to allow high school seniors to enroll in the electrical program. In addition, the Electrical Instructor goes to the high school on Fridays to teach a course to high school juniors as a preparatory for them to enroll in the College electrical program during their senior year. Attached is a letter of support from the Standing Rock Education Department, which represents all K-12 schools on the Standing Rock Reservations.

Dedicated to the improvement of teaching and learning, Sitting Bull College through use of other funding sources supports faculty development. Therefore, the faculty involved in this project have the same faculty development opportunities as other college faculty. Faculty involved in the project attends the North Dakota State Board for Career and Technical Education Conference held in August each year in Bismarck, North Dakota to stay current with new methodologies.

PROJECT PERSONNEL

Serving as the NACTEP Director at 25%, [Name], Vice President of Operations will be directly responsible for oversight of the grant. [Name] holds a Bachelor’s of Science in Business Education, Master’s in Management with an emphasis in Information Technology, and a PhD in Organizational Management. She has thirty-nine years of experience in career education, and is an approved administrator by North Dakota Career & Technical Education Department and was SBC’s previous Vocational Education grant director. She is responsible for Carl Perkins funds distributed through the North Dakota State Board for Career and Technical Education for the current career and technical education programs at SBC.

[Name] Director of Division of Nursing will serve as a faculty member and along with providing oversight for the nursing program at 100% effort. [Name] holds a Bachelor’s of Science degrees and Master’s degrees in Nursing, and a PhD in Education. [Name] has over ten years of experience in the nursing field, which makes her an excellent faculty for this position.
will serve as the Criminal Justice faculty at 100%. has thirteen years of teaching experience at SBC. earned a Bachelor’s of Science degree in Criminal Justice from Northeastern State University, a Master’s of Science in Forensic Sciences (with an emphasis in Forensic Psychology) from Oklahoma State University, and a PhD in Criminal Justice from Capella University, with research and academic interests that include the psycholegal aspects of capital punishment and the psychology of criminal behavior.

will serve as the Information Technology Specialist at a 50% effort. will spend 50% effort teaching and advising participants in the Information Technology program. is currently pursuing a PhD Pursuing Doctorate in Education Leadership. She holds a Master of Education with an areas of Concentration: Curriculum, Assessment, & Instruction, and a Bachelor of Arts in Business Administration Marketing information Technology. has participated in a number of computer workshops held through the North Dakota Career and Technical Education department and is a certified career and technical education instructor.

will serve as the Electrical Instructor at 100% effort. has been an apprentice electrician since 2008 and completed the North Dakota Career and Technical Education Teacher Practicum course in 2016-2017. He has completed continuing education courses in NEC Calculations and Common Code Violations and Electrical Prep course recognized by the North Dakota State Electrical Board.

will serve as the CDL/Heavy Equipment Instructor at 100% effort. Prior to coming to Sitting Bull College, taught Heavy Equipment Operations at United Tribes Technical College for four years and has a number of years of experience working with companies that required heavy equipment operations and maintenance. He is certified instructor through the North Dakota Career & Technical Education department.

All project personnel vitas are available for review in the attachment section.
The administration of the college is actively involved in making this project a success. The Career Counselor is a regular staff member of the college makes a substantial contribution to the efforts, along with the Academic Counselor, Outreach Coordinator, Registrar, and Financial Aid Director.

Other elements of the college are also available to students in these career and technical programs. The Student Support Services Department provides tutoring services and other services for students needing additional help in their work to bring them up to a level where they will benefit.

Students in the associate degree path of career and technical programs are also required to take the general education courses required by the college for their degrees. This will bring additional faculty into their program and provide them with wider exposure.

ADEQUACY OF RESOURCES

Facilities

The dream of a new campus began in 1996 with the purchasing 160 acres of land. The master plan was developed in phases for the College. Phase I was the water, sewer, roads, and lights. The first building completed on the new campus in 2000 was the visitor’s center with a classroom that used for painting, stain glass, and pottery. The Visitor’s Center houses provides information in regards to historical site on the reservation along with history about the Standing Rock Sioux Tribe. The Visitor’s Center welcome hundreds of visitors a year to the Sitting Bull College campus. The College also completed eighteen low-income student-housing units on the new campus. Construction of the first academic building the science and technology center began in the fall of 2004 with completion in December 2005. Classes began in this 23,000 square foot state-of-the-art facility in January 2006. In March 2006, the college began its occupation of the 16,000 square foot family support center. This facility houses the education programs and contains a safe, modern daycare facility that can accommodate 30 children, along with a preschool-2nd grade Lakota Language Immersion School. On April 2, 2007, the college opened a new 5,100 square foot transit center on the new campus. Sitting Bull College founded the Standing Rock Public Transportation program in 1989 and since then has funded and managed the program. The new facility houses the Standing Rock Public Transportation (SRPT) program, including five offices, a
waiting area for customers, two mechanic bays and one wash bay for transportation vehicles. In July 2008, construction of a 16,500 square foot entrepreneurial center was completed. It houses the President’s office, business administration, criminal justice, and horsemanship programs, along with the Tribal Business Information Center and six business incubator spaces to assist with business start-ups. Completed in July 1, 2009 was a 13,000 square foot student center, which houses a 6,000 square foot library, and a 7,000 square foot area for student services and developmental education. Included the student services area is a classroom, computer lab, GED/tutoring lab, a student lounge, and offices for student support staff. In April 2010, construction of a 3,000 square foot facility financial center was completed which houses the college’s business offices. In the fall of 2010, construction of a 14,000 square foot trades center was completed which houses the college’s current building trades program including the electrical, CDL, and Heavy Equipment Operator programs. Added in 2015, a 1,625 square foot addition to the trades building for the welding program. In the fall of 2012, construction of a 5,000 square foot efficiency apartment was completed that can house 12 female and 12 male students.

The college continues to seek funds for additional dorms, cafeteria, and wellness center.

Library

Sitting Bull College Library serves as a library for the College in addition to serving as a public library for the local community. The services of the library are available equally to students and community members living on the Standing Rock Reservation. In addition, the library has several computers that allow access to the Internet, as well as the use of current computer software. Currently, there are over 14,000 volumes in the SBC Library. There are a broad range of print newspapers, magazines and journals available. The library also provides access to several online subscription resources that allow access to online journals, newspapers, auto repair, genealogy, eBooks and much more. These are also available to both students and the public. Interlibrary-loan is available to secured additional library material.
Commitment

The college has consulted with the various agencies in continuing these programs (Letters of Support attached). The major entities on the reservation have committed to helping with the proposal as an advisory capacity or as a potential employer.

Budget

The budget information of the proposal shows all costs for the program and the justification for these costs for the five-year period. Based on the belief, SBC costs are all appropriate for achieving the objectives of the training and employment of students.

Certified CTE Instructors

All project instructors currently hold a North Dakota Career and Technical Education certification.

Sustainability

The college is committed to providing education on the Standing Rock Reservation that will improve the quality of life for its residents. Accomplishment of this commitment is through education programs that provide students with the skills necessary to seek and maintain employment. The College maintains a rigorous five-year program review process. This process requires programs to provide a feasibility study of the overall need for continuation of the program. Based on the program reviews, the college will continue upon completion of the grant the programs of study, until program reviews provide evidence in which the programs have meet employment needs of the reservation and surrounding communities.

Established in 1996, Sitting Bull College continues to maintain a building trades program of study established under a previous Indian Vocational Education grant.

QUALITY OF MANAGEMENT PLAN

Management Plan

Sitting Bull College has administered federal programs throughout its forty-eight year history, including previous successful Indian Vocational/Career and Technical Education Program from 1996
college’s management controls effective operations within the constraints of Federal rules and
regulations.

The Standing Rock Sioux Tribe charters the college. The eight member Board of Trustees
oversees college operations, sets the mission, goals and policy, and serves as a liaison with the reservation
communities and entities. Entrusted for day-to-day operations of the college is administration, which is
made-up of the President, Vice President of Operations and Dean of Academics.

The Vice President Operations will be the Project Director for the program and is directly
responsible for oversight of the grant. She has responsibility for daily management of the project and has
the authority necessary to ensure smoother operations of the project. The Project Director is required to
submit quarterly written reports to the Board of Trustees and Administration covering the grants
objectives and activities that have taken place to meet objectives. The Dean of Academics who is
supervised by the project director has direct supervision for faculty members brought in under the grant
and are part of the regular college faculty for governance purposes, e.g. committee assignments. The
Dean of Academics works closely with the Vice President of Operations and both serve on program
Advisory Committees. The faculty are critical to the success of the project, therefore, they are
encouraged to provide input relative to the decision making process.

The Vice President of Operations along with the IT/Finance Director maintain fiscal integrity of
the project. Fiscal policies are in place to cover the disbursement of funds including payroll,
requisitions/purchasing, and travel expenditures. Through SBC’s record management system, the Project
Director has direct access to all expenditures and monitors the expenditure of funds as compared to level
of effort in reaching goals. Completed annually are audits of all funds of the college.

SBC’s Career Counselor assists students with job ready skills, completion of resume, and
provides students with potential job opportunities.
Activities and Time Lines

Activities with related time lines and staff resources have been established to guide the project’s efforts. The activities form a sequential path to success attainment of the objectives. Activities are presented in the following charts.

Objective 1

During the project period September 1, 2021 through December 31, 2026, SBC will retain current students, recruit new students and enroll a minimum of 60 students per year in Nursing, Criminal Justice/Lay Advocate, and Information Technology associate programs, and Electrical, CDL, and Heavy Equipment Operators certificate programs.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>EVIDENCE</th>
<th>STAFF</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retain Current Students and Recruit New Students</td>
<td>Contact Reports</td>
<td>College/Project Director/Project Staff</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Enroll Students in Training Programs</td>
<td>Registration Form</td>
<td>College/Project Director/Project Staff</td>
<td>Fall 2021 through fall 2026</td>
</tr>
<tr>
<td>Hold Advisory Committee Meeting</td>
<td>Minutes on File</td>
<td>Project Director/Project Staff</td>
<td>October and April each grant year</td>
</tr>
</tbody>
</table>

Objective 2

During the project period September 1, 2021 through December 31, 2026, SBC will train 60 per year students, 25 in Nursing, 10 in Criminal Justice/Lay Advocate, 10 in Information Technology, 5 in Electrical, 5 in CDL, and 5 in Heavy Equipment Operations. Of these, a minimum of 21 students per year will complete either a certificate or a degree program per year. Placement will consist of at least eighty percent of these 21 students (16 students) per year in positions relating to their training.

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<thead>
<tr>
<th>ACTIVITY</th>
<th>EVIDENCE</th>
<th>STAFF</th>
<th>TIMELINE</th>
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<tbody>
<tr>
<td>Hold monthly meetings with work sites</td>
<td>Minutes of Meeting</td>
<td>Project Director/Project Staff</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Select participants based on criteria:</td>
<td>Application Form</td>
<td>Project Staff/College Staff</td>
<td>One month prior to the beginning of fall and spring semesters each year and continue until enrollment is closed</td>
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<tr>
<td>• Application</td>
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<td>• Interview</td>
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<td>• Reference</td>
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<tr>
<td>• Indian Blood</td>
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<td></td>
<td></td>
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<tr>
<td>• Commitment</td>
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<td></td>
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<tr>
<td>Test participants with the ACCUPLACER</td>
<td>Results on file in Registrar’s Office</td>
<td>College Staff</td>
<td>One month prior to the beginning of fall and spring semesters each year and continue until enrollment is closed</td>
</tr>
<tr>
<td>Student Orientation</td>
<td>Roaster of Students</td>
<td>Project</td>
<td>During the first week</td>
</tr>
</tbody>
</table>
### Objective 3

During the course of the project, SBC will provide career counseling and job placement services to a minimum of 60 participants in the career and technical education programs.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>EVIDENCE</th>
<th>STAFF</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide orientation to include:</td>
<td>Individual participants file; Completion of courses in First Year Learning Experience and Transitions from College to Work, and Job Skills courses</td>
<td>Project Director/ Project/College Staff</td>
<td>Ongoing</td>
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<tr>
<td>Career Information</td>
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<tr>
<td>Educational Planning</td>
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<tr>
<td>Introduction to College</td>
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<tr>
<td>Student Responsibility</td>
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<tr>
<td>Program Expectation</td>
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</tr>
<tr>
<td>Assign work experience to students</td>
<td>Individual participants file</td>
<td>Project Director/ Project/College Staff</td>
<td>Last semester in students program of study</td>
</tr>
<tr>
<td>Work with Placement Team</td>
<td>Placement results individual participants file</td>
<td>Placement Team</td>
<td>Last semester in students program of study</td>
</tr>
<tr>
<td>Implement follow-up to procedures for completers</td>
<td>Individual participants file</td>
<td>Project Director/ Project Staff</td>
<td>Six-month after completion</td>
</tr>
</tbody>
</table>

### Objective 4

During the course of the project, SBC will develop an effective evaluation method and disseminate the methodology through the North Dakota Tribal College Vice Presidents Committee, North
Dakota Career and Technical Education Directors Association, and American Indian Higher Education Consortium.

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<tr>
<th>ACTIVITY</th>
<th>EVIDENCE</th>
<th>STAFF</th>
<th>TIMELINE</th>
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</thead>
<tbody>
<tr>
<td>Development of Full Evaluation Plan.</td>
<td>Completed plan</td>
<td>Project Director</td>
<td>October 2021</td>
</tr>
<tr>
<td>Dissemination of evaluation method.</td>
<td>Outcomes Matrixes</td>
<td>Project Director/</td>
<td>Quarterly Deans,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career and Technical</td>
<td>Annual AIHEC meetings.</td>
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</table>

**QUALITY OF PROJECT EVALUATION**

The evaluation will track the progress of the project against the time line and objectives that are set in this proposal. The other component is an outcomes-oriented component that will assess the success that the project is having with students and monitor progress in ways that are compatible with reporting requirements and the GPRA requirements.

The following is the plan on how SBC collects data to address the **GRPA standards**:

- a. Students master academic knowledge and skills that meet challenging State or program-defined standards. This will be measured by the number of students enrolled in the programs of study that successfully complete with a 2.00 grade point average. Project Staff along with the Evaluator will use the data to make recommendations for improvement to the programs to insure that students are able to complete their program of study in the recommended time.

- b. Students master the knowledge and skills that meet State established or program established industry-validated vocational and technical skill standards – Program competencies will be developed that meet industry validation. The North Dakota State Board for Career and Technical Education has approved the programs of study and the competencies and the North Dakota State Board of Nursing has approved the Nursing programs. The number of students in the programs that successfully complete their student internship requirements and the number of students in the Nursing program that pass the State Board Exam will be measurement of the students’ mastery of competencies. Project Staff along with the Evaluator will use this data to make recommendations for improvement to the programs to insure students are mastering the program competencies.

- c. Student attainment of postsecondary degrees. The number of students who successfully complete degree or certificate requirements will measure this. The project will be successful with a 35% completion rate. Project Staff feel that 35% is successful for a two-year project, due to the fact that 64% of SBC students enter with a deficiency in math or English and need to enroll in Developmental courses their first semester, adding additional semesters to complete ones degree. Project Staff along with the Evaluator will track the number of students who have successfully completed degree or certificate requirements. This data will be used to make recommendations for improvement to the programs to insure students are completing their program of study in the required time allotment.

- a. Placement in, retention, and completion of postsecondary education. Sitting Bull College is proposing that 80% of student completers will be placed in positive employment settings including advanced training and military services. Project Staff along with the Evaluator will track the number of completers that have positive placement. Project Staff will assist with job placement and will track for six months beyond completion of program of study. The data will be used to make recommendations for improvement to the programs to insure students are receiving positive placement.
b. Student participation in and completion that lead to nontraditional training. Sitting Bull College does not discriminate in enrollment practices and the Project Staff will actively recruit males into the nursing program and females into the criminal justice program, which would be considered nontraditional training for these genders. Data will be gathered as to the number of enrollees, completers and placement. The Project Staff along with the Evaluator will use this data to make recommendations for improvement to the programs to recruit nontraditional students into the nursing and criminal justice programs.

**Process Evaluation**

The purpose of the process component is two-fold. First, it will monitor the progress of the grant as it was developed in the proposal and second it will provide feedback to project management, which will allow them to make adjustments in their plans in order to complete the required work.

On a quarterly basis, the project director presents a report to the college administration and Board of Trustees showing progress during that quarter with specific indications of the status of each assigned activity. The results are (a) knowledge about how the project is progressing, and (b) a process that allows modifications within the general scope of the project if needed.

In addition to the activity monitoring, the project director will also work with the Chief Financial Officer to parallel spending with activity. At the end of each quarter, the Comptroller prepares a report that parallels spending with activity for that quarter and requests the draw down of funds. This report will also be a part of the discussion with the project director and adjustments in both activity and spending can be made.

All the above effort is aimed at answering these questions:

1. Was the project carried out in a manner that was consistent with the plan laid out in this proposal?
2. Was the process documented in such a way that what was learned by the College could be disseminated and replicated at other places?

**Outcomes Evaluation**

The reason for assuring that the project adheres to its process is so that it can attain results. The second major part of the evaluation deals with these results. The outcomes section of the evaluation will look at the extent to which the project achieves its objectives. Its primary focus is on measures that can be quantified and a statistical technique called Goal Attainment Scaling will be used. Several general questions are asked of the project:
1. Did the project enroll, retain, and complete the numbers of students that it said it would?
2. Did the project place the numbers of students that it said it would in jobs, the military, or in advanced work?
3. Did the students in the project learn what they need to learn for employment based on the standards of the three areas of employment in the project?
4. Did the project result in completers being licensed in those areas where licensure is required?
5. Do the figures above represent an increase over “business as usual”?
6. Did the project enroll, retain, complete, and place students in non-traditional programs and placements?
7. Were the results of the project consistent with what was intended?
8. Were the outcomes of the project clearly the result of the treatment that students enrolled in programs that the project sponsored, including counseling and individual assistance?
9. What are some of the characteristics of students who were successful in the project and what are the characteristics of students who were not successful?
10. What specific knowledge and skills did students in the project learn and how is this documented?
11. Was this knowledge and skills consistent with industry standards?
12. What partnerships with (a) other parts of the institution, and (b) outside agencies were formed so that student could be referred in order to increase their chances of success in vocational-technical education?
13. To what extent were these partnerships used by staff and students to improve chances of success?
14. What are the long-term implications of this project on students, the College, and the reservation as a whole?

These questions taken together will give a clear answer to whether or not the College met its objectives for the project.

The remainder of this section describes methods for obtaining answers to these questions. Specifically, it will involve the kinds of data that will be collected, methods for analyzing the data, and methods for reporting to management and the Department of Education on the results.

**Method**

The basic data for the evaluation will be derived from SBC’s computer files. The college uses the Jenzabar as its database. Jenzabar is used for admission, advising, registration, grade reporting and other normal data operations of the College. Much of the data required for semi-annual reports will be generated through Jenzabar.

Data that is not collected by Jenzabar – outcomes data other than grades, referrals to other agencies, reasons for dropping courses and leaving programs, placement and persistence in placements among others that will develop as time passes – are collected and tallied on separate tables and submitted to the Vice President of Operations annually for analysis.
Faculty are allowed to select the program assessment tool that best fit their program of study. These tools range from research projects, internships, capstone courses, and skills tests, among others. At the completion of the academic year faculty will be required to submit to the assessment committee their completed assessment program materials with actual results and actions/recommendations in addition to a one page finding on the program.

[Name] has agreed to be the external evaluator for this project if funded. [Name] holds forty plus years of experience in career and technical education, with nineteen years at the North Dakota State Board for Vocational and Technical Education. During his time with the state, he served as an advisor and consultant for secondary and post-secondary educational institutions. He is very familiar with reporting requirements as outline by the Carl Perkins Law and United State Office of Education. He will complete a comprehensive review on the programs.

ADDITIONAL SELECTION FACTORS

Tribally-Controlled Community College Status

Fully accredited by The Higher Learning Commission of the North Central Association, SBC is a tribally controlled community college. The successful strategies the college has employed in the past in operating career and technical education programs will benefit the proposed project.