South Puget Intertribal Planning Agency
Native American Career and Technical Education Program (NACTEP)

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Background

Introduction to South Puget Intertribal Planning Agency and the Participating Tribes

South Puget Intertribal Planning Agency (hereafter SPIPA) is a Tribally chartered 501 (c)(3) organization (see Attachment page 1 Proof of Nonprofit Status) that was formed in 1976 by leaders from the Confederated Tribes of the Chehalis Reservation, the Nisqually Tribe, the Skokomish Tribal Nation and the Squaxin Island Tribe to promote and enhance the prosperity of their Tribal communities. In 1992, the consortium was joined by the Shoalwater Bay Indian Tribe. SPIPA’s mission is SPIPA is an intertribal nonprofit consortium, which serves the Chehalis, Nisqually, Shoalwater Bay, Skokomish and Squaxin Island Tribes through planning, technical assistance and program management in response to the directives of the Consortium Tribes.

SPIPA is guided by a Board of Directors made up of appointees from each Tribe who are nominated by the governing body of each Tribe. The Executive Director reports to the Board and oversees the four primary focus areas of service. These areas are Health and Wellness, Family Supports, Community Resources and Workforce Development (WFD). The SPIPA WFD department currently provides services through a PL 102-477 Plan that includes Tribes Assisting Native Families (TANF), Native Employment Works, and Child Care and Development Fund services. The SPIPA NACTEP will be located in the WFD service area and will leverage the experience of its professional staff and existing programs to expand career and technical educational opportunities for the five SPIPA participating Tribes.

Chehalis Tribe
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The Chehalis Confederated Tribes come from Hoquiam, Hooshkal, Humptulips, Klimmin, Nookskhom, Satsop, Wyooche, and the Wishkah Tribes. They are a Salish language group whose economy historically depended upon the trade of fish, clams, oysters, and furs. The Tribe rejected the terms of treaties offered by the U.S. Government as unacceptable. This has meant that the Chehalis were a “non-treaty” or Executive Order Tribe. Non-treaty Tribes have historically had limited and unpredictable aid from the government.

*Nisqually Tribe*

The Nisqually Tribe occupied a homeland of approximately 2 million acres of the interior woodlands and coastal waters from Mt. Rainier to the shores of Puget Sound. The Nisqually reservation of today is 5,000 acres located in Thurston County and Pierce County, Washington. The reservation is approximately 15 miles from an Olympia and 40 miles from Tacoma, Washington.

*Shoalwater Bay Tribe*

Smallest of the partnering Tribes, Shoalwater Bay consists of a 334.5 acre reservation established by executive order on September 22, 1866 and set aside for “Miscellaneous Indian purposes.” Tribal members historically worked in the fishing, crabbing, and oyster industries, and spoke the Lower Chehalis dialect. There is very limited public transportation available in Tokeland, where the reservation is located. The majority of Tribal community members are in the low- to poverty-level income range.

*Skokomish Tribal Nation*

The Skokomish Indian Reservation is located on the Skokomish River delta, which drains into Hood Canal’s Great Bend on Washington’s Olympic Peninsula. The Point-No-Point Treaty,
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concluded on January 26, 1855, created the Skokomish Reservation. An Executive Order
enlarged the Reservation on February 25, 1974. Its terrain ranges from marshy flood-prone
lowlands to wooded steep-sloped highlands. The elevation extremes make little of the
Skokomish Reservation economically viable for residential use. Located in rural Mason County,
the Reservation lies 10 miles north of Shelton, a town with a population of 9,975. The
Reservation covers almost 5,000 acres (7.5 square miles). Two major highways cut the
Reservation, State Highway 101 and County Highway 106. The Skokomish Tribe is a sovereign
nation of 781 enrolled members.

Squaxin Island Tribe

The Squaxin Island Tribe includes people belonging to the surrounding watersheds also known
as the People of the Water. Squaxin has a current unemployment rate of about 30%, down from
46% in the early 1990s. The Tribe is the 4th largest employer in Mason County. Upon the
signing of the 1854 Medicine Creek Treaty, the Lushootseed-speaking Squaxin Tribal ancestors
ceded territory in the present-day Olympia and Shelton areas of Mason and Thurston County,
Washington. The original Reservation was established on Squaxin Island, which lacks fresh
water; over the generations, Squaxin people moved back to their non-island homelands near
Kamilche, Shelton and Olympia, Washington.
Total SPIPA Consortium Tribal members in age group

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Chehalis</th>
<th>Nisqually</th>
<th>Shoalwater Bay</th>
<th>Skokomish</th>
<th>Squaxin Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 years old</td>
<td>4</td>
<td>21</td>
<td>2</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>2-5 years old</td>
<td>72</td>
<td>48</td>
<td>20</td>
<td>34</td>
<td>70</td>
</tr>
<tr>
<td>6-11 years old</td>
<td>120</td>
<td>83</td>
<td>37</td>
<td>61</td>
<td>92</td>
</tr>
<tr>
<td>12-14 years old</td>
<td>60</td>
<td>31</td>
<td>19</td>
<td>30</td>
<td>67</td>
</tr>
<tr>
<td>15-18 years old</td>
<td>63</td>
<td>52</td>
<td>34</td>
<td>42</td>
<td>81</td>
</tr>
<tr>
<td>19-24 years old</td>
<td>99</td>
<td>81</td>
<td>55</td>
<td>75</td>
<td>113</td>
</tr>
<tr>
<td>25-34 years old</td>
<td>159</td>
<td>123</td>
<td>74</td>
<td>127</td>
<td>190</td>
</tr>
<tr>
<td>35-44 years old</td>
<td>126</td>
<td>117</td>
<td>57</td>
<td>119</td>
<td>154</td>
</tr>
<tr>
<td>45-54 years old</td>
<td>105</td>
<td>112</td>
<td>30</td>
<td>104</td>
<td>122</td>
</tr>
<tr>
<td>55-64 years old</td>
<td>104</td>
<td>77</td>
<td>46</td>
<td>126</td>
<td>123</td>
</tr>
<tr>
<td>65 &amp; older</td>
<td>67</td>
<td>81</td>
<td>39</td>
<td>76</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total Tribal membership population</strong></td>
<td><strong>979</strong></td>
<td><strong>826</strong></td>
<td><strong>413</strong></td>
<td><strong>781</strong></td>
<td><strong>1,126</strong></td>
</tr>
</tbody>
</table>

*as of 2020

Source: Tribal Enrollment Offices and Planning Departments
This map encompasses the reservations of the five tribes and two urban service areas in eight counties.

Geographically, the five Consortium Tribes are located around South Puget Sound. SPIPA operates two Workforce Development locations in Kitsap and Pierce Counties that serve the needs of Tribal members in these more urban counties. These two sites will also participate in the **SPIPA NACTEP**.
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AI/AN Populations in Participating Counties

<table>
<thead>
<tr>
<th>Lewis</th>
<th>Pacific</th>
<th>Pierce</th>
<th>Grays Harbor</th>
<th>Thurston</th>
<th>Mason</th>
<th>Wahkiakum</th>
<th>Kitsap</th>
<th>Total AI/AN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,343</td>
<td>553</td>
<td>12,939</td>
<td>3,711</td>
<td>3,907</td>
<td>2,588</td>
<td>57</td>
<td>4,369</td>
<td>29,467</td>
</tr>
</tbody>
</table>

Need for Project

1. The extent to which the proposed project involves, coordinates with, or encourages Tribal economic development plans.

The Tribes participating in the SPIPA NACTEP have long been engaged in economic development activities. For most, this has meant a focus on gaming. For some, the addition of hotels, convenience stores, or manufacturing, has increased the economic viability of the Tribal government, citizens, and surrounding communities. The advent of the COVID-19 pandemic, however, has had devastating impacts on the economics of each of the five Tribes. In Washington State, which was one of the first states to be impacted by the pandemic, casinos, restaurants, and hotels have suffered significant negative impacts through shutdowns, bans on indoor dining, and travel restrictions. This makes diversification of Tribal economies an urgent need. All of the participating Tribes are working to diversify their economies. This includes businesses in sectors such as agriculture, health care, aquaculture, information technology (IT) and renewable energy, in addition to strengthening existing efforts in gaming, manufacturing, leisure and recreation and retail. SPIPA NACTEP will work to support the goals of the Tribal economic plans.
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Tribal economic plans shared with SPIPA indicate that all future economic development will benefit from having long-term workers who come from within the community, leading to increased likelihood of continuity in staff. Tribes are building community sustainability, with attention to the planning, development and maintenance of infrastructure and systems that support economic, energy, and other types of long term sustainability. These plans require skilled people. The areas of focus on the Tribal economic plans include:

- Building construction, design planning, etc.
- Natural resources management, both Tribal government and economic development
- Potential expansion of health care services, supporting aging populations

The visions for economic development are increasingly geared toward the fields of Science, Technology, Engineering, and Mathematics (STEM). All economic development requires finance staff, capacity development, and heavily relies on IT.

All of the Tribes participating in this application have indicated their approval of this program through Resolutions. These Resolutions demonstrate their commitment to SPIPA NACTEP Program and are included in the Attachments (pages 2 through 9).

2. The extent of the need for the activities to be carried out by the proposed project, as evidenced by local labor market demand or occupational trends data, Tribal economic development plans or recommendations from accrediting agencies.

Since the United States implemented the Board School scheme in 1870, the education afforded to most members of Tribes has been focused on forcing indigenous children to assimilate into the dominant culture and to learn the skills required of low wage, physically demanding labor that
were the primary economic opportunities available to Native Americans. Boarding schools generally educated girls for domestic service and boys for agriculture-based labor. In the modern era, boarding schools expanded to include the kinds of subject areas that are more familiar, history, mathematics, social studies, and science. However, the association of school with abuse, loss, and preparation for a life of drudgery took hold before the reform of the boarding school system and still impacts the success of American Indian/Alaskan Native (AI/AN) students today. Data from the National Congress of American Indians\(^1\) indicates that, in Washington, 32% of whites have a bachelor’s degree or higher, while only about 14% of AI/AN persons do. A report published by the Washington State Office of Superintendent of Public Instruction, Office of Native Education\(^2\) indicates that AI/AN students make up approximately 6.2% of the total student population in the state. Washington State Office of Superintendent of Public Instruction indicates that in 2018, only 60.4% of AI/AN students graduated from high school, the lowest percentage of any other group\(^3\). This data means that 39.6% of AI/AN students drop out of high school. While more students are being offered CTE classes in secondary schools, there is a need for students to receive support, to ensure graduation with certifications for in-demand careers or continuing education.

In 2019, 40.6% AI/AN students completed a dual credit course in Washington State. Dual Credit allows students to earn credit for their high school diplomas and college at the same time. The Dual Credit rate is the percent of students completing at least one of these classes. This includes, Running Start, CTE Dual Credit, College in High School, Advanced Placement, International Baccalaureate, and Cambridge International. Students can enroll in more than one type of Dual Credit course in the 16 National career clusters: Agriculture, Food & Natural Resources;
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Architecture & Construction; Arts, A/V Technology & Communications; Business, Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics; and Transportation, Distribution & Logistics. The top four career clusters for participating AI/AN students are:

- Health Science
- Information Technology
- Arts, A/V Technology & Communications
- Agriculture, Food & Natural Resources

According to the 2019 Employment Projections Report, published by the Washington State Employment Security Department, the largest industry increase by share of employment is projected for the information sector. The largest increases by shares of occupational employment are projected for computer and mathematical occupations. Through 2027, the three industry sectors with the largest increases in employment are projected for professional and business services, health services, and social assistance and information.

From 2017 to 2027, computer and mathematical occupations are projected to increase employment shares by 0.71 percentage points. The next highest increase in shares is projected for personal care and service occupations, with an increase of 0.28 percentage points. In the skills forecast, the largest group of skills are IT related. In Washington State, IT skills represent 23.63 percent of average annual total openings for the period 2017 to 2027 and have the second
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highest growth rate of 1.78 percent. Healthcare has a slightly higher growth rate at 1.84 percent.
Out of a total of 661 occupations converted to skills, IT skills are present in 614 occupations. For
336 of these occupations, IT skills comprise more than one quarter of total numbers and for 73
they comprise more than half of total numbers. IT skills dominate shares in computer-related
occupations but also have high shares in occupations whose primary occupational focus is not
computers.⁴

Five of the eight counties to be served by SPIPA NACTEP are on the 2019 list of distressed
counties for Washington State. Distressed areas are counties where the three-year unemployment
rate is at least 20 percent higher than the statewide average. The list, updated in May 2020, was
compiled by averaging the employment and unemployment numbers for the prior three years.
The cut off unemployment rate was 5.4 percent. The three counties that did not make the list
were in more populated areas. Pierce County, had an unemployment rate just below the cut off,
at 5.3 percent.⁵

Based on the U.S. Census Bureau of Census figures (2013-2017 American Community Survey
50-Year Estimates); the average unemployment rate for the Confederated Tribes of the Chehalis,
Nisqually Indian Tribe, Puyallup Tribe of Indians, Shoalwater Bay Tribe, Skokomish Indian
Tribe and Squaxin Island Tribe Reservations is 21.1% for adults and 24.9% for youth, compared
to an average unemployment rate of 5.5% for the SPIPA service areas: Grays Harbor, Kitsap,
Lewis, Pacific, Pierce, Mason, Thurston, and Wahkiakum Counties. Due to accounting methods
used by the Census Bureau, unemployment can be under reported in the areas of chronic
unemployment, such as the Reservation, where individuals who have ceased looking for work
are not counted in the labor pool.
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Even when Native Americans are employed, incomes lag significantly behind the rest of the population. The National Congress of American Indians, in an analysis based on 2006-2010 US Census Department data, indicates that in Washington State, the median earnings for AI/AN individuals is much lower than it is for whites. The data indicate that AI/AN men have a median income of $42,440 which is 22% less than that of white men at $54,484. This is true for women, as well. AI/AN women earn 15% less than white women with a median earnings level of $34,369 to white women’s median earnings of $40,428.

While economic progress has been made, poverty and unemployment continue to be a hurdle on the SPIPA Consortium Tribes’ Reservations served by SPIPA. Many of the needs of the residents are tied directly into individuals not completing their educations or being unable to access employment and training programs. This challenge prevents the affected residents from obtaining the skills, knowledge and abilities to allow them to compete within the area or even apply for jobs with the Tribes.

All Tribal jobs promote Tribal and Indian preference, but many Tribal applicants are not qualified or trained for the positions. SPIPA NACTEP will continue to evaluate career and education data to meet the needs outlined in the participating Tribes’ economic plans.

Quality of Project Design

1. The extent to which the proposed project activities will create opportunities for students to receive a recognized postsecondary credential; become employed in high-skill, high-wage, and in-demand industry sectors or occupations or both.
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During the planning process for the development of the SPIPA NACTEP, the following theory of change was developed. The theory of change for the SPIPA NACTEP is that, through the support and promotion of STEM careers within the community, employment opportunities will be increased for youth and adults. SPIPA NACTEP expects the following short-term outcomes:

- Tribal adults and youth gain access and support for high-demand STEM careers;
- Improved employment options for AI/AN adults and youth;
- Development of infrastructure and evaluation process to ensure participant success in SPIPA NACTEP

Achieving the above short term outcomes will lead to these expected long-term outcomes:

- Increase of CTE certifications, completions of postsecondary education, enrollment in advanced training, military service or a service program;
- Secure employment in high-demand STEM careers following the completion of CTE training;
- Increase in high school graduation rates and participants graduating with postsecondary credits, work-based learning experience, employment or CTE credentials;
- Evaluation process contributes to increase in high school graduation rates, postsecondary credits, work-based learning experience, employment or CTE credentials

SPIPA will house NACTEP under the Workforce Development cluster, with DeeAnn Harris, Workforce Development Program Manager, serving as Project Director. SPIPA will hire the Technical Education Navigator to oversee the day to day operations of SPIPA NACTEP. SPIPA will coordinate with local community colleges to provide individuals with rigorous academic
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content and relevant technical knowledge and skills needed for further education and careers. These may include high-skill, high-wage, or in-demand industry sectors or occupations, which, at the secondary level, are aligned with State academic standards. SPIPA will provide supportive services to adult and secondary students to ensure their educational success. Middle school students will be introduced to STEM careers and CTE opportunities, which will help them achieve academic success and prepare for in-demand careers.

SPIPA NACTEP will provide adult learners, dislocated workers and secondary students with opportunities to receive recognized postsecondary credentials and to become employed in high-skill, high-wage, and in-demand industry sectors. The client services process will include the following but is not limited to: Intake Application, Assessment, Case Management, Development of an Individual Service Plan (ISP) and Stipends/Direct Assistance. Postsecondary students may, but are not required to, enter SPIPA NACTEP through the Workforce Development (WFD) Program, currently in place. Students may attend CTE programs at their secondary schools or at participating colleges, through such programs as Running Start. Running Start allows high school juniors and seniors to attend community college, earn credits and transfer to 4-year schools. The Technical Education Navigator will partner with WFD, Tribal Education Departments and participating community colleges to identify students for participation. These partners will meet at quarterly roundtables to discuss objectives and strengthen the referral process. SPIPA NACTEP will manage processes for this Program. All participants will receive supportive services and resources to help them successfully complete their training and/or certification. This may include stipends or direct assistance for tuition, dependent care, transportation, books, and supplies that are necessary for a student to participate
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in a CTE program, as well as guidance for internships, additional training or work-based learning and work experiences during the Program.

*Intake Application*

**SPIPA NACTEP** will work with SPIPA WFD Programs, using a single intake system for all clients. The intake application will be used to establish eligibility for the various services offered through the WFD Program. The intake application and process addresses specific barriers to employment, education and other goals. The intake process may involve the collection of personal information of the individual or family’s needs, their educational background and work experience. WFD Program client information is confidential. Confidential information includes any and all data that identifies an applicant, client, or service. The WFD Program will restrict the use and disclosure of information about individuals receiving services. The WFD Program will not release individual or family information except as specifically authorized in writing by the recipient or as required by law. In the event the applicant appears to require intensive case management to include financial assistance, they will be screened for such eligibility which may require additional documentation.

*Assessment*

Clients may be assessed to accurately determine their employment/training/education needs or their challenges to achieving self-sufficiency. Assessment tools, if needed, to determine aptitude and interest may be used prior to referring participants to occupational placement or training. Standardized tests will be used to determine academic achievement. All testing will be administered by qualified personnel, either through SPIPA/Tribal staff or through approved
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educational facilities with the ability to conduct such training. Type and use of assessment tools may vary and/or be waived if warranted.

Based on the information gathered at intake and assessment, the case manager will assist in identifying challenges that might prevent a client from achieving their goals. Any challenges that might be identified will be a basis for the development of an individual plan.

Case Management

SPIPA NACTEP will coordinate with existing personnel to provide services to clients. Case Management includes the planning, development, and coordination of support services to address barriers such as, but not limited to, things like child care, education, and training opportunities that are designed to provide individuals with a wide array of services necessary to prepare them for employment. A case manager will be assigned to each participant at the time of eligibility determination. That case manager will work with the participant to develop their Individual Service Plan (ISP) and will serve as a counselor, guiding the client through the various stages of their ISP, including job retention and the post-employment services phase.

Individual Service Plan (ISP)

The ISP is used to record the participant’s assessment outcomes. It clearly identifies the participant's interests and needs, employment experiences and educational levels or attainments, as well as strengths and weaknesses. The information gathered and recorded on the ISP is used by the participant and the case manager to make decisions about appropriate CTE pathways. This tool will be used to measure client progress through the Program.

The ISP will be developed in consultation with the participant and will outline the participant’s individual responsibilities and commitment, as well as the services to be provided. The ISP
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identifies what steps will be taken and who will do what. The services may be of a financial or non-financial nature and the participant will be required to sign their ISP. This joint understanding of the Program requirements gives direction to the participant and establishes benchmarks and goals.

Stipends/Direct Assistance

SPIPA NACTEP will provide stipends to help participants with acute financial need who are enrolled in CTE projects. Stipends will be awarded if the stipend, combined with other resources the student receives, does not exceed the student’s financial need. Students must be in regular attendance and maintain satisfactory progress in the program of study. The Project will use the Fair Labor Standards Act minimum hourly wage of $7.25. SPIPA NACTEP will develop a stipend matrix that will determine qualification for this award, as well as continuation of payment. A review of FAFSA form, course grades or assessments will be included on the stipend matrix. Students may receive direct assistance if the recipient is a member of a special population, participating in SPIPA NACTEP. Special populations include AI/AN individuals who are also chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals. The assistance is needed to address barriers to the individual’s successful participation in the Project; the assistance is part of a focused program or activity to address the needs of an individual who is a member of a special population. These funds will supplement, and not supplant, assistance that is otherwise available from non-Federal sources.
SPIPA NACTEP will follow a uniform grievance and appeals process, with oversight provided by Project Director (see Attached). Included in policies and procedures will be a mechanism for disputing award amounts. The review procedure for the Program will be described to the consumer during the intake process. The consumer may discuss any problems or grievances, including determinations of ineligibility with the case manager assigned to them, the coordinator at the Tribe or the Project Director at any time. If, at any time, the consumer is dissatisfied with any decision made by the SPIPA NACTEP staff, they have the right to an Administrative Review and or a Case Review Hearing. Services already being received that are covered in the ISP cannot be terminated during the appeal process.

In addition to the individualized CTE pathways developed for adults and high school age students, an exploratory CTE and STEM focused learning program will be established for middle school students. The program will introduce participants to CTE or STEM education and provide information on CTE and STEM focused careers, with a focus on computer science. Each program year, a summer event will take place that promotes SPIPA NACTEP, offers learning activities and features current or former participants, mentors, and staff. To maximize participation between the consortium Tribes, the event may take place online.

2. The extent to which the proposed project will successfully address the needs of the target population or other identified needs, as evidenced by the applicant’s description of programs and activities that align with the target population’s needs.

SPIPA NACTEP was developed, to meet the needs of the target population. Each objective has associated strategies that are designed to support the goal of SPIPA NACTEP.
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The goal of the SPIPA NACTEP is:

To improve the wellbeing and economic stability of American Indian families and individuals through the provision of services designed to support individuals in the acquisition of the knowledge and skills necessary for successful careers in current or emerging professions, which may include high-skill, high-wage or in-demand jobs.

Objective One – Build the infrastructure for SPIPA NACTEP to improve career and technical education programs for participating Tribal members. The program is objectively evaluated to determine its effectiveness. Performance feedback will be used for continuous improvement toward achieving the intended outcomes.

Strategies linked to this objective include

1. Developing SPIPA NACTEP policies and procedures
2. Establishing program specific guidelines for the use of stipends and other supportive services for participants
3. Using evaluations to provide feedback that help SPIPA NACTEP staff improve the program, leading to increased CTE completion, employment, secondary and postsecondary graduation rates and satisfaction with their education and career paths

Objective Two – The SPIPA NACTEP will coordinate services with existing Workforce Development Program Services and existing programs at local colleges in order to provide CTE based education for AI/AN individuals who are also chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families,
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out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals. SPIPA NACTEP will serve 25 adult learners in Year One.

Strategies linked to this objective include

1. CTE and STEM focused skills and aptitude assessments provided to individuals upon intake into Workforce Development services
2. Supportive services designed to increase the enrollment and success of individuals in CTE or STEM postsecondary education programs
3. CTE and STEM focused mentorships and on the job training for program participants
4. Supportive services designed to increase the percentage of program participants who graduate from postsecondary training program with a CTE or STEM based credential
5. Supportive services to assist program participants with the development of employment related skills such as resume writing, financial literacy, and conflict resolution

Objective Three – The SPIPA NACTEP will increase the number of AI/AN students who participate in career and technical education (CTE) options, in secondary school or through postsecondary education linked programs such as Running Start or other CTE or STEM focused programs. This will increase high school graduation rates and increase the percentage of high school students who graduate high school with postsecondary credits, postsecondary credential, work-based learning. The SPIPA NACTEP will collaborate with Workforce Development and Tribal education programs. SPIPA NACTEP will serve 25 secondary learners in Year Two.

Strategies linked to this objective include
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1. Supportive services designed to increase the participation of high school aged youth in CTE or STEM education programs within high school

2. CTE and STEM focused mentorships for high school aged youth

3. CTE and STEM focused summer internships

4. Supportive services designed to increase the participation of Native youth in programs such as Running Start or other postsecondary linked CTE programs

5. CTE and STEM focused learning programs geared toward middle school age children that will introduce the program to youth, teach youth the benefits of CTE or STEM education, and provide information on CTE and STEM focused careers

3. The extent to which the proposed project will be coordinated with similar or related efforts, and with community, State, or Federal resources, where such opportunities and resources exist.

SPIPA NACTEP will be coordinated with Workforce Development and the Vocational Rehabilitation (VR) Programs, which serve individuals with disabilities, at consortium Tribes. Secondary students attending public schools will receive CTE education through their district programs. CTE programs in Washington are aligned with rigorous industry and academic standards. Teachers participate in professional development on curricula and instruction, standards and assessment, and academic integration. SPIPA has an approved PL 102-477 plan that seeks to include NACTEP funds, if awarded.
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4. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Participating community colleges include Olympic College, South Puget Sound Community College and Tacoma Community College. The SPIPA NACTEP will develop Memoranda of Understanding with each institution. For those that have already been completed, a signed MOU is attached (see Attachments page 17 Memoranda of Understanding). Each of them offer pathways for degrees and certifications. All three colleges are accredited by the Northwest Commission on Colleges and Universities (NWCCU). In addition to providing CTE training opportunities to participants, the education institutions will meet with and assist SPIPA NACTEP staff in order to facilitate access of students to established career and training programs; provide SPIPA NACTEP staff with information about available programs, eligibility criteria for those programs, and the forms required for entry into those programs.

Olympic College is a public two-year community college that educates more than 13,000 students a year. The college has three campuses in Bremerton, Poulsbo, and Shelton and serves a population of 280,000 residents living in Kitsap and Mason Counties. Olympic College offers two high school programs: Running Start and CTE Dual Credit, as well as Cooperative Work Experience, which is a Work-Integrated Learning Program that refers to instructional strategies such as cooperative education, internships, volunteer/service learning and clinical experiences. Olympic College has professional and technical career pathways in fields including Accounting, Computer Information Systems, Electronics, Engineering, Engineering Technology, Homeland Security/Emergency Management, with numerous possibilities for certifications or degrees.
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Students who wish to complete a bachelor’s degree can earn Bachelor of Science in Nursing, Bachelor of Applied Science in Information Systems, or Bachelor of Science in Mechanical Engineering.

South Puget Sound Community College (SPSCC) serves over 6,000 students a year in Olympia, Lacey and Yelm, all cities in Thurston County. Three years of SPSCC data shows that 77.4% of all Native American students who attempted college level courses completed them successfully. In 2016-17, SPSCC was named a top 50 community college by College Choice, based on academic quality, diversity and equity, and return on investment. It has been listed several times as one of the nation’s 150 best community colleges by the Aspen Institute College Excellence Program. The two-year college offers an Information Technology Pathway, which includes subjects of Architecture, Engineering and Construction Technology; Computer Science; Cybersecurity and Network Administration; Information Systems; Information Technology Support; and Software Development. The Science, Engineering, and Math Pathway includes Astronomy; Biology; Botany; Chemistry; Earth Science; Engineering; Environmental Science; Geology; Math; Oceanography; Physics; and Science.

Tacoma Community College (TCC) has campuses in Tacoma and Gig Harbor in Pierce County. TCC offers three programs for high school students who wish to earn dual credit: TCC in the High School, Running Start and Fresh Start. The Fresh Start Program is for Students age 16 to 21, who have not received their high school diplomas and are credit deficient. They are still eligible if they have earned their GED. TCC offers 26 associate degrees, 29 professional and technical certifications programs, and two Bachelor of Applied Science degree options. TCC
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subjects of study include 31 STEM programs. In the fall of 2021, TCC will launch a new Bachelor of Applied Science (BAS) degree in Information Technology (IT).

**SPIPA NACTEP Projected Participants By Year**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
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<tr>
<td>Adult Learners</td>
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<tr>
<td>Secondary Learners</td>
<td>0</td>
<td>25</td>
<td>30</td>
<td>30</td>
<td>35</td>
</tr>
</tbody>
</table>

Adequacy of Resources

1. The adequacy of support, including facilities, equipment, supplies, and other resources from the applicant organization and the Tribal entities to be served.

SPIPA, which will be the organization providing the administration of the SPIPA NACTEP, and the participating Tribes all have adequate resources to devote to this program. SPIPA is housed in the Intertribal Professional Center (IPC) building on the Squaxin Island Tribal Reservation. Services will also be coordinated at each participating Tribe and at SPIPA’s two urban Workforce Development Programs locations. Each SPIPA and Tribal site provides utilities, receptionist support, and IT network access. All of these sites are free of architectural, communication or other barriers that would make services inaccessible to people with disabilities. All of the facilities are consistent with the requirements of the Americans with Disabilities Act.
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The SPIPA NACTEP will coordinate, as necessary, with the SPIPA and Tribal VR Programs, which serve individuals with disabilities. The SPIPA and Tribal VR Programs provide assistive technology for those in need of language interpreters, sign language interpreters, Braille program materials, or accommodations for individuals with literacy challenges, as well as any specialized equipment an individual may require in order to access services. The SPIPA NACTEP will work with this program to ensure that all individuals can access services regardless of disability.

The Tribal sites, the SPIPA urban sites, and the SPIPA IPC are equipped with the necessary telephone, computer/printer equipment and the telecommunications connectivity, including internet access, which is necessary to provide services. The Technical Education Navigator will be provided with a cell phone as a program expense. This cell phone will ensure that the Technical Education Navigator is reachable when they are out of their office space conducting outreach, working with employers, meeting with consumers or attending training sessions. Each site has all of the office furniture necessary to comfortably and ergonomically provide services.

The Tribes chose SPIPA to serve as the administrative agency for this program because the administrative infrastructure (fiscal support staff, interagency agreements, policies for grant compliance) to support the project activities are in place at SPIPA. The Tribes are able to take advantage of SPIPA infrastructure while retaining the culturally specific advantages of delivering services designed by Native Americans for Native Americans.

The SPIPA NACTEP will work with other appropriate Tribal programs to ensure that any program materials that are produced are inclusive and accessible to those with vision, hearing, or literacy impairments. Additionally, specific program materials may be developed that are geared toward LGBTQ+ individuals in order to increase the likelihood that such individuals will
participate in the program. The SPIPA NACTEP will develop materials and will conduct outreach specifically to encourage females in participation in STEM courses and STEM activities associated with the program.

SPIPA has 40 years of successful grant management. In a single year, SPIPA administers an average of 25 federal and state grants and 5 grants from private funders. Under the supervision of a full-time Fiscal Services Director, SPIPA complies with the audit requirements of 2 CFR 200 and all other OMB requirements. The Fiscal Services Director oversees a full-charge accounting office. This work group is accustomed to coordinating the submission of regular and special financial and progress status reports. SPIPA consistently passes programmatic and fiscal audits with no significant findings. This level of expertise, and the human and physical resources that make it possible, will be provided to the SPIPA NACTEP.

2. The extent to which the budget is adequate and costs are reasonable in relation to the objectives of the proposed project.

The budget request for this five year project period 10/01/2021 through 09/30/2026, is adequate to achieve the activities described in the Objective Work Plan (see page 28). This budget is lean with only necessary and essential items requested.

The management structure of this program is designed to maximize the impact and reach of this lean budget. Because SPIPA will provide the program administration and oversight, the program will utilize SPIPA’s negotiated Indirect Cost Rate (see Attachments page 24 SPIPA ICR). All the participating Tribes have ICRs that are significantly higher than the 16.9% SPIPA rate. However, SPIPA has a long and successful track record of ensuring that program goals are achieved on time and on budget.
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The **SPIPA NACTEP** allows five Tribes to collaborate on the provision of career and technical education. The collaborative efforts of the Tribes and SPIPA avoid duplication of services, foster creativity, and allow for the maximization of every program dollar.

Finally, the **SPIPA NACTEP** through its innovative program design across multiple rural Reservations, urban service centers and across multiple educational institutions, will provide significant data to other career and technical educational programs in Tribal communities. Although this type of program design is the norm for SPIPA and the consortium Tribes, this will be a unique opportunity for a program that works with the youth, adult learners and dislocated workers within the Tribal communities. The evaluation reports for this program will be made available upon request to other Tribal NACTEP programs to share what is learned from this program. The budget for the **SPIPA NACTEP** is reasonable, given the significance of the program and the potential impact on the lives of participants.

3. **The relevance and demonstrated commitment of the applicant, education providers, members of the consortium, local employers, or the Tribal entities to be served by the project (MOAs, letters of support, and commitment).**

The **SPIPA NACTEP** has the support of all the participating Tribes as reflected in the attached Resolutions from each of the Tribal Councils. In addition, the **SPIPA NACTEP** has worked to expand partnerships with several local educational institutions including Olympic College, South Puget Sound Community College and Tacoma Community College. The attached MOUs demonstrate the commitment of those institutions to the success of the **SPIPA NACTEP**. SPIPA will continue its work to expand its partnerships that support participants in achieving education outcomes that will result in employment that provide them with living wage jobs. As a part of the
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SPIPA VR and Tribal VR Programs, SPIPA has worked with other Tribal departments, enterprises and employers, as well as private sector service agencies, employers and others to develop pathways for VR consumers to gain the education, work experience, and opportunities that allow participants to fulfill the goal of self-sufficiency and will provide a pathway out of poverty. In addition, this work with Department of Education funded programs has allowed SPIPA to develop systems to meet the requirements of GEPA and GPRA as required by the Department of Education. The SPIPA NACTEP will leverage these existing relationships to provide a high level of service to NACTEP participants.

4. The extent to which the project will use instructors who are licensed or certified to teach in the field in which they will provide instruction.

The SPIPA NACTEP will utilize the existing staff members of the supporting educational institutions to provide instruction. All of these educational institutions utilize licensed or certified instructors in accordance with the requirements of their accreditation process and academic requirements established in the Washington Administrative Code (132T-05 WAC). All participating colleges are accredited by the Northwest Commission on Colleges and Universities (NWCCU). “Career & Technical Education (CTE) programs in Washington are aligned with rigorous industry and academic standards. Teachers participate in meaningful professional development on curricula and instruction, standards and assessment, and academic integration.”7
Quality of Management Plan

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined project objectives, staff responsibilities, timelines and the milestones.

The work plan that follows details how management will work to achieve project goals.

**Objective One** Build the infrastructure for SPIPA NACTEP to improve career and technical education programs for participating Tribal members. The program is objectively evaluated to determine its effectiveness. Performance feedback will be used for continuous improvement toward achieving the intended outcomes.

**Responsible Staff:** Project Director oversees development of policies and procedures and provides necessary training to Technical Education Navigator. Technical Education Navigator, SPIPA staff or relevant Tribal staff work cooperatively to share input on program evaluation.

**Tasks and Timeline:**

By **Project Month Three**, Technical Education Navigator is hired. By **Project Month Three**, the Project Director will oversee work with accounting to establish program specific guidelines for the use of stipends and other supportive services for participants.

By **Project Month Six**, program policies and procedures are developed and communicated with stakeholders. Objective performance measures are outlined, based on education completion, credentials earned, work-based learning/WEX's or other work experience and postsecondary degrees.
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By Project Month Nine, the Technical Education Navigator will have worked with appropriate SPIPA and Tribal staff and external partners to collect relevant baseline research related to the number of AI/AN students within the program service area in various grades and schools, the number of AI/AN students participating in CTE, graduation rates for secondary and post-secondary AI/AN students, and other data required for comprehensive program evaluation and reporting purposes.

Outputs: SPIPA NACTEP policies and procedures are developed. Project Director ensures Technical Education Navigator learns the job duties and responsibilities of SPIPA NACTEP. An independent evaluator provides ongoing evaluation that is formative and summative in nature.

Outcome: Ongoing evaluations provide feedback that helps SPIPA NACTEP staff improve the program. This feedback and adjustments to the program contribute to participants increasing their employment, secondary and postsecondary graduation rates and satisfaction with their education and career paths.

Objective Two – The SPIPA NACTEP will coordinate services with existing Workforce Development Program Services and existing programs at local colleges in order to provide CTE based education for AI/AN individuals who are also chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals. SPIPA NACTEP will serve 25 adult learners in Year One.
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**Responsible Staff:** Project Director will facilitate training with staff on implementation of assessments during client intakes. Technical Education Navigator ensures participants are offered appropriate supportive services.

**Tasks and timeline:**

By **Project Month Seven**, CTE and STEM focused skills and aptitude assessments will be provided to individuals upon intake into Workforce Development services.

By **Project Month Eleven**, the Technical Education Navigator will have developed a menu of CTE and STEM focused mentorships and on the job training opportunities that may be provided to Program participants, as recommended by case managers in accordance with the educational needs and priorities of the participants.

By **Project Month Twelve**, all supportive services are in place to increase the enrollment and success of individuals in CTE or STEM postsecondary education programs. These services assist program participants with referrals for the development of employment related skills such as resume writing, financial literacy, and conflict resolution. These activities continue through **Year Five**.

**Outputs:** Participants receive mentorship and support in STEM fields that match their interests and skills. They are offered resources that support their employability and resiliency.

**Outcomes:** Participants secure STEM-based employment or pursue additional education opportunities following the completion of their CTE training.
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Objective Three – The SPIPA NACTEP will increase the number of AI/AN students who participate in career and technical education (CTE) options, in secondary school or through postsecondary education linked programs such as Running Start or other CTE or STEM focused programs. This will increase high school graduation rates and increase the percentage of high school students who graduate high school with postsecondary credits, postsecondary credential, work-based learning. The SPIPA NACTEP will collaborate with Workforce Development and Tribal education programs. SPIPA NACTEP will serve 25 secondary learners in Year Two.

Responsible Staff: Technical Education Navigator performs all duties related to outreach and planning, while collaborating with appropriate SPIPA and Tribally based staff members.

Tasks and Timeline:

By Project Month Seven, relationships have been established with colleges and Tribal Education Departments. Students are identified for participation in Running Start and secondary school CTE programs for Fall 2022.

By Project Month Eight, first cohort of students are enrolled in CTE college courses, provided needed technology and support to succeed.

By Project Month Twelve, students begin secondary CTE programs.

By Project Month Fifteen, a CTE and STEM focused learning program for middle school age students is designed that will introduce them to the benefits of CTE or STEM education and provide information on CTE and STEM focused careers, with a focus on computer science. This event will be completed by Project Month Twenty-Three.
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By **Project Month Eighteen**, mentors are recruited for students who would benefit from this support. Relevant internship, training, and work experiences are identified for summer.

By **Project Month Twenty-Three**, students participate in summer training. Summer programs are offered through **Year Five**.

By **Project Month Twenty-Five**, all strategies are in place for SPIPA NACTEP and continue to operate through **Year Five**.

**Outputs**: Students enroll in CTE programs, receive stipends and technology support for their education and training.

**Outcomes**: All participating Tribes increase high school graduation rates. Students may also graduate with postsecondary credits, work-based learning experience, and employment or CTE credentials. Participants may complete postsecondary education, enroll in advanced training, military service, or a service program.

2. The extent to which the applicants encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

SPIPA is an equal opportunity employer. Native American preference applies, in order to hire qualified enrolled members of SPIPA Consortium Tribes, federally recognized Tribes or Alaska Natives. Minimum qualifications must be fully met for all applicants to be considered for employment.
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3. The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

The Project Director will commit .1 FTE to SPIPA NACTEP. The Project Coordinator position, which will be referred to as the Technical Education Navigator, will be 1.0 FTE. The summary for this position states: For the purposes of Workforce Development, the Technical Education (TechEd) Navigator is responsible for promoting and coordinating services to increase participation and completion of Career and Technical Education (CTE) Certifications and Degrees with an emphasis on Science, Technology, Engineering, and Math (STEM) careers for youth and adults in secondary and postsecondary educational settings. The TechEd Navigator will also build relationships with Tribal Administrator, Tribal Departments, Tribal Businesses, and key stakeholders within the community to establish work-based learning/work experiences (WEX) to support in-demand Career and Technical/STEM employment opportunities (see Attachment page 14 Technical Education Navigator Job Description).

4. The qualifications including relevant training, expertise and experience of the project director, key personnel, and project consultants.

[Name] the Workforce Development Program Manager, will serve as Project Director. [Name] holds a Bachelor of Arts degree in Social Work from the University of Montana and has over nine years of experience in program development focused on increasing employment, education and training opportunities to individuals moving toward economic self-sufficiency. She has over five years serving Native families and Tribal communities in Pierce, Thurston,
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Mason, and Kitsap County, has assisted in the development of the workforce development model currently being implemented by SPIPA. She participates in weekly workforce development meetings to ensure that the current model continues to develop and align with the SPIPA Board’s Strategic Plan. will oversee the hiring of the SPIPA NACTEP Technical Education Navigator.

, Executive Director at SPIPA, will provide oversight and administration of the SPIPA NACTEP project. holds a Master of Public Administration in Tribal Governance and is an enrolled member of the Squaxin Island Tribe. reports directly to reports to the SPIPA Board of Directors, who are each directly appointed by the elected Tribal Councils of each Tribal community (for resumes and job descriptions for and , see Attachment pages 10 through 16).

Quality of the Project Evaluation

1. The extent to which the proposed methods of evaluation are thorough, feasible, and include the use of objective performance measures that are clearly related to the intended outcomes of the project and the Government Performance and Results Act of 1993 (GPRA) performance measures.

SPIPA NACTEP will contract with an outside evaluator who will assist with the development of an evaluation plan that will measure the effectiveness of services and the impact of the services on participants. The external evaluator will help staff to design and implement an evaluation plan and accompanying data collection plan that assesses the strengths and weaknesses and areas for improvement to achieve better outcomes. The evaluation will include the performance measures listed in the Government Performance and Results Act of 1993.
The Technical Education Navigator, Project Director, and the Tribally based program staff will evaluate the progress of the project and will conduct continuous quality improvement activities. The Tribally based program staff will be responsible for the collection of consumer feedback and for the entry of data into the case management software/database. The Tribally based program staff will bring these data to evaluation meetings that will be facilitated by the Technical Education Navigator and Project Director for discussion. These meetings will provide an opportunity to identify areas for program improvement, brainstorm strategies to accomplish that improvement and for all staff to ensure that the program is making progress toward the achievement of its goals and objectives.

2. The extent to which the methods of evaluation will provide performance feedback and continuous improvement toward achieving outcomes.

The SPIPA NACTEP evaluation process will generate data that is both formative and summative. Formative assessments will identify struggles, learning gaps and how to close those gaps. Summative assessments will evaluate student knowledge, learning and graduation rates, postsecondary credits, work-based learning experience or obtaining employment or CTE credentials. This data is required for reporting purposes and will allow for an objective assessment of program success in providing CTE training and support in a cost effective and efficient manner. These data elements will be tracked using the current database software and reported to the SPIPA Project Director.