a. **Need for Project (up to 10 points)** Rocky Boy’s Indian Reservation was established by Act of Congress on September 7, 1916. The Chippewa Cree Tribe (*CCT*) was organized in accordance with the Indian Reorganization Act of 1934 (34 Stat. P. 984), as amended by the Act of June 15, 1935. The Chippewa Cree Business Committee (*CCBC*) serves as the governing body of the tribe. Our Reservation’s land base is approximately 130,000 acres. All of the land is held in trust for the full membership of the Tribe. There is no town center on the Reservation and the community is truly rural. The most recent enrollment figures indicate that the current resident enrollment is approximately 4,031. An estimated 2,831 Tribal members live off the reservation (Source: CCT Enrollment Office).

The reservation lies in the shadows and drainages of the Bear Paw’s Mountains and encompasses terrain from mountains, through foothills, to prairie land. The Rocky Boy Agency is located 26 miles south of the City of Havre, which is a community of approximately 9,000 people. The principal uses of the lands on the reservation are for cattle grazing, with limited dryland farming. The nearest major shopping center and international airport is in Great Falls, which is approximately 110 miles from the Rocky Boy Agency.

Stone Child College (*SCC*) (*the applicant for this opportunity*), a tribally controlled community college, was chartered by the *CCBC* on May 17, 1984. The elected tribal officials believed strongly that the establishment of the college was necessary for the preservation and maintenance of the Chippewa Cree culture, history, language, and economy. Furthermore, off-reservation institutions of higher education, including vocational institutions, were not adequately meeting the needs of the students and the needs of the tribe. Therefore, the tribe determined that
the establishment of SCC was necessary to provide our future generations of students with the skills needed to function in society, whether on or off the reservation.

The primary purpose of SCC is to prepare tribal members for the challenges and opportunities available in modern society, while maintaining pride in the unique heritage of our Chippewa and Cree cultures. Rocky Boy’s is one of the few Indian Reservations in the Nation to have total control of education from pre-school (Head Start) through the post-secondary level. In June 1993, SCC was granted accreditation by the Northwest Commission on Colleges and Universities (NWCCU). Our accreditation was most recently renewed in 2013 and again in 2018.

SCC delivers post-secondary educational opportunities through degrees, certificates, and continuing education. SCC offers nine (9) Associates of Arts degree programs, eight (8) Associate of Science degree programs, six (6) Certificate programs, two (2) endorsements, and offers a Bachelor of Science degree program in Elementary Education. The college is in the process of adding a Bachelor degree in Computer Science, but this is not yet final. (See Appendix 3 for complete list of Degrees offered at SCC).

SCC’s mission, core values, and vision statements are as follows: **Mission:** SCC stresses the importance of preserving the Chippewa Cree language, culture and history. SCC will promote transfer students, professionally prepared and career-ready individuals. **Core Values:** Preserving the Past, Educating the Present, Planning for the Future. **Vision:** Making our Dreams Happen with Academic Excellence, Culture, and Commitment.

SCC is a healthy and growing institution with a clear mission and purpose in continuing to meet the educational needs and challenges of the residents of the Rocky Boy’s Indian Reservation, the CCT, and the potential employers of our graduates. Within the past several years we have added a vocational-technical education center and a gymnasium to our campus. The mission and
purpose have been derived from the original Tribal Resolution #45-84, which chartered and created the College (See Appendix 3). Since the creation of the college, the institution has grown by leaps and bounds and serves as a leader in the community.

1. The extent to which the proposed projec …encourages Tribal economic development plans.

The CCT completed economic development planning as reflected in the Comprehensive Economic Development Strategy 2019-2024. Please see Appendix 3. In the preparation of SCC’s vocational and technical education plans, we have utilized these plans as a guide and developed priorities in our NACTEP fields of study (especially STEM and computer science technology) to address some of those needs and plans. All of these tribally driven plans are aligned with our educational and technical skill needs, especially in the areas of STEM, computer science, and technology. This plan indicated there are 19 projects in process that could coordinate with the proposed program. Some of these are a water treatment plan, expansion of energy development, construction of homes, construction of a sawmill, and building a small business center.

Some of the goals of this plan directly align with the goals of our proposed programming. These goals are as follows:

- Goal 1: To foster employment and economic development on the Rocky Boy’s Indian Reservation - Work in partnership with Stone Child College in meeting the vocational needs of the community by training tribal members in areas that prepares them to work as a technician or in various jobs such as a tradesman or an artisan. Learning trade skills through education (online courses) and apprentices. Allowing tribal members to compete in changing labor markets where technology plays an increasingly important role.

- Goal 2: To become a self-sufficient tribe by reinvestment of revenue that will anchor sustainable development
Goal 3: To provide the linkages between meaningful job creation, entrepreneurial development and finance, and reinvest in the local community.

The College President, [redacted] and [redacted] (Previous Chairman of the Stone Child College Subcommittee served on the CEDS Strategy Committee. This ensures that the SCC is fully coordinating with the larger Tribal strategic planning.

The ultimate goal of the CCT is the achievement of self-determination and economic sovereignty. To accomplish this goal, the CCT has, throughout the years, assessed and re-assessed our long-term, short-term, and intermediate goals and objectives. The original planning document, "A Plan for Our People" was created and adopted by the CCBC in 1971. This large-scale vision for our reservation created over 40 years ago still resonates today.

In addition, in 2012, the Tribal Natural Resource Department developed a ten (10) year Integrated Resource Management Plan. The scope of the plan addressed many of our precious resources on the reservation, including: fish and wildlife, realty, noxious weeds, minerals, oil and gas, range, forestry, agriculture, and the Rocky Boy Volunteer Fire Department. As befits a plan for our land and its resources, the plan’s implementation will involve partners throughout the community, including the Chippewa Creek Housing Authority, Tribal Roads, Environmental Health, Water Resources, Environmental Protection, Tribal Historic Preservation, and SCC.

2. The extent of the need for …recommendations from accrediting agencies.

The reservation suffers from chronically high unemployment rates due in large part to our detachment from mainstream corporate America. According to the November 2020, Montana Department of Labor unemployment report, the Rocky Boy’s Indian Reservation suffers from an unemployment rate of 11.9%, as compared to the State rate of 6.4% and the national rate of 4.3%. It is important to note that these unemployment rates were calculated during the COVID-19 pandemic.
The unemployment rate for the Rocky Boy’s Indian Reservation is historically triple that of the state and nation. For example, in December 2019, the reservation had an unemployment rate of 10.7% compared to 3.6% for the state and 3.4% for the nation. Forty percent (40%) of individuals on the Reservation live below the poverty level compared to 15% for the State and 14% for the Nation. Additionally, the income levels for the community fall well below those of communities Statewide and Nationwide. The mean household income for the Rocky Boy’s Reservation is $40,710 compared to $70,959 for the State and $84,938 for the Nation (2018 American Community Survey 5-year estimate).

We have a significant need for qualified tribal members to fill highly skilled, high wage potential positions on the reservation. This includes significant professional services that are “outsourced” to communities and professionals off the reservation who have the skills, knowledge and abilities to meet those needs. Therefore, this NACTEP project has been designed to focus on some of the most significant employment needs on the reservation.

To support these efforts, there is a need to improve the career and technical development efforts and offerings at SCC so that we may prepare the Tribe and its members to plan, manage, promote, and develop a self-sustaining economy in a manner that will generate revenue and employment, while ensuring the protection of our cultural uniqueness. In the modern world, we are seeing a need to incorporate the many sectors of the economy in a holistic and collaborative manner including: housing development, commercial development, the planning and development of infrastructure (water, sewer, roads, communications, electric), transportation, utility corridors, and recreation. Through this NACTEP project, we intend to train our tribal members so that they are afforded every opportunity to participate and become employed in economic development.
While we understand that other skilled positions will be needed in the intermediate and long-term, we have primarily focused our planning efforts for this project on associate degree and certificate programs. In recent years, SCC has been pursuing more four-year degree programs. Project staff will work with students to pursue these degrees if they align with student goals. As such, our project will ensure that our students obtain recognized post-secondary credentials in STEM, technology, health, and computer science fields.

These areas will provide immediate employment or continuing education upon completion. SCC will provide training in areas identified by the tribal departments as having the highest need for trained tribal members and will provide skills necessary for employment opportunities that are in high demand throughout the region to afford opportunities for off-reservation employment. These are all career-oriented opportunities which can provide employment and advancement through the point of retirement (rather than being temporary employment).

Further, based upon our experience as a current NACTEP grantee, we estimate that approximately one third of our students are NACTEP-eligible and our current program averages over 100 applications per year. As such, we will have no trouble filling the slots with eligible participants. If funded, this NACTEP project will be a critical support to the efforts in economic and social development for our impoverished rural community. It will assist us in providing our students with the tools required to become productive self-sufficient members of society.

This proposed NACTEP project will be a critical component in the CCT’s overall economic development strategies over the next several years. It is designed to meet the priorities of career and technical education within the community. The needs have been identified based on planning documents, surveys, and interviews with key tribal programs and employers. The planners of this project involved all stakeholders to gain acceptance, approval, and coordination of this project.
throughout the community to ensure it meets the needs of the tribe (See Appendix 3 for letters of support and commitment). Throughout this process, we have gained valuable insights from a diverse group of key individuals, many of whom have contributed vital information and input on our tribal needs and strategies to address those needs. SCC is confident that our proposed NACTEP project will serve as a valuable example throughout Indian Country based on the collaboration and coordination within our community.

The CCT’s economic development and tribal/departmental strategic plans have been the leading documents in directing SCC to the meet the needs within the community. We have developed and will continue to develop our curriculum in response to the needs of the community and the region. The tribe’s economic development plan has provided a foundation for self-sustaining career and technical oriented employment opportunities. In response, SCC has developed the appropriate curricula to provide students with the training necessary to obtain the required degrees and certificates to meet the employment needs of the tribe and the region.

Finally, we will utilize proven assessment and evaluation methodologies which will document successes and failures. SCC’s understanding of educational problems, issues, and effective strategies in our community will be thoroughly documented throughout the grant period using the evaluation process. Our findings can be successfully modified, demonstrated, and replicated in other settings with diverse constituencies.

b. Quality of the project design (Up to 40 points)

The purpose of this proposed SCC NACTEP project is to meet the unique career, educational, technical, technological, STEM-related, and employment needs of American Indian adults residing on the Rocky Boy’s Indian Reservation.

PROGRAM GOALS: The following three primary goals have been developed through a planning
process which included data collection, personal interviews, and meetings with key employers on and near the reservation. Through this process, we have developed the following goals to provide direction to the project.

**GOAL 1:** To successfully meet the employment needs of the Rocky Boy’s Indian Reservation with American Indian adults trained locally in high need areas.

**GOAL 2:** To recruit, enroll, counsel, provide support services to, train, provide placement services, and follow-up services to students in vocational and technical fields.

**GOAL 3:** To revise or supplement the SCC course offerings in accordance with the needs established by the community and the region.

**PROGRAM OBJECTIVES:** The objectives identified in the SCC NACTEP project clearly meet the needs of the Chippewa Cree Tribe by providing comprehensive career and technical education services to the members of the Tribe. This is done in conduction with the Chippewa Cree Tribe, tribal departments, the Chippewa Cree Community Development Corporation, the Chippewa Cree Construction Corporation, Plain Green, other tribal enterprises, and the local entrepreneurial sector. In order to carry out this proposed five-year project, the following two project objectives have been developed:

**Objective 1:** During the project period of October 1, 2021 through September 30, 2026, SCC will develop and implement a comprehensive NACTEP project, which will provide education, training, job readiness skills, and work experience to at least fifty-two (52) participants with an emphasis on the fields of Natural Resource/Geospatial Technology, Mathematics, Computer Science, Allied Health, General Science, Pre-Engineering, Pre-Nursing, Certified Nursing Assistant, Accounting, Information Management, and Building Trades, as measured by at least ninety percent (90%) successfully completing a certificate or degree as documented by student files, project records,
certificates completed, and external evaluation results. Note: 90% is based on two groups of 52 students progressing through the program to completing a degree or certificate.

**Objective 2:** During the same project period, SCC will provide career and guidance counseling, on the job training experiences, and continuing education placement services to a minimum of fifty-two (52) students per year with at least 90% being successfully placed in employment or further education, as measured by participant records, project files, statistical data, placement records and external evaluation reports. Note: 90% is based on two groups of 52 students progressing through the program to be placed in employment or further education.

Based upon the needs of our students and of the community, we have designed a project which is responsive to the needs of the community.

1. *The extent to which the proposed project ...industry sectors or occupations; or both.*

Our NACTEP project will focus on rigorous academic, career, and technical education in the specific programs which we have targeted as a certificate of completion, degree, or for transfer to a four-year institution for advanced education. Each of the career and technical education programs was chosen for its ability to increase the employability of trainees and to meet the expected future labor market demands of the CCT and local businesses. The curricula have been designed to incorporate learning goals which emphasize career-related learning, such as decision making, problem solving, and critical thinking. We will integrate STEM, computer science, and technological development skills throughout the curricula.

Based upon our experience and research, SCC has established the major components of the program to assure that we will provide our students with a solid foundation of academic and field-related skills and the knowledge to apply those skills in advanced education or training for the workplace. These skills include but are not limited to: work ethics; higher-order thinking skills;
technical competencies required by the individual field; computer and technology proficiencies; field experiences; on-the-job training; and educational credentials and certificates.

The plan of operation has been designed to assure that we are addressing the career and training needs of the NACTEP participants and of potential employers. The project will improve the chances of success of the participants by providing financial assistance, supportive services, education, field-based training, work experience, counseling, career awareness, and placement services to enable the participants to successfully complete their training and become employable.

SCC has built an impressive track record in providing quality career and technical education programs that meet the present and future workforce demands of the Rocky Boy’s Indian Reservation. SCC has developed an active Career and Technical Education Committee (CTEC), which includes all proposed staff members, Chippewa Cree Self Governance Program Scholarship Officer, Mathematics Instructor, Financial Aid Officer, and the Dean of Academics. They meet three times per year, at the beginning of each semester. The committee was established to continuously monitor the career and technical needs and opportunities on the Reservation and within the surrounding region. The committee is charged with planning career and technical educational service requirements for the student population of SCC to improve their chances of success. Further, the proposed NACTEP staff are also members of the student retention committee which plans retention activities and coordinates associated support services to assist with student retention. Thus, the proposed staff are strategically placed within the college’s infrastructure to improve student success.

Our career and technical education planners realize that a successful project requires that students enroll in and complete a specific course of study with competencies in a timely manner. As such, we will be very selective in which participants are chosen and for which fields of study.
All services must be geared toward providing services of sufficient quality and quantity so that the students receive an improved and expanded career and technical education program which will meet our current and future workforce demands. This requires effective promotional and recruitment activities, along with excellent counseling, placement, and supportive services. The following is a brief accounting of the activities and services that SCC will provide to meet the needs of the participants, the CCT, and the current and future workforce:

**Recruitment Activities:** Participants will be recruited from our current student body, the Rocky Boy’s Indian Reservation, local high schools, and the Temporary Assistance for Needy Families (TANF) program. Recruitment activities will be a major component of the first month of the program but will continue throughout the program as slots open with successful completions and placements. All NACTEP staff, as well as SCC staff in general will be responsible for the recruitment of students for the project.

**Selection Activities:** As we expect that the demand for NACTEP services will exceed our capacity to provide those services, we will develop and adhere to a selection process. This selection process has been modeled after our current NACTEP selection process with some adaptations in cooperation with our CTEC. The specific selection criteria are discussed in greater detail in the Project Design section of this application. Proposed Selection Criteria are summarized as follows:

1) NACTEP file completed in a timely manner; 2) GED or high school diploma required (preferred to be college ready); 3) American Indian (enrolled in a Federally-recognized Tribe); 4) Chippewa Cree Tribal Enrollment preference; 5) Preference for the following fields: Natural Resources/Geospatial Technology, Mathematics, Computer Science, Allied Health, General Science, Pre Engineering, Pre Nursing, Certified Nursing Assistant, Accounting, Information Management, and Building Trades; and 6) Priority given to participants in a 1-year certificate program or who have
already completed 1 year toward an AA degree.

All applicants will be required to complete a file, which includes, but is not limited to: **NACTEP** trainee application; Letter of interest; At least one (1) letter of reference; Educational plan showing courses already completed, and courses still required for completion of certificate or degree; Needs analysis showing unmet financial need; Tribal enrollment certification or tribal ID, if applicable; Test results (including COMPASS, AccuPlacer, Myers-Briggs, ACT, and SAT); Signed acknowledgment of having read and understood **NACTEP** policies and procedures; **SCC** admission application and acceptance; TERO/WIA application if applicable; High school transcripts or GED HiSET test results; College transcripts (if applicable); Cooperative Agreement; Trainee time and attendance form (for stipends). Signed time-sheets are required prior to receiving a stipend; and Grade reports.

**Training Services:** After participants have been recruited and selected, the **NACTEP** staff will meet individually with each participant to develop a training and career education plan. Each student will be required to submit bi-weekly timesheets signed by instructors showing proof of attendance and from their work supervisors showing proof of training hours (stipends will be paid for fourteen (14) hours per week, but participants will be expected to document more hours in academics, study, and work experience time). The academic training will occur on the **SCC** campus and the work experience training component will be coordinated in collaboration with the partnering organizations (See letters of support and commitment in *Appendix 3.*

**Placement Services:** All **NACTEP** participants will be provided on-the-job placement services per their individualized education agreement with individual employers in one of the targeted educational and vocational categories. It will be the responsibility of the Job Placement Counselor to assist in the placement of students, upon completion of their certificate or degree. The Job
Placement Counselor will also provide follow-up counseling as needed. For those students who elect to continue their education beyond the program for which they enroll, program staff will assist them in the transition process to an advanced course of study.

**Counseling and Guidance Services:** All NACTEP participants will be required to participate in vocational counseling services to assure that they are successfully completing their educational requirements, are meeting program and training timelines, and have received follow-up services, as needed. Based upon our past experience, research into the labor market, and coordination with our local partners, we have developed the major components that will provide the students with a solid foundation of career and academic skills and the knowledge to apply those skills in advanced education and/or training and employment, including: workplace skills, soft skills, and work ethics; higher-order thinking skills; technical competencies in their field; proficiency in computers, tablets, software, and other emerging technology; customer relations; work-based learning; and educational and vocational credentials. In order to accomplish this, we will offer challenging programs which integrate career, academic, and technical and technological skill development throughout the training (including both classroom and work-based learning).

Our activities and services are also designed to develop decision-making, problem-solving, evaluation, synthesizing, critical thinking, analytical and communications skills. To ensure that the planned career and technical education programs offered by SCC will correlate to high-demand, high-wage, and career-potential opportunities, we will implement the following elements: 1) The CTEC will meet regularly and will review curricula to assure that the program reflects the standards of business and industry; 2) Educational planning will be a key activity between the program staff and the students. This will assure student buy-in to their educational goals and that they understand the course of study and requirements to graduate in a timely manner; 3) The staff
will collaborate with tribal agencies and other regional employers to tie community resources to student needs and to tie the SCC offerings to community needs; 4) Specialized certification (e.g., pre-engineering, pre-nursing) will be offered for short-term training programs, as needed by the community and to facilitate the training of as many students as possible over the five-year grant period; and 5) Articulation agreements and promotion of student advising with four-year institutions of higher education to facilitate smooth transitions of students who pursue higher training to fill unmet needs (e.g., a student who completes the pre-Engineering curriculum may opt to pursue a Bachelor’s degree in Engineering to fill tribal needs for trained engineers).

All individualized career and technical education plans and timelines will be developed to track the progress of each participant. Each participant will have the following information in their files: signed agreement understanding the purposes and requirements of NACTEP; learning objectives; weekly time schedule; signed agreement with the training entity; grades documenting successful completion of credited courses; notes on the meetings with the participants; and records of financial aid and disbursements to students.

**Classroom-Directed Field Experience Services:** NACTEP staff, SCC instructional staff, employers, partner organizations, the CTEC, and students will collaborate and agree on activities and services in the workforce including:

*Learning Objectives:* The tribal program directors, SCC educators, staff, and employers in each career cluster will discuss, identify, specify and measure what the students need to learn both in the classroom and the workplace based upon an analysis of skills and knowledge required for each career and technical education program.

*Classroom-directed field experience schedule:* A classroom-directed field experience schedule will be established for each participant, not to exceed fourteen (14) hours per week for work-based
training experiences with partnering employers and field-based sites. These experiences will hone technical skill proficiencies in students.

Cooperative Agreement: The staff will develop, in coordination with each participant and worksite, a formal cooperative agreement. This agreement will specify hours of training, learning objectives, and employer expectations.

Cooperative Expectations: Each party’s expectations will be developed. For the students, they will be based upon career preparation, interest, and ability. For the employer, they will be based on how the student’s efforts will contribute to a better workforce. Educators’ expectations will be based upon the ways in which the practical work experience can enhance and reinforce the formal academic training in each area.

Class-directed field experience site: It is important that all parties understand that, upon successful completion of training and certification, that the employer cannot guarantee permanent employment. The student will also be free to take employment elsewhere or pursue further education and technical endeavors.

The curricula for each of the educational program components proposed in our NACTEP project have been developed to infuse the integration of academics with career and technical education to facilitate learning in the core academic, career and technical subjects and provide students with strong experience in and understanding of all aspects of an industry. The project has also set benchmarks for progress monitoring in order to facilitate continuous improvement.

Job Placement Services: The Project Coordinator and Job Placement Counselor will provide career guidance, transfer, and job placement services for students, upon completion of training. They will work closely with each participant on an individual basis for job placement and job seeking skills, testing, cooperative agreements with employers, counseling, recruitment and
follow-up services, career and technical education information, and dissemination of information. Staff will coordinate career and technical education services with available state, local, and Federal resources. They will also be responsible for maintaining accurate data in each participant’s file. The activities and services proposed are of sufficient quality and quantity to assure that students will receive an improved and expanded career and technical education program which will meet our current and short-term workforce demands, while establishing relationships and developing future curricula to meet the intermediate and long-term workforce demands (beyond the five years of this project). Since our proposed project is reflective of and responsive to actual local workforce needs, this NACTEP project represents a critical element in the CCT’s and SCC’s ability to fulfill the anticipated workforce demands over the next several years. SCC believes that the results expected from our proposed goals and objectives will represent a substantial contribution to the improvement of the lives and well-being of the members of the CCT.

Finally, the results of our program will be documented and reported in a comprehensive local external evaluation report which will provide statistical data relevant to our proposed goals and objectives and GPRA measures. These data and our annual report to the U.S. Department of Education, will provide a model for replication throughout Indian Country.

2. *The extent to which … that align with the target population’s needs.*

Based upon the needs of our students and of the community, we have designed a project which is responsive to the needs of the community. The following represents specific areas that were considered when developing this application to meet the needs of our population:

**Low Income:** The project will impact the low-income population in two ways. First, scholarships through NACTEP will alleviate costs of education, daycare, and transportation so that the students can work to achieve a degree. Second, the training will prepare them for employment, and increase
their earning potential, thereby improving their financial situation overall. Finally, the expedited nature of vocational education programs means they will become employable faster, which is fundamental for some individuals.

**High unemployment rate:** Our vocational education programs will address the unemployment rate in our community in a targeted manner. Specifically, the chosen fields were selected based on job availability in our area and community interest, as evidenced by our planning phase. This ensures that the vocational skills acquired will be useable in the area. Granting certificates and degrees will increase employability, impacting the high unemployment rate. As indicated above, there are several enterprises on the reservation which are always in need of highly trained and skilled workers.

**Rurality:** SCC will offer courses locally, with local instructors, and to meet the local needs. We will overcome the issues of our rural location by bringing the necessary training directly to the reservation.

3. *The extent to which the proposed … where such opportunities and resources exist.*

Our program has coordinated with similar efforts as the “Achieving the Dream (ATD)” project which incorporates methodologies, and models for assessing, analyzing, and improving education. Also, in accordance with the Workforce Investment Act (WIA) of 1998, higher education is represented on the state and local WIA boards. Through our working relationships with other institutes of higher education in the State of Montana, we will be provided access to information sharing, participant training, and materials related to vocational and technical education efforts within the State. Local coordination efforts include determining eligibility requirements for support services from the Chippewa Cree Division of Health and Human Services, which administers programs such as the General Assistance and TANF. Efforts to secure other resources
to assist in meeting the student needs will be an on-going activity. **NACTEP** funds will supplement, not supplant, other available resources.

Internally, we will coordinate closely with our Financial Aid office to determine student unmet needs and other available resources to bridge the gap. If our efforts prove successful, we will be able to lower the **NACTEP** support burden per student and serve 52 projected students each year.

Stakeholder participation in the program planning, implementation, and evaluation of our proposed **NACTEP** project is referenced throughout this application and through the letters of support and commitment. We will collaborate individually and as a group with these partners and employers to provide recommended criteria for prioritizing potential participants, assisting with placement services, assisting with program dissemination and recruitment efforts, periodically reviewing program goals, objectives, and timelines. These collaborative efforts will determine whether tribal and private sector trainee needs are being met and allow project partners to act in an advisory capacity to the **NACTEP** Project Director and project staff.

Assessment of the project’s performance will be accomplished by monthly reporting by the **NACTEP** staff who will review various forms of feedback from the faculty, work experience supervisors, counselors, employees and the participants themselves. This feedback will be utilized to measure individual and program progress.

4. *The extent to which the training ... in practice among the recipients of those services.*

The program objectives proposed in this application are based upon previous experience and data collection on previously administered educational and vocational education programs. The staff’s major functions will be to provide educational and career guidance, and placement and follow-up services for all participants to maximize their chance of success.

All proposed staff will have sufficient training opportunities to ensure that they are afforded
recent research-based knowledge, which will be applied to their daily functions as administrators of this program. Early detection of problems and measures of achievement will result in the identification of effective practices and lead to system change, where necessary.

To ensure that the planned career and technical education programs and service offered by SCC will correlate to high-demand and high-wage career opportunities, we have instituted the following elements in the project design: 1) We have an advisory council which will be active in providing input to program staff and to review and provide recommendations for curriculum improvement to assure that the instruction reflects industry standards and skill needs; 2) Program staff will conduct educational planning and follow up with each participant to ensure that they receive the assistance needed to set and follow appropriate educational and career goals and plans; 3) The staff will collaborate on a regular basis with tribal and local agencies to tie community needs into student educational and training focuses; 4) We will offer specialized certification and certificates which meet industry standards and are accredited programs of study; and 5) We will focus services on providing our students with the support required, which can be modified and tailored to the unique needs of each student.

The curriculum to be offered for each of the program components proposed in our NACTEP project has been developed to infuse academics with career and technical education to ensure learning in the core academic, vocational, and technical education areas; provide the students with a strong experience in and understanding of the industry; and set challenging benchmarks for student achievement to facilitate continuous improvement.

Comprehensive professional development and in-service training activities will focus on improving the academic, career, and technical skills of our students to improve the instruction of challenging and current vocational proficiencies. Professional development activities will be
systematic in an effort to provide opportunities that reflect common interests and areas of professional needs pertinent to enhancing career and technical education at SCC.

c. Adequacy of resources (Up to 15 points)

1. The adequacy of support, including …and the Tribal entity or entities to be served.

SCC Facilities - SCC campus consists of numerous buildings. The buildings are as follows: 1) Nathaniel R. St. Pierre Building, which contains the Elementary Education Department; 2) Community/Library Building was dedicated as the Sitting Old Woman Center on July 31, 2003. This building houses the Business Office, the SCC Bookstore, community meeting space, the SCC/Rocky Boy Community Library, President’s office, board room and the IT office; 3) Academic Building was dedicated as Kennewash Hall on July 31, 2003. It houses most of the classrooms and lab space at the College starting that summer semester. This building also houses instructor offices, Foundations and Research Department and the Extension Office; 4) Learning Center; 5) maintenance building; 6) The Jon “Cubby” Morsette Vocational and Technical Education Center was dedicated in December 2006. This building has one room that will seat up to 350 people for large workshops, college and community meetings, graduation, and performances (music/drama). It also houses the art classroom, building trades classroom, wood working shop, and welding area; 7) Nursing Lab Classroom; 8) Little Bear Gymnasium, which was completed in 2010. The building is 18,400 sq. ft. and incorporates a full-size gymnasium with men's and women's shower facilities, a kitchen area for food service, and applicable administrative offices; and the 9) Early Childhood Education Center.

Equipment and Supplies - The required equipment and supplies for the successful operation of this project are available with the exception of the laptops, file cabinets, and programmatic supplies. All office furnishings, duplication, copying, and binding equipment will be available to
the project at no cost. We are confident that the equipment and supplies currently available, combined with the budgeted items will be sufficient to implement a successful NACTEP program.

Other resource to supplement the grant and enhance project services SCC operates the tribal childcare center with full-time enrolled college and vocational education students eligible for childcare services. Childcare services include quality care, meals, snacks, a daily childcare curriculum with hour by hour activities, and referral services. Transportation services are provided at no cost to all college students. We have employed a full-time transportation coordinator who transports students to and from class in a 15-passenger van.

The SCC Community Library serves as a major conduit for student and community resources. The library consists of a collection of technical manuals, career guides, individual books, periodicals, a Native American collection, video and film strips, audio tapes, and entry into the Montana State University hosted library consortia which enables us to share resources with eight other College libraries in Montana.

Computer and learning spaces on campus for students have ready access to all computer equipment and software during the school day as well as after school hours. To provide needed support for researching financial, educational, or career opportunities, additional computers and printers are located in the Counseling and Learning Center and are available for students.

2. The extent to which the …reasonable in relation to the objectives of the proposed project.

At an average of approximately $458,000 per year, our budget request is well below the anticipated maximum grant award of $551,000 listed in the Federal Register. This is especially significant given that SCC has designed a project which will have long-lasting and significant benefits to the workforce on our Reservation. The project will increase enrollment in career and technical education courses at SCC, increase the completion rates (certificate or degree, as
applicable) among career and technical education students, increase the number of career and technical education students who matriculate to baccalaureate programs, and increase the number of these students successfully placed in employment. The overall aim of the project will have long-lasting and wide-reaching impacts within the community, making the impact of the project (and requested funds) much more significant.

3. The relevance and demonstrated ... to employ project participants, as appropriate.

To reflect their commitment to the project, partners will provide the following:

**Stone Child College:** Administration, management, communications, facilities, classrooms state-of-the-art electronic equipment, welding equipment, reporting, budgeting, staffing, coordinating, on-line study guides, library, modern classrooms, computers, counseling, tutoring, transportation, and childcare services. Please see Attachment 3 for a copy of SCC’s Organizational Chart.

**Tribal Departments and Businesses:** All tribal departments and businesses will work closely with SCC during the project period in order to ensure that course offerings and degree/certificate programs are in line with employment opportunities in relation to their individualized occupational needs. Specifically, they will meet with SCC staff at least twice annually to assess the program and determine whether students who complete the program with a degree or certificate are well-equipped to perform their duties. If it is found that there are gaps in instruction, the department(s) will work closely with SCC to determine which gaps need to be addressed.

We will collaborate with the following tribal departments and local entities: Chippewa Cree Business Committee; Tribal Water Resources Department; Chippewa Cree Natural Resources; Chippewa Cree Housing Authority; TANF; Rocky Boy Roads Department; TERO/WIA; Plain Green; and Rocky Boy Health Center. They will set up booths at the SCC career fairs, coordinate with the NACTEP Project Director, Project Coordinator, and Job Placement Counselor to facilitate
job placement, and continuously work with SCC to identify strengths and gaps in instruction in order to hone project areas. (See the attached letters of support and commitment in Appendix 3).

4. The extent to which the project will … in the field in which they will provide instruction.

The successful implementation of this NACTEP project will hinge upon the technical expertise and interpersonal communications skills of the staff and SCC career and technical education faculty. All SCC instructors have earned Masters degrees, are certified to teach in the field in which they provide instruction, and several of the faculty either have earned or are pursuing Doctoral degrees. All instructors that will be used for the NACTEP project will possess appropriate skill sets and will be certified to teach in their respective fields. The selection of key personnel for this project, along with the instructors, was made with care, giving attention to the staff’s academic background, demonstrated success in similar tasks, and work experience in working with American Indian adults.

d. Quality of management plan (Up to 25 points)

1. The adequacy of the management plan … responsibilities, timelines, and the milestones.

The timelines immediately following represent our proposed activities, personnel responsible, evaluative evidence, and timelines/milestones which will guide our NACTEP project during the five-year project period. Since we have identified two major program objectives, each will have its own separate activity plan to assist the reader in determining the appropriateness to and potential success at meeting the identified needs of the target population. The timelines refer to the entire project period as most activities will be replicated each year.

Program Milestones The following milestones will be completed for program specific milestones: 1) College President will negotiate grant award by October 2021; 2) Board of Directors, College President, and Project Director will confirm the appointment of project staff by
October 2021; 3) Project Director will provide orientation to staff on project goals, objectives, timelines, budget, and outcomes by November 2021; 4) Project Director will solicit proposals from and hire an external evaluation firm to provide annual formative and summative external evaluation reports. This will be completed by November 2021; 5) Project Coordinator and Project Counselor will disseminate program information throughout the community to educate about the program. This will be ongoing over the project period; 6) Project Coordinator will purchase supplies budgeted for the project monthly, over the project period; 7) Project Coordinator to complete monthly progress reports over the project period; 8) External evaluator will conduct formative and summative evaluation reports. This will be completed semiannually each year of the project; 9) Project Coordinator will review external evaluation reports and modify project activities, if necessary; and 10) Project Director and Project Coordinator will submit all required reports to the Department of Education semiannually, each year of the project.

**Objective 1 Milestones** The following milestones will be completed to achieve the outcomes of Objective 1: 1) Project Director, Project Coordinator, and Project Counselor to hold meetings with CTEC to review program selection criteria at the beginning of each semester and set priorities for selecting the most highly qualified applicants; 2) Project Coordinator and Project Counselor to recruit and select participants according to selection criteria. This will be completed in October and November 2021, and ongoing to fill any vacant slots; 3) Project Coordinator and Project Counselor to provide orientation to applicants in November of each year. The orientation will cover project objectives, eligible courses of study, career information; educational planning; description of course offerings, student responsibilities and requirements, timekeeping process, related services and activities, SCC policies and procedures, student concerns, and scheduling career and guidance sessions; 4) Project Director and Project Counselor to contact potential
employers to be partners with the program in designing work based learning and providing viable classroom directed field experience through on the job placements. NOTE: As noted throughout this proposal, SCC has already developed these relationships; this activity will be the confirmation of those discussions with the identified employers and new designs with partners that have not yet been identified; 5) Program staff will continuously review and update the current and proposed academic and technical program curricula to ensure they meet the requirements of vocational training outlets, accreditation and certification standards, and industry standards. Specifically, if the four-year computer science degree is offered during the program period, students will be educated about this opportunity. This activity will be ongoing; 6) Project Coordinator and Project Counselor will schedule individual meetings with participants at least monthly; implement classroom and directed field experience/placement services, and counseling services. This activity is ongoing; 7) Project Coordinator and Project Counselor will provide SCC instructors with in-service and training to enable all instructors to revise their instructional methodology and curricula to incorporate industry and employer standards of vocational instruction, as needed. This activity is ongoing; 8) Project Coordinator and Project Counselor will design and implement career exploration activities, classroom directed field experiences, and on the job training opportunities for participants on an ongoing basis; 9) Project Coordinator and Project Counselor will provide follow up activities on the status of individual participants placed in classroom directed field experiences to determine the ongoing needs and/or challenges encountered by the trainee and the trainer. They will cooperatively develop potential solutions to each need and/or challenged encountered and record results for best practices. This activity is ongoing; 10) Project Coordinator and Project Counselor will monitor participant progress toward completing course requirements in time frames allotted. The Project Coordinator will with conduct a review of student attendance
records, training records, grades, and other relevant information during mid-terms and at the end of each semester; and 11) Annually, the key staff will hold meetings with CTEC to review progress towards meeting project goals, objectives, and timelines with recommendation for modification, if needed.

**Objective 2 Milestones** The following milestones will be completed to achieve the outcomes of Objective 2: 1) Project Coordinator and Project Counselor will provide extensive orientation detailing program services including instructions; classroom-directed field experiences, on the job training, and placement services to selected participants at the beginning of each semester; 2) Project Coordinator and Project Counselor will ensure full time students maintain a minimum of fourteen (14) hours classroom instruction, field experience, and on the job training per week. Time sheets will be collected from each student to document class time, field experience, required career, guidance, academic counseling, and on the job training. This will be an ongoing activity reflected by student files; 3) Project Coordinator and Project Counselor will work with the students to assign classroom instruction, field experience, and on the job training opportunities in their chosen occupational area. This is an ongoing activity; 4) In order to encourage recruitment and retention, the Project Coordinator will disseminate information throughout the community through an extensive media campaign including brochures, flyers, posters, mass mailings, press releases and social media. This will be ongoing; 5) Project Coordinator and Project Counselor will administer pre- and post-tests to all participants, utilizing SCC testing mechanisms and schedules. This is an ongoing activity; 6) Project Coordinator will contact potential employers to be partners with NACTEP in designing work-based learning and providing viable classroom directed field experience through on the job placements. NOTE: as noted throughout the proposal, SCC has already developed these relationships; this ongoing activity will be the confirmation of those
discussions with the identified employers and new designs with partners that have not yet been identified; 7) Project Coordinator and Project Counselor will schedule individual meetings with participants on a regular basis and implement classroom, directed field experience, placement services, and counseling to students; 8) Project Coordinator to design and implement career exploration activities, classroom directed field experiences, and on the job training opportunities for participants on an ongoing basis; and 9) Project Coordinator and Project Counselor to provide follow up activities on the status of individual participants place in classroom directed field experiences to determine the ongoing needs and/or challenges encountered by the trainee and the trainer. Cooperatively develop potential solutions to each need and/or challenge encountered and record results for best practices for future trainees. This activity is ongoing.

2. The extent to which the … national origin, gender, age, or disability.

Currently, the SCC College Board of Directors is 100% American Indian; faculty and staff are approximately 88% American Indian; 66% of staff are women; and 20% of staff are elders. The applicant encourages applications from individuals who are members of groups that have been traditionally underrepresented, and our statistics reflect past and present employment practices as an Equal Employment Opportunity Agency. Also, SCC addressed GEPA Requirements in the ED GEPA 427 form.

3. The extent to which the … to meet the objectives of the proposed project.

Stone Child College’s Dean of Student Services will serve as the Project Director and will supervise the Project Coordinator and other staff. The Project Director will provide general project oversight to ensure that the activities are being implemented as planned and are achieving the intended results. He/she will devote 10% of her time to the project in this capacity, on an in-kind basis. The Project Coordinator will be responsible for the daily operations
of the project and will provide day to day guidance to the Counselor/Job Placement Officer. His role will include implementing the project in accordance with objectives and management plan; administering and reporting on the project; and implementing evaluation system to measure project specific performance outcomes and progress in meeting objectives of the project.

Additionally, we will hire a full time Counselor/Job Placement Officer. The Counselor/Job Placement Officer will be responsible for coordinating with partner organizations and other potential employers during the project period. She will work with participants one-on-one in determining their required courses/certificates to attain specific employment and will connect them with potential employers (or with baccalaureate degree providers, if necessary) as their degree/certificate completion nears.

4. The qualifications, including …key personnel, and project consultants.

The Dean of Students Services will serve as the Project Director and will commit his/her time to project activities (on an in-kind basis). Currently, the Dean of Student services position is being advertised and we have an Interim Dean. This position will be filled prior to project implementation. She/He will oversee the daily operation of the project and will complete all duties as described in the management plan. He/She will hold a Masters Degree in an education related field. He/She will have through knowledge of planning, organizing, staffing, coordinating, reporting, evaluating, monitoring, communicating, and budgeting.

[Name] will serve as 1.0 FTE Project Coordinator. He will spend 100% of his time implementing the project in accordance with the objectives and management plan. He will be responsible for day-to-day activities, reporting, staffing, budgeting, and planning for the project. [Name] has a Bachelor of Science degree from Montana State University - Northern in Criminal Justice with a Minor in Native American Studies. He also received an Associate of Arts
degree from Stone Child College. He has served as Project Coordinator for the current NACTEP program since 2019. He has a thorough knowledge of program management and holds the experience, expertise, and training required to serve as Project Coordinator for this program. Please see resume in Attachment 1.

[REDACTED] will serve as 1.0 FTE Job Placement Officer. She will spend 100% of her time on day-to-day activities, counseling, advising, guidance, job placement & development, testing, and other duties in accordance with the objectives and management plan. She holds a Bachelor of Science in Liberal Studies from Montana State University. She has served as Job Placement Officer for the current NACTEP program since 2018. She has a thorough knowledge of the duties required of the Project Counselor/Job Placement Officer. Please see resume in Attachment 1.

SCC will consult with an external evaluator. This evaluator must have experience evaluation programs in Indian Education, extensive knowledge of American Indian communities, and effective evaluation design.

e. Quality of the project evaluation (Up to 10 points)

1. *The extent to which the proposed ... Results Act of 1993 (GPRA) performance measures.*

Thorough, feasible, and appropriate evaluation methods will be used to assess the goals, objectives, and outcomes of this project. Formative evaluations will measure the on-going progress of this project on a semi-annual basis. Project staff will be responsible for generating monthly reports and periodically assessing project activities according to the goals, objectives, and timelines, as set forth in this application. External formative and summative evaluations will be conducted by an experienced professional American Indian evaluator. Furthermore, progress toward meeting the GPRA Indicators will also be tracked, monitored, and reported. These
evaluation and assessment results will provide staff with real-time feedback on how effectively they are meeting performance targets and to improve project services on a continuous basis.

We proposed the Evaluator will use the Center for Disease Control’s (CDC’s) Evaluation Framework to evaluate the project, or a similar model. The framework is a practical, non-prescriptive tool, designed to summarize and organize essential elements of program evaluation. There are six major components of the framework. They are engage stakeholders, describe the program, focus the evaluation design, gather credible evidence, justify conclusions, and ensure use and share lessons learned.

The development of this grant application has overseen the implementation of the first three of these components: engage stakeholders (targeted participants, community members, tribal department administrators, SCC instructors, and others); describe the program (needs, expected benefits, significances, etc.); and focus the evaluation design (identify purpose, uses for data, questions, measures, methods). This leaves three components to implement during the project period: gather credible evidence, justify conclusions, and ensure use/share lessons learned. The process for the first two components was described in the previous pages; the remaining four components are described below.

**Focus of the evaluation design:** The purpose of the evaluation is to examine the project at the process and outcome levels. During process level evaluation, the evaluator will assess whether project activities are being implemented in accordance with the project plan. The result from this evaluation will put into context the outcomes. During outcome level evaluation, the evaluator will use data gathered regarding student performance to assess whether the intended outcomes are being achieved.

**Gather credible evidence:** We will gather data which will present a well-rounded picture of
project activities to key stakeholders (project staff, participants, administrators, etc.).

**Justify Conclusion:** The conclusion of the evaluation is justified when the evaluative evidence is compared to pre-approved standards. In the process level evaluation, the management plan will be used as the standard to determine whether activities were implemented as planned. In the outcome evaluation, *GPRA* measures and other measures set forth by the applicant will be used as the standard for determining whether the intended outcomes have been achieved.

**Ensure use and share lessons learned:** SCC will employ an evaluation methodology shown to be an effective means of documenting similar projects. It provides for continuous feedback and improvement through monthly internal reports and semi-annual external evaluation reports.

The evaluation plan allows for process and outcome level evaluation. When paired together, these two types of evaluation inform whether intended outcomes are being reached with data that indicates whether non-adherence to the implementation plan played a role in achieving these outcomes. To successfully implement an informative process level evaluation, the external evaluator will conduct a mid-year formative evaluation and a summative evaluation at the end of each project year. The evaluation will include interviews of project staff, review of schedules, monitoring course enrollment/attendance records, review of meeting minutes between project staff and partners, review of credentials, certificates, and degrees earned, review of job placements, and review of internal reports.

As part of the semi-annual and annual evaluation, the evaluator will make commendations to staff for especially effective progress and recommendations for improvement and modifications. The Project Director will be responsible for gathering data and sharing it with the external evaluator. These data will be utilized to monitor progress in relation to the *GPRA* Indicators.

Further, Stone Child College will use the following objective performance measures in
determining whether intended outcomes have been achieved. Data sources for these indicators are included in brackets following each measure.

- An increase in the percentage of CTE concentrators who remain enrolled in postsecondary education, are in advanced training, military service, or a service program, or are employed by at least 10% each year; \textit{[post-graduation/completion records, military placement records, hiring records]}

- An increase in the percentage of CTE concentrators who receive a postsecondary credential by at least 10% each year, starting in year two (time it takes to complete a certificate program). \textit{[Student post-graduation/completion records, credentials, certificates, and/or degrees]}

\textbf{Project Specific Performance Measures}

\textit{SCC} is proposing realistic performance outcomes which are based upon our experience and reviews of our current and previous vocational training programs:

- Recruit, enroll, train, and place at least fifty-two (52) participants per year;

- Provide certificates of completion, associate degrees, or students pursuing four year degree to at least 94 (90% successful completion rate over the five year project period). Each student will take at least two years to achieve this, we are estimating 90% of 104 students will achieve this;

- Provide work related experience to at least fifty-two (52) participants per year;

- Provide career, guidance, and follow-up counseling to at least fifty-two (52) participants per year;

- Successfully place 78 (75%) of program participants into full-time employment by the end of the five year project period (Note: Some students may be pursuing a bachelor degree and not be placed immediately); and
• Provide one (1) CTE program responsive to the training needs of the Chippewa Cree Tribe.

SCC will submit an annual performance report addressing these performance measures. Additionally, other measures, such as breakdown of data by gender; the effectiveness of the project, including a comparison between the intended and observed results; and the long term impact of the project; prescribed within the program solicitation, will also be reported on to the extent possible.

2. The extent to which the methods of … improvement toward achieving intended outcomes.

The CDC evaluation framework reiterates what we know about using performance feedback to improve outcomes – that deliberate effort is needed to ensure that the evaluation process and findings are used properly. The framework uses five key elements to achieve this aim: design, preparation, feedback, follow-up, and dissemination. The design element asks whether the evaluation is appropriate to achieve its intended uses. The entire Quality of the Project Evaluation section describes how it is appropriate. The preparation element asks whether the project staff and key stakeholders are prepared to use the information. SCC has implemented numerous grant-funded programs with and without evaluation components. They are experienced in working with evaluation results to improve their project, and more specifically, are well-equipped to translate reports from the evaluator, specifically. The feedback phase asks about the rapport between the evaluators and program staff. Finally, the follow-up phase asks some very important questions about what safeguards are in place to prevent misuse of the evaluation and what will prevent lessons learned from being lost. This is a key component - one that we have addressed by involving stakeholders in the planning process. Several key staff and administrators at the College were closely involved in the development of measures and intended outcomes. This creates user buy-in and will help to ensure that the evaluator and the program staff are on the same page, striving for
the same outcomes. If an evaluation reports lessons learned, the SCC staff will want to use those lessons to ensure that the intended outcomes (outcomes they helped develop) are achieved.

The Evaluator will use these key elements when implementing the evaluation reports, which will contain data specific to the project, whether activities are being implemented as planned, and whether the project is on track to achieve the intended performance measures. These reports will conclude with a list of action items that can be used to improve program operations. The semi-annual reports will allow staff to see progress and recommendations every six months, which allows for challenges to be recognized and addressed early.

**Additional Selection Factor:** SCC is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and/or the US Department of Education. Under our accreditation, the vocational and technical education programs to be offered under this NACTEP are all fully accredited.

**Competitive Preference Priority:** This project was designed to improve student achievement in STEM coursework, including Computer Science. The primary objectives of the project are to implement a comprehensive career and technical education services to the members of the Tribe. This will be accomplished by providing career and guidance counseling, on the job training experiences, and continuing education placement services to participants. The majors that this program will focus on are Natural Resources/Geospatial Technology, Mathematics, Computer Science, Allied Health, and General Science. The Certifications we will focus on are Pre-Engineering, Pre Nursing, Certified Nursing Assistant, Accounting, Information Management, and Building Trades. The college is in the process of getting a four-year degree in Computer Science accredited. If this is completed during the project period, we will focus heavily on this. We respectfully request the 5 points for this competitive preference priority.
Application Requirements:

1. **SCC** is an eligible applicant as a Tribal Organization. See the resolution in *Attachment 3*.
2. Stone Child College will provide CTE directly to students, therefore and MOU is not required.
3. **SCC** will not consolidate FY 2021 NACTEP funds into a current or future 477 plan.

Program Requirements:

1. **SCC** has proposed activities that will improve career and technical education programs. The courses offered will provide individuals with courses that have rigorous academic content and relevant technical knowledge skills, provide technical skill proficiency, and may include prerequisite courses. The project will also include competency based, work based, or other applied learning that supports the development of knowledge and it will coordinate between secondary and postsecondary education programs through programs of study.
2. **SCC** has budgeted for ongoing formative and summative evaluation with an independent/external evaluator. Please see the budget justification and selection criteria e. *Quality of the project evaluation*.
3. **SCC** has budgeted for student stipends. Please see the budget justification.
4. In addition to stipends, **SCC** will be providing direct assistance to students. This includes tuition/fees assistance, books and supplies, transportation, and daycare. This assistance will meet the conditions in the NIA.
5. **SCC** will not be integrating the assistance received under a 477 plan or other related program.
6. To the greatest extent possible, **SCC** will comply with the provisions of section 7(b) of the Indian Self Determination and Education Assistance Act.