P.L. 102-477
Indian Employment, Training and Related Services

Adopted by Nez Perce Tribe Resolution NP15-023 dated 10-28-14

Adult Education Program
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The Nez Perce Tribe respectfully submits an Annual Performance Report (APR) for the second year of a three year plan approved under contract number A15AV00131 for Fiscal Years 2015 to 2017. The Nez Perce Tribe completes a seventeenth year (17th) year ending FY16 as an integrated program plan and budget design found under the principles of P.L. 102-477. FY2016 is the first year using the new reporting forms OMB Control No. 1076-0135 (Version 2) for the statistical, narrative and financial reporting.

The “477” program is organizationally structured in the Tribe’s Education Department as the Adult Education program. The program utilized a staff of four during the year: a program director, program technician, one instructor and a college intern. The staff are committed to serving the tribal community to address the employment, education and training needs of the Tribal Membership and other Indian and Native American individuals residing on or near the Nez Perce reservation. The program design of education, training and employment services is illustrated as:
STRATEGIC PLAN

The Education Department has been working with consultant, Charles Dayton, since the year 2011 on the departments’ strategic plan. The department missions is: “Together, we provide education and career pathways to enhance self-sufficiency while staying grounded in Nez Perce values”. The department plan is at a pivotal point of execution to be published on a website by proposed date of January 2016. The published plan will provide the transparency of the departments’ progress using four strategic directions:

1.0 EDUCATION: PRE-K – Laying the foundation with a solid early childhood education.

2.0 EDUCATION: K-12 – Growing in knowledge and skills to find one’s purpose and strengths.

3.0 EDUCATION: Postsecondary – Continuing lifelong learning and pursuing career pathway

4.0 ADMINISTRATION: Providing support to improve capacity and coordination of tribal education.

The Adult Education’s programs goals and outcomes are aligned within the departments’ strategic directions for K-12 (2.0) and Postsecondary (3.0) activity. In 2015, the goals and outcomes were enhanced with predictive measurements and drivers to improve problem solving within the program plan. A copy of the 2015 Adult Education strategic plan section of the tribal education department is attached; and the 2015 predictive measurements are included in the program outcomes.

PROGRAM OUTCOMES

The 477 or Adult Education program reports eighty three (91) total participants in the statistical report. In addition to the (91) participants, an additional three hundred two (302) participants were served by the program activities. The additional participants are not recorded in the statistical report although are mentioned in the narrative section of the reporting requirement. The statistical reporting situation is addressed in the department strategic plan for the Adult Education program with a past and current inability electronic database management system to track all individuals served to validate the impact of the 477 program on or near the Nez Perce reservation. The Education Department has access to Tribal Data Resources (TDR) software “People Data Systems” to serve as the electronic client management and reporting mechanism for department programs’. The Adult Education did not arrange for the time to consult with Tribal Data Resources to design a management information system during the fiscal year. In the meanwhile, a Laserfiche software program purchased and managed by the Nez Perce Tribe was utilized to collect and store program applications. Additional Laserfiche training is needed if a decision to use the software for MIS or reporting purpose.
EDUCATION SERVICES

Adult Basic Education (ABE) serves students in need of basic skills development in reading, writing, or math to attain employment, education, training success. For FY16, the total number served is one out of ten planned student enrollments. The goal is five students will increase a baseline score in a basic skill to the 10th grade level. One enrollment occurred during the fiscal year. The Adult Basic Education component is not utilized fully with the tribal program due to tribal member or Native students addressing developmental education alongside course requirements for career technical or academic program of study with neighboring institutions. The Adult Education program no longer provides an instructor assigned to the tribal college.

General Education Development (GED) serves high school dropouts with interest to attain high school equivalency. For FY16, the total number served is thirty-six enrollments out of twenty-five planned student enrollments for the fiscal year (144% performance). The goal is five of the total student enrollment will complete a GED this fiscal year. Seven students completed a GED (12th grade) or the high school equivalency by September 30, 2016 (140% performance).

The 477 program provides a full-time instructor (32 hours per week) with classroom schedules serving three tribal communities in Lapwai, Orofino, and Kamiah. The instructor maintains an Idaho secondary teaching certification from a previous career as a high school teacher for fifteen years. GED is offered on a quarterly basis: fall, winter, spring, and summer; and students enrolled in a GED program are monitored routinely to measure gains in reading, writing, or math. GED recruitment occurs quarterly with snail mail notices to GED inactive and active students; and program partners i.e. GA, TANF, Veterans, housing, tribal court, etc.

Since the “New 2014 GED” began on January 1, 2014, the Adult Education program decided at the start of FY15 in October 2014 to purchase online GED curriculum for “computerized skills remediation” and pre-GED testing products with Aztec Software. The GED curriculum purchases served learners with basic skills below the 8th grade level and for student “GEDReady” with basic skills above the 8th grade. The GED clientele enjoy the flexibility of an asynchronous learning environment to learn anywhere, anytime on an Internet connected computer; and the office hours one to one face time with the instructor. The neighboring college(s) offer GED but with traditional class schedules Monday to Thursday for two hour blocks of time for specific reading, writing, or math course levels to prepare for the GED.

College Readiness is provided to adult learners ages 16 and older. The 477 program staff provides support to students with admissions, financial and other related topics. The goal is to serve thirty students to: file a FAFSA, submit an admissions application, submit and pay for an official transcript request or submit a copy of a tribal ID for a tuition waiver to name several. The actual number of support provided to students is not recorded; and is identified as a need to track and monitor performance indicators. College readiness is a service provided to new or continuing scholarship recipients within the tribal education department; and at least one client per week is served throughout the calendar year.

College readiness topics include but not limited to: filing the Free Application for Federal Student Aid (FAFSA), understanding or addressing Satisfactory Academic Progress (SAP), Lifetime Eligibility Used...
(LEU), Cost of Education (COE), Student Aid Report (SAR), verification, and/or default student loans. In addition to FAFSA, the program provides support to tribal scholarship program applicants as new or continuing students. In addition to financial aid topics, the staff assist with filing admission applications, downloading and arranging fee payment for transcript request from previous colleges, high schools or GED testing centers.

**Tribal Scholarship Partnership.** The 477 program provides staff support to the Education Department Manager who is the administrator of the Tribe’s funding from the Bureau of Indian Education Higher Education Scholarship program. The number of scholarship awarded is for the academic calendar year 2015-2016 was 140. The Adult Education program assistant does the eligibility determination review of the scholarship applications, approximately 90% for the year. The Adult Education program director is a signatory authority in absence of the department manager to approve or award tribal scholarships, approximately 10% for the year. The total number of scholarship recipients served is not recorded in the statistical report although below is a glimpse of the scholarship community: 1) one dual credit student (high school); 2) forty eight (48) two year or associate degree program students of which a percentile are career technical students served by the Adult Education program; 3) seventy two (72) are four year or bachelor degree program students; and 4) eighteen (18) are professional students in Master or Doctorate degree programs.

**Tribal College Partnership: Northwest Indian College.** The 477 program provides support to the tribal college with: 1) catering or providing school supplies for student events; 2) pay for the lease agreements for copiers in two locations; 3) pay for the water and electricity bills; and 4) provide travel support for students to attend graduation to the main campus with the Lummi Nation near Bellingham, WA. The total number of students served is not recorded in the statistical report.

**Dual Credit.** The 477 program provides a scholarship to high school students enrolled in a dual credit course when no other financial aid resources typically for academic courses without state or tribal resources for other federal recognized Indians/Native Alaskans. Thirteen (13) students were assisted: one high school senior enrolled in a certified nurse’s assistant course as a prerequisite course for an Associate Degree in Nursing (ADN) major after high school graduation; and twelve student taking two courses during a summer academy program sponsored by Northwest Indian Colleges. The NWIC courses offered were: NASD 101/102 Nez Perce Language, ARTD 106 Indian Art History of Place, and GEOL 101 Introduction to Geology.

**Youth Partnerships.** The 477 program worked with partners to offer summer or school year activity(ies) to engage school age or youth in academic and/or cultural enrichment events with an intent for school age youth to stay in or return to school. The AE program is involved with Youth Partnerships, they were/are: 1) Job Shadow Day, February 2, 2016; 2) 1st Annual “Take Sons and Daughters to Work Day” April 29, 2016; 3) twenty three middle school age students attend Idaho Inter-Tribal Youth Natural Resource Youth Camp June 13-17, 2016; 4) twenty students were provided with a $200 stipend for completing PACE Camp, July 18-29, 2016 and 5) over eighty students were provided with room and board to attend Culture Camp, August 1 through 11, 2017.
• **Job Shadow Day**, February 2, 2016. The Adult Education on behalf of the Nez Perce Tribal Education Department hosted the first *Job Shadow Day* on the traditional Ground Hogs Day. Sixteen high school students attended the one half day event with supervisors of tribal department programs willing and ready to promote careers in natural resource management occupations with fisheries, education.

• **Take Our Sons and Daughters to Work Day**, April 29, 2016. The Adult Education program on behalf of the Nez Perce Tribal Education Department sponsored the first Nez Perce Tribe's first *Take Our Daughters Sons to Work Day (TODASTW)* on April 29, 2016. The tribal event was supported by tribal resolution NP16-192 dated February 23, 2016 as an “investment to promote education, empowerment, and college and career readiness for local students”. The event targeted the 6th-8th grade sons, daughters, grandchildren, nieces and nephews of tribal employees with the Tribe’s four entities of government, health, housing and enterprises. One hundred and twenty five students participated in the Tribe’s one half day event which included a breakfast with a keynote presentation followed by a tour, and then employees taking their student to the work station for a portion of the work day. The Nez Perce Tribe is recognized as the first Tribe to register the event with the national TODASTW foundation.

• **Inter-Tribal Youth Natural Resource Camp (ITYNRC)** is an annual event since the 1990’s with the Nez Perce Tribe participating with the U.S. Forest Service as a Tribe attending as a guest at a camp hosted by another Tribe and Forest Service outside the Nez Perce ceded land area or is the co-host with the local Forest office in the Tribe’s ceded land area. In 2016, the Adult Education program on behalf of the Nez Perce Tribe, was the co-host with the Clearwater-Nez Perce National Forest. The 2016 camp was held on the Potlatch District the week of June 13-17, 2016. For the first time in many years, no other Tribe participated with the camp this year due to other youth activities planned.

  Twenty three middle school age students and adult chaperones from the Nez Perce reservation area, and the University of Idaho College of Natural Resources outdoor science school attended camp this year. The camp site was a remote Forest campground tents and cots for rooms, and propane stoves and a complimentary recreational vehicle to prepare meals in comparison to the past several years with the Nez Perce camp becoming accustomed to lakeside lodge resorts with kitchen with cooks preparing meals. The unusually cold and rainy season did not dampen the spirits of primarily middle school age students (6th-9th grade) who embraced the outdoor learning experience provided by a national recognized outdoor science school for teachers and students including graduate assistants working assisting faculty members with instruction and curriculum.

  This annual event is a cost share challenge partnership with the U.S. Forest Service, Region 6/Missoula MT working with five National Forests of the Clearwater, Nez Perce, Payette, Idaho Panhandle and Colville, and five Tribes of the Nez Perce, Coeur d’alene, Kootenai, Kalispel and Spokane.

• **Preparing for Academic Excellence (PACE) Camp** is a cost share partnership with the Nez Perce Tribe and the U.S. Department of Energy. The two week STEM camp is designed for middle school students' entering grades 6-8, and held annually the last two weeks in July. This year the 477 program provided the $200 incentive payment to twenty students completing all classroom projects and homework required to earn the academic incentive payment.
Nez Perce Culture Camp. The Adult Education program supported the Tribe’s annual culture camp for Native students’ grades 4-12 by providing the room and board cost for one hundred eighteen campers. 23% or twenty eight students were 8th-12th grade, and 77% or ninety students were 4th-7th grade. The purpose of the annual camp held since 1990 is to increase cultural bonding and resiliency to improve education, health, and social outcomes for tribal youth. The 2016 camp theme is “the voice of the people – past and present. The activities focused on tribal stories and encouraging young people to speak up about things that are important to them. Language activities focused on building language fluency through traditional stories. The 17th annual Nez Perce Cultural Camp was held at Wallowa Lake on August 2-4 (grades 8th-12th) and August 9-11 (4th-7th).

TRAINING SERVICES

Vocational Scholarship (Degree Program) awarded scholarship to thirty three degree seeking students enrolled in an accredited career technical education program leading to an Associate of Applied Science (AAS) two year degree. For FY16, the total number served is thirty three out of twenty planned student enrollments (165% performance). The goal is fourteen of the total student enrollment will complete an applied science degree (2-year) this fiscal year. One student completed an Associate of Applied Science as a Pharmacy Technician major (7% performance).

The majority of the student enrollments were in the first year of a two year program during the FY16 or 2015-2016 academic calendar year as the reason the performance or attainment goal is not anticipated to be met by September 30, 2016. Of the thirty two degree seeking students, fifteen students terminated an education plan.

Thirty one students attend(ed) Lewis-Clark State College; the one other attends Northwest Indian College. The degree programs represented are: fifteen in early childhood education of which all are employees of the Nez Perce Tribe’s early child development program required to enroll in a two year degree program; three in auto mechanics, two accounting assistants, one hospitality management, one information technology, one legal/paralegal assistants, one pharmacy technician, one medical assisting, one pre-welding, two graphic communications, and five business management.

Vocational Scholarship (Non-Degree Program) awarded twenty four students enrolled in a non-degree or workforce development (continuing education) program. For FY16, the total number served is twenty four out of thirty planned student enrollments (80% performance). The goal is twenty one students of the total student enrollment will enter employment within this fiscal year. Seven students enter employment; two are verifiable (9% performance).

The certificate programs (non-degree) programs represent: early childhood education (eleven are preparing for degree seeking status), one emergency medical technician, three certified nurse’s assistants (one taking course as associate degree nursing program), two traffic control technicians, one traffic control supervisor, and one manufacturing technician.

Pre-Apprenticeship Pipeline. The Adult Education program did not provide scholarship to an individual enrolled in a certified pre-apprenticeship program for FY16 (0% performance). Although, pre-apprenticeship opportunity was offered as a topic to clientele expressing interest in the building trades career pathway.
Apprenticeship Pipeline provide scholarship assistance for apprenticeship programs to two registered apprentices with the Idaho Division of Building Safety, Idaho’s licensing agency. The apprentices are registered as a 4th year electrical apprentice, and a 3rd year heating and air conditioning apprentice for the 2015-2016 academic calendar year. The electrical apprentice is preparing to “journey” out during the 2016-2017 year by first registering for the state electrical exam, and completing the 8,000 on-the-job training hours by July 2017. Both apprentices enrolled with Lewis-Clark State College Workforce Training Center for the classroom theory of apprenticeship standard.

Entrepreneur Pipeline. The Adult Education program has an interest to partner with the small business expert and community with the Tribes community development fund to benefit twenty students. An unmet need is to address collaboration with partners to attain desired result. (0% performance)

In the past two years, the Adult Education met with the Nez Perce Tribe’s Community Development Financial Institution (CDFI) program to discuss opportunities to partner with assisting Indian individuals starting up small business. The CDFI is a new grant to the Tribe in FY13 faced with recruitment obstacle to hire a qualified director until FY14 when a Native professional was hired and then resigned within the year. In 2015, the Tribe hired a new CDFI director, enrolled member of the Tribe, who started the job in September 2015 but resigned by June 2016.

Financial Literacy Pipeline. No financial literacy support services were provided. (0% performance)

The financial literacy expert with the Nez Perce Tribe is the tribal housing authority who provides intensive case managed services to Native individuals pursuing homeownership. The 477 program refers program clients to the tribal housing authority who are interested in both home and small business ownership. Also, the Tribe’s community development fund provides financial literacy to the small business clientele; and is another avenue of opportunity for collaboration.

**EMPLOYMENT SERVICES**

Job Readiness. The plan is to provide job readiness assistance to forty job seekers to build employability, and increase opportunity to find and secure employment. The total number of job seekers served is not recorded in an efficient tracking system to monitor performance indicators, and is addressed with a project for an electronic management information system. The Adult Education program utilizes the Education Departments’ training center as a “Career Station” three days per week where job seekers and college students can utilize a computer lab for: job search, file/report unemployment insurance, explore careers, explore $$ for college/training, explore universities/colleges, explore apprenticeship training centers, or have a high speed Internet connected computers for an online class or to complete homework.

Occupational Licensing. The 477 program assists individuals in need of occupational licensing to be employable. Five individuals obtained the licensing or certification to work: two as certified nurse’s assistants, two as traffic control technicians, and one traffic control supervisor. Occupational licensing is also a training service utilizing Lewis-Clark State College and American Traffic Safety Services Association (ATSSA).
Entry to Labor Market (Support Service). The 477 program provided supported work services to twenty four individuals to enter temporary, seasonal, or permanent employment. For FY16, the total number served is twenty four out of thirty planned student enrollments (80% performance). The goal is 100% of the job seekers served will enter employment for job retention to be tracked for specific time periods based on tour of duty.

COLLABORATION WITH OTHERS

Clearwater Economic Development Association (CEDA). The Adult Education program is active member of several groups facilitated by the local economic development agency for north central Idaho, CEDA. The 2016 year was an active year to: 1) attend quarterly meetings; 2) an active member of a planning team organizing a regional career event for high school juniors and counselors for October 26, 2016 to promote the region’s “hot jobs” in manufacturing, health sciences, technology and transportation, and 3) attend an annual forum for manufacturers.

Educate Idaho Network. The Adult Education program became an active member of a newly formed regional group promoted by the Idaho State Board of Education’s initiative to sustain statewide regional partnerships focused on increasing college participation and supporting the State Board’s goal for 60 percent of Idahoans age 25-34 to have a postsecondary credential by the year 2020. The regional network, North Central Idaho Partnership, was awarded a seed grant for the 2016-2017 school year to develop and deploy tools that provide students, families and other stakeholders with community resources that inform, inspire, and raise awareness of post-secondary options and opportunities; create an easily adaptable/sustainable tool kit to effectively, consistently and easily share post high school education & career opportunities available in North Central Idaho, and conduct a regional survey of graduating high school surveys.

University of Idaho, College of Natural Resources. The Adult Education program is a sub awardee of a National Science Foundation grant awarded to the University of Idaho, College of Natural Resources in March 2016 to serve as an administrative facilitator between the Lapwai High School and the Nez Perce Tribe’s natural resource programs. The project is titled “Building STEM Identity of Native Students using Unmanned Ariel Vehicles and Remote Sensing Technologies”; and is a NSF initiative under the Innovative Teaching Experiences for Students and Teachers (ITEST). This is a three year project with the Lapwai High School and the Nez Perce Tribe’s natural resource department programs of fisheries, forestry and fire management. The University’s College of Education completed a developing curriculum study (DACUM) in July 2017 by conducting focus groups with tribal natural resource technicians and professionals to begin developing curriculum for integration into high school coursework and topics starting the 2017-2018 academic calendar year. A one week camp experience for teachers and students will begin the 2017 summer at the University’s outdoor science school in McCall Idaho in July. This project will provide for several graduate assistantships of which two members of the Nez Perce Tribe begin the 2016-2017 academic year: one Ph.D. candidate who is a fisheries professional and the other a graduate student who is formerly a certified elementary teacher now working in the tribal education department. The Adult Education Director, and the Education Department Manager are involved with the project.

U.S. Forest Service, Youth Conservation Corp (YCC) is an opportunity almost executed the 2016 summer for the Nez Perce Tribe working in coordination from the Forest Service with the Adult Education
program. A 2016 YCC program is postponed due to the unforeseen logistical planning steps preventing the essential resources for a successful summer program; and is forecasted for implementation the 2017 summer.

Closing Summary

Adult Education program as the Nez Perce Tribe's 477 program look forward to continued work with the Education strategic directions to improve services to the tribal community.

Attachment:
- Statistical Report
- Financial Report