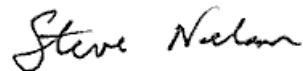


Owens Valley Career Development Center
Inyo-Mono Paiute-Shoshone Tribes
Bishop, California

Native American Career and Technical Education Program
US Department of Education
PR #V101A070009

First Annual External Evaluation Report
2008

Prepared by

A handwritten signature in black ink that reads "Steve Nelson". The signature is written in a cursive style with a large initial 'S'.

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I. Introduction

The purpose of this report is to summarize the progress and accomplishments of the Inyo-Mono Paiute-Shoshone Tribes, in partnership with Cerro Coso Community College and Bakersfield Community College in implementing the Native American Career and Technical Education Program during the 2008 calendar year. This is the first annual report prepared by an independent evaluator as required by the US Department of Education grant guidelines for the grant program, entitled the Owens Valley Career Development Center.

The report was guided by the performance standards established in the approved grant application and GPRA standards. For each goal, objective, and activity, an objective appraisal has been made as to the relative progress in achieving the intended aims of the grant. On November 3-5, 2008, a site visit was conducted to prepare this annual external evaluation report. The external evaluation report serves as an independent and objective basis upon which the grant performance report (ED524B) is prepared to gauge program progress in achieving its objectives and the federal GPRA indicators. The evaluation focuses on the activities and outcomes for the spring, summer, and fall semesters of 2008, commencing on January 21 and ending on December 19, so fall semester completion rates are estimates, based upon the best available evidence.

The Owens Valley Career Development Center has successfully operated career and technical education programs for many years. The OV CDC was awarded a five-year NACTEP grant commencing on January 1, 2008. Fundamental to the Program are partnerships with multiple colleges, employers, and student outreach mechanisms central to the Tribes' economic development plans and five-year strategic plan. The NACTEP grant focuses on enrolling a total of 98 students each year in six vocational clusters—construction trades, early childhood education, administration of justice, certified nursing assistant, business management, and office technology/computer applications. These six clusters specifically focus on career development opportunities that are currently emerging in the greater Inyo-Mono communities. One additional component was eliminated due to low demand (substance abuse counseling) and replaced with the business management cluster, for which greater demand was documented in the service area. The second annual goal of the program is document the completion of 78 students (80%) and the third annual goal is the eventual placement of 54 completers (70%).

On the pages which follow, the report provides a summary of progress toward achieving program objectives and activities in the first year, a statistical accounting of participants, and an appraisal of the program's contribution to the GPRA standards. The report concludes with a summary of findings and recommendations.

II. Performance Evaluation

Status of Program Objectives 2008

Objective	Expectations	Design Standard	Status	Discussion
1. Recruit, screen , assess, and enroll unemployed and under-employed members of the Inyo-Mono service area of the Owens Valley Career Development Center	Minimum of 98 per year	Applicants meet eligibility criteria	Attained	A total of 112 students have enrolled in the program in the spring, summer, and fall terms of the first year. Students were recruited from and served in the central area of the region—Benton, Bishop, Big Pine, and Lone Pine through a combination of distance education courses offered remotely and seminar/laboratory classes offered in Bishop. In the coming year the program looks to expand services to the north to reach the Bridgeport Colony and to the south to reach the Death Valley Timbisha Shoshone Tribe. These are remote locations for which distance education computer laboratories and service coordinators will need to be developed, but will meet a chronic need for adult career and vocational services.

Objective	Expectations	Design Standard	Status	Discussion
2. Design and offer, in partnership with local colleges, state-and-industry recognized certificate programs in six vocational areas— construction trades, early childhood education, administration of justice, certified nursing assistant, business management, and office technology/computer applications	Approved program offerings delivered beginning Spring semester of 2008 based upon documented employment needs.	Delivery of approved programs by state accredited colleges supported by cooperative agreements with the institutions	Partially Attained	Cerro Coso Community College offered accredited coursework both online and in classroom settings in five of the six career clusters beginning in January 2008—early childhood education, office technology, administration of justice, certified nurses aide, and business management. Bakersfield Community College added a certified carpentry program in the fall of 2008. These institutions are working with the NACTEP Program through written cooperative agreements. The programs are primarily focused on clusters of coursework leading to state- and industry-recognized certificates and associate of technical arts degrees, as well as short-term certificates in industry-specific areas. Currently, students are completing this coursework at an 83% rate of success. Specific certificate requirements, course offerings, enrollment and completion rates are presented in Section II, the statistical report.

Objective	Expectations	Design Standard	Status	Discussion																								
3. Enroll students in six vocational education areas: a) Construction Trades b) Administration of Justice c) Certified Nurses Aide d) Business Management e) Office Technology f) Early Childhood Education	Minimum 98 per year	Applicants enroll and meet attendance standards in courses	Attained	<p>Within the six strands of the program 112 different students were enrolled in one or more vocational-technical education programs. These included:</p> <table border="0"> <tr> <td>Bakersfield Community College</td> <td>Construction Trades</td> <td>29</td> </tr> <tr> <td>Cerro Coso Community College</td> <td>Administration of Justice</td> <td>3</td> </tr> <tr> <td>Cerro Coso Community College</td> <td>Certified Nurses Aide</td> <td>4</td> </tr> <tr> <td>Cerro Coso Community College</td> <td>Business Management</td> <td>23</td> </tr> <tr> <td>Cerro Coso Community College</td> <td>Office Technology</td> <td>14</td> </tr> <tr> <td>Cerro Coso Community College</td> <td>Early Childhood Education</td> <td>14</td> </tr> <tr> <td></td> <td>Industry Specific</td> <td>25</td> </tr> <tr> <td></td> <td>Total</td> <td>112</td> </tr> </table> <p>This enrollment exceeds expectations by 20 percent. The original proposal provided a spurious annual target of 146 because the cumulative target count was apportioned on a three-year, rather than a five year basis.</p>	Bakersfield Community College	Construction Trades	29	Cerro Coso Community College	Administration of Justice	3	Cerro Coso Community College	Certified Nurses Aide	4	Cerro Coso Community College	Business Management	23	Cerro Coso Community College	Office Technology	14	Cerro Coso Community College	Early Childhood Education	14		Industry Specific	25		Total	112
Bakersfield Community College	Construction Trades	29																										
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4. Students will successfully complete coursework toward the fulfillment of career certificate requirements in six vocational education areas.	Minimum of 78 (80%) students will successfully complete coursework each year	Enrolled students successfully complete coursework leading to a career certificate	Partially Attained	<p data-bbox="1167 266 1864 396">Ninety one (81%) of the students completed coursework in partial fulfillment of the requirements for vocational certificates in the first year. Twenty two students (24%) received industry-recognized certificates.</p> <table border="1" data-bbox="1167 396 1906 1218"> <thead> <tr> <th data-bbox="1178 428 1402 454">Program Area</th> <th data-bbox="1457 396 1612 454">#/% Course Completion</th> <th data-bbox="1682 396 1881 454">#/% Certificate Completion</th> </tr> </thead> <tbody> <tr> <td data-bbox="1178 467 1339 493">Construction</td> <td data-bbox="1478 467 1591 493">21 (72%)</td> <td data-bbox="1772 467 1793 493">0</td> </tr> <tr> <td data-bbox="1178 506 1346 565">Construction-Related</td> <td data-bbox="1478 506 1591 532">4 (57%)</td> <td data-bbox="1751 506 1822 532">4 (57%)</td> </tr> <tr> <td data-bbox="1178 578 1373 636">Certified Nurses Aide</td> <td data-bbox="1478 578 1591 604">3 (75%)</td> <td data-bbox="1751 578 1822 604">3 (75%)</td> </tr> <tr> <td data-bbox="1178 649 1346 708">Allied Health-Related</td> <td data-bbox="1478 649 1591 675">2 (100%)</td> <td data-bbox="1772 649 1793 675">0</td> </tr> <tr> <td data-bbox="1178 721 1373 779">Early Childhood Education</td> <td data-bbox="1478 721 1591 747">9 (64%)</td> <td data-bbox="1772 721 1793 747">0</td> </tr> <tr> <td data-bbox="1178 792 1373 870">Early Childhood Education-Related</td> <td data-bbox="1478 792 1591 818">16 (94%)</td> <td data-bbox="1730 792 1843 818">15 (94%)</td> </tr> <tr> <td data-bbox="1178 883 1339 941">Business Management</td> <td data-bbox="1478 883 1591 909">20 (87%)</td> <td data-bbox="1772 883 1793 909">0</td> </tr> <tr> <td data-bbox="1178 954 1346 1045">Business Management-Related</td> <td data-bbox="1478 980 1591 1006">1 (100%)</td> <td data-bbox="1772 980 1793 1006">0</td> </tr> <tr> <td data-bbox="1178 1058 1325 1117">Office Technology</td> <td data-bbox="1478 1058 1591 1084">12 (86%)</td> <td data-bbox="1772 1058 1793 1084">0</td> </tr> <tr> <td data-bbox="1178 1130 1394 1188">Administration of Justice</td> <td data-bbox="1478 1130 1591 1156">3 (100%)</td> <td data-bbox="1772 1130 1793 1156">0</td> </tr> <tr> <td data-bbox="1178 1201 1247 1227">Total</td> <td data-bbox="1478 1201 1591 1227">91 (81%)</td> <td data-bbox="1730 1201 1843 1227">22 (24%)</td> </tr> </tbody> </table> <p data-bbox="1167 1227 1906 1383">Overall completion rates leading to certificates should increase dramatically in the coming year as students have the opportunity to acquire the two-year credentials. The breakdown of course completions and certificate requirements is presented in Section II, statistical report.</p>	Program Area	#/% Course Completion	#/% Certificate Completion	Construction	21 (72%)	0	Construction-Related	4 (57%)	4 (57%)	Certified Nurses Aide	3 (75%)	3 (75%)	Allied Health-Related	2 (100%)	0	Early Childhood Education	9 (64%)	0	Early Childhood Education-Related	16 (94%)	15 (94%)	Business Management	20 (87%)	0	Business Management-Related	1 (100%)	0	Office Technology	12 (86%)	0	Administration of Justice	3 (100%)	0	Total	91 (81%)	22 (24%)
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Objective	Expectations	Design Standard	Status	Discussion
5. Place certificated students in jobs and/or continuing education support: a) Continuing education b) Job or military placement	Minimum of 54 (70%) per year	Applicant meet certificates of achievement standards and either continue coursework in their vocational area or enter a baccalaureate degree program	Partially Attained	<p>The vast majority of the students are enrolled in certification programs that require multiple semesters to complete. Three students completed the coursework requirements for the certified nurse’s aide program. None of these individuals are employed, but two are continuing their education (as of 11/3/2008). Additional short term, industry-specific certificates are also offered to augment the employability skills of adults in particular career strands. For example, within the construction trades, short term certifications were offered for five students, with four receiving the endorsement. Two of these individuals are now employed. Two additional students enrolled in heavy equipment operation, but failed to complete the certification. In early childhood education, where health and safety of young children is essential, food handler’s certification was offered to 16 students and 15 successfully received their permits. Each of the fifteen are either working or continuing their education. In all, 19 (86%) of the 22 students who have completed certificates have been successfully placed. While the numbers are initially modest, the actual rate exceeds the target of 70 percent. In all, 15 students are now working and four students are continuing their education.</p> <p>In the coming year, once the students have had the opportunity to complete clusters of coursework leading to long term certificates, this completion and placement rate should rebound significantly.</p> <p>The OVCDC Program career counselor coordinates placement services with five regional agencies that provide local job development services—Tribal Employment Rights Office (TERO), Temporary Assistance for Needy Families (TANF), Cerro Coso Community College Career Placement Center, California Indian Manpower Consortium, and California Career Services Center. OVCDC works with these agencies for job development and tracks the employment status of its previous, current and prospective students.</p>

III. Statistical Report

Table 1
Owens Valley Career Development Center NACTEP Program
2008 Vocational Course Enrollment and Completion by Career Strand

Early Childhood Education

Class	Course Name	Enrolled	Completed
CHDV C101	Child Development	6	4
CHDV C115	Child, Family, and Community	1	1
CHDV C121	Health, Safety, and Nutrition	1	0
CHDV C125	Diversity in Education	2	1
CHDV C143	Materials and Curriculum	1	0
CHDV C145	Language and Literature		
CHDV C147	Assessment and Evaluation		
CHDV C149	Play and Meaning		
CHDV C111	Principles of Child Guidance	6	3
CHDV C202	Principles and Practices in Child Development I		
CHDV C203	Principles and Practices in Child Development II		
CHDV C241	The Exceptional Child: Nature and Needs		
	Foundations		
Industry-Specific	Food Handler's Certification	16	15
	DUPLICATED TOTALS	33	24 (73%)
	UNDUPLICATED COUNT	30	80%

Business Management

Class	Course Name	Enrolled	Completed
BSAD C100	Intro to Business	6	6
BSAD C101	Principles of Accounting	4	4
BSAD C110	Intro to Personal Finance	5	5
BSAD C131	Business Law I	4	4
BSAD C141	Human Relations in Business	2	2
BSAD C145	Business Communications	3	2
BSAD C151	Principles of Management & Organization		
BSAD C155	Human Resource Management		
CSCI C101	Intro to Computers	1	1
BSAD C102	Managerial Accounting	2	2
BSAD C220	Principles of Project Management		
BSAD C222	Problem Solving and Computer Applications in Management		
	Foundations	36	33
Industry-Specific	Paralegal	1	1
	DUPLICATED TOTALS	64	60 (94%)
	UNDUPLICATED COUNT	24	88%

Office Technologies

Class	Course Name	Enrolled	Completed
BSAD C070	Business Mathematics		
BSAD C072	Introduction to Accounting		
BSAD C100	Introduction to Business	1	1
BSAD C132	Intermediate Keyboarding	1	1
BSAD C133	Advanced Keyboarding		
BSAD C145	Business Communications		
BSAD C154	Office Personnel Seminar		
BSOT C070	Business Mathematics		
CSCI C070	Computer Literacy	1	1
CSCI C121	Beginning Word	6	4
CSCI C123	Beginning Excel	2	1
CSCI C125	Beginning Access	1	1
CSCI C127	MS Powerpoint		
CSCI C129	Beginning MS Outlook	1	0
CSCI C135	Beginning Adobe Acrobat	1	0
CSCI C151	Intermediate Word	1	0
CSCI C153	Intermediate Excel	1	0
CSCI C155	Intermediate Access		
CSCI C161	Advanced Word		
CSCI C163	Advanced Excel		
CSCI C165	Advanced Access		
CSCI C171	Introduction to the Internet	1	1
CSCI C183	Web Development with MS Front Page		
WEXP C101	Intro to Work Experience		
WEXP C102	Occupational Career Work Experience		
	Foundations	7	6
	DUPLICATED TOTALS	22	14 (64%)
	UNDUPLICATED COUNT	14	86%

Administration of Justice

Class	Course Name	Enrolled	Completed
ADMJ C101	Introduction to the Administration of Justice	1	1
ADMJ C105	Concepts of Criminal Law	1	1
ADMJ C111	Principles and Procedures of the Justice System		
ADMJ C115	Legal Aspects of Evidence		
ADMJ C121	Community Relations		
ADMJ C125	Principles of Investigation		
ADMJ C131	Juvenile Procedures		
ADMJ C151	Introduction to Corrections	1	1
ADMJ C205	California Vehicle Code		
ADMJ C211	Concepts of Enforcement Services		
ADMJ C215	Patrol Procedures		
	Foundations	2	2
	DUPLICATED TOTALS	4	4 (100%)
	UNDUPLICATED COUNT	3	100%

Certified Nurse's Aid

Class	Course Name	Enrolled	Completed
HCRS C055	Certified Nurses Aid	3	3
HCRS C050	Medical Terminology	4	2
	Foundations	3	3
Industry-Specific	Allied Health	2	2
	DUPLICATED TOTALS	12	10 (83%)
	UNDUPLICATED COUNT	6	100%

Construction Trades

Class	Course Name	Enrolled	Completed
Academy I	Construction Trades I		
Academy II	Construction Trades II		
Academy III-A	Construction Trades III Part A	29	21
Academy III-B	Construction Trades III Part B		
Industry-Specific	Flagging Certification	5	4
Industry-Specific	Heavy Equipment Certification	2	0
	DUPLICATED TOTALS	36	25 (69%)
	UNDUPLICATED COUNT	36	69%

2008 Grand Total All Strands	Unduplicated Enrollment	Course Completion Rate	Certificate Completion Rate	Initial Placement Rate
Construction Trades	36	25 (69%)	4 (57%)	2 (50%)
Business Management	24	21 (88%)		
Office Technology	14	12 (86%)		
Administration of Justice	3	3 (100%)		
Certified Nurses Aide	6	6 (100%)	3 (75%)	2 (67%)
Early Childhood Education	29	24 (80%)	15 (94%)	15 (100%)
Total (Unduplicated)	112	91 (81%)	22 (24%)	19 (86%)

**Table 2
2008 Enrollment and Placement Rates
By Gender & Ethnicity**

Total 2008 Enrollment	112
Percent Native American	97%
Percent Female	73%
Total 2008 Successful Course Completion	91 (81%)
Percent Continuing toward Certificates	92%
Total 2008 Successful Certificate Completion	22 (24%)
Percent Employed	68%
Percent Continuing Advanced Vo-Tech Track	18%
Percent Enlisted in Military Service	None
Total Percent Placed	86%
Referrals to Social or Other Related Services	10%

IV. GPRA Standards

Relevant GPRA Standard	Program Performance
Ci. Increase the number of adult career and technical education students who enroll in a postsecondary education or training program.	Enrolled in the first year increased to an unduplicated count of 112 students.
Cii. Increase the number of adult career and technical education students who attain career and technical education skill proficiencies aligned with industry-recognized standards.	A total of 91 students completed coursework in partial fulfillment of industry-recognized certificates in six career vocational areas. Overall, students are successfully progressing through this coursework at a rate of 81%.
Ciii. Increase the number of adult career and technical education students who receive industry-recognized credentials or certificates.	A total of 22 students enrolled in courses of study that led to industry-recognized credentials or certificates.
Civ. Increase the number of adult career and technical education students who are placed in jobs, upgraded in a job, or retain employment.	Of the 22 students successfully fulfilling certificate requirements, 15 (68%) were placed in employment or advancement.

IV. Conclusions and Recommendations

In the first year of the new NACTEP grant, the Owens Valley Career Development Center's Native American Career and Technical Education Program continued to offer a full range of vocational certification offerings. Cerro Coso Community College provided a combination of online distance learning and on-site laboratory class offerings toward five certificated areas in mid-January on campus, at the OVCDC facility, and in both Lone Pine and Big Pine communities. Plans are in the works to expand services next year both north and south to include the Bridgeport Colony and Death Valley Timbisha Shoshone communities. Because Cerro Coso Community College no longer has a certified carpentry program, agreements were reached with Bakersfield Community College to certify the carpentry program beginning fall term of 2008 as the sixth component. Instructor and student schedules required the construction academies to be split to meet the required number of instructional hours. Of the six career strands in the approved grant application, the drug and alcohol counseling strand was dropped due to declining need and replaced with business management, an area where tribal employment is expressing an increased demand. Essentially all of the 112 participants were of Native American ancestry, with the exception of a small number of spouses of tribal members (3). Of the 112 participants, (81%) successfully completed one or more vocational courses during the year. Additionally, 22 students accomplished sufficient coursework to earn their industry-recognized certificates at a success rate of 24 percent. Roughly nine out of ten students who completed coursework are continuing their education toward their respective vocational certificate. Since most of the career strands require multiple courses over multiple semesters in order to earn a certificate, certificate completion rates are expected to increase substantially in year two. For the most part, only the 17 students who were continuing from the previous grant were in a position to complete certificates this year.

Through a variety of skill-based courses and classes offered during the academic year, 79% of all students passed one or more of the courses attempted. This is no small feat, considering that the Owens Valley Career Development Center offered more than 40 distinct courses or workshops during the 2008 academic year. This also means that 93 students have already made progress toward gainful employment, military service, or continuing education. Indeed, 15 are working after successfully receiving their vocational certificate and four are continuing their education for more advanced certification. The remaining students are for the most part continuing in the NACTEP program. The OVCDC program is refining its student records and tracking system to more accurately and thoroughly accommodate the complex task of documenting the status of students' progress through completion of each individual course requirement toward certification and eventual job placement. ACCESS databases are being considered for this task and staff are on hand with these database skills. Also important in remote communities, the staff knows first hand the students, providers, and employers. OVCDC has a reputation of providing quality outreach services to the communities.

This program has placed an emphasis on a healthy mix of short-term industry certificates with longer-term more academically-oriented two year programs of study. Together, they are designed to address the immediate and long term education and employment goals of the Inyo-Mono service area in achieving economic self-sufficiency and tribal self-determination. Long term objectives are being satisfactorily and appropriately addressed, which should result in all goals and GPRA standards being met by the Owens Valley Career Development Center Program over the life of the grant. The program

effectively coordinates their efforts with a variety of tribal, college, federal, and state services in the area in order to provide a more integrated approach to education and employment. The program also aggressively provides student outreach and service delivery to several communities in this vast and remote region of the eastern Sierra Nevada.

The program is now fully staffed and well prepared to carry out the second year of the grant program. No impediments to the successful continuation of program activities and services are apparent at this time.

This report was written in the middle of the fall term, so estimates were made as to fall completion and placement rates.