



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 06/30/2017

PR/Award # (11 characters): **V101A130000**

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**1. Project Objective**       Check if this is a status update for the previous budget period.

1.a. Performance Measure	Measure Type	Quantitative Data					
<b>The percentage of secondary CTE students who attain academic proficiency, as demonstrated by meeting academic content standards and student academic achievement standards that meet challenging state defined academic standards for reading/language arts and mathematics.</b>	<b>GPRA</b>	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			/			50/57	88

1.b. Performance Measure	Measure Type	Quantitative Data					
<b>The percentage of secondary CTE students who attain a secondary school diploma.</b>	<b>GPRA</b>	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			/			57/57	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)



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**2. Project Objective**       Check if this is a status update for the previous budget period.

2.a. Performance Measure	Measure Type	Quantitative Data					
The percentage of secondary CTE students who are placed in post-secondary education or advanced training, military service, or employment.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			30/57	53

2.b. Performance Measure	Measure Type	Quantitative Data					
The percentage of secondary CTE students who attain career and technical skill proficiencies, including student achievement of technical assessments that are aligned with industry-recognized standards.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			57/57	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)



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**3. Project Objective**       Check if this is a status update for the previous budget period.

3.a. Performance Measure	Measure Type	Quantitative Data					
The percentage of postsecondary CTE students who attain a degree.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/				25/80

3.b. Performance Measure	Measure Type	Quantitative Data					
The percentage of postsecondary CTE students who attain an industry-recognized credential or certificate.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/				30/80

Explanation of Progress (Include Qualitative Data and Data Collection Information)



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**4. Project Objective**       Check if this is a status update for the previous budget period.

4.a. Performance Measure	Measure Type	Quantitative Data					
The percentage of postsecondary CTE students who are retained in postsecondary education or transfer to a baccalaureate degree program.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				/			25/80

4.b. Performance Measure	Measure Type	Quantitative Data					
The percentage of postsecondary CTE students who are placed in military service or apprenticeship programs, or are placed or have been retained in employment, including high-wage, or high demand occupations or professions.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				/			20/80

Explanation of Progress (Include Qualitative Data and Data Collection Information)

**PROVIDE EXPLANATIONS OR CLARIFICATION FOR EACH MEASURE IN THIS BLOCK, IF NEEDED.**



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**5. Project Objective**       Check if this is a status update for the previous budget period.

5.a. Performance Measure	Measure Type	Quantitative Data					
To improve and increase CTE and work based opportunities for enrolled secondary students through dual enrollment classes as measured by the number of completers and the number of job placements during the grant period.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			45/80	56

5.b. Performance Measure	Measure Type	Quantitative Data					
To increase workforce knowledge and skills by offering postsecondary training and education as measured by the number of completers, job placements, and earnings upgrades over the grant project period.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			30/80	38

Explanation of Progress (Include Qualitative Data and Data Collection Information)

**Example:**

**30 or 38% postsecondary CTE students are placed in military service or apprenticeship programs, or are placed or have been retained in employment, including high-wage, or high-demand occupations or professions.** *(NOTE) Grantees may indicate additional information, such as the barriers that prevented the grantee from achieving higher percentages.*




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**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

**BUDGET EXAMPLE:**

	<b>U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS</b>	OMB Control Number: 1894-0008 Expiration Date: 06/30/2017
Name of Institution/Organization <b>Wonderful World</b>	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel		220,000				
2. Fringe Benefits		68,060				
3. Travel		27,000				
4. Equipment						
5. Supplies		11,500				
6. Contractual		10,000				
7. Construction						
8. Other		17,000				
9. Total Direct Costs (lines 1-8)		343,560				
10. Indirect Costs*		(8%) 27,485				
11. Training/ Stipends		28,955				
12. Total Costs (lines 9-11)		410,000				

**SECTION C – BUDGET NARRATIVE** (see instructions)

**BUDGET NARRATIVE – EXAMPLE**

**Personnel:**

The budget requests funds for salaries of the project director (90% FTE), counselor (100% FTE), placement assistant (50% FTE), administrative assistant (40% FTE), secretary (40% FTE), and classroom monitor (100% FTE). These salaries are based on the general salary of the Wonderful World pay scale.

**Fringe:**

Fringe benefits are for applicable FICA, SUTA, Workmen’s Compensation, Health Insurance, and Retirement rates, regulated by the State.

**Travel:**

Travel funds are budgeted for the NACTEP Project Directors’ Meeting and the Association for Career and Technical Education (ACTE) Conference each year. Three staff members plan to attend the ACTE Conference, and two staff members plan to participate in the NACTEP Project Directors’ Meeting. Travel funds are also budgeted for staff to participate in professional development training. Costs include mileage reimbursements, air travel, per diem, and hotel accommodations.

**Equipment:**

There are no equipment costs anticipated or applicable to this project.

**Supplies and Material:**

This project provides many supplies for trades students, including tool kits and protective equipment. Students are only required to purchase a few of their textbooks, and the project supplements other textbooks. The bulk of our program expense continues to be generated by the cost of welding supplies and materials. Funds are budgeted for supplies, including office material, copy paper, pens, staples, etc. No extraordinary costs are incurred under this project for supplies.

Computer supplies and miscellaneous supplies, such as toner, ink, flash drives and distant courses are required and included in the requested funds for this cost category. Assessment materials are also included in the total cost for supplies and materials.

**Contractual:**

The Contractual cost is to pay the salary and per diem cost for our external evaluator.

**Other:**

These costs include advertising and promotional activities through newspapers, radio advertising, and career fairs. Additionally, the costs of building lease, utilities, fax machine, and dissemination costs are included in this category.

**Indirect Rate Costs:**

The Wonderful World grant has requested and approved for a Restricted Indirect Cost (IDC) rate of 8% from the National Business Center (NBC), which is our cognizant agency. The IDC agreement identifies contractual, stipends and tuition as “flow through” activities, and the IDC rate is not applied against these line item costs.

**Training Stipends:**

The total costs for training tuition for 12 students = \$11,115.

Student stipends was calculated as follows: Fall and Spring semester sessions 40 students x 32 credits x \$10/hour = \$12,800. Student stipends for the summer sessions included: 28 students x 18 credits x \$10/hour = \$5,040. Total of fall, spring and summer student stipends = \$17,840. Combined student stipends and tuition = \$28,955.



**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

**WONDERFUL WORLD PROJECT**  
NACTEP-NHCTEP  
Grant No. V101A130000  
Annual Performance Report  
Budget Period 10/01/2013 – 8/28/2014

The FY 2013 - 2014, Year 1 Annual Performance Report (APR) highlights project activities from 10/01/2013 to 8/28/2014. The APR demonstrates qualitative and quantitative data on progress made towards meeting the goals and objectives of Grant # V101A130000.

This APR includes accomplishments of the project objectives established for this performance period, an explanation of obstacles, problems, or delays in meeting the performance objectives, along with reasons for slippage and corrective actions taken to resolve difficulties;

A description of favorable developments that permit the project to accomplish its purposes more effectively than projected;

The number of enrollees, completers, and placements;

The number and kind of academic, career, technical, and work credentials and competencies acquired and demonstrated by individuals participating in the project, including the number of those who have completed the education and training offered by the project; and

The number of students participating in programs providing instruction at the associate degree level that is articulated with an advanced degree option.

The overall goal of the Wonderful World Project is to develop a trained workforce with the skills necessary to compete in the world of work.

***Objective 1: To improve and increase career and technical education and work-based opportunities for secondary CTE students through dual enrollment classes as measured by the number of completers and the number of job placements over the two year project period.***

At the secondary level, dual enrollment for dual credit has been implemented for secondary CTE students attending the Wonderful World High School. The project is built upon a tech prep framework to include career pathways, and career clusters. A collaborative and cooperative effort between secondary and postsecondary instructors and staff is key to the success of the dual enrollment initiative.

The emphasis is on career pathway which is a coherent, articulated sequence of rigorous academic and career/technical courses, commencing in the ninth grade and leading to a high school diploma, a college certificate of completion, associate degree, industry-recognized credential or licensure.

**To meet objective I of the NACTEP-NHCTEP grant, the following activities have been implemented for the secondary CTE students:**

Establish an articulation agreement with accredited post-secondary institutions including Western Wonderful World University, Valley of Joys Community College, and Everywhere Technical Institute. Articulate technical skills courses (Computer Literacy CMPS 111, Agriculture/FFA, Construction Trades - CNST 293, Certified Nursing Assisting - CNA 106 & 107, Introduction To Native American Studies NATV 150 and tribal history are some of the courses offered to enrolled NACTEP-NHCTEP students. The Wonderful World High School conducts Life Skills/College Success classes, and the program offers Work Readiness/Employability Skills Training.

The Wonderful World High School, through the NACTEP-NHCTEP program offers Career Awareness Services utilizing the KUDER Career Inventory Navigator and Journey. Additionally, the Wonderful World High School has a staff member to conduct job shadowing and work-based learning opportunities for secondary students; this is a cooperative activity. The project offers its students a comprehensive guidance counseling program with case management activities, and the project staff conduct distance learning, online classes, college registration, orientations, etc. for all secondary and postsecondary CTE students. The Natural Resources program expanded to include a Certificate in Forest and Watershed Restoration, a two-year industry recognized credential with 18 college credit hours. The objective is to develop restoration professionals with the knowledge and skills necessary to work safely and efficiently in the field of forest and watershed restoration, while addressing the restoration needs and challenges of public, tribal, and private landowners.

For the Fall Semester (2013), the Wonderful World secondary CTE students were enrolled in Introduction to Native American Studies NATV 150 and Government, Construction Technology 293. All CTE secondary and postsecondary students have the option to continue their degree program for advanced degrees at the college of their choice.

For the Spring Semester (2014), the Wonderful World secondary CTE students were enrolled in Agriculture Mechanics Lab, Principles of Horticulture, and Computer Literacy. The Wonderful World high school classes are articulated with the college's curriculum by aligning curriculum and selecting adjunct faculty members, based on academic requirements. Secondary CTE students receive their required high school graduation requirements, while simultaneously receiving college credits through an articulated college. The concept allows secondary CTE students to get a head start in postsecondary educational planning and closer to receiving an associate degree and/or industry-recognized credential.

## **ACCOMPLISHMENTS:**

There are a total of fifty-seven (57) secondary CTE students enrolled for the 2013-2014 program year. As a result of the Dual Credit initiative, 100% of secondary CTE students stayed in school and passed their college level classes with a C or better. One Senior enrolled in the Computer Literacy class with other adult learners and passed the class.

39% or 22 of 57 secondary CTE students attained their High School Diploma;

23% or 13 of 57 secondary CTE students were placed in postsecondary education;

100% of secondary CTE students attained career and technical skill proficiencies.

At the beginning of Fall Semester, 2011, secondary CTE students participated in a work-based learning component of the NACTEP project. The secondary CTE students are enrolled in a life skills class where they gain valuable employment skills such as teamwork, effective communication, work place ethics, problem-solving, leadership, integrity, customer service, and positive attitudes. The work-based learning will be aligned with the career pathway curriculum.

The Wonderful World Project hired an agriculture teacher Fall 2013; she started an FFA Chapter and has been successful in competitions throughout the state. One of the college partners, opened up a block of 46 online classes to the High School that will give students a head start on earning an Associate Degree. The NACTEP-NHCTEP project allows students the opportunity to attain technical skill proficiencies and industry-recognized credentials.

**BARRIERS:** One of the barriers we face in meeting objective I is the high school student's failure to meet the GPA requirements for the 2013 Fall Semester and 2014 Spring Semester. Another Barrier is the time it takes to get adjunct faculty approved to teach a dual enrollment class. This delay in the process results in inadequate time for the class and turn over in the secondary school faculty makes it hard for advance planning for dual enrollment classes.

**RESOLUTION:** The Wonderful World 's Board has developed a strategic plan that includes offering classes to improve academic levels for high school students for college readiness. Strategic planning includes increased communications among the staff and postsecondary representatives and creation of classes to meet the postsecondary level requirement for dual credit enrollment.

***Objective II: To improve and increase opportunities for career and technical education for postsecondary students as measured by the number of completers and the number of job placements over the five year period of this project.***

To meet objective II of the grant, the following activities have been implemented for the post-secondary students:  
Provide career and academic counseling to postsecondary CTE students. The program has a comprehensive Guidance and Counseling program to assist postsecondary students with their postsecondary educational needs.

The program assists students with college admissions, financial aid, etc. In addition, job placement opportunities are provided, especially in placing CNA students on the job.

The Guidance Counseling assists postsecondary CTE students in coordinating distance learning, online classes, and interactive televised courses for on-site distance learning. In addition qualified Wonderful World faculty members serve as adjunct faculty to teach at each of the colleges, university, and technical college on site, nightly.

On reservation postsecondary students continue to take courses offered on the Wonderful World Campus. For the 2014 spring semester, there were 10 students enrolled in Early childhood Education classes. Classes are offered through the community college and classes are broadcast through ITV (Interactive Television). The videoconferencing technology allows for real-time interaction (two-way video and audio) between faculty and students.

Off-reservation postsecondary CTE students continue to enroll on college campuses outside the reservation. Off-reservation students have the opportunity to apply for financial assistance in the form of a biweekly stipend, authorized under the NACTEP-NHCTEP project. The application process and procedures are in place for students. A biweekly progress report is used to determine student progress. This report is useful because it allows for timely intervention if a student is having difficulty with his/her course work.

***Objective III: To increase local workforce knowledge and skills by offering postsecondary training and education as measured by the number of completers, job placements, and earnings upgrades over the two year project period of the grant.***

*To meet objective III of the grant, the following activities have been implemented for the post-secondary students:*

Survey local employers to determine training needs.

The Wonderful World Project has several employment positions that require an industry-recognized credential and/or higher educational degrees. In addition, a local nursing home, offers employment opportunities for the CNA graduates. The Wonderful World Committee has implemented Workplace Education Organization Wide this fiscal year. This has increased the number of the employees enrolling into our program to work on educational hours and increasing the need for college classes. Provide counseling and case management services to adult students. The Wonderful World project provides comprehensive guidance and counseling to all adult students. Case management services are provided to track student performance in training and employment opportunities. We enroll students in and conduct distance education classes. Based on the local needs of the employer, postsecondary training and/or educational needs are established.