PTG Webinar:
“Tribal Workforce Development: A Decision-Framing Toolkit”

Thursday, July 19, 2018
1:30 to 3:00 p.m. EDT
**Moderator:** Ian Record, Director, NCAI Partnership for Tribal Governance

**Panelist:** Ryan Howard, Executive Director, Owens Valley Career Development Center

**Panelist:** Kay Seven, Director, Adult Education, Nez Perce Tribe

**Panelist:** Darrell Waldron, Executive Director, Rhode Island Indian Council, Inc.

**Panelist:** Margaret Zientek, Assistant Director, Workforce & Social Services, Citizen Potawatomi Nation
Webinar Agenda:

• 1:30 – Webinar Welcome and Instructions
• 1:35 – Four Approaches to Workforce Development
• 2:00 – NCAI’s Toolkit: A Quick Primer
• 2:10 – Conversation #1: Key Strategic Considerations
• 2:35 – Conversation #2: Using the Toolkit
• 2:45 – Q&A with Webinar Attendees
• 2:55 – Related Resources for Further Learning, Upcoming Webinars, and Closing
WORKFORCE DEVELOPMENT TOOLKIT FOR TRIBAL DECISION-MAKERS

- 15 key strategic considerations in crafting a self-governed approach
- Each features leading tribal examples, questions to consider, and policy recommendations
- “A nation-building checklist for tribal workforce development”
WORKFORCE DEVELOPMENT: 15 STRATEGIC CONSIDERATIONS

- Tribal Governance
- Leadership
- Removing Obstacles
- Strategic Vision
- Funding
- Closing the Loop
- Integration
- Citizen Engagement
- Advancement
- Institutions
- Assessment
- Partnerships
- Culture
- Targeted Solutions
- Sustainability
EACH STRATEGIC CONSIDERATION

Each strategic consideration spans two pages, and each contains the same four components, as explained below.

FRAMING THE DISCUSSION (top left page): A short summary of the strategic consideration and the role it plays in the formulation and implementation of transformative workforce development approaches.

QUESTIONS TO CONSIDER (bottom left page): 5-7 strategy-informing questions targeted to that particular consideration that tribal leaders, workforce development practitioners, and other key decision-makers must ask of their current governance systems and workforce development approaches, based on lessons learned from the innovative approaches documented through NCAI’s research project on tribal workforce development.

INNOVATION SNAPSHOTs (top right page): Two leading examples of innovative solutions to tribal workforce development challenges that directly address the strategic consideration in question. Each snapshot includes Learning Link and Connect features for toolkit users to learn more information about the solutions.

POLICY RECOMMENDATIONS (bottom right page): 5-7 recommendations addressing that strategic consideration that tribal leaders, workforce development practitioners, and other key decision-makers should consider integrating into their workforce development approaches, based on lessons learned by NCAI through its research project.
EACH STRATEGIC CONSIDERATION

CLOSING THE LOOP Matters

Framing the Discussion

Years ago, one tribal nation in the northeastern U.S. established a higher education scholarship program to help young people cover the costs of attending college. But there was a catch—if they agreed to take a scholarship from the nation, they had to return to their reservation community upon obtaining their degrees to work for the nation for at least two years. According to a leader of that nation, “Our underlying goal was that they would come home and during those two years they would find a sweetheart; start a family; settle down, and never leave. It’s working.”

This “scholarship for service” strategy is a growing Indian Country phenomenon. For example, one nation in the Southwest requires students to work for its economic development corporation or one of its subsidiary businesses for one year for each year of financial support they receive. When they are not in school, they are placed in paid internships to gain practical experience learning the business ropes.

Meanwhile, another in the Upper Midwest has launched a highly selective program that fully supports tribal citizens in obtaining a master’s degree in tribal administration and governance on the condition that they work for the nation for two years every year they are in school. If they don’t complete the three-year degree, then they must pay the nation the tuition dollars it spent on them.

These and other strategies speak to the importance—not just financial, but more importantly economic, social, and cultural—of tribal nations making concerted efforts to get a significant “return” on the investments they are making to develop their people (whether through vocational training, scholarship funding, or in other ways). All things being equal, the majority of those people would prefer to work and live in their tribal communities. Tribal nations can “close this loop” by deploying strategies specifically designed to fully tap into the human capacity they are cultivating with the limited resources they have. For example, tribal nations can create a strong system of incentives (financial, support for education, hiring preference, competitive wages, housing, etc.) to keep tribal citizens at home or attracting them back. They can take one targeted step further by supporting tribal citizens obtaining degrees, certifications, and skills in critical fields and then directly channeling those individuals into specific positions working in tribal government or businesses where they apply what they’ve learned on their nation’s behalf. Doing so not only strengthens their human capital, but it also creates new opportunities that address community needs and advance their nation-building priorities, enabling more tribal citizens to participate in culture and community, enriching and strengthening them over time.

INNOVATION SNAPSHOT: Alutiiq Tribe of Old Harbor

The Alutiiq Tribe of Old Harbor claims a long tradition of financially supporting tribal members who pursue higher education. It came to realize, however, that many of its scholarships recipients not only grew up outside the Tribe’s home village on Kodiak Island, Alaska, but they “also infrequently attended college in the lower 48 states and, after graduation, did not come back to the community.” To ensure a greater return on the sizable investment it was making in its limited resources, Old Harbor created the Undergraduate Scholarly Award (USA). Incentivizing funded students to return home to apply what they’ve learned on the community’s behalf, USA requires them to work with Old Harbor youth for at least one summer upon graduation. (In exchange for the $5,000 scholarship they receive each semester, USA only covers the costs of students’ tuition and living expenses.) USA not only immerses students in their village life and culture (which is critical for those who grew up outside their ancestral homelands), the Tribe also benefits from education and the additional revenue gained by engaging with USA students. Old Harbor’s youth and their visions of “what is possible,” inspiring them to “like-wise pursue higher education.” The Tribe also utilizes its Spectra Skill Training Award, which funds up to $2,000 per year for tribal employees to develop professional skills that can further benefit Old Harbor.

Navajo Nation

In 2010, seeking to address a critical shortage of qualified Navajo doctors to care for its growing population, the Navajo Nation forged an MOU with the University of Arizona’s College of Medicine (UA) to create the Navajo Nation Future Physicians’ Scholarship Fund. The agreement, which can be renewed after six years, gives financial aid provided by Navajo with matching funds from UA, to fully cover the tuition, fees, and academic support costs for up to seven Navajo scholars each year as they work towards obtaining a medical degree. Those scholars who complete the program are then required to return to the Navajo Nation to serve the Navajo people for at least five years once they complete their post-degree medical residency programs. As UA sees it, the agreement “is attracting the best and brightest into medicine.” They are investing in you, and the sooner you can repay them is serving the community.” According to Navajo, “This agreement is historic for us. We have never had a relationship with any medical school anywhere in the country.” To further address the underrepresentation of Navajos in the medical field, Navajo Technical University (NTU) is exploring a partnership with UA to expand NTU’s healthcare professional programs for Navajo students.

QUESTIONS TO CONSIDER

- How is your nation working to provide opportunities for its citizens to pursue careers using the education, skills, and experience that your nation is supporting them in obtaining?
- What are your nation’s higher education scholarship recipients doing? What degrees/certifications are they obtaining, and where are they working post-graduation? Who is benefiting from their newly acquired education and skills? And does your nation have a system to track these in these ways?
- What education, skills, and experience do your nation’s citizens who live off-reservation possess? What would it take (available positions, competitive salaries, quality housing, etc.) to recruit them home to contribute to the nation? How should the nation tackle this complex task?
- What specific positions in tribal government and businesses are most critical to your nation’s future, and does it have a targeted plan to train and designate individual citizens to take those positions?
- Does your nation have a handle on the local, non-tribal jobs that are available and will be available? What is it doing to prepare your citizens for — and then connect them to those jobs?

Policy Recommendations

- Identify and recruit young tribal citizens to consider particular careers that your nation has identified as priorities, and support them in obtaining degrees relevant to those careers.
- Establish tribal service and/or employment requirements for those citizens who receive financial support from the nation for higher education or other professional development programs.
- If aligned with your values, consider giving on-reservation citizens preference for scholarships, as they are more likely to return home to work post-degree.
- Gear your workforce development programs to build human capacity in the particular fields where locally available jobs (including those with non-tribal employers) are (or will become) most plentiful.
- Implement a tracking system to follow degree-seeking citizens and match them to those jobs.
- Foster an environment that honors welcomes citizens who leave the nation to get an education to return (this involves educating the community about the benefits the nation gains from their return).
- Designate recent graduates to serve as professional mentors/role models to your nation’s youth.
TRIBAL INNOVATION SNAPSHOTs

Each strategic consideration features two summaries (or “snapshots”) of leading examples of innovative solutions to tribal workforce development challenges that directly address the strategic consideration in question. Each snapshot includes Learning Link and Connect features for toolkit users to learn more information about the solutions.

Tribal Innovation Snapshots — Learning Links:
- Alutiiq Tribe of Old Harbor
- Blackfeet Manpower One-Stop Center
- California Indian Manpower Consortium
- Cherokee Nation
- Hopi Tribe
- Lac du Flambeau Band of Lake Superior Chippewa Indians
- Muscogee (Creek) Nation
- Navajo Nation
- Nez Perce Tribe
- Owens Valley Career Development Center
- Pascua Yaqui Tribe
- Pueblo of Laguna
- Rosebud Sioux Tribe
- Round Valley Indian Tribes
- Sealaska Heritage Institute
- Sisseton Wahpeton Oyate
- Ysleta del Sur Pueblo

15 STRATEGIC CONSIDERATIONS OF TRIBAL WORKFORCE DEVELOPMENT

Tribal decision-makers can use the entire toolkit to send their strategic deliberations about how best to develop or strengthen comprehensive approaches to workforce development (see link above). Or they can select, “pull out,” print, and use specific strategic considerations from among the 15 featured in the toolkit. Links to the individual pullouts are below.

Individual pullout PDFs:
- TRIBAL GOVERNANCE
- STRATEGIC VISION
- INTEGRATION
- INSTITUTIONS
- CULTURE
- LEADERSHIP
- FUNDING
- CITIZEN ENGAGEMENT
- ASSESSMENT
- TARGETED SOLUTIONS
- REMOVING OBSTACLES
- CLOSING THE LOOP
- ADVANCEMENT
- PARTNERSHIPS
- SUSTAINABILITY
Conversation #1: Spotlighting Key Strategic Considerations of Workforce Development

• **Tribal Governance**: Margaret Zientek
• **Strategic Vision**: Ryan Howard
• **Leadership**: Darrell Waldron
• **Partnerships**: Kay Seven
Partnerships

How is your nation partnering with local college(s), Native CDFIs, and other partners to develop specialized curricula geared toward particular fields of need or particular groups within the community and their learning challenges? How could it strengthen/expand those partnerships?

Kay Seven, Nez Perce Tribe
Adult Education (477) Program Director
Partnerships

- University of Idaho
  - College of Natural Resources - McCall Outdoor Science School
  - College of Education
  - Upward Bound
  - STEM Education
- Lapwai School District
- Nez Perce Tribe
  - Education Department
  - Department of Natural Resources – Forestry and Fire Management
  - Department of Fisheries Resource Management – Fisheries
- National Science Foundation
  - Innovative Teaching Experiences for Students and Teachers (ITEST)
    Award Number 1513349 – 1.1 Million Dollar – Three Year Project
“Building STEM Identity of Native Students using Remote Aerial Vehicles (UAVs) and Remote Sensing Technologies”
Specialized Curricula using NSF ITEST call to conduct research and model-building activities that build understandings of best practice factors, contexts and processes contributing to K-12 students’ motivation and participation in science, technology, engineering, and mathematics (STEM).

- Students develop STEM competencies
- Students have opportunities to perform STEM skills
- Students develop deeper understanding of self and community
- Students are better prepared for higher education in STEM fields
- Chances for students to build recognition of themselves as “STEM people” in a way that is deeply connected to culture
Curricula on the Ground

- Academic year and summer engagement
- Use of a DACUM process to outline tasks and duties associated with fisheries, forestry and fire management positions with the Tribe
- Integrate the DACUM tasks and duties into high school curriculum i.e. environmental science courses offered during the academic year and summer program
- Utilize graduate assistants supported by the project
Strengthening & Expand Partnership using Skills Stack (i.e. Badges)

- Opportunity to design secondary and postsecondary badges for tribal industry need for technician positions with fisheries, forestry and fire management
- Strengthen partnership with the University of Idaho
- Creates a new partnership with the Idaho Career Technical Education Office
- Opportunity to build regional and/or state partnership with natural resource managers i.e. US Forest Service/Fish & like state agency(ies)
Skills Stack
i.e. Badges)

https://skillstack.idaho.gov/

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### FISHERIES TECHNICIAN 1
July 11, 2016

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<tr>
<th>DUTIES</th>
<th>TASKS</th>
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<tbody>
<tr>
<td></td>
<td>A-2. Understand Nez Perce History and Language for Duties A</td>
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<td>Perform Basic Job Functions B</td>
<td>B-1. Perform First Aid/CPR. Earn during an internship</td>
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<td>B-2. Maintain a Drug-Free Work Environment</td>
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<td>Act Professionally C</td>
<td>C-1. Use Common Sense</td>
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<td>C-2. Give Appropriate Feedback</td>
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<td>Understand Fish and Ecosystem D</td>
<td>D-1. Identify Different Fish Species</td>
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<td>D-2. Identify Adult Fish Gender</td>
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<td>D-3. Identify Invasive Plant Species</td>
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<td>D-4. Identify Native Species</td>
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**Propose using Idaho Digital Learning Academy soft skills program for Duties C**

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### COMPETENCY PROFILE CHART
Forestry and Fire Management Technician 1
July 12, 2016

**DUTIES**

- **A1.** Appreciate Minidoka Culture & Values
  - Propose for school 2018-2019 (not summer)
- **A2.** Appreciate Nez Perce Heritage
- **A3.** Share Nez Perce Vitally
- **A4.** Grow Gated of the Nez Perce Tribe
- **A5.** Understand Impact of the Nez Perce Tribes
- **A6.** Be Tidy
- **A7.** Display Personal Responsibility
- **A8.** Communicate with Internal & External Stakeholders
- **A9.** Communicate Safety Practices Effectively
- **A10.** Demonstrate Operational Leadership
- **B1.** Demonstrate Basic Cartography Skills
  - Cohen
- **B2.** Interpret Public Lands Survey Sections (GPS)
- **B3.** Perform Land Navigation in the Field
- **B4.** Use Land Navigation Instruments
- **B5.** Conduct Internet Search

**TASKS**

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<th>COMPETENCIES that can be taught in high schools</th>
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<tr>
<td>A-1. Good Work Attitude</td>
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<td>A-2. Follow Instructions</td>
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<td>A-4. Use Microsoft or Relevant Suite</td>
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<td>A-10. Demonstrate Operational Leadership</td>
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Conversation #2: Using the Toolkit

Questions for panelists to discuss:

How do you envision your nation/organization using NCAI’s toolkit?
Q&A

plus

Related Resources

and Upcoming Webinars
WORKFORCE DEVELOPMENT INNOVATION

FOUR CASE STUDIES:

COEUR D’ALENE TRIBE
CONFEDERATED SALISH & KOOTENAI TRIBES
GILA RIVER INDIAN COMMUNITY
YSLETA DEL SUR PUEBLO
Empowering Tribal Workforce Development
Indian Country’s Policy Recommendations for the Federal Government

This brief presents policy recommendations for the federal government as it supports tribal nations, Native organizations, and tribal colleges and universities as they design, refine and strengthen their workforce development efforts. These recommendations were collated by the National Congress of American Indians (NCAI) Partnership for Tribal Governance.

Version 1.0
October 2016

WORKFORCE DEVELOPMENT POLICY RECOMMENDATIONS

• Brief featuring 28 key policy recommendations
• Main Point: Tribal innovation is the key to workforce development success. The federal government’s job is to support that innovation.
PTG on NCAI’s YouTube Channel

Playlists:
- Workforce Development (26 videos)
- Economic Development (10 videos)
- Sovereignty In Action interview series (9 videos)
- Tribal Constitutions (5 videos)
Workforce Development Webinars

Coming Soon:

• **Thursday, July 26, 1:30 to 3:00 p.m.:** Implementing the 2017 Indian Employment, Training and Related Services Consolidation Act

• **TBD:** Financial/Auditing Implications of the 2017 Indian Employment, Training and Related Services Consolidation Act