

NOTE: A revised CSP narrative is required only if a modification is being requested or for newly designated grantees.

Two-Year Comprehensive Service Plan (CSP) Narrative

To further the Secretary's strategic goal of preparing workers for good jobs, and in support of the Native American Employment and Training Council's (Council) recommendations - to enhance educational attainment and careers, newly designated WIA Section 166 grantees will begin planning for the "Career Pathways" Program, "Trails to Opportunity," in its Two-Year PY 2012 Strategic Plan. Grantees seeking a modification to their existing PY 2011 career pathway strategies must also submit a revised narrative.

All WIA Section 166 grantees will continuously receive technical assistance and guidance throughout PY 2012 and PY 2013 on implementing career pathways plans. The Department will work closely with the grantee community to successfully implement the career pathways model.

Illiteracy and low education attainment continue to hinder the ability of Indian and Native Americans to compete in a competitive labor market. By using the career pathway framework, WIA Section 166 grantees can assist low-income Indian and Native American adults and youth in addressing long-term education and training needs, providing their customers with the skills necessary to get good jobs. Intensive training and support services are needed to enhance worker skills and help Indians and Native Americans to succeed in a knowledge-based economy.

Preparing Indian and Native American workers for good jobs requires that the WIA Section 166 Program focus on helping Indian and Native Americans overcome a multitude of barriers to employment, providing additional opportunities for education and work experiences, and targeting assistance towards skills needed to secure good jobs, especially in high-growth industries.

The "Career Pathways" Program, "Trails to Opportunity," plan consists of a connected series of training and education programs, with integrated support services, work experiences, and learning on the job, that enable adults and youth to combine work and learning. The career pathways plan provides clear sequences of coursework and credentials that help individuals of varying skill levels earn credentials valued by employers, enter more rewarding careers in high-demand and emerging industries and occupations, and advance to increasingly higher levels of education and employment. A career pathways program consists of six key elements that usually occur simultaneously that include:

- (a) Building Cross-Agency Partnerships: means establishing a diverse group of representatives from tribal, state, local agencies, and/or members of the business

community to design, create, and implement a shared vision based on the needs of the community. Recommended partners should include, but are not limited to, tribal community colleges and education, Temporary Assistance for Needy Families providers, veteran affairs offices, social services agencies, workforce investment boards, and/or local One-Stop Career Centers.

- (b) Engaging Employers and Gap Analysis: requires conducting a labor market analysis to identify the employment and training needs in the area. Assessing the gaps is a way for grantees to identify the best sectors around which to build career pathways. A career pathways plan should target high-demand and growing employment opportunities on or near the reservation or approved service area (e.g., hospitality, health care, construction, art, etc). The market analysis plan should also include an outreach strategy to engage employers in the target areas.
- (c) Clarifying Roles and Responsibilities: identifying, defining, and formalizing the roles and responsibilities of the career pathways team are critical components of the plan. The career pathways team guides the process when developing the plan, identifying key roles and responsibilities of team members, identifying labor market information, and developing a program design. The career pathways team should produce and use a written memorandum of understanding to guide this process.
- (d) Program Design: provides a clear sequence of training, education, coursework, and credentials that meet the needs of high-demand industries. The program design should be created around high-demand industries in the area that support career ladders that pay family-sustaining wages. In addition, the program design should be supported by the tribal leadership, the community, and/or the state.
- (e) Identifying Funding Needs/Sources: to operate the career pathways program and core components of the system including program development, professional development, operational cost, and supportive services. Partners will work together to raise and leverage funding from tribal, Federal-foundations, state, and local sources.
- (f) Align Policies and Programs: identifying and coordinating employment and training services with other tribal, local, or state agencies are keys to implementing a career pathway system. In this area, agencies and programs work cooperatively across organizations to leverage resources and foster systematic change.

Career pathways are an approach to linking education and training services in ways that will lead to sustainable jobs. The long term goals are to 1) increase the number of Indian and Native American individuals who earn a high school diploma, GED, or obtain a recognized credential that enable them to compete for employment in high-demand and emerging industries and occupations; 2) increase the number of participants that obtain long term, sustainable employment; 3) establish multiple entry and exit points for individuals along the education and training continuum; and 4) create systemic change and enhance partnerships that better connect education, training, supportive services, and the workforce system.

Links such as <http://www.careeronestop.org/> or <http://www.learnwork.workforce3one.org/> may assist grantees with more information in developing career pathways strategies.

Question 1: What are the specific goals of the WIA Section 166 grantee's program for the program year(s) involved and what services does the grantee intend to make available? What method will the grantee use to target its services to specific segments of its services population? How will the program integrate the Veteran Priority of Service protocol?

{Enter your response to this question here}

Question 2: How will the grantee consult with tribal (or appropriate tribal departments), states, the governors' office, One-Stop Career Centers, Workforce Investment Boards, local agencies, veterans' offices, and/or members of the business community to design and implement a shared career pathways plan based on the needs of the community?

{Enter your response to this question here}

Question 3: Which of the potential tribal or other community officials will be responsible for identifying, defining, and formalizing the career pathways plan?

{Enter your response to this question here}

Question 4: Who are the other providers in the area that are potential partners (e.g., tribal community colleges and education providers, Temporary Assistance for Needy Families providers, veteran offices, social services agencies, workforce investment boards or local One-Stop Career Centers, business representatives, and labor-management organizations) for the grantees' career pathway plan?

{Enter your response to this question here}

Question 5: Within the approved service area, what are the prospective employment opportunities and/or the best sectors around which to build career pathways? Identify and briefly describe the target high-demand and growing employment opportunities on or near the reservation or approved service areas (e.g., hospitality, health care, construction, artistry, or other appropriate entrepreneurial opportunities). What is the grantee's outreach strategy to engage the potential employers identified in the approved service areas? That is, how will the grantee work with local employers (in your approved or designated service area) to place participants into jobs?

{Enter your response to this question here}

Question 6: How will the grantee identify and coordinate employment and training services with other tribal, local, One-Stop Career Center, or state agencies to ensure non-duplication of its employment and training services? What are some of the potential Federal or state resources that can be leveraged?

{Enter your response to this question here}

Question 7: What are the current educational or career needs in your approved or designated service areas and how will the grantee prepare its customers, regardless of their skill level, to obtain a high school diploma, GED, training credential, employment, a postsecondary education, or enter the military?

{Enter your response to this question here}

Supplemental Youth Services Program (SYSP) Planning Narrative

A SYSP plan narrative is required only for newly designated grantees receiving SYSP funding or designated grantees seeking a modification to their existing SYSP

Question 1: What is the projected number of youth to be served in SYSP and the target population to be served (e.g., drop-outs, juvenile offenders, and/or college students)? In addition, what are the strategies for recruiting and including youth participants in the program's career pathway?

{Enter your response to this question here}

Question 2: What services will the grantee make available to youth participants and what are the types of career training that will be offered to prepare participants to enter a good job?

{Enter your response to this question here}

Question 3: Relevant cultural activities are an important component of WIA Section 166 grantee communities. How will the program interact with educational providers that prepare Indian and Native American students to successfully move into postsecondary education while maintaining or promoting cultural identity?

{Enter your response to this question here}

Question 4: How will the SYSP partner with other educational providers to prepare Indian and Native American youth to obtain a high school diploma, GED, certificate, or postsecondary education?

{Enter your response to this question here}