

A Presentation for the

White House Initiative for Tribal Colleges & Universities Annual Technical Assistance Conference

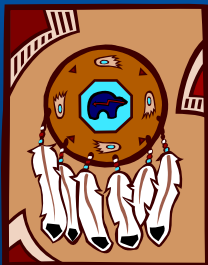
# Native American Participation in the FHWA On-the-Job Training Supportive Services Program

*Strengthening Academic Competitiveness for Tribal Colleges &  
Universities Minneapolis, MN*

*November 28-29, 2007*

**Presenters:**

**Janine C. Ashe, FHWA Office of Civil Rights  
Hoodo Mohamed, FHWA Office of Civil Rights  
Zakiah Latif-Lynch, FHWA OJT/SS Coordinator**



# Today's Presentation



## **On-the-Job Training Supportive Service (OJT/SS) Funding Opportunities for Native Americans**

*Business  
Opportunity  
Workforce  
Development  
Centers  
(BOWDC)*

*OJT/SS  
Funding  
Opportunities*

*OJT/SS  
State  
Programs*

*National  
Summer  
Transportation  
Institute  
(NSTI)*



# Legislative Program Authority

*United States Code 23, Section 140. Nondiscrimination (a) (b)*

## STAs establish apprenticeship & training programs:

- targeted to move, women, minorities, & disadvantaged persons;
- into journey-level positions;
- to ensure a competent workforce;
- available to meet highway construction hiring needs;
- address the historical under-representation of members of these groups in highway construction skilled crafts.

# Regulatory Authority

*Code of Federal Regulations 230-External Programs*

*Subpart A-Equal Employment Opportunity on Federal and Federal-aid Construction  
Contracts (Including Supportive Services)*

## Policy

*Federal-aid highway construction projects-*  
FHWA requires full utilization of all available training and skill-improvement opportunities to assure the increased participation of minority groups, disadvantaged persons and women in all phases of the highway construction industry.

23 CFR 230.107

# Regulatory Authority

*Code of Federal Regulations 230-External Programs*

*Subpart A-Equal Employment Opportunity on Federal and Federal-aid  
Construction Contracts (Including Supportive Services)*

## Use of Funds

- Administration of OJT/SS programs
- Development of the capabilities of prospective trainee
- Continuation of training during periods of seasonal shutdown
- Follow-up

23 CFR 230.113

# Why Should Tribal Universities & Colleges Invest in Transportation Workforce Programs and Seek Funding?

*Public Law 109-59, 119 Stat. 1144 (2005) Section 1920*

- Federal-aid highway projects produce significant employment and job-training opportunities.
- Jobs in transportation construction, including apprenticeship positions, typically pay more than twice the minimum wage, and include health care as well as other benefits.
- Transportation projects can offer young people, particularly those who are economically disadvantaged, the opportunity to gain productive employment.

# What was the Sense of Congress in providing OJT/SS funding?

“...Federal transportation projects should facilitate and encourage the collaboration between *interested persons* ... that have an interest in *improving the job skills* of low-income individuals, to help *leverage scarce training* and *community resources* and to help *ensure local participation* in the building of transportation projects.”

SAFETEA-LU Section 1920



# **SAFETEA-LU Section 5204 (e) (1)**

- **Surface Transportation Workforce Development Training and Education**  
“provides for 100 percent Federal funding if the core program funds are used for training, education, or workforce development purposes, including “pipeline” activities.”
- **No State matching funds required.**

# SAFETEA-LU Section 5204 (f)

- “The Secretary shall establish a program to make grants to institutions of higher education that, in partnership with industry or State Departments of transportation, will develop, test and revise new curricula and education programs to train individuals at all levels of the transportation workforce.”

# SAFETEA-LU Section 5204 (f)

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HCR will work with all appropriate parties to conduct outreach activities to ensure that Minority Institutions of Higher Education are informed of these opportunities, and of the criteria and process to participate as grant recipients.

# Executive Order 13270

## *Tribal Colleges and Universities*

- Ensures that Tribal Colleges and Universities are fully recognized
- Establishes a mechanism for increasing Tribal Colleges and Universities access to Federal resources.

# Executive Order 12928

*Small Businesses Owned & Controlled by Socially & Economically Disadvantaged Individuals, HBCUs, & Minority Institutes.*

- Establish HBCU and Other MIHE participation goals
- Develop and implement plans to fulfill the procurement participation goal

# Which program is the most comprehensive for community needs?

***BOWDC***

*Native  
Business  
Firms  
Supportive  
Services*

*On-the Job  
Supportive  
Services*

*Engineer  
Career Day*

*National  
Summer  
Transportation  
Institute*

*Apprenticeships*

*Internships*

*Construction  
Career Days*

# Why Create a Business Opportunity Workforce Development Center?

- Improve the Native American community's economic development
- Build Native businesses and their workforce
- Develop committed partnerships with prime contractors, minority institutes of higher education, and community-based organizations

# What is the BOWD's Mission?

- To extend participation to the wider community
- To provide workforce development skills
- To build strong partnerships
- To involve all stakeholders
- To promote a diversified workforce
- To provide business development assistance
- To foster a competitive environment
- To foster transportation related knowledge, skills, and awareness throughout the educational system
- To provide a link for students to acquire knowledge and skills for use in meaningful internships and mentorships



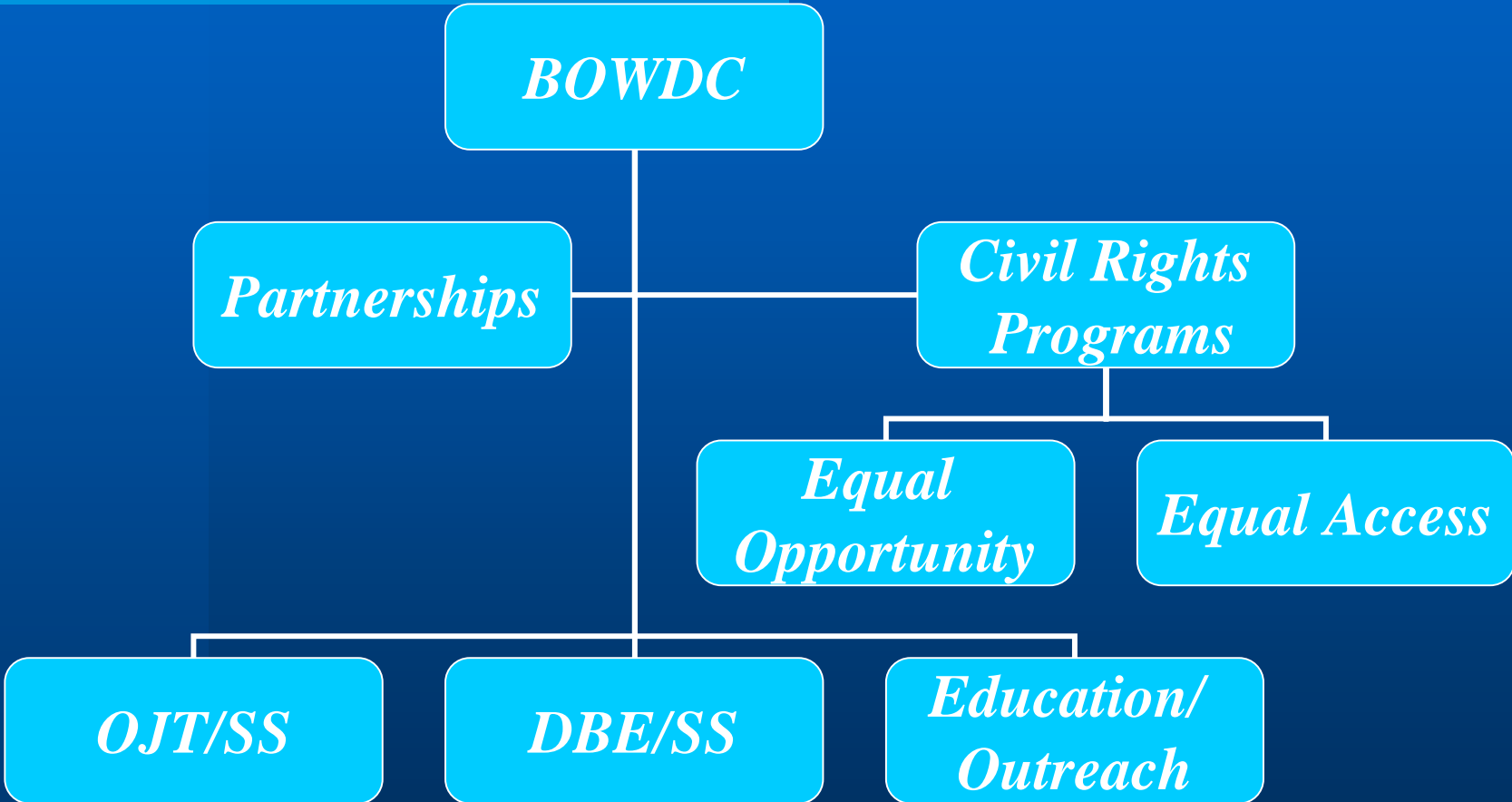
# BOWD Vision

- Centers that form strong collaboration and achieve long-term, continuing partnerships.
- Centers that increase community participation for employment on local highway projects and develop a skilled community workforce.
- Centers that provide outreach and education to community youth and provide opportunities for students to utilize gained knowledge.

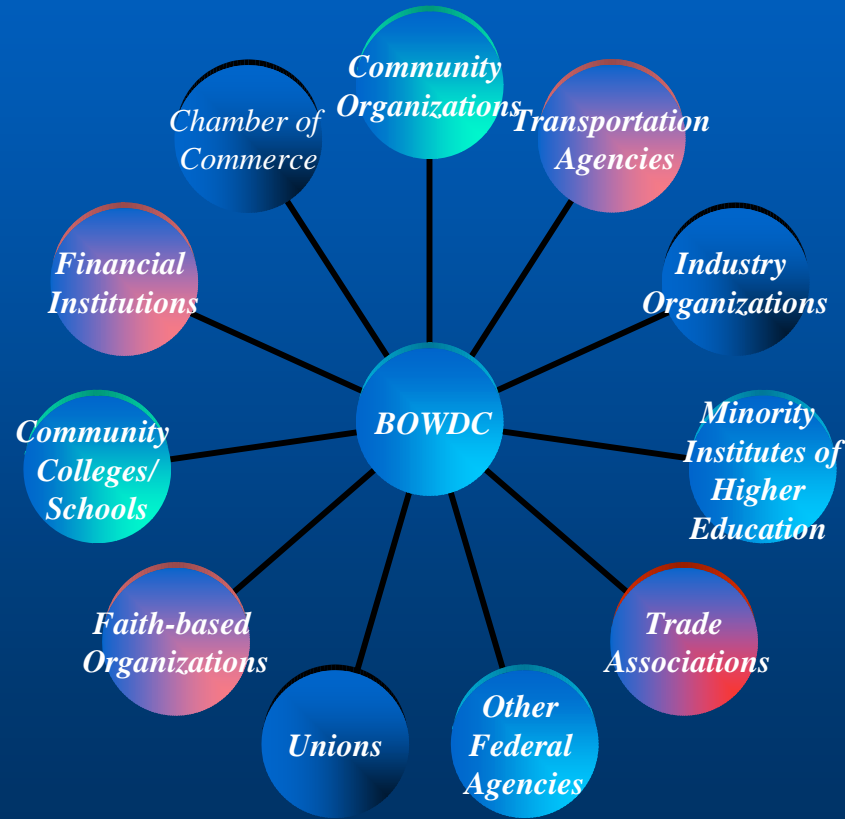
# What are the Advantages of a BOWDC?

- Comprehensive center devoted to the development of a community-based diverse highway construction workforce.
- Links services for Disadvantaged Business firms that develop business and workforce skills.
- Educate youth in the transportation field and provide them with opportunities to utilize skills in meaningful, relevant transportation-related experiences.
- Programs are results-oriented, performance-driven and demonstrate measurable outcomes.

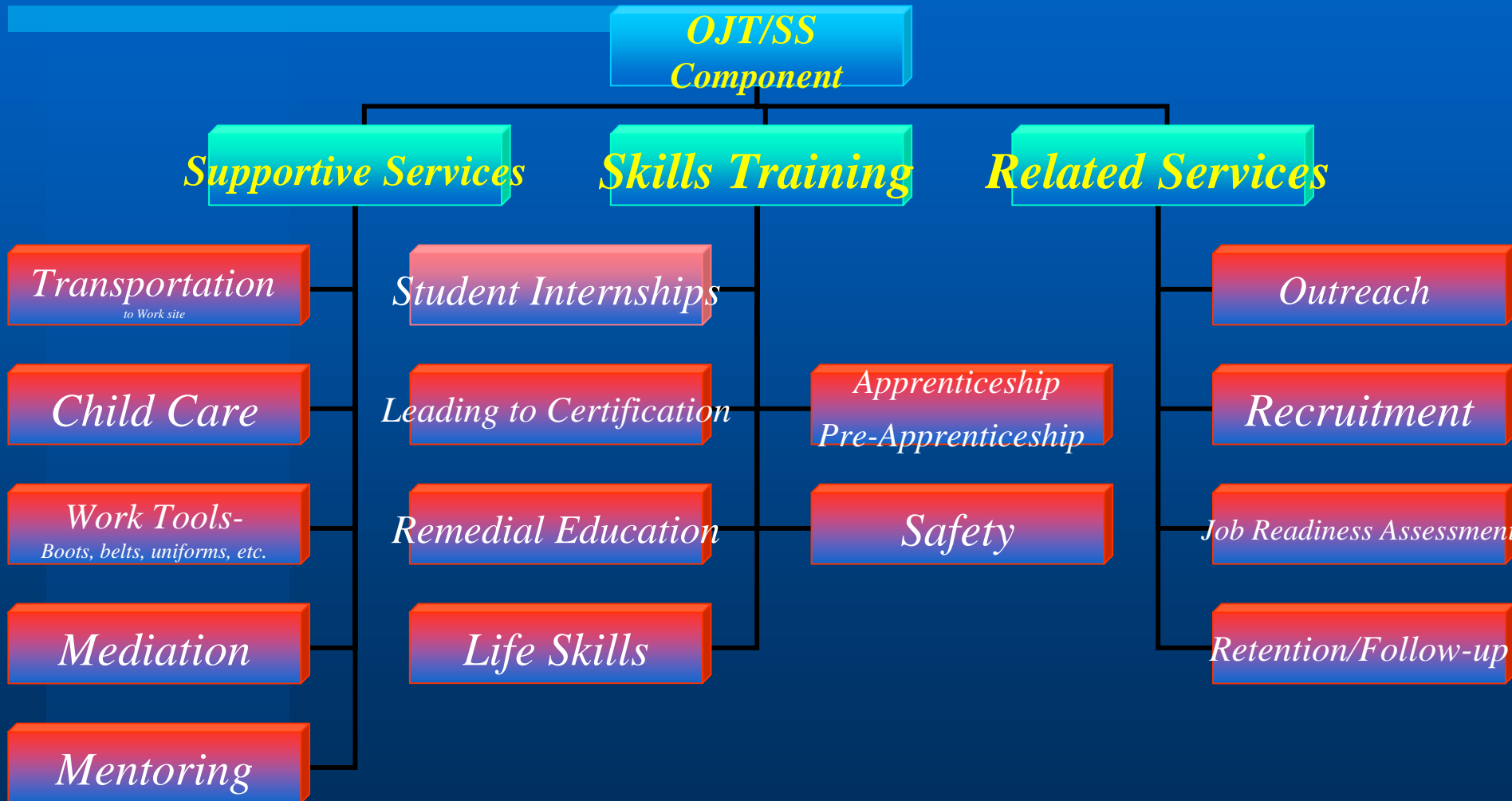
# Comprehensive Plan for the BOWDC



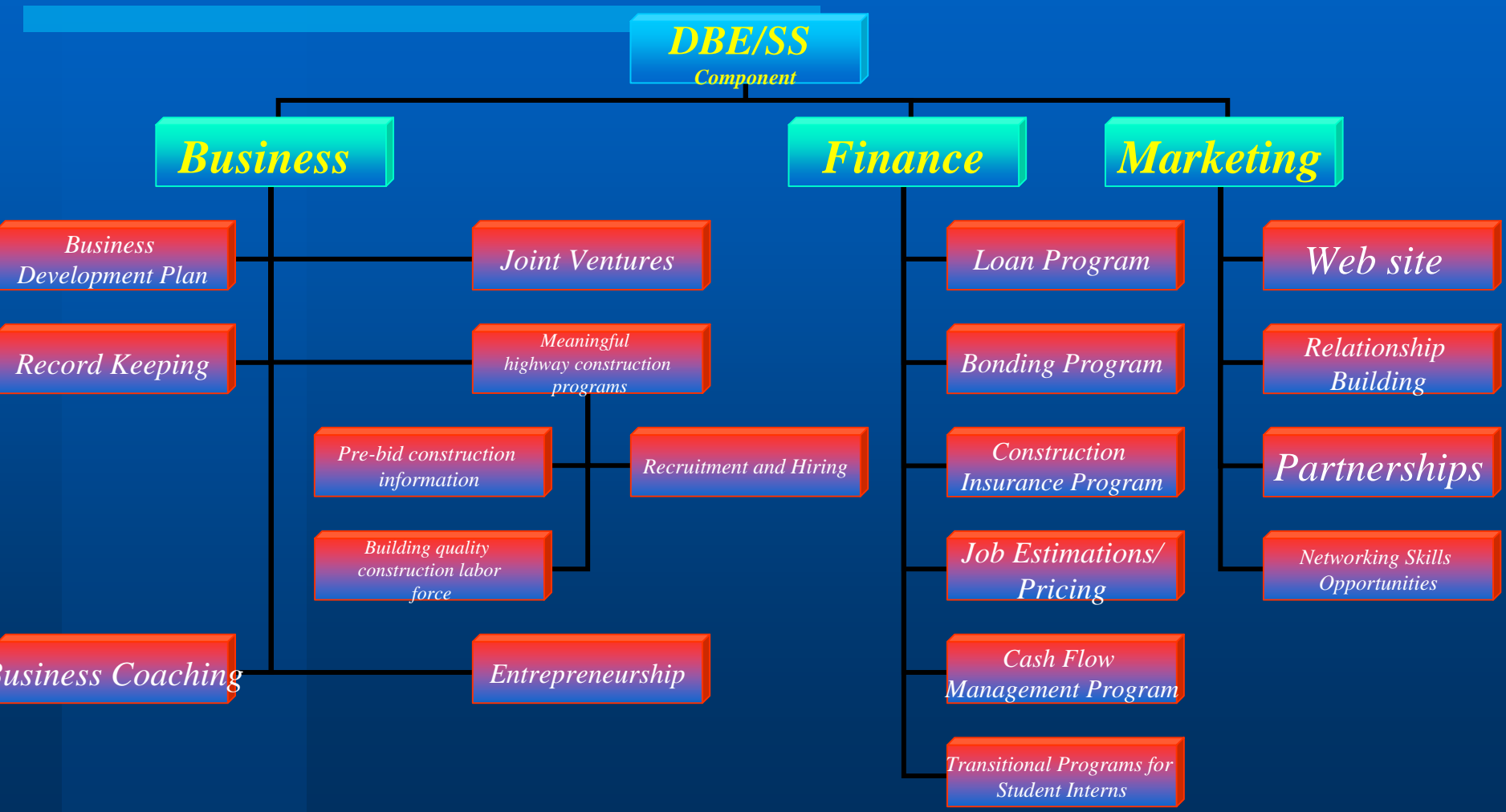
# BOWDC Partnerships/ Community



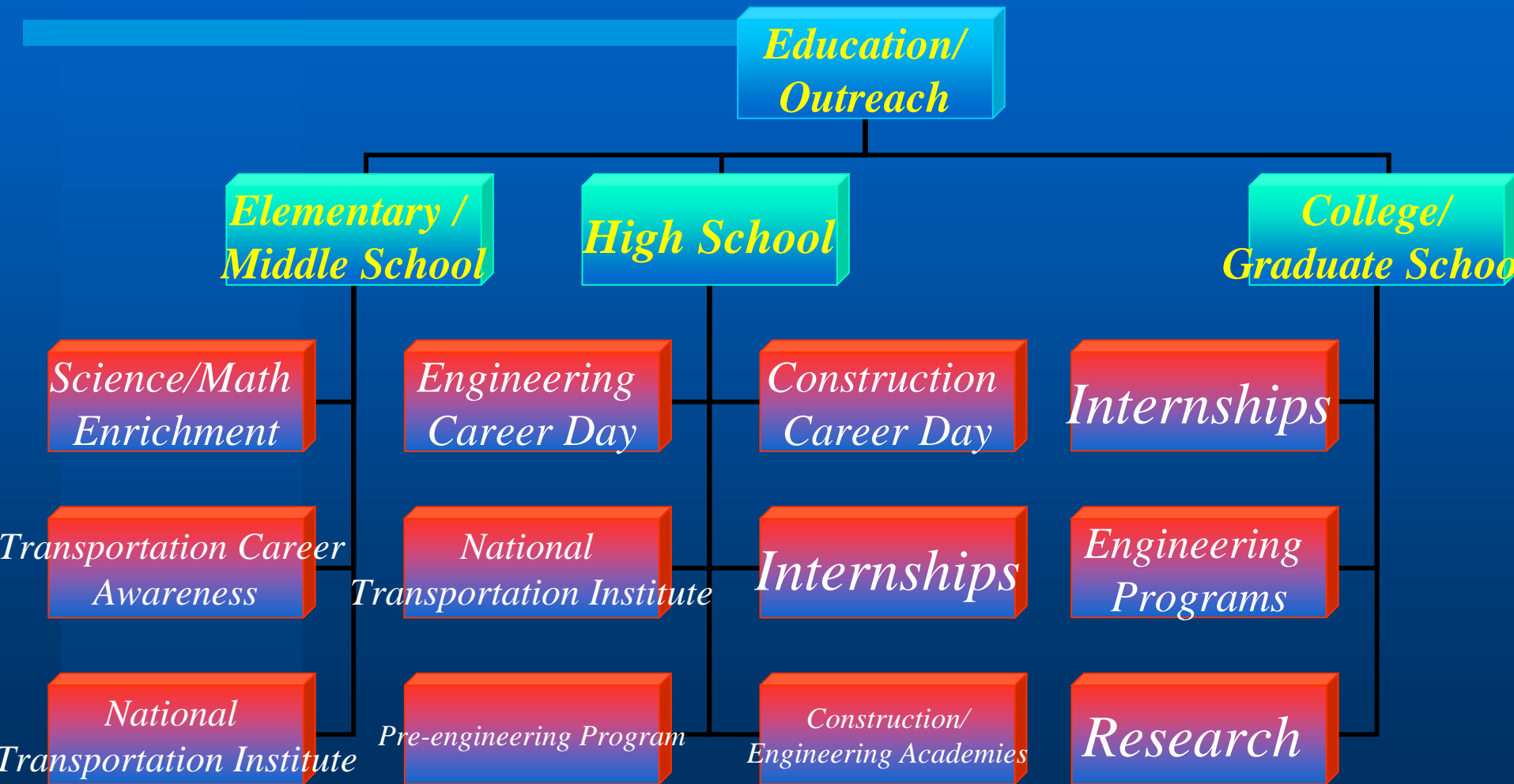
# On-the-Job Supportive Services Component



# Disadvantaged Business Enterprises Supportive Services Component



# Education/Outreach Component



# The American Indian/Alaskan Natives National Business Opportunity & Workforce Development Center



- Provides customized technical assistance, coaching, and mentor-protégé programs designed to increase the capacity of Native businesses' ability to compete for federal highway contracts
- Provides training to develop a strong skilled Native American workforce



What is the National American Indian/Alaskan  
Native Business Opportunity & Workforce  
Development Center?

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An effort to target  
underutilized Disadvantaged  
business

Enterprises (DBEs) with the  
capacity and capabilities to  
compete for Federal Highway  
Contracts.

# Project Partners Include:

- Department of Transportation  
Federal Highway Administration  
Office of Civil Rights
- 477 Tribal Workgroup
- Department of the Interior,  
Office of Energy & Economic Development  
Division of Workforce Development
- Citizen Potawatomi Nation
- Council for Tribal Employment Rights Organization (CTERO)

# Partnership Efforts

## *American Indian/Alaskan Native Business & Workforce Development*

- The National American Indian/Alaskan Native BOWD is focused on developing stronger relationships with the State Departments of Transportation. Program officers are currently working in partnership with the *States of Alaska & Oklahoma* developing Mentorship opportunities with Prime Contractors for Native DBES.

# Nationwide Experience

## National Resources

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### Tailored Assistance for DBEs

\*Business Needs Assessment

\*Intensive Case Management

\*Mentorship Opportunities with Prime  
Contractors

# Where is the Program Focusing its Efforts?



- Highway Construction, including functions incidental to construction such as: preliminary engineering, project development, engineering services, design, and other professional services.
- Over \$300 Billion of Construction Projects currently scheduled on or near Indian Lands!

# Goals & Objectives

- Business Growth & Expansion!
- Increase in the number of Contracts Awarded to American Indian/Alaskan Native DBE's!
- OJT Employees placed with DBE's!
- American Indian/Alaskan Native Community Participation & employment on local highway projects!

# DBE - Business Development Services

- Individual Needs Assessment
- Development of a Business Plan
- Financing to Participate in Road Construction Contracts
- Establishing a Record of Accomplishment for Bonding
- Creating Effective Financial Management Systems
- Developing Marketing Plans & Strategies
- Bidding & Estimating Assistance

# Goals of Business Development Services

The goal of the program is to have a core of strengthened and knowledgeable DBEs able to successfully bid on Federal Highway Construction Contracts.





# Workforce Development for DBEs

- Workforce Development efforts target the needs of existing underutilized businesses and provides on-the-job training (OJT) opportunities for those businesses as they expand to perform Federal Highway Construction Contracts.
- On-the-Job training participants will be trained and placed as an apprentice in highway construction positions such as ironworkers, cement finishers, CDL licensed drivers, heavy equipment operators and related positions. Trainees will obtain stipends for up to six months and upon completion of the OJT assignment the work agreement will ensure that participants are guaranteed placement with unsubsidized jobs.

# ***Develop the workforce of DBEs***

- *The National American Indian/Alaskan Native Business Opportunity Workforce Development Center will provide OJT services to employees that work for DBEs to enhance their development & growth which include:*
- Support DBE with workforce development including recruitment activities
- Conduct individual needs assessments of DBE employees (Employment Development Plans)
- Seek / match with workforce development programs to address unmet needs
- Provide OJT Supportive Service assistance to employees (transportation, tools, work clothing, etc.)

# *Customized Business Coaching*

- *A cadre of “business coaches” skilled in the types of professional services utilized by small highway contractors (CPAs, Attorneys, Marketing Executives, Retired Business Owners, etc..) has been created.*
- *This added layer of Business Development Services will help ensure each DBE client receives or is directed to the appropriate technical assistance to address weaknesses or areas of particular interest.*
- *Business Coaching can help small business owners create and implement strategies and techniques to create business success, enhance the capability of small businesses to compete more successfully, achieve entrepreneurial success and contribute to the strength and vigor of our economy.*

# ALASKA PARTNERSHIP



**Jerry Woods-Tanana Chiefs, Cliff Terwilliger-Nugget Construction, Michael Tucker-President of Knik Tribe, Donald Standifer-Tyonek Contractor's, LLC, Jeff Miller-Cruz Construction, and Lynn Forcia DOI, IEED.**



Tara Jollie signing on behalf of the State of Alaska, Department of Workforce

## *State of Alaska - Signing Ceremony*



# Alaska DBE Client



**Donald Standifer, President of Tyonek Construction, LLC**

**American Indian/Alaskan Native  
National Business opportunity & Workforce Development  
Center**

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*Building Native Businesses & a Skilled Workforce for the  
Transportation Construction Industry.*

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**For More Information on how the Program can  
assist your business, please contact Kristi Coker at**

**1-877-878-4796 Toll Free**

**[kcoker@potawatomi.org](mailto:kcoker@potawatomi.org)**

# How can Tribal Colleges & Universities Become involved in BOWDC?

Submit a BOWDC  
**Statement of Work** to your  
State Transportation  
Agency for funding  
consideration

- *Determine the needs of the community*
- *Develop long-term partnerships*





# *What are the key components of a Statement of Work?*

1. Needs Assessment/Analysis
2. Purpose Statement
3. Program Goals
4. Result-Oriented Objectives
5. Scope of Work
6. Evaluation & Monitoring Plan
7. Reporting Requirements
8. Performance Period-not to exceed one year
9. Project Personnel, Resources, In-kind Contributions
10. Partnerships
11. Budget & Financial Requirements

# Component #1: Needs Assessment

*The Needs Assessment will identify:*

1. Annual data collection instruments (surveys, interviews, etc.)
2. Stakeholders included in data collection
3. Current & future highway construction projects/jobs in the community
4. OJT/SS services, DBE/SS services, training, education and outreach tailored to the needs identified under 1, 2, and 3.

# Component #2: Purpose Statement

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State the overall goal, the services/training being proposed and the total funding request of FHWA.

# Component #3: Program Goals

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Program goals are...

- Anticipated, specific, desirable results;
- Expressed numerically;
- Developed annually.

# Program Goals Cont'd...

- Address where the targeted population will be at the end of performance period
- *Example:* “Program will result in at least 85% of graduates obtaining employment on highway construction jobs.”

# Component #4:

## Result-Oriented Objectives

Steps to achieve goal:

1. Identify services and/or activities needed to achieve your goal
2. Identify measurement of achievement
3. Develop tracking system
4. Demonstrate achievement
5. Attainable by the end of the performance period

# Component #5: Scope of Work

- Include all program components: OJT/SS, DBE/SS, Educational Link
- Narrative: Provide enough detail so that your program can be easily replicated
- Timeline: Identify when all objectives and activities begin and end during the performance period

# Narrative

## Describe in detail...

- Services participants will receive
- Programs for participants
- Benefits participants receive resulting from these services and/or programs



# Timeline

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- Key tasks/activities
- Specify tasks/activities begin and end periods
- Identify evaluation & monitoring instruments used to measure activities

# Timeline Cont'd...

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- Provide dates for administering these instruments
- Identify dates for submitting evaluation and monitoring results

# Component #6:

## Evaluation & Monitoring Plan

Track program progress & achievement:

- The plan should include how data will be gathered, evaluated, monitored, and include a structured reporting mechanism
- Attach samples of the evaluation and monitoring instruments to the SOW & provide narrative on use.

# Component #7:

## Reporting Requirements

- Monthly or Quarterly Reports Document
  - Progress achieving program objectives
  - Problems and solutions
  - STA program oversight reported to FHWA
- Annual Reports
  - Describes the entire program activities, budget, and outcomes.

# Component #8: Projected Staff

- Project Administrator
  - Manages OJT/SS Program
- Project Director
  - Responsible for the day-to-day operations of the OJT/SS program
  - The Project Administrator & Project Director may be the same individual
- Other Program Personnel

# Staff Management Plan

- Identify responsibilities & duties
- Contact information including phone number, address, and e-mail address.
- (May be submitted post-award)

# Component #9: In-Kind Contributions

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- In-kind funding may include facilities, staff hours, and/or material resources
- In-kind contributions include materials, equipment, services, given without charge

# **In-Kind Contributions Cont'd...**

- Identify all monetary & in-kind contributions
    - Name of partner agency
    - Type of funding contribution
    - Dollar value of contribution
- (May be submitted post-award)



# Types of In-kind Contributions

- Personnel
- Fringe Benefits
- Travel expenses
- Equipment
- Supplies
- Contractual Services
- Construction work on infrastructure
- Miscellaneous (utilities, telephone, printing, copying, postage, etc.)

# Component #10: Partnerships

Must be developed:

- To ensure community stakeholder participation
- To achieve goal of diverse and skilled highway construction workforce

# Partnerships Cont'd...

- Long-term partnerships
- Partners collaborate in planning, developing solutions, & implementing a successful program
- Pool resources for efficiency

# Partnerships Cont'd...

- SOW should list...
  - Name of each organization
  - Address
  - Organization's role
  - Time frame of commitment(May be submitted post-award)

# Partnerships Cont'd...

Include official letters from a chief officer of each partnership organization:

- State commitment/time frame for commitment
- State services/monetary contributions

# Component #11:

## Budget Requirements

- Budget Summary
  - Skeletal outline showing the program's total cost
  - Identify budget line item categories and the total amount of funding for each
  - Identify in-kind funding

# Budget Requirements Cont'd...

- Budget Narrative
  - Explain budget items  
(see slide 36)
  - Each item discussed in SOW plan

# Possible Budget Categories

- Personnel
- Requested Contributions from outside organizations
- Travel
- Supplies
- Contractual Services
- Miscellaneous
- Indirect Costs/Overhead



# What tribal colleges and universities are already involved in OJT/SS funding programs?

- **Montana**

- Salish Kootenai Tribal College-Heavy equipment operators training
- Fort Peck Community College

- **Arizona**

- Arizona Department of Transportation OJT/SS Program

# What tribal colleges and universities have already become involved in the National Summer Transportation Institute?

- Minnesota
  - *Fond du Lac Tribal & Community College*
  - *White Earth Tribal & Community College*
- New Mexico
  - *Southwestern Indian Polytechnic Institute*
- Wisconsin
  - *Lac Courte Oreilles Ojibwa Community College*
  - *College of Menominee Nation*

# Recommendations reported for OJT/SS funded tribal programs:

- Provide training close to the reservations
- Training should be directly related to jobs available close to or on the reservations
- Seek additional public and private partnerships for funding and in-kind services due to limited FHWA budget (funding for transportation, food, etc.)
- Seek out local community colleges to provide necessary training (partner with)

# Recommendations reported for OJT/SS funded tribal programs cont'd...

- Include stipends for participants/students in the program (may require seeking outside funding)
- NSTI program: hands-on experiences for students recommended
- Spend time carefully selecting students / participants (application, interview, etc.)
- Submit proposals as soon as possible so as to receive funding award in time to purchase materials
- Develop a program that meets the specific needs of your students / participants and the environment /community (conduct a needs assessment)

# Recommendations reported for OJT/SS funded tribal programs cont'd...

- Develop a relationship with the State Department of Transportation; get information on the procedures for program develop; the State can provide expertise on the transportation industry and services it can provide to the program
- Various tribes may be represented in the program; be respectful to understand the unique cultural differences
- Native American professionals staffed on the programs provide students and participants with meaningful role models

# Recommendations reported for OJT/SS funded tribal programs cont'd...

- Programs important to the Native American community should be developed
  - “...programs that instill in students the ideas of creating change to help adapt to modern society without changing the long standing values of the Native communities”
- Partnerships can provide tremendous support in curriculum development, guest lecturers, externship sites, fieldtrips, and job placement

# Recommendations reported for OJT/SS funded tribal programs cont'd...

- Consider providing services such as personal/family counseling, drug and alcohol counseling/support groups, general education skills instruction (tutoring)-this will help retain students and improve program completion rate
- Consider alternative ways of tracking students (lack of telephones, frequent changes of address, remote geographical locations, etc. may make this a challenge)

# Recommendations reported for OJT/SS funded tribal programs cont'd...

- Reach out to your State and other entities for additional funding; however, if you are not successful, include information on your efforts in your statement of work



# Successes of OJT/SS funded programs:

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- Partners know that the students who complete the program are better applicants for entering the workforce.
- Various tribal representation allows for awareness of cultural differences and the greater exchange of knowledge and ideas

# Successes of OJT/SS funded programs:

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- These programs provide positive learning environments under the supervision of qualified instructors who guide and advise participants in conditions that duplicate actual work sites
- Many NSTI participants have continued on to post-secondary education

# Successes of OJT/SS funded programs:

- In addition to skills trade training, students learn “soft skills” such as work ethics (punctuality, regular attendance), interviewing, resume writing, verbal and written communication skills, problem-solving, conflict resolution, team player abilities, positive attitudes, ability to work well under pressure, ability to learn from and accept constructive criticism, time management, self-confidence, and social skills

# Contacts for Support and Information

- **Arizona- Arizona Department of Transportation**

- Mary M. Cook, Program Manager, Office of Civil Rights
- OJT/SS Program
- 602-712-7761
- [MCook@azdot.gov](mailto:MCook@azdot.gov)

- **Montana- Salish Kootenai College**

**Recipient of the “2006 Minority Institutions of Higher Education Achievement Award”**

- Robert Peregoy, Director Salish Kootenai College’s Office of Career and Technical Education
- OJT/SS Program
- 406-275-4976 (office)
- 406-261-0345 (cell)
- [Robert\\_peregoy@skc.edu](mailto:Robert_peregoy@skc.edu)

- **Wisconsin- College of Menominee Nation**

- Alegra Fowler, Youth Program Director
- NSTI Program
- 715-799-5600
- [afowler@menominee.edu](mailto:afowler@menominee.edu)

**THE END**

