



THE TULALIP TRIBAL RIGHTS EMPLOYMENT OFFICE

VOCATIONAL TRAINING CENTER

PLANNING AND
REPLICATION GUIDE



Our deep appreciation to the W.K. Kellogg Foundation for your support of the Tribal Employment Rights Office (TERO) Vocational Training Center (TVTC).

With your support we are sharing the TVTC Planning and Replication Guide with tribes across the country who may be interested in starting a similar program, or in adapting their current training program to include two-generation strategies. We know all tribal communities share our goal that Native Americans and their families are healthy and vibrant, and able to gain successful employment in family wage jobs.

We invite readers to visit our program and call us to learn more about what we are doing, and to request examples of the resources we have developed to implement TVTC. Our contact information is included on the final page of this report.

We also extend our thanks to the Tulalip Board of Directors and TERO Commission

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TVTC Employer Advisory Committee

We are deeply grateful for the advice, support and engagement of the trades, employer and college partners who serve on our Advisory Committee.



Trades & Employer Partners

Joe Hannon, *Coordinator/Training Director
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College Partners

Holly Moore, *Executive Dean,
South Seattle College*

Anna Bennett, *Renton Technical College
Washington Integrated Sector
Employment Coordinator*

OUR PAST, OUR PRESENT, OUR FUTURE



Historically, Native Americans, and other minority groups, have been under-represented in apprenticeships. Many faced discrimination and bias.

Although there have always been a small number of Tribal members who participate in apprenticeship, this number increases with every TVTC class graduation. Our graduates are ardent advocates for apprenticeship usage for Tribal members. TVTC's strength-based model has earned the respect of students, trades and employer partners.

TVTC graduates enter jobs that increase the economic security of their families. Our two-generation model demonstrates to children the wonderful accomplishments of their parents, and showcases the future benefits emerging from learning and employment.

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1. TVTC PROGRAM

This section presents a brief description of the TVTC pre-apprenticeship program curricula activities and outcomes. Our two-generation model is designed to meet the needs of all family members. TVTC students access the training, advice and resources necessary to enter construction and trades-related jobs, and to support the healthy development of their children. Our staff and community partners all share a deep commitment to honor tribal traditions, customs and history. We work with our college, union and employer partners to ensure that the pre-apprenticeship training responds to the current and emerging needs of the labor market.

1.1 What is the Tulalip Vocational Training Center?

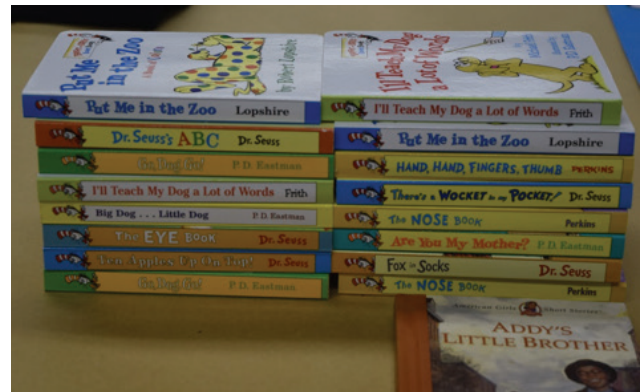
This manual is for tribes across the nation who want to learn more about how the Tulalip Tribal Employment Rights Office (TERO) Vocational Training Center (TVTC) works; and the actions needed to implement a similar pre-apprenticeship program.

TVTC paves the way to life-changing opportunities that transform the lives of Tulalip tribal members, their spouses/parents, other Native Americans and their families. The TVTC program was established in 2001 and is currently operated under TERO.

On January 16, 2014, the TVTC Program was officially recognized by the Washington Apprenticeship & Training Council, and is the only state-recognized Native Pre-apprenticeship Training Program in Washington State.

The TVTC is a free, 450 hour, 16-week construction pre-apprenticeship program that:

- Is offered to Native Americans and their spouses and parents; and
- Exposes students to a variety of career choices in the trades.



TVTC includes classes in:

- Core construction skills, such as blueprint reading, measurements and layout
- Safety, tool and equipment certification
- Structural trades
- Electrical and mechanical trades
- Sustainable building practices
- Trades Math 1
- Communication for the trades
- Human Relations for the trades

The TVT engages students in:

- Lectures
- Demonstrations
- Shop training
- Trades Rotation Days where students visit other worksites, apply and build their skills
- Activities which benefit the community, such as building garden planters for nearby child care centers or tiny houses for homeless persons

During the training TVTC students develop:

- Study Skills
- Time Management Skills
- Financial Literacy Skills
- Resume and Job Search Skills
- Core Construction Skills
- Interview preparation
- Dependable strengths training

They also earn certificates in:

- Industrial First Aid/CPR & Automated External Defibrillator (AED) certification approved by Occupational Safety Health Act (OSHA), and Washington Industrial Safety Health Act (WISHA)
- OSHA 10
- HAZWOPER, 40 hour
- Flagging
- Boom, Scissor, and Fork Lift (Rough Terrain, Boom, Scissor)
- Hilti Powdered Actuated Tools
- Washington State Traffic Control

Throughout the program students receive career navigation assistance and help gaining employment in:

- Apprenticeship Programs
- Construction Related Employment
- Employment Opportunities with Tribes

TVTC students also earn a certificate from Renton Technical College or South Seattle College and receive:

- educational planning support
- help applying for financial aid and scholarships if they want to continue their education

In addition, TVTC students also receive

- assistance to pursue High School Diploma through 21 +; and
- help pursuing GED and high school diploma through Open Doors high school re-engagement programs.

Because TVTC weaves two generation messages, events, and resource connections into training program curricula all TVTC students:

- gain an awareness of their child's needs; and
- develop connections with community resources that are in place to support their child.

1.2 What do we mean by a two-generation program?

When we say we have a two-generation apprenticeship program we believe that:

The legacy of the training tribal members receive will be great

BECAUSE

When children thrive, TVTC students thrive, and when TVTC students thrive, so do their children

AND

By taking a whole family approach at TVTC the whole community will prosper, as students will use and share what they learn to support their families, friends and world beyond.



1.3 How does TVTC integrate two-generation services into the program?

TVTC students receive:

- Handouts, on site presentations and referrals to child development, behavior and health care services.
- Referrals to early learning, school tutoring, afterschool, summer and library programs.
- Ongoing information about community activities, library cards, flu shots and other resources.
- Immunization education.

TVTC students have opportunities to:

- Discuss the needs of their family with the Family Career Navigator.
- Celebrate the lives of their children with other students.
- Seek advice and get to organizations that will help them address concerns about their child's health, school performance, or development.
- Secure professional guidance from culturally competent TVTC community partners who have specialized expertise in family reconciliation, family planning and other resources to promote family stability and unity.
- Demonstrate and pass on to their children what they are learning in the TVTC program at potlucks, and special events, where TVTC students work side by side with their children to create and design bookshelves, planters, desks and other products that children later receive, or return as gifts to their community.

2. COMMUNITY NEED

This section presents questions that tribal leaders may want to explore to determine if there is a need to start a pre-apprenticeship program in their own community. These questions underscore the importance of taking into account labor market demand and the presence of other similar programs. They also catalyze thoughtful discussions about the capacity of other existing pre-apprenticeship programs to provide a welcoming and productive environment for tribal members. After considering these issues tribal leaders and their community partners will be better prepared to make an informed decision about whether TVTC types of programs are needed, or for example, where coordination with other efforts might be worth pursuing in order to avoid duplication of resources.

In order to assess if your community needs a pre-apprenticeship program there are three main questions that tribal leaders may want to consider.

2.1. Is there a demand for people with construction and trades skills?

Yes No

If yes, what types of construction and trades jobs are available on the reservation?

If yes, what types of construction and trades jobs are needed in the community?

2.2. Are there other local trades related training programs or pre-apprenticeship programs which tribal members like to go to and get training?

Yes No

If yes, which programs?

If yes, are these programs affordable and accessible (culturally, geographically) to tribal members? Do they end up with tribal members developing the skills they need to pursue family wage jobs?

If there are no programs, is starting such a program a medium, high or low priority of local tribal leaders?



3. COMMUNITY PARTNERS

This section encourages tribal leaders and their community partners to consider whether the community has the business, education and two generation partners necessary to support a pre-apprenticeship program in their community. Building partnerships with these cross-system partners is essential. At TVTC, the engagement of the two-generation partners, including the library, early learning and healthcare providers have benefited all family members. Our college partners have provided vital curricula content expertise, and helped to build bridges to other educational and financial resources. The union and shop partners have been actively engaged in our training as speakers, mock interviewers, recruiters, and worksite tour coordinators. Our communication with employer partners and business agents is extensive, and many recruit on-site at our office.

In order to assess if you have the partners you need to launch a TVTC type of program there are three main questions that tribal leaders may want to consider.

3.1. Are there unions/open shop partners who want to partner with you?

Yes No

If yes, who are they and what are they committing to do?

3.2. Are there state recognized colleges or training organizations who are interested in providing training and/or credits?

Yes No



3.3 Are there two generation partners (early learning, early literacy, library, health care, K-12, afterschool, parenting classes, etc.) who want to partner with your pre-apprenticeship program?

Yes No

If yes, who are they are what are they committing to do?



4. PROGRAM PLANNING

This section identifies key planning issues for tribal members to explore to determine their readiness to implement a pre-apprenticeship program. This includes identifying funding, training and two-generation providers, as well as considering the types of data that one or more of these partners will need to collect and report in order to qualify for funding and track performance. All families in the TVTC program complete a Family Career Plan. This plan documents, for example, how families plan to address their childcare needs while enrolled in training, and later after they go to work, as well as a host of other issues. The data collected informs the types of interventions, referrals and support services, such as tool purchase, gas cards and bus passes that families receive. Strategies for integrating two-generation strategies in their program, and methods for recruiting tribal members to the community also need to be considered. In addition, we have seen firsthand how our pre- apprenticeship projects, including building tiny houses for homeless persons, and planters for the early learning program, showcase the work of TVTC graduates, and our values to serve the community.

4.1 Based on your answers to questions posed in Sections 2 and 3 above are you ready to start planning a TVTC type of program?

Yes No

4.2 How will you fund the program?

4.3 Who (name of department/ organization) will manage (oversee) the day to day operations of the program?

What will this entity or person do?

4.4 Who will provide the training?

4.5 Who will provide two-generation focused Family Career Navigation support?

4.6 What kinds of data will you need to collect to track your pre-apprenticeship program? For example, examples of data collected by TVTC follow:

- Demographic Data (for student and family members)
- Education History
- Employment History
- Tribal Status
- Family Assessment to find out what the student and their family need to succeed in the program. This includes looking at family health issues, including dental, vision, asthma, nutrition, and resource needs, including those focused on early

learning, afterschool and summer programs, tutoring and a variety of other issues.

- Resource Needs (transportation, childcare, health, substance use, family reconciliation, legal and housing needs, etc.)
- Course Enrollment
- Course Attendance
- Certificate Completion
- Training Completion Status (including reasons for not completing)
- Job Placement Company
- Job Placement Wage
- Job Placement Title
- Job Retention Wage
- Job Retention Title
- Referrals (by the Family Career Navigator for students and their family members)
- Referral Outcomes

4.7. What types of reports will you share about your program?

4.8 How and when will you integrate two-generation strategies into your program?

4.9 How will you screen and recruit tribal members to your program?



4.10 Who will serve on your Program Advisory Board?

4.11 Who will serve on your Employer Advisory Committee?

4.12 In what ways will employers be involved in the program?

4.13 How will your program incorporate projects that benefit the community?

5. PROGRAM IMPLEMENTATION

This section encourages tribal leaders and their community partners to think about how they will incentivize student engagement in the program and support their retention in training and referrals to needed services. It also identifies the need to describe the process which partners will use to ensure that employers are strongly engaged in the program. For example, TVTC staff attends labor agreement and tribal liaison meetings with Washington State Labor & Industries, as well as regional pre-apprenticeship collaborative meetings to cultivate employer relationships. We also invite employers to tour our program, and ask them to suggest other things we should add to our curricula. The TVTC Family Career Navigator utilizes Dependable Strength and Motivation Interviewing strategies in day to day interactions and weekly check-in meetings. Coaching assistance and referrals are strength-focused, data-driven and customized, and designed to help individuals who may have limited literacy or education skills or involvement with the criminal justice and chemical dependency systems. Referrals are also geared towards engaging families in community activities, which celebrate Native traditions and values. For example, the health clinic activities promote nutrition, and invite community members to plant gardens and harvest vegetables. TVTC classes also offer two-generation Family Nights, which feature many different types of family engagement activities. Children and parents build and paint book shelves, and learn about the importance of early literacy and visit with staff from the library system. In all of these activities, parents gain new parenting skills, while children learn manual dexterity; numeracy and team work skills, and get to work side by side with their parents.

5.1. How do you plan to recognize and incentivize the engagement of Tribal members in pre-apprenticeship programs?

5.2 How will you support retention in training?

5.3 How will you connect families to two-generation resources?



5.4 How will you promote the core employability skills of students?

5.5. How will you identify job openings?

5.6. How will you help students get hired into jobs?

5.7 How will you follow-up with pre-apprentices who lose a job/need advice about how to deal with worksite problems/need to find another job?



6. PROGRAM POLICIES

This section asks tribal leaders and their community partners to think about the policies and protocols that will be needed to ensure their program runs smoothly, and is in compliance with Occupational Safety Health Act (OSHA) and TERO policies and other funder requirements. Our students are provided with detailed descriptions of their role in the program. All agree to comply, as part of their student contract, with the expectations set for attendance and program participation. We have learned that having clear rules and protocols regarding training-related safety and tool care, and criteria for program eligibility, earning credentials and for receipt of incentives are essential to have in place.

6.1 What kinds of policies and protocols does a TVTC type of program need to have in place?

6.2 Who/what entity or entities will be responsible for developing and overseeing adherence to policies?





7. PROGRAM EVALUATION

This section discusses program evaluation. TVTC staff has learned that it is very important to set front end goals for recruitment, training, completion, certificate attainment, job placement and retention, and to track the reasons for meeting/not meeting these goals. In a two-generation focused apprenticeship program goals include ensuring that both adults and children are getting connected to services that they need, as documented on their family assessment. At TVTC the evaluation process also includes getting feedback from employers in order to determine whether students are being adequately prepared for jobs. Structured feedback loops also need to be in place to garner timely feedback from students, college, TVTC staff and two-generation partners. Evaluation is essential to making continuous improvements in the program. We work hard to ensure that students are a good match for employers, and follow-up regularly with students to identify any situations that may be negatively influencing their performance. We also celebrate their successes, and share their story with other students.

7.1 How will you know how your program is doing?

7.2 How will you know you are recruiting enough students?

7.3 How will you know if students are succeeding in your program?

7.4 How will you know if children are getting the services they need to be healthy, safe and secure?

7.5 How will you know if TVTC students are being adequately prepared for jobs?

7.6 What process will you use to ensure that you use what you learn about your program to make timely program improvements?



8. PROGRAM SUSTAINABILITY

This section focuses on fund development and sustainability planning. Tribal leaders and community members need to identify their likely short and long-term funders and partners. Some may be repeat funders, while others may be one time funders. Yet others may only fund one part of the program. For this reason TVTC has learned that to promote cost-saving strategies, and support program sustainability, ongoing efforts to align leverage and braid resources with college and workforce providers are needed. Some examples of the state welfare, labor, and Native American-focused funding TVTC has secured are listed below.

<http://nativelearningcenter.com/grant-opportunities/>

<https://www.grants.gov/web/grants/search-grants.html?keywords=Tribes>

<https://www.doleta.gov/grants/>

<https://www.dshs.wa.gov/esa/community-partnership-program/basic-food-employment-training-bfet>

<https://www.rd.usda.gov/programs-services/rural-business-development-grants>

<https://www.firstnations.org/knowledge-center/publications/strengthening-tribal-community-institutions/#filters>

It is also important as part of sustainability to continually assess the status of partners, and to develop and update partnership agreements. Gaps in funding and partnerships need to be identified and addressed on an ongoing basis.

8.1 When you look at the budget you developed for your program are there likely funders who will continue to support part of the program, or fund the entire program? If yes, will their support likely be for only a limited time or will it be repeat funding? Also, will the funding be tied to deliverables that you feel confident that you can meet?

8.2 Who are other potential funders or champions for your program?

8.3. When you look at your list of employer and community based partners which ones are likely to be short or long-term partners?

8.4 How will you address major gaps in funding or partnerships?

9. PROGRAM MARKETING

This section addresses program marketing, and underscores how important it is ensure that your program is visible, and widely promoted. TVTC routinely holds graduation ceremonies which are attended by students, family members, community based partners, and employers. We also feature the program in our newsletter, brochures, on our Face Book page, and make presentations at community events, and local and national conferences. When we advertise the program, we regularly weave in stories about our partners, and funders to highlight how their investments benefit our students, families, community and local economy. We also turn to our tribal elders and TVTC alumni to market TVTC, as word of mouth is an authentic and highly-trusted mode of communication in our community.

9.1 How will you make sure your program is visible to funders, policymakers and other partners?

9.2 Where and how will you promote your program?

10. TVTC RESOURCES

This section lists some of the resources which we use to recruit students and implement our program. It also includes a handout that describes TERO and examples of our student contract, college contract, agreements with two-generation and labor partners, job descriptions, and Family Career Assessment. Articles featuring TVTC are also available. We are proud that this program is well-respected and highly-visible, and has such strong support from the community. TVTC staff is available to provide technical assistance, information and guidance to other tribes.

Please contact TVTC if you have questions, or want to see any of the TVTC materials listed below.

- Tulalip Tribal Employment Rights Office “TERO” Description
- TVTC Student Application
- TVTC Student Contract Form (TVTC Rules, Attendance and Disciplinary Action Steps)
- TVTC Operating Policy
- TVTC Brochure
- TVTC Curricula Outline
- Example of Labor Partnership Agreement
- Example of MOU with Early Learning
- Example of MOU with Library
- Job Description Program Manager
- Job Description Family Career Navigator
- Job Description Instructor
- TVTC Family Assessment Tool
- Newspaper Articles about TVTC

*We hope that you have an opportunity
To visit TVTC*

Thank you for using the TVTC Planning
and Replication Guide. If you have any questions,
please contact us:

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