SPIRIT LAKE TRIBE  
PL 102-477 FY 2001  
July 1, 2014 to June 30, 2015  
Narrative Report

TO: BIA Lead Agency  
Spirit Lake Tribe

FROM: Jolene Crosswhite, Director  
Spirit Lake Tribe Employment & Training

DATE: September 29, 2014

Spirit Lake Employment & Training integrates the following programs in its P.L. 102-477 efforts:

HHS
1. Child Care Development Fund (CCDF)  
2. Native Employment Works (NEW)

DOL
3. WIA Comprehensive Services Adult  
4. WIA Comprehensive Services Youth

BIA
5. JP/T  
6. Scholarships  
7. General Assistance

These programs and monies are all integrated into a single program and services are delivered through a case management system.

Spirit Lake Employment & Training operates 477 programming and its organizational structure is as follows:

Jolene Crosswhite  
Employment & Training Director
The drop out rate on the Spirit Lake Reservation remains at or above 50%, according to the Tribal and BIA Schools. The Employment and Training office is trying to address this issue by working with the Summer Youth participants to promote high school graduation and developing Career and Educational Awareness through 5 week training sessions.
The Employment and Training office makes referrals to Cankdeska Cikana Community College Adult Learning Center. The Adult Learning Center offers GED classes throughout the year. Students may enroll at any time and design schedules to meet their individual needs. Persons who are at least 18 years of age and not enrolled in a high school program may enroll for GED classes. The GED program provides individualized instruction, books and materials. GED tests are administered at the college with no cost to the student.

The Adult Learning Center at CCCC offers no cost tutorial assistance to any student who is experiencing academic difficulty with a course of study, evaluation (TABE) and assessment services and assistance in identifying learning problems related to study skills and learning styles.

This past program year The Employment and Training Education Department enrolled 10 GED students at the CCCC Adult Learning Center.

The Employment and Training office also makes referrals to the Burdick Job Corps Center in assisting clients 16-24 years of age in obtaining their GED or high school diploma.

The Burdick Job Corps Center is a highly structured program designed to help young people gain success in academics, as well as their chosen vocational field. A high school diploma or GED, as well as vocational certification, are important tools to acquire a good job.

The Burdick Job Corps center has an excellent technical training program. The trades offered are listed below:

- Auto Repair
- Clerical Occupations
- Facilities Maintenance
- Health Occupations Training
- Retail Sales/Auto Parts
- Carpentry
- Data Entry
- Food Service
- Medical Records
- Welding

The past reporting period there was 1 student recruited and 1 attending the Quentin Burdick Job Corps Center.
The 477 program also makes referrals to the Alternative Education Program located at Four Winds High School. We had 1 referrals to the Alternative High School this past year and 1 attending Alternative High School.

**Vocational Training and Other Classroom Training**

The Vocational program is designed to address the training needs of our clients residing on the Spirit Lake Reservation. The focus of training services is to assess; counsel and assist participants in becoming self-sufficient through a variety of training opportunities. The program is designed to enhance the employability of Natives by assisting them to complete certified training programs.

Cankdeska Cikana Community College is a Tribally Chartered College serving the residents and communities on and near the Spirit Lake Reservation. CCCC was founded in October 1974. In the spring of 1975 the first classes were offered. CCCC operated from 1974 to 1981 as a satellite campus of Lake Region Community College. In 1981, CCCC initiated the accreditation process and became accredited in February 1990. Cankdeska Cikana Community College was named in honor of Cankdeska Cikana (meaning Little Hoop), the Indian name of Paul Yankton, Sr. PFC Yankton, the recipient of two Purple Hearts, died November 29, 1944, while serving as a rifleman with the Army’s 11th Infantry at Lorraine, France.

In 2005, Cankdeska Cikana Community College established a ten-year accreditation status and the newly adopted Mission statement is as follows:

“To provide higher education opportunities, at the community college level, including vocational and technical training. As a tribal college we emphasize the teaching and learning of Dakota culture and language toward the preservation of the Tribe. The goal is student self-sufficiency and independence through academic achievement.”

Cankdeska Cikana Community College provides vocational education in keeping with the local employment needs, yet of such quality that the student is not limited to local employment only.
The following is a list of certificates and training programs offered at CCCC:

**Certificate Programs:**
- Carpentry
- Office Technology
- Child Development
- HVAC
- Entrepreneurship

**Associate of Applied Science:**
- Automotive Technology
- Computer Applications
- Fine Art
- Graphic Design
- HVAC
- Office Technology
- Construction Management
- Professional Truck Driver

United Tribes Technical College in Bismarck, ND throughout its history, UTTC has maintained a steadfast commitment to the economic, social and cultural advancement of Indian people. UTTC provides housing, recreational facilities, a child-development center, an elementary school and child care center for its students and their families. UTTC provides counseling, placement, medical services, transportation and other support services, all in a unique social and cultural context. UTTC has graduated over 10,000 American Indian students from more than 75 federally recognized Indian tribes.

United Tribes Technical College is an intertribal organization, founded in 1969 by the United Tribes of North Dakota Development Corporation. This non-profit organization, chartered by the state of North Dakota, includes the five tribes located in or in part of the state: The Mandan, Hidatsa, Arikara Nation, the Spirit Lake Tribe, the Sisseton Wahpeton Oyate, the Standing Rock Sioux Tribe, and the Turtle Mountain Band of Chippewa. A ten-member board of directors is made up of the Chairperson and one delegate from each tribe.

Recognizing the need for accreditation, UTTC applied for and received candidacy for accreditation by the North Central Association
(NCA) in 1978. The college received full recognition by NCA in 1982 as a post secondary vocational school. This status was continued when UTTC received authority from NCA to offer its first associate degrees in Licensed Practical Nursing and Medical Records in 1987.

UTTC was approved at the Associate of Applied Science level for all programs in 1993 and has continually maintained its accreditation status. Tribal College Land Grant status was conferred in 1994. Currently UTTC enjoys full accreditation without stipulation through 2011.

United Tribes Technical College is committed to providing individuals and families with vocational-technical and educational services that perpetuate the success of all people. UTTC provides a multi-cultural environment that promotes educational and economic opportunities and human and land resources aimed at self-sufficiency and self-determination. In support of this mission, UTTC offers certificates and degree programs thorough which students acquire job specific skills and knowledge, develop good work ethics and habits, and build pride in their work and themselves.

ASSOCIATE OF APPLIED SCIENCE PROGRAMS:

Art/Art Marketing
Automotive Service Technology
Business Management – Small Business Management
Business Management – Tribal Management
Business Management – Tribal Tourism
Computer Information Technology
Construction Technology
Criminal Justice
Early Childhood Education
Elementary Education/Special Education
Health Information Technology
Injury Prevention/Community Health
Nutrition and Food Service
Office Technology – Office
Office Technology – Medical
Office Technology – Info Processing Specialist
Practical Nursing
DEGREE PROGRAMS:

Administrative Office Support – Office
Administrative Office Support – Medical
Art/Art Marketing
Automotive Service Technology
Business Management – Tribal Management
Business Management – Tribal Tourism
Computer Information Technology
Construction Technology
Health Information Technology
Health Information Technology – Coding and Billing Emphasis
Substance Abuse Counselor

This program year there were a total of 18 vocational participants. Listed below are the following training programs attended:

- Cosmetology
- Automotive Technology
- Carpentry
- Building Trades
- HVAC
- Computer Technology
- Nursing
- Welding
- Graphic Design

Education – Higher Education Program

The Tribal Higher Education Program is designed to meet the postsecondary educational needs of our clients to prepare them for professional levels of employment.

In the past fiscal year there were 47 students participating in the Higher Education Program. Courses of study include Nursing, Native American Studies; Business Administration; and Computer Science and other Educational pursuits are Elementary Education.
The Education Case Manager monitors the students’ progress based on monthly progress reports completed by their instructors and advisor. Each student must maintain a GPA of 2.0 and attendance must be at least 75% each semester. All education payments are made according to progress and unmet financial need.

This reporting period there was 1 Higher Education graduate in the following area:

Nursing (1)

Tribal Native Employment Works

The Memorandum of Understanding has been made and entered into by and between the North Dakota Tribes, Tribal Native Employment Works programs, the North Dakota County Director’s Association representing the State’s fifty three county social service boards and the North Dakota Department of Human Services (NDDHS) through its Office of Economic Assistance for the purpose of defining the responsibilities of the parties with respect to the administration and coordination of the state’s Temporary Assistance for Needy Families (TANF) Program and the Tribal NEW program. (Please find attached Tribal NEW Memorandum of Understanding).

The Program Specific Referral/Eligibility Criteria:

1. The Tribal NEW program will provide services to Native American TANF recipients from the Spirit Lake Sioux Tribe as well as those who are from other federally recognized tribes as described in Subsection B-3 out of Section 1 of the MOU.
2. County Social Services shall refer the following individuals to the Spirit Lake NEW program:
   a. All Native American TANF recipients residing in Benson County who have completed high school or GED and express an interest in post-secondary or vocational education for the purpose of preparing for employment.
   b. All Native American TANF recipients described in Subsections A and B-3 of Section 1 of the MOU.
The purpose of the MOU is to allow TANF recipients to participate in educational activities not otherwise allowed under TANF as an allowable work activity. We did agree it was important to leave the ability of the County Social Services to refer individuals on JOBS who have exceeded the time frame for education on JOBS to be referred to Tribal NEW so they may continue their education.

Upon referral to the 477 program participants will be required to complete the assessment process. A complete assessment provides the case manager with the information about the participant’s needs, interests, strengths and barriers. It also includes specific information about the participant’s family, social behaviors, and will familiarize staff with the participant’s current situation. Applicable standardized tests will be used to determine academic achievement, level of competency and tests of occupational interest prior to approving educational activities.

In the past fiscal year there has been 24 participants enrolled in college full time under the Tribal NEW MOU.

The Case Manager monitors the students’ progress based on monthly progress reports completed by their instructors and advisor. Each student must maintain a GPA of 2.0 and attendance must be at least 75% each semester. All Tribal NEW education payments are made according to progress and attendance. Students are allowed $50.00 every two weeks to meet their school needs (school supplies, clothing, transportation and meals) that are not covered in their monthly TANF grant.

**General Assistance**

The Spirit Lake Tribal Council approved to move General Assistance from Tribal Social Services to the Employment and Training Program in October 2011.

The General Assistance files were delivered to our office on October 25, 2011 without approval from Bureau of Indian Affairs, Office of Indian Services for General Assistance to be included in the Tribe’s PL 102-477 Program it had to operate as a stand-alone program until approved.
General Assistance had to be added to the current Spirit Lake Tribe’s PL 102-477 Plan, an amendment to the plan to include GA was submitted on November 8, 2011. Spirit Lake Tribe’s PL 102-477 Plan to include General Assistance was approved on March 23, 2012.

The Spirit Lake Tribal Social Services Program had an active case load of 75 General Assistance participants for the month of September 2011 with a large waiting list. The Employment and Training Staff were told General Assistance is a needs based program and all individuals who meet the eligibility requirements should be served.

The Employment and Training Program serves every individual or family who meet the eligibility requirements and there is not a waiting list and the client case load has increased over four times since 2011. The average monthly General Assistance case load in 2011 was 75; case load in 2012 was 104; case load in 2013 was 157; case load in 2014 was 275 and the current average General Assistance case load is 310 in 2015.

The General Assistance participants are required to attend a Mandatory Orientation which includes: General Assistance Overview, Program Requirements and Policies, Fraud, Recertification and Reporting Requirements. Also, at the orientation the GA participants are given a date and time for a mandatory face to face meeting with their assigned case manager.

Every General Assistance participant is assigned a case manager who set up face to face interviews which included thorough assessments and development of their Employment Development Plan.

Job Search Skills Training and Job Retention Training is provided to those general assistance participants who are job ready.

It is the goal of the 477 Program to be innovative and creative and think outside the box to assist participants in reaching their goal of self-sufficiency. The program continues to work with the off-reservation employers to gain employment for our participants. We have hosted job fairs, taken our clients to local job fairs and plan to continue these endeavors in the next program year.
In the past program year there were a total of 668 General Assistance participants. Of the 668 participants 147 entered employment, 5 were approved for Social Security/Social Security Disability; 19 were approved for TANF; 4 were approved Higher Education; 14 relocated; 8 requested their case be closed; 58 were suspended and 107 were closed due to non-compliance with the remainder 306 current GA participants.

The challenge for the program staff remains the same with the large number of active General Assistance cases and the added responsibilities to effectively case manage the General Assistance participants. But, staff and General Assistance participants have developed very good working relationships which enables staff to effectively case manage the General Assistance Participants and has proven to be a very successful endeavor for the participants as well as the case managers!

**Child Care Services**

Childcare services are vital in promoting and maintaining self-sufficiency for our families. Last year 68% of the total, enrolled families were employed, the remaining 32% were returning to school or attending training classes. If this assistance were not available, it would not be possible for these families to maintain a job or return to school.

The program provided Childcare to 52 families with a total of 86 children receiving childcare. The 77 children received childcare services in the following types of settings:

- State Licensed Daycare - 11
- Tribal Daycare Centers – 64
- Tribal Licensed Family Homes – 6
- State Licensed Family Home -5

The Childcare Specialist provides program information to prospective parents and conducts a Childcare Parent Orientation at the time of application. The Orientation includes the following:

1. Introduction
   A. Childcare History
   B. Goals and Purposes
C. Definitions

2. Application Requirements
   A. Parents who are students’ eligibility checklist
   B. Parents who are in Job Training Checklist
   C. Job Search eligibility checklist
   D. Employed Parents Checklist

3. Application Policy and Procedures for Processing Application and Timelines

4. Income

5. Timesheet Policy and Procedures

6. Payment of Childcare Services
   A. Co-payment
   B. Payment Policy
   C. Deposits and additional Fees
   D. Computing the bill
   E. Certificates
   F. Sliding Fee Schedule
   G. Check Issuance Policy and Procedures

7. Complaint Policy and Procedures

8. Suspension and Dismissal from the program

9. Confidentiality Policy

The Childcare Specialist reviews the application for completeness, verifies income to determine eligibility and calculates the amount of assistance to be provided. The time frame from the point of completed application submission to the point at which time eligibility is determined is within ten working days. Once the eligibility and Benefits determination is made the Childcare Specialist will mail a copy of the childcare certificate to both the parent and provider. Eligibility for childcare assistance is re-determined on a monthly basis.

The childcare program has strived to increase the quality, affordability and accessibility to childcare for all children on the Reservation. Also, to enhance and promote the health and safety of the environments where childcare is provided by developing Health and Safety Standards that appropriately reflect Tribal needs and available resources.

Staff members continue the educational process for providers and parents regarding onsite licensing and compliance. The Levels of Licensed Care Provider Handbooks are for the Level 1 Family Childcare Home; Level
Family Childcare Home; Level 3 Group Childcare Home or Facility; and Level 4 Childcare Center. It is the intent of the program to provide adequate resources and materials to providers in order to meet the minimum standards that are required to provide childcare on the Spirit Lake Reservation.

Spirit Lake Employment and Training has set a standard of conduct and coordinates the following activities designed to improve the quality and delivery of services:

* Monthly home visits to monitor all licensed providers. The home visit reviews and documents compliance with all applicable health and safety requirements using the approved Standards Compliance Checklist.

* Procedures have been designed to ensure that providers of Childcare Services afford parent's unlimited access to their children during the normal hours of operation and whenever such children are in the care of such providers.

* A record of substantiated parental complaints is maintained and available to the public upon request.

* The Compliance Officer provides individual monthly Provider Orientation for all new prospective Childcare providers.

A Provider Orientation/Recruitment is provided quarterly which includes the following:

1. Application Process
2. Forms
   A. Tribal and State Abuse/Neglect Background Checks
   B. Carecheck Forms
   C. Two Reference Letters
   D. Finger Printing
3. Required Training
   A. First Aid Training
   B. CPR Certification
   C. Fire Extinguisher Training
4. Home Inspection
   A. Compliance Officer will schedule a pre-licensing inspection
The Spirit Lake's Childcare program goals have been to make childcare work for families on the Spirit Lake Reservation. We believe the well-being of children in childcare is directly linked to the ability of caregivers to provide appropriate care based on knowledge of child development. Through training and education the Childcare Program seeks to positively impact the experience of childcare for children by expanding the knowledge, skills, and attitudes of early childhood caregivers in ways that lead to improved practices and healthy outcomes for children.

Childcare is a major barrier on the Spirit Lake Reservation because of the lack of childcare providers available or willing to provide care to infants and toddlers. Parents at some point are forced to shift their children between providers and make other various childcare arrangements. As a result childcare becomes inconsistent and lacks quality.

Training is a crucial link in providing quality childcare on the Spirit Lake Reservation. The Infant Toddler Training Curriculum was developed by West Ed Laboratories and is widely used to train those who work with the very young.

The program does not have the Infant toddler Training Program which was funded in the past through the State of North Dakota so there were no Infant Toddler trainings offered this past year. The program plans on using child care assistance dollars to continue to provide a total of 20 hours of training. The Training will be provided by the Child Care Compliance Officer in the upcoming year. These trainings will be divided into four topic modules. Each module focuses on a specific aspect of caring for young children, from setting up the environment to working with families. Infant Toddler training classes will be offered monthly, usually in 3-hour sessions and a 1-hour session at the monthly Provider Support Group Meetings.

The Program for Infant Toddler Caregivers training covers four major content areas:

**Module 1: Social-Emotional Growth and Sensation**
The focus of this module is on Social-Emotional milestones; Responsive care giving; Temperamental differences and Infant and
Toddler Group Care; Meeting children's emotional needs; and Guidance and Discipline with Infants and Toddlers in Group Care.

**Module 2: Group Care**
The major topics for this module are: Meeting the Intimacy Needs of Infant and Toddlers in Groups; Group Functioning; setting Up Environments for Infants and Toddlers; and The Importance of Daily Routines in Group Care.

**Module 3: Learning and Development**
The Focus of this module is on cognition and creativity; Language Development and communication with the Young, Mobile and Older Infants; How Children Learn Language; The Impact of Culture; The Role of the Caregiver in Facilitating the Development of Infants and Toddlers; Implications of Brain Development and Research on Infant and Toddler Care.

**Module 4: Culture, Family and Providers**
The major topics for this module include; the Empowerment of Children and Families; Self-Awareness and Cultural Perceptions; the Process of Cultural Sensitivity; Acknowledge, Ask, and Adapt; and Creating Partnerships with Parents.

West Ed Training will be provided to the Infant Toddler Caregivers and will be extended to include all the Tribal Daycares, Headstart, Early Headstart, and parents.

The Goal of the Infant Toddler Training Program will be to enhance the quality of the Child Care Program by recruiting providers and providing quality training to the licensed providers who provide care to our very young. Spirit Lake Child Care Infant and Toddler Program will support the strong link between skilled, competent caregivers and quality care for Infants and Toddlers.

The proposed Infant and Toddler Training is very important to the Spirit Lake Childcare program because infants and toddlers make up 81% of the children served by the Spirit Lake Child Care Program. The birth rate on the Reservation is on the average 100 births per year. So, it is vital that we continue to recruit, retain and train providers to promote stability of care for
infants and toddlers in child care settings. This past program year there were 2 child care providers recruited and licensed.

The Scholars for Excellence in Child Care Program is working with all the child care providers in furthering their education. The program will provide mentoring and support services while encouraging Spirit Lake Child care providers to pursue a formal education in child development. The program will provide scholarships to participating child care providers. The providers will first be encouraged to complete course work used to obtain their Child Development Associate Credential (CDA). The next step will be to encourage participating providers to pursue higher education in order to receive an Associate degree in Child Development.

Several forms of assistance are also made available to the day care centers and our In-Home childcare providers to include improvements to their centers such as fencing, playground equipment, educational toys, fire extinguishers, and fire alarms.

Summer Youth Employment

The Employment and Training Department coordinates the Youth Service activities with the Cankdeska Cikana Community College Wiconi Ohitika (Strong Life) Suicide Prevention Program. The Employment and Training office has worked closely with the Wiconi Ohitika Project in providing services to the Spirit Lake Tribal youth.

The Wiconi Ohitika Program’s primary purpose is to provide suicide prevention education that will save lives and help survivors of suicide to recover from such a tragic loss. The project is:

- A culturally enriched approach to youth suicide prevention.
- Based on culture, language, values and the history of the Spirit Lake Dakota.
- Promoting positive self-identity, increased self-esteem and increased knowledge of the Dakota way of life.

The Summer Youth Program employed 82 youth this past program year. This number includes 29 youth from the Fort Totten District, 29 from the St. Michael District; 12 from the Woodlake District and 12 from the Crowhill District.
The youth participants are required to do Community Work Experience and Classroom Training hours. These training sessions are set up daily and are arranged in small groups.

The training sessions that were provided during this reporting period were as follows:

**Self-Esteem:** The critical life skill Self-Esteem! In many ways, self-esteem determines how we feel about ourselves, our accomplishments, and the world around us. This doesn't grow from self-praise. It is based on the feelings inside, created by choices, efforts, and actions that make us into the kind of person able to deal with reality. So, real self-worth is the inner understanding born from evidence of our own accomplishments. And here is what happens: as we begin succeeding in life, we feel really good about ourselves. This training is designed to increase the students' self-esteem through a variety of self-esteem building activities including: Getting to Know Themselves Better; Description of Themselves; Self-esteem Inventory; Personal Qualities that are important to the student, Who am I? Just to name a few.

**Career Readiness:** Employers want to hire individuals who are work ready. People who are work ready have the basic skills, attitudes and knowledge required in nearly every job. Today's job market calls for workers who are responsible, and adaptable, who have basic skills (such reading and writing) who understand how to communicate and interact with others, who follow rules and health and safety requirements, and who are self-motivated and self-confident. However, employers find that more and more applicants and new hires are not work ready. Identifying areas of concern is often the first step in helping an individual become work ready. The Work Ready Inventory does just that. It is an assessment designed to help workers recognize and address the demands of the workplace by identifying their readiness concerns or areas of weakness. The facilitators of this training tailored this topic to meet the needs of our youth.

**Communications:** This training was set up to help the Summer Youth participants communicate effectively and to improve relationships through better communication skills.
1. How do we communicate?
   - Understand how misunderstandings occur in communication
   - Learn how to use nonverbal communication effectively
   - Recognize the importance of listening
   - Be introduced to a model of communication and tools for effective communication.

2. Assertiveness Training
   - Understand what assertiveness is
   - Gain tools to help them get their needs met
   - Learn how to positively manage conflict

Career Exploration: This Career and Life Explorer gets students thinking about their futures and their careers while encouraging them to stay in school, explore their options, and dream big. This tool guides students as they look at their career clues (interests, talents, values, hobbies, and more); review more than 250 job titles arranged in six interest groupings; plan their high school courses and activities; and consider education, training, and work options after high school.

- Students develop a one-page “My Ideal Job” poster which includes their top interest groups, possible jobs, skills and values, and education plans.
- An updated resources list directs students to career research material.
- A comprehensive assessment/checklist that measures students’ interests, values, work preferences, education, abilities and other factors.

Developing Portfolios:

- What is a portfolio?
- How can a portfolio benefit me?
- How do my goals affect my portfolio?
- What kinds of portfolios are there?
- How can I use my portfolio in my job search and beyond?
This training is designed to help the student discover and document everything about themselves that an employer might be interested in. It will also coach the student through the process of finding and landing a job that is right for them. By completing this training the student will have all the information they need to create a portfolio that reflects their accomplishments and attributes by highlighting their work and life experiences.

**Career Outlook:** The topic presented to the youth was titled “100 Fastest-Growing Careers. This training provided information about pay, outlook, education, and skills needed to obtain some of the most promising jobs in the world of work. This book allowed the readers to explore 100 in-demand jobs, assess which ones match their skills, and learn seven quick steps to finding a good job quickly.

**Customer Service:** The topics presented in the Customer Service training was to help the youth develop attitudes and attributes crucial for business success. The training was to give the participants the tools to provide quality customer service.

The three sections of Customer Service are:

1. **Who is your customer?**
   - Be able to identify their customers.
   - Recognize their role in serving customers.
   - Contribute to keeping their companies in business.
   - Develop an Action Plan that enables them to give the best customer service possible.

2. **Quality Customer Service**
   - Recognize what quality customer services is.
   - Understand the value of quality customer service for their companies.
   - Identify what they can do to provide outstanding service.
   - Understand how quality customer service can affect their growth within their companies.

3. **Tools for Serving Challenging Customers**
   - Learn how to show customers they are #1.
• Understand the importance of resolving unmet expectations.
• Understand the importance of resolve customer complaints.
•

**Dakota Culture:** Culture was included in this year’s training curriculum. Culture class was provided daily topics included: Spirit Lake History (Who are we and where did we come from), Dakota Language, Respect and Dakota Values, Story Telling and the Importance, Traditional Medicines and Herbs, and tours of local historical sites. The youth seemed to really enjoy the Dakota Culture class that was provided by one our Spirit Lake Elders.

The community and Tribal Programs played an active role in the Summer Youth Program this year by allowing the participants to work in their program and gain work experience.

The following is a list of the Tribal Programs that participated:

- Fort Totten Historic Site
- Spirit Lake Fish & Wildlife
- Diabetes Fitness Center
- Cankdeska Cikana Community College
- Spirit Lake Community Health Representatives
- Spirit Lake Housing Corp.
- St. Michael Recreational Center
- Spirit Lake Tribal Health

The Spirit Lake Victims Assistance Program provided training on deterring domestic violence in Indian Country. The program utilized group presentations relating statistical information related to child abuse and alcohol abuse in families. The other topics included information on suicide prevention and teen relationship violence.

The Employment and Training Director provided the youth with updated information on the local labor market. The youth were also taught how to fill out a job application, how to identify transferable skills and positive work values.

The Summer Youth worker's were separated into two groups, **onsite work experience** and **work crews**.

**Onsite Work Experience**, the youth were selected for work experience based on several factors; experience, transportation, interest and abilities.
Workers were able to get a broad range of work experience such as; housing maintenance, auto detailing, administrative assistant, basic clerical, fitness worker, historical site maintenance, health care worker and water management.

Youth workers assigned to work crews participated in Community Cleanup Operations. The supervisor's worked closely with community programs to provide service to the elderly and special populations. The crews did landscaping and trash pick up throughout the Reservation communities. The youth workers also helped to prepare the pow wow grounds before the start of the pow wow and cleaned the pow-wow grounds after the pow wow.

The Spirit Lake Tribal Council approved my request to obligate funds from the Economic Development Fund to employ additional Summer Youth Participants.

The Summer Youth program has been very beneficial in teaching not only job skills but also in developing good work habits. The program also gives the youth an opportunity to earn a wage. These youth use their earnings to purchase school clothes and supplies.

**SUPPORTIVE SERVICES**

Clients who have been without work for any length of time find it necessary to apply for additional assistance to meet those expenses related to obtaining and retaining employment. The majority of requests are for transportation and clothing. We also find it necessary to provide emergency shelter until arrangements can be made.

Supportive services were provided to 146 individuals for expenses related to job acquisition, job retention. Of these 146 individuals receiving supportive services, 96 entered into unsubsidized employment and 50 entered classroom training.

Supportive services are approved by the Case Managers and documented by EDP as a barrier to employment or training. The majority of clients for whom supportive services are provided meet the job ready criteria and need a minimal amount of assistance. However, in almost all cases the
lack of this support would mean the difference between being able to accept a job or enter classroom training.

The program also assisted 32 participants who were interested in applying for employment with the Spirit Lake Casino and Resort but had felonies and needed their Waiver Fees paid to be eligible for employment.

Transportation is provided for those individuals who need rides to participate in short-term training or other work related activities by the means of two vans and one bus. Gas Vouchers (68) were also given to those individuals who just started employment or enrolled in school. The number of gas vouchers has decreased from last year, because the Public Transportation program, through the Employment and Training Office, began on January 1, 2015.

Childcare services are provided through Tribal and State Funding.

**STAFF TRAINING**

The following training was provided to the program staff during this last reporting period:

**Staff Development Training:** this training included Case Management Training. The topics covered were Intake, Assessments, Development of Employability Plans, Documentation, Narratives and Follow up.

**Employability Development Plan Training (See attached assessment tool)** - This training provided information/instruction on how to use the Individual Employment Plan with 84-Item employability Assessment (IEP). The EDP with the 84-Item Employability Assessment assists the Case Managers in recording and analyzing the needs of their participants. It can be used to accomplish three major objectives:

1. To complete information required by the program.
2. To identify a participant’s employability assets, liabilities and potential.
3. To develop a training and services plan for improving a participant’s employability.
The EDP tool is flexible and can be adapted to a wide variety of program objectives and activities. Specifically, it allows the case managers to:

- Record basic information about the individual
- Summarize assessment data that leads to training and development recommendations
- Identify major employability assets and liabilities
- Use a standard set of considerations for each individual reviewed
- Assess the potential for increasing an individual’s employability
- Summarize and record information on one form
- Determine the priorities for moving a participant toward employment and self-sufficiency
- Outline a plan focused on the competencies necessary to find and retain work
- Prescribe a training program and monitor the individual’s progress
- Track the participant’s progress through an initial and three subsequent reviews

The training explained each step of the EDP tool and how to use this assessment tool. The case managers also understood that in order to help an individual reach his or her employment goal, you must take a comprehensive view of the individual’s work and personal situation, work with the participant to identify career options, and clarify key issues. This EDP tool will assist in those areas.

**Assessment Training**: This training focused on the importance of assessments. In order to determine the type of service to be delivered it is necessary to conduct an assessment of the participants. The following assessment tools have been purchased on will be administered to all 477 participants.

- O*Net Career Interests Inventory
- O*Net Career Values Inventory
- Career Exploration Inventory
- Job Survival and Success Scale
PARTICIPANT TRAINING

The following training was provided to participants this past program year:

1. Steps to Self-Sufficiency
2. Career Exploration
3. Your Employment Success
4. Job Survival Skills Training (How to adjust to the workplace and keep your job)

OTHER PROGRAM ACTIVITIES

The Spirit Lake Tribal Council did delegate the responsibility of operating the Public Transportation Program in November 2014 to the Spirit Lake Employment and Training Program. This program is funded through the State of North Dakota Department of Transportation.

The Spirit Lake Employment and Training Public Transportation currently operates one bus and two 15 passenger vans, Monday through Friday from 8:00 a.m. to 4:30 p.m.

The goal of the Transportation Program is to get people to the places that are important to them—to jobs, to medical appointments, to educational opportunities, shopping and more.

Public Transportation is crucial to the economy, it creates and retains jobs, creates a greater independence which adds up to a better quality of life.

Currently the Public Transportation provides an average of 400 rides per month to employment, medical appointments, mandatory meetings, recreation and shopping.

Job Development

The Employment & Training Job Development/Training Specialist will maintain an organized listing of available job opportunities. She is communicating with local employers to locate new job openings; sell the program participants and 477 services to employers; make referral of job ready participants to appropriate job opportunities.
BARRIERS

The Spirit Lake Tribe is experiencing a drug epidemic on the Reservation. The Spirit Lake Tribal Leaders have declared a “State of Emergency” citing the rampant drug use and trafficking on the reservation.

The drugs trafficked on the reservation in recent months include methamphetamine, heroin and prescription medications.

The Spirit Lake Employment and Training Program Staff were very much aware of this problem and seen this as becoming a large barrier for their participants and wanted to help!

So on November 19-20, 2014 the Spirit Lake Employment and Training Program hosted the very first Meth Awareness Conference at the Spirit Lake Casino. The invited guest speakers were nationally known and included David Parnell “Facing the Dragon”, Lynn Hart “Rez Tuff, Meth Free” Campaign and Joe Keil, “Operation Rush”. (See attached Flyer)

The Meth Conference was mandatory for all General Assistance recipients and we had 210 participants the first day and 184 the second day. The conference was very successful and brought awareness to not only our participants, Tribal Council but our Employment and Training staff as well.

The conference was so successful and opened our eyes to the effects of drugs that we wanted to bring this information to our local youth. So, on February 23, 2014 we hosted another conference for our youth entitled “Don’t Let Drugs Steal Your Dream”. We invited the Juniors and Seniors from our local schools to attend and had 76 students in attendance! (See attached flyer)

Our program is very much involved in fighting this epidemic and want to do everything we can to help our community members, so in November the program was asked to administer the Home Visitation Program which is funded through Prevent Child Abuse North Dakota.

The goal of the program is to provide support to families on the Spirit Lake Reservation through home visits and case management to improve maternal and newborn health; prevention of child injuries, child abuse, neglect and maltreatment; improvement in school readiness and achievement and
improvements in family economic self-sufficiency. The program has a coordinator and 4 home visitors, we currently have 60 families participating in this project. This project received a Recognition Award from the Governor of North Dakota for the work this project has done in the short time in operation.

PLANS FOR THE YEAR 2016

The unemployment rate on the Spirit Lake Reservation continues to remain at over 50%. The Employment and Training office will continue to work with local tribal enterprises to develop Memorandum of Agreements allowing us to make referrals and placements of our clients in appropriate job openings.

The 477 program will continue to work with the local Economic Development Offices and the Chambers of Commerce in Devils Lake to target employment off the Reservation. It is noted that the local unemployment rate of more than 50% dictates a need to access the off-Reservation job market, which has current unemployment rate of 5.9%.

It is the goal of the Spirit Lake Childcare program to promote quality care not only in provider settings but the child's home. Our Child Care Compliance Officer plans to implement parent education classes utilizing the West Ed Curriculum to meet the needs of parents of Infants and Toddlers. The goal is to offer 8-hour parent training sessions per month for those parents court ordered to attend parenting classes. The program would like to enter into a Memorandum of Agreement with the Spirit Lake Tribal Court to implement and provide parent-training sessions.

Barriers

The Reservation as a whole, experiences low educational attainment among its adult population, with the major opportunities for college graduates in education or medical fields.

The Employment and Training office continues to work with local schools, Talent Search, and our summer youth to encourage our youth to finish high school and pursue higher education.
The 477 program would like to fund all individuals who apply for educational assistance applications but with limited funding it is impossible to serve every individual who applies for services.

The Employment and Training office continues to be a major player in providing training opportunities to the people of the Spirit Lake Tribe. Our goal is to promote self-sufficiency and help our clients find and retain employment. Together, we are helping participants find their own jobs and empowering them with the skills that all of us must learn to become self-sufficient. The program will continue to seek Job Creation activities with the intent to increase Economic Development on the Spirit Lake Reservation.
The Spirit Lake Tribe hereby states that:

12a. None of the funds in the approved budget which originated in Section 401 or Title II-B of the Workforce Investment Act (WIA) were used in violation of the Act's prohibition on the use of funds for economic development activities (Section 141(q)).

12b. None of the funds in the approved budget which originated in Section 401 or Title II-B of the Workforce Investment Act (WIA) were used in violation of the Act's restrictions on assisting employer relocations (Section 141(c)).

12c. Amount of program income earned and purposes for which such income was expended.

12d. Amount of refunds or rebates received.

12e. Amount of funds expended for the category of the approved budget which includes administrative costs.

12f. The Child Care Development funds were used for appropriate Child Care Development funds related activities.

[Signature]
Tolene Crosswhite, Director

[Date]
10/29/15
# Tribal Nation

## Spirit Lake Nation

### I. Participants Served

<table>
<thead>
<tr>
<th></th>
<th>Adults &gt; or = Age 22</th>
<th>Youth &lt; Age 22</th>
<th>Cash Assistance Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Total Participants</td>
<td>180</td>
<td>134</td>
<td>746</td>
</tr>
<tr>
<td>B. Total Terminees</td>
<td>111</td>
<td>121</td>
<td>429</td>
</tr>
<tr>
<td>C. Total Current Participants</td>
<td>69</td>
<td>13</td>
<td>317</td>
</tr>
</tbody>
</table>

### II. Terminee Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Adults &gt; or = Age 22</th>
<th>Youth &lt; Age 22</th>
<th>Cash Assistance Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Total with Employment Objective</td>
<td>82</td>
<td>83</td>
<td>343</td>
</tr>
<tr>
<td>1. Entered Unsubsidized Employment</td>
<td>68</td>
<td>7</td>
<td>159</td>
</tr>
<tr>
<td>2. Other employment Outcomes</td>
<td>0</td>
<td>76</td>
<td>71</td>
</tr>
<tr>
<td>3. Employment Objective Not Achieved</td>
<td>0</td>
<td>0</td>
<td>85</td>
</tr>
<tr>
<td>4. Earnings Gain</td>
<td>1.67</td>
<td></td>
<td>5.74</td>
</tr>
<tr>
<td>B. Total with Educational / Training Objective</td>
<td>29</td>
<td>38</td>
<td>45</td>
</tr>
<tr>
<td>1. Degree/Certificate Attained</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2. Other Education Outcome</td>
<td>28</td>
<td>36</td>
<td>21</td>
</tr>
<tr>
<td>3. Education Objective Not achieved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Literacy Gain - Percent of Increase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Numeracy Gain - Percent of Increase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Misc. Objective Achieved</td>
<td>14</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>D. Other (Non-Positive) Not A, B or C above</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### III. Terminee Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Adults &gt; or = Age 22</th>
<th>Youth &lt; Age 22</th>
<th>Cash Assistance Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Female</td>
<td>55</td>
<td>57</td>
<td>210</td>
</tr>
<tr>
<td>B. Male</td>
<td>56</td>
<td>64</td>
<td>219</td>
</tr>
<tr>
<td>C. Education Level: 1. Dropout</td>
<td>9</td>
<td>1</td>
<td>166</td>
</tr>
<tr>
<td>2. Student</td>
<td>1</td>
<td>79</td>
<td>14</td>
</tr>
<tr>
<td>3. High School Diploma/GED</td>
<td>57</td>
<td>38</td>
<td>175</td>
</tr>
<tr>
<td>4. Post High School</td>
<td>44</td>
<td>3</td>
<td>74</td>
</tr>
<tr>
<td>D. Veteran</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

### IV. Participant Activities

<table>
<thead>
<tr>
<th></th>
<th>Adults &gt; or = Age 22</th>
<th>Youth &lt; Age 22</th>
<th>Cash Assistance Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Employment</td>
<td>138</td>
<td>83</td>
<td>471</td>
</tr>
<tr>
<td>B. Education/Training</td>
<td>42</td>
<td>127</td>
<td>341</td>
</tr>
<tr>
<td>C. Misc. Objective/Supportive Services</td>
<td>143</td>
<td>33</td>
<td>143</td>
</tr>
<tr>
<td>D. Other/Service Referral</td>
<td>45</td>
<td>101</td>
<td>433</td>
</tr>
</tbody>
</table>

### V. Child Care Development Activities

<table>
<thead>
<tr>
<th></th>
<th>Adults &gt; or = Age 22</th>
<th>Youth &lt; Age 22</th>
<th>Cash Assistance Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Families Receiving Child Care</td>
<td>52</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>B. Children Receiving Child Care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ages 0 to 3 years</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ages 4 to 5 years</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ages 6 and above</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Care Received - Type of Provider</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Tribal Center Based</td>
<td>86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Other Center Based / State</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Group Home / Tribal Family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Other Care / State Family</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### VI. Jobs Creation/Economic Development

<table>
<thead>
<tr>
<th></th>
<th>Jobs Created</th>
<th>Indians/Alaska Natives Employed</th>
<th>Business Assisted</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Number</td>
<td>5</td>
<td>5</td>
<td>53</td>
</tr>
</tbody>
</table>

Report Prepared By: Jolene Crosswhite  
Printed Name & Signature:  
Phone Number: (701) 760-1234  
Date: 10/29/15