



INTERTRIBAL TIMBER COUNCIL

Workforce Development Strategic Plan

2018-2022



**Kauffman
& Associates**
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Intertribal Timber Council Workforce Development Strategic Plan, 2018–2022

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Kauffman & Associates, Inc., is an American Indian-owned management firm dedicated to enhancing the reach and effectiveness of caring organizations. At KAI, we do work that matters. KAI prepared this document for the Intertribal Timber Council. www.kauffmaninc.com





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Introduction

The Intertribal Timber Council (ITC) assembled the ITC Workforce Development Workgroup (Workgroup) to guide the development and implementation of a workforce development initiative that begins to meet the complex and varied needs of tribal and federal natural resource agencies. ITC recognizes that this is an issue larger than just forestry and



ITC/USFS Research Scholarship recipients attending the annual Timber Symposium at San Carlos Apache tribal lands

will require coordination and cooperation with a wide variety of partners, including tribes, tribal communities, intertribal organizations, federal agencies, non-profits and others. Workforce development is a complex, multi-layered issue that is best treated with partners and as an iterative process that will be modified and adjusted over time. This particular initiative will address the third report on Indian Forests and Forest Management in the United States (IFMAT III), which identified significant shortfalls of forestry professionals with 40% of job openings unfilled, a disproportionately aging workforce, and limited access to forestry education classes. This strategic plan provides a roadmap for tribal, intertribal, state, federal, and ITC organizational efforts to develop a sustainable tribal natural resource workforce reinforced by ITC's dedication to protecting our people and their well-being through inclusivity and intolerance towards discrimination and sexual harassment. The strategic plan outlines outcomes and identifies action steps for implementation over the next 4 years.

The Workgroup's approach to workforce development is led by the following vision:

The ITC workforce development initiative envisions future generations of natural resource stewards grounded in culture and tradition to protect tribal lands and waters guided by innovative programs, inclusive leadership, and advancing technology supported by ITC and its partners.

The Workgroup developed the following four strategic pillars to support the shared vision:

1. **Develop organizational capacity to collaborate with partners to implement workforce development strategies.**



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2. Support mentorship and leadership programs.
3. Create communication initiatives that use modern technology.
4. Develop recruitment and engagement strategies.



Tree planting education at White Mountain

Background

National Indian Forest Resources Management Act (NIFRMA) directed the Secretary of the Interior, in consultation with the affected Indian tribes, to obtain an independent assessment of the status of Indian forest resources and their management. ITC was contracted to conduct assessments of NIFRMA by selecting ten nationally recognized forestry experts to serve as an Indian Forest Management Assessment Team (IFMAT). IFMAT investigates the eight tasks outlined in the NIFRMA: funding; forest conditions; staffing and education; timber sales; procedures rules and policies; forest plans; minimum standards; and recommendations. IFMAT produces a natural resource assessment, addressing NIFRMA every 10 years. Based on the staggering workforce statistics, IFMAT III, recommended that a strategic plan be developed to recruit, train, and retain tribal forestry professionals and technicians to address current and

anticipated shortfalls for Indian forestry (Table 3 in the IFMAT report lists all recommendations).



White Mountain Apache fire crew

ITC responded by creating a workforce development workgroup committed to developing a strategic plan that will respond to the perceived natural resource workforce gaps. The ITC, with headquarters in Portland, OR, is a national consortium of Indian tribes, Alaska Native corporations, and



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individuals dedicated to improving the management of natural resources important to Native American communities. The ITC convened the Workgroup during a board meeting in Chandler, AZ, on February 26, 2018.



Tribal natural resource staff overestimating! DBH

This strategic plan was created from the discussion and insights shared during that meeting. The Workgroup members, with over 100 years of combined experience in natural resource management, engaged in planning discussions with a strong understanding and awareness of the

issues facing workforce development across tribal natural resource programs. This level of expertise allowed members to raise concerns and ideas with respect and professionalism, recognizing a shared commitment to ensure the future of tribal lands and resources. Kauffman & Associates, Inc., (KAI), an American Indian-owned firm, nationally recognized for their 28-years of experience in management consulting, was awarded a contract under the ITC procurement processes. KAI facilitated the strategic planning session and supported development of the strategic plan on natural resource workforce development.

Natural Resource Workforce Assessment

This section overviews report findings from the IFMAT III regarding the NIFRMA staffing and education topics.

IFMAT III Report Findings – Staffing

The IFMAT III produced in 2013 reported the following findings for natural resource staffing.

- Half of the tribal workforce was 50 years old or older.
- Of Bureau of Indian Affairs (BIA) and tribal forestry and fire employees, 1.5% were under 30 years old and 24% were under 40 years old (Figure 1).
- Staffing levels declined 13% between 1991 and 2013.
- Fire programming staff declined 36% in over a 10-year period due to reduced funding.
- Indian forest programs needed a 65% increase in staff.
- Indian forest programs were understaffed compared to public and private forest programs.



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- Many tribes offered uncompetitive salary and benefits packages.
- Tribal forest program staff spent more time pursuing outside grant opportunities than staff work.

Figure 1: Age distribution of BIA, tribal forestry, and fire employees in 2012. 1.5% were under 30 years old and 24% were under 40 years old, and 51% are 50 years old and older (IFMAT III).

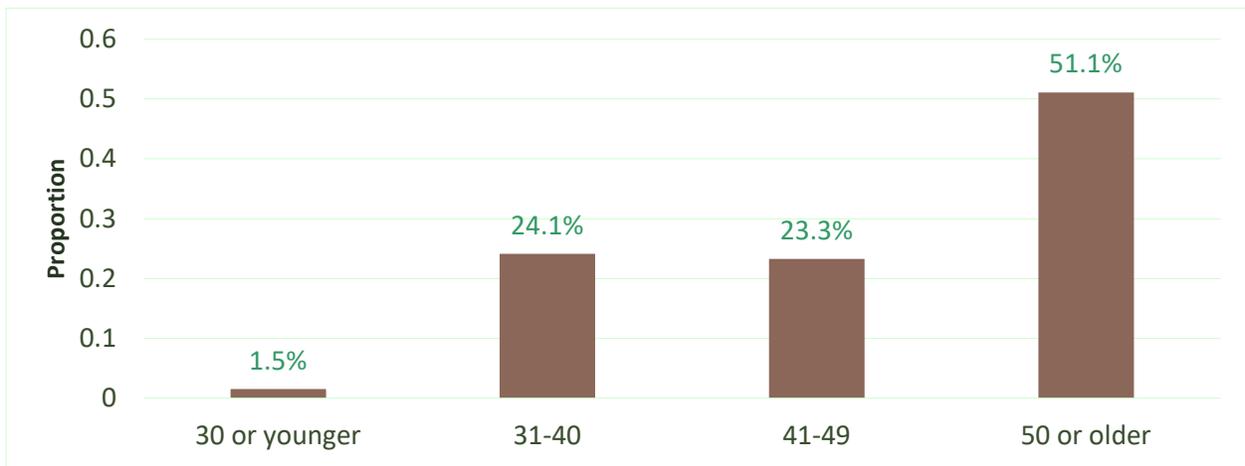


Table 1 shows the 65% staffing need by BIA region, as reported in the IFMAT III, with the Eastern BIA region shows a 102% increase of requested staff compared to current staffing.

Region	Current Staff	Requested Staff	% Increase
Northwest	565	268	47%
Southwest	330	276	87%
Lake states	226	182	81%
Eastern	49	50	102%
Central	40	16	40%
Total	1,210	792	65%

Despite the trends in retirement and the need for additional staff, the report found an increase in the number of Native American forestry professionals, and an overall increase in the percentage of workforce professionals who are tribal members, for two decades in a row.



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- Table 2: Increases in tribal forester professional staffing since 1991, as reported in the IFMAT III. In the last 10 years, there was a 23% increase in the number of tribal professional foresters.

Professional	2011	2001	1991	% change in 10 years	% change in 20 years
BIA professional	289	291	342	-1%	-15%
Tribal professional	306	249	100	23%	206%
Total	595	500	442	19%	35%

IFMAT III Report Findings –Education

Regarding educational efforts essential to sustain a workforce, the IFMAT III reported that Native American enrollment at large colleges and universities increased 19% across natural resource fields between 2004 and 2011 and that tribal college natural resource programs saw an increase in enrollment (Table 3 and Table 4). Table 4 lists the 12 universities and colleges that were represented by current Native forestry professionals surveyed, as identified by the 2013 IFMAT III.

Table 3. Native American enrollment in natural resources fields of study, as listed in the 2013 IFMAT III report

Natural Resources Degree Program	2004	2005	2006	2007	2008	2009	2010	2011
Environmental Science and Studies	28	36	29	34	40	43	44	36
Fish and Wildlife	47	39	44	48	56	56	76	67
Forestry	52	49	38	54	56	56	76	67
Natural Resource Conservation and Management	33	33	41	32	34	55	50	46
Natural Resource Recreation	15	16	19	18	15	13	8	9
Range Science and Management	11	14	13	9	9	15	18	17
Watershed Science and Management	0	0	0	2	2	0	0	1
Wood Science/Products	2	2	7	5	4	2	2	1
Totals, all majors	188	189	191	202	208	234	253	230



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Table 4. Schools most commonly attended by current Native forestry professionals, as listed in the 2013 IFMAT III

University/College	Number of Native Students
Northern Arizona University	21
University of Washington	17
Washington State University	15
Humboldt State University	12
University of Montana	12
Oregon State University	10
Colorado State University	9
University of Wisconsin-Stevens Point	8
Salish Kootenai College	7
Haskell Indian Nations University	7
Oklahoma State University	6
New Mexico State University	5

Conversely, the IFMAT III report identified that natural resource departments saw an anecdotal decrease in tribal youth interest. Other education drawbacks identified by the IMFAT III report include limited access to BIA technical assistance for tribal forestry programs, and that leading federal and academic research institutions lacked coordinated research or advocacy among tribes.

Workforce Development Recommendations

The Workgroup identified that tribal natural resource programs risk declines without consistent funding and resources to support daily operations, education, recruitment, and training or competitive salaries and benefits. Further, the Workgroup identified the following consequences from the IFMAT III report findings.

- A loss of income affected tribal budgets and tribes’ ability to provide community services or pursue development opportunities.
- A loss of approximately 10,000 jobs since 1991.
- Natural resources were at increased risk due to negative impacts from insects, disease, and wildfires.
- Resource productivity and sustainability was deteriorating for future use.
- Management and restoration of forest health faced increased costs.
- There was damage to soils, water, fish, wildlife, and traditional foods and medicines.
- Lack of skilled crews and equipment resulted in excessive damage to land, waters, and habitats from wildfires.



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The Workgroup recognizes that the current BIA administrative environment is experiencing a \$100 million annual budget shortfall required to meet fiduciary trust obligations to tribes. BIA operates within a complex system of land tenure, jurisdictional uncertainties, and administrative burdens intended to reduce liability and improve appreciation for tribal sovereignty and self-determination. This shortfall has resulted in tribes seeking short-term piecemeal funding to meet immediate operational needs. Tribes need to develop a strategy that will address and overcome administrative barriers and support operational capacity, including workforce development.

The IFMAT III lists K-12 outreach, supporting post-secondary forestry education programs, continuing education, and training and workshops as critical to the success of ushering in the next generation of natural resource managers. Included in the IFMAT III are recommendations to address an aging workforce and declining forestry professionals and recommendations to take advantage of an increasing number of tribal forestry professionals and students in natural resource programs at colleges and universities. Table 5 lists the recommendations from IFMAT III to address staffing and education.

Table 5. IFMAT III recommendations for staffing and education

IFMAT III	Recommendations
Staffing	<ul style="list-style-type: none"> • Increase funding by \$100 million/year to support the 792 professional and technical staff additions needed for Indian forestry programs • BIA should analyze and restructure its delivery of technical services at the programmatic level • BIA should work with tribes to develop a strategic plan to recruit, train, and retain tribal forestry professionals and technicians
Education	<ul style="list-style-type: none"> • BIA should hire a national education coordinator • Implement NIFRMA programs • Increase programmatic support and cooperation with tribal colleges • Provide \$1 million in funding for tribes to support youth internships and nature/culture camps • Provide \$11.3 million in funding for continuing education for forestry staff • Develop a strategy like that of the agriculture leadership network • Provide national advocacy and support for building research partnerships between tribes and research institutions



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The IFMAT III team conducted a workforce survey. The survey results reported in IFMAT III identifies the following top seven workforce training needs identified by 67% of the total respondents:

- leadership/upper level management skills,
- GIS and GPS,
- wildland fire/fire science and ecology,
- laws and authorities (especially P.L. 638 and trust administration),
- budgeting and accounting,
- computer skills (database management, Microsoft Excel and Word, social media), and
- silviculture.

The IFMAT III report findings and recommendations reveal an urgent need to address the dramatic shift in natural resource workforces across BIA and tribal programs. BIA is mired in bureaucratic limitations that often stunt the ability for tribal programs to operate at full capacity, effectively diminishing federal trust responsibilities and tribal self-determination. Tribal programs face challenges specific to their regions and programs, including a lack of interest from youth in natural resources.

Since the IFMAT III was published in 2013, ITC set-up the Workgroup to begin addressing the report findings by collaborating with state, federal, tribal, and other partners. Based on the IFMAT III assessment and recommendations, BIA, tribes, and partners can offset the impacts of an aging workforce and bolster interest from students and youth through education coordination, youth internship programs, professional training, and continuing education.

Supporting Wellness Efforts

ITC recognizes that the deterioration of the environment and how this affects tribal communities and lifeways, including loss of ties to the land and resources, loss of access to traditional foods and medicines, and increased problems with health and dependence on social welfare systems. The ITC further recognizes the risks involved with the forestry and wildland firefighter workforce that includes critical stress from emergency incidents that may lead to suicides, which have been documented by the Centers for Disease Control and Prevention (CDC).¹ To address these factors, the CDC report recommended implementing workplace

¹ McIntosh, W.L., Spies, E., Stone, D.M., Lokey, C.N., Trudeau, A.T., Bartholow, B. (2016, July 1). Suicide rates by occupational group — 17 states, 2012. *Morbidity and Mortality Weekly Report*, 65(25), pp. 641–645. doi:<http://dx.doi.org/10.15585/mmwr.mm6525a1>.



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wellness programs to increase education and awareness of behavioral health treatment and recognition of suicide warning signs.

Federal agencies recognize the demands natural resource management places on its workforce and is working to implement suicide prevention efforts to help protect them. The Bureau of Indian Affairs Fire Management and other agencies have initiated programs, such as Survive and Thrive, which addresses the issue through prevention, intervention, and post-intervention strategies. Additional wellness programs, such as Gathering of Native Americans and Healing Feathers, in tribal communities at low or no cost for participants. The Workgroup intends to support these efforts as part of its workforce development initiative.



ITC member presents ideas during the ITC strategic planning workshop in Chandler, AZ

Obstacles and Challenges

The challenges facing workforce development reach each tribal natural resource program and community. The workgroup identified the following root challenges toward developing a workforce:

1. The need for vibrant, cohesive outreach, recruitment, and retention strategies;
2. Limited economic opportunity and upward mobility within tribal natural resource programs;
3. Competing job opportunities for youth that may not support a tribal lifestyle;
4. Need to develop workforce leadership skills;
5. Access to natural resource management education and technology;
6. Need for cultural approaches to natural resource management; and
7. investment in youth engagement.

To grow and sustain a workforce, ITC will need to surpass these root challenges. ITC acknowledges the impact of a declining workforce and program shortfalls from delayed technology integration. It also recognizes that Native youth face competing job opportunities that may conflict with a place-based tribal lifestyle.

Workforce development efforts must be supported by establishing a strong coalition of intertribal, regional, state, and national partners reaching youth, young professionals, mid-career adults, and retirees. To achieve this level of integrated organization and address these



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challenges, ITC must leverage existing relationships and create new ones. ITC is driven to develop a sustainable workforce community with commitment from ITC members and federal partners. ITC can bridge existing business model, recruitment, and communication gaps by responding to and meeting the needs of evolving tribal natural resource standards, prioritizing youth engagement efforts, and embracing modern technology. This strategic plan brings the frontline champions the support, tools, and resources to reverse the declining natural resource workforce trend.

Workforce Development Insights

The Workgroup shared insights to support a sustainable workforce. These key considerations inspired this plan’s vision and set the foundation for establishing actions to tackle workforce development challenges. This section summarizes the Workgroup’s discussion and offers ideas on how to approach overcoming the identified challenges to workforce development.

The following is a list of the summarized insights expressed during discussion, highlighting the key aspects of the Workgroup’s workforce development initiative.

- **Leadership** – Increasing the proportion of tribal members involved with their tribal natural resource programs will lead to more members filling management and leadership positions.
- **Community stewardship** – Involving community members leads to long-term stewardship of natural resources.
- **Succession training** – Succession planning within tribal natural resource programs helps prepare staff for leadership roles.
- **Youth engagement** – An outreach gap exists with K-12 students and their awareness of natural resource fields, like forestry.
- **Student Recruitment** – College students completing 4-year natural resource degrees are an important source to fill position vacancies, but this number needs to increase.
- **Mentorship and leadership training programs** – Mentorship and leadership training programs will connect youth, professionals, retirees, and elders.



ITC members listen to presentation at the strategic planning workshop in Chandler, AZ



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- **Diversity and inclusion** – Women are inadequately represented in leadership roles. However, more recently women have far outnumbered men in student research scholarship applications. This might suggest a demographic change in the near future.
- **Training programs** – To prevent silos, training programs need to cross multiple natural resource areas and be intertribal.
- **Technology** – A younger generation will bring modern technology skills. Additionally, the current workforce’s skillset does not match current technology.
- **Responsive to change** – Program operating models need to be responsive to changing work environments, including an aging workforce, advancing technology, funding mechanisms, shifting demographics/values, and new tribal natural resource partners.
- **Tradition and culture** – Tradition and culture are foundational to tribal natural resource management and need to be integrated into all aspects of training, development and mentoring.

Figure 2 shows a word cloud that was created based on the Workgroup’s discussion. The larger the word size, the more frequently the word was referenced in conversation signifying importance.

Strategic Pillars

The Workgroup plans to initiate regional and national strategies that support a disproportionality aging workforce and attract a new workforce generation by using innovative practices for national, regional, and local impact. ITC already has a network of tribal, state and federal partners that are willing to support the workforce development initiative. However, ITC needs to coordinate internal and external capacities to carryout strategies and action steps.



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Strategic Pillar	Short-term Outcomes	Long-term Outcomes
Support mentorship and leadership programs	<ul style="list-style-type: none"> List of active, successful mentor and leadership programs with cultural curriculum components Continuing education opportunities available for all tribal natural resource program staff Evaluation of current tribal natural resource program workforce skills List of available funding resources for natural resource workforce development 	<ul style="list-style-type: none"> Tribal natural resource mentorship program List of current tribal natural resource program staff ready to transition into leadership roles Long-term tribal natural resource program funding
Create communications initiatives that use modern technology	<ul style="list-style-type: none"> Communication plan Tribal liaisons within Indian Education, tribal and community colleges and university networks 	<ul style="list-style-type: none"> Consistent community engagement about tribal natural resource opportunities Focused ITC messaging about tribal natural resources
Develop recruitment and engagement strategies	<ul style="list-style-type: none"> Regular engagement with Native students and employees at career fairs, job sites and local and regional tribal meetings by tribes, BIA and ITC Locate urban, and off-reservation Native students using demographic data and reports. Recruitment and engagement with urban Indian centers, Title VI programs, and community colleges 	<ul style="list-style-type: none"> Regular monitoring of recruitment and engagement with tribal colleges and universities. Natural Resource Youth Corps Education Centers Increased access for Native American forestry students and employees to post-secondary education programs Increased youth engagement through K-12 programming



Strategic Action Steps

Table 7 through Table 10 discuss each strategic pillar and its intended goals. Under each pillar, action steps are listed with brief descriptions, key players, and completion timelines required for each step. These markers will help determine how ITC will execute each action step.

1. Develop organizational capacity to collaborate with partners to implement workforce development strategies

Table 7. Steps to developing organizational capacity for implementing a tribal natural resource workforce development strategy

Action Step	Description	Key Players	Timeline
1.1. Develop a workforce development strategy	Identify Workforce Development Work Group that includes a BIA, educator, tribal, and human resource representatives to host regular meetings to develop, implement and monitor strategic plan.	Workgroup, BIA, Tribes, Academia	December 2018
1.2. Identify tribal, state, and federal partners	Identify recruitment and engagement strategies, research, training and leadership/mentor programs that overlap and complement workforce development efforts.	Workgroup	Ongoing
1.3. Assess ITC capacity to implement the strategy	Workgroup identifies priorities to implement strategy and related costs, including assigning tasks to ITC committees, hire workforce coordinator(s), or contract with a small group to implement specific actions of this plan.	Workgroup and Education Committee	February 2019 with second half TBD by funding
1.4. Launch Our Natural Resources (ONR) program	Present strategic plan to ONR members and identify opportunities for collaboration, similar to a leadership program.	ONR program leaders and ITC representation	TBD



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Action Step	Description	Key Players	Timeline
1.5. Identify funding sources	Identify potential funding sources and work with ITC members and partners to secure funding.	Education Committee, ITC members, and partners	Ongoing annually
1.6. Develop a proposal and funding requests for strategic plan initiatives and action steps	Funding requests should support the strategic plan and its action steps. Requests should include information like the training curriculum or programs, number of sessions, participants, process for participant selection, partners, and program sustainability.	ITC, ONR members	Ongoing annually

2. Support mentorship and leadership programs

Table 8. Steps to creating a mentorship and leadership program

Action Step	Description	Key Players	Timeline
2.1. Identify current mentoring programs	Evaluate existing mentoring programs and identify effective, successful approaches.	Don Motanic, ITC	December 2019
2.2. Establish a database of existing leadership education programs	Develop an accessible database of programs, region/locations, timing, eligibility, costs, and curriculum. Periodically announce the availability of leadership development programs and encourage participation in them. Share information from the database and recruit for programs.	Workgroup and Education Committee	January 2020
2.3. Develop a tribal leadership	Identify an existing leadership curriculum and modify it to include tribal and cultural components. Curriculum will consider	Workgroup	April 2020



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Action Step	Description	Key Players	Timeline
training curriculum	workshops or virtual, on-demand, web-based short courses.		
2.4. Develop a national tribal natural resource mentoring plan	Identify and select leadership-learning cohorts from current staff to serve as mentors for those students and employees interested in pursuing higher-level management positions.	ITC, BIA, USFS, NRCS, and ONR	June 2020
2.5. Support wellness events	Encourage wellness activities like, Gathering of Native American events, and include employees that do not qualify or have access to social services programs.	ITC and BIA In coordination w/ NWCG	Ongoing

3. Create communications initiatives using modern technology

Table 9. Steps to creating a communications plan using modern technology

Action Step	Description	Key Players	Timeline
3.1. Develop a communication plan	Contract to develop a communication plan that includes multi-media approaches for an outreach campaign targeting Native youth and young adults.	ITC Workgroup	January 2021
3.2. Determine motivations underlying decisions to work in natural resource programs in Indian Country	Collaborators participate in development, administration, interpretation, and communication of results of workforce survey(s) to gather specific information to convey to tribal leadership and prospective partners. This effort will include tribal natural resource retirees.	ITC, Academic institutions and intertribal organizations.	May – October 2019



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Action Step	Description	Key Players	Timeline
3.3. Create an email list or listserv	Create an email list or listserv to share information electronically with stakeholders, including ITC newsletters and reports, funding announcements, and training opportunities	Workgroup	June 2019

4. Develop recruitment and engagement strategies

Table 10. Steps to developing recruitment and engagement strategies

Action Step	Description	Key Players	Timeline
4.1. Pilot program for urban youth	Develop a workforce gaps and opportunities assessment that addresses engagement strategies for 70% of the total tribal student population in urban areas.	ITC, Ecotrust, ATNI USET, and USFS	April 2019
	Identify an existing urban youth corps organization and a tribal forestry program to partner for a pilot program.		December 2019
	Pilot a 1-month program convening urban youth and young adults with a tribal forestry program.		September 2020
	Pilot a 3-6-month program convening urban youth and young adults with a tribal forestry program.		September 2020
4.2. BIA Grant BIA Grant for Nat Resource camps	BIA advertises tribal youth camp proposals	BIA	Annually as funding allows
4.3. Create a program to train existing workforce	ITC identifies partners and establishes a Technician Training Workgroup to develop and implement the program. For example, create an upper-level natural resources	Workgroup and BIA	October 2019



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Action Step	Description	Key Players	Timeline
including fire and forestry techs	program that technicians can take to qualify for higher level services and jobs that improve field measurement techniques and methods, including ecology, silviculture, and math courses.		
4.4. Create a program that engages retirees	Establish the “Warhorse Brigade” as an ITC program that engages retirees to continue contributing to the advancement of tribal environmental and natural resource management. Collect information from retirees of tribes, agencies, academia, and industry to determine interest and willingness to serve in various capacities (e.g., mentors, instructors, etc.). Information to be collected through Action Step 3.2.	Workgroup and BIA	December 2020 October 2019
4.5. Collect information on resources available to youth	Identify, leverage and expand on resources available to support youth interested in pursuing careers in natural resources, including programs, scholarships, and internships.	ITC Research or Education	September 2020

Workforce Development Launch Plan

This section outlines the workforce development launch plan for implementing the action steps and monitoring progress toward the intended outcomes. Table 11 lists launch plan activities, plan oversight assignments, and progress assessment, including data-collection focus areas.

Table 11. Steps to launch and sustain workforce development plan

	Steps
Launch Plan	Introduce the plan to the ITC membership and federal partners. Complete these introductory steps by June 15, 2019:



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	Steps
	<ol style="list-style-type: none"> 1. Workforce Development Workgroup (Workgroup) presents to ITC leadership The Workgroup officially presents the plan to ITC leadership for review and discussion during an ITC board meeting. The ITC and Workgroup develops messaging platform to be used in rollout. 2. ITC officially endorses the plan ITC officially announces endorsement of the strategic plan and reserves funds (or directs the Workgroup to initiate a funding search) to support the plan’s implementation. ITC sends electronic letter and copy of strategic plan to ITC members and intertribal, non-profit, industry, academic, state and federal partners. 3. Internal outreach campaign about the plan to ITC membership and federal partners The Workgroup and ITC leadership will host meetings to introduce the plan to staff and partners to identify and discuss action steps, find common ground and build partnerships. 4. External outreach campaign about the plan targeted to tribal, state, and federal partners The Workgroup and ITC leadership will plan informational meetings with key partners to present the plan, establish support and buy-in, and assign partners willing to implement the plan.
Plan Oversight/ Sustainability	<p>Plan oversight/sustainability roles:</p> <ul style="list-style-type: none"> • Workgroup will oversee the plan’s implementation and monitor its progress. • ITC leadership will regularly assess the plan’s progress and provide resource support as needed. • ITC membership and partners will work with the Workgroup to implement the plan through sponsoring events, providing input, and engaging other local partners. <p>Workgroup responsibilities include:</p> <ul style="list-style-type: none"> • plan promotion • action step sponsorship • championing the plan • identification of ways to implement the plan



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	Steps
	<ul style="list-style-type: none"> • ITC member orientation to the plan and any responsibilities • partner recruitment
Assess Progress	<p>Progress Assessment</p> <p>Quarterly – The Workgroup will monitor progress toward achieving strategic plan goals by quarterly reviewing the action steps to:</p> <ul style="list-style-type: none"> • confirm and identify which action steps are active, complete, awaiting resources, or stalled; • verify that those responsible for an action step are fulfilling description requirements and meeting completion dates; • ensure that those responsible for an action step have the necessary resources or work plan to complete the task—if they do not, the Workgroup is to act as an advocate or liaison to ensure any needed resources are accessed and available; and • report to ITC leadership, ITC membership, and partners to provide strategic plan progress updates and ask for input or feedback. <p>Annually – The Workgroup will convene annually to:</p> <ul style="list-style-type: none"> • review and assess the plan; • develop a briefing report that examines the plan’s achievements, areas for improvement, and next phase of goals; and • revise the strategic plan based on the quarterly WFDW reports to reflect changes in needs or resources. <p>Strategic plan impact metrics</p> <p>The Workgroup will monitor the strategic plan’s impact through assessing outcomes and quarterly newsletter reports.</p> <ul style="list-style-type: none"> • Outcomes – The strategic plan’s impact will be assessed through short-term and long-term outcomes, as listed in Table 4. • Quarterly newsletter – The ITC will include a section in its quarterly newsletter about the plan’s progress with a summary of the achieved outcomes.