

One-Year Comprehensive Service Plan (CSP) Narrative

The planning narrative is a key component of the one-year strategic plan. It describes to the Department the grantee's strategy for training and employing Indian and Native American adults and youth. In relating the strategy, grantees must follow the planning process described at Section 668.700 and include the items listed at Section 668.720 (a)(1) through (5). Note that some of the requirements under Section 668.720 are documented in Attachment C and need not be included in the narrative section.

Additionally for PY 2011, grantees are advised to begin developing a "Career Pathways" - Trails to Opportunities in their strategic plan. Assessing, developing, and implementing an effective career pathways program will take time. Therefore, WIA Section 166 grantees will receive technical assistance and guidance throughout PY 2011 on their career pathways plans. Additionally, the Department will work closely with the Indian and Native American Employment and Training Council and the grantee community to successfully implement the career pathways model in the WIA Section 166 community. There are six key principles of the career pathways plan that are explained in Item Five of this TEG. By answering the following questions, grantees will have addressed all the requirements of the planning narrative. The planning narrative should not exceed 20 pages. The questions are as follows:

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

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

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

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

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

grantee work with local employers (in your approved or designated service area) to place participants into jobs?

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

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

SYSP Planning Narrative

A SYSP plan narrative is only required for grantees receiving SYSP funding. Since some of the items addressed in the CSP narrative apply to both the CSP and SYSP, grantees need only address the items indicated below, along with the youth goals and calculation work sheet in Attachment D.

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

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

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

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