

8117
DOE/ER/75931--T/1-P.4

CERT Tribal Internship Program

FINAL INTERN REPORTS

U.S. Department of Energy Grant # FG03-93ER75931

PROCESSED FROM BEST AVAILABLE COPY

PH

Table of Contents

Conrad, David	1993
Gopher, Duane	1994
Penney, D'Lisa	1994
Perez, Maria	1994
Sandoval, Karen	1994
Jacquez, Melinda	1995
Steele, Manuel	1995
Yellowrobe, Lewis	1995
Sandoval, Karen	1996

DISTRIBUTION OF THIS DOCUMENT IS UNLIMITED

MASTER

pg
final

DISCLAIMER

This report was prepared as an account of work sponsored by an agency of the United States Government. Neither the United States Government nor any agency thereof, nor any of their employees, makes any warranty, express or implied, or assumes any legal liability or responsibility for the accuracy, completeness, or usefulness of any information, apparatus, product, or process disclosed, or represents that its use would not infringe privately owned rights. Reference herein to any specific commercial product, process, or service by trade name, trademark, manufacturer, or otherwise does not necessarily constitute or imply its endorsement, recommendation, or favoring by the United States Government or any agency thereof. The views and opinions of authors expressed herein do not necessarily state or reflect those of the United States Government or any agency thereof.

DISCLAIMER

**Portions of this document may be illegible
electronic image products. Images are
produced from the best available original
document.**

COUNCIL OF ENERGY RESOURCE TRIBES
AND
CERT COMPREHENSIVE EDUCATION PROGRAM

1994 SUMMER INTERNSHIP REPORT

MARIA A. PEREZ, Intern

- Intern Profile
- Intern Resume
- Intern Personal/
Professional Development
- Host Organization Profile
- Mentor Interview Profile
- Mentor Biography
- Intern Activity Outline
- Intern Activity Summary
- Technical Report

INTERN PROFILE

I am of Tiwa and Hispanic descent and was raised in Las Vegas, Nevada by my parents, Margaret and Frank J. Perez. Although I was raised in what is considered the "sin capital of the world", my parents kept me on the straight and narrow by encouraging my involvement in both academic and extracurricular activities. The youngest of two children by 6 years, and now a twenty-one year old, I am still the baby of the family.

During my stint in CERT's internship program last summer (1993), my interest was piqued in education when I was introduced to various environmental education programs offered by my host company, British Nuclear Fuels. This summer's experience in working with the education department of the Council of Energy Resource Tribes has given me an opportunity to look at some tough educational issues faced by our people in Indian Country. The Indian way of living, learning and sharing, does not fit the mold set by the European form of education adopted in the United States. I feel that the directives of the 57 CERT member Tribes to incorporate Indian values into primary, secondary and college-level education are goals that should and will eventually be honored by the American education system.

As a college senior, my number one priority is finding my path in life. I have one more year of undergraduate work at Claremont McKenna College, then I must choose a direction to channel my energy. My summer as a student in the 1991 TRIBES program opened my eyes to many Indian customs and beliefs that I had seen only as a child, but had never asked about the reasons behind them. I felt I needed to become more involved in Tribal issues if I could not physically be a part of my Tribe in New Mexico. I am still trying to define my beliefs in regards to my Indian and Hispanic heritage. My own education and that of my community has always been very important to me. But my community in the past was an Anglo community that valued economic prosperity over spiritual or cultural fulfillment. In the past three years I have looked into my heart and asked for guidance; I feel that working to include Indian values into the education system is an opportunity to work in a professional field that has the spiritual and cultural benefits that are becoming part of my definition of a successful and satisfying career.

This summer I have continued on the quest to define my path in life. I was and am involved in the organization and coordination of the CERT Summit on Tribal Human Resource

Development that will be held this October. I was a team leader in an outreach effort to CERT's member Tribes that asked what changes would impact the status quo to more appropriately serve the education of their children and Tribal adults. I was also a role model, an advisor and a confidant to this summer's TRIBES students when I supported and participated in a number of their program events.

This summer's internship has given me an opportunity to become involved in issues faced by people in Indian Country. I have been introduced to Indian leaders from numerous Tribes and have the benefit of their advice and wisdom to guide me as I search for my identity and an occupation that will fulfill my needs and serve my Indian community. My interaction with CERT and its member Tribes has given me access to my own cultural education -- something not offered through any other organization.

Maria A. Perez

CURRENT ADDRESS

CMC, Story House
742 North Amherst
Claremont, CA 91711

PERMANENT ADDRESS

2923 Palora Avenue
Las Vegas, NV 89121
(702) 457-1409

Experience:

- | | |
|---|---|
| Jun 1994 to
Aug 1994 | Council of Energy Resource Tribes/British Nuclear Fuels Visitors Center, Sellafield, England; Denver, CO <ul style="list-style-type: none">• Reported observations of Sellafield community relations to advise Tribes in their approach in dealing with research and community relations in regards to nuclear issues. |
| Jun 1993
Aug 1993 | Council of Energy Resource Tribes/CERT Comprehensive Education Program, Denver, CO <ul style="list-style-type: none">• Informational liaison, communications facilitator and project evaluator on various Tribal outreach and education projects. |
| Jan 1992
Dec 1993 | Claremont McKenna College Academic Consulting, Claremont, CA, Manager/ Assistant Manager/Consultant <ul style="list-style-type: none">• Coordination and management of academic computer services for student body. Job titles and responsibilities increased each semester. |
| Fall 1992
Spr. 1993 | McDonnell Douglas Space Programs Systems Company, Anaheim, CA, Human Factors Research <ul style="list-style-type: none">• Research and design for future Delta Clipper commercial rocket. Ergonomics and licensing implications of vehicle were considered. Creation, implementation and analysis of general attitude survey in regard to the Delta Clipper project. Study results and possible implications presented to engineering design team at host company. This research was made possible through Claremont McKenna College's 1992-1993 Practicum in Aerospace Design course. |
| May
-Sep 1991
Dec
-Jan 1992
and 1993 | Connecting Point Computers, Las Vegas, NV, Computer Technician <ul style="list-style-type: none">• Hardware technician for installations of hardware and debugging of IBM compatible systems |
| May 1994 | <u>Connecting Point Computers, Las Vegas, NV, Computer Technician, Consultant</u> <ul style="list-style-type: none">• Service contract and productivity analyst; created and presented productivity and cost reports of the technical service department. |

Education:

Claremont McKenna College, Claremont, CA
B.A. in Psychology and Spanish expected May 1995
GPA = 3.27

Fundacion Ortega y Gasset, Toledo, Spain
Semester abroad program in Spring 1994

Valley High School, Las Vegas, NV
International Baccalaureate Student graduate 1991
GPA = 4.396 (4pt scale)

Other Training:

Technology of Participation, Group Facilitation Methods Training, Council of Energy Resource Tribes, Albuquerque, New Mexico, June 13-14, 1994.

Technology of Participation, Applications for Tribal Managers, Council of Energy Resource Tribes, Denver, Colorado, June 23-24, 1994.

Honors:

Dean's List Claremont McKenna College Spring 1992 - Spring 1994

Published in Clinical Chemistry: June 1991

Roswell Park Cancer Research Student

Tribal Resources In Business, Engineering and Science (TRIBES) Outstanding Student, Summer 1991

Naval Academy Nomination

AT Anderson Scholarship 1991

CERT Scholarship 1992-1994

Humana Foundation Scholarship 1991-1994

Glendora Youth Volleyball Coach Spring 1993

International Hugh O'Brien Youth Leadership Conference Delegate

PERSONAL/PROFESSIONAL DEVELOPMENT

From my work this summer, I have a greater awareness and more extensive capabilities: I am more familiar with how Tribal leadership mandates the projects in which CERT engages and how CERT updates and continues projects per these Tribal mandates. And, I am more familiar and comfortable in managing Tribal relations and channels of communication in a respectful and appropriate manner. My new skills include being able to use group participation methods toward productive outcomes, such as my interactions with the 1994 group of TRIBES students during their orientation week, the culture campout and during their exit interviews.

As far as applying these new dimensions of my skills, there are numerous circumstances where they will be useful. First of all, my work with the CERT Summit on Tribal Human Resource Development does not cease once my official internship concludes. I will be in contact with CERT to stay abreast of the progress of the Summit. And I will also be involved in leading facilitated sessions during the Working Conference of the Summit. I have also been asked to be a part of the team that is examining the structure of the existing TRIBES program and to help with the evaluations and eventual modification of its methods in regards to staffing and curriculum development. The dynamics of my facilitation training will be a personal skill that I will use in my college career both in and out of the classroom.

My host company, CERT, has benefitted in various ways from my summer's work. These benefits include: a positive and productive interactive working relationship with Colorado State University (CSU) toward planning CERT Summit on Tribal Human Resource Development; historical data and statistics which reflect the percentage of students who have gone on to higher education after completing the TRIBES program; a positive role model for the TRIBES 1994 students to interact with and receive guidance from; and, a newly trained facilitator available for in-house and external projects.

As a result of my learnings and project responsibilities this summer, my host company sees value in advancing my personal and professional development through various training opportunities provided throughout the internship. An objective for the CERT internship program, "to grow" a cadre of young, talented and technically adept Indian professionals who operate out of a value system that reflects and is appropriate to serve the cultural and futuristic priorities of the Tribes," is supported through their comprehensive education programs. I am one of the first students to be following the succession of programs offered by CERT. With the

completion of this summer's internship, I will have been a part of the 1991 TRIBES program and the 1993 and 1994 Summer Internship programs.

Long term benefits for my host company are quite broad. In actualizing the Tribal Human Resource Summit, CERT is helping Tribes progress toward their goals of technological independence. This Summit is an innovative way of having Tribes dictate the topics to be discussed around the negotiation table where academic, private, corporate and federal resource holders are present. As a result of continuous tracking of the TRIBES and CERT summer intern alumni, a database continues to be a networking and talent pool resource for the Indian community. This database of educated, qualified students and professionals is a tangible milestone marking progress in CERT's human resource development strategy.

This summer's learnings are a springboard for my own professional development. Last summer piqued my interest in the classroom setting for environmental education of our Indian youth. As an intern exposed to many different situations with Tribal leaders and technicians, I have seen how many of the Tribes need access to more Tribal expertise in the areas of business, engineering and science in order to create a level playing ground in an Anglo-dominated society. The TRIBES program is an incredible experience for the students as well as the professors who are asked to look at cultural and spiritual aspects of the subjects which they are teaching.

One of the most substantial benefits from my summer's experience was my exposure to Tribal leaders. From this, I have established a starting point in writing my senior thesis paper -- a requirement towards graduation. I will be researching some of the Tribal leadership decision-making structures and how they have changed over the past few decades.

Each summer that I work with CERT, I am introduced to more issues that are being faced in Indian Country. I was not raised on my native land, nor was I educated in the struggles faced by my ancestors in today's or yesterday's society. But, I do have the benefit of understanding the European model of education because I am a successful product of that system. My time spent in TRIBES, as well as working for and as a part of CERT, has nurtured the beginning of my spiritual journey. I have begun to look at where to apply my abilities to best help my new community, my Indian community.

HOST ORGANIZATION PROFILE

The Council of Energy Resource Tribes (CERT) is a non-profit organization which has a membership of 53 federally-recognized American Indian Tribes and four Canadian bands. Located in Denver, Colorado, CERT is a central meeting hub for its member Tribes. CERT's mission is to provide Tribes "with the managerial and technical resources to complement and strengthen Tribal expertise." The clients which CERT serves are its member Tribes as well as other federally-recognized Tribes through CERT's technical, managerial and educational assistance programs. Services delivered by CERT include technical workshops, field training, Tribal strategic planning, legal counseling, and summer programs for young adults entering college and internships for college students, among others.

MENTOR INTERVIEW/PROFILE

My mentor for this summer is the Director the Comprehensive Education Program at CERT. Her name is Lesley Jackson - a proud, outspoken member of the Crow Nation. She grew up in Montana with her parents, sister and three brothers. I have seen her in many different lights: as a young business woman in a unique organization, as a spiritual leader in conversing and sharing with TRIBES students, as a daughter, as a summer guardian of several nieces and nephews, and a year ago as a new born's proud mother.

When I did a brief interview with Lesley, she shared some of her feelings and aspirations for the internship program, and how she sees my role as having been a contribution to the advancement of various objectives which she believes are important. The following is a dialogue between Lesley and me.

Maria *How do you feel about this mentoring experience?*

Lesley *It has been challenging, rewarding and motivating for me to work with you because of your energy and commitment. You are so willing to be a self starter; you produce, produce, produce! The results of your efforts are quickly evident.*

Maria *What is important to you about this internship?*

Lesley *It is important to me that you understand the broader significance of the work that this organization does for the Indian world, and within that big picture, you are able to discern the value of your own contributions and to secure a value within yourself for continuing a relationship with the Indian world. It is also important to me that this internship indoctrinates young Indian people to recognize and hold, as a value, a commitment to the work that needs to be done. Just going through the mechanics of working is not what this internship is about; rather, that young Indian professionals are instilled with the value of caring about their role in such a way that they/you can meaningfully contribute to the big picture and can perpetuate Tribal values.*

Maria *How have you demonstrated that these things are important to you in regards to my internship?*

Lesley

I have attempted to demonstrate the importance of the internship by involving you in all levels of decision-making and by giving you access to all the players and all the audiences who are the beneficiaries of the work that we do. I have included you not only in staff meetings and education meetings, but also board meetings, fundraising events and our Tribal outreach effort for the Tribal Human Resources Development Summit.

Maria

How does this internship fit into that picture of what is important to you and what you have tried to provide for me?

Lesley

This internship is a practical way to invest our current resources for a long-term gain in Indian Country. By investing in your skills and trying to shape your perspective in such a manner that you are able to begin to see the big picture, we effectively add a solid stone to the foundation that we, the Tribes, want the future of Indian Country to rest firmly on top of.

Lesley J. Jackson
Council of Energy Resource Tribes
1999 Broadway, Suite 2600
Denver, Colorado 80202-5726
(303) 297-2378

Tribal Affiliation:

Enrolled Member of the Absaaloka (Crow) Nation
Wyola, Montana

Work Experience:

- Present** **Director, CERT Comprehensive Education Program, 1999 Broadway, Suite 2600, Denver, Colorado 80202**
- Directs CERT education program staff in the integration and delivery of CERT's Comprehensive Education Program. Development leader for University multi-discipline cooperative learning curriculum for high school transition program; development and training partner in package development, design and delivery for University professors in design and delivery of culturally tailored technical curriculum for Indian students; Liaison for developing institutional partnerships for education and training. Responsible for the planning, program development and implementation strategies, financial and human resource mobilization and management of the CERT education programs which include the TRIBES program, graduate and undergraduate summer and year-long internship programs, fellowship program and the TRIBES and intern scholarship programs. Responsible for program resource mobilization efforts; implementation strategies; coordination of the integrated/multiple education-related programs, curriculum development and accreditation programs and training programs with Tribal, federal and private sector and educational institutions; serves as a member of the CERT Facilitation Team to provide group facilitation services through workshops and moderated group dialogue.
- 1992** **Manager, CERT Education Programs, 1999 Broadway, Suite 2600, Denver, Colorado 80202**
- Organize the delivery systems of the CERT Education programs specifically for Tribal youth, young professionals and technical managers. Coordinate the delivery and oversight of these programs with CERT technical programs, external associates and academic institutions. Solicit and integrate Tribal priorities for human resource development into the delivery strategies used by CERT in offering education programs. Facilitate the management of the CERT Scholars program with the scholarship disbursement organization. Manage and support instruction and curriculum delivery of TRIBES program.

- 1990 **CERT Tribal Environmental Technician, 1999 Broadway, Suite 2600, Denver, Colorado 80202**
- Program Coordinator for CERT Tribal Environmental Institute's workshop and training seminars; program coordinator for CERT's Tribal Air Quality Control project for single and multi-Tribal projects; project team member that performed comprehensive environmental audits on federal facilities on Indian reservations; management of CERT's Tribal Environmental Intern summer program, the year-long CERT/EPA Tribal Environmental Internship Program and the intern scholarship program; and coordination of intern programs with federal, state and private-sector sponsors.
- 1988 **Business Development Specialist, Crow Tribal Employment Rights Office, PO Box 159, Crow Agency, Montana 59022**
- Assisted Indian entrepreneurs with the development of business operation plans and financing packages; technical advisor to the Director for Indian Preference enforcement initiatives with Tribal, federal, private business and contracting concerns.
- 1985 **Compliance Officer, Crow Tribal Employment Rights Office, PO Box 159, Crow Agency, Montana 59022**
- Responsible for interpreting and enforcing Tribal Indian Preference codes among Tribal, federal, private business and contracting concerns on the Crow Indian reservation. In the absence of the program Director, served as Acting TERO Director.
- 1984 **Summer Program Teaching Assistant, Wyola Elementary School, Wyola, Montana 59089**
- Assisted in the coordination and instruction of creative arts, culture, english and reading curriculum for elementary students participating in the summer education program.

Education:

1988 Bachelor of Arts
Stanford University, Stanford, California

1983 Northfield Mount Hermon School
Northfield, Massachusetts

Academic Affiliations:

Advisor to the Stanford/Dartmouth Initiative to Network American Indian Student Service Providers in Institutions of Higher Education
Stanford University Alumni Advisory Committee for Multi-cultural Programming

INTERN ACTIVITY OUTLINE

I. Project Purpose

- Create and maintain a working relationship between CERT and Colorado State University (CSU) to plan for the Summit on Tribal Human Resource Development
- Evaluate and engage in current efforts to strengthen the Tribal Resource Institute in Business, Engineering and Science (TRIBES) program

II. Project Objectives

- Maintain open and informed communication within CERT as well as with CSU in planning the Summit
- Document various aspects of past and present TRIBES program years

III. Project Approach

- Attendance, participation and information distribution of all meetings pertaining to the Summit
- Leadership of two facilitation teams for Summit recruitment workshops
- Utilization of CERT database to contact over 200 TRIBES alumni
- Participation in and organization of various 1994 TRIBES activities and training
- Compilation of 1994 TRIBES student and staff evaluations of the program to help in vision planning for upcoming years

IV. Project Results

- Positive interactions and productive meetings between CERT and CSU
- Gathered information from Tribes
- CERT database structure modification
- Experience as facilitator in participatory methods
- Preliminary job descriptions of staff of future TRIBES programs
- Additions for my personal database of professional contacts and resources

INTERN ACTIVITY SUMMARY

I. Project Purpose

Create and maintain a working relationship between CERT and Colorado State University (CSU) to plan for the Summit on Tribal Human Resource Development. A CERT directive to host a cooperative effort in the human resource development of Tribal members was carried out in an official agreement for CERT and CSU to host the CERT Summit in Tribal Human Resource Development. I helped coordinate the preliminary work for the Summit which included defining and employing a strategy aimed at promoting a linkage between Tribal members and outside resource holders.

Evaluate and engage in current efforts to strengthen the Tribal Resource Institute in Business, Engineering and Science (TRIBES) program. An assessment of the educational impact of past TRIBES program years was needed to lay the foundation for the future evolution of the program. Also, interaction with the 1994 TRIBES students during their program was needed to evaluate the quality and substance of their experience. The interaction with the students and staff is to be used in furthering the development of the working model of the TRIBES program.

II. Project Objectives

Maintain open and informed communication within CERT as well as with CSU in planning the Summit. CERT staff and the CSU liaison needed to be updated on the progress of the preliminary work of planning and organizing the resources of the two organizations. The key players in the initial phase of the Summit were CERT and CSU Summit task forces assigned specifically to look at the format, participants, logistics and goals.

Document various aspects of past and present TRIBES program years. The first task was to begin updating the current CERT database with TRIBES alumni information. Evaluation and progression of the program were then to be documented based on the interactions and observations made while working with the 1994 TRIBES program.

III. Project Approach

Attendance, participation and information distribution of all meetings pertaining to the Summit. Aside from attending and participating in the Summit planning meetings, the information flow from the task force was accomplished through update reports after each meeting and distributing them to CERT staff as well as to the CSU liaison. My daily communication with the CSU liaison was vital to keeping the lines of communication open and planning underway.

Leadership of two facilitation teams for Summit recruitment workshops. This summer I helped in training the TRIBES students in the first step of facilitation methods in order to strengthen my own facilitation ability and style. I attended the second facilitation training called ToP Applications for Tribal Managers. With this training and a focused Summit recruitment training, I was one of two facilitators sent to meet five Tribes and convened facilitated sessions at each Tribal location.

Utilization of CERT database to contact TRIBES alumni. I contacted over 200 (of the more than 600) TRIBES alumni that were participants over the past thirteen years of the program's existence.

This contact was done by phone and by written correspondence. Data collected included educational pursuits and accomplishments as well as professional occupations.

Participation in and organization of various 1994 TRIBES activities and training. I began my interaction with the TRIBES students as one of several interns who helped with their facilitation training. I also participated in the annual CERT culture campout¹. At the closure of the summer program, I assisted the CERT Student Services Coordinator in conducting exit interviews with each student.

Compilation of 1994 TRIBES student and staff evaluations of the program to help in vision planning for upcoming years. From the current TRIBES student and staff evaluations I compiled the data into a useable format to do an overall program evaluation and in planning of future programs.

IV. Project Results

Positive interactions and productive meetings between CERT and CSU. CERT's meetings with CSU were always very productive and informative. Each of the meetings was attended by the key players, an agenda was followed, and new assignments were determined. From these meetings both sides came to agreements on logistics for the conference as well as planning for, and the completion of, the Summit recruitment of the Tribes.

Gathered information from Tribes. I was a leader of one of the five teams that gathered information from CERT member Tribes in order to define the objectives and subjects to be discussed in the workshops of the Summit. In the five-day recruitment blitz, twenty-three Tribes were visited. I met with members of Yakama, Nez Perce, Coeur d'Alene, Saginaw-Chippewa, and Menominee.

CERT database structure modification. By working with the CERT database as a tool for recording the updated information of the TRIBES alumni, I initiated several modifications to the database to make it more user friendly.

Experience as facilitator in participatory methods. First, I helped with the training of the 1994 TRIBES students and CERT interns in a Level One facilitation workshop. My creation of the format for the exit interviews was based on participatory methods. I also attended several planning sessions on the Fort Peck Reservation where I was a co-facilitator under the direction of Kim Alire Epley. Lastly, I was the team leader of two different circuits of the Tribal outreach effort.

Preliminary job descriptions for staff of future TRIBES programs. After compiling the evaluations of this year's program, I assisted the Program Director with writing job descriptions for the following positions: CERT liaison, resident assistants, teaching assistants, teaching staff and staff director. These initial job descriptions include the goals and responsibilities for each position.

Additions for my personal database of professional contacts and resources. Through the outreach to Tribes for the Summit, TRIBES alumni and attendance of numerous CERT meetings in Denver and in Albuquerque, I met an incredible number of Native American professionals and students.

¹ Where I participated with other interns co-facilitating group sessions with the TRIBES students on "college survival skills".

COUNCIL OF ENERGY RESOURCE TRIBES
AND
CERT COMPREHENSIVE EDUCATION PROGRAM

1994 SUMMER INTERNSHIP TECHNICAL REPORT

Prepared by
MARIA A. PEREZ, Intern

August 1994

Council of Energy Resource Tribes
1999 Broadway, Suite 2600
Denver, CO 80202-5726
Phone: (303) 297-2378
Telefax: (303) 296-5690

TABLE OF CONTENTS

Need for the Summit	1
Summit Planning Evolution	3
June 15, 1994, Albuquerque, New Mexico	3
July 5 and 6, 1994, Denver, Colorado	4
July 19, 1994, Fort Collins, Colorado	5
July 20, 1994, Denver, Colorado	7
August 4, 1994, Denver, Colorado	7
August 11, 1994, Denver, Colorado	8
August 13, 1994, Denver, Colorado	8
August 20, 1994, Denver, Colorado	9
Need for Liaison	9
Communications Within CERT and With CSU	10
Tribal Recruitment Effort	10
Conclusion	14
Summary of Administrative for Native Americans	
Availability of Financial Assistance	Appendix A
Bibliography	

1994 SUMMER INTERNSHIP TECHNICAL REPORT

NEED FOR THE SUMMIT

Historically, American Indian Tribes have lacked sufficient numbers of trained, technical personnel from their communities to serve their communities; Tribal expertise in the fields of science, business and engineering being extremely rare and programs to encourage these disciplines almost non-existent. Subsequently, Tribes have made crucial decisions about their land and other facets of Tribal existence based upon outside technical expertise, such as that provided by the United States government and/or private industries. These outside expert opinions rarely took into account the traditional and cultural values of the Tribes being advised. Unwittingly, Tribes have been taken advantage of many times over.

In the present day, on the whole, American Indian Tribes are no longer at the mercy of outside agencies, nor are they passive in making business and developmental decisions about their lands. A priority for technical education of young Indians has been established; more and more Native Americans are entering diverse professional fields, particularly in business, engineering, science, law and social sciences. Yet Tribes must still overcome barriers. Once students complete their undergraduate or graduate education and attempt to return to the Tribe, in many instances technical or competitively salaried job opportunities aren't available. Even when such positions are available, the formal education students receive does not directly apply to Tribal needs. Students must interpret and translate their academic training and apply what is relevant to their Tribal situations. Unfortunately these circumstances discourage returning students, and many opt to work outside of their Tribal communities where they can immediately apply their formal education and receive competitive salaries.

Other present day concerns include adult education and college accreditation. There are several issues in this arena, the most pressing of which is the conflict between the need to receive credit for life experience in a recognized educational institution and the role of addressing one's family and community responsibilities. Tribal councils, staff and employees have, or are getting, on-the-job education. In their day-to-day work, Tribal employees deal with multidisciplinary issues that address the fields of government, law, business, finance, land, religion, anthropology and others. This general knowledge of inter-disciplinary fields is not recognized within the context of what the United States calls a "formal education". For Tribal staff to be recognized in the non-Indian

community as educated people, issues such as accreditation for Tribal conferences, workshops and other training must be resolved. Native Americans are not the only people who now find themselves in the position to request recognition of life experience in the form of college credit. There are a number of programs all over the U.S. which have established "fast track" bachelor's degrees for adults with practical work experience.¹

This past April, the CERT Executive Committee mandated that these Human Resource Development issues be addressed [along with other pressing issues in Indian Country]. As leaders within their own Tribes, they have seen government and private representatives come into Tribal communities to dictate what they consider necessary for Tribal economic, social and governmental development if Tribes are to be successful in the non-Indian world. Tribes and Tribal leadership are tired of being told in what areas they need training and development, and are taking a more active stance in demanding that their voices be heard in issues relevant to Tribal goals of becoming self-sufficient. Looking at the long history of Native Americans, Tribes have survived on this continent longer than any other people and have withstood disease, population relocation, and race genocide. Tribes know what they need to address and can best define their own strengths and weaknesses. Tribes are at a point of taking charge of their own education to effectively change their circumstances.

Following the line of thinking, CERT's Executive Committee recognized opportunity in Colorado State University's (CSU) enthusiasm to work with Tribes in Colorado to potentially form an alliance between an educational institution and a company representing Tribal priorities. As an educational institution, CSU approached CERT for guidance in how to begin respectful and meaningful correspondence and relations with the Tribes accessible to the Fort Collins area. CSU's ultimate goal was to form agreements with the various Tribes focusing on educational ventures which would benefit both the University and the Tribe. Students could potentially benefit from the alliance by working in hands-on, real-life situations or practicums in different fields of study, such as agriculture, land and economic projects. As for the Tribes, they would have the opportunity to direct the relationship to foster the education of non-Indians and Indians alike. The Tribes would have an opportunity to teach their way of respecting nature and the land which includes the approach Tribes have for maintaining their cultural and spiritual identity over thousands of years.

¹University of Redland's adult education program which can be completed in two years.

The partnership between CSU and CERT was solidified in a formal Memorandum of Understanding (MOU). Receiving CERT's Executive Committee approval on April 26, 1994, the MOU eventually included the cumulative results of a Tribal summit held in October of the same year. There were three specific goals of the MOU. First, to "create a network of professional, academic and research resources to assist Indian students, Tribes, educators and professionals." Second, to "cooperatively continue to support the Native American Student Services which advises Indian students on academic opportunities, professional development, and financial assistance." And third, to "jointly locate funding sources to implement training programs for Indian students, particularly in the technical, scientific and business fields."² The first Tribal summit planning meeting was held in mid-June. At that time, an outline was compiled for the Summit on Tribal Human Resource Development. This initial meeting assured that the Summit would address Tribal issues previously identified through Tribal requests for technical assistance, as well as elicit current technological and educational priorities of CERT's member Tribes. The entire effort focused on clarifying Tribal priorities and issues and making problem solving opportunities possible.

SUMMIT PLANNING EVOLUTION

Beginning with the MOU which was approved by the CERT Board of Directors in April 1994, and ending with the Summit itself in October, the evolution of the implementation of the Tribal leadership's directives took many hours of hard work and informed communication within CERT and with CSU. This report will only discuss the time period beginning on June 15, the date of the first planning meeting held in Albuquerque, New Mexico, and end on the final day of my internship, August 20, the date of the celebration of the Tribal summit recruitment effort.

June 15, 1994, Albuquerque, New Mexico

The initial planning meeting on the Summit had many key players present. In attendance on June 15 were representatives from CERT: A. David Lester, Lesley Jackson, Kim Alire Epley, Glenda Archuleta, Susan Sanders, Janis Allen, Anne Mosle, Carolyn Vega; CERT interns Kim Morin, Clint LeBeau, Clarence Garcia, D'Lisa Penney, Eleanor YellowRobe, Duane Gopher; Tribal

²"Native American Program Development at Colorado State University"

representative Governor Early from Laguna Pueblo, Tribal Secretary Lloyd Felipe of Acoma Pueblo; and representatives from CSU Assistant Director of Native American Student Services, Darwin St. Clair and Intern, Karen Sandoval-Mares.

The goals of this first meeting were two-fold; to obtain Tribal direction on their vision of the Summit, and to develop the key strategies for successfully realizing that vision. To accomplish these two goals, Kim Alire Epley designed a facilitated session with three different segments: the Journey to the CERT Human Resource "Education" Summit, the Vision Workshop, and the Strategic Directions Workshop. In the first segment, the Executive Director of CERT, A. David Lester gave the group an historical overview providing the background on the path that brought the CERT member Tribes to mandate the Summit. The second segment asked the group for specific information on the desired content, participants, products and the process of the Summit. The final segment of the planning session focused on three main issues: paving the way to achieving Tribal priorities, cultivating and capturing commitment, and making the vision happen.³

From this starting point, specific teams were designated to lead the Summit development. CSU's team included Carolyn Fiscus, Director of NASS; Darwin St. Clair, Jr., Assistant Director of NASS; Margit Hentschel, Project Coordinator CERT/CSU MOU; and Karen Sandoval-Mares, Intern CERT/CSU MOU. CERT's team included Lesley Jackson, Director of Comprehensive Education Programs; Kim Alire Epley, Director of Facilitation Services; Maria Perez and Clint LeBeau, Interns. Representatives of these two teams met approximately once every two weeks for a progress update in planning for the Summit.

JULY 5 AND 6, 1994, DENVER, COLORADO

On July 5, in planning for the first progress update meeting with CSU, a small group of CERT personnel along with the CSU liaison met to discuss the best way to focus CERT energies in planning for a successful Education Summit. Also focused on were the main challenges that would be faced in the cooperative effort with CSU in planning for the summit. The main challenge addressed was the method in which we would need to work with CSU in merging the two different foci of CERT and CSU. CERT, with its responsibilities to include a large number

³Council of Energy Resource Tribes. "Planning Session for Education Summit: Working Document"

of its Tribal membership had a very different focus than CSU who was looking for tangible projects that would be created at the Summit and implemented in the following year.

Other key topics addressed at this July 5 meeting included the need to gather past information of requests for training and coordination by the CERT member Tribes. Kim Alire Epley presented the strategy that would be taken in the Tribal outreach effort. This strategy was focused on acquiring specific information: Tribal priorities, current capabilities and needs in resource development, key players in their communities who could either be the technical expertise that other Tribes could benefit from, or who would best represent the Tribe in attending the Summit in October.

For the initial team meeting on the Summit, CERT's Executive Director, Director of Communications, Director of Tribal Relations, and the Tribal Summit planning team, met in Denver on July 6-7. At this meeting, the working conference agenda, anticipated influence on meeting structure, supplemental activities, conference logistics and next steps were discussed. Additional CERT personnel participated in an effort to quickly and efficiently address the challenge of combining the different foci of the two organizations. Once an initial understanding was met between the NASS Director and CERT's Executive Director, the meeting went quickly and task delegations were made.

JULY 19, 1994, FORT COLLINS, COLORADO

The next team meeting held on July 19 in Fort Collins addressed the following: the Tribal Summit recruitment strategy, updating the invitation list to the Summit, new human resources in the Fort Collins area, logistics of the conference, a rough schedule for the conference, Summit brochure, monetary goals, fundraising possibilities and responsibilities of the Summit. In the initial planning for the Tribal outreach effort, CERT saw CSU as being responsible for making up part of the facilitation teams that would visit the Tribes. The basis for this was to give Tribes realistic insight into CSU and the benefits of having the Tribal Summit in Fort Collins from a CSU perspective. Due to scheduling conflicts, only the CSU liaison was able to guarantee her time to the recruitment effort. Work done by CERT's Director of Tribal Relations was relayed to the planning team; initial letters to the Tribal leaders had been sent out to over half of the CERT Tribal membership. And, at that time, fourteen of the thirty targeted Tribes had responded positively to a possible CERT visit during the Tribal Summit recruitment effort. CSU

updated CERT on their outreach among the various departments in its institution. The update included new contacts and more in-depth descriptions of the opportunities that the CSU departments had to offer. Scheduling the dates and times for the facilitated workshops with the Tribes was beginning to take form as the Director of Tribal Relations received positive signs of interest from the Tribal leaders.

The CSU liaison sent out a letter to the administrative heads of each department to ensure that they kept the summit in mind for scheduling purposes. A request was made for a letter to be sent to the President of CSU inviting him to attend the Summit and to give an opening welcome speech on the first day of the working conference. CSU's liaison was hard at work when she came across a promising contact with a local Fort Collins federal laboratory. This contact put CSU in a position to offer site visits in conjunction with the working conference. This contact also proposed that the agreements which would be made during the conference could be legally written as CRADAs, Cooperative Research and Development Agreements. This suggestion, as well as the federal contact link, was seen as one of the ways of potentially fulfilling the goal of bringing local resource holders in the Fort Collins area to the table to discuss development opportunities.

A preliminary agenda for the Tribal Summit began to take shape as conference logistics were clarified. Included in the agenda were participant arrival times, registration, meals, tours, welcoming and closing ceremonies, panel discussions, cultural and social events, the Executive Committee Meeting, the CERT Fall Banquet, and a public relations day. The first three full-days of the Tribal Summit were tentatively scheduled to be held in Fort Collins; this time was labelled Working Conference. The fourth day was scheduled for the Board of Directors Meeting. The final day would include a public announcement of the results of the Working Conference which had been reviewed and approved by the Board of Directors on the preceding day. The schedule was still in an outline form, but the three sections of the Working Conference, Board Meeting and the final publicity day, had emerged as the structure for the Summit.

One last issue which was discussed was the promotional/informational brochure that would be done for the Summit. The production of the brochures was a job that CSU Conference Services was in charge of in regards to the format and distribution. CSU conference services was a cost added into the equation with the understanding that they would be a resource that would allow CERT staff to concentrate on content and not logistical aspects of the Working Conference in Fort

Collins. Ms. Hentschel asked that the Director of Communications work with her on developing what would be included in the brochure so that CSU Conference Services could begin working. It was evident to the group that this was not yet possible since conference fees and topics to be discussed at the Summit were not yet decided upon. The latter could not be known until the Tribal recruitment effort was completed and the information was organized while the former was a pressing issue that would be handled as soon as possible.

JULY 20, 1994, DENVER, COLORADO

This meeting was attended only by CERT staff who would be involved in the Tribal recruitment effort. Recruitment contacts, the general procedure for the recruitment, and possible additions to our targeted member Tribes were discussed. All but two of the Tribes had confirmed the dates scheduled for the CERT visit. The general procedure for recruitment was as follows: an initial letter was sent from the Executive Director to Tribal leaders introducing the recruitment session; phone contact by the Director of Tribal Relations set tentative dates and times; confirmation letter sent from CERT's Executive Director verifying the dates and times, and introducing the facilitation team leaders who would call to set-up working space and all other pertinent logistics of the visit; team leaders would call Tribal contacts to finalize logistics and make hotel and travel arrangements for their teams. During this planning meeting, facilitation teams were named; it became apparent that the effort still needed three facilitators. Previous CERT summer interns with facilitation training were identified and targeted as possible resources to the facilitation teams.

AUGUST 4, 1994, DENVER, COLORADO

An update meeting was held between the Director of Tribal Relations and me, clarifying specific information relating to the recruitment, such as the contact names for each Tribe. Following this update, the information was distributed to the team leaders who would be responsible for confirming logistical information with the Tribal contacts and make travel arrangements.

AUGUST 11, 1994, DENVER, COLORADO

Another team meeting with members from both CSU and CERT was held two days before the Tribal recruitment effort was begun. The agenda for the meeting included logistics, the CSU recruitment, the Tribal recruitment effort, and the brochure for the Summit. Logistical information consisted mostly of cost at this point. A copy of the signed contract between CSU and the host hotel in Fort Collins was distributed. The discussion confirmed detail about hotel room rates, hotel-airport transportation, and meals at the Summit. General conference fees were also discussed. A fee rate was established for non-CERT member Tribes, CERT members, students and Fall banquet fees if separate from conference registration fees. A short discussion followed on the rate for CSU and affiliates representing the college. It was decided that those affiliated with the college would pay the same fee as the CERT members.

The CSU recruitment update included a revised packet of information identifying the departments interested in working with the Tribes. This packet was a clear and representative document that expressed the level of interest and possibilities CSU had to offer to work with Tribes. Tours for the first day of the working conference were also discussed and a list of alternatives compiled. This new listing would be used during the Tribal recruitment effort. The expected outcomes and timelines of the outreach effort were solidified and the CSU liaison was given her travel agenda. The Summit brochure was discussed again, specifically establishing the production, distribution, and collaboration expectations. A planning meeting for the production and design of the brochure was scheduled to follow the Tribal outreach effort when the data was organized.

AUGUST 13, 1994, DENVER, COLORADO

A four-hour training session for the facilitation teams of the Tribal outreach effort was held at the CERT offices. Before this meeting began, there was a quick compilation of informational materials with data about CERT, CSU, and the Summit itself. This information was put into packets and each facilitation team was given an appropriate number of information packets. Once this was complete, a training was held on the actual process of the outreach workshops. This training was designed to bring the recruitment teams to an equal starting point. From this starting point each team would lead the same workshop and solicit the same information from each Tribe. A rough script was made and visual aides were discussed. At the closure of this

training, a time was set for an evening conference call to discuss each session daily. With that, the five facilitation teams separated to begin their travels to the Tribes.

AUGUST 20, 1994, DENVER, COLORADO

The facilitation teams and all the CSU Summit planning representatives met for an all-day session to discuss and organize the data gathered from the Tribal outreach effort. Led by Kim Alire Epley, the teams discussed where they had gone, who they had visited, some of the exciting and challenging points during the week, learnings and recommendations for future Tribal outreach efforts. After the reflective conversations, the group began work on organizing the massive amounts of information that was gathered from the Tribes. This effort to organize the data triggered more in-depth discussions of the needs and abilities that the Tribes had communicated to the Tribal recruitment teams. Because of the vast amount of data, complete organization was not possible at this six-hour meeting. A time was set for the next Summit planning update meeting, as well as an internal CERT session to finish organizing the data. At this point, many of the members of the facilitation teams were leaving to return to their respective parts of the country. This exodus of people included the CERT summer interns.

NEED FOR LIAISON

To begin my summer internship, I was given the assignment of summarizing a grant offered by the federal government which happened to address the very focus of the Tribal summit on human resource development. The grant offered by the Administration for Native Americans (ANA) Availability of Financial Assistance was looking to fund programs which strengthen the community's ability to achieve self-sufficiency, focusing on governance, economic development and social development. (See Appendix A). CERT, in linking the mandate from the Board of Directors to the goals of the ANA grant, saw the best possible way to reach its membership was to hold a Tribal Summit on Human Resource Development. My work this summer was to look at linking these two elements of the CERT mandate with the efforts of CSU, and develop and maintain a working relationship with the University. Thus, my work this summer was to be a liaison for the coordination of meetings and transfer of information to CSU on behalf of CERT. My counter part in this endeavor was Karen Sandoval-Mares an intern who acted as the liaison to CERT on behalf of CSU.

The responsibilities of my position as liaison varied. First, I was to maintain open and unstressed lines of communications between CERT and CSU. Second, I had the job of keeping the CERT staff updated on the progress of the preliminary work done by the task force for the Summit. Third, I was to help in the organization and implementation of the Tribal recruitment effort for the CERT member Tribes.

COMMUNICATIONS WITHIN CERT AND WITH CSU

Managing communications within the CERT organization to keep everyone abreast of developments in the Summit was an ongoing process. I took on the responsibility of briefing staff on the progress and decisions that were made during the meetings held with CSU. Many times this included the distribution of documents provided by CSU to CERT directors and/or project managers. Mainly, the staff was updated on the work done by the Tribal Summit planning team via meeting summaries on electronic mail. My working knowledge of computer systems and computer capabilities made the distribution of information flow easily and rapidly.

Communications with CSU were approached in an entirely different manner. Because of the distance between Denver and Fort Collins, meeting with the CSU liaison more than once every two weeks was not a viable option. Consequently, daily communication was done by phone and facsimile. Although the Comprehensive Education Director and the Director of NASS were accountable for the development of the Tribal Summit, the CSU liaison and I were responsible for maintaining a constant line of communication that was open, positive and productive.

TRIBAL RECRUITMENT EFFORT

As stated earlier, the Tribal recruitment effort was geared toward soliciting Tribal priorities and issues and making problem-solving opportunities possible through the Summit on Tribal Human Resource Development. The current technical and education needs of the CERT member Tribes were to become the basis for the content of the Summit. Each Tribal facilitation session held by the recruitment team conducted a current capabilities and needs assessment. It was followed with a creative brainstorming segment that asked for innovative solutions to the needs that the Tribes themselves identified. The sessions continued by identifying key players in different

arenas of human resource development. To conclude each of the sessions, relevant benefits and barriers to getting key players to attend the Summit in Denver were addressed.

Although the Tribal recruitment effort focused specifically on soliciting information that would determine the content of the Summit to be held in Colorado, there were other results. First, the Tribes who were visited had the opportunity to meet the people who they had only talked to on the phone. The CERT Board of Directors is made up of the Tribal leaders, but many Tribal employees do not have ongoing contact or information about the organization. Thus, another result of the outreach efforts, was an on-site Tribal introduction to CERT and a review of CERT's organizational objectives. Products of CERT's mandate to support and promote the training of a skilled and competent Native American work force, five members of the facilitation teams are alumni of the internship and TRIBES programs -- living proof of the work being accomplished by CERT's Comprehensive Education Program. One more result of this effort was the rejuvenated support among the various Tribes as members of the CERT organization.

To prepare for the Tribal recruitment effort, I was trained in the basic methods of facilitation as well as the second level of training called "Top Applications for Tribal Managers." From there, I learned to apply the procedures to lead the team visiting the northern tier of the Tribal recruitment effort. This route included five Tribes located in four different states: Yakama (WA), Coeur d'Alene (ID), Nez Perce (ID), Saginaw-Chippewa (MN) and Menominee (WI). Various representational and organizational responsibilities were given to me as a team leader. First and foremost, I was given the responsibility of representing the CERT organization and its Comprehensive Education Program. Second, I had the job of coordinating the logistics of my circuit. And third, I was to return from the trip with documentation of the five facilitated sessions and report about my experience.

The first task of representing CERT and the Comprehensive Education Programs was given to me because of my previous experience as both an intern and TRIBES alumnae. My previous experience with CERT exposed me to the general goals and focus of the CERT organization. This foundation of knowledge was of great help when I went out to visit the different Tribes, but I still encountered challenges in conducting the facilitated sessions. I felt extremely under-qualified for the responsibilities that I had been given. My lack of experience in dealing with Tribal leaders and representatives and my limited practical experience with the facilitation methods were the two main hurdles I was forced to overcome. While these were my own

personal weaknesses, they were counter-balanced by my co-facilitators' familiarity with Tribes. Both of my co-facilitators were also interns; one, a first-time summer intern who was from one of the Tribes we visited; the other was a seasoned summer intern of two years as well as a current year-long intern with the Department of Energy based in Washington, D.C. The alliance between these two young Native Americans and me in CERT's Comprehensive Education Programs proved to be an added asset among the Tribes as was evidenced by the warm reception we had among the majority of the five Tribes visited.

My second hurdle, my limited experience in using the facilitation methods, was not as easily overcome. CERT had placed the other interns and I in a "sink or swim" situation in applying our training. Up until the Tribal recruitment effort, I had always been a participant or the silent co-facilitator during facilitated sessions. I was now pushed out into a lead role where I was the main facilitator. I felt my only assets were the trust and confidence which both my mentor and the Director of Facilitation Services had in me; their support provided the psychological and emotional force that carried me through the week on the road.

CERT had introduced me to and made me aware of culturally appropriate methods that work effectively with different Tribal leaders and representatives. These methods included showing respect and courtesy for the traditional ways of each Tribe. For example, one form of respecting the traditional way of the Tribe was to ask the Tribal contact if the group would like to open and close the session with a prayer in their language. This very simple form of respect acknowledged, to the Tribal members gathered, that this encounter would focus on their traditions and ways. Another courtesy which was extended was to allot time for participants to respond to the questions. My experiences in a college classroom setting, which demands quick regurgitation of written information, was of absolutely no use in teaching me how to patiently and courteously wait for responses from the Tribal representatives. Honoring each person's response and the time needed to respond was a form of respect that was taught to me through my interactions with CERT. By the completion of the circuit, I had a deeper understanding of the proper and respectful ways of communicating and conducting myself when in a Tribal setting. Accompanying this learning was also a trial and error lesson that made me adjust the style, approach and mechanical aspects of my facilitation techniques in order to reach the underlying goal of accessing Tribally-defined topics for the Summit.

Logistics for the Tribal recruitment effort included finding co-facilitators for my circuit team, working with the Tribal contacts to arrange the meeting place, time and participants and, finalizing travel and lodging arrangements. Calling upon interns that I met the previous summer (as well as recruiting my roommate), I was able to get two co-facilitators for my circuit as well as find a co-facilitator for another circuit. Finding co-facilitators was the easy part. In securing a meeting place, time and participants, I had to rely solely upon the cooperation of the Tribal contacts whose names were give to me by CERT's Tribal Relations Director. I had not been to any of the five Tribal locations before, so the directions to and from the Tribal offices of each site were vital information gathered from these contacts. Travel arrangements and accommodations were also a challenge - arranging air, car and hotel accommodations for the two other interns and me was based upon my own experiences in travelling. Luckily my previous summer's internship, which took me to England, had prepared me to expect the unexpected and to be flexible in changing plans at the last minute. My third responsibility was to return from the circuit with the documentation from the Tribal recruitment effort. To fulfill this responsibility, I had to make sure that the manner in which my co-facilitators and I coordinated the sessions was done in such a way that all of the needed information was addressed by each Tribe. Setting the stage and contexting the sessions was the most difficult part of each meeting. No information would be obtained if the facilitators could not, one, explain the theory behind the Tribal Summit, and two, our reason for visiting and asking for information from the Tribes. Since my internship was focused on the Tribal Summit, I made sure to train both of my co-facilitators in the purpose of our visits. Once at the Tribes, documentation was done through the use of colorful flip charts that quoted the statements made by the participants, as well other flip charts that the participants created themselves. During the meetings, the co-facilitator documented the session in a more reproducible form by inputing the flipchart data into a computer.

Upon returning to Denver with the week's adventure and experiences foremost in my mind, I attended the final meeting on the last day of my internship. The documentation that was done at each of the Tribes was pooled and the first round of organizing the data was begun. During the six-hour session held on my last day at CERT, I was the only person from my team who attended the final meeting to report the findings of the Tribal recruitment effort. I was the link between the five CERT member Tribes which I visited and the Tribal Summit planning team. My responsibility was to clarify the data which my team had documented and to make sure that the data was interpreted in the manner it had originally been intended. After that

meeting, it took two more weeks of working to organize the data before it was in a usable format from which the sessions and foci of the Tribal Summit could be developed.

CONCLUSION

During this summer's internship as the CERT liaison for the development of the CERT Summit on Tribal Human Resource Development, I was challenged to raise my level of competency in dealing with Tribal issues and members. The training, skill development and experience with Tribal leaders, elders and members brought me to a point where being a team leader for the Tribal recruitment effort was possible. The overall evolution of the Summit was a process that took the cooperative work of personnel within CERT, CSU and all of the Tribes who shared their time with the CERT staff that participated in the Tribal recruitment effort. The model that documents this evolution can be used as a basis for future working conferences as well as a model in the proper methods of respectfully working with Tribal governments.

APPENDIX A

**SUMMARY OF
ADMINISTRATION FOR NATIVE AMERICANS
AVAILABILITY OF FINANCIAL ASSISTANCE
1994**

PRESENTED TO TRIBAL SUMMIT RECRUITMENT EFFORT TEAMS

**ADMINISTRATION FOR NATIVE AMERICANS
AVAILABILITY OF FINANCIAL ASSISTANCE
1994**

GOALS

Governance

Assist tribal and village governments, Native American institutions and local leadership to exercise local control and decision making over their decisions.

Economic Development

Development of stable, diversified local economies and economic activities which will provide jobs and promote economic well-being.

Social Development

Support local access to, control of and coordination of services and programs which safeguard the health and well-being of people, provide support services and training so people can work and which are essential to a thriving and self-sufficient community.
Goals accomplished through social and economic development strategies (SEDS)

SEDS Fundamental Principles

1. The local community and leadership are responsible for determining goals, setting priorities, and planning and implementing programs aimed at achieving those goals.
2. Strategies must balance governmental, economic and social infrastructure to move the community toward self-sufficiency.

"Governmental Infrastructure"

Includes the constitutional, legal, and administrative development requisite for independent governance.

"Economic Infrastructure"

Includes the physical, commercial, industrial and/or agricultural components necessary for a functioning local economy which supports the life-style embraced by the Native American community.

"Social Infrastructure"

Includes those components through which health and economic well-being are maintained within the community and that support governance and economic goals.

Project Requirements:

- Long range comprehensive plans to move toward social and economic self-sufficiency.
- Concrete, locally determined strategy to carry out a proposed project and fundable activities.
- Local long-range planning must consider the maximum use of all available resources which include: human, natural, financial and physical resources.
- How these resources will be directed to develop opportunities.
- Present a strategy for overcoming the local issues that hinder social and economic growth in the community.

BIBLIOGRAPHY

Application for Financial Assistance. U.S. Department of Health and Human Services Administration for Children and Families : Administration for Native Americans. (1994).

Federal Register. Part III : Department of Health and Human Services, Administration for Children and Families. Administration for Native Americans: Availability of Financial Assistance; Notice. Thursday September 9, 1993, vol. 58, No. 173.

Fiscus, C., & Sandoval-Mares, K. (1994) . Native American Program Development at Colorado State University. Colorado State University, Native American Student Services Program.

Planning Session for Education Summit: Working Document. Council of Energy Resource Tribes. (1994).

Portfolio Guide, University of Redlands, Alfred North Whitehead Center. University of Redlands.

SPECIAL THANKS

First of all, I would like to thank the Department of Energy for funding my summer internship, and CERT for being my host company.

I would also like to give extra thanks to the people in my life that have helped me to reach my personal and educational goals. My parents are always supporting me, emotionally and financially, no matter what city, state or continent I am living in! I would also like to thank CERT for this opportunity to work as a part of their family organization. My mentor, Lesley Jackson, aside from pushing me to my organizational, mental and physical limits, has also asked me tough questions about myself that I am still trying to answer. Kim Alire Epley has given me a friendly shove into developing my facilitation skills and has supported my attempts at being a facilitator. A. David Lester has shared with me his life experiences and in doing so, has given me hope in the search to define my own role in Indian Country. The intern coordinator, Janis Allen, has been a friend, counselor and confidant for the past two summers, and I consider her a true-blue friend. The rest of the CERT staff have all made me feel a part of the CERT family and have shared their knowledge, expertise and constructive criticism.

My last round of thanks must be extended to my roommate, Destiny Penney, for she was my best friend this summer. She shared her heritage, her experiences and a bit of her heart with me, and I will be forever grateful to have had the opportunity to have been her roomie!