ENGAGING WITH TRIBAL NATIONS

A PRACTICAL FRAMEWORK FOR NATIONAL LABORATORIES

BATTELLE


INL
Idaho National Laboratory

EXECUTIVE SUMMARY

Engagement with tribal nations is a responsibility grounded in history, law and respect for sovereign partners. It reflects not only legal obligations but also a commitment to being respectful and accountable partners. For national laboratories, this work is essential to mission success, regulatory compliance and long-term credibility.

This framework provides a clear and actionable approach to building and sustaining meaningful relationships with tribal nations. It integrates federal requirements, cultural understanding and operational guidance to support consistent and respectful engagement across laboratory activities.

Why this matters

Strong tribal engagement

- Builds trust and long-term relationships with sovereign tribal nations
- Supports compliance with DOE Order 144.1 and federal consultation requirements
- Improves project outcomes through early engagement and risk reduction
- Strengthens scientific work through the inclusion of Indigenous knowledge
- Expands workforce development and community partnerships
- Creates access for tribal nations to additional resources they would not have otherwise

What laboratories are expected to implement

- Establish a formal tribal engagement program with clear leadership and accountability
- Identify and engage tribal nations early in planning and decision-making
- Support Department of Energy-led consultation through timely, accurate and transparent communication
- Provide ongoing cultural competency training for staff
- Track engagement activities and outcomes to support continuous improvement

What success looks like

- Trusted and sustained relationships with tribal nations
- Early and consistent engagement across projects and programs
- Increased tribal participation in workforce and research initiatives
- Demonstrated alignment with federal requirements and tribal priorities

[1] This document follows Associated Press (AP) Style guidance in its use of terms such as Native American and Indigenous People/Peoples

FOUNDATIONS OF TRIBAL ENGAGEMENT

Developing cultural understanding

Understanding tribal engagement requires an understanding of the historical, legal and cultural context that shapes present day relationships.

These nations maintained deep relationships with their lands, waters and ecosystems that continue to inform cultural identity and stewardship practices today.

Later policies such as the Indian Reorganization Act began to restore elements of self-governance, many impacts of these earlier actions persist.

Tribal nations have reasserted their rights through advocacy, legal action and policy reform, strengthening self-determination and sovereignty. These cultural priorities continue to shape trust, expectations and engagement.

For laboratory staff members, cultural understanding is not about mastering history but recognizing its ongoing relevance and approaching engagement with humility, awareness and respect.

Tribal sovereignty

Tribal nations are sovereign governments with inherent authority to govern themselves. This sovereignty predates the United States and is recognized through treaties, federal law and court decisions.

Sovereignty includes the authority to establish governance systems, enact laws, manage lands and resources, and preserve cultural identity. It also defines the relationship between tribal nations and the United States.

This distinction is critical for national laboratories. Tribal nations are not stakeholders but sovereign governmental partners. In many cases, this relationship is not only comparable to but more complex and consequential than that of state or local governments.

Engagement must reflect this unique political and legal relationship by respecting tribal governance structures, decision-making processes and cultural protocols. It should also recognize that federal actions, including new laws and land management decisions, can directly affect tribal rights and interests.

Federal trust responsibility

The federal trust responsibility defines the legal and ethical obligations of the United States to tribal nations. This responsibility is rooted in treaties, statutes and longstanding federal policy.

Through treaties, tribal nations ceded vast lands in exchange for commitments that included protection, resources and services. These agreements are legally binding and continue to shape federal and tribal relationships.

The federal government is responsible for upholding tribal sovereignty, protecting tribal lands and cultural resources, providing essential services, and engaging in meaningful consultation when actions may affect tribal interests.

This framework underscores the importance of including tribal perspectives in decision-making and respecting their role as sovereign partners.

Role of national laboratories

National laboratories operate within a government-owned, contractor-operated model and support federal agencies such as the Department of Energy.

Laboratory responsibilities include identifying activities that may affect tribal nations, supporting consultation processes through accurate and timely information sharing and engaging early and consistently with tribal partners.

Equally important is understanding the boundary of that role. Formal consultation remains the responsibility of federal agencies. Laboratories support this process by facilitating engagement, improving transparency and enabling informed decision-making.

Place based context for engagement

Tribal engagement is inherently place based. Each laboratory operates within a region that is historically and culturally connected to specific tribal nations.

These connections shape expectations, priorities and relationships.
Effective engagement requires understanding which tribal nations are connected to laboratory sites, the historical context of those relationships and current partnerships.

This context informs how laboratories approach communication, consultation and collaboration. Engagement is strengthened when it reflects local histories, priorities and governance structures.

Cultural respect and Indigenous knowledge

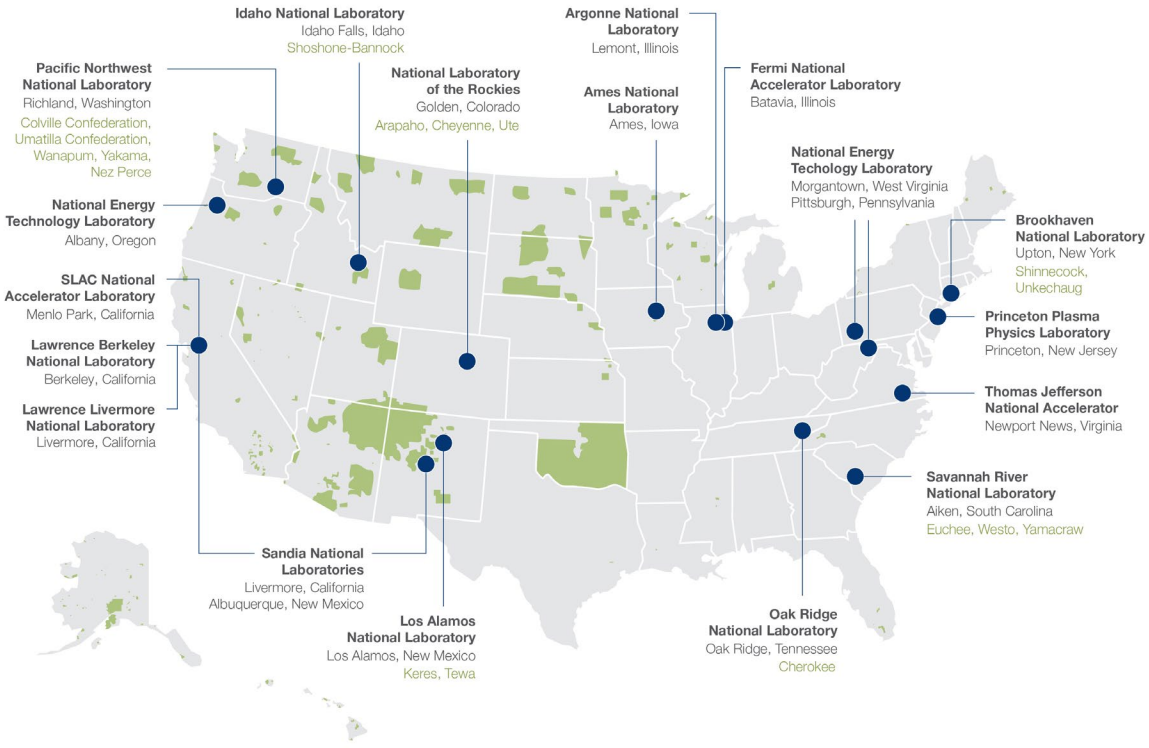
Cultural respect is a continuous practice that must be embedded in all engagement with tribal nations.

Each tribal nation has distinct traditions, governance structures and cultural protocols. Effective engagement requires awareness of these differences and a willingness to learn and adapt.

Indigenous knowledge systems provide valuable perspectives that complement scientific approaches, particularly in areas such as land stewardship, environmental management and long-term observation of ecosystems. Integrating these perspectives strengthens both research outcomes and relationships.

Respectful engagement includes recognizing sacred sites, understanding cultural values and acknowledging the historical experiences that shape present day interactions.

Map of US DOE National Laboratories and federally recognized Tribal Lands



This map is for demonstration purposes and not an exact representation.

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Building meaningful relationships

Strong relationships with tribal nations are built through consistency, transparency and respect over time.

Engagement should be approached as an ongoing commitment rather than a one-time interaction. Early involvement in projects, active listening and respect for tribal decision-making processes is essential.

Clear communication and follow through on commitments build credibility. Trust is developed through demonstrated actions over time.

By prioritizing long-term relationships, laboratories can create partnerships that are respectful and mutually beneficial.

PRINCIPLES FOR EFFECTIVE ENGAGEMENT

All engagement with tribal nations should be guided by the following principles:

Respect for sovereignty

Recognize tribal nations as sovereign governments and engage accordingly.

Early and ongoing engagement

Engage tribal nations at the earliest stages of planning and maintain communication throughout project life cycles.

Transparency and accountability

Provide clear and timely information and follow through on commitments.

Cultural respect

Honor cultural practices, protocols and perspectives in all interactions.

Building long-term relationships

Approach engagement as an ongoing commitment rather than a one-time requirement.

Compliance and ethics

Ensure all activities align with applicable laws, policies and ethical standards.

WHAT STRONG ENGAGEMENT LOOKS LIKE IN PRACTICE

Early project engagement

- **Strong approach:**
  A laboratory identifies potentially affected tribal nations during initial project scoping and reaches out before key decisions are made. Tribes are given time to provide input, and that input influences project design.
- **Weak approach:**
  Tribal nations are notified late in the process after major decisions are finalized, limiting meaningful input.

Communication and follow through

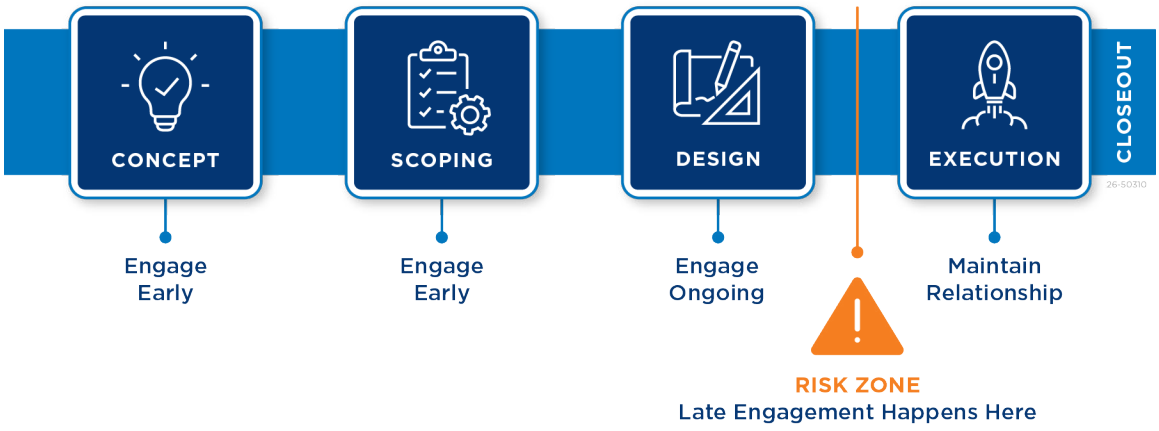
- **Strong approach:**
  The laboratory maintains regular communication, provides updates and follows through on commitments made during meetings.
- **Weak approach:**
  Communication is inconsistent and commitments are not tracked or fulfilled.

Incorporating tribal perspectives

- **Strong approach:**
  Tribal knowledge informs environmental assessments, land-use decisions or research design.
- **Weak approach:**
  Tribal input is collected but not meaningfully incorporated into outcomes.

National laboratories are already demonstrating effective models of tribal engagement across a range of activities, including consultation support, cultural resource stewardship, workforce development and formal partnerships. Selected examples from multiple laboratories are included in the appendices to illustrate how these principles are applied in practice.

PROJECT LIFECYCLE



HOW TO NAVIGATE COMMON CHALLENGES

Engagement with tribal nations involves practical complexities. Common challenges include:

- Engagement planning should account for tribal government processes and timelines
- Laboratories should coordinate with tribal partners to establish appropriate review periods, recognizing that standard federal timelines may not align with tribal decision-making processes, which often require 30-45 days or more
- Navigating diverse cultural protocols across tribal nations
- Addressing historical mistrust
- Managing competing priorities such as development and cultural preservation

Effective programs acknowledge these challenges and address them through early planning, flexibility and building sustained relationships.

BUILDING A TRIBAL ENGAGEMENT PROGRAM

A successful tribal engagement program requires intentional structure, leadership and resources.

Tribal engagement lead

Each laboratory should designate a tribal engagement lead who is responsible for:

- Developing and implementing engagement strategy
- Coordinating across programs and departments
- Supporting consultation processes
- Building and maintaining relationships with tribal nations
- Advising leadership on tribal engagement matters

The individual in this role should have experience working with tribal nations.

Cross-functional coordination

Tribal engagement should not be siloed. Effective programs involve coordination across:

- Environmental and cultural resources
- Legal and compliance teams
- Communications
- Human resources and workforce programs
- Scientific and technical organizations

Advisory structures

An advisory group including tribal representatives where appropriate can provide strategic guidance, feedback and accountability.

Resources and budget

Sustained engagement requires dedicated resources including funding for:

- Staffing
- Travel and meetings
- Training
- Community engagement activities

Allocating resources signals institutional commitment and enables consistent engagement.

CULTURAL COMPETENCY AND TRAINING

Ongoing training is essential to effective engagement.

Training should include:

- Tribal sovereignty and governance
- Federal trust responsibility
- History of federal Tribal policy
- Cultural protocols and practices
- Protection of cultural and sacred sites
- Differences between Western science and Indigenous knowledge systems
- Where possible, provide training specific to the tribal nations connected to or adjacent to laboratory sites. For example, the Idaho National Laboratory is within the Shoshone-Bannock Tribes' accustomed and traditional use area. Such training helps staff members understand tribal perspectives.

Training should be continuous and tailored to the regions and tribal nations relevant to each laboratory.

COMPLIANCE AND LEGAL FRAMEWORK

All engagement activities must comply with applicable federal laws, regulations and Department of Energy policies. This includes, but is not limited to:

- National Historic Preservation Act
- Native American Graves Protection and Repatriation Act
- National Environmental Policy Act
- American Indian Religious Freedom Act
- Archaeological Resources Protection Act
- DOE Order 144.1, "Department of Energy American Indian Tribal Government Interactions and Policy"

Engagement shall be conducted in a manner consistent with Executive Order 13175, "Consultation and Coordination with Indian Tribal Governments," which affirms the federal government's commitment to regular and meaningful consultation with tribal governments and respect for tribal sovereignty.

Compliance is the baseline. Effective and meaningful engagement extends beyond compliance to build trust and partnership.

PLACE-BASED ENGAGEMENT

Effective engagement requires:

- Identifying tribal nations connected to laboratory sites
- Understanding historical and contemporary relationships
- Tailoring engagement approaches to each tribal nation

Laboratories should maintain up-to-date internal resources that document regional tribal context and relationships (See appendix A).

MEASURING SUCCESS AND CONTINUOUS IMPROVEMENT

Effective programs track progress and adapt over time.

Key indicators may include:

- Number and quality of engagement activities
- Timing of engagement relative to project milestones
- Tribal feedback and satisfaction
- Participation in workforce and research initiatives

Continuous improvement requires listening to tribal nations, evaluating outcomes and adjusting approaches accordingly.

CONCLUSION

Engagement with tribal nations requires sustained commitment, cultural understanding and institutional accountability.

By recognizing tribal nations as sovereign partners, engaging early and consistently, and aligning with federal responsibilities and tribal priorities, national laboratories can build relationships that strengthen community outcomes and scientific missions. This work is ongoing and success depends on consistent actions over time.

The following appendices provide examples and reference materials drawn from national laboratory efforts to support effective engagement with tribal nations. These examples illustrate a range of approaches, including cultural resource management, workforce partnerships, and formal agreements, and are intended to complement the framework presented in this document.

Appendix A

Tribal context by laboratory location

Brookhaven National Laboratory (Upton, New York)
Brookhaven National Laboratory is located in a region historically associated with the Shinnecock and Unkechaug (Poospatuck) Nations, part of the Algonquian-speaking peoples. These tribal nations maintain a long-standing presence in the region and continue to uphold their cultural traditions, governance systems and connections to ancestral lands.

Savannah River National Laboratory (South Carolina/Georgia region)
The Savannah River region reflects a complex Indigenous history, including the presence of the Westo, Yamacraw and Euchee peoples. While some of these groups no longer exist as distinct political entities, descendant communities maintain cultural ties to the region, contributing to the broader historical and cultural context that informs engagement today.

Oak Ridge National Laboratory (Tennessee)
Oak Ridge National Laboratory is located on lands traditionally associated with the Cherokee people, including the Cherokee Nation, the Eastern Band of Cherokee Indians and the United Keetoowah Band of Cherokee Indians. These tribal nations maintain enduring cultural and historical connections to the region.

National Laboratory of the Rockies (Golden, Colorado)
The region surrounding Golden, Colorado, is historically connected to the Ute, Arapaho and Cheyenne peoples. These tribal nations maintain longstanding cultural ties to the land and continue to engage in efforts related to stewardship, resource management and community development.

Los Alamos National Laboratory (New Mexico)
Los Alamos National Laboratory is located in a region historically inhabited by Pueblo peoples, including Tewa- and Keres-speaking communities such as San Ildefonso, Santa Clara and Cochiti. The area also reflects the legacy of Ancestral Pueblo peoples, representing a continuous cultural presence and connection to the land.

Idaho National Laboratory (Idaho)
Idaho National Laboratory operates on lands historically connected to the Shoshone and Bannock peoples, collectively known as the Shoshone-Bannock Tribes. With the Fort Hall Reservation located nearby, these tribal nations maintain strong cultural, historical and contemporary connections to the region and are active partners in engagement and stewardship efforts.

Pacific Northwest National Laboratory (Washington)
The region surrounding Pacific Northwest National Laboratory is historically associated with several tribal nations, including the Wanapum, Yakama Nation, Nez Perce Tribe, Confederated Tribes of the Umatilla Indian Reservation and Confederated Tribes of the Colville Reservation. These tribal nations maintain deep cultural ties to the land and play an important role in ongoing stewardship and engagement efforts.

Appendix B

Example tribal engagement lead job description

This appendix provides a sample job description for a Tribal Engagement Lead role.

It includes a position summary, key responsibilities such as program strategy, relationship-building, consultation support, cultural competency training and performance tracking, as well as required and preferred qualifications.

This resource is intended to support laboratories in hiring or designating a qualified individual to lead tribal engagement efforts.

Job title

Tribal engagement lead

Position summary

The tribal engagement lead serves as the primary advisor and coordinator for developing, implementing and sustaining a comprehensive Tribal Engagement program at the Idaho National Laboratory (INL). This role is critical in aligning INL's operations, research and outreach with the principles of tribal sovereignty, federal trust responsibilities and Battelle's philosophy of simultaneous excellence. The lead is responsible for fostering long-term, respectful and mutually beneficial relationships with Native American tribes, ensuring compliance with relevant federal policies and integrating Indigenous knowledge into INL's mission and practices.

Key responsibilities

Program development and strategy

- Lead the creation and evolution of a strategic framework that guides tribal engagement across INL.
- Establish and promote foundational principles, guiding principles and clear engagement objectives.

Relationship building

- Serve as INL's primary point of contact for tribal engagement, building trust-based relationships with tribal governments, organizations and community representatives.
- Facilitate regular, meaningful communication and engagement opportunities with tribal nations.

Consultation support and legal alignment

- Ensure compliance with treaties, federal laws, DOE Order 144.1, Battelle's and the laboratory's internal policies.
- Coordinate with federal agencies to support consultation without superseding federal responsibilities.

Integration of indigenous knowledge and perspectives

- Promote the incorporation of indigenous ways of knowing and traditional ecological knowledge in research, monitoring and lab initiatives.

Education, workforce and economic pathways

- Develop and support programs that expand access to internships, scholarships, STEM education, job training and workforce development for tribal communities.

Cultural competency and internal training

- Design and implement internal training to enhance cultural awareness and support respectful engagement practices across INL.

Monitoring, reporting and continuous improvement

- Establish and track engagement metrics; lead the preparation of progress reports and adapt strategies based on performance and tribal feedback.

Qualifications

- Demonstrated experience working directly with tribal nations, preferably in areas of consultation, tribal relations or intergovernmental affairs.
- Deep understanding of tribal sovereignty, federal trust responsibilities, treaty rights, and the importance of historical and cultural contexts.
- Experience in navigating both tribal and federal systems to foster collaborative partnerships.
- Proven ability to lead cross-functional initiatives and work effectively across scientific, regulatory and community-based environments.
- Strong communication, facilitation and relationship-building skills.

Preferred

- Knowledge of DOE Order 144.1, National Environmental Policy Act processes and relevant executive orders.
- Familiarity with indigenous knowledge systems and environmental stewardship principles.
- Bachelor's or master's degree in public policy, tribal governance, environmental science or related field.

Appendix C

Listening Session

To develop a better understanding of the Tribal Nations and their needs, national laboratories can conduct listening sessions. This framework, a result of collaboration between Pacific Northwest National Laboratory, Idaho National Laboratory, and Los Alamos National Laboratory for the DOE Office of Science, includes the following:

Internal Assessment

- Identify team members and existing relationships with Tribal Nations and laboratory
- Determine relevant staff with connections to tribes and the laboratory
- Through the research mentioned above, learn about the Tribes' governance, leadership and cultural norms.
- Utilize existing relationships to facilitate communication and introductions.

Transparent Communications

- Clearly frame initial contact and set expectations/goals for listening sessions.
- Prepare a facilitation guide and list of questions, ensuring cultural relevance.
- Share questions with participants beforehand and provide scheduling options.
- Conduct a preliminary session with an existing partner to refine the process.

Conducting and Following Up

- Conduct the listening session
- Ensure all participants understand they don't need to be an expert in each other's areas and experiences.
- Include discussions on lab operations and potential opportunities for tribal nations.
- Follow-up with gratitude, outreach materials, and connection to lab personnel, discussing future outreach opportunities if relevant.

Appendix D

Pacific Northwest National Laboratory

Protecting Special Places through Tribal Relations

National efforts for inclusive engagement in decision-making

Kelsey Adkisson, PNNL

Media Contact: PNNL News & Media Relations

For two generations, the momentum of the environmental movement has raised awareness and inspired involvement, leading to major U.S. environmental policies that protect special natural and historical places. Pacific Northwest National Laboratory (PNNL) has been part of that effort for decades, helping federal agencies apply these policies and working with the affected communities.

"In the 1960s, important historical and environmental places were being threatened by development," said Ellen Kennedy, a PNNL earth scientist and anthropologist. "Across the country, major projects were impacting archaeological sites. These places have cultural and historic significance to American Indian Tribes."

PNNL's cultural resources team has worked on tribal relations projects across the country to navigate potential impacts and polices related to complex energy siting efforts.

"With the increased need for more inclusive engagement, along with the Biden Administration's Memorandum on Tribal Consultation and Strengthening Nation-to-Nation Relationships, we continue to provide our expertise to support this important issue," said Ann Miracle, risk and environmental assessment group manager at PNNL.

Navigating the overlap between energy siting and traditional tribal lands or cultural property can be complex, and requires a deep understanding of historical, cultural, and religious areas that are important to each tribe. PNNL's cultural resources team has worked on projects from coast to coast—a few of the many examples are highlighted below.

Power plants, fish, and tribal relations

The North Anna Power Plant lies on the shores of Lake Anna in the heart of Virginia. It generates 17% of the state's electricity, and in 2003 the plant was looking to expand its footprint. For generations, the Pamunkey Tribe has fished for shad in the Pamunkey River, which is fed by Lake Anna 60 miles upstream.

The Pamunkey Indian Tribe recognizes shad as a resource that is considered to be a traditional cultural property—fishing is an integral part of their culture and defines who they are as a people. The Tribe has a subsistence fish hatchery where they raise shad. They were concerned that the power plant expansion might have a negative effect on the headwaters of the Pamunkey River and the fish.

In 2009, PNNL worked with the U.S. Nuclear Regulatory Commission (NRC) to support outreach, communications, and consultations to understand if the proposed power plant expansion could potentially impact the lives and culture of the Pamunkey Indians.

“The cultural resources team works closely with federal agencies and tribal communities to assess impacts to traditional, cultural, and religious importance, as well as sacred sites” said Kennedy.

The PNNL team rigorously evaluated potential impacts under the umbrella of cross-cutting policies such as the National Environmental Policy Act (NEPA) and the National Historic Preservation Act (NHPA). Based on a thorough tribal engagement process, the NEPA analysis was broadened to encompass unique tribal values. Detailed analysis showed that expanding the power plant’s footprint would not adversely impact the fish that the community has relied on for generations.

“The most important aspect of our work is making sure that tribal values related to resources of concern are included in the environmental decision-making process from start to finish,” said Kennedy. “Making sure all voices are heard is absolutely important and results in improved cultural and historic resources impact analysis and environmental decision-making.”

NEPA, NHPA, and tribal relations

Many tribes have a long heritage of conducting their own environmental evaluations for decision-making, which includes consideration of future generations.

In terms of U.S. policy, the heavy hitter is NEPA. This legislation casts a wide net that includes evaluating potentially impacted tribes, along with environmental justice issues. For 45 years, PNNL has partnered with the U.S. Department of Energy (DOE), NRC, federal and state agencies, and industry to engage with stakeholders for regulatory decision-making related to large, complex federal construction projects.

“Cultural resources that are left behind transcend to people today,” Miracle said. “Ultimately, we want to preserve, protect, and understand the past in order to make way for a more inclusive future.”

In addition, the NHPA requires that each federal agency identify and assess the potential effects of actions on historic places. As with NEPA, PNNL has supported these efforts for decades, stemming from work developed at the DOE’s Hanford Site.

PNNL is overseen and managed by the DOE Pacific Northwest Site Office (PNSO), which is also subject to the NHPA. PNNL manages a Cultural Resources program that assists PNSO with overseeing and managing compliance for research, operations, and facility construction where activities have the potential to affect cultural resources. For example, PNNL’s Marine and Coastal Research Laboratory has historical ties to the S’Klallam Tribe, while numerous tribes have historical ties to the land around the PNNL Richland and Sequim campuses.

Hanford Roots, National Reach

Long before the Hanford Site in Washington State became synonymous with the Manhattan Project, the land was home to American Indian people who lived in and around the region for at least the past 12,000 years. Archaeological remains and culturally important places are dispersed across the landscape and along the Columbia River where hunting, fishing, gathering, and other important cultural practices occurred.

Today, American Indian descendants of the area's original inhabitants continue to use portions of the Hanford Site for traditional cultural purposes and to access traditional resources and places. These descendants include the Wanapum People and members of the Yakama Nation, Nez Perce Tribe, Confederated Tribes of the Umatilla Indian Reservation, and the Confederated Tribes of the Colville Reservation.

With a long heritage and deep ties to the Hanford Site, these regional Tribes have been part of the Cold War era cleanup and protection of resources for the past four decades. The Tribes, PNNL, and DOE have worked together on efforts including archaeological surveys and excavations, documentation of traditional places, oral histories, and the development of Tribal-specific risk scenarios. While PNNL's archaeology, tribal engagement, and cultural expertise was honed at Hanford, it has expanded nationally to help navigate potential impacts from proposed energy siting.

About PNNL

Pacific Northwest National Laboratory draws on its distinguishing strengths in chemistry, Earth sciences, biology and data science to advance scientific knowledge and address challenges in energy resiliency and national security. Founded in 1965, PNNL is operated by Battelle and supported by the Office of Science of the U.S. Department of Energy. The Office of Science is the single largest supporter of basic research in the physical sciences in the United States and is working to address some of the most pressing challenges of our time. For more information, visit the DOE Office of Science website. For more information on PNNL, visit PNNL's News Center. Follow us on Twitter, Facebook, LinkedIn and Instagram.

Pacific Northwest National Laboratory. (2021, April 16). Protecting special places through tribal relations. https://www.pnnl.gov/news-media/protecting-special-places-through-tribal-relations

Appendix E

Los Alamos National Laboratory

Through the **Native Workforce Partners (NWP) Initiative**, LANL Foundation is supporting one of the first regional Tribal workforce collaboratives in the nation. NWP brings together fifteen Tribes, Nations, Pueblos, and Native-led nonprofits across New Mexico and Ysleta del Sur Pueblo in Texas to expand culturally grounded education, training, and career opportunities.

With fiscal sponsorship from the New Mexico Community Trust, NWP is building the infrastructure and partnerships needed to:

- Strengthen Tribal workforce programs and providers,
- Coordinate with employers, schools, and state partners to expand access,
- Leverage federal, state, and philanthropic funding, and
- Create inclusive career pathways for Native youth and adults.

The LANL Foundation has supported NWP since 2023 by providing technical assistance, funding access, and backbone coordination. Together with partners like the New Mexico Department of Workforce Solutions and the W.K. Kellogg Foundation, this initiative has already mobilized over **$1 million in new funding** to advance Tribal workforce development.

By connecting peer programs across Pueblos, Tribes, and Nations, NWP amplifies Native expertise and cultivates a shared vision for sustainable economic opportunity rooted in community and culture.

Los Alamos National Laboratory. (n.d.). About LANL. https://lanl.jobs/about/about-lanl

Appendix F

Memorandum of Understanding

Memorandum of Understanding Between Battelle Energy Alliance, Limited Liability Company *(Management and Operations Contractor for the Idaho National Laboratory)* and The Shoshone/Bannock School District #537 for Cooperation

To Enhance Educational and Career Technical Job Opportunities for Tribal Students

The purpose of this Memorandum of Understanding (MOU) is to describe certain mutual understandings between Battelle Energy Alliance, LLC (BEA), which is the management and operations contractor of the Idaho National Laboratory (INL) under Contract No. DE-AC07-05ID14517 with the United States Department of Energy (DOE), and the Shoshone-Bannock School District#537 (District) regarding intentions of BEA and the District (collectively, referred to herein as "Participants") to collaborate and facilitate a career technical education and job placement program for tribal students.

The Participants intend that coordination and discussions between the Participants are to be on the basis of mutual benefit and reciprocity.

RECITALS

WHEREAS BEA and the District desire to work together to advance career technical education leading to higher education and or job placement for tribal students through both collaborative education opportunities, work-based learning, and co-development of academic curriculums.

WHEREAS BEA and the District bring unique capabilities and resources to bear in a cooperative educational endeavor and choose to share those collaboratively.

WHEREAS it is mutually deemed sound, desirable, practicable, and beneficial for BEA and the District to assist each other to make this MOU work.

THEREFORE, this MOU builds upon the capabilities of each institution to form a demonstration project for career technical education, STEM pathways, and job placement of tribal students that would not otherwise be possible nor affordable by the efforts of one of the Participants alone.

Article 1: OBJECTIVES

The intended objective of this MOU is to facilitate a collaboration between BEA and the District to establish career pathways leading to job placement in industrial mechanical technician and trades-operations technician jobs; create a pipeline to higher education; and implement a grade 6-12 STEM curriculum leading to a STEM-school designation by the State of Idaho. The Participants agree to offer these opportunities to all eligible tribal students that reside in the service area of the Fort Hall Reservation and all other students that reside within the boundaries of the Fort Hall Reservation. The Participants agree that notwithstanding any other provision of this MOU, neither this MOU nor any provision of this MOU is or shall be construed or interpreted to be contractual or otherwise legally enforceable in any way by or against either Participant.

Article 2: AREAS OF COOPERATION

Areas of cooperation include, but are not limited to, the following:

2.1 Development of a Strategic Plan of Action.

2.2 Development of academic curriculum and training to meet the workforce pipeline needs of INL.

2.3 Creation of work-based learning opportunities at INL for 11th and 12th graders.

2.4 Development of career pathways for STEM starting in the 2021-2022 school year.

2.5 Sharing of technology, equipment, and/or working spaces to advance career technical education in the District.

2.6 Staff exchanges between District and INL.

2.7 Development of proposals for Federal (other agencies), DOE, State, or Non-Governmental Organizations (NGOs) financial assistance to advance STEM and career technical education in the District.

Additional topics of potential cooperation may be considered based on mutual written consent by the Participants.

Article 3: MANAGEMENT OF THE COOPERATION

This MOU is an evolving collaboration requiring the information to be updated yearly. The Coordinators or their designees(s) are to record and track the progress related to this MOU and collect periodic status reports. In order to meet the strategic long-term objectives as detailed in the Strategic Plan of Action (to be developed and included as Addendum A to this MOU), Participants will determine annual targets and progression of collaboration each year, through annual addendums to this MOU, starting in school year 2021-2022. This MOU is intended to foster annual milestones to increase existing collaboration with the Participants and does not limit expanded future collaborative endeavors. Each Participant should conduct the activities contemplated by this MOU in accordance with all applicable laws, regulations, and other requirements to which it is subject.

Article 4: FINANCIAL OBLIGATIONS

Except as the Participants may otherwise agree in writing, each Participant is to be responsible for the costs it incurs in participating in cooperative activities under this MOU. The conduct of cooperative activities under this MOU is subject to the availability of personnel, appropriated funds, and other resources. Nothing in (i) this MOU or (ii) discussions or correspondence leading up to or relating to this MOU creates any legally binding obligations between the Participants.

Independent Entities

The Participants understand that nothing contained herein is intended to authorize any Participant to bind or act for, or assume any obligations or responsibilities on behalf of, the other Participants. The Participants do not intend for this MOU to create any responsibility or liability for an indebtedness or obligation of the other Participants. In no event is this MOU intended to be construed to create a partnership, joint venture, alliance, or any other affiliation between the Participants.

Consent

This MOU is not intended to commit nor obligate the Participants to provide any products, to perform any services, or to accept any responsibilities without the other Participant's prior written consent.

Article 5: INFORMATION AND INTELLECTUAL PROPERTY

If it appears that cooperative activities under this MOU result in the creation of intellectual property, the Participants should enter into a written legal agreement that structures the cooperative relationship associated with the intellectual property.

Article 6: DURATION, AMENDMENT, AND TERMINATION

6.1 Activities under this MOU may commence upon signature and continue unless discontinued in accordance with Paragraph 3 of this article. This MOU may be modified or extended by mutual written consent of the Participants.

6.2 The Participants intend that any questions of interpretation or implementation relating to this MOU arising during its term are to be resolved by consultations between them.

6.3 This MOU may be discontinued at any time by mutual written consent of the Participants. Alternatively, either Participant that wishes to discontinue its participation in this MOU should endeavor to provide at least [90] days advance written notice to the other Participant.

6.4 The Participants 1mderstand that BEA may assign or transfer this MOU to a successor contractor to manage and operate the Idaho National Laboratory or to its designee without notice or prior consent.

The shared vision of this MOU is to provide Shoshone-Bannock tribal students with a culturally responsive STEM education including high-quality work-based learning opportunities that will prepare them to enter the workforce. Cultural sensitivity and relevance will be at the center of the goals and actions of this MOU. This MOU and all associated activities reflect our commitment to INL's core values of building an inclusive and diverse workforce and demonstrating honesty and professionalism.

These overarching goals guide the collaboration between Shoshone-Bannock School District and Idaho National Laboratory:

- Implement high-quality STEM curriculum in grades 6-12 leading to STEM school designation through the established accreditation process of the Idaho State School Board of Education.
- Design coursework and provide instruction, work-based learning opportunities and job assistance for Shoshone-Bannock tribal students. Create pipelines and pathways in industrial mechanical technology and construction/trades at Shoshone-Bannock Jr./Sr. High School leading to high demand, high-quality job opportunities.
- Create STEM and teacher education work-based learning opportunities and pathways into higher education for tribal students.

To achieve these goals and within the areas of cooperation identified in Article 2 of the MOU, we have established the following model of operations outlining the contributions of each participant.

Evaluation

In the first 3 years of this MOU, an evaluation team with a representative from Shoshone-Bannock School Board, Battelle Energy Alliance and Department of Energy-ID will perform an on-site annual review with written evaluation beginning June 2022.

While this MOU is intended to be a long-term collaboration without a specified end date, milestones and deliverables have been established to determine progress with key check points toward a return on investment within the first 3 years. There is an acknowledgment by each party that the initial larger investments of time and resources within the first three years of the collaboration will eventually lead to demonstrated success and a long-term sustainable program. On June 20, 2024, participants will evaluate progress toward goals of a successful and sustainable program and adjust investment as needed and create new milestones and deliverables at that time.

Instructors

Throughout the development and implementation of this program, all project coordinators and instructors must meet all necessary requirements for working with K-12 students, including but not limited to background checks conducted by the Shoshone-Bannock School District #537, holding or working toward appropriate teaching endorsement through the Idaho State Department of Education Certification Department, and staff development through Shoshone-Bannock School District #537.

Collaboration Targets

Shoshone-Bannock School District

Milestone Description	Timeline
Form STEM School Leadership Team and attend presentations and strategic planning meetings with STEM Action Center desio-nee.	June 2021
Provide access to INL staff to set up and conduct a three3-year research case study of program with white paper, research base, and findings to share with interested stakeholders and establish program as a demonstration site and participate in this process.	August 2021- May 2024
School faculty to attend STEM School Designation Journey presentation and participate in school strategic planning session to create three-year plan.	June 28-30, 2021
Provide current inventory of machinery, equipment and supplies in former FIELDS Lab and other related construction/trades tools, equipment and sunn]ies at Sho-Ban School Jr./Sr. High School.	June 30, 2021
Provide master course schedule including assigned year-long class(es) for year 1 of both Industrial Mechanics Technology and Construction Trades prolTTams for academic year 2021-22 for incoming 11th ITTaders.	July 31, 2021
Provide new teacher orientation and training for CTE instructors/project coordinators.	August 2021
Participate in Educurious STEM leadership cohort professional development for year one (three sessions in 2021-2022) provided by Idaho State Board of Education. Work with INL Education Program Manager and STEM AC coach to set annual goals and implement strategies to progress on indicators of success found on Cognia STEM school rubric.	October 2021- May 2022
Assist with recruiting and placement of students for paid INL work-based learning experiences, scholarships, and internships.	February 2022- August 2022
Provide master course schedule, including assigned year-long classes for year one and year two of both Industrial Mechanics Technology and Construction Trades programs, for academic year 2022-23 for incoming 11th graders and 12th graders.	June 2022
Sho-Ban School District Superintendent and School Board Chair to participate in annual program review and evaluation.	June 2022
Participate in Educurious STEM leadership cohort professional development for year two and implement with full staff in 2022-23 provided by Idaho State Board of Education. Work with INL Education Program Manager and STEM AC coach to set annual goals and implement strategies to progress on indicators of success of Cognia STEM school rubric.	June 2022- June 2023
Assist with recruiting and placement of students for paid INL work-based learning experiences, scholarships, and internships.	February 2023- August 2023

Milestone Description	Timeline
Sho-Ban School District Superintendent and School Board Chair to participate in annual program review and evaluation.	June 2023
Participate in Educurious STEM leadership cohort professional development for year three and implement with full staff in 2023-24 provided by Idaho State Board of Education. Work with INL Education Program Manager and STEM AC coach to set annual goals and implement strategies to progress on indicators of success found on Cognia STEM school rubric. Set up accreditation/evaluation for Fall 2024.	June 2023- June 2024
Assist with recruiting and placement of students for paid INL work-based learning experiences, scholarships, and internships.	February 2024- August 2024
Sho-Ban School District Superintendent and School Board Chair to participate in annual program review and evaluation.	June 2024

Collaboration Targets

Idaho National Laboratory

Milestone Description	Timeline
INL provides paid onsite tribal student internship within Environmental Support and Services Division.	June 2021-August 2022
Post and hire up to 2 project coordinators with Sho-Ban School Board representative on interview committee. Successful candidates for these positions must have demonstrated experience working with Native American students, meet requirements including industry experience requirements for entering the Idaho CTE teacher endorsement program,and meet requirements for working with K-12 students in a school setting. Project coordinators to report to INL K-12 Education Program Manager with primary work location at Sho-Ban Jr./Sr. High School. Project Coordinators will participate in necessary Th1L training and Sho-Ban School district professional development.	Placement at Sho-Ban Jr./ Sr. High School August 2021
Coordinate with Idaho STEM Action Center and Sho-Ban School District Superintendent to provide consultation, resources and support for STEM school designation. Participate in strategic planning for Sho-Ban Jr./Sr.. High School. Consult on curriculum and instruction implementation.	June 2021-ongoing until accreditation
Provide staff and resources to set up three-year research case study of program with white paper, research base, and findings to share with interested stakeholders and establish program as a demonstration site.	June 2021-May 2024
Develop scope and sequence of skills and competencies for year one of both the Industrial Mechanical Technician and Construction Trades pipeline programs. INL will consult and coordinate with ISU's ESTEC program for Industrial Mechanical Technician and with CEI's CTE program for Construction Trades pipeline program coursework and curriculum development	September 2021
Project coordinators will enroll and make adequate progress in the online Inspire Ready CTE instructor courses and work with mentor provided by the State Department of Education CTE department.	September 2021-August 2022
Identify equipment and materials needs "with sources or vendors and coordinate acquisition .. installation, and maintenance of equipment, materials and supplies for both the Industrial Mechanical Technician and Construction Trades pipeline programs.	October 2021-November 2022
Implement year curriculum and instruction for juniors and identify work-based learning summer placements and INL, mentors for both pipeline programs.	August 2021-August 2022
INL to sponsor tribal student scholarship program for students in teacher education program	February-April 2022
Provide INL paid six-week summer work-based learning experiences for students successfully completing year one coursework in pipeline programs.	June 2022-August 2023

Milestone Description	Timeline
INL Deputy Lab Director{or designee), INL K-12 Education Program Manager and Project Coordinators to participate in annual program review.	June 2022
Develop scope and sequence of skills and competencies for year two of both the Industrial Mechanical Technician and Construction Trades pipeline programs. INL will consult and coordinate with ISU's ESTEC program for Industrial Mechanical Technician and with CEI's CTE program for Construction Trades pipeline program coursework and curriculum development.	August 2022
Implement year two curriculum and instruction for juniors and identify work-based learning summer placements and INL mentors for both pipeline programs.	August 2022-August 2023
Project coordinators will make adequate progress in the online Inspire Ready CTE instructor courses and work with mentor provided by the State Department of Education CTE department.	September 2022-August 2023
INL to provide job placement assistance and mentoring for students who successfully complete established pipeline programs.	June 2023
INL to sponsor tribal student scholarship program for students in teacher education program	February 2023
Provide INL paid six-week summer work-based learning experiences for students successfully completing year one coursework in pipeline programs.	June 2023-August 2023
INL Deputy Lab Director (or designee), INL K-12 Education Program Manager and Project Coordinators to participate in annual program review.	June 2023
INL to provide job placement assistance and mentoring for students who successfully complete established pipeline programs.	June 2024
INL to sponsor tribal student scholarship program for students in teacher education program.	February-April 2024
Provide INL paid 6-week summer work-based learning experiences for students successfully completing year one coursework in pipeline programs.	June 2024-August 2024
Project coordinators will successfully complete the online Inspire Ready CTE instructor courses and work with a mentor provided by the State Department of Education CTE department to attain Idaho teaching endorsement.	September 2023-June 2024
INL Deputy Lab Director or designee, INL K-12 Education Program Manager and Project Coordinators to participate in annual program review.	June 2024

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