



Final Report for Peer TA Activity # 169

Welfare Peer Technical Assistance Site Visit
Quileute Tribe Department of Human Services

La Push, Washington

February 23rd and 24th, 2009

Prepared for:
The Administration for Children and Families
Office of Family Assistance



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I. SITE VISIT BACKGROUND

A. Overview

This Welfare Peer Technical Assistance (TA) Network site visit was conducted to support the Quileute Tribe Department of Human Services in developing policies and procedures regarding transporting students on educational site visits. This Welfare Peer TA Network site visit was conducted on behalf of the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance. To support this goal, The Welfare Peer TA Network worked with Ms. Claude Endfield, Chair of the Early Childhood Program at Northland Pioneer College in Holbrook, Arizona. Ms. Endfield has provided extensive technical assistance around policies and procedures on behalf of the Administration for Children and Families to other Tribes and communities. Ms. Nicole Earls, TANF Coordinator for the Quileute Tribe, was the technical assistance requester. Initial work on the policies and procedures had taken place between Ms. Endfield and Ms. Earls via phone and email prior to the site visit taking place. The Welfare Peer TA Network was represented by Ms. Jacqueline Thomas of the Dixon Group and Ms. Katie Caldwell of ICF International, Inc.

The site visit took place on February 23rd and 24th, 2009 at the Quileute Department of Human Services office in La Push, Washington. Over the course of the two day visit, Ms. Endfield worked with Ms. Earls and other staff to further develop the Department's policies and procedures for transporting students.

B. Background

The Quileute Tribe Department of Human Services is the recipient of a Tribal TANF/Child Welfare Coordination Grant which funds the Youth and Family Intervention project (YFI). The tribe is currently in the third year of its grant, which is expected to continue through September 29, 2011. One YFI activity is providing trips for students ages 12 to 19 to visit higher education institutions such as universities, community colleges, and technical schools. Each trip is chaperoned by parents, community members, and tribal staff. Parental or Guardian support is crucial to students who are trying to decide whether or not to pursue higher education. Planning and logistical concerns have necessitated the development of clear, consistent policies and procedures for transporting the students, chaperones, and YFI staff.

The Quileute Tribal TANF program has an average caseload of 50-60 cases of which 13 to 17 cases are child-only cases. Many of the families served by the Quileute Tribal TANF program are headed by a teen parent.

II. SITE VISIT SESSIONS

A. Tour of La Push and Forks

The site visit began with a tour of La Push and the surrounding area. The Tribal TANF program serves enrolled members of Federally-recognized Indian Tribes or Alaska Native Villagers who live within the service area, which includes the reservation in La Push and surrounding areas located in Clallam County, Washington. The reservation is one mile square and is located on the Pacific coast. Ms. Earls guided the visitors on a tour of the reservation and explained the services provided in La Push. The tour included the Quileute Department of Human Services office which houses the TANF, domestic violence, Low Income Home Energy Assistance Program (LIHEAP), food vouchers, and General Assistance programs. The Welfare Peer TA team was also shown the Tribal offices, community center, senior center, Tribal school, Tribal court, and commodities warehouse. The reservation also provides public housing, a health and dental clinic, and a newly built child development center which also houses the Head Start program. For additional social service and other daily needs, La Push residents must travel to Forks, located 14 miles east of the reservation. The closest public school is located in Forks as well as services such as Food Stamps, child care subsidies, and medical assistance.

B. YFI Program Overview

Ms. Endfield, Ms. Earls, Ms. Thomas, Ms. Caldwell, Ms. Betty Taaffe, Human Services Director, and Ms. Nancy Sigo, Youth and Family Advocate, discussed the YFI program, its successes, and the challenges staff has faced in implementing the goals of the program. The staff has been successful in planning a number of educational visits to local community, Tribal and state colleges in the area, however they would like to increase the number of trips taken. The main challenge that the YFI program has experienced that necessitated the site visit was a lack of clear policies regarding transportation of students and the field trips. Recently, concerns were raised while on a trip that made it clear to YFI staff that policies and procedures for the trips needed to be in place. As noted, the

Tribe faces a high rate of teen pregnancy which often prevents teens from pursuing higher education. In addition, many of the Tribe's teens are very connected to the reservation and are encouraged by their families and friends not to leave. The Tribe's culture and history were also discussed.

C. Policy and Procedure Review and Development- Session 1

Later that afternoon, the group convened to work on the policies and procedures. Ms. Earls distributed the YFI's most recent Semi-Annual Performance Report and grant continuation application for everyone's reference.

An earlier communication between Ms. Endfield and Ms. Earls led Ms. Endfield to develop a checklist of questions for Ms. Earls to use while further developing the policies and procedures for transporting students, chaperones, and staff. Ms. Endfield and Ms. Earls worked together to read through the checklist, brainstorm, make updates to policy suggestions, and review Ms. Earls' draft materials and offer feedback and suggestions. Some of the issues discussed included:

- Documentation requirements that are needed before a trip is taken;
- Insurance and liability issues;
- Trip rules;
- Orientation for chaperones;
- Requirements for chaperones; and
- Other considerations such as if chaperones or students would be allowed to bring another child (for example, a nursing infant).

At the end of the day, Ms. Earls printed out the work she had done on the policies and asked each attendee to review the draft materials overnight and provide feedback on the next day.

D. Policy and Procedure Review and Development- Session 2

The group met again the next morning to continue work on the policies and procedures. Ms. Endfield reviewed the policies and procedures Ms. Earls had drafted the day before and provided feedback. The draft items were revised and expanded, and additional issues were identified that needed to be addressed by the policies and procedures. These included discussing the best method to handle a parental chaperone with a criminal record, tobacco use by adult chaperones on the trip, and specific requirements to qualify as a chaperone.

Ms. Sigo joined the group later in the morning and distributed some samples of documents the YFI program was currently utilizing. The documents included a permission slip, travel rules, chaperone rules and requirements, and a trip advertisement. Ms. Endfield reviewed the documents and suggested Ms. Earls add a few points to the policies and procedures that were present in the current documents.

III. NEXT STEPS

Ms. Earls was able to complete a majority of the policies and procedures during the site visit. Once she has cross referenced other Tribal policies and procedures and finished the document, she will work with Ms. Endfield to review and finalize the transportation policies and procedures. Following Ms. Endfield's review, and then a subsequent review by a Tribal legal representative, Ms. Earls will submit the document to the Quileute Tribal Council for final review and approval. Once Ms. Earls has received final approval from the Tribal Council, the policies and procedures will be implemented.

Based on feedback from the site visit participants, the one-on-one time was very helpful in the creation of the policies and procedures. The Welfare Peer TA Network was excited to have hosted this successful event and looks forward to continued collaboration opportunities with the Quileute Tribe. Further materials related to this event are located on the Welfare Peer TA Web site, located at <http://peerta.acf.hhs.gov/>.

APPENDIX A:
AGENDA



**Welfare Peer Technical Assistance Network Site Visit
Tribal TANF-Child Welfare Coordination Project:
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FEBRUARY 23RD, 2009

- 11:00-12:00 PM TOUR OF LA PUSH
- Introductions
- Location: Meet at Quileute offices
- 12:00pm- 1:00 PM MEET FOR WORKING LUNCH
- Receive overview of program from Nicole
- Location: To be determined on site
- 1:00 – 1:30 PM TRAVEL BACK TO QUILUTE OFFICES
- 1:30 – 2:00 PM OVERVIEW OF EXISTING POLICIES
- Claude to provide feedback on existing drafts
- Location: Quileute Offices, Conference Room
- 2:00 – 4:00PM COOPERATIVE WORK ON QUILUTE POLICIES
- Location: Quileute Offices, Conference Room

FEBRUARY 24TH, 2009

- 8:30am -12:00pm ADDITIONAL COOPERATIVE WORK ON QUILUTE POLICIES
- Location: Quileute Offices, Conference Room

**APPENDIX B:
PARTICIPANT LIST**



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