



Tribal TANF Leadership Symposium

August 5-6, 2014

Summary Report



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James Butler, Federal Project Officer

Renee Rainey, Project Manager

Patrick Heiman, Task Lead



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ADMINISTRATION FOR

CHILDREN & FAMILIES

Office of Family Assistance

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Overview

The U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF), Office of Family Assistance (OFA), Division of Tribal Temporary Assistance for Needy Families (TANF) Management hosted the *Tribal TANF Leadership Symposium* (Symposium) on August 5-6, 2014 at the Hyatt Regency in Crystal City, Virginia. The Symposium brought together Tribal TANF program administrators and tribal leaders to dialogue about key issues facing Tribal TANF programs. Symposium attendees were provided with opportunities to engage with their peers and experts from the field to discuss best practices and the latest research, as well as to plan ways to improve TANF programming for low-income families in their communities. This report summarizes highlights from the *Tribal TANF Leadership Symposium*.

Day One

Welcome and Introductions

- **Mark Greenberg**, Acting Assistant Secretary, Administration for Children and Families, U.S. Department of Health and Human Services
- **Susan Golonka**, Acting Director, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services
- **Felicia Gaither**, Ph.D., Director, Division of Tribal TANF Management, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services

Susan Golonka welcomed participants to the Symposium and noted that the two day meeting would be an opportunity to exchange ideas, engage in peer learning, and share strategies and challenges around moving low-income, native families towards self-sufficiency. She commented that, while tribes face a vast array of challenges, there is a tremendous level of staff commitment and community assets to draw from to face these issues – a fact she observed recently while visiting tribal nations in Wisconsin. Ms. Golonka then introduced Dennis Zotigh, who provided opening prayer and song. Mark Greenberg followed Mr. Zotigh's opening and discussed former Director Dr. Earl Johnson's departure from the Office of Family Assistance (OFA). Mr. Greenberg noted Dr. Johnson's contribution to strengthening Tribal TANF programs, particularly in selecting Dr. Gaither to lead the Division of Tribal TANF Management.



Dennis Zotigh provides the opening prayer and song

Listening Session

- **Mark Greenberg**, Acting Assistant Secretary, Administration for Children and Families, U.S. Department of Health and Human Services



- **Lillian Sparks Robinson**, Commissioner, Administration for Native Americans, Administration for Children and Families, U.S. Department of Health and Human Services
- **Susan Golonka**, Acting Director, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services
- **Felicia Gaither**, Ph.D., Director, Division of Tribal TANF Management, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services

In her opening remarks, Dr. Gaither announced that OFA approved the Omaha Tribe of Nebraska's TANF application, making it the 69th active Tribal TANF program (see **Appendix A**). She reiterated that this meeting was an opportunity to share challenges, best practices, and recommend changes in policies/programs. While OFA does not have the power to alter some issues, such as funding, it can channel resources to certain areas that will improve program services. For example, at last year's OFA National Tribal TANF Summit in Denver, Colorado, tribes expressed a need for online trainings on TANF 101. Dr. Gaither announced that in response to this request, OFA is preparing to rollout two online training modules in early October 2014 – one focused on Tribal TANF data management the other dealing with the basics of Tribal TANF.

The listening panel was an opportunity for tribes to voice their questions, comments, and concerns to ACF leadership. Specifically, Mr. Greenberg stated that, through the listening panel, OFA wants to hear about tribes' technical assistance (TA) needs, experiences, successes, and challenges. He added that, while ACF has awaited reauthorization of TANF for several years, it is helpful to hear recommendations and challenges related to changing the law. Below are selected and summarized comments from Tribes at the meeting:

- There is interest in accessing more skill and strength based barrier assessment tools that support long-term career pathways.
- Tribes (Cook Inlet Tribal Council) highlighted some success in using subsidized employment to place participants in employment but would like additional resources on this topic. Specifically, participants raised questions about the possibility of classifying subsidized employment participants as "work experience" in lieu of "work ready".
- Tribes requested more autonomy in making hiring decisions for Tribal TANF programs and accelerating approval for 477 equipment purchases.
- Participants raised questions on how TANF funds can subsidize child welfare programming.
- There is a need for more guidance on working with foster care funding.
- Tribes were extremely interested in any updates regarding TANF reauthorization. OFA did not have updates on reauthorization at the time of the Symposium but advised tribes that they are interested in hearing challenges with the law that can inform the discussion when Congressional hearings on reauthorization begin.
- Tribal TANF (Salt River Pima-Maricopa Indian Community) staff changes have resulted in some confusion as to when programs undergo audits. Dr. Gaither directed tribes to use OFA's audit compliance supplement.
- A question was raised (San Carlos Apache) regarding any final response to the 2010/2011 U.S. Government Accountability Office (GAO) report – this document outlined concerns that Tribal TANF offices and OFA were not communicating with regional offices or offering tribes the



chance to convene and peer share. OFA continues to respond to GAO regarding concerns raised in this report.

- There is a need for TA on the new Office of Management and Budget (OMB) Super Circular¹ that will come into effect in December 2014.
- Tribes (Torres Martinez Desert Cahuilla Indians) inquired whether changes in reporting to OFA were on the horizon. States will use form 196R in FY2015 and this might give tribes guidance on future reporting requirements. In terms of informing TANF reauthorization, OFA reiterated that tribal input on challenges to reporting would be beneficial. OFA and the Administration for Native Americans (ANA) both stated their priority in having streamlined and useful data.

Telling Your Future Story Introduction

- **Jodi Pfarr**, President, J. Pfarr Consulting

In preparation for the peer-to-peer mentoring session, Ms. Pfarr discussed the importance of envisioning each Tribal TANF program's "future story". Each program is faced with day-to-day challenges and frustrations. Ms. Pfarr referred to this understanding of what things are and feel like in the present as "concrete" experiences. For a program to succeed, time must be made to think in the "abstract", to keep oriented to the future, even while being forced to deal with daily concrete problems. Part of this abstract thinking involves envisioning how we want programs to ideally operate in the future. Ms. Pfarr asked participants to note both concrete program challenges as well as ideas for future programming as they engaged in peer-to-peer sharing. Later in the day, participants referred to these notes during the *Telling Your Future Story Workshop* where they brainstormed steps for pursuing future program development plans.



Ms. Pfarr discusses concrete vs. abstract experiences

Structured Peer Roundtables

Symposium attendees had the opportunity to engage with diverse groups of peers during this roundtable session, which was designed to feed into the next session—*Telling Your Future Story*. As they dialogued with peers, attendees were encouraged to record ideas that they would like to implement in their communities, without feeling limited by the potential barriers to implementation. Topics discussed included:

- Economic development;
- Homelessness;
- Job creation;

¹ See <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>



- Reporting, audits, and data collection;
- Substance abuse and mental health; and
- Subsidized employment.

Following the networking opportunity, participants shared their “lessons learned” and “lessons shared”. The session provided a shared understanding of challenges facing Tribal TANF programs and tribal communities, and provided numerous strategies for addressing these challenges. Select responses are summarized below:

- Tribes are using drug testing within their TANF programs, some upon application or initial assessment.
- Tribes are exploring new opportunities for economic development, including USDA grants and training in subsistence activities.
- Tribal TANF programs are providing “responsible renter” education to those who require rental assistance more than once.
- Tribal TANF programs are building collaborations within their communities.
- Some programs have seen great success in using a peer mentorship model.
- Multi-step assessments and counseling for all participants have been used to better identify barriers and ensure client success.
- Many Tribal TANF programs are interested in work experience, subsidized employment, career counseling, and career pathways.
- Substance abuse is a key issue that programs are addressing through drug and alcohol assessments for all incoming clients, and moving forward, once per year. Some programs are contracting with licensed clinicians for these assessments.
- Tribal TANF programs are engaging in a variety of methods to address transportation barriers.
- Native American Housing Assistance and Self-Determination Act (NAHASDA) funds are available to purchase and construct low-income rental housing.
- Recognition of client success is key to helping to build their confidence.



Lessons “Shared” and “Learned” from the Structured Peer Roundtable

Telling Your Future Story Workshop

- **Jodi Pfarr**, President, J. Pfarr Consulting

Building off her introduction earlier in the day, Ms. Pfarr continued describing the implications of “present” and “future-based” mental models. Most agencies, TANF and otherwise, spend the majority of their energy managing and mitigating the challenges of day-to-day activities – the “now” as described



by Ms. Pfarr. While agencies must address and honor the “now” issues in order to operate, to grow and succeed as an organization requires taking time to envision how staff want their organization to develop in the future. Ms. Pfarr led participants in an activity where they initially identified large, overarching program goals (e.g., 100 percent reduction of participant substance abuse addiction). Symposium participants next placed stars next to the various goals ranking their importance by urgency – how critical was it to program success – and passion – how motivated were staff to see this goal accomplished. Once participants identified the goal they wished to pursue, Ms. Pfarr directed the group to “plan backwards,” a process of choosing the actions that will most efficiently assist them in achieving their goals. Participants also identified a series of success indicators for each of their goals over a one to three year timeframe. As the final activity, participants used an implementation template (see **Appendix B**) provided by Ms. Pfarr to map out the roles, timeline, budgetary constraints, challenges, and other factors associated with one of their success indicators.

Throughout her presentation of the workshop activities, Ms. Pfarr discussed how concepts such as future mental models, planning backwards, and priority setting have implications for how caseworkers interact with TANF staff. She described how the same goal setting activity done by the Symposium participants could be used with TANF participants. As many TANF participants think in the concrete or the “now”, helping them think in the abstract, envision their future story, and plan backwards helps create participant buy-in and motivation.



Participants work on their “Future Story” implementation plans

Community Resilience through Emergency Preparedness and Safety

- **Monte Wallace**, Program Analyst, Office of Human Services Emergency Preparedness and Response, Administration for Children and Families, U.S. Department of Health and Human Services

Mr. Wallace shared practical information on developing family, organizational, and community-wide emergency plans. Regardless of the level, plans should be REAL:

- Realistic;
- Easy to Understand and Implement;
- Appropriate to your needs; and
- Linked to the plans of your agency and partners.

The goal of any plan is to provide of Continuity of Operations (COOP) by allowing essential functions to continue and protecting staff and key property. For a plan to be effective there needs to be a leader who is authorized to make decisions and spend funds. Phone trees, or other communication strategies, must be in place to maintain contact throughout an emergency. Additionally, social media platforms are



effective at spreading messages quickly in disaster situations. The plan should also include equipment that will assist in carrying out essential functions and copies of all vital records.

When making a plan, there are many resources available to assist including community-based tribal emergency planners, county emergency management offices, and state emergency management offices. ACF can also assist with emergency preparedness and disaster recovery. To connect with one of the 10 Regional Emergency preparedness specialists, one can email OHSEPR@acf.hhs.gov.

Following a disaster, social service agencies should be prepared to serve more clients with fewer staff. There is also increased incidence of trauma, child abuse, substance abuse, and mental health issues following a disaster situation. During this time, additional Memorandums of Understanding (MOUs) may need to be developed with organizations within the community. Preschool age children are particularly vulnerable during disasters. They should be allowed to talk about the event and ask questions. Adults should be open and honest with children and provide them with ongoing opportunities to discuss their concerns. Additionally, the Office of Human Services Emergency Preparedness and Response (OHSEPR) at ACF can assist in developing community-level child and youth task forces that coordinate the emergency response efforts of any organization within a community that works on children's services.

For tribal communities interested in furthering their emergency preparedness, there are funding opportunities available through ACF's Administration for Native Americans. These include the Social and Economic Development Strategies (SEDS) and Environmental Regulatory Enhancement (ERE) grants.

Day Two

Workshop: Tribal Maternal, Infant, and Early Childhood Home Visiting Program

- **Moushumi Beltangady**, Senior Policy Advisor, Office of Early Childhood, Administration for Children and Families, U.S. Department of Health and Human Services

Ms. Beltangady provided an overview of the Tribal Maternal, Infant and Early Childhood Home Visiting Program (MIECHV). Her presentation included an overview of home visiting models currently being implemented, opportunities for collaboration with State and Tribal partners, and strategies to enhance and build capacity in Tribal TANF home visiting programs.

Home visiting is an evidence-based service delivery strategy in which a service provider visits an expectant parent or a parent/primary caregiver of a young child on a regular basis either in the home or in a location that is deemed safe and comfortable. Ms. Beltangady noted that while home visiting does not have to take place in the home, there are modules in some programs that would benefit from taking place in the home (e.g. home safety as part of the SafeCare program). During a visit, the home visitor shares information, links families to community resources, and provides a support network, all within the cultural context of the family. In tribal communities, home visiting is aligned with cultural values of connecting with and taking care of "one's own".



Funded out of the Patient Protection and Affordable Care Act of 2010, the MIECHV and Tribal MIECHV programs were designed to improve coordination of services for at-risk communities. State grantees are required to implement one of the 14 evidence-based home visiting programs that are outlined on the Home Visiting Evidence of Effectiveness web site (HomVEE)². All grantees, state and tribal, must conduct a community needs assessment and report on 36 benchmarks. While there are no income requirements for participation, the participants must reside in an at-risk area.

There are currently 25 Tribal MIECHV grantees crossing three cohorts and 14 states. In the first year of the grant, the Tribal MIECHV must conduct a needs and readiness assessment and develop an implementation plan. In years two through five of the grant, the grantees must implement the plan and collect data on the required benchmarks and their rigorous local evaluation. The evaluation component is flexible, but should be designed to answer a question relevant to their community.

Tribal MIECHV grantees have more flexibility in implementing their programs because there are no evidence-based models for home visiting in tribal communities; instead, they must implement a program that has been labeled a “promising approach.” A promising approach includes: a state evidence-based model; a promising model for the general population; a model that was developed for tribal communities; or a model that the community develops themselves. The models being implemented include:

- Parents as Teachers;
- Nurse Family Partnership;
- Family Spirit;
- Parent Child Assistance Program;
- Healthy Steps;
- Healthy Families America; and
- SafeCare Augmented.

MIECHV Program Goals

Through high-quality, evidence-based home visiting services to pregnant women, expectant fathers, and parents and primary caregivers of children birth to kindergarten entry, promote:

- Improvements in maternal and prenatal health, infant health, and child health and development;
- Increased school readiness;
- Reductions in the incidence of child maltreatment;
- Improved parenting related to child development outcomes;
- Improved family socio-economic status;
- Greater coordination of referrals to community resources and supports; and
- Reductions in crime and domestic violence.

² Home Visiting Evidence of Effectiveness (HomVEE) web site: <http://homvee.acf.hhs.gov>

Ms. Beltangady outlined six steps for selecting a home visiting program that would meet the needs of an individual community. The HomVEE web site is a valuable resource for many of the steps outlined below:

1. Consider the community needs and readiness for home visiting;
2. Conduct a literature review;
3. Learn what it takes to implement the models;
4. Talk to current implementers;
5. Consider how to make the model fit the needs of the community. Consider if it will need to be adapted, enhanced, or if it can be implemented as-is; and
6. Select a model.

Ms. Beltangady closed her presentation by presenting opportunities to incorporate home visiting into Tribal TANF programs. There are opportunities to provide home visiting services using TANF funds. Tribal TANF programs can also partner with Tribal MIECHV or State MIECHV grantees in their communities. When considering these options, it is important to note that MIECHV grantees cannot mandate participation.

Workshop: The Intersection of Tribal Courts and Tribal TANF

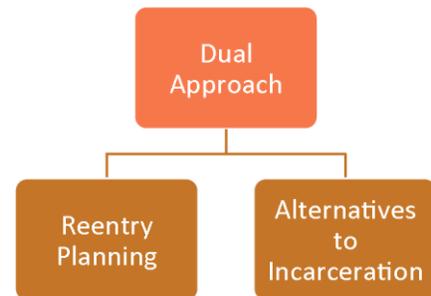
- **Aaron Arnold**, Director, Tribal Justice Exchange, Center for Court Innovation
- **Brett Taylor**, Deputy Director, Technical Assistance, Center for Court Innovation

During this session, Symposium attendees heard from speakers from the Tribal Justice Exchange at the Center for Court Innovation, an organization funded by the U.S. Department of Justice, and a national leader in justice system reform. Representatives from the Center have visited 50 Tribes in the last 67 years to promote collaboration between the tribal justice system, TANF programs, and other partner agencies. The speakers began by ascertaining that the majority of attendees regularly work with individuals from a state/county system while very few are involved in pre-entry and/or cognitive work with clients. Participants also shared their most common obstacles working with re-entering individuals:

- Background checks;
- Access to housing;
- Access to education;
- Access to transportation; and
- Access to treatment centers.

Mr. Arnold and Mr. Taylor stated that the incarceration rate for Native Americans is 38 percent higher than the national incarceration rate. They also noted that Native Americans are arrested at twice the rate of other populations, and tend to receive longer sentences than non-Native Americans. The speakers pointed out that Native Americans who are incarcerated are typically drug-users and/or low-level dealers, are

Figure 1 – Dual Approach to Working with Previously Incarcerated





mentally ill, were juvenile offenders, or experienced a history of trauma (abuse, sexual violence, or neglect). The speakers also highlighted research that argues that recidivism is not helped by incarceration, and that 75 percent of incarcerated individuals return to jail after initial release. They noted that it costs over \$31,000 to incarcerate one person annually, and stated that electronic home monitoring, day reporting, or supervision probation would be cheaper and more productive alternatives to incarceration.

The speakers shared a dual approach (see **Figure 1**) for working with re-entering populations. They highlighted the importance of conducting evidence-based assessments to identify criminogenic risks and needs in preparation for reentry, as well as the importance of addressing needs during incarceration and after release. The speakers did note that this model is not necessarily suitable for sex offenders. The speakers provided examples of specific initiatives that organizations could implement to work with incarcerated populations who are re-entering. These included:

- **Family Therapy:** This type of program is intended for an individual who may be clean/sober upon release, but may be returning to a home with drug users. A family therapy program would involve all household members to prevent relapse.
- **Close-to-Home Program:** This type of program is geared towards juvenile offenders who are home from school in the afternoon when their parents are still at work. Close-to-home programs are structured to fill this time of day with intensive programming to engage and occupy the youth for about four months.
- **Cognitive Behavioral Therapy:** This type of program is meant to strengthen individual's ability to analyze and avoid conflict. The goal of cognitive behavioral therapy is to develop and test the ability of an individual to cope with a simulated situation in a way that would not result in incarceration.
- **Court-to-College Program:** This type of program seeks to identify individuals in jail who have a vision to pursue higher education. A Court-to-College Program would partner with Admissions Offices at local community colleges to provide one-on-one mentoring during the application and financial aid process.

The speakers spent the remainder of the session exploring alternatives to incarceration. They highlighted that these alternatives are often aligned with traditional tribal practices of collaborative resolution. The alternatives to incarceration included:

- **Problem-Solving Courts:** Examples include Drug Courts, Mental Health Courts, and Community Courts, to name a few. These initiatives are still being researched, but have demonstrated positive outcomes within certain communities.
- **Community Justice:** This initiative involves community members and addresses community-wide issues with the support of justice system staff.
- **Peacemaking:** This initiative was drawn from traditional tribal dispute resolution practices as a method to be incorporated into the local court systems. Peacemaking emphasizes



Mr. Arnold and Mr. Taylor discuss problem-solving courts



problem-solving beyond than just the individuals involved in a specific event, drawing on families and community to address underlying causes of behavioral challenges.

Plenary: Homelessness

- **Eric Oberdorfer**, *Research Associate, Housing Assistance Council*
- **Linda Lee Retka**, *Lead Training & Technical Assistance Specialist, National American Indian Housing Council*
- **John McLaughlin Ed.D.**, *Education Program Specialist, Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, U.S. Department of Education*
- **Joyce Silverthorne**, *Director, Office of Indian Education, Office of Elementary and Secondary Education, U.S. Department of Education*

Mr. Oberdorfer began the plenary by providing an overview of the Housing Assistance Council (HAC) followed by an examination of rural and tribal homelessness across the nation. He described some of the complexities of rural homelessness, including how it is not evenly distributed within a state or county and that those experiencing homelessness may be both those who are literally without housing stability or those with precarious housing situations. Quantifying rural homelessness is also problematic as, due to strong kinship networks and “doubling up” – the tendency to have multiple families under one roof—it is difficult to ascertain who is homeless. He described rural and tribal homelessness as similar – both experience persistent poverty, inadequate housing conditions, and, as described above, overcrowding of housing. One third of all homes on Native lands are overcrowded. According to Mr. Oberdorfer, having an accurate count of homeless numbers in Indian Country helps tribes better plan for coordinating services in their communities and improves their ability to access funding. Greater knowledge of homelessness also provides insight into the challenges facing Tribal TANF participants. He closed his presentation by directing the audience to various resources, including HAC’s [toolkit](#), *Conducting Homeless Counts on Native American Lands* and emerging funds under the Homeless Emergency Assistance and Rapid Transition to Housing (HEARTH) Act.

The next speaker, Ms. Retka, began her presentation with an overview of funding available to tribes via the Native American Housing Assistance and Self-Determination Act (NAHASDA) and Indian Housing Block Grant (IHBG). Central to these funding sources is the understanding that, to best meet their housing needs, tribes need flexibility in how they provide supportive housing. She advised that partners such as TANF, child welfare, and housing, look for ways to maximize resources, particularly since there are a wide range of activities eligible for funding under supportive housing (e.g., support for disabled individuals, crime prevention activities, employment training, etc.). She continued her presentation by highlighting a number of such partnerships – such as Red Lake Supportive Housing (for individuals with significant disabilities) – while also detailing how these partner agencies utilize multiple sources of funding to share costs. She concluded her presentation with a discussion on emerging funding opportunities for tribes under the Veterans Affairs Supportive Housing (VASH) program. Previously unavailable to tribes, VASH funds, in partnerships with Veterans Affairs, will allow tribes to issue tenant or project based housing vouchers to eligible veterans. Only four tribes currently access VASH funds so she encouraged tribes to begin coordinating with their Public Housing Agency immediately in preparation for accessing these funds and issuing vouchers.

The final presenters, Ms. Silverthorne and Mr. McLaughlin, gave an overview of federal “Indian Education” efforts followed by an in-depth discussion of the McKinney-Vento Homeless Assistance Act. After highlighting



some of the tribal focused interagency efforts underway involving HHS and the Department of Education (including an online [module](#) for the State Coordinators' Handbook on "Strengthening Services for Native American Students"), the speakers outlined the main themes of the McKinney-Vento Act. The purpose of McKinney-Vento is to promote education access, stability, and quality for homeless children and youth. The speakers discussed the role local liaisons play in the implementation of McKinney-Vento (identifying and supporting homeless youth), eligibility for services, the process for school selection and enrollment, and other federal services available to homeless youth.

Questions and Answers:

- **Question:** Are there any programs that offer help to medium income people? Elders? Low-income loans? For tribes with diverse needs in the community?
 - Yes, under NAHASDA, you can serve eligible participants at or under 80 percent of the national medium income. There is the ability to provide services to individuals between 80 and 100 percent of the median income if it is outlined in the Indian Housing Plan. Essential families, as defined by the Tribal Plan, can also be served.

Plenary: Using Program Evaluation and Data to Enhance Program and Service Delivery

- **Jorge Lopez**, TANF Executive Director, Torres Martinez Desert Cahuilla Indians
- **Carlette Randall**, MSW, Senior Native American Specialist, JBS International, Inc.
- **Malia Villegas**, Ph.D. Director, Policy Research Center, National Congress of American Indians

During this final plenary session, symposium attendees learned about the Strategic Roadmap for Collaborative and Effective Evaluation to Improve Child Welfare Programs, which provides a framework for developing culturally appropriate and scientifically rigorous evaluations in Tribal child welfare communities (see **Figure 2**).

Dr. Malia Villegas noted that the strategic roadmap introduces a process to not only encourage conversation about evaluation, but also serves as a lever to work through ways to think about improving programs that interact with families and communities. Three workgroups were convened to help meet these goals.

Respectively, the workgroups aimed to:

- Conceptualize the framework;
- Calculate the costs of Child Welfare Services; and
- Support Child Welfare Evaluation in and with Tribal Communities.

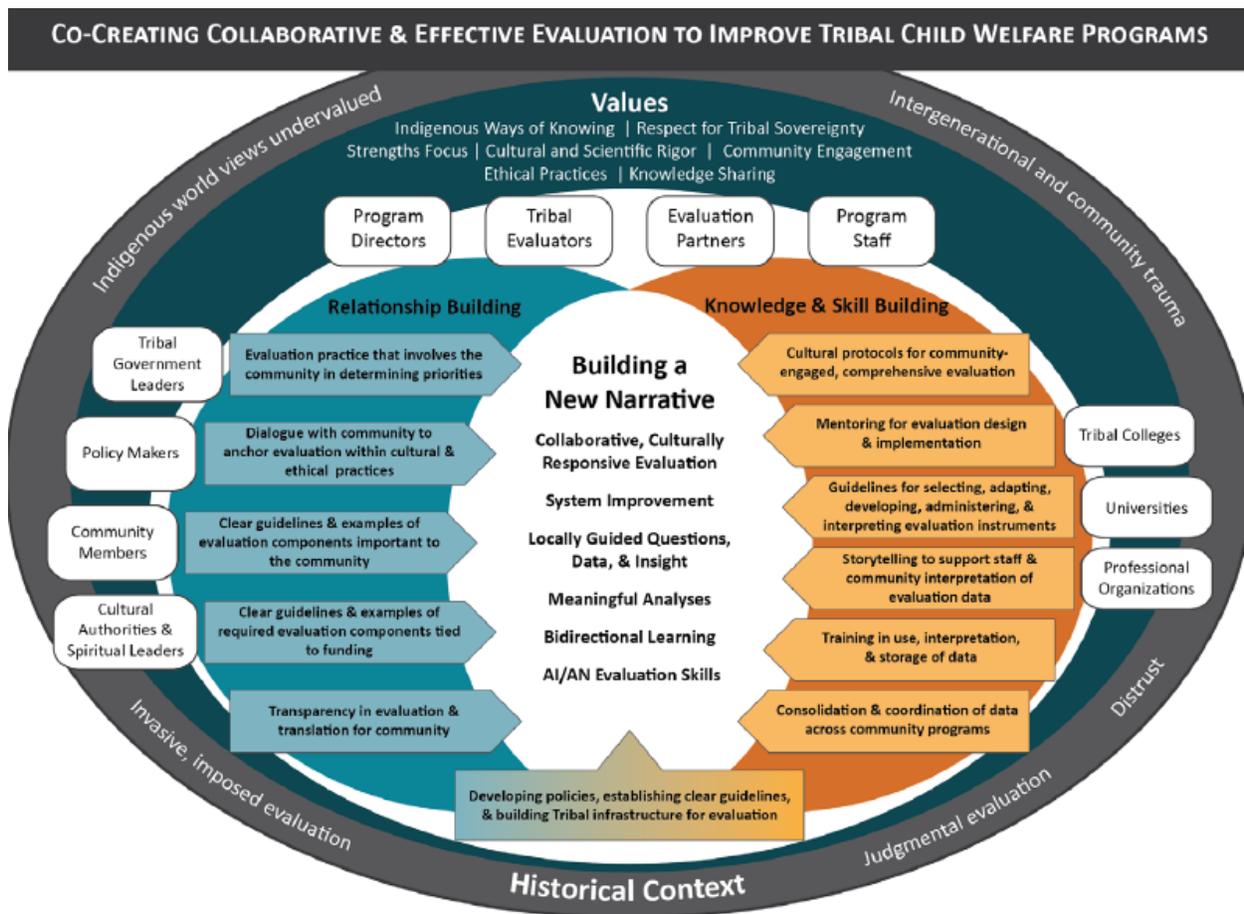
Dr. Villegas described each layer of the strategic roadmap:

- **Historical Context:** This gray outermost layer ensures that evaluation is a useful, positive way to highlight what works well within a program and where improvement is needed. Incorporating historical context will demonstrate the value of indigenous worldviews and prevent distrust and judgmental evaluation.
- **Values:** This piece supports indigenous ways of knowing, respect for tribal sovereignty, community engagement, and knowledge sharing.



- **Stakeholders:** The white bubbles throughout the roadmap represent the engagement of people and/or programs that could be useful for evaluation and narrative development.
- **Relationship Building:** This blue piece acknowledges the importance of involving the community when determining priorities and convening dialogue. This piece also highlights the importance of transparency and clear guidelines.
- **Knowledge and Skill Building:** This orange area supports cultural awareness and the incorporation of qualitative evaluation strategies that are relevant to the specific populations (e.g. storytelling). This piece also notes the importance of coordination of data across programs and guidelines for administering and interpreting evaluation instruments.
- **Building A New Narrative:** The white piece in the center (known as “the egg”) represents a collaborative, culturally representative evaluation. It incorporates meaningful analyses of community goals and system improvement.

Figure 2 – Collaborative Evaluation Framework



Ms. Randall then spoke about how organizations might use the strategic roadmap to conduct evaluations. She noted that it is a process tool, and should help to anchor decisions about program development. She also



mentioned that [A Roadmap for Collaborative and Effective Evaluation in Tribal Communities](#) could be a helpful resource for interested attendees.

Next, Mr. Jorge Lopez shared information about the evaluation process of the Torres Martinez Tribal TANF Program. Mr. Lopez stated that the program has existed since 2001, and no one had ever inquired about outcomes. Mr. Lopez affirmed the usefulness of the strategic roadmap to explore the goals, outcomes, and impacts of the Torres Martinez program, specifically the program operations, family risk, and community strengthening activities. Mr. Lopez also mentioned that the strategic roadmap was a helpful guide when engaging in system improvement, meaningful analyses, bidirectional learning, and tribal ways of knowing.

Questions and Answers:

- **Question:** Is evaluation considered an administrative cost? Can evaluation be considered a program cost if the entire caseload is examined?
 - Programs should consult the 45 CFR 286 Tribal TANF Provisions and Dr. Gaither noted that a formal response would be sent to the Tribal TANF programs and would be posted to the Tribal TANF Program and Policy [Questions and Answers](#) section of OFA's website (this formal response has since been posted). Dr. Gaither also mentioned that programs should try to measure success in multiple ways by implementing small strategies such as weekly/monthly goals, and/or establishing a data committee to evaluate what programs have and what they need.
- **Comment:** At some point, Congress will ask for successes and achievements, and true successes will reduce the need for welfare and jobs that symposium attendees currently hold.
 - Dr. Villegas noted that evaluation and storytelling is nation-building. It will not put individuals out of jobs, but rather shed light on important stories and highlight the value of programs.
- **Comment:** Listen to your staff. Start a conversation by defining success within a program, and determining if that definition of success is in line with the definition of success within federal programs.
- **Comment:** Storytelling should be translated into data. Bureaucracy does not acknowledge storytelling, but it is needed.
 - A tribal leader shared an anecdote about a young girl pictured in a PowerPoint photo who lost her life shortly after the photo was taken due to domestic abuse.

Closing

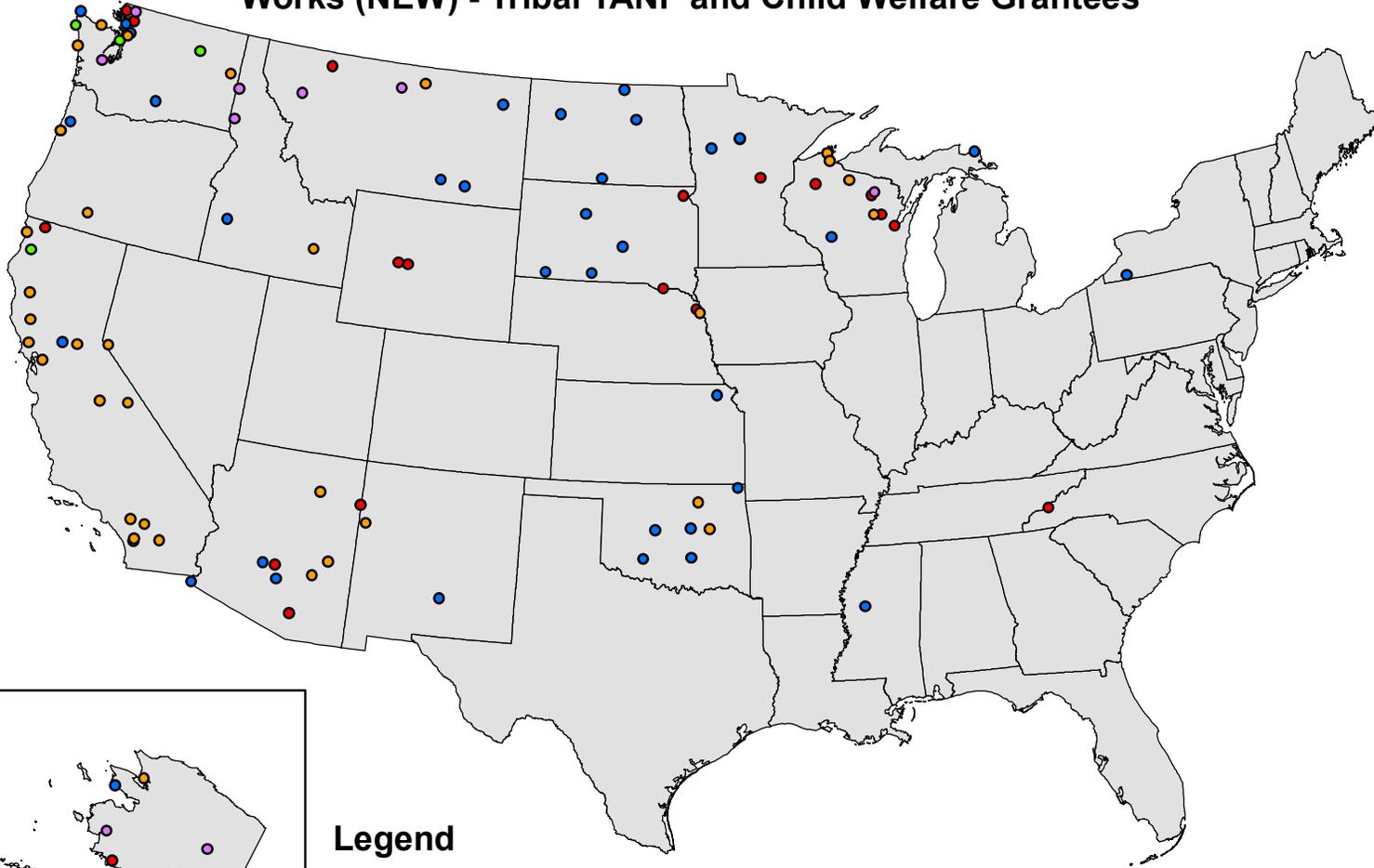
Dr. Gaither closed out the meeting by thanking attendees for their active participation in the Symposium. She expressed a desire to continue national Tribal TANF Summits on a bi-annual basis to provide Tribal TANF programs with the opportunity to network and dialogue with peers and experts outside of their region.



Appendix A

Office of Family Assistance Supported Tribal Programs Map

**Office of Family Assistance Supported Tribal Programs
Tribal Temporary Assistance for Needy Families (TANF) - Native Employment
Works (NEW) - Tribal TANF and Child Welfare Grantees**



Legend

- Tribal TANF-NEW-Child Welfare Grantees
- NEW Grantees
- Tribal TANF/NEW Grantees
- Tribal TANF-Child Welfare Grantees
- Tribal TANF Grantees



Appendix B

Sample 90 Day Implementation Plan Worksheet

90 Day Implementation Plan Worksheet

| | | | | |
|--|---|--|---|--|
| STRATEGIC DIRECTION: Improve Health Outcomes in Community | | ACCOMPLISHMENT TITLE (WHAT) Communicable disease education & referral & follow up. | | |
| INTENT (WHY) By reducing communicable disease rate we can improve health outcomes and increase quality of life in community | | START DATE: January 2012 END DATE: March 2012 evaluation; ongoing | | |
| IMPLEMENTATION STEPS (HOW) | | WHO | WHEN | WHERE |
| 1. Develop or acquire appropriate curriculum and brochures/handouts. Identify teachers/trainers. | | 1. Jane | 1. By 2 nd week of January | 1. -- |
| 2. Schedule classes at schools and assign trainers. | | 2. Jane | 2. By 3 rd week of January | 2. School |
| 3. Determine best method for referral and follow up in schools and community | | 3. Joe | 3. By 2 nd week of January | 3. -- |
| 4. Identify and/or hire outreach worker for referral and follow up. | | 4. Joe with clinic HR staff | 4. By 1 st week of February | 4. Clinic? |
| 5. Outreach worker and volunteers begin to distribute information brochures at community events and other places with lots of gathered people. | | 5. Outreach person and volunteers | 5. Begin 3 rd week of February and continue | 5. Community |
| 6. Outreach worker connects with those referred to begin follow up | | 6. Outreach person | 6. Begin by first week of March | 6. Community, schools |
| Coordinator: Jane | Collaborators/Partners: Schools, Clinic | Evaluation Measures: How many classes held Attendance at classes Number of brochures distributed Number of referrals to health care | Budget Considerations: \$20,000 for part-time outreach worker Cost of brochures Mileage | Next Meeting Date(s): December 15, 2011 January 16, 2012 February 15, 2012 March 15, 2012 |