ADMINISTRATION FOR CHILDREN & FAMILIES

Nation to Nation:
Working Across Regions to Strengthen Indian Families and Tribal Nations through Innovative Tribal TANF Programs

July 25-27, 2016 | Albuquerque, NM

Office of Family Assistance Regions IX & X Tribal Technical Assistance Meeting

Nation to Nation: Working Across Regions to Strengthen Indian Families and Tribal Nations through Innovative TANF Programs

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Meeting Summary Report

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Table of Contents

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Overview

Meeting Objectives:

- Engage with peers and experts to learn about innovative strategies, program models, and approaches that contribute to strengthening the economic and social well-being of individuals, families, and tribal communities.
- Participate in peer-to-peer roundtable discussions, share best practices, and participate in workshops designed to improve and expand capacity to better serve and support Tribal TANF program participant families in achieving success.
- Network with colleagues and share information on challenges and innovations in your state.

Day One

Welcome and Opening Blessing

Tilford Denver, Intergovernmental Affairs Administrator at the Owens Valley Career Development Center, started the meeting with an opening blessing. After the blessing, Julie Fong, Office of Family Assistance (OFA) Temporary Assistance for Needy Families (TANF) Region IX Program Manager, and Sam Stitt, Region X Tribal TANF Specialist, formally welcomed everyone to the meeting, discussed logistics, and shared the format for the next few days. They also outlined the sessions, which focused on OFA's strategic priorities. These priorities included multigenerational approaches, strengths-based case management strategies, and employment and training opportunities for rural and hard-to-serve individuals.

Introductions and "One Thing I Hope to Learn"

During introductions, participants identified topics they were interested in covering during the meeting. A sample of these responses included:

- Career pathway and two-generation approaches in tribal communities;
- Additional information on the new Super Circular (regulations for federal funding);
- Strategies for improved coordination and collaboration between tribes and OFA;
- Approaches for serving high-risk youth and individuals with multiple barriers to employment;
- Case management strategies that promote client motivation;
- Strategies for coping with case worker secondary trauma;
- Examples of service integration among tribal programs;

- Increasing housing stability among tribal populations – including those living in urban areas;
- Online, strengths-based work readiness assessments;
- Strategies for assisting participants to acquire their general equivalency diploma (GED) (particularly given the new GED processes in place);
- Examples of subsidized employment program models, and;
- Ways to engage tribal elders as mentors.

Opening Plenary: Assets of Your Ancestors: The Power of Cohort Groups and Social Capital in Combating Poverty and Dependence on Welfare in Indian Country

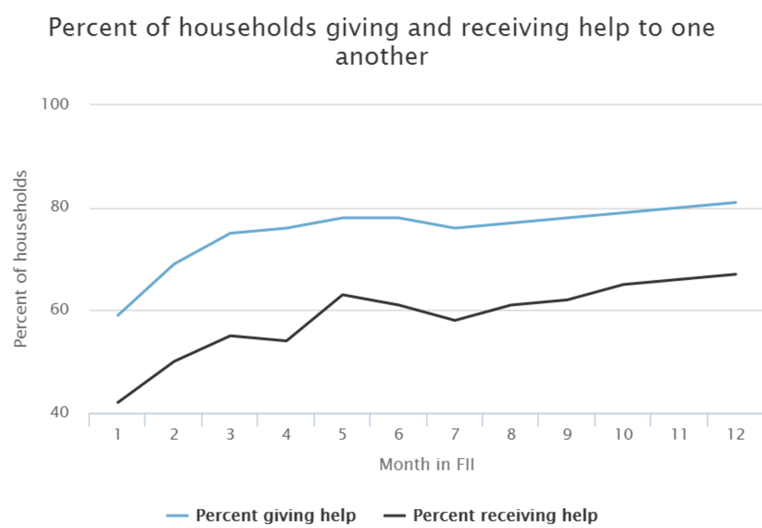
Mauricio Miller began by discussing how his personal history informed the development of the Family Independence Initiative. His mother was a single parent of two children from Mexico, who she brought to the United States for a better life. His sister became pregnant, married at 16, and was a survivor of domestic violence. His mother saved money for him to go to the University of California Berkeley with the intention that Mr. Miller would later take care of his sister and her children. Even though his mother had health challenges, she was very clear that it was not his job to take care of her. Later on, Mr. Miller became interested in researching how to support families living in poverty to prevent what had happened to his mother and sister. Mr. Miller realized that his mother would not have accessed available public assistance programs due to her pride. He also realized that his sister would not have consistently accessed these programs long-term, because she only sporadically needed assistance. In addition, he learned through watching his nephew's struggle with substance abuse that people have to be intrinsically motivated to change harmful behaviors.

Mr. Miller proceeded to discuss how people have always worked hard, but programs do not always recognize that. In particular, when his mother accessed welfare, the system did not use a strengths-based approach. Under that type of approach, caseworkers would have assumed that she worked hard and focused on understanding her skills. He also saw that when his mother would get a second job, she would be considered to be "working poor", but when she would lose a job, she would cycle back to poverty. Often, people are not "stuck" in poverty; rather they cycle in and out depending on their job stability. Within the population served, there are a lot of families that get out of poverty, but then cycle back into it. However, while there are many programs for those in poverty there are few for the working poor. In serving that group it is important to consider that families are the experts of their own lives and often have a good idea on how to get themselves out of poverty. Still, while most programs ask families about their needs and gaps, many do not ask about their skills and resources.

Another issue is that the United States lacks collective action strategies for tribal communities to help address poverty. Mr. Miller told California Governor Jerry Brown that he wanted to collect data and conduct research about what families do to work their way out of poverty, which resulted in receiving funding for the Family Independence Initiative (FII). The goal of FII is to collect and share data about a family's ability to leverage resources and build social capital.

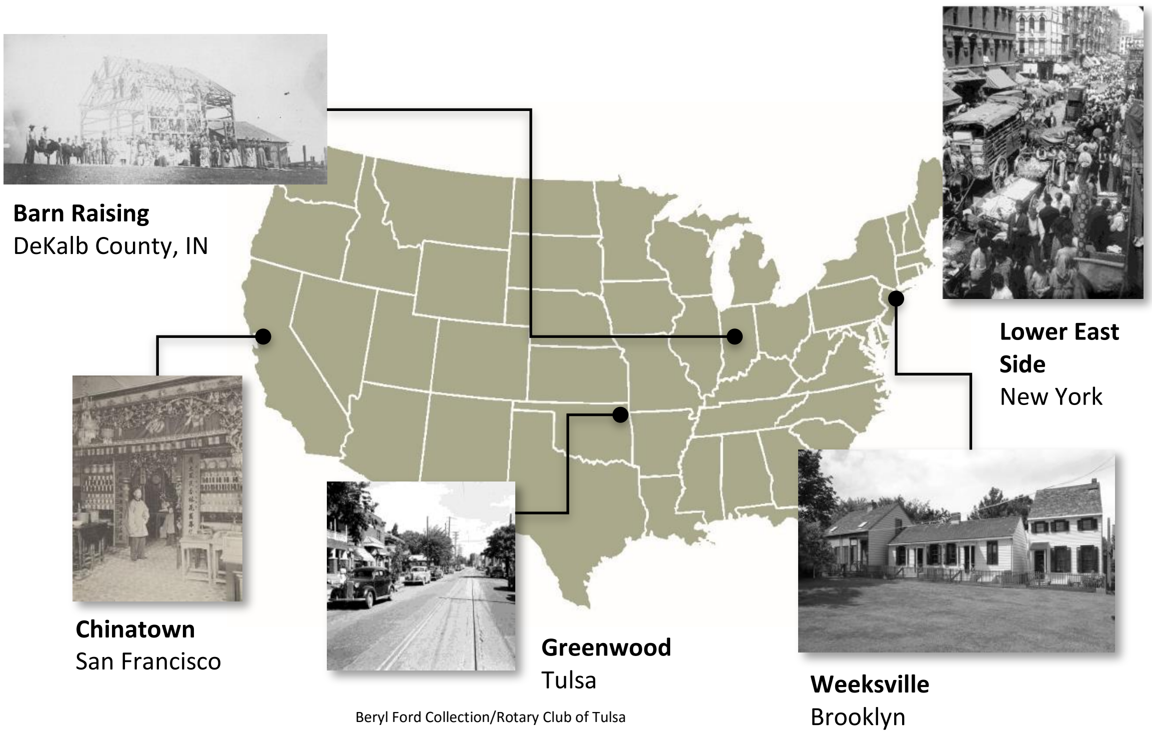
Mr. Miller discussed FII's approach to encouraging a communities' or family's sense of "tribe". One of FII's overarching principles is explaining to families that they will not receive help from program staff. In FII's experience, placing responsibility for change on the shoulders of participants typically results in an immediate jump in families working with each other to build social capital and leverage resources (see Figure 1 below).

Figure 1. Increase in Families Giving and Receiving Help in the Family Independence Initiative (FII)



He also shared how there is evidence throughout history of groups and cultures working collectively, for example, to help members of the group to buy houses and own businesses. Another relevant concept he described was *Positive Deviance,* which is when one person in a group does something very positive, and others in the peer group emulate this positive behavior.

Figure 2. Historical Examples of Social Capital in Action



The Oakland Project provides an example of these concepts. There was an El Salvadorian refugee family, who worked with a predatory lender and had a mortgage that was 65% of their monthly income. They borrowed money from friends and families to put money down on the house. This group of individuals also came together to help renovate the home, saving the family money and allowing them to quickly refinance their mortgage. Other families soon followed this example and began buying their own homes. Mr. Miller concluded his presentation by discussing further how families pool capital and access lending circle funding.

Question. Can you elaborate more about social capital?
Answer. As an example, in Mexico, all of the adults watch each other's children. This is different from the U.S. where upper or middle class people often use social capital exclusively in the professional/business world – primarily to "get ahead".

Question. How do you set up computers for all participants?
Answer. FII sets up a training for each participant who receives a computer. However, they have to figure out the logistics of how to get computer equipment to their home if they do not have sufficient transportation. In FII's New Mexico project they have an introductory class, but then they are on their own. Program staff encourage participants to go to others in their group for assistance.

Question. How do you grow a small collective impact group and maintain their motivation to build self-sufficiency?

Answer. FII only lets families come in if they can self-recruit a group of friends. Those families would then receive a computer and a $100 gift card. FII also pays participants to complete their own data entry and journal entries, meet monthly, and undergo audits. In this way, they treat participants like consultants who assist the project.

Question. Can you send computers to family cohorts already formed via other programs/projects?
Answer. FII would need to identify a funder to purchase the computers. They only have a staff of 15 to cover nine cities and they transfer a lot of the responsibility to the communities and families.

Question. Can you come to Alaska to do this work?
Answer. The goal is to devolve, so that families can run their own support systems. To start a new group, they would need funding and several families willing to participate.

Question. What is your funding? How does TANF integrate into that funding?
Answer. There is no government funding for FII due to restrictions. Most funding comes from businesses who understand the importance of investing in good ideas. While FII initially acquired foundation funding, leveraging these resources can be challenging as most project officers have access to limited unrestricted dollars. Julie Fong added that TANF can buy a computer in programs engaging families with Individual Development Accounts (IDAs).

Question. How does the project deal with families that drop out after getting their computers?
Answer. A few families have done this, since many families have been accustomed to believe that most services are one-shot deals. However, after being involved in the project, families start realizing that it is intended to provide a longitudinal resource and support network. The system is set up to connect families to resources and to allow families who have already gone through the experience to provide peer mentoring and support.

Question. How do the families help other homeless families?
Answer. In FII's experience, very low-income individuals tend to be the most charitable. Despite their limited resources, these families actively help others most in need – including those with very high housing instability.

Question. Is data collection only done through the issued laptops?
Answer. Data collection is currently only done online, but FII is beginning to shift to mobile applications.

Question. Did you create the data system yourself?
Answer. Mr. Miller created a data system based on categories that emerged from interviews with families. When families wanted to connect with each other, the journaling system evolved to include a more secure online system that included a social media site named "UpTogether".

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Case Management Workshop, Part I

Jodie Sue Kelly began the Case Management Workshop with finding TANF participant "motivational potholes…that need to be patched". She discussed how orientation appointments – one of the first interactions participants have with the TANF program – often decrease a individuals' motivation to become self-sufficient. In many cases, an orientation session will feel like a bureaucratic labyrinth involving substantial paperwork, staff introductions, overview of the agency's mission, eligibility requirements, available workshops, rules, process steps, and the Test of Adult Basic Education (TABE) or Comprehensive Adult Student Assessment Systems (CASAS) assessments. Ms. Kelly emphasized that orientation sessions need to engage participants or risk individuals not returning to the program. She recommended agencies track participant dropout rates immediately after orientation to determine if upfront engagement is problematic.

Ms. Kelly provided a series of "what not to do" slides as agencies consider their approach to orientation. One common issue is that staff often compose orientation documents at reading levels well beyond the average TANF participant. As a result, staff may get frustrated that customers do not understand the information presented. For example, participants might ask, what does "self-sufficient" mean? Does that mean not participating in TANF? Not receiving food stamps? Having stable housing?

Ms. Kelly then discussed how well-meaning workforce programs may reinforce low self-esteem and distance potential clients. Intake assessments often highlight upfront a participants' work barriers while not emphasizing work strengths. Participants may feel overwhelmed or feel defeated when faced upfront with terms such as basic literacy skills deficient, ex-offender, long-term unemployed adult, high school dropout, low income, or welfare recipient. She suggested that agencies completely eliminate these type of terms from documents and participant conversations. Ms. Kelly recommended case workers state to participants that everybody faces challenges and that together, the goal will be to figure out how to address these issues.

Labeling clients can affect job search motivation. After a long period of unemployment, clients may feel they have inadequate job search skills and may begin questioning the value of looking for work. These individuals may develop a real resistance to engaging in work activities. Ms. Kelly also discussed the danger of not showing clients the benefits and opportunities available through programs like TANF – some participants, after acquiring employment, may want to disassociate themselves with the program, not engage in follow-up services, and endanger job retention.

Ms. Kelly shifted to discussing possible strategies for building client motivation and engagement in services. First, she noted that there are opportunities at every point of contact: orientation, follow-up, assessment, career planning, and case management. When working with clients to increase their participation, one might take a "power tools" approach which would involve client coercion, sanctioning, or applying pressure. Rather, it is better to develop a "motivation plan," which inspires and energizes the client through reason and encouragement. Ms. Kelly suggests building buy-in through considering customer needs and what they believe to be positive outcomes. The client's motivation is always tied to their perceptions of the outcomes or benefits of participation. For example, they might think: how will my life be different or better after I go through all of this? How will I feel? What is at the conclusion of all of this?

As a service provider you should consider: What is the theme of the messages you are providing, and what are you selling to clients? Ms. Kelly provided examples of short-term and long-term messages:

- Short-term messages:
  - Get a job
  - Get training
  - Get training and a job
- Long-term messages:
  - Obtain self-sufficiency
  - Build career pathways
  - Bring about income improvement

An example of a message could be to tell clients how getting a GED, going to vocational training school or getting a job, will lead to increased income. In addition, one could frame cash assistance as buying time for the client so they can create a plan to improve income without cash assistance and food stamps.

It is important to consider whether we are using motivational phrasing that builds excitement or bureaucratic terminology that customers do not understand. Ms. Kelly provided suggestions for doing the former. First, she recommended to make sure verbal exchanges or materials address the question "what are you going to get out of this?" When building an orientation one should aim to overcome resistance, build motivation and participation, and translate complex information into every day concepts.

Ms. Kelly then showed an example orientation presentation that follows her recommendations, titled "steps to earn a higher income." It starts off by asking clients to "think about one thing on your bucket list." That type of exercise provides a way to get to know clients and their goals. The presentation also provides specific facts about TANF. For example, one slide details the shift from TANF as strictly a cash assistance program to where it is now, a vehicle by which people only receive benefits only by helping themselves through job training and job search.

Case Management Workshop, Part II

Ms. Kelly began the session by discussing how all motivation begins with a goal. Identifying goals helps people stay motivated to keep working. Ms. Kelly recommended that providers ask customers to write and keep goals that they can revisit when they do not feel motivated. That will help them to remember why they are doing what they are doing.

Ms. Kelly also suggested framing messages of consequences (e.g., sanctions or benefit reductions) in terms of clients' choice to participate or not. For example, a provider could create a scavenger hunt with scenarios and have the client come up with what will happen. In addition, during the intake assessment, a provider could find out what the customer is most interested in regarding program benefits and how they think program will help them. The customer could also write down what most interested them about everything they heard and then the provider could take that list to their next appointment.

Over time, a provider should constantly revisit the time clock to ensure that the customer is aware of time remaining and share a sense of urgency to spend their time wisely. It is important to remember that people tend to stay in their comfort zone. However, when they have the chance to dream and set goals, they are more likely to move forward. Recognizing that, a caseworker could incorporate the client's dreams into ongoing case management.

Meanwhile, a provider could translate barrier labels (e.g. homeless, offender, needs childcare, etc.) into descriptive statements about their clients' situations, to make sure they are still considered while developing their plan. As part of that, providers should recognize that there is often a disconnect between job developers and TANF case managers on the definition of "job ready." It is important to establish minimum standards for "job ready" that both job developers and TANF workers can agree upon.

It is also helpful to conduct assessments so questions flow in a logical sequence. One should use different types of assessments (e.g. self-assessment, observation, structured interview, and formal assessments) depending on the information one is trying to obtain. Ms. Kelly also noted that open ended questions can elicit more information than closed ended questions. When possible, one should set up interviews so that customers do as much of their own work as possible. For example, customers could write their own to-do list instead of having it written for them. They can also identify resources for addressing their challenges instead of being told the multiple ways that programs can help them.

Day Two

Day One Reflections and Overview of Day Two

Stan Koutstaal opened day two by reflecting on Mauricio Miller's "un-program" – a self-reliance strategy by which families work collectively to exit poverty. Mr. Koutstaal also reflected on Jodie Sue Kelly's discussion of case management and the importance of early engagement that builds client motivation.

Listening Session with Office of Family Assistance Regional and Central Staff

Following the opening remarks, attendees took part in a listening session which provided tribes and states with an opportunity to voice their shared questions, comments, and concerns to the Administration for Children and Families (ACF). The listening panel including the following leaders from ACF:

- **Stan Koutstaal,** Acting Director, Division of Tribal TANF Management, Administration for Children and Families, U.S. Department of Health and Human Services
- **Mikaela Smith,** Family Assistance Program Specialist, Administration for Children and Families, Office of Family Assistance Region IX
- **Julie Fong,** TANF Regional Program Manager, Administration for Children and Families, Office of Family Assistance Region IX
- **Ruth Miller,** Family Assistance Program Specialist, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services
- **Sam Stitt,** Tribal TANF Specialist, Administration for Children and Families, Office of Family Assistance Region X
- **Denise Litz,** Branch Chief, Division of Tribal TANF Management, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services

Question. A representative from the Klamath Tribe shared that they have a problem with the time limits in Oregon and the fact that they are bound to a 5-year limit. Some states are thinking about eliminating time limits; is this something the federal government is looking to do? She suggests the redefinition of Indian country so they can count the whole state of Oregon as Indian country and be allowed to not count time. She is aware that Tribal TANF programs are not required to adhere to the time limit if unemployment on their reservation exceeds 50% but is unsure if that applies to the Klamath Tribe.
Answer. ACF is working with Oregon on the question of time limits, and is in the process of determining what Indian Country means in Oregon. There is still a five-year TANF time limit, but ACF needs to learn more about what is currently happening. In Indian Country, however, it is not "unemployment" it is "not employed rate" which is different than unemployed. That is how some tribes have a state disregard.

Question. Can states use their own general funds to go beyond the five-year limit? Can tribes do the same thing?
Answer. If states use their own state funds to extend TANF assistance to timed-out children then TANF has no jurisdiction. In a similar manner, tribes can use their own tribal funds, not TANF funds, to do the same. They can use state funds to support child only cases if this is present in the Memorandum of Understanding (MOU) with the state.

Question. Are there any updates on TANF reauthorization?
Answer. It depends on Congress. OFA does provide contributions to the President's budget, which did include some increased funding for TANF. A portion of funds are proposed for new areas of activities like two-generation approaches. It has also been suggested that some of the funding across states and tribes take into account present data related to child poverty, not just the 1996 caseload figures. The budget is available on the OFA Web site for tribes to access.

Question. Is the government considering changing TANF time limits?

Answer. There is not proposed legislation. The Workforce Innovation and Opportunity Act (WIOA) passed with six outcome measures shared across labor and education programs. In drafting new legislation, some consideration will be given to what will align with these programs. It is also possible that new legislation will not exclusively focus on the Work Participation Rate, as there is more interest in outcome measures like employment.

Question. Are parents in child-only cases required to participate in work requirements?
Answer. Some states have this requirement for parents in timed-out families; they need to participate in work activities for children to still receive services.

Question. We recently submitted new Tribal TANF plan but have not received word; are there any updates? Our area has been hit very hard with drugs and as a result, we have had difficulty with work requirement compliance. We are looking for alternative ways to work with families, such as 20 hours of work and 20 hours of substance abuse rehabilitation.
Answers.

- *OFA Response.* Regarding the application there are about eight Tribal TANF/Child Welfare (TT/CW) grantees, most of which are in Regions IX and X. We will meet with this group on Wednesday and are currently reviewing applications with the intention to release funding soon. This will be discussed more during the TT/CW Welfare meeting on Wednesday. Regarding substance abuse, this was also a common theme from the Regions IV-VIII Tribal TANF meeting in Minnesota this year – is there anyone in the audience who can respond?
- *Comment.* The Lummi Nation shares: Our Tribal TANF plan includes drug testing. We have also started working with our Tribal Housing agency to assist participants' whose drug addictions endanger their housing situation. We engage these families in wraparound case management which involves staff from TANF, child services, law enforcement, and housing. This goal of this group is to develop a family action plan and create collective impact through cross-agency partnerships. For example, if a participant is on probation, how do we all work together to keep the family on track? In addition, through our partnership with Tribal Housing, certain participants must continue meeting their work requirements in order to continue receiving housing benefits. These partnerships are beneficial but the scale of the reservation's methamphetamine problem is massive. Tribal government has had to remove 28 homes off the market due to meth contamination – it could be over a year before these dwellings are available once more for families.
- *OFA Response.* The extent of the problem is severe. Lummi's collaborative efforts among multiple agencies is promising. Tribes can use TANF and short-term Maintenance of Effort (MOE) funds for things like substance abuse treatment (e.g., group sessions and drug counseling).
- *Comment.* Karuk Tribe shares: Our program is successful because we rapidly move participants with substance abuse challenges into a stabilization program. We do drug test, but a positive result will not necessarily make someone ineligible for TANF, rather, this would result in a referral into a substance abuse program. We have MOUs with all tribal departments to clearly outline our referral processes. How we communicate to participants about drug testing is also important. Many participants exhibit initial resistance but become more receptive to testing once we explain that a positive result does not immediately eliminate their benefits.

Question. There is a lot of information about collaboration recently, are there any policy instructions on what this means? Programs typically serve the same population; how do you best work together?
Answer. The goal is to update policy memorandums and provide more details to the existing Q&As for tribes to access. This is one of OFA's current priorities. We coordinate TANF and Child Welfare services and have awarded a series of TT/CW collaboration grants. Evaluations from these grants should provide a great deal of insight on how tribes can collaborate across agencies. We also want to encourage tribes to pursue the design of two-generation programs. Too often, programs are designed in isolation from one another. For example, Head Start was designed with children in mind, and workforce services traditionally are adult-centric, but research seems to show that the greatest impact comes from programs that simultaneously benefit both groups. OFA recently sent an information memorandum to tribal and state TANF programs discussing two-generation programs.

Q*uestion.* Will the TT/CW grant continue? Are there any studies that measure the impact of the program?
Answer. TT/CW coordination grants were awarded last September for a five-year project period. Although there will be ongoing evaluations they will not be true randomized impact studies. OFA is currently in the process of selecting an evaluation contractor who will undergo this study of TT/CW grantees.

Q*uestion.* It is difficult to help out-of-state natives who need child welfare services. How can we best interface with child welfare agencies in this type of situation?
Answer. Cross-agency collaboration is encouraged. The Indian Child Welfare Act agency is on the same floor as OFA and we need to begin this kind of dialogue. Collaboration at the federal level (Regional and Central Offices) is still developing but there is high interest in more coordination as many of these agencies serve the same type of families.

Plenary: Two-Generation Program Models

Kim Turner discussed the White Earth Nation's WE-CARE Two-Generation program model. She began by discussing the geographic challenges inherent in their program's service area. Northwest Minnesota is spread out over a large rural geographic region that includes five villages with different services at each village. Depending on the village, some families may need to drive up to 30 miles to purchase gas, shop at a grocery store, or apply for housing benefits. Public assistance agencies are not centrally located and there has traditionally been little cross-agency coordination.

WE-CARE was the only Tribal recipient of the White House Rural Council's Rural Integration Models for Parents and Children to Thrive (IMPACT) Demonstration Grant. The Tribe developed WE-CARE to implement and coordinate family-centered service delivery with a focus on two-generation approaches. The goals of WE-CARE include: communicate, coordinate, and deliver client-driven services. Communicating involves engaging and listening to voices of the families, sharing data with all tribal programs, decreasing staff time making referrals, and increasing program accountability. Coordination involves aligning and linking services and program resources, reducing paperwork and forms for both clients and staff, and reducing the duplication of services. Being client-driven means clients and families must be engaged and active through the whole WE-CARE process. In addition to this, there should be voluntary involvement, clients should be able to decide what programs they want to work with, and clients need to self-identify needs and goals.

The WE-CARE process includes a universal release form, a completed assessment, and electronic referrals. The client identifies their preferred suite of services and supports and, along with the WE-CARE Team and invited family members, create a Family Care Plan – this plan outlines timelines, goals, next steps, and the needed supports, community and agency. Everyone signs a confidentiality form. As the process continues, staff review the identified needs and the client prioritizes which goals they would like to work on first. Staff develop the Family Care Plan with phases of completion by identifying what is expected of the client, their family members, and WE-CARE staff. The WE-CARE team meets as directed by the client to review and finalize goals.

Holly Morales from the Cook Inlet Tribal Council (CITC) Employment and Training Services Department spoke next. The CITC regional service area includes the area surrounding Anchorage, Alaska. They provide Tribal TANF, educational, child and family, substance abuse recovery, and reentry services, among others. They serve approximately 500 families a month who are mostly Alaska Native and American Indian people. The two-generation aspects of their programming includes the use of a common intake that assesses the needs of the whole family, training for parents to work in child care centers, co-location of basic literacy classes, and the support of quality pre-school.

Regarding the intake process, CITC's Eligibility Technician strives to capture a robust set of information sufficient so that eligibility can be determined for all of the Tribe's assistance programs. If the Tribe has to remove children from the home, the Tribal TANF program continues to parents with benefits up to six months to give the family some sense of stability while they try to reunify with their children. The Tribal TANF program includes assessments and incentives for youth. The Tribe offers job readiness workshops to both parents and youth in order to decrease the likelihood of young people requiring public assistance as adults. Ms. Morales discussed some CITC's challenges in implementing their two generation approach such as funding restrictions, lack of resources, and ensuring that all stakeholders have a voice in the program. Ms. Morales recommends that programs be very intentional with serving the entire family, which includes looking for funding opportunities that address the whole family (and ensuring the grant writers understand this concept), as well as creating a variety of two generation specific partnership (e.g. community, inter-department partnerships, Indian Country, and non-tribal).

Questions for Kim Turner:

Question. How was the assessment system created?
Answer. It was developed over five years and used existing intake forms.

Question. Are all departments within the Tribe using WE-CARE and do they have access to the system?
Answer. Yes. Families have to report removal timely and demonstrate that they are working towards re-unification.

Question. Can you tell us more about the Maternal Outreach Mitigation Services (M.O.M.S.) Program?

Answer. This is a preventative program that works with addicted pregnant mothers. It began about a year ago and currently has a waiting list. Mothers obtain access to a mental health counselor, substance abuse support, and attend group counseling. Child care is also available on site.

Question. How do you fund the M.O.M.S. Program?
Answer. It is tribally funded with a variety of resources coming from multiple agencies.

Questions for Holly Morales:

Question. Are there continued cash benefits for parents of children who have been removed in the TANF plan?
Answer. Yes. Families have to report removal timely and demonstrate they are moving towards reunification.

Question. Do case managers collaborate with child welfare services during the reunification process?
Answer. The grant is located within Child Welfare, so they lead the reunification process and communicate regularly with Tribal TANF case workers.

Question. Do parents of children removed from the home still participate in work activities?
Answer. In these cases the Office of Child Support outlines required work activities.

Question. How many clients struggle with the GED? How do you motivate them? What types of jobs are they placed in given their low education level?
Answer. In order to enter the six to nine month GED program, participants have to be at an 8th or 9th grade level. To help them get there, we provide tutoring and computer literacy skills courses. Participants receive stipends for attendance and cash for completing the GED program to help maintain motivation.

Question. Are basic computer skills offered through job readiness or the GED program?
Answer. We integrate them into both programs.

Concurrent Workshops

Identifying and Developing Career Pathways Opportunities in Rural and Remote Areas

Career pathways are gaining popularity as a strategy for helping low-income individuals gain the skills and experience necessary to obtain family-wage employment in high-demand industries. Establishing career pathways in rural or remote areas is challenging, since there are fewer local industries to rely on for training and employment partnerships. In this session, presenters discussed their experience in developing rural career pathways programs, focusing on successful strategies and lessons learned.

Leticia Hernandez from the Pascua Yaqui, Center for Employment Training (CET) spoke first about career pathways opportunities in rural and remote areas. The Pascua Yaqui Tribe has administered the Tribal TANF program since 1997, but training services (e.g. GED) were traditionally very minimal due to limited space, equipment and training staff. In 2004, the Tribe began collaborating with Workforce

Investment Act (WIA) agencies and Pima Community College to combine and improve training services, instruction, and the case management approach. CET provided occupational instruction for clients with intensive case management and supportive needs. In need of training curriculum, CET adopted materials from Pima Community College's Center for Training and Development's and began using these materials in the Tribe's training classrooms. The use of the Pima Community College curriculum increased accessibility to training for tribal members.

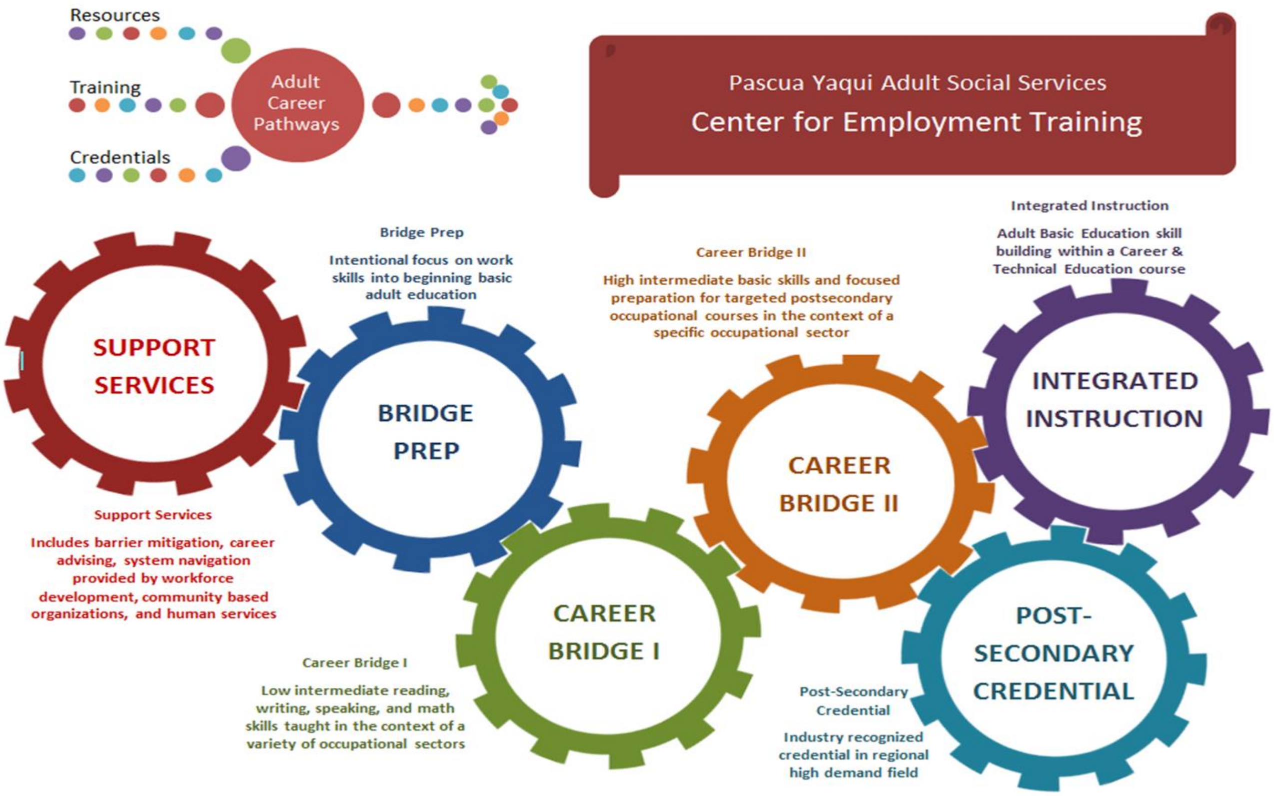
CET also built a training team and hired staff that understood TANF and tribal communities. They recruited and hired instructors that met Pima Community College teaching requirements, such as having the following credentials: Pima Community College Adjunct Faculty Certification, the Arizona Board of Education Teaching Certificate, and the CTE Certification. In addition to having specialized knowledge along one of the two career pathway programs, Nursing Assistant and Business/Office Management, instructors were also required to know basic tribal history and how to work with hard-to-serve clients.

CET strived to increase enrollment in their career pathway programs by putting together three key design components: (1) intensive student support services; (2) curriculum innovations to improve student success; and (3) clear pathways of continuing training and employment. Intensive student support services focuses on barrier removal and assessment – logistical, like transportation and child care – but also mental health. CET uses weekly orientations to describe how the program works and to administer assessments including support service needs, career interests and aptitudes, and basic academic skill assessments. The program monitors students' academic progress and attendance daily and staff report to the case manager any issues that require support services. The curriculum innovations, which are all aimed at improving student retention and completion, deal with remedial instruction and are intended to prepare students for or transition them into various college credit programs; a common term for such curricula is "bridge programs."

CET's career pathway programs use an accelerated developmental education program that is divided into three levels – Bridge Prep, Career Bridge I, and Career Bridge II. The program's intake assessment determines which of these three levels is best suited for the students' skill level. Bridge Prep is an eight-week program serving those who need significant levels of basic academic skills remediation before entering employment certificate programs. Career Bridge I is an eight-week program designed to bring students' basic academic skills up to the TABE level required for entry and success in specific employability certificates. Career Bridge II is also an eight-week program designed to serve those who need the next level of academic skills remediation before entering college courses.

Clear pathways of continuing training and employment are a defining characteristic of bridge programs. This component of bridge program design includes mapped pathways of noncredit and college credit programs tied to high-demand occupations. All pathways for continued training through employment are fully mapped for each of CET's occupational/vocational certificate and non-certificate programs (see Figure 3 below).

Figure 3. Clear Pathways at Pascua Yaqui Adult Social Service Center for Employment Training

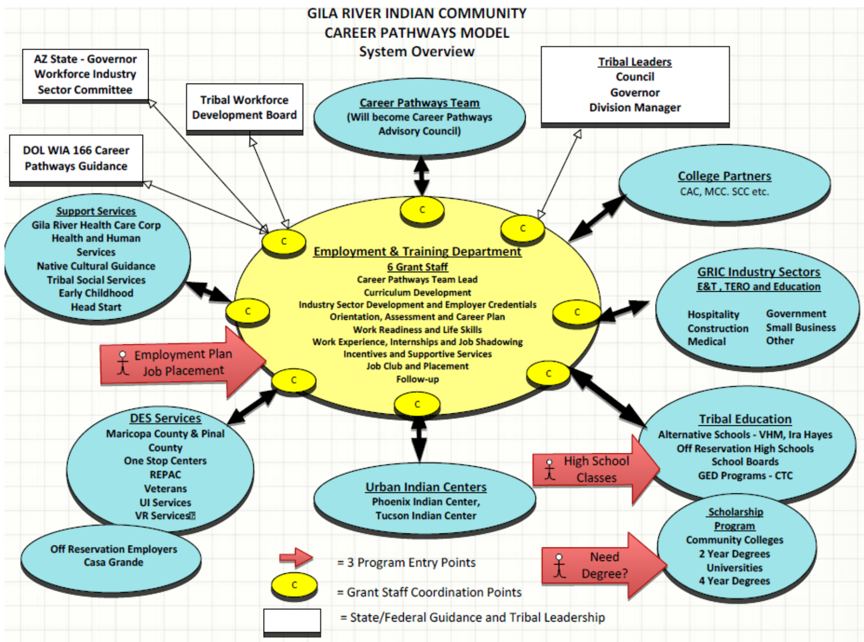


The program has seen lots of success: there is an ongoing collaboration with Pima Community College for training services and technical assistance, which has a 100% completion rate for PCC Business and Office Programs since implementation (2004-current). There has also been an increase in the number of tribal departments and employers who recognize CET students as ready for work: ninety-percent of students who enter the work experience program with a training certificate obtain employment within 6 months.

Ms. Chanda, Director of the Employment and Training Department in the Gila River Indian Community in Arizona spoke next about her Tribe’s career pathways model. The Tribe’s participation in two federally funded programs laid the groundwork for their model designs. In 2010, the Department of Labor (DOL) selected two Native WIA grantees, Gila River Indian Community and Tucson Indian Center, to participate in a “Career Pathways Technical Assistance Initiative” along with nine other selected State WIA Service Delivery areas. In 2012, Gila River Indian Community received a four-year, $3 million “Workforce Innovations Grant”. Both grants exposed the Tribe to workforce and education subject matter experts and allowed them to develop a series of lessons learned through trying different approaches to career pathways. Their current program models draw heavily from these earlier service delivery designs.

The Tribe's career pathways strategy develops a sequential coursework and/or training credentials program for individual participants or cohorts of students. The approach is highly employer-centric. Employers set the program design with the help of the Tribe's education and workforce staff. Ms. Chanda reiterated that career pathways is not a program but a system that must actively engage employers as well as education and workforce agencies. The workforce system convenes or coordinates the system, education partners with employers in the creation of credentials, and employers lead the design of the curriculum resulting in industry specific credentials (see Figure 4 below).

Figure 4. Career Pathways Model



Participants have the opportunity to start a career pathway program, exit, and re-enroll at a later date. Participants also have the opportunity to stack their credentials. As shown in Figure 4, the career pathway program includes six different employment sectors (e.g. construction and small business). Each of these sectors represents an area of skill/employment need within the Tribe. Each sector meets individually, with representation from industry, education, and workforce, and develops needed trainings, career mentors, and hiring practices, all with a sectorial strategy.

Figure 5. Six Key Elements

Ms. Chanda identified six key elements in how she recommends other tribes go about designing a career pathway program: (1) build cross-agency partnerships; (2) engage employers and conduct gap analysis; (3) clarify roles and responsibilities; (4) design programs; (5) identify funding needs/sources; and (6) align policies and programs.

Gila River Indian Community faced a number of challenges in implementing their system including a lack of "competency based" educational providers, duplication of many participant services, and minimal knowledge among providers and employers of available career pathway services. Program partners also experienced some difficulty collaborating due to a lack of common language and numerous differences in how they manage programs. Ms. Chanda also mentioned the challenge of enrolling enough individuals to constitute the required 12 to 15 person cohort required by community colleges.

Questions for Leticia Hernandez:

Question. How big was your service area?
Answer. The majority served was on the reservation though we have a tribal community near Phoenix. On the reservation there about 15,000 members. There are about 8,000 to 9,000 members in the Phoenix area, in three counties. There are two training facilities, one on the reservation and one in Phoenix. The majority served are on TANF.

Question. What is the transition like for folks on TANF leaving the career pathways program?
Answers.

- *Ms. Hernandez.* The majority of tribal members do not know about the options they have and are looking to get any type of employment. After enrolling in our program they tend to change their minds about their future job prospects. The program highlights how education can lead to higher paying jobs and encourages and promotes students to move up the career ladder.

- *Ms. Chanda.* Once students met employers they started to understand the realities of the workplace. There is a job at the end of the program, an actual job, not just a case worker saying they need to take these classes in order to graduate.

Question. There is often greater demand for training than available capacity. Did you establish agreements in a way that education partners could accommodate all the people, or did you run into challenges where there was limited capacity to provide the training being sought?
Answer. We negotiated with the college to reserve spots for tribal members.

Questions for Lana Chanda:

Question. Did you involve Indian Health Services (IHS) or the Bureau of Indian Affairs (BIA)?
Answer. We involved the local hospital. All other aspects of the program were independent from tribal government with the exception of the fire department employment sector.

Question. Did you have a case worked assigned to each individual?
Answer. We assigned a case worker to each of the 113 people served over the three-year period. The case worker managed their caseload similar to TANF. They followed the participants through each step. Participants received cash aid and when the career pathways program ended, many transitioned into other programs like TANF.

Question. Is this sustainable?
Answer. Our partners are excited to continue the program, and we can still use those resources, but the Tribe is going to fund some staff positions. The Tribe is interested in starting farming and police career pathways.

Question. In terms of connecting participants to jobs, out of the 113 served, did all graduate and become employed?
Answer. Despite some individuals exiting the program early, the job placement rate is currently at 80 percent.

Question. You have three levels of education, are there different instructors at each level?
Answer. There are three full-time instructors and each is assigned to one level. There are two college professors that teach college courses.

Question: Is participation in the career pathway program considered a countable work activity?
Answer: All the hours are counted towards the work participation rate.

Question. How did you establish the Pima Community College relationship?
Answer. We worked with the community college president to look at possibilities for the program. A number of topics came up including borrowing curriculum (as there is an administrative fee), meeting academic standards, and contracting with the college. The college monitors the program, though in early conversations there was discussion of coordination processes.

Question. Can you stay a little more about affiliation agreements with employers? What does this look like? How do you engage with employers? Why do they want to commit?

Answer. We targeted employers that have relationships with tribes, and requested that they support the students. This is how we got employers to buy-in early. Employers need to submit a review every two weeks of the student's performance. We promised employers that case managers will keep in contact with employers and outlined all the parties' responsibilities in agreements.

Question. For the five sectors you identified, were they based on labor market information (LMI)? Was there any employer push back?
Answer: We called (only tribal) employers to get this data. Gila gaming is a big part of it as TERO makes local tribal employers hire only tribal people.

Using the Online Work Readiness Assessment as a Platform for Developing a Tribal TANF Data and Reporting System

The Online CalWORKs Appraisal Tool (OCAT) is a web-based tool that allows case managers and job counselors to assess the initial job readiness of participants and create self-sufficiency plans. OCAT is a customized version of the Online Work Readiness Assessment (OWRA). In addition to identifying participants' key strengths and barriers, OCAT provides access to skill, career, educational resources, and additional assessments that states, tribes, and counties may use to help participants become and remain employed. This session will start with an overview of OCAT, then representatives from two California counties will describe their on-the-ground experience using the tool.

This session started with an introduction to the Online CalWORKs Appraisal Tool (OCAT) from the moderator, Christina Techico. OCAT is a customized version of the Online Work Readiness Assessment (OWRA). A comprehensive screening tool can provide benefits for the case manager and the client. OCAT provides a holistic approach to case management and employs a strengths-based approach to case management. It can facilitate a conversation between a case manager and client and targets services for the client. A comprehensive screening tool focuses on client and family barrier to inform the pathway plan. Ultimately, it engages the client and obtains their buy-in because they are an active participant in the process.

From a leadership perspective, OWRA maintains consistency and ensures accountability among case managers. OWRA informs leadership about gaps in available supportive services and provides more detailed information about the needs of the families in the system. It can guide employment planning, and education and training opportunities for TANF participants. Lastly, it can facilitate connections to workforce trends and labor market needs.

OWRA initiated from the field (starting with Maryland) and is a reflection of lessons learned and pilot testing. It is a web-based suite of resources, tools, and assessments that have been merged into a single tool. There are five modules: intake, assessment, self-sufficiency plan, labor market/employment analysis, and reporting (see Figure 6 below). OWRA identifies individual barriers but it is strengths-focused. It is a standalone resource but can be integrated with eligibility systems, and allows case workers to establish action steps and referrals to work activities and supportive services for clients.

Figure 6. OWRA Modules

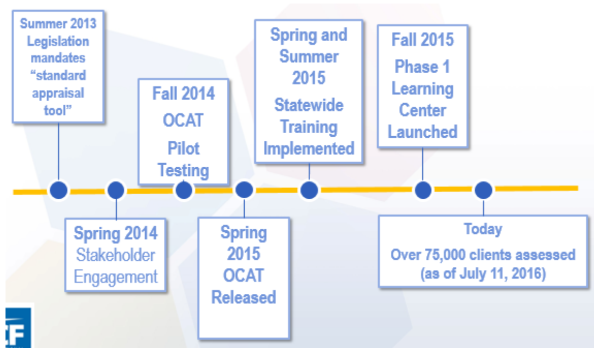
Intake	Assessment	Self-Sufficiency Plan (SSP)	Labor Market Analysis	Reporting
Data is collected on client demographics, employment and educational background, household composition, and finances.	Data is collected on the potential strengths and barriers to employment for individuals in a comprehensive manner. The information collected serves as the foundation for assessing work readiness for the SSP.	The SSP highlights client strengths, suggests recommendations for reducing client barriers, and allows for and provides customized referrals for employment opportunities and barrier reduction. A portal of Work Readiness Resources is available to help caseworkers and participants explore resume writing, soft skill development, interests, abilities, and labor market information.	The Labor Market Analysis provides participants with state and local labor market information for occupations in line with their educational backgrounds, interests, and skills.	This module streamlines business processes by providing aggregated information over a specified period of time about client population demographics, employment and education history, barriers, and career preferences. Enables organizations to make data-based decisions about referral strategies, services, partners, and programs based on client needs.

In 2007, the state of Maryland wanted to create a computer-based assessment tool for use with the TANF population. ICF held focus groups with states, counties, and tribes to identify what worked/did not work in TANF offices to inform tool development. ICF staff pilot tested the tool from 2007 to 2009 and fully implemented OWRA in South Carolina (rural) and in Cook County, Chicago (urban). Staff reconfigured the tool in 2012 to make the questionnaire more gender neutral and applicable to populations outside of TANF participants. In 2015, ICF rebuilt the tool to become browser “agnostic”.

Ms. Techico next discussed how California customized OWRA to meet the state’s specific assessment needs. The state’s modified version of OWRA became known as the Online CalWORKs Appraisal Tool (OCAT). This is a customized, online and statewide appraisal tool for California that helps case managers assist clients in accessing services and an appropriate employment pathway. It provides comprehensive client information and standardizes the state’s appraisal process.

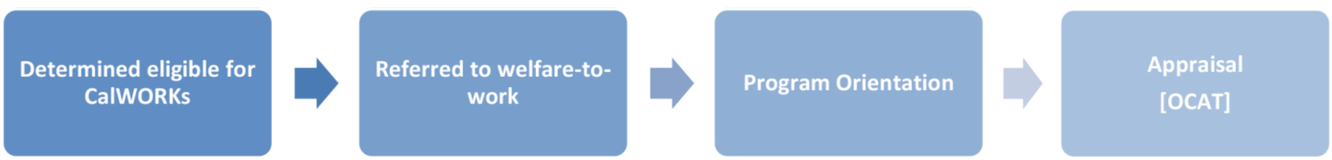
OCAT is mandated by law and promotes early program engagement and early strength and barrier identification. It standardizes strength and barrier identification and the client experience. OCAT is different because it is interactive (responses to questions inform follow-on questions that are asked). Motivational or rapport-building interviewing techniques are also an important feature of the OCAT experience – case workers use these approaches throughout the OCAT appraisal process to help build client/worker trust. OCAT generates referral and action plan recommendations based on client responses. Figure 7 shows the history of the OCAT implementation.

Figure 7. History of OCAT Implementation



OCAT is intended to function as part of a county's standard welfare-to-work intake and orientation process (see Figure 8 below). To successfully use OCAT, case workers need a reliable internet connection and, as some of the questions are sensitive in nature, private space to conduct the interview. OCAT appraisals typically last between 45- to 60-minutes.

Figure 8. Welfare-To-Work Flow



Successful OCAT deployment requires strong organizational leadership. For any OCAT implementing agency, it is important to build capacity, provide infrastructure for ongoing support, determine business process flow, and conduct referral asset-mapping. Leadership should be able to manage change, identify staff training needs, allow time for transition, emphasize long-term benefits, and monitor program and tool use reporting data. To conclude her presentation, Ms. Techico shared a Website link to a video detailing How Not to Interview a Client.

Kaileen Speer, Staff Services Analyst at the CalWORKs Employment Agency in Shasta County began her presentation by providing a few best practices, based on her experiences implementing OCAT in Shasta County. She recommended that workers have access to OCAT training resources – either internal or external to their agency – prior to using the tool. One of the most effective training exercises is for case workers to conduct mock interviews on each while using OCAT. This practice helped Shasta County become less focused on the fact that OCAT is a computer-based tool, which some perceived as impersonal, and more engaged with their client when conducting their appraisal interviews. In addition, training on motivational interviewing techniques is vital to OCAT implementation. Giving workers training on motivational interviewing (MI) allows them to conduct their appraisals using a conversational approach rather than a question and answer session.

Ms. Speer also shared some key tenets of motivational interviewing: (1) be empathetic through reflective listening; (2) communicate respect and tolerance of differences; (3) be flexible and supportive; (4) provide services that are individualized to the person's need; (5) operate as a supportive and knowledgeable consultant, (6) listen rather than tell; (7) do not engage in confrontation and arguments; (8) focus on the person's strengths; and (9) support self-efficacy.

Julie Mendoza from StanWORKs of Stanislaus County Community Services Agency spoke on OCAT implementation in Stanislaus County. Stanislaus County has approximately 515,000 residents with an average of 3,400 enrolled Welfare-to-Work (WTW) customers. Ms. Mendoza explained that they have seen a learning curve in their first year of implementing OCAT. Previously they had one unit conducting WTW orientations and appraisals. StanWORKs changed from conducting group orientation sessions to conducting one-on-one appraisals. Increasing the appraisal times from 30 minutes to 2-3 hours allowed staff to create more detailed and customized customer self-sufficiency plans. StanWORKs trained their staff on managing their work with a focus on relationship building and customized individual customer service. Ms. Mendoza identified that staff could benefit from more training in understanding the dynamics of poverty, motivational interviewing, and customer engagement.

OCAT helps counties identify work barriers and whether or not the county has sufficient referral partners in place to meet this need. For example, prior to OCAT, Stanislaus' contracted domestic violence counseling partner did not offer services to males or perpetrator referrals. After using OCAT and having a set of data on hand detailing their customers' domestic violence needs, the county was able to make a convincing case to their partner that services for males and perpetrators was in high demand.

Ms. Mendoza concluded her presentation by outlining some additional OCAT recommendations. Case managers should make an introductory call to customers prior to the appointment to help build rapport. Case managers schedule enough time (2-3 hours), mail out the appraisal packet, bring an extra packet of all forms to the interview, and have water or snacks on hand. While using OCAT, case managers should let the customer drive the interview. The case manager should be flexible and take breaks. They should sell the advantages and incentives of the services and resources that best fit the customer, allow the customer to develop their own action plans, and be specific when documenting these action plans.

Fiscal Management and the New Super-Circular: What You Need to Know

Julie Fong, TANF Regional Program Manager, OFA Region IX began her presentation with a disclaimer that the presentation was developed by the Office of Grants Management, who was unavailable to deliver it. She added that the information is new and any questions that cannot be answered during this session would be communicated to the Office of Grants Management for their input.

The Super-Circular, 2 CFR Part 200 was issued December 26, 2014. It replaces A-102 & A-89, A-87, A-133 & A-50, and should be referred to as the *Uniformed Guidance*. DHHS implements *Uniform Guidance* via 45 CFR Part 75, which replaces pre-existing 2 CFR 225, 45 CFR Part 92.

The purpose of the Uniformed Guidance, which includes the Super and Omni Circulars, is to streamline requirements and heighten focus on compliance and cost-effectiveness. Ms. Fong noted that "uniform" does not mean standardized as entity differences are still relevant in some areas of the new regulations. "Guidance" is not necessarily program specific – all recent and upcoming federal awards will have their own regulations and requirements. The new regulations also do not apply to carryover funds prior to 2015.

The Uniformed Guidance focuses on performance over compliance for accountability and limiting allowable costs to make best use of federal resources. It aims to strengthen oversight, target waste, fraud, and abuse, and eliminate duplicative and conflicting guidance. Uniformed Guidance applies to non-federal entities such as state governments, local governments, Indian tribes, institutions of higher education, and nonprofit organizations.

Ms. Fong explained the importance of paying close attention to definitions. The compensation definition has more stringent requirements around separating personnel activity by program and continuing to allocate and document employee time accurately. For indirect costs, it is possible to obtain a four-year extension if you already have an indirect cost rate, but if you have never had an indirect cost rate, you can use a "de minimus" rate of 10 percent as long as this is indicated. Contract provisions (Appendix II) have required language and contract monitoring (Section 75.320). There are now more requirements related to contracts (procurement and real property). For more information, you can review the contracts section in 75.320. "Use allowance" are no longer allowed, but depreciation is still allowable. Additional information is available at the following websites: Uniform Administrative Requirements, Cost Principles, and Audit Requirements (2 CFR Part 200; 2 CFR Part 75); Frequently Asked Questions for New Uniform Guidance at 2 CFR 200 (COFAR/OMB); Council on Financial Assistance Reform; American Institute of Certified Public Accountants (AICPA) Government Accounting Quality Center (GAQC) website

Question. Participant costs must be prior approved; is that done via the TANF plan approval process? What is the approval process?
Answer. We will take this question back to ACF.

Question. Can we no longer spend funds on school clothes and extra-curricular activities?
Answer. You cannot use TANF on entertainment activities. For example, sporting activity alone is entertainment. Sporting activities integrated into a prevention, youth engagement program could be allowable.

Question. Which rules govern consortiums?
Answer. Activities under Tribal TANF are governed by those sections, whereas other activities are governed by non-profit regulations.

Question. Can TANF pay childcare for participants with a criminal activity who need to do community service?
Answer. I believe it could be paid for under the context of barrier removal, though I need to look at it more closely.

Question. Will there be improvements to the prior approval process within ACF?
Answer. There are opportunities for improvement and there may be some changes with recent and upcoming changes in leadership.

Question. Who do we alert of any issues we have regarding prior approvals?
Answer. I will elevate any concerns and recommendations regarding the process.

The next presentation, presented by Sam Stitt, Tribal TANF Specialist for OFA Region X, provided an overview of financials and grants for Tribal TANF. The grant management staff are responsible for helping with audit resolution, technical assistance, financial reporting, and budget plans. Tribes may contact these individuals with questions related to any of the above tasks or the Uniformed Guidance. Currently there are 73 TANF programs serving 284 Tribes and Alaska Native Villages – Region IX and X comprise a large percentage of the Tribal TANF budget.

The grant award is treated like a contract; the second and third pages of the Grant Award include Terms and Conditions. Mr. Stitt advised that if you do not spend all of your current fiscal year funds, it will carry forward into the next fiscal year (this rule changed in 2009), but you still have to adhere to the annual budget. The Payment Management System allows you to manage the TANF grant and it is very important to reconcile and close out each fiscal year. Tribal TANF does limit the amount of administrative costs that can be charged. For example, case managers are not administrative costs, but budgeting, coordination, direction, planning, payroll, personnel, property management, purchasing, and fraud/abuse activity are organization-wide management functions that can be considered administrative costs.

The allowable expenditures and activities must be associated with one of the four federal purposes of TANF. Mr. Stitt also provided definitions of important Tribal TANF definitions. Unobligated balance is the remaining Tribal funds after allowable expenditures have been reported against the total Tribal Family Assistance Grant (TFAG). These are funds that have not been encumbered (e.g. contracts or any legally binding financial agreements). An unliquidated balance is the balance of funds that have been obligated but not paid at the time of report. These are funds that have been encumbered/obligated and the Tribe has 90 days to liquidate the obligation.

"Needy" for the purposes of TANF means an individual is financially eligible for the benefit(s) per the Tribe's income and resource criteria established in the Tribal TANF plan. "Indian Family" is at the tribe's discretion, and the definition is not federally mandated. "Assistance" under TANF includes: benefits directed at basic needs; child care, transportation, and supports for families that are not employed; family members only; and a family must meet the Tribal TANF definition of need. "Assistance" under TANF does not include: non-recurrent, short-term benefits; work subsidies; supportive services to families that are employed; refundable earned income tax credits; contributions to IDAs; education and training; counseling, and; case management.

Audit requirements are embedded in the Uniformed Guidance 2 CFR 75.500.Subpart F – Audit Requirements. Proper audit preparation is critical. The first line of compliance is working with financial staff, leadership, etc. to keep them informed about auditing requirements and any compliance concerns. Any entity expending over $750,000 in federal funds per year will be audited by a third party annually, which applies to all Tribal TANF programs. Audit costs are allowable costs and should be charged to an administrative line item. Sanctions can vary from withholding a percentage of federal funds until the audit is completed to termination of the grant award. Mr. Stitt provided the "Top 10 Ways to Prepare" for an audit: (1) Build relationship with financial and program staff; (2) Submit timely and accurate financial and performance reports; (3) Obtain written prior approvals; (4) Maintain time and effort reports; (5) Establish written internal policies and procedures; (6) Maintain documentation; (7) Ensure expenditures are allowable, reasonable, and allocable; (8) Know the terms and conditions of the award; (9) Answer auditor questions directly; and (10) Assemble an audit book.

The audit cycle starts with auditors providing an audit package to the Federal Audit Clearinghouse (FAC) within nine months after the end of the Grantee's Fiscal Year end. FAC checks the audit package for completeness, assigns a unique Common Identifier Number and submits the audit to the National External Audit Review (NEAR). NEAR performs an initial review of the findings, recommends action on the findings, sends an initial letter to the grantee and assigns the findings out to the appropriate federal agency. It is the responsibility of the grantee to follow-up and take correction action on any audit findings. Tribal TANF grantees could face financial penalties if an audit reveals improper use of federal funds.

Question. Our tribe received a penalty letter in 2012 that we did not meet the work participation rate for 2007.
Answer. ACF is behind on analyzing the work participation data and is finally catching up.

Question. How do we use TANF funding for prevention services?
Answer. You can use TANF funding for Federal Purposes Three and Four activities. For example, youth participate in an after-school program for tutoring, using computers, summer employment programs, healthy relationships, parenting, or sexual health education.

Question. How do you document cost-share with another program?
Answer. You would determine how many participants will be from each program and then calculate cost allocation. This would a similar cost allocation in cases where a staff member is splitting their time between tribal government and Tribal TANF employment. Be mindful to not use TANF funding for costs that are not allowable such as entertainment.

Utilizing the Adverse Childhood Experience Scale as a Basis for Two-Generation Case Management

Laura Porter from the ACEs Learning Institute at the Foundation for Healthy Generations presented "Understanding Adverse Childhood Experiences (ACEs): The Magnitude of the Solution" and provided her website for more information: ACEinterface.com.

Each person experiences the world differently. Brains have a way of filtering information in or out. Strongly negative experiences, also known as Adverse Childhood Experiences (ACEs), potentially have a lasting impact on the healthy psychological development of children. ACEs lead to a number of problems including risk (of smoking, drinking, obesity); disease; poor mental health; health and social problems; and intergenerational ACE transmission. As the brain develops in sequence, there are windows of opportunity and vulnerability that exist for all children. Children living in a "dangerous world" – where ACEs occur more frequently – are especially at-risk during these periods of vulnerability. Ms. Porter outlined how children living in dangerous worlds vs. safe worlds might be influenced differently by issues such as stress (see Figure 9 below). Social programs are still working on designing the best set of supports to help individuals raised in dangerous environments to adapt and navigate to life in safer environments. Part of this approach is helping safe environment individuals become aware of their expectations on those impacted by early childhood ACEs.

Figure 9. Experience and Adaptation & Hardwired for an Anticipated World

Ms. Porter quoted an excerpt from the book, *The Body Keeps the Score*: "Parents with their own genetic vulnerabilities can pass on protection to the next generation provided that they are given the right support." Ms. Porter shared that, for some individuals, life might feel harder because, in actually reality, it is more difficult. Some individuals experience a particular environment with anxiety, fear, and depression while others find the same situation benign.

To mitigate some of impacts of ACEs, many people now use a variety of trauma therapy such as drumming, exercise, yoga, and mindfulness (things that are body-oriented and less around insight). Each of us perceives stress differently and part of life's journey is learning how we best individually cope. People choose things like meth, heroin, and abusive relationships as ways to try and navigate how they feel and think. Not everyone realizes that there are strategies for lessening the impact of harmful stress.

A recent study on ACEs and alcohol dependence among seven tribes found higher risks of alcohol dependency among populations with frequent and pervasive instances of adversity. For men, the study found that childhood sexual and physical abuse significantly increased the likelihood of alcohol dependency during adulthood. Among women, boarding school attendance was also associated with higher instances of sexual abuse. A separate research effort, the Adverse Childhood Experience Study (involving over 17,000 individuals) found many similar results as with the tribal study. The national ACEs study focused primarily on Caucasian, upper-middle and middle-class people with health insurance (who were mostly employed). The hypothesis was that ACEs lead to neurological and epigenetic adaptation, which leads to more frequent risky behavior, social, emotional, and cognitive effects, which may lead to disease, disability, social problems, and ultimately early death. The study found that ACEs are interrelated, common, and are the most powerful known determinant of health.

Instances of multiple ACEs are higher among Native Americans compared to the national ACE study population. A significant portion of native peoples are at risk for chronic disease and mental illness (attributable to ACEs). There is also a high correlation between multiple ACEs and homelessness or suicide attempts. ACEs increase risk of other adversities like bullying, physical abuse, sadness and feeling alone.

For Tribal TANF caseworkers, it is critical to create safe environments for communication and trust building. Transparency, choice, and collaboration are key elements of this kind of trauma-informed care. In applying ACE concepts, it is important to consider self-care and mindfulness, universal accommodation, trauma-informed practice (safety, trustworthiness, choice, empowerment), policies (stop progression of adversity, prevent ACEs), and the building of self-healing communities.

The use of an assessment to assign an individual with an "ACE risk score" is becoming more common but Ms. Porter pointed out that this tool is not a proper diagnostic or screening tool. With any individuals, it is important to listen, affirm, and ask someone if it is a proper time to discuss ACEs. Case managers should be knowledgeable of ACEs and understand what a particular score might indicate, but the overarching message to those in your TANF caseloads should be "you are not your ACE score". When discussing ACEs, it is also recommended that case managers respond with respect and curiosity – How have these childhood experiences affected you? How have you done so well when you have had such a difficult childhood? How would you like your child's life to be different?

Participant Comment. We use ACEs during intake and eligibility and refer individuals to supportive services based on their score. We have a separate assessment for teens. On the federal side of programming, as TANF is a need-based program, if we add ACEs to "other eligible", it is not assistance in nature. How do we plug people into this program since ACEs and historical trauma awareness are coming together? *(Speaker encouraged everyone to think about this challenge after returning to their programs.)*

TANF Overview Session

Denise Litz, Branch Chief of the Division of Tribal TANF Management and Mikaela Smith, Family Assistance Program Specialist in OFA Region IX, gave an overview of Tribal TANF. TANF is a $16.5 billion dollar program and comprises 38 percent of ACF's budget. There are 73 Tribal TANF grantees that represent more than $194 million in program funds. ACF hopes other tribes apply to administer their own TANF program. Most tribes are situated within Regions IX and X. The purpose of TANF is to provide assistance to needy families so that children may be cared for in their own homes, to end the dependence of needy parents on government benefits by promoting work, to prevent and reduce the incidence of out-of-wedlock families, and encourage the formation and maintenance of two-parent families.

TANF is commonly used for basic assistance payments; heating and cooling assistance; supportive services when participating in an approved work activity such as child care, transportation, and clothing; education and training programs, counseling; job skills training and professional training; employment services for NCPs that enhance ability to pay child support; teen pregnancy prevention programs; parenting skills training; fatherhood programs; and non-medical substance abuse treatment. Tribes may continue to use amounts awarded without fiscal year limitation for assistance, benefits, and services allowed under the Tribal TANF regulations and/or defined in the Act-approved TANF plan. Effective case management includes the engagement and empowerment of the client and involves ongoing assessment to identify strengths/assets, utilizing them, and identifying barriers to address.

Eligibility for TANF assistance is time limited; the regulations require that tribes propose time limits which reflect the intent of Congress that TANF should be temporary. The maximum time limit is 60 months but states may elect to apply a shorter period – Arizona for example has a 12 month time limit. Time limits and exceptions to time limits must be included in a tribe's TANF plan. The tribe must count prior months of TANF assistance funded with TANF block grant funds, except for any month that was exempt or disregarded by statue or regulation. There are two exceptions to time limits: (1) exemptions that are not optional such as cases that do not include an adult head of household (child only cases), cases in which the adult lived in Indian Country or in an Alaskan native village in which at least 50 percent of the adults were not employed and; (2) exemptions that are optional which includes cases with hardship as limited and defined by the tribe, or if the family includes someone who has been battered or subject to extreme cruelty.

The tribe's negotiated minimum work participation requirements must be outlined in the approved TFAP and include the WPR for all families (or one- and two-parent families). There is a minimum number of hours per week that adults must participate in work activities. Rates are negotiated during the plan renewal process. WPR equals the number of families receiving TANF assistance that include an adult who is meeting work requirements divided by the total number of families receiving assistance.

If individual participation hours are not met, recipients (with few exceptions) must work as soon as they are job ready or may face possible sanction or termination of benefits. Tribes can waive work requirements for victims of domestic violence, single custodial parents who are unable to obtain acceptable child care, or for good cause as described in the approved TFAP. Tribes determine the penalties against individuals who refuse to engage in work activities.

Tribes not meeting their WPR are subject to fiscal penalties. If tribes fail to meet their negotiated WPR and a penalty is issued, they may dispute the penalty, provide reasonable cause, or establish and complete a corrective compliance plan.

For any Tribal TANF program, it is important to regularly evaluate program structure and processes. For example, evaluating staff roles and assessing the need to add staff, periodically assessing staff skills and abilities, providing training to address needs, assessing control mechanisms and organizational systems, evaluating capacity, and sharing success stories can be important for reauthorization. In order to build a robust referral network, it is important to establish and maintain partnerships with the community (tribal government, state/county/federal TANF offices, WIOA, ICWA, Child Support, community colleges, and other tribal support services such as housing and transportation). Tribes should also seek additional funding sources and set up alerts from Grants.gov to stay informed on what funding opportunities become available.

Day Three

Day Two Reflections and Overview of Day Three

The day began with Mikaela Smith, Family Assistance Specialist, ACF Tribal Management, encouraging attendees to contact Tribal Management with any questions that were not addressed during this three day meeting. Julie Fong, TANF Regional Program Manager, ACF Region IX, shared with the group that a theme had emerged from this Tribal TANF meeting of empowerment and client engagement. She shared how the next speaker embodies those themes and introduced Matt Halley, Executive Director of Cookie Cart.

Plenary: Leadership and Employment Opportunities for Low-Income and At-Risk Youth

Matt Halley, Executive Director of Cookie Cart, described the purpose of his organization and the community they serve – Minneapolis, Minnesota. Cookie Cart is in North Minneapolis where there is high poverty, high unemployment, high rates of violence, and mostly people of color. The organization provides teens ages 15-18 with work, life skills, leadership skills, experience, and training. Cookie Cart aims to provide these youth with job training, safe space, and opportunities to make a better life for themselves.

The inception of Cookie Cart was a result of Sister Jean Thuerauf trying to help youth avoid being recruited by local gangs by bringing them to her house to make cookies, get help with homework, etc. They typically had more cookies then they could eat, so she would have them go sell their cookies with the youth keeping a portion of the sales. Later, Sister Jean was able to secure a cart to sell the cookies, obtain money from General Mills, and other support to open her own bakery. She also forged partnerships with organizations that needed ongoing cookie orders in order to bring in revenue.

Mr. Halley went on to describe the current programming and the fast growth within Cookie Cart. Program goals include helping youth be connected to community, develop healthy interpersonal skills, strengthen critical thinking skills, and receive employment training. Youth develop, pursue, and measure their own goals. Despite funders' attempts to influence the program goals for the youth, Cookie Cart has pushed back to insist that youth are responsible for developing their own goals.

The bakery encompass all elements of a positive youth development approach, which include creating an environment whereby youth have a safe space, positive adult role models, sense of belonging, ability to contribute meaningfully, and leadership opportunities. In order to participate, youth have to be attending school. They are paid minimum wage for working directly in the bakery as well as their time attending Cookie Cart trainings on interpersonal skills, customer service, financial management, career readiness exam preparation, resume building, career planning, and networking.

Mr. Halley shared the importance of his organization staying mission focused regardless of funding opportunities or outside pressure to change programming. He went on to explain that the program is focused on being a youth development program, not a bakery, so there are no professional bakers on staff. They are a $1.5 million organization and approximately half a million are in cookie sales. Their growth is focused on fundraising revenue, because if revenue is solely on cookie revenue their bakery would need to become more efficient and would lose focus on the youth development aspect of the programming.

Mr. Halley directed attendees work in small groups to discuss their innovative program ideas and develop creative advertisements that capture an overview of the program. The small groups reported out the following innovative program ideas:

- Food truck: operated by two high school seniors needing money for college that offers small menu of American favorites.
- Photo Voice Community Project: provide photography training to individuals in order to document the state of homelessness in their community. Photographers would showcase their work to the public.
- Financial Management Campaign: conducted by youth that includes video productions about how youth would earn money, save money, and spend money. The video would be broadcasted through social media.
- Creative Cultivation Workshops: conducted by youth after school at a local park. It provides outlet for those interested in the arts or uninterested or unable to participate in sports to explore and develop creative talents.
- Nutrition and Cooking Program: includes healthy recipe competition, youth recipe cooking, healthy cooking education for parents, physical fitness in nature classes, and the development of work sites for youth to practice cooking.

Mr. Halley wrapped up his presentation by stating the most important ingredient for bringing new, creative, transformative ideas to life is to dream big, get outside of the box, look for inspiration, and surround ourselves by others who encourage us to dream big. He went on to explain how it is critical to listen to the community both formally through focus groups and surveys, but also informally. He added that organizations need to tell their story and ideas to anyone who will listen, find others who share similar goals, values, and who can be sold on your ideas to help spread the idea and excitement. He concluded by advising attendees to be fearless as pursuing big, new, ideas can be very scary, so push yourself and your teams to be courageous and persevere.

Question. Did you develop your curricula and are you able to share it?
Answer. Cookie Cart created content that we could not find elsewhere and much of the curricula is very unique and specific to Cookie Cart. Banks already have existing financial literacy training. They are happy to share their training and youth manual.

Question. What is the selection process for choosing youth participants?
Answer. There is not a selection process. Cookie Cart does not do active recruitment as we are well known in the community. Youth have to complete an application, submit references, and participate in an interview. We accept all applicants as long as they appear motivated, regardless of legal, mental health, housing stability, or substance abuse challenges.

Question. What is average length of participation in program?
Answer. The average length is one to two years. We encourage youth to communicate interests in other jobs, so that Cookie Cart can direct them into specific kinds of job preparedness training.

Question. Do you use criminal background checks?
Answer. Because they are minors, nothing would show on a criminal background check. We have to determine they are legal to work.

Peer-to-Peer Roundtables

For the final session of the day, attendees were given the opportunity to participate in two 45-minute Peer-to-Peer Roundtables. Attendees reported out what they shared and learned in their roundtable discussions.

The Round Valley Tribe talked about their on-the-job training, supportive services, education, and employment, as well as, how they connect with other departments in their Tribe. They learned about available funds for youth in transition through Department of Vocational Rehabilitation (DVR).

- Another tribe shared different ways to work with non-needy people. They have a talking circle pilot program at their site where grandparents caring for their children attend and discuss their kinship care challenges and needs.
- Owens Valley Career Development Center shared how they integrated cultural components into all their programming, including child care, Head Start, and employment. She shared her challenges in their community, as well as collaboration efforts in their community to serve participants. They learned about other tribe's efforts to expand rural transportation options. They want to learn more about Individual Development Accounts (IDAs).
- One tribe has a young adult movie night as way to improve social and community cohesion. This tribe is also designing a new assessment for non-needy populations.
- The Lummi Nation shared different barriers they face related to substance abuse. They learned about different ways tribes gather information during intake and assessment. They also learned about the Navajo's weekly newsletter for caseworkers that includes schedules, updates, and other items of interest.

Closing and Blessing

John McIntyre, TANF Director at the Association of Village Council Presidents in Alaska, led the group in a closing blessing. Following the blessing, Julie Fong, OFA TANF Region IX Program Manager, and Sam Stitt, Region X Tribal TANF Specialist, wrapped up the meeting by thanking attendees for their attention, input, and insight during the past three days. They encouraged tribes to work in collaboration with Tribal Management, Regional Offices, and peers to build on the relationships and ideas fostered during the meeting.

Appendix A

Agenda

ADMINISTRATION FOR CHILDREN & FAMILIES

Nation to Nation:

Working Across Regions to Strengthen Indian Families and Tribal Nations through Innovative Tribal TANF Programs

July 25-27, 2016 | Albuquerque, NM

Meeting Objectives

- Engage with peers and experts to learn about innovative strategies, program models, and approaches that contribute to strengthening the economic and social well-being of individuals, families, and tribal communities.
- Participate in peer-to-peer roundtable discussions, share best practices, and participate in workshops designed to improve and expand capacity to better serve and support Tribal TANF program participant families in achieving success.
- Network with colleagues and share information on challenges and innovations in your state.

Day 1 Monday, July 25, 2016

Time & Room	Session Description
8:30 a.m.–9:00 a.m. Grand Ballroom C	**Registration and Check-In**
9:00 a.m.–9:15 a.m. Grand Ballroom C	**Welcome and Opening Blessing** **Speakers:** **Julie Fong**, TANF Regional Program Manager, Administration for Children and Families, Office of Family Assistance Region IX **Sam Stitt**, Tribal TANF Specialist, Administration for Children and Families, Office of Family Assistance Region X **Tilford Denver**, Intergovernmental Affairs Administrator, Owens Valley Career Development Center
9:15 a.m.–10:00 a.m. Grand Ballroom C	**Introductions and "One Thing I Hope to Learn"**
10:00 a.m.–10:15 a.m.	**Break**

Time & Room	Session Description
10:15 a.m.–12:00 p.m. Grand Ballroom C	**Opening Plenary** Assets of Your Ancestors: The Power of Cohort Groups and Social Capital in Combating Poverty and Dependence on Welfare in Indian Country *Since 2001, the Family Independence Initiative (FII) has innovated and tested new approaches to economic and social mobility that demonstrate that low-income families have the initiative and capacity to move themselves and their communities out of poverty. To move out of poverty, families need access to connections, choice, and capital. This session will discuss strategies that tribal organizations can use to help families obtain the connections and capital necessary to make their own choices on how to improve their lives and communities.* **Speaker:** **Mauricio Lim Miller**, President and CEO, Family Independence Initiative **Moderator:** **Mikaela Smith**, Family Assistance Program Specialist, Administration for Children and Families, Office of Family Assistance Region IX
12:00 p.m.–1:00 p.m.	**Lunch on Your Own**
1:00 p.m.–3:00 p.m. Grand Ballroom C	**Case Management Workshop, Part I** *Building motivation, engagement, and participation begins from the first interaction that program staff have with the applicant. Often, the upfront process is built from a perspective of program requirements and services rather than from the perspective of engaging the client. Customers leave uninspired to fully participate in program services. This session will cover how to build an engaging, upfront orientation process that builds the enthusiasm of the attendees so they want to continue. Additionally, programs that enroll TANF clients often times struggle with participants who are afraid to leave the security of cash assistance and food stamps. This session will provide the tools and arguments that staff needs to help demonstrate that work does pay.* **Speaker:** **Jodie Sue Kelly**, President, Cygnet Associates **Moderator:** **Julie Fong**, TANF Regional Program Manager, Administration for Children and Families, Office of Family Assistance Region IX
3:00 p.m.–3:15 p.m.	**Break**

Time & Room	Session Description
3:15 p.m.–5:00 p.m. Grand Ballroom C	**Case Management Workshop, Part II** *A growing number of human service agencies are transitioning from traditional case management to a coaching model that more clearly puts the customer at the helm in mapping out his or her future. In this approach, customers take the lead in identifying their strengths, setting individual goals, and developing action steps to achieve these goals. Coaching has shown promise in increasing participants' motivation to complete education, training, and other activities critical to finding and retaining employment.* **Speaker:** **Jodie Sue Kelly**, President, Cygnet Associates **Moderator:** **Julie Fong**, TANF Regional Program Manager, Administration for Children and Families, Office of Family Assistance Region IX
5:00 p.m.–5:15 p.m. Grand Ballroom C	**Housekeeping and Adjourn (Cultural Exchange Door Prize)**

ADMINISTRATION FOR CHILDREN & FAMILIES

Day 2 Tuesday, July 26, 2016

Time & Room	Session Description
8:30 a.m.–9:00 a.m. Grand Ballroom C	**Registration and Check-In**
9:00 a.m.–9:15 a.m. Grand Ballroom C	**Recap from Day One**
9:15 a.m.–10:15 a.m. Grand Ballroom C	**Listening Session with Office of Family Assistance Regional and Central Staff** *The listening session will provide tribes with an opportunity to voice their shared questions, comments, and concerns to Office of Family Assistance staff on its vision to better serve the needs of Native American children, families, and communities.*
10:15 a.m.–10:30 a.m.	**Break**
10:30 a.m.–12:00 p.m. Grand Ballroom C	**Plenary** Two-Generation Program Models *The interest in using multi-generation approaches to serve families in tribal communities continues to grow. These multi-generation models combine comprehensive employment and training opportunities for parents and caregivers with educational and enrichment opportunities for their children. Such approaches are primarily client-driven and aim to address the spiritual, mental, emotional, and physical needs of the whole family. This session will provide insight into two such approaches to serving the entire family, the first from the Cook Inlet Tribal Council and the second from White Earth Nation's WE-CARE program.* **Speakers:** **Holly Snowball Morales**, Cook Inlet Tribal Council, Employment and Training Services Department **Kim Turner**, White Earth Nation, WE-CARE Program **Moderator:** **Sam Stitt,** Tribal TANF Specialist, Administration for Children and Families, Office of Family Assistance Region X
12:00 p.m.–1:00 p.m.	**Lunch on Your Own**

Time & Room	Session Description

1:00 p.m.–2:30 p.m.

Concurrent Workshops

Grand Ballroom C

Topic #1: Identifying and Developing Career Pathways Opportunities in Rural and Remote Areas

Career pathways are gaining popularity as a strategy for helping low-income individuals gain the skills and experience necessary to obtain family-wage employment in high-demand industries. Establishing career pathways in rural or remote areas is challenging, since there are fewer local industries to rely on for training and employment partnerships. In this session, the presenters will discuss their experience in developing rural career pathways programs, focusing on successful strategies and lessons learned.

Speakers:

Lana Chanda, Gila River Indian Community Career Pathway Program

Leticia Hernandez, Pascua Yaqui, Center for Employment Training

Moderator:

Stan Koutstaal, Director, Division of Tribal TANF Management, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services

Rio Grande

Topic #2: Using the Online Work Readiness Assessment as a Platform for Developing a Tribal TANF Data and Reporting System

The Online CalWORKs Appraisal Tool (OCAT) is a web-based tool that allows case managers and job counselors to assess the initial job readiness of participants and create self-sufficiency plans. OCAT is a customized version of the Online Work Readiness Assessment (OWRA). In addition to identifying participants' key strengths and barriers, OCAT provides access to skill, career, educational resources, and additional assessments that states, tribes, and counties may use to help participants become and remain employed. This session will start with an overview of OCAT, then representatives from two California counties will describe their on-the-ground experience using the tool.

Speakers:

Julie Mendoza, StanWORKs, Community Service Agency, Stanislaus County

Kaileen Speer, CalWORKs Employment Agency, Shasta County

Moderator:

Christina Techico, Principal, ICF International

Time & Room	Session Description
Sunrise	Topic #3: Fiscal Management and the New Super-Circular: What You Need to Know

Topic #3: Fiscal Management and the New Super-Circular: What You Need to Know

Sunrise

In 2013, the Office of Management and Budget released a new Super Circular meant to streamline the requirements for how nonprofits, colleges, and state, local, and tribal governments can use federal grant funds. This Super Circular replaced eight separate circulars, covering pre-award requirements, post-award requirements, cost principles, and audits. In this session, we will provide an overview of the Super Circular and the requirements that apply to tribal organizations that receive federal funds.

Speakers:

Sam Stitt, Tribal TANF Specialist, Administration for Children and Families, Office of Family Assistance Region X

Julie Fong, Regional Program Manager, Administration for Children and Families, Office of Family Assistance Region IX

Topic #4: Utilizing the Adverse Childhood Experience Scale as a Basis for Two-Generation Case Management

Manzano

In the last two decades, scientists have learned a lot about the power of experience to shape health and well-being throughout people's lives and across generations. The scientific discoveries about how experience shapes development comes from four different bodies of research: Neuroscience, Epigenetics, Adverse Childhood Experience Study, and Resilience (NEAR). This workshop will bring new scientific discoveries together with ancient wisdom about how we can promote self-healing communities. We will build on the strengths of participants, helping them to take simple steps to use NEAR Science and help people to live into well-being day by day.

Speaker:

Laura Porter, Co-Founder, ACE Interface, LLC

Moderator:

Ruth Miller, Family Assistance Program Specialist, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services

Time & Room	Session Description
Bosque	Topic #5: TANF Overview Session

Under Tribal TANF, tribal governments have the flexibility to establish eligibility criteria, cash assistance amounts, work participation rates, time limits, and penalties. Understanding how best to use the flexibility allowed under Tribal TANF to tailor services to local needs can be challenging. This session will provide an overview of Tribal TANF, covering the use of Tribal TANF funds, work requirements, reporting, and how to ensure the best outcomes for Tribal TANF families.

Speakers:

Mikaela Smith, Family Assistance Program Specialist, Administration for Children and Families, Office of Family Assistance Region IX

Denise Litz, Branch Chief, Division of Tribal TANF Management, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services

2:30 p.m.–2:45 p.m.	**Break**
2:45 p.m.–4:15 p.m.	**Concurrent Sessions Repeat**
4:15 p.m.–4:35 p.m.	**Housekeeping and Adjourn Day Two (Cultural Exchange Door Prize)**

Day 3 Wednesday, July 27, 2016

Time & Room	Session Description
8:30 a.m.–8:45 a.m. Grand Ballroom A	**Day Two Reflections and Overview of Day Three**
8:45 a.m.–10:15 a.m. Grand Ballroom A	**Leadership and Employment Opportunities for Low-Income and At-Risk Youth** *Cookie Cart is a youth development and employment training program, as well as a social enterprise. The organization is well known for its unique model of teaching life, leadership, and employment skills to at-risk teens. In this session, Matt Halley will discuss opportunities for innovation through the lens of Cookie Cart's 30-year history and invite you to bring your innovative ideas to life in your community.* **Speaker:** **Matt Halley**, Executive Director, Cookie Cart **Moderator:** **Julie Fong**, Regional Program Manager, Administration for Children and Families, Office of Family Assistance Region IX
10:15 a.m.–10:30 a.m.	**Break**
10:30 a.m.–12:00 p.m. Grand Ballroom A	**Peer-to-Peer Roundtables** *Participants will have the opportunity to engage in small group dialogue with their peers around critical issues facing Tribal TANF programs and Native communities. Following the small group discussions, attendees will have the opportunity to share key lessons learned.*
12:00 p.m.–12:30 p.m. Grand Ballroom A	**Closing and Blessing (Cultural Exchange Door Prize)** **Speakers:** **Sam Stitt**, Tribal TANF Specialist, Administration for Children and Families, Office of Family Assistance Region X **Julie Fong**, Regional Program Manager, Administration for Children and Families, Office of Family Assistance Region IX **John McIntyre**, TANF Director, Alaska Association of Village Council Presidents
12:30 p.m. Grand Ballroom A	**Adjourn Meeting**

Appendix B

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