



U.S. Department of Health and Human Services
ADMINISTRATION FOR
CHILDREN & FAMILIES
Office of Family Assistance



2013 Tribal TANF—Child Welfare Coordination Projects
Annual Grantee Meeting
August 14-15, 2013

Summary Report



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U.S. Department of Health and Human Services

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Day One

Welcome

The U.S. Department of Health and Human Services, Administration for Children and Families (ACF), Office of Family Assistance (OFA) hosted the *2013 Tribal TANF—Child Welfare Coordination Projects Annual Grantee Meeting* on August 14-15, 2013 at the Grand Hyatt in Denver, Colorado. The meeting provided Tribal Temporary Assistance for Needy Families (TANF) – Child Welfare Coordination Project grantees with the opportunity to share information with their peers regarding their program structure and performance. The meeting also addressed grant requirements for Year Two of the projects, strategies for building coalitions in Native American communities, home visiting programs, program sustainability, and approaches for documenting cross-agency coordination and collaboration. This report summarizes key highlights from the *2013 Tribal TANF—Child Welfare Coordination Projects Annual Grantee Meeting*.

Tribal TANF Child Welfare Coordination Grant Requirements—Year 2

- **Felicia Gaither**, Ph.D., Director, Division of Tribal TANF Management, Office of Family Assistance (OFA), Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS)

This workshop focused on both program and fiscal requirements in year two of the Tribal TANF-Child Welfare Coordination Grant Projects. This session provided an opportunity for grantees to ask questions related to both program and fiscal requirements as projects go into their third and final year. Topics discussed included: grant revisions, non-competing continuation applications, Performance Progress Reports (PPR), Federal Financial Reports (FFR), carryover balance, unobligated balance, and grant closeout.

Dr. Gaither reviewed grant revisions including regulations regarding prior approval, revisions that require prior approval, content of grant revision requests, and revisions that do not require prior approval. Revisions that require prior approval include purchase of equipment (over \$5,000/unit); change in key personnel (principal investigator/authorizing official); absence for three months, or a 25 percent reduction in time devoted to the project by the project director or principal investigator; significant re-budgeting (25 percent of project cost or \$250,000, whichever is lower); carryover of funds from a previous budget year; transfer or contracting out of any work under the award, except as described in the original application; and transfer of funds allotted for training purposes. Additional guidance from Dr. Gaither noted that grantees should ensure that the federal Project Officers and the Grants Management Specialist have been consulted regarding the revision prior to submitting the request, that the revision has not been implemented prior to written approval, and that the request be submitted through GrantSolutions.

Non-competing continuation topics included: timeline and process for 2013 awards, delays in the award process, and discontinuance of grant award. At this point, the end of year two and the beginning of year three, OFA will focus heavily on evaluating how funds are allocated and spent in an effort to maximize program services. PPRs and FFRs are due semi-annually, once on or before April 30 and again on or before October 30. The FFR, required for grant closeout, are due 90 days after the end

of the project period. The FFR includes Final Progress Report, Final SF-425 Report, Property Inventory and Disposition Statement, and the Audit Report for grantees with \$500,000 or more in federal funds in a fiscal year. Also, records must be retained for a period of three years from the date the FFR is submitted, which includes financial and programmatic records, supporting documents, statistical records, and all other records that are required by the terms of a grant.

Dr. Gaither also went over the content of a carryover balance request. A carryover balance includes unobligated funds from the prior budget period that are authorized for use in a current funding period to complete any objectives which remain unmet from the prior budget period. The request must include a detailed description of objective/goals not completed, an explanation why objectives/goals were not completed, and an explanation of how the objectives/goals will be met in current/subsequent year. Grantees must include an original SF-424 and SF-424A that shows only the carryover balance and proportionate non-federal share; a copy of current Indirect Cost Rate Agreement, if charging Indirect Costs; a detailed budget and budget narrative that supports the work to be completed and proportionate non-federal share; a copy of the final SF-425 showing the unobligated amount; and finally, a copy of the last semi-annual PPR if not previously submitted.

Questions and Answers:

- **Question:** Will hiring temporary staff need prior approval?
 - Yes, hiring a temporary person will need prior approval.
- **Question:** Most programs were slow and did not hire staff until six months into the year and tried to request a carryover. Is there any chance we can recover the funds that we did not use?
 - If you want to carryover year one, OFA needs to figure out how you plan on spending the money along with year two money. This situation might present more challenges for you. You will not be allowed to use carryover funds to hire staff that were not originally part of the grant. Carryover funds can only be used on project items that were not completed, not on something new.
- **Question:** Can you carryover personnel dollars and if so, can you carry the dollars over for additional personnel dollars?
 - Leftover money from year one is not going to be available in year three. Take into consideration whether or not you are going to meet your project goals within the three year timeframe.
- **Question:** Are there costs associated with extensions?
 - There is not much certainty with where we are going to be on those.
- **Question:** What if the need is greater than we originally envisioned?
 - At this point you might want to consider revisiting your initial project goals and start thinking creatively about how to meet those unanticipated needs.
- **Question:** On the topic of carryover, in year two our goal is to train staff, so if we find that staff need additional training we can do that with carryover money?
 - Yes, you can.

Information Sharing on Tribal TANF Child Welfare Coordination Projects

This session provided grantees an opportunity to summarize their project goals, objectives, challenges, success stories and lessons learned. Grantees used this session as an opportunity to ask questions of their peers and hear ideas that may enhance their Tribal TANF-Child Welfare projects.

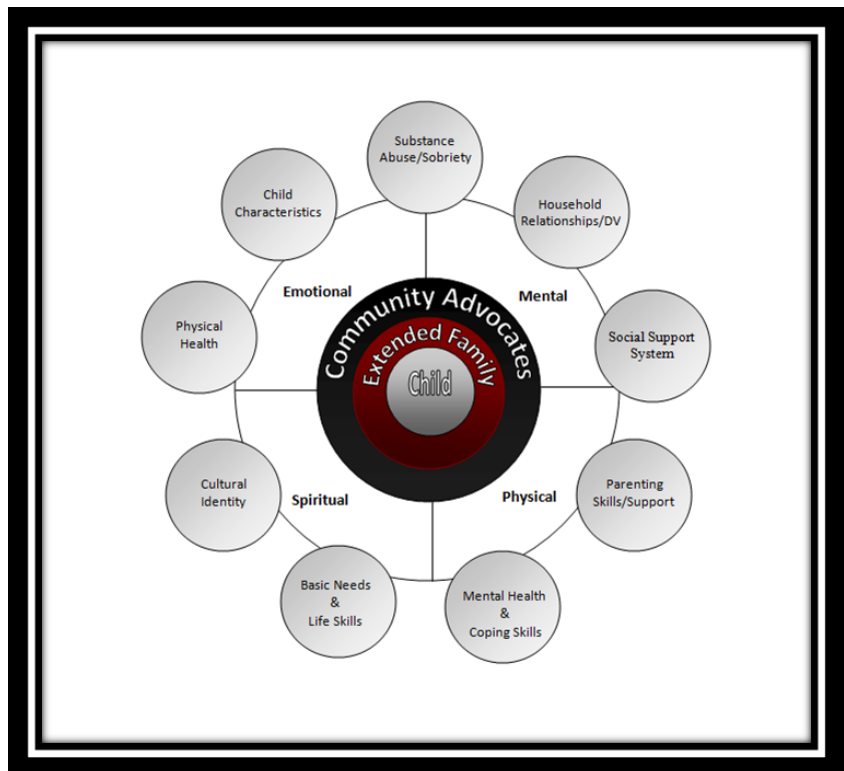
Association for Village Council Presidents

The Tribe shared information about their Healthy Families Program, a joint initiative of Indian Child Welfare (ICW) and TANF that touches 20-50 participants each month, even those from remote communities. The program introduces participants to a new way of life that values family establishment, sharing, gender equality, cultural humility, and living well. It is offered as a three and a half day program and at every session there are two elders, one male and one female. Through the TANF-ICW Coordination grant and state funds, they have been able to expand the program from quarterly to monthly. Referrals are accepted from tribes, Child Protective Services, Office of Child Support, and other programs.

Central Council of Tlingit Haida Indian Tribes of Alaska

The Tribe described their Structured Decision Making Model (SDM), one of the key assessment tools in their preventive services approach. SDM is a three-phase assessment process which includes an initial screening, to determine if the participant belongs on a traditional TANF or preventive services pathway, a family strengths and needs assessment, to identify self-sufficiency strengths and barriers, and lastly, a screening reassessment every 90 days to determine the efficacy of the current service plan. The Tribe reported that it took some caseworkers up to a year to become comfortable with the SDM assessment questions as they address potentially sensitive topics (e.g., criminal history, loss of child

Figure 1 – CCTHITA In-Home Services Model



(e.g., criminal history, loss of child custody, and history of drug or alcohol abuse). The SDM classifies participants by risk level and, as the Tribe reported, provides a research informed approach for determining likelihood of future child maltreatment and the need for preventive services.

Chippewa Cree Tribe

The Tribe reported on their Positive Parenting curriculum, structured after the model developed by the National Indian Child Welfare Association. In conjunction with the Positive Parenting curriculum, the Chippewa Cree also implemented the Strengthening Families Program, a 14-session, evidence-based curriculum for parents and children designated as high-risk families. The Chippewa Cree Tribal Court collaborates with TANF, Child Welfare, and Social Services in this program. The outcomes of this program have been positive, though the Tribe reported that it was challenging initially coordinating all parties around a defined wrap-around service strategy.

Confederated Salish and Kootenai Tribes

The Tribe discussed the strong partnerships that support their Family First Program. Partners in this effort include TANF, Child Protective Services, local colleges, Tribal Housing, Tribal Court System, transportation agencies, and local fatherhood programs. The Tribe also mentioned how the reservation's tribal school provides referrals to their Child Welfare program and how they work closely with the Tribal Health program.

Confederated Tribes of Siletz Indians of Oregon

The Tribe discussed some of the successes associated with their Healthy Family Healthy Child Project. In addition to positive participant feedback from attendance at the Tribe's wraparound meeting, Siletz reported strong outcomes from their Positive Indian Parenting (PIP) efforts. Siletz held a PIP train the trainers event and participant evaluations reveal the classes have been well received. The Tribe also reported that, due to their remote location, transportation remains a significant challenge.

Cook Inlet Tribal Council

The Tribe discussed implementing a common intake eligibility form across their public assistance agencies. While initially challenging to set-up, this form now allows for easier data processing and cross-agency collaboration. One example of cross-departmental collaboration is a macro-level process mapping the Tribe engaged in to create mutual understanding of philosophies, funding requirements, goals of services, work flow, outcomes, and service languages.

Couer D'Alene Tribe

The Tribe shared how they are working to improve TANF-ICW collaboration. As of June 1, both programs are located in the same building which benefits client service delivery. They are working together to identify shared clients, and to address the child welfare issues of TANF clients through constant home visits. The next goal is to look at kinship programs on the reservation since they do not have a foster care program. Placing children with relatives can have high success rates but also challenges, such as ensuring families' home are safe (fire safety, car seat safety, home invasion). Program staff made flyers to share with families on safety issues and received a list of individuals who needed support services to maintain safe environment. Another need the program wants to address is transportation, which families need to become self-sufficient and attend appointments and supervised visits. Staff focus on helping participants fill out applications and navigate through the system for assistance.

Forest County Potawatomi Community

The Tribe provided an overview of the Family Services Team (FST), a collaborative effort of the Tribe's TANF and Child Welfare programs. The FST manages a wide variety of family strengthening programs including: healthy relationship classes; family literacy courses; a child-friendly gym to help develop early motor skills; fatherhood and positive Indian parenting classes; and youth focused programs that emphasize the importance of education and community. The Tribe reported that program start-up proved challenging, particularly initiating cross-program collaboration.

Hoopa Valley Tribe

The Tribe reported on the Hupa Family Resource Center's efforts to increase the mental, physical, and emotional health of children and families in their community. Among these efforts, the Tribe is seeking to enhance food security through the use of a food pantry that stocks locally grown organic produce. In conjunction with the food pantry, the Tribe also holds regular Cooking Clubs which provides instruction to participants on how to cook healthful foods.

Nooksack Indian Tribe

The Tribe discussed some of the critical tools they use in support of their Healthy Families Program, including: home visitation; a Child Protection Team; coordinated case management; and Family Preservation Services. From the implementation of their Child Protection Team (CPT), the Tribe has found that better coordination among partners leads to better overall service delivery. The CPT also conducts cross-agency trainings and collaborated on the development of a "mini Facebook" which allows family members and service providers to share information, houses case notes, and displays training completion certificates. The Tribe reported challenges in obtaining buy-in from tribal partners and, with numerous agencies at the table, establishing clearly defined service delivery and case management roles.

Port Gamble S'Klallam Tribe

The Tribe provided an overview of their Advocate for Strong Kids project while outlining the structure of their coordination team (includes Tribal TANF, Family Care Coordinators, Youth Services, and Family Preservation Services, among others). The Port Gamble S'Klallam representatives discussed a myriad of youth focused project activities undertaken by this collaborative team. Among these activities includes: secondary and post-secondary school support; advocating for youth in the court system; recreation activities; young parent support, and; child abuse prevention outreach and education. The Tribe mentioned they are still working through some of the administrative and reporting challenges of having an outside detective undertake child welfare investigations.

Quileute Nation

The Tribe presented information about the Quileute Youth and Family Intervention Program. The program vision is to achieve a low teen pregnancy rate, engaged youth, and effective parents. They achieve this through a variety of programming, including a Mom's Lunch that teaches parenting skills, a family fun night that increases family engagement, and parenting groups where topics are chosen by the members. A side benefit of the Family Fun Night is that it is also an opportunity for Child Welfare

staff to do family visits. Program staff report that logic models have been useful for keeping the program on track. The program has been in operation long enough that those who started the program in 6th grade are now going to college, and they have seen a decreased dropout rate. Challenges the program faces include a decrease in support from leadership (need to find opportunities to communicate successes to leadership), lack of parent involvement in parent advisory committee, and difficulty finding chaperones for trips.

Squaxin Island Tribe

The Tribe discussed their success in integrating a TANF/Indian Child Welfare Family Support Specialist into the Family Wellness Team. This Team meets on a monthly basis and is comprised of multidisciplinary team members from throughout the Tribe. The Tribe recommended careful planning to ensure all funds are spent during the grant period. They recently completed a cost extension application and found the processing very challenging.

Tanana Chiefs Conference

After a brief introduction to the Tribe, the Tanana Chiefs representatives focused the majority of their presentation on the Foster Parent Navigator (FPN) – a major component of their Athabascan Self-Sufficiency Assistance Program. The FPN serves as the key point of contact for parents whose children are in protective custody and assists these families access support services. The FPN also provides assistance to tribal children in out-of-home placements. In response to a question around requirements to become a FPN, the Tribe explained that these individuals must be familiar with local community resources and that most have a social work background.

Dr. Gaither closed the sharing session by highlighting how, despite receiving funding from the same source, each tribe approached meeting their program goals in a unique way. Dr. Gaither also announced that, due to an adjustment in the meeting agenda, OFA would hold a webinar at a later date to cover the topic of program sustainability.

Day Two

Building Coalitions

- **Al Pooley**, President/CEO, Native American Fatherhood and Families Association

This session, led by Mr. Pooley, presented on information and strategies for agency staff to more effectively involve fathers in their programs and help fathers partner with mothers to grow happy and safe families. The presentation also addressed how fathers have often been seen as the problem in cases of unhealthy relationships, not part of the solution. Recently, as Mr. Pooley described, community service organizations have started recognizing the importance of strengthening families by responsibly involving fathers in the lives of their children, families, and communities.

Mr. Pooley described how most programs that serve native people are knowledge based programs. In his opinion, knowledge does not always lead to individual change. Real and long-term change occurs when individuals feel inspired to alter their lifestyle, when self-motivation drives change. In his experience with native men, an effective approach to foster self-motivation is to explain that the foundation of Native American culture is not language, food, customs, or traditions, rather it is family.

Mr. Pooley explains to fathers that to be “traditional” you must be family centered. The approach for motivating fathers is similar to how Mr. Pooley approaches training TANF caseworkers. He explains to caseworkers that they must cultivate empathy and love in their work or they will be ineffective in supporting change in others.

During the remainder of his presentation, Mr. Pooley outlined some of the core concepts central to his training philosophy, including: the importance of positive attitudes and exhibiting gratitude, which goes hand in hand with treating women with respect, kindness, and love; making integrity and character core elements of an individual’s self-identity; and promoting stability in fathers to ensure ease of adaption regardless of their location and environment. Mr. Pooley ended his presentation by describing outcomes associated with his training programs. As one example, the Winnebago Tribe of Nebraska increased their child support collection by over 30 percent, something they attribute largely to Mr. Pooley’s training program.

Tribal Maternal, Infant, and Early Childhood Home Visiting Program

- **Julie Morales**, Ph.D., Tribal Evaluation Liaison, James Bell Associates/Tribal Home Visiting Evaluation Institute

This session provided an introduction to the Tribal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program authorized under the Affordable Care Act and administered by ACF through the Office of the Deputy Assistant Secretary for Early Childhood Development and Office of Child Care. The goal of the session was to familiarize participants with the purpose and expected results of home visitation in the context of maternal and child health, introduce the work of the FY2010, 2011, and 2012 grantees, and review the requirements for developing new tribal MIECHV projects. The session was led by Dr. Julie Morales, Tribal Evaluation Liaison with James Bell Associates (JBA), which is a member of the Tribal Home Visiting Evaluation Institute, a technical assistance provider for tribal MIECHV grantees.

Dr. Morales started by explaining the goals of the MIECHV program – to strengthen and improve the programs and activities under Title V; to improve coordination of services for at-risk communities; and to identify and provide comprehensive services to improve outcomes for families in at-risk communities – and how they complement the goals of TANF and Child Welfare programs. She pointed attendees to research on the evidence base for quality home visitation programs, including a report on what works in tribal home visitation programs, upon which MIECHV applicants must base their program design. Dr. Morales then explained the rest of the requirements for Tribal MIECHV applicants, including a needs assessment; benchmarks in areas including improved maternal and newborn health and reduction in crime or domestic violence; and rigorous evaluation. Tribal MIECHV grantees may choose to base their program on a “promising approach” and that the majority of 2010-2012 Tribal MIECHV grantees based their program on the “Parents as Teachers” model. The current grantees experienced success with capacity building and using the results of needs assessments, and challenges in implementing evidence-based programs with fidelity to the models. Some strategies that have been adopted to enhance tribal home visiting include enhancement of the model curriculum, Positive Indian Parenting, home visiting teams where a nurse and a parent mentor visit together, and community-based participatory research that had been approved by the Tribal Council/Advisory Board.

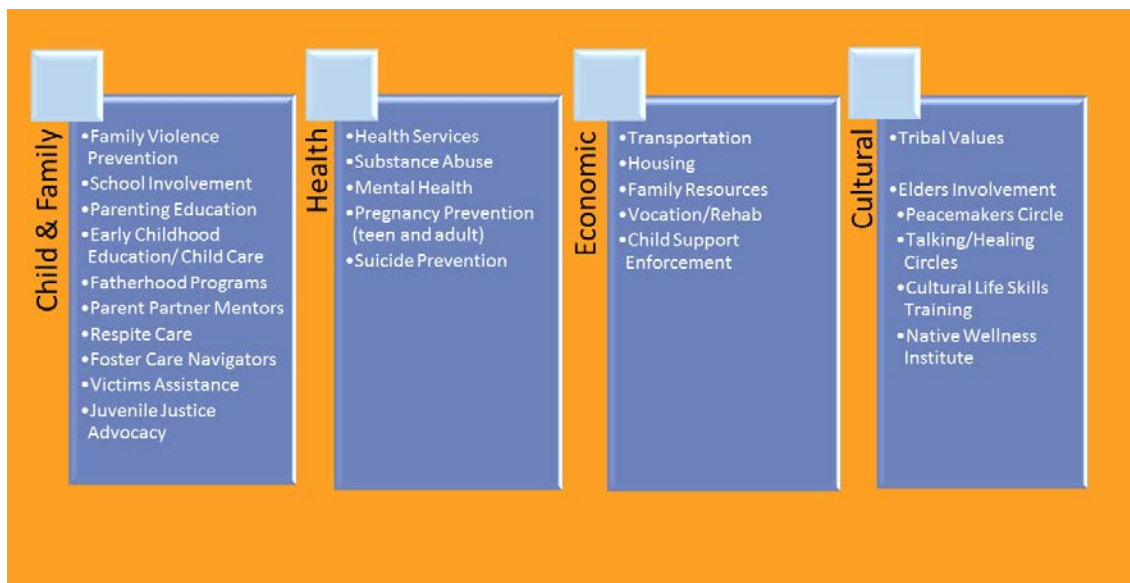
Stephanie Carpenter and Stacy Mills of Port Gamble S’Klallam Tribe TANF program concluded the session with insight into working with their MIECHV program. The key to the program’s success is its emphasis on the nurse-family partnership, with the visiting team composed of a nurse and a former doula who is also a community member. They reflected how previously, first time moms with young children could “slip through the cracks” but referrals to the tribal MIECHV program allows the TANF agency to make sure participants get the support they need. The partnership has also allowed home visiting partners to learn about TANF and ICW, which helps them put a positive spin on the work of ICW by allowing parents to access services before a grievance is filed. It has also helped offer services that were previously missing, such as birthing classes that the Women, Infants, and Children (WIC) program was unable to provide. The Port Gamble S’Klallam Tribe also partners with Jefferson County, Washington for their MIECHV program.

Approaches to Documenting Cross-Agency Coordination and Collaboration

- **Pirkko Ahonen**, Ph.D., Senior Research Associate, James Bell Associates
- **Carol Hafford**, Ph.D., Principal Research Scientist, Economics, Labor, and Population Studies, NORC, University of Chicago
- **Kim Keating**, Senior Research Associate, James Bell Associates
- **Julie Morales**, Ph.D., Tribal Evaluation Liaison, James Bell Associates

This session focused on data collection approaches to measure Tribal TANF and Child Welfare service coordination and cross-agency collaboration processes and outcomes, including data collection strategies that include collecting participant and staff stories. The presenters also discussed the array of grantee activities currently undertaken (see **Figure 2**).

Figure 2 – Direct Services Provided by TT-CW Projects



The speakers prefaced their presentation by stating that JBA’s study of current grantee activities is not an evaluation. JBA is examining how the fourteen projects elected to design and implement their individual projects and service delivery strategies, while also documenting grantees’ ongoing progress. For the remainder of the presentation the speakers guided grantees through activities that sought to build their capacity to “tell their program story,” in other words, ways to share information on coordination and collaboration from a data driven perspective.

JBA staff initially led a visioning exercise where grantees were asked to hold a mock coordination meeting and identify three elements that support successful partner collaboration. Following the activity, input from grantees included:

- Eliciting feedback from several disciplines;
- Providing opportunities for questions;
- Creating an “agree to disagree” communicative environment;
- Ensuring common understanding of their participants’ assessment, barriers, and strengths;
- Reaching consensus on the needs of the family in question;
- Establishing clarity on each partner’s roles and responsibilities;
- Documenting the meeting proceedings;
- Making time for prayer in the beginning and end of the meeting; and,
- Identifying a strong facilitator before the meeting begins.

JBA responded that grantees could use these types of strategies as criteria of progress for actual collaborative meetings.

JBA next asked grantees to brainstorm on the outputs that need to emerge from a successful meeting. Following the activity, grantee feedback included:

- Creation of a timeline for the next meeting;
- Development of a schedule for coordinating case management;
- Completion of semi-monthly forms that report out on the results of partner meetings and resources allocated to each family; and,
- Completion of any need contracts between partners.

The last grantee activity focused on identifying TANF and Child Welfare participant short- and long-term outcomes, specific changes in attitude, knowledge, and skills that are expected from program activities. Following the activity, grantees identified the following outcomes:

- Decrease the number of out of home placements;
- Increase the number of qualified foster homes; and,
- Connect 200 or more families to their culture.

JBA concluded their presentation by outlining sample data collection instruments (e.g., Protective Survey) grantees could use to measure family strengths and needs. The Siletz Tribe reported that they

use the Visual Scale in order to plot participant barriers and assets. JBA stated that documenting changes in how families interact among themselves, from intake to close-out, is another way to measure increases/decreases in family bonding, child safety and well-being, and community engagement.

The team then shared how collecting stories from participants and staff can be an effective way to report project findings. In the context of evaluation, stories provide insight into the meaning of the numbers in terms of individual's motivations, values, emotions are families experiencing, and factors that influence an individual's behavior. It allows program staff to convey the meaning and impact of their work beyond what the numbers reflect. For Native Americans, storytelling is an ancient tradition that can be tapped into. Methods that Tribal TANF program staff can use to gather stories include basic interviewing, story circles, and storytelling interviews with participants, and collecting staff stories to preserve organizational memory. Another approach they can use is oral history interviews, giving the perspective of change over time. Incorporating elders' insight allows us to look at previous generations to gain perspective on where communities came from in the past. Stories can then be shared via pictures, videos, scrapbooks, story-quilting, and call-out boxes in reports. Program staff should respect participant confidentiality and privacy by establishing appropriate protocols, and remember that collecting stories can be time-consuming. Finally, remember that not all stories have to be success stories – describing lessons learned and growing pains along the way makes your stories more credible.

Elements of Collaboration

- Communication
- Cooperation
- Coordination
- Information Sharing
- Leadership

Closing

Dr. Gaither closed out the meeting by thanking attendees for their active participation in the workshops. She indicated that there would be upcoming Webinars that to address additional information that was not covered during the meeting. Dr. Gaither thanked the grantees for sharing their successes and lessons learned through their individual presentations.