



U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES
Administration for Children and Families

TRI-REGIONAL TRIBAL TANF CONFERENCE

REGIONS VI, VIII & X

WORKSHOP SUMMARY REPORT

AUGUST 14 - 16, 2007

SEATTLE, WASHINGTON





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I. Background

Authorized by the Personal Responsibility and Work Opportunity Act of 1996 (PRWORA) and reauthorized by the Deficit Reduction Act of 2005 (DRA), federally recognized Indian Tribes, or a consortia of such Tribes, have been given the opportunity to operate their own TANF program¹.

Indian tribes that choose to administer a Tribal TANF program have been given broad flexibility to set TANF eligibility rules and to decide what benefits are most appropriate for their service areas and populations. Tribes that take on the responsibility for administering a TANF program will be expected to assist recipients in making the transition to employment. Tribal TANF grantees also will be expected to meet work participation rates and other critical program requirements in order to avoid penalties and maintain their Federal funding. In meeting these expectations, Tribes need to examine the needs of their service areas and service populations, identify the causes of long-term underemployment and dependency, and work with families, communities, businesses, and other social service agencies in resolving employment barriers.

From August 14th-16th 2007, the U.S. Department of Health and Human Services' (HHS) Administration for Children and Families (ACF) sponsored a 3-day conference for Tribal TANF grantees in Regions VI, VIII, and X. The annual meeting was designed to address the needs of grantees who have received funding to operate Tribal TANF programs. A total of 30 Tribal TANF programs were represented at the conference (60 percent of all Tribal TANF programs.) The objective of the conference was to promote awareness about and provide information on effective implementation and delivery of services and to provide grantees an opportunity to collaborate and communicate with each other. The major topics discussed included: helping skills for caseworkers administering Tribal TANF programs; relationships between Tribal TANF and Child Support; processing tribal TANF data reports; leading, managing, and supervising in Tribal TANF programs; case management skills for working with substance abuse clients; financial management and audits; and lessons learned and challenges experienced pertaining to allowable uses of TANF funds. The conference included highlights of a professional development training course created at The Center for Human Services, University of California (U.C.) Davis Extension of the U.C. at Sacramento, specifically for case managers operating Tribal TANF programs. The training was meant to address the unique needs of American Indian individuals and families. See Appendix A for Conference Agenda and Appendix B for Participant List.

¹ http://www.cppa.utah.edu/publications/welfare/Navajo_Nation.pdf



II. Common Themes and Lessons Learned

The following seven sections discuss common themes and lessons learned during each workshop of the conference; in some cases, successful Tribal TANF programs are profiled. The sections are:

- Workshop I: Helping Skills—TANF Administration for Caseworkers
- Workshop II: Relationships Between Tribal TANF and Child Support
- Workshop III: Processing Tribal TANF Data Reports
- Workshop IV: Leading, Managing, and Supervising in Tribal TANF Programs
- Workshop V: Case-Management Skills for Working with Substance Abuse Clients
- Workshop VI: Tribal TANF Financial Management and Audits
- Workshop VII: Allowable Uses of TANF Funds

1. Workshop I: Helping Skills—TANF Administration for Caseworkers

During this workshop, Dr. Geni Cowan from the Center for Human Services, University of California (U.C.) Davis Extension of the U.C. at Sacramento presented on certain interpersonal skills that case managers can use to enhance service delivery. A recurring theme was that Tribal TANF program managers should recognize the importance of balancing the necessary requirements for managing their grants with building rapport and expressing accurate empathy with clients.

Participants in this workshop specifically discussed Motivational Interviewing, which is an effective technique for facilitating positive change in TANF recipients. The four essential principles of Motivational Interviewing are: expressing empathy, developing discrepancy (that is, the difference between a client’s desired life and the one he or she is actually living), rolling with resistance (that is, being patient with clients who are slow to change or resistant to it), and supporting self-efficacy. Of the four principles, Tribal TANF case managers often question “rolling with resistance” because of time-limit requirements for TANF programs. The lesson learned is that case managers should not give in to resistance, but recognize that it is a normal part of the change process and patience, rather than argument, is probably more likely to breed success.

Four Principles of Motivational Interviewing:	
1.	Express Empathy
2.	Develop Discrepancy
3.	Roll with Resistance
4.	Support Self-Efficacy

Strategies for Implementing Change:
Collaborate with clients
Use open-ended questions
Be open with clients about professional boundaries
Use personal examples to relate to clients
In group settings, allow clients to tell their stories
Make home visits to address barriers and observe how clients act in other environments
When clients become employed, explain why their specific jobs are important

Case managers using Motivational Interviewing techniques should be honest, warm, caring, and respectful of clients, and should also be comfortable acting as equals with clients. Even though clients tend to naturally put case managers in a position of power, a driving factor in the success of motivational interviewing involves treating clients as equals. Equality might seem to conflict with case managers’ responsibilities to ensure that clients comply with TANF program requirements, but an important lesson learned is that to maintain a



balance of power, TANF case managers have to agree to take some responsibility when clients are not in compliance. Case managers should collaborate with clients on activities and tasks to facilitate compliance. In addition, case managers should participate in positive change along with their clients to maintain their integrity and feel as though they are good role models. Being a good role model is particularly important for Tribal TANF case managers because Tribal communities are small and case managers often see their clients outside of work. However, the key idea to remember is that case managers should also model humanity; they should model acceptance and forgiveness. When case managers use the four essential principles of Motivational Interviewing, the client is likely to begin the change process.

Another important topic discussed in this workshop pertained to possessing the skills and abilities to intervene during crises. Dr. Geni Cowan recommended building this capacity by establishing trusting relationships with clients, identifying the problem and assessing the situation, dealing with feelings, and exploring alternatives. In establishing the relationship, case managers should acknowledge the client's willingness to seek support, and convey involvement with and acceptance of the client. When identifying a problem, case managers should ask open-ended questions, reflect on what the client is saying, clarify any inconsistencies, summarize the client's problem, and determine whether the problem can be changed. When dealing with feelings, TANF case managers should be non-judgmental and respond with empathy. The case manager should allow the client to take ownership of his/her feelings and never minimize the client's feelings. In exploring alternatives, the case manager can ask questions such as, "*How has the person handled similar situations in the past?*" The case manager can collaborate with the client to come up with alternative actions and then evaluate the advantages and disadvantages of each action.

Outcome: Intervening skillfully to handle difficult situations and provide motivation and support will help clients seek solutions and explore options. Further, because case managers are required to place responsibility on clients while still maintaining unconditional acceptance, clients are likely to learn the skills to be able to deal with issues on their own. This is another justification for the importance of using proven techniques for enhancing behavior change for clients in TANF programs. Participants also gathered together in groups to question, paraphrase, or disagree with certain statements about the interpersonal skills they learned.

2. Workshop II: Relationships Between Tribal TANF and Child Support

This workshop specifically discussed integrating Tribal TANF and Child Support. "The decision on conditioning eligibility for Tribal TANF assistance on either cooperation or assignment of Child Support to the Tribe is left to individual Tribes or to Tribal-State negotiations."¹ In Region X, four Tribes operate both TANF and Child Support programs. In addition, eight Tribes are taking preliminary actions to start integrating the two programs. According to the Region X office, Tlingit and Haida Tribes are effective models for collaborating with Child Support and should be referenced by other Tribes taking initial steps. Also, Tribes can use people in State Child Support programs, acting as liaisons for Tribal Child Support, as references. The most important areas of Child Support collaboration are:

¹ Department of Health and Human Services, Administration for Children and Families (2000). *Tribal Temporary Assistance for Needy Families Program (Tribal TANF) and Native Employment Works (NEW) Program; Final Rule*. <http://www.acf.dhhs.gov/programs/dts/tribal.txt>.



Assignment of Child Support Rights

Good Cause—reviews by both TANF and Child Support and referral to appropriate services

Open communication and information-sharing between the two programs

Staff's knowledge of each other's programs

Recognition that some services benefiting non-custodial parents or custodial parents can be paid for by TANF programs

Outcome: Communication is critical: During this discussion specific questions were asked regarding the assignment of child support to TANF agencies, the referral process, the distribution of support, and the collection of child support arrearages. The overall message from this discussion was the importance of partnership between the Tribal TANF and Child Support Enforcement (CSE) program staff. It is important for Tribal TANF and CSE program staff to have knowledge of both programs and the plan requirements that are associated with administering both, as they can vary greatly in each State or Tribe. Staff from both programs must work together to achieve the common goal of helping families become self-sufficient.

3. Workshop III: Processing Tribal TANF Data Reports

Gerald Joireman from the Office of Family Assistance (OFA) focused on the current coding instructions for data reporting in Tribal TANF programs, the purpose of database codes, and the contents of the financial data report. Annually, Tribes must submit the ACF-196T financial reporting form. Tribal TANF programs receiving direct funds must use the SF-269 form to report quarterly data on their expenditures. Recently, TANF Regional Offices have supported the use of On Line Data Collection (OLDC), an online application for TANF program administrators to manage their grants.² The application was discussed more thoroughly in Section 6: Workshop VI.

The financial data report requires grantees to report three types of data each quarter: disaggregated active data, disaggregated negative data, and aggregated data. The disaggregated active data include data on individuals receiving assistance each month of the quarter. The disaggregated negative data include data on individuals whose assistance was terminated during the reporting period. Aggregated data provide a summary count of the specific total numbers.

In this workshop, tribes worked collaboratively through the TANF Program Instructions, Coding Instructions for Tribal TANF Programs from 2006, to determine whether or not they were coding their data correctly, while the Regional Office Representatives addressed their questions.

Outcome: Creating reports can be somewhat challenging, but the data are important for verification of Tribes' negotiated hours of work and work participation rates. Tribes received answers to questions about reporting and transmitting different codes through individual discussions and technical assistance.

² To apply to use OLDC, please see <https://extranet.acf.hhs.gov/oldccdocs/materials.html>.



4. Workshop IV: Leading, Managing, and Supervising in Tribal TANF Programs

During this workshop, Dr. Geni Cowan focused on major similarities and differences among leaders, managers, and supervisors in TANF programs and highlighted skills associated with each position. Also, participants were asked to take part in an activity during this workshop that involved mapping assets of their organizations.

Humans are social by nature and thrive on interactions with others. We also naturally need structure. Leaders very often provide the structure we need in group situations. In general, people become leaders because of their innate, individual personality characteristics and create structure by

Key Tasks of Leadership:

1. Ensures that followers understand how success is measured
2. Holds people accountable
3. Sees conflict as opportunity
4. Strives to be trustworthy

providing direction for others. Leaders are charismatic, offer clarity, provide a sense of destiny, and challenge their followers. Good leadership moves people forward and inspires them to take initiative; it creates a culture that is ready for and receptive to change. TANF program directors act as leaders when they bring case managers together around program missions/visions and expected program outcomes. Leaders in TANF programs also provide safe environments for case managers to speak their

opinions and ask questions because they treat case managers with empathy. Dr. Geni Cowan concluded that leadership in TANF programs is the key to developing a shared vision. During the conference, program directors learned the characteristics of effective leaders and how they bring case managers together around a shared vision. The common elements of all the program visions included goals to:

- Help clients achieve self-sufficiency
- Plan for the self-sufficiency of future generations
- Provide essential resources for families to enable stability
- Empower clients and build up their strengths and skills

In contrast to leaders, managers are usually awarded their title based on their position within an organization, and their primary task is to be sure that their subordinates simply “get things done.” In general, managers avoid conflict and risk and seek comfort. The lesson learned during the conference was that managers should be cognizant of their management style(s) and try to incorporate leadership skills when appropriate. Leadership is a key aspect of effective management practice. Managers can especially benefit from learning how to incorporate risk-taking into Tribal TANF programs by allowing case managers to ask questions and speak their opinions. Allowing case managers to ask questions can invoke challenges to “the status quo” and is risky for managers, but also necessary. Managers can be more like leaders by listening to ideas in an accepting, open environment and embracing a “readiness-for-change” culture in which change can be spawned from anywhere in the organization to improve customer experience and the organization’s operational efficiency.



Supervisors are similar to managers in that they need to use basic management skills. Usually, supervision consists of specific management activities within an organization. Supervisors generally take on the roles of building and maintaining professional relationships, problem-solving and decision-making, planning, delegation of tasks, promoting internal communication, and managing meetings.

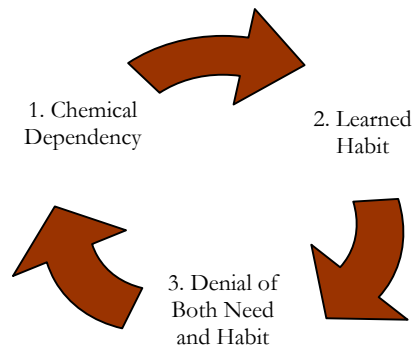
The activity associated with this workshop involved mapping organizational assets. Tribal TANF program administrators were given time to consider their specific organizational assets as a form of assessing balance and identifying additional assets their organization might need to be successful. The organizations are mapped based on four core assets (spiritual assets are included because spirituality is an important underlying concept in many Tribal communities). Major similarities among Tribal TANF program organizational assets were:

- Intellectual Assets to Staff experience and skills
- Physical Assets to Facilities, equipment, and training
- Emotional Assets to Connectedness with the community
- Spiritual Assets to Cultural awareness and traditional values

Outcome: Participants learned valuable information about the similarities and differences among leaders, supervisors, and managers in Tribal TANF programs. Through this they learned about their TANF organizations' strengths and challenges. The activity associated with this workshop allowed TANF program managers to collaborate and communicate with each other about strategies for developing better functioning organizations.

5. Workshop V: Case-Management Skills for Working with Substance Abuse Clients

Addressing substance abuse in working with TANF clients is extremely important for facilitating self-sufficiency in Tribal TANF participants. Even though case managers may refer TANF clients out to substance abuse treatment providers, it is still important for them to understand fundamental concepts regarding substance abuse and addiction. In this workshop, Dr. Geni Cowan recommended first understanding certain models. One model of addiction sees it as a cycle:³



³ Compiled from The Center for Human Services, U.C. Davis Extension Professional Development Training Workshop. *Case management skills for working with substance abuse clients.*



If this cycle persists over a period of years, it can gradually consume a person's life, becoming more important than work, family, and other relationships and responsibilities.

Another model of addiction explains it in the form of stages. The first stage includes internal change, in which an individual emotionally distances him/herself from others so that he/she does not have to explain his/her addictive behavior. The next stage includes a lifestyle change in which dependency starts to develop and an individual's life revolves around his/her addiction. The addiction becomes a normal part of the person's everyday routine. Finally, although the addictive substance no longer produces pleasure, the individual is unable to give it up, largely because the body has become so dependent on the substance that stopping it produces terrible physical and psychological withdrawal symptoms.

With any model of addiction comes a model of recovery. For substance abuse, one recovery model and framework guiding treatment holds that an individual must pass through six stages:

Separation: Detoxification; the individual has no access to the substance of abuse

Individuation: Identifying the person's unique qualities to help him/her establish a sense of self that is not centered on addictive substances

Problem-solving: The individual learns to confront, analyze, and deal with situations in healthy ways—without using substances as a “scapegoat”

Conflict resolution: The individual learns skills to deal with more challenging problems in adaptive ways—problems that are perceived as producing hurt, harm, or loss

Resolution of the past: This resolution comes as a result of the previous four steps and involves putting aside behaviors that have been self- and other destructive

Intimacy: The individual resumes or creates intimate relationships with others that focus on affection and personal inclination rather than duty and responsibility.

Even after case managers are familiar with these (and other) models, addressing substance abuse can be challenging. Dr. Geni Cowan also encouraged case managers to consider the “ipsative [personal] factor,” assessing their own experiences with substance abuse and addiction, including their beliefs and feelings about the cause of addiction before they begin to help others.

Panelists from two different Tribes also presented information on addressing substance abuse in Tribal TANF programs. The Cook Inlet Tribe in Anchorage, Alaska, has a central location for Tribal community members to receive an array of services, including TANF and substance abuse services, and this is a useful model for effectively integrating programs, specifically addressing substance abuse as a barrier to work. Cook Inlet's Recovery Department uses the Screening, Brief Intervention, Referral, and Treatment (SBIRT) tool to identify substance abuse (this was discussed thoroughly at the Achieving Common Goals II Conference).⁴ They also have a detoxification center and a “Recovery Journey” program for adults with substance abuse disorders. Some considerations of the Cook Inlet Tribe in collaborating to address substance abuse as a barrier to work in TANF programs are reviewed here:

⁴ Held June 14th-15th, 2007 in Crystal City, Virginia. Please see <http://pcerta.acf.hhs.gov/> in the near future for the final report.



Cook Inlet Tribe Consideration:	Result:
Methods for Dealing with Confidentiality	Established ROIs and a Qualified Service Agreement allowing staff to share basic info with each other, such as who is working with client
Grievance Policy and Participant Rights	Made these consistent across organizations
Referral Forms	Tribe is in the process of making referral forms universal across organizations
Case Plans and Case Conferences	After ROIs are in place, Tribe is able to jointly talk and communicate about case plans with other organizations
Data and Reporting Systems	Still considering the methods for collaboration

The Quinault Indian National TANF Program also works with participants who have substance abuse/dependency problems. The Tribe specifically uses the Substance Abuse Subtle Screening Inventory (SASSI) to screen individuals for drug and alcohol use. The Tribe conducts the assessment online and then sends the screening for scoring and interpretation (specifically to a company in Tennessee). If the interpretation suggests chemical dependency, the Tribe refers the participant to the Quinault Indian National chemical dependency and mental health departments for full evaluations.

Outcome: Participants learned useful strategies for working with substance abuse clients and gained fundamental knowledge about substance abuse and addiction. They were able to hear about promising practices in the Quinault Indian Nation and the Cook Inlet Tribe around integrating substance abuse assessment and treatment into Tribal TANF programs and ask questions for discussion. They also learned about the “ipsative factor”: the importance of assessing their own issues and experience with substance abuse and addiction before helping others.

6. Workshop VI: Tribal TANF Financial Management and Audits

Managing Tribal TANF funds and audits is at times complex for Tribal TANF program administrators, but they must submit annual and quarterly data collection and financial status reports to ACF to avoid incurring a penalty. Tribal programs are also subject to an A-133 audit by the Office of Management and Budget, in which auditors determine whether Tribes’ requirements are met.⁵ Pat Contraro from Region X, Dianne Foss from Region VIII, and Gayle Jost from Region X presented during this workshop.

Applicable regulations, Office of Management and Budget Circulars, and Certifications were discussed in this workshop. The Code of Federal Regulations is a systematic collection of the rules by the executive departments and agencies of the Federal government. Regulations for programs and activities are located in Title 45 Public Welfare Parts 1-99. Native American programs and

⁵ Administration for Children and Families, Office of Family Assistance, Division of Tribal TANF Management. *Tribal Guidance*. [Tribal TANF Powerpoint Training Guidance](http://www.acf.dhhs.gov/programs/dts/guidance/tribaltanfguide.htm). <http://www.acf.dhhs.gov/programs/dts/guidance/tribaltanfguide.htm>.



various programs relating to children and families are located in Parts 200-299. The Office of Management and Budget Circulars include the A-87 Cost Principles, A-102 Administrative Requirements, and the A-133 Audit Requirements. Certifications occur when a grantee accepts Federal funding and is asked to certify that the organization will adhere to certain cross-cutting requirements. Requirements, called Terms and Conditions, are attached to each Grant Award document.

The Regional Office representatives recommended that Tribal TANF program administrators follow certain principles to effectively manage grants. These include expending funds appropriately, maintaining accounting records, safeguarding assets, having adequate internal control systems and internal policies, allocating costs to the correct programs, reporting data and finances, and complying with the annual audit, if applicable.

As for the audit process, The Thompson Publishing Group, Single Audit Information Service provides a list of the top 10 considerations that grantees should pay attention to when preparing for an annual audit:

- Cash management
- Property records
- Equipment inventory
- Noncompetitive procurement
- Over-valuation of third-party in-kind contributions
- Written prior approvals
- Time-and-effort reports
- Timely, accurate financial and performance reports
- Cost transfers

The considerations are based on a review of common findings from the A-133 audit process. Other resources handed out during this workshop for Tribal TANF program administrators included Tribal TANF Program Grant Terms and Conditions for FY 2007 and the Tribal TANF training guide. With these resources, along with others, Tribal TANF program administrators have the necessary materials to effectively handle their grants.

Also discussed in this workshop was the online system (OLDC) that TANF data-entry workers can use to create a report and authoring officials can later use to certify reports.⁶ Advantages of using OLDC include that it saves the hassle of mailing two reports to different places, the report is reviewed by ACF on the same day it is submitted, the system provides automatic calculations and checks to reduce errors before submission, and copies of the report are saved for future reference.

Outcome: Participants were heavily equipped with the tools necessary to manage financial processes and issues regarding their grants. Participants also became better prepared to deal with the audit process.

⁶ Training on how to use OLDC is available at <https://extranet.acf.hhs.gov/oldcdocs/index.htm>.



7. Workshop VII: Allowable Uses of TANF Funds

Grantees’ Regional Office representatives (also known as Federal Project Officers) serve as stewards of Federal funds by monitoring grant activities. They also provide assistance to grantees in meeting their grant requirements. During the conference, OFA’s Ray Apodaca discussed requirements and expectations for uses of Tribal TANF funds. Allowable activities for Tribal TANF grantees include projects that support any of the four purposes of TANF: (1) assisting needy families so that children can be cared for in their own homes; (2) reducing the dependency of needy parents by promoting job preparation, work, and marriage; (3) preventing out-of-wedlock pregnancies; and (4) encouraging the formation and maintenance of two-parent families.⁷ Similar to State TANF programs, Tribal TANF programs are also subject to work participation rate requirements, maximum time limits for cash assistance, and penalties. However, for work activities, Tribes have more flexibility than States; activities can be tailored to traditional tribal means of self-sufficiency for TANF participants. For example, subsistence fishing and hunting can be considered a work activity in some tribes.

There was some discussion of allowable activities for recipients. Presenters used such scenarios as the one below to illustrate various points, some of them quite complex.

Scenario:	Finding(s):
<p>The Tribal TANF program is located in a building that is owned by the Tribe, and the Tribe collects rent from the TANF program. The Tribe is proposing an increase in rent amount.</p> <p>Is rent allowed?</p> <p>What is considered “fair” rent amount?</p> <p>Who is required to pay utilities for occupied space?</p>	<p>OMB Circular A-87 says that less-than-arms-length leases, rental costs under sale and lease back arrangement, and capital leases are allowable only up to the amount that would have been allowed if the recipient component owned the property. In other words, the grant could only be charged depreciation, or a use allowance, maintenance, taxes, and insurance for the use of the property.</p>

The scenario suggests that Tribes cannot charge rent to TANF programs but can charge for depreciation, maintenance, or a use allowance. Compensating the Tribe for use of the building is different to some degree than paying rent. There are circumstances in which a use allowance is permissible but Grantees cannot budget or categorize it as “rent.” This scenario is complex and underscores the importance of a Tribe’s contacting the Regional Office to discuss uncertainties of allowable uses of funds.

Outcome: Participants were able to interactively discuss their questions about allowable uses of TANF funds. Grantees found that they share many of the same problems when trying to decipher whether certain uses of funds are allowable under the purposes of TANF. They were able to hold a dialogue about these problems and brainstorm solutions. Ray Apodaca presented many common scenarios for discussion.

⁷ Department of Health and Human Services, Administration for Children and Families (2006). *TANF Essentials Under Welfare Reform of 1996 Fact Sheet*. http://www.acf.hhs.gov/opa/fact_sheets/tanf_factsheet.html.



III. Conclusion

To fulfill the purposes of TANF, collaboration and communication among Tribal TANF grantees on issues surrounding the delivery and implementation of programs is important. ACF sponsored the 3-day conference that included seven workshops so that Tribal TANF program participants receive the most effective service delivery and implementation possible and all providers across Tribes and local communities are given the best knowledge and tools to facilitate success, that is, self-sufficiency.

APPENDIX A:

CONFERENCE AGENDA





U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES
Administration for Children and Families

TRI-REGIONAL TRIBAL TANF CONFERENCE

SEATTLE, WASHINGTON

REGIONS VI, VIII & X

AUGUST 14 - 16, 2007



AGENDA

Tuesday, August 14

8:00 – 9:00 am Registration and Networking

9:00 – 9:45 am Welcome and Opening Remarks

Frank Shields, TANF Program Manager, Region X
Blessing – Leo Smith, Nez Perce Tribe
Doreen McNicholas, TANF Program Manager, Region VIII
Steve Henigson, ACF Regional Administrator, Region X
James Whitfield, HHS Regional Director, Region X

9:45 – 10:00 am Break

10:00 – 12:00 pm Workshop 1: Helping Skills - TANF Administration for Caseworkers

PRESENTER: **Dr. Geni Cowan**, UC Davis

This workshop will focus on interpersonal skills case managers can use to motivate and support clients. Participants also explore cultural approaches to motivation and support, and will address ways to handle difficult situations that can arise in case management. Topics include: engaging the client; using motivation to promote change; working effectively with challenging client behavior; addressing crises; and maintaining cultural sensitivity.

12:00 – 1:00 pm Lunch

1:00 – 2:30 pm Workshop1 (wrap-up): Helping Skills - TANF Administration for Caseworkers

2:30 – 2:45 pm Break

2:45 – 3:45 pm Workshop 2: Relationships Between Tribal TANF and Child Support

PRESENTER: **Jan Jensen**, Tribal CSE, Region X

This session will provide information and ideas about why the IV-D and IV-A programs should carefully build effective working relationships, including communication, case staffings, and data exchange. Comments and best practices from the attendees will be encouraged.

3:45 – 5:00 pm Workshop 3: Processing Tribal TANF Data Reports

PRESENTER: **Gerald Joireman**, Office of Family Assistance

This session will provide current information about Tribal TANF data reporting requirements, tips for ensuring accurate reporting and transmitting, avoiding errors in the process, and the use of the data in developing work participation rates. Mr. Joireman will also be available throughout the conference for individual discussions and technical assistance.

Wednesday, August 15

8:00 – 9:00 am Networking

9:00 – 10:30 am Workshop 4: Leading, Managing, and Supervising in Tribal TANF Programs

PRESENTER: **Dr. Geni Cowan**, UC Davis

Leaders, managers, and supervisors are charged with developing and implementing service-delivery systems that address the program goals of Tribal TANF while facilitating self-sufficiency among their program participants. This workshop addresses the development and refinement of the professional knowledge and skills that leaders, managers, and supervisors need to effectively manage Tribal TANF Programs. Topics include: exploring the elements of an empowered workplace; strength-based supervision techniques; mapping organizational assets; and modeling professional ethics.

10:30 – 10:45 am Break

10:45 – 12:00 pm Workshop 4 (wrap-up): Leading, Managing, and Supervising in Tribal TANF Programs

12:00 – 1:00 pm Lunch

1:00 – 2:45 pm Workshop 5: Case-Management Skills for Working with Substance Abusing Clients

This workshop will address strategies for working with substance abusing clients in Indian Country and ways that case managers can encourage and motivate clients to stay on track in their recovery process. Topics include: acknowledging our own issues and experiences with substance abuse before we can help others; how the case manager can work with clients to develop small achievable goals; monitoring client progress; and providing on-going consistent support.

PANEL PRESENTATIONS:

Darrel Pickett & Andrea Halstead, TANF Co-Managers, Quinault Indian Nation, Taholah, WA
Carol Wren, Interim Director of Employment and Training, Cook Inlet Tribe, Anchorage, AK

FACILITATOR: **Dr. Geni Cowan**, UC Davis

2:45 – 3:00 pm Break

3:45 – 4:30 pm Workshop 6: Tribal TANF Financial Management & Audits

PRESENTERS:

Pat Contraro, Financial Management, Region X

Dianne Foss, Financial Management, Region VIII

Gayle Jost, TANF Team, Region X

The purpose of this session is to give TANF managers an overview of financial management processes and issues – legal foundations; grant management principles; how the money flows; financial reports; electronic reporting via OLDC; how to prepare for an audit; common audit findings; program staff's role in resolution of audit issues; and more.

Thursday, August 16

8:00 – 9:00 am Networking

9:00 – 10:30 am Workshop 7: Allowable Uses of TANF Funds

PRESENTER: Ray Apodaca, Office of Family Assistance

This will be an interactive discussion with Federal staff around allowable uses of TANF funds. Real-life examples will be used to frame this dialogue on common problems faced by grantees, with time for sharing experiences and discussion of possible solutions.

10:30 – 10:45 am Break

10:45 – 12:00 pm Workshop7 (wrap-up): Allowable Uses of TANF Funds

12:00 – 1:15 pm Lunch

Regional Meetings

Closing Remarks

Frank Shields, TANF Program Manager, Region X

Doreen McNicholas, TANF Program Manager, Region VIII

Prayer – Leo Smith, Nez Perce Tribe

APPENDIX B:

PARTICIPANT LIST





U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES
Administration for Children and Families

TRI-REGIONAL TRIBAL TANF CONFERENCE

SEATTLE, WASHINGTON

REGIONS VI, VIII & X

AUGUST 14 - 16, 2007



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