



Welfare Peer TA Network Webinar

BROADENING THE SCOPE OF WORK ACTIVITIES: USING CULTURAL ACTIVITIES IN TRIBAL COMMUNITIES

Wednesday, March 27, 2013; 1:00 – 2:30 p.m. Eastern Time

Presenters:

- James Butler, Office of Family Assistance, Administration for Children and Families
- Felicia Gaither, Division of Tribal TANF Management, Office of Family Assistance
- Marlene Andrews/Rae Belle Whitcomb, Bristol Bay Native Association
- Mark Pendergrass, Muscogee Creek Nation
- Jessica Egnew, Lower Elwha Klallam Tribe
- Bernadette Panteah, Pueblo of Zuni
- Lesley Smith, Moderator, ICF International

Welcome! The session will start momentarily.



Welfare Peer TA Network Webinar

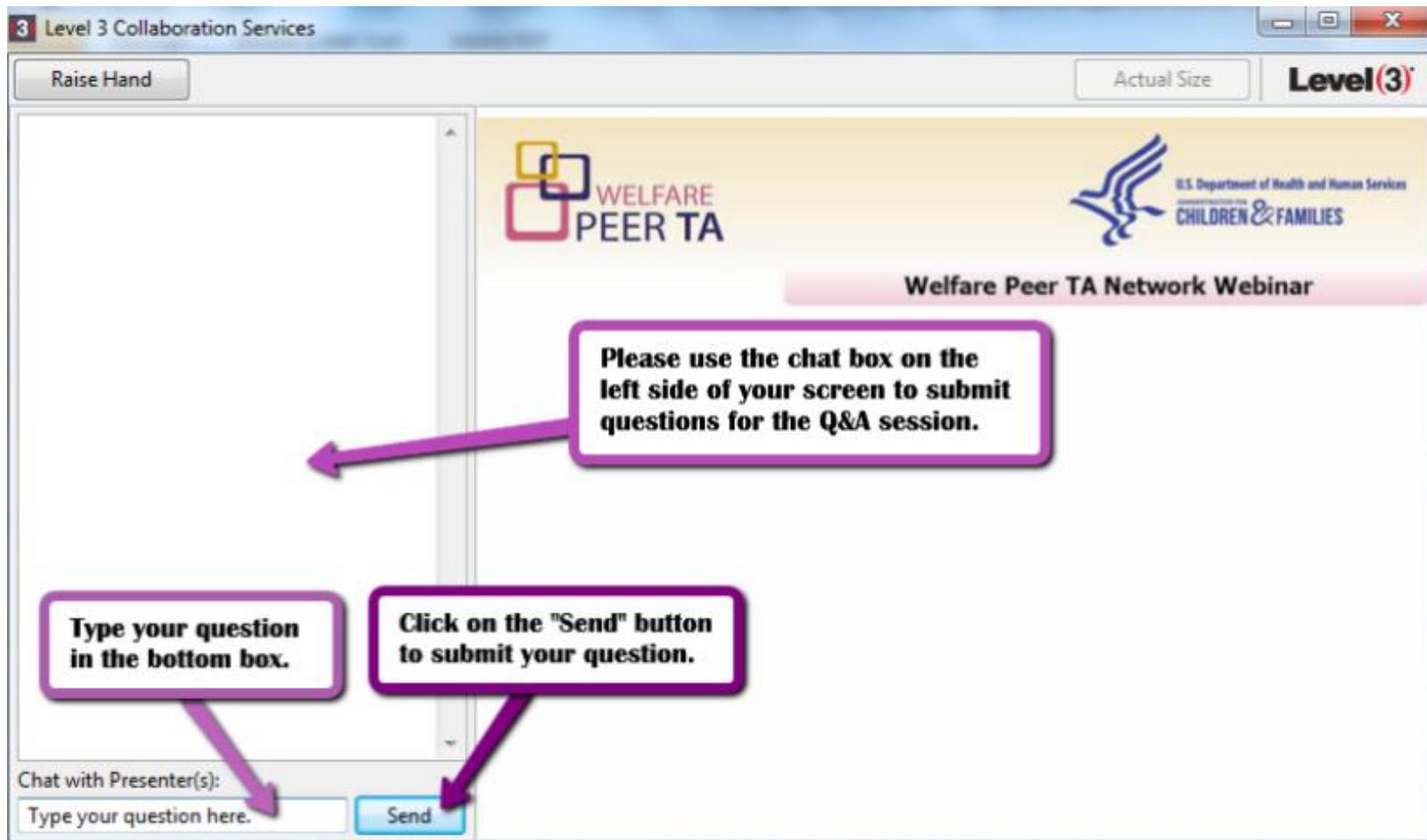
Welcome and Introductions:

James Butler

*Federal Project Officer
Office of Family Assistance*

Welfare Peer TA Network Webinar

How Do I Ask a Question?



The screenshot shows a webinar interface with the following elements:

- Top Bar:** Includes a "Raise Hand" button, "Actual Size" text, and the "Level(3)" logo.
- Header:** Features the "WELFARE PEER TA" logo on the left and the "U.S. Department of Health and Human Services ADMINISTRATION FOR CHILDREN & FAMILIES" logo on the right.
- Title:** "Welfare Peer TA Network Webinar" is displayed in a pink banner.
- Instructional Callouts:**
 - A purple box with an arrow pointing to the left side of the screen: "Please use the chat box on the left side of your screen to submit questions for the Q&A session."
 - A purple box with an arrow pointing to the bottom text input field: "Type your question in the bottom box."
 - A purple box with an arrow pointing to the "Send" button: "Click on the 'Send' button to submit your question."
- Chat Area:** Located at the bottom left, it contains the text "Chat with Presenter(s):" and a text input field with the placeholder "Type your question here." followed by a blue "Send" button.



Welfare Peer TA Network Webinar

Felicia Gaither

Director

Division of Tribal TANF Management

Office of Family Assistance

Tribal Temporary Assistance for Needy Families



Felicia Gaither, PhD

Director, Division of Tribal TANF Management



Four Purposes of TANF

- Provide assistance to needy families so that children may be cared for in their own homes or in the homes of relatives;
- End the dependence of needy parents on government benefits by promoting job preparation, work, and marriage;
- Prevent and reduce the incidence of out-of-wedlock pregnancies and establish annual numerical goals for preventing and reducing the incidence of these pregnancies; and
- Encourage the formation and maintenance of two-parent families.





Work Participation

- Tribes are held accountable for moving families from welfare to self-sufficiency through work.
- Negotiation of the Tribal work participation requirements is based on economic conditions and resources available.
- Tribes may define key terms, including the activities that count as work within the limits of the statute.





Unique Provisions of Tribal TANF

Tribes have the ability to:

- define acceptable work activities
- establish the number of work hours required
- determine circumstances under which participants may be exempted from participation in work activities
- determine what support activities are to be provided and for how long
- include culturally relevant work activities
- include culturally relevant support services
- give credit for reasonable transportation time as part of a work activity





Countable Work Activities

45 CFR 286.100:

- Unsubsidized employment;
- Subsidized private/public employment;
- Work experience;
- On-the-job training;
- Job search/job readiness (see 286.105);
- Community service programs;
- Vocational educational training (see 286.105);
- Job Skills training directly related to employment;

continued next slide...





Countable Work Activities

...continued

- Education directly related to employment, in the case of a recipient who has not received a high school diploma or equivalent;
- Attendance at secondary school/GED program;
- Providing child care services to an individual who is participating in a community service program; and
- Other activities that will help families achieve self-sufficiency.





Examples of Work Activities in Tribal TANF Plans

In addition to the work activities defined in the statutes, Tribes may include additional/different work activities:

- Work experience or job sampling - without regard to availability of sufficient private-sector employment;
- Vocational education – without limitation;
- Participation in barrier removal activities;

continued next slide...





Work Activities in Tribal TANF Plans

... continued

- Participation in basic life skills training (e.g. financial management, health, and hygiene practices) that will contribute to family wellness and individual's readiness for the job market;
- Traditional subsistence activities (e.g. hunting, fishing, gathering, trapping, etc.);
- Traditional work activities (e.g. pottery making, weaving, wood carving, jewelry making, farming, herding, etc.);
- Teaching cultural activities; and
- Work involved in or supporting traditional cultural activities.





Sources of Authority

- Title IV-A of the Social Security Act
- Tribal TANF Regulations at 45 CFR Part 286
- OFA Tribal TANF Guidance Document
- The Approved Tribal TANF Plan





Thank you!

Felicia Gaither, PhD
Director, Division of Tribal TANF Management
Administration for Children and Families
U.S. Department of Health and Human Services
370 L'Enfant Promenade, S.W.
Washington D.C. 20447
Phone: (202) 205-8354
Fax: (202) 205-5887
E-Mail: Felicia.Gaither@acf.hhs.gov





Welfare Peer TA Network Webinar

Marlene Andrews

TANF Program Manager

Rae Belle Whitcomb

Director of Workforce Development

Bristol Bay Native Association

Bristol Bay Native Association

Workforce Development

Dillingham, Alaska



Tribal Work Activities

Rae Belle Whitcomb, Workforce Development Director

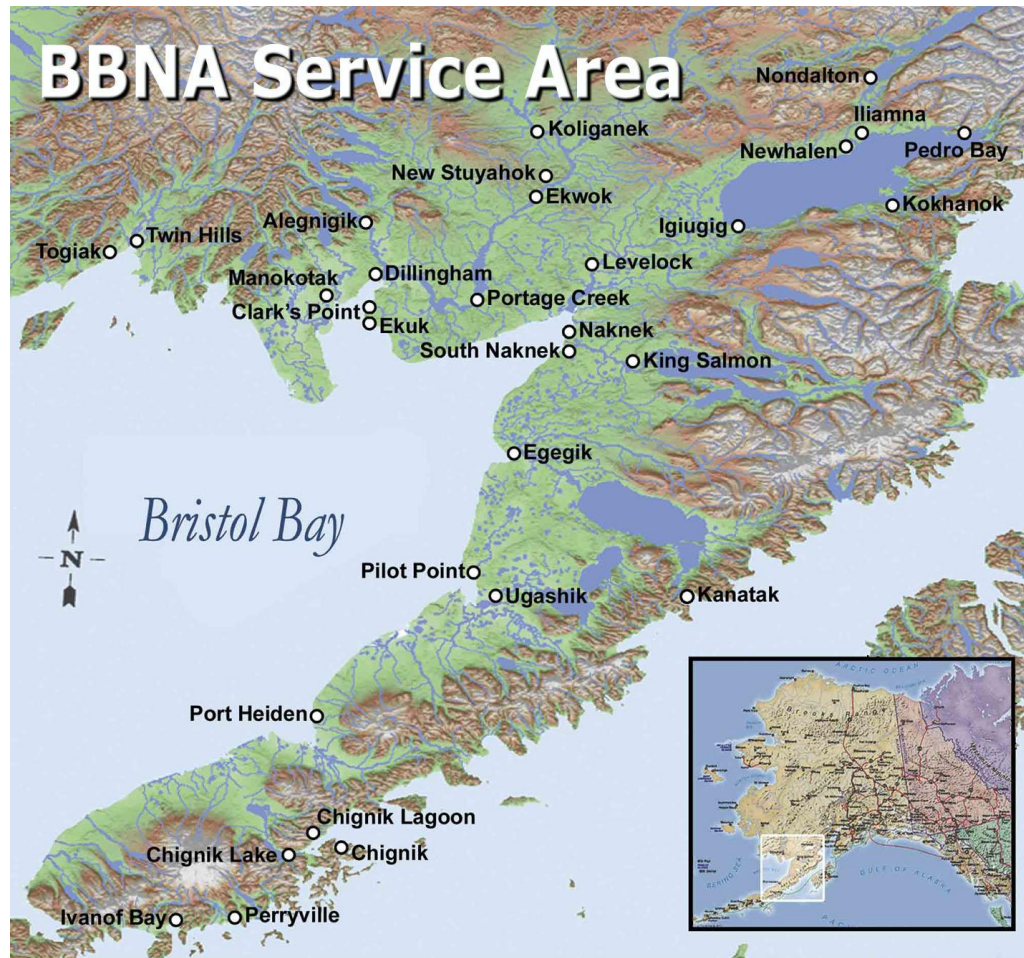
Marlene Andrews, TANF Program Manager

OFA Webinar – March 2013



Bristol Bay Native Association

Who We Serve.....



- BBNA began implementing the TANF program on October 1, 2006.
- BBNA serves 31 villages in Southwest Alaska. Twenty villages are exempt from the 60 month time limit. Unemployment rate for Southwest is currently at 14.6%, not adjusted for seasonal fishing (higher)
- BBNA's current case load is 110 families.
- Family work participation rate is at 35%.
- Each adult in the TANF household is required to complete a Family Self Sufficiency Plan and complete 25 hours of work activities per week.
- Child-only cases are exempt from work participation.

High Cost of Living in Rural Alaska

- Communities accessible only by air or water
- Air Transportation:
 - Togiak to Dillingham \$240
 - Dillingham to Anchorage \$590
 - Total round trip \$1660!
- Heating fuel 6.48/gallon
- Gasoline \$8.40/gallon
- One package of diapers \$18.50
- 1 quart of milk \$4.90
- Prices higher in villages



BBNA TANF Plan Approved Work Activities

- Unsubsidized employment
- Basic education
- Job search assessment as per provisions of 45 CFR 286.105 (b) and (c)
- Job readiness activities as per provisions of 45 CFR 286.105 (b) and (c)
- Job skills training
- On-the-job training
- Internships
- Vocational education training
- Job sampling or work experience
- Approved community work service job skills directly related to employment
- Education in subjects in which there is a reasonable chance of obtaining employment
- Sheltered/supported work
- Work experience
- Subsidized public or private sector employment
- Providing child care services for individuals participating in community service work
- Community service activities
- *Traditional subsistence activities (i.e. hunting, fishing, gathering, etc.)*
- *Traditional work activities (i.e. weaving, beading, carving, etc.)*
- *Cultural activities leading to self-sufficiency*
- Self-employment
- Providing childcare to TANF participants
- Substance abuse treatment
- Life skills training
- Vocational Rehabilitation Services
- Other activities developed by the Tribal TANF to meet general participant needs or the needs of an individual Tribal TANF participant.

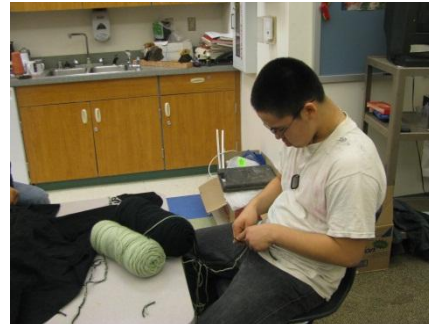
Living on Our Lands

- For many years our tribal families hunted and gathered for food needed to feed families from the land on which we lived.
- Our traditional diets consisted of fish, game, fruits, and vegetables from the land upon which we lived.
- Hunting and gathering activities kept our families together while making us strong and physically healthy.
- We traded with our neighbors to keep us well.



It's Time to Relearn Skills

- What can we do?
 - We can utilize the skills our parents, grandparents, and relatives once taught us... we can again live off the land.
- How can we do this?
 - Informing, Educating, Partnering.



Developing Activities

- Activities are individualized based on participants' needs.
- Group activities are developed by requests from TANF participants based on what is available in their community.
- First, identify the need(s).
- Identify partners to create the activities:
 - Elders
 - Tribal Councils
 - University of Alaska
 - Health Corporation
 - Cooperative Extension Service
 - Seafood Industry
 - U.S. Department of Agriculture
 - Community members
 - Schools
 - City Councils
 - Philanthropy Organizations
 - Adult Basic Education
 - Local Organizations
- BBNA's TANF program pays instructor costs, materials and rental fees as needed to support the activity.

Cultural/Job Clubs

- We focus group activities in village hubs.
- We ask elders, local artists and schools to hold self-employment classes.
- Classes taught: basket weaving, skin sewing, beading, ivory carving, sled making, driver's education, small engine repair, financial budgeting, healthy relationships, construction classes, heating/boiler maintenance, small business entrepreneur, gardening and more.
- **Classes are held depending on the season**

For the past three years, BBNA's TANF program started a Gardening Project because...

Gardening Leads to Independence

- Successful gardening may lead to business development in farming
- Farmers' market sales
- Organic farms
- Villages growing enough food for their village
- Communities growing for other communities
- Growing for local businesses, fishing lodges, stores
- Growing for value added products, salads for retail
- Jobs for communities, village sustainability

Cost Saving with Gardening Vegetables in 2010

Vegetable	pkg \$	10 % seeds	Harvest	Store Cost	Grow in
Broccoli	\$ 1.59	38 plants	38 heads	\$ 170.62	garden
Cabbage	\$ 1.49	31	31 heads	\$ 185.07	garden
Cauliflower	\$ 1.49	21	21 heads	\$ 144.27	garden
Carrots	\$ 2.99	157	157 carrots (med)	\$ 44.85	garden
Cucumber	\$ 1.79	14	~6 1#cucs/plant ?	\$ 251.16	greenhouse/cover
Green Onion	\$ 1.59	110	110 green onions	\$ 15.55	garden
Kale	\$ 1.09	65	65 X 20 leaves	\$ 216.66	garden
Lettuce (head)	\$ 1.79	73	73 X heads	\$ 481.07	garden
Potatoes	\$ 1.75	5#	3 eyes/potato X 5 #	\$ 149.25	garden
Radish	\$ 1.59	46	46 radishes	\$ 14.32	garden
Rutabaga	\$ 1.59	42	42 rutabaga	\$ 62.58	garden
Tomatoes	\$ 1.79	9 plants	20 # tomatoes (?)	\$ 79.80	greenhouse/cover
Turnips	\$ 1.49	105	105 turnips + greens	\$ 207.90	garden
Zucchini	\$ 1.49	3 plants	10 per plant	\$ 89.70	garden/cover
Total	\$23.34	719/14 varieties	Costs	\$2,122.80	
Sales Tax	<u>1.40</u>		Sales Tax	\$ 127.37	
Total Costs	\$24.74		Total	\$2,250.19	
Est. Start Up Costs	\$200.00				

~ Potential Savings = \$ 2,025.45

Please note: The success depends on your individual determination to plan, maintain and harvest.
An average garden in Dillingham is 20' X 20'.

What Are We Doing?

- We held our first Southwest Garden Symposium in September 2010.
- This conference brought 30 people from 11 Bristol Bay villages.
- The class focused on showing how gardening in Southwest may look.
- We displayed local gardens, provided basic information on growing plants, discussed what kind of soil to use, and gave participants the opportunity to meet local gardening mentors.



How Are We Doing This?

Through successful partnerships with:

- **University of Alaska**
- **School of Natural Resource & Agricultural Research**
- **The Marston Foundation (local philanthropy)**
- **Diabetes Prevention Program**
- **Sea Grant Alaska**
- **American Seafoods**
- **USDA Natural Resource Conservation Service**



Organizers of 1st Southwest Alaska Gardening Symposium held in Dillingham
September 23-25, 2010

How Do You Begin?

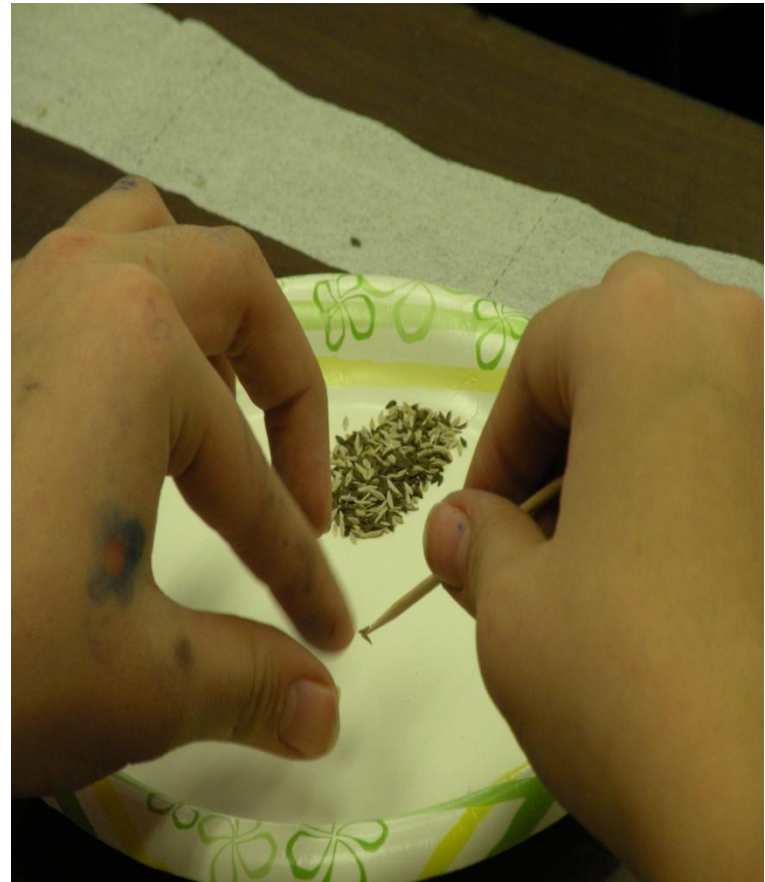
- Set up meetings with your local agencies and partners to offer gardening education and activities.
- Activities may include:
 - Gardening classes - beginners
 - Conferences - presenters
 - Garden tours
 - Classroom activities in school
 - Bringing children together with parents/elders
 - Food preparation classes with locally grown products



BBNA' s gardening projects with TANF participants, community members and partners included:

- New Stuyahok: 2011 Geodesic dome greenhouse purchased by private grants and TANF supported work activities promoting gardening.
- Gardening Equipment for Communities: tillers, rakes, shovels, hoes, seeds, promoting self-sufficiency
- Garden Conferences/Education: building capacity
- Community Gardens: Manokotak, Togiak, New Stuyahok and Dillingham
- 2012 Manokotak: Marston Foundation provided greenhouse kit; BBNA TANF and Workforce Development held construction classes to build greenhouse

Our Second Class: Practical Gardening, March 2011



Making Seed Tapes – great winter activity to prepare for spring gardening

39 Participants from 9 Communities



Composting instruction promoting sustainable communities

Practical Gardening, March 2011



Planting, transplanting and learning to cut and plant potato seeds
Photos by Gwen Wilson

Composting Class, April 2011



Composting

Photo by Gwen Wilson



Dillingham Garden Tour



Garden tour on the tundra – raised beds and safety fencing protect the garden



Manokotak Green House Construction



New Stuyahok Geodesic dome greenhouse



Construction and power tool class taught prior to building of greenhouses

Harvesting and Preserving Food



Diabetes prevention focusing on healthy food and canning classes promoting self-sufficiency

Assorted Raised Beds



2012 Garden Class Participants



Each year we get more interest
in the garden project! We
encourage all Tribes to develop
similar opportunities for
families.

Client Thank You:

- *“The Southwest Alaska Gardening symposium was the best symposium ever. Thank you for letting me attend. I have learned a lot and can share and recommend others to attend gardening symposiums. You did a fantastic job.”*

Challenges to Participation

Lack of committed families/staff, short seasons/long winter, loss of interest, TANF cases open/close, families/mentors move, long distances to get materials, Individualized Plans, funding sources, establishment of business sustainability, and/or individual barriers.



Creative problem solving... use an old boat for a raised garden!

Bristol Bay Native Association
Workforce Development
P.O. Box 310
Dillingham, Alaska 99576
(907) 842-2262

Marlene Andrews
TANF Program Manager
mandrews@bbna.com

Rae Belle Whitcomb
Workforce Development Director
rwhitcomb@bbna.com



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

Welfare Peer TA Network Webinar

Mark Pendergrass
Office Manager
Muscogee Creek Nation



Muscogee (Creek) Nation Tribal TANF Program



Broadening the Scope of Work Activities:
Using Cultural Activities in Tribal Communities

Overview & Early Challenges

Program Overview

- **2008 inception**
- **11-county service area**
- **Provide services to enrolled members of Federally Recognized Tribes**
- **Currently maintain an average of 150 cases**

Overview & Early Challenges

Challenges

- **Originally, activities with cultural relevance were individually categorized as community service, traditional subsistence, self-employment, and work supplementation activities**
- **These categories included wood hauling, hunting/fishing for elders, ranching, farming, beading, and traditional ceremony assisting**
- **Found clients inflating their numbers with one or two activities so hours could be met**

Allowable Work Activity

Family Strengthening Activity

- **Work involved in or supporting traditional cultural activity**
- **A maximum of 4 hours per week allowed**
- **Allows for a diversity of activities (due to our population being those of all Federally Recognized Tribes)**

Cultural Work Participation Activities

- **Stomp dance – ceremonial & exhibition**
- **Stickball games – ceremonial & exhibition**
- **Historical churches – year-round events/activities**



Cultural Work Participation Activities

- **Beadwork**
- **Traditional clothes making**
- **Making of Traditional Stomp dance items**
- **Teaching a tribal language**



Pumpunvkv Vcayecvkes

“Let's preserve our language”

Muscogee (Creek) Nation

Tribal TANF Program

Okmulgee, Oklahoma 74447

Office: 918-732-7985

Toll Free: 1-800-482-1979

Fax: 918-732-7978

Manager: Neenah Tiger





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

Welfare Peer TA Network Webinar

Jessica Egnew

Employment and Training

Specialist

Lower Elwha Klallam Tribe

Lower Elwha Tribal TANF

Jessica Egnew

TANF Employment & Job Training Center

jessica.egnew@elwha.nsn.us

(360) 417-8545

Overview of Tribal TANF Program

- Lower Elwha Tribal TANF began in 1998.
- Lower Elwha Klallam Tribe has a population of 984 tribal members.
- The Lower Elwha Klallam Tribe reservation is located approximately 10 miles west of the City of Port Angeles, Washington. We serve the area base between Hoko River (which is West of Port Angeles) and McDonald Creek to the East of Port Angeles. The area base serves east to west and is a total of 75 miles.
- We currently serve the Native American population base in the greater Port Angeles area. Our local CSO refers enrolled tribal members from any Federally recognized Tribe in our area to our Tribal TANF Program. We currently serve approximately 60 families.

Allowable Culturally Relevant Work Activities

- Traditionally culturally relevant activities promoting culture such as canoe journeys, dance/drumming group, potlatches, regalia making classes, storytelling, drum making, beading, environmental ceremonial events, cooking for traditional bereavement events, traditional foods, gardening, gathering, hunting, fishing, canning etc.
- Our Tribe chose these activities because they promote culture, and allow our Tribe to promote cultural interaction within the TANF Program, whereas the State governing agencies do not allow for cultural activities. Culturally relevant activities allow families to reunite in a healthy manner because all cultural events are alcohol- and drug-free; they also promote spirituality for our clients regaining inner strength. They encourage and reinforce traditional foods, such as seafood and herbal medicines.

Allowable Culturally Relevant Work Activities (continued)

- All of the culturally relevant activities have been approved in our Tribal TANF Plan. Clients are informed when they sign up as a TANF recipient that if they want to use culture as a work activity, they need to make sure it is in their Family Responsibility Plan prior to attending the activity.
- These activities meet work participation rates because they help our TANF Program to exceed State and Federal requirements.

Skills Attained

- Organizational skills
- Communication skills
- Working cooperatively with others
- Time management
- Respecting others and their cultural beliefs
- Spiritually and emotionally uplifting

Employment/Business Creation

- Our first client is in her early twenties. She began involving herself and her family in cultural activities such as canoe journeys, gift making and our dance group, which led to a full-time job in our cultural program as a Klallam language specialist.
- Our second client is also in her early twenties and she participated in cultural activities regularly, such as dance group, canoe journeys and school district potlatch. She now works part-time in our Lower Elwha Klallam Head Start Program as a teacher's assistant, which has a large cultural element.

Employment/Business Creation

(continued)

- Our third client is in her late thirties and participates heavily in cultural events, such as canoe journeys, school district potlatch (held annually), and regalia making classes.
- She helps with gift making for our potlatches and leads groups of teens in helping, as well. She assists in traditional cooking events with the high school Native American Club. She now works full-time as our Native American Interventionist located at our local high school.

Employment/Business Creation (continued)

- Lastly, our fourth client is in her late forties. She began as a volunteer in many cultural events and activities such as canoe journeys, gift making, regalia making, and preparing our reservation for hosting canoe journeys, which requires a lot of work. After participating (volunteering) for approximately one month, she was hired by the Tribe for the grounds crew on a full-time permanent basis and to this day continues to work in the same capacity.

Lessons Learned

The TANF Program was implemented prior to our current staff began so we can only discuss the *challenges* we have faced.

- One challenge has been acquiring signatures of appropriate people to verify their work participation hours. Signatures must be from a non-relative.
- Another challenge has been transportation for clients to attend cultural activities. Our bus system does not run to our reservation often; the bus runs to our lower reservation every two hours from 7:00 a.m. through 7:00 p.m., Monday-Friday. However, our reservation is separated into an upper reservation as well. The bus system runs to the upper reservation four times a day with many hours in between trips. So if a person lives on our upper reservation and needs to be transported to the lower reservation, there is difficulty in arranging rides.

Lessons Learned (Continued)

Some *successes* of culturally relevant work participation hours include:

- Clients are more successful in acquiring their work participation hours because they are able to use their culture as work participation, especially since there are limited job opportunities in our remote location.
- Clients are more inclined to participate in their culture when they are able to use it as their work participation.
- All cultural events are alcohol- and drug-free events, which is reinforcement for people who may be in a recovery program.
- During our “canoe journeys” events, clients who participate successfully secure a job for themselves every summer because generally they are asked to come back and participate again in the years following.
- Culture has helped bring families back together and helps strengthen their connection with one another, especially events that are longer in duration.

Partnerships

- Better working relationship with other Tribes.
- Our youth have the opportunity to create items for giveaways.



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

Welfare Peer TA Network Webinar

Bernadette Panteah
Director
Pueblo of Zuni

ZUNI EDUCATION & CAREER DEVELOPMENT CENTER (ZECDC) TRIBAL TANF - CULTURAL WORK ACTIVITIES



Pueblo of Zuni - New Mexico

WPTA Webinar: Broadening the Scope of Work
Activities: Using Cultural Activities in Tribal
Communities



WHY INCLUDE CULTURALLY RELEVANT WORK ACTIVITIES?

- ◉ Promotes traditional and cultural values;
- ◉ Provides sense of self;
- ◉ Provides sense of belonging;
- ◉ Develops leadership skills;
- ◉ Develops team building;
- ◉ Teaches/Enhances transferable skills;
- ◉ Promotes community service/reciprocity; and
- ◉ Receives positive blessings.

Tribal culturally relevant activities can lead individuals to become self-sufficient, productive, and contributing members of society

ASSESSMENT/COUNTABLE HOURS

- Initial intake and assessment
 - Case Managers review the TANF adult's characteristics and determine what type of cultural work activity will be appropriate
 - Culturally relevant activity must be included as part of the participant's self-sufficiency plan (SSP)
 - Work activity hours are identified and approved on a "Work Participation Form"
 - Examples: Silversmith hours are based on Personal wage record → # of hours/min. wage = countable hours.
 - Maximum number of hours are set for other types of cultural activities

ZUNI CULTURALLY RELEVANT ACTIVITIES



- Sheep herding/shearing
- Helping at Eagle Avery
- Fetish carving
- Jewelry making (Silversmithing)
- Pottery making
- Participation in traditional religious ceremonies
- Participation in Zuni Medicine society duties/responsibilities (winter/summer solstice)
- Learning diverse functions of seasonal cultural religious ceremonies
- Learning or teaching others to speak Zuni language - Language Preservation



ZUNI CULTURALLY RELEVANT ACTIVITIES

- ◉ Basket weaving
- ◉ Weaving (sash belts)
- ◉ Crochet black leggings
- ◉ Sewing traditional regalia
- ◉ Beading
- ◉ Farming/Harvesting
- ◉ Outdoor adobe oven making
- ◉ Wood chopping for Elders
- ◉ Traditional paintings
- ◉ Kachina making
- ◉ Participation in preparation of Zuni religious ceremonies/ dances (i.e. prayer sticks, prayers, cooking, baking bread, fasting, cleansing/ purification etc.)



OUTDOOR ADOBE OVEN MAKING

- Participants Learn:
 - Planning/Design
 - Masonry skills
 - Teamwork
 - Communication skills
 - Following instructions
 - Proper use of tools



JEWELRY/POTTERY MAKING

- Participants Learn/Enhance:
 - Marketing Strategies
 - Concept of Wholesale vs. Retail
 - Development of effective communication skills
 - Detail oriented approach
 - Creativity
 - Participation in Small Business Workshop sessions
 - Main Street Project Partner



ZUNI LANGUAGE PRESERVATION



TANF Volunteer



Corn Significance



Hands-on Activity



Zuni Clans

ZUNI LANGUAGE PRESERVATION

- Workshop sessions
 - Zuni Story Telling
 - Clan System
 - Zuni Colors - Corn
 - Numbers
 - Seasons
 - Greetings
- Work Activity Hours
 - Hours are counted for preparation of session
 - Facilitation of session
- Pros:
 - Giving back to the community
 - Future employment as Zuni Language Mentor/Teacher
 - Preserving unique Zuni Language
 - Sufficient resources are available

HOW TO IMPLEMENT CULTURALLY RELATED ACTIVITIES

- ◉ Brainstorm meaningful activities related to your Tribe's unique culture;
- ◉ Jot down potential partners;
- ◉ Research resources;
- ◉ Determine the allowable number of work activity hours (unlimited, maximum or minimum);
- ◉ Determine how hours will be measured/verified/documented;
- ◉ THINK out of the box; and
- ◉ Include in your Tribal TANF Plan.

Anything is possible, be creative and OPTIMISTIC. 😊

“To begin a journey, one must have courage; to finish a journey, one must have perseverance.”

- Alex Sung

E'LAH'KWA (THANK YOU)

Contact Information

Bernadette Panteah

P.O. Box 541

Zuni, NM 87327

Email: bpante@ashiwi.org

Phone: (505) 782-7187



Welfare Peer TA Network Webinar

Resources

[Moving Tribal TANF to Wellness and Self-Sufficiency in Indian Country through Promising Practices](#)

A report compiled by the Washoe Tribe of Nevada and California and the Native Wellness Institute that highlights the practices of six Tribal TANF programs, a number of which utilize culturally relevant work activities.

[National Tribal TANF Characteristics Data, Fiscal Years \(FY\) 2010, 2009, and 2008](#)

The Office of Family Assistance, Division of Tribal TANF has posted National Tribal TANF characteristics data for fiscal years (FY) 2008, 2009, and 2010. The characteristics data has been produced for the following categories of information:

- Number of individuals participating in Tribal TANF work activities, by activity
- Adults by work participation status
- Adults by relationship to head of household
- Types of families receiving assistance (e.g., one-parent, two-parent, child-only)
- Families by the number of children in the family



Welfare Peer TA Network Webinar

Resources

[Tribal TANF FAQs](#)

OFA provides a list of many of the most common questions regarding Tribal TANF, including a few on work activities.

[Welfare Peer Technical Assistance Network – Tribal TANF Resources](#)

The Welfare Peer TA Network Web site features resources and tools helpful for Tribal TANF programs, including summaries of technical assistance, questions from peers, materials from regional meetings, and transcripts from past Webinars.



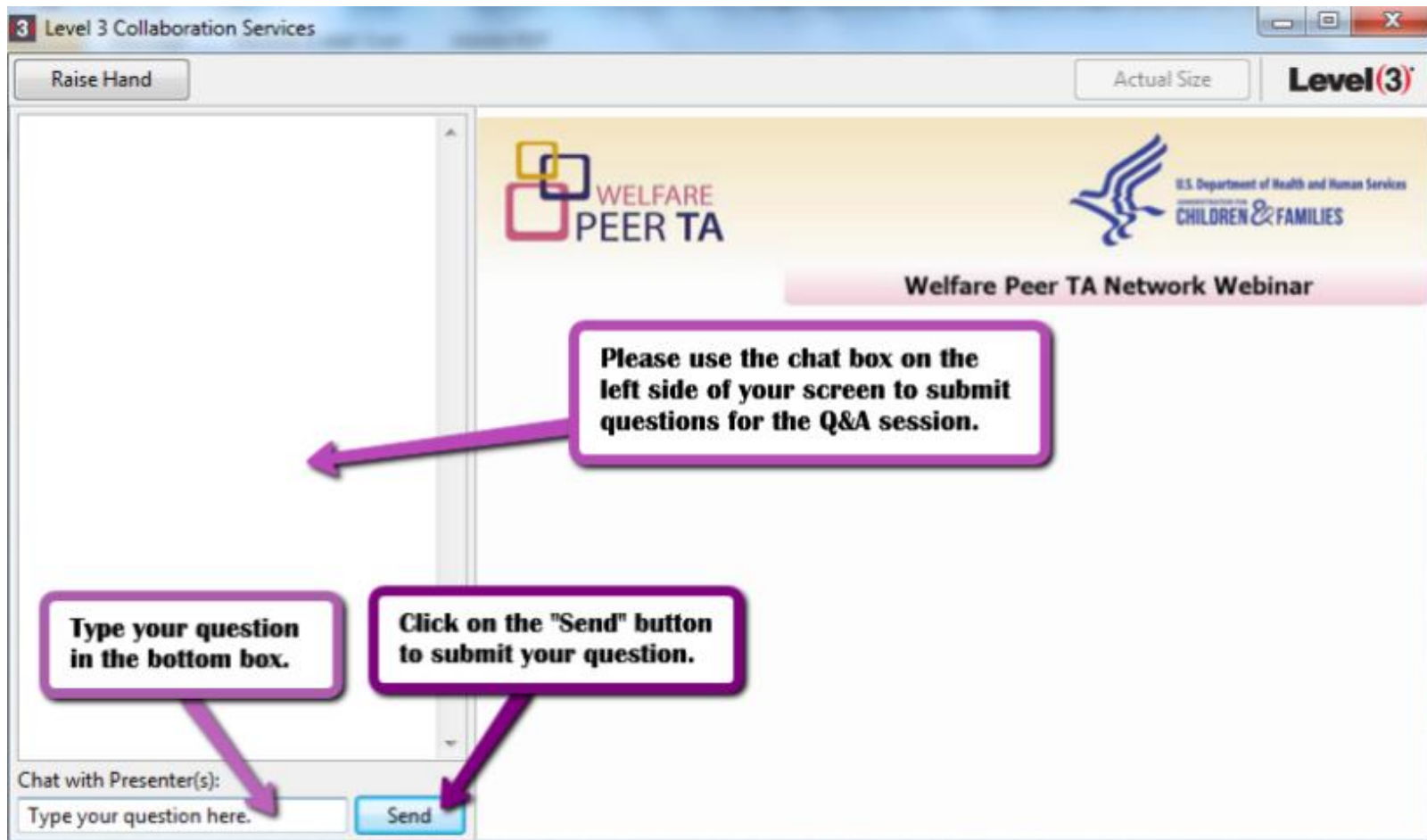
U.S. Department of Health and Human Services
ADMINISTRATION FOR
CHILDREN & FAMILIES

Welfare Peer TA Network Webinar

Question and Answer Session

Welfare Peer TA Network Webinar

How Do I Ask a Question?



The screenshot shows a webinar interface with the following elements:

- Top Bar:** Includes a "Raise Hand" button, "Actual Size" text, and the "Level(3)" logo.
- Header:** Features the "Welfare Peer TA" logo on the left and the "U.S. Department of Health and Human Services ADMINISTRATION FOR CHILDREN & FAMILIES" logo on the right.
- Title:** "Welfare Peer TA Network Webinar" is displayed in a pink banner.
- Instructional Callouts:**
 - A purple box with an arrow pointing to the left side of the screen: "Please use the chat box on the left side of your screen to submit questions for the Q&A session."
 - A purple box with an arrow pointing to the bottom text input field: "Type your question in the bottom box."
 - A purple box with an arrow pointing to the "Send" button: "Click on the 'Send' button to submit your question."
- Chat Area:** Located at the bottom left, it contains the text "Chat with Presenter(s):" and a text input field with the placeholder "Type your question here." followed by a blue "Send" button.



Welfare Peer TA Network Webinar

Please remember to provide your feedback on this Webinar using the brief evaluation poll that will appear in a separate pop-up window when you exit the Webinar.



Welfare Peer TA Network Webinar

THANK YOU for attending the Webinar!

A transcript and audio recording will be available shortly on the Welfare Peer TA Network Web site at

www.peerta.acf.hhs.gov.

We'd like to hear from you regarding future Webinar topics. Please submit your ideas by e-mail to peerta@icfi.com.

Please help us to expand our network and reach a greater number of people by directing interested colleagues from your local and State networks and agencies to

<http://peerta.acf.hhs.gov>.

Please be sure to register for additional upcoming Webinars through the Welfare Peer TA Network Web site.