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TANF Report 2013-14

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Narrative

The purpose of the Narrative Section is to describe the goals of the 477 Program and to summarize accomplishments based on tribal objectives related to the goals.

1. Improve the effectiveness of education, employment, training and related services for the resident eligible population;

2. To reduce joblessness for the Indian/Native American population in southeast Idaho, and to assist and support individual and family efforts to become self-sufficient and responsible for their family and children through gainful employment.

3. To strengthen the Tribe’s ability to serve tribally determined goals consistent with the policy of Indian self-determination.

4. To promote healthy life styles and community activities and events in its service delivery area significant to the Shoshone-Bannock tribal culture, teachings, and traditions.

The next section will describe 8 tribal objectives and the progress in addressing each one.

1. Better evaluation of issues affecting individual and family self-sufficiency; and conditions related to welfare dependency and families in poverty.
   a. Progress: This objective has been met by a variety of approaches aimed at increasing self-sufficiency and conditions related to welfare dependency and families in poverty. First, the 477 staff held meetings to address how the program would address various requests from the community if and when the source of funding ran out before the end of the year. The council had already exhausted its pot of money that is routinely given to community members when they require cash or services that are not administered by tribal programs. The council had already been concerned that community members were becoming dependent on program services and support from the tribal council.

   The staff responded to this request and did a great job of doing a “SWOT” analysis (Appendix 1). This process helped the group identify how 477 services and tribal support that effect the self-reliance abilities of individuals that seek services. The strengths and weaknesses of our approach as well as the opportunity and threats to self-reliance were processed. A chart and outline of our discussion was presented to the council. Some of the caveats of this analysis include having able bodied individuals do some type of community service to “pay back” what they use in services. These individuals are capable of working and yet seek services because they are not working by choice or circumstances. A reliance on services provided by the tribe can set up a cycle of dependence on services rather than developing self-sufficiency so a variety of suggestions to help clients take care of their situation were made to support self-sufficiency. An outline of our discussion is included in the attachment section of the report.

   b. The data system used by the TANF Program is called TAS to organize data for reporting. The system helps us with family income and welfare dependency. Job placement and tracking progress is vital to demonstrating whether or not families are finding jobs, going from part-time or seasonal to full time and whether or not there is upward mobility in terms of pay and position. The TAS system has been expanded and is used with our
Consumer Services Program. The vocational rehab has their own data system they use for clients and they can track their clients in terms of their training, technical assistance, program services and the work status. The TYEP program and EET program do not use TAS and need to have a data system solution for reports and monitoring activity.

We began meeting with a group called “Top Vue” and they presented to our group and demonstrated how they could set up a data management system for the entire 477 Program. The system would work across each department and give us a common program designed to meet our various reporting and activity requirements. In addition, the “tailored” system will allow managers from all the programs to monitor client services where that was not possible before. Consumer Services, Vocational Rehabilitation Program and the Tribal Youth Education Program were not able to track clients and share info with the EET and TANF programs since they are not on the TAS system.

Other benefits of this system will be to minimize the “traffic of case files” and exposing them to loss or being misplaced. Vocational Rehab has files such as medical information that no one should see except for the case manager handling the case. This type of file can be given limited access so that only information that is allowed will be seen. The general information that programs mainly need will be the types of services that were used by a client to avoid duplication of services. Being able to hold workers accountable for workload, file management, provision of services, following internal policy for service limits and conditions and budget monitoring will greatly help with monitoring progress of the programs.

2. Creative case management initiatives to support personal and family goals and objectives;
   a. Family oriented activities were a priority during this last year. 477 Programs have done several “family oriented” events such as a fishing activity on Father’s Day (Appendix 2). There were over 50 people that attended and several families participated. A traditional self-sufficiency activity demonstrating how a fish trap was built using willows was done by a local elder – Sam Galloway. A meal was planned for lunch and there was an opportunity to reflect on the father’s role in the family and how families have to work hard to stay together in the times we live in.

   We have now begun plans for a “Motherhood/Fatherhood” initiative that is used to help people reflect internally on their personal development so they can change “traits” that can be harmful to their family and personally. The program is a 12-week interactive training process with a well-developed training curriculum. This model was created by Albert Pooley with the Native American Fatherhood & Families Association (NAFFA) in Mesa, Arizona. This curriculum is highlighted in the appendices (Appendix 3). The intention is to both train trainers and to have this course taught in a variety of settings. It particularly works well with clients that are incarcerated, in alcohol/drug rehabilitation and all community members that did not have much support from their parents or relatives.

   b. Because of the developing relationships between 477 Departments some of the managers wanted to improve the referral system between programs to make sure we know what is going on with clients. In order to improve inter-department referrals it was decided that the original program case manager the client was assigned to became the referring staff person for other departments. This required cross training between departments such as EET, TANF and Consumer Services.

Since the TANF and EET case managers were referring clients without informing the Consumer Services staff it created a vacuum of CSP not know the details of why the client was referred so the client was “dumped” on them. On the other hand the TANF and EET case managers did not know the outcome of their referral. This lack of communication was frustrating and so the decision was made to train the TANF and EET
case managers in the eligibility for programs such as low income housing energy assistant program (LIHEAP). This made the referring case manager accountable for the client and the CSP staff would sign off on the request and both programs benefitted from the enhanced communication. This is the start of cross training so that programs can not only know what services are provided by each 477 program but they will have better communication and improved service for the clients.

c. The EET program has been using an electronic case management data system using the One Note software program. This program allows the case manager to organize data to better follow the progress of the student in terms of reporting academic achievement (i.e., grades, classes, Freshman/Sophomore/Junior/Senior class status), level of contact with the case manager, scholarship units used, college/university currently attending and scholarship status and record of support. The system also serves as a back-up for files. We have all pieces of requests, emails, case manager phone notes and application forms and materials scanned into this system. This system has proven especially effective in documenting correspondence with students that do not follow through with their paperwork for new and continuing scholarship recipients.

3. Increased networking with other services providers to address barrier removal.
   a. Support from a variety of resources helped with providing an environment to network and help with various projects organized by the 477 HSD. In 2014, partners such as the Idaho National Lab (INL), Department of Energy, Idaho State University (ISU) Biology Department, ISU Physics Department and the ISU Pharmacy Department are interested in joining the training of Native students into STEM related careers. The Department of Energy and Idaho National Laboratory met with the Shoshone Bannock Business Council and offered to work with the tribe to link students into their internship programs they offer during the summer. Other businesses such as Wells Fargo, Bonneville Power Administration and various programs on the Shoshone Bannock campus are interested in developing summer placements for students as well. This may lead to more summer interns for our hotel, schools and various agencies and departments on the reservation.

b. The 477 program is currently working with the courts, mental health programs and other health programs to create prevention based activities for the youth and to encourage community members to seek help with mental health and substance abuse issues. Plans are being made to sponsor a Northwest Indian Youth Leadership Conference in March of 2015 (Appendix 4). The Shoshone-Bannock Tribes will host the event with the 477 Human Service Department coordinating and overseeing the conference activities. This will take an enormous amount of support and the collaborative effort includes ISU Native Americans United student group, Shoshone Bannock Hotel and Events Center, NDN Scholars, high school leadership groups, tribal public relations, Idaho National Laboratory, State of Idaho Indian Education, Idaho State University facilities and food services, Tribal courts, Tribal Health (Nutrition, Four Directions, CHR’s), Fire and EMS, Tax Commission, Gaming and Enterprises. In addition we will be bringing in a group of nationally known Native speakers. The attendance projection is 400 students and 200-250 adults. This will be a huge undertaking and the 477 will be deeply involved.

c. In addition a science, technology, engineering and math (STEM) education initiative is being planned with cooperation from the state universities – Idaho State, Boise State and University of Idaho, along with at least four STEM funded projects from the universities, Partner 4 Prosperity as well as support from the Idaho National Laboratory and science based personnel that work in the tribe’s offices such as fish and game, energy development, GIS/Land Use, Geoscience and health disciplines. This represents a new approach to using resources amongst the professional community as well as drawing support from tribal elders to integrate culture into these science based activities. The STEM Initiative is incorporated into the Summer Youth Employment Program (Appendix 5).

d. 477 Program services are complimented by having the Consumer Services Program housed under the same department. This arrangement provides case managers the opportunity to address various barriers that affect 477 participant households.
Managers have been cross-trained to assess eligibility for the Low Income Energy Assistance Program and to authorize services from their desk. This aids case workers to help clients avoid shutoffs, evictions, and better management of their family/household resources. This saves the client time and resources from having to complete additional paperwork and travel from program to program. The program also provides clients with weatherization information so that clients learn how to weatherize their home to cut utility bills.

On an annual basis the programs coordinate to provide and Energy Resource Fair to educate the community about alternative heating and cooling options and services to aid with high heating and cooling bills. Local and regional utility companies are invited to set up booths to interact with customers in our Service Delivery Area. The Consumer Services weatherization crew provides hands-on demonstrations on windows and doors, water faucets, or household appliances that can be done to save energy and reduce heating and cooling bills. Participants may qualify for door prizes based on their participation at the booths during the Fair. The goal of these events is to provide clients with consumer economics when it comes to the management of their current home or to plan for the future purchase or building of a new home.

In FY2014, the 477 Program coordinated with Consumer Services to renovate a vacated BIA house to convert into a useable office. In the initial phase of this project, two trainees were sponsored by 477 Program and Consumer Service funds to learn basic carpentry skills and to work on interior of the building. The trainees were supervised by a journeyman carpenter and successfully completed their objective that contributed to timely completion of the initial phase in prep for the electricians, plumbers, and HVAC contractors to complete the next phase of the job. We look to opening this new office in the Spring, 2015.

4. To increase support for clients as they transition from welfare to work.
   a. Transitional/Employment Assistance services are available to 477 participants as they transition from welfare into employment. Case Managers develop a Personal Responsibility Plan with participants to help them identify their support system that may include family, friends, and service providers. Additionally, the PRC can be used as a road map to identify barriers of employment, goals and objectives and steps needed to address/achieve them. When employment has been secured, transitional services can help with purchase of work clothing, tools and equipment, transportation and other employment related needs.
   b. Referrals are made to local resource programs/agencies to assist participants with transportation, child care, and other services available in the local communities.

5. To increase employability enhancement opportunities for non-custodial parents.
   a. Non-custodial and custodial parents are now being required to attend self-reliance classes and workshops and/or training activities as a condition of eligibility for the cash assistance services. A new temporary director has been working with the TANF program to replace the regular director who left to take a personnel position. The temporary director has been instrumental in getting more training and self-reliance activities available to the custodial and non-custodial clients. More information will be available in the TANF portion of the report.
   b. TANF along with Consumer Services and Early Childhood programs are working on a fatherhood initiative. The GONA and family activities are going to be a key component of our efforts to keep families together and to bring non-custodial parents an opportunity to bond with their children to strengthen their relationships. The activities also give our program more opportunity to interact with more people that are interested in cultural
practices. The practices are very family oriented and it give both mothers and fathers a chance to teach their kids self-reliant behaviors while adding cultural lesson and the discipline it takes to make a cradleboard by hand or to kill a deer/buffalo/elk and cut it for the meat and use the hide for leather. It also can help the younger people develop a sense of being part of the community by being constructive with their time. Almost all of the practices being taught are time consuming and therefore develop a work ethic in the young people while being encouraged to know their culture. These skills and practices will teach the young people how to work and that will increase their chances of being hired for a job.

6. Services to promote family wellness, positive parenting skills, roles and responsibilities, communication, incorporate cultural practices.
   a. Prevention services are being developed to provide youth and their families with services, information to provide them the tools for family wellness, positive parenting skills, roles and responsibilities, communication and to incorporate cultural practices. Some of the activities held throughout the year were: Honoring Our Native Fathers; Back to School; Cooking Matters; Kids Wellness; and other programs designed to help families.
   b. Collaboration and referrals for training provided by other tribal programs such as the Four Directions Treatment Program and the Health Promotion Disease Prevention Program the 477 links their clients to these types of activities whenever possible. In addition, the 477 has sponsored community dinners, education recognition and opportunities for elders to be involved in planning events for the community. Culture is always incorporated into our community events through an opening prayer, a drum group is usually present and an elder is invited to assist with the opening activities. In addition the 477 program will include cultural knowledge integration with a science based initiative. The director of the 477 has spent 25 years developing health issues and traditional health practices. Our tribe also has a history of a physics teacher in the high school and several tribal elders that have worked with the high school to develop science based projects that incorporate cultural knowledge. Examples of the possible projects include trout incubation, beaver reintroduction, Camas (medicine and food plant) reintroduction, Bitter Root reintroduction, and knowledge about sacred land sites for the tribe. At one time the high school had such innovative programs that NASA used a project from Fort Hall to use on one of their space missions. The elder that was a part of that group is still interested in reviving these activities for the youth.

7. To increase consumer education, budgeting, and services to aid in teaching and practicing family household and budget management, personal organization, and other skills needed to transition to education, training or work.
   a. Consumer education, budgeting for individuals and families, and other self-sufficiency classes/workshops are offered throughout the year. A series of workforce development courses are available. A list of courses is available in Appendix 6. A monthly 477 Newsletter highlights program activities and training available to the clients. The newsletter has become important as a tool to inform clients of ongoing 477 activities, program announcements and training opportunities.
   b. The Knowledge Awareness Nexus (KAN) Project ended after one year. It was determined that the goal of this project was similar to the START program of ISU. They both are about removing academic barriers to those that wish to do short term training or academic education to increase the chances of clients success in a classroom setting. The program is geared for those that need support with math, English and writing skills. A typical student is a high school graduate either recently graduated or re-entry students that are older and want to be competitive in the academic setting. GED graduates are also accepted in this student development project. The hope is to create a cohort of students that will be supportive to each other when they attend Idaho State University. Idaho State University will be actively involved in this project that will start during the Spring 2013 semester. The 477 Program worked collaboratively with the START program from ISU and allowed START staff to actively recruit Native students from the
community to their program. This arrangement has worked well and there were over twenty students that expressed interest and of those about 4 participated in the START program.

8. To work with tribal enterprises and other employers to increase employment opportunities for the Indian/Native American population.
   a. The 477 HSD Program has had several projects that have supported collaborative efforts and establishing relationships with key individuals within various businesses and government agencies. These relationships are beginning to result in offers for internships for students and recruitment with our students for various types of work. Here is a brief description of these collaborative projects and the supporting agencies that are working with us to create more job opportunities.
   b. Summer Youth Science Technology Engineering and Math (STEM) Project – this project provided the 477 HSD Program to work with a variety of agencies and tribal departments to create culture based curriculum for our summer youth employees. Nine different agencies and over 20 people were involved in planning and supporting this project included: Shoshone Bannock Tribe’s 477 Human Services Department, Shoshone Bannock Fisheries Department, Sho-Ban IT Department, Idaho State University’s (ISU) College of Business, ISU Geoscience Department, ISU Energy Systems Technical Engineering Program (ESTEC), Craters of the Moon National Park Service, Idaho National Laboratory, Shoshone Bannock News, and Shoshone Bannock Water Management Program. Laverne Broncho, a local elder, provided cultural context to the geoscience presentation at Craters of the Moon National Park, Twin Buttes and at the Lost River site. A detailed description of activities, agencies and programs is in the summary report in the appendices section. This program is a kickoff activity to increase students into technical fields. This part of the STEM initiative will eventually be expanded to create relationships with corporations, universities and various government agencies to hire students that are being trained in our local community.
   c. A series of meetings with our tribal resource departments has begun. The goal of these meetings is to 1) learn more about the types of technical work professionals do in our tribal workforce, and 2) share info about our cadre of students involved in academic, short term and long term info to see if they can match students with a job or project. The various departments are the fisheries, water management, land use, environmental engineering of the Indian Health Service, agriculture extension services from the University of Idaho, tribal enterprises, construction services, land information services, education, department of energy, finance, fish and wildlife, language and cultural preservation and transportation.
FY 2013-14 Accomplishments List

NOTE: The community events mentioned here are in addition to the other events mentioned in the report. The 477 program is now making progress towards finding common goals, such as the ones listed below, that all the programs can rally around and create opportunity for education. With that thought in mind the program is going to begin a twice a year job fair for clients so we can further our relationships with prospective employers.

Community Thanksgiving Dinner – 1100 participants. This event continues to grow and it is creating opportunity to use it as a magnet event to teach the community more about 477 services and how it can prepare them for entering or re-entering the workforce. This event is sponsored by the Consumer Services Program and is supported with resources and personnel from the other 477 programs. The educational component of the event will be developed and will also allow for other community activities such as vending local craftwork, taking family pictures/portraits, and having other programs provide promotional and educational materials.

Rez Wide Graduation – Community event to honor graduating high school seniors and those receiving training certificates and bachelor, masters and doctoral level academic degrees. 500 people attended this event that is sponsored annually by the Tribal Youth Education Program. The other 477 programs supported the event with door prizes and personnel to run the event more smoothly. This was the first event to ever be conducted in the new Shoshone Bannock Hotel & Event Center and a slide show of the graduating students was shown during the event. Graduating students receive a blanket to honor them for their accomplishment and they also receive a cash award from the Shoshone Bannock Tribe based on the level of education they attained.

STRIDES Workforce Training

This event sponsored by the Vocational Rehabilitation (VR) program helps participants be better prepared to enter the workforce. Several VR staff received training to conduct this workshop and it is in its infancy. This approach to preparing people for the workforce incorporates mental health, personal development and substance prevention principles to a self-sufficiency based workshop. The 477 Program hopes to use this model to work with clients from all of the programs and use it as a tool for client development to increase their odds of getting back into the workforce with marketable skills.

Electrician Training – Beginning and Advanced trainings offered by a retired military electrician. The program is perfect for those interested in learning more about basic electrical tasks and doing around the house tasks.

Ron Garcia, Stanford School of Medicine Recruiter – Presentation by an assistant dean from Stanford University interested in recruiting Native American students from the Shoshone Bannock community. This is the second year Dr. Garcia has done this presentation during the latter part of August.
Summary

Trends: The 477 Human Services Department is seeing several trends that need to be reported.

1. Increase in number of clients participating in the various 477 Departments. The consumer services program has seen a large increase in the last 3 years of this program. There was an increase from 800 to 1200 participants and the number has swelled to close to 2000 participants requesting services. The EET’s higher education has grown over the 30 plus years of its existence to the current number of close to 100 academic students and 16 technology students.

2. There are more students staying in school and completing their degrees than ever before in our program. Older “non-traditional” students are returning to school when jobs are being lost and there is a shortage of new jobs. These non-traditional students are very motivated to complete their training in an efficient manner and not drag it longer than need be. Some of this trend is also related to the entry of students whose parents have received degrees and are now beginning to attend college. Children of parents with a college degree or technical training are more likely to seek and attain a degree than those whose parents do not attain higher education of some type. This bodes well for the community’s future and creates a challenge of how to create jobs that will keep community members from moving to other places for employment after they graduate.

There are fewer students that are collecting an excess of academic credits (over 150 credits) and staff are actively encouraging the ones with this situation to complete their degree. We have one student that had over 200 credits and had not attained a bachelor’s degree. This student is scheduled to graduate in the spring of 2014 with a bachelor’s degree in education.

As the EET internal policy is being refined we are seeing fewer conflicts about how the program runs. We are now going to post our policies on an internet web site so we can refer current and prospective students to a place where the ground rules are listed. We feel this will help students understand the resources that the tribe provides and that the tribe’s scholarship is a supplemental part of financial aid need. It is not meant to cover a student’s entire financial aid need to attend school.
Other Challenges/Budget Increase Request

1. The first challenge for the new fiscal year is to incorporate and add the General Assistance (GA) program into our current configuration of 477 programs. The GA program will be housed with the TANF program since it is similar to the rules of TANF and the operation of its program. The program is geared towards single individuals instead of families. The current GA program is housed in the tribal health program and does not serve any clients. The challenge would be to educate the community that this program has started again and that TANF and the 477 programs can build up the number of clients served by the GA program.

2. The scholarship program now have over 200 people that have receive at least a bachelor’s degree, over 50 with a masters level degree and 8 that have a doctoral level degree. The biggest issue is the constant increase of tuition and the increasing numbers of students that are attending college. This has decreased the amount of support for each student that attends school. For example, Idaho State University (ISU) is the school that 60% to 70% of our students attend because it is local. They have been increasing in-state tuition by 11% every year for the past decade. In the 1970’s ISU cost a student about $600 per year to attend school. In the 1990’s the school’s tuition was in the low $1000 range, and now in 2013, the tuition has increased to $3030 per semester. The $6060 per year cost is ten times the cost of what it was in the 1970’s and 6 times the cost of tuition in the early 1990’s. Now the money that is distributed to students is not going as far as it used to. It would take about $800 more per student to match the tuition and expenses for books that the scholarship would award in the past. We are running behind the increasing inflation of tuition and books and an increase in the BIE funding would be very beneficial to our students.

3. Currently the tribe contributes $368,735.00 to the undergraduate scholarship total and $69,564 for graduate students (there is no BIE contribution for graduate students). The Shoshone Bannock Tribe is sharing $438,299 for scholarships to help our students succeed. The BIE budget for undergraduate scholarships is $120,000 and that budget has remained the same for a number of years, at least since I started in 2010 and reports are it has been longer than that. This may be the largest issue is to find the roughly $100,000 to assist the students with books and tuition. If we were to help with student financial needs of the student the number would be out of reach. The tribe will continue to fall behind due to inflation so if BIE could increase current funding by any amount up to $100,000 it will make a huge difference for our students that end up taking out loans to meet their financial needs. This is a good problem to have as a program because it demonstrates our success in building the program with an increasing number of students. The trend with the scholarship program is on an upward swing and we hope to double our number of graduates in the next ten years. Currently we have more undergraduates funded to attend school at this time than at any other time in the program’s memory. We also have 11 graduate students attending school and 7 of them are working on doctoral degrees. There are two doctoral students in Education (one is on sabbatical and will begin a doctoral degree in the Fall of 2015), two
doctrinal students in Natural Resources, one doctoral student in History and two Juris Doctoral students. The master’s level students are majoring in Nursing, Physical Education Management and Coaching, and two students working on an MBA degree. The number of graduate students is inspiring and highly encouraging towards doubling our current number of 8 students that have attained a doctoral degree. Our hope was to accomplish getting to 16 doctoral students and 80 masters students in 10 years is a reachable goal and one that will benefit the workforce of the tribe and reduce its poverty levels.
During this reporting period there was a change in management due to the TANF Manager being reassigned to the Tribes’ Personnel Department. An Interim TANF Manager with previous experience in working with the Tribes’ TANF Program began duties on May 1st. The TANF Narrative will address the seven questions for reporting as required by 45 CFR 286.275 along with the program service activities that fit within each of the questions.

1. The Shoshone-Bannock Tribes TANF work activities are: 1) barrier removal and life skills, 2) training and education, 3) employment, and 4) special cases. The Shoshone-Bannock Tribes recognizes the first step in moving participants toward successful and long-term employment, participants must first become healthy-mentally, physically, spiritually and psychologically- before they can contribute to their family and community.

The Shoshone-Bannock Tribes TANF program has a case management approach to work with the participant in completion of approved work activities. Each participant has a Personal Responsibility Contract that determines and prioritizes activities that are realistic and attainable.

a. **Barrier removal and life skills**- barriers to employment can be no driver’s license or transportation, childcare and housing issues and lack of training or no previous work experience. Also but not limited to participants can be working on maintaining a healthy lifestyle or referrals can be made for counseling, substance abuse awareness, parenting or employability enhancement.

July 1, 2014, drug testing was implemented as part of case management. The Shoshone-Bannock Tribe has identified substance abuse as a significant barrier to work participation and employability. The 477/TANF Program made it a priority to assist participants to identify and access services for substance abuse. Testing positive will not affect eligibility for the program.

In order to increase interest, promote self-sufficiency and personal responsibility, the TANF classes were replaced by Self-Sufficiency Workshops. The workshops are short-term and designed to keep participants interested and motivated. Instead of on-going classes, workshops will have start dates and end dates and participants will have to register to attend-promoting personal responsibility. Self-Sufficiency workshops may include but not be limited to the following areas: Job Search/Job Readiness, Computer Literacy, Self-Improvement, Healthy Lifestyles, Family/Life Planning, Parenting, Cultural
and other workshops and trainings in the local community by approval of Self-Reliance Specialist

b. **Training and Education**—Many participants lack even the basic skills to apply for employment or training. Informing participants of what trainings are available and supporting them in how to access these opportunities that will improve them becoming more employable.

The 477/TANF Program has on-site General Education Development (GED)/Adult Basic Education (ABE) instructor available to them. Also on-site participants had WorkForce Development Workshops available to them. Workshops included Basic Computer, MS Office Classes for Basic/Intermediate Word, Excel, and Power Point, Customer Service. We still maintain a working relationship with Idaho State University and support participants in attending their WorkForce classes, we have participants whom have completed Certified Nursing Assistance, Welding and many other classes. **START (Successful Transitions And Retention Track)** through Idaho State University also comes to the program to sign participants whose goal is to attend higher education, it is a social and academic support system. Referrals are also made to the tribes TERO program for training offered with them as well as any other employment related activity within the community.

Participants also have the opportunity to participate in Work Experience (WEX), the majority of WEX’s are within the Shoshone-Bannock Tribes departments. This enables participants to obtain hands-on training within variety of work fields to see if it meets their goal or interest.

c. **Employment**—many participants take the opportunity to work while working on their employment related goals by utilizing the temp services that are in the surrounding communities. Fort Hall is located between two cities Pocatello and Blackfoot. Many work seasonal work, since we are rural area harvesting of potatoes and beets are available temporary work as well as firefighting in the summer months. The program counts 40% of any earned income the family earns.

d. **Special Cases**—the program recognizes that some conditions and circumstances may limit or prevent a person from actively benefiting from activities. Pregnant women in their 3rd trimester unable to work due to complications, females during first six (6) months after giving birth to a child and a verified disabilities that are preventing participants from working. All special cases need to be approved by Self-Reliance Specialist and documented.
2. **Transitional Services.** If a participant loses eligibility for cash assistance due to employment they can be eligible for Transitional Services for up to 12 months after they secure employment. Transitional Services are to support participants so they can maintain employment. We had 27 participants receive Transitional Services in FY14.

3. All TANF participants excluding Caretaker Relatives are required to meet and/or exceed weekly work participation activities in order to maintain eligibility to receive cash assistance. The TANF program enforces sanctions to induce cooperation with the set requirements. If participants are not complying with the program a sanction will be imposed. A sanction in the program is a $50 grant reduction. If they fail to still not comply after the sanction their case will be closed and they will not be able to re-apply for services for 90 days.

A new incentive program was implemented this year, it allows participants to earn needed household items, personal hygiene and other necessary items that maybe a stress on the participant budgets. The expectation of this program is to engage participant in being more active in their self-sufficiency goals. The participants earn incentive coupons by attending self-sufficiency workshop or other eligible work activities. The more active a participant is in attending self-sufficiency activities the more coupons they can receive. Participants who have utilized the incentive program have been very receptive of it.

Participants who are actively participating may also be eligible for nonrecurring supportive services. Supportive services are to assist TANF participants in barrier removal. Supportive Services are on a one-time basis and are mainly vendor pay. Supportive service could include help with power bill, vehicle insurance, rental assistance or work related supplies needed. Participants must submit a request with supporting documentation. We also make referrals to the Shoshone-Bannock Tribes Consumer Services program for energy assistance or housing issues within their rules and regulations.

4. The TANF program does not pay for childcare expenses. We refer participant to the Shoshone-Bannock Tribes Early Childhood Program. Also we have application on site for participants to apply for the Idaho Childcare Program to pay for these expenses.

5. At-Risk services (non-recurring short-term benefits). An individual with a dependent child, at risk of becoming eligible for TANF within ninety (90) days without intervention, may be eligible for at-risk services. An application must be completed for services. Social security number and income will be verified. At-Risk payments do not count toward the TANF time limit. The following At-Risk Eligibility Criteria must be met:

   1. Native American. The applicant must meet the Shoshone-Bannock Tribal TANF Program's service population/area requirements.
2. Eligible Individual. The individual must be a parent with an eligible minor child in the home, or must be a pregnant woman in her last trimester of pregnancy.

3. Need for Work-Related Services. The individual must be in need of work-related services and be unemployed or underemployed.

4. Income Limit. The family's income must be below two hundred percent (200%) of the federal poverty guidelines. The individual must meet the income criteria for only the first month to receive at-risk services for up to ninety (90) days.

5. Resource Limit. The family's resources must be such that he/she is unable to meet an emergent need, or is unable to meet the emergent need because of circumstances beyond his/her control.

6. Residence. The individual must meet the Shoshone-Bannock Tribal TANF Program residency requirements.

7. TANF Restrictions. The following restrictions will apply:
   1. The individual cannot be eligible for or receiving TANF benefits.
   2. If an individual received at-risk services within the past twelve (12) months the individual cannot receive at-risk services.
   3. At-Risk services will only be paid for work-related services identified and authorized in a thirty (30) day period to meet needs that do not extend beyond a ninety (90) day period. Payment for at-risk services will be made to the provider of services.

As a part of the 477 application process at-risk participants will be provided with the State Application for Food Stamps, Medicaid, and Child Support Services. Case Managers will work with the at-risk adult to provide resources and referrals to help meet family needs. Self-Sufficiency, job search and readiness, self-sufficiency classes and Workforce Development trainings are also available.

6. In the TANF Plan Section XI: Rights and Due process: if a participant is dissatisfied with a decision they must first resolve it with their SRS within 5 days. If the issue has not been resolved the participant may make a written appeal within 10 days to have a hearing with the TANF coordinator. If the participant is not satisfied with the decision of the TANF coordinator they then have another 10 days to submit an administrative review by 477 director.

7. Not applicable.

The Shoshone-Bannock Tribes TANF Plan was up for re-certification this year. The plan was submitted and approved for another 3 years. It was also submitted and approved with the 477 program. At the end of FY14 we had served 202 cases including 90 one-parent families, 18 two-parent families and 94 Caretaker Relative cases. We are still working collaboratively and awaiting full implementation of the Shoshone-Bannock Tribes Child Support Program. We were invited to review policies and procedures for the program and offer our input as we will be
working closely with the program. We continue to work as a team with other programs such as Child Protection and Early childhood to better serve our clients.
ITEM 3: Report to Fort Hall Business Council Regarding Services and Self-Reliance

REPORT TO FORT HALL BUSINESS COUNCIL
477 HUMAN SERVICES DEPARTMENT STAFF
ASSIGNED RESPONSE

The recommendations presented in this short document are in response to the Fort Hall Business Council request to find solutions in working with community members that are needy and the money for assistance is running out. There are some important factors that were considered in developing this response and the 477 staff took this responsibility seriously. The 477 Human Services Program is responsible for reducing poverty, improving self-reliance and helping people be job ready.

The largest underlying factor to the huge needs of the community members is poverty. In addition to having very little money to live on the intensity of the needs of people will only grow in the near future because of inflation and the cost of living. Adequate housing is another major issue that affects services that are requested by clients. Overall, there are not enough homes and there are not enough homes that are energy efficient. Many homes are sub-standard and cannot be weatherized or in cases where they can be improved the weatherization does not work due to the poor conditions of the home. Poverty, homelessness and self-reliance are issues that are not accomplished overnight. In addition, it will take the effort of many programs to make a dent in the number of people that are unemployed. Training people and then not having a job to refer them to can be discouraging when there are not enough jobs in the community.

There are many other factors involved in the behaviors of the community for requesting services and money. The following recommendations will be able to resolve some of the issues and there are no overnight fixes so it will take a sustained, consistent and organized approach to the situation.

RECOMMENDATIONS

**Overall Goal:** To encourage Shoshone Bannock Tribal Members to become self-sufficient and to promote personal responsibility by:

1. Change the focus of the Consumer Services Program to primarily serve vulnerable populations such as elders, children, veterans, and disabled people. People that are in the 18 to 35 age group and are capable of working need to be encouraged to do community service, internships, “on the job training,” and other volunteer work or work for pay to help them through the urgent situation.
2. Establish a Navigation group that will not hand out money but will help clients find services to support them in case of urgent situations. The group would be made up of people in the community and program representatives whose services are relevant to requests being made.
3. Clarify roles and responsibilities of agencies especially when two agencies have similar services. This can cut down on who is responsible for a specific service when the service has not been defined concerning which agency is responsible or if a gray area exists that needs clarification of roles.
4. Changing the per capita distribution to more frequent payments (e.g., monthly) to support members to develop a financial plan to use money for important personal items such as paying bills, saving for a rainy day by establishing an emergency fund and other useful practices promoted by financial literacy principles.
HONORING Our Native Fathers

June 13, 2014 7:00 a.m.

Bottoms Sheepskin Rd. Bridge

Father’s Day Fishing Day

All Native Fathers and their families are invited to participate.

AGENDA

7:00    Morning Service/Prayer
        Fishing begins

10:00   Return to Group Area

© Fatherhood Initiative Goals-477 Program Staff
© Traditional Father Roles in Providing For your Family – Tom Wadsworth, Tribal
Fish & Game Officer
© Demonstrations Fish net making/fishing traps

Noon – BBQ (hamburgers, hotdogs, chips, fruit, water

Pre-Registration is required for all participants, Deadline to register will be June 11, 2014 at Noon. To Register you may contact Nettie Fellows or Murray Gonzales.

1. Enrolled tribal members must have their Tribal ID’s on their person to fish.
2. Special registration must be completed for Non-Tribal or non-Indian Fathers. In addition each individual wishing to fish must purchase a day fishing permit from Tribal Fisheries. And submit a picture ID to be attached to a group trespass permit. For more information about the fishing permit, you may contact Fisheries at 239-4551.
3. T-Shirts will be awarded to the first 100 Fathers who sign in.
4. All children must be accompanied by a parent or guardian.
5. A Hold Harmless Agreement must be signed by all participants.
6. There will be no transportation available to this event.

Participants should bring: Sunscreen, lawn chairs, fishing poles, umbrella’s, insect repellent and water clothes.

“Give a man a fish you feed him for one day, teach a man to fish he will eat for a life time” - Chinese Proverb
FATHERHOOD/MOTHERHOOD IS SACRED COURSE CONTENT

Session One: Introduction to the Program
- Introducing the program
- Define the purpose of life
- Understanding the sacredness of fatherhood/motherhood
- Understanding the importance of heritage

Session Two: Laying the Foundation
- Understanding the concepts of character and integrity
- Understanding the concepts of order and chaos
- Define laws and rules, explain the difference
- Understanding the need to improve relationships
- Understanding the importance of fathers and mothers as leaders

Session Three: The Creator
- Understanding the Creator as an integral part of Native American cultures and heritage
- Understanding the concept of prayer and its importance in Native American cultures
- Understand and explain the importance of faith/belief

Session Four: Choice
- Understand and value the freedom of choice
- Understanding and appreciate the power of choice
- Understanding the consequences of both good and bad choices

Session Five: Essential Part of Choice
- Understanding the importance of vision
- Understand and explain how vision is powerful
- Understand the results of absence of vision
- Understand why vision is needed
- Understand the impact of vision in our relationships

Session Six: Teachable
- Understanding the concept of being teachable
- Understand and explain the benefits of being teachable
- Understand the importance of truth
- Describe how to learn truth

Session Seven: Barriers to Being Teachable
- Understand and identify the barriers to being teachable
- Understand and explain how to remove the barriers to being teachable

Session Eight: Wisdom
- Understand the importance of wisdom
- Explain the three components of wisdom
- Understanding how to value wisdom
- Define and give personal examples of wisdom

Session Nine: Service
- Understand the importance and benefits of service
- Understand the concept of sacrifice and why it is important
- Explain how to value the small and simple things

Session Ten: Self Identity
- Understand how the core concepts of the program apply to who we are
- Understand why it is important to know who we are
- Understand the importance of improving attitude
- Understand why it is important to respect your children's mother/father
- Understand how our parents had ideas about who we would become

Session Eleven: Relationships
- Understand the importance of relationships
- Learn positive ways to build relationships
- Understand the importance of communication
- Understand how communication affects relationships

Session Twelve: Nurturing
- Understand the importance of nurturing
- Learn how to nurture your family and children
- Understand how love and discipline relate to nurturing
- Experience nurturing
Consumer Services Program Update

Santa will be delivering gifts to elders 62 years & older in the HRDC Lobby on December 23, 2014 from 9:00 am to 3:00 p.m. First come first served.

Due to the Per Capita Distribution. There will be no monetary cash assistance during the month of January 2015 except for extreme emergencies.

Please remember to pay on your utility bills for the next two months with your per capita it helps to prevent a termination or shut off of utility services. Consumer Services only address shut off and terminations before 3:00 p.m. Monday thru Friday

Orientations are held every Tuesday at 8:30 a.m. and on Thursdays at 3:00 p.m. in the Learning Lab, plan on attending a session to hear what’s new. We will be providing public meetings at the following locations:

- Lincoln Creek on December 2, 2014 at 6:00 p.m.
- Fort Hall Elementary on December 4, 2014 at 5:00 p.m.
- Tribal Council Chambers on December 15, 2014 at 5:00 p.m.
- Ross Fork on December 16, 2014 at 6:00 p.m.

Consumer Services will be closed on December 19, 2014 from 2:00 to 5:00 p.m. for a department activity.

We wish all the Fort Hall Community a Merry Christmas and Safe Holiday Season and look forward to serving you 2015.
**Temporary Assistance for Needy Families Program (TANF)**

**Mission Statement:** Assisting Native American Families in Becoming Self-Sufficient and Responsible for their Family and Children.

**TANF Cases will be suspended in January**

January 2015 cash assistance payments will not be processed for participants who receive the December Gaming Distribution payment. The benefit month of January 2015 will be suspended and this month will not be counted against your 60-month Federal time limit.

Self-Sufficiency is encouraged by the TANF Program. Plan to use the per capita distribution to your fullest financial advantage. Depending on your family size, you may be receiving a larger amount per household. You are encouraged to assist your family with catching up on past due utility bills, car repairs, rent, and basic day-to-day necessities (food, shelter and clothing) for your family. TANF participants are still required to turn in their Monthly Eligibility Reports for November by December 15th. Any questions contact your SRS/Case Manager.

**Tips for Strengthening Family Time**

- Plan one extra all-family activity to celebrate your family with your kids and elders. At the dinner table, have each person name one thing about the family for which he or she is thankful.
- Make resolutions to improve family communications i.e., schedule regular "family time", help a member with a difficult task once each week, plan a special family celebration once each month, etc.
- Organize those family pictures. Talk about each picture, who, what, where & when.
- Write "love notes" to each other and hide them where they can easily be found.
- Teach your kids to hug, kiss, smile, and wink.
- Volunteer to help someone who doesn't have a family.
- Make a resolution to maintain your family as your highest priority.

Enjoy your family time!!
Fatherhood Is Sacred and
Motherhood Is Sacred Program

Since October 7th, the Fatherhood Is Sacred and Motherhood is Sacred groups have been meeting every Tuesday. The group is going strong and will end the 12-session program on December 23rd. The facilitators are Dude Perry for the men and Angela Diaz for the women. Some of the 477 staff are as co-facilitators to gain experience in order to continue the FIS and MIS program. The purpose of the group is to strengthen and develop positive and healthy roles for men and women with the outcome of healthy and happy families.

Thank you Dude and Angela for working to establish the Fort Hall Chapter.

Stress Management with Culture and Crafts

Thursday, December 18th will be the last session of the Stress Management workshops until Spring 2015. The weekly sessions provided attendees with stress management information and techniques. Many attendees chose to work on beadwork projects during the workshops and many were first-time beaders. Thank you to Ardith Peyope for helping us!

Empowering Women in Circle

This is a support group for women in the Fort Hall Community. The group will meet to discuss the difficult issues our women and community face while providing a safe and supportive environment. Enjoyable activities will be incorporated into each session along with a potluck style meal. The group will meet every other month.

For more information contact Carmen Yupe, Organizer, at 208-530-2125.
The Scholarship Season

Do you have scholarship money for the 2015-16 college school year? Now is the time to seek scholarships to college for next year. Typically the "scholarship season" is from November to February of each year. This is when most of the scholarships are available and some deadlines begin as early as December and January. Other deadlines will happen by the end of February and into March. After March, a large percentage of the scholarships are handed out. There are only a few "good" scholarships of over $1,000 available after February.

Students that are incoming freshman for next year need to start now to prepare for the 2015-16 school year. Continuing students need to figure out what additional scholarships are available to them.

Scholarships, unlike loans, do not have to be paid back. Scholarships are available at the school you will attend and from other sources as well.

The more money you receive from scholarships the less money will have to come from your own pocket book. Take this advice seriously - it is better to have scholarships than to have debt from receiving loans.

The Shoshone Bannock Scholarship is available to all enrolled members of the tribe that have applied and been accepted into an accredited institution. The scholarship has a deadline of June 15th for the fall semester of 2015.

For more information on Higher Education scholarships and services contact:

Larry Murillo at (208) 478-3760
Kellie Bia at (208) 478-3861
December Workshops and Activities

- Indicates the workshop or activity is eligible for the 477 Incentive Program

Every Tuesday  *Job Club
Meets every Tuesday at 10:00 a.m. to 12:00 p.m., HRDC Classroom
Job Clubs provide mutual support and encouragement for people looking for work. Everyone can benefit from the exchange of job leads, contacts, resumes, ideas, and job search strategies and techniques. For more information contact Nadine Auck, 477 Instructor, at 478-3973

Every Thursday  *Stress Management with Culture and Crafts
Meets every Thursday, 10:00 a.m. to 12:00 p.m., HRDC Classroom
Dec 25 — No Group—Christmas Day
For more information contact Nadine Auck, 477 Instructor at 478-3973

Continues in Dec.  *Motherhood is Sacred Tuesdays
Meets every Tuesday in the HRDC from 6:00 to 8:00 p.m.
For more information contact 236-1028

Continues in Dec.  *Fatherhood Is Sacred Tuesdays
Meets every Tuesday in the HRDC from 6:00 to 8:00 p.m.
For more information contact 236-1028

WORKFORCE DEVELOPMENT TRAINING
Sessions are held from 9 to Noon in the HRDC Computer Lab
These trainings are open to the community.

Dec. 2, 3, & 4  *Basic Office Skills
Dec. 9  *Customer Service
Dec 10  *Conflict Resolution
Dec. 11  *Time Management
Dec. 16  *Leadership
Dec. 17  *Team Building

Dec. 25  Christmas — Tribal offices are closed

For information on other community events and gatherings see our bulletin boards at the 477 Human Services Department located in the HRDC building.
Notice to TANF Participants

All TANF Participants and Caretaker Relatives are required to have a face-to-face meeting with their SRS/Case Manager each month.

TANF REMINDER

Monthly Eligibility Reports and work participation is due on December 15th!

Northwest Indian Youth Conference Planning Meetings

Planning meetings are being held for the 40th Annual Northwest Indian Youth Conference to be held in Fort Hall in March 2015. If you are a middle school, high school, or college student come help us plan for this exciting event.

Planning Meetings are held in the HRDC GED Classroom from 5:30—7:30 p.m.

Meetings: Tuesday, December 9, 2014

477 HSD ORIENTATIONS

Orientations are held every Tuesday at 8:30 a.m. and on Thursdays at 3:00 p.m. in the Learning Lab, plan on attending a session to hear what's new.

Christmas Day is December 25th
News Years Day is January 1st
Tribal Offices will be CLOSED
477 HSD Workforce Development Workshops

December 2014

All classes will be held from 9:00 to 12 Noon in the HRDC Computer Lab. These workshops are open to the community. Limit 20 per workshop.

**Basic Office Skills**
December 2, 3, and 4
Topics: Oral communication; Problem solving and decision making; Multi-tasking; Office etiquette; Telephone etiquette; Manners; Attitude.

**Customer Service**
December 9
Topics: Five essential principals of service; Committing to the basics of customer service; So “Who is my real customer?; Levels of Customer Service; Customer friendly culture.

**Conflict Resolution**
December 10
Topics: The three categories of conflict; Advantages and Disadvantages of categories; Ways of dealing with conflict; Managing conflict and stress.

**Time Management**
December 11
Topics: Purpose of time management; Setting up goals; Journalizing; Creating a to do list; Prioritizing; Planning; Delegating.

**Leadership**
December 16
Topics: The 5 most important functions of Leaders; Personality traits and skills; Attributes of Leaders; Leader vs. Manager; The 4 levels of Leadership; Communication secrets of great leaders.

**Team Building**
December 17
Topics: How does a team work best?; Stages in team building; What attributes make a team work best; Personalities in the workplace; Negotiating team conflict; How attitude makes a difference in a team.

477 TANF participants sign up with your SRS/Case Manager
For more information contact the 477 Human Services Department/TANF Program 478-3973
Seasons Greetings!
From the 477 Human Services Department

Shoshone-Bannock Tribes
477 Human Services Department

P.O. Box 306
Fort Hall, ID 83203

Phone (208) 478-3898
478-3974
Fax (208) 478-3852
478-3845
The Summer Youth Employment STEM Education Project involved 26 enrolled members ages 14 to 17 of the Shoshone-Bannock Tribes from Monday, July 8 through Thursday, August 8, 2013. The members were exposed to a variety of Science, Technology, Engineering and Math (STEM) activities. Supporting this project were the following organizations: Shoshone Bannock Tribe's 477 Human Services Department, Shoshone Bannock Fisheries Department, Idaho State University's (ISU) ISU College of Business, ISU Energy Systems Technician Program (ESTEC), ISU Geoscience Department, Craters of the Moon National Park Service, Idaho National Laboratory, Shoshone Falls Park, Shoshone Bannock News, and Shoshone Bannock Water Management Program.

There were also 15 youth that were hired to work in various sites in the Shoshone Bannock Tribes workforce.
Summer youth Photos – Particle collision demo using ping pong balls

Native INL Scientists Addressing Youth
INL Staff Sharing Biology Diversity Information

Tribal Fisheries Biologist – Lytle Denny – talking about the history of Yankee Fork of Salmon River
Students learning about the weir and measuring technique of the biologists.

Summer Youth Led Physical Fitness and Fun booths for kids on Kids Health Day
Kids Health Day Photos
ITEM 8: Cradleboard Classes

Completed cradleboard for real and toy baby.

Finished Shade Cover for cradleboard