Current Enewsletter

MARCH / APRIL 2017 ISSUE

Announcements and Current Events
Research Data and Statistics
Policy Legislation and Law
Promising Practices
Provider Resources
Funding Opportunities
Events and Conferences
Tribal STAR Training
Next Issue

ANNOUNCEMENTS

A Historical T4T for ICWA Training in California.

This year's Training for Trainers spreads a collaborative training model to support the new Core 3.0 ICWA full-day classroom training. California sets the training curve as the only state that mandates a full day of ICWA training for all new hires in child welfare. The T4T was held March 14th-16th at the Judicial Council in San Francisco in collaboration with Bay Area Academy, Casey Family Programs, Bay Area Collaborative of American Indian Resources, and the Judicial Council of California. Tribal STAR will continue to provide monthly trainer tips, as included below, through our eNewsletter.

The Next Generation of ICWA Champions! Tribal STAR Bay Area T4T 2017.

Trainer Tips from the T4T

1. Make the decision that you will lead an effective and impactful training. Be *intentional*.
2. Make time to *envision* how you will successfully manage each segment of the curriculum.
3. Make time to envision how you will *handle challenges successfully*, with dignity and calm.
4. Approach your training as though you are 'having a *conversation*' with a group of people as opposed to thinking you must stand up and perform. Let your thoughts flow.
5. Be aware of your innate strengths and challenges as a facilitator and trainer and *make adjustments* for these. If you're not good a staying within timeframes, ask someone to assist and let you know when you have 15, 10, or 5 minutes left.
6. Be *mindful* and present; allow your creativity and humor to come through. It's often the unplanned creative moments that make a great training.
7. After each training engage in *thoughtful reflection* and write down what you might do differently. Make a commitment to grow as a trainer. Consider the Dr. Dweck Growth Mindset Approach here.

Genealogy for Native Foster Children and Adoptees: Completing Tribal Membership for Native Foster Children

Ever wonder what it takes to complete the process of tribal membership for Native foster children? This month Karen Vigneault provides us with some valuable insights on how to navigate these often complicated waters for both pre and post ICWA cases. A few key points to follow include:

1. gather as much information from the child's family as possible
2. access databases both tribal and non-tribal

3. create a family tree
4. establish what if any tribal connection exists and if so what tribe
5. determine specific tribal requirements for membership

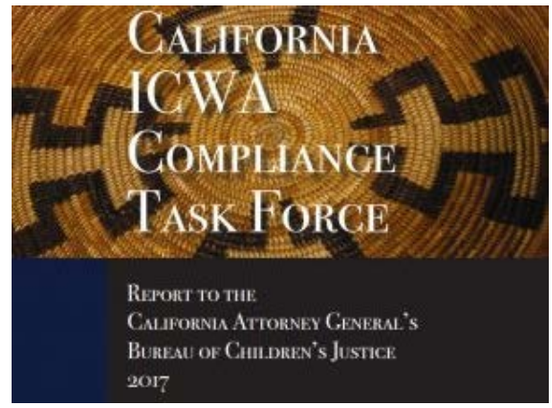
To view the complete document please visit here

The Wait is Over! The Updated ICWA Guide for Android Devices is Here.

What can you do when your stuck with an ICWA question? Now thanks to our latest App – the ICWA Guide help is just a click away! Calling upon years of ICWA leadership, knowledge and experience Tribal STAR and the Academy for Professional Excellence have developed a new app with everything you need know. Download it for free from the Google Play Store here. And for all of you iPhone fans an iOS version will follow later this year.

California ICWA Compliance Task Force: Releases its 2017 Report to the CA Attorney General's Bureau of Children's Justice

This Report is the culmination of the Task Force effort thus far, but it is not the end of the effort. This Report is an essential first step, an attempt to examine the issues and frame solutions. It is the goal of the Task Force that this Report be a call to action for the BCJ and that it starts a conversation examining the civil rights protected by ICWA. The rights to due process, to political and cultural connections and religious freedoms, and to remain in one's community of origin are routinely under attack. To achieve the promise of the ICWA, there must be more than episodic rallying cries and well-meaning grant cycle initiatives; there must be a vigilant force that demands more than mere lip service to compliance. We thank you for joining us as we address ICWA compliance and protection of the civil rights of our most vulnerable population.



To view the Task force report in its entirety click here

Remember April is National Child Abuse Prevention Month

National Child Abuse Prevention Month is a time to acknowledge the importance of families and communities working together to prevent child abuse and neglect, and to promote the social and emotional well-being of children and families. During the month of April and throughout the year, communities are encouraged to share child abuse and neglect prevention awareness strategies and activities and promote prevention across the country. The following timeline chronicles significant moments in child abuse prevention in the United States.
For more information please visit childwelfare.gov

StrongHearts Native Helpline Launches as a Critical Resource for Domestic Violence and Dating Violence in Tribal Communities

The National Indigenous Women's Resource Center and The Hotline have launched the first, national crisis line dedicated to serving tribal communities affected by violence across the U.S., called the StrongHearts Native Helpline. From March, Native survivors in Kansas, Oklahoma and Nebraska – the helpline's initial service areas — have been able to connect at no cost, one-on-one, with knowledgeable StrongHearts advocates. Callers outside of these states can still call StrongHearts while the helpline continues to develop its services network. All services available through the helpline are confidential and available by dialing 1-844-7NATIVE (1-844-762-8483) M–F from 9 a.m. to 5:30 p.m. CST. For more information visit strongheartshelpline.org.

STRONGHEARTS
Native Helpline

In March we were privileged to share with you two sets of "Tips for Trainers". The first comes from my predecessor Rose-Margaret Orrantia, who is now retired but continues to train with Tribal STAR. Through her eyes we begin to understand Native beliefs and see how they are applied to training. In our world-view, anything having to do with children is sacred work, and this provides a compass for both our conduct and preparation for training. Below are the first two paragraphs followed by a link to her full article.

> *In the days before the training it important to properly prepare yourself, my practice, and the practice of those with whom I train is that we abstain from alcohol, any kind of illicit drugs (medicines prescribed by doctors for particular diseases are exempt), sexual activity, allowing oneself to think "bad" thoughts or get caught up in negativity, we abstain from these things and situations for three full days before the training. It is important that we—our bodies, minds and spirits be clean and clear so that the message that the Creator wants to impart is delivered in a good way. During that time we pray for those who will be at the training, those who wanted to*

be there but couldn't be for whatever reason, we pray for one another on the training team and we pray for all the children and families who will be touched by those for whom we are providing the training. We always remember that there is room and time for prayer.

As for preparation, especially when training on the Indian Child Welfare Act (ICWA), you need to know the Act really well. I like to say that you need to know it forward and backward and right side out and inside out and every kind of sideways. You should be able to recite it in your sleep with little or no prompting. You need to know not only the Act and its provisions, but you need to know what was happening prior to when the Act was written in 1978 and why there was even a need for it.

To view the complete article click here.

Our second "Tips for Trainers", below, comes from our Tribal STAR Training and Curriculum Coordinator Kim Mettler, and focuses on our "compassion" activity from our new Core 3.0 training. It thoughtfully lays out how to guide the activity and discussion in a way that evokes emotions and helps to connect the compassion activity to historic trauma and social work practice. – Tom Lidot.

1. Set the context for the activity. The most effective way to achieve understanding of ICWA and the importance of ICWA compliance is to evoke deep emotion. The intent of this activity is to enhance a trauma informed practice and encourage compassion and understanding for those experiencing historic trauma.

2. Trainer(s) will model the activity by sharing a time that they did not belong and by sharing how they felt using single words to describe. The trainer should ensure to convey the emotions they felt in their experience.

To view the complete article click here.

ICWA Resources: ICWA at a Glance & ICWA Best Practice

We are excited to announce two outstanding ICWA resources have just been made available that provide a succinct and easy to understand ICWA information.

ICWA at a Glance – covers the five key provisions of ICWA that fulfill the intended purpose of the law: inquiry and notice, active efforts, proper placement, concurrent planning and qualified expert witness. View the entire document here.

ICWA Best Practices – summarizes best practices to be mindful of to support ICWA compliance when working on behalf of an Indian child. View the entire document here.

ICWA at a Glance

ALWAYS

- **CONSULT** with tribe early and throughout the case.
- **FOLLOW** THE SPIRIT OF ICWA if the child is a Native American child but the case is not an ICWA case OR if you are not sure it is an ICWA case.
- **DOCUMENT** everything clearly and objectively. ICWA forms must be completed, even if the answer is "information not available." Document all of your efforts on the case, especially with regard to inquiry, notice, active efforts and placement.
- WHEN IN DOUBT, C.Y.A.: Call your attorney.

INQUIRY AND NOTICE

- Disproportionality cannot be reduced if we do not identify each Indian child in our care.
- It is better to state "If you are American Indian/Alaska Native there may be additional services available to you," than ask if they are Native American.
- Continue to make inquiry throughout the life of the case.
- Notice all tribes of which the child is a member or eligible to be a member.
- Check your county's ICWA protocol.

ACTIVE EFFORTS

- Active efforts begin immediately if you have reason to believe the child is an Indian child.
- Active efforts are meant to help families believe in the process rather than become dependent.
- Active efforts are required to build trust and overcome generations of mistrust in government agencies.

PLACEMENT

- Place with family/extended family; extended family is defined by tribal law or custom.
- Work with Tribal ICWA worker to identify placement options.
- If a preferred placement is not available, place with caregiver who is 1) willing to promote family, cultural and tribal connections and 2) to which the tribe does not object.

CONCURRENT PLANNING

- Early and meaningful consultation is the key to successful partnerships with tribes.
- Remember to inform family and tribe of tribal customary adoption as an option early in the case.
- TCA may only be chosen by the tribe, the TCA order is issued only by the tribe.

QUALIFIED EXPERT WITNESS

- Insist that the qualified expert witness make efforts to speak with the parents and tribal social worker or advocate.
- Document all of your efforts related to inquiry, notice, active efforts and placement.
- Work with the child's tribe to identify a qualified expert witness.

ICWA Best Practice

- **ADOPT** the NIA Guidelines for implementing the Indian Child Welfare Act as the foundation for best practices in serving Native American children and families.
- **ASSUME** that the child is an Indian child unless and until there is information indicating otherwise.
- **DOCUMENT** clearly and objectively all of your efforts, but especially those related to inquiry, notice, active efforts and placement.
- If a child must be enrolled in order to be considered a member of a tribe, the social worker should **ASSIST** the family and child in completing required paperwork and engaging in the enrollment process.
- **FOLLOW** the Spirit of ICWA. Ensure access to culturally appropriate services and facilitate ties between the child, extended family and the tribe, when the tribe is not federally recognized and when the Native American child is descended from a federally-recognized tribe but is not eligible for membership.
- **COMPLETE** every section of ICWA 010 and 020 forms. If, after asking, you are unable to obtain information, write "information unavailable" on the form.
- Make sure to **CONSULT** with the tribe when preparing each court report to confirm their choice of permanent plan has not changed.
- As soon as possible, **ENGAGE** with tribal social workers, ICWA agents and advocates and develop relationships that support appropriate decision making to ensure ICWA compliance.

ICWA Guide for Tribal Leaders now Available!

As leaders we want to make informed decisions to protect the future of our tribe, our culture, our children and families. Historically, we have seen state and federal programs compromise our dignity and culture by breaking up our families and tribes. Regrettably, this behavior at various level still exists. The Indian Child Welfare Act (ICWA), when complied with, can help prevent these unwarranted removals and ensure Indian children are kept safe while remaining with their families. The purpose of this Guide is to recommend actions that tribal leadership can take towards ensuring
compliance with ICWA. View the ICWA Guide here.

ICWA Guide for Tribal Governments and Leaders

Radio Documentary *Stolen Childhoods* Chronicles the BIA Indian Adoption Project

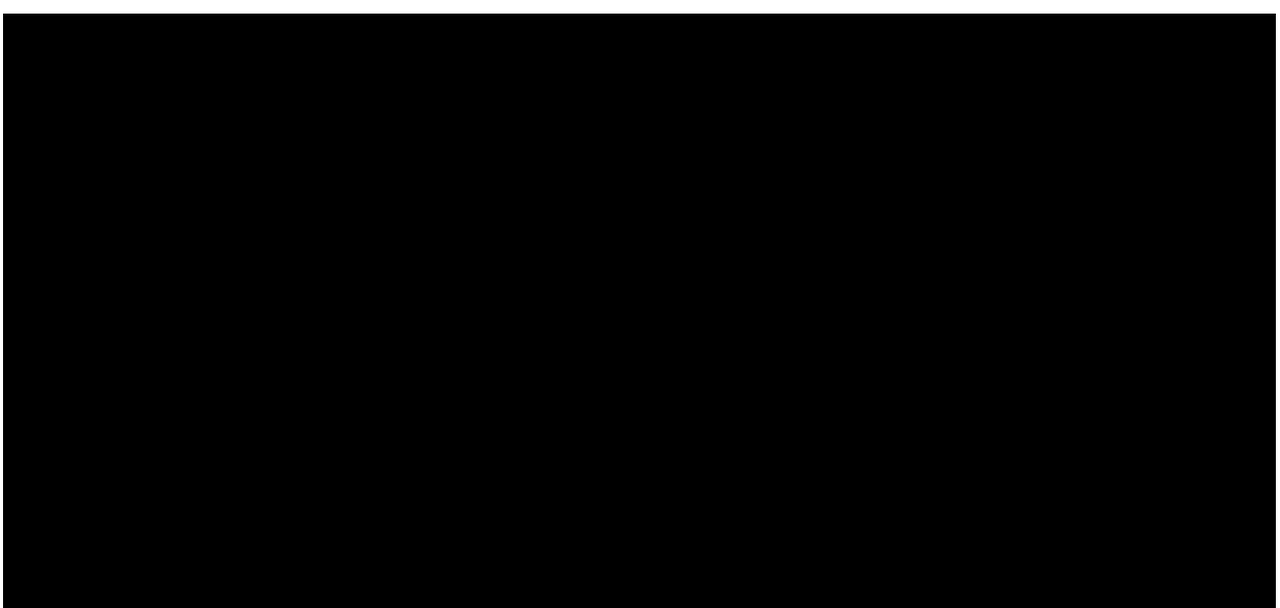
In 1958 the Bureau of Indian Affairs (BIA) created the Indian Adoption Project. Its clear goal was to take Native kids away from their biological parents, according to Melissa Olson, a legal advocate for Native children and one of the producers of *Stolen Childhoods*. You can learn more about this time in Native American history or listen to the documentary here.

National Native Bar Assoc. Foundation Announces Bar Review Scholarships

The National Native American Bar Association (NNABA) Foundation has announced its Bar Review Scholarship Program. NNABA Foundation will award at least ten (10) $1,500 scholarships. The NNABA Foundation is partnering with regional American Indian Bar Associations to award these Bar Review Scholarships. To advance its mission to foster the development of Native American lawyers, the NNABA Foundation Board of Directors established this Scholarship Program to help Native American law students offset bar review course/program expenses. More information here.

***Arctic Winds Healing Winds: Leadership for Results* a Short Film Now Screening**

This moving short film highlights a proven process for community based healing. Join them on the journey of Native communities on their sacred path as they learn from one another.



Alaska Tribal Court Selected to Participate in NCJFCJ's Implementation Sites Project

The Central Council Tlingit & Haida Indian Tribes of Alaska Child Dependency Court under the leadership of Judge Debra O'Gara been selected by the National Council of Juvenile and Family Court Judges (NCJFCJ) as one of six new courts to join their Implementation Sites Project, which helps to improve outcomes for abused and neglected children and their families. For more information visit here.

NEWS

Goldwater Litigation on the Constitutionality of ICWA Dismissed Without Prejudice

March 17, 2017 The the federal District Court for the District of Arizona dismissed A.D. v. Washburn, a case brought by the Goldwater Institute challenging the Indian Child Welfare Act's (ICWA) application to Native children in the Arizona foster care system. This case was an attempt by a special interest group to dismantle the law that has protected thousands of Native children and families nationwide.

PBS: Native Americans Brace for Impact as EPA Undergoes Changes

Native American communities are worried about what the future holds for EPA funding. Unlike states, they aren't generating income, and many of them can't tax their residents for public works projects. They rely heavily upon EPA grants to maintain water quality standards, create ordinances, manage solid waste, and assess environmental threats. They also look to the EPA for regulations that help protect their land. In the past few weeks, EPA workers have worried about political threats to the agency, its regulations and its budget. Since President Trump took office, the EPA has faced a flurry of new changes, including a media blackout and a temporary freeze on grants (both of which have since been lifted). Two weeks ago, lawmakers proposed a bill to completely abolish the agency. Reuters reported Thursday that EPA staff have been told to prepare for a handful of new executive actions on the environment this week. And, on Friday, the Senate confirmed Scott Pruitt, who has sued the agency more than a dozen times as Oklahoma Attorney General and pledged to greatly reduce its staff and budget as the agency's administrator.

Federal Court Again Dismisses Challenge to Blue Lake Rancheria Tribal Court Jurisdiction

Blue Lake Rancheria motion to dismiss a lawsuit has been granted. The plaintiff alleged the judge presiding over the matter had a relationship with the tribe, which point became moot as the court judge recused himself and sought the appointment of a neutral judge, therefore the court held there was insufficient evidence of bad faith to apply.

SpearChief-Morris Becomes First Indigenous Student President of Harvard Law School's Legal Aid Bureau

Congratulations to Julian SpearChief-Morris (Blood Tribe) on his recent election as President of Harvard Law School's Legal Aid Bureau, (HLAB). As one of Harvard's historical honor societies at Harvard Law School, the HLAB provides an opportunity for law students to engage in legal practice with real clients involving a myriad of issues ranging from housing and immigration to family law. With over 50 students involved, the program is the second largest provider of legal aid services in the Boston area. Julian was recently elected to serve on the 2017 board as President. He is the first Indigenous student to serve in that role in the organization's 104-year-old history.

ICWA Defense Project Update

Courtesy of our friends at Turtle Talk and the Indigenous Law and Policy Center Blog from Michigan State University College of Law, here is the latest on the ICWA Defense Project

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Regard Heaven as you Father,

Earth as your Mother

and all things as your Brothers and Sisters

~ Native American Proverb

RESEARCH, DATA AND STATISTICS

Children's Bureau Express covers news, issues, and trends of interest to professionals and policymakers in the interrelated fields of child abuse and neglect, child welfare, and adoption.

Children's Bureau

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Community Cafés in Alaska Discuss Strengthening Families Initiative

Author: Department of Health and Social Services (DHSS), Service Array Section of the Office of Children's Services (OCS) and Agnew::Beck Consulting
Published: June 2016
Information: Between January and June 2016, the Alaska Department of Health and Social Services (DHSS) sponsored a series of community cafés in Anchorage, Hooper Bay, Kotzebue, Sitka, Sutton, and Wasilla. The cafés were attended by business leaders, educators, faith-community representatives, foster parents, grandparents, military personnel, parents, Tribal members, and youth, among others. One of the main goals of these gatherings was to facilitate a discussion about the Strengthening Families program and its five protective factors: parental resilience, social connections, knowledge of parenting and child development, concrete supports in times of need, and social and emotional competence of children. A new report from the Alaska DHSS presents the qualitative data collected at the cafés in order to inform and improve prevention and family support services in the State.

Facts on Kids in South Dakota: A Comparison of Native and Non-Native Children From the National Survey of Children With Special Health Care Needs

Author: Allgrunn, M. Cochran, C.
Published: 2016
Information: A Comparison of Native and non-Native Children from the National Survey of Children with Special Health Care Needs. It examines results from the 2009/2010 National Survey of Children with Special Health Care Needs. More specifically, it compares and contrasts six outcomes identified by the Maternal and Child Health Bureau for Native Americans/Alaskan Natives in seven states: Arizona, Alaska, Montana, New Mexico, North Dakota, Oklahoma, and South Dakota.

Protective Factors in Native Youth: Findings from a Self-Report in Rural Alaska

Author: Wexler, L., Dam, H., Silvius, K., Mazziotti, J., Bamikole, I.
Published: April-May 2016
Information: This study investigates the perceived internal and external assets of indigenous youth and assesses how different protective variables relate to gender, age, and community size. A cross-sectional design captured self-report, protective-factor data from pre-adolescent and adolescent youth living in a rural region of Alaska in 2010.

A Generation Removed: The Fostering and Adoption of Indigenous Children in the Postwar World

Author: Lowe, N V.
Published: June 2016

Information: This review discusses a book that details the widespread removal of indigenous children by government authorities and their frequent subsequent adoption by white families. It concentrates on the history of the treatment of children of North American Indian origin in the United States but also includes chapters that focus on Canada and Australia.

Soboba children with farm tools.

Childhood Emotional Maltreatment as a Robust Predictor of Suicidal Ideation: A 3-Year Multi-Wave, Prospective Investigation

Author: Miller, A. Jenness, J., Oppenheimer, C., Gottleib, A., Young, J. Hankin, B.
Published: January 2017
Information: Despite literature suggesting a relationship between child maltreatment and suicidal ideation, few studies have examined the prospective course of this relationship. The current study examined this relationship in a sample of 682 community youth who were followed over the course of 3 years. Repeated measures of suicidal ideation, emotional maltreatment, and depressive symptom severity were examined in multi-wave path analysis models. Overall, results suggest that emotional maltreatment over time contributes uniquely to the prospective prediction of suicidal ideation, even when controlling for age, previous suicidal ideation, biological sex, and depression symptom severity. Unlike previous studies that have only measured emotional maltreatment at one-time point, the current study demonstrates that emotional maltreatment contributes unique risk to suicidal ideation prospectively among youth.

Impulsivity and Suicidality in Adolescent Inpatients

Author: Auerbach, R., Stewart, J., Johnson, S.
Published: January 2017
Information: Suicide is the second leading cause of death among adolescents, and impulsivity has emerged as a promising marker of risk. The present study tested whether distinct domains of impulsivity are differentially associated with suicide ideation, plans, and attempts.

Suicidal Behaviors Among Adolescents in Juvenile Detention: Role of Adverse Life Experiences (Chapter 12 in The Social Burden of Child Abuse: Long-Term Mental Health and Behavioral Consequences).

Author: Bhatta, M., Jefferis, E., Kavadas, A., Alemagno, S., Shaffer-King, P.
Published: 2016
Information: A study explored the role of adverse life experiences on suicidal behaviors in 3,156 incarcerated adolescents. Findings indicate that a history of sexual abuse, homelessness, and running away from home were independently significantly associated with ever attempting suicide. In addition, a dose-response relationship was found between the number of adverse life experiences and suicidal behaviors, particularly suicide attempts.

Anxiety and Depression Symptom Dimensions Demonstrate Unique Relationships with the Startle Reflex in Anticipation of Unpredictable Threat in 8 to 14 Year-Old Girls

Author: Nelson, B., Hajcak, G.
Published: February 2017
Information: There is growing evidence that heightened sensitivity to unpredictability is a core mechanism of anxiety disorders. In adults, multiple anxiety disorders have been

Maria Antonia Piapa

associated with a heightened startle reflex in anticipation of unpredictable threat. Child and adolescent anxiety has been linked to an increased startle reflex across baseline, safety, and threat conditions. However, it is unclear whether anxiety in youth is related to the startle reflex as a function of threat predictability. In a sample of 90 8 to 14 year-old girls, the present study examined the association between anxiety symptom dimensions and startle potentiation during a no, predictable, and unpredictable threat task. Depression symptom dimensions were also examined given their high comorbidity with anxiety and mixed relationship with the startle reflex and sensitivity to unpredictability. To assess current symptoms, participants completed the self-report Screen for Child Anxiety Related Emotional Disorders and Children's Depression Inventory. Results indicated that social phobia symptoms were associated with heightened startle potentiation in anticipation of unpredictable threat and attenuated startle potentiation in anticipation of predictable threat.

A Growth Curve Analysis of Housing Quality among Transition-Aged Foster Youth
Author: Tyrell, F., Yates, T.
Published: February 2017
Information: These findings highlight the need to provide safe and stable housing

opportunities for transition-aged foster youth, and elucidate risk and protective factors to guide applied efforts to support particularly vulnerable foster youth, including those who are male, have lower education attainment, have a history of childhood domestic violence exposure, entered foster care at older ages, and/or resided with a relative at the time of their emancipation.

POLICY LEGISLATION AND LAW

National Indian Law Library Tribal Law and Order Act of 20110 Resources Website
Author: Various
Published: 2017 and updated continually
Information: Various A selection of free federal Indian and tribal law secondary resources on the Internet related to the Tribal Law and Order Act of 2010. Web pages will be updated as new material becomes available.

The Tribal Court Indian Law Bulletins by the National Indian Law Library Website
Author: Various
Published: 2017 and updated continually
Information: The National Indian Law Library (NILL), in partnership with the University of Colorado Law School Indian Law Clinic, is pleased to introduce the new Tribal Courts Bulletin. This new bulletin will feature selected tribal court opinions of value to Indian law practitioners, educators, and students. The Tribal Courts Bulletin will complement the state and federal case bulletins published by NILL since 2001.

Tribal Customary Adoption for American Indian children in CA foster care Website
Author: Various
Published: 2017 and updated continually
Resources on this website explain the passage of legislation that will allow tribal customary adoption for American Indian children in foster care in California. The addition of tribal customary adoption as a permanency option for a child who is a dependent of the juvenile court and eligible under the Indian Child Welfare Act (ICWA) is discussed, as well as the ability of a tribal customary adoption to occur without the termination of parental rights. Links are provided to access fact sheets for county and Tribal ICWA social workers on tribal customary adoptions, sample tribal customary adoption orders, answers to frequently asked questions about tribal customary adoptions and talking points, a PowerPoint presentation on tribal customary adoption, county letters explaining tribal customary adoption, and a list of upcoming training and training resources. A list of useful web links is also included.

Child Welfare Policy Manual Website

Author: U.S. Children's Bureau

Published: 2017 and updated continually

Information: This Child Welfare Policy Manual updates and reformats all of the existing relevant policy issuances (Policy Announcements and Policy Interpretation Questions) into an easy to use question and answer format. This manual is broken down into nine main policy areas (with detailed subsections): AFCARS, CAPTA, Independent Living, MEPA/IEAP, Monitoring, SACWIS, Title IV-B, Title IV-E, Tribes/Indian Tribal Organizations. Future policy guidance will be disseminated in this format and announced as "Updates!" to the manual. This web-based manual ensures that the most current policy information is available to the States in the quickest and most accurate way.

Runaway and Homeless Youth Act Final Rule Strengthens Programs

Effective: January 19, 2017

Information: The Family and Youth Services Bureau, Administration for Children and Families (ACF), issued a final rule that reflects existing statutory requirements in the Runaway and Homeless Youth Act and changes made through the Reconnecting Homeless Youth Act of 2008. The final rule provides program performance standards for Runaway and Homeless Youth grantees that will monitor grantees' achievements related to the goals of the Runaway and Homeless Youth Act, as well as assess the quality and effectiveness of their programs. The new rule builds upon existing policies and guidance to better support runaway and homeless youth by improving nondiscrimination protections for youth, strengthening training and professional development for service providers, define safe and appropriate exits from homelessness and require aftercare planning for all youth exiting programs. The new rule specifically prohibits discriminatory exclusion from programs and services on the basis of gender identity/expression and sexual orientation.

High Quality Legal Representation for All Parties in Child Welfare Proceedings

Published: January 17, 2017

Information: The purpose of this information memorandum is to emphasize the importance of high quality legal representation in helping ensure a well-functioning child welfare system. This memorandum also highlights important research and identifies best practices and strategies to promote and sustain high quality legal representation for all parents, children and youth, and child welfare agencies in all stages of child welfare proceedings.

Efforts by child welfare agencies, local communities, and federal agencies to end family and youth homelessness

Published: January 18, 2017

Information: The connection between homelessness and child

welfare involvement is documented by administrative and research data and the individual stories of families and youth entering the child welfare system each year. In 2015, approximately 265,000 children entered foster care across the country. For over 10 percent of these children (approximately 27,000 children), inadequate housing was reported as a reason associated with the child's removal, and this percentage is even higher among older youth (U.S. Department of Health and Human Services [HHS], 2016).

Boys praying

Final Rule: Adoption and Foster Care Analysis and Reporting System Published

Effective: January 13, 2017

Information: The final rule on the Adoption and Foster Care Analysis and Reporting System (AFCARS) was published in the Federal Register on December 14, 2016 (81 FR 90524). AFCARS is the only Federal national data set that collects case level information on all children in foster care and children adopted with the involvement of the title IV-E (child welfare) agency. The final rule requires title IV-E agencies to collect and report data to ACF on children in out-of-home care, who exit out-of-home care to adoption or legal guardianship, information related to the Indian Child Welfare Act of 1978, and children who have a title IV-E adoption or guardianship assistance agreement. This final rule is the first change to AFCARS since 1993.

CCWIS Overview for State and Tribal IT Staff

Published: October 19, 2016

The Administration for Children and Families (ACF) has issued a new regulation that replaces the Statewide and Tribal Automated Child Welfare Information System (S/TACWIS) requirements with a Comprehensive Child Welfare Information System (CCWIS). The new regulation provides state and tribal title IV-E agencies with additional flexibility over the old S/TACWIS requirements concerning the scope and operation of the child welfare information systems used to support their programs.

Comprehensive Child Welfare Information System (CCWIS) Optional Advance Planning Document (APD) Checklist for Automated Functions

Published: November 7, 2016

Information: The purpose of this Information Memorandum is to provide title IV-E agencies that choose to develop a CCWIS and expect expenditures to meet or exceed thresholds defined in APD regulations with information on the use of an optional checklist to document automated functions as described in CCWIS regulations at 45 CFR 1355.56.

Study Examines the Effect of State Policies on Rates of Adoption

The Center for State Child Welfare Data, Chapin Hall at the University of Chicago, examines whether differences in State adoption policy can explain State-to-State differences in the rate of adoption.

Your Rights Under the Indian Child Welfare Act

Author: Mid-Minnesota Legal Aid. Legal Services State Support (Minn.)

Published: 2016

Information: Intended for Native American parents in Minnesota, this fact sheet explains the rights of parents involved in the child welfare system and juvenile court and family court proceedings. General parent rights are listed, as well as the specific rights of a parent of an

Indian child. The rights of the child's tribe are also reviewed as well as the rights of Indian relatives and Indian children.

Guidelines Stating Principles for Working With Federally Recognized Indian Tribes

Administration for Native Americans, Administration for Children and Families, Department of Health and Human Services.

Federal Register Notice

Effective: October 20, 2016

Information: The Department of Health and Human Services (HHS), Administration for Children and Families (ACF), is issuing guidelines stating principles for working with federally recognized Indian tribes. The mission of ACF is to foster health and well-being by providing federal leadership, partnership, and resources for the compassionate and effective delivery of human services. This mission has special application with respect to the government-to-government relationship with federally recognized Indian tribes, including Alaska Natives.

Native Educator Support and Training Act (NEST Act)

H.R. 5700

Information: This bill (introduced in July 2016) amends the Higher Education Act of 1965 to establish scholarships, loan forgiveness plans, and training programs for educators who commit to teaching in Native American or Bureau of Indian Education (BIE) schools. The bill establishes loan forgiveness programs for educators and Native Americans who have taught for at least five consecutive years at BIE schools or local educational agencies with high percentages of Native American students.

Tribal Early Childhood, Education, and Related Services Integration Act of 2015

S.2304

Information: A bill to provide for tribal demonstration projects for the integration of early childhood development, education, including Native language and culture, and related services, for evaluation of those demonstration projects, and for other purposes.

Tribal Youth and Community Protection Act of 2016

S.2785

Information: A bill introduced in April 2016 intended to protect Native children and promote public safety in Indian country.

Bureau of Indian Affairs Releases New ICWA Regulations

Author: Department of the Interior

Published: June 2016

Information: This final rule adds a new sub-part to the Department of the Interior's regulations implementing the Indian Child Welfare Act (ICWA), in order to futher improve ICWA implementation. The final rule addresses requirements for State courts in ensuring implementation of ICWA in Indian child-welfare proceedings and requirements for States to maintain records under ICWA.

PROMISING PRACTICES

Child Welfare in the 21st Century: Preparing Families for Post-permanence Video

Author: The National Quality Improvement Center for Adoption and Guardianship
Published: 2017
Information: With an emphasis on improving child and family outcomes by implementing and evaluating interventions that promote permanence and support children and families that have moved to permanence, the QIC-AG announces two new video products for use in practice, classroom and administrative settings. Viewers can choose between a brief video which provides an overview of the project, or the full length video which includes details about the QIC-AG's eight partner sites and their interventions.

Enhancing Evidence-Building and Documentation Skills for Program Evaluation

Author: Serrata, J.
Published: 2017
Information: The National Latin@ Network, in collaboration with Latino community organizations La Paz, Trans Latina Coalition, Mujeres Latinas en Acción, Voces Latinas, and Casa de Esperanza, launched a free, online, and bilingual resource called the *Building Evidence Toolkit*. This toolkit was designed to help those in Latino-serving organizations in the field of domestic violence strengthen their documentation and program evaluation skills.

Suicide Prevention Among High School Students: Evaluation of a Nonrandomized Trial of a Multi-stage Suicide Screening Program

Author: Torcasso, G., Hilt, L.
Published: February 2017
Information: The present study evaluated outcomes of a multi-stage screening program implemented over 3 school years in a moderately-sized Midwestern high school. There was a significant increase in utilization of mental health services among students who screened positive and a decrease in rates of suicidal ideation and attempts among 9th-grade students at the school with screening. This multi-stage screening program shows promise in addressing suicide-related behaviors in schools. Randomized trials are needed to confirm program efficacy.

Youth Engagement Blueprint Series: Improving Organizational Capacity to Support Youth and Young Adults Currently and Formerly in Foster Care

Author: Capacity Building Center for States
Published: 2017
Information: The Youth Engagement Blueprint (YEB) series aims to build capacity to promote a culture and climate that encourages

youth engagement at all levels of an organization. The YEB series describes how to build capacity in each of four

component areas: viewing young people as organizational assets, having the right people, implementing flexible and innovative programs and practices, and using science and technology effectively.

Indian-family

Parents and Children Together: Design and Implementation of Two Healthy Marriage Programs

Published: October 20, 2016
Author: Zaveri, H., Baumgartner, S.
Information: This report describes program design and implementation of two Healthy Marriage programs that are part of the Parents and Children Together evaluation. Analysis of the implementation of the programs found that:Programs reported that effective recruitment required face-to-face outreach; The programs achieved strong participation in their services to strengthen couples' relationships; Programs conducted regular program monitoring focused on program improvement; Programs offered limited job and career advancement services along with their relationship skills programming; Low participation in job and career advancement services may have been related to couples' job-related needs and preferences.

Working With the Correctional System and Incarcerated Parents (Podcast)

Published October 14, 2016
Information: When professionals work, interact, and exchange information with parents who are incarcerated and who have children involved in the child welfare system, they must also work with the correctional system and detention facilities (prisons). Navigating the protocols and procedures within a State's correctional system can be challenging and confusing, especially to professionals unaware of the restrictions on visitations and correspondence with inmates. Listeners will learn what professionals should know about sending correspondence to a prison (including how to label mail for an incarcerated parent); insight on coordinating child-parent visits; actions incarcerated parents can take to support their case plans; and ways incarcerated parents can participate in court processes and hearings

The Impact of Social Relationships on Youth Educational Outcomes *Don't Quit On Me*.

Published: 2016
Information: America's Promise Alliance and its Center for Promise at Tufts University released a report, *Don't Quit on Me: What Young People Who Left School Say About the Power of Relationships*, highlighting a study of the impact of social relationships on educational outcomes for youth. Data for the study on social relationships and supports were collected via interviews with 102 young people during 16 group interviews, followed by 19 individual interviews. Additionally, a 96-question national survey of 2,830 young people focused on youth demographics, such as the background of their parents and their relationships with parents, family, and peers.

Educationally-Based, Culturally-Sensitive, Theory-Driven Mentorship Intervention with At-risk Native American Youth in South Dakota: A Narrative Review

Author: Aschenbrener, C. , Johnson, S.
Published: January 2017
Information: Native American youth struggle with many social issues such as poverty, drug and alcohol abuse, teen pregnancy, and dropping out of high school, as a result of historical trauma and the current conditions on the reservation. This narrative review found that existing mentorship programs lack adequate research, particularly with Native American youth and youth from rural settings, yet the limited research does demonstrate potential promise. Available research findings suggest that mentorship programs are supporting at-risk youth generally, particularly with increasing their self-worth as well as having educational benefit for the yo

Back To Top

Two theoretical frameworks, strengths perspective and social learning theory, have been determined to offer support to increase the value of mentorship programs for Native American youth.

Engaging Youth in Foster Care (Podcast)

Subject: Cancel, S.
Published: August 12, 2016
The interview focuses on the emerging use of social media, specifically Facebook, to engage youth in foster care and help them to develop a dialog with their caseworkers and other supportive adults. Using outlets like Facebook also allow caseworkers to get a youth's perspective on their lives while in the foster care system as well as provide youth with a place to connect with others in similar situations. Transcript.

Kickapoo Community-Based Child Abuse Prevention (CBCAP) Project

Author: Randall, L.
Published: 2016
Information: The Kickapoo Community-Based Child Abuse Prevention Project will help Kickapoo fathers and father figures strengthen their relationships with their children and families while improving their long-term economic stability. The goals of this five year project are to: 1) Develop a support network for father figures in the Kickapoo community; 2) Integrate strategies that reinforce parenting skills, advance child well-being and enhance family relationships; 3) Foster the economic stability of father figures through coordination with tribal employment program; and, 4) Improve relationship-related skills among father figures to enable them to sustain healthy relationships with their co-parents and children.

Updated Bureau of Indian Affairs Guidelines in Indian Child Custody Proceedings

Author: Bureau of Indian Affairs
Summary: These updated guidelines provide guidance to State courts and child welfare agencies implementing the Indian Child Welfare Act's (ICWA) provisions in light of written and oral comments received during a review of the Bureau of Indian Affairs (BIA) Guidelines for State Courts in Indian Child Custody Proceedings published in 1979.639 × 37

PROVIDER RESOURCES

Top 10 Tips for Engaging Youth

Author: The Research and Training Center for Pathways to Positive Futures
Information: The Research and Training Center for Pathways to Positive Futures produced a guide to help service providers and others engage with youth. Based on Achieve My Plan (AMP), which is an intervention focused on improving self-determination, treatment satisfaction, and community participation outcomes among emerging adults with serious mental health concerns, AMP's Top Ten Tips for Engaging With Young People includes tips on how to ask questions and maintain a conversation while completing a worksheet or curriculum with the youth by adding reflections, asking follow-up questions, and using good body language.

New Workforce Development Toolkit

Author: McDaniel, N. in collaboration with National Child Welfare Workforce Institute, University at Albany, Butler Institute for Families, University of Denver, University of Maryland, Michigan State University, Portland State University, University of Southern Maine

Published: 2016

Information: The Workforce Development Planning & Assessment Tool Kit, produced by the National Child Welfare Workforce Institute, is a companion resource to the Workforce Development Framework (WDF). The toolkit applies the principles of the WDF to an agency setting and offers a comprehensive approach to creating a workforce development roadmap which helps to guide agencies.

About Adverse Childhood Experiences (Webpage)

Author: CDC

Published: 2017 and periodically updated

Information: This webpage explains childhood experiences, both positive and negative, have a tremendous impact on future violence victimization and perpetration, and lifelong health and opportunity, and notes Adverse Childhood Experiences (ACEs) have been linked to risky health behaviors, chronic health conditions, low life potential, and early death. Links are then provided that explore the association between ACEs and negative outcomes, and ways ACEs can be prevented.

Behavioral Health Treatment Services Locator (Webpage)

Author: SAMHSA

Published: 2017 and periodically updated

Information: This webpage provides a Behavioral Health Treatment Services Locator, a confidential and anonymous source of information for persons seeking treatment facilities in the United States or U.S. Territories for substance abuse/addiction and/or mental health problems. For any location, a list is provided of facilities that includes directions to the facility, website links, and information on the types of care provided, treatment approaches, service setting, facility operation, accepted health insurances, special programs offered, ancillary services, and age groups accepted. A map indicates whether facilities are providing substance abuse, mental health, health services, or have Buprenorphine physicians.

Tribal Child Welfare Information Exchange

Author: Capacity Building Collaborative Center for Tribes

Published: 2017

Information: The federal duty of protection of internal tribal sovereignty, which has been strongly linked to the welfare of Indian children since the Founding, is now as closely realized as it ever has been throughout American history. In the Self-Determination Era, modern federal laws, including ICWA, constitute a return of federal Indian law and policy to constitutional fidelity.

Tribal Court Clearinghouse

Tribal Law and Policy Institute

The Tribal Court Clearinghouse is a comprehensive website established in June 1997 to serve as a resource for American Indian and Alaska Native Nations, American Indian and Alaska Native people, tribal justice systems, victims services providers, tribal service providers, and others involved in the improvement of justice in Indian country.

United States Bureau of Indian Affairs
United States Department of the Interior
The Bureau of Indian Affairs website offers information regarding the Indian Child Welfare Act, including news and policy updates, events, and comprehensive fact sheets.

Indian Child Welfare Glossary and Flow Chart
National Indian Child Welfare Association
Information: The Indian Child Welfare glossary is compiled to accompany the ICWA/Child Protective Services (CPS) Flow Chart. The glossary represents words that are commonly used in Indian child welfare and in situations where the Indian Child Welfare Act is applied.

Final Rule: Indian Child Welfare Act (ICWA) Proceedings: Frequently Asked Questions
Bureau of Indian Affairs
Published: June 17, 2016
Information: A guide for frequently asked questions regarding new ICWA guidelines and requirements issued by the Bureau of Indian Affairs in June 2016 .

FUNDING OPPORTUNITIES

Grants & Funding News and Reports

Center for Native American Youth
Here you may find resources and links to funding and aid available to tribes.

Children's Bureau: State & Tribal Funding
The Children's Bureau provides matching funds to states, tribes, and communities to help them operate every aspect of their child welfare systems—from the prevention of child abuse and neglect to the support of permanent placements through adoption and subsidized guardianship.

Oklahoma ICWA Partnership. State and Tribal Indian Child Welfare Act (ICWA) Implementation Partnership Grants.
Author: Shropshire, D.
Published: 2016
Information: DHS is the state agency designated to administer child welfare services. Support, programs and services are currently provided statewide, serving all 77 counties. DHS' CWS leadership team has demonstrated its ability to provide a systematic and statewide implementation of best practices with measurable results.

Jii-anishinaabe-bimaadiziwag (So They Can Live the Indian Way of Life): A Tribal State Partnership project to Improve ICWA Implementation in Northern Minnesota. State and Tribal Indian Child Welfare Act (ICWA) Implementation Partnership Grants.
Authors: Nichols, K.
Published: 2016
Information: The Department of Social Work at the University of Minnesota Duluth and its Center for Regional and Tribal Child Welfare Studies has a combined decades-long history of working with tribes and tribal agencies throughout the region. The Center's mission is to advance the wellbeing of children by strengthening American Indian families and communities through social work education, research, and outreach. For over 25 years, the Department and Center have partnered with regional tribes, working collaboratively with tribal and public child welfare organizations across Minnesota to address existing issues and areas of need in American Indian child welfare.

Current Grants & Funding

Native Youth Initiative for Leadership, Empowerment, and Development (I-LEAD)

Deadline: March 10, 2017

Information: The Administration for Native Americans, within the Administration for Children and Families, announces the availability of Fiscal Year 2017 funds for the Native Youth I-LEAD. This program will emphasize a comprehensive, culturally-appropriate approach to ensure that all young Native people can thrive and reach their full potential by fostering Native youth resilience, capacity building, and leadership. Native Youth I-LEAD will specifically focus on implementation of community programs that promote Native youth resiliency and foster protective factors such as connections with Native languages and Elders, positive peer groups, culturally-responsive parenting resources, models of safe sanctuary, and reconnection with traditional healing.

Native American Language Preservation and Maintenance

Deadline: March 10, 2017

Information: The Administration for Children and Families, Administration for Native Americans announces the availability of funds for community-based projects for the Native Language Preservation and Maintenance program. The Native Language Preservation and Maintenance program provides funding for projects to support assessments of the status of the native languages in an established community, as well as the planning, designing, restoration, and implementing of native language curriculum and education projects to support a community's language preservation goals.

Mentoring Opportunities for Youth Initiative

Deadline: March 13, 2017

Information: The U.S. Department of Justice (DOJ), Office of Justice Programs (OJP), Office of Juvenile Justice and Delinquency Prevention is seeking applications for funding under the fiscal year (FY) 2017 Mentoring Opportunities for Youth Initiative. This program furthers the Department's mission by supporting mentoring programs to reduce juvenile delinquency, drug abuse, truancy, and other problem and high-risk behaviors.

Drug-Free Communities Support Program

Deadline: March 15, 2017

Information: The Executive Office of the President, Office of National Drug Control Policy (ONDCP), and the Department of Health and Human Services (HHS), Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Substance Abuse Prevention (CSAP) are accepting applications for Fiscal Year (FY) 2017 Drug-Free Communities (DFC) Support Program grants.

National Park Service Tribal Heritage Grant Program

Deadline: March 24, 2017

Information: The National Historic Preservation Act of 1966 (54 U.S.C. 300101 et seq), authorizes grants to federally recognized Indian Tribes for cultural and historic preservation projects. These grants assist Indian Tribes, Alaskan Natives, and Native Hawaiian Organizations in protecting and promoting their unique cultural heritage and traditions. The Tribal Heritage Grant program is funded by the Historic Preservation Fund (HPF), and administered by the NPS. This competitive grant program assists Indian Tribes, Alaskan Natives, and Native Hawaiian Organizations. Non-federal matching share is not required, but preference will be given to applications that show community
commitment through non-federal match and partnership collaboration.

Gaining Early Awareness and Readiness for Undergraduate Programs (Partnership Grants)

Deadline: April 19, 2017
Information: The GEAR UP Program is a discretionary grant program that provides funding for academic and related support services to eligible low-income students, including students with disabilities and English learners, to help them to obtain a secondary school diploma and to prepare for and succeed in postsecondary education. Under the GEAR UP Program, the Department awards grants to two types of entities: (1) States and (2) partnerships comprised, at minimum, of institutions of higher education (IHE)s and local educational agencies (LEAs).
Contact: Karmon Simms-Coates, Program Lead, karmon.simms-coates@ed.gov, 202-453-7917

Gaining Early Awareness and Readiness for Undergraduate Programs (State)

Deadline: April 24, 2017
Information: The GEAR UP Program is a discretionary grant program that provides funding for academic and related support services to eligible low-income students, including students with disabilities and English learners, to help them to obtain a secondary school diploma and to prepare for and succeed in postsecondary education. Under the GEAR UP Program, the Department awards grants to two types of entities: (1) States and (2) partnerships comprised, at minimum, of institutions of higher education (IHE)s and local educational agencies (LEAs).
Contact: Karmon Simms-Coates, Program Lead, karmon.simms-coates@ed.gov, 202-453-7917

YouthBuild

Deadline: May 9, 2017
Information: Funding for vocational training of at-risk youth adults, aged 16-24, in the construction or rehabilitation of affordable housing units. YouthBuild provides services to over approximately 6,000 youth annually. This is accomplished by re-engaging them in innovative alternative education programs that provide individualized and project-based
instruction as they work towards earning either a high school diploma or state-recognized equivalent and industry- recognized credentials in construction or other in-demand industries.
Contact: Toni Wilson-King 202-693-2922 or wilson.toni@dol.gov ; Mark Smith 202-693-3747 or smith.mark.w@dol.gov

Regional Partnership Grants to Increase the Well-Being of, and to Improve the Permanency Outcomes for, Children Affected by Substance Abuse in American Indian/Alaska Native Communities

Deadline: June 6, 2017
Information: The purpose of this forecasted funding opportunity announcement (FOA) is to provide competitive grant funds for up to 5 years for projects authorized by the Child and Family

Services Improvement and Innovation Act.

National Park Service Providing Grants for Repatriation of Native American Remains and Sacred Objects

Deadline: June 1, 2017

Information: Section 10 of the Native American Graves Protection and Repatriation Act authorizes the Secretary of the Interior to make grants to museums, Indian tribes, and Native Hawaiian organizations for the purposes of assisting in consultation, documentation, and repatriation of Native American “cultural items,” including human remains, funerary objects, sacred objects, and objects of cultural patrimony. The Catalog of Federal Domestic Assistance (CFDA) Number for NAGPRA Grants is 15.922. Two types of grants are available each fiscal year: Consultation/Documentation Grants and Repatriation Grants

AdoptUSKids

Deadline: Est. June 16, 2017

Information: A forecasted funding opportunity announcement (FOA) to establish, by awarding a cooperative agreement, a multifaceted national AdoptUSKids project designed to assist States, Tribes, and territories in the recruitment and retention of foster and adoptive parents for children in public foster care.

Contact: June Dorn 202-205-9540 dorn@acf.hhs.gov

National Training and Development Initiative for Foster/Adoptive Parents

Deadline: Est. July 01, 2017

Information: The purpose of this funding opportunity announcement (FOA) is to award one cooperative agreement to an organization to develop a state-of-the-art foster/adoptive parent training program to include intensive preparation and development components that reflect the capacities required of successful foster/adoptive parents. This is intended to be a product that could be utilized free of charge by all states, tribes, and territories and consistently applied wherever implemented. Development of this program would include research on the common characteristics of foster/adoptive families that have succeeded in terms of well-being and stability.

Contact: June Dorn 202-205-9540 dorn@acf.hhs.gov

Interventions for Health Promotion and Disease Prevention in Native American Populations

Deadline: August 24, 2017

Information: The purpose of this funding opportunity announcement (FOA) is to develop, adapt, and test the effectiveness of health promotion and disease prevention interventions in Native American (NA) populations. Tribes, communities, and organizations that do not have research experience are strongly encouraged to develop collaborations with research organizations. Involvement of Native researchers and other appropriate professionals also is strongly encouraged.

Indian Housing Block Grant Program

Deadline: Rolling

Information: The Indian Housing Block Grant Program (IHBG) is a formula grant that provides a range of affordable housing activities on Indian reservations and Indian areas. The block grant approach to housing for Native Americans was enabled by the Native American Housing Assistance and Self Determination Act of 1996 (NAHASDA). Eligible IHBG recipients are

Federally recognized Indian tribes or their tribally designated housing entity (TDHE), and a limited number of state recognized tribes who were funded under the Indian Housing Program authorized by the United States Housing Act of 1937 (USHA).

Indian Community Development Block Grant

Deadline: Rolling
Information: The ICDBG Program provides eligible grantees with direct grants for use in developing viable Indian and Alaska Native Communities, including decent housing, a suitable living environment, and economic opportunities, primarily for low and moderate income persons.

Karma for Cara Foundation

Deadline: Open
Applications for Youth Microgrants
Information:Grants will be awarded to kids 18 and under for service projects in their communities.

Public Welfare Foundation Accepting LOIs for Social Justice Programs

Deadline: Ongoing
Information: Grants will be awarded in support of efforts to advance justice and opportunity for people in need through criminal justice, juvenile justice, and workers' rights programs.

Start a Snowball

Applications for Youth Philanthropy Projects
Deadline: Rolling
Information:Grants will be awarded in support of philanthropic projects led by youth between the ages of 5 and 18.

Aiden's Red Envelope Foundation Supports Families of Children With Special Needs

Deadline: Rolling
Information:Grants of up to $5,000 will be awarded to Southern California families that have children with disabilities for special equipment, therapy, summer camps, or treatments.

Craft Emergency Relief Fund Accepting Applications From Craftspeople in Need

Deadline: Open
Information:Grants and loans of up to $8,000 will be awarded to professional craftspeople experiencing career-threatening illness, accident, fire, theft, or natural disaster.

Grants Calendar

Grant Resources:
Grants.gov

Native American Scholarship Resources:
American Indian Graduate Center
College Scholarships.Org
The Gates Millennium Scholars Program.

EVENTS AND CONFERENCES

This Calendar contains local events and conferences both local and national that will be of interest to those who work in or with the Tribal community.

March 4-5, 2017
Native Hope International Pasadena Pow Wow
William Carey International University
1539 E. Howard St.
Pasadena, CA
Free Admission

March 10-11, 2017
Spring Pow Wow
Paqual Valley High School
676 Baseline Road
Winterhaven, CA
Contact: spvusd.org

March 11-12, 2017
CSU, Long Beach Pow Wow & Outreach
1250 Bellflower Blvd.
Long Beach, CA
Contact: Anna Nazarian-Peters at 562-985-8528 or powwow@csulb.edu

March 18, 2017
Native American Festival
Shoreline Village
Long Beach, CA
Contact: shorelinevillage.com

March 18, 2017
Yuba Sutter Pow Wow
Allyn Scott Youth Civic Center
1830 B Street
Marysville, CA

March 25, 2017
Pomona College Annual Pow Wow
Hammer Throw Field
295 E. First St., South Campus
Claremont, CA91711
Contact: www.pomona.edu

April 2-5, 2017
35th Annual Protecting Our Children National American Indian Conference on Child Abuse and Neglect
San Diego, CA
Contact: Lauren Shapiro at lauren@nicwa.org or 503-222-4044, ext. 118

April 8, 2017
First Nations 26th Annual Fresno State Pow Wow
Fresno, CA
Contact: Brandy 559-974-3777 or Jeanette 559-3515954 www.fresnostate.edu

April 8-9, 2017
Malibu Chumash Pow Wow
Malibu Bluffs Park
24250 Pacific Coast Hwy.
Malibu, CA
Contact: malibucity.org

April 14 – 15, 2017
UC Davis Pow Wow
1 Shields Ave.
Davis, CA
Contact: ccc.ucdavis.edu/nativeamerican.html

April 15, 2017
Sherman Indian High School Pow Wow
9010 Magnolia
Riverside, CA 92501
Contact: shermanindian.org

April 15-16, 2017
CSU Dominguez Hills Annual Pow Wow
Dominguez Hills Sculpture Garden
1000 E. Victoria St.
Carson, CA
Contact: facebook.com/events/846676945443196

April 28-30, 2017
Annual Ohlone big Time Gathering and Pow Wow
Tony Cerda Park
400 W, Grand Ave.
Pomona, CA
Contact: facebook.com/events/1750781608474480

April 29, 2017
Yomen Spring Celebration
1960 Johnson Ranch Drive
Roseville, CA

May 6, 2017
42nd Annual SFSU SKINS Pow Wow
San Francisco State University, San Francisco, CA
Contact: sfsuskins@gmail.com or 415-338-1929

May 6-7, 2017
33rd Annual California Indian Market & Peace Pow Wow
The Alameda St. at Highway 156 East.
San Juan Bautista, CA
Contact: Laynee Reyna at (831) 623-4771 or sanjuanintertribal@gmail.com.

May 12-14, 2017
46th Annual Stanford Powwow
Stanford University, Stanford, CA
Contact: powwow-cochairs@lists.stanford.edu or 650-723-4078

May 13-14, 2017
Chi-Tock-Non Kote-U-Pu Spring Celebration Pow wow
MariposaCo. Fairgrounds
5007 Fairgrounds Rd.
Mariposa, CA

May 26-27, 2017
UC Riverside Annual Tribal Pow Wow
900 University Ave.
Riverside, CA
Contact: nasp.ucr.edu/events/ucrpowwow.html

July 29-30, 2017
South Bayfront Pow Wow
Chula Vista Bayfront
Marina View Park J Street
Chula Vista, CA
Contact: southbayfrontpowwow.com

TRIBAL STAR TRAINING

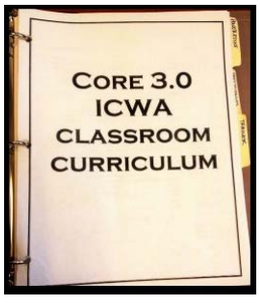
Approximately 8000 Tribal and non-Tribal professionals, leaders, public Human Service agency staff, regional training academy staff and university students have received training throughout the project. The training package provides up-to-date, research-based information in a variety of areas, including: the youth development philosophy, methods for collaboration, effective ways to work with rural populations, effective ways to work with Tribal rural foster youth and their communities, the Indian Child Welfare Act, and the John H. Chafee Foster Care Independence Act.

For more information regarding trainings in your area please contact technical assistance.
To register for one of the trainings below please contact:
Tom Lidot, Program Manager
Academy for Professional Excellence SDSU School of Social Work
Phone: (619) 594-3158 Fax: (619) 594-1118

Email: tlidot@mail.sdsu.edu

ICWA

The ICWA training is intended to provide today's social workers with a foundation of knowledge of the Indian Child Welfare Act.



All ICWA Trainings –

Registration 8:00 – 8:30 a.m.
Training 8:30 a.m. – 5:00 p.m.
Continental Breakfast and working lunch included

March 29, 2017
San Bernardino CFS Office
1094 South E St.
Conference Room A
San Bernardino, CA

March 30, 2017
Riverside
22690 Cactus Ave.
Room **Tba**
Moreno Valley, CA, 92553

April 13, 2017
Imperial County
CalWORKS
2895 S. 4th Street
Room **Tba**
El Centro, CA.

April 27, 2017
San Diego
Academy for Professional Excellence
6505 Alvarado Road
Room **Tba**
San Diego, CA 92120

May 3 , 2017
San Bernardino
Location **Tba**

May 4, 2017
San Bernardino
Location **Tba**

June 8, 2017
Orange County
Location **Tba**

June 22, 2017
San Bernardino
Location **Tba**

SUMMIT

The Summit provides an overview of Native American culture, history, and distrust of government systems and services. The training include first-hand accounts of Tribal youth experiences receiving CWS services. Participants engage in collaborative brainstorming to support goals and objectives.The training allows organizations to focus on specific challenges and identify solutions.

Next training: **TBA**

The Other Side of ICWA

The Other Side of ICWA is intended to address “the spirit of the law” and those concerns missing in traditional training that are essential for successful implementation of ICWA.

Next training: **TBA**

GATHERING

The Gathering provides an overview of Native American culture, history, and distrust of government systems and services. The training reviews the unique issues that affect adolescent development of Tribal youth. Participants engage in collaborative brainstorming. The Gathering provides first hand accounts of Tribal youth who have experienced receiving CWS services and basic communication techniques that support more trusting relations with Tribal youth and families.The training allows organizations to focus on specific challenges and identify solutions.

Next training: **TBA**

COLLABORATIVE

The Collaborative is an adapted half-day training designed to introduce Tribal and non-tribal child welfare workers to the challenges of serving Tribal foster youth. It covers a brief historical overview and concludes with recommendations that support increased communication and collaboration among providers that strive to achieve positive outcomes for Tribal youth.

Next training: **TBA**

T4T

Training for Trainers focus on skill building to lead cross-cultural discussions that result in positive outcomes. The training also helps participants learn how to conduct Tribal STAR training in their area. Topics covered in the training include cross-cultural communication, cultivating and maintaining trust-based relationships, and understanding how history affects today’s relationships between CWS and Tribal programs.

Bay Area T4T March 14 – 16, 2017

Judicial Council,
455 Golden Gate Ave,
San Francisco, CA 94102
For more information contact Tom Lidot at tlidot@mail.sdsu.edu or call 619-594-3158.

NEXT ISSUE

General information, pertinent articles and resources related to Native American Foster Youth can be sent to us at tstar@mail.sdsu.edu for inclusion in the the next edition of the Tribal STAR eNewsletter. Whenever possible please make submissions 3 weeks prior to publication of the next newsletter. The next issue will be published the first week of May. All submissions will be reviewed and published at the sole discretion of the Tribal STAR editorial staff.

For current news, thoughts and events follow us on Twitter #TribalSTARNews

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Back To Top

Note: documents in Portable Document Format (PDF) require Adobe Acrobat Reader 5.0 or higher to view, download Adobe Acrobat Reader.

Note: documents in Word format (DOC) require Microsoft Viewer, download word.

Note: documents in Excel format (XLS) require Microsoft Viewer, download Excel.

Note: documents in Powerpoint format (PPT) require Microsoft Viewer, download PowerPoint.

Note: documents in Quicktime Movie format [MOV] require Apple Quicktime, download Quicktime.

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