# Current Enewsletter

## NOVEMBER / DECEMBER 2016 ISSUE

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## ANNOUNCEMENTS

**Tribal STAR will now be issuing updates to our bi-monthly newsletter.**

You will see more event updates and announcements with this new format. If you have articles or updates you would like us to include in our next newsletter send them to Terry Nicholas, our Communications Specialist, at tnicholas@sdsu.edu. Our goal is to ensure awareness of events and practices that support the improved outcomes for Native youth and families and ICWA compliance. Any articles submitted outside of this goal will be subject to discretion and editorial review.

**Tom Lidot, Program Manager**

### New ICWA Regulations to Protect Native Children go into Effect Dec. 12, 2016

These new and legally binding Bureau of Indian Affairs' regulations on the Indian Child Welfare Act (ICWA) are the current evolution of the laws designed to protect the best interests of Indian children by promoting cultural connectivity, stability and security of Indian families.

Key clarifications within the regulations include:

- a requirement that state courts inquire whether ICWA applies in every child custody proceeding;
- clear articulation of the efforts that state courts and agencies must take to provide appropriate family services designed to keep families together; and
- procedures governing emergency removal of Indian children from their homes.

To learn more about these changes and the ICWA Defense Project follow this link.

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### The Impact of the Standing Rock Situation on Native Families and ICWA

Mainstream media has only recently begun to cover the difficult confrontation occurring at Standing Rock North Dakota between the Standing Rock Sioux Tribe (and allies) and the Dakota Access Pipeline.

As more people learn about the unprecedented situation occurring in the Northern Plains, the awareness and visual impact of the daily events increase tensions between the Native and non-Natives, and especially government organizations. Although recent events may convey a positive turn of the situation the long-standing history of broken promises compounded with the current political environment still give cause for caution and increased awareness.

### Recommendations:

Social workers and all child welfare providers, managers, supervisors, attorneys, judges, and trainers will benefit from having increased awareness about trauma informed services, stages of grief and loss, and practices that enhance compassion and cultural humility. Be aware that the information presented to the general public is often inaccurate due to mainstream media's bias against Natives (see link below). If the topic of Standing Rock comes up when engaging with families it may be best to share your awareness of bias in the media and seek accurate information. Engagement that includes intentional transparency, awareness of history, sensitivity toward family and cultural traumas are recommended and support ICWA compliance by integrating the prevailing and unique cultural standards of Native families.

### Some Background Information:

After months of awareness through social media within the Native community the impact and significance of this event has gained global awareness. It is so much more than a stand for the protection of waters that run through Native communities. It represents and magnifies the long-standing conflict between Native values and beliefs that emphasize respect for the Earth and protection of all life vs mainstream values that support the exploitation of resources for the benefit of a chosen few. The current and historical event symbolizes all the past events that result in distrust due to abuses of power, corruption, and deception by all agencies claiming to assist and protect Indigenous Peoples throughout history and may be further exacerbated by the current political environment.

To read the press release in its entirety visit here.

**Resources:**

Video link describing the relationship between Boarding School era and the current Standing Rock situation. Link to video here.

Tribal STAR's e-learning: Bias, Media and Historical Context of ICWA. Link to e-learning here.

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**Next Tribal STAR T4T in Bay Area March 14 – 16, 2017**

We are pleased to announce the next Tribal STAR Training for Trainers will be held in the Bay Area March 14-16. This 3-day event will enhance awareness of the Tribal STAR training model and provide support to ICWA trainers. It is also intended to encourage tribal communities to participate in local ICWA training. Participants will learn cross-cultural facilitation skills, gain insight how to manage courageous conversations, and experience the new Core 3.0 ICWA curriculum with experienced Tribal STAR trainers. For more information contact Tom Lidot at tlidot@mail.sdsu.edu or call 619-594-3158.

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**It's Takes A Village**

On December 1, 2016 the 7th Generation Workgroup met at Indian Health Council in Pauma Valley, California. Michelle Zambrana provided an update on new guidelines that require Short Term Residential Treatment Programs to receive ICWA training! The group discussed the recent RFA (Resource Family Approval) process, recruitment of Native homes, and goals for the upcoming year. We will also be working to improve relationships with tribal leaders and tribal councils in 2017.

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### ‘Tis the Season for Giving

For those of you looking for an opportunity to give back to the community during the holidays please consider the Indian Health Council Inc., Tribal Family Services. Since 2004 they have been making sure children and communities know their community cares. See how you can help and contribute to a local foster family. Learn more here.

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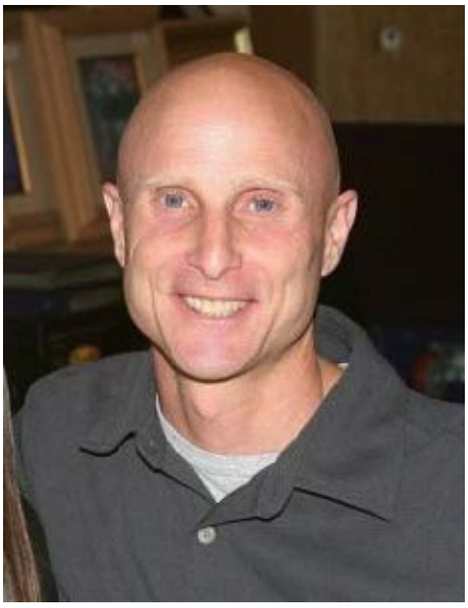
### Welcome Tribal STAR’s New Communications Specialist, Terry Nicholas



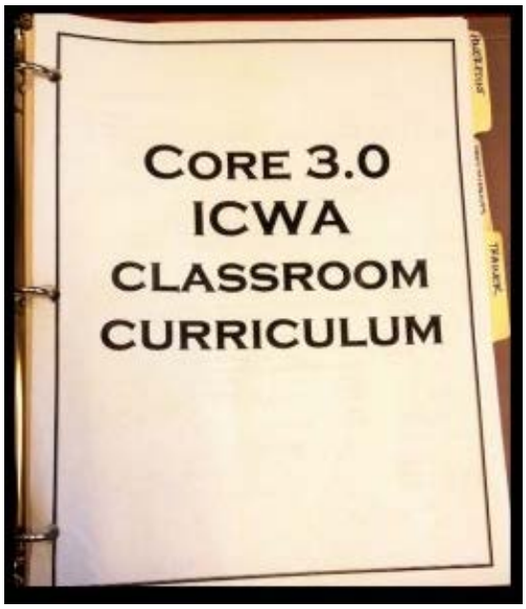
Terry Nicholas has joined Tribal STAR as our Communications Specialist; some of you may recognize him from our T4T or from his support of our other program events. He has worked in corporate communications, research and consulting for over 20 years and is excited to bring that experience to Tribal STAR. Born in Pittsburgh, PA, Terry grew up Los Angeles, CA where he earned a BA in Sociology from CSUN before coming to San Diego to attend the USD School of Law. He has lived and worked abroad; first in Tokyo, Japan and later studying in Mexico City, Mexico working in communications and training while having the opportunity to immerse himself in those rich cultures.

Upon his return to the United Sates he worked as a consultant and corporate trainer, before joining a US subsidiary of a Japanese electronics company where he served as Communications Officer, among others.

A life-long learner he has many interests and is a people person; in particular he loves hearing people’s stories. He enjoys the outdoors and can often be found hiking, cycling or on the local tennis courts.

**Tribal STAR Submits New Core 3.0 ICWA Curriculum**

We are pleased to announce that the new 6-hour Core 3.0 classroom curriculum and the 100 level ICWA eLearning have been submitted to CalSWEC for final review and vetting. This new curriculum is scheduled to be implemented by February 2017 to all new hire social workers in California. It integrates the recent BIA regulations for state courts, and best practices from the recent guidelines. Individuals who are interested in training this new curriculum will need to have a strong interest and familiarity with ICWA.




**NEW! Introducing "Tips for Trainers**"

This is a new section to support ICWA trainers. Tips for Trainers will be in every Tribal STAR newsletter and on the Tribal STAR website. It is intended to support effective ICWA training by providing tips from seasoned Tribal STAR trainers.

Tip #1: When you are asked to provide ICWA training, ask whether there are any specific issues or challenges that have arisen in the county.

Tip #2: Set the tone of the training before the training begins—be engaged, energetic and open.

Tip #3: Stay focused on the outcome you hope to achieve through the training, be clear about your outcome for every segment.

Kim Mettler, Training and Curriculum Coordinator

**Welcome Tribal STAR's New Intern, Lisa Williams**
**Humboldt State University**

Hello! My name is Lisa Williams. I am the daughter of first-generation Lebanese and Greek immigrants and I grew up on the east coast outside of Washington D.C. in Northern Virginia. I have lived my life playing music as a freelance guitar player, while managing bars and concert halls.  I am 37 years old and live right across the street from dog beach in Long Beach, CA.  I have made it a point to keep clear of all man-made prisons and have done so by following a spiritual path.  I chose to obtain my MSW at Humboldt State University specifically because of its focus on Native American communities.  I believe that you must recognize multiplicity at every level, for there is always interaction.  All life is a circle and everything has its place in this circle.  We are all connected and in this together.  Our purpose as social workers is not singular, it is for the greater good of the community.  I chose to intern with Tribal Star because I believe in their mission to keep Native American children connected to their Tribes, resources, and Native culture.  It is our responsibility to work together to ensure the future of healthy Native communities and culture by providing resources and maintaining a Tribal connection for the children.  I look forward to working with everyone as we move forward in this great cause!

**2016 Annual Tribal STAR Celebration**

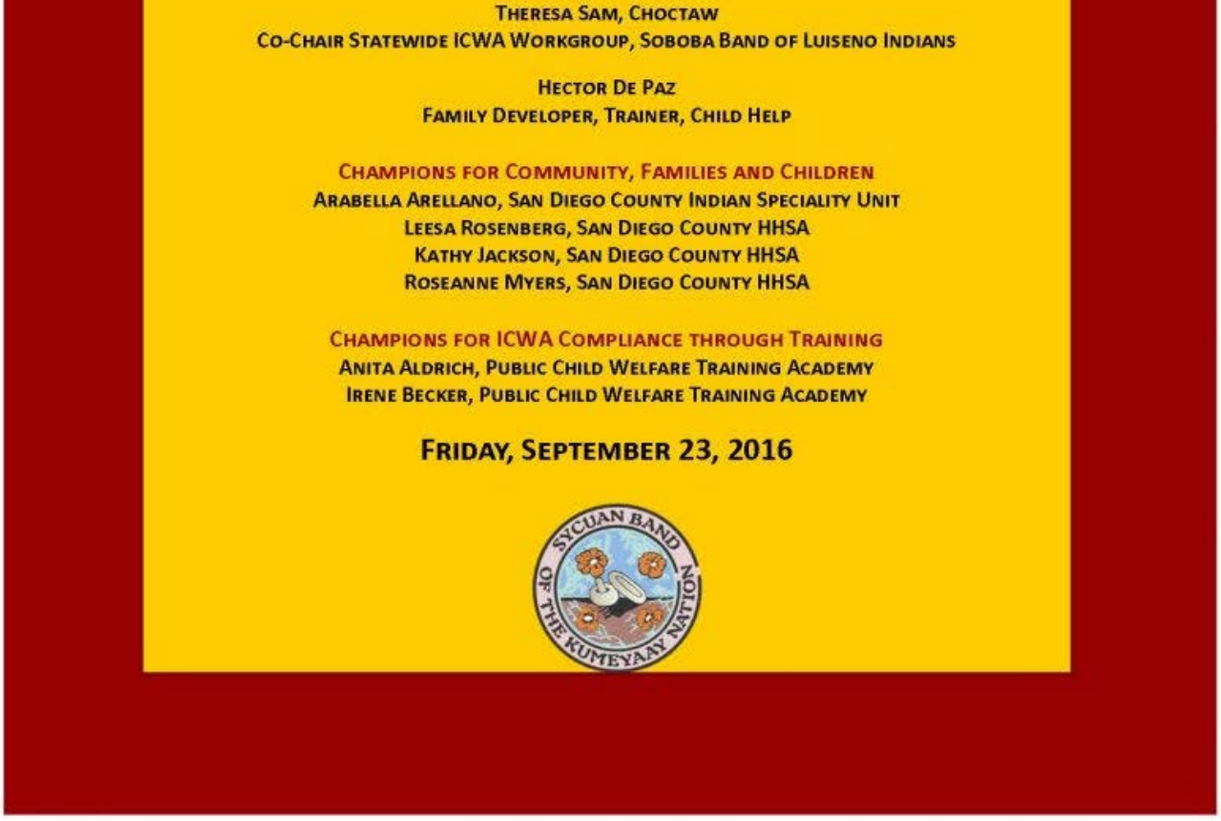
# Tribal STAR

*Celebration 2016*

*September 23, 2016*

Tribal STAR would like to thank everyone who was able to attend, as well as those who have supported us from the beginning. We could not do it without you.

Take a look at our intern, Lisa William's thoughts on her first Celebration:
Tribal STAR Celebration – An Intern's Perspective




**Thank you to everyone who made this year a success!**

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**Tribal STAR would like to congratulate Judge William Thorne for** receiving the Distinguished Service Award from the National Center for State Courts**.**

William A. Thorne Jr., retired Utah Court of Appeals judge, former chairman of the Child Trends board of directors, and ICWA champion, recently received the Distinguished Service Award from the National Center for State Courts. Judge Thorne, who was also the first Native American to serve on Utah's bench, has been nationally recognized for his improvement of judicial guidelines related to children in foster care. We have long benefited from his wisdom and leadership, including through his participation in a current study of juvenile justice judges and attorneys as consumers and users of research. Keep up the fantastic work! We couldn't be more proud of you!

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**Happy 20th Anniversary Academy!**

The Academy for Professional Excellence celebrated 20 Years of Excellence on Thursday, October 20th, 2016 at SDSU's Parma Payne Goodall Alumni Center. Dr. Jaiya John, of Soul Water Rising, delivered a powerful keynote emphasizing the importance of promoting, cultivating, and supporting wellness in those staff working in the health and human services field. The event included a journey through the Academy's history, sharing how the Academy has evolved from the *Public Child Welfare Training Academy* — a program that provided exclusively Child Welfare training to the ***Academy for Professional Excellence*** — an organization that provides workforce development and organizational support in the areas of Child Welfare, Behavioral Health, Adult Services, Executive Development, Indian Child Welfare, and Cultural Responsiveness.

The Academy honored its founder, Dr. Anita Harbert, former Director of SDSU's School of Social Work and then recognized its Partners in Excellence, who have been essential to the Academy's success:

- San Diego County HHSA, presented to Alfredo Aguirre, Director of Behavioral Health Services
- Casey Family Programs, presented to Jorge Cabrera, Director, San Diego Field Office
- California Department of Social Services, presented to Lori Delagrammatikas, Adult Protective Services Program Liaison, Adult Programs Division
- SDSU Research Foundation, presented to Sandra Nordahl, Director of Sponsored Research Contracting and Compliance
- San Bernardino County Children and Family Services, presented to Teri Self, Deputy Director, County of San Bernardino, Children and Family Services
- Southern Area Consortium of Human Services, presented to Mike Ryan, Director, County of Orange Social Services Agency
- Robert White, Tribal STAR Advisor

Robert White (Center) Accepts Recognition from Tom Lidot (left) and Jennifer Tucker-Tatlow (right)

More information about the Academy's 20th Anniversary Celebration, including a video that documents the Academy's history, can be found here: https://theacademy.sdsu.edu/20th-anniversary/

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**News:**

**Tribal STAR** is now on Twitter!

Follow us @Acad4ProfExcell and #TribalSTARnews for current events and weekly updates.

Roberts Announces Publication of Final, Updated BIA Model Indian Juvenile Code

U.S. Department of the Interior

Released October 20, 2016

Summary: Furthering President Obama's Generation Indigenous ("Gen-I") and Tiwahe initiatives that support American Indian and Alaska Native families and strengthen tribal communities, Principal Deputy

Assistant Secretary – Indian Affairs Lawrence S. Roberts today announced that the Bureau of Indian Affairs (BIA) has published the final updated version of its 2016 Model Indian Juvenile Code, which was originally issued in 1988 – almost 30 years ago; ensuring rights of Native youth who enter juvenile justice system are respected and protected.

### Whitehouse Launches Spotlight on Native Youth

Compelling stories and powerful programs were lifted up at last week's White House launch of a new partnership by and for Native youth. The partners, Native Americans in Philanthropy, and the Obama Administration's Generation Indigenous (Gen-I) initiative, and a host of speakers, led the way toward a deeper engagement with the Native American community.
More information at: Generation Indigenous

### Presbyterian Church Apologizes for Abuse of Native Students

Shady Grove Oliver, The Bristol Bay Times-Dutch Harbor Fisherman
October 28th, 2016
Summary: A public apology was issued by the Presbyterian Church at this year's Alaska Federation of Natives Convention in Fairbanks. "We apologize for the pain and suffering that our church's involvement in the Indian boarding school system has caused. We are aware of some of the damage that this cruel and ill-conceived system of assimilation has perpetrated on United States citizens of Native American ancestry. For this, we are truly and humbly sorry."

### Native Americans Plan to Make History in the US Election

More Native Americans are participating in the 2016 election than ever before. Eight indigenous candidates are running for Congress, up from two in 2014. Over 90 are running for state legislatures, again exceeding previous years.

### Born Before 1970? You're Older Than 9 Native Civil Rights

For anyone born in 1970 or later, it could come as a surprise that the following eight items are actually younger than them, with one being a mere two-years old.

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*"Hold on to what is good,*
*Even if it's a handful of earth.*
*Hold on to what you believe,*
*Even if it's a tree that stands by itself.*
*Hold on to what you must do,*
*Even if it's a long way from here.*
*Hold on to your life,*
*Even if it's easier to let go.*
*Hold on to my hand,*
*Even if someday I'll be gone away from you."*
– Pueblo Prayer

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## 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
1250 Maryland Avenue,
SW, Eighth Floor
Washington, DC 20024
Email: cb_express@childwelfare.gov

### Addressing Trauma in American Indian and Alaska Native Youth

Mathematica Policy Research
Published: August 24, 2016
Information: Mathematica Policy Research conducted an environmental scan of practices and programs for addressing trauma and related behavioral health needs in AI/AN youth. The goal was not to document where or the extent to which programs are implemented in Indian Country but, rather, to identify which models have been tested and documented in the literature. This report describes the interventions identified through scan and summarize the evidence base for each. Included are several interventions that AI/AN communities are currently using but that have not yet been systematically evaluated. Drawing from recommendations in the literature, it also discusses research and policy implications for advancing existing and developing new programs that can improve outcomes for AI/AN youth.

### Consequences of Violent Victimization for Native American Youth in Early Adulthood

Published: September 2016
Jillian J. Turanovic, Travis C. Pratt
Information: Native American youth are at an elevated risk of violent victimization. And because of their vulnerable position in society, they may also be at risk of experiencing a host of adverse consequences as a result of being victimized. Accordingly, using a subsample of 558 Native American youth and two waves of data from the National Longitudinal Study of Adolescent to Adult Health (49.8 % female; 12–19 years at Wave I; 19–26 years at Wave III), we examined the effects of violent victimization during adolescence on a range of outcomes in early adulthood (poor health, depressive symptoms, suicidality, financial hardship, violent and property offending, alcohol problems, hard drug use, and marijuana use).

### On Balance: The Courts & Child Welfare

California Child Welfare Co-Investment Partnership
Published: Fall 2016
Information: This issue of *insights* examines the juvenile court's role in the child welfare system and provides recommendations on how to best meet the complex needs of children and families in child welfare.

### Foster Care: Most Tribes Do Not Anticipate Challenges with Case Goal Changes, but HHS Could Further Promote Guardianship Assistance

*Report to Congressional Requesters; GAO-16-625*
United States Government Accountability Office
Published: August 2016
Information: This report examines: (1) data comparing Indian and non-Indian children in foster care; (2) challenges selected tribal child welfare agencies may face in addressing changes to APPLA and establishing permanent homes for children in tribal foster care; and (3) HHS assistance to tribes in implementing the APPLA change and addressing any challenges to establishing permanent homes. GAO reviewed relevant federal laws, regulations, and HHS guidance; analyzed HHS's fiscal year 2014 data on child welfare agencies' foster care case plans; and interviewed officials from 36 tribes that receive federal child welfare funding from six states with high numbers of tribes receiving this funding. GAO also interviewed HHS officials and officials at six state child welfare agencies.

### THP-Plus and THP-Plus Foster Care: Annual Report 2015-2016

Simone Tureck, Christian Arana

John Burton Foundation for Children Without Homes. Transitional Housing Placement-Plus (THP-Plus) Statewide Implementation Project

Published: 2016

Information: This report highlights both the achievements and challenges of the programs in helping youth in the foster care and juvenile probation systems make a safe, supported transition to adulthood, and provides practice and policy recommendations for the future.

### The Intersection of American Indians/Alaskan Natives and the Child Welfare System: A Review of the Literature

*McNair Scholars Research Journal*

Rebecca J. Luth

Published: 2016

Information: American Indians/Alaskan Natives (AI/AN) have historically been forcefully integrated into the child welfare system. Their relationship began before a formal child welfare system was established in the United States and continues to the present. It is critical to examine AI/AN history and the child welfare system in the United States to fully understand their difficult and often damaging interactions. This paper will review the literature on this topic in an effort to highlight the intersectionality of AI/ AN children and families, and the policies and practices of the American child welfare system.

### Data Sheet on Domestic Violence Services

Family and Youth Services Bureau

Published 2015

Information: In 2014, local domestic violence programs, including Tribal programs, served about 1.27 million victims of domestic violence, and the data show that many of these victims are children. *Domestic Violence Services Provided by State and Tribal Grantees*, a data report from the Family and Youth Services Bureau (FYSB), presents demographic information, including age, gender, and ethnicity, about these victims, as well as information about the kinds of supports and services accessed.

### Child Safety and Risk Assessments in American Indian and Alaska Native Communities: Research to Practice

Published: June 13, 2016

Information: This brief is a resource for human service professionals on child safety and risk assessments in AI/AN communities. The brief provides background on safety and risk assessments in child welfare practice with a review of the relevant literature. It also explores the importance of cultural appropriateness in assessments, and provides examples of tribes' adaptations of assessments to fit their communities.

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## POLICY LEGISLATION AND LAW

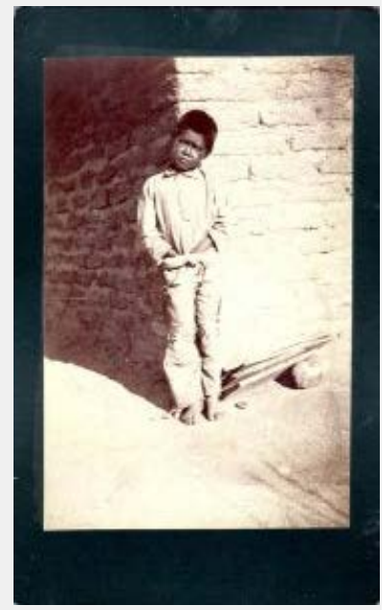
### Guidelines Stating Principles for Working With Federally Recognized Indian Tribes

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.



San Diego History Center E. H. Davis Collection

### 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

Courtesy of Sharlot Hall Museum

## A Way Home America Transition Plan – Actions & Strategies to #EndYouthHomelessness

Author: Megan Gibbard

Published: 2016

Information: The A Way Home America (AWHA) Policy Committee composed a Transition Plan – a document that identifies actions and strategies necessary to prevent and end youth and young adult homelessness. The National Youth Forum on Homelessness offered their input during drafting, input which is incorporated in the final document. The AWHA Steering Committee endorsed this document in July. The Transition Plan is intended to inform the next Presidential Administration, federal appointees, and members of congress on our collective goals to end youth and young adult homelessness.

## The Future of Youth Justice: A Community-Based Alternative to the Youth Prison Model

National Institute of Justice, Harvard Kennedy School

Authors: Patrick McCarthy, Vincent Schiraldi, and Miriam Shark

Published: October 2016

Information: America's longstanding youth prison model, which emphasizes confinement and control, exacerbates youth trauma and inhibits positive growth while failing to address public safety. This report delivers a clear and compelling call to close these youth prisons. It also introduces readers to an alternate model — rooted in a continuum of community-based programs — that aims to set all children on a pathway to success.

## Promising Practices in Work-Based Learning for Youth

National Skills Coalition, National Youth Employment Coalition

Authors: Thomas Showalter, Katie Spiker

Published: 2016

A new paper by National Skills Coalition and National Youth Employment Coalition finds that well-designed work-based learning opportunities can provide youth with occupational and work readiness training while providing income support for disconnected and at-risk youth. The paper examines four different work-based learning strategies, illustrates key elements of success, identifies challenges, and makes policy recommendations to address those challenges.

## Preventing Child Abuse and Neglect: A Technical Package for Policy, Norm, and Programmatic Activities

Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention

Published: 2016

Authors: Beverly L. Fortson, Joanne Klevens, Melissa T. Merrick, Leah K. Gilbert, Sandra P. Alexander

Information: This technical package represents a select group of strategies which include strengthening economic supports to families; changing social norms to support parents and positive parenting; providing quality care and education early in life; enhancing parenting skills to promote healthy child development; and intervening to lessen harms and prevent future risk. The strategies represented in this package include those with a focus on preventing child abuse and neglect from happening in the first place as well as approaches to lessen the immediate and long-term harms of child abuse and neglect. These strategies range from a focus on individuals, families, and relationships to broader community and societal change.

### Within Our Reach: A National Strategy to Eliminate Child Abuse and Neglect Fatalities

Author: Commission to Eliminate Child Abuse and Neglect Fatalities

Published: 2016

Information: This is the final report of the Commission to Eliminate Child Abuse and Neglect Fatalities, as mandated by the Protect Our Kids Act of 2012. It discusses the Commission's findings and presents both a comprehensive national strategy for fundamental reform and recommendations specific to populations in need of special attention, including children currently known to child protective services agencies and at high risk for fatality, American Indian/Alaska Native children, and African American children.

### New Directions in Tribal Early Childhood Programs

Author: Kelli Bohanon

Published: 2016

Information: This article explores the efforts of tribal communities building more coordinated and effective early childhood systems by taking advantage of federal funding opportunities and partnerships. Given a new level of understanding and response from federal agencies regarding the unique nature of tribal communities, efforts are being made to acknowledge the need for adaptability and the importance of cultural and geographical context impacting the development of strong early childhood systems in tribal communities. This article highlights these partnerships and the programs and initiatives involved in them, including specific examples of tribes taking advantage of the opportunity to build more responsive, coordinated, and sustainable systems of care for the young children and families they serve.

### 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.

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## PROVIDER RESOURCES

### 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.

### Financial Education Tool for Parents, Caregivers

Information: A new resource from the Consumer Financial Protection Bureau aims to help parents and caregivers educate the children and youth in their care about positive money skills, habits, and attitudes. Created for use with children and youth of all ages, the Money as You Grow website offers age-appropriate activities and conversation starters caregivers can use to broach a number of topics related to planning and problem solving, waiting for what they want, making good choices, and thinking about the future.

### 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.

### Bullying Prevention in Indian Country

### Bullying in Indian Country Consequences

San Diego History Center E. H. Davis Collection

Substance Abuse and Mental Health Services Administration (SAMHSA) Tribal Training and Technical Assistance Center

Information: Bullying, youth violence, and suicidal behaviors are interrelated parts of community violence that plague American Indian and Alaska Native communities. There are few statistics on bullying specific to tribal schools, but bullying, youth violence, and suicidal behavior are interrelated parts of community violence that plague American Indian and Alaska Native communities. Although we don't have studies about the extent and consequences of youth violence and bullying in tribal communities, we do know what helps youth and communities build resilience; thereby, counteracting the impact of bullying and community violence.

### "Stand Up Against Bullying in Indian Country" Video

### ICWA Defense Project Memorandum: Synopsis of Recent Attacks on the Indian Child Welfare Act (ICWA)

National Indian Child Welfare Association

Native American Rights Fund

National Congress of American Indians

Published: June 25, 2016

This memorandum summarizes the pending litigation and describes some of the legal and communications strategies developed by these partner organizations to inform, advance, and unify a coordinated effort across Indian Country in response to these attacks.

### 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 .

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## FUNDING OPPORTUNITIES

### 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.

San Diego History Center E. H. Davis Collection

### American Indian and Alaska Native Early Head Start Expansion

HHS-2017-ACF-OHS-CH-R11-1212

Deadline: December 12, 2016

Information: The Administration for Children and Families solicits applications from public or private non-profit organizations, including community-based and faith-based organizations, or for-profit agencies that wish to compete for funds that are available to provide American Indian and Alaska Native Early Head Start Expansion services to infants, toddlers, pregnant women, and their families…

### Planning and Developing Infrastructure to Improve the Mental Health and Wellness of Children, Youth and Families in American Indian/Alaska Natives Communities (Short Title: Circles of Care VII)

SM-17-002

Deadline: December 20, 2016

Information: The purpose of this program is to provide tribal and urban Indian communities with tools and resources to plan and design a holistic, community-based, coordinated system of care approach to support mental health and wellness for children, youth, and families. These grants are intended to increase the capacity and effectiveness of mental health systems serving AI/AN communities…

### National Quality Improvement Center for Preventive Services and Interventions in Indian Country

HHS-2017-ACF-ACYF-CA-1234

Deadline: January 16, 2017

Information:  The purpose of this funding opportunity announcement (FOA) is to award a 5-year cooperative agreement to establish a Quality Improvement Center (QIC) on the prevention and intervention of child abuse and neglect in American Indian/Alaska Native (AI/AN) communities. The QIC will gather, generate, and disseminate knowledge regarding effective practice models for strengths-based, culturally relevant, trauma-informed, and preventive services and interventions for all forms of child maltreatment…

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

HHS-2016-ACF-ANA-NC-1167

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

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HHS-2017-ACF-ANA-NL-1235
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…

## 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

HHS-2017-ACF-ACYF-CU-1230
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…

## Interventions for Health Promotion and Disease Prevention in Native American Populations

PAR-14-260
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.

## 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….

More grants: Grants.gov

Grants Calendar

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## EVENTS AND CONFERENCES

The 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.

**December 7-9, 2016**

Sacred Sites, Monitoring & NAGPRA and Federal Indian Law Updates

Las Vegas, Nevada

**December 8 – 10, 2016**

15th National Indian Nations Conference: Justice for Victims of Crime

Palm Springs, California

**February 4, 2017**

Bay Area America Indian Two Spirits Pow Wow

San Francisco, California

To connect with BAAITS on Facebook contact dmin@baaits.org or Visit BAAITS.org.

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## TRIBAL STAR TRAINING

Approximately 800 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

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**ICWA**

The revised ICWA training "ICWA: In The Best Interest of the Child: Where The Spirit Leads" 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

**November 9, 2016**

Orange County TCD, Room TBD
1928 S. Grand Avenue
Orange County, CA 92705

**November 15, 2016**

Academy Training Room, Upstairs 201
6505 Alvarado Road
San Diego, CA 92120

**November 30, 2016**

Academy Training Room, Upstairs 201
6505 Alvarado Road
San Diego, CA 92120

**December 15, 2016**

PCWTA Riverside Training Center
3600 Lime Street, Building 4, Suite 416
Riverside, CA 92501

**January 12, 2017**

PCWTA Riverside Training Center
3600 Lime Street, Building 4, Suite 416
Riverside, CA 92501

Training:
**January 2017**

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**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 trainings: **TBA**

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**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**

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### 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**

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### 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**

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### 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.

Next training:

**Bay Area T4T**
**March 14 – 16, 2017**
For more information contact Tom Lidot at tlidot@mail.sdsu.edu or call 619-594-3158.

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## NEXT ISSUE

General information, pertinent articles and resources related to Native American Foster Youth can be sent to tstar@mail.sdsu.edu by November 1, 2016. The newsletter will be distributed during the last week of October. Please see the distribution schedule for other dates.

**For current news and weekly updates follow us on Twitter. #TribalSTARnews**

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.

INSPIRING INNOVATIVE SOLUTIONS IN HEALTH AND HUMAN SERVICES

Academy *for* Professional Excellence

6505 Alvarado Rd, Suite #107
San Diego, CA 92120

Tel: 619.594.3546
Fax: 619.594.1118

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