Current Enewsletter

MAY / JUNE 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

6th Annual Judges' Dinner: A Time for Reflection, Recognition and Thanks

For more information please contact Tom Lidot, Tribal STAR Program Manager

Join us in Congratulating New El Centro Mayor, Alex Cardenas!
Mayor Cardenas is also a Tribal STAR Champion, who has been leading the way as Executive Director of Imperial County & Quechan Tribal CASA. Congratulations and thank you for your service to the community.

> *LEADING the WAY! Congratulations to new El Centro Mayor Alex Cardenas! #TribalSTARNews Champion. #ICWA #CASA @CityofElCentro #childwelfare pic.twitter.com/0kyfdXfFXm*
>
> *— AcademySDSU (@Acad4ProfExcell) May 26, 2017*

For June we are privileged to share some ICWA "Tips for Trainers" and insights from a long time Tribal STAR trainer David Casey.

Asked by my dear friend (and fellow Alaska Native, Tom Lidot) to provide training tips to fellow trainers my first thought was – "Oh no!" Deep breaths later because I'd said "Yes" to my friend my second thought was, "What wisdom do I have for people doing the same thing I've been doing that's worth their time to read?" After all, arguably one of the wisest men to have ever lived long ago noted, ". . . there is nothing new under the sun." (King Solomon, Ecclesiates 1:9b.) Thinking about it I realized our culture often puts too much emphasis on being *original*. As in, we're pressured into coming up with something *new.* We don't. In fact, my best training techniques are ones I've read or seen and *borrowed* from others. What follows is nothing new; but there are some things worth borrowing.

> **Leave your ego at the door. This is not about you.**
> Your learners do NOT care about how much you know, how smart you are, or what you've done. Aside from a baseline level of credibility, it's far more important that you care about how smart THEY are, what THEY know (and will know, thanks to this learning experience) and what THEY have done.
>
> At the beginning of class, you do NOT need to establish credibility. You have a certain amount of credibility in the bank by the fact you're in front of the class. You can LOSE that credibility by doing things like lying (answering a question that you really aren't certain about, without admitting that you're not sure), or telling them you really DON'T know what you're doing. **But you'll usually hurt the class if you spend time talking about how great YOU are**.

To view the complete tips article please visit here.

Join the Capacity Building Center for Tribes as they Present a Webinar Demonstrating

their Tribal Information Exchange this June 13th.

Join the Capacity Building Center for Tribes as they present a demonstration of Tribal Information Exchange (TIE) this June 13th. The TIE provides easy to access content that focuses on tribal topics, a space for tribes to share and learn from one another, and hundreds of tribal resources from the Capacity Building Center for Tribes (Center for Tribes). With guidance from national native child welfare experts, the Center for the Tribes values providing culturally responsive materials and tools for growth to tribal social service professionals and communities and the Tribal Information Exchange was created as a complement to the Capacity Building Collaborative website.

Tuesday, June 13th, 2017 @ 1:00 Eastern / 12:00 Central / 11:00 Mountain / 10:00 Pacific

For more information or to register please visit here.

Human Trafficking Awareness Conference: Keep Our Communities Safe at Harrah's Casino in Rincon this June 21.

Let's do our part to end human trafficking. Indian Health Council's Peace Between Partners Program will be hosting an all day Human Trafficking Awareness Conference at Harrah's Casino Rincon Wednesday June 21, 2017.

RSVP to Sandra Toscano (760) 749-1410 Ext. 5326

For more information please visit here.

National Institute of Justice: Announces Travel Scholarships for American Indian and Alaska Native Students

The NIJ – the research, evaluation, and development bureau of the US Department of Justice is offering up to 5 travel scholarships for American Indian and Alaska Native undergraduate and graduate STEM students to attend the International Association of Chiefs of Police conference in Philadelphia, PA from October 21-24, 2017.

For more details and an application please visit here.

Wiiazhegii Wem: There is a Returning June 8 – 9, 2017

White Earth will be offering a community forum and healing, including spiritual teachings, education, and an opportunity to learn more about our history.

For more information please visit here.

The Pala Band of Mission Indians has a full-time case worker position coming soon

For more information please contact email Tina Jaworski.

See the latest Academy for Professional Excellence and Tribal STAR Tweets here @Acad4ProfExcell or click on the Twitter icon.

Core 3.0 ICWA Trainer Feedback Wanted

Tibal STAR in our ongoing process of continually improving our training and outcomes is looking for feedback:

1. **If You've Trained the New ICWA Curriculum – Let us Know How it Went!**
   We want to hear about what went well, what challenges you had, and what questions you may have.

2. **Core 3.0 ICWA Trainers: Interested in Participating in a Trainer Development Conference Call?**
   The purpose is to discuss training tips, techniques, questions and challenges via conference call. The proposed date is the 3rd week of May.

If you are interested in either of the above opportunities please contact Kim Mettler, Tribal STAR Training and Curriculum Coordinator, at kmettler@mail.sdsu.edu.

For May we are excited to share "Tips for Trainers" from our Tribal STAR colleague Joanne Willis Newton. Joanne, in addition to being an outstanding and knowledgeable Tribal STAR trainer, is a consultant and attorney serving Tribes, tribal agencies and individuals on a broad range of Indian / Aboriginal law issues. Below is an excerpt of her training thoughts followed by a link to the full article.

> **Prepare in advance:** *Remember the teachings of our Tribal STAR Elder, Margaret Orrantia, that it is important to begin preparing for work as a trainer at least three days prior to the training. By following our best wellness practices, we can help ensure that on training day we are already primed with positive energy.*
>
> **Monitor your energy and that of the trainees throughout the day:** *It is natural that energy will ebb and flow throughout the day. Monitor these changes and use techniques to boost the energy when it drops, like taking a short unplanned break, asking a provocative question, engaging in a group stretch or breathing exercise, or stirring up some laughter.*
>
> To view the complete article click here.

Upcoming San Diego Training for Trainers (T4T) August 15th – 17th

The next Tribal STAR Training for Trainers will be held in San Diego at Casey Family Programs in Old Town this August 15-16-17. 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 the new Core 3.0 ICWA curriculum under the guidance of experienced Tribal STAR trainers.

For more information contact Tom Lidot at tlidot@mail.sdsu.edu or call 619-594-3158.

Finally – The Rest of the Story

Three Affiliated Tribes' Chairman George Gillette, AP 1948

This iconic photo of former chairman, George Gillette, Mandan, Hidatsa and Arikara Nation, also known as the Three Affiliated Tribes, is in the Historical Trauma segment of the new Core 3.0 ICWA Curriculum. A number of people have asked about the story behind the photo and how it relates to historical trauma.

Click here for the story behind the photo.

Please Checkout this Powerful Presentation on Childhood & Historical Trauma

An eye-opening and moving talk by Ret. Chairman of Veijas Band of Kumeyaay Indians, Anthony Pico on the destructive nature of childhood trauma opening the discussion on the subject so that our communities can acknowledge this and begin the healing process.

Remember that May is National Foster Care Month 2017

May is National Foster Care Month, a month set aside to acknowledge foster parents, family members, volunteers, mentors, policymakers, child welfare professionals, and other members of the community who help children and youth in foster care find permanent homes and connections. During National Foster Care Month, we renew our commitment to ensuring a bright future for the more than 400,000 children and youth in foster care, and we celebrate all those who make a meaningful difference in their lives.

For more information and resources visit here.

Watch and Learn how the Arapaho are Working to Save Their Language and Culture

Faced with losing one of its defining elements, a living institution that extends beyond words to a unique way of looking at the world, the tribe has turned to a variety of resources — including a University of Colorado Boulder linguistics professor — with increased urgency to reverse the trend. It has embraced websites, phone apps and video tutorials along with classroom immersion and personal mentoring to renew a native tongue essential to its culture, religion and worldview.

Read more about their story here.

AAIP's 19th National Native American Youth Initiative

The Association of American Indian Physicians' National Native American Youth Initiative (NNAYI) provides an intense summer program for American Indian and Alaska Native high schools students. This week long event is designed to prepare and motivate students to pursue a career in health care or biomedical research. The curriculum prepares high school students for admission to college and professional schools.

For more information visit www.aaip.org/nnayi

19TH NATIONAL NATIVE AMERICAN YOUTH INITIATIVE

GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D.C.
JULY 1 – 9, 2017

The Center for Native American Youth Awards Their 2017 Champions for Change

The CNAY Champions for Change are five young Native leaders recognized by the Center for Native American Youth for making positive change in their tribal and urban Indian communities .

Learn more about the Champions for Change program at www.cnay.org.

ICWA Guide App for Android: Makes ICWA Easy as 1-2-3!

Calling upon ears of ICWA leadership, knowledge and experience Tribal STAR and the Academy for Professional Excellence have developed a new app with everything you need know about the Indian Child Welfare Act. Download it for free from the Google Play Store here. For all of you iPhone fans an iOS version is already in the works.

NEWS

Michigan and Oregon Adopt Pro Hac Vice Court Rules for ICWA Cases

This spring both Michigan and Oregon have changed their court rules to allow out of state attorneys to appear in ICWA cases on behalf of a tribe (Michigan and Oregon) or parent or Indian custodian (Oregon). Both waive the pro hac fees, and do not require the attorneys to associate with local counsel.

Border wall faces another challenge with Indian reservation (CBS News)

April 24, 2017. The Tohono O'odham Nation is roughly the size of Connecticut. It straddles 62 miles along the U.S.-Mexico border in Arizona. Tribal members live on both sides and are caught in the middle of the border debate. They allowed the federal government to build a vehicle barrier in 2006, but they strongly oppose a wall through their land.

Adoption Fairness Bill: Would Give Tax Credit to Parents Adopting Tribal Special Needs Children

S. Senators Heidi Heitkamp (D-ND) and James Inhofe (R-OK) as well as U.S. Representatives Derek Kilmer (D-WA) and Tom Cole (R-OK) reintroduced bipartisan legislation this week which they say will ease the financial challenges of adopting special needs children in tribal communities throughout the country.

CA Attorney General: Compliance with Tribal Child Custody Law a Priority

April 1, 2017 CA Attorney General Becerra shows support for Native American families and work of the Indian Child Welfare Act Task Force. We all agree that the safety of tribal children, the preservation of their cultural identity and the protection of Native American families are all priorities that must be addressed," Becerra said in a statement. "We appreciate the hard work of the tribal task force and their recommendations. While there are no quick and easy fixes, this report gives us a foundation from which we can move forward."

Goldwater Institute Files Appeal on the Constitutionality of ICWA

April 24, 2017. The Goldwater Institute has filed a notice of appeal to the 9th Circuit in the Arizona ICWA class action case.

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.

MANY PEOPLE ARE SMART

BUT FEW ARE WISE.

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

A Primer for Youth Justice Advocates: Fact Sheet

Author: The Crime Victims Fund
Published: Updated November, 2016
Information: Established in 1984, the Crime Victims Fund is financed annually by the fines and penalties paid by those convicted of Federal offenses and offers an opportunity to fund services that could help youth and families who have been victims of crime. The parameters for how these funds could be used were expanded in 2016, opening up new ways to support youth who are at risk of or already involved in court engagement. The updated factsheet The Crime Victims Fund: A Primer for Youth Justice Advocates, which was produced by the National Juvenile Justice Network, is intended as a basic primer for youth advocates on how the Crime Victims Fund operates and how it might be possible to move some of these increased resources to the communities that lack these services.

The Potential Educational Benefits of Extending Foster Care to Young Adults: Findings from a Natural Experiment

Author: Courtney, M., Hook, J.
Information: Research has demonstrated the employment and earnings benefits accompanying educational attainment, and the relatively poor educational attainment and economic well-being of young people who transition to adulthood from foster care. Policymakers' concern over these poor outcomes has long been reflected in U.S. child welfare policy, most recently in the provisions of the 2008 Fostering Connections to Success Act allowing states to claim federal reimbursement for extending foster care from age 18 to age 21. While the policy of allowing youth to remain in foster care past age 18 has promise as a strategy for helping them continue their education, empirical evidence of its impact is lacking. Using data from a longitudinal study of youth (n = 732) who transitioned to adulthood from foster care, this study takes advantage of between-state policy variation in the age at which youth are required to leave care to assess the relationship between extended foster care and educational attainment at age 26.

University-Child Welfare Agency Partnership Helps Build Evidence-Driven Workforce

Author: Lery B., Wiegmann W., Duerr Berrick, J.
Information: The federal government increasingly expects child welfare systems to be more responsive to the needs of their local populations, connect strategies to results, and use continuous quality improvement (CQI) to accomplish these goals. A method for improving decision making, CQI relies on an inflow of high-quality data, up-to-date research evidence, and a robust organizational structure and climate that supports the deliberate use of evidence for decision making. This article describes an effort to build and support these essential system components through one public-private child welfare agency–university partnership.

Developing Infant-Toddler Relationship-Based Care

Author: Sosinsky L., Ruprecht K., Horm D., Kriener-Althen K., Vogel C., Halle T.
Published: May 2016
Information: Approximately half of all children under the age of three in the United States have a regular child care arrangement (nearly 44 percent of infants from birth to 12 months, 52 percent from 12 to 24 months, and 56 percent from 24 to 36 months; NSECE Project Team, 2015). The percentages of infants and toddlers in center-based care increases with age, with nearly nine percent of infants from birth to 12 months, thirteen percent of infants from 12 to 24 months, and twenty percent of toddlers 24 to 36 months of age in center-based care (NSECE Project Team, 2015). Research suggests high-quality care and learning programs that begin early in life have the potential to improve developmental outcomes as well as close gaps in educational achievement for young children

The Role of Technology in Youth Harassment Victimization

Author: Rodriguez, N., Listenbee, R.
Published: November, 2016
Information: This bulletin discusses key findings from the Technology Harassment Victimization study that the National Institute of Justice sponsored. It is a follow-up study to the second National Survey of Children's Exposure to Violence (NatSCEV II) that the Office of Juvenile Justice and Delinquency Prevention sponsored. The study, conducted between December 2013 and March 2014, examined technology-involved harassment within the context of other types of youth victimization and risk factors to improve current policy and practice regarding the issue.

Basic Facts About Low-Income Children: Children 6 through 11 Years, 2014

Author: Jiang, Y., Ekono, M., Skinner, C.
Published: February 2016
Information: This fact sheet on children living in low-income families in the United States begins by explaining that there are more than 24 million children (ages 6-11) in the United States, and 45% live in low-income families and 22% live in poor families. Statistics are provided that indicate the percentage of children living in low-income families has been on the rise, increasing from 40% in 2008 to 45% in 2014, children are nearly twice as likely as adults 65 years and older to live in poor families, young children under age 6 years are the most likely to live in low-income families, followed by children age 6 through 11 years, and children age 12 through 17 years, white children comprise the largest share of all low-income children while Hispanics make up the largest share of poor children, Black, American Indian, and Hispanic children are disproportionately low-income and poor, higher levels of parental education, employed parents, and married parents decrease the likelihood that a child will live in a low-income or poor family, the majority of children in middle childhood in low-income families live in the South, and 8% of children in middle childhood in low-income families and 7% living in poor families do not have health insurance. 12 figures and 11 references.

Findings From the First National Study of Tribal Head Start Programs (Webinar)

Author: Head Start programs
Published: December 2016
Information: The webinar, "Study Progress & Selected Findings From the First National Study of Tribal Head Start Programs," produced by the Office of Planning, Research and Evaluation, discusses the methods, findings, and implications gleaned from the first time Region 11 was included in the Family and Child Experiences Survey (FACES). Region 11 primarily comprises American Indian and Alaska Natives (AI/AN) on or near reservations and serves federally recognized programs in 26 States. Webinar slides pdf here.

California ICWA Compliance Task Force: 2017 Report to the CA Attorney General's Office
Author: CA Indian Child Welfare Act Compliance Task Force
Published: 2017
Information: This Report is the culmination of the Task Force effort thus far, but it is not the end of the effort. It 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

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.

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: San Diego State University. School of Social Work. Academy for Professional Excellence. Tribal STAR

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.

NCFY Reports: Addressing the Legal Needs of Homeless Youth

Author: National Clearinghouse on Families & Youth

Published: 2017

Information: Homeless youth can find themselves in a variety of legal situations, facing criminal charges or defending their rights. To address these issues, the Family and Youth Services Bureau and the American Bar Association partnered in 2008 to host a national conference on the legal needs of street youth. The two organizations reconvened in January 2016 to discuss the issues again along with federal partners and community organizations that serve homeless youth. In this edition of NCFY Reports, we look deeper into the legal issues homeless youth face and how organizations can help them access assistance to prevent those issues from negatively impacting their chance at a future free of homelessness.

High Quality Legal Representation for All Parties in Child Welfare Proceedings (Information

Memo)

Information: This Information Memorandum (IM) encourages all child welfare agencies, courts, administrative offices of the courts, and Court Improvement Programs to work together to ensure parents, children and youth, and child welfare agencies, receive high quality legal representation at all stages of child welfare proceedings.

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).

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.

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.

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

NCCD's Structured Decision-Making Model

Author: National Council on Crime and Delinquency

Published: Updated regularly

Information: The National Council on Crime and Delinquency's Structured Decision Making (SDM) model is a suite of assessment tools that promote safety and well-being for vulnerable populations, such as youth in foster care and youth involved with the juvenile justice system, as well as vulnerable adults. The five-part SDM model combines evidence-based research with best practices to offer workers a framework for consistent decision-making and agencies a way to target resources toward those who can benefit most

Introduction to Child Welfare Funding

Authors: Jordan E., Dean Connelly, D.
Published: January, 2016
Information: Child welfare funding can come from a variety of places, such as Federal, State, and local sources. The research brief, An Introduction to Child Welfare Funding, and How States Use It, published by ChildTrends, provides an overview of child welfare funding. It also describes how States use and access funds to achieve their goals, including where funds come from, how States make decisions about funding sources, challenges they face in accessing funds, and title IV-E funding and waivers, which allows for more flexibility in how the funds are spent. The brief also provides advice and examples of best practices based on interviews with child welfare agency officials in 10 States (Colorado, Florida, Illinois, Indiana, Massachusetts, Michigan, Ohio, Texas, Utah, and Wisconsin) that represent a significant proportion of the total national child welfare expenditures and have a current or previously approved title IV-E waiver.

Fatherhood in America: Social Work Perspectives on a Changing Society

Author: Mazza, C., Perry, A.
Published: 2017
Information: Fathers are critical to their children's growth and development. Research on the involvement of men with their children stresses the important role that fathers play from infancy to adolescence. Due to the ethnically diverse population of fathers in America, culture and context frames the nature of fathering and shapes expectations within a cultural milieu. The book offers a wide range of vantage points–social work, family studies, marriage and family therapy, counseling, sociology, psychology, gender studies, anthropology, cultural and ethnic studies, urban studies, and health. There are five primary parts within this book, each of which looks at numerous facets of fatherhood in the twenty-first century. Part I defines the concept of fatherhood and family composition, becoming a father, young fathers, single fathers, fathers and daughters, and examines the father-son relationship. Part II looks at nonresident fathers, homeless fathers, incarcerated fathers, and the never married fathers. Part III reviews biological fathers, stepfathers, male foster carers, fatherhood and adoption, and gay fathers. Part IV examines the cultural dimensions of fatherhood, including Latino, African American, and Native American.

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.

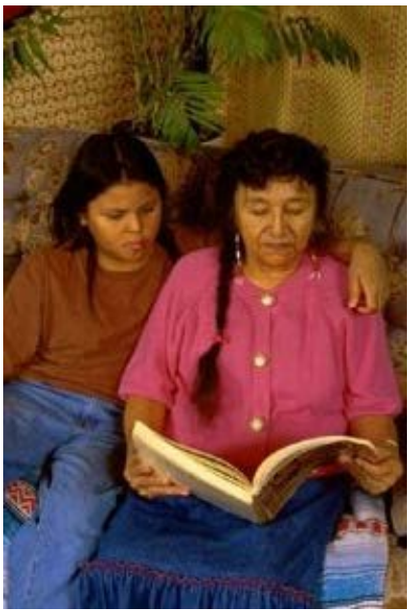
Parents and Children Together: Design and Implementation of Two Healthy Marriage Programs

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

Back To Top



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

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 youth. 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.

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

Resource Guide to Trauma-Informed Human Services
Author: Various, The Administration for Children and Families, the Substance Abuse and Mental Health Services Administrations, the Administration for Community Living, the Offices of the Assistant Secretary for Health and the Assistant Secretary for Planning and Evaluation at HHS.
Information: The guide is intended to provide an introduction to the topic of trauma, a discussion of why understanding and addressing trauma is important for human services programs, and a "road map" to find relevant resources.

There are many concepts and terms associated with trauma-informed care. To start with a common framework, there are six key concepts that are particularly important for human services providers interested in expanding their understanding of trauma and its implications for service delivery.

- Trauma
- Toxic Stress
- Resilience
- Historical Trauma
- Executive Functioning
- Compassion Fatigue

Improving Emotional and Behavioral Outcomes for LGBT Youth: A Guide for Professionals
Author: Fisher, S., Poirier, J., Blau, G.
Published: 2016
Information: This book review outlines chapters in "Improving Emotional and Behavioral Outcomes for LGBT Youth: A Guide for Professionals" (Fisher, Poirier, and Blau). The book describes interventions at the community level in order to enhance health, resilience, and well-being, cultural and linguistic competence, the needs of transgender and gender-nonconforming children, clinical, familial, and community considerations, disorders and differences of sex development, the needs of Two-Spirit American Indian youth, and standards of care and principles of service delivery.

Tribal Federal Medical Assistance Percentage Reference Table for FYs 2017-2018

Published: February, 2017
Information: This report provides the Federal Medical Assistance Percentages (FMAPs) for fiscal years 2017 and 2018 as well as relevant per capita income data for tribes expressing interest in operating title IV-E programs.

Tips for Caring for a Child With Special Health-Care Needs

Author: Family Voices, National Center for Family / Professional Partnerships
Information: For parents of children with special health-care needs, forming partnerships with the child's doctors and other health-care providers is essential to making sure all of the child's needs are met. The tip sheet, *TIPS: Caring for a Child With Special Health Care Needs: Partnering With Your Child's Provider*, which was produced by the National Center for Family/Professional Partnerships, is divided into four sections, each of which can help parents and caregivers better communicate with health-care providers and understand their child's diagnosis.

Is it ADHD or Trauma Symptoms? (Podcast)

Author: National Child Traumatic Stress Network
Information: When children exhibit aggression or frustration, are easily distracted, or are having difficulty in school, there is a tendency to diagnose these behaviors as signs of attention deficit/hyperactivity disorder (ADHD). However, ADHD is not the only viable diagnosis. Children exposed to traumatic events can present with symptoms that mimic those associated with ADHD, which can lead to a misdiagnosis.

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.

Current Grants & Funding

First Nations' Nourishing Native Children: Feeding our Future Grant Program
Deadline May 5, 2017
Information: First Nations Development Institute (First Nations) has launched the new "Nourishing Native Children: Feeding our Future" grant program, which falls under First Nations' larger Native American Food Security Project. The project will provide grants to Native communities interested in expanding nutrition resources for existing programs that serve American Indian children ages 6-14. With the generous support of the Walmart Foundation, First Nations plans to award up to 10 grants of up to $15,000 each to continue or expand existing nutrition efforts.
Contact: First Nations Development Institute Website

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

Native American Language Preservation and Maintenance Department of Health and Human Services Administration for Children and Families – ANA
Deadline May 22, 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. Native American communities include American Indian tribes (federally-recognized and non-federally recognized), Native Hawaiians, Alaskan Natives, and Native American Pacific Islanders.

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

Native American Independent Living Demonstration Project Department of Health and Human Services Administration for Community Living

Deadline: June 3, 2017

Information: As a capacity-building strategy, ILA proposes that the Native American Independent Living Demonstration Project will support Native American Independent Living (IL) Specialists who have similar responsibilities to the non- Native American IL Specialist counterpart in the center for independent living, but with a focus in Indian Country. The Project will provide the five independent living core services including: information and referral; skills training; peer counseling; individual and systems advocacy; and services that facilitate transition from nursing homes and other institutions to the community, assistance to individuals at risk of entering institutions and transition of youth to post secondary life.

American Indian and Alaska Native Early Head Start Expansion

Deadline: June 16, 2017

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. Funds in the amount of $5,000,000 will be available to provide American Indian and Alaska Native Early Head Start Expansion program services to eligible infants, toddlers, pregnant women, and their families. Interested applicants may email the OHS Operations Center at OHSTech@reviewops.org for additional information.

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

American Indian and Alaska Native Early Head Start Expansion

Deadline: June 16, 2017
Information: The Grants.gov Synopsis has been modified to change the estimated total funding amount from $5,000,000 to $5,500,000. 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. Funds in the amount of $5,500,000 will be available to provide American Indian and Alaska Native Early Head Start Expansion program services to eligible infants, toddlers, pregnant women, and their families. Interested applicants may email the OHS Operations Center at OHSTech@reviewops.org for additional information.

Community Development Block Grant Program for Indian Tribes and Alaska Native Villages

Deadline: June 17, 2017
Information: The purpose of the ICDBG program is the development of viable Indian and Alaska Native communities, including the creation of decent housing, suitable living environments, and economic opportunities primarily for persons with low and moderate incomes as defined in 24 CFR 1003.4.

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Native American Language (NAL@ED) Program CFDA Number 84.415B

Deadline: June 19, 2017
Information: Entities, either alone or in a consortium, that have a plan to develop and maintain, or to improve and expand, programs that support the entity's use of a Native American or Alaska Native language as the primary language of instruction in one or more elementary or secondary schools (or both) are eligible under this program: (a) An Indian tribe. (b) A TCU. (c) A tribal educational agency. (d) An LEA, including a public charter school that is an LEA under State law. (e) A school operated by the BIE. (f) An Alaska Native Regional Corporation, as described in section 3(g) of the Alaska Native Claims Settlement Act (43 U.S.C. 1602(g)). (g) A tribal, Alaska Native, Native Hawaiian, or other nonprofit organization. (h) A nontribal for-profit organization.

Native American Language Preservation and Maintenance

Deadline: June 22 , 2017
Information: he 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. Native American communities include American Indian tribes (federally-recognized and non-federally recognized), Native Hawaiians, Alaskan Natives, and Native American Pacific Islanders.

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 30, 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 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

Native American Research Centers for Health

Deadline: July 27, 2017

Information: The purpose of this funding opportunity announcement (FOA) is to encourage grant applications for new or continued Native American Research Centers for Health (NARCH). The NARCH program supports opportunities for conducting research and career enhancement to meet the health needs of American Indian/Alaska Native (AI/AN) communities and the scientists conducting research on the health needs of these communities. This FOA is issued by the National Institute of General Medical Sciences in conjunction with the other Institutes/Centers of the National Institutes of Health (NIH) and the Indian Health Service (IHS).

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.

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: September 29, 2017

Information: The purpose of this forecasted funding opportunity announcement (FOA) is to provide competitive grant funds for projects of up to 5 years, authorized by the Child and Family Services Improvement and Innovation Act (Pub. L. 112-34). This Act includes a targeted grants program (section 437(f)) that directs the Secretary of Health and Human Services to reserve funds for regional partnership grants (RPGs) to improve the well-being of children affected by substance abuse. These targeted grants will be awarded to regional partnerships that provide, through interagency collaboration and integration of programs and services and activities that are designed to increase the well-being of, improve permanency outcomes for, and enhance the safety of children who are in out-of-home placements or are at risk of entering out-of-home placements as a result of a parent's or caretaker's substance abuse. Native communities face service delivery issues that are complicated by several barriers such as, lack of early intervention for American Indian/Alaska Native (AI/AN) communities, distances to services, and lack of access to programs and services.
Contact: Jean Blankenship (202) 401-2887 or jean.blankenship@acf.hhs.gov

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.

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
Balboa Park Pow Wow
Park Blvd. and Presidents Way
San Diego, CA 92103
Contact: Paula Brim: 858-442-5033 or paula.brim@att.net

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

May 20 – 21, 2017
Eaton Canyon Spring Awakening Festival
Eaton Canyon Equestrian Staging Area
1750 N. Altadena Drive
Pasadena, CA 91107
Contact: 626-398-5420

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

May 27 – 28, 2017
4th Annual Chaw'se Day
Indian Grinding Rock State Historic Par
14881 Pine Grove Volcano Road,
Pine Grove, CA 95665
Contact: Natasha Ballew at nballew@jacksoncasino.com or 209-223-8102.

May 27-28, 2017
20th Annual Oroville Memorial Day Pow Wow
Berry Creek Rancheria (behind Gold Country Casino)
4020 Olive Highway
Oroville, California
Contact: orovillepowwow@gmail.com or (530) 532-1611

June 3-4, 2017
Yubba Sutter Honor Our Youth Pow Wow
442 Franklin Ave.
Yuba City, CA
Contact: (530) 749-6196

June 8-11, 2017
Desert Pow Wow for AA
Renaissance Indian wells Resort & Spa
Indian Wells, CA
Contact: desertpowwow.com

June 9-11, 2017
17th Annual Table Mountain Rancheria Pow-Wow
Table Mountain Pow Wow Grounds
8184 Table Mountain Road
Friant, CA 93626

July 14-16, 2017
Redbird's Children of Many Colors Intertribal Pow Wow
Moorpark College

7075 Campus Road
Morpark, CA 93021
Contact: (805) 217-0364 or redbirdsvision@hotmail.com

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

August 5-6, 2017
Sierra Mono Museum Indian Days Fair & Pow Wow
Minarets high School
33103 Road 228
North Fork, CA 93643
Contact: sierramonomuseum.org

August 12-13, 2017
Hawaiian Gardens Annual Friendship Pow Wow
22215 S, Elaine Ave.
Hawaiian Gardens, CA 90716
Contact: hgcity.org

August 25-27, 2017
10th Annual Pala's Pow Wow
10779 Highway 76
Pala, CA 92059
Contact: Powwow Director Skye McMichael or Vendor Info Shelia Lopez (760) 891-3590

September 1-3, 2017
47th Annual Barona Powwow
Barona Sports Park
1095 Barona Road
Lakeside, CA 92040
Contact: Barona Tribal Office

September 2017
Sycuan Pow-Wow 2017
5459 Sycuan Road El Cajon, CA

September 30 – October 1, 2017
24th Annual Hart of the West Pow Wow and Native American Craft Fair
Hart Park and Museum
24151 Newhall Avenue
Newhall, California 91350
Contacts: Vendor info: Cindy Reeves (661) 857-6178 Allboys2000@sbcglobal.net
Park & Museum Info: (661) 259-0855 information@hartmuseum.org

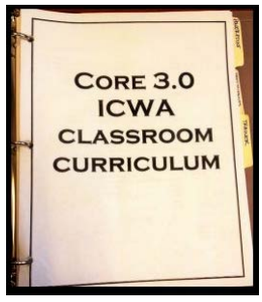
TRIBAL STAR TRAINING

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

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**

July 13, 2017
San Bernardino
Location **Tba**

July 20, 2017
San Diego
5469 Kearny Villa Rd.
SD, 92123

July 27, 2017
Orange County
1928 South Grand Ave.
Santa Ana

August 10, 2017
Riverside
Location **Tba**

September 6, 2017
Riverside
Location **Tba**

September 7, 2017
San Bernardino
Location **Tba**

October 12, 2017
Riverside
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.

San Diego T4T August 15 -17, 2017
Casey Family Programs
3878 Old Town Ave.
San Diego, CA 92110

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 July. 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.

INSPIRING INNOVATIVE SOLUTIONS IN HEALTH AND HUMAN SERVICES

Academy *for* Professional Excellence

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