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ANNOUNCEMENTS

Managing Participant Bias at ICWA Training by Tom Lidot

Since 2003 Tribal STAR has been developing training with the intention of building collaboration to improve outcomes for Native rural foster youth transitioning to adulthood. Initially, this training was not purely ICWA focused, but included ICWA as a means to build collaboration. In 2008 we developed an ICWA curriculum as part of the Core training for social workers. Over the years we have learned to expect that some social workers come in with strong thoughts and feelings that question the necessity of making the efforts that the ICWA requires. Even today we continue to encounter these perceptions and have learned to use the training as an opportunity to illuminate how bias can affect social work practice and child welfare outcomes.

All of us have implicit bias, and we need to be aware of how it can affect our decision-making when assisting families in child welfare. The impact of bias in the media, awareness of historical and cultural trauma and the remedial nature of ICWA are essential to effectively address bias in the classroom. The new *Core 3.0 ICWA* full-day training has some built-in mechanisms to support the recalibration of trainee bias. The pre-requisite *100 eLearning ICWA Introduction* provides historical context and begins to address awareness of bias. The classroom includes a compassion activity intended to help participants open their hearts and consider a time when they didn't "fit in." Finally, the *Contributions* segment is meant to counter media bias by illuminating a few contributions by Native Americans/Native culture to contemporary society. The slides used provide only a few examples. If you would like a more thorough examination of contributions developed by Tribal STAR we will gladly share the full PowerPoint presentation with you.As trainers it is in our best interest to expect bias among participants and to have a thoughtful plan to address it. Here are a few recommendations:

1. Discourage "us vs them" by reinforcing the awareness that villainizing any group only perpetuates the challenges. In child welfare our opponents are intolerance, ignorance, and bias.
2. Begin each training by acknowledging awareness of the perception that ICWA cases are time-intensive and extra work. Would trainees feel the same way if they were anticipating a CSEC (commercially and sexually exploited child) case?
3. De-escalate emotion by sharing a personal moment when you came to understand why ICWA and training ICWA were important to you. How did this awareness affect you?
4. Be mindful of how the Contributions segment in the training is meant to counter old stereotypes and negative bias toward Native Americans.
5. Remind participants that effective ICWA implementation is best practice when it comes to engagement, placement, and restorative justice.
6. Remind social workers that proper inquiry and notice reduces appeals and costs to the county and state.

Here are some resources relating to bias that you may finnd helpful:
The Lens of Implicit Bias
Bias In Decision Making

"Tips for Trainers" – Insider Tips for Managing Successful ICWA Training by Tom Lidot

Tips for Trainers from seasoned Tribal STAR trainers will appear in every new issue. Whether managing new hire social workers or seasoned staff, many social service providers are often unaware of their responsibilities in accordance with the Indian Child Welfare Act (1978). For those interested in learning Tribal STAR training techniques, a Training for Trainers (T4T) will held in the Bay Area March 14-16, 2017 (see additional information below).

Tip #1: Create a safe environment that encourages candid exchanges with trainees

During Tribal STAR training we consciously make efforts to personally connect with each trainee. As the lead trainer I try to make eye contact with every individual in the room and observe their body language to gauge their interest. At the same time each participant knows that I see them and that can convey meaning for them. As I'm establishing this contact I also want trainees to know that I am aware of the perception that ICWA cases can mean extra work, extra time, and more headaches. Being candid in this regard takes the training from being a 'simple download of information to a 'let's have a real conversation about ICWA' and makes sure everyone understands their role and responsibilities. We then ask "What do you want to get out of today?"

and before the training officially ends we review the list of questions and make sure they've all been answered.

Tip #2: Collaborate with tribes/Native organizations and other departments when planning your ICWA training

Transfer of learning can be reinforced when supported by having tribal representatives, child welfare supervisors, judges, or county counsel be present or make an appearance during the training. Their presence can assist in clarifying issues and answering questions that may arise. Having a tribal representative share their perspective and contact information will increase support for successful outcomes. Inviting them is not intended to expand the training, there are no provisions in the curriculum for a specific exchange, however a brief introduction with contact information may be useful for social workers who get an ICWA case in the future. This is greatly encouraged.

Information on Tribal STAR T4T

1. An important note: Attending the Tribal STAR T4T ensures that each participant has observed the Core 3.0 ICWA training that follows the Tribal STAR model and training techniques. This model was developed with a focus on building collaboration and integrates culture throughout the training. Attending the T4T does not automatically assure participants will be utilized as trainers. The requirements for becoming a trainer may be different for each region. To become a Tribal STAR lead trainer requires observation and coaching to ensure proper development of skillful facilitation, mediation, and cultural integration, in addition to competence in knowledge of ICWA.

2. Upcoming Tribal STAR T4T in the Bay Area, March 14-15-16, 2017

The next Tribal STAR Training for Trainers will be held at the Judicial Council, 455 Golden Gate Ave, San Francisco, CA 94102 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.

Opportunities for Teaming and Engaging with Tribes and Native Communities at ICWA Training

As the new Core 3.0 ICWA rolls out February 2017 it creates opportunities for counties and state child welfare agencies to establish and strengthen collaboration with local tribes and Native social services. Effective teaming and engaging with tribes is part of the new California Core Practice Model and can lead to improved ICWA outcomes and reduce court appeals.

Trainers are encouraged to invite tribal representatives and Native urban social service providers to attend or make introductions at ICWA trainings. Social workers often ask, “Who should I contact? What are the resources?” Additionally, if your county has ICWA specialists or tribal liaisons, their presence will add value to the training. Efforts in building relationships can lead to community participation in broader conversations to improve outcomes for Native children and families such as Resource Family Approval (RFA), Child and Family Systems Review (CFSR), and others.

Successful engagement acknowledges personal, family, cultural and tribal history, and the effects of traumas on the family. Personal interactions define each relationship moment by moment and reflect social worker values and awareness. Each interaction is an opportunity to build trust and can lead to successful case planning and family well-being. Listen and integrate the family and child’s narrative and envision your interactions as a positive part of the narrative. Intentional transparency and awareness of non-verbal communication are helpful. When engaging with Native families and communities direct and honest responses are better than sugar-coated or vague responses. When one considers the historical context of broken promises by agencies and individuals claiming to help tribes it reminds us that when our efforts are successful in assisting Native families it is restorative justice.

Federal Government Requires States to Track ICWA Data for the First Time

38 years after the enactment of the Indian Child Welfare Act the Administration for Children and Families (ACF), a division of the Department of Health and Human Services, plans for the first time to collect national data and information about Native American children involved in state and local child welfare systems. ACF issued a notice of proposed rule making yesterday that describes the information it will require states to annually produce about American Indian and Alaskan Native children through the Adoption and Foster Care Analysis and Reporting System (AFCARS).

To view to the full text of this historic document visit here.

Have you thought about being a foster parent? Connected to the Native American community?

If so, we need you and now is the time to act!

Foster parents just like you are desperately needed by Native American youth, and caring people from all walks of life can help. You don't need a fancy home, lots of money or a spouse to qualify. In fact, foster parents can be single, married, partnered, older, younger, experienced parents or never been parents at all. What you do need is a lot of love, patience, a strong support system and the desire to be part of a team that supports kids who are temporarily or permanently in need of a home and a family. Remember, you are never in this alone – there are many resources available to help support foster families and foster youth here.

To learn more about how you can get involved visit here or contact Nicole Espinosa at San Diego County HHSA CWS @ 858-694-5303. Together we can make a difference!

Code of Civil Discourse

In light of endless months of toxic political rhetoric that has seemingly strained even the most mindful of us, we thought this code of civil discourse from the National Conflict Resolution Center might serve as a helpful reminder in our constructive dealings with one another. Remember, regardless of one's personal opinions and beliefs we should always strive to be respectful of other's beliefs even where they may differ from our own. The full text can be viewed here.

***Tribal Justice* to Premier at the Santa Barbara Film Festival Feb. 5**

This feature documentary by Anne Makepeace highlights the innovative work of two tribal judges in California: Claudette White, Chief Judge of the Quechan and Yurok Judge Abby Abinanti. Their work is at the forefront of a new kind of justice, one that embraces collaboration with the state courts while drawing on traditional forms of remediation to reduce incarceration, foster greater safety, and create a positive future for children. By addressing the root causes of crime, they are providing models of restorative justice that are working. For details visit MakepeaceProductions.

35th Annual Protecting Our Children National American Indian Conference on Child Abuse and Neglect April 2-5, 2017 | San Diego, California

NICWA is holding their 35th Annual Protecting Our Children National American Indian Conference on Child Abuse and Neglect in San Diego. Conference attendees are a cross-section of experts including child welfare, mental health, and juvenile justice service providers; legal professionals; students; advocates for children; and tribal and federal leaders. For more information or to volunteer visit here. Contact: Lauren Shapiro, lauren@nicwa.org, (503) 222-4044, ext. 118

California Indian Legal Services Upcoming Training Events

California Indian Legal Services, through the support of the California Department of Social Services will be providing training to tribal leaders, tribal social workers, and ICWA Advocates to assist them in successfully pursuing ICWA compliance in state court child welfare cases. For more detailed information visit here.

CBS ADOPT 8 shares 11-year-old Isabella's hopes to find a forever home

Learn more about Isabella and see her story here. If you are interested in adopting or becoming a foster family, please call 1-877-I-ADOPT-U.

IT'S COMPLICATED: Intersections Between Substance Use and Domestic Violence

March 14 – 15, 2017

Many Native people, young and old, have survived a lifetime of violence that has profoundly impacted their lives in many ways. This workshop will provide participants with information about the history and effects of alcohol and other drugs, addiction treatment practices, the dynamics and impact of trauma, and how a trauma-informed response facilitates the healing process for victims/survivors.

For more information or to view an event flyer here.

Contact Brenda Hill at brendahillconsulting@gmail.com 605-545-0529; or
Karen Artichoker at karen.artichoker@gmail.com 605-407-9425.

NEWS

ICWA Reaffirmed – US Supreme Court Denies Hearing in Lexi Case

January 9, the United States Supreme Court refused to hear the *In re Alexandria P.* case (aka "Lexi") in which non-Indian foster parents were seeking to adopt a six-year-old Choctaw tribal member in violation of state and federal Indian Child Welfare laws. The high court's denial has put an end to nearly six years of heated litigation between Lexi's foster parents and her biological father, his relatives, the State of California and the Choctaw Nation of Oklahoma. For full details of the order list visit here.

Guidelines for Implementing the Indian Child Welfare Act Released 12/30

The BIA's new Guidelines for Implementing the Indian Child Welfare Act have been released. These guidelines are intended to assist those involved in child custody proceedings in understanding and uniformly applying the Indian Child Welfare Act (ICWA) and the Department's regulations. For the full text of the guidelines visit here.

The ABA Center on Children and the Law has released their latest publication on Child Law Practice

Highlights include the new ICWA regulations and implementation strategies. It also reviews federal and state case law addressing ICWA, shares practical guidance on state-tribal court collaboration, offers lessons from a tribal court judge, and highlights new efforts to evaluate ICWA compliance and implementation. Articles include:

– How the New ICWA Regulations Impact Practice
– Legal Challenges to ICWA: An Analysis of Current Case Law
– Improving Outcomes in Indian Child Welfare Cases
– Strengthening Indian Children and Families: Lessons from Tribal Court
– Key Indian Child Welfare Resources

For more information visit the CLP website.

“Treat the earth well.

It was not givento you by your parents,

it was loaned to you by your children.

We do not inherit the earth from our ancestors,

we borrow it from our children.”

Indian 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

Abuse of Power in Relationships and Sexual Health
Author: Gesink D., Whiskeyjack L., Suntjens T., Mihic A., McGilvery P.
Published: August 2016
Information: STI rates are high for First Nations in Canada and the United States. Our objective was to understand the context, issues, and beliefs around high STI rates from a nêhiyaw (Cree) perspective. Twenty-two in-depth interviews were conducted with 25 community participants between March 1, 2011 and May 15, 2011.

Interviews were conducted by community researchers and grounded in the Cree values of relationship, sharing, personal agency and relational accountability.

Edward S. Curtis
Sigesh Apache

The Value of Lakota Traditional Healing for Youth Resiliency and Family Functioning
Author: Freeman, B., Coll K., Two Dogs, R., Iron Cloud Two Dogs E., Iron Cloud, E., Robertson, P.
Published: May-June 2016
Information: This article reports research findings on the impact of Oglala Lakota Sioux traditional healing on family functioning and youth resiliency where trauma, abuse, or violence are often present. Caregivers of Lakota youth struggling with serious emotional and behavioral problems participated in the study.

Prevalence of Parental Alienation Drawn From a Representative Poll

Author: Harman J., Leder-Elder S., Biringen Z.
Published: July 2016
Information: The current work is the first known representative poll of adults (N = 610) aimed at determining the prevalence of parental alienation. Parental alienation describes actions that a parent takes to intentionally, or unintentionally, distance a child (or children) from the other parent (Darnell, 1998). Targeted parents were over-represented among Blacks/African Americans and Native Americans, and those with only a high school diploma level education.

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

Author: Lowe N.
Published: June 2016
Information: This review discusses a book that details the widespread removal of indigenous children by government authorities and their frequent subsequent adoption by white families. It concentrates on the history of the treatment of children of North American Indian origin in the United States but also includes chapters that focus on Canada and Australia.

The Growing Number of Alaska Children in Foster Care, 2011-2015

Author: Vadapalli D., Passini J.
Published: March 2016
Information: This paper reports the changes in Alaska's foster care population from 2011 through 2015. Findings indicate: the average number of children in foster care by month in 2015 was close to 2,700, up from about 1,900 in 2011; the average number of children in foster care increased every year since 2012, with the steepest increase between 2014 and 2015.

Audit of the Office of Justice Programs Victims of Crime Act Grant Sub-Awarded by the California Governor's Office of Emergency Services To Two Feathers Native American Family Services McKinleyville, California

Author: U.S. Department of Justice, Office of the Inspector General.
Federal Publication/Policy
Published: March 2016
Information: The U.S. Department of Justice Office of the Inspector General has completed an audit of three subgrants that the California Governor's Office of Emergency Services (Cal OES) awarded to Two Feathers Native American Family Services located in McKinleyville, California.

Representation and Collaboration: Exploring the Role of Shared Identity in the Collaborative Process

Author: Conner, T.
Published: March-April 2016
Information: Using an original mail survey of 150 American Indian education directors in public school districts, this article examines how shared identity and individual attitudes affect levels of interaction with Native American communities. Findings suggest that public school officials who share both a racial and a tribal/co-ethnic identity with Native American nations in their service area have higher levels of interaction with these groups than public school officials who are either members of Native American nations outside their service area or non-Indian.

Critical Experiential Learning in the Native American Community for Title IV-E Students: A Pilot Evaluation

Author: Johnston-Goodstar, K. , Piescher, K. , LaLiberte, T.
Published: 2016
Information: This article describes the development, implementation of, and outcomes associated with a specialized seminar designed to increase contextual and historical knowledge necessary for work with Native American families in the child welfare system and to increase students' personal and professional growth in this capacity.

Basic Facts About Low-Income Children: Children Under 3 Years, 2014

Author: Jiang, Y. Ekono, M. Skinner, C.
Published: February 2016
Information: This 2014 fact sheet on children living in low-income families in the United States begins by explaining that there are more than 11 million infants and toddlers under the age of 3 in the United States, and 47% live in low-income families and 24% live in poor families.

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

Author: Jiang, Y. Ekono, M. Skinner, C.
Published: February 2016
Information: This 2014 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.

Basic Facts About Low-Income Children: Children 12 through 17 Years, 2014

Author: Jiang, Y. Ekono, M. Skinner, C.
Published: February 2016
Information: This fact sheet on adolescents living in low-income families in the United States begins by explaining that there are more than 14 million adolescents (ages 12-17) in the United States in 2014, and 40% live in low-income families and 19% live in poor families.

Basic Facts About Low-Income Children: Children under 18 Years, 2014

Author: Jiang, Y. Ekono, M. Skinner, C.
Published: February 2016
Information: This 2014 fact sheet on children living in low-income families in the United States begins by explaining that there are more than 72 million children under age 18 in the United States, and 44% live in low-income families and 21% live in poor families.

Expressions of Culture in American Indian/Alaska Native Tribal Child Welfare Work: A Qualitative Meta-Synthesis

Author: Lucero, N., Leake, R.
Published: July-August 2016
Information: This qualitative meta-synthesis of materials from three national projects that had examined more than 75 American Indian/ Alaska Native child welfare programs sought to articulate how culture is expressed within tribal child protective services (CPS) work and to uncover whether there are cultural elements of tribal child welfare practice that are distinct from practice in non-tribal settings.

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

Author: Commission to Eliminate Child Abuse and Neglect Fatalities Technical Report
Published: March 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. The report includes recommendations for actions by the executive branch, Congress, and states and counties that the Commission believes will be most effective in ending these tragic deaths, today and into the future.

POLICY LEGISLATION AND LAW

Adoption and Foster Care Analysis and Reporting System Final Rule Published

Effective: January 13, 2017

Information: The Administration on Children, Youth and Families published a final rule that will improve the data collection process for the Adoption and Foster Care Analysis and Reporting System. This final rule is the first change to AFCARS since 1993

CCWIS Overview for State and Tribal IT Staff

Published: October 19, 2016

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

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

Published: November 7, 2016

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

Study Examines the Effect of State Policies on Rates of Adoption

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

Edward S. Curtis Library Comanche Child

Your Rights Under the Indian Child Welfare Act

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

Published: 2016

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

Guidelines Stating Principles for Working With Federally Recognized Indian Tribes

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

Federal Register Notice

Effective: October 20, 2016

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

Native Educator Support and Training Act (NEST Act)

H.R. 5700

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

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

S.2304

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

Tribal Youth and Community Protection Act of 2016

S.2785

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

Bureau of Indian Affairs Releases New ICWA Regulations

Author: Department of the Interior

Published: June 2016

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

PROMISING PRACTICES

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.

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.

Call to Action: 10 Ways to Address Teen Pregnancy Prevention Among Youth in Foster Care

Information: Among the 10 strategies for preventing teen pregnancy, the guide points to the reasonable and prudent parent standard within the Preventing Sex Trafficking and Strengthening Families Act of 2014. This provision aims to support normalcy for children in foster care and allows foster parents and caregivers to make decisions in support of the well-being of children and youth in their care.

Standardized Safety and Risk Assessments and Tribal Communities

Author: Keating K., Buckless B., Ahonen P.
Published: April 2016
Information: A Research to Practice Brief from the Administration for Children and Family's (ACF's) Office of Planning, Research and Evaluation (OPRE) traces the evolution of child safety and risk assessments in child welfare, describes the different types of assessments, discusses the importance of integrating AI/AN values into tools used with Tribal families, and provides examples of how five Tribes developed or adapted child safety and risk assessments.

Family Search and Engagement (FSE) Program Manual

Published: October 4, 2016

The purpose of the manual is to assist others in the field in replicating or adapting FSE for their local use. Readers will find background information, lessons learned, and other practical information based on the experience of the WCDSS team.

Kickapoo Community-Based Child Abuse Prevention (CBCAP) Project

Author: Randall, L.

Published: 2016

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

Native Foster Children in Native Homes

Author: DeSoto, C.

Published: 2016

Information: The mission of the Tule River Tribal Council's Family and Social Services Department (FSSD) is to improve social, economic, physical, and emotional factors affecting the safety, well-being and permanency of eligible individuals and families. To accomplish our goals, we will increase our child welfare staff and align our policies and procedures towards meeting the required areas for Title IV-E funding.

New Directions in Tribal Early Childhood Programs

Author: Kelli, B.

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 resp

onse 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.

Promising Practices in Work-Based Learning for Youth

Courtesy Sharlot Hall Museum
Twins

National Skills Coalition, National Youth Employment Coalition
Authors: Showalter, T., Spiker, K.
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.

Representation and Collaboration: Exploring the Role of Shared Identity in the Collaborative Process

Author: Conner, T.
Published: March-April 2016
Information: Public managers must regularly engage and interact with stakeholders in the external environment to deliver meaningful policy outcomes. Examining the motivations behind such behavior is a critical component of understanding management in the modern era. Some studies suggest that actors with similar interests are more likely to form collaborative partnerships. Using an original mail survey of 150 American Indian education directors in public school districts, this article examines how shared identity and individual attitudes affect levels of interaction with Native American communities.

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

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.

PROVIDER RESOURCES

2016 RISE Project Care Coordination Program Manual

Author: Phillips, L., Parrish, L., Khavar, V., Rodriguez E., Islas, A.
Published: Published: October 7, 2016

Information: This PII grantee program manual provides detailed information about the implementation process of the Los Angeles LGBT Center's Recognize. Intervene. Support. Empower. (RISE) initiative. The purpose of the manual is to assist others in the field in replicating or adapting a key component of the RISE Project, the Care Coordination Team (CCT) intervention, for their local use. Readers will find background information about the intervention, reflections, practice tips, and other practical information based on the experience of the RISE team.

A TARGETed© Approach to Working With Traumatized Youth and Families – Program Manual for the Illinois PII Project

Published: October 4, 2016

Information: This PII grantee program manual provides detailed information about the implementation process of the Illinois Trauma Focus Model for Reducing Long-Term Foster Care project. The purpose of the manual is to assist others in the field in replicating or adapting the Trauma Affect Regulation: Guide for Education and Therapy (TARGET©) intervention for their local use. Readers will find reflections, lessons learned, and other practical information based on the experience of the Illinois team.

Family Search and Engagement (FSE) Program Manual

Published: October 4, 2016

Information: This PII grantee program manual provides detailed information about the implementation process of the Washoe County Department of Social Services (WCDSS) Family Search and Engagement (FSE) program. The purpose of the manual is to assist others in the field in replicating or adapting FSE for their local use.

Illinois Trauma Focused Model for Reducing Long-Term Foster Care: Project Overview

Published: September 30, 2016

Information: This presentation was created for caseworkers to learn how the Illinois Department of Children and Family Services plans to use a trauma intervention to help reduce long term foster care, why this is important to Illinois families and youth, as well as how the model will be implemented in Illinois.

Interim Impacts of the POWER Through Choices Program

Information: An August 2015 report from the Office of Adolescent Health (OAH) within the U.S. Department of Health and Human Services evaluates the interim findings regarding the POWER Through Choices (PTC) program, a comprehensive sexual health education curriculum created specifically for youth living in foster care and other out-of-home care settings.

Kansas Intensive Permanency Project (KIPP) Program Manual

Published: October 4, 2016

Information: This PII grantee program manual provides detailed information about the implementation process of the Kansas Intensive Permanency Project (KIPP) to assist others in the field in replicating or adapting KIPP for their local use. Readers will find reflections, lessons learned, and other practical information based on the experience of the KIPP project. The manual can be especially helpful if you are considering implementation of the intervention, interested in addressing the needs of similar target populations, or interested in lessons learned from real-world implementation experiences.

Learning Collective for Expectant, Parenting Youth in Foster Care

Information: The Collective's website, housed on the CSSP webpage, also provides a section on Tools & Resources to assist child welfare systems, including issue briefs and factsheets offering information related to expectant and parenting youth in foster care, such as parental and youth resilience, parenting, child and adolescent development, effective programs and curricula aimed at serving young families in foster care, quality legal representation, and more.

Rafael López on the Interconnectedness of ACYF Programs

Published October 4, 2016

Information: This video features Rafael Lopez, Commissioner, Administration on Children, Youth and Families (ACYF), discussing the findings from the Family and Youth Services Bureau's Street Outreach Program and how the varied ACYF services interconnect and impact the lives of children, youth, and families.

Safety Assessment Family Evaluation—Family Connections (SAFE-FC) Program Manual

Published: October 4, 2016

This PII grantee program manual provides detailed information about the implementation process of the Washoe County Department of Social Services (WCDSSS) Safety Assessment Family Evaluation—Family Connections (SAFE-FC) program. Its purpose is to assist others in the field in replicating or adapting SAFE-FC for their local use. Readers will find background information, lessons learned, and other practical information based on the experience of the WCDSS team.

Services for Transgender Youth

Information: The August 2016 edition of NCFY Reports focuses on how professionals can best serve transgender youth, particularly those in foster care. It includes articles covering the following topics:

– How to support transgender youth's mental health and well-being
– Sexual health issues for transgender youth
– Five things transgender youth need
– A transgender male's experience in foster care

The Child and Family Practice Model Program Manual (CAPP) Volumes 1, Volume 2, Volume 3

Published: October 10, 2016

Information: This PII grantee program manual provides detailed information about the implementation process of the Child and Family Practice Model (CFPM) created by the California Partners for Permanency (CAPP) project. The manual is designed to assist others in the field in replicating or adapting CFPM for their local use. Readers will find a variety of tips, tools, and best practices based on the experience of the CAPP project.

Working With the Correctional System and Incarcerated Parents (Podcast)

Published: October 14, 2016

Information: This podcast features a conversation between those with experience on both sides of the working relationship between the child welfare and correctional systems. Each side of this relationship shares the same vision for the incarcerated parents: reentry into society and reunification with their family where appropriate.

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

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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.

Fiscal Year 2016 Discretionary Grants Awarded
A summary of fiscal year 2016 grants with links to more information about each of these initiatives.

The Temporary Assistance for Needy Families (TANF) Block Grant: A Primer on TANF Financing and Federal Requirements. November 21, 2016
Author: Faulk, G.
Published: November 2016
Information: The Temporary Assistance for Needy Families (TANF) block grant provides federal grants to the 50 states, the District of Columbia, American Indian tribes, and the territories for a wide range of benefits, services, and activities. It is best known for helping states pay for cash welfare for needy families with children, but it funds a wide array of additional activities.

Soboba Children

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

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

Current Grants & Funding

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

National Quality Improvement Center for Preventive Services and Interventions in Indian Country
Deadline: February 22, 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.

Charter Schools Program (CSP): Grants for Replication and Expansion of High-Quality Charter Schools
Deadline: February 27, 2017
Information: Funds to enable charter schools to replicate or expand high-quality charter schools with demonstrated records of success, including success in increasing student academic achievement.

Native Youth Initiative for Leadership, Empowerment, and Development (I-LEAD)
Deadline: March 10, 2017
Information: The Administration for Native Americans, within the Administration for Children and Families, announces the availability of Fiscal Year 2017 funds for the Native Youth I-LEAD. This program will emphasize a comprehensive, culturally-appropriate approach to ensure that all young Native people can thrive and reach their full potential by fostering Native youth resilience, capacity building, and leadership. Native Youth I-LEAD will specifically focus on implementation of community programs that promote Native youth resiliency and foster protective factors such as connections with Native languages and Elders, positive peer groups, culturally-responsive parenting resources, models of safe sanctuary, and reconnection with traditional healing.

Native American Language Preservation and Maintenance

Deadline: March 10, 2017

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

Mentoring Opportunities for Youth Initiative

Deadline: March 13, 2017

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

Drug-Free Communities Support Program

Deadline: March 15, 2017

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

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

Deadline: June 6, 2017

Information: The purpose of this forecasted funding opportunity announcement (FOA) is to provide competitive grant funds for up to 5 years for projects authorized by the Child and Family Services Improvement and Innovation Act…

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

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.

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

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.

February 4, 2017
Bay Area America Indian Two Spirits Pow Wow
San Francisco, CA
Contact: BAAITS on Facebook, dmin@baaits.org or BAAITS.org.

February 11-12, 2017
21st Annual Wildhorse Pow Wow
Leuzinger High School
4118 W. Rosecrans AVE.
Lawndale, CA 90260
Contact: 310-987-1274

March 11-12, 2017
California State University, Long Beach POW WOW & Outreach
Long Beach, CA
Contact: Anna Nazarian-Peters at (562) 985-8528 or powwow@csulb.edu

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

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 – Third Street|103 The Alameda 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

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

January 12, 2017

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

January 17, 2017

CalWORKS
2895 S. 4th Street
Classroom B
El Centro, CA.

February 16, 2017

Santa Ana Regional Training Center
1928 S. Grand Ave.
Room **Tba**
Santa Anna, CA 92705

February 23, 2017

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

March 29, 2017

San Bernardino CFS Office
1094 South E St.

Conference Room A
San Bernardino, CA

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

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

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

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

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

May 24, 2017
Riverside
22690 Cactus Ave.
Room **Tba**
Moreno Valley, CA, 92553

May 25, 2017
Riverside
22690 Cactus Ave.
Room **Tba**
Moreno Valley, CA, 92553

June 21, 2017
San Bernardino
Location **Tba**

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

SUMMIT

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

Next training: **TBA**

The Other Side of ICWA

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

Next training: **TBA**

GATHERING

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

Next training: **TBA**

COLLABORATIVE

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

Next training: **TBA**

T4T

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

Bay Area T4T March 14 – 16, 2017

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

NEXT ISSUE

General information, pertinent articles and resources related to Native American Foster Youth can be sent to tstar@mail.sdsu.edu by February 1, 2017. The newsletter will be distributed during the last week of February. Please see the distribution schedule for other dates.

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

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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

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