

## ICWA

# Stakeholder Feedback

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# Agenda

- Welcome
- Overview
- Historical Context
- What makes this curriculum different
- ICWA eLearning
- ICWA classroom
  - Trainer Guide
  - Participant Handbook
- Field Activity
- Fidelity to the model
- Next steps



# Acknowledgements



CalSWEC



ICWA Statewide  
workgroup



**UCDAVIS  
EXTENSION**  
**CENTER FOR HUMAN SERVICES**  
*Northern California Training Academy*



# Overview of Common Core 3.0

## Foundation

- Laws, Court, Teaming, Trauma, F and E, Key Issues

## Engagement

- Engagement, Interviewing, Use of Authority

## Assessment

- Critical Thinking, Assessment, CMI

## Service Planning

- Case Planning, Concurrent Planning

## Adapting

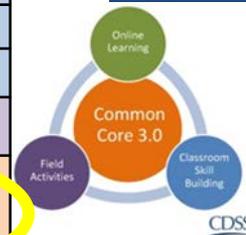
- Case Plan Updates, Placement Safety and Stability

## Transition

- Transition, Case Closure, After 18

# Overview of the Foundation Block

100 Level Elearning	Introduction to Child Development	Social Worker Safety
	Legal Procedures	CWS Outcomes
	Federal and State Laws	Documentation Practice and Report Writing
	Time and Stress Management	Key Issues in Child Welfare: Mental Health
	Introduction to ICWA	Key Issues in Child Welfare: Intimate Partner Violence
	Introduction to Trauma Informed Practice	Key Issues in Child Welfare: Substance Abuse
100 Level Classroom	Orientation to Child Welfare Practice and Common Core 3.0	
	Values and Ethics in Practice	
	Legal Procedures and Responsibilities	
	Teaming, Collaboration, and Transparency	
	Trauma-Informed Practice	
	Fairness and Equity	
	ICWA: Working with Native American Families & Tribes	
	Intro to CWS/CMS	
	Key Issues in Child Welfare: Social Worker as Practitioner	
Field	Cultural Responsiveness	ICWA
200 Level Classroom	Trauma Informed Practice and Key Issues	ICWA and Expert Witness Elearning



# Overview of ICWA

- ICWA for Core 3.0 is actually a suite of curricula that includes
- 100 level training:
  - e-learning
  - Full-day classroom training
- Field activity
- 200 level e-learning
- ICWA references are also included in many other parts of the Core 3.0



# History of ICWA Curriculum

- There were many ICWA training curricula developed
- Many trainings were 3-4 hours long
- Focused on legal requirements and social work practice
- Many trainers were challenged by
  - the short time frame to conduct the training, and
  - bias and apathy toward Indian children and ICWA
- Counties and courts encountered many ICWA-related appeals



# What do we hope to accomplish?

- Improve ICWA compliance
- Enhance social worker skills
- Effectively and appropriately identifying an Indian child
- Know the difference between reasonable and active efforts
- Increase compliance consistent with the practice model
- Promote the best interest of Indian children by keeping them connected to their culture, community and extended family
- Protect an Indian child's legal relationship with their tribe
- Reduce ICWA-related appeals



# How is this training different?

- Full day (6 hour) classroom training
- Pre and Post test to measure learning
- E-Learning pre-requisite
- Curriculum Suite: 100 level eLearning; classroom training; 200 level eLearning and a field activity
- Training model includes:
  - Utilizing a training team
  - Collaboration with local American Indian communities and tribal ICWA social workers/advocates



# Dynamic components of the training package

- Informed by the State ICWA Workgroup which reviewed the learning objectives and guided the content and format of the curriculum
- Emphasizes that active efforts begin before the child is removed
- Includes explanation of tribal sovereignty
- Includes reference to recent practice changes and best practices
- Includes media use: 500 Nations video segment on California Coast to ensure state specific history is included



# ICWA Introduction eLearning

- 60 minute eLearning with a post test
- It is a pre-requisite for the classroom training
- Feedback is synthesized and incorporated as appropriate
- There will be an opportunity to see the finished eLearning to provide additional feedback



# ICWA, Working with Native American Families and Tribes Classroom

- 6 hour training
- Pre/post test
- Trainer and Trainee Guide
- Trainer Guide has a lesson plan and instructions for the activities throughout the day
- When reviewing the lesson plan, you will see where the Learning Objectives are covered



# Trainer's Guide

- Discussion segments build from e-learning
- Provides scripted sections for trainers to use as needed
- Trainer Understanding Block to help trainers understand the purpose of each segment and any context for the segment
- Training Activity will contain information about how to conduct the training activity, and training tips.
- For example, the trainer guide provides tips to manage the post-video discussion. Acknowledging that for some participants this may have an emotional reaction to this new information about US and American Indian history.



# Participant Workbook

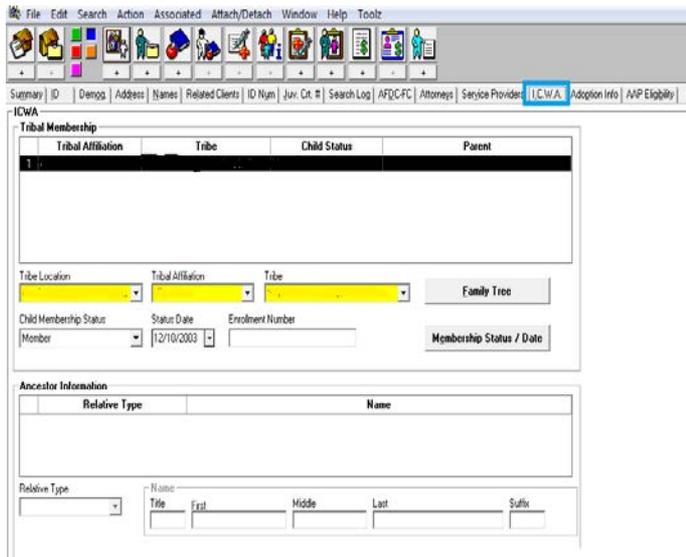
- Intended to be an ICWA resource manual for child welfare practitioners
- Includes information supplemental to the training, such as the narrative short history of boarding schools, facts about California Indian history, etc.
- \* We're Seeking Feedback Specifically for the Participant's Workbook!



## INQUIRY AND NOTICE

### INQUIRY

Many children who are eligible for the protection of the Indian Child Welfare Act do not appear to be Indian. Many are of mixed racial heritage, African American-Indian, Caucasian-Indian, Latino-Indian, and Asian/Pacific Islander-Indian. In the southwest area of the country, including California, many children have Spanish or Hispanic surnames. Do not assume that a child is not American Indian because the child does not look American Indian, or because the surname would indicate a different ethnic group.



Tribal Affiliation	Tribe	Child Status	Parent

Tribal Location: [Dropdown] Tribal Affiliation: [Dropdown] Tribe: [Dropdown] Family Tree

Child Membership Status: [Member] Status Date: [12/10/2003] Enrollment Number: [Field] Membership Status / Date

Relative Type	Name

Relative Type: [Dropdown] Name: [Title] [First] [Middle] [Last] [Suffix]

The court, social services, probation and any party seeking foster care placement, guardianship or adoption (including tribal customary adoption (the petitioner) all have an ongoing duty to inquire about whether a child is an Indian child. If there is reason to know an Indian child is

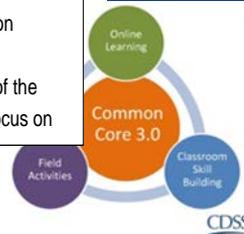
## ACTIVE EFFORTS

According to the Bureau of Indian Affairs *Guidelines for State Courts and Agencies in Indian Child Custody Proceedings* (80 FR 10146, effective February 25, 2015), active efforts are intended primarily to maintain and reunite an Indian child with his or her family and tribal community. Active efforts constitute reasonable efforts defined by Title IV-E of the Social Security Act, but are separate and distinct from requirements of the Adoption and Safe Families Act. Compliance with active effort provisions of the Indian Child Welfare act requires:

1. A demonstration that active efforts were made not only prior to the commencement of the proceeding, but also active efforts were made until the proceeding.
2. A demonstration that active efforts were made until the commencement of the proceeding.
3. Documentation of what active efforts were made.
4. A showing that active efforts have been unsuccessful.

Active efforts include, but are *not* limited to:

1. Engaging the Indian child, his or her parents, family members and custodian;
2. Taking steps necessary to keep siblings together;
3. Actively engage the family and their safety network in a process to help them identify appropriate services and ways to overcome barriers, including actively assisting parents in engaging in services;
4. Actively engage the family and their safety network in a process to help them identify , notify, and invite representatives of the Indian child's tribe to participate;
5. Conducting or causing to be conducted a diligent search for the Indian child's extended family members for assistance and/or possible placement;
6. Taking into account the Indian child's tribe's prevailing social and cultural conditions and way of life, and requesting assistance of representatives designated by that tribe who have substantial knowledge of the prevailing social and cultural standards;
7. Offering and employing all available and culturally appropriate family preservation strategies;
8. Completing a comprehensive and balanced assessment of the circumstances of the Indian child's family (what is working well, what are the concerns, etc.), with a focus on



# ICWA and Working with Native American Tribes Field Activity

- 1 hour
- **Learning Objectives**
  - **Knowledge**
    - **K1.** Identify one ICWA designated agent, tribe, or Indian Service Agency in your county.
    - **K2.** Identify culturally relevant services and resources for Native American families in the community.
  - **Values**
    - **V1.** The trainee will value keeping an Indian child connected to culture and community.
- Aligns with the California Child Welfare Core Practice Model Practice Behaviors (4, 5, 8, 10, and 12)



# ICWA and Working with Native American Tribes Field Activity

- Social worker will identify an ICWA designated agent for a tribe within their county and identify culturally appropriate resources for a child and family served by the child welfare agency
- Social worker will discuss with the field advisor how this relates to the purpose of ICWA and the value of keeping a child connected to culture and community.
- Reviews the purpose of ICWA and Tribal Sovereignty
- Encourages the development and use of a working ICWA file for use in the future
- Provides an opportunity for reflection about the activity



# Added Value

- Enhances awareness of cultural humility of social workers
- Strengthens effective and appropriate engagement with families
- Aligns with California Practice Model that encourages social workers to team and collaborate with Tribes
- Increases awareness of community resources
- Enhances collaboration with tribes and American Indian community programs



# Advocacy for Integrity

- Encourage trainers participate in the Tribal STAR T4T
- Ensure that integrity of the curriculum and training model
- Seek and support trainers who truly support ICWA compliance and addressing bias toward Indian children and families



# Benefits of Tribal STAR T4T

- Observe training model in action
- Guided familiarity with training model
- Guided practice with feedback from experienced trainers
- Ongoing support from Tribal STAR for successful training
- Learn of best practices occurring in California and Nationally that result in ICWA compliance



# Deeper Dive Thoughts

- Please keep the learning objectives available and in mind as we review
- Please provide feedback throughout the process
- Keep in mind this is a statewide training, and therefore county specific topics cannot be addressed



# Questions?

- Are good practices reflected in this curriculum?
- Any general feedback?



# Next Steps

- To access curriculum go to the CC3.0 webpage: Vetting Curriculum tab, then Stakeholder Feedback/Vetting Tab:

<http://calswec.berkeley.edu/vetting-curriculum>

- Complete the feedback survey(s) via Qualtrics link that you will receive following this webinar.

and/or

- Download the curriculum and track changes/add comments in the word documents and email to Jennifer Cannell @ [jcannell@berkeley.edu](mailto:jcannell@berkeley.edu)

