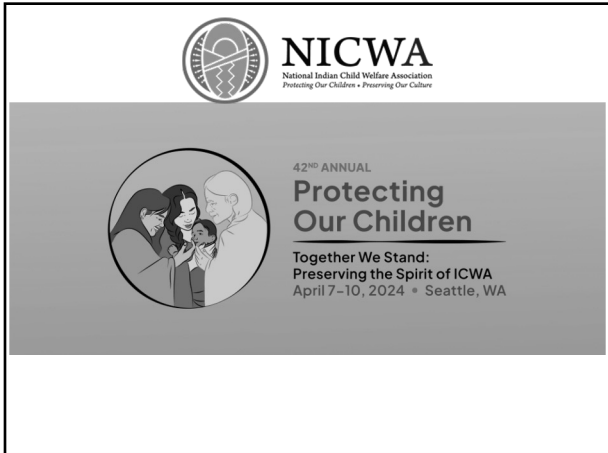
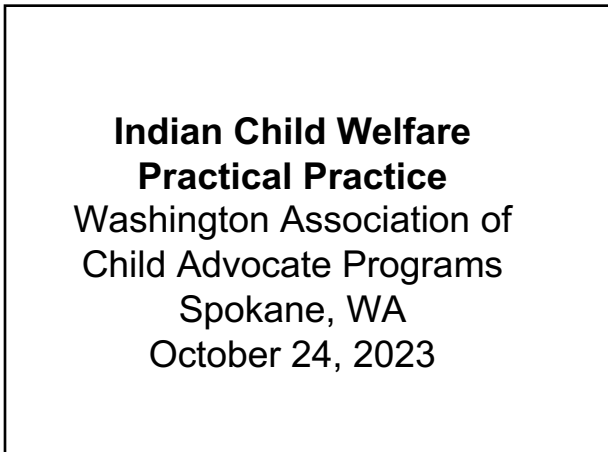


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2



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Presenters

Thomas L. (Tom) Crofoot (Colville Descendant), MSW, Ph.D. Professor Emeritus, School of Social Work, Eastern Washington University
tcrofoot@ewu.edu

Glori Robinette, MSW (Colville) Confederated Tribes of the Colville Reservation member, has direct experience in Indian Child Welfare for Washington State, and in work for tribes and local agencies.

4

About

Bucholtz
Peterson
Green
Smith
Clough

North Half
of the Reservation

Tunk Creek

Anne
(Clough Crofoot Graham)
Jackets

Steve
Mark
Mary
Linzie

NITC
Tulip
Natural
Resources

Jodene

Audrey, Claire, Anjelica
NARA NW
NAYA PSU Native & Community Center

Omak District
Okanogan

Confederated
Tribes
of the
Colville Reservation

Chemawa Indian School

Larry & Wilmeta
Crofoot

Billy - Lila
Crofoot Robinette

Larry
Toni

Tom
Crofoot


Glori
Robinette

Native
Project

Robinettes
Marchands

Bob Tadlock

Nikki, Sonni, Robin



5

What Do You Want to Know?

- ◆
- ◆
- ◆
- ◆
- ◆
- ◆

6

Ten Areas Practical Practice

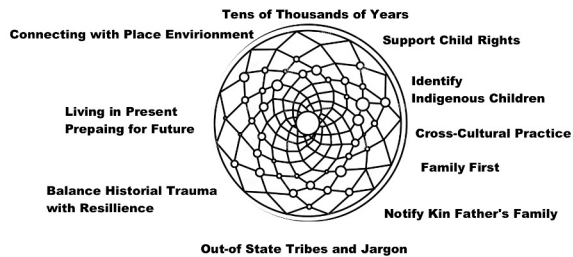
- 1) Tens of thousands of years of practice - history before 1776
- 2) Supporting individual child rights - cultural supports, treaty rights, citizenship benefits
- 3) Identify indigenous children- open ended ethnographic interviewing
- 4) Indian Child Welfare as a cross-cultural practice, confederated tribes
- 5) Family first keeping children with family (native or non-native) does not mean move to reservation, stable placements

7

Ten Areas Practical Practice

- 6) Notify family, father's family, extended family, understand kinship networks
- 7) Working with out-of-state tribes
- 8) Balancing historical trauma with resilience
- 9) Seven generations ahead, media has been all about the past, live in the present and prepare for the future
- 10) Connecting with place, environment, animals, plants, traditional foods, ecosystems, equine therapy, canoe journey, language

8




9

Historical Roots Before 1776

THOUSANDS OF YEARS OF NORTH AMERICAN HISTORY

10


Haudenosaunee Kahnawake Branch
of the Mohawk Nation
Six Nation Iroquois Confederacy
<http://www.kahnawakelonghouse.com>



Six Nations Confederacy
at Grand River 1898

11

Mississippi Peoples National Park Service



Cover image from *Prehistoric Mounds in the Lower Mississippi Valley*—example of flat-topped earthen platforms
Courtesy of the Southeast Archeological Center

Eight hundred years ago, the lower Mississippi Delta was home to highly organized societies. There were roads, commerce, and cultural centers anchored by awe-inspiring earthen monuments. Wonders of geometric precision, these earthworks were the centers of life. However, mound construction was in a period of decline in the 1500s, when the first Europeans arrived in the region and brought with them epidemic diseases which decimated native populations across the Southeast. As a result, by the time sustained contact with European colonists began about 1700, the long tradition of mound building was reaching its end.

<https://www.nps.gov/nr/travel/mounds/intro.htm>

12

Cahokia City of the Sun
Larger than London in 1250



<https://cahokiamounds.org/augmented-reality-project>

13

Pueblo Bonita Chacoan Culture



Rainbow over Pueblo Bonito by Jim Spadaccini, IDEUM
<https://www.nps.gov/chcu/planyourvisit/pueblo-bonito.htm>

14

Permanent Haida Villages



<https://www.historymuseum.ca/cmce/exhibitions/aborig/haida/havho01e.html>

15

Celilo Falls



Salmon harvested at Celilo supported a huge trading center, attracting tribes from as far as the Great Lakes, the Southwest, and Northwest Coast. Photo: Matheny collection Columbia River Inter-Tribal Fish Commission <https://critfc.org/salmon-culture/tribal-salmon-culture/celilo-falls/>

16

Reasons to Contact Tribes Immediately

SUPPORT INDIVIDUAL CHILD RIGHTS

17

Treaty Rights- Education

Office of Indian Education



- Title VI Formula Grants to Schools
- Native Language Grants
- Other Services

<https://oese.ed.gov/offices/office-of-indian-education/>

18

Treaty Rights - Health Indian Health Services (IHS)

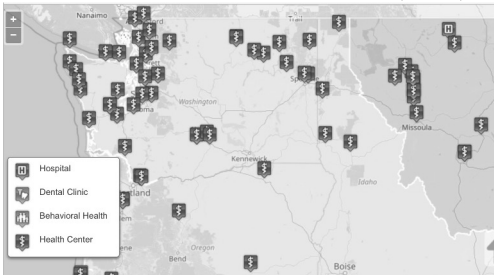


<https://www.ihs.gov>



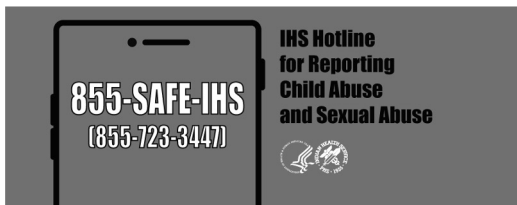
19

Treaty Rights - Health Indian Health Services (IHS)



20

Treaty Rights - Health Indian Health Services (IHS)



<https://www.ihs.gov>

21

American Indian Definition not Standard

- ♦ ICWA (1978) definition
- ♦ Indian Health Service (IHS) eligibility
- ♦ Indian Education eligibility
- ♦ Each tribe/nation sets their own membership status requirements and process
- ♦ Community acceptance/inclusion or exclusion

22

Rights that come with membership in a tribe/nation

TRIBAL MEMBERSHIP

23

Tribal Membership Rights

- ♦ Per Capita payments
- ♦ Trust Accounts
- ♦ *Note: Membership does not equal riches*

Minors Fund Application Deadlines

Deadline	Period	Check/Direct Deposit Date
March 31	January 1 – March 31	By June 15
June 30	April 1 – June 30	By September 15
September 30	July 1 – September 30	By December 15
December 31	October 1 – December 31	By March 15

The date you turn in your complete and qualifying application determines which cycle you fall into and your check date. Payments are made in quarterly cycles. EBGI Finance will intake and process your application. Notary services are available as well. Mailing address: Department of Treasury, P.O. Box 455, Cherokee, NC 28719. Physical address: 469 Sequoyah Trail, Cherokee, NC 28719



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Tribal Membership Rights

- ♦ Access to tribal lands
- ♦ Hunting fishing and gathering rights
 - ♦ On Reservation
 - ♦ Off reservation on former reservation lands
 - ♦ On traditional lands guaranteed by treaties



https://media.springernature.com/original/springer-static/image/chp%3A10.5822%2F978-1-61091-512-0_8/MediaObjects/978-1-61091-512-0_8_Fig2_HTML.tif

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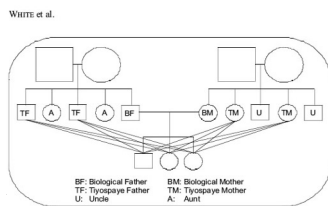
Other Cultural Rights

- ♦ Stories
- ♦ Songs
- ♦ Dances
- ♦ Food prep
- ♦ Ceremonies



26

Cultural Supports Tribe, Community, Clan, Family



White et al. (2006), p. 52

27

As early as possible find out if child is Indian/indigenous/native...
**OPEN ENDED QUESTIONS
ABOUT FAMILY/COMMUNITY**

28

Family Tree for ICWA

- Overwhelming
- Families are messier and have more possible branches

```
graph LR; Name --- Father; Name --- Mother; Father --- Grandfather; Father --- GreatGrandfather; Grandfather --- GreatGrandfather2[Great Grandfather]; GreatGrandfather --- GreatGreatGrandfather; Mother --- Grandmother; Mother --- GreatGrandmother; Grandmother --- GreatGrandmother2[Great Grandmother]; GreatGrandmother --- GreatGreatGrandmother
```

29

Family Community Culture

- ♦ Keeping in mind that the interviewee will relate his or her experience ask
- ♦ Questions about family- How does your family... ?
- ♦ Questions about community- In your community... ?
- ♦ Try to avoid individual questions about the interviewee
 - ♦ What do you think about...?
- ♦ See Csordas et al. (2010) p. 44 on Identity/Self

30

Open-Ended Questions about Family

- ♦ How do you describe your family?
- ♦ What do you know about your family history?
- ♦ Who may be the best people you could you ask about your family history?
- ♦ Where does your family come from?

31

Open Ended Questions

- ♦ Invite the interviewee to tell a story
- ♦ Cannot be answered in one word
- ♦ For example
 - ♦ What does your family do on your favorite holiday?
- ♦ *Be careful not to start with an open question then follow with a closed question to stop the story.*

32

Closed Questions

- ♦ Limit and focus an interview
- ♦ Can be answered in one word, yes or no
- ♦ For example,
 - ♦ Are you Lakota, Dakota or Nakota?
 - ♦ Do you sleep eight hours a night?
 - ♦ Is Cinco de Mayo your favorite holiday?

33

“Emergency Questions”

- ♦ When I ask someone to talk about their culture and they immediately goes blank, I pull out these questions
 - ♦ What is your favorite music?
 - ♦ What are your favorite television shows?
 - ♦ What special holidays do you celebrate?
 - ♦ What events bring your family together?
 - ♦ What food do you turn to for comfort?

34

Practice

- ♦ Pair up with near you who you do not know well.
- ♦ Ask an open question about family history or ethnic identity, for example
 - ♦ How do you show your family ethnicity or culture?
 - ♦ Brief Interview: 5 minutes to ask question and have answer
 - ♦ Then switch interviewers, 5 minutes to ask question and have answer
- ♦ 5 minutes to reflect, anything to report back to audience

35

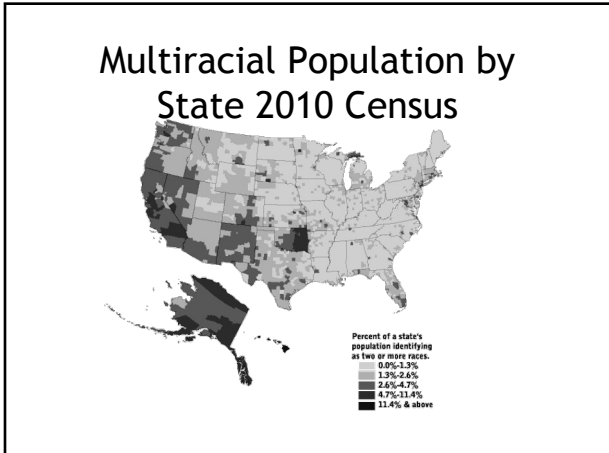
Practice Goal

- ♦ Engage family in discussion of ethnicity, culture, race, gender identity
- ♦ **Identify indigenous, America Indian identity and background information for tribal or family search**
- ♦ Identify cultural resources and supports
- ♦ Be aware of mixed ethnicities and backgrounds

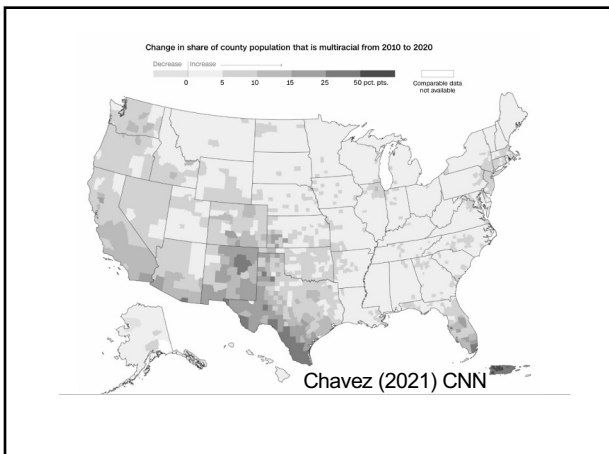
36

Confederated Tribes and Mixed Race, Ethnicity and Culture
**INDIAN CHILD WELFARE AS
CROSS-CULTURAL PRACTICE**

37



38



39

Biracial African-Native



Comanche Family 1900

"African and Native peoples came together in the Americas. Over centuries, African Americans and Native Americans created shared histories, communities, families, and ways of life. Prejudice, laws, and twists of history have often divided them from others, yet African-Native American people were united in the struggle against slavery and dispossession, and then for self-determination and freedom. For African-Native Americans, their double heritage is truly indivisible. The exhibition *Indivisible: African-Native American Lives in the Americas* is a collaboration between the Smithsonian's National Museum of the American Indian, National Museum of African American History and Culture, and the Smithsonian Institution Travelling Exhibition Service (SITES)." (2012)

<https://americanindian.si.edu/explore/exhibitions/item?id=907>

40

Mixed Blood and Indian

- ♦ Mixed Blood preferred over part-Indian
 - ♦ What part?
- ♦ Kinship ties help to sort identity
- ♦ Participation in cultural events Pow Wows
- ♦ Krouse (1999)

41

Bill of Rights for Racially Mixed People

- I have the right
- not to justify my existence in this world
 - not to keep the races separate within me
 - not to be responsible for people's discomfort with my physical ambiguity
 - not to justify my ethnic legitimacy
- ♦ I have the right
 - to identify myself differently than strangers expect me to identify
 - to identify myself differently than how my parents identify me
 - to identify myself differently than my brothers and sisters
 - to identify myself differently in different situations
 - ♦ I have the right
 - to create a vocabulary to communicate about being multiracial
 - to change my identity over my lifetime and more than once
 - to have loyalties and identify with more than one group of people
 - to freely choose whom I befriend and love (Root, 1996, p. 7)
 - ♦ Root, M. P. (1996). *The multiracial experience: Racial borders as the new frontier*. Thousand Oaks, CA: Sage.

42

Cross-Cultural

- ♦ Many diverse indigenous peoples, cultures, faiths and beliefs across North America
- ♦ Confederated Tribes, different peoples and languages on same reservation
- ♦ Non-native may have more leeway than a native person
 - ♦ Not knowing versus deliberately insulting
- ♦ Stay humble avoid being cultural expert



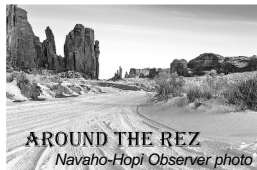
43

Support placement stability
FAMILY FIRST

44

The Big Myth

- ♦ Indian child welfare case does not automatically mean children are moved to the reservation or homeland



45

Family First

- ♦ First placement priority is family, whether Indian or non-Indian
- ♦ Stability try to avoid moves
- ♦ Most tribal child welfare programs will support a stable placement that maintains tribal and family contact
- ♦ Need tribal or Indian Child Welfare back-up plan

46

Family, fathers' families, extended family, kinship networks

NOTIFY FAMILY

47

The Other Big Myth

- ♦ They have no family



48

Who is Family?

- ♦ Apply open-ended questions on definitions of family
- ♦ Parents of children
- ♦ Father's family too often overlooked
 - ♦ Or warned off
- ♦ Kinship networks
- ♦ Remember that guardians may not be bio parents
- ♦ Grandparents
- ♦ Uncles and Aunties

49

After Foster Care Most Children Go Back to Family

Reason for Discharge	Percent	Number
Reunification with Parent(s) or Primary Caretaker(s)	47%	100,004
Living with Other Relative(s)	6%	12,531
Adoption	25%	53,546
Emancipation	9%	19,130
Guardianship	12%	25,023
Transfer to Another Agency	1%	2,290
Runaway	0%	552
Death of Child	0%	368

Children's Bureau (2022) p.3

50

We don't all speak the same jargon

WORKING WITH OUT-OF-STATE TRIBES

51

State ICWAs

List of state ICWAs with placement preference language

State	ICWA Status	Citation/Link	Placement Preference Language
California (CA)	Enacted 2006	Senate Bill 104, 679, Dept of Social Services, Guidance	Adoptive placement preferences are: (1) with a member of the child's extended family; (2) with other members of the Indian child's tribe; (3) with other Indian families.
Colorado (CO)	Enacted 2023	Senate Bill 23-271	Placement preference consistent with the federal ICWA policies.
Iowa (IA)	Enacted 2003	2003 Acts, 2015A, 52	Placement preference: (a) A member of the Indian child's family; (b) Other members of the Indian child's tribe; (c) Another Indian family; (d) A non-Indian family approved by the Indian child's tribe.
Maine (ME)	Enacted 2023	LD 1970	Adoptive placement preferences are: (1) An extended family member of the Indian child; (2) Another member or citizen of the Indian child's tribe; (3) A member or citizen of an Indian tribe in which the Indian child is eligible for membership or citizenship, but that is not the Indian child's tribe; (4) Another Indian with whom the Indian child has a relationship; or (5) Another Indian from a tribe that is culturally similar to or linguistically connected to the Indian child's tribe.
Michigan (MI)	Enacted 2013	MCL 712b1 et seq (MIFPA)	Placement preference: (a) A member of the child's extended family; (b) A member of the Indian child's tribe; (c) An Indian family.
Minnesota (MN)	Enacted 1985, Updated 2023	S.F. No. 657	Placement preference: (1) the Indian child's noncustodial parent or Indian custodian; (2) a member of the child's extended family; (3) other members of the Indian child's Tribe; or (4) other persons or entities recognized as appropriate to be a permanency measure for the Indian child, by the Indian child's parent or parents, Indian custodian, or Indian Tribe. Sec. 27, Subd. 7 (c).
Montana (MT)	Enacted 2023	MT 102098	Placement preference: (a) extended family members; (b) an Indian family of the same tribe as the Indian child; (c) an Indian family that is of a similar culture to the Indian child's tribe; or (d) another Indian family.
Nebbraska (NE)	Enacted 1985, Updated 2019	Neb. Rev. St. § 43-1501	Placement preference: (a) A member of the Indian child's extended family; (b) Other members of the Indian child's tribe or tribes; (c) Other Indian families; or (d) A non-Indian family committed to enabling the child to have extended family time and participation in the cultural and ceremonial events of the Indian child's tribe or tribes. 43-1508.

ACLU (2023)

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State ICWAs

New Mexico (NM)	Enacted 2022	H.B. 135	Placement preference consistent with the federal ICWA policies.
North Dakota (ND)	Enacted 2023	House Bill 1536	Placement preference: (a) An extended family member of the Indian child; (b) Another member of the Indian child's tribe; (c) Another Indian family with whom the Indian child has a relationship or an Indian family from a tribe that is culturally similar to or linguistically connected to the Indian child's tribe; or (d) The tribe's statutory adopted placement preferences.
Oklahoma (OK)	Enacted 1982	10 OK S.T.T. Ch. 18 Oklahoma Indian Child Welfare Act	"The placement preferences specified in 25 U.S.C. Section 1915, shall apply to all nonadjudicatory placements, as well as preadoptive, adoptive and foster care placements." 10 OK, St. Am. § 405. Also in OK's more general child welfare code: "In cases where the Indian Child Welfare Act applies, the placement preferences of the act shall be followed." 10A OK Stat § 10A-1-4-204 (2020).
Oregon (OR)	Enacted 2021	HB 4292, Or Laws 2020, ch. 14, §§ 1-66 (ORS) Sec. 11 (ORS)(CA)	Placement consistent with the [federal] Indian Child Welfare Act. ORS 418.627
Washington (WA)	Enacted 2011	Ch. 13.38 RCW - Washington Indian Child Welfare Act	Placement preference: (1) extended family members; (2) An Indian family of the same tribe as the child; (3) An Indian family that is of a similar culture to the child's tribe; (4) another Indian family; (5) another suitable family. RCW 13.38.180(5).
Wisconsin (WI)	Enacted 2009	Wis. Stat. Ch. 48.028 102.00A Wisconsin Indian Child	Placement preference: (1) An extended family member of the Indian child; (2) Another member of the Indian child's tribe; (3) Another Indian family, Wis. Stat. 48.028(7).

ACLU (2023)

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Child Welfare Funding


- ♦ Different states have different foster care funding arrangements
- ♦ May need to go through Interstate Compact on the Placement of Children (ICPC)
- ♦ Ways of working, language and forms differ state-to-state and office-to-office

54


Persistence & Perseverance

- ♦ Important to connect
- ♦ Contacting the Enrollment Office (tribal citizenship) is not the same as contacting tribal child welfare
- ♦ Contact tribal child welfare
- ♦ NICWA as a resource for connections
- ♦ www.nicwa.org

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NICWA
National Indian Child Welfare Association
Protecting Our Children • Preserving Our Culture



42ND ANNUAL
Protecting Our Children

Together We Stand:
Preserving the Spirit of ICWA
April 7-10, 2024 • Seattle, WA

Use the NICWA Conference for in-person meetings

56

Balance with Resilience
HISTORICAL TRAUMA

57

Historical Trauma

- ♦ Policies of genocide
- ♦ Boarding Schools
- ♦ Indian Adoption Project
- ♦ Ongoing efforts to control tribal resources
- ♦ See National Native American Boarding School Healing Coalition <https://boardingschoolhealing.org>



58

Resilience from Boarding Schools

- ♦ Students who survived report complex experiences
- ♦ Gained education
- ♦ Worked to make schools "Indian Schools"
- ♦ Found ways to resist
- ♦ Helped to create a Pan-Indian Movement
- ♦ Davis, 2001; McBeth, 1983)

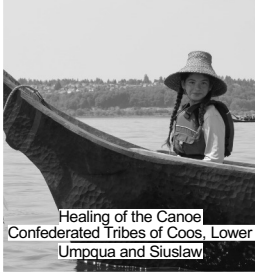
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Trauma & Resilience

- ♦ Hear and validate trauma
- ♦ Help to find the resilience
- ♦ Avoid hopelessness

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Healing



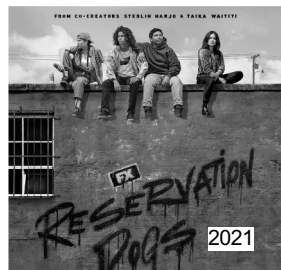
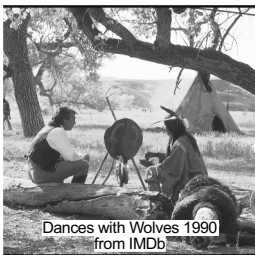
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Recognizing the present and the future

LOOKING SEVEN GENERATIONS AHEAD

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Media



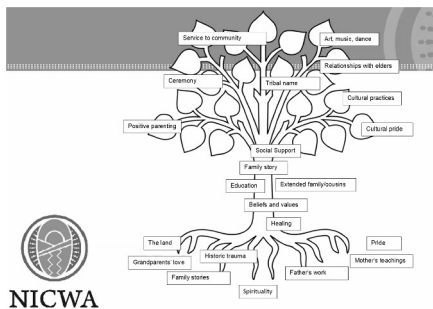
63

Present

- ♦ Active efforts
 - ♦ Needed by every client
- ♦ Sense of purpose or meaning
- ♦ Housing/shelter
- ♦ Food
- ♦ Clothes
- ♦ Cell Phone/Internet
- ♦ Medical care
- ♦ Behavioral health treatment
- ♦ Substance abuse treatment
- ♦ Parent training- Positive Indian Parenting
- ♦ Vocational training

64

Positive Indian Parenting



65

Grounded in the Past Looking to the Future

- ♦ Roughly seven generations back to Columbus (maybe 8 now)
- ♦ I am in the middle of six generations
 - ♦ Great-grandmother early reservation
 - ♦ Grandfather boarding school
 - ♦ Father termination era “better dead than red”
 - ♦ Me “tribal self determination era”
 - ♦ Daughter “environmental justice”
 - ♦ Granddaughters
- ♦ What do we want for the next generations?

66

Animals, plants, traditional foods, ecosystems, language

CONNECTING WITH PLACE AND ENVIRONMENT

67

Equine Therapy
Warms Springs 2014
Dr. John Spence,
PHD
Horses and youth
summer program



68

Natural Resources and Traditional Foods

Identifying socio-cultural attributes of Coast Salish natural resource management and restoration of clam gardens



Wladimir Tadlock
Thesis Defense
November 11, 2019
W ENVIRONMENTAL & OCCUPATIONAL HEALTH SCIENCES

69

CDC Native Diabetes Wellness Program



Welcome to the Native Diabetes Wellness Program!

The program honors a balance between cultural practices and science in Indian Country to promote health and help prevent type 2 diabetes.

Eagle Books



A series of books for readers in grades K-4 and 5-8 about preventing diabetes and respecting traditional ways.

Traditional Foods



Stories about traditional foods programs, cultural identity, and the importance of food safety and preservation.

Audio and Video



Videos and podcasts to help you promote diabetes prevention.

Events Toolkit



Includes stationery, play scripts, art projects, and more to support material in the Eagle Books Series to help you plan your event.

<https://www.cdc.gov/diabetes/ndwp/index.html>

70

Humans as a part of a Changing Environment



71

Indigenous Foods, Medicines and Educational Methods



Tradition Medicine Program Director & Indigenous Educator at Nakani Native Program
Indigenous Educator at Northwest Indian College

72

Thanks limlmt

Tens of Thousands of Years
Support Child Rights
Identify Indigenous Children
Cross-Cultural Practice
Family First
Notify Kin Father's Family
Out-of-State Tribes and Jargon
Balance Historical Trauma with Resilience
Living in Present Preparing for Future
Connecting with Place Environment

73

Questions

?

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