

**OFFICE FOR VICTIMS OF CRIME
CHILDREN'S JUSTICE ACT PARTNERSHIPS FOR INDIAN
COMMUNITIES GRANT PROGRAM
ADVISORY COMMITTEE MEETING REPORT**



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TABLE OF CONTENTS

Executive Summary	2
Introduction.....	3
Meeting Participants and Process	4
Dialogue Results	5
Case Management.....	5
Practical Needs of the Victim Issues	5
Practical Needs of the Victim Solutions	6
Physiological and/or Psychological Issues	7
Physiological and/or Psychological Solutions	8
Technical and Infrastructure Issues	9
Technical and Infrastructure Solutions	10
Case Management Roles.....	10
Sustainability Issues for Case Management	11
Prosecution.....	13
Practical Needs of the Victim Issues	13
Practical Needs of Victim Solutions	14
Physiological/Psychological Issues	15
Physiological & Psychological Solutions	15
Technical and Infrastructure Issues	16
Technical and Infrastructure Solutions	16
Prosecution Roles.....	16
Sustainability Issues for Prosecution	16
Investigation.....	18
Practical Needs of the Victim Issues	18
Practical Needs of Victims Solutions	19
Physiological and Psychological Issues.....	20
Technical and Infrastructure Issues	20
Technical and Infrastructure Solutions	20
Investigator Roles	20
Sustainability Issues for Investigations.....	21
Roles of Government – Tribal, State, Federal, local.....	22
Tribe.....	22
State Government.....	22
Federal Government.....	23
Local	24
Conclusion.....	24
Appendix A - Advisory Committee Members Contact Information.....	27
Appendix B - Descriptive Matrices.....	29
Appendix C - Report on the 2008 Assessment of the Children's Justice Act	37
Partnerships for Indian Communities Discretionary Grant Program	
Appendix D - History of Victimization in Native Communities Monograph.....	287

Executive Summary

This document reflects the challenges, concerns and resources identified by a group of Native and non-Native people who gathered to provide information to the Office for Victims of Crime of the U.S. Department of Justice on the matters relating to abuses of Native children. Topics that were discussed are directly related to the Children's Justice Act Partnerships for Indian Communities grants to tribe: improve the investigation, prosecution, and overall handling of cases of child abuse, child sexual abuse, and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim.

Overall, the Children's Justice Act Advisory Committee members repeatedly and in various discussion contexts emphasized the importance of culture-based solutions developed by the Tribal communities rather than importing western (or mainstream) approaches to addressing child victimization. Using indigenous resources germane to the community not only strengthens the culture, it provides more permanent solutions to help victims deal with effects of victimization.

Also of note were frequent references to the need to develop and maintain trained personnel at the Tribal community level as well as within the federal and state response systems. Assuring appropriate victim response and support within justice systems mandates review of current systems for a "child victim-centered" approach and adjustments or re-structuring that will be led by Tribal communities. The development of Tribal infrastructure such as tribal codes, multi-disciplinary teams, child advocacy positions, child victim advocacy programs and healing services for child victims are some of the staffing and capacity issues highlighted by the Advisory Committee.

Tribal communities need greater opportunity to develop and maintain technology that will strengthen the child abuse response system, facilitate interagency and interdisciplinary cooperation, and provide better documentation of the need. The use of technology to handle forensic medical examinations and to assist with case management functions are often limited to medical facilities, but could have broad benefit to child abuse response systems. The capacity to develop these resources must be paired with sustainable staffing positions to carry out these specialized roles.

Finally, because Indian children have tribal, state and national citizenship status there is an ongoing and crucial role for all three sovereigns—tribal, state and federal—in navigating the shared and mutual responsibilities and obligations to address the needs of child victims. Because Tribal communities experience a mix of these jurisdictions, the need for victim support, professional and community training, development of resources and capacity building assistance must be provided by organizations having expertise with not only the needs of victimized Tribal children, but the complex maze that the child victim's family, advocates and governments must deal with as a case is investigated, prosecuted and the healing begins.

**OFFICE FOR VICTIMS OF CRIME
CHILDREN'S JUSTICE ACT ADVISORY COMMITTEE MEETING REPORT**

INTRODUCTION

The U.S. Department of Justice (USDOJ), Office for Victims of Crime (OVC) has awarded the Children's Justice Act Program for over two decades. The purpose of this grant program pursuant to section 1402(g) of the Victim Compensation and Assistance Act, 42 U.S.C. 10601(g) is to assist American Indian/Alaska Native (AI/AN) communities in developing, establishing, and operating programs to improve the investigation, prosecution, and overall handling of cases of child abuse, child sexual abuse, and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim. The funding supports the development and implementation of comprehensive child abuse programs and child sensitive policies and procedures for addressing child abuse cases in the tribe's criminal justice and child protection service systems. While much has been accomplished by this program in the last two decades, OVC leadership determined the need to reach out to Indian country to obtain input that would increase OVC understanding of how the CJA Program has impacted the needs of victimized American Indian & Alaska Native children and to examine the emerging needs in the field of Native child victimization. Through establishment of a CJA Advisory Committee, OVC is assisted in evaluating the direction for the CJA program in fiscal year 2008 and beyond. The Advisory Committee represents a multidisciplinary group of mental health, child protection/social services, tribe-based and tribal organizations, law enforcement, prosecution, and victim services providers, including the faith community (both traditional tribal and non-traditional faith groups).

The goals of this committee are to:

- Examine areas of investigation, prosecution and case management;
- Identify the urgent and emergent needs of child victims of child abuse, sexual abuse and severe physical abuse;
- Identify viable solutions to address the practical; physiological/psychological; technological needs of crime victims, and
- Identify replicable best practices in Indian Country.

OVC in collaboration with the Tribal Law and Policy Institute (TLPI) developed and convened the CJA Advisory Committee through two conference calls, electronic communication, and an in-person meeting. Although a number of committee members were unable to attend the meeting, they all received the information packet which included the survey results attached at Appendix C as well as a copy of a number of resources developed for CJA grantees since 2000. Members unable to attend the meeting were invited to provide input during a post-meeting conference call and/or in writing. The level of participation of each invited CJA Advisory Committee member is noted on the Committee list at Appendix A. This report describes the discussion and comments documented during the Committee's meeting held on June 19-20, 2008 in Rapid City, SD, as well as comments received after the meeting.

MEETING PARTICIPANTS AND PROCESS

The CJA Advisory Committee met June 19 - 20, 2008 to discuss specific areas identified by OVC as pertinent to the current Children's Justice Act Partnerships for Indian Communities grant. Consultant Ada Pecos Melton, President of American Indian Development Associates, facilitated the meeting and prepared this report.

Participants were provided with a three-ring binder containing a copy of the CJA Assessment Survey and relevant documents in advance of the meeting and were asked to review the report and bring it to the meeting for further discussion. Participants were also given a copy of additional CJA grantee resources at the meeting. A summary of the Assessment Report was reviewed to start the meeting and provided a forum for discussion. *NOTE: The participants were both Indian and non-Indian and represented roles in both Tribal and non-Tribal programs and agencies. There was consensus that that each person could only speak on their own behalf and was not representing a tribal position or representing their tribe in their comments.*

A facilitated process was used to guide discussion about the key elements in each area. Three focal elements were applied across each dimension to identify and discuss urgent and emergent victim needs:

- Practical needs of child victims,
- Physiological/psychological needs of victims, and
- Technical/infrastructure needs of victims

The information gathered during these discussions is a combination of notations made on flip chart pages and the comments documented (as close to verbatim as possible) by TLPI staff taking notes on a computer during the discussion.

DIALOGUE RESULTS

The following segments describe the emerging issues, solutions, roles and sustainability concerns for case management, prosecution and investigation dimensions related to victim services.

CASE MANAGEMENT

Case Management: Issues Affecting the Practical Needs of Victims

Qualitative data regarding case management issues fell into five main categories. These included:

1. Child Safety and Stability,
2. Family Support,
3. Cultural Strengthening,
4. Advocacy, and
5. Collaborative Response.

The concerns and issues identified in each category are summarized in the following paragraphs.

Child Safety and Stability—This category highlights the importance of establishing a safe living environment free from threat or harm as quickly as possible for child victims and tending to their basic needs. Provision of a safe haven, shelter, food, transportation are among the basic needs necessary to ensure stability and safety for child victims. Stability could be achieved quicker by removing the perpetrator rather than the child victim. Perpetrator removal would minimize disruption and added trauma to the young victim's life and re-establish normalcy for the child. Child victims should only be removed from their homes when it is needed.

Family Support—Often child victimization has secondary victims who are other family members, such as the non-abusive parent, sibling, grandparent or other relatives that may need assistance. Helping the family is important and often necessary to help the direct victim. Families need education about child abuse and its impact on all aspects of family life along with counseling to deal with the violence occurring in their homes. Witnessing child abuse may cause a victim to relive past abuses; therefore, it is important to include intergenerational healing support for families. Helping parents gain new knowledge, skills and abilities to raise their child or children could end child abuse.

Cultural Resources—Culture not being used as a resource was repeated several times. Most tribes have indigenous philosophies and beliefs, traditions and practices to address victims' needs in several areas. Tribal programs are challenged by ways to adapt and incorporate cultural or culture based remedies, methods, approaches and standards into their victim service delivery systems. Another aspect involves effective ways to ensure service providers are culturally informed and competent to provide services to Indian children, youth and families.

Advocacy—Critical advocacy concerns include access to needed services from as many sources as possible regardless of their location on or off Indian lands. Needed services include legal representation for the child by a court appointed special advocate (CASA) or guardian ad litem (GAL). Advocacy is challenged when political leaders interfere in a victimization case by seemingly backing perpetrators or asserting control over the handling of cases. In tribal communities where people have easy access to tribal leaders, advocates may encounter attempts to influence investigation and prosecution decisions. Maintaining the confidentiality and integrity of the investigation in these situations is difficult, but critical to ensuring safety for the victim and holding the offender accountable. Other community challenges to service delivery include maintaining anonymity, confidentiality and privacy, and having adequate and/or needed services and resources.

Collaborative Response—While victimization often happens in isolation, the response to it requires a collaborative and coordinated approach. This can only be achieved by multiple disciplines committing to working together to meet victim needs. Commitment includes consistent participation on multidisciplinary teams (MDT) and having policies and procedures that support MDTs to implement coordinated referral and service delivery systems to ensure comprehensive victim assistance.

Case Management: Solutions to Address the Practical Needs of Victims

Case management solutions for each of the above categories were identified and are summarized in the following paragraphs.

Child Safety & Stability—High-level policies, such as codes that are more victim-sensitive and supportive when they include provisions that hold offenders or perpetrators accountable. Specific provisions include removal of perpetrators rather than victims from homes. Comprehensive victim assessments are essential to accurately diagnose and identify varying victim needs for medical, safety, social welfare and justice, and other basic needs. Effective strategies to minimize fear and added trauma during medical exams are important for victim support, gaining cooperation and enabling good evidence collection. Equally important is the development of short-, intermediate- and long-term safety plans for crisis response, intervention and ongoing treatment.

Family Support—Culturally relevant and appealing education and awareness curriculum and delivery strategies are needed to help families learn about child victimization and what to do when it happens in their family. Programs need to be equipped with strategies to help secondary victims deal with past child abuse, sexual abuse or intimate partner violence through linkages to other services and resources that can help them heal from intergenerational abuse.

Cultural Strengthening—Tribal programs know and understand that culture is a resource, however, effective strategies and methods are needed to adapt culture-based methods and approaches such as healing ceremonies, family conferencing, counseling, traditional remedies into programs. One approach is to create mentorship opportunities with cultural or spiritual

experts and elders to help program staff identify relevant and respectful ways to incorporate culturally appropriate methods, approaches and remedies into programs.

Advocacy—To the extent possible, advocacy from the point of trauma is essential for immediate and reliable response. Advocacy is a shared role among tribal agencies. Advocacy is supported by having tribal codes and policies that articulate victim rights and protections. Such policies strengthen the legal foundation that tribal justice and victim service agencies need for effective advocacy. Advocacy includes support for allied partners such as law enforcement (LE) to obtain recognition of reports by other jurisdictions and creating liaisons between victim service agencies and criminal justice agencies. Helping tribal leaders become effective victim advocates means approaching them in respectful and non-threatening ways to increase their knowledge of child victimization in their own communities and how best to support services rather than interfering in cases.

Collaborative Response—A strong legal foundation enables agencies to develop policies supporting collaborative and coordinated service delivery and referral systems. Effective policy is accompanied by implementation plans that describe the roles and responsibilities of allied agency partners, victim-witness collaboration, agreement on family reunification goals, training goals and delivery methods, and length of case monitoring, among other procedures and protocols.

Case Management: Issues Regarding Physiological and/or Psychological Needs of Victims

Qualitative data regarding physiological and/or psychological issues fell into the following five categories:

1. Victim Interventions,
2. Cultural Resources,
3. Tribal Leadership Education,
4. Personnel Development, and
5. Data Support.

The following paragraphs summarize the concerns and issues identified in each category.

Victim Interventions—Victimization impacts the victim's life in many unforeseen ways. Sometimes victims turn to illegal drug and/or alcohol use to deal with their victimization. Substance abuse treatment is needed to help victims overcome addictions or misuse of alcohol, and legal and illegal drugs. Another problem is the over-reliance and use of prescription drugs given to child victims, which medicates trauma and symptoms rather than deal with the root causes. This is a problem seen among medical staff, parents and other care providers, such as foster parents that make medication a condition before accepting a child for foster care placement in their home.

Cultural Resources—Alternatives to medication include greater use of culture-based remedies that often prohibit drug use and rely on natural healing methods. Tribal programs and citizens, including victims expect tribal leadership to lead by example. Some feel that cultural hypocrisy

occurs when tribal and spiritual leaders engage in wrongful or abuse behavior, which lowers tribal citizen's confidence, trust and respect in their leadership. Similarly, when courts or jail facilities allow incarcerated offenders citing cultural beliefs to attend ceremonial events without consulting or notifying victims, culture appears to be compromised in favor of offenders. Other concerns include the fraudulent use of Indian culture by non-Indians posing as Indian healers or medicine men or practitioners of an Indian philosophy or tradition, e.g. peacemaking, talking circles, etc.

Tribal Leadership Education—Inappropriate political influence is sometimes asserted on behalf of a perpetrator of abuse and this may threaten victim safety and stability. Most tribal communities do not condone such interference and need to have the flexibility to respond, while ensuring the confidential nature of the investigation and prosecution. Examples may include permitting a discussion of the ongoing investigation in an executive session of the political leadership so those leaders understand the critical nature of the investigation and may be better able to respond to those leaders who inappropriately invoke political pressure. Community apathy towards violence tends to favor offenders because minimal effort is exerted to hold them accountable. Political and community support are needed to enforce culture-based remedies such as banishment. Additionally, policymakers need to closely examine how cultural or culture-based remedies are adapted and used to ensure that all aspects and impacts are considered. For example, when a person is banished, does this remove all rights as a tribal citizen, i.e., land inheritance or ownership, access to IHS services, BIA educational benefits, voting, tribal enrollment, impact on children's tribal enrollment, per capita distribution, among other concerns?

Personnel Issues—Training is needed to increase staff capabilities to respond to all the impacts of victimization such as anger, emotional and mental stress, sadness, and physiological needs caused by violence. Training is needed to conduct thorough background checks of applicants to verify academic and cultural qualifications, verify Indian citizenship, and inclusion of community character standards.

Data Issues—Programs need effective data systems for better information sharing and tracking across systems and to allow offender tracking for victim notification purposes.

Case Management: Solutions for Physiological and/or Psychological Needs of Victims

Victim Interventions—Examination and use of alternative treatments rather than prescription drugs enables more effective and permanent ways to address the affects of victimization. This can be accomplished by educating everyone about cultural options and other non-prescription drug based alternatives.

Cultural Resources—Using indigenous resources germane to the community not only strengthens the culture it provides more permanent and natural solutions to help victims deal with the short- and long-term impacts of victimization. Incorporating indigenous treatments and healing into the service delivery system and educating staff and community about the available options also minimizes reliance on prescription drugs. Incorporating cultural criteria for participation and/or attendance in ceremonial events by incarcerated offenders is essential to

curtail offender misuse of culture to obtain release. Cultural experts or medicine practitioners should be consulted to design these policies. Additionally offender release policies for cultural reasons must include victim notification procedures.

Tribal Leadership Education—Victimization education and awareness for tribal leaders and the community are essential to help them understand the short- and long-term impact on victims' lives.

Personnel Development—Training assessments and outcome measures are needed to guide design of training plans, including topics, delivery methods, frequency, location, and duration of sessions. Special emphasis is training on background checks and ways to verify academic and cultural qualifications, tribal citizenship, and detect provider fraud.

Data Support—The most supportive aspect of data management is to develop a computerized records and case management system for victim services providers to use for data collection, storage, retrieval, and sharing.

Case Management: Issues Regarding Technical and Infrastructure Needs of Victims

Information Technology—Tribal programs are hindered by the lack of information technology (IT) to support daily operations and management. This includes the lack of equipment, hardware and software; limited power, broadband and communication towers, which limit Internet access. IT assessments are necessary to identify what is needed and to guide design of systems that enable effective strategies for data collection, storage, retrieval and sharing, ensuring data quality, and sustaining long-term IT funding.

Data Usage—Most tribal systems are not integrated, which limits electronic information sharing and data exchange among internal and external allied or partner agencies. This is important in accessing criminal history information, tracking protection orders and bond conditions, victim notification of offender release, or accessing national repositories and registries. Privacy and security policies and procedures are needed to ensure proper use and protection of victim information and data. Tribes lack the latest crime analysis tools, methods and technology, such as crime mapping, GIS offender tracking, etc., which could be used to make operational and management decisions.

Infrastructure—Most victim services programs have limited office space and office furnishings to make a comfortable, well equipped, secure, and private environment to meet with victims. Many cannot afford vehicles to provide needed transportation to clients for court appearances or obtain other needed services.

Case Management: Solutions Regarding Technical and Infrastructure Needs of Victims

Information Technology—Sufficient funding would help victim services programs to replace, update or purchase new IT equipment. A tribal victim specific records and case management system would help all the CJA programs collect better program data needed for planning services, program growth and to conduct program evaluations.

Data Usage—Extensive collaboration with criminal justice and victim service agencies should occur to design effective integration plans that support electronic information sharing and data exchange. This should include governance plans, policies and procedures supported by intergovernmental and interagency agreements.

Infrastructure—Identify funding for new facilities and furnishings, and strategies to access vehicles through the Government Services Administration (GSA).

Case Management Roles

The definitions for case management can vary depending on the role of the provider or the case status. The Committee identified several roles essential to effectively respond to child victimization cases. The roles are briefly described below:

- The prosecution role guides the direction of investigations. This includes responsibilities for evidence collection and follow-up with law enforcement.
- Child protective services role focuses on safety and protection of child victims. This includes conducting investigations, home studies, risk assessments, determining law enforcement involvement, and forensic interviews and may involve testifying in court. Case planning includes scheduling and supervising visitations, developing care and safety plans and providing services such as transporting clients to access needed services, and conducting community outreach and education.
- The medical role (often fulfilled by the Indian Health Service (IHS)) is to provide medical care to victims. This includes conducting forensic and medical exams, testing for sexually transmitted diseases, providing treatment, and may involve testifying in court cases.
- Behavioral health roles include conducting assessments, client interviews, providing treatment, assisting with safety planning, conducting drug testing, and may involve testify in court cases, and conducting community education.
- The MDT coordinator role is to schedule meetings and notifications to MDT members, coordinate follow-up with services, and monitor MDT member participation.
- Victim assistance/court-appointed special advocates/victim advocate roles focus on provision of victim advocacy services. Responsibilities include serving as a liaison to court and allied victim service agencies and maintaining contact with victims' families and providing support for non-abusing family members.

- The law enforcement role is often as first responders to violent crime. Their responsibilities include investigation and requesting or providing information to others that need it to provide services to victims. They often prepare case status reports and provide support services to the victims' families such as transportation to medical facilities.
- The educator's role is often as mandatory reporter of abuse. They may be included as part of the MDT to provide information of abused children and youth from a different perspective. Educators include school counselors, head start staff, and truancy officers.
- The childcare provider's role is often to provide updates and referrals for child placements.
- The administrative role is to provide clerical support, assistance with preparing reports, and correspondence with clients and allied agencies.

Sustainability Issues for Case Management

There are frequently a number of agencies that respond simultaneously to child victimization or whose involvement is necessary at different stages, or for the long-term. It is important to manage not only the services that are provided, but also the service providers. Collaboration and coordination policies and procedures are necessary to guide the conduct and processes for multiple service agencies and providers to follow. The design and development of such policies can be a collaborative effort among key players. This would ensure that all stakeholders are engaged and are guided by governance policies designed through group consensus or with group input.

Engagement of stakeholders and/or allied agencies is essential for comprehensive victim response. In some instances, formalizing relationships with intra-agency or intergovernmental agreements may be necessary. Groups that may need such agreements include multi-disciplinary teams and multi-jurisdictional task forces. An intergovernmental agreement may be necessary to allow certain activity, such as information sharing and data exchange across jurisdictions or agencies. These formal or informal agreements can help to share responsibility for maintaining relationships. Some efforts could include rotating meeting locations among members of an MDT or task force. Commitment statements by group members may encourage individual participation. Mentorship could also be used to encourage individual participation.

An important group responsibility is to obtain and maintain tribal political and community support. This can be addressed through group outreach, education and awareness activities that inform communities and political leaders about the MDT's or task force strategies to eliminate child abuse through coordinated service delivery and teamwork. To gain political and community support, victim services programs need to share program achievements, successes and benefits with tribal leadership, clients and citizens. Visibility is an important aspect of sustainability that can be achieved through media advocacy strategies, informational meetings with tribal councils, and hosting fun public activities.

To support effective group-oriented response, it is important for programs to provide training on good teamwork through cross-agency, multi-disciplinary and cross-jurisdictional training. Additional strategies include meetings where stakeholders share their roles and responsibilities in responding to child victimization to increase understanding of each other's field, to identify group strengths and service gaps, and ways to fill those gaps.

Policies and procedures are also important to stabilize program operations and to inform other agencies, clients, and other community and political stakeholders about program goals, operations, and service delivery components. Sometimes clients may not use available services simply because they do not know how to access them, or even be aware of the services offered. Policies and procedures also help to set consistent and minimal standards for all cases. Programs should include policies that support staff and victim recognition. A fair reward and commendation process is an important element for staff and volunteer appreciation.

Case management should also include ways to include input from victims and their families. Adult family survivors of childhood victimization may be able to provide information on current victimization cases; therefore, case management strategies should include ways to gain their input. It is important for services to be comprehensive and not be too heavily focused on prosecution. Some victims may have long-term needs that go well beyond the prosecution process.

PROSECUTION

Prosecution: Issues Regarding Practical Needs of the Victim

Qualitative data regarding prosecution issues fell into five main categories. These included:

1. Case Preparation,
2. Prosecution Challenges,
3. Jurisdiction,
4. Victim Support and Personnel.

The concerns and issues identified in each category are summarized in the following paragraphs.

Case Preparation—Successful filing and prosecution depends on effective case preparation. This includes the ability of law enforcement to access statements and detailed reports; victim-witness cooperation, expert witnesses such as IHS medical staff and adequate time to interview victims.

Prosecution Challenges—Advocating and prosecuting victim cases in small and/or rural communities present many challenges that are rooted in the politics, socio-economics, and response capabilities and capacities of the tribal government. Lack of resources including laws may inhibit swift and certain prosecution and affect decisions for dual or concurrent tribal prosecution of federally eligible victim cases. Triaging cases may be the norm rather than the exception by crisis driven tribal justice systems that make comprehensive and complete response futile. Federally referred cases may be declined due to federal court backlogs and/or the U.S. Attorney (USA) finding insufficient evidence to provide the case beyond a reasonable doubt. Tribal prosecutors may over-rely on federal prosecution and use the USA declination to decline prosecution in tribal court.

Jurisdictional issues—Due to Federal Indian policy, tribes share criminal jurisdiction with state and federal governments in varying degrees. This has led to overlap in cases that are often passed back and forth resulting in case delays, mismanagement, or no prosecution, especially in PL 280 jurisdictions, unless a non-native victim is involved. Collaboration, coordination and communication are heightened by the need to access the prosecutorial resources available in other jurisdictions. Tribal courts need the assistance of federal criminal investigators and enhanced sentencing ability to adequately respond to child abuse cases in Indian communities. Recent legislative proposals to enhance tribal authority, restricted now to one-year under the Indian Civil Rights Act, would help tribal systems to respond to serious child victimization issues in tribal communities. In addition, clearer explanations of federal declinations and improved coordination between federal and tribal officials, would aid tribal systems in their response to victims. Currently, federal criterion is high and/or unknown to tribal justice agencies resulting in frequent declinations done without any explanation and or consultation with tribal justice agencies or victims.

Victim Concerns—Victims often have to settle for the tribes' civil process rather than criminal prosecution. Prosecution delays and declinations at all levels hinder victim service provision, ignore victim rights such as compensation and restitution, and being informed or consulted about

declination decisions. Victims need help to understand why prosecution is poor, low, and inadequate. Designated child advocates are needed in criminal and civil cases. Overall, victims need tribal political support for passage of victim-sensitive laws.

Personnel—Tribes lack sufficient prosecution staff to relieve the burden on tribal law enforcement and social workers to file charges and prosecute cases in tribal court, which can result in poor prosecution results. Social workers filing charges conflicts with later service delivery and compromises their helping roles. High tribal prosecutor turnover exists due to low wages; the rural location of tribes and access to housing, good schools, entertainment, and other amenities; and frustration in accessing prosecutorial resources or alternatives. Prosecutors and judges need training on the impact of child abuse on child development and family dynamics because they receive minimal training in these areas while in law school. Joint training across jurisdictions and disciplines is needed to understand differing criminal justice and service delivery systems and to strengthen collaboration and support for crime victims.

Prosecution: Solutions to Practical Needs of Victims

The following solutions cover three of the five areas identified as issues or concerns.

Prosecution Challenges—Intergovernmental collaboration is the key to increased prosecution results at all court levels—tribal, state and federal. This can be achieved through increased communication, coordination and collaboration policies, declination policies and criteria, victim notification and education on these policies to staff, governmental officials, victims and communities. Also, strengthening of tribal criminal codes would help with prosecuting of child victimization cases.

Victim Support—Victim advocates should be available to victims at all tribal, state and federal court levels in criminal and civil proceedings. Policy enhancements include stronger criminal codes and inclusion of victim rights such as victim notification of perpetrator whereabouts and case status by tribal, state and federal systems. The federal level focuses on criminal prosecution; therefore, the tribal civil process should continue to ensure victim needs are addressed. Extensive coordination between victim/witness advocates and other service provider's at all tribal, state and federal levels such as social workers, criminal justice practitioners and MDTs is essential to ensure seamless service delivery to victims and their families.

Personnel—Develop cross-disciplinary and joint training sessions and meetings to learn about each other's systems, limitations, and on specialized or unique topics such the effects of alcohol and drugs on child behavior and development. Provide cultural competency training for prosecutors, especially those practicing in tribal courts. Training on the impact of child abuse on child development, including spiritual, emotional, and social development is needed for everyone, but specifically for prosecutors and judges. Create dedicated prosecution positions for child abuse cases, including the addition of guardian ad litem (GAL) positions at the federal court level.

Prosecution: Issues Regarding Physiological/Psychological Needs of Victims

Qualitative data that identifies the prosecutorial issues and the physiological and psychological needs of victims were identified in the following four categories:

1. Victim Concerns,
2. Prosecution Issues,
3. Family Support, and
4. Personnel.

The following paragraphs summarize the concerns and issues identified in each category.

Victim Concerns—Sometimes prosecution immediately following the victimization may not be in the best interest of victims; particularly, if prosecution results in more harm or trauma to the child victim. The decision about when to prosecute needs to be made thoughtfully by MDT members. Victim trauma is frequently intensified by poor preparation for medical exams and multiple testimonies in tribal and federal courts.

Prosecution Issues—Tribal grand juries may be needed to obtain offender indictments and as a way to shame perpetrators before their peers. Although not the primary purpose, shaming is an indirect benefit of using grand juries and is consistent with culture-based approaches to correct wrongful behavior or conduct. Prosecutors have experienced difficulty in collecting evidence due to poor investigation, uncooperative victims or expert witnesses, or the lack of investigation resources to collect evidence.

Family Support—Often the non-abusive parent or partner (usually the mother) is blamed for continuing child victimization. Other conditions such as mental illness are blamed for victimization.

Personnel Issues—Extensive training is needed for medical staff in collecting evidence, detecting sexually transmitted diseases (STDs), identifying abuse and being able to serve as expert witnesses. Neglecting professional self-care leads to poor victim services.

Prosecutor: Solutions Regarding Physiological & Psychological Needs of Victims

Solutions for three of four areas were identified and are summarized below.

Victim Concerns—To minimize or eliminate victim or non-abusive parent blaming, more community education about child victimization should be conducted.

Prosecution Issues—Better coordination between victim/witness advocates, MDTs, other non-criminal justice practitioners and prosecutors should occur as prosecution decisions are made.

Personnel Issues—Specific areas of training are needed for service providers, these include secondary trauma, medical and forensic exams, and collection of evidence. Trained staff, especially those with skills to conduct medical and forensic exams and other specialized areas

are in demand. Tribes and the IHS need strategies for staff retention to offset staff leaving to take positions elsewhere. Professional self-care is essential to help service providers' deal with the stress

Prosecutor: Issues Regarding Technical and Infrastructure Needs of Victims

The group noted that several technical and infrastructure areas had been identified in other sections, but added one category, which is summarized below.

Evidence Collection—The primary issue is in collecting evidence that can prove child abuse. Few trained medical staffs are available to tribal justice agencies; therefore, a need exists to develop telemedicine capabilities to enable evidence collection by rural medical staff. This is further hindered by high IHS staff turnover. It is not known why tribal victim services programs do not access the training and technical assistance available through the OVC TTAC.

Prosecutor: Solutions Regarding Technical and Infrastructure Needs of Victims

The following solutions for evidence collection are summarized in the following paragraph.

Evidence Collection—Telemedicine and other strategies should be increased to help tribes access services not available in their communities. The OVC Training and Technical Assistance Center (TTAC) should develop strategies to increase training and technical access by tribal service providers.

Prosecution Roles

The Committee identified the following essential roles and responsibilities needed for effective prosecution of victim cases.

- Case preparation.
- Filing charges and preparing petitions.
- Victim preparation for court process done in collaboration with Victim/Witness Advocates.
- Collaboration with victim notification.
- Criminal history and sex offender registries queries.
- Tracking offenders.
- Code provisions.

Sustainability Issues for Prosecution

Prosecutors require assistance from other service providers for successful and beneficial prosecution. Not having key positions available such as child abuse investigators and court advocates working with the prosecutor challenges the quantity and quality of services provided

to victims. The creation of child advocacy centers would alleviate some of the burden on prosecutors.

Tribal programs need to provide competitive salaries to attract and retain well-trained staff. Staff retention also includes strategies for professional care to help volunteers and paid employees process the painful disclosures of child victimization that they deal with on a daily basis. Ongoing training is also essential to provide staff with the latest knowledge, skills, and resources available to do their jobs well. Programs need adequate space to provide services and ensure client privacy for interviews. Computerized records management systems are also necessary. Programs need up-to-date information technology systems, tools and equipment that support data collection, storage, retrieval, and sharing. Other staff support includes having toolkits for evidence collection, funding to pay for lab fees and testing of evidence.

While programs always need funding, tribal leadership and political support are important sustainability aspects. Without this support important legislation, codes, and other high-level policies may be hampered. It is important for programs to provide ongoing education to inform tribal leaders about their important role in ending child abuse by holding offenders accountable and providing support to victims of child abuse.

Community outreach and education are essential to sustainability on several levels. One is just in providing information about the short- and long-term impacts of child abuse. Another is by informing citizens about the resources available in the community to help child victims and their families. Programs need the citizenry to use the services they provide by making them accessible and to provide extensive outreach to those that are unaware or may be afraid to ask for help.

INVESTIGATION

Investigation: Issues Regarding the Practical Needs of Victims

Qualitative data fell into the four categories summarized below:

1. Evidence Issues,
2. Victim Concerns,
3. Collaboration, and
4. Law Enforcement.

Evidence Issues—Tribal law enforcement has a limited ongoing investigation role, especially with evidence collection once the case is referred to the BIA criminal investigators or the FBI. Other evidence issues include security of evidence and cooperation from the IHS in some communities to collect, retain and preserve medical evidence. BIA evidence testing and obtaining lab results is a lengthy process in some locations, which causes court delays and victim services.

Victim Concerns—Investigators need specialized skills to work with victims with special needs (paraplegia, autism, hearing or vision disabilities, FAS, FAE, etc.) to conduct forensic interviews and collect evidence. Similarly, proper skills are needed to interview Native children and understand their abilities to cooperate and participate in interviews. It is essential to ensure the safety and protection of child victims when they tell about the abuse and helping them cope with guilt feelings that may surface when perpetrators are identified. Medical exams during investigation should include no harm assessments and assurances.

Collaboration Issues—Collaboration policies and formal intergovernmental agreements are needed to guide investigations conducted by federal agents for crimes occurring on tribal lands. These should also identify strategies for sharing resources, such as crime lab and consultation with specialists. Tribal justice agencies need to understand what federal agents are required to do and ways to maintain tribal involvement.

Law Enforcement Concerns—A major concern is the lack of tribal control or influence on BIA law enforcement services. Particularly in keeping trained officers at their assigned tribal post or duty assignment. Tribes also lack input on decisions involving officer deployment or transfers to other duty stations. Reassignment of trained BIA officers depletes the investigation and overall law enforcement services for tribes. Lack of tribal authority creates situations where BIA officers refuse to honor tribal court subpoenas for evidence. As first responders, tribal law enforcement sets the stage for thorough investigations that result in successful prosecutions. High quality investigations require training for law enforcement in several areas starting with good evidence collection, forensic interviewing, interrogation, report writing, and communication with victims during the investigation process. Ongoing law enforcement training is needed in topics that include sensitive interviewing techniques to interview children with special needs and training that support certification and/or to become cross-deputized. Law enforcement agencies need standardized policies and procedures to enhance child abuse investigations.

Investigation: Solutions to Practical Needs of Victims

The following solutions support three of the issues identified above.

Victim Concerns—Training for law enforcement is an ongoing need and should include basic and advanced topics in all areas of child abuse, including investigation techniques for special needs populations, evidentiary processes, forensic interviews, child victimization and victim rights, and report writing. Additional topics should include law enforcements' role with protection orders, emergency removal of victims or perpetrators, and for community education and awareness.

Collaboration—Extensive collaboration is needed between law enforcement and victim service providers, especially child protective services to ensure that seamless service delivery occurs and to minimize trauma to young victims. Every tribal community should have collaborative community response protocols that outline the roles and responsibilities of tribal and non-tribal agencies' response to child abuse cases.

A task force concept for investigation is suggested due to demonstrated success in different tribal and non-tribal jurisdictions and because of its adaptability to focus on reducing crimes against children in tribal communities. The task force concept has worked in addressing drug enforcement issues. One successful example is the Northern Plains Safe Trails Drug Enforcement Task Force (DETF) established to address drug problems on and off tribal lands in South Dakota. It is a coalition between the Tribes, FBI, local agencies, BIA, and the South Dakota Division of Criminal Investigation.

Overall the multi-jurisdictional task force approach helps to address the unique operational and jurisdictional challenges tribes face to investigate violent crimes against children in tribal communities. Cross-deputizing law enforcement officers serving on a task force is one element proven successful in overcoming traditional challenges of cases falling through the cracks between jurisdictions. Effective strategies for child abuse victims must be collaborative and involve numerous agencies working together to solve cases and ensuring successful prosecutions. The task force concept empowers tribes to ensure justice for child victims of crime because this approach promotes: innovation, flexibility, collaboration and leveraging of resources. These are important ingredients to include in the design of a multi-jurisdictional violent crimes against children task force.

Law Enforcement—Jurisdictional issues often complicate the justice process for victims and may allow cases to fall into cracks between the different law enforcement agencies. A specialized criminal investigator, a *Crimes Against Children Investigator* (CAC Investigator) could be dedicated to investigating crimes against children. In combination with a multi-task force, a CAC investigator could provide one central point for investigative collaboration among tribal, state and federal agencies. The CAC investigator would be dedicated to tracking investigation of all violent crimes against children in that officer's area, whether they are ultimately determined to be tribal, state, or federal offenses. A CAC investigator position would increase tribal capacity for serving Native children victimized by violent crime in the following ways:

- Improved sensitivity of the investigation and quality of care for the victims.
- Improved quality of the investigation and forensic evidence collection protocol.

- Increased conviction rate of perpetrators on Native children with one central point of investigative collaboration with Tribal, State, and Federal prosecutors.
- Exemplified spirit of cooperation through coordinated case tracking efforts.

Investigation: Issues Regarding Physiological and Psychological Needs of Victims

Participants noted that the issues identified for prosecution closely aligned with investigation issues and are not cited again in this section.

Investigation: Issues Regarding Technical and Infrastructure Issues

One area was identified to add to other areas identified in previous sections and is summarized below.

Equipment Concerns—Investigation is hampered by the lack of funding and resources to enable high quality investigations. This includes modern communication equipment and systems, evidence analysis resources such as crime labs and access to national information sources, evidence storage and security.

Investigation: Technical and Infrastructure Solutions

Qualitative data discussing solutions fell into one category summarized below.

1. Planning

Planning—Assessment is usually the first step taken to review how existing systems work and to identify strengths and weakness, and to plan strategies to address gaps and enhancements. This can be done by conducting information technology assessments and mapping information sharing and data exchanges. This information can then be used to design IT plans that describe technology development strategies, resources acquisition, operator and user training, and to guide policy and procedure development for system operators and users.

Investigator Roles

The following roles are essential to effective case investigation.

- The first responder role is critical for securing scene. This may involve extensive collaboration by law enforcement and other first responders, such as Fire and Rescue, EMS, and victim advocates.
- The fact finder role requires investigators to access and research information related to the incident. This includes access to criminal history records and other background information.

- Transport support for victim's families is a secondary role that is often fulfilled by law enforcement when alternate resources are not available.
- Victim notification is an important role that helps to alleviate fear and anxiety by victims and their families. It is important for victims to be informed about the offender's whereabouts and case status.
- Code provisions for victim protection are important to support the responsibilities for investigation and to promote prosecution by having statutes that can be used to file charges.

Sustainability Issues for Investigations

The lack of specialized investigator positions, especially for tribal law enforcement agencies hinders effective investigation. Creation of positions, such as a CAC investigator requires specialized training and funding.

Better communication, collaboration and consultation are needed between tribal and federal agencies, especially with BIA law enforcement in areas involving officer duty station assignments and in hiring or replacing criminal investigators. Service disruption could be decreased with increased cooperation between tribal and non-tribal jurisdictions.

Increased retention of investigators would occur by providing competitive salaries and ongoing training. By having victim/witness advocates within a law enforcement agency, would increase investigators involvement and/or access to their services.

Greater collaboration is needed with medical staffs for evidence collection, preservation, storing and security, and to obtain their cooperation to service as expert witnesses. Other investigation collaborations needed are with non-tribal law enforcement agencies. Tribes need to reach out to non-tribal jurisdictions to form multi-jurisdictional task forces that focus on investigation of crimes against Indian children. Multi-jurisdictional task force could be used to promote cross-disciplinary and cross-jurisdictional training on topics important to all levels of service providers and at various stages of victim response.

ROLES OF GOVERNMENT – TRIBAL, STATE, FEDERAL, LOCAL

Indian children have tribal, state and national citizenship status. Therefore, all three sovereigns—tribal, state and federal—have shared and mutual responsibilities and obligations to address the needs of child victims. The following governmental roles were identified as essential to effective victim services.

Tribal Level

Important roles for tribes involve the creation, passage, implementation and enforcement of public policies supportive of victim rights. The role of tribal government includes engaging in intergovernmental relations with other county, state and federal governments to access services and resources that these governments manage on behalf of all victims. Some relationships may require intergovernmental agreements, such as memorandum of agreement, memorandum of understanding, joint powers agreements, or cross-deputizing agreements that enable access to resources and services, to exchange or share information, or to allow tribal and non-tribal agencies to work together on child victimization cases.

Support for victim rights is further demonstrated by approval of appropriations and allocation of tribal funds for victim services programs. Such support is needed to offset the limited funding cycles available from federal and state sources. Ongoing tribal support is also needed for victim service providers to obtain the skills and tools needed to perform their jobs well. By supporting service providers, tribal governments ensure effective service delivery to child victims, their families, and communities.

Tribal leadership need to be informed of local facts regarding child victimization that is supported by research and evaluation and to be informed about what is working to help victims and to stop child abuse. By building tribal leadership advocacy, tribal leaders are better equipped to leverage support from other governments, keep their communities informed, and to remain neutral on cases while supporting service providers to do the work needed to help child victims and their families.

State Government Level

State support begins with recognition of tribal sovereignty and developing effective intergovernmental relations that may require formalized intergovernmental agreements. While all states should consult with tribes on child victimization, tribes and states covered by P.L. 280 may require more collaboration to ensure child victims receive all the necessary services and resources available.

State governments have shared responsibilities to ensure child victims have access to victim compensation and other resources. To fulfill these roles it is important for states to include the specific needs of Indian children, youth and families in their state children's codes. Codes should include provisions for full faith and credit of tribal court orders, equal access to services and resources, and provisions consistent with the Indian Child Welfare Act (ICWA), and Title IV-E.

Codes should also require state criminal and juvenile justice administrators and practitioners to obtain cultural education aimed at increasing their competency to work with Indian child victimization cases handled only by state agencies.

Through effective intergovernmental relationships, states can collaborate with tribal jurisdictions to implement requirements of federal legislation, such as the ICWA and Title IV-E. States can increase the capacity and capability by of tribal justice systems by recognizing their authority and sharing their resources. It is especially important for states to recognize tribal law enforcement authority and to enhance their authority by cross-deputizing tribal officers. Cross-deputizing can occur by sharing state training and academy resources that would enable tribal officers to acquire the certifications they need from sources in their own state rather than traveling to out-of-state locations, which may not meet state requirements. States have resources tribal justice agencies need. These include access to crime labs, state academies and other training institutes, technical assistance, and funding. Tribes need and are required to share information and exchange data with state and federal jurisdictions. This requires extensive collaboration, coordination and consultation with tribes to identify the methods and areas for sharing information and exchanging data.

Federal Government Level

U.S. policy dictates the need for effective tribal-federal collaboration and coordination. Federal agencies become involved at multiple levels in child victimization cases from investigation and evidence gathering to prosecution, to sentencing and incarceration, to offender release and victim notification; and to determine child custody placements by BIA social workers. The multiple and varied levels of federal involvement requires extensive understanding about the impact of jurisdictional gaps on investigation, prosecution, and case management. It is imperative for federal agencies to acquire and maintain tribal involvement in cases where tribal jurisdiction is limited, such as in P.L. 280 jurisdictions. Federal agencies can increase tribal authority by urging states to recognize tribal law enforcement agencies and authority.

Shared responsibilities to respond to child victimization can be enhanced by establishing more multi-jurisdictional task force programs modeled after the federal Safe Trails program dealing with drugs, gangs, and violent crime. Such programs help to close jurisdictional gaps while building collaborative and coordinated response to crime. The FBI and BIA criminal investigators could also help tribal prosecution by sharing their investigatory files with tribal prosecutors and/or law enforcement, especially where a tribal prosecutor position does not exist. Federal policy is needed that directs all investigative agencies to share information with tribal prosecutors.

Tribes rely heavily on U.S. Attorney Offices (USAO) to prosecute cases. Hence the USAO needs to implement policies and procedures that would clarify how tribes can stay involved and to increase better victim notification. USAO policies should cover timely notification and reasons for declination of cases. It is important for the USAO to meet with tribal MDTs to discuss cases and to explain why cases are declined or to alert them on problems with moving cases forward. USAO assistance is also helpful identifying issues for tribal prosecution decisions and actions.

Federal support would be greatly enhanced by increasing tribal liaison positions in the USAO, FBI, U.S. Marshall Services, and Federal Probation offices.

Federal responsibilities include ways to support tribal capacity by creating funding opportunities with minimal red tape and flexibility to meet the specific and often unique needs of tribes. Federal agencies can support tribal empowerment by promoting tribal code development, conducting government-to-government consultations, advocating for direct funding to tribes, through tribal set-asides and by limiting competition to tribal government, agencies or organizations.

Local Level

At the local level, flexibility is needed in working with clients regarding the time it takes to prepare and prosecute cases.

CONCLUSION

The purpose of this grant program pursuant to section 1402(g) of the Victim Compensation and Assistance Act, 42 U.S.C. 10601(g) is to assist AI/AN communities in developing, establishing, and operating programs to improve the investigation, prosecution, and overall handling of cases of child abuse, child sexual abuse, and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim. The funding will support the development and implementation of comprehensive child abuse programs and child sensitive policies and procedures for addressing child abuse cases in the tribe's criminal justice and child protection service systems. Through the expertise of the multi-disciplines represented, the CJA Advisory committee examined the investigation, prosecution and case management and identified the urgent/emergent practical, physiological, psychological and technical needs of child victims of child abuse, sexual abuse and severe physical abuse. While the report is not exhaustive and detailed in what programs should do, it provides a framework to guide program and policy development; intergovernmental relations; and identifies local research, program evaluation, and needs assessments.

APPENDIX A

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APPENDIX B

Table 1. Case Management: Practical Needs of the Victim Emerging Issues Matrix				
Child Safety & Stability	Family Support	Cultural Resources	Advocacy	Collaborative Response
Establish safe living environment for child	Educate family members	Support culture-based spirituality	Access services from tribal and non-tribal sources	Consistent & reliable MDT member participation and follow up on cases
Perpetrator removal from home rather than child	Teach parenting skills	Need cultural competence among non-member service providers	Provide legal representation, e.g. CASA, GAL	Need coordinated service delivery system
Removal of child from home only when needed.	Provide family counseling	Adapt cultural remedies to incorporate into services programs	Minimize inappropriate political interference	Need coordinated referral system
Address basic needs i.e. food, shelter, transportation	Address generational healing needs	Incorporate cultural standards into programs.	Address service delivery in small communities	Promote MDT Approaches
Re-establish normalcy for child				

Table 2. Case Management: Practical Needs of the Victim Suggested Solutions Matrix				
Child Safety & Stability	Family Support	Cultural Strengthening	Advocacy	Collaborative Response
Code provisions removing perpetrator rather than victim	Develop family education strategies, curriculum on various topics or skill areas	Incorporate culture-based approaches into programs	Provide advocacy from point of trauma	Identify strategies to increase victim-witness collaboration
Comprehensive assessments social welfare, medical, education, nutrition, etc.	Develop strategies to address intergenerational abuse and healing.	Provide cultural education for non-member service providers	Develop culturally relevant strategies to separate politics from victim services	Conduct cross-disciplinary training on roles and responsibilities and various victimization topics
Create short, intermediate and long-term safety plans for crisis response, intervention and ongoing treatment		Develop mentorship opportunities w/ agencies & cultural or spiritual resource experts	Create education & awareness curriculum & presentation to gain tribal leader support	Develop policies & procedures supporting cross disciplinary collaboration
Develop strategies minimizing fear of medical exams, i.e. CSA exam		Develop criteria to define faith based and distinguish culture from religion	Build legal foundation and laws supportive of victim rights and services	Develop strategies between victim services & protective services on family reunification
Lost reports and evidence by LE		Use elder resources	Recognition of LE reports to prosecutor and social workers	Monitor cases for longer time periods
			Create criminal justice liaisons	

APPENDIX B

Table 3. Case Management: Physiological and/or Psychological Emerging Issues Matrix

Victim Interventions	Cultural Concerns	Political Concerns	Personnel Issues	Data Issues
Need treatment for victims driven to substance abuse due to victimization	Little support to apply alternative or culture based treatment instead of prescription drugs	Inappropriate political interference from tribal leaders often not supportive of victims	Staff need training to help victims cope w/ victimization's after affects i.e. anger, emotions, sadness, etc.	Need to collect victim data
Problems with overuse of prescription drugs by caregivers	Cultural hypocrisy w/ leaders that are abusive of using alcohol or drugs	Community tolerance favoring offenders	Background check criteria should include community character standards	Need better data tracking systems across systems and disciplines
Over reliance on prescription drugs for children & youth	Misuse of culture by offenders to get out of jail to attend ceremonies	Enforcing offender banishment	Verification of Indian citizenship	Offender tracking needed for victim notification
Conditions of drug treatment by foster care parents	Abuse by spiritual leaders			
	Non-Indians posing as healers or medicine men			

Table 4. Case Management: Physiological and/or Psychological Solutions Matrix

Victim Interventions	Cultural Resources	Political Support	Personnel Development	Data Support
Develop linkages to treatment victims for afflicted by SAB due to victimization	Develop strategies to incorporate indigenous treatments & healing	Provide education & awareness about victimization and impact to tribal leaders & community	Conduct staff training needs assessments to guide design of training plans	Develop computerized data systems
Advocate minimal use of prescription drugs	Teach indigenous healing methods and approaches		Conduct thorough background checks & verify citizenship	
Educate victims, parents, care providers, foster options to drug treatment	Create victim-sensitive offender release criteria and victim notification		Verify academic and cultural credentials	

APPENDIX B

Table 5. Case Management: Technical and Infrastructure Emerging Issues Matrix

Information Technology	Data Usage	Infrastructure
Case/Records Management System to collect, store, manage or use victim data	No data retrieval and sharing strategies w/ internal & external agencies	Limited office space
Limited power, broadband, and communication towers	Lack system integration among critical criminal justice agencies to support information sharing w/ victim services	No office vehicles
Limited Internet access	No electronic victim notification system	Lack office furnishings i.e. desks, phones, files
Little or antiquated hardware & software	No sex offender registry	
Need IT assessments	Limited access to national information systems, e.g. NCIC	
Data quality assurances lacking	Lack privacy & security policies	
Lack latest crime fighting technology: PDA, satellite phones, radios	Lack latest crime analysis tools: GIS offender mapping, AMBER Alert	
Money for connectivity to other systems	Application of GJXDM standards	

Table 6. Case Management: Technical & Infrastructure Solutions

Information Technology	Data Usage	Infrastructure
Create separate funding for technology improvements	Develop system integration plans	Support funding for new facilities
Update antiquated hardware equipment	Develop information sharing & data exchange strategies	Obtain vehicles through GSA
Create comprehensive case management system for CJA grantees	Develop governance plans and policies for information sharing	
Upgrade to current software	Develop intergovernmental and interagency agreements	

APPENDIX B

Table 7. Prosecution: Practical Needs of Victim Emerging Issues				
Case Preparation	Prosecution Challenges	Jurisdictional issues	Victim Concerns	Personnel Issues
Inadequate information needed to prepare cases, file petitions and statements	Political issues advocating in a small community	Checkerboard jurisdiction causes case overlap and prosecutors passing cases back & forth resulting in cases not being processed	Cases filed more as civil rather than criminal cases	Lack of staff overburdens law enforcement & prosecutors leading to poor prosecution results
Police officers not available to provide statements	Prosecution that is swift & certain	State prosecutor denies tribal cases unless a non-Native involved	Prosecution delays hinder victim service provision Federally denied cases ignores victim needs	Cultural competence of non-Indian prosecutors
Proving abuse allegations due to poor evidence or witness cooperation	LE not present during hearings to support evidence	In PL 280 jurisdictions state won't take Native on Native abuse unless non-Native is involved	Lack of communication between tribal and federal court systems	Non-Indian prosecutors not invested in community or victim outcomes
IHS staff reluctant to be in role of expert witness & testify about what they know	No prosecution of cases in tribal court when US Attorney declines federal prosecution	State & tribal coordination needed b/c state might have more resources to prosecute cases	Tribal prosecutors use federal declination to decline tribal prosecution	Prosecutors & judges uninformed about the impact of abuse on child development and family dynamics
Prosecutors spend little time interviewing victims before court	Working without a prosecutor strains LE & social worker roles	No dual or concurrent prosecution by tribe when filed in federal court	Victims need help to understand why prosecution is poor, low, and inadequate	On-going support through court system – starts with first person in court system
	Cases triaged out of the system because something worse came up	Federal prosecution threshold too high resulting in high declinations	Lack notice or letters to victims about federal declinations	Unfamiliarity with each other's criminal justice system
	Crisis driven tribal courts makes comprehensive & complete response futile	Need seamless transition between tribal-federal investigation, prosecution, VW specialist or advocates	Need designated child advocate in criminal & civil cases	Turnover in prosecutors
	Back log of Federal court system	Courts overwhelmed: lack capacity to handle criminal child abuse cases	Tribal codes lack crime victim rights i.e. restitution, victim impact statements	Less confidentiality with IHS medical providers
	Lack of statutes/codes re victims	Federal declinations don't include explanation for decision	Need to prepare victim about the federal process from beginning to end	
	Ability of others to speak for the child	Poor communication between Federal/State/Tribal prosecutors lowers understanding of each	Federal process focused on criminal prosecution so civil tribal process should continue to address	

APPENDIX B

Table 7. Prosecution: Practical Needs of Victim Emerging Issues				
Case Preparation	Prosecution Challenges	Jurisdictional issues	Victim Concerns	Personnel Issues
		other's limitations	victim needs	

Table 8. Prosecution: Practical Needs of Victim Solutions		
Prosecution Strategies	Victim Support	Personnel
Establish coordination policies between federal/state/tribal VW coordinators	Provide advocates for criminal and civil cases	Cross-disciplinary training to clarify roles & responsibilities
Create declination policies & procedures		Create dedicated positions for child abuse cases
Create victim notification policies		Provide tribal specific training for prosecutors
Develop victim rights legislation, codes, & policies		Educate prosecutors on child development and impact of abuse over child's lifetime
Educate everyone on victim rights		

Table 8. Prosecution: Practical Needs of Victim Solutions		
Prosecution Strategies	Victim Support	Personnel
Establish coordination policies between federal/state/tribal VW coordinators	Provide advocates for criminal and civil cases	Cross-disciplinary training to clarify roles & responsibilities
Create declination policies & procedures		Create dedicated positions for child abuse cases
Create victim notification policies		Provide tribal specific training for prosecutors
Develop victim rights legislation, codes, & policies		Educate prosecutors on child development and impact of abuse over child's lifetime
Educate everyone on victim rights		

Table 10. Physiological & Psychological Solutions
Yet to be identified.

Table 11. Prosecution: Technical & Infrastructure Emerging Issues
Evidence collection
Telemedicine for medical evidence collection in rural clinics
Few trained in medical evidence collection
Medical staff turnover in IHS
Access to SANE nurses
Accessing available TTAC training

Table 12. Prosecution: Technical & Infrastructure Solutions

APPENDIX B

Yet to be identified.

Table 13. Investigation: Practical Needs of the Victim Emerging Issues Matrix			
Evidence Issues	Victim Concerns	Collaboration Issues	Law Enforcement Concerns
Tribal LE not as involved in investigation, interrogations or follow up with neighbors	Specialized skills to work with victims with disabilities and how to collect evidence from special needs children	Need collaboration policies about how federal agencies are to work with tribal LE and/or communities	Control of LE by BIA limits tribal authority
Using, retaining or preserving medical evidence	Miranda warning vs. tribal rights	Develop and implement collateral working agreements with state agencies	Tribal police instructed not to investigate cases rather to defer to BIA CI officer & leave the case alone
IHS not good or effective as a source of evidence collection	Keeping victims and families informed of the process	Collaborative use of resources e.g. crime labs	BIA deploys officers without warning or consultation with Tribe w/o
Testing of evidence has long delays due to crime lab priorities (BIA LE sends evidence to FBI lab in Virginia)	Need proper skills to interview Native victims and understanding the child's interviewee abilities	Consultation for investigators with specialists	Transfer of trained BIA officer in CSA leaves tribe with no other resource
Lab work takes 1-2 years (victim advocate has to keep victim hanging in there)	Victims impacted by feelings of guilt for the reactions of adults harm to people they love in response to the "disclosure"		BIA CI won't honor subpoena for evidence
Security of evidence	Medical assessment to include no harm findings and assurances		LE as first responder needs to set the stage for success
	Impact on children realizing that adults will be mad and hurt if they tell about abuse		Specialized skills to investigate victims or offenders w/ special needs; how to collect the evidence from special needs victims
	Safety: Fear of retaliation		Qualified investigators and specialist needed for each tribe
			Investigator training in relevant topics
			Tribal LE needs training, certification, standardization, effective investigation practices
			What can be communicated with victim during investigation stage

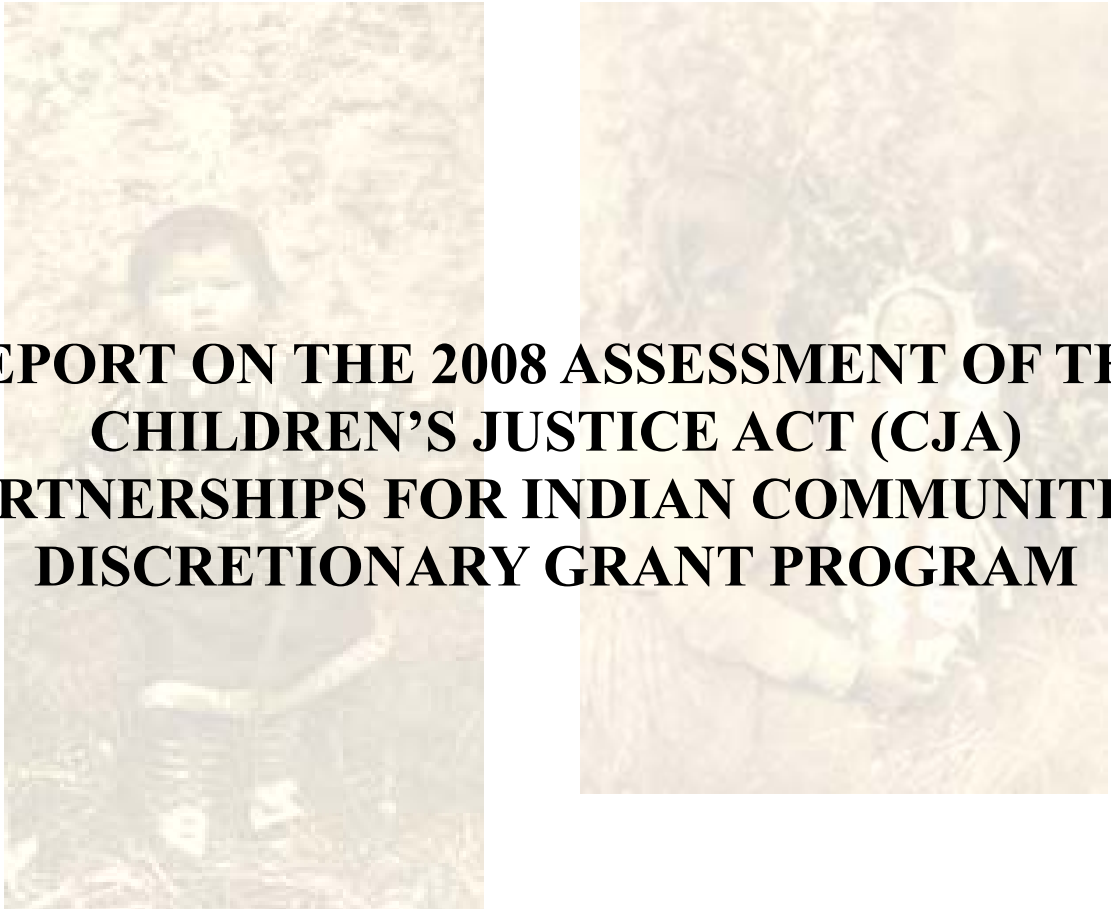
APPENDIX B

Table 14. Investigation: Practical Needs of Victims Solutions Matrix
Yet to be determined,

Table 15. Technical & Infrastructure Emerging Issues Matrix
Equipment
Communication equipment
Cell phones
Communication systems
GPS systems
Evidence storage & security
Crime lab access

Table 16. Investigation: Technical and Infrastructure Solutions Matrix		
Planning	Training & Technical Assistance	Collaboration
Safety Assessment Planning	Technology use	Dev relationship w/ involved agencies LE/CPS/Grantee
Update information technology	Tactical & operational	Establish MDT
Develop protocols for service providers	Understanding needs of persons w/ disabilities	Develop community response protocol i.e. roles, response time
Information sharing strategies	Training for LE evidentiary process	
Identify community resources	Report writing	
	Conducting forensic interviews	
	Victims rights 101 & victimization	
	Community education & awareness	
	Protective orders	
	Emergency removal	

APPENDIX B



REPORT ON THE 2008 ASSESSMENT OF THE CHILDREN'S JUSTICE ACT (CJA) PARTNERSHIPS FOR INDIAN COMMUNITIES DISCRETIONARY GRANT PROGRAM

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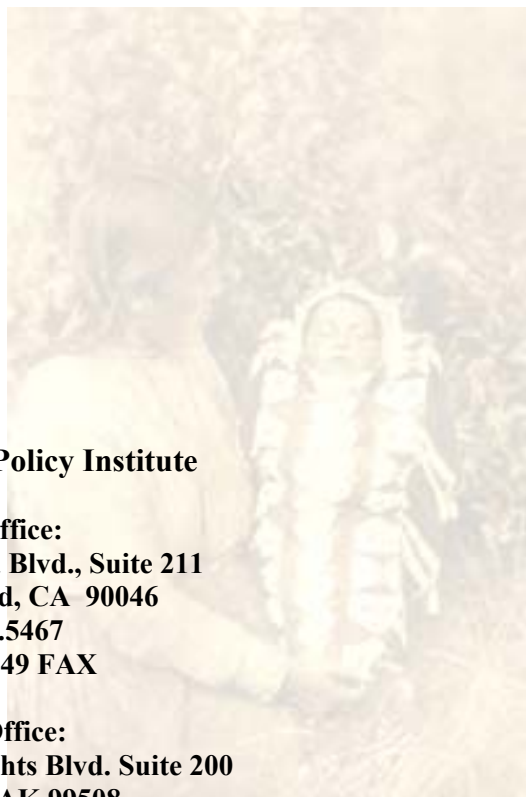
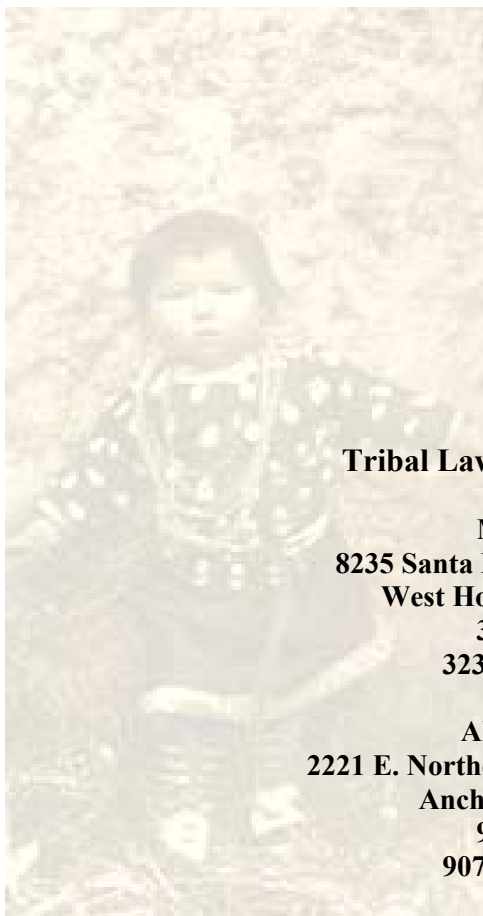
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REPORT ON THE 2008 ASSESSMENT OF THE CHILDREN’S JUSTICE ACT (CJA) PARTNERSHIPS FOR INDIAN COMMUNITIES DISCRETIONARY GRANT PROGRAM

<u>CONTENTS</u>	<u>PAGE</u>
Introduction.....	4
Background.....	5
Overview of the CJA Partnerships for Indian Communities Discretionary Grant.....	10
Purpose of the 2008 CJA Tribal Grant Assessment Report.....	15
Assessment Methodology.....	16
Overview of Grantee Focus.....	19
Survey Findings.....	23
Other Resources Developed By TLPI As A Result of the CJA Grant.....	34
Survey Results: Strengths and Challenges.....	38
Conclusion: On Going Needs and Emerging Issues.....	40
References.....	42
 Appendix I – Survey Documents.....	 44
A. Survey Instrument	
B. Comments from Participants	
Appendix II – CJA Grant Related Documents	57
A. Past Grant Solicitations	
B. Past and Current CJA Grantee Lists	
Appendix III – Technical Assistance and Training Provided by TLPI	155
A. Assorted Agendas from Regional Conferences	
a. Trauma & Tribal Children Conferences, Lewiston, ID and Rapid City, SD	
b. Working Together for Tribal Children, Fallon, NV	

- c. Forensic Interviewing of Native Children and Child Sexual Abuse Investigations in Indian Country, Olympia, WA
- d. Interviewing Native Children in Child Sexual Abuse Cases, Omaha, NE
- e. Strengthening Tribal Court Prosecution Skills Addressing Child Victimization and Domestic Violence, Sexual Assault, Stalking, Rapid City, SD
- f. Methamphetamines & Drug Endangered Children, Great Falls, MT
- g. Forensic Interviewing Of Indian Children in Child Sexual Abuse Cases, Warm Springs, OR

Appendix IV - Products Developed by CJA Grantees with the Assistance of TLPI 180

- A. Alaska CARES (see separate documents enclosed)
- B. Memorandum Of Agreement Unalakleet Child Protection Team
- C. Tribal Children's Code Development and Revisions
 - a. Oglala Sioux Tribe (via Oglala Lakota CASA CJA grant)
 - b. Native Village of Barrow
- D. Community Readiness Assessment Reports
 - a. Native Village of Emmonak
 - b. Grand Traverse Band of Ottawa and Chippewa Indians
 - c. Mississippi Band of Choctaw Indians

Appendix V - OVC Products Referencing CJA Grantees 214

- A. Excerpts from *Victim Services: Promising Practices in Indian Country*
- B. OVC CJA Fact Sheet – June 2003

Other Documents Enclosed Separately in CJA Advisory Committee Packet 234

- A. Child Abuse Protocol Development Guide
- B. Understanding the Effects of Childhood Trauma on Brain Development of Native Children
- C. A Best Practice Approach for Tribal Advocates Working With Native Children Who Have Suffered Abuse
- D. Perceptions of Methamphetamine Use in Three Western Tribal Communities: Implications for Child Abuse in Indian Country

- E. Basic Guidelines for Forensic Interviewers in Child Sexual Abuse Cases in Indian Country and Alaska Native Communities
- F. Pathway to Hope: Healing Child Sexual Abuse DVD and Video Guidebook
- G. Victim Centered Resource Guide for Developing and Improving Tribal Child Abuse Codes – Comprehensive Civil and Criminal resources with workbook components (not enclosed – will be provided at June 2008 meeting)

INTRODUCTION

Since 1989, the Office for Victims of Crime (OVC) has provided funding through the Children's Justice Act Partnerships for Indian Communities (CJA) grant program to assist American Indian/Alaska Native communities in developing, establishing, and operating programs to improve the investigation, prosecution, and overall handling of cases of child abuse, child sexual abuse, and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim. In addition, OVC has provided funding to address the training and technical assistance needs of the award recipients. Through this funding, the Tribal Law and Policy Institute (TLPI) provided training and technical assistance to grantees in various regions of the country. It is important to understand how the CJA grant funds have impacted tribal communities and addressed the needs of crime victims in Indian Country. TLPI contracted with the Indian Child and Family Resource Center to develop a survey that would assess the impact and effectiveness of the CJA grants in tribal communities and to develop this report. The data collected from this assessment will be used to identify best practices, and emerging trends.

BACKGROUND

The National Crime Victimization Survey found that in 2004 U.S. residents age 12 or older experienced an estimated 24 million crimes. Of these victimizations, approximately 22 percent (5.2 million) were crimes of violence; approximately 78 percent (18.7 million) were property crimes; and approximately 1 percent was personal thefts. The Office for Victims of Crime within the Office of Justice Program provides funding for some 5,500 victim assistance programs serving 4 million crime victims each year and state victim compensation programs that serve an additional 180,000 victims.

According to ChildStats.gov, Forum on Child and Family Statistics the rate of substantiated child maltreatment, ages 0-17 per 1000, American Indian/Alaska Native (AI/AN) and African American children experience abuse/neglect consistently twice that experienced by Caucasian/non-Hispanic children. Statistics show that the level of maltreatment has declined for American Indian/Alaska Native children from a high of 26.5 per 1000 in 2002 to 16.5 per 1000 in 2004 and 2005. African American children experienced maltreatment in 2004 and 2005 at the rate of 20.1 and 19.5 per 1000, respectively

Since 1989, the Federal Assistance Division within the Office for Victims of Crime (OVC) has provided funding to AI/AN communities through the Children's Justice Act (CJA) Partnerships for Indian Communities Discretionary Grant Program. These funds are used to help tribes develop, establish, and operate programs to improve the investigation, prosecution, and handling of child abuse cases, particularly cases of child sexual abuse, in a manner that lessens trauma to the child victim.

THE CHILDREN'S JUSTICE ACT (CJA)

The Children's Justice and Assistance Act was passed in 1986 to provide funds to states to establish programs to effectively handle child abuse cases. In 1988, the Anti-Drug Abuse Act amended the Victims of Crime Act of 1984, authorizing the use of a portion of the State CJA funds to help Tribal communities develop and establish programs to improve the investigation and prosecution of child abuse cases, particularly cases of child sexual abuse. The amendment

required states to develop Multi-disciplinary Teams to include law enforcement, child protection workers, prosecutors, child advocates, mental health workers, medical personnel at a minimum. It also mandated reduced trauma to children, particularly around sexual abuse investigation; improved chances of prosecution; improved protection of children; and State reforms to law, policy and/or administrative processes. The reforms suggested under the amendment specifically were the creation of formal victim witness advocate programs, improved interviewing techniques, law enforcement training with regard to child interviews, priority docketing in the court systems, interagency coordinated approaches, and coordination of court proceedings.

The goal of the CJA grant program is to provide funds that will enable Tribes to improve existing systems by developing specialized tribally designed projects to assure the needs of AI/AN child abuse victims are addressed. This grant is focused on assisting AI/AN communities in developing, establishing, implementing and operating programs to improve the investigation, prosecution, and overall handling of cases of child abuse, child sexual abuse and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim. Furthermore, the CJA funding supports the development and implementation of comprehensive child abuse programs and child sensitive policies and procedures for addressing child abuse cases involving Tribal children within the tribe's criminal justice and child protection service systems and/or within the state and federal jurisdictions where these cases are handled.

Eligible applicants are federally recognized Indian tribes and tribal organizations. Grant awards are limited to tribal organizations as defined in the Indian Self Determination and Education Assurance Act (Public Law 93-638, 25 U.S.C., Section 450b). Awards may be granted to nonprofit organizations that provide services to American Indian/Alaska Native populations.

Since 1989, OVC has funded approximately 231 individual grants to tribes and nonprofit tribal agencies through the CJA grant. These tribal programs have made a number of systemic improvements in the handling of child abuse cases. They have established, expanded, and trained multi-disciplinary and child protection teams; revised tribal codes and procedures to address child sexual abuse; provided child advocacy services for children involved in court proceedings; created protocols for reporting, investigating, and prosecuting cases of child sexual abuse;

developed working agreements that minimize the number of times a child is interviewed; enhanced case management and treatment services; offered specialized training for prosecutors, judges, investigators, and other professionals who handle child sexual abuse cases; created special child-centered interview rooms; and hired specialized staff to handle child abuse victim cases.

CJA FUNDING SUPPORT

Fines collected by U.S. Attorneys, the U.S. Courts, and the Bureau of Prisons are deposited into the Crime Victims Fund, which is supported solely by fines, penalties, and bond forfeitures paid by federal criminal offenders, not taxpayers. Passed in October 2001, the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act (USA PATRIOT Act) provided authority for the deposit of gifts, bequests, or donations from private entities into the fund beginning in fiscal 2002. These funds are available for grant awards the following year.

In FY 2006, \$143,657,000 was awarded for victim compensation. The remainder goes for victim assistance, statutory set-asides to support costs associated with victim-witness personnel in U.S. Attorneys' offices, victim specialists at the Federal Bureau of Investigation (FBI), support for the Victim Notification System, and discretionary activities such as demonstration projects, training, technical assistance, program evaluation and compliance, fellowships, clinical internships, and other assistance to improve and expand the delivery of services to federal crime victims. Under the current Victims of Crimes Act (VOCA), 15% of the \$20 million allocated for this purpose each year is retained by OVC for use in Indian Country. Nearly half of CJA funds are earmarked for training and technical assistance.

The award period for CJA grants is 12 months with the potential for an additional 24 months of funding. Supplemental funding is contingent upon the grantee's performance, the success of the project, and the availability of federal funds. Each grant requires a 10% in-kind match to encourage tribal investment, thereby promoting the tribe's ability to establish a program that can endure when OVC funding is no longer available. The in-kind match can be in the form of staff time, facilities, office space and utilities, employee details or loans, and agency partnerships. Cash is allowable in lieu of an in-kind match.

OVERVIEW OF THE CHILDREN'S JUSTICE ACT PARTNERSHIPS FOR INDIAN COMMUNITIES DISCRETIONARY GRANT

The Children's Justice Act (CJA) award recipients propose to identify, enhance and develop projects that will address an array of needs relating directly or indirectly to improving the investigation, prosecution, and handling of child abuse cases, especially cases of child sexual abuse, in a manner that increases support for and reduces trauma to child victims. Victimization of tribal children includes child abuse, child sexual abuse, children who witness violence, and other types of crimes where a child is present and thus, affected. Tribes have indicated a desire to address incidents of child victimization and to develop approaches to enable healing for victimized tribal children. These projects may start at a basic level of assessing community readiness, knowledge and commitment relating to child sexual abuse before developing specific project activities, or the CJA project may propose to develop tools and resources to enhance an existing effort that is underway – such as formalizing multidisciplinary team protocols and strengthening team relationships, or developing specific tribal laws to address increased protection for child victims.

CHALLENGES

The challenges to develop and/or improve the systemic response to child abuse in tribal communities can be overwhelming, and those most knowledgeable are often overloaded with crisis-oriented tasks that minimally meet the needs of victimized children. Individualized training and technical assistance provides the support that is essential to assisting tribes with developing CJA projects tailored to their community's level of readiness. This assistance is also essential to providing tools, skills and encouragement toward system change. One issue common to all tribes is the lack of funding to support infrastructure development for all governmental systems but particularly their child abuse response systems. Due to the uniqueness of each Tribe and the variations in size, location, availability of resources and services, legal structure, and law enforcement jurisdiction, a variety of opportunities for regional training and on-site technical support with document development is vital for these programs to achieve their stated goals and objectives.

Key partnerships must be in place to improve the child abuse response system and to reduce trauma to victimized Native children. Child abuse cases in Indian Country or in Alaska Native villages may be investigated by State or Tribal child protection workers, State police, Tribal police, Bureau of Indian Affairs criminal investigators, or the Federal Bureau of Investigation, and these cases may be prosecuted in Federal, State, and/or Tribal courts. In rural and remote areas, such as on large reservations and most Tribal communities in Alaska, there are unique challenges in addressing investigation and prosecution of child abuse and extremely limited resources for forensic evaluations of abuse as well as mental health and other services to promote safety and healing for child victims.

Interdisciplinary protocols, where they exist, are rarely accountable to cultural issues or programs addressing child abuse at the Tribal level, and often fail to incorporate a multidisciplinary approach for responding to child abuse, particularly child sexual abuse. Cooperation and communication between all entities involved with children, child abuse investigation agencies, as well as training for Tribal members and professionals on recognizing and responding to child abuse, mandated reporting of abuse and providing support to victimized Tribal children, are essential components of improving the system response. Most Tribal codes must be revised, and/or have new provisions added, to address each aspect of child victimization and promote respect for, and accountability to, Native child victims.

OTHER CHALLENGES

In tribal communities, the technological infrastructure is often significantly underdeveloped or completely lacking. This presents major challenges to not only the day-to-day operations of tribal systems but it also seriously impedes the interface with external systems in terms of communication, data collection, and data sharing.

The lack of access to culturally appropriate behavioral health services for children, youth and their families is an ever widening gap. Funding is often limited and when resources are available, they are subject to on-going treatment reviews that are designed to terminate services at the earliest possible date. In desperation, tribal communities are often forced to place children in therapeutic environments that are far from familial and cultural supports. Families are

frequently provided with treatment services only as they relate to the treatment needs of the child with no consideration for the overall need to assure the welfare of the family.

Assuring that a child is given a supportive environment that assures normal functioning is endlessly challenging. Family systems are subject to financial, geographic and environmental stressors. Tribal communities are often in rural or remote locations; poverty and under/unemployment are the status quo in communities that are based on subsistence activities or have unemployment rates that are sometimes as high as 90%. Transportation in these communities is an everyday challenge. Financial support to families is through state and federal assistance as is health care. Housing is usually in such short supply that homes designed for 4-6 occupants often house a dozen or more persons from infants to elders.

GRANTEE NEEDS

There are a wide variety of needs among the grantees, so a “one size fits all” approach to training is generally insufficient. Becoming familiar with the structures, strengths and challenges of each new CJA grantee requires not only staff time and energy, but an understanding of the dynamics of child abuse and child sexual abuse, Tribal community readiness issues, interagency coordination challenges, and an awareness of the jurisdictional issues that may arise in addressing child abuse system improvement projects.

Since the beginning of the CJA grant program for Indian Country, training and technical assistance (T/TA) has been provided by organizations and individuals that were both culturally competent and had expertise in working with child victimization, child abuse and child sexual abuse issues in Indian Country. The National Indian Justice Center provided the T/TA through 1999, and the Tribal Law and Policy Institute has been providing the T/TA since that time. This experience and expertise has demonstrated that it is important to grantees that the T/TA provider has expertise in navigating the criminal justice systems, recognizes the challenges faced by Tribal communities and also has experience in implementing effective interagency coordination to address serious child abuse. Feedback from grantees has shown that the delivery of quality training events and materials must include components that will promote culturally competent multidisciplinary skills building, collaboration and cooperation techniques and ultimately promote respect and healing for Native child victims. Tribal grantees have commented on the

importance of having staff and consultants with Tribal-specific skills and experience at the grass-roots level with child victimization and multidisciplinary issues. Between 2000 and 2006, surveys conducted individually with CJA grantees identified the following specific training and technical assistance needs:

- Assistance with development of a community readiness assessment evaluation, and community forums to identify priorities for child abuse response planning;
- Assistance with the development of and delivery of on-site training events with Tribal community specific components;
- Telephone support and assistance with problem-solving regarding MDT or CPT issues, identifying resources and guidance in child victim case-specific situations, or in-person assistance by facilitating meetings and planning sessions;
- Regional skills-building training (targeting specific disciplines such as mental health, law enforcement, prosecutors, etc.) toward improving investigations and responses to child abuse;
- Assist CJA staff in meeting with Tribal leaders, Tribal court personnel and/or Board or Department directors to explain and gain support for CJA project goals;
- User-friendly materials which will assist Tribal child advocates to work with their teams as well as with victims and their families (the highest priority for development of materials was a comprehensive approach to both civil and criminal Tribal children's code provisions);
- Support and assistance with CJA program reports and addressing revisions in goals, objectives, and budget issues, including on-site support and assistance to review grant goals, objectives, tasks, in-house training, and assistance with infrastructure (intra-Tribal coordination or finance information) issues;
- Ongoing resources provided by the CJA list serve, periodic mailings of materials, training announcements, reference materials and other literature to expand the knowledge of the Tribal project staff.

Understanding that there are a wide variety of needs among the grantees, clearly a “one size fits all” approach to technical assistance and training is insufficient. While regional training clusters are valuable, Tribes most often requested on-site training tailored to their specific needs and challenges. Thus, T/TA has been provided by becoming familiar with the structures, strengths and challenges of each new CJA grantee, while also understanding of the dynamics of child

abuse and child sexual abuse. In addition, familiarity with Tribal community readiness issues, interagency coordination challenges, and an awareness of the jurisdictional issues that may arise in addressing child abuse system improvement projects are valuable.

PURPOSE OF THE 2008 CJA TRIBAL GRANT ASSESSMENT REPORT

Although tribal programs have gained support for the services they provide, they still face many obstacles in delivering service to victims of crime. For programs that serve low-income, remote Indian Reservation and rural areas of the United States, these challenges only intensify. Victims in these areas face the same difficulties as those in larger urban jurisdictions, but the programs designed to help them overcome their trauma and loss must do so with fewer resources and fewer advocates.

The CJA assessment was designed to gather structured, qualitative information about the tribal grants to further identify the extent of goals and outcomes of the CJA grants as well as to share learnings with grantees and others interested in the continuation of this work.

To ensure compliance with the Government Performance and Results Act (GPRA), Public Law 103-62, grant management requires that grantees collect and report data which measure the results of the program implemented with this grant. To ensure accountability of these data, for which the Office for Victims of Crime is responsible, the following performance measures will be monitored:

1. Number of child abuse/sexual abuse victims identified and served.
2. Number of child abuse/sexual abuse prosecutions at the tribal level.
3. Number of MDT/CPT members and other professionals trained in child abuse issues.
4. Establishment of multidisciplinary teams (MDTs) or child protection teams (CPTs).

While it is recognized that performance measurement is a significant part of the CJA grant implementation process, this assessment did not evaluate programs on the basis of numbers of victims served or other specific statistical information.

ASSESSMENT METHODOLOGY

Assessment information was gathered through the following methods:

- Past and current CJA grantees were selected randomly from a list provided by TLPI to be interviewed.
- Conference calls and email correspondence with TLPI and OVC staff to finalize the assessment and guide the evaluation process.
- Telephone interviews from a survey instrument distributed prior to the interviews. The Interviews were conducted in March and April 2008 with 15 past and 5 current CJA grantees. Interviews were primarily with executive directors or program managers of CJA grants. One survey was received in written form and included in this report without a further conference call.
- Document review of past CJA RFPs, TLPI reports, and other related documents.

Data was analyzed using a series of matrices and content analysis to discover recurrent themes.

THE SURVEY INSTRUMENT

The Survey Instrument is found in Appendix I of this report. A total of 41 questions were asked of most individuals interviewed with structured responses ranging from yes/no through multiple choices and checklists. Several questions had 2 parts. Interviewees were asked to comment or explain each of their answers in order to gather individualized comments. The survey instrument was organized as follows:

1. CJA Grantee Information – This section contains basic grantee identifying information.
2. Overview – 9 Questions

Questions in this section were developed to obtain information which described the managing agency for the grant, the year funded, the number of years the grant was funded and if that funding span included continuation funding. Questions were asked specific to the overall focus of the grant, the primary grant goals, what goals were completed and if goals were not completed what were the impediments to completion.

Having “set the stage” with this information, the survey moved to questions specific to tribal program.

3. Status Pre and Post CJA Grant Award - 12 Questions

It was important to the survey process and results that time be spent in a comparative analysis by the grantees of their child abuse response system prior to receiving the CJA grant and the system in its present form. It was also important to ask of the grantees their opinion of the Impact of the CJA grant on positive changes to their tribal systems and how they rated the duration of those changes would be in place. Two final questions were posed – what prompted the application for the CJA grant and would the grantee recommend this grant to other tribes.

4. System Improvements - 5 Questions

This section of the survey was designed to elicit from respondents why they applied for the CJA grant and if their goals could be achieved within the 3 years of CJA funding. Because many factors can influence the completion of specified goals, a check list was provided to assist grantees in identifying factors which may have impact achieving grant goals. The final question of this section asks if goals were completed after the grant ended an indicator of the impact of grant activities over the long term.

5. Challenges – 6 Questions

Grantees were asked to evaluate the unique challenges encountered in implementing the CJA grant in their communities, when asked how they responded to challenges, all grantees responded that they searched for solutions. Performance Measures are as significant as an on-going evaluation of progress toward specified goals. The grantees were asked to evaluate the measurement component of the grant in terms of the impact on achieving their goals.

6. Results/Impacts of CJA Grant Project on Tribal Child Abuse Response System – 3 Questions

This section posed to grantees specific questions directed toward the impact of the grant on the child abuse response system; they were also asked if the 3 year time frame of the grant was adequate to accomplish what was expected by the granting agency. A final question in the section asked for recommendations to OVC that would assist or encourage more tribes to apply for this grant.

7. Training and Technical Assistance – 5 Questions

Respondents were asked several questions specific to training and Technical Assistance from tribal Law and Policy Institute. These questions were framed to gather information about specific tools developed by the T/TA provider as well as asking if the T/TA was developed to answer the specified needs of the grantee as opposed to a standardized T/TA package provided to all. The final question asked if the process to obtain the T/TA was “user friendly”.

8. Changes in CJA Solicitation – 1 Question

This final question asked if there was anything in the grant announcement that would make it more responsive to the need of tribal communities.

OVERVIEW OF GRANTEE FOCUS

Traditionally, the CJA grant program has been awarded in 3 year cycles. The first year of award follows approval of the grant application after the competitive announcement. Two additional years of funding may be available for continuation support. This support is contingent upon funding availability and reported progress and program implementation OVC anticipates a competitive announcement of the CJA program in FY09. American Indian and Alaska Native Tribes and Tribal Organizations are eligible to apply. Each AI/AN CJA project operates in a distinctive community setting, with difference jurisdiction, resource and infrastructure access.

All successful programs have built and relied on partnerships to enhance their services. Whether they received people or funding, access to office space or other services, each of the jurisdictions mentioned owes some part of its success to those in other government offices and in the community who were willing to get involved in the effort to better serve victims of crime in rural areas. Whenever challenges were presented to the CJA grantees, all respondents said that they searched for solutions in order to assure the goals of the grant were met.

The twenty (20) Tribal CJA grantees who were interviewed for this program assessment represented twelve (12) different states. The earliest award for those interviewed was received in 1994, and the majority of the grants discussed in this survey were awarded since 2000.

Tribe	State
Oglala Lakota CASA Program – in CASA Program, to develop MDT and CAC.	South Dakota
Native Village of Barrow – in Social Services, to build capacity to take over exclusive jurisdiction over child protection.	Alaska
Wichita and Affiliated Tribes – in Social Services, to develop a CAC and build MDT capacity.	Oklahoma
Sault St. Marie Tribe of Chippewa Indians – in Victim Services Program, to develop CAC capacity and strengthen MDT skills.	Michigan
Northern Arapahoe – in Prosecutor’s Office, to provide full time child abuse prosecutor and strengthen MDT.	Wyoming
Fallon Paiute-Shoshone Tribe – in Education Dept., to address racism and related lack of child abuse/neglect reporting by public schools.	Nevada

Aleutian Pribiloff Islands Association – in Public Safety Office – to develop regional MDT, get training for MDT members and to establish CPTs in regional villages.	Alaska
Suquamish Indian Tribe – in Social Services/ICWA Dept., to fund special child abuse investigator role and establish MDT.	Washington
Eastern Band of Cherokee Indians – in CAC (Tribally operated under the Police Dept.) to increase skills and CAC capacity and strengthen MDT.	North Carolina
Pueblo of Isleta – in Social Services, to strengthen MDT and raise community awareness to support child victims.	New Mexico
Grand Traverse Band of Ottawa and Chippewa Indians – in ICWA program, to establish CPT and review tribal codes, policies and procedures and establish MDT.	Michigan
Blackfeet Tribal Business Council – in Child Protection, to develop MDT and train all MDT members toward protocols and improved prosecutions.	Montana
Kawerak, Inc – in ICWA program, to establish CAC and develop MDT.	Alaska
Yankton Sioux Tribe – in Mental Health Services, to establish child-specific victim advocacy and counseling services, and to strengthen MDT.	South Dakota
Northern Cheyenne Tribe – in Prosecutor’s Office, to establish child abuse prosecutor, get collateral depts. trained in CA/N and develop MDT capacity.	Montana
Klamath Tribes – in Social Services, to hire specific Tribal child abuse investigator to work along side state CPS investigator (state jurisdiction) and strengthen community awareness, build CPT, etc.	Oregon
Orutsararmiut Native Council – in Tribal court, to develop tribal court capacity to handle all child abuse cases involving tribal members, including tribal code revisions, judge training and agreements with the state.	Alaska
Mississippi Band of Choctaw Indians – to build infrastructure of CAC and develop/strengthen MDT as well as community awareness and protocols with agencies.	Mississippi
Iowa Tribe of Oklahoma – in ICW program, to improve relationships with state case workers handling tribal cases and train tribal program staff.	Oklahoma
Confederated Tribes of Warm Springs – in the Public Safety Branch, to improve the investigations and the prosecution of CA/N, strengthen MDT, improve community awareness.	Oregon

In summary, highlights of past Children's Justice Act Partnerships for Indian Communities grant activities have included:

- Assessment of Community Readiness to address child abuse, child sexual abuse, as well as assessment of non-Native collaborating partner agencies on issues such as cultural competence.
- Assessment of obstacles and strengths in the community – school relations toward improving reports of Tribal children at risk by public school system; development of cultural awareness activities toward strengthening child abuse response system with off-reservation agencies serving tribal children & their families.
- Development of strategic plans for addressing the range of child victimization issues including other Tribal departments and federal/state agencies to address gaps in the system, training needs and coordinated infrastructure development.
- Skill training for medical personnel to evaluate child abuse, drug endangered children and child sexual abuse.
- Skill training for law enforcement on investigations and forensic interviewing.
- Establishment, expansion and training for multidisciplinary teams.
- Development and Revision of tribal codes to address both civil and criminal child abuse.
- Training of volunteers and others to provide advocacy services for child abuse victims involved in court proceedings.
- Development of interdisciplinary protocols investigating and prosecuting serious child abuse and child sexual abuse cases.
- Development and revision of child protection policies and procedures for reporting and responding to allegations of child abuse.
- Improved interdisciplinary coordination to reduce trauma to Tribal children by minimizing the number of child interviews needed and improving competence.
- Improved skills for case management and services to support child victims and their non-offending family members.
- Specialized training for prosecutors, judges, investigators, and other professionals who handle both civil and criminal child abuse, neglect and sexual abuse cases, including training for paraprofessionals in these roles.

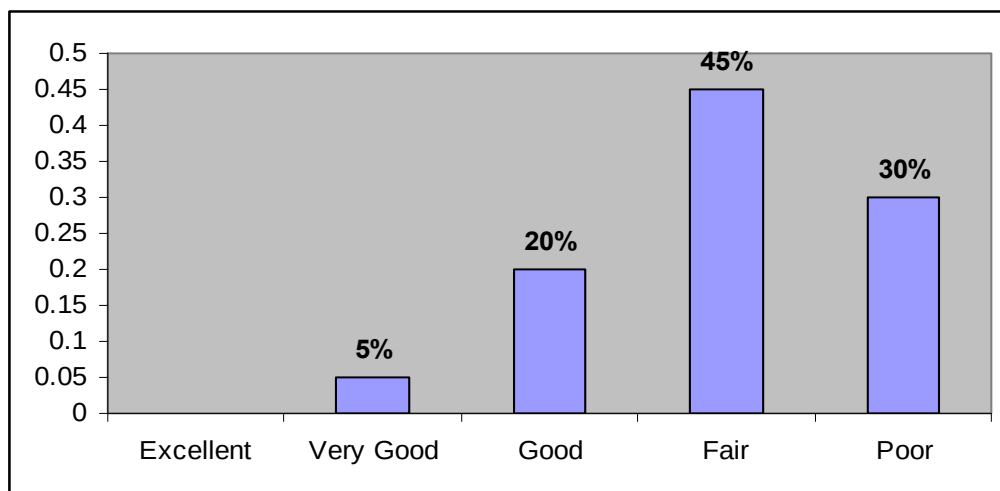
- Development of child advocacy centers within the Tribal community including organizing steering committees, seeking collateral funding sources and establishing procedures for child-centered interviews and investigations.

SURVEY FINDINGS

Grantee satisfaction and grant outcomes were determined through the administration of a survey instrument. (See Appendix #1). The following findings represent results.

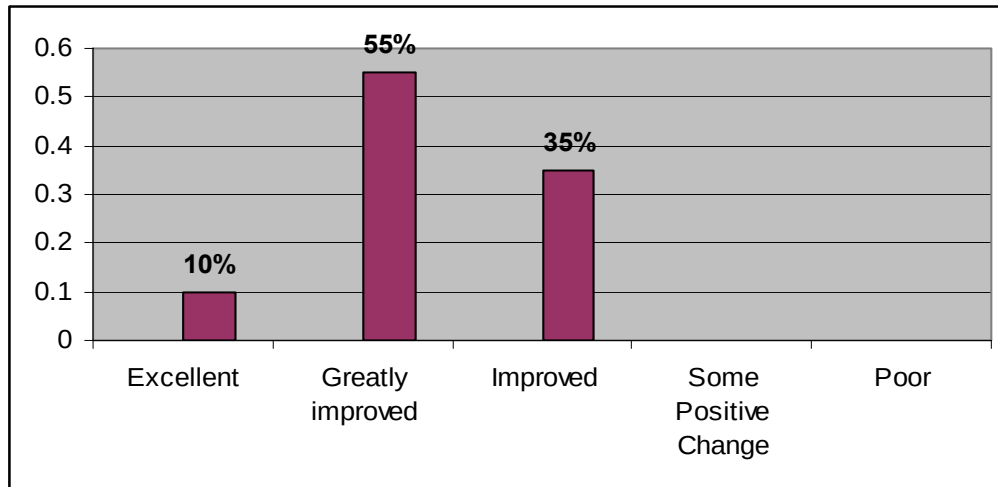
1: Tribal child abuse response systems have improved as a result of CJA grants.

Question: Rate your child abuse response system prior to receiving the CJA grant.



Rating of the child abuse response system prior to receiving the CJA Grant: 45% of the respondents rated their child abuse system as “Fair”; 32% gave a rating of “Poor”; 21% rated their system as “Good”; and 5% as “Fair.”

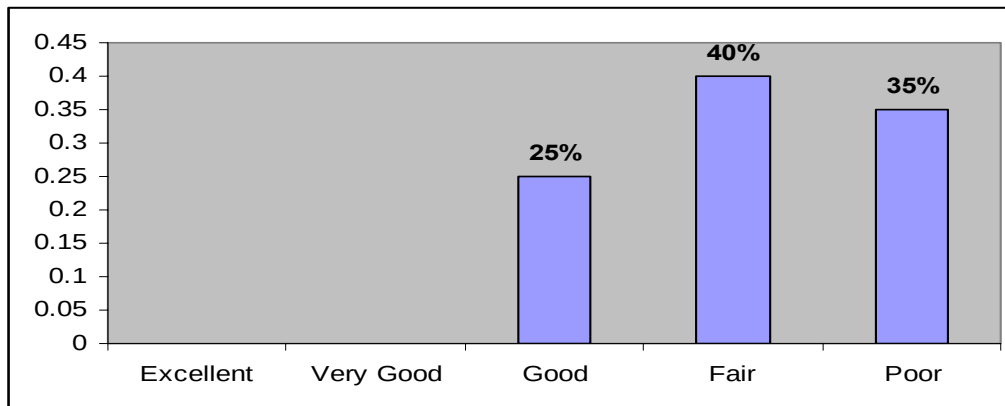
Question: Rate your child abuse response system today.



Most of the respondents, 55%, reported the system change as “Greatly Improved”; 35% gave a rating of “Improved” and 10% rated the system change as “Excellent”.

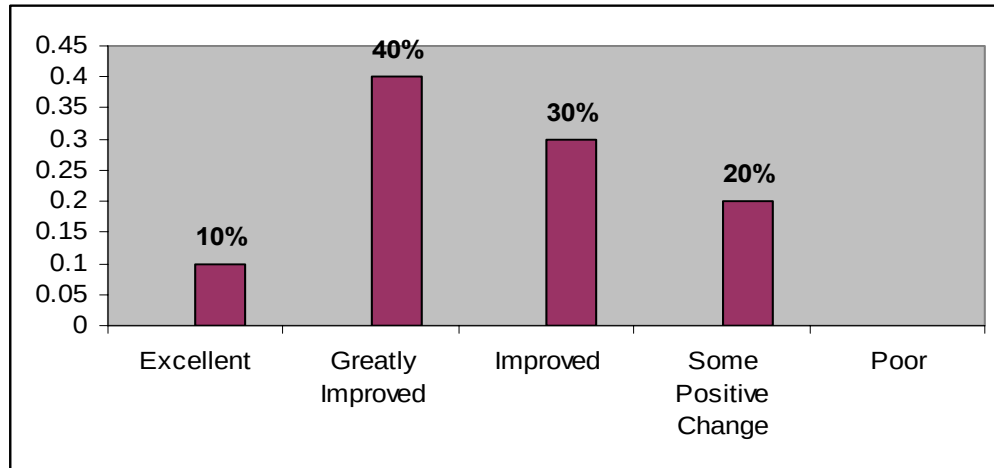
2: Support to child victims has improved as a result of CJA grants.

Question: How would you rate the effectiveness of your system child abuse response system in providing support to child abuse victims *prior* to receiving the CJA grant?



40% of respondents rated the effectiveness of their child abuse system as “Fair”; 35% rated the system as “poor”; 25% considered the effectiveness of their system to be “Good”.

Question: How would you rate the effectiveness of your child abuse response system in providing support to child abuse victims today?



47% of the survey respondents said the effectiveness of their system was greatly improved; 13% said their system was excellent; 20% said the system had improved and 20% said there was some positive change.

3: Provision of culturally appropriate services experienced improvement as a result of the CJA grants

Question: How would you rate your local child abuse response system in competing culturally appropriate and child friendly investigations and prosecutions prior to receiving the CJA Grant?

Excellent		
Very Good		6%
Good		
Fair		51%
Poor		37%
Not Qualified to Answer		6%

Question: How would you rate your local child abuse response system in competing culturally appropriate and child friendly investigations and prosecutions today?

Excellent	5%
Greatly improved	50%
Improved	20%
Some Positive Change	20%
Poor	
Not Qualified to Answer	5%

4: Tribal laws, policies and codes have shown improvement as a result of CJA grants.

Question: How would you rate the effectiveness of your tribal laws policies and procedures (State law where applicable) in assuring the child abuse response system is working for the best interest of children in your community prior to receiving the CJA grant?

Excellent	
Very Good	
Good	45%
Fair	35%
Poor	15%
Not Qualified to Answer	5%

Question: How would you rate the effectiveness of your tribal laws policies and procedures (State law where applicable) in assuring the child abuse response system is working for the best interest of children in your community today?

Excellent	
Greatly improved	15%
Improved	50%
Some Pos Change	25%
No Change	5%
Not Qualified to Answer	5%

5: The CJA grant has been identified by 70% of the respondents as being a very important factor in improving the child abuse response system.

Question: If your child abuse response system has improved, on a scale of 1-5, rate the impact the CJA grant had on this change.

The single most important factor in this change	20%
A very important factor in this change	70%
The CJA grant had some effect on system change	10%
The CJA grant had minimal effect on system change	
There was no effect by this grant on system change	

6: System changes resulting from the CJA grant were identified by respondents as a combination of long and short term or long term and lasting. No respondents reported only short term changes resulting from this grant.

Question: If there were system changes, how would you describe them?

Long term and lasting	30%
Short term	
Combination of long and short term	70%

7: Tribes applied for CJA grants generally as a result of the need for system change being identified by tribal social services although the need for system change being identified by the courts and tragic cases of serious child abuse were also frequently cited.

Question: Did you apply for the CJA grant as the result of any of the following: (Circle all that apply)

Community social services needs assessment	3
Child protection team planning	4
Tragic cases of serious child abuse	9
Extent of the problem brought to the attention of tribal leadership	4
Need for system change identified by tribal social services	12
Decision to develop or revise tribal law and policy to protect children	3
Need for system change identified by tribal court Judges/Prosecutors	7
Need for system change identified by law enforcement	2
Other	1

8: The CJA grant was recommended to other tribes by all respondents.

Question: Would you recommend this grant to other tribes?

Yes	100%
No	
Don't know	

9: Three year funding cycles are insufficient to fully implement grant programs.

Question: How would you rate the three 3 timeframe for the CJA project in order to accomplish what is expected by the granting agency?

More than adequate time	15%
Adequate time	35%
Need more time	75%

10: CJA grants are challenging to implement; financial management of the grant was most often cited as a management challenge followed by community involvement /collaboration and meeting grant requirements in the time allowed.

Question: In your opinion, was this grant challenging to manage?

Yes	80%
No	20%
Don't Know	

Question: If your answer was “yes” to the previous question, please check all of the following that would apply:

Financial management	37%
Community involvement/collaboration	19%
Accomplishing grant goals in the timeframe of the grant	7%
Meeting grant requirements in the time allowed	19%
Goals could have been stated more clearly with less ambiguity	4%
Strategic planning would have been a useful tool	7%
Other	7%

11: The CJA grant requirement to complete performance measurements (effectiveness measures) was generally considered to be a helpful requirement.

Question: Please rate the Performance Measure (also called “Effectiveness Measures”) component of this grant.

Was critical to our success	21%
Was somewhat helpful	37%
Had no substantive impact	26%
Was a distraction to achieving our goals	11%
Was not related to achieving our goals	5%

12: The positive momentum of the CJA grant resulted in goals being completed after the grant ended.

Question: Were any grant goals completed after the grant ended?

Yes	75%
No	15%
Don't Know	10%

Note: Current grantees answered this question as either “no” or “Don’t know”. Past grantees indicated that all indicated that some of their goals were completed after the grant ended.

BACKGROUND FOR TRAINING AND TECHNICAL ASSISTANCE (T/TA) **ASSESSMENT QUESTIONS**

Some general OVC T/TA events include the Justice for Victims of Crime, Indian Nations Conference, development of an Indian Country Victim Assistance Academy, region specific conferences, and other training events as specified by Tribes. Overall, OVC supports T/TA in order to enhance service quality improvement potential and capacity to service AI/AN victims; i.e., children and non-offending parents.

It is important that training and technical assistance (T/TA) be provided by an organization and individuals that are culturally competent and have expertise in working with child abuse and child sexual abuse issues in Indian Country. It is also important that the T/TA provider has expertise in navigating the criminal justice system, and an understanding of the challenges in implementing effective interagency coordination to address serious child abuse. The delivery of quality training events and materials must include components that will promote culturally competent multidisciplinary skills building, collaboration and cooperation techniques and ultimately promote respect and healing for Native child victims. It is essential that rapport and relationships are established with each grantee. One critical factor in building trust and rapport is having staff and consultants with Tribal-specific skills and experience at the grass-roots level with child victimization and multidisciplinary issues.

Tribal communities place significant value on knowledge and skills that are based on experience as well as grounded in cultural beliefs and practices, intergenerational learning opportunities, and education which includes opportunity for practicing new skills. Hands-on and individualized approaches, as well as the opportunities to share amongst CJA grantees at multi-tribal training events are important approaches to ensure the needs of grantees are addressed.

Often grants are written prior to hiring staff to implement the project and then when the position is filled changes may be needed in goals, activities and timelines. Thus, immediately following award notifications, technical assistance and support through telephone and e-mail contact has been an important source of T/TA for the new grantees. Often the CJA staff has not been hired by the time that the orientation event takes place and the new staff, or replacement staff is

expected to carry out CJA grant activities without the benefit of the orientation information. It is important to provide individualized support for a new staff person handling the CJA project.

TLPI has been responsible for providing T/TA to CJA grantees since 2000. The T/TA activities, including the development of resource materials, individual consultation and problem-solving, as well as requests for on-site assistance have consistently increased each year; T/TA efforts appear to substantially support CJA grant progress that Tribal grantees and their federal and state partners have reported. The type of requests for T/TA and on-going demonstrated need point to the inherently and region-specific/community specific difficulties CJA grantees experience in stabilizing necessary community child protective measures:

- o Tribal specific and culturally accountable training events delivered to 450-500 people each year;
- o Improved forensic interviewing and child sexual abuse investigation skills for law enforcement, prosecution and child abuse investigators;
- o Increase in tribal, federal and state collaboration and cooperation efforts relating to child sexual abuse investigations, child witnesses to violence and serious child abuse;
- o Increased awareness and support for efforts to address child victimization among Tribal community member, especially Tribal leaders and elders;
- o Improved understanding and cooperation among non-Indian working with Tribal children, especially regarding the role and importance of involving Tribal child advocates when cases are handled in state and federal court systems; and
- o Increased and enhanced commitment of Tribes to the protection of children and the healing of traumatized children through other initiatives that would continue the efforts of the CJA grant-funded project following the end of the funding period.

The T/TA grant is designed to provide support, training and technical assistance that will assist Tribal CJA grantees in developing sustainable changes in their system response to serious child abuse and child sexual abuse. At the request of tribal grantees, TLPI develops and delivers culturally specific and locally driven training and technical support.

13: Technical assistance for tribal CJA grants is outstanding. All respondents answered “yes” to all Training and technical Assistance questions.

Question: Has your tribe received training and/or technical assistance from the Tribal Law and Policy Institute under the CJA grant?

Yes	100%
No	
Don't Know	

Question: Has your Tribe or your program utilized any of the publications or resources developed for CJA grantees by the TA provider?

Yes	100%
No	
Don't Know	

Question: Have you used the webpage or information provided through the periodic email list serve?

Yes	100%
No	
Don't Know	

Question: Was the Training and/or Technical Assistance developed to address your specific issues and needs?

Yes	100%
No	
Don't Know	

Question: Was the process to request and obtain training and/or technical assistance “user friendly”?

Yes	100%
No	
Don't Know	

In addition to on-site T/TA, TLPI has been proactive in producing resource materials that are made available to grantees and the general public through the TLPI website.

14: Technical assistance for tribal CJA grants is outstanding. All respondents answered “yes” to all Training and technical Assistance questions.

Question: Has your tribe received training and/or technical assistance from the Tribal Law and Policy Institute under the CJA grant?

Yes	100%
No	
Don't Know	

Question: Has your Tribe or your program utilized any of the publications or resources developed for CJA grantees by the TA provider?

Yes	100%
No	
Don't Know	

Question: Have you used the webpage or information provided through the periodic email list serve?

Yes	100%
No	
Don't Know	

Question: Was the Training and/or Technical Assistance developed to address your specific issues and needs?

Yes	100%
No	
Don't Know	

Question: Was the process to request and obtain training and/or technical assistance “user friendly”?

Yes	100%
No	
Don't Know	

OTHER RESOURCES DEVELOPED BY TLPI AS A RESULT OF THE CJA GRANT

There are multiple resources that have been developed and distributed to assist CJA grantees and their partners in MDT and CPT efforts.

- Child Abuse Protocol Development Guide
- Understanding the Effects of Childhood Trauma on Brain Development of Native Children
- A Best Practice Approach for Tribal Advocates Working With Native Children Who Have Suffered Abuse
- Perceptions of Methamphetamine Use in Three Western Tribal Communities: Implications for Child Abuse in Indian Country
- Resource Guide for Parents, Caregivers and Service Providers Working with Alaska Native Children
- Basic Guidelines for Forensic Interviewers in Child Sexual Abuse Cases in Indian Country and Alaska Native Communities
- Victim Services: Promising Practices In Indian Country
- Pathway to Hope: Healing Child Sexual Abuse DVD and Video Guidebook
- Victim Centered Resource Guide for Developing and Improving Tribal Child Abuse Codes – Comprehensive Civil and Criminal resources with workbook components (will be released in 2008)

Most of these documents and materials are used by past and current Tribal grantees and have also been requested by federal and state agencies, collaborating organizations and for use as conference handouts. Along with the resources developed, there are many more resources made available by TLPI on the website, www.tlpi.org, which includes a CJA specific page, a Child Abuse page and an ICWA page with resources, training announcements and links to other relevant sites.

On-site conferences are provided under the T/TA role to provide specific tools and skills to the members of the Multidisciplinary Team (MDT) and/or the Child Protection Team (CPT) or to provide information and education for the community, Tribal programs, and Tribal allies on child sexual abuse and children who witness violence. Both regional and on-site events are developed in consultation with the CJA grantees, with participation from all disciplines involved in child abuse response. All federal agencies in the region are urged to attend and often requested to provide presentations on the agenda. Federal Victim Witness Coordinators,

Assistant U.S. Attorneys, and FBI representatives generally attend, and find these events beneficial, as the Victim-Witness Specialist below states:

In nine years as Victim-Witness Specialist for the US Attorney's Office, I have to say this is the most informative and valuable training for Indian Country Service Providers that I have attended. Other than MDT training at Huntsville, AL – National Child Sexual Abuse Symposium, this is the only other training re: MDT and Native Americans that I have been offered. We have coordinators who have reservations within their service area and need more training such as this and expanded into court room training for adults and children in Tribal & Federal Courts and how to avoid further traumatization for the children and families. This has been one of the better trainings in Indian Country.

Examples of training and technical assistance requested by CJA grantees highlight the on-going need. These training events have been consistently requested as T/TA.

Forensic Interview and Child Sexual Abuse Investigations

Forensic Interviewing of Native Children and Child Sexual Abuse Investigations training sessions have been provided for grantees in Alaska, Washington state, and Montana, Wyoming and Mississippi. As a result of these sessions, law enforcement, prosecutors, social workers, medical personnel, victim advocates and educational personnel received intensive interview skills training. The participants were from Tribal CJA grantees and represented a variety of Tribal agencies, federal and state/county law enforcement and prosecutors, Indian health service medical personnel, Tribal and state social workers, and victim advocates and educators working with Indian children. Comments from participants at this training include:

“The most helpful information to me was reviewing developmental issues about children, discussing investigative strategies, problem-solving on MDT development and dealing with MDT conflicts, learning more about being aware of cultural differences and organizing “lists” of subtle things that we investigators do that might “shut down” a Native child.” (Police Officer)

“It is important for all members of the MDT to understand the role of investigators. This training made it safe for us to interview/roll-play with children and receive feedback and criticism, which we need in order to change and grow. Even though I have been dealing with child sexual abuse investigations for many years, I saw a real difference in the way I, as a non-Indian handle things, and the way Indian people did the interviews. I learned a lot from that – and really saw how the children were more comfortable with the Indian men talking to them.” (Prosecutor)

Community Child Abuse and Child Sexual Abuse Trainings and Meetings

Sometimes the CJA grantee requests assistance in presenting the results of their Community Readiness Assessments to the Tribal leaders, specific programs or to the entire Tribal community. In one location, presentations about child abuse and child sexual abuse were done first and there was a facilitated community discussion following the presentation of the Community Readiness Assessment results about issues of child abuse, child sexual abuse and investigation/prosecution issues. Comments from participants at that session include:

“The most valuable part of this for me was our guest speaker - learning about the shadows, hidden abuse. I never thought about some aspects of neglect and children who witness violence and the health, community and behavioral health consequences. It was also valuable to discuss our responsibility as Tribal members.” Tribal member, Behavioral Health counselor

“The most valuable part for me was stressing that we all need to be involved in changing things for children. It is really good to have this information presented in open form with interaction with the group.” Community member

“The most important part for me was hearing the elders over all views on each subject, and learning from them that we shouldn’t keep child sexual abuse and other abuses quiet, no matter how long they have been going on. When our elder says we have to start talking about child sexual abuse, then that means everyone needs to start listening to the children too. It also means that we can count on their support and guidance when things are difficult. It was very important to have our elders here with us. They wouldn’t have come if this was done somewhere else.” Victim Advocate

Medical Evaluation of Child Abuse and Drug Endangered Children

Technical assistance in the areas of Medical Evaluation of Child Abuse, Child Sexual Abuse and Drug Endangered Children has been provided by TLPI at the request of CJA grantees who felt their MDTs needed a better understanding of the role of medical providers and sometimes also needed to understand the value of medical forensics in investigations. TLPI uses a forensic medical provider and family physician to deliver this specialized training. In addition to the presentations, participants may also work on developing goals and strategies to address increasing problems in their communities with the abuse and neglect of children due to methamphetamine use and manufacturing. Comments from members of one of these training sessions included:

“The most valuable thing in this training for me was the Goal setting – realizing that this is an MDT issue and that a lot needs to be implemented in local area - to meet and address the problems of children that are endangered by meth!” Tribal health board member & elder

“I am frustrated because we do not have protocols & procedures in place (laws, codes) to protect children from meth labs, to make meth arrests, to clean up the hazardous waste, etc. We need to learn more about the effects on children if the meth mother is using (before/after birth of babies) and how to help these families.” Child Protection investigator

SURVEY RESULTS: STRENGTHS AND CHALLENGES

The following Supporting Factors and Challenges were compiled from additional responses made during the survey interviews. Throughout the survey instrument, respondents were asked to contribute their comments or explain their answers. All the grantees were enthusiastic supporters of the CJA grant and were very interested in making contributions to the CJA grant process. At the same time some expressed frustration with the grant implementation process. Below are the strengths and challenges of CJA grant management identified by grantees followed by expanded discussion of emerging issues as described by grantees.

SUPPORTING FACTORS (STRENGTHS)

- Training and technical assistance was readily available to all grantees
- Effective and consistent communication with grantees
- Availability of positive grantee interface opportunities
- Evaluation and accountability expectations supports grant outcomes
- Supportive OVC leadership
- Goals were attainable
- CJA Grant offered flexibility and opportunities for change

LIMITING FACTORS (CHALLENGES)

- Limited funding cycle.
- Lack of technological capacity and infrastructure to support reporting, tracking and documentation systems and networks, hardware, software, court reporting and mobility.
- Need for national level awareness in the areas of tribal codes/custom law, cultural awareness/racism among non-Indian provider pools, health and medical treatment access.
- Lack of enhanced access to children's mental health services as well as behavioral health services for adults.
- The location of tribal communities in remote or rural areas hampers access to services; the geographic size of many reservations is daunting when considering access to services.

- Improved clarification of the intent of the CJA law as it pertains to investigation of child sexual abuse with regard to added trauma.
- Lack of child protection and investigation training as a standard of law enforcement training, instead of as an add-on.
- Change the reporting requirements to reflect a single progress report due after the end of each fiscal year and eliminate the requirement for continuation application each year of a grant cycle.
- Hiring delays cause grants to start 6-9 months after the award is received significantly shortening the time available to complete the goal's of the grant. In many Alaskan communities, hiring cannot begin until summer subsistence activities are finished.
- Make this grant more widely known to tribal communities. Highlight success stories on the OVC webpage or have a group of grantees discuss their experiences. A Webinar could be an effective tool.

CONCLUSION: ONGOING NEEDS AND EMERGING ISSUES

The strategy for establishing a fully functioning CJA program consists of at least 3 years of project implementation. The program is intended to improve the capacity of existing tribal child protection and criminal justice systems to handle severe child abuse cases. The program focus is the development of strategies to identify child abuse victims and follow cases from initial disclosure through investigation, prosecution, and resolution, in an effective and timely manner.

Although successful applicants for this competitive grant are expected to complete a three year process that supports the CJA program strategy, additional time is often needed in Indian country to assure the successful completion of these strategies.

Those interviewed for this report identified issues that are significant to the continued enhancement of infrastructure for child abuse response in tribal communities. The barriers to child protection are profound in Indian Country. Infrastructure in the form of technology and technology access is essential, but often glaringly absent, turn-over in law enforcement and medical personnel is epidemic, jurisdiction issues are complex and ponderous, tribal and federal court venues and approaches pose serious problems for children and families, not the least of which is cultural confusion.

Given the many emerging issues, this report is presented with the following comments identified during the survey process:

- **Create lengthened funding cycle to five years.** The unique Indian community context of jurisdiction issues and court circumstances, state/tribal relations, rural geographic locations of reservations, tribal access to system and infrastructure resources all point to the need for a longer funding cycle in order to effect the level of changes needed to meet the CJA intent of enhanced child protection and prevention.
- **Develop capacity and infrastructure-building specific support for technology systems, tracking and documentation systems and networks, hardware, software,**

court reporting and mobility. Many CJA grantees have difficulty meeting the basic CJA grant requirements without the technology in place to accomplish goals and objectives of their grants, including data collection and communication networks.

- **Develop partnership advisement at the national level to address the areas of tribal codes/custom law, cultural awareness/racism among non-Indian provider pools, health and medical treatment access.** Create court, law enforcement and child welfare standards that must be met on Indian Reservations in order to adequately address and intervene in/prevent child abuse and child sexual abuse.
- **Enhance access to children's mental health services** and training of professional providers in matters of culture through the development of added resources and mandated policy reforms that require culturally appropriate, trauma-informed practices in the treatment of mental and physiological health outcomes of child sexual abuse.
- **Re-define concisely the intent of the CJA law as it pertains to investigation of child sexual abuse with regard to added trauma.** There is a great deal of contemporary trauma-informed research and information available both internationally and in this country since 9/11 and Hurricane Katrina that can enhance the possibility of child protection, and prevention/intervention services.
- **Incorporate child protection and investigation training as a standard of law enforcement training, instead of as an add-on.** Commit to and require continuous re-training in child protection and investigation as an official part of basic law enforcement training. Include formal child interview training as a requirement of all law enforcement training.
- **Change the reporting requirements to reflect a single progress report due after the end of each fiscal year and eliminate the requirement for continuation application each year of a grant cycle.**

While this information has been gleaned from a limited number of tribal programs, it became very apparent that there were more similarities than differences among the respondents to this CJA survey and assessment.

CONCLUSION

This survey has conclusively revealed the need for continued support from OVC to address the needs of child victims in Indian Country. The CJA grant program is critical to the development of innovative programs that improve the investigation, prosecution, and overall handling of cases of child abuse, child sexual abuse, and severe physical abuse cases in Indian Country that result in sustainable systems change in tribal communities

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APPENDIX I: SURVEY DOCUMENTS

A. Evaluation Tool

B. Comments from Participants

CJA Survey Instrument

Overview

1. In what department of your Tribe or agency was the CJA grant managed? _____

2. In what year was your grant awarded? _____
3. How many years of funding did you receive? _____
4. Did your funding include a continuation grant? _____

Please circle one: Yes No Don't Know
5. (a) What was the overall focus your Grant?

(b) Please summarize the issues that you were hoping to address with the CJA grant.
6. Please list the primary goals to be completed under the CJA grant.
7. Which of these goals do you believe were completed by the Tribe while the CJA grant was in place?
8. If you were unable to complete the goals, please check any of the reasons listed below that contributed to your difficulty in reaching the goal:
Please check all that apply.
 - ☐ staff turnover
 - ☐ funding cycle too short
 - ☐ tribal infrastructure (policies, law, et) not in place
 - ☐ lack of support from leaders
 - ☐ lack of collateral resources to serve children
 - ☐ challenging relationships with MDT members
 - ☐ turnover in federal agency staff/MDT members
 - ☐ Other: Please explain _____

Status Pre and Post CJA Grant Award

9. (a) How would you rate your child abuse response system **prior** to receiving the CJA grant?

Please circle one: (1) Excellent (2) Very Good (3) Good (4) Fair (5) Poor

- (b) How do you rate your child abuse response system **today**?

Please circle one: (1) Excellent (2) Greatly Improved (3) Improved
(4) Some positive change (5) No Change

10. (a) How would you rate the effectiveness of your child abuse response system in providing support to child victims **prior** to receiving the CJA grant?

Please circle one: (1) Excellent (2) Very Good (3) Good (4) Fair (5) Poor

- (b) How do you rate the effectiveness of your child abuse response system in providing support to child victims **today**?

Please circle one: (1) Excellent (2) Greatly Improved (3) Improved
(4) Some positive change (5) No Change

11. (a) How would you rate your local child abuse response system in completing culturally appropriate and child-friendly investigations and prosecutions **prior** to receiving the CJA grant?

Please circle one: (1) Excellent (2) Very Good (3) Good (4) Fair (5) Poor

- (b) How do you rate your local child abuse response system in completing culturally appropriate and child-friendly investigations and prosecutions **today**?

Please circle one: (1) Excellent (2) Greatly Improved (3) Improved
(4) Some positive change (5) No Change

12. (a) How would you rate the effectiveness of your Tribal laws, policies and procedures [state law where applicable] in assuring the child abuse response system is working for the best interest of the children in your community **prior** to receiving the CJA grant?

Please circle one: (1) Excellent (2) Very Good (3) Good (4) Fair (5) Poor

- (b) How do you rate the effectiveness of your Tribal laws, policies and procedures [state law where applicable] in assuring the child abuse response system is working for the best interest of the children in your community **prior today**?

Please circle one: (1) Excellent (2) Greatly Improved (3) Improved
(4) Some positive change (5) No Change

13. If your child abuse response system has improved, on a scale of 1-5 rate the impact the CJA grant had on this change?

- Please circle one.*
1. The single most important factor in this change
 2. A very important factor in this change
 3. The CJA grant had some effect on system change
 4. The CJA grant had minimal effect on system change
 5. There was no effect by this grant on system change

Please explain your answer.

14. If there were system changes how would you describe them?

- Please circle one.*
- (1) long term and lasting
 - (2) short term
 - (3) combination of long and short term

Please explain your answer.

15. Did you apply for the CJA grant as the result of any of following?

Please circle all that apply:

- a. Community Social Services Needs Assessment
- b. Child Protection Team Planning
- c. Tragic cases of serious child abuse
- d. Extent of the problem brought to attention of Tribal Leadership
- e. Need for system change identified by tribal social services,
- f. Decision to develop or revise tribal law and policy to protect children
- g. Need for system change identified by Tribal court judges or prosecutors
- h. Need for system change identified by law enforcement
- i. Other: Please explain _____

16. Would you recommend this grant to tribes who felt their child abuse response system needed to be improved?

Please circle one: Yes No Don't Know

Please explain your answer.

17. Please provide additional comments.

System Improvements

18. Was the CJA grant project developed to address a specific problem or need in your community?

Please circle one: Yes No Don't Know

Please explain your answer:

19. (a) In your opinion, were the goals of the CJA grant adequate to address the identified community need?

Please circle one: Yes No Don't Know

Please explain your answer:

(b) In your opinion, were the goals of the CJA grant achievable during the 3 years of funding provided by the CJA grant?

Please circle one: Yes No Don't Know

(c) If your answer is "no", what factors affected the completion of these goals?

Please check all that apply:

- ☐ a. delay in hiring staff
- ☐ b. staff turnover
- ☐ c. staff without expertise in child abuse and child victimization response issues
- ☐ d. problems with collaborating partners (please indicate which agencies – FBI, AUSA, BIA, State/county, IHS, school system, law enforcement, behavioral health, etc.)
- ☐ e. funding limitations or restrictions (please explain)
- ☐ f. goals were premature
- ☐ g. lack of support from tribal leaders
- ☐ h. problems with office space, transportation, equipment or other "physical" issues related to program delivery.
- ☐ i. OVC denied funding in CJA continuation grant year (indicate which year/s) _____

20. Were any CJA grant goals achieved after the grant ended?

Please circle one: Yes No Don't Know

Please comment.

Challenges

21. What were the three most significant challenges to implementing your project as a CJA grantee (either internally or externally with TLPI or OVC or other)?

Internal: _____

External: _____

22. How did you address these challenges?

Please circle one: Ignored them Searched for solutions Didn't overcome them

Please explain your answer.

23. (a) In your opinion, was management of this grant challenging?

Please circle one: Yes No Don't Know

(b) If your answer was yes, please check all of the following that would apply.

- ☐ Financial Management
- ☐ Community Involvement/collaboration

- () Accomplishing grant goals in the timeframe of the grant
- () Meeting grant requirements in the time allowed
- () Goals could have been stated more clearly with less ambiguity
- () Strategic Planning would have been a useful tool
- () Other – Please explain

24. Please rate the performance measurement (also called “effectiveness measures”) component of this grant.

Please circle one.

- (1) the requirement to provide performance measures in reports to OVC was critical to our success
- (2) the requirement to provide performance measures in reports to OVC was somewhat helpful
- (3) the requirement to provide performance measures in reports to OVC had no substantive impact
- (4) the requirement to provide performance measures in reports to OVC was a distraction to achieving our goals
- (5) the requirement for providing performance measures in reports to OVC was not related to achieving our goals.

Please explain your answer.

25. Please provide additional comments.

Results / Impacts of CJA Grant Project on Tribal Child Abuse Response System

26. On a scale of 1-5, How would you describe the impact of the CJA Grant on the child abuse response system

Please circle one: (1) Very Helpful (2) Helpful 3) Somewhat Helpful
 (4) Neutral (5) Negative

Please explain your answer.

27. On a scale of 1-3. how would you rate the three year timeframe for the CJA project in order to accomplish what is expected by the granting agency?

Please circle one: (1) More than adequate time (2) Adequate time (3) Need more time

28. Is there anything you would recommend to OVC that would assist or encourage more Tribes to apply for this grant?

29. Please provide additional comments.

Training and Technical Assistance

- 30. Has your tribe received training and/or technical assistance from the Tribal Law and Policy Institute under the CJA grant?**

Please circle one: Yes No Don't Know

- 31. Has your Tribe or your program utilized any of the publications or resources developed for CJA grantees by the TA provider?**

Please circle one: Yes No Don't Know

- 32. Have you used the webpage or information provided through the periodic email list serve?**

Please circle one: Yes No Don't Know

- 33. Was the Training and/or Technical Assistance developed to address your specific issues and needs?**

Please circle one: Yes No Don't Know

Please explain your answer.

- 34. Was the process to request and obtain training and/or technical assistance “user friendly”?**

Please circle one: Yes No Don't Know

Please explain your answer.

CHANGES IN CJA SOLICITATION?

- 35. Is there anything that you would change (i.e. change the scope or allowable expenses, authorization for expenses related to certain activities, etc.) on the next CJA grant announcement that would make it more responsive to the actual needs of tribal communities and organizations seeking to improve the system and strengthen outcomes for Native child victims?**

Please circle one: Yes No Don't Know

Please explain your answer.

SELECTED EXCERPTS FROM COMMENTS BY SURVEY PARTICIPANTS

The following are comments from respondents to selected survey questions:

Survey Question: How would you rate your local child abuse response system in competing culturally appropriate and child friendly investigations and prosecutions prior to receiving the CJA Grant?

Comments:

“We had serious issues about the way investigations (and prosecutions) were done for our children. That’s the main reason why we were applied for the CJA grant.”

“We struggled! (to assure our children and families received culturally appropriate services). “

“I’m not qualified to answer this. I wasn’t her, I didn’t write the grant. “

“We needed to training for forensic interviewing that was culturally appropriate.”

Survey Question: How would you rate your local child abuse response system in competing culturally appropriate and child friendly investigations and prosecutions today?

Comments:

“Now (because of this grant) everyone (program staff) is Native American.”

“Most of our staff are now from our community.”

“We have received training that has supported our efforts (to provide culturally appropriate investigations and prosecutions.”

“Our system was re-victimizing the victims. This grant gave us funding to make the changes we needed to make.”

“This grant took our community to a higher level of awareness.... We had to take a step back because we had not judged where our community was at. Our community was at a vague state of awareness so we were able to do things that to help educate our community. ”

Survey Question: How would you rate the effectiveness of your tribal laws policies and procedures (State law where applicable) in assuring the child abuse response system is working for the best interest of children in your community prior to receiving the CJA grant?

Comments:

“We tried to modify our (tribal) codes but it always took a back seat.”

“Our policies and procedures needed to be updated.”

“We needed something to get us going and this grant did that.”

Survey Question: How would you rate the effectiveness of your tribal laws policies and procedures (State law where applicable) in assuring the child abuse response system is working for the best interest of children in your community prior to receiving the CJA grant?

Comments:

“We tried to modify our (tribal) codes but it always took a back seat.”

“Our policies and procedures needed to be updated.”

“We needed something to get us going and this grant did that.”

Survey Question: How would you rate the effectiveness of your tribal laws policies and procedures (State law where applicable) in assuring the child abuse response system is working for the best interest of children in your community today?

Comments:

“We were able to do our trial codes. They are under natural and customary law also!”

“Our codes and policies needed work and we did that.”

“Forming the MDT was so important to us. It continues on its own momentum.”

“We needed to educate our community and the CJA grant helped us to do that.”

Survey Question: If your child abuse response system has improved, on a scale of 1-5, rate the impact the CJA grant had on this change.

Comments:

“This grant got us focused.”

“We built credibility (through our grant activities).”

“This grant was an eye opener for our staff and community”

“(The Grant) Strengthened communication and working relationship in this area with (tribal) Police Department, Child Protection Services and Juvenile Court.”

Survey Question: If there were system changes, how would you describe them?

Comments:

“We continue to have Teams in all of the Villages.”

“Our code work was the most long term and lasting change.”

“Our MDT needs nurturing but we continue.”

“Our community education has made lasting change.”

“Changes that we made before the CJA grant were cosmetic. This allowed us to make real changes with our staff and courts and community.”

Survey Question: How would you rate the effectiveness of your tribal laws policies and procedures (State law where applicable) in assuring the child abuse response system is working for the best interest of children in your community today?

Comments:

“We were able to do our trial codes. They are under natural and customary law also!”

“Our codes and policies needed work and we did that.”

“Forming the MDT was so important to us. It continues on its own momentum.”

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“We built credibility (through our grant activities).”

“This grant was an eye opener for our staff and community”

“(The Grant) Strengthened communication and working relationship in this area with (tribal) Police Department, Child Protection Services and Juvenile Court.”

Survey Question: Would you recommend this grant to other tribes?

Comments:

“I would definitely recommend this grant to other tribes.”

“This grant is has flexibility and I would recommend it.”

“I would definitely recommend this grant. It gave us an opportunity to make changes in our prosecution and interviewing that were right for our children.”

Survey question: How would you rate the three 3 timeframe for the CJA project in order to accomplish what is expected by the granting agency?

Comments:

“It takes time to build relationships in our Indian communities.”

“Native people take longer to build trust relationships.”

“Everything takes longer in Indian Country. It’s the way we have to do business”

“Delays in hiring staff caused us to start out grant 6 months later than we expected.”

“We can’t hire during subsistence activities. People don’t apply for jobs until September when subsistence activities are finished.”

“More time and more funding would have been helpful.”

“We needed more time. Assuring the work continues takes time to put it in place.”

In your opinion, was this grant challenging to manage?

Comments:

“Yes. Financial Management was really challenging.”

“Yes. The paperwork was challenging and the requirement to re-apply every year was challenging. Funding should be based on progress reports and not re-applying,”

“No. This grant was easier to manage than our stare grants.”

“The main challenge was the geographic area served under this grant...(as well as) staff training and applying performance measures.”

Please rate the Performance Measure (also called “Effectiveness Measures”) component of this grant.

Comments:

“The performance measures helped us look at our progress.”

“The percentages didn’t really fit the grant. We had to work at finding the fit.”

“The performance measures didn’t play a big role for us”.

“They (performance measures) were good guide posts for us.”

Survey Questions:

Has your tribe received training and/or technical assistance from the Tribal Law and Policy Institute under the CJA grant?

Has your Tribe or your program utilized any of the publications or resources developed for CJA grantees by the TA provider?

Have you used the webpage or information provided through the periodic email list serve?

Was the Training and/or Technical Assistance developed to address your specific issues and needs?

Was the process to request and obtain training and/or technical assistance “user friendly”?

Comments:

“Although I was alone, I never felt alone because Diane Payne from TLPI was so supportive.”

“The TA from TLPI was fantastic.”

“The TLPI web Page has everything!”

“TLPI actually did a site visit and walked us through grant requirements and reporting. That was very helpful.”

“TLPI is very responsive. They gave us the tools that we needed.”

“TLPI was like my library!”

“We did creative things like finding other tribes who had similar issues and having a meeting about those issues – we pooled TA resources”

APPENDIX II: CJA GRANT RELATED DOCUMENTS

A. Past Grant Solicitations

B. Past and Current CJA Grantee Lists

**CHILDREN'S JUSTICE ACT
PARTNERSHIPS FOR INDIAN COMMUNITIES
DISCRETIONARY GRANT PROGRAM**

**FY 2004
APPLICATION GUIDELINES
FOR CONTINUED GRANT FUNDING**



Office for Victims of Crime
January 2004

Contents

Application Information.....	1
Due Date	1
Award Amount.....	1
Award Period	1
Background	1
Program Goal	1
Purpose.....	1
Program Objectives.....	2
Program Strategy	2
Tribal/Board Resolution.....	4
Performance Measurement	5
Eligibility Requirements	5
Contact Person	5
How To Apply	6
Quick Start Guide to Using the OJP’s Online Grants Management System	6
Application Requirements	7
Application for Federal Assistance (SF-424)	7
Assurances and Certifications.....	7
Project Narrative (Attachment 1).....	8
Budget Detail Worksheet (Attachment 2).....	10
Other Program Attachments (Attachment 3)	11
Application Review Checklist	13

**FY 2004 Children's Justice Act Partnerships for Indian Communities (CJA)
Discretionary Grant Program, continued**

The Office for Victims of Crime (OVC) requires you to submit applications for funding through the OJP Grants Management System (GMS). Access through the Internet to this online application system will expedite and streamline the receipt, review, and processing of your request for continued funding. Your final application will only be accepted electronically through the GMS online application system at www.ojp.usdoj.gov/fundopps.htm. Please see page 6 for information on How to Apply.

Application Due Date. April 1, 2004.

Award Amount. Up to \$1 million is available in FY 2004 to continue this discretionary grant program. Funding requests should not exceed the FY 2003 award amounts. Applicants must clearly demonstrate in the application the need for funds in excess of their initial grant award.

Award Period. 12 months with the potential for an additional 12 months of funding. Supplemental funding is contingent upon the grantee's performance, the success of the project, and the availability of federal funds.

Background. The Children's Justice and Assistance Act was passed in 1986 to provide funds to states to establish programs to effectively handle child abuse cases. In 1988, the Anti-Drug Abuse Act amended the Victims of Crime Act of 1984, authorizing the use of a portion of the State CJA funds to help tribal communities develop and establish programs to improve the investigation and prosecution of child abuse cases, particularly cases of child sexual abuse. Since 1989, OVC has funded approximately 185 individual grants to tribes and nonprofit tribal agencies through the CJA grant program. These tribal programs have made a number of systemic improvements in the handling of child abuse cases. They have established, expanded, and trained multidisciplinary and child protection teams; revised tribal codes and procedures to address child sexual abuse; provided child advocacy services for children involved in court proceedings; created protocols for reporting, investigating, and prosecuting cases of child sexual abuse; developed working agreements that minimize the number of times a child is interviewed; enhanced case management and treatment services; offered specialized training for prosecutors, judges, investigators, and other professionals who handle child sexual abuse cases; created special child-centered interview rooms; and, hired specialized staff to handle child abuse victim cases.

Program Goal. The goal of this grant program is to improve the capacity of existing tribal systems to handle serious child abuse cases by developing specialized services and procedures to address the needs of American Indian and Alaska Native child abuse victims.

Purpose. The purpose of this grant program is to assist Indian communities in developing, establishing, and operating programs to improve the investigation, prosecution, and overall handling of cases of child sexual abuse and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim. The funding will support the continued development and implementation of comprehensive child abuse programs and child sensitive policies and procedures for addressing child abuse cases in the tribe's criminal justice and child protection service systems.

Program Objectives. Objectives of the program are described below. Applicants may adopt these or develop their own objectives based on the needs of their particular project. The following objectives may be considered:

1. To provide program services to child victims and their nonoffending family members through a mechanism that (a) employs a multidisciplinary approach; (b) uses tribal, federal, and state resources on behalf of child victims; (c) improves investigative and judicial practices to minimize trauma to child victims; (d) implements practices and procedures that adapt investigative, prosecutorial, and judicial procedures to meet the needs and abilities of child victims, such as allowing an advocate to accompany the child to court to provide emotional support, to advocate on behalf of the child for a speedy trial, to brainstorm alternatives to the child testifying in live court, and to ensure restitution is ordered; and, (e) assures that child victims in need of support receive victim assistance, health, mental health, and social services from the initial report to the resolution of the case.
2. To develop or revise written program implementation materials that can be used to sustain your prescribed program and be replicated or used to assist other tribes in establishing similar programs.
3. To serve as a resource to other Indian tribes and tribal organizations in developing effective approaches to investigating, prosecuting and handling child abuse cases; working with federal, state, and local agencies; meeting the needs of Indian child victims and their families; and communicating with tribal councils and other bodies in responding effectively to child abuse.
4. To participate with OVC in planning future training conferences for tribal, federal, and state agencies that respond to child abuse in Indian Country.

Program Strategy. The strategy for establishing a fully functioning CJA program consists of at least three years of project implementation. The program is not intended to fund separate projects within tribal governments. Rather, it is intended to improve the capacity of existing tribal child protection and criminal justice systems to handle severe child abuse cases. The program should focus on developing strategies to identify child abuse victims and follow cases from initial disclosure, through investigation and prosecution, to the resolution of the case in an effective and timely manner.

The following 3-year strategy has been endorsed by OVC in the past and may be used as a guide for current projects. However, applicants are encouraged to develop an implementation strategy that will support their project over a 3-year period. The following strategy is provided as a guiding principle:

Year 1. Assessment and Program Development. During Year 1, the grantee should hire and train key staff to handle and process cases through the tribal system as well as coordinate cases with the state and/or federal system. Training may also be required for existing multidisciplinary teams, CPT teams, prosecutors, law enforcement personnel, judges, victim advocates, medical and mental health providers, and social service professionals.

It is recommended that the grantee assess the tribe's current system and resources for implementing a partnership program to determine what additional resources and system changes are needed to deal effectively with child sexual abuse cases. The assessment should examine the current procedures for reporting child abuse; for responding to child abuse; for interviewing the abused child; for staffing cases; for delivering services to victims and their nonoffending family members; and for training personnel who work in social services, criminal justice, and medical and mental health. The assessment should also determine community awareness efforts.

The grantee should develop a strategy for implementing an effective CJA program, based on the assessment and other local issues of child abuse. The strategy should include training plans, procedures for establishing and maintaining MDT/CPT teams, letters of support, MOAs, a resource directory, and service delivery plans, if applicable. If existing procedures are already in place, there may be a need to revise, modify, or refine these procedures to improve the overall handling of cases.

The products of the first year would include a report of the findings and recommendations from the assessment, including a description of any additional changes and resources needed to implement an effective CJA partnership program, job descriptions, and resumes for key staff hired or contracted under the grant.

Other products could include a service delivery plan and agendas for training other personnel and allied professionals involved in responding to serious child abuse cases. Another product that could be included are activity reports that summarize major activities and accomplishments of the grant during this stage.

Year 2. Implementation of Program and Development of Training and Resource

Materials. For Year 2, the grantee would be expected to refer, coordinate, and provide victim assistance services to child abuse victims and their nonoffending family members on a regular basis. In addition, the grantee would be expected to finalize, or in some cases refine, their program strategy and program implementation materials to insure a responsive multidisciplinary approach to child abuse cases.

The final materials should take into consideration the assessment conducted during Year 1. These materials would include such items as interagency protocols; reporting procedures; Memoranda of Agreement with federal, state, and local agencies; tribal codes that address child sexual abuse, including definitions, sentencing guidelines, and maximum penalties for offenders; resource directory; program brochure; and case management, tracking, and referrals systems.

Other materials might include descriptions of best practices that assist and support children who must participate in tribal, federal, and local judicial proceedings, and training curricula. The materials would be used by the grantee in implementing the prescribed program, and could also be of great value to other tribes seeking culturally appropriate materials to assist them in making similar changes on behalf of their child victims.

The products of Year 2 could include (a) a compilation of the materials gathered by the grantee from within the tribe and from other sources; (b) training curricula; (c) a brochure

and/or resource directory that advertises the availability of the tribe's resources, services, and training opportunities; and, (d) progress reports that summarize major activities and accomplishments of the grant.

Year 3. Delivery of Services. For Year 3, the program should be fully operational and function at a level that serves child abuse victims in a comprehensive and effective manner. The project should be able to serve as a model for illustrating effective approaches to handling serious child abuse cases; coordinate with various tribal, state and federal agencies; effectively meet the needs of child abuse victims and their nonoffending families; and communicate with tribal councils and other bodies in responding to child abuse.

Materials such as diagrams, flow charts, and descriptions of program models can be shared with other tribes to demonstrate how to make similar changes on behalf of abused child victims. The materials and descriptions should include information on developing proper interviewing procedures, providing court advocacy services, and making other improvements that adapt investigative and judicial procedures to the needs, rights, and abilities of abused child victims.

The products of Year 3 should include (a) illustrative materials on program implementation and training; (b) reports describing the training provided by the tribe; (c) recommendations for and descriptions of training workshops that might be offered in OVC-sponsored conferences for assisting abused child victims in Indian country; (d) semiannual progress reports that summarize major activities and accomplishments of the grant; and (e) a final narrative report.

For continued funding, Year 2 program activities and the implementation plan must be outlined in the application in sufficient detail to provide a sense that the proposed program will continue to contribute to the development of a successful partnership that can endure.

Applications should include an education component that links and/or coordinates training for teachers in grades Pre-K through high school. The training should focus on how to identify child abuse and child abuse victims, mandatory reporting requirements for teachers, how to intervene in child abuse situations, where and to whom to report suspected child abuse, and development of reporting procedures for school teachers. The education component should also include child abuse awareness and the development of support systems within the school system for abused child victims.

Tribal/Board Resolution. Prior to submission of the application, applicants are encouraged to discuss their proposed partnership program with their Tribal Chairperson, Tribal Council, Board of Directors, and/or other tribal agencies, and solicit their support and approval of the partnership for the life of the program. A Tribal/Board Resolution that approves activities and commitments for Year 2 must be attached to the application.

Performance Measurement. To ensure compliance with the Government Performance and Results Act (GPRA), Public Law 103-62, this solicitation notifies applicants that they are required to collect and report data that measure the results of the program implemented with this grant. To ensure accountability of these data, for which the Office for Victims of Crime is responsible, the following performance measures will be monitored:

1. Number of child abuse/sexual abuse victims identified and served.
2. Number of child abuse/sexual abuse prosecutions at the tribal level.
3. Establishment of multidisciplinary teams (MDTs) or child protection teams(CPTs).
4. Number of MDT/CPT members and other professionals trained in child abuse issues.

Eligibility Requirements. Eligible applicants are federally recognized Indian tribes and nonprofit tribal organizations. Grant awards will be limited to tribal organizations as defined in the Indian Self-Determination and Education Assistance Act, Public Law 93-638, 25 U.S.C., § 450(b). Under this provision, the definition of "tribal organization" is the recognized governing body of any Indian tribe, to include any legally established organization of Indians that is controlled, sanctioned, or chartered by such governing body, or that is democratically elected by the adult members of the Indian community to be served by such organization, and which includes the maximum participation of Indians in all phases of its activities.

Contact Person. Cathy Sanders, tel. 202–616–3578, e-mail cathy@ojp.usdoj.gov.

How To Apply

Applications will only be accepted electronically through the Grants Management System (GMS) online application system that can be accessed at <http://www.ojp.usdoj.gov/fundopps.htm>. The toll-free telephone number to call for technical assistance as you work through the online application process is 1-888-549-9901. To begin the online application process, please see the Quick Start Guide to Using the Office of Justice Programs' Online Grants Management System below.

Quick Start Guide to Using the Office of Justice Programs' Online Grants Management System

Step 1. Using an established Internet account, go to www.ojp.usdoj.gov/fundopps.htm and find the online Applicant Procedures handbook available on this page. Applicants may link directly to OJP's Grants Management System (GMS), which will provide online help screens.

Note: Applicants without an Internet account should call the GMS Hotline at 1-888-549-9901 for assistance.

Step 2. Click on "Logon to the Grants Management System (GMS)."

Step 3. Follow the on_screen instructions. First_time GMS users should click on "New User? Register Here." Applicants who already have a GMS password should click on "GMS Sign_In." Proceed to the FY 2004 CJA Continuation solicitation, and begin working on it. Applicants will receive e_mail confirmation from OVC that they are eligible to submit an application within 7 days.

Please note: Applicants must ensure that the information for the authorizing official and alternate contact is entered correctly. The authorizing official is the individual authorized to accept grant funds in your organization. If the individual applying online is not the signing authority, that individual must list the authorizing official's name and contact information where appropriate.

Questions or problems. Applicants who have questions should refer to the online handbook or access applicable help screens. If the questions cannot be addressed by accessing the online GMS reference tools, call the GMS Hotline at 1-888-549-9901. Previous users should contact the GMS Hotline if they are having difficulty with their user ID and password.

Step 4. Complete the online Application for Federal Assistance (SF_424) by providing the required information in the Overview, Applicant Information, and Project Information screens.

Step 5. Complete the application by electronically "accepting" the Assurances and Certifications, and by submitting the three required file attachments: Program Narrative, Budget Detail Worksheet, and Other Program Attachments. (See the Application Review Checklist on page 13 and the Application Requirements on page 7 for detailed instructions about what information to include in each of these attachments). Please note that applicants must upload one (1) file per attachment. Only the most current file uploaded to the appropriate attachment will be saved as part of the application. All sections of each attachment must be completed for your application to be considered for funding.

Submit your completed application online by hitting the “Submit” button. The GMS system will notify the applicant that the application has been received and sent to OVC and provide an application identification number for future reference. Applicants who have any questions about GMS or need technical assistance with applying online should contact the GMS Hotline at 1–888–549–9901.

Application Requirements

Applicants requesting continued funding to the FY 2004 Children’s Justice Act Partnerships for Indian Communities (CJA) Discretionary Grant Program must submit the following information online through the Office of Justice Programs’ (OJP’s) Grants Management System (GMS).

1. Application for Federal Assistance, Standard Form 424.
2. Assurances and Certifications.
3. Program Attachments (3)
 - Attachment 1. Project Narrative (including project abstract, problem statement, project goals and objectives, project design/implementation plan, project management and organizational capability statement, and plan for measuring progress and outcome).
 - Attachment 2. Budget Detail Worksheet (including budget worksheet and budget narrative).
 - Attachment 3. Other Program Attachments (including Tribal/Board Resolution, resumes of key personnel, position descriptions, letters of support, memoranda of understanding, and other attachments as needed).

Detailed instructions and descriptions of each of the required elements are provided below. An Application Review Checklist has been provided for your convenience (see page 13).

Note: Applications that do not include all required elements will not be considered for funding.

Application for Federal Assistance (SF-424). The Application for Federal Assistance is a standard form used by most federal agencies. It contains 18 items that are to be completed online in the Overview, Applicant Information, and Project Information sections of OJP’s Grant Management System.

Assurances and Certifications. Applicants are required to review and accept the Assurances and Certifications. Please verify that the name, address, phone number, fax number, and e-mail address of the authorizing official on these online forms is correct.

- **Assurances.** The applicant must comply with assurances to receive federal funds under this program. It is the responsibility of the recipient of the federal funds to fully understand and comply with these requirements. Failure to comply may result in the withholding of funds, termination of the award, or other sanctions.
- **Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters, and the Drug-Free Workplace Requirement.** Applicants are required to review and check off the box on the certification form included in the online application process.

This form commits the applicant to compliance with the certification requirements under 28 CFR Part 69, “New Restrictions on Lobbying,” and 28 CFR Part 67, “A Government-Wide Debarment and Suspension (Nonprocurement), and Government-Wide Requirements for Drug-Free Workplace (Grants).”

The authorizing official must review the Assurances and Certifications forms in their entirety. To accept the Assurances and Certifications in GMS, click on the Assurances and Certifications link and click the “Accept” button at the bottom of the screen.

PROJECT NARRATIVE (Attachment 1). The project narrative should not exceed 25 double-spaced pages and must include 6 separate sections: Project Abstract, Problem Statement, Project Goals and Objectives, Project Design/Implementation Plan, Organizational Capability and Project Management Statement, and Plans for Measuring Progress and Outcomes. Each section is described below.

Project Abstract. The application should include a brief, 1-page summary that describes the purpose of the project, goals and objectives, activities that will be implemented to achieve the project’s goals and objectives, methods, and outcomes.

Problem Statement. The problem statement must describe the needs to be addressed by the proposed program; the problems experienced by the tribe in handling, investigating, and prosecuting cases of child abuse/sexual abuse; and any other issues related to serious child abuse in the tribal community. The application must include a description of other factors that contribute to the problem such as jurisdictional issues involved at the federal, tribal, state, and local levels. Other relevant data or statistical information on the number of cases reported, investigated, and substantiated; referred for services; and prosecuted in tribal, state, or Federal Court that help quantify the problem should also be provided.

Project Goals and Objectives. The applicant must specify the goals and objectives of the project. The objectives should be measurable and relate directly to the issues described in the problem statement. The goals should state the overall purpose of what is to be accomplished. The objectives should describe the steps necessary to reach the goals or how the goals will be accomplished.

The proposal must describe what progress has been made in meeting the goals and objectives for the project during the initial award. Applicants should also briefly describe key successes and challenges that the project faced. The following questions should be discussed:

1. What did the Assessment reveal? Please describe.
2. Did you complete all of the goals and objectives described in the initial application? If not, explain why? What are your plans for completing those objectives? Did you request technical assistance from the TA provider to assist you in completing your goals and objectives?
3. Did your child abuse/child sexual abuse case load change as a result of the project? Do you have a child protection team (CPT) or multidisciplinary team (MDT) in place? How are cases being staffed?
4. How many cases were reported, substantiated, and prosecuted in tribal, state, and/or federal court? What tribal, state, or federal agency did you collaborate with process the cases?

5. What products were developed during Year 1? Are copies attached?
6. What resources are being used by the project on behalf of child victims? Explain.
7. How is the program improving investigative and judicial practices to minimize trauma to abused victims?
8. What practices and procedures are being used to adapt investigative, prosecutorial, and judicial procedures to the needs and abilities of child abuse victims on the reservation?
9. What methods, standards, or criteria are being used to assure that child abuse victims receive victim assistance, health, mental health, and social services that are needed to support them from the initial investigation to the resolution of the case? Please discuss.
10. Did you develop and/or revise written materials (protocols, Tribal Codes, child abuse handbooks, CPT procedures, training agendas, service delivery plans, program implementation plans) that can be used for your prescribed program, or replicated and used to assist other tribes in establishing similar programs? Please describe.
11. Have you presented your program to the Tribal Council or Executive Board of Directors and/or have you discussed the impact of the program in your community and its sustainability? Did you present it to the tribal community? How will you continue the program beyond OVC funding?
12. Did you collaborate with other tribal, state, federal agencies, or other CJA projects in the establishment of your program? Please elaborate.
13. Can your project staff serve as a resource or mentor to other Indian tribes and tribal organizations in developing effective approaches to investigating, prosecuting, and handling severe child physical and sexual abuse cases?
14. Did you collect data to respond to the Performance Measures included in the initial solicitation? If not, why not? If so, please provide the data in this section.

Project Design/Implementation Plan. The project design and implementation plan must describe the project strategy and discuss how the strategy will address the identified problems and support the goals and objectives for the continuation project. In addition, the implementation plan must include a description of how the project will implement all project components, and a description of the interim deliverables and products. This section should also include detailed information on related topics such as project participants, data collection and analysis, project partners, interagency agreements or working agreements, and expected outcomes. Also include a listing of the major events, activities, products, and a timetable for completion of the objectives. A time-task plan establishes time frames for accomplishing activities and sets out staff responsibilities for the activities.

OVC recognizes that jurisdictional authority over child sexual abuse cases varies greatly among tribes. Hence, we seek innovative projects based on the unique jurisdictional characteristics of a particular tribal criminal justice, child protection, and service delivery system. OVC expects tribes that receive these grants to be actively involved in determining the manner in which these cases are administratively and judicially processed at the tribal, state, and federal levels. Tribes should coordinate child sexual abuse case referrals with appropriate state and federal authorities for prosecution and follow up with tribal prosecution when appropriate.

In addition, OVC encourages the use of multidisciplinary teams to respond to cases of child sexual abuse. This could also include specialized prosecutorial units for the investigation,

referral, and prosecution of child abuse cases. Multidisciplinary teams that are developed or expanded as a result of this grant must include representatives from the tribal, state, and federal agencies that provide services to the tribe. These multidisciplinary teams should assist in clarifying roles and responsibilities of all authorities involved in these cases, including social services, child protection services, Indian child welfare, medical services, law enforcement officials, and prosecutors.

Project funds shall not be used to replace or serve as a substitute for funds already used for existing multidisciplinary teams or child protective agencies (this is known as supplanting).

Organizational Capability and Project Management. The applicant must provide a discussion of the organization's capability for developing and packaging a comprehensive program that addresses the investigation, prosecution, case handling, and treatment of child physical and sexual abuse. Information should be included on the organization's mission, current projects that will support the proposed project, and past projects that are related to the current efforts. The project management section should discuss the staffing needs, project administration, financial management, and line of authority of the project. Staff capabilities and roles and responsibilities should also be summarized in this section. Job descriptions and copies of resumes for the proposed key staff positions should be included in Attachment 3.

Plan for Measuring Progress and Outcome. The applicant must include a plan for evaluating the impact of the project in improving the investigation, prosecution, and overall handling of child abuse cases, particularly child sexual abuse cases. Therefore, the applicant must describe the criteria and units of measurement that will be used to assess the project's effectiveness. Examples of effectiveness measures include number of abused victims served, number of individuals trained, positive changes made by child protection team as a result of having been trained, any new capacity or improved response to child victims that developed as a result of the training or the partnership program, number and type of products disseminated, user satisfaction data, and number of community awareness programs presented. Requests from the tribal community for materials and for repeat training are also strong indicators of success.

BUDGET DETAIL WORKSHEET (Attachment 2). The applicant must provide a detailed budget that (1) is complete, allowable, cost-effective in relation to the proposed activities, and accurately reflects how grant funds will be used to promote the improved handling, investigation, and prosecution of child sexual abuse cases; (2) shows the cost calculations demonstrating how the applicant arrived at the total amount requested, and (3) provides a supporting budget narrative to link costs with project implementation (see below for more about the budget narrative).

Applicants must submit both a budget worksheet and a budget narrative in one (1) file. The worksheet provides the detailed computations for each budget item, and the narrative justifies or explains each budget item and relates it to project activities. A sample Budget Detail Worksheet form that can be used as a guide to assist you in preparing the budget worksheet and budget narrative is available at www.ojp.usdoj.gov/oc. Click on Standard Forms, then go to the budget detail worksheet.

Budget Worksheet. The budget worksheet must list the cost of each budget item and show how the costs were calculated. For example, costs for personnel should show the annual salary rate and percentage of time devoted to the project for each employee to be paid through grant funds. The budget worksheet should present a complete and detailed itemization of all proposed costs.

Budget Narrative. The budget narrative should closely follow the content of the budget worksheet and provide justification for all proposed costs. For example, the narrative should explain how fringe benefits were calculated, how travel costs were estimated, why particular items of equipment or supplies must be purchased, and how overhead or indirect costs were calculated. The budget narrative should justify the specific items listed in the budget worksheet (particularly supplies, travel, and equipment) and demonstrate that all costs are reasonable.

Please Note: An in-kind match of 10 percent is required for this grant program and will be applied each time the applicant submits an application. For example, a 10 percent match will be required for the initial 12-month grant and again for any supplemental funding. The in-kind match can be in the form of staff time, facilities, office space and utilities, employee details/loans, and agency partnerships. Hard match is allowable in lieu of in-kind match. If an applicant proposes using employees or other professionals, (e.g., forensic interviewer, law enforcement officer, IHS doctor), who will be detailed or loaned to the partnership as in-kind match, letters of support or other documentation must be included to support the detail. All in-kind or hard match must be shown on the detail worksheet and described in the budget narrative.

From time to time, program staff may be asked to participate in OVC-sponsored conferences, cluster meetings, and/or training sessions to demonstrate model practices, provide program materials and handouts, serve as trainers, or participate on discussion groups and panels. Consequently, applicants should include travel expenses for two key staff to attend at a minimum, one OVC-sponsored national conference and one post-awards planning conference. For planning purposes, travel should be estimated for one trip to Washington, D.C. for 3 days and one trip to San Diego, CA, or the National Indian Nations Conference for 5 days. Federal per diem rates may be used.

Applicants should also budget an appropriate amount for an Internet service provider for access to OVC's Web page, and for e-mail capability to communicate with OVC staff and other grantees. **Note:** Total costs specified in the Budget Detail Worksheet must match the total amount requested.

OTHER PROGRAM ATTACHMENTS (Attachment 3). The Other Program Attachments file must include the following materials:

Tribal/Board Resolution. The application must include a Tribal Resolution that approves commitments and activities for the grant program. If the applicant is a tribal nonprofit organization, then a resolution by the Board of Directors or other governing body must be included. A Tribal/Board Resolution is a strong indicator of Tribal Council or Board of Directors' approval and will be used by OVC as an assurance of tribal acknowledgment and support for the partnership program. The purpose of this requirement is to assure that the changes

funded through the CJA grant have been accepted by the ruling body of the tribe or tribal organization and that the Tribal Council or Board of Directors support the program during and after OVC funding expires. The applicant must demonstrate that the proposed partnership program has been discussed with and approved by the Tribal Council or Board of Directors.

Resumes of key personnel. Provide resumes of key personnel or job descriptions outlining roles and responsibilities for all key positions currently vacant.

Letters of support. From agencies at the federal, state, and local levels that are involved in handling, investigating, and/or prosecuting child abuse cases.

Other attachments. As needed. Please **do not** attach photographs or maps.

APPLICATION REVIEW CHECKLIST

FY 2004 Children's Justice Act Partnerships for Indian Communities (CJA) Discretionary Grant Program Continuation

All applications must be submitted electronically through the OJP Grants Management System (GMS), which can be accessed at www.ojp.usdoj.gov/fundopps.htm. Please use this checklist to make sure your application is complete and includes the following:

Online Forms

- ___ **Application for Federal Assistance (Standard Form 424).** This form is generated by completing the on-screen Overview, Applicant Information, and Project Information screens in GMS.
- ___ **Assurances and Certifications.** The Assurances and Certifications must be reviewed and accepted electronically by the authorizing official or the designated authorizing official.

Attachments (3)

- ___ **Program Narrative (Attachment 1).** The Program Narrative must include the following sections:
 - ___ Project Abstract
 - ___ Problem Statement
 - ___ Project Goals and Objectives
 - ___ Project Design/Implementation Plan
 - ___ Organizational Capability and Project Management Statement
 - ___ Plan for Measuring Progress and Outcome
- ___ **Budget Detail Worksheet (Attachment 2).** The Budget Detail Worksheet must present a detailed budget that itemizes all proposed costs and must include a budget narrative that provides justification for all proposed costs.
- ___ **Other Program Attachments (Attachment 3).** The Other Program Attachments must include the following elements. (**Note:** All of the below materials must be attached in this one (1) file. Do not attach photographs or maps.)
 - ___ Tribal/Board Resolution
 - ___ Resumes of key personnel/position descriptions
 - ___ Letters of support
 - ___ Memoranda of understanding (where appropriate)

Please refer to corresponding sections in this announcement to determine the specific contents of each of these attachments.

**CHILDREN'S JUSTICE ACT (CJA)
PARTNERSHIPS FOR INDIAN COMMUNITIES
DISCRETIONARY GRANT PROGRAM**

**FY 2005
APPLICATION GUIDELINES
FOR CONTINUED GRANT FUNDING**



Office for Victims of Crime
January 2005

CONTENTS

Application Information.....	1
Due Date	1
Award Amount.....	1
Award Period	1
Background	1
Program Goal	1
Purpose	1
Program Objectives	2
Program Strategy	2
Tribal/Board Resolution	5
Performance Measurement	5
Eligibility Requirements	5
Contact Person.....	5
How To Apply.....	6
Quick Start Guide to Using OJP's Online Grants Management System.....	6
Application Requirements	8
Application for Federal Assistance (SF-424)	8
Assurances and Certifications	8
Project Narrative (Attachment 1)	9
Budget Detail Worksheet (Attachment 2)	11
Other Program Attachments (Attachment 3)	12
Application Review Checklist	14

APPLICATION INFORMATION

FY 2005 Children's Justice Act Partnerships for Indian Communities (CJA) Discretionary Grant Program

The Office for Victims of Crime (OVC) requires you to submit applications for funding through the Office for Justice Programs (OJP) Grants Management System (GMS). Access through the Internet to this online application system will expedite and streamline the receipt, review, and processing of your request for continued funding. Your final application will only be accepted electronically through the GMS online application system at www.ojp.usdoj.gov/fundopps.htm. Please see page 6 for information on How to Apply.

Application Due Date: March 31, 2005.

Award Amount: Up to \$1 million is available in fiscal year (FY) 2005 to continue this discretionary grant program. Funding requests should only be submitted by FY 2004 recipients and should not exceed the FY 2004 award amounts.

Award Period: 12 months.

Background: The Children's Justice and Assistance Act was passed in 1986 to provide funds to states to establish programs to effectively handle child abuse cases. In 1988, the Anti-Drug Abuse Act amended the Victims of Crime Act of 1984, authorizing the use of a portion of the state CJA funds to help tribal communities develop and establish programs to improve the investigation and prosecution of child abuse cases, particularly cases of child sexual abuse. Since 1989, OVC has funded approximately 220 individual grants to tribes and nonprofit tribal agencies through the CJA grant program. These tribal programs have made a number of systemic improvements in the handling of child abuse cases. They have established, expanded, and trained multidisciplinary teams (MDTs) and child protection teams (CPTs); revised tribal codes and procedures to address child sexual abuse; provided child advocacy services for children involved in court proceedings; created protocols for reporting, investigating, and prosecuting cases of child sexual abuse; developed working agreements that minimize the number of times a child is interviewed; enhanced case management and treatment services; offered specialized training for prosecutors, judges, investigators, and other professionals who handle child sexual abuse cases; created special child-centered interview rooms; and hired specialized staff to handle child abuse victim cases.

Program Goal: The goal of this grant program is to improve the capacity of existing tribal systems to handle serious child abuse cases by developing specialized services and procedures to address the needs of American Indian and Alaska Native child abuse victims.

Purpose: The purpose of this grant program is to assist Indian communities in developing, establishing, and operating programs to improve the investigation, prosecution, and overall handling of cases of child sexual abuse and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim. The funding will support the continued development and implementation of comprehensive child abuse programs and child sensitive policies and procedures for addressing child abuse cases in the tribe's criminal justice and child protection service systems.

Program Objectives: Objectives of the program are described below. Applicants may adopt these or develop their own objectives based on the needs of their particular project. The following objectives may be considered:

1. To provide program services to child victims and their non-offending family members through a mechanism that: (a) employs a multidisciplinary approach; (b) uses tribal, federal and state resources on behalf of child victims; (c) improves investigative and judicial practices to minimize trauma to child victims; (d) implements practices and procedures that adapt investigative, prosecutorial, and judicial procedures to meet the needs and abilities of child victims, such as allowing an advocate to accompany the child to court to provide emotional support, to advocate on behalf of the child for a speedy trial, to brainstorm alternatives to the child testifying in live court, and to ensure restitution is ordered; and, (e) assures that child victims in need of support receive victim assistance, health, mental health, and social services from the initial report to the resolution of the case.
2. To develop or revise written program implementation materials that can be used to sustain or replicate your prescribed program, or assist other tribes in establishing similar programs.
3. To serve as a resource to other Indian tribes and tribal organizations in developing effective approaches to investigating, prosecuting, and handling child abuse cases; working with federal, state, and local agencies; meeting the needs of Indian child victims and their families; and communicating with tribal councils and other bodies in responding effectively to child abuse.
4. To participate with OVC in planning future training conferences for federal, and state, and tribal agencies that respond to child abuse in Indian Country.

Program Strategy: The strategy for establishing a fully functioning CJA program consists of at least 3 years of project implementation. The program is not intended to fund separate projects within tribal governments. Rather, it is intended to improve the capacity of existing tribal child protection and criminal justice systems to handle severe child abuse cases. The program should focus on developing strategies to identify child abuse victims and follow cases from initial disclosure through investigation, prosecution, and resolution, in an effective and timely manner.

The following 3-year strategy has been endorsed by OVC in the past and may be used as a guide for current projects. However, applicants are encouraged to develop an implementation strategy that will support the final year of their 3-year project strategy. The following strategy is provided as a guiding principle:

Year 1. Assessment and Program Development. During Year 1, the grantee should hire and train key staff to handle and process cases through the tribal system as well as coordinate cases with the state and/or federal system. Training may also be required for existing MDTs, CPTs, prosecutors, law enforcement personnel, judges, victim advocates, medical and mental health providers, and social service professionals.

It is recommended that the grantee assess the tribe's current system and resources for implementing a partnership program to determine what additional resources and system changes are needed to deal effectively with child sexual abuse cases. The assessment should examine the current procedures for reporting child abuse, for responding to child abuse, for interviewing the abused child, for staffing cases; for delivering services to victims and their non-offending family members, and for training personnel who work in social services, criminal justice, and medical and mental health. The assessment should also determine community awareness efforts.

The grantee should develop a strategy for implementing an effective CJA program, based on the assessment and other local issues of child abuse. The strategy should include training plans, procedures for establishing and maintaining MDTs/CPTs, letters of support, Memoranda of Agreement (MOAs), a resource directory, and service delivery plans, if applicable. If existing procedures are already in place, there may be a need to revise, modify, or refine these procedures to improve the overall handling of cases.

The products of the first year would include (1) a report of the findings and recommendations from the assessment, including a description of any additional changes and resources needed to implement an effective CJA partnership program, (2) job descriptions, and (3) resumes for key staff hired or contracted under the grant.

Other products could include a service delivery plan and agendas for training other personnel and allied professionals involved in responding to serious child abuse cases. Another product could include an activity report that summarizes major activities and accomplishments of the grant during this stage.

Year 2. Implementation of Program and Development of Training and Resource Materials. For Year 2, the grantee would be expected to refer, coordinate, and provide victim assistance services to child abuse victims and their non-offending family members on a regular basis. In addition, the grantee would be expected to

finalize, or in some cases refine, the program strategy and program implementation materials to ensure a responsive multidisciplinary approach to child abuse cases.

The final materials should take into consideration the assessment conducted during Year 1. These materials would include such items as interagency protocols; reporting procedures; MOAs with federal, state, and local agencies; tribal codes that address child sexual abuse, including definitions, sentencing guidelines, and maximum penalties for offenders; resource directories; program brochures; and case management, tracking, and referral systems.

Other materials might include descriptions of best practices that assist and support children who must participate in tribal, federal, and local judicial proceedings, and training curricula. The materials would be used by the grantee in implementing the prescribed program, and could be of great value to other tribes seeking culturally appropriate materials to assist them make similar changes on behalf of their child victims.

The products of Year 2 could include (a) a compilation of the materials gathered by the grantee from within the tribe and from other sources; (b) training curricula; (c) a brochure and/or resource directory that advertises the availability of the tribe's resources, services, and training opportunities; and (d) progress reports that summarize major activities and accomplishments of the grant.

Year 3. Delivery of Services. For Year 3, the program should be fully operational and functioning at a level that serves child abuse victims in a comprehensive and effective manner. The project should be able to serve as a model for illustrating effective approaches to handling serious child abuse cases; coordinate with various federal, state, and tribal agencies; effectively meet the needs of child abuse victims and their non-offending families; and communicate with tribal councils and other bodies in responding to child abuse.

Materials such as diagrams, flowcharts, and descriptions of program models can be shared with other tribes to demonstrate how to make similar changes on behalf of abused child victims. The materials and descriptions should include information on developing proper interviewing procedures, providing court advocacy services, and making other improvements that adapt investigative and judicial procedures to the needs, rights, and abilities of abused child victims.

The products of Year 3 should include: (a) illustrative materials on program implementation and training, (b) reports describing the training provided by the tribe, (c) recommendations for and descriptions of training workshops that might be offered in OVC-sponsored conferences for assisting abused child victims in Indian country, (d) semiannual progress reports that summarize major activities and accomplishments of the grant, and (e) a final narrative report.

For continued funding, Year 3 program activities and the implementation plan must be outlined in the application in sufficient detail to provide a sense that

the proposed program will continue to contribute to the development of a successful partnership that can endure.

Applications should include an education component that links and/or coordinates training for teachers in grades pre-K through high school. The training should focus on how to identify child abuse and child abuse victims, mandatory reporting requirements for teachers, how to intervene in child abuse situations, where and to whom to report suspected child abuse, and development of reporting procedures for school teachers. The education component should also include child abuse awareness and the development of support systems within the school system for abused child victims.

Tribal/Board Resolution: Prior to submission of the application, applicants are encouraged to discuss their proposed partnership program with their Tribal Chairperson, Tribal Council, Board of Directors, and/or other tribal agencies, and solicit their support and approval of the partnership for the life of the program. A tribal/board resolution that approves activities and commitments for Year 3 must be attached to the application.

Performance Measurement: To ensure compliance with the Government Performance and Results Act (GPRA), Public Law 103-62, this solicitation notifies applicants that they are required to collect and report data that measure the results of the program implemented with this grant. To ensure accountability of these data, for which OVC is responsible, the following performance measures will be monitored:

1. Percent increase in the number of developed, established, and operating programs that improve the investigation, prosecution, and overall handling of cases of child sexual abuse and severe physical abuse.
2. Percent increase in the number of child abuse/sexual abuse victims identified and served.
3. Percent increase in the number of child abuse/sexual abuse prosecutions at the tribal level.
4. Percent increase in the number of MDTs or CPTs established and/or trained.

Eligibility Requirements: Eligible applicants are federally recognized Indian tribes and nonprofit tribal organizations. Grant awards will be limited to tribal organizations as defined in the Indian Self-Determination and Education Assistance Act, Public Law 93-638, 25 U.S.C., § 450(b). Under this provision, the definition of "tribal organization" is the recognized governing body of any Indian tribe, to include any legally established organization of Indians that is controlled, sanctioned, or chartered by such governing body, or that is democratically elected by the adult members of the Indian community to be served by such organization, and which includes the maximum participation of Indians in all phases of its activities.

Contact Person: Renee Williams
Telephone (202) 616-3218
E-mail: Renee.Williams@usdoj.gov.

HOW TO APPLY

Applications will only be accepted electronically through the Grants Management System (GMS) online application system that can be accessed at <http://www.ojp.usdoj.gov/fundopps.htm>. The toll-free telephone number to call for technical assistance as you work through the online application process is 1–888–549–9901. To begin the online application process, please see the Quick Start Guide to Using the Office of Justice Programs' Online Grants Management System below.

Quick Start Guide to Using the Office of Justice Programs' Online Grants Management System

Step 1. Using an established Internet account, go to www.ojp.usdoj.gov/fundopps.htm and find the online applicant procedures handbook available on this page. Applicants may link directly to OJP's Grants Management System, which will provide online help screens. **Note:** Applicants without an Internet account should call the GMS Hotline at 1–888–549–9901 for assistance.

Step 2. Click on “Logon to the Grants Management System (GMS).”

Step 3. Follow the onscreen instructions. First-time GMS users should click on “New User? Register Here.” Applicants who already have a GMS password should click on “GMS Sign-In.” Proceed to the FY 2005 CJA Continuation solicitation, and begin working on it. Applicants will receive e-mail confirmation from OVC that they are eligible to submit an application within 7 days. **Note:** Applicants must ensure that the information for the authorizing official and alternate contact is entered correctly. The authorizing official is the individual authorized to accept grant funds in your organization. If the individual applying online is not the signing authority, that individual must list the authorizing official's name and contact information where appropriate.

Questions or problems. Applicants who have questions should refer to the online handbook or access applicable help screens. If the questions cannot be addressed by accessing the online GMS reference tools, call the GMS Hotline at 1–888–549–9901. Previous users should contact the GMS Hotline if they are having difficulty with their user ID and password.

Step 4. Complete the online Application for Federal Assistance (SF-424) by providing the required information in the Overview, Applicant Information, and Project Information screens.

Step 5. Complete the application by electronically accepting the Assurances and Certifications and submitting the three required file attachments: Program Narrative, Budget Detail Worksheet, and Other Program Attachments. (See the Application

Review Checklist on page 13 and the Application Requirements on page 7 for detailed instructions about what information to include in each of these attachments). Please note that applicants must upload one file per attachment. Only the most current file ~~uploaded to the appropriate attachment will be saved as part of the application. All~~ sections of each attachment must be completed for your application to be considered for funding.

Submit your completed application online by hitting the “Submit” button. The GMS system will notify the applicant that the application has been received and sent to OVC and provide an application identification number for future reference. Applicants who have questions about GMS or need technical assistance with applying online should contact the GMS Hotline at 1-888-549-9901.

APPLICATION REQUIREMENTS

Applicants requesting continued funding to the FY 2005 Children's Justice Act Partnerships for Indian Communities Discretionary Grant Program must submit the following information online through GMS:

1. Application for Federal Assistance (SF-424).
2. Assurances and Certifications.
3. Program Attachments (3):
 - **Attachment 1: Project Narrative** (including project abstract, problem statement, project goals and objectives, project design/implementation plan, project management and organizational capability statement, and plan for measuring progress and outcome).
 - **Attachment 2: Budget Detail Worksheet** (including budget worksheet and budget narrative).
 - **Attachment 3: Other Program Attachments** (including tribal/board resolution, resumes of key personnel, position descriptions, letters of support, Memoranda of Understanding (MOUs), and other attachments as needed).

Detailed instructions and descriptions of each of the required elements are provided below. An Application Review Checklist has been provided for your convenience (see page 13). **Note:** Applications that do not include all required elements will not be considered for funding.

Application for Federal Assistance (SF-424)

The Application for Federal Assistance is a standard form used by most federal agencies. It contains 18 items that are to be completed online in the Overview, Applicant Information, and Project Information sections of OJP's Grant Management System.

Assurances and Certifications

Applicants are required to review and accept the Assurances and Certifications. Please verify that the name, address, phone number, fax number, and e-mail address of the authorizing official on these online forms is correct.

- **Assurances.** The applicant must comply with assurances to receive federal funds under this program. It is the responsibility of the recipient of the funds to fully understand and comply with these requirements. Failure to comply may result in the withholding of funds, termination of the award, or other sanctions.

- **Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters, and the Drug-Free Workplace Requirement.** Applicants are required to review and check off the box on the certification form included in the online application process.
-

This form commits the applicant to compliance with the certification requirements under 28 CFR Part 69, “New Restrictions on Lobbying,” and 28 CFR Part 67, “A Government-Wide Debarment and Suspension (Non-procurement), and Government-Wide Requirements for Drug-Free Workplace (Grants).”

The authorizing official must review the Assurances and Certifications forms in their entirety. To accept the Assurances and Certifications in GMS, click on the Assurances and Certifications link and click the “Accept” button at the bottom of the screen.

PROJECT NARRATIVE (Attachment 1)

The project narrative should not exceed 25 double-spaced pages and must include 6 separate sections: Project Abstract, Problem Statement, Project Goals and Objectives, Project Design/Implementation Plan, Organizational Capability and Project Management Statement, and Plans for Measuring Progress and Outcomes. Each section is described below.

Project Abstract. The application should include a brief, one-page summary that describes the purpose of the project, its goals and objectives, activities that will be implemented to achieve the project goals and objectives, methods, and outcomes.

Problem Statement. The problem statement must describe the needs to be addressed by the proposed program; the problems experienced by the tribe in handling, investigating, and prosecuting cases of child abuse/sexual abuse; and any other issues related to serious child abuse in the tribal community. The application must include a description of other factors that contribute to the problem such as jurisdictional issues involved at the federal, state, tribal, and local levels. Other relevant data or statistical information that help quantify the problem, such as the number of cases reported, investigated, and substantiated; referred for services; and prosecuted in tribal, state, or Federal Court, should also be provided.

Project Goals and Objectives. The applicant must specify the goals and objectives of the project. The objectives should be measurable and relate directly to the issues described in the problem statement. The goals should state the overall purpose of what is to be accomplished. The objectives should describe the steps necessary to reach the goals or how the goals will be accomplished.

The proposal must describe what progress has been made in meeting the goals and objectives for the project during the initial award. Applicants should also briefly describe key successes and challenges that the project faced. The following questions should be discussed:

1. What were your goals and objectives for Year 2? Did you complete all of these objectives as described in the Year 2 application? If not, why? What are your plans for completing those objectives?
2. Did your child abuse/child sexual abuse case load change as a result of the project? Do you have a child protection team or multidisciplinary team in place? How are cases being staffed?
3. How many cases were reported, substantiated, and prosecuted in tribal, state, and Federal Court? What tribal, state, or federal agency did you collaborate with to process the cases?
4. What products were developed during Year 2? Are copies attached?
5. What resources are being used by the project on behalf of child victims? Explain.
6. How is the program improving investigative and judicial practices to minimize trauma to abused victims?
7. What practices and procedures are being used to adapt investigative, prosecutorial, and judicial procedures to the needs and abilities of child abuse victims?
8. What methods, standards, or criteria are being used to assure that child abuse victims receive victim assistance, health, mental health, and social services that are needed to support them from the initial investigation to the resolution of the case? Please discuss.
9. Provide an explanation of the data collected that responds to the performance measures included in the initial solicitation.
10. How does the data collected in response to question 9 correlate with the performance measures provided in this solicitation?

Project Design/Implementation Plan. The project design and implementation plan must describe the project strategy and discuss how the strategy will address the identified problems and support the goals and objectives for the continuation project. In addition, the implementation plan must include a description of how the project will implement all project components, and a description of the interim deliverables and products. This section should also include detailed information on related topics such as project participants, data collection and analysis, project partners, interagency agreements or working agreements, and expected outcomes. Also include a list of the major events, activities, products, and a timetable for completion of the objectives. A time-task plan establishes timeframes for accomplishing activities and sets out staff responsibilities for the activities.

OVC recognizes that jurisdictional authority over child sexual abuse cases varies greatly among tribes. Hence, we seek innovative projects based on the unique jurisdictional characteristics of a particular tribal criminal justice, child protection, and service delivery system. OVC expects tribes that receive these grants to be actively involved in determining the manner in which these cases are administratively and judicially processed at the federal, state, and tribal levels. Tribes should coordinate child sexual abuse case referrals with appropriate state and federal authorities for prosecution and follow up with tribal prosecution when appropriate.

In addition, OVC encourages the use of multidisciplinary teams to respond to cases of child sexual abuse. This could also include specialized prosecutorial units for the investigation, referral, and prosecution of child abuse cases. Multidisciplinary teams that are developed or expanded as a result of this grant must include representatives from the federal, state, and tribal agencies that provide services to the tribe. These multidisciplinary teams should assist in clarifying the roles and responsibilities of all authorities involved in these cases, including social services, child protection services, Indian child welfare, medical services, law enforcement officials, and prosecutors.

Project funds shall not be used to replace or serve as a substitute for funds already used for existing multidisciplinary teams or child protective agencies (this is known as supplanting).

Organizational Capability and Project Management. The applicant must provide a discussion of the organization's capability for developing and packaging a comprehensive program that addresses the investigation, prosecution, case handling, and treatment of child physical and sexual abuse. Information should be included on the organization's mission and current projects that will support the proposed project. Past projects that are related to the current efforts must also be included. The project management section should discuss staffing needs, project administration, financial management, and line of authority. Staff capabilities and roles and responsibilities should also be summarized in this section. Job descriptions and copies of resumes for the proposed key staff positions should be included in Attachment 3.

Plan for Measuring Progress and Outcome. The applicant must include a plan for evaluating the impact the project had on improving the investigation, prosecution, and overall handling of child abuse cases, particularly child sexual abuse cases. Therefore, the applicant must describe the criteria and units of measurement that will be used to assess the project's effectiveness. Examples of effectiveness measures include the number of abused victims served, the number of individuals trained, positive changes made by CPT as a result of having been trained, any new capacity or improved response to child victims that developed as a result of the training or the partnership program, the number and type of products disseminated, user satisfaction data, and the number of community awareness programs presented. Requests from the tribal community for materials and for repeat training are also strong indicators of success.

BUDGET DETAIL WORKSHEET (Attachment 2)

The applicant must provide a detailed budget that (1) is complete, allowable, cost-effective in relation to the proposed activities, and accurately reflects how grant funds will be used to promote the improved handling, investigation, and prosecution of child sexual abuse cases, (2) shows cost calculations that demonstrate how the applicant arrived at the total amount requested, and (3) provides a supporting budget narrative to link costs with project implementation (see below for more about the budget narrative).

Applicants must submit both a budget worksheet and a budget narrative in one file. The worksheet provides the detailed computations for each budget item, and the narrative justifies or explains each budget item and relates it to project activities. A sample Budget Detail Worksheet form that can be used as a guide to assist you in preparing the budget worksheet and budget narrative is available at www.ojp.usdoj.gov/oc. Click on “Standard Forms,” then go to the budget detail worksheet.

Budget Worksheet. The budget worksheet must list the cost of each budget item and show how the cost was calculated. For example, costs for personnel should show the annual salary rate and percentage of time devoted to the project for each employee to be paid through grant funds. The budget worksheet should present a complete and detailed itemization of all proposed costs.

Budget Narrative. The budget narrative should closely follow the content of the budget worksheet and provide justification for all proposed costs. For example, the narrative should explain how fringe benefits were calculated, how travel costs were estimated, why particular items of equipment or supplies must be purchased, and how overhead or indirect costs were calculated. The budget narrative should justify the specific items listed in the budget worksheet (particularly supplies, travel, and equipment) and demonstrate that all costs are reasonable.

Please Note: An in-kind match of 10 percent is required for this grant program and will be applied each time the applicant submits an application. For example, a 10 percent match will be required for the initial 12-month grant and again for any supplemental funding. The in-kind match can be in the form of staff time, facilities, office space and utilities, employee details/loans, and agency partnerships. Hard match is allowable in lieu of in-kind match. If an applicant proposes using employees or other professionals, (e.g., forensic interviewer, law enforcement officer, IHS doctor), who will be detailed or loaned to the partnership as in-kind matches, letters of support or other documentation must be included to support the detail. All in-kind or match requirements must be shown on the detail worksheet and described in the budget narrative.

From time to time, program staff may be asked to participate in OVC-sponsored conferences, cluster meetings, or training sessions to demonstrate model practices, provide program materials and handouts, serve as trainers, or participate on discussion groups and panels. Consequently, applicants should include travel expenses for two key staff to attend at a minimum, one OVC-sponsored national conference and one post-award planning conference. For planning purposes, travel should be estimated for one trip to Washington, D.C., for 3 days and one trip to San Diego, California, or the National Indian Nations Conference for 5 days. Federal per diem rates may be used.

Applicants should also budget an appropriate amount for an Internet service provider for access to OVC’s Web page, and for e-mail capability to communicate with OVC staff and other grantees. **Note:** Total costs specified in the Budget Detail Worksheet must match the total amount requested.

OTHER PROGRAM ATTACHMENTS (Attachment 3)

The Other Program Attachments file must include the following materials:

Tribal/Board Resolution: The application must include a tribal resolution that approves commitments and activities for the grant program. If the applicant is a tribal nonprofit organization, then a resolution by the Board of Directors or other governing body must be included. A tribal/board resolution is a strong indicator of Tribal Council or Board of Directors' approval and will be used by OVC as an assurance of tribal acknowledgment and support for the partnership program. The purpose of this requirement is to assure that the changes funded through the CJA grant have been accepted by the ruling body of the tribe or tribal organization and that the Tribal Council or Board of Directors support the program during and after OVC funding expires. The applicant must demonstrate that the proposed partnership program has been discussed with and approved by the Tribal Council or Board of Directors.

Resumes of key personnel: Provide resumes of key personnel or job descriptions outlining roles and responsibilities for all key positions currently vacant.

Letters of support: From agencies at the federal, state, and local levels that are involved in handling, investigating, and prosecuting child abuse cases.

Other attachments: As needed. Please **do not** attach photographs or maps.

APPLICATION REVIEW CHECKLIST

FY 2005 Children's Justice Act Partnerships for Indian Communities (CJA) Discretionary Grant Program Continuation

All applications must be submitted electronically through the GMS that can be accessed at www.ojp.usdoj.gov/fundopps.htm. Please use this checklist to make sure your application is complete and includes the following:

Online Forms

- ___ **Application for Federal Assistance (Standard Form 424).** This form is generated by completing the onscreen Overview, Applicant Information, and Project Information screens in GMS.
- ___ **Assurances and Certifications.** The Assurances and Certifications must be reviewed and accepted electronically by the authorizing official or the designated authorizing official.

Attachments (3)

- ___ **Program Narrative (Attachment 1).** The Program Narrative must include the following sections:
 - ___ Project Abstract
 - ___ Problem Statement
 - ___ Project Goals and Objectives
 - ___ Project Design/Implementation Plan
 - ___ Organizational Capability and Project Management Statement
 - ___ Plan for Measuring Progress and Outcome

The name of the file uploaded in the system should include the words "Program Narrative".

- ___ **Budget Detail Worksheet (Attachment 2).** The Budget Detail Worksheet must present a detailed budget that itemizes all proposed costs and must include a budget narrative that provides justification for all proposed costs. The name of the file uploaded in the system should include the words "Budget Detail Worksheet".

___ **Other Program Attachments (Attachment 3).** The Other Program Attachments must include the following elements. (**Note:** All of the materials below must be attached in one file. Do **not** attach photographs or maps.)

- ___ Tribal/board resolution
- ___ Resumes of key personnel/position descriptions
- ___ Letters of support
- ___ Memoranda of Understanding (where appropriate)

Please refer to corresponding sections in this announcement to determine the specific contents of each of these attachments.

**CHILDREN’S JUSTICE ACT (CJA)
PARTNERSHIPS FOR INDIAN COMMUNITIES
DISCRETIONARY GRANT PROGRAM`**

**FY 2006 APPLICATION GUIDELINES FOR
COMPETITIVE GRANT FUNDING**

Office for Victims of Crime November 2005

CONTENTS

Application Information.....	1
Due Date	1
Award Amount.....	1
Award Period	1
Background	1
Program Goal	2
Purpose.....	2
Program Objectives.....	2
Program Strategy	3
Education Component.....	5
Tribal/Board Resolution.....	5
Performance Measurement	5
Allowable Expenses.....	7
Unallowable Expenses	7
Eligibility Requirements	7
Contact Person	7
How To Apply	8

Step 1: Registering	8
Step 2: Downloading the Application Viewer	11
Step 3: Downloading an Application Package	12
Step 4: Completing the Application Package	13
Step 5: Submitting the Application	14
Step 6: Tracking the Application	15
Application Requirements	16
Application for Federal Assistance (SF-424)	16
Assurances for Non-Construction Programs (SF-424B)	16
Disclosure of Lobbying Activities	16
Project Narrative.....	16
Budget Detail Worksheet	18
Assurances, Certifications & Other Program Attachments	21
Application Review Checklist.....	23

APPLICATION INFORMATION

FY 2006 Children's Justice Act Partnerships for Indian Communities (CJA)

Discretionary Grant Program

The Office for Victims of Crime (OVC) requires you to submit applications for funding through Grants.gov. Access through the Internet to this online application system will expedite and streamline the receipt, review, and processing of your request for continued funding. Your final application will only be accepted electronically through Grants.gov at www.grants.gov. Please see page 8 for information on How to Apply.

Application Due Date: March 1, 2006.

Award Amount: Up to \$2 million is available in fiscal year (FY) 2006 to support the implementation of this discretionary grant program.

Award Period: The award period for this grant program is 12 months with the potential for an additional 24 months of funding. Supplemental funding is contingent upon the grantee's performance, the success of the project, and the availability of federal funds.

Background: The Children's Justice and Assistance Act of 1986 was passed to provide states funding to establish programs to effectively handle child abuse cases. In 1988, the Anti-Drug Abuse Act amended the Victims of Crime Act of 1984, authorizing the use of a portion of the state CJA funds to help tribal communities develop and establish programs to improve the investigation and prosecution of child abuse cases, particularly cases of child sexual abuse.

Since 1989, OVC has funded approximately 231 individual grants to tribes and nonprofit tribal agencies through the CJA grant program. These tribal programs have made a number of systemic improvements in the handling of child abuse cases, including:

- ☐ Established, expanded, and trained multidisciplinary teams (MDTs) and child protection teams (CPTs);
- ☐ Revised tribal codes and procedures to address child sexual abuse;
- ☐ Provided child advocacy services for children involved in court proceedings;
- ☐ Created protocols for reporting, investigating, and prosecuting cases of child sexual abuse;
- ☐ Developed working agreements that minimize the number of times a child is interviewed;
- ☐ Enhanced case management and treatment services;
- ☐ Offered specialized training for prosecutors, judges, investigators, tribal leadership and other professionals who handle child sexual abuse cases; created special child-centered interview rooms; and
- ☐ Hired specialized staff to handle child abuse victim cases.

Program Goal: The goal of this grant program is to improve the capacity of existing tribal systems to handle serious child abuse cases by developing specialized services and procedures to address the needs of American Indian and Alaska Native (AI/AN) child abuse victims.

Purpose: The purpose of this grant program pursuant to section 1402(g) of the Victim Compensation and Assistance Act, 42 U.S.C. 10601(g) is to assist AI/AN communities in developing, establishing, and operating programs to improve the investigation, prosecution, and overall handling of cases of child abuse, child sexual abuse and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim. The funding will support the development and implementation of comprehensive child abuse programs and child sensitive policies and procedures for addressing child abuse cases in the tribe's criminal justice and child protection service systems.

Program Objectives: Objectives of the program are described below. Applicants may adopt these or develop their own objectives consistent with these, based on the needs of their particular project.

1. To provide program services to child victims and their non-offending family members through a mechanism that: (a) employs a multi-disciplinary approach; (b) uses tribal, federal and state

resources on behalf of child victims; (c) improves investigative and judicial practices to minimize trauma to child victims; (d) implements practices and procedures that adapt investigative, prosecutorial, and judicial procedures to meet the needs and abilities of child victims, such as allowing an advocate to accompany the child to court to provide emotional support, to advocate on behalf of the child for a speedy trial, to brainstorm alternatives to the child testifying in live court, and to ensure restitution is ordered; and, (e) assures that child victims in need of support receive victim assistance, health, mental health, and social services from the initial report to the resolution of the case.

2. To establish protocol implementation groups and conduct multi-disciplinary trainings to help professionals involved in the investigation and management of child sexual abuse cases to coordinate their responses.

3. To provide specialized crisis and treatment services to aid in the recovery from child sexual abuse trauma for the victim and the affected family members. Crisis support should provide a support response following verification of child abuse or child sexual abuse.

4. To develop and implement support services for child victims of sexual abuse and their families that ensures the diverse needs of these victims are met. This may include coordinated service development and delivery through tribal agencies and services including trauma assessments, group services, and assisted access to services.

5. To develop written program implementation materials that can be used to sustain or replicate your prescribed program, or assist other tribes in establishing similar programs.

6. To serve as a resource to other Indian tribes and tribal organizations in developing effective approaches to investigating, prosecuting, and handling child abuse cases; working with federal, state, and local agencies; meeting the needs of Indian child victims and their families; and communicating with tribal councils and other bodies in responding effectively to child abuse.

7. To participate with OVC in planning future training conferences for federal, state, and tribal agencies that respond to child abuse in Indian Country.

Program Strategy: The strategy for establishing a fully functioning CJA program consists of at least 3 years of project implementation. The program is intended to improve the capacity of existing tribal child protection and criminal justice systems to handle severe child abuse cases. The program should focus on developing strategies to identify child abuse victims and follow cases from initial disclosure through investigation, prosecution, and resolution, in an effective and timely manner.

The following 3 year strategy has been endorsed by OVC in the past and may be used as a guide for current projects. However, applicants are strongly encouraged to develop an implementation strategy that will support their 3 year project strategy. The following strategy is provided as a guide:

Year 1. Assessment, Implementation and Program Development: During Year 1, the grantee should hire and train key staff to handle and process cases through the tribal system as well as coordinate cases with the state and/or federal system. Training may also be required to establish or support existing Multi-Disciplinary Teams (MDTs), Child Protection Teams (CPTs), prosecutors, law enforcement personnel, judges, victim advocates, medical, and mental health providers, and social service professionals.

It is recommended that the grantee assess the tribe's current system and resources for implementing a partnership program to determine what additional resources and system changes are needed to deal effectively with child sexual abuse cases. The assessment should examine the current procedures for reporting child abuse, for responding to child abuse, for interviewing the abused child, for staffing cases; for delivering services to victims and their non-offending family members, and for training personnel who work in social services, criminal justice, and medical and mental health. The assessment should also determine community awareness efforts.

The grantee should develop a strategy for implementing an effective CJA program, based on the assessment and other local issues of child abuse. The strategy should include training plans, procedures for establishing and maintaining MDTs/CPTs, letters of support, Memoranda of Agreement (MOAs), a resource directory, and service delivery plans, if applicable. If existing procedures are already in place, there may be a need to revise, modify, or refine these procedures to improve the overall handling of cases.

The products of the first year would include: (1) a report of the findings and recommendations from the assessment, including a description of any additional changes and resources needed to implement an effective CJA partnership program, (2) job descriptions, and (3) resumes for key staff hired or contracted under the grant.

Other products could include a service delivery plan and agendas for training other personnel and allied professionals involved in responding to serious child abuse cases. Another product could include an activity report that summarizes major activities and accomplishments of the grant during this stage.

Year 2. Implementation of Program and Development of Training and Resource Materials:

For Year 2, the grantee would be expected to refer, coordinate, and provide victim assistance services to child abuse victims and their non-offending family members on a regular basis. In addition, the grantee would be expected to finalize, or in some cases refine, the program strategy and program implementation materials to ensure a responsive multidisciplinary approach to child abuse cases.

The final materials should take into consideration the assessment conducted during Year 1. These materials would include such items as interagency protocols; reporting procedures;

MOAs with federal, state, and local agencies; tribal codes that address child sexual abuse, including definitions, sentencing guidelines, and maximum penalties for offenders; resource directories; program brochures; and case management, tracking, and referral systems.

Other materials might include descriptions of best practices that assist and support children who must participate in tribal, federal, and local judicial proceedings, and training curricula. The materials would be used by the grantee in implementing the prescribed program, and could be of great value to other tribes seeking culturally appropriate materials to assist them with the incorporation of similar changes on behalf of their child victims.

The products of Year 2 could include (a) a compilation of the materials & data collection gathered by the grantee from within the tribe and from other sources; (b) training curricula; (c) a brochure and/or resource directory that advertises the availability of the tribe's resources, services, and training opportunities; and (d) progress reports that summarize major activities and accomplishments of the grant.

Year 3. Delivery of Services: For Year 3, the program should be fully operational and functioning at a level that serves child abuse victims in a comprehensive and effective manner. The project should be able to serve as a model for illustrating effective approaches to handling serious child abuse cases; coordinate with various federal, state, and tribal agencies; effectively meet the needs of child abuse victims and their non-offending families; and communicate with tribal councils and other bodies in responding to child abuse.

Materials such as diagrams, flowcharts, and descriptions of program models can be shared with other tribes to demonstrate how to make similar changes on behalf of abused child victims. The materials and descriptions should include information on developing proper interviewing procedures, providing court advocacy services, and making other improvements that adapt investigative and judicial procedures to the needs, rights, and abilities of abused child victims.

The products of Year 3 should include: (a) illustrative materials on program implementation and training, (b) reports describing the training provided by the tribe, (c) recommendations for and descriptions of training workshops that might be offered in OVC-sponsored conferences for assisting abused child victims in Indian country, (d) semiannual progress reports that summarize major activities and accomplishments of the grant, and (e) a final narrative report.

Year 3 program activities and the implementation plan must be outlined in the application in sufficient detail to provide a sense that the proposed program will continue to contribute to the development of a successful partnership that can endure.

Education Component: Applications should include an education component that links and/or coordinates training for teachers in grades pre-K through high school. The training should focus on how to identify child abuse and child abuse victims, mandatory reporting requirements for

teachers, how to intervene in child abuse situations, where and to whom to report suspected child abuse, and development of reporting procedures for school teachers. The education component should also include child abuse awareness and the development of support systems within the school system for abused child victims.

Tribal/Board Resolution: Prior to submission of the application, applicants are encouraged to discuss their proposed partnership program with their Tribal Chairperson, Tribal Council, Board of Directors, and/or other tribal agencies, and solicit their support and approval of the partnership for the life of the program. A tribal/board resolution that approves activities and commitments for Year 3 must be attached to the application.

Performance Measurement: To ensure compliance with the Government Performance and Results Act (GPRA), Public Law 103-62, this solicitation notifies applicants that they are required to collect and report data that measure the results of the program implemented with this grant. Include in your application the data collection methodology being used. To ensure accountability of these data, for which OVC is responsible, the following performance measures will be monitored:

1. Percent increase in the number of developed, established, and operating programs that improve the investigation, prosecution, and overall handling of cases of child sexual abuse and severe physical abuse.
2. Percent increase in the number of child abuse/sexual abuse victims identified and served.
3. Percent increase in the number of child abuse/sexual abuse prosecutions at the tribal level.
4. Percent increase in the number of MDTs or CPTs established and/or trained.

Program Goal/Objective

To assist AI/AN communities in developing, establishing, and operating programs to improve the investigation, prosecution, and overall handling of cases of child abuse, child sexual abuse and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim. The funding will support the development and implementation of comprehensive child abuse programs and child sensitive policies and procedures for addressing child abuse cases in the tribe's criminal justice and child protection service systems.

Performance Measures Outcomes

Reduce trauma to child victims of sexual abuse, severe physical abuse.

Increase services to child abuse/sexual abuse victims.

Increase/improve the investigation and prosecution of child abuse, sexual abuse, and severe physical abuse.

Increase the development of policies and procedures that address child abuse, sexual abuse, and severe physical abuse.

Outputs/Activities

Coordinate with various social service disciplines.

Develop/strengthen partnerships with prosecutors, law enforcement personnel, judges, victim advocates, medical, mental health and social service providers.

Implement innovative approaches that affect positive change.

Improve policies and procedures.

Training & Technical Assistance.

Data to be reported

Percent increase in the number of developed, established, and operating programs that improve the investigation, prosecution, and overall handling of cases of child sexual abuse and severe physical abuse.

Percent increase in the number of child abuse/sexual abuse victims identified and served.

Percent increase in the number of child abuse/sexual abuse prosecutions at the tribal level.

Percent increase in the number of MDTs or CPTs established and/or trained.

Allowable Expenses: The following items are considered allowable expenses that will support developing, establishing, and operating programs to improve the investigation, prosecution, and overall handling of cases of child sexual abuse and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim. These items include, but are not limited to:

Hire and/or train: Equipment to conduct evidence collection and interviews:

SANE nurse(s), DNA & Forensic interviewer, Anatomically correct dolls, Prosecutor Books, Criminal Investigator, Easel w/writing pad, Case Manager, DNA evidence collection, Counselor(s), 2-way mirrors, Forensic Trainers/Training, recording equipment, camera(s), Establish a Child Advocacy Center (CAC), cellular phones, training, travel, and transportation.

Unallowable Expenses: The following items are considered unallowable expenses and can not be consider for funding: Construction, Prevention services, and Support of offenders services.

Eligibility Requirements: Eligible applicants are federally recognized Indian tribes and nonprofit tribal organizations. Grant awards will be limited to tribal organizations as defined in the Indian Self-Determination and Education Assistance Act, Public Law 93-638, 25 U.S.C., § 450(b). Under this provision, the definition of “tribal organization” is the recognized governing body of any Indian tribe, to include any legally established organization of Indians that is controlled, sanctioned, or chartered by such governing body, or that is democratically elected by the adult members of the Indian community to be served by such organization, and which includes the maximum participation of Indians in all phases of its activities.

Contact Person: Renee Williams
Telephone 202–616–3218
E-mail: Renee.Williams@usdoj.gov

How to Apply

OJP is participating in the e-Government initiative, one of 25 initiatives included in the President’s Management Agenda. Grants.gov, part of this initiative, is a “storefront” that provides a unified process for all customers of federal grants to find funding opportunities and apply for funding. This fiscal year, OJP is requiring that all discretionary, competitive grant programs be administered through Grants.gov. Application attachments submitted via Grants.gov must be in one of the following formats: Microsoft Word (*.doc), PDF (*.pdf), or text (*.txt).

If you experience difficulties at any point during this process, please call the Grants.gov customer support hotline at **1–800–518–4726**.

The Catalog of Federal Domestic Assistance (CFDA) number for this solicitation is 16.583, titled “Children’s Justice Act Partnerships for Indian Communities Discretionary Grant Program.”

Step 1: Registering

Note: Registering with Grants.gov is a one-time process; however, if you are a first time registrant **it could take 3-5 business days to have your registration validated, confirmed, and receive your user name and password**. It is highly recommended you start the registration process as early as possible to prevent delays in submitting your application package to our agency by the deadline specified. While your registration is pending, you may continue with steps 2, 3, and 4 of these instructions. Registration must be complete for you to be able to submit (step 5) and track (step 6) an application.

e-Business Point of Contact:

Grants.gov requires an organization to first be registered in the Central Contract Registry (CCR) before beginning the Grants.gov registration process. If you plan to authorize representatives of your organization to submit grant applications through Grants.gov, proceed with the following steps. If you plan to submit a grant application yourself and sign grant applications and provide the required certifications and/or assurances necessary to fulfill the requirements of the application process, proceed to DUNS Number and then skip to the Authorized Organization Representative and Individuals section.

- ☐ Go to www.grants.gov, and click on the “Get Started” tab at the top of the screen.
- ☐ Click the “e-Business Point of Contact (POC)” option and click the “GO” button on the bottom right of the screen.

If you have already registered with Grants.gov, you may log in and update your profile from this screen.

- ☐ To begin the registration process, click the “Register your Organization [Required]” or “Complete Registration Process [Required]” links. You may print a registration checklist by accessing www.grants.gov/assets/OrganizationRegCheck.pdf.

DUNS Number:

- ☐ You must first request a Data Universal Numbering System (DUNS) number. Click “Step 1. Request a DUNS Number.” If you are applying as an individual, please skip to “Authorized Organization Representative and Individuals.” If you are applying on behalf of an organization that already has a DUNS number, please proceed to “Step 2. Register with Central Contractor Registry (CCR).” You may obtain a DUNS number at no cost by calling the dedicated toll-free DUNS number request line at 1-866-705-5711.

Central Contractor Registry (CCR): Note: Registering with the CCR, updating or changing your profile could take up to 24 hours to be confirmed and validated. This delay could prevent your application from being submitted by the deadline specified, so you should register or make changes to your profile as early in the process as possible

Once you have a DUNS number, click on “Step 2. Register with Central Contractor Registry (CCR).” Here you are required to designate an individual as a point of contact. This point of contact is the sole authority for the organization and has the capability of issuing or revoking another individual’s authority to submit grant applications through Grants.gov.

A registration worksheet is provided to assist in the CCR registration process at www.ccr.gov/CCRRegTemplate.pdf. It is recommended you review the “Tips for registering with the CCR” at the bottom of this template.

- ☐ Go to www.ccr.gov or click on the CCR icon in the middle of the screen to begin the registration process. To see if your organization is already registered, click “Search CCR” at the top left side of the screen. Search entries must be exact to accurately search the database. If your organization is already registered, you can scroll down and see who the e-Business POC is for your agency. If your

organization is not already registered, return to the CCR home page and click “Start New Registration” at the top left of the screen.

☐ If you have problems or questions about the CCR registration process, please contact the CCR Assistance Center at 1-888-227-2423.

☐ Once your registration is complete, you will receive an e-mail with a Trading Partner Identification Number (TPIN) and Marketing Partner Identification Number (MPIN) number. You will need the MPIN number to register with Grants.gov. If your organization is already registered with the CCR, you will need to obtain the MPIN number from your e-Business POC.

Authorize your Organization Representative:

☐ Click “Step 3. Authorize your Organization Representative.” Follow steps 1-4. You will need your DUNS + 4 digit number and the MPIN number CCR e-mailed to you.

Log in as e-Business Point of Contact:

☐ You may now go to “Step 4. Log in as e-Business Point of Contact.” Here you may authorize or revoke the authority of the Authorized Organization Representative (AOR).

☐ Once you are logged in, go to Step 2. Downloading the Application Viewer, below.

Authorized Organization Representative and Individuals:

If you plan to submit a grant application as an individual or an Authorized Organization Representative, with authority to sign grant applications and the required certifications and/or assurances necessary to fulfill the requirements of the application process, proceed with the following steps.

☐ Go to www.grants.gov and click on the “Get Started” tab at the top of the screen.

☐ Click the “Authorized Organization Representative (AOR)” option and click the “GO” button to the bottom right of the screen. If you are applying as an individual, click the “Individuals” option and click the “GO” button to the bottom right of the screen.

☐ If you have previously registered as an AOR, you may start searching for this grant opportunity from this page. Otherwise, you must complete the first-time registration by clicking “Complete First-Time Registration [Required].” You also may click on “Review Registration Checklist” and print a checklist for the following steps (see www.grants.gov/assets/AORRegCheck.pdf).

☐ Individuals may click the “registration checklist” for help in walking through the registration process.

Credential Provider:

Once you have entered the registration process, you must register with the credential provider, to safeguard the security of your electronic information. You must have your agency’s or individual DUNS

+ 4 digit number to complete this process. Now, click on “Step 1. Register with a Credential Provider.” Enter your DUNS number and click “Register.” Once you have entered the required information, click the “Submit” button.

☐ If you should need help with this process, please contact the Credential Provider Customer Service at 1-800-386-6820.

☐ It can take up to 24 hours for your credential provider information to synchronize with Grants.gov. Attempting to register with Grants.gov before the synchronization is complete may be unsuccessful.

Grants.gov:

☐ After completing the credential provider steps above, click “Step 2. Register with Grants.gov.” Enter the same user name and password used when registering with the credential provider. You will then be asked to provide identifying information and your organization’s DUNS number. After you have completed the registration process, Grants.gov will notify the e-Business POC for assignment of user privileges.

☐ Complete the “Authorized Organization Representative User Profile” screen and click “Submit.”

Note: Individuals do not need to continue to the “Organizational Approval” step below.

Organization Approval:

☐ Prior to submitting a grant application package, you must receive approval to submit on behalf of your organization. This requirement prevents individuals from submitting grant application packages without permission. A notice is automatically sent to your organization’s e-Business POC. Then, your e-Business POC approves your request to become an AOR. You may go to www.ccr.gov to search for your organization and retrieve your e-Business POC contact information.

☐ Once organization approval is complete, you will be able to submit an application and track its status.

Step 2: Downloading the Application Viewer

Note: You may download the PureEdge Viewer while your registration is in process. You also may download and start completing the application forms in steps 3 and 4 below. This application viewer opens the application package needed to fill out the required forms. The download process can be lengthy if you are accessing the Internet using a dial-up connection.

☐ From the Grants.gov home page, select the “Apply for Grants” tab at the top of the screen.

☐ Under “Apply Step 1: Download a Grant Application Package and Applications Instructions,” click the link for the PureEdge Viewer (www.grants.gov/DownloadViewer). This window includes information about computer system requirements and instructions for downloading and installation.

If you are a Macintosh user, please read the PureEdge Support for Macintosh white paper available at www.grants.gov/GrantsGov_UST_Grantee/!SSL!/WebHelp/MacSupportforPureEdge.pdf.

- ☐ Scroll down and click on the link to download the PureEdge Viewer (www.grants.gov/PEViewer/ICSViewer602_grants.exe).
- ☐ You will be prompted to save the application. Click the “Save” button and the “Save As” window opens. Select the location where you would like to save PureEdge Viewer and click the “Save” button.
- ☐ A window appears to show the progress of the download. When the downloading is complete, click to close the dialog box.
- ☐ To install the PureEdge Viewer, locate the file on your computer and click to open it. When you are prompted to run the file, click “RUN.” Click “Yes” to the prompt to continue with the installation. The ICS InstallShield Wizard extracts the necessary files and takes you to the “Welcome” page.
- ☐ Click “Next” to continue.
- ☐ Read the license agreement and click “Yes” to accept the agreement and continue the installation process. This takes you to the “Customer Information” screen.
- ☐ Enter a User Name and a Company Name in the designated fields and click “Next.”
- ☐ The “Choose Destination Location” window prompts you to select the folder in which PureEdge Viewer will be installed. To save the program in the default folder, click “Next.” To select a different folder, click “Browse.” Select the folder in which you would like to save the program, click on “OK,” then click “Next.”
- ☐ The next window prompts you to select a program folder. To save program icons in the default folder, click “Next.” To select a different program folder, type a new folder name or select one from the list of existing folders, then click “Next.” Installation will begin.
- ☐ When installation is complete, the “InstallShield Wizard Complete” screen will appear. Click “Finish.” This will launch the “ICS Viewer Help Information” window. Review the information and close the window.

Step 3: Downloading an Application Package

- ☐ Once you have downloaded the PureEdge Viewer, you may download and view this application package and solicitation instructions.
- ☐ From the Grants.gov home page, select the “Apply for Grants” tab at the top of the screen.
- ☐ Click “Apply Step 1: Download a Grant Application Package and Application Instructions.”

- ☐ Enter either the CFDA number for this announcement, 16.583, or this solicitation's Funding Opportunity Number, OVC-2006-1187. Then click "Download Package." This will take you to the "Selected Grants Application for Download" results page.
- ☐ To download an application package and its instructions, click the corresponding download link below the "Instructions and Application" column.
- ☐ Once you select a grant application, you will be taken to a "Download Opportunity Instructions and Application" screen to confirm that you are downloading the correct application. If you would like to be notified of any changes to this funding opportunity, enter your e-mail address in the corresponding field, then click the "Submit" button.
- ☐ After verifying that you have downloaded the correct opportunity information, click the "Download Application Instructions" button. This will open a PDF of this grant solicitation. You may print the solicitation or save it to your computer by clicking either the print icon at the top tool bar or the "File" button on the top tool bar. If you choose to save the file, click on "Save As" and save to the location of your choice.
- ☐ Click the "Back" Navigation button to return to the "Download Opportunity Instructions and Application" page. Click the "Download Application Package" button. The application package will open in the PureEdge Viewer.
- ☐ Click the "Save" button to save the package on your computer. Because the form is not yet complete, you will see a prompt that one or more fields may be invalid. You will complete these fields in step 4, but for now, select "Yes" to continue. After you click "Yes," the "Save Form" window will open.
- ☐ Save the application package to your desktop until after submission. Select a name and enter it in the "Application Filing Name" field. Once you have submitted the application through Grants.gov, you may then move your completed application package to the file location of your choice.
- ☐ Click the "Save" button. If you choose, you may now close your Internet browser and complete your application package offline by double clicking the icon on your desktop. You do not have to be connected to the Internet to complete the application package in step 4 below.

Step 4: Completing the Application Package

Note: This application can be completed entirely offline; however, you will need to log in to Grants.gov to submit the application in step 5.

- ☐ Locate the application package you saved on your computer. When you open the package, it will be in PureEdge Viewer. You may save your application at any time by clicking on the "Save" button at the top of the screen.
- ☐ Enter a name for your application package in the "Application Filing Name" field. This can be a name of your choice.

☐ Open and complete all the mandatory and optional forms or documents. To complete a form, click to select the form, and then click the “Open” button. When you open a required form, the mandatory fields will be highlighted in yellow. If you enter incomplete information in a mandatory field, you will receive an error message or the field will turn red, indicating a change needs to be made.

Mandatory forms include the: (1) Application for Federal Assistance (SF-424); (2) Assurances for Non-Construction Programs (SF424B); (3) Disclosure of Lobbying Activities (SF-LLL); (4) Standard Assurances; (5) Certifications Regarding Lobbying, Suspension, and Other Responsibility Matters, and the Drug-Free Workplace Requirement; (6) Protection of Human Subjects Form and the (7) Privacy Certification & Confidentiality Requirements Form. These forms can also be viewed at www.ojp.usdoj.gov/forms.htm. Other Mandatory forms are the (1) Project Narrative Attachment Form; (2) Budget Narrative Attachment Form; (3) Budget Detail Worksheets; and (4) Other Attachments Form including tribal/board resolution, resumes of key personnel, position descriptions, letters of support, and Memorandum of Understanding (MOUs). Optional forms required for this solicitation include the Survey on Ensuring Equal Opportunity for Applicants.

☐ When you have completed a form or document, click the “Close Form” button at the top of the page. Your information will automatically be saved.

☐ Next, click to select the document in the left box entitled “Mandatory Documents.” Click the “=>” button to move the form or document to the “Mandatory Completed Documents for Submission” box to the right.

☐ Some mandatory documents will require you to upload files from your computer. To attach a document, select the corresponding form and click “Open.” Click the “Add Mandatory Attachment” button to the left. The “Attach File” box will open. Browse your computer to find where your file is located and click “Open.” The name of that file will appear in the yellow field. Once this is complete, if you would like to attach additional files, click on the “Add Optional Attachment” button below the “Add Mandatory Attachment” button.

☐ An “Attachments” window will open. Click the “Attach” button. Locate the file on your computer that you would like to attach and click the “Open” button. You will return to the “Attach” window. Continue this process until you have attached all the necessary documents. You may attach as many documents as necessary.

☐ Once you have finished, click the “Done” button. The box next to the “Attach at Least One Optional Other Attachment” will now appear as checked.

Note: the name of these buttons will vary depending on the name of the form you have opened at that time; i.e., Budget Narrative, Other Attachment, and Project Narrative File.

☐ To exit a form, click the “Close” button. Your information will automatically be saved.

Step 5: Submitting the Application

Note: Once you have completed all the yellow fields on all the forms and saved the application on your desktop, check the application package for errors. This can be done any time throughout step 4 above and as often as you like.

- ☐ When you are ready to submit your final application package, the “Submit” button at the top of your screen will be enabled. This button will not be activated unless all mandatory data fields have been completed. When you are ready to submit your application, click on “Submit.” This will take you to a “Summary” screen.
- ☐ If your “Submit” button is not activated, then click the “Check Package for Errors” button at the top of the “Grant Application Package” screen. PureEdge Viewer will start with the first form and scan all the yellow fields to make sure they are complete. The program will prompt you to fix one error at a time as it goes through the scan. Once there are no more errors, the system will allow you to submit your application to Grants.gov.
- ☐ Review the application summary. If you wish to make changes at this time, click “Exit Application” to return to the application package, where you can make changes to the forms. To submit the application, click the “Sign and Submit Application” button.
- ☐ This will take you to a “Login” screen where you will need to enter the user name and password that you used to register with Grants.gov in “Step 1: Registering.” Enter your user name and password in the corresponding fields and click “Login.”
- ☐ Once authentication is complete, your application will be submitted. Print this confirmation screen for your records. You will receive an e-mail message to confirm that the application has been successfully uploaded into Grants.gov. The confirmation e-mail will give you a Grants.gov tracking number, which you will need to track the status of your application. The confirmation e-mail will go to the e-Business POC; therefore, if you are submitting on behalf of someone else, be sure the e-Business POC is aware of the submission and that a confirmation e-mail will be sent.
- ☐ When finished, click the “Close” button.

Step 6: Tracking the Application

- ☐ After your application is submitted, you may track its status through Grants.gov. To do this, go to the Grants.gov home page at www.grants.gov. At the very top of the screen, click on the “Applicants” link. Scroll down the “For Applicants” page and click the “Login Here” button. Proceed to login with your user name and password that was used to submit your application package.
- ☐ Click the “Check Application Status” link to the top left of the screen. A list of all the applications you have submitted through Grants.gov is produced. There are one of four status messages your application can receive in the system:
 1. **Validated:** This means your application has been scanned for errors. If no errors were found, it validates that your application has successfully been submitted to Grants.gov and is ready for the agency to download your application.
 2. **Received by Agency:** This means our agency has downloaded your application into our electronic Grants Management System (GMS) and your application is going through our validation process to be successfully received on our end.

3. **Agency Tracking Number Assigned:** This means our GMS did not find any errors with your package and successfully downloaded your application into our system.

4. **Rejected With Errors:** This means your application was either rejected by Grants.gov or GMS due to errors. You will receive an e-mail from Grants.gov customer support, providing details of the results and the next steps required. Most applications are rejected because: (1) a virus was detected; (2) you are using a user name and password that has not yet been authorized by the organization's e-Business POC; or (3) the DUNS number you entered on the SF-424 form does not match the DUNS number that was registered in the CCR for this organization.

APPLICATION REQUIREMENTS

The following documents must be submitted to receive consideration for the FY 2006 Children's Justice Act Partnership's for Indian Communities Discretionary Grant Program. Applications that do not include all of the required elements will not be considered for funding. Detailed instructions and description of each of the required elements are provided below. An Application Review Checklist has been provided for your convenience.

1. Application for Federal Assistance (SF-424)

The Application for Federal Assistance is a standard form used by most federal agencies. It contains 18 items that are to be completed. This form is included in the Grant Application Package and Application Instructions you will download at www.grants.gov/DownloadViewer.

2. Assurances for Non-Construction Programs (SF-424B)

3. Disclosure of Lobbying Activities (SF-LLL)

4. Project Narrative. The following items must be included in this section: project abstract, problem statement, project goals and objectives, project design/implementation plan including a detailed 3 year timeline, a draft assessment tool, project management and organizational capability statement, and plan for performance measurement and program evaluation.

The project narrative should not exceed 25 double-spaced pages and must include seven separate sections: Project Abstract, Problem Statement, Project Goals and Objectives, Project Design/Implementation Plan, Draft Assessment Tool, Organizational Capability and Project Management Statement, and Plans for Measuring Progress and Outcomes. Each section is described below.

a. Project Abstract: The application should include a brief, one page summary that describes the purpose of the project, its goals and objectives, activities that will be implemented to achieve the project goals and objectives, methods, and outcomes.

b. Problem Statement: The problem statement must describe the needs to be addressed by the proposed program; the problems experienced by the tribe in handling, investigating, and prosecuting cases of child abuse, child sexual abuse and severe physical abuse and any other issues related to serious child abuse in the tribal community. The application must include a description of other factors that contribute to the problem such as jurisdictional issues involved at the federal, state, tribal, and local levels. Other relevant data or statistical information that help quantify the problem, such as the number of cases reported, investigated, and substantiated; referred for services; and prosecuted in tribal, state, or Federal Court, should also be provided.

c. Project Goals and Objectives: The applicant must specify the goals and objectives of the project. The objectives should be measurable and relate directly to the issues described in the problem statement. The goals should state the overall purpose of what is to be accomplished. The objectives should describe the steps necessary to reach the goals or how the goals will be accomplished. The following questions must be discussed:

1. What are your goals and objectives for each project year (Years 1-2-3)? How will all of these objectives be accomplished?
2. How will your child abuse/child sexual abuse case load change as a result of the project? How do you plan to establish a child protection team or multidisciplinary team? How will cases be staffed?
3. How many cases are currently reported, substantiated, and prosecuted in tribal, state, and Federal Court? What tribal, state, or federal agency do you collaborate with to process the cases?
4. What products do you plan to develop?
5. What resources do you plan to use for the project on behalf of child victims? Explain.
6. How will the program improve investigative and judicial practices to minimize trauma to abused victims?
7. What practices and procedures will be used or enhanced to adapt investigative, prosecutorial, and judicial procedures to the needs and abilities of child abuse victims?
8. What methods, standards, or criteria will be used to assure that child abuse victims receive victim assistance, health, mental health, and social services needed to support them from the initial investigation to the resolution of the case? Please discuss.
9. Provide an explanation of the data collection methodology to assist you with responding to the performance measurements included in this solicitation.

Applications should include an education component that links and/or coordinates training for teachers in grades pre-K through high school.

d. Project Design/Implementation Plan (including a detailed 3 year timeline): The project design and implementation plan must describe the project strategy and discuss how the strategy will address the identified problems and support the goals and objectives for the continuation project. In addition, the implementation plan must include a description of how the project will implement all project components, and a description of the interim deliverables and products. This section should also include detailed information on related topics such as project participants, data collection and analysis, project partners, interagency agreements or working agreements, and expected outcomes. Also include a list of the major events, activities, products,

and a timetable for completion of the objectives. A time-task plan establishes timeframes for accomplishing activities and sets out staff responsibilities for the activities.

OVC recognizes that jurisdictional authority over child sexual abuse cases varies greatly among tribes. Hence, we seek innovative projects based on the unique jurisdictional characteristics of a particular tribal criminal justice, child protection, and service delivery system. OVC expects tribes that receive these grants to be actively involved in determining the manner in which these cases are administratively and judicially processed at the federal, state, and tribal levels. Tribes should coordinate child sexual abuse case referrals with appropriate state and federal authorities for prosecution and follow up with tribal prosecution when appropriate.

In addition, OVC encourages the use of multidisciplinary teams to respond to cases of child sexual abuse. This could also include specialized prosecutorial units for the investigation, referral, and prosecution of child abuse cases. Multidisciplinary teams that are developed or expanded as a result of this grant must include representatives from the federal, state, and tribal agencies that provide services to the tribe. These multidisciplinary teams should assist in clarifying the roles and responsibilities of all authorities involved in these cases, including social services, child protection services, Indian child welfare, medical services, law enforcement officials, and prosecutors.

Project funds **shall not** be used to replace or serve as a substitute for funds already used for existing multidisciplinary teams or child protective agencies (this is known as supplanting).

e. Draft Assessment Tool: The goal of an assessment tool is to help organizations enhance their capacity to deliver support services. The assessment will help your organization reveal gaps in services, information dissemination and opportunities for improvement in service delivery. There are many methodologies used to conduct assessments including written surveys, electronic surveys, interviews, focus groups, and history data/research. **A draft of the assessment tool your organization will use must be included.** OVC TTAC has a Strategic Planning Toolkit designed to enhance your organization's ability to serve victims of crime. The Strategic Planning Toolkit is intended to function as a guide to use throughout the strategic planning process. To access the toolkit visit OVC TTAC at <http://www.ovcttac.org>. **(Click Technical Assistance Resources>OVC TTAC Products>Strategic Planning Toolkit)**

f. Organizational Capability and Project Management: The applicant must provide a discussion of the organization's capability for developing and packaging a comprehensive program that addresses the investigation, prosecution, case handling, and treatment of child physical and sexual abuse. Information should be included on the organization's mission and current projects that will support the proposed project. Past projects that are related to the current efforts must also be included. The project management section should discuss staffing needs, project administration, financial management, and line of authority. Staff capabilities and roles and responsibilities should also be summarized in this section. Job

descriptions and copies of resumes for the proposed key staff positions should be included in Attachment 3.

g. Plan for Measuring Progress and Outcome: The applicant must include a plan for evaluating the impact the project had on improving the investigation, prosecution, and overall handling of child abuse cases, particularly child sexual abuse cases. Therefore, the applicant must describe the criteria and units of measurement that will be used to assess the project's effectiveness. Examples of effectiveness measures include the number of abused victims served, the number of individuals trained, positive changes made by CPT as a result of having been trained, any new capacity or improved response to child victims that developed as a result of the training or the partnership program, the number and type of products disseminated, user satisfaction data, and the number of community awareness programs presented. Requests from the tribal community for materials and for repeat training are also strong indicators of success.

5. Budget Detail Worksheets: This section must include both the budget detail worksheets and budget narrative for **Year 1 of the project only**.

The applicant must provide a detailed budget that: (1) is complete, allowable, and cost-effective in relation to the proposed activities, and accurately reflects how grant funds will be used to promote the improved handling, investigation, and prosecution of child sexual abuse cases, (2) shows the cost calculations demonstrating how the applicant arrived at the total amount requested, and (3) provides a supporting budget narrative that links costs with project implementation (see below for more about the budget narrative).

The applicant must submit both a budget worksheet and a budget narrative in one file. The worksheet provides the detailed computations for each budget item, and the narrative justifies or explains each budget item and relates it to project activities. A sample Budget Detail Worksheet form that can be used as a guide to assist you in the preparation of the budget worksheet and budget narrative is available on OJP's Standard Forms & Instructions website at www.ojp.usdoj.gov/forms.htm.

Budget Worksheet: The budget worksheet must list the cost of each budget item and show how the costs were calculated. For example, costs for personnel should show the annual salary rate and the percentage of time devoted to the project for each employee to be paid with grant funds. The budget worksheet should present a complete and detailed itemization of all proposed costs.

Budget Narrative: The budget narrative should closely follow the content of the budget worksheet and provide justification for all proposed costs. For example, the narrative should explain how fringe benefits were calculated, how travel costs were estimated, why particular equipment or supplies must be purchased, and how overhead or indirect costs were calculated.

The budget narrative should justify the specific items listed in the budget worksheet (particularly supplies, travel, and equipment) and demonstrate that all costs are reasonable. Total costs specified in the Budget Detail Worksheet must match the total amount requested.

Other Budget Considerations: When completing the budget forms described above, applicants must also consider the following:

Training. From time to time, program staff may be asked to participate in OVC-sponsored conferences, cluster meetings, or training sessions to demonstrate model practices, provide program materials and handouts, serve as trainers, or participate on discussion groups and panels. Consequently, applicants should include travel expenses for two key staff to attend at a minimum, one OVC-sponsored national conference and one post-award planning conference. For planning purposes, travel should be estimated for a Post-Award Conference, one trip to Washington, D.C., for 3 days and one trip to San Diego, California, or the National Indian Nations Conference for 5 days. Federal per diem rates may be used. Applicants should also budget an appropriate amount for an Internet service provider for access to OVC's Web page, and for e-mail capability to communicate with OVC staff and other grantees.

Applicants that receive annual fund of more than \$100,000 must also budget costs to attend one Financial Management Training Seminar sponsored by OJP's Office of the Comptroller (OC), unless the applicant has previously attended this seminar. Specific information can be found at <http://tech-res-intl.com/DOJ-OCtraining/>.

Note: Total costs specified in the Budget Detail Worksheet must match the total amount requested.

Consultant Rates. Consultant rates may not exceed the maximum of \$450/day, or if paid by the hour, \$56.25/hour for a maximum eight hour work day per award.

Travel. Travel costs associated with project staff who are not directly employed by the grantee organization must be listed under the Consultant budget category on the Budget Worksheet and a thorough description provided in the Budget Narrative.

Publication Editing. An applicant proposing to produce a written publication, product or electronic information must include in the budget a line item for editing for the material before a final draft is submitted to OVC. The applicant must demonstrate the editor's qualifications in the program narrative or by providing a resume.

Program Match. A match of 10 percent of total project costs is required for this grant program and will be applied each time the applicant submits an application. For example, a 10 percent match will be required for the initial 12-month grant and again for any supplemental funding. Match must be based on only allowable costs as stipulated in the Financial Guide. Volunteer

time used as match must be based on rates which are consistent with regular rates paid for similar work in other organizations, i.e. such rates should be based on their fair market values. The in-kind match can be in the form of staff time, facilities, office space and utilities, employee details/loans, and agency partnerships. Cash is allowable in lieu of an in-kind match. If an applicant proposes using employees or other professionals, (e.g., forensic interviewer, law enforcement officer, IHS doctor), who will be detailed or loaned to the partnership as in-kind matches, letters of support or other documentation must be included to support the detail. All in-kind or match requirements must be shown on the detail worksheet and described in the budget narrative. Match is calculated as follows:

Example:	\$90,000	(Federal amount)
Divided by:	0.9	(Federal share i.e. 90%)
=	\$100,000	(Total Project Costs)
Multiplied	0.1	(Applicant's share i.e. 10%)
=	\$10,000	(Required Match)

Fiscal Management. All grantees are required to comply with the regulations and requirements outlined in the OJP Financial Guide. The Financial Guide includes information on allowable costs, methods of payment, accounting systems, audit requirements, and financial records. This guide can be accessed through the OJP website at <http://www.ojp.usdoj.gov/FinGuide/>.

Financial Capability Questionnaire. Applicants who are nonprofit or commercial organizations, and have never received any grants from OJP are required to complete the Financial Capability Questionnaire form. The form must be submitted along with a copy of the organization's most recent audited Financial Statements (review if audited Financial Statements are not available). This form is available at <http://www.ojp.gov/forms.htm> under "Accounting System and Financial Capability Questionnaire."

6. Assurances, Certifications and Other Program Attachments: Applicants are required to review and accept the Assurances and Certifications. Please verify that the name, address, phone number, fax number, and e-mail address of the authorizing official(s) are correct.

Standard Assurances: The applicant must comply with assurances to receive federal funds under this program. It is the responsibility of the recipient of the funds to fully understand and comply with these requirements. Failure to comply may result in the withholding of funds, termination of the award, or other sanctions.

Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters, and the Drug-Free Workplace Requirement: Applicants are required to review and complete the certification form. This form commits the applicant to compliance with the certification requirements under 28 CFR Part 69, "New Restrictions on Lobbying," and 28 CFR

Part 67, “A Government-Wide Debarment and Suspension (Non-procurement) and Government-Wide Requirements for Drug-Free Workplace (Grants).”

The authorizing official must review the Assurances and Certifications forms in their entirety. Access the appropriate Assurances and Certifications on OJP’s Standard Forms & Instructions website at www.ojp.usdoj.gov/forms.htm .

Protection of Human Research Subjects. Applicants should be aware that some of their proposed activities, especially those related to conducting needs assessments or evaluation, may be covered and governed by the Department of Justice’s regulations applicable to the protection of human research subjects and data confidentiality. The Department of Justice’s regulations on the protection of human subjects of research (28 CFR Part 46) requires, amongst other provisions, that a fund recipient must maintain the confidentiality of identifiable information throughout the data collection process. Applicants for OVC support are required to submit a Privacy Certificate as a condition of approval of a grant application or contract proposal that contains a research or statistical component under which information identifiable to a private person will be collected. The Privacy Certificate is the applicant’s assurance that he/she understands his/her responsibilities to protect the confidentiality of information. For a sample Privacy Certificate and instructions for completing this form, please refer to OVC’s Discretionary Toolbox at www.ovc.gov/fund/forms.htm.

Other Program Attachments: Other program attachments include tribal/board resolution, resumes of key personnel, position descriptions, letters of support, and MOUs.

Tribal/Board Resolution: The application must include a tribal resolution that approves commitments and activities for the grant program. If the applicant is a tribal nonprofit organization, then a resolution by the Board of Directors or other governing body must be included. A tribal/board resolution is a strong indicator of Tribal Council or Board of Directors’ approval and will be used by OVC as an assurance of tribal acknowledgement and support for the partnership program. The purpose of this requirement is to assure that the changes funded through the CJA grant have been accepted by the ruling body of the tribe or tribal organization and that the Tribal Council or Board of Directors support the program during and after OVC funding expires. The applicant must demonstrate that the proposed partnership program has been discussed with and approved by the Tribal Council or Board of Directors.

Resumes of key personnel: Provide resumes of key personnel or job descriptions outlining roles and responsibilities for all key positions that are currently vacant.

Letters of support: Please provide letters of support from agencies at the federal, state, and local levels that are involved in handling, investigating, and/or prosecuting child abuse cases.

Memorandum of Understanding (MOUs) and Other attachments: Provide as needed. Please **do not** attach photographs or maps.

APPLICATION REVIEW CHECKLIST

FY 2006 Children's Justice Act Partnerships for Indian Communities Discretionary Grant Program

All applications must be submitted electronically through www.grants.gov. Please use this checklist to make sure your application is complete. Your online application must include:

Online Forms/Attachments:

___ **Application for Federal Assistance (SF-424):** This form is generated by completing the onscreen Overview, Applicant Information, and Project Information screens in GMS.

___ **Assurances for Non-Construction Programs (SF-424B)**

___ **Disclosure of Lobbying Activities (SF-LLL)**

___ **Program Narrative:** The Program Narrative must include the following sections:

___ Project Abstract ___ Problem Statement ___ Project Goals and Objectives ___
Project Design/Implementation Plan (including 3 year timeline) ___ Draft Assessment
Tool ___ Organizational Capability and Project Management ___ Plan for Measuring
Progress and Outcome

The name of the file uploaded in the system should include the words "Program Narrative."

___ **Budget Detail Worksheet:** The Budget Detail Worksheet must present a detailed budget that itemizes all proposed costs and must include a budget narrative that provides justification for all proposed costs. The name of the file uploaded in the system should include the words "Budget Detail Worksheet."

___ **Assurances and Certifications:** The Assurances and Certifications must be electronically submitted by the authorizing official or the designated authorizing official as an attachment to the online application. ___ Standard Assurances ___ Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters, and the Drug-Free Workplace Requirement ___ Protection of Human Research Subjects (As Applicable)

___ **Other Program Attachments:** ___ Tribal/Board Resolution ___ Resumes of key personnel/position descriptions ___ Letters of support ___ MOU (where appropriate)

**CHILDREN'S JUSTICE ACT (CJA)
PARTNERSHIPS FOR INDIAN COMMUNITIES
CONTINUATION GRANT PROGRAM`**

**FY 2007
APPLICATION GUIDELINES
FOR CONTINUATION GRANT FUNDING**



Office for Victims of Crime
January 2007

CONTENTS

Application Information.....	1
Due Date	1
Award Amount.....	1
Award Period	1
Background.....	1
Program Goal	2
Purpose.....	2
Program Objectives.....	2
Program Strategy	3
Education Component.....	5
Tribal/Board Resolution.....	5
Performance Measurement	5
Allowable Expenses.....	6
Unallowable Expenses	7
Eligibility Requirements	7
Contact Person	7
How To Apply	8
Application Requirements	9
Application for Federal Assistance (SF-424)	9
Assurances for Non-Construction Programs (SF-424B)	9
Disclosure of Lobbying Activities	9
Project Narrative	9
Budget Detail Worksheet	11
Assurances, Certifications & Other Program Attachments	13
Application Review Checklist	15

APPLICATION INFORMATION

FY 2006 Children's Justice Act Partnerships for Indian Communities (CJA) Discretionary Grant Program

The Office for Victims of Crime (OVC) requires you to submit applications for continuation funding through the Office for Justice Programs (OJP) Grants Management System (GMS). Access through the Internet to this online application system will expedite and streamline the receipt, review, and processing of your request for continued funding. Your final application will only be accepted electronically through the GMS online application system at www.ojp.usdoj.gov/fundopps.htm. Please see page 7 for information on How to Apply.

Application Due Date: March 1, 2007.

Award Amount: Up to \$2 million is available in fiscal year (FY) 2007 to support the continuation of this discretionary grant program.

Award Period: The award period for this grant program is 12 months with the potential for an additional 12 months of funding. Supplemental funding is contingent upon the grantee's performance, the success of the project, and the availability of federal funds.

Background: The Children's Justice and Assistance Act of 1986 was passed to provide states funding to establish programs to effectively handle child abuse cases. In 1988, the Anti-Drug Abuse Act amended the Victims of Crime Act of 1984, authorizing the use of a portion of the state CJA funds to help tribal communities develop and establish programs to improve the investigation and prosecution of child abuse cases,

particularly cases of child sexual abuse. Since 1989, OVC has funded approximately 243 individual grants to tribes and nonprofit tribal agencies through the CJA grant program. These tribal programs have made a number of systemic improvements in the handling of child abuse cases, including:

- Established, expanded, and trained multidisciplinary teams (MDTs) and child protection teams (CPTs);
- Revised tribal codes and procedures to address child sexual abuse;
- Provided child advocacy services for children involved in court proceedings;
- Created protocols for reporting, investigating, and prosecuting cases of child sexual abuse;
- Developed working agreements that minimize the number of times a child is interviewed;
- Enhanced case management and treatment services;
- Offered specialized training for prosecutors, judges, investigators, tribal leadership and other professionals who handle child sexual abuse cases; created special child-centered interview rooms; and
- Hired specialized staff to handle child abuse victim cases.

Program Goal: The goal of this grant program is to improve the capacity of existing tribal systems to handle serious child abuse cases by developing specialized services and procedures to address the needs of American Indian and Alaska Native (AI/AN) child abuse victims.

Purpose: The purpose of this grant program pursuant to section 1402(g) of the Victim Compensation and Assistance Act, 42 U.S.C. 10601(g) is to assist AI/AN communities in developing, establishing, and operating programs to improve the investigation, prosecution, and overall handling of cases of child abuse, child sexual abuse, and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim. The funding will support the development and implementation of comprehensive child abuse programs and child sensitive policies and procedures for addressing child abuse cases in the tribe's criminal justice and child protection service systems.

Program Objectives: Objectives of the program are described below. Applicants may adopt these or develop their own objectives consistent with these, based on the needs of their particular project.

1. To provide program services to child victims and their non-offending family members through a mechanism that: (a) employs a multi-disciplinary approach; (b) uses tribal, federal, and state resources on behalf of child victims; (c) improves investigative and judicial practices to minimize trauma to child victims; (d) implements practices and procedures that adapt investigative, prosecutorial, and judicial procedures to meet the needs and abilities of child victims, such as allowing an advocate to accompany the child to court to provide emotional support, to advocate on behalf of the child for a speedy trial, to brainstorm alternatives to the child testifying in live court, and to ensure restitution is ordered; and, (e) assures that child victims in need of support receive victim assistance, health, mental health, and social services from the initial report to the resolution of the case.
2. To establish protocol implementation groups and conduct multi-disciplinary trainings to help professionals involved in the investigation and management of child sexual abuse cases to coordinate their responses.
3. To provide specialized crisis and treatment services to aid in the recovery from child sexual abuse trauma for the victim and the affected family members. Crisis support should provide a support response following verification of child abuse or child sexual abuse.
4. To develop and implement support services for child victims of sexual abuse and their families that ensures the diverse needs of these victims are met. This may include coordinated service development and delivery through tribal agencies and services including trauma assessments, group services, and assisted access to services.
5. To develop written program implementation materials that can be used to sustain or replicate your prescribed program, or assist other tribes in establishing similar programs.

6. To serve as a resource to other Indian tribes and tribal organizations in developing effective approaches to investigating, prosecuting, and handling child abuse cases; working with federal, state, and local agencies; meeting the needs of Indian child victims and their families; and communicating with tribal councils and other bodies in responding effectively to child abuse.
7. To participate with OVC in planning future training conferences for federal, state, and tribal agencies that respond to child abuse in Indian Country.

Program Strategy: The strategy for establishing a fully functioning CJA program consists of at least 3 years of project implementation. The program is intended to improve the capacity of existing tribal child protection and criminal justice systems to handle severe child abuse cases. The program should focus on developing strategies to identify child abuse victims and follow cases from initial disclosure through investigation, prosecution, and resolution, in an effective and timely manner.

The following 3 year strategy has been endorsed by OVC in the past and may be used as a guide for current projects. However, applicants are strongly encouraged to develop an implementation strategy that will support their 3 year project strategy. The following strategy is provided as a guide:

Year 1. Assessment, Implementation, and Program Development: During Year 1, the grantee should have hired and trained key staff to handle and process cases through the tribal system as well as coordinate cases with the state and/or federal system. Outline and explain the training conducted to establish or support existing Multi-Disciplinary Teams (MDTs), Child Protection Teams (CPTs), prosecutors, law enforcement personnel, judges, victim advocates, medical, and mental health providers, and social service professionals.

In Year 1, the organization should have assessed the tribe's current system and resources to determine what additional resources and system changes were needed to deal effectively with child sexual abuse cases. The assessment should have examined the current procedures for reporting child abuse, for responding to child abuse, for interviewing the abused child, for staffing cases; for delivering services to victims and their non-offending family members, and for training personnel who work in social services, criminal justice, and medical and mental health. The assessment should have also determined community awareness efforts.

The grantee should have developed a strategy for implementing an effective CJA program, based on the assessment and other local issues of child abuse. The strategy should include training plans, procedures for establishing and maintaining MDTs/CPTs, letters of support, Memoranda of Agreement (MOAs), a resource directory, and service delivery plans, if applicable. If existing procedures were already in place, there may have been a need to revise, modify, or refine these procedures to improve the overall handling of cases.

Examples of first year products include: (1) a report of the findings and recommendations from the assessment, including a description of any additional changes and resources needed

to implement an effective CJA partnership program, (2) job descriptions, and (3) resumes for key staff hired or contracted under the grant.

Explain in great detail how activities previously stated were addressed and/or accomplished in Year 1. If activities have not been concluded, include a detailed plan of action for accomplishing Year 1 activities.

Year 2. Implementation of Program and Development of Training and Resource

Materials: For Year 2, the grantee is expected to refer, coordinate, and provide victim assistance services to child abuse victims and their non-offending family members on a regular basis. In addition, the grantee is expected to finalize, or in some cases refine, the program strategy and program implementation materials to ensure a responsive multidisciplinary approach to child abuse cases.

The final materials should take into consideration the assessment conducted during Year 1. These materials should include such items as interagency protocols; reporting procedures; MOAs with federal, state, and local agencies; tribal codes that address child sexual abuse, including definitions, sentencing guidelines, and maximum penalties for offenders; resource directories; program brochures; and case management, tracking, and referral systems.

Other materials might include descriptions of best practices that assist and support children who must participate in tribal, federal, and local judicial proceedings, and training curricula. The materials would be used by the grantee in implementing the prescribed program, and could be of great value to other tribes seeking culturally appropriate materials to assist them with the incorporation of similar changes on behalf of their child victims.

The products of Year 2 could include (a) a compilation of the materials & data collection gathered by the grantee from within the tribe and from other sources; (b) training curricula; (c) a brochure and/or resource directory that advertises the availability of the tribe's resources, services, and training opportunities; and (d) progress reports that summarize major activities and accomplishments of the grant.

Year 3. Delivery of Services: For Year 3, the program should be fully operational and functioning at a level that serves child abuse victims in a comprehensive and effective manner. The project should be able to serve as a model for illustrating effective approaches to handling serious child abuse cases; coordinate with various federal, state, and tribal agencies; effectively meet the needs of child abuse victims and their non-offending families; and communicate with tribal councils and other bodies in responding to child abuse.

Materials such as diagrams, flowcharts, and descriptions of program models can be shared with other tribes to demonstrate how to make similar changes on behalf of abused child victims. The materials and descriptions should include information on developing proper interviewing procedures, providing court advocacy services, and making other improvements that adapt investigative and judicial procedures to the needs, rights, and abilities of abused child victims.

The products of Year 3 should include: (a) illustrative materials on program implementation and training, (b) reports describing the training provided by the tribe, (c) recommendations for and descriptions of training workshops that might be offered in OVC-sponsored conferences for assisting abused child victims in Indian country, (d) semiannual progress reports that summarize major activities and accomplishments of the grant, and (e) a final narrative report.

Year 3 program activities and the implementation plan must be outlined in the application in sufficient detail to provide a sense that the proposed program will continue to contribute to the development of a successful partnership that can endure.

Education Component: Applications should include an education component that links and/or coordinates training for teachers in grades pre-K through high school. The training should focus on how to identify child abuse and child abuse victims, mandatory reporting requirements for teachers, how to intervene in child abuse situations, where and to whom to report suspected child abuse, and development of reporting procedures for school teachers. The education component should also include child abuse awareness and the development of support systems within the school system for abused child victims.

Tribal/Board Resolution: Prior to submission of the application, applicants are encouraged to discuss their proposed partnership program with their Tribal Chairperson, Tribal Council, Board of Directors, and/or other tribal agencies, and solicit their support and approval of the partnership for the life of the program. A tribal/board resolution that approves activities and commitments for Year 3 must be attached to the application.

Performance Measurement: To ensure compliance with the Government Performance and Results Act (GPRA), Public Law 103-62, this solicitation notifies applicants that they are required to collect and report data that measure the results of the program implemented with this grant. Include in your application the data collection methodology being used. To ensure accountability of these data, for which OVC is responsible, the following performance measures will be monitored:

1. Percent increase in the number of developed, established, and operating programs that improve the investigation, prosecution, and overall handling of cases of child sexual abuse and severe physical abuse.
2. Percent increase in the number of child abuse/sexual abuse victims identified and served.
3. Percent increase in the number of child abuse/sexual abuse prosecutions at the tribal level.
4. Percent increase in the number of MDTs or CPTs established and/or trained.

Each performance measure must be addressed with the current level of performance and frequency of occurrence reported.

Program Goal/Objective

To assist AI/AN communities in developing, establishing, and operating programs to improve the investigation, prosecution, and overall handling of cases of child abuse, child sexual abuse and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim. The funding will support the development and implementation of comprehensive child abuse programs and child sensitive policies and procedures for addressing child abuse cases in the tribe's criminal justice and child protection service systems.

Performance Measures**Outcomes**

Reduce trauma to child victims of sexual abuse, severe physical abuse.

Increase services to child abuse/sexual abuse victims.

Increase/improve the investigation and prosecution of child abuse, sexual abuse, and severe physical abuse.

Increase the development of policies and procedures that address child abuse, sexual abuse, and severe physical abuse.

Outputs/Activities

Coordinate with various social service disciplines.

Develop/strengthen partnerships with prosecutors, law enforcement personnel, judges, victim advocates, medical, mental health and social service providers.

Implement innovative approaches that affect positive change.

Improve policies and procedures.

Training & Technical Assistance.

Data to be reported

Percent increase in the number of developed, established, and operating programs that improve the investigation, prosecution, and overall handling of cases of child sexual abuse and severe physical abuse.

Percent increase in the number of child abuse/sexual abuse victims identified and served.

Percent increase in the number of child abuse/sexual abuse prosecutions at the tribal level.

Percent increase in the number of MDTs or CPTs established and/or trained.

Allowable Expenses: The following items are considered allowable expenses that will support developing, establishing, and operating programs to improve the investigation, prosecution, and overall handling of cases of child sexual abuse and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim. These items include, but are not limited to the following:

Hire and/or train:

SANE nurse(s)
DNA & Forensic interviewer
Prosecutor
Criminal Investigator
Case Manager
Counselor(s)
Forensic Trainers/Training

Establish a Child Advocacy Center (CAC)

Equipment to conduct evidence collection and interviews:

Anatomically correct dolls
Books
Easel w/writing pad
DNA evidence collection
2-way mirrors
Recording equipment
Camera(s)
Cellular phones
Training
Travel
Transportation

Unallowable Expenses: The following items are considered unallowable expenses and can not be consider for funding:

Construction
Support of offenders services

Prevention services

Eligibility Requirements: Eligible applicants are federally recognized Indian tribes and nonprofit tribal organizations that received the FY06 CJA Competitive Grant Program. These are the only applicants that will be considered for this award. These awards will be limited to tribal organizations as defined in the Indian Self-Determination and Education Assistance Act, Public Law 93-638, 25 U.S.C., § 450(b). Under this provision, the definition of “tribal organization” is the recognized governing body of any Indian tribe, to include any legally established organization of Indians that is controlled, sanctioned, or chartered by such governing body, or that is democratically elected by the adult members of the Indian community to be served by such organization, and that includes the maximum participation of Indians in all phases of its activities.

Contact Person: Renee Williams
Telephone 202-616-3218
E-mail: Renee.Williams@usdoj.gov

How to Apply

OJP is participating in the e-Government initiative, one of 25 initiatives included in the President's Management Agenda. Grants.gov, part of this initiative, is a "storefront" that provides a unified process for all customers of federal grants to find funding opportunities and apply for funding. This fiscal year, OJP is requiring that all discretionary, competitive grant programs be administered through Grants.gov. Application attachments submitted via Grants.gov must be in one of the following formats: Microsoft Word (*.doc), PDF (*.pdf), or text (*.txt).

If you experience difficulties at any point during this process, please call the Grants.gov customer support hotline at **1-800-518-4726**. The Catalog of Federal Domestic Assistance (CFDA) number for this solicitation is 16.583, titled "Children's Justice Act Partnerships for Indian Communities Discretionary Grant Program."

APPLICATION REQUIREMENTS

The following documents must be submitted to receive consideration for the FY 2007 Children's Justice Act Partnership's for Indian Communities Continuation Grant Program. Applications that do not include all of the required elements will not be considered for funding. Detailed instructions and description of each of the required elements are provided below. An Application Review Checklist has been provided for your convenience.

1. Application for Federal Assistance (SF-424)

The Application for Federal Assistance is a standard form used by most federal agencies. It contains 18 items that are to be completed. This form is included in the Grant Application Package and Application Instructions you will download at www.grants.gov/DownloadViewer.

2. Assurances for Non-Construction Programs (SF-424B)

3. Disclosure of Lobbying Activities (SF-LLL)

4. Project Narrative The following items must be included in this section: project abstract, problem statement, project goals and objectives, project design/implementation plan including a detailed 3-year timeline, a draft assessment tool, project management and organizational capability statement, and plan for performance measurement and program evaluation.

The project narrative should not exceed 25 double-spaced pages and must include seven separate sections: Project Abstract, Problem Statement, Project Goals and Objectives, Project Design/Implementation Plan, Draft Assessment Tool, Organizational Capability and Project Management Statement, and Plans for Measuring Progress and Outcomes. Each section is described below.

a. Project Abstract: The application should include a brief, one-page summary that describes the purpose of the project, its goals and objectives, activities that will be implemented to achieve the project goals and objectives, methods, and outcomes.

b. Problem Statement: The problem statement must describe the needs to be addressed by the proposed program; the problems experienced by the tribe in handling, investigating, and prosecuting cases of child abuse, child sexual abuse, and severe physical abuse and any other issues related to serious child abuse in the tribal community. The application must include a description of other factors that contribute to the problem such as jurisdictional issues involved at the federal, state, tribal, and local levels. Other relevant data or statistical information that help quantify the problem, such as the number of cases reported, investigated, and substantiated; referred for services; and prosecuted in tribal, state, or federal court, should also be provided.

c. Project Goals and Objectives: The applicant must specify the goals and objectives of the project. The objectives should be measurable and relate directly to the issues described in the problem statement. The goals should state the overall purpose of what is to be accomplished.

The objectives should describe the steps necessary to reach the goals or how the goals will be accomplished. The following questions must be discussed:

1. What were your goals and objectives for each project Year 1? How were these objectives accomplished?
2. What are your goals and objectives for Years 2-3? How will all of these objectives be accomplished?
3. How will your child abuse/child sexual abuse case load change as a result of the project? How do you plan to establish a child protection team or multidisciplinary team? How will cases be staffed?
4. How many cases are currently reported, substantiated, and prosecuted in tribal, state, and federal court? What tribal, state, or federal agency do you collaborate with to process the cases?
5. What products do you plan to develop?
6. What resources do you plan to use for the project on behalf of child victims? Explain.
7. How will the program improve investigative and judicial practices to minimize trauma to abused victims?
8. What practices and procedures will be used or enhanced to adapt investigative, prosecutorial, and judicial procedures to the needs and abilities of child abuse victims?
9. What methods, standards, or criteria will be used to assure that child abuse victims receive victim assistance, health, mental health, and social services needed to support them from the initial investigation to the resolution of the case? Please discuss.
10. Provide an explanation of the data collection methodology to assist you with responding to the performance measurements included in this solicitation.

Applications should include an education component that links and/or coordinates training for teachers in grades pre-K through high school.

d. Project Design/Implementation Plan (including a detailed 2 year timeline): The project design and implementation plan must describe the project strategy and discuss how the strategy will address the identified problems and support the goals and objectives for the continuation project. In addition, the implementation plan must include a description of how the project will implement all project components, and a description of the interim deliverables and products. This section should also include detailed information on related topics such as project participants, data collection and analysis, project partners, interagency agreements or working agreements, and expected outcomes. Also include a list of the major events, activities, products, and a timetable for completion of the objectives. A time-task plan establishes timeframes for accomplishing activities and sets out staff responsibilities for the activities.

OVC recognizes that jurisdictional authority over child sexual abuse cases varies greatly among tribes. Hence, we seek innovative projects based on the unique jurisdictional characteristics of a particular tribal criminal justice, child protection, and service delivery system. OVC expects tribes that receive these grants to be actively involved in determining the manner in which these

cases are administratively and judicially processed at the federal, state, and tribal levels. Tribes should coordinate child sexual abuse case referrals with appropriate state and federal authorities for prosecution and follow up with tribal prosecution when appropriate.

In addition, OVC encourages the use of multidisciplinary teams to respond to cases of child sexual abuse. This could also include specialized prosecutorial units for the investigation, referral, and prosecution of child abuse cases. Multidisciplinary teams that are developed or expanded as a result of this grant must include representatives from the federal, state, and tribal agencies that provide services to the tribe. These multidisciplinary teams should assist in clarifying the roles and responsibilities of all authorities involved in these cases, including social services, child protection services, Indian child welfare, medical services, law enforcement officials, and prosecutors.

Project funds **shall not** be used to replace or serve as a substitute for funds already used for existing multidisciplinary teams or child protective agencies (this is known as supplanting).

e. Assessment Tool: In this section include a copy of the assessment tool used and results gathered. If an assessment has not been conducted, provide a detailed explanation of the barriers to implementing the assessment tool included in the Year 1 application as well as a detailed plan of action your agency will employ to accomplish this objective. The goal of an assessment is to help organizations enhance their capacity to deliver support services. The assessment will help your organization reveal gaps in services, information dissemination, and opportunities for improvement in service delivery. There are many methodologies used to conduct assessments including written surveys, electronic surveys, interviews, focus groups, and history data/research.

f. Organizational Capability and Project Management: The applicant must provide a discussion of the organization's capability for developing and packaging a comprehensive program that addresses the investigation, prosecution, case handling, and treatment of child physical and sexual abuse. Information should be included on the organization's mission and current projects that will support the proposed project. Past projects that are related to the current efforts must also be included. The project management section should discuss staffing needs, project administration, financial management, and line of authority. Staff capabilities and roles and responsibilities should also be summarized in this section. Job descriptions and copies of resumes for the proposed key staff positions should be included in Attachment 3.

g. Plan for Measuring Progress and Outcome: The applicant must include a plan for evaluating the impact the project had on improving the investigation, prosecution, and overall handling of child abuse cases, particularly child sexual abuse cases. Therefore, the applicant must describe the criteria and units of measurement that will be used to assess the project's effectiveness. Examples of effectiveness measures include the number of abused victims served, the number of individuals trained, positive changes made by CPT as a result of having been trained, any new capacity or improved response to child victims that developed as a result of the training or the partnership program, the number and type of products disseminated, user satisfaction data, and the number of community awareness programs presented. Requests from the tribal community for materials and for repeat training are also strong indicators of success.

5. Budget Detail Worksheets: This section must include both the budget detail worksheets and budget narrative for **Year 1 of the project only**.

The applicant must provide a detailed budget that: (1) is complete, allowable, and cost-effective in relation to the proposed activities, and accurately reflects how grant funds will be used to promote the improved handling, investigation, and prosecution of child sexual abuse cases, (2) shows the cost calculations demonstrating how the applicant arrived at the total amount requested, and (3) provides a supporting budget narrative that links costs with project implementation (see below for more about the budget narrative).

The applicant must submit both a budget worksheet and a budget narrative in one file. The worksheet provides the detailed computations for each budget item, and the narrative justifies or explains each budget item and relates it to project activities. A sample Budget Detail Worksheet form that can be used as a guide to assist you in the preparation of the budget worksheet and budget narrative is available on OJP's Standard Forms & Instructions Web site at www.ojp.usdoj.gov/forms.htm.

Budget Worksheet: The budget worksheet must list the cost of each budget item and show how the costs were calculated. For example, costs for personnel should show the annual salary rate and the percentage of time devoted to the project for each employee to be paid with grant funds. The budget worksheet should present a complete and detailed itemization of all proposed costs.

Budget Narrative: The budget narrative should closely follow the content of the budget worksheet and provide justification for all proposed costs. For example, the narrative should explain how fringe benefits were calculated, how travel costs were estimated, why particular equipment or supplies must be purchased, and how overhead or indirect costs were calculated. The budget narrative should justify the specific items listed in the budget worksheet (particularly supplies, travel, and equipment) and demonstrate that all costs are reasonable. Total costs specified in the Budget Detail Worksheet must match the total amount requested.

Other Budget Considerations: When completing the budget forms described above, applicants must also consider the following:

Training: From time to time, program staff may be asked to participate in OVC-sponsored conferences, cluster meetings, or training sessions to demonstrate model practices, provide program materials and handouts, serve as trainers, or participate on discussion groups and panels. Consequently, applicants should include travel expenses for two key staff to attend at a minimum, one OVC-sponsored national conference and one post-award planning conference. For planning purposes, travel should be estimated for three 4-day regional/national trainings including a Post-Award Conference, destination to be determined. Federal per diem rates may be used. Applicants should also budget an appropriate amount for an Internet service provider for access to OVC's Web page, and for e-mail capability to communicate with OVC staff and other grantees.

Applicants that receive annual funds of more than \$100,000 must also budget costs to attend one Financial Management Training Seminar sponsored by OJP's Office of the Comptroller (OC),

unless the applicant has previously attended this seminar. Specific information can be found at <http://tech-res-intl.com/DOJ-OCtraining/>.

Note: Total costs specified in the Budget Detail Worksheet must match the total amount requested.

Consultant Rates: Consultant rates may not exceed the maximum of \$450/day, or if paid by the hour, \$56.25/hour for a maximum 8-hour work day per award.

Travel: Travel costs associated with project staff who are not directly employed by the grantee organization must be listed under the Consultant Budget category on the Budget Worksheet and a thorough description provided in the Budget Narrative.

Publication Editing: An applicant proposing to produce a written publication, product or electronic information must include in the budget a line item for editing for the material before a final draft is submitted to OVC. The applicant must demonstrate the editor's qualifications in the program narrative or by providing a resume.

Program Match: A match of 10 percent of total project costs is required for this grant program and will be applied each time the applicant submits an application. For example, a 10 percent match will be required for the initial 12-month grant and again for any supplemental funding. Match must be based on only allowable costs as stipulated in the Financial Guide. Volunteer time used as match must be based on rates that are consistent with regular rates paid for similar work in other organizations, i.e. such rates should be based on their fair market values. The in-kind match can be in the form of staff time, facilities, office space and utilities, employee details/loans, and agency partnerships. Cash is allowable in lieu of an in-kind match. If an applicant proposes using employees or other professionals, (e.g., forensic interviewer, law enforcement officer, IHS doctor), who will be detailed or loaned to the partnership as in-kind matches, letters of support or other documentation must be included to support the detail. All in-kind or match requirements must be shown on the detail worksheet and described in the budget narrative. Match is calculated as follows:

Example:	\$90,000	(Federal amount)
Divided by:	0.9	(Federal share i.e. 90 %)
=	\$100,000	(Total Project Costs)
Multiplied	0.1	(Applicant's share i.e. 10%)
=	\$10,000	(Required Match)

Fiscal Management: All grantees are required to comply with the regulations and requirements outlined in the OJP Financial Guide. The Financial Guide includes information on allowable costs, methods of payment, accounting systems, audit requirements, and financial records. This guide can be accessed through the OJP Web site at <http://www.ojp.usdoj.gov/FinGuide/>.

Financial Capability Questionnaire: Applicants who are nonprofit or commercial organizations, and have never received any grants from OJP are required to complete the Financial Capability Questionnaire form. The form must be submitted along with a copy of the

organization's most recent audited Financial Statements (review if audited Financial Statements are not available). This form is available at <http://www.ojp.gov/forms.htm> under "Accounting System and Financial Capability Questionnaire."

6. Assurances, Certifications and Other Program Attachments: Applicants are required to review and accept the Assurances and Certifications. Please verify that the name, address, phone number, fax number, and e-mail address of the authorizing official(s) are correct.

Standard Assurances: The applicant must comply with assurances to receive federal funds under this program. It is the responsibility of the recipient of the funds to fully understand and comply with these requirements. Failure to comply may result in the withholding of funds, termination of the award, or other sanctions.

Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters, and the Drug-Free Workplace Requirement: Applicants are required to review and complete the certification form. This form commits the applicant to compliance with the certification requirements under 28 CFR Part 69, "New Restrictions on Lobbying," and 28 CFR Part 67, "A Government-Wide Debarment and Suspension (Non-procurement) and Government-Wide Requirements for Drug-Free Workplace (Grants)."

The authorizing official must review the Assurances and Certifications forms in their entirety. Access the appropriate Assurances and Certifications on OJP's Standard Forms & Instructions Web site at www.ojp.usdoj.gov/forms.htm.

Protection of Human Research Subjects: Applicants should be aware that some of their proposed activities, especially those related to conducting needs assessments or evaluation, may be covered and governed by the Department of Justice's regulations applicable to the protection of human research subjects and data confidentiality. The Department of Justice's regulations on the protection of human subjects of research (28 CFR Part 46) requires, amongst other provisions, that a fund recipient must maintain the confidentiality of identifiable information throughout the data collection process. Applicants for OVC support are required to submit a Privacy Certificate as a condition of approval of a grant application or contract proposal that contains a research or statistical component under which information identifiable to a private person will be collected. The Privacy Certificate is the applicant's assurance that he/she understands his/her responsibilities to protect the confidentiality of information. For a sample Privacy Certificate and instructions for completing this form, please refer to OVC's Discretionary Toolbox at www.ovc.gov/fund/forms.htm.

Other Program Attachments: Other program attachments include tribal/board resolution, resumes of key personnel, position descriptions, letters of support, and MOUs.

Tribal/Board Resolution: The application must include a tribal resolution that approves commitments and activities for the grant program. If the applicant is a tribal nonprofit organization, then a resolution by the Board of Directors or other governing body must be included. A tribal/board resolution is a strong indicator of Tribal Council or Board of Directors' approval and will be used by OVC as an assurance of tribal acknowledgement and support for

the partnership program. The purpose of this requirement is to assure that the changes funded through the CJA grant have been accepted by the ruling body of the tribe or tribal organization and that the Tribal Council or Board of Directors support the program during and after OVC funding expires. The applicant must demonstrate that the proposed partnership program has been discussed with and approved by the Tribal Council or Board of Directors.

Resumes of key personnel: Provide resumes of key personnel or job descriptions outlining roles and responsibilities for all key positions that are currently vacant.

Letters of support: Please provide letters of support from agencies at the federal, state, and local levels that are involved in handling, investigating, and/or prosecuting child abuse cases.

Memorandum of Understanding (MOUs) and Other attachments: Provide as needed. Please **do not** attach photographs or maps.

APPLICATION REVIEW CHECKLIST
FY 2007 Children's Justice Act Partnerships for Indian Communities Continuation Grant Program

All applications must be submitted electronically through GMS. Please use this checklist to make sure your application is complete. Your online application must include the following:

Online Forms/Attachments:

___ **Application for Federal Assistance (SF-424):** This form is generated by completing the onscreen Overview, Applicant Information, and Project Information screens in GMS.

___ **Assurances for Non-Construction Programs (SF-424B)**

___ **Disclosure of Lobbying Activities (SF-LLL)**

___ **Program Narrative:** The Program Narrative must include the following sections:

- ___ Project Abstract
- ___ Problem Statement
- ___ Project Goals and Objectives
- ___ Project Design/Implementation Plan (including 3 year timeline)
- ___ Draft Assessment Tool
- ___ Organizational Capability and Project Management
- ___ Plan for Measuring Progress and Outcome

The name of the file uploaded in the system should include the words "Program Narrative."

___ **Budget Detail Worksheet:** The Budget Detail Worksheet must present a detailed budget that itemizes all proposed costs and must include a budget narrative that provides justification for all proposed costs. The name of the file uploaded in the system should include the words "Budget Detail Worksheet."

___ **Assurances and Certifications:** The Assurances and Certifications must be electronically submitted by the authorizing official or the designated authorizing official as an attachment to the online application.

- ___ Standard Assurances
- ___ Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters, and the Drug-Free Workplace Requirement
- ___ Protection of Human Research Subjects (As Applicable)

___ **Other Program Attachments:**

- ___ Tribal/Board Resolution
- ___ Resumes of key personnel/position descriptions
- ___ Letters of support
- ___ MOU (where appropriate)



The U.S. Department of Justice, Office of Justice Programs, Office for Victims of Crime, is pleased to announce that it is seeking applications for funding the Children's Justice Act Partnerships for Indian Communities Grant. This program furthers the Department's mission by enhancing the capability of victim service providers to better respond to the needs and rights of all crime victims.

CHILDREN'S JUSTICE ACT (CJA) PARTNERSHIPS FOR INDIAN COMMUNITIES CONTINUATION GRANT PROGRAM

FY 2008 APPLICATION GUIDELINES FOR CONTINUATION GRANT FUNDING

Eligibility

Eligible applicants are federally recognized Indian tribes and nonprofit tribal organizations that received the FY06 CJA Competitive Grant Program. These are the only applicants that will be considered for this award. These awards will be limited to tribal organizations as defined in the Indian Self-Determination and Education Assistance Act, Public Law 93-638, 25 U.S.C., § 450(b). Under this provision, the definition of "tribal organization" is the recognized governing body of any Indian tribe, to include any legally established organization of Indians that is controlled, sanctioned, or chartered by such governing body, or that is democratically elected by the adult members of the Indian community to be served by such organization, and that includes the maximum participation of Indians in all phases of its activities.

Deadline

The applications are due by 8:00 p.m. EST on March 31, 2008..

Contact Information

For assistance with the requirements of this solicitation, contact Renee Williams.
Telephone: 202–616–3218/ E-mail: Renee.Williams@usdoj.gov

CONTENTS

Overview of Grant	3
Deadline: Registration	3
Deadline: Application.....	3
Eligibility	3
Faith-Based and Other Community Organizations (<i>if applicable</i>).....	3–4
Program-Specific Information	4–7
Performance Measurement.....	7–8
How to Apply	9
What an Application Must Include:	9–12
Application for Federal Assistance (SF-424), Assurances for Non-Construction Programs (SF-424B), Disclosure of Lobbying Activities (SF-LLL) Project Narrative Budget and Budget Narrative	
Selection Criteria	12
Review Process (<i>if applicable</i>)	12
Additional Requirements	13

Children's Justice Act (CJA) Partnerships for Indian Communities Continuation Grant Program

Overview

The purpose of this grant program pursuant to section 1402(g) of the Victim Compensation and Assistance Act, 42 U.S.C. 10601(g), is to assist American Indian/Alaska Native communities in developing, establishing, and operating programs to improve the investigation, prosecution, and overall handling of cases of child abuse, child sexual abuse, and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim. The funding will support the development and implementation of comprehensive child abuse programs and child- sensitive policies and procedures for addressing child abuse cases in the tribe's criminal justice and child protection service systems.

Deadline: Registration

Grants Management System Instructions. Grants must be submitted through the online Grants Management System (GMS). We suggest you begin the program early, especially if this is the first time you have used the system. Each application requires a separate GMS registration. To learn how to begin the online application process, go to <http://www.ojp.gov/fundopps.htm> and refer to the **GMS Application Procedures Handbook**: a step-by-step guide for applying online. For additional information, please call the GMS Help Desk at **1-888-549-9901**.

Deadline: Application

The due date for applying for funding under this announcement is March 31, 2008. Approximately \$2M is available for FY07 CJA award recipients. New applicants need not apply. The award period for this grant is twelve months.

Eligibility

Eligible applicants are federally recognized Indian tribes and nonprofit tribal organizations that received the FY06 CJA Competitive Grant Program. These are the only applicants that will be considered for this award. These awards will be limited to tribal organizations as defined in the Indian Self-Determination and Education Assistance Act, Public Law 93-638, 25 U.S.C., § 450(b). Under this provision, the definition of "tribal organization" is the recognized governing body of any Indian tribe, to include any legally established organization of Indians that is controlled, sanctioned, or chartered by such governing body, or that is democratically elected by the adult members of the Indian community to be served by such organization, and that includes the maximum participation of Indians in all phases of its activities.

Faith-Based And Other Community Organizations: Consistent with President George W. Bush’s Executive Order 13279, dated December 12, 2002, and 28 C.F.R. Part 38, it is DOJ policy that faith-based and other community organizations that statutorily qualify as eligible applicants under DOJ programs are invited and encouraged to apply for assistance awards to fund eligible grant activities. Faith-based and other community organizations will be considered for awards on the same basis as other eligible applicants and, if they receive assistance awards, will be treated on an equal basis with all other grantees in the administration of such awards. No eligible applicant or grantee will be discriminated for or against on the basis of its religious character or affiliation, religious name, or the religious composition of its board of directors or persons working in the organization.

Faith-based organizations receiving DOJ assistance awards retain their independence and do not lose or have to modify their religious identity (e.g., removing religious symbols) to receive assistance awards. DOJ grant funds, however, may not be used to fund any inherently religious activity, such as prayer or worship. Inherently religious activity is permissible, although it cannot occur during an activity funded with DOJ grant funds; rather, such religious activity must be separate in time or place from the DOJ-funded program. Further, participation in such activity by individuals receiving services must be voluntary. Programs funded by DOJ are not permitted to discriminate in the provision of services on the basis of a beneficiary’s religion.

If your organization is a faith-based organization that makes hiring decisions on the basis of religious belief, it may be entitled, under the Religious Freedom Restoration Act, 42 U.S.C. § 2000bb, to receive federal funds and yet maintain that hiring practice, even if the law creating the funding program contains a general ban on religious discrimination in employment. For the circumstances under which this may occur, and the certifications that may be required, please see the OCR link referenced at the “OJP Other” pages, included herein.

Applicants are encouraged to review the Civil Rights Compliance section under “Additional Requirements” in this announcement.

Program-Specific Information

Purpose: The goal of this grant program is to improve the capacity of existing tribal systems to handle serious child abuse cases by developing specialized services and procedures to address the needs of American Indian and Alaska Native child abuse victims.

Background: The Children’s Justice and Assistance Act of 1986 was passed to provide states funding to establish programs to effectively handle child abuse cases. In 1988, the Anti-Drug Abuse Act amended the Victims of Crime Act of 1984, authorizing the use of a portion of the state CJA funds to help tribal communities develop and establish programs to improve the investigation and prosecution of child abuse cases, particularly cases of child sexual abuse. Since 1989, the Office for Victims of Crime (OVC) has funded approximately 243 individual grants to tribes and nonprofit tribal agencies through the CJA grant program. These tribal programs have made a number of systemic improvements in the handling of child abuse cases, including the following:

- Established, expanded, and trained multidisciplinary teams and child protection teams.
- Revised tribal codes and procedures to address child sexual abuse.
- Provided child advocacy services for children involved in court proceedings.
- Created protocols for reporting, investigating, and prosecuting cases of child sexual abuse.
- Developed working agreements that minimize the number of times a child is interviewed.
- Enhanced case management and treatment services.
- Offered specialized training for prosecutors, judges, investigators, tribal leadership, and other professionals who handle child sexual abuse cases.
- Created special child-centered interview rooms.
- Hired specialized staff to handle child abuse victim cases.

Program Strategy: The strategy for establishing a fully functioning CJA program consists of at least 3 years of project implementation. The program is intended to improve the capacity of existing tribal child protection and criminal justice systems to handle severe child abuse cases. The program should focus on developing strategies to identify child abuse victims and follow cases from initial disclosure through investigation, prosecution, and resolution, in an effective and timely manner.

The following 3-year strategy has been endorsed by OVC in the past and may be used as a guide for current projects. However, applicants are strongly encouraged to develop an implementation strategy that will support their 3-year project strategy. The following strategy is provided as a guide:

Year 1. Assessment, Implementation, and Program Development: During Year 1, the grantee should have hired and trained key staff to handle and process cases through the tribal system as well as coordinate cases with the state and/or federal system. Outline and explain the training conducted to establish or support existing multidisciplinary teams, child protection teams, prosecutors, law enforcement personnel, judges, victim advocates, medical and mental health providers, and social service professionals.

In Year 1, the organization should have assessed the tribe's current system and resources to determine what additional resources and system changes were needed to deal effectively with child sexual abuse cases. The assessment should have examined the current procedures for the following: reporting child abuse; responding to child abuse; interviewing the abused child; staffing cases; delivering services to victims and their non-offending family members; and

training personnel who work in social services, criminal justice, and medical and mental health. The assessment should have also determined community awareness efforts.

The grantee should have developed a strategy for implementing an effective CJA program, based on the assessment and other local issues of child abuse. The strategy should include training plans, procedures for establishing and maintaining multidisciplinary and child protection teams, letters of support, memoranda of agreement (MOAs), a resource directory, and service delivery plans, if applicable. If existing procedures were already in place, there may have been a need to revise, modify, or refine these procedures to improve the overall handling of cases.

Examples of first-year products include the following: (1) a report of the findings and recommendations from the assessment, including a description of any additional changes and resources needed to implement an effective CJA partnership program, (2) job descriptions, and (3) résumés for key staff hired or contracted under the grant.

Explain in great detail how activities previously stated were addressed and/or accomplished in Year 1. If activities have not been concluded, include a detailed plan of action for accomplishing Year 1 activities.

Year 2. Implementation of Program and Development of Training and Resource

Materials: For Year 2, the grantee is expected to refer, coordinate, and provide victim assistance services to child abuse victims and their non-offending family members on a regular basis. In addition, the grantee is expected to finalize, or in some cases refine, the program strategy and program implementation materials to ensure a responsive multidisciplinary approach to child abuse cases.

The final materials should take into consideration the assessment conducted during Year 1. These materials should include such items as interagency protocols; reporting procedures; MOAs with federal, state, and local agencies; tribal codes that address child sexual abuse, including definitions, sentencing guidelines, and maximum penalties for offenders; resource directories; program brochures; and case management, tracking, and referral systems.

Other materials might include descriptions of best practices that assist and support children who must participate in tribal, federal, and local judicial proceedings, and training curricula. The materials would be used by the grantee in implementing the prescribed program, and could be of great value to other tribes seeking culturally appropriate materials to assist them with the incorporation of similar changes on behalf of their child victims.

The products of Year 2 could include (a) a compilation of the materials and data collection gathered by the grantee from within the tribe and from other sources; (b) training curricula; (c) a brochure and/or resource directory that advertises the availability of the tribe's resources, services, and training opportunities; and (d) progress reports that summarize major activities and accomplishments of the grant.

Year 3. Delivery of Services: For Year 3, the program should be fully operational and functioning at a level that serves child abuse victims in a comprehensive and effective manner. The project should be able to serve as a model for illustrating effective approaches to handling serious child abuse cases; coordinate with various federal, state, and tribal agencies; effectively meet the needs of child abuse victims and their non-offending families; and communicate with tribal councils and other bodies in responding to child abuse.

Materials such as diagrams, flowcharts, and descriptions of program models can be shared with other tribes to demonstrate how to make similar changes on behalf of abused child victims. The materials and descriptions should include information on developing proper interviewing procedures, providing court advocacy services, and making other improvements that adapt investigative and judicial procedures to the needs, rights, and abilities of abused child victims.

The products of Year 3 should include: (a) illustrative materials on program implementation and training, (b) reports describing the training provided by the tribe, (c) recommendations for and descriptions of training workshops that might be offered in OVC-sponsored conferences for assisting abused child victims in Indian Country, (d) semiannual progress reports that summarize major activities and accomplishments of the grant, and (e) a final narrative report.

Year 3 program activities and the implementation plan must be outlined in the application in sufficient detail to provide a sense that the proposed program will continue to contribute to the development of a successful partnership that can endure.

General guidance on funding information for each particular announcement (for example: Funding under this competitive grant announcement is contingent on the availability and amount of FY 2008 funding available, and is subject to any additional restrictions imposed by Congress.)

Match Requirement (cash or in-kind): A match of 10 percent of total project costs is required for this grant program and will be applied each time the applicant submits an application. For example, a 10 percent match will be required for the initial 12-month grant and again for any supplemental funding. Match must be based on only allowable costs as stipulated in the Financial Guide. Volunteer time used as match must be based on rates that are consistent with regular rates paid for similar work in other organizations (i.e., such rates should be based on their fair market values). The in-kind match can be in the form of staff time, facilities, office space and utilities, employee details/loans, and agency partnerships. Cash is allowable in lieu of an in-kind match. If an applicant proposes using employees or other professionals (e.g., forensic interviewer, law enforcement officer, IHS doctor) who will be detailed or loaned to the partnership as in-kind matches, letters of support or other documentation must be included to support the detail. All in-kind or match requirements must be shown on the detail worksheet and described in the budget narrative. Match is calculated as follows:

Example:	\$90,000	(Federal amount)
Divided by:	0.9	(Federal share, i.e. 90%)
=	\$100,000	(Total project costs)
Multiplied 0.1		(Applicant's share, i.e. 10%)
=	\$10,000	(Required match)

Performance Measurement

To assist in fulfilling the Department's responsibilities under the Government Performance and Results Act (GPRA), P.L. 103-62, applicants who receive funding under this solicitation must provide data that measures the results of their work. Performance measures for this solicitation are as follows:

Program Goals/Objectives	Performance Measures	Data To Be Reported
To assist American Indian/Alaska Native communities in developing, establishing, and operating programs to improve the investigation, prosecution, and overall handling of cases of child abuse, child sexual abuse, and severe physical abuse, in a manner that increases support for and lessens additional trauma to the child victim.	Percent increase in the number of developed, established, and operating programs that improve the investigation, prosecution, and overall handling of cases of child sexual abuse and severe physical abuse.	Number of programs that improve the investigation, prosecution, and overall handling of cases of child sexual abuse and severe physical abuse.
Reduce trauma to child victims of sexual abuse, severe physical abuse.	Percent increase in the number of child abuse/sexual abuse victims identified and served.	Number of child abuse/sexual abuse victims identified and served.
Increase services to child abuse/sexual abuse victims.	Percent increase in the number of child abuse/sexual abuse prosecutions at the tribal level.	Number of child abuse/sexual abuse prosecutions at the tribal level.
Increase/improve the investigation and prosecution of child, sexual, and severe physical abuse.	Percent increase in the number of multidisciplinary and child protection teams established and/or trained.	Number of multidisciplinary and child protection teams established and/or trained.
Increase the development of policies and procedures that address child, sexual, and severe physical abuse.		

How to Apply

Grants Management System Instructions. Grants must be submitted through the online Grants Management System (GMS). We suggest you begin the program early, especially if this is the first time you have used the system. Each application requires a separate GMS registration. To learn how to begin the online application process, go to <http://www.ojp.gov/fundopps.htm> and refer to the **GMS Application Procedures Handbook**: a step-by-step guide for applying online. For additional information, please call the GMS Help Desk at **1-888-549-9901**.

CFDA Number: The Catalog of Federal Domestic Assistance (CFDA) number for this solicitation is 16.583, titled “Children’s Justice Act Partnerships for Indian Communities Discretionary Grant Program.”

A DUNS number is required: The Office of Management and Budget requires that all businesses and nonprofit applicants for federal funds include a DUNS (Data Universal Numeric System) number in their application for a new award or renewal of an award. Applications without a DUNS number are incomplete. A DUNS number is a unique nine-digit sequence recognized as the universal standard for identifying and keeping track of entities receiving Federal funds. The identifier is used for tracking purposes and to validate address and point of contact information. The DUNS number will be used throughout the grant life cycle. Obtaining a DUNS number is a free, simple, one-time activity. Obtain one by calling 1-866-705-5711 or by applying online at <http://www.dunandbradstreet.com>. Individuals are exempt from this requirement.

What an Application Must Include

The following documents must be submitted to receive consideration for the FY 2008 Children’s Justice Act Partnerships for Indian Communities Continuation Grant Program. Applications that do not include all of the required elements will not be considered for funding. Detailed instructions and descriptions of each of the required elements are provided below. An Application Review Checklist has been provided for your convenience.

1. Application for Federal Assistance (SF-424)

The Application for Federal Assistance is a standard form used by most federal agencies. It contains 18 items that are to be completed. This form is included in the Grant Application Package and Application Instructions you will download at www.grants.gov/DownloadViewer.

2. Assurances for Non-Construction Programs (SF-424B)

3. Disclosure of Lobbying Activities (SF-LLL)

4. Project Narrative

The project narrative should not exceed 25 double-spaced pages and must include seven separate sections: Project Abstract, Problem Statement, Project Goals and Objectives, Project Design/Implementation Plan, including a detailed 3-year timeline, Draft Assessment Tool, Organizational Capability and Project Management Statement, and Plans for Measuring Progress and Outcomes. Each section is described below.

a. Project Abstract: The application should include a brief, one-page summary that describes the purpose of the project, its goals and objectives, activities that will be implemented to achieve the project goals and objectives, methods, and outcomes.

b. Problem Statement: The problem statement must describe the needs to be addressed by the proposed program; the problems experienced by the tribe in handling, investigating, and prosecuting cases of child abuse, child sexual abuse, and severe physical abuse; and any other issues related to serious child abuse in the tribal community. The application must include a description of other factors that contribute to the problem, such as jurisdictional issues involved at the federal, state, tribal, and local levels. Other relevant data or statistical information that help quantify the problem, such as the number of cases reported, investigated, and substantiated; referred for services; and prosecuted in tribal, state, or federal court, should also be provided.

c. Project Goals and Objectives: The applicant must specify the goals and objectives of the project. The objectives should be measurable and relate directly to the issues described in the problem statement. The goals should state the overall purpose of what is to be accomplished. The objectives should describe the steps necessary to reach the goals or how the goals will be accomplished. The following questions must be discussed:

1. What were your goals and objectives for each project Year 1? How were these objectives accomplished?
2. What are your goals and objectives for Years 2–3? How will all of these objectives be accomplished?
3. How will your child abuse/child sexual abuse case load change as a result of the project? How do you plan to establish a child protection team or multidisciplinary team? How will cases be staffed?
4. How many cases are currently reported, substantiated, and prosecuted in tribal, state, and federal court? What tribal, state, or federal agency do you collaborate with to process the cases?
5. What products do you plan to develop?
6. What resources do you plan to use for the project on behalf of child victims? Explain.
7. How will the program improve investigative and judicial practices to minimize trauma to abused victims?
8. What practices and procedures will be used or enhanced to adapt investigative, prosecutorial, and judicial procedures to the needs and abilities of child abuse victims?
9. What methods, standards, or criteria will be used to assure that child abuse victims receive victim assistance, health, mental health, and social services needed to support them from the initial investigation to the resolution of the case? Please discuss.
10. Provide an explanation of the data collection methodology to assist you with responding to the performance measurements included in this solicitation.

Applications should include an education component that links and/or coordinates training for teachers in grades pre-K through high school.

d. Project Design/Implementation Plan (including a detailed 2-year timeline): The project design and implementation plan must describe the project strategy and discuss how the strategy will address the identified problems and support the goals and objectives for the continuation project. In addition, the implementation plan must include a description of how the project will implement all project components, and a description of the interim deliverables and products. This section should also include detailed information on related topics such as project participants, data collection and analysis, project partners, interagency agreements or working agreements, and expected outcomes. Also include a list of the major events, activities, products, and a timetable for completion of the objectives. A time-task plan establishes timeframes for accomplishing activities and sets out staff responsibilities for the activities.

OVC recognizes that jurisdictional authority over child sexual abuse cases varies greatly among tribes. Hence, we seek innovative projects based on the unique jurisdictional characteristics of a particular tribal criminal justice, child protection, and service delivery system. OVC expects tribes that receive these grants to be actively involved in determining the manner in which these cases are administratively and judicially processed at the federal, state, and tribal levels. Tribes should coordinate child sexual abuse case referrals with appropriate state and federal authorities for prosecution and follow-up with tribal prosecution when appropriate.

In addition, OVC encourages the use of multidisciplinary teams to respond to cases of child sexual abuse. This could also include specialized prosecutorial units for the investigation, referral, and prosecution of child abuse cases. Multidisciplinary teams that are developed or expanded as a result of this grant must include representatives from the federal, state, and tribal agencies that provide services to the tribe. These multidisciplinary teams should assist in clarifying the roles and responsibilities of all authorities involved in these cases, including social services, child protection services, Indian child welfare, medical services, law enforcement officials, and prosecutors.

Project funds **shall not** be used to replace or serve as a substitute for funds already used for existing multidisciplinary teams or child protective agencies (this is known as supplanting).

e. Assessment Tool: In this section, include a copy of the assessment tool used and results gathered. If an assessment has not been conducted, provide a detailed explanation of the barriers to implementing the assessment tool included in the Year 1 application as well as a detailed plan of action your agency will employ to accomplish this objective. The goal of an assessment is to help organizations enhance their capacity to deliver support services. The assessment will help your organization reveal gaps in services, information dissemination, and opportunities for improvement in service delivery. There are many methodologies used to conduct assessments, including written surveys, electronic surveys, interviews, focus groups, and history data/research.

f. Organizational Capability and Project Management: The applicant must provide a discussion of the organization's capability for developing and packaging a comprehensive program that addresses the investigation, prosecution, case handling, and treatment of child physical and sexual abuse. Information should be included on the organization's mission and current projects that will support the

proposed project. Past projects that are related to the current efforts must also be included. The project management section should discuss staffing needs, project administration, financial management, and line of authority. Staff capabilities and roles and responsibilities should also be summarized in this section. Job descriptions and copies of résumés for the proposed key staff positions should be included in Attachment 3.

g. Plan for Measuring Progress and Outcome: The applicant must include a plan for evaluating the impact the project had on improving the investigation, prosecution, and overall handling of child abuse cases, particularly child sexual abuse cases. Therefore, the applicant must describe the criteria and units of measurement that will be used to assess the project's effectiveness. Examples of effectiveness measures include the number of abused victims served, the number of individuals trained, positive changes made by child protection teams as a result of having been trained, any new capacity or improved response to child victims that developed as a result of the training or the partnership program, the number and type of products disseminated, user-satisfaction data, and the number of community awareness programs presented. Requests from the tribal community for materials and for repeat training are also strong indicators of success.

5. Budget Detail Worksheets: This section must include both the budget detail worksheets and budget narrative for **Year 1 of the project only**.

The applicant must provide a detailed budget that: (1) is complete, allowable, and cost-effective in relation to the proposed activities, and accurately reflects how grant funds will be used to promote the improved handling, investigation, and prosecution of child sexual abuse cases, (2) shows the cost calculations demonstrating how the applicant arrived at the total amount requested, and (3) provides a supporting budget narrative that links costs with project implementation. (See below for more about the budget narrative.)

The applicant must submit both a budget worksheet and a budget narrative in one file. The worksheet provides the detailed computations for each budget item, and the narrative justifies or explains each budget item and relates it to project activities. A sample Budget Detail Worksheet form that can be used as a guide to assist you in the preparation of the budget worksheet and budget narrative is available on the Office of Justice Programs' Standard Forms & Instructions Web site at www.ojp.usdoj.gov/forms.htm.

Selection Criteria

The selection criteria will be based on how comprehensive the responses are when addressing the program strategies and application requirements.

Review Process

OVC staff will review applications for completeness and responsiveness to this application guidance. Responsive applications will be forwarded to award processing subject to final approval by OVC's Director and OJP's Assistant Attorney General. Funding may not be awarded to applicants with overdue financial or progress reports for existing OJP grants.

Additional Requirements

- Civil Rights Compliance
- Confidentiality and Human Subjects Protections Regulations
- Anti-Lobbying Act
- Financial and Government Audit Requirements
- National Environmental Policy Act (NEPA) Compliance
- DOJ Information Technology Standards
- Single Point of Contact Review
- Non-Supplanting of State or Local Funds
- Criminal Penalty for False Statements
- Compliance With Office of the Comptroller Financial Guide
<http://www.ojp.usdoj.gov/FinGuide/>
- Suspension or Termination of Funding

We strongly encourage you to review the information pertaining to these additional requirements prior to submitting your application. Additional information for each can be found at www.ojp.usdoj.gov/funding/otherrequirements.htm.

Grantee List as of October 30, 2001

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**OFFICE FOR VICTIMS OF CRIME
FEDERAL CRIME VICTIMS DIVISION
CHILDREN JUSTICE ACT PARTNERSHIPS FOR INDIAN COMMUNITIES
FY 2002 ACTIVE GRANTS**

Grant Number	Tribe/Agency	Name/Address	Telephone	E-mail Address	Fax	Grant Period	Amount
2002-VI-GX-	The Suquamish Tribe	Indian Child Welfare P. O. Box 498 Suquamish, Washington 98392	360/394-5317		360/697-6774		
2001-VI-GX-0001	Grand Traverse Band of Ottawa and Chippewa Indians	Ron Anderson 2605 NW Bayshore Drive Suttons Bay, Michigan 49682	231/271-7372	RANDERSON@mail.gtbindians.com	231/271-7568	7/1/2001 - 6/30/2002	60,000
2001-VI-GX-0002	Lummi Indian Nation	Bob Lipke, Project Director 2616 Kwina Road Bellingham, Washington 98226	360/647-1121	stabo@home.com	360/738-0068	6/1/2001 - 5/31/2002	60,000
2001-VI-GX-0003	South Puget Intertribal Planning Agency	Ruth Garrett Social Services Manager 2970 SE Old Olympic Highway Shelton, Washington 98584	360/426-3990	garrett@spipa.org	360/427-8003	7/15/2001 - 7/14/2002	65,687
2001-VI-GX-0004	Blackfeet Tribal Business Council	Patty Young Running Crane Project Director P. O. Box 850 Browning, Montana 59417	406/338-5181	pyoungrunningcrane@state.mt.us	406/338-7726	7/15/2001 - 7/14/2002	60,000

2001-VI-GX-0005	Spirit Lake Sioux Tribe	Donna Wilkie Johnson, Director Tribal Social Services P. O. Box 39 Fort Totten, ND 58335	701/766-4404 Ext. 322	dowilkie@spiritalakenation.com	701/766-4722	7/16/2001 - 7/15/2002	60,000
2001-VI-GX-0006	Kawerak, Inc.	Melissa Valdez Taylor Tribal Family Specialist P. O. Box 948 Nome, Alaska 99762	907/443-5231	melissa@kawerak.org	907/443-4452	8/1/2001 - 7/31/2002	60,000
2001-VI-GX-0007	Eastern Band of Cherokee Indians	Regina Rosario, Project Director Krystopher Storm Heart to Heart CAC P. O. Box 369 Cherokee, North Carolina 28719	828/497-7477	Regina_I_rosario@yahoo.com krystopher_s@yahoo.com	828/497-7479	8/1/2001 - 7/31/2002	54,000
2001-VI-GX-0008	Emmonak Tribal Council	Lenora Hootch, Director P. O. Box 126 Emmonak, Alaska 99581	907/943-1443	EmmonakWS@aol.com	907/943-1718	8/1/2001 - 7/31/2002	60,000
2001-VI-GX-0009	Yankton Sioux Tribe	Janet Thompson, Project Dir. P. O. Box 788 Wagner, South Dakota 57380	605/384-5712	janjanjohns@hotmail.com	605/384-5477	8/1/2001 - 7/31/2002	53,635
2001-VI-GX-0010	Red Cliff Band of Lake Superior chippewas	Pam Barningham, Project Dir. P. O. Box 529 Bayfield, Wisconsin 54814	715/779-3725	redclifficw@hotmail.com	715/779-3724	7/16/2001 - 7/15/2002	59,427
2001-VI-GX-0012	Shoshone & Arapaho Joint Business Council	John Vinich, Prosecutor P. O. Box 386 Fort Washakie, Wyoming 82514	307/332-9255	cja@rmisp.com	307/335-7257	9/1/2001 - 8/31/2002	82,275

2001-MU-GX-0005	Tribal Law and Policy Institute	Jerry Gardner, Executive Dir. 8235 Santa Monica Boulevard Suite 205 West Hollywood, CA 90046	323/650-5467	jerry@tribal-institute.org	323/650-8149	6/1/01 - 11/30/02	300,000
2000-VI-GX-0001 CJA T/TA	Tribal Law and Policy Institute	Jerry Gardner, Executive Dir. 8235 Santa Monica Boulevard Suite 205 West Hollywood, CA 90046	323/650-5467	jerry@tribal-institute.org	323/650-8149	1/1/2000 - 3/31/2002	100,000 200,000 S-1 Total 300,000
2000-VR-GX-0002 Telemedicine	Wiconi Wawokiya, Inc.	Alecia (Lisa) Thompson Executive Director P. O. Box 49 Fort Thompson, SD 57339	605/245-2471	psafe@rapidnet.com	605/245-2737	12/1/1999 - 5/31/2002	100,000 50,000 S-1 Total 150,000
1999-VI-GX-0001 CJA Grant	Wiconi Wawokiya, Inc.	Lisa Thompson, Executive Dir. P. O. Box 49 Fort Thompson, SD 57339	605/245-2471	psafe@rapidnet.com	605/245-2737	4/1/1999 - 7/31/2002	60,000 100,000 S-1 75,000 S-2 Total 235,000
1999-VI-GX-0002	Chugachmiut	Paula Pinder, Project Director 4201 Tutor Centre Dr. Suite 210 Anchorage, AK 99508	907/562-4155	<u>Paula@chugachmiut.org</u>	907/563-2891	4/1/1999 - 8/31/2002	60,000 99,535 S-1 100,000 S-2 Total 259,535
1999-VI-GX-0003	Chevak Traditional Council	Richard Slats, Project Director P. O. Box 140 Chevak, Alaska 99563	907/858-7252	rbslats@unicom-alaska.com	907/858-7812	4/30/1999 - 9/30/2002	131,208 130,764 S-1 Total 261,972
1999-VI-GX-0004	Fort Berthold Coalition Against Domestic Violence	Roberta Crows Breast, Director P. O. Box 935 New Town, North Dakota 58763	701/627-4171	fbcadv50@hotmail.com	701/627-4106	6/1/1999 - 3/31/2002	60,000

1999- VI-GX-0005	Lac Du Flambeau Band of Lake Superior Chippewas	Linda Daniels, Project Director P. O. Box 67 Lac Du Flambeau, WI 54538	715/588-1511	ldaniels@bfm.org	715/588-7930	4/30/1999-3/31/2002	60,000 75,000 Total 135,000
1999-VI-GX-0006	Aleutian/Pribilof Islands Association, Inc.	Richard Krause, Coordinator Village Police Safety Officers 201 E. Third Avenue Anchorage, Alaska 99501	907/276-2700	richardk@apiai.com	907/279-4351	7/1/1999 - 9/30/2002	122,083 123,000 S-1 125,300 S-2 Total 370,383
1999-VI-GX-0007 Post-Rape Trauma Video	Medical University of South Carolina	Heidi Resnick, Ph.D. National Crime Victims Research, P. O. Box 250852 165 Cannon Street Charleston, SD 29425-0742	843/792-2945	resnick@musc.edu	843/792-3388	9/1/1999 - 2/28/2002	79,379
1999-VI-GX-0008	Two Feathers Native American Family Services	Pamela Kostos, Project Director 2355 Central Avenue, Suite C McKinleyville, CA 95519	707/839-1933	pamela@twofeathersnafs.org	707/839-1726	9/30/1999 - 4/30/2002	60,000 75,000 S-1 Total 135,000
1998-VI-GX-0001 Tribal/Federal Judges Training	Northern Plains Tribal Judicial Training Institute, University of North Dakota	B. J. Jones, Director P. O. Box 9003 Grand Forks, ND 58502	701/777-6176	bj.jones@thor.law.und.nodak.edu	701/777-2217	3/1/1998 - 9/30/2002	113,850 150,000 S-1 166,605 S-2 149,967 S-3 Total 580,422
1997-VI-GX-0001	Pueblo of Laguna	Frances Flores, Victim Advocate P. O. Box 194 Laguna, New Mexico 87026	505/552-0261	franflores@sandia.net	505/552-0904	1/1/1996 - 12/31/2001	50,000 75,000 S-1 75,000 S-2 75,000 S-3 Total 275,000

1996-VI-GX-0002	Pueblo of Laguna	Frances Flores, Victim Advocate P. O. Box 194 Laguna, New Mexico 87026	505/552-0261	franflores@sandia.net	505/552-0904	01/2/1996 - 2/28/2002	61,722 75,000 S-1 Total 136,722
1996-VI-GX-0006	Winnebago Tribe of Nebraska	Becky Thomas, Director Children & Family Services P. O. Box 723 Winnebago, NE 68071	402/878-2379	betriceusa@hotmail.com	402/878-2228	4/1/1996 - 12/31/2001	80,503 75,000 S-1 75,000 S-2 75,000 S-3 Total 305,503
1996-VI-GX-0008	Nez Perce Tribe	Paula Moody, Project Director P. O. Box 305 Lapwai, Idaho 83540	208/843-2464	paulam@nezperce.org	208/843-7137	5/1/1996 - 3/31/2002	60,000 75,000 S-1 88,387 S-2 80,000 S-3 75,000 S-4 Total 378,387
1996-VI-GX-0013	Standing Rock Sioux Tribe, Lake Oahe Group Home	Lynn Provost, Project Director P. O. Box 176 Fort Yates, ND 58538	701/854-3603	oheyakuwin@yahoo.com	701/854-3643	9/1/1996 - 5/31/2002	72,583 69,605 S-1 Total 142,188

**OFFICE FOR VICTIMS OF CRIME
FEDERAL CRIME VICTIMS DIVISION
CHILDREN JUSTICE ACT PARTNERSHIPS FOR INDIAN COMMUNITIES
FY 2004 ACTIVE GRANTS**

Grant Number	Name/Address	Telephone	E-mail Address	Fax	Grant Period	Amount
2003-VI-GX-0001	Cindy Sutcliffe, Director Two Feathers Native American Family Services 2355 Central Avenue, Suite C McKinleyville, CA 95519-3613	707/839-1933	cindy@twofeathers-nafs.org	707/839-1726	9/1/2003 - 8/31/2004	235,974
2003-VI-GX-0003	Doris Sequi, Prosecutor Office of the Prosecutor Northern Cheyenne Tribe 600 Cheyenne Avenue P. O. Box 128 Lame Deer, MT 59043-0128	406/477-8222	t.camacho97@yahoo.com	406/477-6735	9/1/2003 - 8/31/2004	99,840
2003-VI-GX-0004	Cindy Soctomah, Project Director Passamaquoddy Tribe at Pleasant Point P. O. Box 343 Perry, Maine 04667-0343	207/853-2600 Ext. 239	cindy@wabanaki.com adowning@wabanaki.com cliv@wabanaki.com	207/853-6039	9/1/2003 - 8/31/2004	68,518
2003-VI-GX-0005	Arlana Bettelyoun, Project Director Oglala Lakota CASA Program P. O. Box 5014 Pine Ridge, SD 57770-5014	605/867-5643	casaprogram@gwtc.net	605/867-2488	9/1/2003 - 8/31/2004	249,783
2003-VI-GX-0006	Marie Ahsoak Mary Jane Lang, Financial Officer Native Village of Barrow 6970 Ahmaogak Street P. O. Box 1130 Barrow, Alaska 99723-1130	907/852-8910 907/852-8912 907/852-4411 Ext. 210	dstein@nvbarrow.net	907/478-4412 907/852-4005	9/1/2003 - 8/31/2004	85,000

2003-VI-GX-0008	Tracy Sanchez, Social Worker Pueblo of Isleta P. O. Box 1270 Isleta, New Mexico 87022-1270	505/869-2772 505/724-9231	POI05008@isletapueblo.com	505/869-5923	9/1/2003 - 8/31/2004	102,989
2003-VI-GX-0009	Theodora G. Wright, Family Preservation Specialist Ponca Tribe of Nebraska 201 Miller Ave Norfolk, Nebraska 68701	402/371-8834 403/438-9222	teddygwright@hotmail.com theodoraw@poncatriba.org darsheridan@hotmail.com (grant writer) darlenes@poncatriba.org	402/371-7564 402/438-9226	9/1/2003 - 8/31/2004	54,096
2003-VI-GX-0010	Lori Jump, Project Director Sault Ste. Marie Tribe of Chippewa Indians 523 Ashmun Street Sault Ste. Marie, MI 49783-1938	906/635-7705	ljump@saulttribe.net	906/635-7706	9/1/2003 - 8/31/2004	107,657
2003-VI-GX-0011	CJA Project Director Wichita and Affiliated Tribes P. O. Box 729 Anadarko, OK 73005-0729	504/247-2425 Ext. 304	ctallbird_waat@mns.com	405/247-3256	9/1/2003 - 8/31/2004	89,594
2003-VI-GX-0012	Gary Hall, Education Ombudsman Jennifer Bullock, Social Service Director Fallon Paiute Shoshone Tribe 8955 Mission Road Fallon, NV 89406-7180	Gary: 775-423-6075 Lisa Hope: 775-423-6075 Jennifer: 775/423-1215	ombudsman@fpst.org ssworker@fpst.org progdev@fpst.org Lisa Hope	Gary: 775/423-8751 775/423-5202	9/1/2003 - 8/31/2004	165,667
2002-VI-GX-0001	Dennis Deaton, Project Director Suquamish Indian Tribe Indian Child Welfare P. O. Box 498 Suquamish, WA 98392	360/394-5316	ddeaton@suquamish.nsn.us	360/697-6774	6/1/2002 - 5/31/2004	123,793 Total 123,793

2002-VI-GX-0002	Cory Bryant, CJA Project Director Rachael Charleston, Grants Administrator Southcentral Foundation for Alaska CARES 4501 Diplomacy Drive, Suite 107 Anchorage, AK 99508-5919	907/729-4996 Nancy Morgan - 907/770-7526 Cory Bryant - 907/550-2370	rcharleston@scf.cc cbryant@provak.org	907/729-4997 907/550-2371	7/1/2002 - 6/30/2004	60,000 75,000 Total 135,000
2002-TY-FX-0031	Alecia (Lisa) Thompson, Executive Director Wiconi Wawokiya, Inc. P. O. Box 49 Ft. Thompson, SD 57339	605/245-2471	psafe@midstate.sd.net	605/245-2737	8/1/2002 - 12/31/2003	197,880 Total 197,880
2001-VI-GX-0001	Barbi Ance, Project Director Helen Cook, Daily Operations Supervisor Grand Traverse Band of Ottawa and Chippewa Indians 2605 N West Bayshore Drive Suttons Bay, MI 49682-9275	231-271-7690	bance@gtbindians.com ahall@gtbindians.com dbailey@gtbindians.com	231/271-7706	7/01/2001 - 6/30/2004	60,000 75,000 S-1 65,100 S-2 Total 200,100
2001-VI-GX-0002	Bob Lipke, Project Director Lummi Indian Nation 2616 Kwina Road Bellingham, WA 98226	360/647-1121	staba@attbi.com	360/738-0068	6/01/2001 - 5/31/2004	60,000 74,950 S-1 75,000 S-2 Total 209,950
2001-VI-GX-0003	Ruth Garrett, Project Director South Puget Intertribal Planning Agency Social Services Division 2970 SE Old Olympic Highway Shelton, WA 98584	360/426-3990	garrett@spipa.org	360/427-8003	7/15/2001 - 7/14/2004	65,687 74,972 S-1 74,737 S-2 Total 215,396
2001-VI-GX-0004	Patty Young Running Crane, Project Director Blackfeet Tribal Business Council P. O. Box 870 Browning, MT 59417	406/338-5181	pattyycr@bffs.org	406/338-2315	7/15/2001- 7/14/2004	60,000 60,000 S-1 75,000 S-2 Total 195,000

2001-VI-GX-0005	Sandra McDonald, Director Spirit Lake Sioux Tribe Tribal Social Services P. O. Box 39 Fort Totten, ND 58335	701/766-4404 Ext. 322		701/766-4722	7/16/2001- 7/15/2002	60,000 75,000 S-1 Total 135,000
2001-VI-GX-0006	Melissa Valdez Taylor, Tribal Family Specialist Kawerak, Inc. P. O. Box 948 Nome, AK 99762	907/443-5231	melissa@kawerak.org	907/443-4452	8/1/2001 - 7/31/2004	60,000 82,029 S-1 79,638 S-2 Total 221,667
2001-VI-GX-0007	Regina Rosario, Project Director Eastern Band of Cherokee Indians Heart to Heart CAC P. O. Box 369 Cherokee, NC 28719	828/497-7477 Krystopher Storm	regina_l_rosario@yahoo.com krystopher_s@yahoo.com	828/497-7479	8/1/2001 - 12/31/2003	54,000 75,000 S-1 Total 129,000
2001-VI-GX-0008	Lenora Hootch, Director Emmonak Tribal Council P. O. Box 126 Emmonak, AK 99581	907/949-1443	emmows@unicom-alaska.com	907/949-1718	8/1/2001 - 7/31/2004	60,000 75,000 S-1 104,820 S-2 Total 239,820
2001-VI-GX-0009	Janet Johnson, Project Director Yankton Sioux Tribe P. O. Box 788 Wagner, SD 57380-0788	605/384-5712	janjanjohns@hotmail.com	605/384-5477	8/01/2001 - 7/31/2004	53,635 75,000 S-1 75,000 S-1 Total 203,635
2001-VI-GX-0010	Richard Young, Project Director Jennifer Bouilley Red Cliff Band of Lake Superior Chippewas P. O. Box 529 Bayfield, WI 54814	715/779-3826 715/779-3755	redclifficw@hotmail.com rcfs_fvp@hotmail.com	715/779-3724	7/16/2001- 7/15/2002	59,427 75,000 S-1 Total 134,427

2001- VI-GX- 0012	Roma Jimerson, Prosecutor Caroline Hill, Joint Finance Officer Wayland Large Shoshone & Arapaho Joint Business Council P. O. Box 386 Ft. Washakie, WY 82514	307/332-9255	cja@rmisp.com	307/335-7257	9/1/2001 - 8/31/2003	82,275 79,041 S-1 Total 161,316
1999- VI-GX- 0001	Alecia (Lisa) Thompson, Executive Director Wiconi Wawokiya, Inc. P. O. Box 49 Fort Thompson, SD 57339	605/245-2471	psafe@midstate.sd.net	605/245-2737	4/1/1999 - 12/31/2003	60,000 100,000 S-1 75,000 S-2 Total 235,000
1999- VI-GX- 0003	Mary L. Jones, Project Director Chevak Traditional Council P. O. Box 140 Chevak, AK 99563	907/858-7252	ctcourts@unicom-alaska.com	907/858-7812	4/30/1999 - 12/31/2003	131,208 130,764 S-1 100,000 Total 361,972
1999- VI-GX- 0004	Roberta Crows Breast, Director Fort Berthold Coalition Against Domestic Violence P. O. Box 935 New Town, ND 58763	701/627-4171	fbcadv50@hotmail.com	701/627-4106	6/1/1999 - 3/31/2004	60,000 72,862 S-1 75,000 S-2 Total 207,862
1996- VI-GX- 0002	Frances Flores, Victim Advocate Pueblo of Laguna P. O. Box 194 Laguna, NM 87026	505/552-0261	franflores@sandia.net	505/552-0904	01/2/1996 - 12/31/2003	61,722 75,000 S-1 49,000 S-2 Total 136,722

**OFFICE FOR VICTIMS OF CRIME
FEDERAL CRIME VICTIMS DIVISION
CHILDREN JUSTICE ACT PARTNERSHIPS FOR INDIAN COMMUNITIES
FY 2005 ACTIVE GRANTS**

Grant Number	Name/Address	Telephone	E-mail Address	Fax	Grant Period	Amount
2003-VI-GX-0001	Barbara Orr, Director Two Feathers Native American Family Services 2355 Central Avenue, Suite C Mckinleyville, California 95519-3613	707/839-1933	barbara@twofeathers-afs.org	707/839-1726	9/1/2003 - 8/31/2005	235,974 139,916 S-1 Total 375,890
2003-VI-GX-0003	Glenn Littlebird Office of the Prosecutor/Northern Cheyenne Tribe - POC: Theresa Harris 600 Cheyenne Avenue, P. O. Box 128 Lame Deer, Montana 59043-0128	406/477-8222		406/477-6735	9/1/2003 - 8/31/2004	99,840 283,468
2003-VI-GX-0004	Dorothy Barnes Passamaquoddy Tribe at Pleasant Point P. O. Box 343 Perry, Maine 04667-0343	207/853-2600	dot@wabanaki.com	207/853-2405	9/1/2003 - 8/31/2005	68,518 76,558 S-1 Total 145,076
2003-VI-GX-0005	Arlana Bettelyoun, Project Director Oglala Lakota CASA Program P. O. Box 5014 Pine Ridge, South Dakota 57770-5014	605/867-5643	casaprog@gwtc.net	605/867-2488	9/1/2003 - 8/31/2005	249,783 249,783 S-1 Total 499,566
2003-VI-GX-0006	Marie Ahsoak, Project Director Mary Jane Lang, Financial Officer Native Village of Barrow 6970 Ahmaogak Street P. O. Box 1130 Barrow, Alaska 99723-1130	907/852-8908 907/852-8912 907/852-4411 Ext. 210	mahsoak@nvbarrow.net mjlang@nvbarrow.net	907/478-4413 907/852-4005	9/1/2003 - 8/31/2005	85,000 85,000 S-1 Total 170,000

2003-VI-GX-0008	Lynn Gomez, Project Director Pueblo of Isleta P. O. Box 1270 Isleta, New Mexico 87022-1270	505/869-2772 505/724-9231	poi05008@isletapueblo.com	505/869-5923	9/1/2003 - 8/31/2005	102,989 129,264 S-1 Total 232,253
2003-VI-GX-0009	Project Director Ponca Tribe of Nebraska 1701 E Street Lincoln, Nebraska 68508-3429	402/371-8834		402/438-9226	9/1/2003 - 8/31/2005	54,096 98,800 S-1 Total 152,896
2003-VI-GX-0010	Lori Jump, Project Director Sault Ste. Marie Tribe of Chippewa Indians 523 Ashmun Street Sault Ste. Marie, Michigan 49783-1938	906/635-7705 Wilkins	ljump@saulttribe.net	906/635-7706	9/1/2003 - 8/31/2005	107,657 91,632 S-1 Total 199,289
2003-VI-GX-0011	Kathy Cunningham, Project Director Wichita and Affiliated Tribes P. O. Box 729 Anadarko, Oklahoma 73005-0729	405/247-2425 Ext. 102	K_Cunningham@Wichita.nsn.us	405/247-8373	9/1/2003 - 8/31/2005	89,594 89,594 S-1 Total 179,188
2003-VI-GX-0012	Gary Hall, Education Ombudsman Fallon Paiute Shoshone Tribe Tribal Court 987 Rio Vista Drive Fallon, Nevada 89406-7180	775/423-8065 Ext. 1 - 222	ombudsman@fpst.org	775/423-8751	9/1/2003 - 8/31/2005	165,667 165,321 S-1 Total 330,988
2002-VI-GX-0001	Dennis Deaton, Project Director Suquamish Indian Tribe Indian Child Welfare P. O. Box 498 Suquamish, Washington 98392	360/394-5316	ddeaton@suquamish.nsn.us	360/697-6774	6/1/2002 - 5/31/2005	123,793 92,856 S-1 Total 216,649
2002-VI-GX-0002	Rachael Charleston, Grants Administrator Southcentral Foundation for Alaska CARES 4501 Diplomacy Drive, Suite 107 Anchorage, Alaska 99508-5919	907/729-4996 Cory Bryant - 907/550-2370	rcharleston@scf.cc cbryant@provak.org	907/729-4997 907/550-2371	7/1/2002 - 12/31/2004	60,000 75,000 S-1 Total 135,000

2002-TY-FX-0031	Alecia (Lisa) Thompson, Executive Director Wiconi Wawokiya, Inc. P. O. Box 49 Fort Thompson, South Dakota 57339	605/245-2471	wiconi@midstatesd.net lisat@midstatesd.net	605/245-2737	8/1/2002 - 12/31/2004	197,880 Total 197,880
2001-VI-GX-0001	Barbi Ance, Project Director Grand Traverse Band Ottawa Chippewa 2605 N West Bayshore Drive Suttons Bay, Michigan 49682-9275	231/271-7690 231/271-7136 Sonya Zotigh	szotigh@gtbindians.com mdbailey@gtbindians.com bance@gtbindians.com	231/271-7706	7/01/2001 - 6/30/2005	60,000 75,000 S-1 65,100 S-2 Total 200,100
2001-VI-GX-0002	Bob Lipke, Project Director Lummi Indian Nation 2616 Kwina Road Bellingham, Washington 98226	360/647-1121	stabo@attbi.com	360/738-0068	6/01/2001 - 5/31/2004	60,000 74,950 S-1 75,000 S-2 Total 209,950
2001-VI-GX-0003	Ruth Garrett, Project Director South Puget Intertribal Planning Agency Social Services Division 2970 SE Old Olympic Highway Shelton, Washington 98584	360/426-3990	garrett@spipa.org	360/427-8003	7/15/2001 - 7/14/2004	65,687 74,972 S-1 74,737 S-2 Total 215,396
2001-VI-GX-0004	Patty Young Running Crane, Project Director Blackfeet Tribal Business Council P. O. Box 850 Browning, Montana 59417	406/338-5181	pattyrc@bffs.org	406/338-2315	7/15/2001 - 7/14/2004	60,000 60,000 S-1 75,000 S-2 Total 195,000
2001-VI-GX-0005	Linda Thompson, VOCA Spirit Lake Sioux Tribe Tribal Social Services P. O. Box 39 Fort Totten, ND 58335	701/766-4404 Ext. 322	Spiritlakevoca97@yahoo.com	701/766-4722	7/16/2001 - 08/31/2005	60,000 75,000 S-1 60,000 S-2 Total 195,000
2001-VI-GX-0006	Melissa Valdez Taylor, Tribal Family Specialist Kawerak, Inc. P. O. Box 948 Nome, Alaska 99762	907/443-5231	melissa@kawerak.org	907/443-4452	8/1/2001 - 7/31/2004	60,000 82,029 S-1 79,638 S-2 Total 221,667

2001-VI-GX-0007	Regina Rosario, Project Director Eastern Band of Cherokee Indians Heart to Heart CAC P. O. Box 532 or 369 Cherokee, North Carolina 28719	828/497-7477	regina_l_rosario@yahoo.com	828/497-7479	8/1/2001 - 12/31/2005	54,000 75,000 S-1 125,000 S-2 Total 254,000
2001-VI-GX-0008	Lenora Hootch, Director Emmonak Tribal Council P. O. Box 126 Emmonak, Alaska 99581	907/943-1443	emmows@unicom-alaska.com	907/949-1718	8/1/2001 - 7/31/2004	60,000 75,000 S-1 104,820 S-2 Total 239,820
2001-VI-GX-0009	Janet Johnson, Project Director Yankton Sioux Tribe P. O. Box 248 Marty, South Dakota 57361	605/384-3641	janjanjohns@hotmail.com	605/384-5477	8/01/2001 - 7/31/2004 End 7/31/05	53,635 75,000 S-1 75,000 S-2 Total 203,635
2001-VI-GX-0012	Roma Jimerson, Prosecutor Wayland Large, Clerk Shoshone & Arapaho Joint Business Council P. O. Box 386 Fort Washakie, Wyoming 82514	307/332-9255		307/335-7257	9/1/2001 - 8/31/2005	82,275 79,041 S-1 85,324 S-2 Total 246,640
1999-VI-GX-0001	Alecia (Lisa) Thompson, Executive Director Wiconi Wawokiya, Inc. P. O. Box 49 Fort Thompson, SD 57339	605/245-2471	wiconi@midstatesd.net	605/245-2737	4/1/1999 - 12/31/2003	60,000 100,000 S-1 75,000 S-2 Total 235,000

1999-VI-GX-0003	Mary L. Jones, Project Director Chevak Traditional Council P. O. Box 140 Chevak, Alaska 99563	907/858-7252	ctcourts@unicom-alaska.com	907/858-7812	4/30/1999 - 12/31/2003	131,208 130,764 S-1 100,000 S-2 Total 361,972
1999-VI-GX-0004	Roberta Crows Breast, Director Fort Berthold Coalition Against Domestic Violence P. O. Box 935 New Town, North Dakota 58763	701/627-4171	fbcadv50@hotmail.com	701/627-4106	6/1/1999 - 08/31/2005	60,000 72,862 S-1 75,000 S-2 Total 207,862
1996-VI-GX-0002	Frances Flores, Victim Advocate Pueblo of Laguna P. O. Box 194 Laguna, New Mexico 87026	505/552- 0261	franflores@sandia.net franflores@7cities.net	505/552- 0904	01/2/1996 - 3/31/2004	61,722 75,000 S-1 49,000 S-2 Total 136,722

FY07 Children's Justice Act Grantees – Year 1 (Competitive)

Grantee	Program Point of Contact	Finance Point of Contact
Red Cliff Band of Lake Superior Chippewa 2006-VI-GX-0007 88385 Pike Rd Bayfield, WI 54814	Karen East Jean Gordan jean.gordan@redcliff-nsn.gov 715-779-3826 fax 715-779-3704 Tim Funk, Tribal Planner tribalplanner@redcliff-nsn.gov (715-779-3700 & same fax number)	James E. Pete ipete@redcliff-nsn.gov 715-779-3700 fax 715-779-3704
South Puget Intertribal Planning Agency 2006-VI-GX-0003 3104 SE Old Olypic Hwy Shelton, WA 98584	Gwen Gau gua@spipa.org 360-462-3219 fax 360-427-8003	Sandy Cole coles@spipa.org 360-462-3201 fax 360-427-6362
Klamath Tribes 2006-VI-GX-0009 P.O. Box 436 Chiloquin, OR 97624	Marvin Garcia Misty Smith marvin.garcia@klamathtribes.com 541-783-2219x129 fax 541-783-3685	Leanne Hatcher 541-783-2219x117 fax 541-783-2029
Kaw Nation 2006-VI-GX-0004 698 Grandview Drive Kaw City, OK 74641	Amy Oldfield Ellen McBride amy.oldfield@sbcglobal.net 580-269-2003	Dawn Briner
Confederated Tribes of Warm Springs 2006-VI-GX-0006 Victims of Crime Services 1233 Veterans St/PO Box C Warm Springs, OR 97761	Nancy Seylor, Prosecutor Mark B. Matthews mmatthews@wstribes.org 541-553-2293 fax 541-553-3357	Dena Thurby Josephine Johnson Josephine.johnson@wstribes.org 541-553-3220 fax 541-553-3256

Bristol Bay Health Corp/Bristol Bay Counsel
2006-VI-GX-0008
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Central Council of Tlingit Haida

2006-VI-GX-0002
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APPENDIX III

Technical Assistance and Training Provided by TLPI for CJA Grantees

A. Regional Conferences

1. Trauma & Tribal Children Conferences, Lewiston, ID and Rapid City, SD
2. Working Together for Tribal Children, Fallon, NV
3. Forensic Interviewing of Native Children and Child Sexual Abuse Investigations in Indian Country, Olympia, WA
4. Interviewing Native Children in Child Sexual Abuse Cases, Omaha, NE
5. Strengthening Tribal Court Prosecution Skills Addressing Child Victimization and Domestic Violence, Sexual Assault, Stalking, Rapid City, SD
6. Methamphetamines & Drug Endangered Children, Great Falls, MT
7. Forensic Interviewing Of Indian Children in Child Sexual Abuse Cases, Warm Springs, OR

WESTERN REGION CJA GRANTEE TRAINING

September 11-13, 2001

Location: Red Lion Hotel – Lewiston, Idaho

“TRAUMA & TRIBAL CHILDREN”

Tuesday –September 11:

8:30 – 9:00	Invocation & Welcome Introductions
9:00 – 9:30	Ice Breaker
9:30 - 10:30	Understanding Trauma in Tribal Children Eidell Wasserman, PhD
10:30 – 10:45	BREAK
10:45 – 12:00	Disclosures and Recanting - Eidell Wasserman, PhD
12:00 – 1:30	LUNCH (on your own)
1:30 – 2:00	Native American Children’s Alliance – Margaret Henry-Hayes
2:00 – 3:00	Tulalip Tribes: Model Tribal Child Advocacy Center and Innovative Approach to Treatment of Traumatized Children - Linda Jones, Manager, Margaret Henry-Hayes, Coordinator, and Pat Donaldson, Ph.D, Clinical Consultant, beda?chelh (“Our Children”) Tulalip Tribes (This CAC is a member of the Native American Children’s Alliance) • Improving Investigations: Developing and Working with Multi-disciplinary Teams in PL-280 Indian Country • Innovative Mental Health Services for Child Victims • Community Responsibility and Ownership
3:00 – 3:15	BREAK
3:15 – 5:00	Tulalip Model (continued)

REMINDER: BE SURE TO SIGN UP AT THE REGISTRATION TABLE FOR TRANSPORTATION FOR THE FIELD TRIP ON THURSDAY!

Wednesday - September 12 -

8:30 – 9:15 Nez Perce Cultural Mental Health Program – **Paula Moody and Lucinda George, Nez Perce Tribe**

9:30 – 12:00 **Workshop Session #1** Simultaneous Workshops (select one)

- A.** Trauma at Home: Effects of Domestic Violence on Children – **Beverly Wilkins, Consultant, Peaceful Nations**

- B.** Working with Kids: Child Sexual Abuse Survivor Groups – **Val Miraglia, M.S. (Anchorage, AK), Cheryl Simpson, M.S. (Anchorage, AK), Lynn Provost, M.S. (Ft. Yates, ND)**

- C.** Advocacy for Abused Children through Tribal CASA Programs - **Beverly Swaney, Tribal CASA Director, Confederated Salish & Kootenai Tribes of the Flathead Reservation & Diane Payne, Children's Justice Specialist, Tribal Law & Policy Institute**

12:00 – 1:30 **LUNCH (on your own)**

1:30 – 4:00 **Workshop Session #2** - Simultaneous Workshops Repeated *from AM*
(select one)

Evening Activity: TBA

REMINDER: BE SURE TO SIGN UP AT THE REGISTRATION TABLE FOR TRANSPORTATION FOR THE FIELD TRIP ON THURSDAY!

Thursday – September 13

**8:30 – 9:30 Panel: Supporting Victims and Reducing Trauma to Children
Through Community Action - *Facilitator – Cheryl Simpson, M.S.*
*Special Guest Panelist – Nancy Radke***

9:30 – 11:30 Preventing Secondary Trauma for Direct Service Providers
Cheryl Simpson, M.S., Art Therapist

10:15 – 10:30 BREAK

11:45 – 1:15 LUNCH (provided)

Keynote: **“Taking Responsibility for Protecting and Helping Child
Abuse Victims” - Dr. Terry Tafoya, (Taos/Warm Springs) –
Tamanawit, Unlimited**

IMMEDIATELY FOLLOWING LUNCH WE WILL LOAD UP FOR THE TRIP TO TOUR THE NEZ
PERCE RESERVATION PROGRAMS – PLEASE MAKE SURE YOU ARE SIGNED UP TO RIDE
WITH EITHER AN INDIVIDUAL OR IN THE TRIBAL VANS & PLEASE BE PROMPT

1: 30 – 4:00 Tour Nez Perce Reservation - (transportation provided)

- Wolf Recovery Project, Wolf Education and Research Center – Levi Holt
- Young Horsemen – Rudy Shebala

4:00 – 5:00 Final Comments & Closing

TRAUMA & TRIBAL CHILDREN

A Training Event for Tribal CJA Grantees

July 13-15, 2004

Rapid City, SD ~ Alex Johnson Hotel

AGENDA

July 12

9 am – 4:30 pm

Pre-Conference Institute

Medical Evaluation of Child Abuse, Child Sexual Abuse and Drug Endangered Children

Instructor: Dr. Cathy Baldwin-Johnson, Family Physician & volunteer physician for The Children's Place Child Advocacy Center, and 2002 National Family Physician of the Year.

July 13

8:00

REGISTRATION

8:30

INVOCATION & OPENING CEREMONY

9:00–10:15

OPENING KEYNOTE

Intergenerational Trauma & Affects on Children – Richard Moves Camp, *Wicahpi Koyaka*, Oglala Lakota Traditional Healer

10:15-10:30

Break

10:30-11:15

History of Mental Health Initiatives in Indian Country

Phoebe Mills (Yup'ik), Community Development Specialist, National Indian Child Welfare Association

11:15-12:15

Best Practices: Innovations in Assessment of Trauma in Native Children

Gary Coats, Ph.D. (Oglala Lakota) & Rachelle Suttan, Psy.D. – White Cloud Center

12:15–1:30

Lunch (provided)

Honoring the Child: Cultural Parenting to End Child Abuse

Tawa Witko, Psy.D. (Sicangu Lakota)

1:30–3:00

Trauma & Brain Development in Children

Phillip Rector, Ph.D., Forensic Psychologist, Indian Health Service, Wind River Reservation of the Shoshone and Arapahoe Tribes, Wyoming

3:00-3:15

Break

3:15-4:15

Role of Spirituality in Mental Health Services

Ramona White Plume (Oglala Lakota), and Monique Giago (Oglala Lakota/Ihankunwan Dakota), Wakanyeja Pawicayapi, Inc. (The Children First)

4:15-5:00

Thoughts On Being Well – Kevin Peniska, Sr. (Oglala Lakota) Editor, Well Nations Magazine

Optional Evening activities will be announced each day.

July 14

- 8:30 **General Session**
Panel: Professional Ethics and Dilemmas in Serving Child Abuse Victims: A Look at Laws & Practice
Tawa Witko, Psy.D. (Sicangu Lakota), Kimber Evensen, LCSW, Phillip Rector, Ph.D., and Gary Coats, Ph.D. (Oglala Lakota)
- 9:30 Break
- 9:45 **Workshops A** (4 sessions) (2 hours/ 15 minutes)
(1) Maximizing Medicaid for Tribal Youth Mental Health Programs – Bob Lipke, MA & Randy Kauai, MA
(2) Responding Appropriately to Children Who Disclose: Working with Parents of Sexually Abused Children - Bonnie Clairmont (HoChunk) Victim Advocacy Specialist, Minnesota Office, Tribal Law and Policy Institute
(3) Hands-On Interactive Activities for Working with Childhood Trauma & Angry Children – Kimber Evensen, LCSW
(4) Working with Urban vs. Rural Child Abuse Victims – Tawa Witko, Psy.D. (Sicangu Lakota)
- 12:00 – 1:30 Lunch (provided)
Tribal CASA: Promoting Safety and Healing for Native Child Abuse Victims
Marla Big Boy, J.D. (Oglala Lakota), Tribal Court Specialist, National Court Appointed Special Advocates Association, and Arlana Bettelyoun (Oglala Lakota), Executive Director, Oglala Lakota CASA Program
- 1:30 – 2:30 **General Session**
Best Practices: Developing an Interdisciplinary Community Response to Child Abuse
Facilitator: Diane Payne, Children’s Justice Specialist, Tribal Law and Policy Institute
Panel: Tawa Witko, Psy.D. (Sicangu Lakota), Phillip Rector, Ph.D., Shoshone & Arapahoe Tribes CPT, Jeff Not Help Him (Oglala Lakota), Child Advocacy Worker, Oglala Lakota CASA, and Lisa Thompson, (Lakota/Dakota) Ft. Thompson MDT
- 2:30-2:45 Break
- 2:45-5:00 **Workshop B** (2 hours/ 15 minutes)
(1) Maximizing Medicaid for Tribal Youth Mental Health Programs – Bob Lipke, MA & Randy Kauai, MA, The Blackfish Group
(2) Reaching Children Who Have Survived Trauma (repeated on 7/15) – Lois T. Dunston, LCSW (E. Cherokee)
(3) Educating Your Community About Child Abuse Using Your Culture & Traditions – Lisa Thompson (Lakota/Dakota), Executive Director and Heather Danielson (Dakota), Advocate, Wiconi Wawokiya, Inc.
(4) Vicarious Trauma: When Helping Hurts the Helper (repeated 7/15) – Kimber Evensen, LCSW

July 15

- 8:30 **General Session**
Lara Decision and other legal issues for Child Victims in Tribal, State & Federal Court
– BJ Jones, J.D., Northern Plains Tribal Judicial Institute
- 9:30 Break
- 9:45-12:00 **Workshops C** (2 hours/15 minutes)
(1) Vicarious Trauma: When Helping Hurts the Helper (repeat) – Kimber Evensen, LCSW
(2) Working with Children of Battered Mothers – Norma Rendon (Oglala Lakota), Lynn Hootch (Yupik) and Grace Charles (Yupik)
(3) Utilizing Play to Heal Trauma with Indian Children – Tawa Witko, Psy.D. (Sicangu Lakota)
(4) Responding Appropriately to Children Who Disclose: Working with Parents of Sexually Abused Children - Bonnie Clairmont (Ho Chunk) Victim Advocacy Specialist, Minnesota Office, Tribal Law and Policy Institute
- 12:00 – 1:30 Lunch (on your own)
- 1:30 **Workshops D** (2 hours)

(1) Reaching Children Who Have Survived Trauma (repeat) – Lois T. Dunston, LCSW, (E. Cherokee)
(2) Preparing Children for Court – Diane Payne, Children’s Justice Specialist, Tribal Law & Policy Institute and Arlana Bettelyoun (Oglala Lakota) Oglala Lakota CASA
(3) Cultural Awareness & Competency - Carol Iron Rope Herrera (Oglala Lakota)
(4) Domestic Violence and Child Abuse – Karen Artichoker (Oglala Lakota/Ho Chunk), Management Team Director, Cangleska, Inc.
- 3:30 Break
- 3:45 **Closing Keynote – Circle of Courage**
Luke Yellow Robe (Oglala Lakota) Cultural Relations Director, Children’s Home Society
- 4:30 **Closing Ceremony**
Richard Iron Cloud (Oglala Lakota), President, Oglala Lakota CASA Program Board of Directors

“Working Together For Tribal Children”

*A Children’s Justice Act Partnerships for Indian Communities
Training Event*

Sponsored by the Fallon Paiute Shoshone Tribe

June 5~7, 2006
Fallon Convention Center ~Fallon, Nevada

AGENDA

June 5

- 8:00 am **REGISTRATION** – Coffee – Light Breakfast
- 8:30 **INVOCATION** – Steve Frank, Council Member, Fallon Shoshone Paiute Tribe
Lyon County Civil Air Patrol Cadets - Color Guard
- 8:50–9:15 **OPENING WELCOME STATEMENTS**
Alvin Moyle, Chairman, Fallon Paiute Shoshone Tribe
Carolyn Ross, Ph.D., School Superintendent
- 9:15–10:15 **Opening Keynote: Helping Abused Children Heal – Role of Educators Serving Indian Children**
Richard Harjo (Shoshone-Paiute), Chairman, Nevada Indian Commission
- 10:15–10:30 Break
- 10:30–12:15 **Intergenerational Trauma & Affects on Indian Children Today**
Luke Yellow Robe (Oglala Lakota), Yellow Robe Consulting
- 12:15–1:45 Lunch (on your own)
- 1:45–3:30 **Cultural Competence**
Nadja Jones, M.S.W. (Comanche/Onondaga) National Indian Child Welfare Association
- 3:30–3:45 Break
- 3:45– 4:30 **Healing the Past by Looking Forward**
Diane Payne, Children’s Justice Specialist, Tribal Law and Policy Institute



June 6

- 8:00 am Coffee & Light Breakfast
- 8:30 – 10:00 **Reaching Children Who Have Survived Trauma**
Lois Dunston, M.S.W. (E. Cherokee), Heart to Heart Child Advocacy Center
- 10:00 – 10:15 Break
- 10:15 – 11:45 **Working with Vulnerable Indian Children**
Nadja Jones, M.S.W. (Comanche/Onondaga) National Indian Child Welfare Association
- 11:45 -1:15 Lunch on your own
- 1:15-2:30 **Understanding Jurisdictional Challenges When Responding to Indian Child Victims**
Sue Fahami, J.D., Assistant U.S. Attorney, Nevada
- 2:30 – 2:45 Break
- 2:45 – 4:30 **Mandatory Reporting of Child Abuse – Tribal, Federal and State Response**
Facilitator: Diane Payne, Children's Justice Specialist, Tribal Law and Policy Institute
Panel: Jennifer Pishon, Fallon Paiute Shoshone Tribe Social Services
Karl Fredericks, Chief of Police, Fallon Paiute Shoshone Tribe
Lane Mills, Churchill County Deputy District Attorney
Sue Fahami, J.D., Assistant U.S. Attorney, Nevada



June 7

- 8:00 am Coffee & Light Breakfast
- 8:30- 10:30 **Responding to Abuse Disclosures from Children**
Roe Bubar, J.D. Associate Professor, School of Social Work, Colorado State University
- 10:30 - 10:45 Break
- 10:45 – 11:45 **Innovative Services for Indian Children - FPST**
Children's Justice Act Partnerships for Indian Communities – Gary Hall
Tribal Youth Programs – Yvonne Capucci
Fallon Health & Human Services Department – Nikki Isaacs, Ph.D., Director
- 11:45-1:15 Lunch (provided for those who are registered)
Video: **Carved From the Heart** (about community empowerment to make change)
- 1:15- 3:15 **Meth Use And The Brain: Implications For Child Protection And Families**
Kathleen Masis, M.D., Captain, U.S.P.H.S., Retired
- 3:15-3:30 Break
- 3:30- 4:30 **Closing Keynote:** Clayton Small, PhD. (N. Cheyenne)
Respect, Unity and Interdependence – What Working Together Really Means
- 4:30 Closing Prayer

Forensic Interviewing of Native Children & Child Sexual Abuse Investigations in Indian Country

March 29-31, 2004

Little Creek Casino Hotel
Shelton, Washington

Training Location: Little Creek Hotel Grand Ballroom – 2nd floor

DAY ONE – Monday, March 29

8:00	Registration & Continental Breakfast
8:30	Opening Prayer & Welcome <i>Dave Whitener, Assistant Director, Squaxin Island Tribe</i>
8:45	A Multidisciplinary Approach to Child Sexual Abuse (Video) and Overview of Child Sexual Abuse Investigations: <i>Roe Bubar, J.D. and Blaine “Mac” McIlwaine, M.A.</i>
9:15	Process of Child Sexual Abuse Investigations: <i>Blaine “Mac” McIlwaine, M.A.</i>
10:15	Break
10:30	Part One Forensic Interviews of Child Victims Nuts and Bolts: <i>Roe Bubar, J.D.</i>
12:00	Lunch (on your own)
1:15	Part One Offender Interviews Nuts and Bolts: <i>Blaine “Mac” McIlwaine, M.A.</i>
2:45	Break
3:00	Part Two Forensic Interviews of Child Victims Nuts and Bolts: <i>Roe Bubar, J.D.</i>
4:30	Close

DAY TWO – Tuesday, March 30

- 8:30 Cultural Differences and Forensic Interviews: *Roe Bubar, J.D.*
- 9:15 Federal – Indian Law Overview: *Roe Bubar, J.D.*
- 10:15 Break
- 10:30 Offender Interviews Continued: *Blaine “Mac” McIlwaine, M.A.*
- 11:30 Live Interrogation Demonstration:
Blaine “Mac” McIlwaine, M.A., and Roe Bubar, J.D.
- 12:00 Lunch (on your own)
- 1:15 Overcoming Common Defenses and Challenges in Forensic
Interviews: *Roe Bubar, J.D.*
- 2:15 “Forensic and Peer Supervision of Interviews of Victims” and “Constructive
Feedback and Supervision in Interrogation”
Roe Bubar, J.D. and Blaine “Mac” McIlwaine, M.A.
- 3:15 Break
- 3:30 Participant Interrogation Demonstration:
Blaine “Mac” McIlwaine, M.A.
- 4:30 Close

DAY THREE – Wednesday, March 31

- 9:00 **Putting Theory into Practice; Live Training with Child Volunteers:**
Roe Bubar, J.D., and Blaine “Mac” McIlwaine, M.A.
This session will involve working with local child volunteers and having child abuse investigators practice interviews.
- 12:00 **Working Lunch** (provided)
Giving and Accepting Constructive Feedback on Live Work:
Roe Bubar, J.D. and Blaine “Mac” McIlwaine, M.A.
- 2:00 **Live Training with Child Volunteers** (continued)
- 3:30 **De-briefing & Questions**
- 4:00 **MDT & CPT Planning: Next Steps for Participants**
Facilitator: Diane Payne, Children’s Justice Specialist, Tribal Law and Policy Institute
- 4:30 **Closing Prayer**

A Multidisciplinary Team Skill Development Training Event
**“MEDICAL EVALUATION OF CHILD ABUSE,
CHILD SEXUAL ABUSE,
AND DRUG ENDANGERED CHILDREN”**

SPONSORED BY THE PONCA TRIBE OF NEBRASKA

APRIL 4-5, 2006~ CHILDREN’S HOME SOCIETY
OMAHA, NEBRASKA

April 4 – Day 1

- 8:00 Registration – Pick up Name Tags & Training Manual
Coffee and light breakfast snacks available
- 8:30 **Opening Invocation** – Judy Allen, Ponca Elder and Historian
Welcome Statements - Maureen Kopecky, Children’s Justice Act Project Coordinator, Ponca Tribe
Chris Weber, Social Services Director, Ponca Tribe of Nebraska
Pam Boruff, Victim Witness Specialist, Office of the U.S. Attorney -Nebraska
- 9:15 **MEDICAL EVALUATION OF CHILD ABUSE**
Cathy Baldwin-Johnson, M.D. FAAFP
Overview of Child Abuse
- Child Abuse Definitions
 - Child Abuse Statistics
 - Child Abuse Consequences
- 9:45 Talking to Children About Abuse
- The how’s and why’s of disclosure
 - Language and development issues
 - Memory and suggestibility
 - Forensic vs. medical interviewing
 - Interview documentation
- 10:30 *Break*
- 10:45 The Forensic Medical Exam for Abuse
- Child Sexual Abuse
 - o Signs and symptoms
 - o Exam techniques
 - o Exam documentation
 - o Exam findings
 - Normal
 - Normal variations
 - Abuse findings
 - o STD’s and child sexual abuse
 - o Collecting and preserving forensic evidence

12:00 *Lunch (on your own)*

1:30 The Forensic Medical Exam for Abuse, continued

- Child Neglect
- Child Physical Abuse
 - o Signs and symptoms
 - o Bruises
 - o Burns
 - o Fractures
 - o Head injuries

3:15 *Break*

3:30 **CURRENT PRACTICES IN LOCAL CHILD ADVOCACY CENTERS**

- Mark Zimmerer, Director, NE Nebraska Child Advocacy Center, Norfolk
- Suzie Mistry, Interview Specialist, Project Harmony, Omaha Child Advocacy Center
- Barb Small, Manager, Child Advocacy Center, Mercy Medical Center, Sioux City

4:30 Questions & Comments for the day

5:00 *Close*

April 5, 2006 – Day 2

8:00 Coffee and Light breakfast snacks available

8:30 **CHALLENGES FOR MULTIDISCIPLINARY TEAMS AND CHILD ADVOCACY CENTERS**

Presentation by Dr. Baldwin-Johnson of core standards and facilitated discussion of local practice issues

10:00 *Break*

10:15 **MEDICAL EVALUATION OF DRUG ENDANGERED CHILDREN** (kids and methamphetamine)

Cathy Baldwin-Johnson, M.D. FAAFP

- Methamphetamine overview and history
- Home methamphetamine manufacture
- Methamphetamine use and kids
- Methamphetamine effects on pregnancy
- Inadvertent exposure to methamphetamine labs
- Medical treatment and follow-up

11:45 *Lunch (provided on site)*

Presentation: **BEST PRACTICES FOR WORKING WITH ABUSED PONCA CHILDREN**

1:15 **CHILD ENDANGERMENT INVESTIGATIONS**

Detective Timothy Ahumada, Crimes Against Children Unit, Phoenix Police Department,
steering committee member of the National Alliance of Drug Endangered Children

3:15 *Break*

3:30 **WHERE DO WE GO FROM HERE? BUILDING HOPE FOR VICTIMIZED INDIAN CHILDREN**

Diane Payne, Children's Justice Specialist, Tribal Law & Policy Institute

5:00 Closing Comments and Prayer
Ponca Tribe

**PLEASE COMPLETE YOUR EVALUATION FORM BEFORE LEAVING
YOUR COMMENTS ARE IMPORTANT TO US!
TRAVEL HOME SAFELY**

STRENGTHENING TRIBAL COURT PROSECUTION SKILLS ADDRESSING CHILD VICTIMIZATION AND DOMESTIC VIOLENCE, SEXUAL ASSAULT, STALKING

Provided by the Tribal Law and Policy Institute

July 18-21, 2006

Radisson Hotel ~ Rapid City, S.D.

AGENDA

July 18, 2006 – Tuesday Understanding the Context

11:00 Registration

12:30 Welcome and Opening Invocation

1:00 Overview of Child Abuse Issues: neglect, physical, sexual abuse, witnessing violence, and drug endangered children

Diane Payne, Children's Justice Specialist, Tribal Law & Policy Institute

2:30 Break

2:45 Overview (continued)

4:00 Advocacy Tools: Child Protection Teams, Multidisciplinary teams and CASAs

Diane Payne, Children's Justice Specialist, Tribal Law & Policy Institute

Marla Big Boy, Tribal Court Specialist, National CASA

5:00 Close for day

July 19, 2006 – Wednesday - Understanding the Context (continued)

8:00 Continental Breakfast

8:30 Overview of Domestic Violence, Sexual Assault and Stalking

Bonnie Clairmont, Victim Advocacy Specialist, Tribal Law & Policy Institute

Sarah Deer, Staff Attorney, Tribal Law & Policy Institute

11:00 Role Of The Tribal Prosecutor In Collaboration, Multidisciplinary Teams And Community Education

Sarah Deer, J.D., Staff Attorney, Tribal Law & Policy Institute

11:45 – 1:00 Lunch (on your own)

PROSECUTION SKILLS

1:00 Identifying And Applying Law And Legal Standards

Gregg Peterman, Assistant U.S. Attorney, District of South Dakota

1:30 Issues In Identifying And Interviewing Witnesses Generally

Marla Big Boy, J.D. Tribal Court Specialist, National CASA

- 2:15 Selecting And Using Experts In Civil Proceedings
Marla Big Boy, J.D. Tribal Court Specialist, National CASA
- 2:45 Break
- 3:00 Case preparation: Preparing victims and witnesses for court (demonstrations and role playing)
Marla Big Boy, defender perspective
Roma Jimerson, prosecution perspective
Bonnie Clairmont, adult advocate
Diane Payne – child advocate
- 5:00 Close for the day

July 20, 2006 – Thursday – Prosecution Skills (continued)

- 8:00 Continental Breakfast
- 8:30 Victim Centered Case Preparation: Role of the Family and Victim Advocate
Bonnie Clairmont, Diane Payne
- 9:45 Break
- 10:00 Pre-Trial Procedures
B. J. Jones, Esq., UND School of Law
- 11:00 Identifying And Preserving Evidence
B. J. Jones, Esq., UND School of Law
- 12:00 – 1:00 Lunch (on your own)
- 1:00 Victim-Centered Procedures And Practices
B. J. Jones, Esq., UND School of Law
- 1:45 In Court Practices
B.J. Jones , Esq., UND School of Law
- Opening statements
 - Introduction of evidence
 - Direct examination of victims
 - Cross examination of perpetrators and witnesses
- 2:30 Break
- 2:45 In Court Practices (continued)
- 4:00 Appeals Procedures And Practices
Sarah Deer, J.D. Staff Attorney, Tribal Law & Policy Institute
Marla Big Boy, J.D. , Tribal Court Specialist, National CASA
- 5:00 close for the day

July 21, 2006 – Friday – Mock Court Sessions

- 8:00 Continental Breakfast
- 8:30 Crawford issues
B. J. Jones, Esq., UND School of Law

- 9:30 Groups prepare for mock court sessions
Faculty facilitators:
Marla Big Boy, Diane Payne - child abuse (civil dependency);
B.J. Jones & Roma Jimerson – DV and/or stalking
Sarah Deer & Bonnie Clairmont - Sexual assault
- 12:00 Working Lunch (provided)
Groups continue to prepare for mock court
- 1:00 Mock court session #1
- 2:00 Break
- 2:15 Mock court session #2
- 3:15 Mock court session #3
- 4:15 Debrief and closing comments
- 5:00 closing prayer

Please remember to turn in your evaluation forms!

TRAVEL HOME SAFELY!

METHAMPHETAMINES & DRUG ENDANGERED CHILDREN

A Tribal CJA Grantee Training Session For Multi-Disciplinary Teams

May 17-18, 2004

Best Western Heritage Inn

Great Falls, Montana

Monday, May 17, 2004

8:00 am	Registration & Continental Breakfast
8:30	Opening Invocation & Introductions
9:00	Methamphetamines Awareness & Prevention in Tribal Communities <i>Jean M. Nahomni Mani, Hunkpati Dakota Nation</i>
10:30	Break
10:45	CLANDESTINE LABORATORY AWARENESS FOR FIRST RESPONDERS: <i>Captain Charles Stocking, Circle Solutions Consultant/COPS Project</i> Current Issues in Clandestine Laboratory Enforcement • History of methamphetamine problem in U. S. • Current scope of problems facing law enforcement • Methamphetamine effects and abuser characteristics • Types of clandestine laboratories
11:45 ~ 1:00	Lunch (on your own)
1:00	Identifying Clandestine Laboratories <i>Captain Charles Stocking</i> • Common indicators and locations. • Glassware, chemicals, and equipment • Cooks and operators
2:00	Methamphetamine Production Methods <i>Captain Charles Stocking</i> Ephedrine Reduction Synthesis • Chemicals and equipment review. • Sources for precursor chemicals and methods of diversion. • Legal uses for chemicals and equipment. • Overview of manufacturing process. Sodium/Lithium Metal Synthesis (Nazi Method) • Chemicals and equipment review. • Sources for precursor chemicals and methods of diversion. • Legal uses for chemicals and equipment.
3:00	Break

3:15	Understanding Clandestine Laboratory Hazards <i>Captain Charles Stocking</i> Hazards to first responder personnel • Chemicals, fires, explosions, and toxic gases. • Booby traps. Hazards to the community • Actions to take (and not to take) at a suspected lab site
4:15	MDT Activity: Drug Endangered Children In Our Communities ~ What Is In Our Obstacle Course? <i>Facilitator - Diane Payne, Children's Justice Specialist, Tribal Law and Policy Institute</i>
5:00	Close

Tuesday, May 18, 2004

8:00	Continental Breakfast
8:30	How to Talk to Kids About Drugs <i>Jean M. Nahomni Mani, Hunkpati Dakota Nation</i>
9:30	Effects of the Chemicals of Methamphetamine <i>Kathy Bell, Forensic Nurse Examiner, City of Tulsa Police Department</i>
10:30	Break
10:45	Drug Endangered Children – The Program <i>Kathy Bell, Forensic Nurse Examiner</i>
12:00	Lunch (on your own)
1:00	The Examination of Children <i>Kathy Bell, Forensic Nurse Examiner</i>
2:00	Child Abuse and Neglect Issues with Drug Endangered Children <i>Kathy Bell, Forensic Nurse Examiner</i>
3:00	Break
3:15	Research <i>Kathy Bell, Forensic Nurse Examiner</i>
4:00	Group Processing & Evaluations
4:30	Close

**PLEASE COMPLETE YOUR EVALUATION FORM BEFORE
LEAVING ~ YOUR COMMENTS ARE IMPORTANT TO US!**

TRAVEL HOME SAFELY

Regional CIA Grantee Skills Training

“Forensic Interviewing Of Indian Children in Child Sexual Abuse Cases”

Hosted by Prosecutor's Office ~ Confederated Tribes of the Warm Springs Reservation
Kah-Nee-Ta Hotel Resort ~ Warm Springs, Oregon
September 25-28, 2007

Tuesday – September 25

- 8:00 AM** Continental Breakfast & Registration
- 8:30-8:45 **Tribal Opening**
- 8:45-9:00 **Participant Introductions**
- 9:00-10:00 **Child Interview: Interview Approaches & Role of MDT**
Roe Bubar, J.D.
- 10:00-11:00 **Sexual Abuse Dynamics**
Pauline Lucero Esquivel, M.A., LISW
- 11:00-11:15 **Break**
- 11:15-12:15 **Sexual Abuse Dynamics (continued)**
Pauline Lucero Esquivel, M.A., LISW
- 12:15-1:30 Lunch (provided on-site)
“Cultural Presentation”
- 1:30-2:30 **Child Interview: Structure and 10 Tips for the Child Interview**
Roe Bubar, J.D.
- 2:30-3:30 **Native Families and relationships: Related Cultural Assessment Considerations for the Interview**
Letitia Lee, BSW
- 3:30-3:45 **Break**
- 3:45-4:45 **Child Interview: Interviewing Young Children**
Roe Bubar, J.D.

Wednesday, September 26

- 8:00 Continental Breakfast
- 8:30-9:30 **Participant Questions and Comments from Day One**
Pauline Lucero Esquivel, M.A., LISW, Roe Bubar, J.D. & Letitia Lee, BSW
- 9:30-10:30 **Cultural Differences and Forensic Interviews:**
Roe Bubar, J.D.
- 10:30-10:45 **Break**
- 10:45-11:30 **Child Interview: Guidelines for the Interview and Pre-interview considerations**
Letitia Lee, BSW
- 11:30-12:15 **Reluctant Children and Challenges with Disclosures**
Pauline Lucero Esquivel, M.A., LISW
- 12:15-1:30 Lunch (provided on-site)
The Kids Place - Hope Storey, Forensic Interviewer (Bend, Oregon)
- 1:30-2:30 **Overcoming Common Legal Defenses and Defense Proofing Interviews**
Roe Bubar, J.D.
- 2:30-3:30 **Trauma in Children**
Pauline Lucero Esquivel, M.A., LISW
- 3:30-3:45 **Break**
- 3:45-4:45 **Child Interview: Rapport Building with Children & Adolescents and Conducting a Developmental assessment**
Letitia Lee, BSW

Thursday, September 27

- 8:00 Continental Breakfast
- 8:30-9:00 **Participant Questions and Comments**
- 9:00-10:00 **Child Interview: Questioning Techniques and Practice Narratives**
Roe Bubar, J.D.
- 10:00-10:15 **Break**
- 10:15-11:15 **Developmental Disabilities in the Child Interview:**
Pauline Lucero Esquivel, M.A., LISW
- 11:15-12:15 **Using Native Case Hypothetical's in a Continuous Live Role Play**
Facilitator: Roe Bubar with Pauline Lucero Esquivel & Letitia Lee
- 12:15-1:30 Lunch (provided on-site)
Panel: "Strengths & Challenges in Responding to Child Sexual Abuse Cases on the Warm Springs Reservation"
- 1:30-2:00 **Dolls, Drawings and other tools**
Roe Bubar, J.D..
- 2:00-3:15 **Vicarious Trauma and Wellness:**
Pauline Lucero Esquivel, M.A., LISW
- 3:15-3:30 **Break**
- 3:30-4:45 **Large Group Discussion: Strategies for Working Successfully with Child Sexual Abuse Cases in Native Communities:**
Roe Bubar, J.D., Pauline Lucero Esquivel, M.A., LISW and Letitia Lee, BSW

Friday, September 28, Live Clinic, Professional and Peer Supervision

(Box Lunch will be provided)

- 8:30 Continental Breakfast
- 9:00-3:00 **Recent Trends, Supervision, and Putting Theory into Practice; Live Interview Training with Child Volunteers**
Roe Bubar, J.D., Pauline Lucero Esquivel, M.A., LISW and Letitia Lee, BSW
- 3:00-3:15 Closing comments
- 3:15 **Tribal Closing**

**PLEASE COMPLETE YOUR EVALUATION FORMS! YOUR
COMMENTS ARE VERY IMPORTANT TO US!**

APPENDIX IV

Products Developed by CJA Grantees with the Assistance of TLPI

- A. Resource Guide for Parents, Caregivers and Service Providers Working with Alaska Native Children, developed by Alaska CARES (provided as a separate attachment)
- B. Memorandum of Agreement – Native Village of Unalakleet Child Protection Team
- C. Tribal Children’s Code Development and Revisions
 - a. Oglala Sioux Tribe (Oglala Lakota CASA Program’s CJA Grant)
 - b. Native Village of Barrow
- D. Community Readiness Assessment Reports
 - a. Native Village of Emmonak
 - b. Grand Traverse Band of Ottawa and Chippewa Indians
 - c. Mississippi Band of Choctaw Indians

**MEMORANDUM OF AGREEMENT
UNALAKLEET CHILD PROTECTION TEAM**

Among

The Alaska State Troopers

And

Bering Strait School District on behalf of the Unalakleet Schools

And

The City of Unalakleet on behalf of the Unalakleet Police Department

And

The Division of Family and Youth Services

And

Kawerak, Inc., on behalf of the local offices of Tribal Family Services, VPSO, Tribal Family Coordinator

And

The Native Village of Unalakleet on behalf of the Unalakleet caseload

And

Norton Sound Health Corporation on behalf of the Euksavik Clinic, Unalakleet VBC, Unalakleet PHN

PURPOSE:

The following agreement is in the spirit of cooperation and collaboration among the involved local agencies as we seek to improve the quality of protection for Native children and services to families of Unalakleet.

GOALS:

The intention of the Unalakleet Child Protection Team is to improve the protection for Unalakleet's children and services to families by coordinating the service provider's and community efforts in preventing and treating child abuse. The Unalakleet CPT will strive to support and encourage families to maintain a healthy lifestyle by community education and identification of high risk families. These children and families may require various types of interagency supports (wrap around services) in order to minimize the chances of any child falling through the cracks and not receiving services, which may be offered by various agencies participating in this agreement.

- This forum will also assist in avoiding duplication of services to children and families.
- This group will be a forum for sharing information on local training so that interagency cross training can occur when possible.
- This forum will work on interagency communication to diminish the problems that occur between different organizations and will assist in developing a format that organization may use in order to work out some of the problems that may occur on a day-by-day basis.
- This forum will assist in the understanding of the limitation of organizations and the procedures, guidelines that each organization must have in order to meet the requirements of the funding that they receive.

- This forum will be used to share information about upcoming grants and services that may be acquired for better support of the region.
- This forum maybe used as the planning stage for interagency cooperation for grants.

CONFIDENTIALITY

The confidentiality regulations intend to make it simpler for the Unalakleet Child Protection Team so that a team would not be hampered by the strictest of confidentiality. The standards of confidentiality that are maintained should remain with the organization that is disclosing that information. All members will release only that information that they feel comfortable with and yet attempt to meet the goals of the Unalakleet CPT. A release of information will be obtained from the parties in order for their case to be discussed specifically in a CPT meeting. Such a release of information allows the program to share information with other programs. Sharing of information usually takes place on a “need to know basis”. A need to know basis means just what it says, only people or agencies who must have the information to carry out their job can get the information.

GENERAL PROCEDURES:

- At times, with the permission of the family, we will discuss options for services within the full CPT. This may include case review and identification of abuse situations, treatment recommendations, support and encouragement for families, facilitating culturally appropriate services, community education, and monitoring of case resolution.
- In order to provide wrap around procedures for children that are at risk or have severe problems we will involve a team of appropriate services within the region to provide services to help with the problems that have surfaced. We will involve the parents and individuals in case staffing whenever that person wants to participate.
- Within the CPT, we will arrange communication between organizations in such a manner that we can successfully work upon the surfacing problems faced by the people of Unalakleet.
- Referrals for services may be made to various organizations, but no unusual financial obligations will be expected from any party.
- Colin Hickenlooper, Physician’s Assistant for the Euksavik Clinic, will be the contact person when a meeting is necessary in which the family will be involved.

INITIAL TIME LIMIT FOR REVIEW

This MOA will serve the CPT for a limited time of one year from October 1, 2002 – October 1, 2003. The Unalakleet Child Protection Team will review the MOA at the September 2003 meeting to ensure that this agreement still meets the needs of the village, team members, and agencies.

CONTACT

The contact person for the Unalakleet Child Protection Team is Team Leader/Chairperson, Tracy Gilley.

The following signatures indicate full agreement with the goals and conditions of this MOA:

Sgt. Burke Barrick, State of Alaska, Alaska State Troopers	Date

Dr. John Davis, Superintendent Bering Strait School District	Date

Henry Ivanoff, Mayor City of Unalakleet	Date

Myra Murphy, Social Worker IV State of Alaska, Division of Family & Youth Services	Date

Loretta Bullard, President Kawerak, Inc.	Date

R. Weaver Ivanoff, General Manager Native Village of Unalakleet	Date

JOE CLADOUHOS, PRESIDENT & CEO Norton Sound Health Corporation	DATE

**CHAPTER 4
OGLALA SIOUX TRIBE
CHILD AND FAMILY CODE
WAKANYEJA NA TIWAHE TA WOOPE**

THIS IS A DRAFT: NOT FOR DISTRIBUTION OR COPYING

**PART A GENERAL AND DEPENDENCY PROVISIONS
PART B FOSTER CARE PROVISIONS
PART C AGENCY COMPLIANCE PROVISIONS**

PART A

GENERAL AND DEPENDENCY PROVISIONS

SECTION 401—BACKGROUND AND GENERAL MATTERS

401.1 Short Title

401.2 Preamble

401.3 Purposes and Construction

**401.4 Oyate Ta Wooke- Traditional Values to Govern Decisions Effecting
Children**

§401.1 Short Title

The short title, inclusive of Parts A, B, and C of this Chapter, shall be the "Child and Family Code."

§401.2 Preamble

In the past, the United States government has attempted to extinguish the council fires and fragment and dismantle our family and social structure. During the post-reservation era, paternalism on the part of the United States government eroded much of our nation's culture, language, and heritage. Nevertheless, the people never succumbed totally to the economic, educational, cultural, and political pressures wrought by the United States government. The people's tenacious desire to remain free enabled them to maintain their distinctive identity. Rather than becoming Americanized, they chose to reconstruct and reorganize their nation. This Code is drafted and enacted as a matter of deliberate choice in an effort to reconstruct and reorganize our institutions in the furtherance of our distinctive identity, culture, and values.

§401.3 Purposes and Construction

The Child and Family Code shall be liberally interpreted and construed to fulfill the following expressed purposes:

- (1) To provide for the welfare, care and protection of the children and families within the jurisdiction of the Oglala Sioux Tribe;
- (2) To preserve the unity of the tiwahe and tiospaye, separating the child from his or her parents, tiwahe and/or tiospaye, only when necessary;

- (3) To take such actions that will best serve the spiritual, emotional, mental, and physical welfare of the child;
- (4) To prevent the neglect, abandonment, and/or abuse of children;
- (5) To secure the rights and ensure fairness to the children, parents, guardians, custodians and other parties who come before the OST Children and Family Court under the provisions of this Code;
- (6) To provide procedures for intervention in, and/or transfer from, state court regarding Indian children or for intervention in, and/or transfer from, other tribal courts regarding Indian children to the OST Children and Family Court;
- (7) To recognize and reinforce the tribal customs and traditions of the Oglala Lakota Oyate regarding child-rearing;
- (8) To preserve and strengthen children's cultural and ethnic identities; and
- (9) To provide services and cultural support to children and families to strengthen and rebuild the Oglala Lakota Nation.

§401.4 Oyate Ta Woose- Traditional Values to Govern Decisions Effecting Children

(a) This Code reincorporates familial practices retained, sometimes even unknowingly, by our people. We have retained many traditional practices in spite of a history of attempts to outlaw or prevent the practice of our culture. These practices are rooted in our history and our language, and they arose naturally over a long period of time or as gifts from *Wakan Tanka* to aid in harmonious living with each other and our natural world.

(b) The following traditional values shall be considered and reinforced where the future of a child is decided or influenced, including in processes governed by this Code. Approximate English translations are provided, but the Lakota terms shall govern:

(1) **Wocekiye** ("faithfulness") - To believe in and pray to *Tunkasila*, or *Wakan Tanka*—the Great Spirit—as the supreme being and power, and as the creator of all that is. *Wakan Tanka* gave the people seven sacred ceremonies as means of cleansing themselves and seeking guidance and direction from the Great Spirit. The ceremonies, in the order they were given to the people, are: (i) *Inipi* (purification); (ii) *Hanbleceyapi* (seeking a vision); (iii) *Wiwangwacipi* (Sun dance); (iv) *Hunkapi* (making of relatives); (v) *Nagi Gluhapi* (keeping of the spirit); (vi) *Isnati Awicalowanpi* (womanhood ceremony); (vii) *Tapa Wankayeyapi* (throwing of the ball).

(2) **Wowacinksape** ("wisdom") - To be sound in mind and to acquire the knowledge necessary to make proper and effective decisions for the well being of the people.

(3) **Wonagiksape** ("spirituality") - To be sound in spirit and to live according to the laws, direction, and guidance of *Tunkasila*.

(4) **Wowacintanka** ("fortitude") - To exercise self control and discipline and to have the strength of mind to endure pain and adversity.

(5) **Wowounsila** ("generosity") - To look after the well being of others, and to share one's knowledge and materials so that others may prosper.

(6) **Wawoyuonihan** ("respect") - To respect oneself and the rights, beliefs, and decisions of others.

(7) **Wowahokunkiye** (“guidance and counseling”) - To advise, counsel, and guide others in the proper ways and beliefs of the people, especially the youth.

SECTION 402—DEFINITIONS

402.1 Wotakuye: Lakota Kinship Defined

402.2 Lena Tuwepi he/hwo: Traditional Lakota Definitions

402.3 Wasicu ta woiwanke: Legal Definitions

§402.1 Wotakuye: Lakota Kinship

(a) Background, Tiospaye, and Tiwahe

(1) The root of Lakota social structure is the **tiospaye**—extended family. Tiospaye are comprised of **tiwahe**, immediate families, as well as individuals adopted through formal ceremony. Equality is a prevailing principle of tiospaye life. Responsibilities are dispersed throughout the tiospaye and no one is above the laws. Social classes do not exist and leaders maintain prominence only insofar as they carry out the wishes of the people. Historically, tiospaye were self sufficient and life revolved around them. However, Federal policies and initiatives that accompanied reservation life promoted the assimilation of the Lakota into mainstream Anglo-American culture and have led to a loss of some of the strengths of the tiospaye lifestyle.

(2) Among the strengths of traditional tiospaye life and the strong emphasis on kinship was that children never really became orphans. Upon birth, they had many mothers, fathers, brothers, and sisters. Thus, even though children might lose their natural parents, relatives stepped forward and assumed parental responsibilities. Furthermore, kinship customs minimized violence, conflicts, and disputes within the tiospaye. Few individuals would consider causing trouble among the people, knowing of the consequences they would face from disrespecting relatives. Kinship customs in the historical tiospaye, with few exceptions, promoted a peaceful and harmonious life.

(b) Awareness of Tradition Necessary for Service Provision

(1) Acculturation and assimilation occurred in the contact between the Western Europeans and the Oyate of the Oceti Sakowin. As a result, contemporary reservation life represents a blend of Anglo-American ethos and traditional Lakota values. Everyone has adopted Anglo ways to a certain extent, but some have done so more than others. Moreover, institutions that serve the people operate primarily on Western European methods and concepts. Programs that impose these ways on the people, especially traditional people, encounter numerous obstacles. The people resent being subjected to practices that contradict their way of life. Hence programs are not as effective as they should be, in delivering services to the people.

(2) Since about the late 1960s, the people have been reviving their traditions. They are positioning themselves to take back control over their lives. In order to survive and to be effective, programs that serve the people need to revise and adapt their methods to the traditional ways of the people. To do so, however, organizational stakeholders must first seek knowledge about the traditional way of life.

(3) In traditional tiospaye life, kinship determines how people talk to one another, how they interact, and how they behave around one another. Central to the work of programs that serve the people is to understand how traditional Lakota communicate. How effective service providers are in helping the children, tiwahe, and tiospaye depends on how effectively they communicate with them. Thus programs must understand traditional Lakota kinship and its rules for communication and interaction. Then programs must incorporate kinship customs into the services they provide and the means of providing those services. Programs that reinforce traditional customs will be far more effective than those that impose contradictory standards and practices.

(4) Kinship also holds strict rules for how traditional Lakota talk to one another, and how they interact. Traditional Lakota refer to their relatives by their relationship, rather than by their given names. Among certain relatives, respect is heightened to the point where special customs are observed. One such custom applies to the relationship between a son-in-law and his mother-in-law, and between a daughter-in-law and her father-in-law. A son-in-law does not communicate directly with his mother-in-law. Furthermore, they avoid direct eye contact, refrain from being in close proximity to one another, and shun being alone together. The same relationship applies between a daughter-in-law and her father-in-law.

(c) **Elders**

(1) The first important consideration in traditional kinship is age. We often hear of, “respect your elders”. Elders hold a special place and status in traditional Lakota society. They are revered for their knowledge and wisdom, which they have acquired through lifelong experiences and learning. They are looked upon as the foundation of tiospaye life because they provide the guidance and direction needed by the people to endure from generation to generation.

(2) Children are taught at an early age to respect their elders. They are also taught to know and to help their relatives. These teachings have a practical application of precluding intermarriages, but are mainly in keeping with the natural laws of respect and generosity. Elders are teachers and counselors in traditional Lakota life. Children are often sent to them for **Wowahokunkiye, lecturing or teaching**. This is done particularly when children misbehave or need help. Elders are also called upon to mediate disputes and to help keep peace and harmony within the tiospaye.

(3) In interactions among tiospaye members, preference is always given to elders. For example, in asking for assistance from a tiwahe or tiospaye, we ordinarily work through the eldest members. We may ask the younger people, but, in most cases, they would need to confer with the elders anyway before our request is either granted or denied. Furthermore, in gatherings, such as meetings, preference is always given to the eldest individuals present.

(4) They are called upon for the **wocekiye** (prayer) and **woiyaksape** (words of wisdom) which always come first in a meeting. Elders always speak first, eat before others, and are made to feel comfortable until the gathering is concluded. If younger people are going to precede elders in any way, such as in speaking, it must be done with the permission or acknowledgment of the elders. In traditional Lakota society, we always give preference to individuals who are older than we are regardless of our relationship to them.

(d) Addressing Relatives

Males and females use different terms in some cases to refer to the same relative. For example, a male and female have a cousin named Jake. The male would refer to him as **Tahansi** or Tahansi Jake. The female would refer to him as **Sicesi** or Sicesi Jake. We must distinguish between male and female kinship terms in referring to our relatives. Otherwise, we might embarrass ourselves and our relatives by using a term reserved for the opposite gender. This is one of the reasons we are taught at an early age to know our relatives. We need to know them in order to refer to them and to address them in the proper way. By using the proper kinship terms in addressing our relatives, we command a great deal of respect from them. Children and young people who address their relatives by the appropriate kinship terms are admired because they reflect a proper upbringing.

(e) Making Relatives

(1) Tiospaye kinship also goes beyond bloodlines. Individuals are adopted into tiospaye through formal ceremony. **Waliyacín** means the prelude to the making of relatives; it means that individuals and their families make a commitment to being related which begins the necessary preparations for formal ceremony. The ceremony for making relatives is **Hunkapi**; individuals may also choose, however, to make relatives through a pipe ceremony and/or gift giving. Women who make relatives, such as taking on a sister, call the ceremony **Sa Wicayapi**. Ceremonies for making relatives are purposeful and elaborate. Spirituality is at the root of making relatives; individuals commit themselves before their tiwahe and tiospaye, and before Wakan Tanka, to be related from that time on.

(2) In the case of children, the making of relatives is a way for adults to provide a home for orphans, or children who have been abandoned. A father takes on a new son, or a mother a new daughter through formal ceremony. Once parents adopt children in this way, they treat them as they do their own children. Moreover, they acquire all the rights of kinship afforded other children in the tiospaye.

§402.2 Lena Tuwepi he/hwo (Traditional Lakota Definitions)

(1) **Oyate ("people")**: The Lakota People.

(2) **Tiospaye ("extended family")**: The root of the Lakota social structure. *Tiospaye* are comprised of the immediate families of brothers and sisters, their descendants, and relatives adopted through formal ceremony.

(3) **Tiwahe ("family")**: A family unit resulting from a union or partnering (*Hasanipi*) of a man and a woman to raise children and to live according to the laws, ceremonies, and customs of the people.

(4) **Wakanyeja ("child")**: A sacred gift from *Tunkasila*, or *Wakan Tanka*—the Great Spirit—conceived by the union of a man and a woman. Spirits conduct ceremonies in *Nagiyata* (the "spirit world") to prepare for the child's entry into earth. Children are given a vision or role for their life on earth. Children are pure and have special powers until around the age of puberty.

§402.3 Wasicu ta woiwanke (General Definitions)

(1) **Abandoned Child:** a child whose parent(s), guardian or custodian has left him or her with the LOWO Office or other placement agency with the expressed intent that the child be placed with another tiwahe and whose tiospaye has not expressed an interest to gain the return of the child for at least six months; or where a parent(s), guardian or custodian has shown conscious disregard of parental responsibilities toward the child by failing to provide reasonable support, maintain regular contact, or provide normal supervision, considering the child's age and need for care by an adult. Abandonment of a child also includes instances where the parent(s), guardian or custodian, without justifiable cause:

(A) Left the child with another person, who is not a member of that child's extended family or tiospaye, without provision for the child's support and without meaningful communication with the child for a period of three (3) months;

(B) Has made only minimal efforts to support and communicate with the child;

(C) Failed for a period of at least six (6) months to maintain regular visitation with the child;

(D) Failed to participate in a suitable plan or program designed to reunite the parent(s), guardian, or custodian with the child;

(E) Left the child without affording means of identifying the child and the child's parent(s), guardian or custodian;

(F) Was absent from the home for a period of time that created a substantial risk of serious harm to a child left in the home;

(G) Failed to respond to notice of child protection proceedings; or

(H) has been unwilling to provide care, support, or supervision for the child.

(2) **Adult:** A person eighteen (18) years of age or older.

(3) **Age Requirement:** A person less than eighteen (18) years of age who has not been emancipated by order of a court of competent jurisdiction shall be considered a child or a minor, and any person not considered a child or a minor by this definition shall be considered an adult.

(4) **Applicant:** An individual who submits an application to the LOWO Division of Foster Care for a foster care license or renewal of such license.

(5) **Best Interests of the Child:** As used by this Code, means the sum total of the following factors to be considered, evaluated and determined by the Court:

(A) The child's rights as defined by Wakanyeja ta Wowasake, **Section 403.1** herein;

(B) The capacity and disposition of the parties involved to give the child love, affection, and guidance and to continue the education and raising of the child;

(C) The capacity and disposition of the parties involved to provide the child with food, clothing, medical care, traditional healing, and other material needs;

(D) The length of time the child has lived in a stable, satisfactory environment, and the desirability of maintaining continuity;

(E) The mental and physical health of the parties involved;

(F) The home, school, and community record of the child;

(G) Preferences, interests, and views of the child; and

(H) Domestic violence, regardless of whether the violence was directed against or witnessed by the child.

(6) **BIA:** The U.S. Bureau of Indian Affairs.

(7) **BIA-OLES:** The U.S. Bureau of Indian Affairs' Office of Law Enforcement Services.

(8) **CAC:** CASA Child Advocacy Center.

(9) **CASA Child Advocacy Center:** A division of the local CASA not for profit organization formed to train and provide the services of child forensic interviewers; coordinate the activities of the Multi-disciplinary Team entrusted with evidence collection in criminal child abuse and domestic violence cases; monitor and advise the Tribe with respect to ICWA compliance; to initiate and participate in community meetings; and to actively participate in the work of the Integrated Child Welfare Workgroup, including the provision of technical assistance in the development of policies, procedures, protocols, and training.

(10) **Case Service Plan:** A strengths-based plan written in cooperation with a family and/or child that explains the social, psychological, medical or economic issues; contains solutions and describes the necessary steps and schedule to resolve the issues.

(11) **Child:** A person less than eighteen (18) years of age who has not been emancipated by order of a court of competent jurisdiction.

(12) **Child Abuse**—Includes but is not limited to:

(A) Any case in which:

(1) A child is dead or exhibits evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fractures of any bone, subdural hematoma, soft tissue swelling; and

(2) Such condition is not justifiably explained or may not be the product of an accidental occurrence; or

(B) Any case in which a child is subjected to sexual abuse, sexually explicit conduct, or sexual exploitation; or

(C) A child has suffered mental injury, as a result of the conduct of a parent, guardian or custodian.

(13) **Child Advocacy Center:** CASA Child Advocacy Center.

(14) **Child in Foster Care:** A child voluntarily placed in foster care by a parent(s), guardian or custodian, or by the LOWO Division of Foster Care under the authority of the Children and Family Court.

(15) **Child in Need of Care:** A Child who has been found by a court of competent jurisdiction to be neglected or abused.

(16) **Child Neglect:** Includes, but is not limited to, negligent treatment or maltreatment of a child by a person responsible for the child's welfare, under circumstances which indicate that

the child's health or welfare is harmed or threatened thereby. For the purposes of this Code, child neglect means:

(A) Physical neglect of a child - refusal to provide adequate health care; delay in the provision of adequate health care; abandonment; blatant refusal of custody; inadequate supervision; failure to provide adequate nutrition, clothing, or hygiene; conspicuous inattention to avoidable hazards in the home; reckless disregard of the child's safety and welfare; or where the child is born addicted to alcohol or a controlled substance;

(B) Educational neglect of a child - permitted chronic truancy; failure to enroll the child in school; or inattention to the child's special education needs;

(C) Emotional neglect of a child - failure to provide adequate nurturing or affection; exposure to chronic or extreme spouse abuse; permitted drug or alcohol abuse; refusal to provide psychological care; delay in the provision of psychological care; or pressuring the child to engage in delinquent or criminal behavior; or

(D) Child neglect by definition - the parent, guardian or custodian has been convicted of a violent or sexual crime against a partner, spouse, or a sibling of the child; or has been convicted of a crime of a nature that demonstrates the person's unfitness to adequately parent the child.

(17) **Child Protective Services:** LOWO Division of Child Protective Services.

(18) **Child Protection Team:** A team, including members from the Integrated Child Welfare Workgroup, comprised of CPS supervisor(s)/worker(s), representative(s) from the CASA Child Advocacy Center, Tiospaye Point(s) of Contact, alcohol/substance treatment provider(s), medical/mental healthcare provider(s), family services provider(s), victim advocate(s), school official(s), youth and/or elder program official(s), DPS supervisor(s)/officer(s), among others, to staff cases where the court finds that a child is a Child in Need of Care. The purpose of the Child Protection Team is to provide coordinated services and support for the child and his or her family.

(19) **Children and Family Court:** Includes the dependency docket of the Oglala Sioux Tribe, Tribal Court, with subject matter jurisdiction over Family in Need of Services, Child in Need of Care, and related preliminary, emergency, and follow-up proceedings.

(20) **Child Welfare Workgroup:** Integrated Child Welfare Workgroup.

(21) **Clear and Convincing Evidence:** Evidence indicating that the thing to be proved is highly probable or reasonably certain. This is a greater burden than preponderance of the evidence, the standard applied in most civil trials, but less than evidence beyond a reasonable doubt, the norm for criminal trials.

(22) **Code:** Chapter 4, the Oglala Sioux Tribe Child and Family Code, Wakanyēja Na Tiwahe Ta Wooke, inclusive of Parts A, B, and C.

(23) **Court:** All divisions and dockets of the Oglala Sioux Tribe, Tribal Court, including trial and appellate courts, also including the Children and Family Court.

(24) **Court Appointed Special Advocate (CASA):** A person appointed by the Children and Family Court to represent the interests of a child who is before the Court.

(25) **CPS:** LOWO Division of Child Protective Services.

(26) **CPS Supervisor:** A supervising employee of the LOWO Division of Child Protective Services trained in social work and child protection.

(27) **CPS Worker:** An employee of the LOWO Division of Child Protective Services qualified and trained in social work and child protection.

(28) **CPT:** Child Protection Team.

(29) **Criminal Investigator:** Any law enforcement personnel, whether under the BIA-OLES or the Department of Public Safety, whose primary function is the investigation of

Native Village of Barrow Inupiat Traditional Government Tribal Children's Code

TABLE OF CONTENTS

4-1 GENERAL PROVISIONS

4-1-1 SHORT TITLE; PURPOSE AND CONSTRUCTION; POLICY

4-1-1 A. Short Title

4-1-1 B. Purpose and Construction

4-1-1 C. Policy

4-1-2 REPEAL OF PRIOR CHILDREN'S CODES

4-1-3 JURISDICTION OF THE CHILDREN'S COURT

4-2 DEFINITIONS

4-3 RESPONSIBILITIES AND RIGHTS REGARDING CHILDREN

4-3-1 RIGHTS OF CHILDREN

4-3-1 A. Right to Life

4-3-1 B. Right to Identity

4-3-1 C. Right to Protection

4-3-1 D. Right to Health

4-3-1 E. Right to Family

4-3-1 F. Right to Education

4-3-1 G. Right to be Heard

4-3-1 H. Right to Due Process

4-3-2 RESPONSIBILITIES AND RIGHTS OF PARENTS

4-3-2 A. Common Responsibility for Children

4-3-2 B. Responsibility to Foster Identity

4-3-2 C. Responsibility to Nurture and Discipline

4-3-2 D. Responsibility for Protection

4-3-2 E. Responsibility for Education

4-3-2 F. Responsibility to Seek Assistance

4-3-2 G. Right to Notice

4-3-2 H. Right to be Heard

4-3-2 I. Right to Visitation

4-3-2 J. Right to Seek Assistance

4-3-2 K. Right to Expect Extended Family Assistance

4-3-2 L. Right to Expect Tribal Assistance

4-3-3 RESPONSIBILITIES AND RIGHTS OF EXTENDED FAMILY MEMBERS

- 4-3-3 A. Common Responsibility for Children
- 4-3-3 B. Responsibility to Foster Identity
- 4-3-3 C. Responsibility to Nurture and Discipline
- 4-3-3 D. Responsibility for Protection
- 4-3-3 E. Responsibility to Assist
- 4-3-3 F. Right to Notice
- 4-3-3 G. Right to be Heard
- 4-3-3 H. Right to Visitation
- 4-3-3 I. Right to Request a Family Conference

4-3-4 RESPONSIBILITIES AND RIGHTS OF THE TRIBE

- 4-3-4 A. Common Responsibility for Children
- 4-3-4 B. Responsibility to Foster Tribal and Cultural Identity
- 4-3-4 C. Responsibility for Protection
- 4-3-4 D. Responsibility to Intervene or Assist

4-4 INVOLUNTARY PROCEEDINGS

4-4-1 CHILD IN NEED OF AID

- 4-4-1 A. Child in Need of Aid
- 4-4-1 B. Abandonment
- 4-4-1 C. Neglect
- 4-4-1 D. Medical Neglect
- 4-4-1 E. Habitual Runaway
- 4-4-1 F. Physical Abuse
- 4-4-1 G. Sexual Abuse
- 4-4-1 H. Emotional Damage and Mental Injury
- 4-4-1 I. Limitations on Determinations

4-4-2 DUTIES TO REPORT AND INVESTIGATE

- 4-4-2 A. Report of Harm
- 4-4-2 B. Persons Required to Report
- 4-4-2 C. Other Persons Reporting
- 4-4-2 D. Anonymity
- 4-4-2 E. Immunity From Liability

4-4-3 INITIATION OF CINA PROCEEDINGS

- 4-4-3 A. Report of Harm and Investigation
- 4-4-3 B. Scope of Investigation
- 4-4-3 C. Outcome of Report and Investigation
- 4-4-3 D. Tribal Representative for Emergency Custody
- 4-4-3 E. Taking a Child into Emergency Custody
- 4-4-3 F. Notification to Court
- 4-4-3 G. Delivering the Child into Custody
- 4-4-3 H. Release of the Child from Custody
- 4-4-3 I. Emergency Custody Petition
- 4-4-3 J. Emergency Custody Hearing

- 4-4-3 K. No Finding of Probable Cause
- 4-4-3 L. Finding of Probable Cause
- 4-4-3 M. Emergency Custody Hearings Exempt Court from Notice Requirements
- 4-4-3 N. Dismissal for Failure to Notify
- 4-4-3 O. Emergency Placement
- 4-4-3 P. Secure Detention Prohibited
- 4-4-3 Q. Petition
- 4-4-3 R. Appointment of Guardian Ad Litem or Attorney
- 4-4-3 S. Joining Adults as Parties
- 4-4-3 T. Consolidation
- 4-4-3 U. Dismissal

4-4-4 REASONABLE EFFORTS

- 4-4-4 A. Reasonable Efforts to Reunite Required
- 4-4-4 B. Aggravated Circumstances
- 4-4-4 C. Hearing and Certification of Applicability/Non-Applicability of Adoption and Safe Families Act
- 4-4-4 D. Certification of Cases Transferred Under Indian Child Welfare Act
- 4-4-4 E. Effect of Certification
- 4-4-4 F. Effect on Other Parent or Custodian
- 4-4-4 G. Effect on Visitation Rights
- 4-4-4 H. Notice
- 4-4-4 I. Permanency Planning
- 4-4-4 J. Alternative Permanency Plan
- 4-4-4 K. Tribal Interest in Non-Termination

4-4-5 ADJUDICATION

- 4-4-5 A. Purpose of Adjudication Hearing
- 4-4-5 B. Time Limits
- 4-4-5 C. Attendance of Parent or Custodian
- 4-4-5 D. Dismissal of Petition and Release of Child
- 4-4-5 E. Effect of CINA Adjudication
- 4-4-5 F. Final Judgment
- 4-4-5 G. Development of Case Plan
- 4-4-5 H. Orders Directed at Adults
- 4-4-5 I. Responsibility for Support
- 4-4-5 J. Enforcement
- 4-4-5 K. Ward of the Court
- 4-4-5 L. Appointment of Temporary Guardian
- 4-4-5 M. Child Care Reimbursement

4-4-6 REFERRAL TO JUVENILE COURT FOR FAMILY IN NEED OF SERVICES

4-4-7 DISPOSITION

- 4-4-7 A. Pre-Disposition Reports
- 4-4-7 B. Purpose of Disposition Hearing
- 4-4-7 C. Time Limits
- 4-4-7 D. Exceptions

4-4-8 PLACEMENT

- 4-4-8 A. Placement to be Determined at Each Hearing
- 4-4-8 B. Placement Options
- 4-4-8 C. Placement in Secure Facility
- 4-4-8 D. Conditions Set by the Court
- 4-4-8 E. Off-Slope Agreements
- 4-4-8 F. Notice of Transfer of Custody

4-4-9 STATUS/REVIEW HEARINGS

- 4-4-9 A. Purpose of Status/Review Hearing
- 4-4-9 B. Time Limits
- 4-4-9 C. Modification, Revocation, or Extension of Existing Order

4-4-10 CONTESTED CASE PLAN HEARING

- 4-4-10 A. Purpose of Contested Case Plan Hearing
- 4-4-10 B. Time Limits
- 4-4-10 C. New Case Plan and Disposition Hearing

4-4-11 PERMANENCY HEARINGS

- 4-4-11 A. Duties of the Social Services Department
- 4-4-11 B. Purpose of Permanency Hearing
- 4-4-11 C. Limitation on Removal
- 4-4-11 D. Time Limits
- 4-4-11 E. Subsequent Permanency Hearings
- 4-4-11 F. Exceptions

4-4-12 PERMANENCY OPTIONS

- 4-4-12 A. Policy
- 4-4-12 B. Inuuguuq
- 4-4-12 C. Extended Family Placement
- 4-4-12 D. Tiguaq
- 4-4-12 E. Long Term Foster Care
- 4-4-12 F. Termination of Parental Rights After Specified Period
- 4-4-12 G. Termination of Jurisdiction
- 4-4-12 H. Expiration and Extension of Jurisdiction

4-4-13 INVOLUNTARY TERMINATION OF PARENTAL RIGHTS

- 4-4-13 A. Policy Against Involuntary Termination
- 4-4-13 B. Petition to Terminate Parental Rights
- 4-4-13 C. Purpose of Termination Hearing
- 4-4-13 D. Time Limits
- 4-4-13 E. Best Interest of the Child
- 4-4-13 F. Family Advocate Reports
- 4-4-13 G. Additional Reports

- 4-4-13 H. Required Showings
- 4-4-13 I. Termination Not Required
- 4-4-13 J. Compelling Reasons Not to Terminate
- 4-4-13 K. Termination Where Parent Unknown
- 4-4-13 L. No Effect on Enrollment, Inheritance, or Shareholder Rights
- 4-4-13 M. Extended Family Rights

4-4-14 ADOPTION IN INVOLUNTARY PROCEEDINGS

- 4-4-14 A. Iñuguuq
- 4-4-14 B. Tiguaq

4-5 VOLUNTARY PROCEEDINGS

4-5-1 APPOINTMENT OF GUARDIAN AD LITEM

4-5-2 FAMILY CONFERENCES

- 4-5-2 A. Family Conference by Request or Order
- 4-5-2 B. Notice
- 4-5-2 C. Purpose of Family Conference
- 4-5-2 D. Effect of Agreement

4-5-3 GUARDIANSHIP

- 4-5-3 A. Power to Appoint; Petition
- 4-5-3 B. Notice
- 4-5-3 C. Selection of Guardian
- 4-5-3 D. Criteria for Appointment as a Guardian
- 4-5-3 E. Duties of Guardian
- 4-5-3 F. Powers of Guardian
- 4-5-3 G. Rights and Immunities of Guardian
- 4-5-3 H. Contents of Order
- 4-5-3 I. Guardian of Property
- 4-5-3 J. Standby Guardian
- 4-5-3 K. Written Reports
- 4-5-3 L. Termination/Expiration of Guardianship

4-5-4 RELINQUISHMENT OF PARENTAL RIGHTS

- 4-5-4 A. Petition
- 4-5-4 B. Purpose of Hearing
- 4-5-4 C. Waiver of Hearing
- 4-5-4 D. Limitations on Granting the Petition
- 4-5-4 E. Time Limits
- 4-5-4 F. Counseling
- 4-5-4 G. Procedures After Counseling
- 4-5-4 H. Conditional Relinquishment/Consent to Adoption
- 4-5-4 I. Judgment and Placement
- 4-5-4 J. No Effect on Enrollment, Inheritance, or Shareholder Rights
- 4-5-4 K. Extended Family Rights

4-5-4 L. Final Judgment

4-5-5 IÑUGUUQ

4-5-5 A. Definition

4-5-5 B. Who May Adopt

4-5-5 C. Petition

4-5-5 D. Valid Consent Required

4-5-5 E. Purpose of Hearing

4-5-5 F. Time Limits

4-5-5 G. Notice

4-5-5 H. Appearances

4-5-5 I. Social Services Department Reports

4-5-5 J. Other Agencies or Individuals

4-5-5 K. Copies of Reports

4-5-5 L. CINA Investigation

4-5-5 M. Granting Petition

4-5-5 N. Contents of Order

4-5-5 O. Living Arrangements

4-5-5 P. Name and Legal Status of Child

4-5-5 Q. No Effect on Enrollment, Inheritance, or Shareholder Rights

4-5-5 R. Transfer and Reversion of Parental Rights

4-5-5 S. Denying Petition

4-5-5 T. Challenging an Iñuguuq Adoption

4-5-5 U. Withdrawal of Consent

4-5-6 TIGUAQ

4-5-6 A. Definition

4-5-6 B. Who May Adopt

4-5-6 C. Order of Preference for Adoption

4-5-6 D. Petition

4-5-6 E. Valid Consent Required

4-5-6 F. Conditional Relinquishment/Consent to Adoption

4-5-6 G. Purpose of Hearing

4-5-6 H. Time Limits

4-5-6 I. Appearances

4-5-6 J. Social Services Department Reports

4-5-6 K. Other Agencies or Individuals

4-5-6 L. Copies of Reports

4-5-6 M. Granting Petition

4-5-6 N. Contents of Order

4-5-6 O. Denying Petition

4-5-6 P. Challenging a Tiguaq Adoption

4-5-6 Q. Withdrawal of Consent

4-5-6 R. Confidentiality of Records

4-5-6 S. Release of Information; Notice to Birth Parent

4-5-6 T. Adoptive Birth Certificate; Release of Original Certificate

4-5-6 U. Name and Legal Status of Child

4-6 MISCELLANEOUS PROVISIONS

4-6-1 RECORDS AND CONFIDENTIALITY

4-6-1 A. Numbering of Petitions

4-6-1 B. Confidentiality of Court Records

4-6-1 C. Certain Disclosures Authorized

4-6-1 D. Oath of Confidentiality Upon Inspection of Records

4-6-1 E. Sealing of Records

4-6-2 PAYMENT OF FEES AND EXPENSES

4-6-3 MEDICAL EXAMINATIONS

4-6-4 APPEALS

4-6-4 A. Appeals from Final Judgments

4-6-4 B. Stay Pending Appeal

4-6-4 C. Interlocutory Appeals

4-6-5 SOCIAL SERVICES DEPARTMENT PROGRAM AUTHORIZATIONS

4-6-5 A. Reunification Services

4-6-5 B. Independent Living Programs

4-6-6 REVIEW AND AMENDMENTS

4-1 GENERAL PROVISIONS

4-1-1 SHORT TITLE; PURPOSE AND CONSTRUCTION; POLICY

4-1-1 A. Short Title

Title VI (Chapters 4-1 through 4-6) shall be referred to as the Native Village of Barrow Iñupiat Traditional Government Tribal Children's Code ("children's code" or "Code").

4-1-1 B. Purpose and Construction

The Native Village of Barrow Iñupiat Traditional Government ("NVB Tribe" or "Tribe") hereby establishes the following procedures to protect the best interests of children, and the future of the Tribe and its customs and culture, as authorized by the Constitution of the NVB Tribe. All provisions of this Code shall be liberally construed in order to give effect to the following purposes with regard to child welfare:

1. Protect the best interests of children, prevent the unwarranted breakup of families, maintain the connection of children to their families, their community and the Tribe, and promote the stability and security of the Tribe by establishing tribal standards for the conduct of legal proceedings involving children;
2. Foster cooperative intergovernmental relations between the Tribe and the State of Alaska, and other states and tribes, with regard to the welfare of children and families;
3. Provide child welfare services to children and families that are in accord with the laws, traditions, and cultural values of the Tribe; and
4. Preserve the opportunity for children to learn about their culture and heritage, and to become productive adult members of the NVB Tribe community, by experiencing their culture on an ongoing basis.

4-1-1 C. Policy

It is the policy of the NVB Tribe to ensure a safe and appropriate physical and emotional environment that will protect the health, safety, and development of all children; to compel the parent or custodian of a child to provide a proper environment for the child; to facilitate changes or improvement in the home environment where necessary to provide a proper environment for the child; to establish a judicial process to protect the health and safety of children including the provision of substitute care and supervision for children in need of aid; and to protect a child's identity and ties with his family and the tribal community.

4-1-2 REPEAL OF PRIOR CHILDREN'S CODES

All codes governing dependency, adoption, or child custody adopted by the Native Village of Barrow prior to the adoption of this Code are hereby repealed. The Native

Village of Barrow Tribe Juvenile Delinquency and Rehabilitation Code and the Native Village of Barrow Tribe Wellness Code are not repealed by this Section.

4-1-3 JURISDICTION OF THE CHILDREN'S COURT

There is hereby established for the Native Village of Barrow a court to be known as the children's court ("court" or "children's court"). The children's court shall have subject matter jurisdiction as follows:

1. To approve and continue emergency custody of a child pursuant to Sections 4-4-3 E through 4-4-3 P of this Code.
2. Where a child is adjudicated a child in need of aid under Section 4-4-1 A of this Code.
3. Where a petition for voluntary relinquishment of parental rights, voluntary guardianship, voluntary adoption, or other voluntary proceeding affecting children or parental rights has been filed pursuant to Chapter 4-5 of this Code.

EMMONAK COMMUNITY READINESS ASSESSMENT

AN EVALUATION OF THE VILLAGE'S LEVEL OF READINESS TO ADDRESS CHILD ABUSE ISSUES

Background:

Interviews were conducted in the Spring of 2002 with seven (7) individuals in Emmonak representing education, law enforcement, social services, tribal leaders, children's programs, and health services. Some of those interviewed had lived in Emmonak all their lives, and some had been in the community less than 10 years. *The identity of these individuals is confidential and will not be released.*

The "Community Readiness Assessment" tool used was developed by the Tri-Ethnic Center at Colorado State University and has been widely used in Alaska Native communities as well as other indigenous populations throughout North America. This assessment tool is also used in non-Native communities. The participants in Emmonak were asked to respond to 33 questions that assess six "dimensions" of the community. The results were scored individually by two separate people, who then discuss their scores and come to agreement on the score for each response. The response scores were combined and calculated to come to an average score for each "dimension". Then the "dimension" scores were added up and divided to come to an average score to determine the "stage" of readiness of the community in efforts to address child abuse.

The Dimensions evaluated are:

- A. Community Efforts** (community programs, activities and policies)
- B. Community Knowledge of the Efforts**
- C. Leadership** (includes appointed/elected leaders and influential community members)
- D. Community Climate** (attitude and interest)
- E. Community Knowledge About the Issue**
- F. Resources Related to the Issue** (people, money, time, space, etc.)

A brief summary of the results for each of these "dimensions" of Emmonak are outlined below.

Dimension A: Community Efforts (Score 4.5)

This score represents a range between "Some community members have met and have begun discussion of developing community efforts to address child abuse" and "Efforts are being planned". In other words, some activities are underway to address child abuse in Emmonak.

Dimension B: Community Knowledge of the Efforts (Score 3.8)

This score represents a range between "some members of the community have heard about efforts, but the extent of their knowledge of the efforts is limited" and "some members of the community are beginning to seek knowledge about the efforts in their community". This means that there is some interest but the community may not know very much about what is being done to address child abuse.

Dimension C: Leadership (Score 3.9)

This score determined that "leaders recognize there is a need to do something about the issue" and that some community "leaders are trying to get things started".

Dimension D: Community Climate (Score 4.9)

This score essential represents that the attitude in the community about child abuse acknowledges that “this is our problem” and that the community has expressed some support for efforts to address child abuse.

Dimension E: Community Knowledge About the Issue (Score 3.6)

This score represents a range between “a few in the community recognize that some people are affected” by child abuse and recognition that there are some in the community that know it is a problem, but there is not much information about child abuse available.

Dimension F: Resources Related to the Issue (Score 2.7)

This score falls between “there are no resources to deal with the issue” of child abuse and a feeling that “the community is not sure what resources it would take” or where they would find the resources to initiate action to address child abuse in Emmonak.



WHAT ARE THE NEXT STEPS?

Based on the average of the Dimension Scores, the STAGE SCORE is 3.9. That means that Emmonak is almost at a Stage 4 of “community readiness” to address child abuse. Stage 3 is “Vague Awareness” of the problem, and this assessment indicates that Emmonak is generally aware of the child abuse issues and that there is a problem. The assessment also indicates that there are community leaders, and possibly a few elected Tribal government leaders, who are motivated to deal with the problem. Stage 4 is the “Preplanning Stage”. This “Stage” identified that there are at least some identifiable leaders and there may even be a committee working on the issue, but efforts are not focused or detailed. There is discussion, but not real planning of actions to address the problem. Community climate is beginning to acknowledge the necessity of dealing with the problem.

The Community Readiness Assessment method also identifies steps for the community to take to move to the next phase of addressing the problem. (There are specific suggestions for activities, provided by the Tri-Ethnic Center at Colorado State University, to help the community move to the next Stage. These suggestions are not discussed here, but will be shared with the planning committee for Emmonak.)

First, we will have a discussion to see if others in the community agree with the outcome of this assessment. If the community agrees with the assessment, then the next steps are to proceed with “preplanning” and then “preparation”. This will involve further education for the community about the issue of child abuse, about the efforts to address child abuse, and gaining the support of influential community leaders. Then, the “planners” will continue to discuss and develop specific actions to address the community needs identified in this assessment. These may include working with others who need to understand child abuse and focusing on specific resource needs – such as getting more people, time and money to contribute to actions and solutions identified by the planners.

Note: The Emmonak Women's Shelter has a Children's Justice Act grant from the U.S. Department of Justice to address issues of child abuse in the community. The grant required a needs assessment to assure that the activities under this grant are directed toward the specific needs of abused and neglected children in the community. It will be up to EWS to determine whether changes are made in their grant focus as a result of this assessment.

COMMUNITY READINESS ASSESSMENT

For the Grand Traverse Band Of Ottawa & Chippewa Indians

AN EVALUATION OF THE TRIBE'S LEVEL OF READINESS TO ADDRESS CHILD ABUSE ISSUES

Background:

Interviews were conducted in the spring of 2004 with ten (10) individuals within the Tribe's service area representing perspectives from education, law enforcement, social services, judicial, clergy, health services and elder backgrounds. All of those interviewed currently lived or had recently lived in the Tribal community all their lives, and all worked with Tribal members in some capacity. All but one of the interviewees identified themselves as a Native American; one did not provide ethnic identity information. These individuals ranged in age from 25 to 64. *The identity of these individuals is confidential and will not be released.*

The Assessment Tool:

The "Community Readiness Assessment" tool used was developed by the Tri-Ethnic Center at Colorado State University and has been widely used in Alaska Native communities as well as other indigenous populations throughout North America. This assessment tool is also used in non-Native communities. The participants for this assessment were asked to respond to 33 questions that assess six "dimensions" of the community. The results were scored individually by two separate people (one from Grand Traverse Band, and the second was Diane Payne, Tribal Law and Policy Institute). The two scorers were not involved in the interviews and do not know who the individuals are. Then, the scorers discussed their respective scores and came to agreement on an average score for each "dimension" for each individual interview. The "dimension" scores for all individuals were then added up (all of Dimension A, all of Dimension B, etc.) and divided by the number of interviews (10) to reach an average score for each dimension, which is discussed below. All dimensions are added together and divided by the number of dimensions (6) to determine the "**stage of readiness**" of the community in efforts to address child abuse.

The Dimensions evaluated are:

- A. Community Efforts** (community programs, activities and policies)
- B. Community Knowledge of the Efforts**
- C. Leadership** (includes appointed/elected leaders and influential community members)
- D. Community Climate** (attitude and interest)
- E. Community Knowledge About the Issue**
- F. Resources Related to the Issue** (people, money, time, space, etc.)

A brief summary of the results for each of these "dimensions" of the Grand Traverse Band's readiness to address child abuse are outlined below.

Dimension A: Community Efforts (Score 5.7)

This score reflects a belief that planning is going on and decisions are being made about what will be done and who will do it. There is general information about local problems and about the pros and cons of efforts, actions or policies but it may not be based on formally collected data. Resources (people, money, time, space, etc.) are being actively sought and community climate offers modest support of the efforts. Some community members are modestly involved. In other words, some activities are underway to address abuse of Tribal children.

Dimension B: Community Knowledge of the Efforts (Score 3.9)

This score represents a range between “some members of the community have heard about efforts, but the extent of their knowledge of the efforts is limited” and “some members of the community are beginning to seek knowledge about the efforts in their community”. This means that there is some interest but the community may not know very much about what is being done to address child abuse. There is a perception that community climate does not serve to motivate leaders. One person indicated that “...what happens at home stays at home. It’s nobody else’s business.” Another person indicated that the community may see the court, ICW and law enforcement as the “bad guys”.

Dimension C: Leadership (Score 1.825)

This score falls between “leadership has no recognition of the issue” and “leadership believes this is not an issue in their community”. Although some social service providers are also recognized as leaders in this issue, most of those interviewed believed that the Tribal Council was not aware of child abuse issues or interested in knowing about the safety needs of children. One person said “as long as you’re in the dark, you don’t have to deal with it.”

Dimension D: Community Climate (Score 2.56)

This score falls midway between “there’s nothing we can do” and “community climate is neutral, disinterested, or believes that this issue does not affect the community as a whole”. While there is some recognition by some members that child abuse is a problem, most community members feel “it is not our problem”. One person said “It’s something they don’t want to discuss or talk about because it involves family members” (referring to Tribal leaders). Generally, this score indicates that even when there is some idea that it is a local problem, there is a feeling in the community that nothing needs to be done about it locally. (NOTE: Community climate tends to match the attitudes of leaders and may be passive or guarded.)

Dimension E: Community Knowledge About the Issue (Score 5.1)

This score reflects that “community members know that this issue occurs locally and general information about the issue is available”. One person stated: “...it exists and it happens here. I would say because of past history, about 85% of this community has been abused in one form or the other...either by the church, the government, and/or their family members....something people don’t like to talk about...hits too close to home.” Another person felt that the community does not recognize neglect as abuse, but that the community knows about physical abuse and sexual abuse.

Dimension F: Resources Related to the Issue (Score 3.9)

This score reflects a lack of broad community knowledge about the existing resources, but indicates that at least some community members know what is available and how to get help. Some of those interviewed believed that many in the community waited until they were forced to get help because of police or social services action. One person mentioned doubting that all Tribal department employees were trained in recognizing and reporting child abuse or suspected child abuse.



WHAT ARE THE NEXT STEPS?

Based on the average of the Dimension Scores, the COMMUNITY READINESS STAGE SCORE is 3.8. That means that Grand Traverse Band is almost at a Stage 4 of “community readiness” to address child abuse. Stage 3 is “Vague Awareness” of the problem, and this assessment indicates that the Tribe at large is generally aware of the child abuse issues and that there is a problem. The assessment tool also indicates that there may be stories or anecdotes about the problem, but ideas about why the problem occurs and who has the problem tend to be stereotyped and/or vague. No identifiable leadership exists or leadership lacks the energy or motivation for dealing with this problem. Since GTB is very near the next stage of readiness, it is helpful to also identify the strengths mentioned in that stage.

Stage 4 is the “Preplanning Stage”. Under this tool, Stage Four notes that there are at least some identifiable leaders and there may even be a committee working on the issue, but efforts are not focused or detailed. There is discussion, but not real planning of actions to address the problem. Community climate is beginning to acknowledge the necessity of dealing with the problem.

The Community Readiness Assessment method also identifies steps for the community to take to move to the next phase of addressing the problem. (There are specific suggestions for activities, provided by the Tri-Ethnic Center at Colorado State University, to help the community move to the next Stage. These suggestions are not discussed here, but will be shared with the CJA grant manager and the Child Protection Team.)

At the end of July, the first steps recommended in the strategies outlined by the Colorado State University, Tri-Ethnic Center method to address community readiness will be initiated. The Grand Traverse Band CJA project will request a discussion with specific groups in the community to provide information from the assessment and see if others agree with the outcome of this assessment. These groups include Tribal Council leaders, service providers and mandatory child abuse reporters, and elders. The information will also be provided at a community-wide meeting. Following feedback and discussion of strategies with each of these groups, potential next steps (based on the Tri-Ethnic Center recommended strategies) are to proceed with “preplanning” and then “preparation”. This will involve further education for the community about child abuse and neglect, about the local and Tribal program efforts to address child abuse, and gaining the support of influential community leaders as well as the Tribal Council. Then, the “planners” will continue to discuss and develop specific actions to address the community needs identified in this assessment. These may include working with others who need to understand child abuse and focusing on specific resource needs – such as getting more people, time and money to contribute to actions and solutions identified by the planners.

Note: The Grand Traverse Band has a Children’s Justice Act grant from the U.S. Department of Justice to address issues of serious child abuse in the community. The grant required that the Tribe conduct a needs assessment to assure that the activities under this grant are directed toward the specific needs of abused and neglected children in the community. It will be up to the Tribe and the CJA grant manager to determine if changes are made in their grant focus as a result of this assessment.

COMMUNITY READINESS ASSESSMENT

For the Mississippi Band of Choctaw Indians

AN EVALUATION OF THE TRIBE'S LEVEL OF READINESS TO ADDRESS CHILD ABUSE ISSUES

Background:

Community readiness can be defined as the level at which a community is adequately prepared to implement a child abuse prevention and intervention program. A community that is given valid information about a problem and educated on the available resources can then be a catalyst in the efforts to implement effective intervention and prevention programs for its members.

Although the Children's Advocacy Center and the Choctaw Multidisciplinary Team had functioned in the community since 2003, there have been no real efforts to determine the community's readiness for effective intervention programs. One of the goals of the Child Abuse Response, Education & Services (CARES) program for the first year is to make this initial assessment as part of program development.

The Children's Justice Act Grant funded Program CARES for the period September 2006 through October 2009. One of the recommendations for funding is to establish program foundation based on a current needs assessment. The CCAC had not conducted a needs assessment for the community previously and so willingly engaged in the training provided by the Technical Assistance agency, Tribal Law and Policy Institute on the Community Readiness Assessment (CRA) tool.

In February 2007, the CCAC Program Manager and Staff Therapist attended a grantees meeting which also offered training on using the CRA instrument. During this training, didactic instructions were given for each step in the process to use the tool effectively in assessing a community's readiness on a specific topic. Examples from an Alaska Native community were offered which indicated the cultural appropriateness and adaptability of the instrument. Based upon the information and seemingly easy implementation of the instrument, the CRA was affirmed as the instrument to be used in the assessment of the Choctaw community's readiness for child abuse interventions.

This report provides the results of the effort to conduct the Community Readiness Assessment which will serve as a guide for the delivery of education and prevention efforts to the Choctaw community.

The Assessment Tool:

The "Community Readiness Assessment" tool used was developed by the Tri-Ethnic Center at Colorado State University and has been widely used in Alaska Native communities as well as other indigenous populations throughout North America. This assessment tool is also used in non-Native communities. The participants for this assessment were asked to respond to 33 questions that assess six "dimensions" of the community. Interview questions focus on identifying what the person believes the community thinks, knows or understands about the issue rather than just what the individual personally thinks. The tool recommends that certain types of people be chosen for these interviews to assure the responses are reflective of a wide range of experiences, knowledge and beliefs within the tribal community. The results were scored individually by two separate people (CCAC staff) [don't say in report

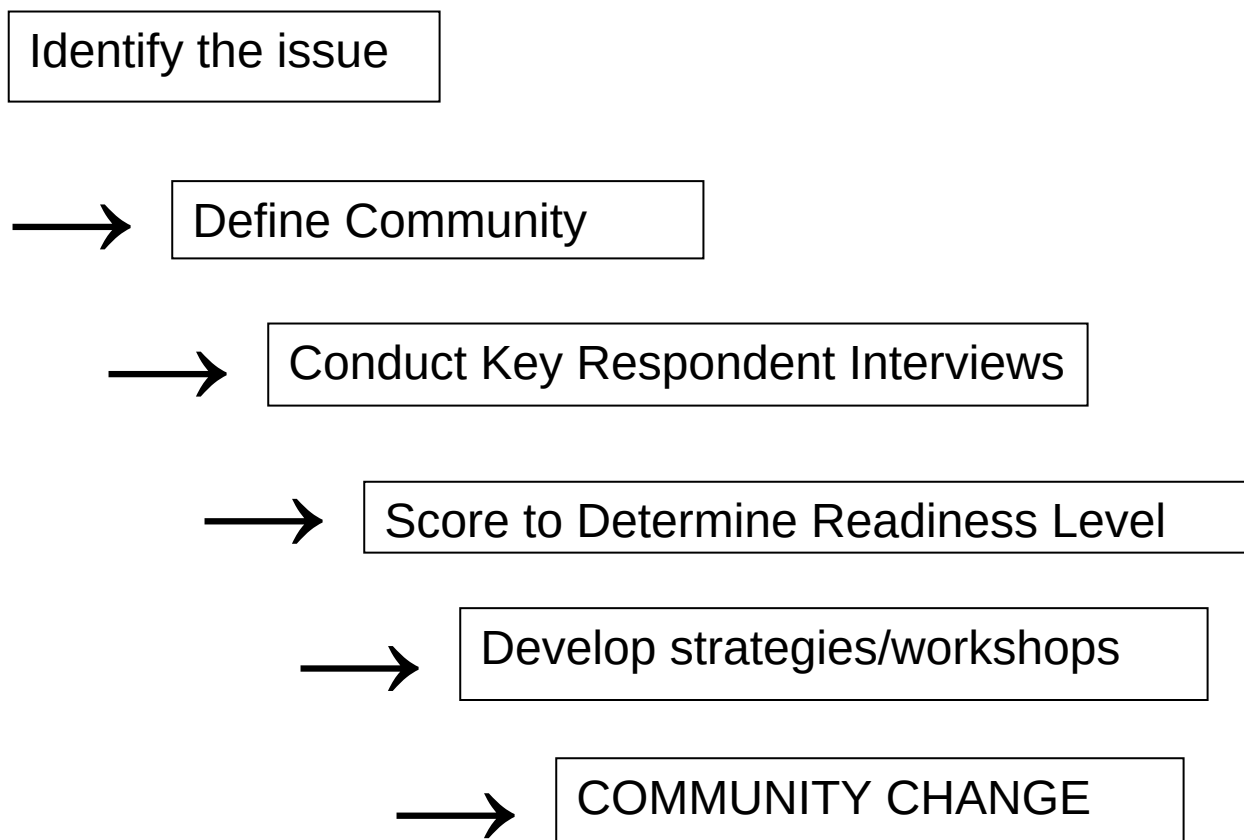
who scored it] and then the scorers discussed their respective calculated scores and came to agreement on an average score for each “dimension” for each individual interview. The “dimension” scores for all individuals were then calculated to determine the “**stage of readiness**” of the community in efforts to address child abuse.

The Dimensions evaluated are:

- G. Community Efforts** (community programs, activities and policies)
- H. Community Knowledge of the Efforts**
- I. Leadership** (includes appointed/elected leaders and influential community members)
- J. Community Climate** (attitude and interest)
- K. Community Knowledge About the Issue**
- L. Resources Related to the Issue** (people, money, time, space, etc.)

The Process

These are the steps that were taken to implement the Community Readiness Assessment in the Choctaw Community.



Step 1. Identify the Issue

The issue to be addressed was already a known element since all interventions from the Children’s Advocacy Center focus on child abuse. (you can attach a copy of the questions asked when you give this to Tribal council if you think it will strengthen the value of the report.)

Step 2. Define the community

This step was pre-determined, but was further clarified during selection of the key informants to be interviewed. The CCAC staff gathered to discuss populations in the community who were viewed as “key leaders”. The agreed populations to select a sample from was to include clergy, tribal council members, educators, health professionals, child abuse professionals, public safety workers, traditional healers, elders, youth, and survivors of abuse. The staff then selected a representative from these populations bearing in mind to obtain various community input. For example, the health professional is from this community, so the traditional healer should be from another community. Input was much more diverse if we could select individuals who served in many roles for the community. Although the original intent was to interview ten individuals, only six were secured. One interview was thought to be overwritten accidentally, and could not be rescheduled in the time allotted for completion. Thus, five interviews were transcribed and compiled for scoring.

Step 3. Conduct key respondent interviews

Explain that the person conducting the interviews recorded verbatim what they were told in response to each question, and that all individuals interviewed were guaranteed anonymity to assure candid responses. Explain that interviews were coded to assure that those scoring the responses did not “read into” the answers based on their knowledge of the individuals interviewed.

Step 4. Score to Determine Readiness Level

Explain that 2 independent individuals who did not know who was interviewed completed the scoring. Don’t need to say who scored it, just that they were independent and had been trained in the procedures.

The Analysis

A brief summary of the results for each of the “dimensions” of the Choctaw community’s readiness to address child abuse are outlined here.

Dimension A: Community Efforts (Score 2.12)

This score reflects a belief that the overall community is not aware of any real efforts to address the issue of child abuse in the Choctaw community. Although there have been interventions from the police and social services for many years, the overall community does not seem to be aware that programs, activities, or policies do exist that address the problem of child abuse in the community.

Dimension B: Community Knowledge of the Efforts (Score 1.18)

This score indicates that there is some awareness of child abuse events but there is lack of knowledge about what can be done in the community. There is a belief that something “should” be done about the abuse and neglect of children, and may have heard of “child advocacy” in community conversations, but are not sure of specific activities in place.

Dimension C: Leadership (Score 1.50)

Most of the respondents viewed leaders to mean the Tribal Chief and Tribal Council, although two individuals who were interviewed recognized their personal leadership roles in the community based on their status? Age? Job duties?. However, the belief is consistent that something should be done but also believed that the Chief and Tribal Council were not interested in child abuse issues. One person said "...until it happens to them or someone they know" is when interests would arise. There are some respondents who felt leaders would be or should be supportive of any efforts to expand interventions for child abuse. This score indicates that the community believes.....

Dimension D: Community Climate (Score 1.70)

This score is almost to the level of "there's nothing we can do" although there is a belief that child abuse is a problem and something should be done. This may be due to the community continuing to harbor the belief that it is "family" problem or the negative perceptions of "bad" that is attached to child abuse and families impacted by abuse. This response is similar to how the respondents viewed leadership and that it was not addressed as important until it happened to "them or someone they know".

Dimension E: Community Knowledge About the Issue (Score 3.34)

This score reflects that "...some people here may be affected by the issue" and "...this issue occurs locally, but information is lacking". Although all respondents agreed that child abuse did happen to Choctaw children, that something should be done about it, leadership should support efforts to do something about it, little was known about prevalence and interventions in the community to address child abuse.

Dimension F: Resources Related to the Issue (Score 1.24)

This score reflects a lack of broad community knowledge about existing resources, and also indicates that community members are not sure what to do about the issue of child abuse. There is knowledge that the police and social services are two programs that are available to help but cannot define what role each plays in the response. None were aware of efforts to develop expertise, policies or expand programs through grant acquisitions to address child abuse for the community. Similarly, there is no knowledge of efforts to evaluate programs to improve present interventions.

Step 5. Develop Strategies/Conduct Workshops

Based on the average of the Dimension Scores, the overall COMMUNITY READINESS STAGE SCORE is 1.9. This means that in the Choctaw community there is awareness that the abuse of children does happen, but there is little recognition that something can be done about it. The community members view Tribal leaders as being despondent and have taken a similar view about the problem. Although there is a belief that something should be done, and leaders should support any efforts, there seems to be a sense of pessimism in their expectation of action from leaders. However this could also be due to the lack of awareness of executive or legislative decisions by average Choctaw individual. An example of this would be the interest that the Tribal Council members displayed in April 2006 to approve revisions to the Child Abuse Protocols for the community response.

Step 6. COMMUNITY CHANGE

At the level of 1.9 on the Community Readiness Scale, the Choctaw Community can benefit from activities to raise awareness of child abuse in the community and then progress to the next tier goals. The CCAC has present goals to achieve this through various means which includes 1) Quarterly article submissions to the Choctaw Community news on child abuse or child safety information, 2) Quarterly community interest ads through the Tribal television station, 3) Offerings to the community for child abuse presentations, and through other community events.

Part of these presentations includes statistics and information to describe the community's response to child abuse locally. Efforts have been made to enlist support from the faith community but the response has been poor. Although a large portion of the Choctaw community have has Christian orientation, there is very little efforts in place to educate clergy, Sunday school teachers or other church elders on child abuse as a community problem.

Many community programs increase efforts to become more aware of child abuse and the Blue Ribbon campaign is promoted in the Choctaw community with awareness, recognition and prevention efforts. A specific effort being considered is to seek a proclamation from the tribal government and set aside a day in April as the Day of the Child. This will communicate to the Choctaw community the interest leaders have in keeping children safe from abuse or neglect.

As goals and activities progress in Project CARES other levels of activities will be initiated with the ultimate goal of realizing readiness changes to Level Five by the end to the three year project. Another survey will be completed in Year Three to determine the impact of these activities upon the Choctaw community.

When presenting this, consider listing some things that the CAC wants/plans to do, who else needs to be involved, and how that will affect the readiness level.

APPENDIX V

OVC Products Referencing CJA Grantees

- A. Selected Excerpts from *Victim Services - Promising Practice sin Indian Country*
- B. OVC CJA Fact Sheet

PROMISING PRACTICES

The Children's Justice Act funding has produced a number of promising practices in Indian Country. It is through the support of resources such as the Children's Justice Act that culturally specific interventions are made available to child victims of violence.

The Tribal Law and Policy Institute has published "Victim's Services: Promising Practices in Indian Country". Of the 12 tribal programs identified in this report, several have been at least partially funded by the Children's Justice Act grant.

The selection of Indian Country victim services promising practices or programs for this publication (that is, the most innovative and effective strategies) was based upon the following "Guiding Principles:"

- **Innovative:** The victim service programs are distinctive and involve innovative processes to help with victim services within community and tribal nation.
- **Replicability:** The victim services program can be replicated or adapted in other tribal communities; their approaches can be used in other settings; and the level of investment needed to achieve similar outcomes and sustain the program is not insurmountable.
- **Cultural and Spiritual Component of Services:** The victim service programs provide a link to the spiritual belief of the Indian person and are culturally reflective of the Indian community.
- **Community Component of Services:** The victim service programs are strengthening the relationship of the Indian person to his/her community. The programs are well received and have support from the surrounding community and tribal government.
- **Type of Victimization:** The selected victim service programs provide services for a variety of different types of victim issues and/or victimization.
- **Government or Non-profit:** The victim service programs operate within the tribal nations' governments or operate as non-profit organizations.
- **Cultural Diversity:** The programs include a variety of different cultural backgrounds. Each program has unique cultural aspects and traditions.
- **Geographic Diversity:** The selected tribal programs represent a variety of different locations within the United States.

The following is a brief description of those programs:

**Native Village of Emmonak
Emmonak Women's Shelter
Emmonak, Alaska**

Founded: 1979; First shelter established in 1984
Service Area: Five villages in the Lower Yukon Delta, Alaska
Population: Over 800 people reside in Emmonak
Source of funding: Federal, State, Tribal

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Program Description

Emmonak Women's Shelter (EWS), a non-profit organization in the Yup'ik Eskimo village of Emmonak, faces unique challenges in providing comprehensive services to victims of violence. Located approximately 200 miles northwest of Bethel, Alaska, at the mouth of the Yukon River, EWS serves a population of 2,977 people over an area of approximately 6,000 square miles. Travel to and from Bethel, the regional "hub", and between these villages is all by air or water since there are no roads in this part of Alaska. Victims are often flown in from other remote villages to receive services from EWS. 90-95% of the population in the area is Alaska Native, primarily Yup'ik Eskimo.

Established in 1984, EWS provides a wide range of services to victims of crime, including immediate safety (shelter), crisis intervention, children's services, education and support to victims of domestic violence and/or sexual assault, and court accompaniment. EWS also provides comprehensive education and support service for local communities, schools, Tribal Councils, city governments and other human service providers. As a result of a Children's Justice Act grant, EWS expanded to include specific advocacy and programming for child victims and children of adult victims. The Children's Services Coordinator works full-time to provide community education and outreach to improve how state and tribal systems respond to child victims and witnesses to violence. Because EWS is closely connected to the village government, it has the support of community leaders and elders.

Safety and Comfort

Victims of violence in rural Alaska face unique barriers in seeking safety and receiving services. During the long winter months, for example, the high winds and cold weather can impede air travel and make any form of travel dangerous. A woman and her children seeking safety may face temperatures as low as 25 degrees below zero in the winter, when fleeing a dangerous situation at home may require deciding to take risks with the weather. EWS offers a 24-hour hotline, and 24-hour access to its shelter.

Upon arriving at the EWS, victims of crime will find more than comfort and safety. The shelter is a building provided by the village government, and is designed and decorated to look and feel like a Yup'ik home. The shelter includes three bedrooms, a children's playroom filled with toys and books, and a common kitchen and living room area. Thanks to increased funding in recent years, the shelter is now staffed 24 hours a day. Native victims from as far away as Anchorage call EWS because they want to talk to someone who understands their language, culture and community. Not everyone who calls the hotline needs immediate shelter; but the employees receive positive feedback from the victims who call to learn about their options and to hear a friendly voice.

EWS also coordinates and sponsors community education and awareness events such as the Peace Walk and Candlelight Vigil, provides Public Service Announcements on both the regional radio station and the village station about domestic violence, sexual abuse, child sexual abuse and neglect. EWS sponsors activities for mothers and children, and community events promoting healthy family activities. Information is also aired over the local television channel about events.

Cultural Relevance

EWS is the only shelter in Alaska that is in a village setting; it is also the only facility that serves victims that is completely Native-operated and managed. Because the staff are all Yup'ik-speaking Native women who are active in their communities and families, and understand the issues in the region, the services of EWS are in high demand. Victims can receive counseling and support in their own language, and the shelter provides all services from a Yup'ik philosophical context. EWS also provides shelter residents with opportunities to participate in Yup'ik cultural activities and to prepare native foods. Staff members report that victims appreciate these native-based approaches to victim services, and that their programs have developed a statewide reputation for sensitivity to rural, Native women.

Most Native residents of Emmonak are Catholic, and the local church has a close relationship to the shelter. The church provides support and resources to the residents of the shelter. The combination of traditional Yup'ik cultural traditions and local community faith-based services enables victims to receive a full spectrum of spiritual guidance and support.

Keys To Success

- Build on the strengths that already exist in the community. The EWS board of directors has strong, committed leaders who want to see justice for victims.
- Use the cultural knowledge, methods, and resources in the community to make the program culturally relevant and appropriate.
- Involve elders and parents throughout the community in children's activities.
- Listen to survivors. Emmonak Women's Shelter requests that all of its shelter residents to complete an exit interview and asks victims what services were most helpful.
- Cultivate interagency and inter-program cooperation.

Quotes

"Here in Alaska, we're so distant from each other. We're off the road system and our highway is the river. It is really important to have programs like this in the villages because a lot of our Native people don't like to leave their homes." -Lenora Hootch, Director

“I think it’s very important that we have our own Native-based shelter that is run by Native staff because we are the only ones who truly understand our culture. The Native people are very connected. I believe individuals from the same community understand one another better than outsiders.” - Lenora Hootch, Director

**Big Lagoon Rancheria
Two Feathers Native American Family Services
McKinleyville, California**

Founded: 1998
Service Area: Eight tribes in Humboldt County, California
Population: 128,419 in Humboldt County – 5.75% Native American
Source of funding: Federal, Tribal, County, State

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Email: pamela@twofeathers-nafs.org
Website: <http://www.twofeathers-nafs.org/index.html>

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Program Description

Two Feathers Native American Family Services (Two Feathers) is located in Humboldt County, in northern California and provides services to child and adult victims of abuse as well as comprehensive family services, advocacy, crisis intervention, Native foster home recruitment, referrals and culture groups to members of all eight federally recognized tribes within the county. Two Feathers’ unique approach to services balances culture traditions and a modern healing process for individuals, families, and the community. Two Feathers also acts as a liaison to other county and tribal services, and has provided leadership on cultural competency initiatives to improve the way non-Tribal entities work with the Tribes in their service area. Two Feathers programs have provided some successful approaches for integrating cultural approaches to healing and victim support, and wellness activities that serve to strengthen community response to the needs of victims.

Two Feathers was established in 1996, and initially primarily provided Indian Child Welfare act (ICWA) services. In 1998, the agency received funding from the Children's Justice Act Partnership program from the Office for Victims of Crime. The agency at this time had two staff members. Although initially community members seemed uncomfortable embracing a victim services program, after listening to community members concerns, the staff determined that a positive, culturally based scope of services would separate their services from those provided by the state and county that were not specifically designed for Indian people. Community members wanted to hear about healthy families and how their culture contributes to making healthy families. Focusing on these ideas, Two Feathers developed services and cultural groups that promote healthy families and built a reputation as a safe and healthy place that provides assistance to families. In the past four years, with much hard work and dedication, the two person staff has evolved into a staff of twelve, with expanded services and stronger relationships with the non-Indian agencies in the county as well.

Services

Two Feathers provides numerous services to the Native community in Humboldt County. Two staff social workers work directly with victims of crime in the local state court system. Services include:

- Crisis Intervention
- Filing restraining orders
- Court accompaniment and liaison
- Moral and emotional support
- Individual and group counseling
- Transportation for victims and non-offending family members to participate in services and activities
- Family and Individual Case management
- Advocacy
- Assisting with victim-witness financial claims

To avoid scheduling and transportation problems, the counselors often travel to the local schools and hold appointments there. Transportation is also available to bring victims of crime to the Two Feathers office, where they can participate in cultural groups or support groups.

Innovative Cross-Cultural Connections

Training other agencies is an integral part of Two Feathers' mission. Following a "community readiness assessment" to identify the level of cultural competency among collaborating state and county agencies involved with Indian families, children and victims, the Two Feathers staff developed a "Workshop on Wheels" (WOW) specifically for the agencies that Tribal members often relied on for services, support and assistance. This WOW was designed to give a hands-on approach to Native culture in the county and surrounding Tribal areas as well as information about the services available at Two Feathers. Before the WOW, some state agencies would not always make referrals to Two Feathers. The WOW was a guided field trip that provided participants with a history of the Tribes and the region from the Tribal point of view as well as specific education on the important role that culture can play in the restoration of a crime victim's healing and long-term well-being. State and county employees had an opportunity to visit several Tribal communities and learn about the strengths of contemporary Indian culture. As a result of the WOW, not only do more state and county agencies make referrals to Two Feathers of Indian people needing support and services, but those agencies are usually more respectful in their interactions with Tribal members at all levels.

Two Feathers continues to offer cultural competency and resource training to anyone who is interested in learning more about their services and working with Tribes in the region on issues relative to child and adult abuse. Because of the high number of Indian children involved in state child abuse and neglect proceedings, and the role of ICWA in the work they are doing at Two Feathers, the staff is in the process of making a video about ICWA that can be used to train new county social service employees as well as to inform the community about rights under ICWA. Two Feathers reaches out in other ways to the surrounding community by hosting Tribal ICWA workers, which provides them with an opportunity to discuss foster care issues and receive support from each other. Two Feathers also hosts an Intertribal Women's Advocacy Network (ITWAN) for Indian women working in the family violence field. ITWAN provides an opportunity for women to network, discuss issues, support each other, and strategize for improvement.

Cultural Relevance

Cultural groups are an important element of the services available at Two Feathers. Elders and experts in Northern California Indian culture are brought in to teach Native American art and traditions to the youth. Not only do the groups provide an opportunity to learn important skills, but the cultural groups also allow young people who have been victimized to support each another and to develop friendships. Examples of cultural activities include:

- A basket-making group for teenage girls. The group leader helps the girls gather the appropriate materials and teaches them weaving skills.
- A Native Women's Healing Group for adult women. The group combines therapy and basket-making. A therapist and a cultural expert are co-leaders. The basket-making process is integrated into the group therapy sessions.
- A boy's group focusing on traditional games. This group, led by a young man, helps boys learn about their culture and provides a positive outlet for boys who are dealing with victimization.
- The youth drum group. In this group, an elder teaches youth how to drum and sing. Later, the elder accompanies the group to powwows to lead the group in songs.

The cultural groups have been instrumental in helping the youth heal and grow. Many youth have been with Two Feathers since the program began six years ago and the staff has watched them grow and heal as they made their own regalia, danced at their first powwow and sat in on their first drum group. Through the cultural groups the youth are becoming more successful, developing strong self-esteem, and preparing to be contributing members of their Tribes.

Two Feathers Native American Family Services programs demonstrate the success of programs that integrate healthy cultural traditions result in strong and healthy families. The victims and their families served through these programs will no doubt share the traditions and lessons they learned with their own children and their communities.

Keys To Success

- Build on the tribes' cultural strengths. Most tribes have abundant examples of violence-free lifestyles that advocate spiritual, mental and physical well being. The use of cultural values, philosophies and practices can enhance the credibility of the programs and the success of victim services.
- Develop partnerships through Memorandums of Understanding with outside agencies to help victims find the resources they need.

- Provide transportation services so that victims will be able to participate in the programs.
- Educate the non-native service provider community on local history, culture, and strengths. Reach out to a wide range of service providers, including social services, non-profits, law enforcement, and court staff.

Quotes

“We took a lot of non-native agencies on a tour through Indian country, and educated them on our ways and our beliefs. The program was a big success and word got out in the non-native community about our “Workshop on Wheels” – and now there is a waiting list of people wanting to get on that bus.” - Sandra Aubry-Rivas

“By addressing change at an administrative level [of the state and county agencies], we’re hoping to increase cultural competency at a systemic level.” -Sandra Aubry-Rivas

“Two Feathers’ mission is to promote the stability and security of families, and to protect the best interest of Indian children. We are committed to incorporating cultural traditions that encourage a balance of emotional, mental, physical, and spiritual health. We are dedicated to collaborating with both Indian and non-Indian agencies to achieve these goals and to honor the privacy of Indian families.” –From the Two Feathers website

Crow Creek Dakota Reservation Wiconi Wawokiya, Inc. Project SAFE & The Children’s Safe Place Fort Thompson, South Dakota

Founded:	1985 (Project SAFE) and 1998 (The Children’s Safe Place)
Service Area:	358,361 acres (Crow Creek Dakota Indian Reservation and the Lower Brule Lakota Reservation) located in south central South Dakota
Population:	3,500 (Crow Creek Reservation)
Source of funding:	Federal, State, private donations
Contact:	Lisa Thompson, Executive Director Wiconi Wawokiya, Inc. PO Box 49 Fort Thompson, SD 57339 Phone: 605.245.2471 Fax: 605.245.2737

Program Description

Wiconi Wawokiya, Inc. – Project SAFE is a non-profit victim services organization located on the Crow Creek Dakota Reservation in South Dakota. Any victim in search of safety is eligible for

services. The crime victims who most often seek refuge from the organization are victims of domestic violence, sexual abuse, and child abuse. The overall mission of Wiconi Wawokiya is to reduce violence in the home, workplace, and schools. The staff and volunteers strive to empower individuals who feel oppressed and to educate people on domestic violence, sexual assault and child abuse. By informing people that these crimes are not a Dakota/Lakota tradition, and advocating for abusers to be held accountable, Wiconi Wawokiya is providing leadership and inspiration to address issues of victimization not only locally, but they have served as a model for other Tribes.

The staff of Wiconi Wawokiya (including six employees and five volunteers) work together to form a comprehensive team to provide direct services to victims and education to the community. They provide the following services for primary and secondary victims:

- 24 hour crisis hotline
- Crisis Counseling
- Shelter
- Court Advocacy
- Protection Orders
- Emergency Legal Advocacy
- Medical Advocacy
- Relocation assistance
- Food/clothing/toiletries assistance
- Transportation
- Emergency Financial Assistance
- Follow-up, information and referral
- Victim advocacy
- Forensic medical exams and interviews for child abuse victims
- Mental health therapy

Wiconi Wawokiya utilizes donations of clothes and household goods they receive from the community to assist women and child begin a new, safe life. Oftentimes, a victim will be hesitant to leave a violent situation because they have to leave behind their belongings. The Wiconi Wawokiya staff suggests that, “Your material goods can be replaced, but you cannot.” With that philosophy in mind, the staff locates resources to start a new violence-free home, and ensures that the needs of every victim are met.

Wiconi Wawokiya participates in a Tribal-Federal-State Multi-Disciplinary Team (MDT) and was a key leader in its development. This MDT meets regularly to share information and discuss issues impacting child victims and their families whose cases are in the legal system, as well as the needs of the victims for support and safety. This MDT has been recognized as a model for other Indian country efforts due to the exceptional cooperation and collaboration between the participating agencies.

Increasing Safety For Victims

Wiconi Wawokiya has been the impetus for social change in the surrounding Indian communities. In 1995 the organization opened its own shelter for victims of domestic violence. Prior to that time, the only form of a shelter was office space and two bedrooms. The new facility currently has the capacity to provide shelter for 12-14 people, including children. Victims from both the Crow Creek and Lower Brule reservations seek refuge here. The shelter environment is like a home, and provides safety in its location on the reservation where victims do not have to leave their jobs, have their children change schools, or be removed from their extended families when seeking support and services. Wiconi

Wawokiya has developed a complex of buildings that provide services for adults and children, including a storage area for donated clothing and household items that victims may need to start their lives over.

Another building houses The Children's Safe Place – a child advocacy center. As part of the dedication to improve the lives of Indian families, Wiconi Wawokiya developed one of the first Child Advocacy Centers (CAC) in Indian Country. With the knowledge that children of abused women may also be victims of physical or sexual abuse, the staff sought support to provide a child-friendly center where Indian children can come for the forensic medical examinations and interviews conducted when there is an investigation of crimes involving the child as a victim or a witness. A forensic medical specialist conducts medical evaluation of suspected child abuse. In addition, tribal and federal investigators come to The Children's Safe Place to talk with children and their families in a child-centered and culturally specific setting that promotes safety and healing for these victims. Wiconi Wawokiya has telemedicine equipment available to allow the medical examiner to consult with other physicians about forensic medical evidence without taking the child away from their community. Wiconi Wawokiya advocacy for mandatory arrest of domestic violence offenders was successful when the tribe passed a mandatory arrest law in 1997. Offenders must now be arrested and removed from their homes upon police arrival, which provides safety for victims.

The Wiconi Wawokiya staff has received awards and recognition for its hard work and dedication to assisting victims. During the 1998 National Crime Victim Rights Week, Wiconi Wawokiya and Lisa Thompson, the Director, received Certificates of Appreciation from the United States Attorney for the District of South Dakota. Another staff member, an advocate, received the award in 2001. Wiconi Wawokiya was also nominated by the United States Attorney for the Office for Victims of Crime's National Crime Victim Rights Week Award.

Community Connections

Volunteers are very instrumental to Wiconi Wawokiya's success. Currently, the organization has between five and seven active volunteers. The volunteers perform crucial tasks such as providing transportation to victims, providing comfort to victims by talking with them, cleaning the shelter, sorting through donations, and answering telephone calls. Volunteer trainings are held on an annual basis. To expression their appreciation for the dedication of the volunteers the Wiconi Wawokiya staff holds an annual volunteer recognition event to thank and recognize their contributions.

Wiconi Wawokiya works tirelessly to educate the community about violence and victims. In 2001 the staff hosted their first annual powwow, "In Honor of Victims and Survivors", which brought the community together to honor and respect victims and survivors. Wiconi Wawokiya honored victims and survivors with a giveaway. Hosting this annual event is a great opportunity for the community to come together to celebrate and honor survivors, as well as learn about stopping the cycle of violence. Wiconi Wawokiya also coordinates other events throughout the year to raise awareness of the issues of child abuse and domestic violence. They produce a quarterly newsletter with resources, stories and topics to support healing for victims.

From the smallest child victim to the small act of helping a victim dial the phone to talk to law enforcement, no victim or victim's need is too small for the staff and volunteers at Wiconi Wawokiya. By striving to eradicate violence from homes, workplaces, and schools, they are creating a safer community and nation. One victim and family at a time, they breaking the cycle of violence and helping victims realize they are irreplaceable.

Keys To Success

- Build aggressive coalitions. Multi-disciplinary teams, including federal, Tribal and state officials, are crucial when trying to protect victimized children. It is vital to coordinate resources and work together to address child as well as adult victimization.
- Understand the family members of victims of crime need services, too. The children of battered women may or may not have been physically attacked themselves, but are still in need of services.
- Build on community strengths. Activities such as pow-wows and other local events allow the community to honor and appreciate the work done by victim services staff.

Quotes

“Our multi-disciplinary team includes the federal prosecutor and an F.B.I. agent. We also have our state social services that attend, our BIA social workers, and an advocate as well as myself and our local law enforcement, including our criminal investigator and our Chief of Police.”

-Lisa Thompson, Executive Director

“We’re in a place where we can provide services to both native and non-native children.”

-Lisa Thompson, Executive Director

Sault Ste. Marie Tribe of Chippewa Indians Sault Ste. Marie Tribe Victim Services Program Sault Ste. Marie, Michigan

Founded:	1989
Service Area:	Service area includes seven counties at the extreme eastern end of the Michigan Peninsula near the Canadian border
Tribal Enrollment:	20,632
Source of funding:	Federal and state
Contact:	Lori Jump, Director 2428 Shunk Road Sault Ste. Marie, MI 49783 Phone: (906) 635-7705 Webpage: http://www.saulttribe.org/directory/page44.htm

Program Description

The Sault Ste. Marie Tribe of Chippewa Indians Victim Services Program has a very pro-active approach to providing services to victims of crime. The Program provides comprehensive services to victims of crime from a multi-disciplinary and culturally specific approach. The Program works towards lessening the impact of victimization, identifying the needs of victims and their families, and assisting in meeting the identified needs.

The Victim Services Program covers a large seven-county area in Northern Michigan, including Chippewa, Mackinac, Alger, Luce, Delta, Schoolcraft, and Marquette counties. The Program provides services to all Native Americans living in the seven county-area and any non-Native American who is a victim of a crime on the Sault Ste. Marie Reservation. With a staff of eight, including the Program Manager, three advocates, one assistant advocate, an attorney, a MSW counselor, and secretary, the Victim Services Program works together to address the needs of victims. The team approach to providing safety and support to victims of crime has been instrumental the success of the Program.

Services Offered

The Program offers a myriad of services to their clients, including:

- Short-term counseling
- On-going counseling
- Crime Victim Compensation Application
- Safety Planning
- Court accompaniment
- Legal Assistance

The Program also provides emotional support and personal advocacy which may include contacts with other service providers, including law enforcement, prosecutors, social workers, substance abuse counselors, and mental health counselors. Emergency legal assistance is available to victims who need assistance in filing for Personal Protection Orders (PPOs). Domestic violence, sexual assault, and stalking victims are eligible for free legal assistance with civil matters from a licensed attorney to help with child custody, divorce, landlord/tenant issues and other problems. The Program ensures that clients can attend meetings and court hearings by providing free transportation to court, medical treatment, counseling sessions, and other appointments.

Cultural Relevance

Maintaining and teaching the Chippewa culture is also an important element of the Program's services. Women victims of crime can attend a Women's Talking Circle, which is an educational group for victims of domestic violence, sexual assault, and stalking. Native American teachings are incorporated into the group process. No victim is mandated to participate in ceremonies – however, the Program expects all participants in the Talking Circles to show respect for traditional beliefs and practices. Other cultural activities include arts and crafts, sweat lodge ceremonies, and seasonal women's ceremonies. These activities are essential to the healing process as they help victims stay connected with their identity and community. Often, non-Native American programs cannot provide cultural services because of lack of funding or knowledge. Because of the connections that the Sault Ste. Marie Victim Services Program has in the community, these important needs can be immediately addressed in a culturally competent manner. By using the traditional Chippewa culture, the Program deals with the after-effects of violence and works to help crime victims reintegrate into society.

Ensuring Victim Safety

Sault Ste. Marie's Victim Services Program places a high priority on helping victims of domestic violence find ways remain safe. Because many victims of domestic violence are vulnerable to continuing violence during child custody exchanges, the Program provides a safe place for child exchange for victims who have children with abusive partners. This custody exchange project prevents re-victimization of the parent and child by offering a safe, neutral environment for the exchange of children.

The Program works hard at maintaining their good working relationships with all local jurisdictions. Working with seven different counties, the tribal government, and the federal system can present a difficult “maze.” The Victim Services Program has experience in navigating through the jurisdictional “maze” successfully and maintains good relationships with the counties, state, Tribe, and the various law enforcement agencies, including the Federal Bureau of Investigation. To further strengthen this relationship, a coalition of tribal, state, and federal representatives was recently established to address jurisdictional issues such as protection orders. Members of the coalition are committed to helping victims and meet quarterly to address recognition of cross-jurisdiction orders.

The Victim Services Program credits its staff for their hard work in accomplishing the difficult task of successfully prosecuting of child sexual abuse offenders. Recently, two federal cases resulted in sending one offender to prison for 11 years and another for 17 years. The advocacy services provided by the Victim Service Program play a significant role in these convictions. Advocates do not pressure the victims to follow-through with the criminal justice system, but do provide support and access to all options, including prosecution. In addition, advocates assist victims during interviews with law enforcement, keep the victim informed of the status of court cases, and serve as a liaison with prosecutors during tense times. Without the advocates, many victims would likely feel unable to participate in a confusing judicial system. Everyone plays an important role in the process, but the victim witness advocates are a large reason for the success of the two federal convictions. In recognition of their instrumental role in the criminal justice process, two Victim Services Program advocates recently received Distinguished Service Awards from the United States Attorney for the Eastern District of Michigan.

The Victim Services Program at Sault Ste. Marie Tribe always keeps the focus on the victims of crime. Victims set their own goals, and the Program helps them reach those goals. Success is measured by the ability of each victim to find safety and security in his or her own way.

Keys To Success

- Use culture as a resource. Using cultural resources vastly improves outcomes for Native American victims of crime.
- Create partnerships. It is vital to link with non-tribal entities such as courts and law enforcement for victims of violence who need protection no matter where they travel. To implement full faith and credit of tribal court judgments, cross-jurisdictional collaboration is key.
- Listen to the needs of the victims. Victim services programs can offer a number of different options to survivors of violence without pressuring them to take one particular course of action.

Quotes

“Our advocates are good at helping victims identify what their options are, and what resources there are for them. That’s probably the best service we offer – helping them determine what their options are. When you’re in crisis, your mind is going in a hundred different directions.

We’re there 100% for the victim. And that’s a new experience for them. There really hasn’t ever been anyone who has been just for the victims’ needs. That’s probably the best thing about any victim services program. This is something just for them.”

“I would strongly encourage all Tribes to apply for funding for the development and implementation of a victim services program. Victim services is the one program that is dedicated to offering support to victims of crimes and assistance navigating through what can be a confusing system. Oftentimes the difference between a successful prosecution (justice!) and a lost case is having someone available to support the victim. By offering support, I am referring to all of the services that we can offer to victims: information and referral, emergency legal advocacy, court support, transportation, ongoing contact, case updates, and personal advocacy.”
-Lori Jump, Program Manager, Victim Services Program.

**Eastern Band of Cherokee Indians
Heart-to-Heart Child Advocacy Center
Cherokee, North Carolina**

Founded: 1998
SERVICE AREA: 56,688 ACRES IN WESTERN NORTH CAROLINA
Population: Tribal enrollment is approximately 12,500
Source of funding: Federal, tribal

Contact: Regina Rosario, Director
Heart-to-Heart Child Advocacy Center
PO Box 673
Cherokee, NC 28179
Phone: 828.497.7477
Fax: 828.497.7479

Program Description

The Eastern Band of Cherokee Indians Reservation stretches through five counties in western North Carolina, through rugged and remote areas of diverse terrain. In addressing the needs of its members, the Tribe partnered with state and county agencies that were often unaware of the cultural traditions and issues that affected investigations. At the Heart-to-Heart Child Advocacy Center, “kids have rights, too!” Heart-to-Heart is a program that focuses on providing comprehensive evaluation and services to abused children on the Cherokee Reservation in North Carolina. The Center’s goal is to “stand for children” and uses a holistic approach to prevent children from being further victimized in the legal system. Through the services Heart to Heart offers, Indian children’s rights on the Eastern Cherokee Reservation are protected and the children learn someone is there to support and help them through a difficult legal process and provide opportunities for healing. From the investigation to testifying in court to the healing process, Heart-to-Heart stands for children.

The seeds of Heart-to-Heart began when Regina Rosario, a criminal investigator for the Eastern Band of Cherokee Indians, became concerned that cases of abused and/or neglected children were not being prosecuted consistently. Ms. Rosario attended training for Child Advocacy Centers (CAC) and decided that such a program was needed on the Cherokee Reservation. The CAC model is designed to establish a child-friendly setting for the forensic examination and interview and uses a multi-disciplinary team approach to minimize the number of times a child is interviewed, and to assure that

those involved in the child's life are working together. This approach provides an opportunity to help the child through the trauma of abuse and assures a safe and secure environment in which healing can begin. CACs have been in place in non-Indian communities for quite some time, but the model needed to be adapted to meet the needs of Tribal communities and children. In addition, multiple jurisdictions and agencies involved with crimes against Indian children had to make a commitment to work together. At Heart-to-Heart, Tribal and federal law enforcement, tribal child protective services, prosecution, mental health, medical and educational agencies come together under one roof, as a multidisciplinary team (MDT), to coordinate their response to child victims and witnesses. Heart-to-Heart provides for child interviews and victim support by MDT or staff members who are familiar with the culture and the child's community. For example, Investigator Rosario works with the FBI Agents assigned to the case and attends all forensic interviews. She ensures that interviews are done in a way that respects the child.

Comprehensive Services

Heart-to-Heart services extend beyond the forensic interview process. The staff members continue to work with children if they have to appear in court, which can be a traumatic experience. To ensure continuity, each child is prepared for the possible court appearance by advocates who have already been involved with the child. The child visits the courtroom and is told about the people who will be in attendance and their role, and what to expect at the hearing. The advocate also goes to court with each child that has come through the CAC. This "tour" helps the child gain confidence to tell people in the court setting what happened to them. The Heart-to-Heart staff provide necessary support to help the child talk about the abuse in open court, and then to begin the healing process.

By providing a therapist on their staff to provide emergency as well as ongoing counseling for children, Heart to Heart also ensures that each child is helped through the healing process. Other programs operated out of the center include:

- Criminal Investigation
- Case management
- Victim services coordination
- Counseling for non-offending family members
- Teen counseling
- Support groups
- Community education and training
- Short-term therapy
- Stress management
- Anger management
- Crisis intervention.

The comprehensive "wrap-around" approach allows Heart-to-Heart to focus on all aspects of abuse – from prevention and healing to stopping the perpetrator. The emphasis at Heart-to-Heart on extended services for the child and members of the child's support system/family members is exemplary, and provides a model for other Tribes.

Protecting Confidentiality

One of the most important aspects of Heart-to-Heart is that they have established a reputation among Tribal members of protecting confidentiality, making it a safe place to talk about private matters.

Policies and procedures are in place to assure that children can feel safe when they disclose their abuse experience. Heart-to-Heart believes that confidentiality is key to helping the children heal. At the same time, the interagency coordination that is necessary to complete investigations, proceed with prosecution, and provide support to the family, requires sharing of information at the CAC. To this end, Memorandums of Understanding (MOU) are in place to establish how and when information can be shared.

An important component of the Heart-to-Heart Center is coordination and collaboration with the local federal prosecutor. With the support and enthusiasm of the current Assistant United States Attorney (AUSA) on the MDT, cases are being prosecuted that would not have been prior to the development of Heart-to-Heart. Through the efforts of the team, a strong message is being sent to child sexual abuse offenders that abuse will not be tolerated and that they will be held accountable for their actions.

Keys To Success

- Adapt already-existing models to fit the community. The Child Advocacy Model can be adapted to fit the particular needs and traditions of a tribal program and government.
- Work with prosecutors to send a strong message to perpetrators that child abuse will not be tolerated.
- Protect victim privacy. Memorandums of Understanding (MOU) are critical to protect victim privacy and confidentiality, especially when interagency communication is necessary.

Quotes:

“Our main goal is to take care of the children first.” – Regina Rosario

“I tell these children, “We’re going to walk you through the courtroom, we’re going to tell you what you have to do, and we’re going to be there for you through the whole process.” It gives them more confidence to get up there and say what happened to them.” –Regina Rosario

Oglala Lakota Nation Oglala Lakota Court Appointed Special Advocate (CASA) Program Pine Ridge, South Dakota

Founded:	1997
Service Area:	2.8 million acres in rural South Dakota (Pine Ridge Indian Reservation)
Population:	35,000; Tribal enrollment is 17,775
Source of funding:	Federal, National CASA

Contact:	Arlana Bettelyoun Oglala Lakota CASA PO Box 5014 Pine Ridge, SD 57770 Phone: 605-867-5643 Fax: 605-867-2488

Program Description

The Oglala Lakota Court Appointed Special Advocate (CASA) Program, a non-profit organization founded in 1997, is dedicated to ensuring that each child has a voice in court and that no child is forgotten. CASA volunteers appear in Tribal courts in both Kyle and Pine Ridge on the reservation. Thanks to the dedication of the five-member board and the vision of the Director, Oglala Lakota CASA has developed into a well-respected and highly-valued service to abused and neglected Oglala children.

The Court Appointed Special Advocate model has been in place in state and county court systems since the 1980s. Since 1995, with support from the National CASA Association, these programs have begun to emerge in Tribal court systems as well. The purpose of the CASA program is to exclusively provide a voice for abused and neglected children in the court system. Under the national model, community volunteers are trained and then assigned to represent specific children involved in abuse and neglect proceedings in court. The Oglala Lakota CASA volunteers are officially appointed to represent children in Oglala Lakota Tribal Court. In addition, through a Children's Justice Act grant, some volunteers have received special training to accompany Oglala child sexual abuse victims or child witnesses in proceedings before Federal Court. With their pool of volunteers representing each district on the reservation, Oglala Lakota CASA served approximately 40-50 children in Tribal court in 2001.

Community Connections

Arlana Bettelyoun, Director of the program since 1998, realized that community-based, Lakota volunteers were the key to success of this tribal CASA program. Despite the geographical challenge of covering the entire reservation as the only staff person of the program, she also knew that personal contact was essential to assure the CASA efforts were credible and respectful. Thus, Ms. Bettelyoun, using her personal vehicle, drove to each of the many different communities within the Reservation. She shared the purpose of CASA and the important need of each child to have a voice in court. Many people expressed interest in becoming a CASA volunteer, but resources were limited and the required travel to and from court was a challenge. Some people did not even have cars, much less funds to pay for the needed mileage. But the volunteers saw the special need of the children and, in the tradition of Lakota people who believe children are sacred and their spirits must be protected, many community members still stepped forward to help. Even those who did not have cars wanted to help. Some volunteers without transportation were paired with those who could help transport them. Some elders or couples shared the casework with a partner to enhance the involvement with the child and the case issues. In spite of the early challenges, Lakota people continued to express support for the program, and encouraged the Director to pursue funding to expand the capacity to represent children. Eventually, the CASA program was able to obtain funds that allowed them to reimburse volunteers for mileage costs to do home visits, meet with service providers and case managers, and appear in court – all necessary activities to their role as advocate for the child. In addition, new funds provided for some specialized training opportunities to increase the skills of CASA volunteers.

Today the program has twelve active volunteers, in addition to the Executive Director and the Child Advocacy Coordinator. The dedication of the volunteers has not gone unnoticed. In October 2001, the CASA Tribal Court Advisory Committee and the National CASA staff joined the Oglala Lakota CASA Program at the 15th Annual Powwow in Rapid City. During the Powwow, Tribal CASA volunteers from Pine Ridge were recognized with an Honor Dance.

Special Features

In 2001 Oglala Lakota CASA hosted a reservation wide conference on child sexual abuse and forensic interview training for investigators. The “*Wakanyeja Ob Kinanjinpi Nan Awanwicaglakapi*” (Stand Up for the Children and Watch Out for Them) event had nearly 200 participants from a wide range of Tribal programs, Tribal court, law enforcement, and representatives from federal agencies such as the United States Attorney’s Office and the United States District Court. This event served to elevate awareness and collaboration between programs serving Oglala children and families.

Oglala Lakota CASA staff are also active in the *Oglala Oyate Iwicakiyapi Okolakiciye* or OOIO (Society to Strengthen Children and Families) – a network of service providers, community groups and individuals committed to promoting the welfare and best interests of children and families on the reservation. OOIO works on Tribal legislation, development of policies as well as improving programs and services. One effort that resulted from the interagency work was the development of a special mental health service for CASA children. Through a cooperative relationship with Cangleska, Inc., an Oglala non-profit service for domestic violence and sexual assault victims, CASA cases are staffed with a Lakota psychologist. The CASA program currently has a position available for a staff mental health counselor to serve the needs of CASA children but it has been difficult to fill.

The Oglala Lakota CASA staff and volunteers provide a wide range of support for children. The credibility of the program is evident in the fact that the program has become a referral center for all types of issues relating to child abuse. Although most of the referrals to CASA come from the court, they are increasingly contacted by community members and family members who are reporting possible abuse, as well as extended family members who want to support children in Tribal court actions. CASA staff provides information, education, and referrals to anyone needing information about child abuse and neglect.

Oglala Lakota CASA continues its outreach to the community to recruit volunteers and to educate the community about the serious problem of child abuse. Volunteer training is held in different districts of the tribe to reach out to and recruit community members. Not every volunteer who receives training remains active, but the training they receive is valuable nonetheless. Oglala Lakota CASA has also developed Public Service Announcements (PSA) for both radio and printed media, such as the Well Nations Magazine, which keep the issue of CASA and the needs of abused Lakota children in the public consciousness.

Planning For The Future

Executive Director, Arlana Bettelyoun serves on the South Dakota State CASA Board and Child Advocacy Coordinator Bev Tuttle as well as members of the CASA Board are active in many efforts both locally and nationally to address the needs of Tribal children. These grass-roots efforts and commitments are the foundation for future goals. Oglala Lakota CASA’s goals for the future include continuing to develop the pool of Lakota volunteers, so that eventually every child will “have a voice” in the judicial system. The program also is seeking to improve the justice system to better meet the needs of Oglala Lakota children, and is involved through OOIO with revisions and improvements to the Tribal children’s code and development of interagency protocols and agreements. The goal of these efforts is to develop a coordinated community response to child abuse, which will include a “circle” of investigators, prosecutors, and victim service providers. The foundation of the system will be the Lakota philosophy that “children are sacred”.

Oglala Lakota CASA began as a struggling non-profit and has developed into a well respected and trusted organization that not only ensures each child has a voice in court, but helps the child along the

path of healing. With the strength and determination of their staff and volunteers, and the support of the Board of Directors and the Tribal government, they will continue to grow and improve the lives of Oglala Lakota children.

Keys To Success

- Build on the community strengths. Lakota people have tremendous commitment to their children and there is huge interest and support in the community for helping the children.
- Integrate traditional practices. Recognize that cultural and ceremonial needs of the children must be integrated into the services, especially in the courtroom.
- Build respect by hiring Native staff and recruiting Native volunteers.
- Link victim services to the judicial system. Oglala Lakota CASA has gained the respect of trust of the Oglala Lakota judiciary because of the important role they play in the courtroom.
- Coordinate and collaborate. The Oglala Oyate Iwicakiyapi Okolakiciye (Society to Strengthen Children and Families) represents a reservation-wide network of agencies and programs working together to address problems, promote healing, and develop change.
- Engage leadership. The Oglala Sioux Tribal government support is fundamental to the growth and development of the Oglala Lakota CASA Program.

Quotes

“We have never had problems finding volunteers who wanted to be the “voice for the child” in our Tribal court cases. Lakota people have a huge interest in their children, and have made serious commitments to reaching out to protect children and promote healing for the abused child.” – Arlana Bettelyoun, Executive Director

“We did not inherit the earth from our ancestors, we borrow it from our children” Tasunke Witko (Crazy Horse)

“Let us put our minds together and see what a difference we can make for our children.” Chief Sitting Bull

**OTHER DOCUMENTS DEVELOPED BY TLPI FOR CJA GRANTEES
INCLUDED SEPARATELY IN CJA ADVISORY COMMITTEE PACKET:**

- o Child Abuse Protocol Development Guide
- o Understanding the Effects of Childhood Trauma on Brain Development of Native Children
- o A Best Practice Approach for Tribal Advocates Working With Native Children Who Have Suffered Abuse
- o Perceptions of Methamphetamine Use in Three Western Tribal Communities: Implications for Child Abuse in Indian Country
- o Basic Guidelines for Forensic Interviewers in Child Sexual Abuse Cases in Indian Country and Alaska Native Communities
- o Pathway to Hope: Healing Child Sexual Abuse DVD and Video Guidebook
- o Victim Centered Resource Guide for Developing and Improving Tribal Child Abuse Codes – Comprehensive Civil and Criminal resources with workbook components (not in packet – will be provided at June 2008 meeting)

APPENDIX C

History of Victimization In Native Communities

March 2000



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The Office for Victims of Crime is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office of Juvenile Justice and Delinquency Prevention.

Native American Topic-Specific Monograph Series

Purpose

The purpose of the Native American Topic-Specific Monograph project is to deliver a variety of booklets that will assist individuals in better understanding issues affecting Native communities and provide information to individuals working in Indian Country. The booklets will also increase the amount and quality of resource materials available to community workers that they can disseminate to Native American victims of crime and the general public. In addition to the information in the booklet, there is also a list of diverse services available to crime victims and resources from the Department of Justice.

Acknowledgements

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CCAN believes that the information contained herein is factual and that the opinions expressed are those of the consultants/writers. The information is not however, to be taken as warranty or representations for which the Center on Child Abuse and Neglect assumes legal responsibility. Any use of this information must be determined by the user to be in accordance with policies within the user's organization and with applicable federal, state, and tribal laws and regulations.

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History of Victimization in Native Communities

Introduction

There is a prophecy held sacred by Native people which foretold the coming of a different people who would bring disease and sickness to the Great Turtle Island. The story tells that it would be the ancient traditions and teachings of past generations of Native people that would provide the ladder to help Native people climb and regain their heritage as proud and rightful Nations. The Native people hold to the promise of these sacred teachings. This is their promise; this is their hope; this is their heritage.

This prophecy has partially been fulfilled. It is impossible to capture and adequately explain the nature and extent of assaults experienced by Native families. It is even more difficult to give reason to what has happened to the indigenous Nations since the "discovery of the New World" some 500 years ago. Many attempts have been made to understand what happened collectively to Native people and to explain how Native people managed to survive. It has overwhelmingly given the many forms of assaults on Native people.

As recent as forty years ago the situation surrounding Native families was described as a "national tragedy," (Special Subcommittee on Indian Education, 1961). The tragedy identified for this generation has been a living legacy to Indian people over lifetimes of families. The tragedy remains. Today the situation of Native families continues to be one of deprivation and neglect with a disproportionate amount of crime being committed against them.

The unfair treatment of indigenous tribes, bands, villages, and rancherias is well documented by numerous publications regarding Native people and their well-being or ill-being (Beiser, 1974; BigFoot, 1998; Brandon, 1961; Deloria, 1985; Josephy, 1986; DOJ, 1999; Red Horse, Shattuck, & Hoffman, 1981; Unger, 1977). Yet, despite the deprivation and victimization, the population of Native people is rising rapidly, but paradoxically the average life expectancy is less when compared with the non-Indian population (PHS, 1998). These national statistics also indicate half the population of Native people is less than 20 years of age, while the median age for the non-Native population is approximately 30 years. Consequently, nearly half the Native population are minors who are in need of supervision, guidance, care, shelter, and financial support.

Description of Population

Native people service needs are well documented in Profiles of American Indian and Alaskan Native Populations in Various Settings, (US Census Bureau, 1986). This publication presents the wide variation in demographic characteristics for all tribes, villages, and rancherias, and includes descriptors of housing, population, sources of income, employability, education level, household members, and primary providers.

Native populations shifted from a primarily rural and reservation base to one where the majority of Native people are now located in urban areas, (US Census Bureau, 1990). Although many move from isolated and economically deprived rural or reservation settings to seek better living conditions, neither their employability or their skill level prove sufficient for them to secure adequate and reliable employment. They continue to retain jobs as unskilled laborers and often require additional assistance such as food stamps. The bitter reality is that they more often remain unemployed and untrained and increasingly vulnerable to crime.

The new welfare reform programs create additional concerns when one considers that the Native population is younger and bear children longer. Although living expenses are considerably higher for those families who relocate to urban areas, their income has not increased significantly beyond those families remaining on tribal or reservation lands.

The statistical data also indicate that the heads of households for the majority of Native families are women. Obligations of Native women appear more overwhelming because their skill level is less marketable when compared to other populations; meanwhile their familial responsibilities tend to increase (LaFromboise & Boesch, 1985). Native women often retain tribal/family connections without full realization of the tremendous burden they labor under to maintain extended family obligations and responsibilities. These family obligations are evident by findings that the majority of Native single households contain more than two generations (US Census Bureau, 1990). It is also an unfortunate fact that Native women are the victims of violent crime at a rate that is 50% higher than Black males (DOJ, 1999).

Crime and Victimization in Indian Country

Crimes against Native people are higher than for other populations. According to the recent publication by the Department of Justice (1999) the average annual violent crime rate among American Indians 12 years and older is approximately 2.5 times the national rate. The rates of violent victimization for both males and females are higher among Native Americans than for all races. Native Americans experience approximately one violent crime for every eight residents age 12 or older compared to one violent victimization for every 16 black residents, one for every 20 white residents, or one for every 34 Asian residents. This report also indicates that approximately one substantiated report of child abuse or neglect occurs for every 30 Native children.

The factors contributing to the current conditions of injustices toward the Native population has evolved from various activities. Being the most vulnerable of populations did not evolve in isolation. Invariably Native families vulnerable to criminal acts are also lost by the political, economic, and social inequalities. Policies dictated by federal, state, or other regulatory agencies continue to present barriers to services. Until recently many of those policy-making agencies lacked a clear understanding of tribal traditions, an appreciation of cultural differences, or the willingness to open a dialogue with Native leaders. This led to the complete disregard for service delivery or produced biased services that proved ineffective and inappropriate to Native victims of crime.

Historical Overview of Social Order

Before the onset of European contact with the indigenous Nations of North America Native families were not immune from mistreatment or violence toward each other, however survival of tribes depended on the interdependent-relationship among its members. The need for group survival outweighed the hostility of individuals to disrupt the balance of relationships. Legends tell the tale that if mistreatment occurred toward a member, that individual would be taken away by a spirit or turned into an animal. In this manner, individuals would be safe and cared for away from someone who would harm them or injure them in some way. When there was an infraction or violation, everyone knew the penalty and what was necessary to make restitution. Justice was simple and easily understood.

It was not unheard of for people to be harmed; violence was not random but was allowed and circumscribed in ritualistic ways. Tribes were known to kill a twin, starve a physically deformed child, sacrifice members, or abandon elders. However, as a whole, Native families practiced the belief that each member was an important part of the Sacred Circle. Children were the center of the Circle and that each member came from that Circle; therefore to care for each other was an important duty and obligation for all members. The survival of the tribe depended on the goodwill between members. Many times a tribe would adopt or bring non-tribal children or adults into the tribe. Those individuals became a dedicated, integral part of the tribe and afforded the same devotion as other tribal members. That devotion would not have developed if they were consistently mistreated or violated.

One must not assume that life was without consequence. Everyone had a social role to fulfill and performed their role in accordance with strict adherence to tribal protocol and practices. If one violated their expected role or harmed others, depending on the infraction, punishment could then be swift and unforgiving. Consequences were logical and natural. For instance, a child that disrespected fire would be allowed to test the fire and may actually be burned to learn to respect fire and be used as an example to teach others. A woman would destroy her husband's hunting and fishing tools if he was unable to provide for her and their children. A husband could be left without shelter or family if he violated a taboo such as touching the wrong kind of animal. A wife could be given away if she ignored prescribed teachings or cultural practices regarding her interaction with other males. Consequences for misdeeds were often very harsh but the community controlled the law and the law was understood. Everyone understood the law because the entire community enforced the (laws) mores and rules.

Relationship to Victimization

The disproportionate amount of victim vulnerability that is recognized today can be traced to the policies and procedures initiated by early explorers and missionaries, and sustained by the federal government. The government has not had a consistent policy toward Native people but rather haphazardly shifted policy. The effect on the Native population has been devastating. The transition that Native people have experienced has changed the political, economic, social, cultural, and spiritual pathways that previously served to hold tribal groups together and provided the structure for recourse and control. The government used boarding schools, missions, agents, treaties and removal to undermine

the structure of tribes, which eventually impacted unity and stability of the family and the ability of the Native communities to govern themselves, hold criminal behavior accountable, and determine justice. These policies and procedures have created a vast wasteland that has jeopardized Native communities' ability to function in a protective manner. Native people struggle and find it nearly impossible to respond adequately to violence in their communities. Cultural colonialism was the process that preceded the disintegration of the traditional concept of Native communities and the ability for them to care and protect their members.

Contributing Factors to Victimization

Victimization is defined as injury or harm against an individual or family and is the result of someone else's actions. The result being life threatening, traumatic, and can be a harmful life-changing experience. Native people have been the recipient of harm and injury as individuals, as families, as communities, and as a nation. Injustice and harm were the result of actions by others and were beyond the control of Native people. Justice for crimes committed against Native people have only recently begun to be addressed (Reno, 1997). The apathy, neglect, and direct assaults toward Native people resulted in them being conditioned not to make demands, not to call attention to themselves, not to fight back because each time they did, something was taken away:

- children
- food
- shelter
- land
- warmth
- religion
- language
- homes
- elders
- signature
- name

Native communities experience victimization in various ways, and their ability to function effectively was compromised by their past and the spiraling rate of criminal assaults. Thus, Native families contend with a multitude of problems:

- Increased stress and limited coping behaviors,
- Unemployment and limited marketing skills,
- Limited resources (personal, family & community),
- Harsh and inappropriate discipline toward children,
- Excessive drug and alcohol usage by adolescents and adults,
- Unexpressed anger and aggression from cultural oppression,
- Inability to adequately address issues of shame, grief, or sorrow,
- No sanctions against abuse due to jurisdictional boundaries, limitations, or confusion,
- Tribal jurisdiction that limits penalties for crimes against members,
- Lack of value toward children plus the inadequate ability to protect them,
- Helplessness and hopelessness due to cultural oppression, lateral violence, and multiple deaths,
- Expressed anger and aggression in the form of domestic violence, suicides, and homicides,
- Gang violence that evolves out of general apathy or no or limited parental supervision,
- Hate crimes due to prejudice and racism,
- Higher incarceration rates that foster criminal mentality,
- Undiagnosed and undetected Fetal Alcohol Syndrome and Fetal Alcohol Effects, and
- Secondary disabilities of FAS/FAE creating more susceptibility to inappropriate and/or illegal behavior.

Generational Cycles of Abusive Behavior

The risk factors for abusive and criminal behavior did not evolve in isolation. Today, survival of Native people is remarkable given that entire tribal cultures were destroyed. The atrocities continued unabated by removal from the traditional lands; introduction of old world diseases; disregarding consensus in decisions; encouragement of alcohol usage; confinement with limited resources; removal of children; murdering for bounties; greed for land, gold, water and other natural resources; and, increased military and civil conflicts that diminished members. It was against this framework of inconsistent, unpredictable, non-supportive policies of an emerging government that began a period of regulation, legislation, and control that contributed to Native victimization. Governmental attitudes and policies

contributed to the vulnerable position of Native tribes and created the opportunity for other demoralizing circumstances that increased the risk for later injustice. The cycle of violence has been fostered. Sanctions for illegal or criminal behavior directed at Native people was non-existent or held limited consequences.

The effects upon Native families were devastating. Children were taken from their homes to be “civilized” under the assumption that given enough education they would no longer consider themselves Indian. What was once accepted and taught to children about who they were as a tribal person became distorted and demeaning. The sense of self was undermined and tribal people were caught in the marginal landscape of jurisdiction, limited resources, and personal and emotional deprivation.

It is against this backdrop that the long-term effects of boarding and mission schools with its lingering legacy of victim issues emerged. The purpose of boarding schools and missions was “to provide for the U.S. government a method to education and civilize Native children away from the influences of their savage lifestyle and unchristian ways.” Most boarding schools functioned similar to the military, enforcing rigid structure and punitive discipline. The early regime of strict discipline in the Indian schools did not change for many generations.

Boarding schools existed as early as 1700’s but blossomed from 1880-1960. Boarding schools were the breeding place for emotional, physical, and sexual abuse. Boarding schools were initially established in the eastern area of the new United States. As tribes were moved west and more encounters with western tribes occurred, the military and boarding and mission schools relocated to remote areas on the fringe of “westward civilization.” By 1887 more than 200 boarding schools existed with an enrollment of over fourteen thousand Native children.

The history of the authoritarian rule of boarding schools is notorious. Students were severely punished for infractions of speaking their Native language or practicing their traditional beliefs. Common experiences for children in boarding schools included:

- harsh and cruel punishment for behaviors defined as infractions or rule breaking,
- whipped and beaten for typical behavior appropriate for children who were scared or frightened,
- denied contact with family for months and sometimes years,
- denied medical care,
- used as indentured servants,
- punished for using their Native language,
- limitations placed on amount of food, clothing, and shelter they received,
- non-notification of parents upon child’s death, and,
- burial on school grounds without markers or ceremony.

Personality of Boarding School Staff

A variety of people were attracted to the boarding or mission school system as teachers, missionaries, administrators, matrons, and supervisors. Unfortunately, few possessed an understanding of Native culture and many were ex-military personnel whose recent past included destroying Native culture.

In some cases, those who possessed a sincere desire to teach Native children still retained the mentality of the era while lacking an appreciation of Native teachings. Most of these individuals practiced the belief that Native children should be assimilated into “civilizations” and turned from their “savage ways.”

Other individuals attracted to the Indian communities were social rejects and misfits alienated from the dominant culture and existed on the fringe of society and “civilization.” These individuals exhibited aberrant behaviors that were highly tolerated and accepted in the isolated and remote areas of the Indian world. Their behaviors were not as strange or noticeable against the background of the “savage west” when compared with civilized society.

Others had “signed-on” with the Indian Bureau after ending their military service. It was their task to produce compliant Native children dictated by the dominant view in whatever manner necessary. They were only accountable if the children under their care retained their tribal ways and reverted back to traditional teachings. These authoritarian individuals learned to exist in a hostile militaristic environment; they did not hesitate to inflict similar conditions on Native children that they were responsible to educate. These individuals valued autonomy and independence. They did not recognize or appreciate the

interdependency of tribal clans and bands. They discouraged familial and sibling contact and tribal identity. They retaliated in vicious and brutal manners when school infractions or misunderstandings occurred. Boarding school personnel were known to whip children to death to serve as an example for the other students. Mainly, individuals were very authoritarian who could control and govern in a relatively unrestricted environment without interference and with little or no consequences when children were harmed.

Missionaries were also attracted to the boarding school settings. Many religious denominations bided for reservations or had contracts with the federal government to establish missions. Missionaries were rigid and punitive in their stewardship to eliminate any “pagan” practices. Many felt it was their duty to eradicate behavior or practices that did not reflect their interpretation of religion.

The personnel of missionaries, teachers, dorm staff, supervisors, administrators, etc., that governed the formal education for Native children became the interpreters, built the economy, and emerged as gatekeepers to Indian Country. Many married into the tribes they had oversight for; as powerbrokers, they dictated the law. Within this atmosphere, abusive treatment toward Native children flourished and the generational cycle of abuse found root.

Cultural Deprivation and Victimization

The majority of the stewards of Indians had a sense of justice that met their own needs and took privileges with children because children, especially Native children, were not valued. Most agents, missionaries, and school authorities were not accountable except to submit written reports and attach an explanation of events in question. They did not necessarily have to justify why or how an Indian person died but only needed to describe events if there was an inquiry. Questions on the necessity of harsh discipline within the boarding and mission schools were dismissed by congressional hearings as being necessary and appropriate since school authorities should have ultimate power to rule as they saw fit.

Native children suffered deprivations beyond description and those who did survive became the wounded guardians of the culture and tentative parents to the next generation of children. When children were taken from their families, the only name known was their Native name. When the child arrived at a school, the child was arbitrarily given a “Christian name.” Their Native names were never recorded. If a child died, moved to another school, or “got lost in the process,” the family had no way of finding their child because schools recorded only the “Christian names.” Families lost many children by not knowing what name their children were required to use. Families had no power to circumvent the system in order to find their children. Authorities were not accountable for lost children or missing children. “What was one more dead Indian?” was the message from President Andrew Jackson.

Children who ran away were punished according to military standards of desertion. When caught they were isolated and locked in the stockade. Children were not allowed to comfort each other as that was viewed as a weakness. Children had few options for resisting an oppressive system. They were not allowed to see their families for years at a time, consequently they missed the transmittal of tribal culture and traditional teachings. This setting eliminated the opportunity to form consistent nurturing relationships during those formative years. They experienced physical and sexual abuse. They became helpless or aggressive and with abusive behavior toward others. Unfortunately, the effects of child maltreatment were not known and many generations of families engaged in destructive and violent behaviors before the connection between boarding schools and disenfranchised families was made.

Social Structure and the Breakdown of Family Structure

Several generations of Native parents were raised in boarding schools. Many families with limited resources and lacking food and shelter sought boarding school assistance for their children. Boarding schools offered food, clothing, shelter, education and hope; but for many Native people, the disadvantages far outweighed the advantages. Students never had the opportunity to experience or embrace a traditional family environment or experience what it was like to negotiate or work out compromises with elders, siblings or extended family members. They were not taught their responsibility within the tribal unit. The void that occurred was quickly absorbed in destructive and unhealthy habits. Alcohol, risk taking, aggressiveness, hostility, limited coping, and marginal relationship skills emerged as replacements for being disassociated from the tribe. With the passage of time, students in boarding schools were more likely to come from a foster care environment and more likely to have had parents that attended boarding school. Students in boarding schools were more likely to have a history of emotional, physical, or sexual abuse. Some families embraced formal religion in order to combat the effects of

abuse and other hardships. Others sought education to change social programs as a way to build a foundation for families, while others fought an uphill battle to gain the right to govern themselves. In spite of these valiant attempts, Native people continued to suffer and true accountability for violations was denied them. Finally in 1970, the Bureau of Indian Affairs began the closing of boarding schools, however the damage was done and the toll immeasurable.

There is historical evidence that tribes were cognizant of the danger of incest, sexually inappropriate behavior, or other physical injury toward others. All Native cultures appear to have strong sanctions against incest, defined by inappropriate sexual relations with immediate and extended family members. Many contemporary families make statements to their children not to date "so and so" since they are related in an "Indian way." Most tribal groups continue to recognize the extended family system and the informal adoptions that occur.

Historically, violators of the incest taboo were punished by banishment, death, or stripped of all rights and honor. This does not mean that tribal members did not allow sexual activity among relations. Tribal protocol allowed for sexual teasing and bantering, and in some situations, actual sexual relationships between certain individuals in order to defuse tension and create a balance of power. Appropriate sexual activity was seen as natural and understood as part of the procreation of life. Understanding tribal social mores regarding sexual behavior maintained order and structure and defined expectations in relationships.

Many tribes have some version of the story of the relationship between a brother and sister. The story goes something like this:

"Neither married, but the sister had a lover who visited her only at night. He would not allow her to see his face. They enjoyed each other's company and she wanted to know who he was. One night she smeared ashes on her finger and when her lover came, she touched his face in the dark. The next morning she looked about for someone with ash marks. She discovered her brother was the one with ashes smeared across his face. The brother was shamed and left the tribe. The brother became the moon and the sister became the sun. The moon still has the ash marks that can be seen today and rarely can one see the moon out when the sun is bright"

In many tribes, rape was perceived as a shameful act on the part of the male participant. Rape typically occurred as a result of insult in a marriage or other social violation. A man would announce that his wife was "out on the prairie." Young, unattached males would then be able to take advantage of her. However, this was seen as immature behavior since other women and men of the tribe would harass the male participants for their behavior. It was more acceptable for one to "walk away" from a marriage than to bring shame to the family by calling attention to the failure of the marriage. In some acts of adultery involving a woman, it was acceptable for the offended spouse to cut the tip of the wife's nose off or disfigure her in some way. In other cases, a man may just take up housekeeping with someone else and not acknowledge his former spouse again. She, in turn would be free to establish a marriage with a younger male who may be a better provider. Or, she could destroy all of his goods, kill his horse, or "throw him away." It was much more likely that a spouse would be "thrown away" rather than bring shame to the family by not staying married.

Other aspects of family structure that changed was the status of spouses. Economic, social, or familial responsibility may dictate a male assume more than one wife. As late as 1920's and 1930's, families were made up of sisters married to one man. The Indian Commissioner imposed sanctions against families if polygamy was discovered or reported.

The social structure of most tribes protected members from harmful activities that were abusive, damaging, or inappropriate which probably would be viewed as illegal or criminal today. Children were punished not out of anger, but the focus was on whether the child's inappropriate behavior could bring shame to the family or tribe. Disciplinarians were usually uncles or aunts or another designated person who dispensed punishment when necessary. Cultural events also reinforced compliant behavior, for the most part, tribal members were not subject to sexual abuse or severe physical punishment. Bringing shame to the family was sufficient punishment for most individuals to stop the inappropriate behavior because the entire band or clan was aware and reinforced discipline through social sanctions.

Another system in place that undermined the sense of family security was the services offered by child welfare or child protection. For many years, the Bureau of Indian Affairs Social Services maintained jurisdiction for children placed outside the home and initially the removal of children was primarily based on conditions of poverty. Children were taken from families because of perceived "neglectful conditions." Extended family placement was viewed as being less than ideal or inappropriate based on criteria

determined by the Child Welfare/Social Services agencies. These agencies employed non-Indian standards and lacked an understanding of the extended family system that functioned within many tribes.

Social Services began shipping troubled, multiple-placement kids from one boarding school to another without understanding the dynamics of moving students without follow-up treatment nor cognizant of the emotional history students brought to the schools. There was little or no sharing of background information between social service programs and school sites when students were transferred. Social services programs began to contend with high numbers of parents abusing drugs and alcohol. Few treatment resources existed in tribal or federal school systems. Social services, law enforcement, and legal services were contending with children, parents, and grandparents within the same family and a bottomless pit of problems that did not respond to imposed interventions.

Today there is more recognition of the historic child welfare practices regarding Native parents that have impacted generations of Native families. It contributed to the decline of parents to care for their children, creating more victims while placing individuals in vulnerable positions to be victimized repetitively.

Many present problems contribute to parents being unable and/or unwilling to care for and provide for their children. All tribes have experienced living under new and changing social conditions that resulted in the loss of traditional lifestyles, cultural values and teachings, social norms and sanctions, and parental guidance and instruction. The family system of clan/band living and sharing has been disrupted, resulting in the lack of support for the most susceptible members – children, elderly, imprisoned, disabled, mental ill, and suicidal. At one time susceptible individuals had an extended system of relations to assist and address their concerns; now many do not know their tribe, their clan, or their extended family.

Historically Native families used the extended network of family members to rear children. Segmented members in urban settings have replaced the extended family network of rearing children. Original ties to extended relationships became almost non-existent or marginal. This vulnerable population struggles with protection toward children, violations against spouses, high incarceration rate of adolescents and young adult males, crippling statistics on automobile injuries and death, and the increase in elderly abuse. Lateral violence in Native communities astounds all. It appears that empathy and compassion among tribal members has been totally eliminated when stories are told of vicious and random attacks against young people by members of their own communities. There seems to be a complete disregard for humanity as bodies are recovered from burned out automobiles or left lingering along isolated roads to be discovered weeks or months later. The astonishment is that no one questioned the disappearance of a family member, only to discover that he has been murdered without his disappearance being reported. Families are struggling and are not without fault in this tangled web of uncaring. The history of generational abuse offers families limited choices as they contend with violence and the inability to exhibit appropriate nurturing behavior toward one another.

The destruction of structure that once governed the social interactions between parties took away more than just relationships. It removed accountability and honor and left shame. Today's generation of Native people can be described as:

- having a higher likelihood of a history of substance abuse usage within the family,
- having a higher likelihood of first pregnancy as adolescent and increased likelihood of having children later in life,
- having a longer period for child-bearing years,
- having a higher likelihood of only having a GED equivalent,
- having three generations living within the household,
- having a history of oppression, generational grief, depression, anxiety, and shame,
- if male, most likely to have a high suicide rate,
- if male, most likely to have a history of incarceration or probation,
- living below the poverty level, living in substandard housing, and living in isolation,
- an age of less than 21 years old,
- having a higher likelihood of living on a reservation if older individual; higher likelihood of living in an urban area if younger individual,
- having a higher likelihood of dying before non-Native peers.

Federal Policies and Events

It is helpful to understand the past Indian policies of the federal government and their impact on the current conditions facing Native families. Below is a historical or chronological overview of the policies and the foundation for the federal government in their approach toward Native tribes:

- **Prior to 1492** – The people who occupied this territory were independent nations and viewed themselves as having separate territories and histories. There was earlier European contact that occurred during Norse voyages but major exploration of this New World did not begin until after 1492. The first European contact acknowledged independent tribes/nations.
- **1492** – This first recorded documentation of Spanish contact with the New World.
- **1519** – Aztec Empire, first written documentation of the Aztec people. The Spanish explorers traveled with monks or other Catholic Church representatives, many times these individuals kept detailed records that are now being used to better understand the “New World” that existed when the Spanish moved from the west to the east.
- **1534** – After the knowledge of the “New World” became known, other countries set sail to establish territories and claim riches for their homeland. The first recorded French contact was this year. The mentality of the explorers was to help their homeland lay claim since there seemed unlimited resources and opportunities in this new land.
- **1607** – Jamestown established. The English did not wish to be eliminated from competition in the “New World.”
- **1620** – Pilgrims established at Plymouth Rock but in actuality they did not land at Plymouth Rock. Manifest Destiny became the method of choice for the emerging new government. The immigrants determined that it was their responsibility and right as a lawful people to take and use the land and its resources regardless of who was living on the land at the time. This was especially true if those living on the land were considered to be uncivilized and uneducated by the “dominant” culture. Religious beliefs established the continued foundation for justifying how indigenous people would be treated.
- **Prior to 1684** – Tribes were viewed as independent nations by foreign entities with the exception of Spain. Spain viewed the Native occupants as citizens and subject to Spanish rule. As contact increased and alliances were formed, the reaction by the new explorers began to change.
- **1684** – The beginning of the exploration of the New World and expansion of settlement that eventually included Russian contact in Alaska and along the upper Northwest; Spanish settlement in the California and the southwest; French from the Southeast/Florida area and upper Great Lakes region; and the eastern colonies of the British Crown.
- **1776** – Establishment of the New Democracy and the Declaration of Independence as a nation separate from the British. It should be recognized that the U.S. is a nation built on the principles of freedom and equality. Many Native people served their country in World War I and II, Korea, Vietnam, Desert Storm and the Middle East conflicts to ensure that freedom and equality would always be available to citizens of the U.S. Military service is acknowledged as honorable and patriotic and a natural outcome of commitment to family and nation that Native people have always professed. Unfortunately, the New Democracy did not always value its Native citizens.
- **1794** – Jay Treaty (November 9, 1794) between the U.S. and Great Britain, established with Article III, the guaranteed rights of British subjects, American citizens and “also the Indians dwelling on either side of said boundary line” to freely cross and re-cross the U.S.-Canadian border.
- **1832** – Law passed and enacted by federal government that prohibited the drinking of alcohol by Indians. This did not include the provision of it being a crime to sell alcohol to Indians.

- **1855 – Court of Claims** - This was established by Congress to allow private parties to sue the United States for violation of contracts. A number of Indian tribes and individuals subsequently filed suits for treaty violations involving the taking of land in the Court of Claims. As the suits progressed, Congress perceived the danger of potential Indian claims and amended the Court of Claims statute to exclude those deriving from treaties. Another century would pass before any systematic process would be available for hearing claims of illegal land taking. This action was clearly one of the unfair practices that allowed the victimization of tribes.
- **1871** – Congress enacted laws to terminate making of treaties with Indian tribes. In addition, Congress enacted laws establishing Indian schools, tribal police, and tribal court systems. Indian Law became a standard but did not have Indian input.
- **1684 – 1880 - Indian Wars** - The period of time that became the standard in illustrating the conflict between the military and Indian tribes. This is especially true after the Civil War when the military was enlisting men to fight the “Plains Indian Wars” and the images from newspapers, photographers, and painters capture the imagination of the “civilized world” with stories of the noble savage and the “new frontier.” The establishment of a new democracy was much more pressing than attending to the tribes out west. The new government acquired territory interest then shifted to what bounty would enhance the controlling majority. The expansion of settlements into the frontier greatly increased confrontation between tribes and settlers. Protection of the citizens and removal of “Injuns” was a priority of the military.
- **1879 – Carlisle Indian School was established** by Henry Pratt, a Civil War veteran, whose initial goal was complete annihilation or assimilation. “Kill the Indian and save the man” was his motto. Regimentation, reading, writing, arithmetic, the manual trades, and home economics were drilled into the students until the school was closed in 1918 (BIA 1988; O'Brien 1989; Szasz and Ryan 1988). Many students stayed at least 5 years, losing their language and most Native cultural practices during this time. After receiving education at Carlisle, those that returned to the reservation found little or no work for the trades they had learned and experienced more alienation from their families because of differences in thoughts and beliefs.
- **1880 – 1930 - Assimilation and Allotment** - The basic element in federal-Indian relations has been the drive to assimilate Indians into the mainstream of American life by changing their customs, dress, occupations, language, religion and philosophy has always been an element in Federal-Indian relations. In the latter part of the 19th century and the early part of the 20th century this assimilation policy became dominant. A major thrust of assimilation was education, thus the boarding school movement. Allotment was advocated as a means of further civilizing Indians by converting them from a communal land system to a system of individual ownership while also increasing the land base for non-Native citizens. Many Native families were cheated out of their possessions, particularly land, because the agencies acting for the federal government insisted they knew what was best for Native families and refused to consider Native input into decision. There was conflict among Native families and leaders because of the indoctrination of non-Native teachings that place traditional teachings at a disadvantage and became viewed as less valued.
- **1887 – Dawes Act** - In 1887 Congress passed the Dawes Act (also known as the General Allotment Act). Each family head was to receive 160 acres, and a single person was to receive 80 acres. Title to land was to be held in trust for at least 25 years. If an allottee was declared competent to handle his own business affairs, the agent could recommend a fee patent prior to 25 years. This proved disastrous to family unity while dissolving the tribal systems of communal holdings. Jurisdictional issues are becoming paramount as allotment lands began to checkerboard the nation.
- **1920** – Federal law passed which sanctioned the Native American Church, however, in practice American Indian people were not allowed to engage in Native religion and the use of peyote was still seen as a criminal violation. The Native American Church beliefs and practices were continuously challenged until 1989 when the U.S. Supreme Court determined religious practices are protected.

- **1924 – Granting of U.S. citizenship to American Indians** - Some individuals and certain tribes had citizenship prior to this date, but with this law it became inclusive for all American Indians within the states boundaries. This created a problem for tribes and villages that straddled borders with Mexico, Canada, and eventually Russia. An invisible line that designated rights for fishing, hunting, visitation, and mobility arbitrarily divided families.
- **1928 – Merriam Report** - This report to Congress outlined the harsh treatment of boarding schools and the outrageous behavior of school authorities toward Indian children. This report focused on the way many boarding schools unmercifully disciplined children but good-hearted efforts were unsuccessful in attempts to make meaningful changes. Many non-Native people, outraged at the level of abuse in the boarding schools, continued to call attention to the living conditions of Indian people.
- **1930 – Congressional Hearing on the Status of American Indians.** The Merriam Report was part of this Hearing.
- **1930 – Sen. Elmer Thomas (D-Oklahoma)** headed a congressional investigation on child abuse in boarding schools. The results were devastating, which detailed the many deaths of students from abuse and lack of care. The abuse typically went unreported with the individual not being accountable or held responsible.
- **1934 – Johnson O'Malley Act** - This act, was an attempt to address the needs of Indian students as they enrolled in public schools, as amended in 1936, permitted the government to contract with states, territories, corporations, private institutions, agencies, and political subdivisions to provide education and other services to American Indians (Cohen 1982). Despite this act, thirty years later Indian education remained far below national standards.
- **1930 – 1945 - Indian Reorganization Act** - This act ended the destructive land allotment system, which had begun in earnest in 1887. Allotment had progressively dismantled numerous reservation land bases and forced affected tribes to have fewer resources available to its members. This act was purposely designed to help re-establish self-government and restore to tribes sufficient powers to represent tribal interests in a variety of political and economic circumstances. Elected tribal governments became formal organizations and traditional forms of tribal governing were discouraged. Unfortunately much of the bureaucratic stranglehold and paternalism of the Bureau of Indian Affairs continued. The elected officials had limited power with restrictions by the BIA.
- **1945 – 1960 - Termination of Trust Relationship Period** - Termination is used to describe a specific policy toward Indian affairs, the popularity for which peaked in Congress in 1953 and resulted in the infamous House Concurrent Resolution 108. The policy goal of HCR 108 was to end the federally recognized status of Indian tribes and their trust relationship with the United States “as rapidly as possible.” Many of the policy’s naive but sometimes well-intentioned supporters were convinced they were finally going to solve “the Indian problem” through yet another form of forced assimilation; making the Indian people become just like “other citizens.” More than 200 tribes were terminated, meaning that their rights based on their status as American Indians were eliminated by the U.S. government and those individuals no longer had status as American Indians and were no longer eligible for services offered to other tribes. This is another example of federal policy being implementation without tribal input. Many tribes were fearful of the consequence of this action and petitioned not to be terminated.
- **1950 – 1968 - Relocation** - During this period several programs were initiated through the Bureau of Indian Affairs that relocated American Indians from their reservation or tribal area to an urban setting. The intent was to move this population into the mainstream economy by resettling them in industrial or commercial areas in major cities. The outcome was that most individuals had limited marketing skills and could not compete with the working poor in those urban communities. As a result, this

relocation project did not have the desired outcome, rather families migrated to and from reservation settings or became enmeshed in the new social service programs offered by federal or state funded programs. A few families were successful but for the majority of Indian families the relocation into a metropolitan environment did not prove to be beneficial. It was out of these generations of families who remain in the urban areas and the natural migration from rural to urban, that urban Indian centers and clinics emerged.

- **1953 – Public Law 280** - This law gave six states mandatory and substantial criminal and civil jurisdiction over Indian Country within their borders. The “mandatory” states were Alaska (added in 1958, except Metlakatla Reservation), California, Minnesota (except Red Lake Reservation), Nebraska, Oregon (except Warm Springs Reservation), and Wisconsin (Canby, 1981). This law also permitted other states to acquire similar jurisdiction in Indian Country. The choice was determined by the state and did not allow for or require tribal approval. This is another example of federal policy being implemented without tribal input. It was later changed in 1968 to require tribal consent. Ten additional states opted to accept some degree of jurisdiction and to date, some of these states have now returned at least part of their jurisdiction to the federal government (Cohen, 1982). These ten states who opted to accept some degree of jurisdiction are Arizona, Florida, Idaho, Iowa, Montana, Nevada, North Dakota, South Dakota, Utah and Washington. The authority they assumed varied from limited jurisdiction over things like air and water pollution only (Arizona), to slightly greater jurisdiction over criminal offenses and civil causes of action arising on highways (South Dakota), to full Public Law 280 jurisdiction (Florida) (Cohen, 1982).
- **1954 – Indian Health Service** - IHS established a policy which disallowed health services to Indian women who married non-Indian men. It did not disallow services to Indian men who were married to non-Indian women. It was based on the assumption that if an Indian woman married a non-Indian that he would be able to care for her and their children. This proved to be an ill-fated policy that was eventually reversed. This policy did not consider that the federal government had a treaty obligation to provide health care for all tribal members.
- **1956 – Vocational Training Act** - This act was passed in response to vocation training being originally denied to Indian people who were moving away from reservations or tribal lands to obtain work in urban areas. Urban migration patterns were occurring with Indian and non-Indians alike. The policy makers however viewed this as another opportunity to “relocate and solve the Indian problem.” The intent of the “relocation” policy was to assimilate Indians into the mainstream, however relocation left many to fend for themselves in urban areas that were unfamiliar to them. The implications of this policy was the further breakup of Indian families since limited or no services were available for those living off-reservation (health care, education, etc.) and there was no training and/or education to prepare adults for jobs in the urban areas. As a result, there was more stress and no support systems such as extended families and relatives for relocated families. Poverty in the urban areas was used as a reason for non-Indian social workers and agencies for removing Indian children from their homes and placing with more affluent white families.
- **1968 – Indian Civil Rights Act** - This act was passed as the first major piece of legislation enacted during the post-termination era that dealt specifically with Indian matters. A relevant and significant part of the act prohibited states from assuming jurisdiction over Indian Country, under Public Law 280, without first obtaining tribal consent (Deloria and Lytle, 1983). “Self determination” is a catch-all term that covers a variety of concepts including tribal restoration, self-government, cultural renewal, reservation resource development, self-sufficiency, control over education, and equal or controlling input into all policies and programs arising from the Native American-federal government trust relationship (Waldman, 1985). Tribes have the power to initiate the process of controlling the nature of the programs available to them from federal programs. Some assumed this act actually hindered tribal services rather than helped since programs began to be dismantled as disbursement of federal funds to individual tribes limited the amount of funds to maintain federal programs.
- **1972 – Indian Education Act** - This legislation established funding for special bilingual and bicultural programs, culturally relevant teaching materials, proper training and hiring of counselors, and

establishment of an Office of Indian Education in the U.S. Department of Education. Most importantly, the act required participation of Native Americans in the planning of all relevant educational projects (Cohen 1982; O'Brien 1989).

- **1975 – Indian Self-Determination and Education Assistance Act (Self-Determination: Contracting and Compacting)** - This act authorizes federal agencies to contract with and make grants directly to Indian tribal governments for federal services, much like it does with state and local governments. This act is often referred to in Indian Country as “638” legislation, because it was passed as Public Law 93-638. Through grants and contracts, the act as amended, encourages tribes to assume responsibilities for federally funded Indian programs formerly administered by employees in the Departments of Education, Interior, and Health and Human Services. Tribes decide if they wish to participate in a particular program. If they do, then funds and management decisions are subject to tribal control. It means that participating tribal governments can now control their own housing, education, law enforcement, social services, health and community development programs (American Indian Lawyer Training Program 1988; Cohen 1982; Kelly 1988; O'Brien 1989).
- **1976 – Indian Health Care Improvement Act** - In 1954 Congress transferred the badly ailing Indian Health Services out of the BIA and into the Public Health Service. Improvement of the amount and quality of medical services available to Native Americans was the reason behind the transfer, and to a degree it has worked. But, as with the BIA, the IHS has had its share of problems regarding waste, mismanagement, and fraud. The Indian Health Care Improvement Act, as amended, established two broad goals for the IHS. First, to raise the health status of American Indians and Alaska Natives to the highest possible level, and second, to encourage the maximum participation of Indians in the planning and management of IHS services. It was only recently that IHS began preventative programs that truly focused on at-risk health care.
- **1978 – American Indian Religious Freedom Act** - The passage of this act was designed “to insure that the policies and procedures of various federal agencies, as they impact upon the exercise of traditional Indian religious practices, are brought into compliance with the constitutional injunction that Congress shall make no laws abridging the free exercise of religion.” This act also created the atmosphere for more traditional practices to be implemented into on-going services provided by federal funds. The Native American Church was finally validated as a true religious structure with all rights and protection as other religious structures.
- **1978 – Indian Child Welfare Act (ICWA)** - The passage of the Indian Child Welfare Act of 1978 is an important milestone in congressional action to protect and maintain Indian families and tribes. The intent of the act is to stabilize Indian families by reducing the number of Indian children removed and placed in non-Indian adoptive and foster homes as a result of abuse or neglect. The act established minimum federal standards for removal of Indian children and outlines procedures that aid in their placement in homes reflecting Indian culture as well as establishing programs within tribal systems to prevent the removal of Indian children from their homes. As with many legislative acts, there was not mandated funding, and states were not always eager to comply with the intent of this law.
- **1988 – Indian Gaming Regulatory Act (IGRA)** - This act created a rare opportunity for some tribes to establish an economic foundation for their infrastructure. There has been considerable discussion regarding tribal gaming policies at the tribal, state, and federal level. Gaming issues have contributed to court challenges by states as to jurisdiction and regulatory functions. Many tribes have explored their sovereign status in response to the gaming issue.
- **1989 – Multi-victimization on Indian Lands** - In 1987, several multiple victimization cases were discovered on reservations. In response to the multiple victimization that occurred in Indian Country, the Office for Victims of Crime (OVC-DOJ) discovered how inadequate services were for Native child abuse victims. Eventually, the OVC-DOJ began funding a discretionary grant program, providing money to states to fund on-reservation victim assistance programs through the Victim Assistance in Indian Country (VAIC). This, unfortunately, proved limited since States were unprepared to adequately service tribal programs.

- **1990 – The Indian Child Protection and Family Violence Prevention Act (P.L. 101-630)** - This act was a direct response to the multi-victimization cited above. It was enacted in response to the discovery that federal employees were not required to report cases of suspected child abuse. The purpose of this act is to require that reports of abused Indian children are made to the appropriate authorities in an effort to prevent further abuse. This law attempted to establish a reliable database for statistical purposes and to authorize a study to determine the need for a central registry for reported incidents of abuse. It called for the establishment of treatment programs on Indian reservations for victims of child sexual abuse and provides training and technical assistance related to the investigation and treatment of cases of child abuse and neglect. The law authorized the establishment of Indian Child Resource and Family Services Centers in each Bureau of Indian Affairs Area Office. The intent of the law was to have multidisciplinary teams with experience and training in the prevention, identification, investigation, and treatment of child abuse and neglect. In addition, it called for the provision of treatment and prevention of incidents of family violence, establishment of tribally operated programs to protect Indian children and reduces the incidents of family violence in Indian Country and authorizes other actions necessary to ensure effective child protection on Indian reservations. However, since no funds were appropriated, this legislation is severely hampered and implementation has been inconsistent and ineffective.
- **1990 – Native American Graves Protection and Repatriation Act (NAGPRA)** - Interest in burials and religious places have high appeal for many individuals, but in their quest many destroyed burial sites and sacred objects. Excavation of burial sites is rampant without regard to tribal beliefs or concerns. In some excavated locations, visitors were allowed to walk among the “dead” and view their remains in the exact position as when they were buried. It appeared that reverence for the remains of Native people became lost in the justification for research or entrepreneurship. In response to this appalling behavior, this act attempted to curtail the destruction of sites, objects, and other cultural aspects of Native history. The act mandates that all agencies and private museums which receive federal funding have five years to inventory their collections of Native American human remains and related funerary objects. Upon completion of inventories, they are required to notify tribes where the materials originated, or from whose land the materials came. If a tribe requests that remains and objects be returned, that request is to be honored. This law establishes that Native American tribal groups have the right to claim human remains or ceremonial and burial items which are discovered on tribal and federal lands. They also have the option to determine the disposition of such discovered remains and items. Unfortunately the act does not include excavation of sites on private land or artifacts removed or sold that are labeled non-ceremonial.
- **1990 – Native American Languages Act** - When children were sent to boarding school or placed away from families, they were forbidden to speak their Native language. As a result many children lost or refused to speak “Indian” again. With each successive generation, fewer and fewer Native speakers were fluent. Native people sought to retain as much of their culture as possible and realized that the loss of their Native language was a critical element in retaining identity. This act shifted the U.S. policy “to preserve, protect, and promote the rights and freedoms of Native Americans to use, practice, and develop Native American languages.” This officially reverses the scattered policies of the 19th and 20th centuries that so devastated Native languages and created the oppressive climate. Native languages are at a critical crossroads as the older generation of speakers begin their last journey of this world and the younger generation loses access to them.
- **1994 – Federal Crime Control Bill** - Studies showed that crimes against Native people were increasing but tribal governments lacked the resources to legislate enforcement or penalties. This bill allowed tribes a greater opportunity for increased police presence, to expand and improve cooperative efforts between law enforcement agencies and community members, and to generally enhance public safety. It allows for more federal support to develop and strengthen law enforcement and prosecution strategies to combat violence against women and children, and develops and strengthens victim services particularly involving violent crimes against women.
- **1998 – OVC began direct funding to tribes** - OVC began direct funding to tribes, eliminating the state pass-through of the past decade that proved to be less than ideal. There are some American

Indian victim assistance programs who receive funding from state VOCA programs as well as VAIC grants, however that is the exception rather than the rule. Since its inception in 1989, the VAIC program has funded 52 reservation based victim service programs in 19 states. In addition, OVC is working in conjunction with other federal agencies to increase services to tribes and has provided funding to increase resources and materials for programs serving Native communities. There still remains the need for immediate and direct crisis intervention of services on reservations and tribal lands.

Barriers to Services for Victims of Crime

The culmination of these events during this relevantly short period is immense. Native women are at high risk for domestic violence; Native men are at high risk for suicide and homicide; Native children are at high risk for abuse and neglect and injury. There is the additional factor of exposure to extreme violence and being traumatized by the event. Unfortunately many are re-traumatized in the process of getting assistance or aiding in prosecution. Although Native families have similar historical background of governmental policies that undermined family structure, not every Native person contributes to the patterns of violence. Most Native people, however, experience repercussions of violence and abuse.

Native populations are vulnerable since they are affected by laws drafted and passed without input from them. Some States seek legislation that hampers Native citizens from benefiting from programs available to other citizens. Some state governments challenge tribes and Native villages' sovereignty or create barriers to services for crime victims. For example, some state victim assistance programs automatically deny state services and require Native crime victims to first seek services at their tribal mental health program. In addition, there are a limited number of mental health professionals available in Native communities. Consequently, it is impossible to simultaneously provide adequate mental health care for the general tribal community and for victims of crime. Native crime victims should have the option of care beyond their local service areas and be allowed equal access to services available to the general public.

Barriers to crime victim services:

- Suspicion of law enforcement including tribal and federal personnel,
- Unwillingness to cooperate with investigation or prosecution,
- Limited access to tribal or state victim assistance programs
- Limited infrastructure – transportation, childcare, telephone, programs and services, adequate referral source, etc.,
- Limited information on services available,
- Lack of community support for disclosure of victimization,
- Limited tribal jurisdiction for accountability and penalties,
- Limited federal jurisdiction for violations other than major crimes,
- Limited economy to build an infrastructure to support programs,
- Inappropriate or limited understanding of Native issues by non-Natives, and,
- Acceptance of abusive and harmful relationships and criminal injury.

Conclusion

It is important to realize the historical content of victimization is not limited to individuals since all Native families have a collective history of trauma and abuse. This collective history contributes to a higher proportion of victimization in Indian Country. Each individual must be provided supportive services to effectively manage victim issues including the process of investigation and prosecution, treatment services that are easily accessible and appropriate, and the elimination of future trauma related to the initial abuse.

Victim services are beginning to be framed within traditional Native teachings of spirituality and cultural relevancy. Families are rebuilding. Families need a supportive structure that will increase their sense of empowerment and provide an avenue to explore ways to combat the pattern of victimization both presently and historically. Families need an effective method to hold perpetrators and offenders accountable as well as the judicial and law enforcement systems that function as protectors. Traditional sanctions and methods of restitution should be considered in victim services. Children cannot exist without parents; parents cannot exist without families; families cannot exist without communities;

communities cannot exist without tribes; tribes cannot exist without children. The hope is that children, families, communities, and tribes are rebuilding together. The prophecy is being fulfilled for Native people that honor and traditions will heal their spirits and build their heritage as Native people.

Author

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RESOURCES

Office for Victims of Crime

810 Seventh Street, NW
Washington, DC 20531
(202) 307-5983
<http://www.ojp.usdoj.gov/ovc>

Office for Victims of Crime Resource Center

Box 6000
Rockville, MD 20849-6000
800-627-6872
<http://www.ncjrs.org>

Center on Child Abuse and Neglect

CHO 3B-3406
940 NE 13th Street
P.O. Box 26901
Oklahoma City, OK 73109
<http://pediatrics.ouhsc.edu/ccan>

Bureau of Indian Affairs

Office of Tribal Services
1849 C Street, NW, MS 4603
Washington, DC 20240
(202) 208-2721
<http://www.doi.gov/bia>

Office of Justice Programs

American Indian and Alaska Native Desk
810 Seventh Street, NW
Washington, DC 20531
(202) 616-3205

Tribal Law and Policy Institute

8235 Santa Monica Blvd, Suite 211
West Hollywood, CA 90046
(323) 650-5467
<http://www.tribal-institute.org>

U.S. Department of Justice

Office of Tribal Justice
10th and Constitution Ave., NW, Room 1509
Washington, DC 20530
(202) 514-8812

American Indian Development Associates

Ms. Ada Pecos Melton
7301 Rosewood Court, NW
Albuquerque, NM 87120
(505) 842-1122

National Congress of American Indians

1301 Connecticut Avenue NW, Suite 200
Washington, DC 20036
(202) 466-7767
<http://www.ncai.org>

National American Indian Court Judges Association

1301 Connecticut Avenue, NW
Washington, D.C. 20036
(509) 422-6267
<http://www.naicja.org>

Native American Rights Fund

1506 Broadway
Boulder, CO 80302
(303) 447-8760
<http://www.narf.org>

National CASA Association

100 W. Harrison St., North Tower #500
Seattle WA 98119
1-800-628-3233
<http://www.casanet.org>

National Children's Alliance

1319 F Street, NW, #1001
Washington, DC 20004
(800) 239-9950
<http://www.nncac.org>

Colorado State University

Tri-Ethnic Center
C138 Andrews G. Clark
Ft. Collins, CO 80523
(970) 491-0251

Northern Plains Tribal Judicial Institute

University of North Dakota Law School
Box 9000
Grand Forks, ND 58202
(701) 777-6176
<http://www.law.und.nodak.edu/lawweb>

Native American Topic Specific Monograph Project Titles

Abusers Who Were Abused: Myths and Misunderstandings	Dewey J. Ertz, Ph.D.
Community Readiness: A Promising Model for Community Healing	Pam J. Thurman, Ph.D.
Confidentiality Issues in Victim Advocacy in Indian Country	Eidell Wasserman, Ph.D.
Dealing with Disclosure of Child Sexual Abuse	Eidell Wasserman, Ph.D.
The Differences Between Forensic Interviews & Clinical Interviews	Jane F. Silovsky, Ph.D.
Guidelines for Child Advocacy Centers in Indian Country	Eidell Wasserman, Ph.D. Roe Bubar, Esq. Teresa Cain
History of Victimization in Native Communities	D. Subia BigFoot, Ph.D.
Interviewing Native Children in Sexual Abuse Cases	Roe Bubar, Esq.
Memorandums of Understanding Between Indian Nations, Federal, and State Governments	Jerry Gardner, Esq.
Native Americans and HIV/AIDS	Irene Vernon, Ph.D.
An Overview of Elder Abuse in Indian Country	Dave Baldrige Arnold Brown, Ph.D.
Psychological Evaluations	Eidell Wasserman, Ph.D. Paul Dauphinais, Ph.D.
Public Law 280: Issues and Concerns	Ada P. Melton, Esq. Jerry Gardner, Esq.
The Role of the Child Protection Team	Eidell Wasserman, Ph.D.
The Role of Indian Tribal Courts in the Justice System	B.J. Jones, Esq.
The Roles of Multidisciplinary Teams and Child Protection Teams	Eidell Wasserman, Ph.D.