

Growing and Linking Our Knowledge about Data, History, and Sovereignty to Strengthen ICWA Practice and Leadership Behaviors

August 19, 2021



Agenda

- Overview of the day
 - Welcome and Land Acknowledgement
 - Data presentation
 - Breakout Session 1
 - History of Native American experience
 - Breakout Session 2
 - Summary and what's next
 - Close

Learning Objectives

Assess

Assess what the current data tells us and does not tell us about the extent of disparities that exist among the Native American children and families we serve.

Increase

Increase knowledge about the historical context of the Native American experience in the United States and California.

Introduce

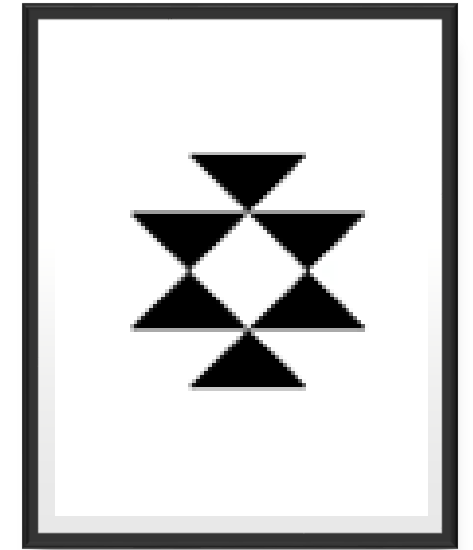
Introduce how government laws and practices have shaped and impacted Native American experience, especially as it pertains to children and families.



Understanding the Need and the Problem

The Lay of the Tribal Landscape – Demographics

- 574 federally recognized American Indian and Alaska Native tribes and villages. (Seven Virginia tribes added 2018)
- 2010 Census, 5.2 million AI/AN (alone or in combination with some other race).
- California 109 federally recognized Tribes
- The state highest number of Native Americans, with a population of 757,628, comprising about 1.94%



Native Americans Entering Foster Care

Referrals, Substantiations & Entries 2020



3,523
CHILDREN
WITH
ALLEGATIONS



599
SUBSTANTIATED



306
ENTERED INTO CARE

**Approximately 51% of substantiated
cases end up in foster care**

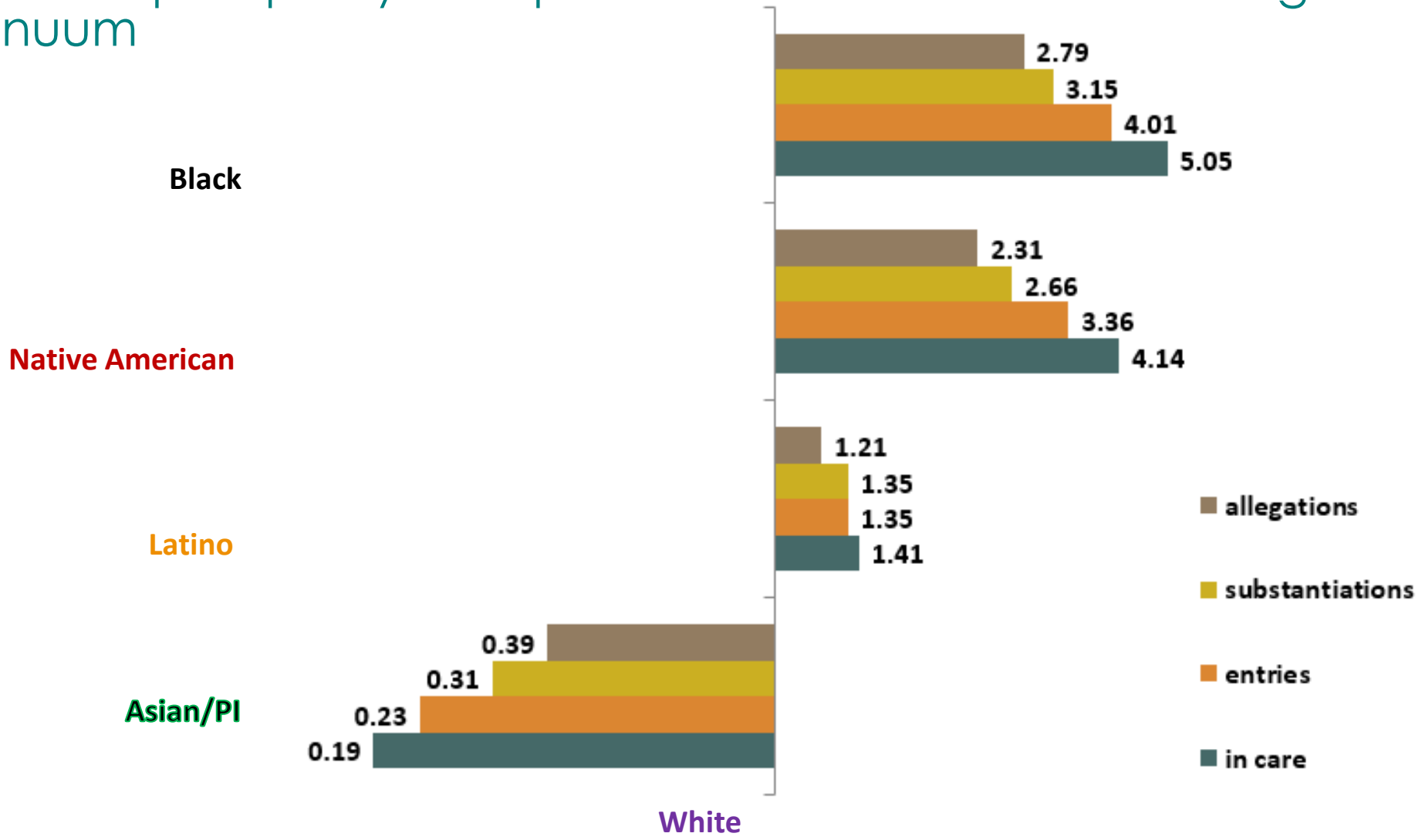
Agency: Child Welfare, Age: 0-17 Years, Children with Allegations, Substantiations, and Entries per 1,000 Child Population

Data Source: CWS/CMS 2020 Quarter 4 Extract.

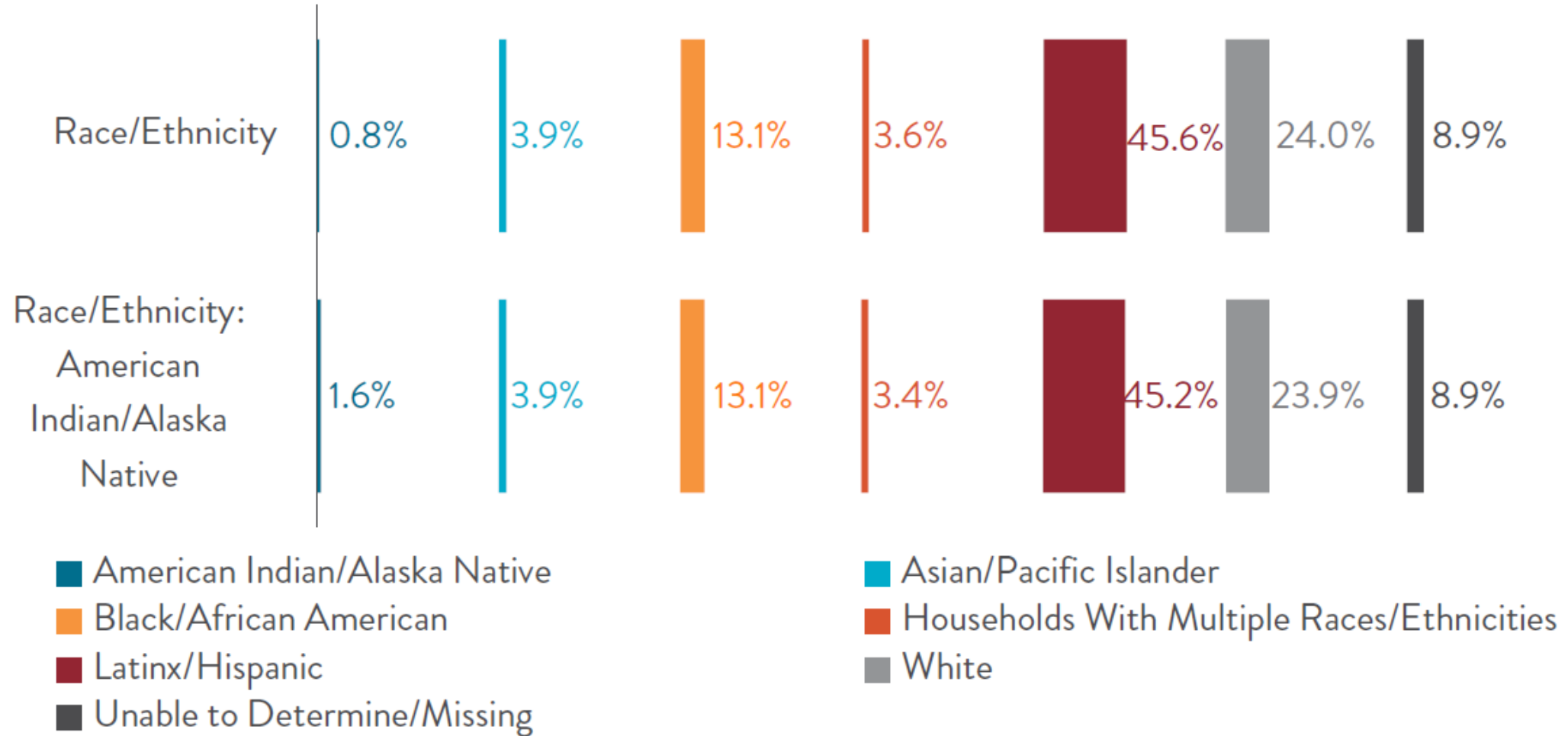
http://cssr.berkeley.edu/ucb_childwelfare/RefRates.aspx

Racial Disparity Indices (General Population)

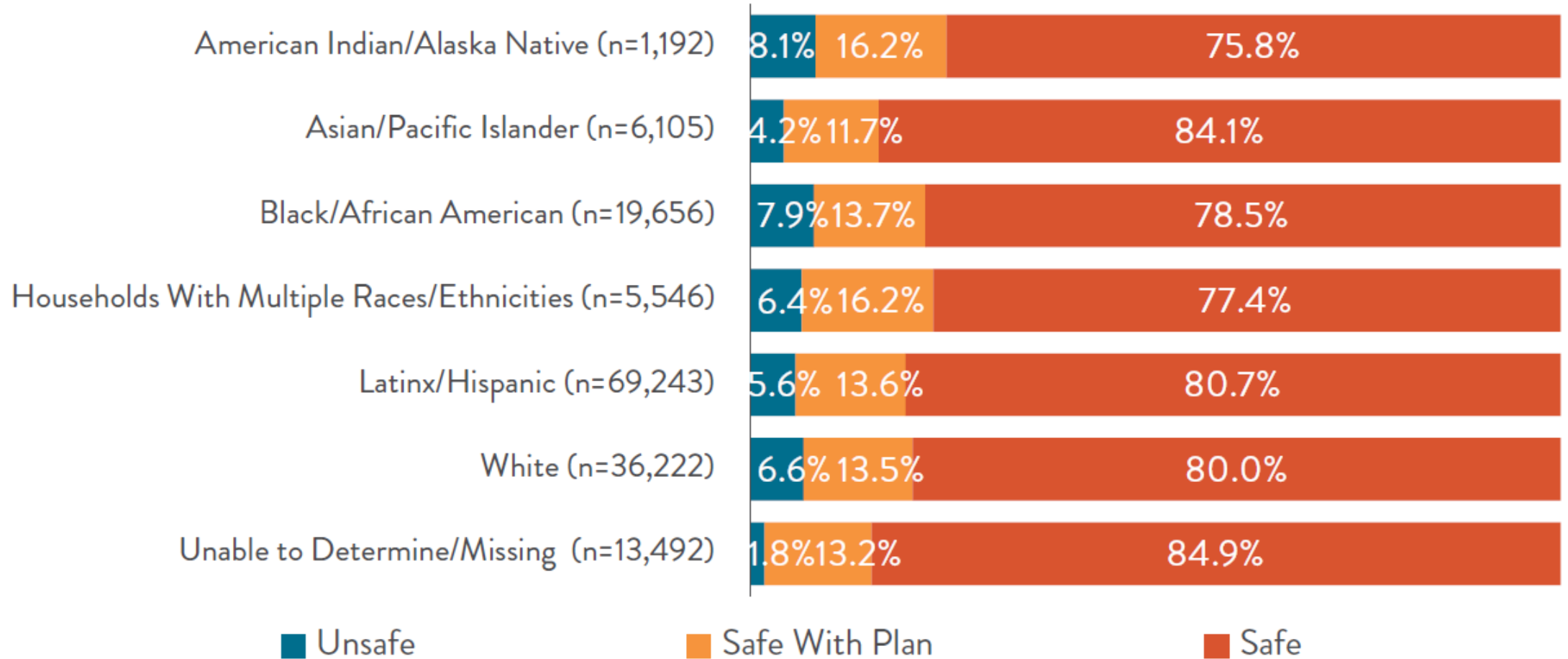
Ethnic Group Disparity Compared with White Children along CW Continuum



RACE/ETHNICITY COMPARISON

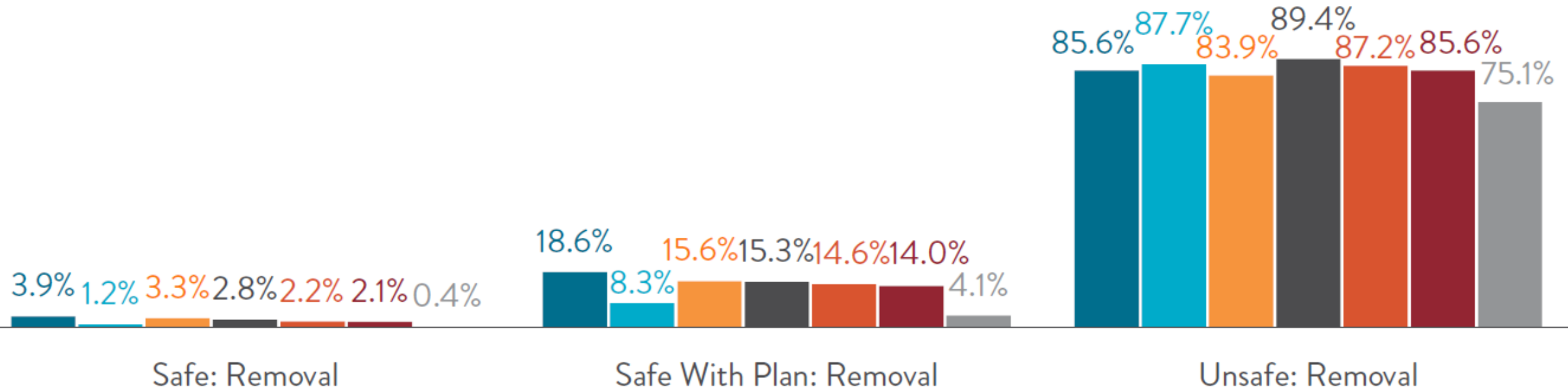


SAFETY DECISION BY RACE/ETHNICITY



Using Race/Ethnicity methodology

CHILD PLACEMENT BY SAFETY DECISION



■ American Indian/Alaska Native
■ Black/African American
■ Latinx/Hispanic
■ Unable to Determine/Missing

■ Asian/Pacific Islander
■ Households With Multiple Races/Ethnicities
■ White

Using Race/Ethnicity: American Indian/Alaska Native methodology

Breakout# 1

Data Discussion

Given what you have seen and heard, how does this information resonate with you and your county's experience?

Based on your experience in child welfare with Native American communities, what stories are not being told by data alone? What else would want to know?



Chat Report Out

72% OF AMERICANS ALMOST NEVER ENCOUNTER OR SEEK OUT INFORMATION ABOUT NATIVE AMERICANS



MAKE NO MENTION
OF A SINGLE NATIVE AMERICAN IN
K-12 CURRICULUM*



87%
OF STATE
HISTORY STANDARDS
DON'T MENTION
NATIVE AMERICAN
HISTORY
AFTER 1900**

NATIVE AMERICAN
CHARACTERS
ONLY MAKE UP
BETWEEN
0-.04 %
OF PRIMETIME
TV AND FILMS



WHEN SEARCHING
"NATIVE AMERICAN,"

95%



OF THE FIRST 100
GOOGLE IMAGES
ARE FROM THE
19TH CENTURY

LESS THAN
0.3%
OF PHILANTHROPIC
RESOURCES
GOES TO NATIVE AMERICANS

Historical Context

History as a
backdrop- "You
don't know where
you are going
until you know
where you came
from."

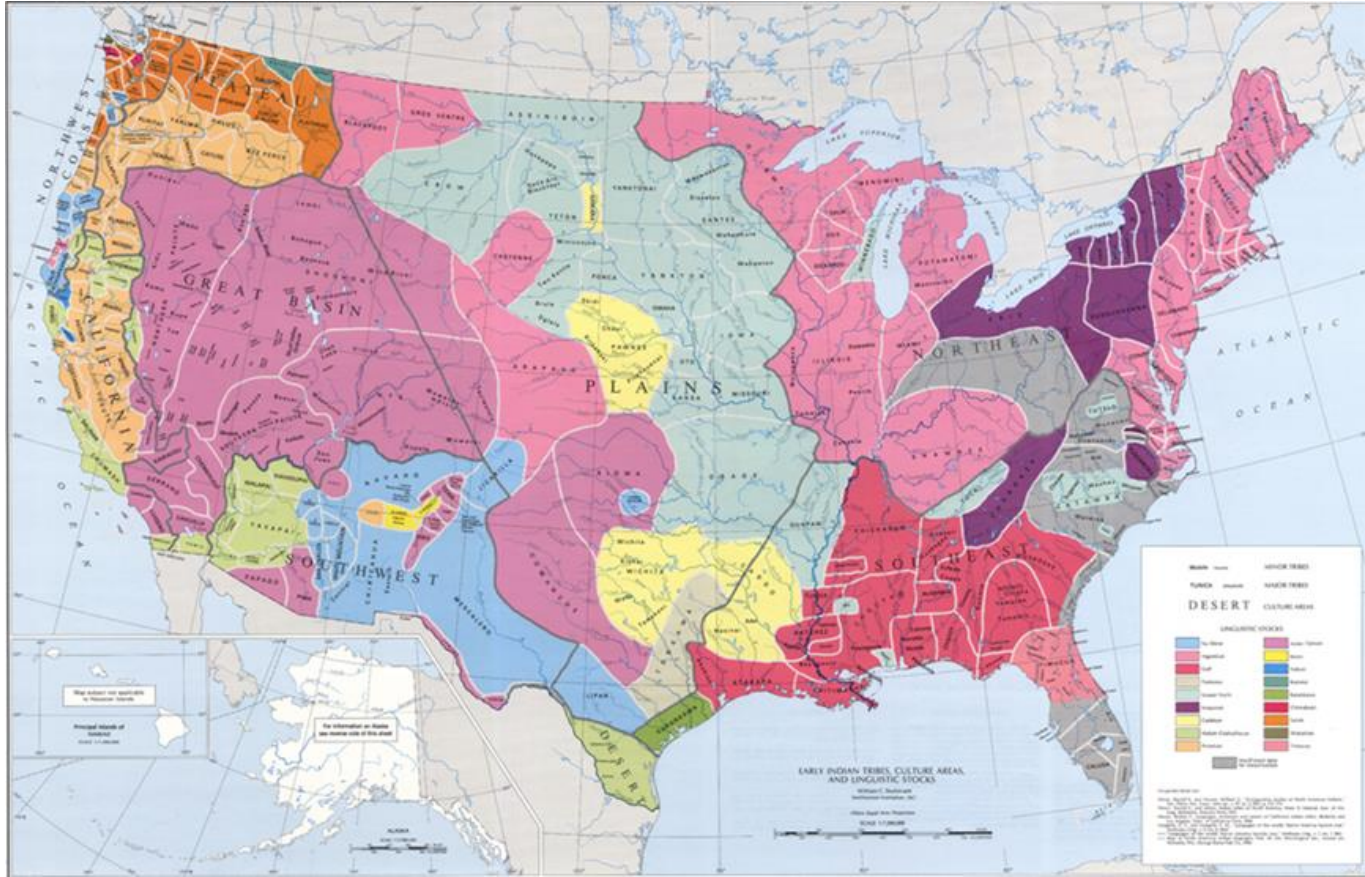
Citation: Reclaiming Native Truth - <https://illuminatives.org/reclaiming-native-truth/>

*Shear, S. B., Knowles, R. T., Soden, G. J., & Castro, A. J. (2015).

**Shear, S. B., Knowles, R. T., Soden, G. J., & Castro, A. J. (2015).

***Tukachinsky, Mastro, & Yarchi, 2005; Fryberg, 2003

Pre Contact Historic/Ancestral Tribes



Historic peoples of what is now the United States.

- “Linguistic stock”
- “Cultural areas” – identifiable “territories”
- “Major/Minor Tribes”

Linguistic and Anthropological groupings – ethnicity, culture, “historic affiliation”

Cultural Values and World View

American Indian/Alaskan Native

- Collective relationship based focus- Human beings are not the most important in the world.
- Tribe and extended family first, before self
- Emphasis on the circle -View life as a continuance, or series of repeating cycles
- Connection with natural world – religious beliefs are connected and spirituality
- Relationship between all things /every action produces a result
- Decisions made by discussion and for the greater good
- Land- land owned by all. Nature is sacred and good
- Learning is through experience and traditional stories/ Look to traditions through past, present and future

Settler/Non-Indian

- Individual and nuclear family focused-Human beings are most important in the world.
- “Number One”
- Emphasis on straight lines rather than continual return-continual departure
- Humans are more important than nature /Humans can control nature
- Focus on the future and are quick to forget the past
- Life is focus on advance to the “top” / progress
- Hierarchy
- landownership equals power- Man had “dominion” over the earth and that wicked acts were committed in the “wilderness.” #Jesus-40days40nights
- Learning is found in school/ Look to the future

Cultural Values & World View

AI/AN

- Gender roles and equal importance
- Equal respect between adults and children
- Children are gifts to be shared with others
- Children are the responsibility of extended family, community, village
- Correct “bad” behavior through teaching a lesson, rather than “hitting” /natural consequences
- What goes around, comes around

Non-Indian

- Male dominated society
- One being is in power (God, King, President, Teacher)
- I’ll raise my own; you do the same/
- Children owned and belong to birth parents
- Adults are to be respected always, children are of “lesser” value
- “bad” behaviors are corrected through punishment
- Leave childish things behind, leave parents, leave home in order to advance upward

Doctrine of Discovery-Colonization

“Discovery” as a legal premise is rooted in ancient Roman law. At the end of the fifteenth century, Pope Alexander VI issued a Papal Bull (Inter Caetera) in which he granted to Ferdinand and Isabella, the monarchs of what was shortly to become a unified Spain, exclusive rights to claim territory in the Americas.

(A Papal Bull is a written grant issued by the pope of the Roman Catholic Church).



Discovery Roots



- Genocidal acts were sanctioned by the documents of the Catholic Church used by Christian European conquerors in the Americas to justify an incredibly brutal system of colonization - which dehumanized the indigenous people by regarding their territories as being "inhabited only by brute animals." [Story:135-6]
- 1452 and 1493 viewed indigenous peoples as "the lawful spoil and prey of their civilized conquerors." [Wheaton:270-1]
- Christian "Law of Nations" asserted that Christian nations had a divine right, based on the Bible, to claim absolute title to and ultimate authority over any newly "discovered" Non-Christian inhabitants and their lands.



Colonization, Discovery and White Supremacy Culture Characteristics

- 'Discovery' – legal premise in ancient Roman law
 - Perfectionism -
 - Worship of the Written Word
 - Only One Right Way
 - Either/Or Thinking
 - Concentration of Power
 - Power Hoarding
 - Paternalism

Settler Colonialism

- The English colonists in North America and then the American colonial, state, and federal governments all utilized the Doctrine and its religious, cultural and racial ideas of superiority over Native Americans to stake legal claims to the lands and property rights of the indigenous peoples.
- United States enforced the Doctrine against the Indian nations as American Manifest Destiny led the United States' expansion across the continent. The Doctrine remains federal law today and is still used against American Indians to limit their governmental and sovereign powers as well as their property rights.
- Manifest Destiny is generally defined by three aspects, and all three reflect the rhetoric of an American continental empire. used to justify the United States' continental expansion and the displacement of native peoples.



*“Indians and wolves are both beasts of prey, tho’ they **differ in shape.**”*

- President George Washington

To Washington, Indians were clearly no different than animals, indistinguishable from any other form of wildlife.



Indian Policy Periods

- I. Treaty-Making Among Governments- @ Contact (1532-1871)
- II. Removal & Relocation (1828-1887)
- III. Assimilation and Allotment (1887-1934)
- IV. Reorganization (1928-1945)
- V. Termination (1945-1961)
- VI. Self-Determination (1961- present)

Pendulum of Federal Indian Policy

Era	Policy Trend	Global Trend
1880s – 1920s	Assimilation	Imperialist/racism
1930s – 1940s	Autonomy	Economic reform
1950s – 1960s	Assimilation	Cold war/individualism
1970s – early 1990s	Autonomy	Civil rights/liberation
Late 1990s-2000s	Assimilation	Anti-multiculturalism

Treaty Making - Contact (1532-1871)

- **1532**—Francisco Vitoria established legal relationship with Indian tribes in what is now the Eastern United States
- **1763**—British Proclamation in which the Crown asserted control over all Indian land cessions
- **1778**—First treaty between an Indian Tribe and the United States (Delaware Tribe)
- **1787**—The Constitution contains the power to regulate commerce with Indian tribes — Northwest Ordinance includes Indian rights, establishment of reservations, and sanctity of tribal lands
- **1789**—Congress establishes a Department of War and grants the Secretary of War authority over Indian Affairs
- 1790-1834—Trade and Intercourse Acts
- **1823**—Johnson v. McIntosh 1851—Fort Laramie Treaty (Crow & other Plains Tribes)
- 1855—Hellgate Treaty (Salish & Kootenai)
1855—Stevens Treaties (Pend d'Oreille, Confederated Salish and Kootenai, & Blackfeet)
- **1871**—Congress ended Treaty-making with the Indian tribes

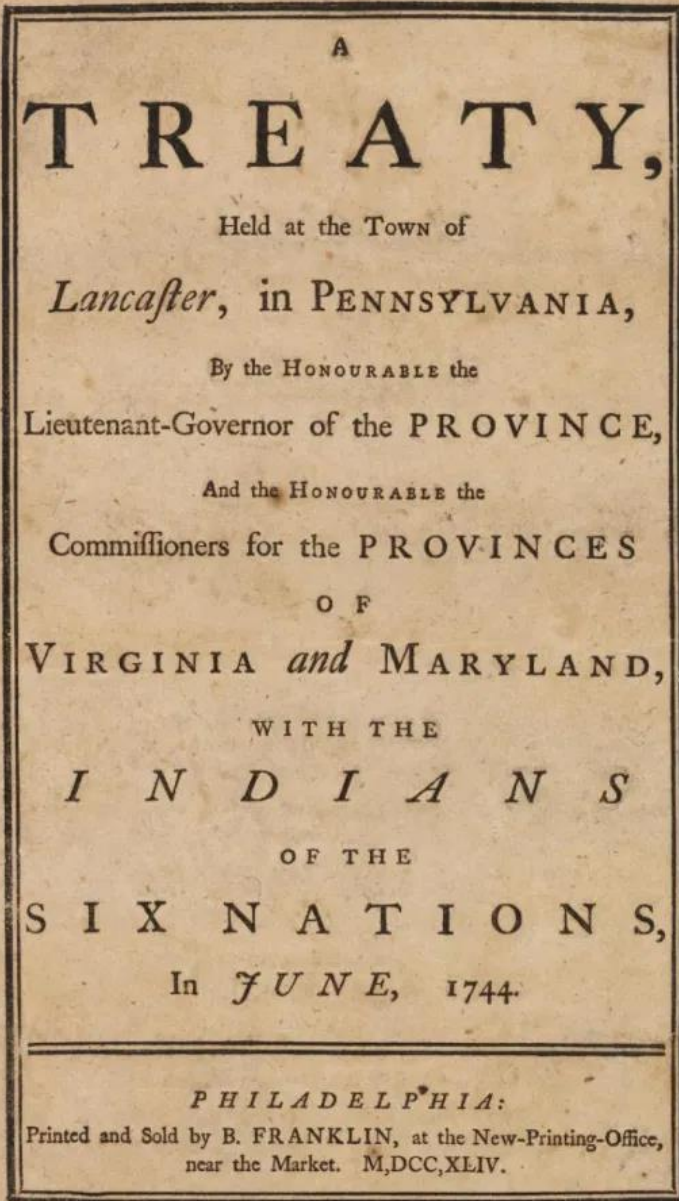
Treaty-Making (1532-1871)

- Between 1778-1871 over 600 treaties were made between Indian tribes and the United States Purpose of treaties:

- Ensure peaceful relationships
- Transfer land ownership from Indian tribes to the United States

- The power of the Executive Branch to enter into treaties and Congress's power over Indian Affairs is based on several provisions of the United States Constitution Federal Power over Indian Affairs: U.S. Constitution

- 1) Treaty Clause
- 2) Commerce Clause
- 3) Supremacy Clause
- 4) Property Clause

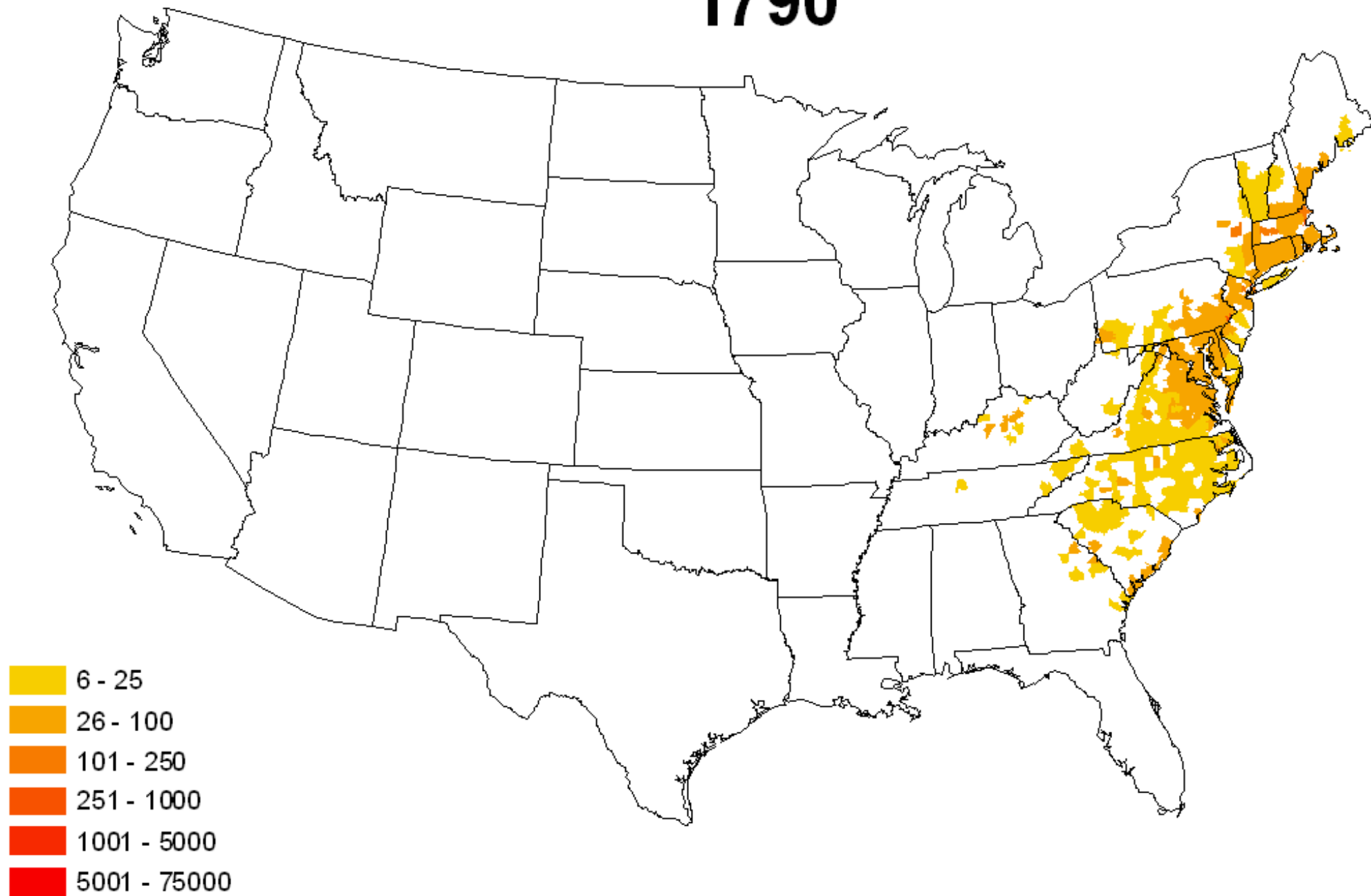


Civilization Fund Act 1819

The act intended to
“civilize” and
“Christianize”
Indians through
federal and private
means.

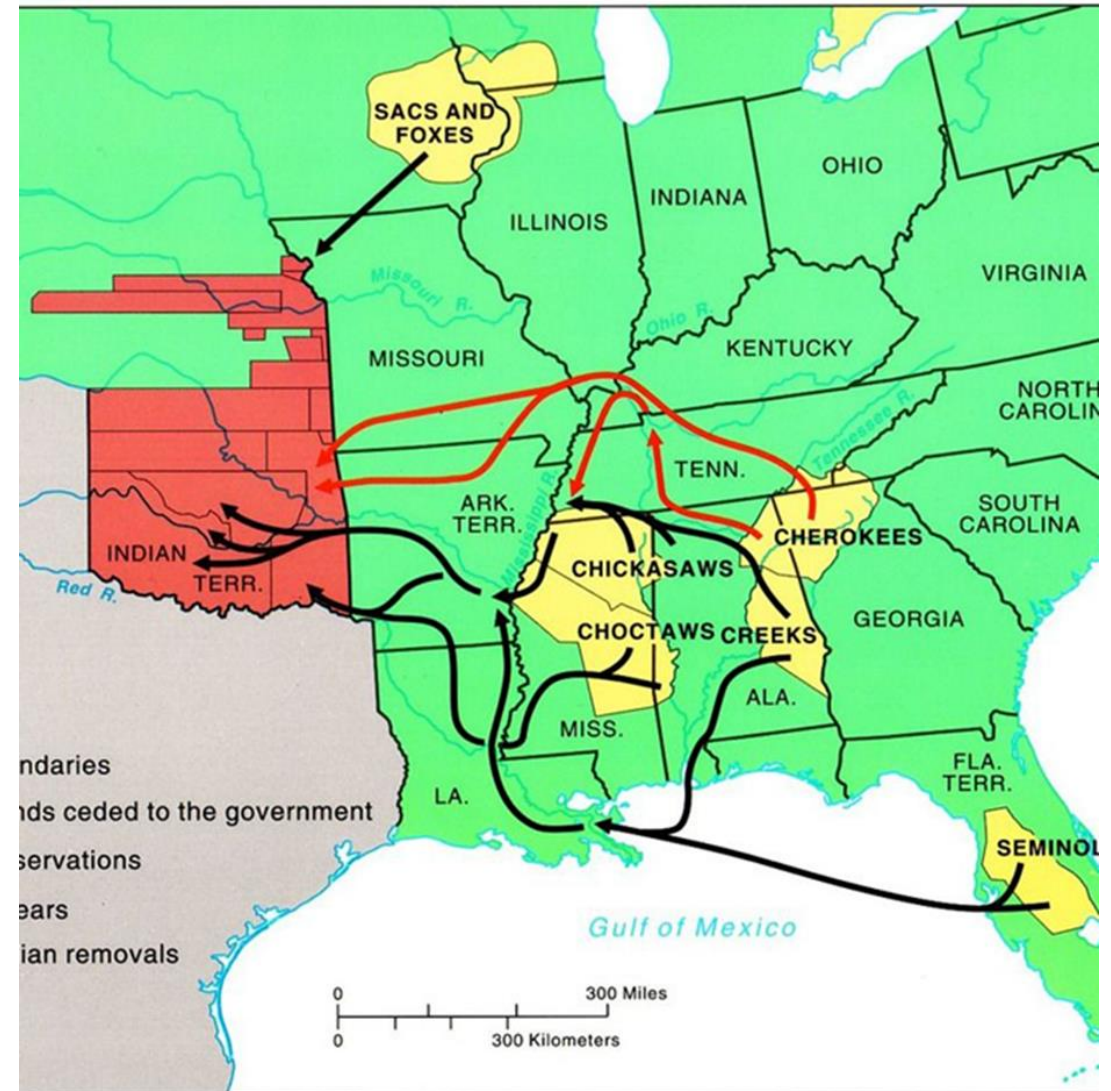


1790



Removal and Relocation 1828-1887

- After the War of 1812, many treaties contained removal provisions.
- Thomas Jefferson had the idea to remove the Cherokees from the East Coast to the land obtained under the Louisiana Purchase.
- 1828—Andrew Jackson took action and pledged to support westward expansion by promoting “voluntary removal”
- Indian Removal Act (1830)—forced removal across the Mississippi
- “Trail of Tears”—The United States Army forced approximately 16,000 Cherokees to march from Georgia to eastern Oklahoma
- In 1849, the Indian Office (now known as the Bureau of Indian Affairs) was moved from the War Department to the Department of the Interior Contributing Factors
 - Removal lessened the eastern states’ combative posture toward Indian tribes and decreased warfare
 - Indian affairs was centralized at the federal level
 - Tribes were defined as “domestic dependent nations”



Removal & Relocation (1828-1887)

- As part of the removal policy, the federal government began confining Indian tribes to reservations
- In 1851 Congress passed the Indian Appropriations Act, which sought to concentrate the western Native American population on reservations
- This was typically accomplished by treaty, in which a tribe ceded much of the land it occupied to the United States and reserved a smaller portion to itself in exchange for various annuities, thus the term “reservation.”

Removal Act, 1830

Enacted to move
Indians away from
traditional homelands
to “Indian Territory”
west of the Mississippi.



Allotment and Assimilation: 1887-1934)

In 1881 President Arthur proposed a new solution to the **“Indian Problem”**: **“to introduce among the Indians the customs and pursuits of civilized life and gradually to absorb them into the mass of our citizens.”**

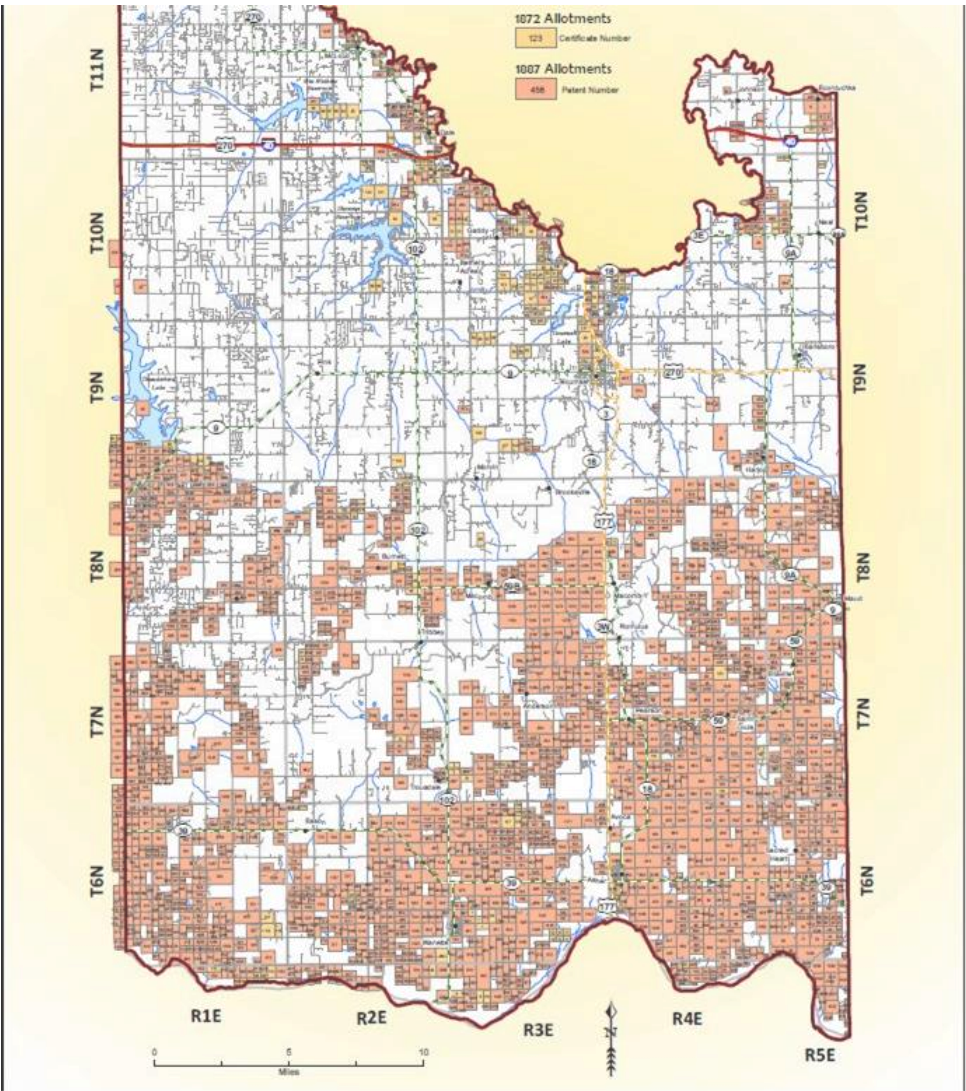
- 1887—General Allotment Act
- 1890—The Ghost Dance Movement and the Wounded Knee
- Massacre take place in South Dakota
- 1902—The Reclamation Act encourages settlement of the West
- 1906—The Burke Act: gave legal ownership to the Individual Indian allottee if competent and capable of managing his/her own affairs
- 1910—the federal government forbids the Sun Dance among Plains Indians
- 1924—Indian Citizenship Act: got rid of the various qualifications for citizen

Dawes Allotment Act, 1887



- Indian land divided up in effort to turn Indians into nuclear families and farmers
- Introduction of “blood quantum” concept of tribal enrollment
- Divided reservation land base into individual allotments
- Opened up land for non-Indian settlers during westward expansion
- Authorized the President to allot any reservation according to the following formula:
- Head of family—1/4 section
 - Single person > 18 yrs—1/8 section
 - Orphan child < 18 yrs—1/8 section
 - Single person < 18 yrs—1/16 section
 - One section was equal to 160 acres


Dawes Allotment Act, 1887



INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
EASY PAYMENTS

PERFECT TITLE
POSSESSION
WITHIN
THIRTY DAYS



FINE LANDS IN THE WEST

IRRIGATED IRRIGABLE GRAZING AGRICULTURAL DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLOTTED INDIAN LAND AS FOLLOWS:

Location	Acres	Average Price per Acre	Location	Acres	Average Price per Acre
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

CALIFORNIA:	MINNESOTA:	NORTH DAKOTA:	OKLAHOMA:	SOUTH DAKOTA:	WASHINGTON:
Espey	Sioux Falls	Fort Yates	See and For Agent	Chapman Agency	Fort Spokan
COLORADO:	MONTANA:	NEBRASKA:	NEBRASKA:	NEBRASKA:	NEBRASKA:

Allotment & Assimilation 1887-1934

- Indian education became a national assimilation effort with thousands of off-reservation boarding schools and many reservation day schools run by religious groups.
- 1882—Congress authorized the Secretary of War to set aside vacant army posts and barracks for educating and training “youth from the nomadic tribes having educational treaty claims upon the United States”
- These schools forced Indian children to move away from their homes, shed their traditional cultural identity including clothing, long hair, language, and values and traditions.
- Indian Citizenship Act of 1924 -Conferred national citizenship to all Indians born in the United States
- Before this time, individual Indians could become citizens under the General Allotment Act.



Boarding Schools

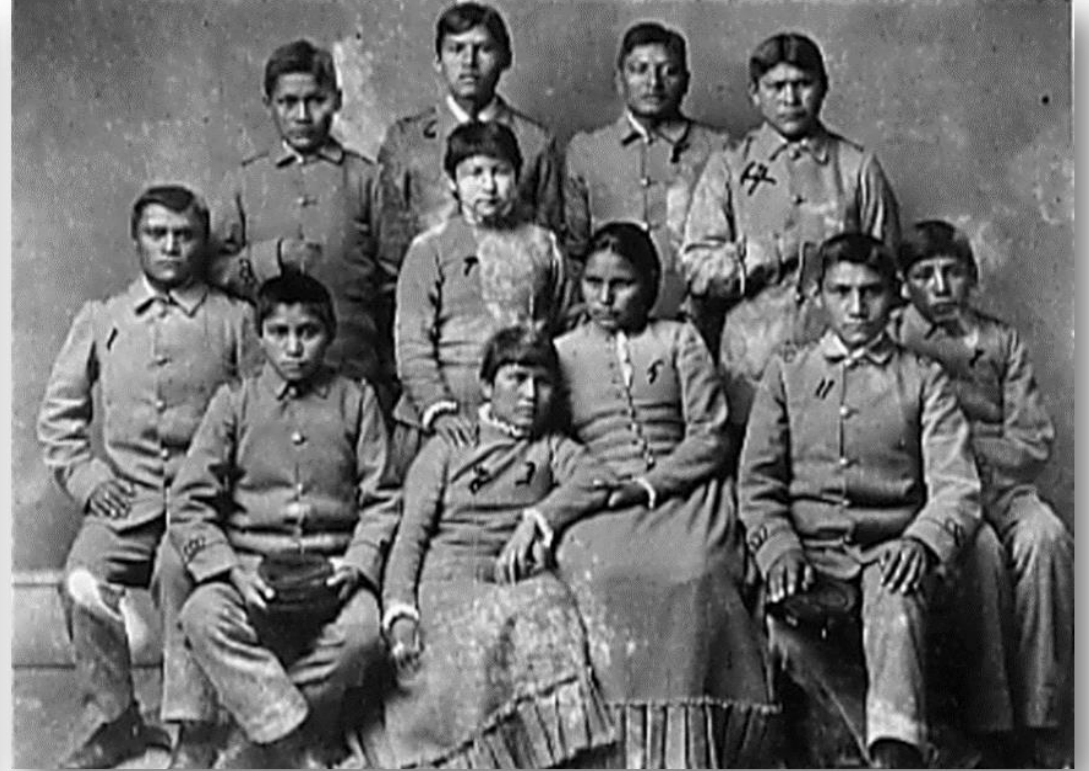
"It's cheaper to educate Indians than to kill them."

Commissioner of Indian Affairs
Thomas Morgan speaking at
the establishment of the
Phoenix Indian School in 1891

**"Kill the Indian,
save the man"**

philosophy of Colonel
Richard Pratt

The Boarding School Era



Mortality Rates

- The mortality rate was about 50% in the boarding school system.
- An estimated **50,000 Native American children died in boarding schools** in the U.S. and Canada.



Indian Citizenship Act, 1924

- American Indians granted United States Citizenship.
- And while all Native Americans were now citizens, not all states were prepared to allow them to vote. Western states, in particular, engaged in all sorts of legal ruses to deny Indians the ballot. It was not until almost the middle of the 20th century that the last three states, Maine, Arizona and New Mexico, finally granted the right to vote to Indians in their states.



Reorganization and Self-Government (1928-1945)

- **1928:** The Meriam Report, reports on the conditions of American Indians in more than 20 states. It finds conditions of abject poverty and extremely poor health conditions are common among American Indians.
- **1933:** President Roosevelt appoints John Collier as Commissioner of Indian Affairs. He calls for an end to allotment policy, citing the failure of policy and that it was responsible for creation the horrible living conditions of American Indians.
- **1934:** Congress passes the Indian Reorganization Act, which allowed for, in part, allotted lands to be reconsolidated into reservations and tribal governments to be reinstated and reorganized.



Termination & Relocation (1947-1965)

- A reversal in policies from the Self-Government Era.
- federal government resolved to terminate the special trustee relationship tribes held with the United States in House Resolution No. 108, 83rd Congress (August 1, 1953).
- Facially, the resolution seemed to be well-intended, for it appeared that Congress wished to liberate tribes from federal control-policy became another means of controlling and erasing Native Americans' rights.
- Congress seeks to abolish tribes, relocate American Indians. Congress passes a resolution beginning a federal policy of termination, through which American Indian tribes will be disbanded and their land sold.
- A companion policy of “relocation” moves Indians off reservations and into urban areas. PP During this era,
- Congress passes Public Law 280, which requires state governments in certain states to assume criminal jurisdiction over tribal lands in their states. PL 280 was unpopular with American Indian tribes and with states. In later years, it was rescinded in part, leaving criminal jurisdiction in Indian country a complicated patchwork of law

The Indian Problem

Termination and Assimilation

- Hoover Commission, named after its chairman, former president Herbert Hoover.
- Budget issues- looked closely at Native Americans and the Bureau of Indian Affairs
- The solution to assimilate Native Americans into white America and eliminate the BIA. Eliminate tribal governments and reservations
- Eugenic overtones. The Hoover Commission reported, matter-of-factly, "The Indian population is no longer a pure ethnic group. Rather it represents a mélange of 'full bloods' and people of mixed ancestry."
- 1951, Myer ordered BIA officers to fan out into tribal communities across the country to recruit Native Americans to move to cities.
- Dillon S. Myer. He had just finished leading another massive, government-run relocation program: the forced relocation of more than 100,000 Japanese-Americans to what the government called internment camps and then on to cities scattered across the country.



The Urban Indian Relocation Program

- attempt to assimilate Indians into white American society - the Urban Indian Relocation program.
- The reservation economies during World War II deteriorated as the federal government slashed the Bureau of Indian Affairs (BIA) budget to meet wartime needs.
- Jobs were scarce and the average annual income for an American Indian male living on the reservation in 1949 was \$623, five times less than that of all males
- Between 1952 and 1960, an estimated 160,000 American Indians were relocated off of the reservation to live in urban cities
- Many relocatees were part of the more than 30% of able-bodied males who joined the military during WWII.
- San Francisco, Oakland, Los Angeles, Denver, Salt Lake City, Chicago, Dallas, St. Louis, Cleveland, Cincinnati



Relocation

Vocational Programs Offered for Relocates in Los Angeles:

Aircraft, Machine Mechanic, Automobile Engine Mechanic, Barbering, Comptometry, Landscape Horticulture, Nursery, Horticulture Radio Repair, Allied Electronics, Secretarial

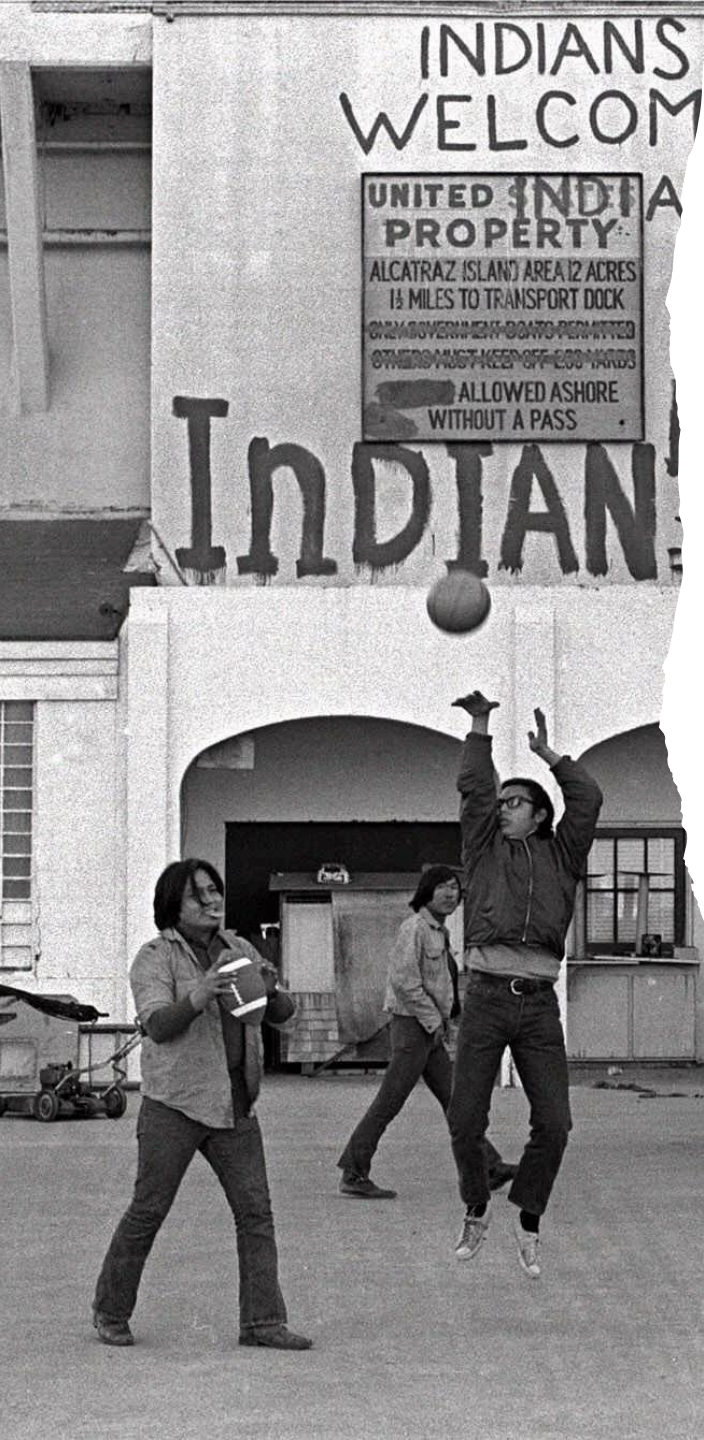
- Lack of orientation in relocating from reservations to cities
- Low quality of opportunities for work
- Confusion of where to turn for necessary services, as the difficulties like language and cultural barriers were ignored.
- Heath



Indian Adoption Project 1952-1968

- Indian children adopted to white families." goal to take Native kids away from their biological parents.
- a government program designed to save the government money and dismantle tribes. All under the guise of integrating Native children more fully into American society
- The CWLA with funding from the BIA and US Children's Bureau headed up the Indian Adoption Project
- Poverty of Native American family was recognized as a factor leading to neglect and abuse, thus justifying the removal of children or acting in "the best interests of the child."
- The Child Welfare League of America's Adoption Standards stated "where there is a conflict between the interests of the child and the natural parents, the situation should be resolved in the child's favor" The child's favor was interpreted as being best served by removal from the Native American family and culture
- "Authorization for discharge of an infant"





Self Determination (1960- present)

- National civil rights unrest and action-ends termination & relocation policy
- Re emphasizes the status of tribal nations as sovereigns- government to
- Red Power Movement
- Attention to past federal Indian policies and reservation living conditions
- Indian Civil Rights Act (1968) ensured Indians basic civil rights
- American Indian Movement/Women of All Red Nations
- Passage of the Indian Self Determination and Education Assistance Act
- Passage of the ICWA



Historical Trauma

The *American Indian* legacy of genocide, removal, assimilation, termination

- Historical/Intergenerational trauma is the cumulative emotional and psychological wounding, over the lifespan and across generations, emanating from massive group trauma experiences - unresolved trauma and grief that continues to adversely affect the lives of survivors of such trauma and their descendants.
- Socioeconomic conditions, coupled with racism and oppression, complicate the historical trauma response and the risk factors for substance abuse, violence, suicide, mental illness, and other family problems.
- On the road to health, Indians have both harsh and complicated histories and harsh contemporary reality to address.





By the end of the 19th century:

- Only 15,000, 1% of the California population was Indian
- Most surviving natives were stored safely away on remote and impoverished reservations, suffering from disease, malnutrition, and despair.
(*Pestilence and Genocide, American Holocaust*, David Stannard)





California History



Conquest- California & Spanish Missions

- Late 17th century- Spanish California was the last great expansions of Spain's vastly over extended empire in North America.
- 1769 Franciscan administrator Junipero Serra and journeyed to San Diego in to establish the first of 21 coastal missions.
- coercive religious, labor camps organized primarily to benefit the colonizers.
- missions were authorized by the crown to "convert" the Indians in a ten-year period.
- series of murderous epidemic diseases swept over the terrified mission Indian populations. nearly a third of the aboriginal population of California died as a direct consequence of the missions of California.



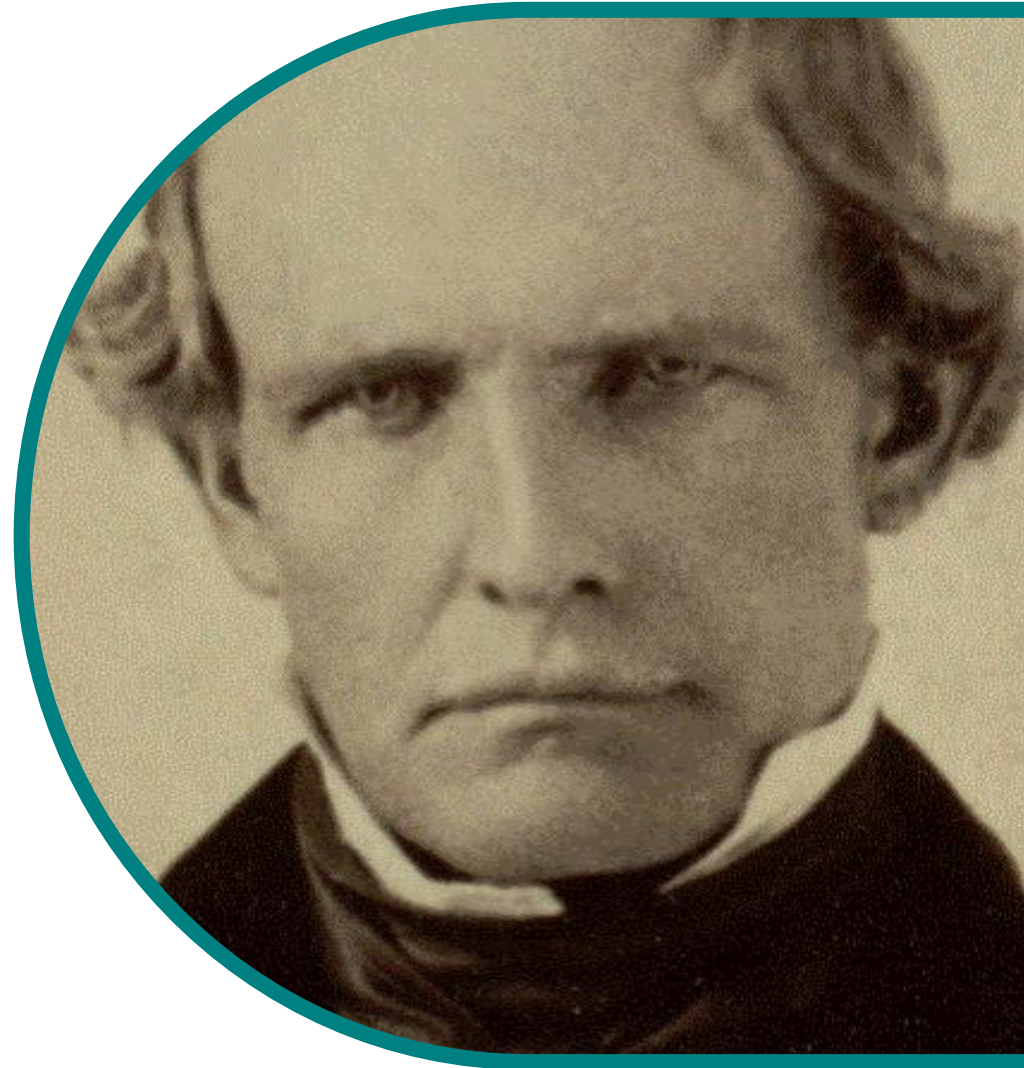


California Genocide

- 1848 Gold 'discovered' at Sutter's Mill
- 18450 Treaty of Guadalupe Hidalgo
- 1850- CA admitted as a state
- Non Indian population grew over 100,000
- Settlers began stealing women and children for laborers ...indentured servitude
- 1850 -18 Treaties reserving 8,619,000 acres as Indian land (unratified)
- State funded militias and bounties against Indians Disease

California Genocide

- Peter Hardeman Burnett, in a second state of address, says, *“That a war of extermination will continue to be waged between the races until the Indian race becomes extinct must be expected.... While we cannot anticipate this result but with painful regret, the inevitable destiny of the race is beyond the power or wisdom of man to avert.”*
- Sets aside state money to arm local militias against Natives
- Help from U.S. Army, distributes weapons to the militias,
- Tasked with raiding tribal outposts and scalping and killing Native people.
- Local governments put bounties on Native scalps and pay settlers for stealing horses of the Native people they murder.



Gold Rush

Seth Kinman, bounty hunter of Native Americans (1864)



- Many Native American women during the California Gold Rush were forced into sexual slavery.
- Bounty hunting of Native Americans was also common in the latter half of the 19th century in California. Cash rewards were paid for each scalp, body, or head of a Native American man, woman, or child.

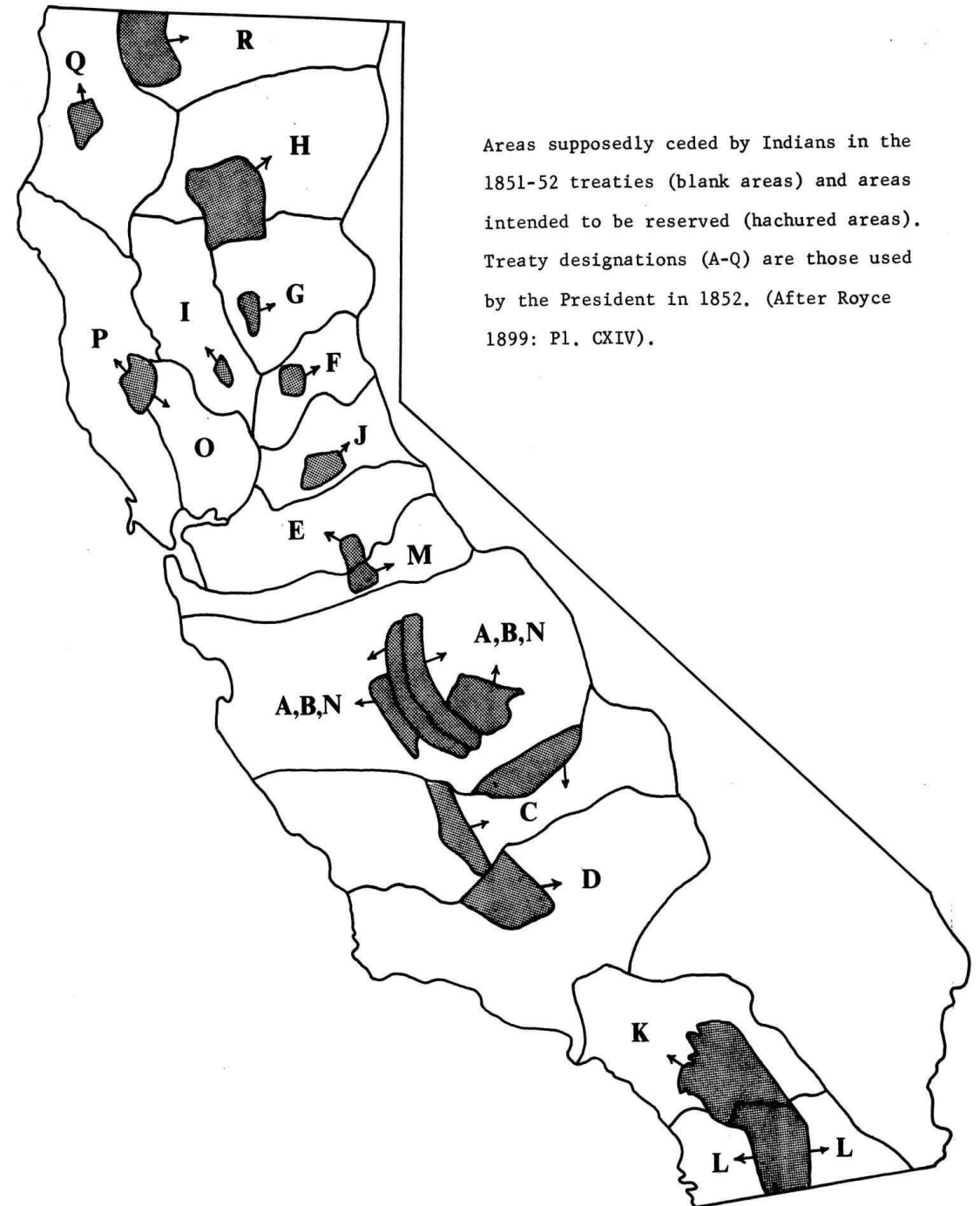
Example bounties: \$25 for male body part (scalp, hand, or entire body) and \$5 for child or woman

- 1852: State of California paid \$1.1 million to militias for killing Native Americans
- 1855: Shasta City gave \$5 per severed head
- 1856: State of California paid 25 cents per scalp
- 1860: State of California paid \$5 per scalp
- 1863: Honey Lake gave 25 cents per scalp

The Special Case of CA

Unratified treaties; Landless Indian Rancheria System; BIA recognition of small numbers of rancheria occupants as tribes -- mixing Indians of multiple tribes and to the exclusion of large historic tribal populations. Membership can be controversial and may have implications for the larger context of Indian affairs. <https://www.bia.gov/regional-offices/pacific>

On July 8, 1852 the US Senate in closed session rejected 18 treaties that had negotiated with CA Tribes. The treaties were then sealed from the public record until 1905. The Treaties had reserved 8.5 million acres of land but have never been recognized.



CA Reservations and Rancherias

- Reservations may not be in a tribe's ancestral territory.
- Not all tribes received Reservations/Dispossession of tribal lands
- Rancherias were created for "homeless" tribes
- Not all landless tribes received Rancherias
- Tribes that did not receive land may not be recognized by the federal government as a "Tribe"
- Rancheria Termination Act of 1958 terminated 39 Rancherias
- 26 Rancherias have been restored since the early 1980s
- Article 3, "To promote the settlement and improvement of said Nations," gives the United States all their land but a reservation.

*A Treaty of Peace and Friendship,
made and concluded at the village of Temecula California
between the United States Indian Agent O. M. Wycraft
of the one part and the Captains and Heads Men of the
following Nations, viz: The nation of San Luis Rey Indians
the Nah-we-as, and the Tribe of Coccomocacas —*

Art. 1.

*The several Nations above-mentioned do acknowledge
the United States to be the sole and absolute Sovereigns
of all the soil and territory ceded to them by a Treaty of Peace
made between them and the Republic of Mexico —*

Art. 2.

*The said Nations of Indians acknowledge themselves
jointly and severally, under the exclusive jurisdiction,
authority, and protection of the United States and hereby
binds themselves hereafter to refrain from the commission
of all acts of hostility and aggression towards the
Government or citizens thereof, and to live on terms of peace
and friendship among themselves, and with all other
Indian tribes which are now or may come under the
protection of the United States, and furthermore bind
themselves to conform to and be governed by the laws
and regulations of the Indian Bureau made and provided
therefor by the Congress of the United States.*

Art. 3.

*To promote the settlement and improvement of said Nations
it is hereby stipulated and agreed that the following
District of Country in the State of California shall be and
is hereby set apart forever for the sole use and occupancy
of the aforesaid Nations of Indians, still reserving to the
Government of the United States all minerals found
thereon — To wit; Commencing at the South West corner of the San Jacinto
Grant and running along the Southern and Eastern line of the same to the San Geronimo Grant,
thence running along the Southern and Eastern line of the same to the Northeastern corner
thereof, thence due East to the Eastern base of the Sierra Nevada Mountain, thence on a Southly*



Relocation and Urban Indians in California

- More than 2/3 live urban areas – largest population
- Los Angeles greatest population
- San Francisco, Oakland, Los Angeles



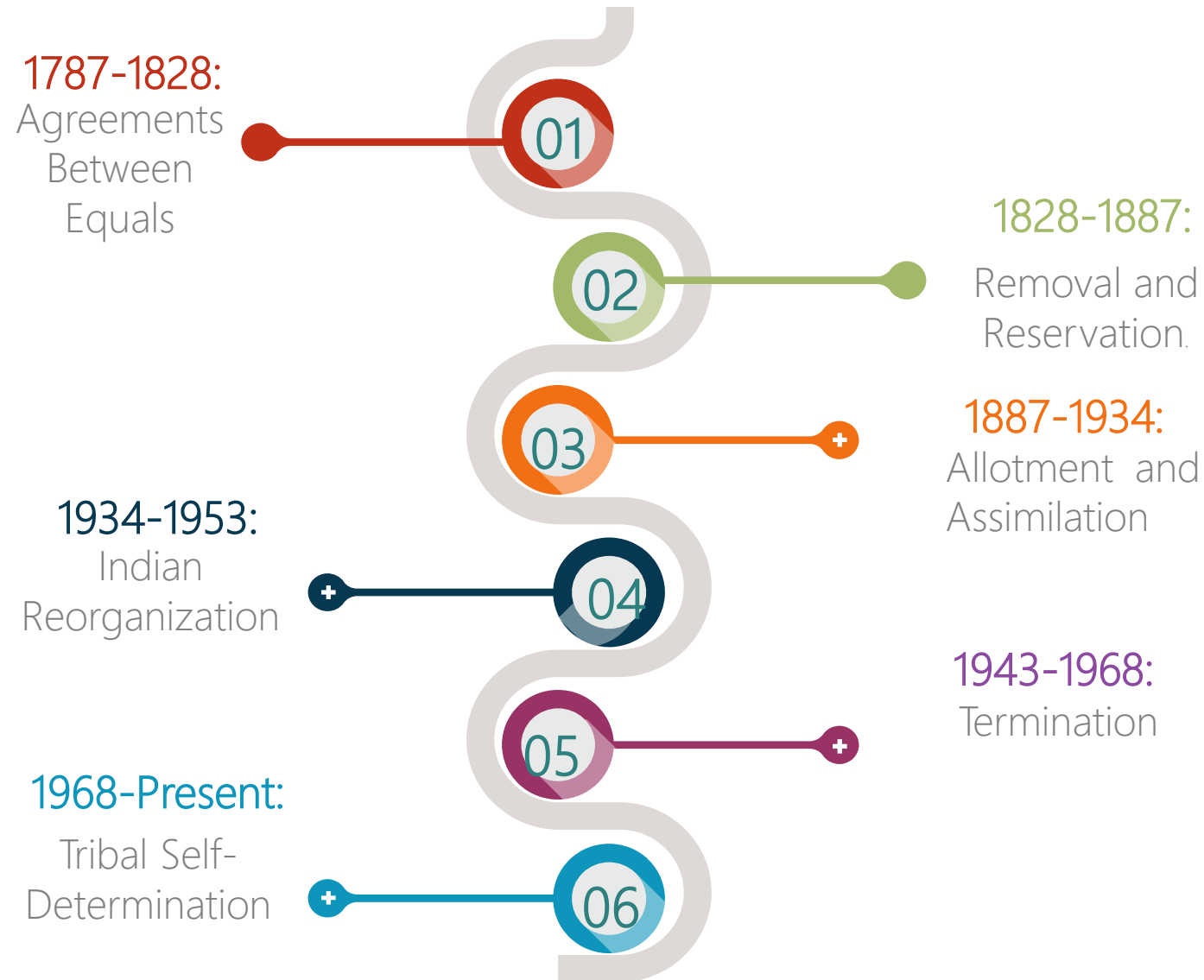
California Indian Library Collections



Impacts- Intergenerational Trauma

- Conflicting legal
- Identity conflict
- Terminology
- Generational
- Acculturation v assimilation
- Symptoms:
 - Depression
 - Anxiety
 - Isolation
 - Loss of sleep
 - Anger
 - Fear and distrust
 - Violence and suicide
 - Addiction
 - Loss of concentration
 - Shame
 - Situational trauma
- Statistics:
 - Psychological- depression
 - Suicide: 2x the national rate, as reported
 - Behavioral- alcohol
 - Alcoholism: 5.5x the national rate, on average
 - Medical- heart disease
 - Heart disease: 2x the national rate
 - Short lifespan: average of 47 years for those living on reservation lands

The Ebb and Tide of Federal Indian Policy



Breakout #2

Debrief Activity

What did you learn from this history and it's current impact on policies related to AI/AN individuals, families and Tribal communities?

How does this information impact the way your county could collaborate with Tribes in Child Welfare Practice?



Chat Report Out



Summary & Final Thoughts

Action steps designed to:

(Following Webinar #1, and *before* Webinar #2)

- Enhance your own (and your team's) understanding of your county's data
- Provide an opportunity to review and discuss your data as a region, supported by your RTA and attended by liaisons from CDSS's Office of Tribal Affairs

More details to follow!

**WEBINAR #2:** Date to Be Determined

Topics:

- Tribal sovereignty
- Contemporary tribes
- Key components of ICWA
- Tribal engagement strategies
- Opportunities for OTA partnership

Preview
What's Next

Preparation for Next Session

Look at your Safe Measures ICWA reports / data.

1. Review and consider- Are there disparities for American Indian/ Alaskan Natives? What organizational or practice factors might contribute to these disparities?
2. What is your policy and practice about inquiry and notice? What does your data look like for inquiry and pending eligibility?
3. Do you monitor this data and if so, how? What have you learned? How do you utilize it?

***RTA & OTA regional discussion