

Prevention & Recovery

A Multi-Agency Alcohol and Substance Abuse Prevention Collaboration

"To the Creator: Give us the strength, the courage, the compassion, and the confidence to do the right thing." --Pete Conway, Billings IHS Director [At the Billings Child Protection Conference 4/20/10]

A Quarterly Newsletter

Volume 2, Number 1

Fall 2012



IN THIS ISSUE - TABLE OF CONTENTS

- 1 - Young Leaders Shaping Communities
- 3 - The Tribal Law & Order Act
- 4 - The Bureau of Indian Education
- 5 - Youth Council Family & Child Education
- 6 - U.S. Cabinet Member Visits Reservation
- 7 - Events/Resources & Services
- 8 - Sam Uley, Strengthening Our Nation
- 9 - Announcements
- 12 - Violence Against Women Act AND Helpful Links

Enrich

Young Leaders Shaping Their Communities



Penobscot to Qagan Tayagungin—to engage in a weeklong program under a theme inspired by Native youth from previous summits, 2010 and 2011, Young Leaders Shaping Their Communities.

The 2012 National Intertribal Youth Summit, hosted by the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, was planned by a team of Federal partners, including more than 25 offices from within 11 Federal agencies, including the Executive Office of the President, the U.S. Departments of Agriculture, Education, Health and Human Services, Housing and Urban Development, Interior, Justice, U.S. Census Bureau, the Office of National Drug Control Policy, the Environment and Natural Resources Division, the U.S. Small Business Administration's Office of Indian Affairs, and the Corporation for National and Community Service. Two non-Federal partners, the Casey Family Programs and the Center for Native American Youth at the Aspen Institute also participated in Summit planning.

In Spring 2012, tribal youth consulted with their adult leaders and applied to attend the NIYS. In their applications many expressed enthusiasm for a chance to visit the nation's capital, a desire to expand their leadership and communication skills, and for knowledge on how to access higher education. Overall, they described a desire to strengthen their communities.

2012 NIYS attendees came with experience to share, and have since serve in leadership roles back home; some as president, secretary or treasurer of their youth council. Many voiced deep pride in their community, but also a concern for the preservation of their tribal identity, culture and language. Communication challenges among leadership and adults, in general, as well as a diminishing presence of cultural practices were identified by some as significant factors to overcome.

The Summit week moved swiftly, beginning with a session led by elders who shared their personal experiences and words of wisdom with attendees. Group activities such as a Let's Move! session each morning and a traditional round dance provided exercise and broke the ice. Throughout the week, time was provided to allow youth >> **Continued on Second Page**



Group photo in front of the 4-H Youth Conference Center
Photo courtesy of Sarah Pearson

THIS NEWSLETTER WAS CREATED IN COLLABORATION WITH THE FOLLOWING:

ADMINISTRATION FOR NATIVE AMERICANS
ADMINISTRATION ON AGING

BUREAU OF INDIAN AFFAIRS

BUREAU OF INDIAN EDUCATION

INDIAN HEALTH SERVICE

OFFICE OF JUSTICE PROGRAMS, DEPARTMENT OF JUSTICE

OFFICE OF TRIBAL JUSTICE, DEPARTMENT OF JUSTICE

SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES
ADMINISTRATION, DEPARTMENT OF HEALTH AND HUMAN SERVICES

THE WHITE HOUSE INITIATIVE ON NATIVE AMERICAN EDUCATION AND UNIVERSITIES

>> CONTINUED FROM FIRST PAGE

Photo Credit: Sarah Pearson



Talking with the Federal staff at the meet the Federal Partners session.

from tribes from the same region to visit and learn from each other.

A guided group activity called the World Café—Listening to Youth Voices, scheduled mid-week, provided time for youth to interact with peers from other tribes and to share their wisdom and experience on where they believe young leaders can make a difference within their tribe, how much they get involved, what they do, and what they will commit to doing to create positive change within their communities. Teams of youth reported out to the larger group on plans for action back home, such as reaching out to engage other youth through social media such as Facebook, fundraising to support their plans, and more. After this engaging session, youth were then treated to an evening tour of monuments in Washington, DC.

Numerous workshops led by Federal partners and others gave youth opportunities to develop knowledge and skills needed to build and sustain strong communities. This structured time allowed youth to explore topics such as language and culture preservation, college and job preparation, conflict resolution, managing energy resources, suicide prevention, financial literacy, digital storytelling, substance abuse prevention, dealing with gangs, broadband and telecommunication issues, and more.

Both formally and informally, youth met Federal employees from multiple sponsoring agencies, including Native Americans serving in leadership roles within the Federal Government. During a session called Meet the Federal Partners, youth met one-on-one with Federal staff to exchange introductions and gather input on what Federal agencies do, what Federal career paths look like, and what opportunities exist for tribal youth within Federal agencies today.

In a series of speakers' panels, youth heard from Federal leaders—some of them Native. Speakers included Tony West, Acting Associate Attorney General, USDOJ; Mary Lou Leary, Acting Assistant Attorney General, Office of Justice Programs; Melodee Hanes, Acting Administrator, Office of Juvenile Justice and Delinquency Prevention; Brendan Johnson, U.S. Attorney, District of South Dakota, USDOJ; Dr. Yvette Roubideaux (Lakota), Director, Indian Health Service, U.S. Department of Health and Human Services; and Lillian Sparks (Lakota), Commissioner, Administration for Native Americans, Administration for Children and Families, U.S. Department of Health and Human Services.

During one speakers' panel, U.S. Attorney Brendan Johnson of South Dakota grabbed the attention of Native youth with a personal story of his work in Indian Country and a description of some of the benefits of the 2010 Tribal Law and Order Act which supports bringing criminals to justice.

He directly engaged youth by asking them to stand up if they have encountered or know someone who had encountered violence, drugs and more. Johnson challenged youth to get involved saying, "What makes our communities safer is when we take an approach to prevent crime. You have been selected [to come to the Summit], and, with the opportunity of coming here, you have the responsibility to go back to your community to be a leader. Part of being a leader is to stand up to make your community better. Law enforcement is all our responsibility."

Johnson explained that no community is perfect—that crime, teenage pregnancies and drugs are in many communities. But youth, he said, know what is going on with their friends and should take a stand to tell police and the community about adults, for example, who sell drugs to youth. Drawing upon a broader picture of community, Johnson mentioned the connection between a healthy local economy and low rates of crime; "We want to work on public safety to help attract more business to tribal communities." Johnson concluded by reminding youth of the importance of public safety in strengthening communities. "It starts with families—it starts with you," he said.

Rounding out the week was a visit to the Dirksen Senate Office Building on Capitol Hill to meet with Native American staffers from the Senate Indian Affairs Committee and the House Subcommittee on Indian and Alaska Native Affairs. Attendees asked the staffers about their career experiences and pathways to their positions.

The group then traveled across the city to meet with Native American leaders in the executive branch at the South Court Auditorium at the White House.

>> Continued on Next Page



Photo Credit: Sarah Pearson

Brendan Johnson and a tribal team from Alaska.



They heard from Charlie Galbraith (Navajo), Associate Director, White House Office of Intergovernmental Affairs; Christian Peele, Director, White House Internship Office; Jodi Gillette (Standing Rock Sioux), Senior Policy Advisor for Native American Affairs, White House Domestic Policy Council; Special Agent William "Willie" Wind, United States Secret Service; and Major Eli Jones, United States Marine Corps.

After a whirlwind week in the nation's capital, the attendees packed up and prepared for the journey home. They returned to their communities with more leadership skills, knowledge of other tribal cultures, and new experiences and stories to share with peers and tribal leaders ■

At Left, OJJDP Acting Administrator Melodee Hanes addresses the youth group.

The Tribal Law & Order Act



Celebrating the Two-Year Anniversary of the Tribal Law and Order Act

Contributed by Jodi Gillette (Standing Rock Sioux)

The Tribal Law and Order Act (TLOA) represents an important step in helping the Federal Government better address the unique public safety challenges that confront tribal communities. As President Obama **said** when he proudly signed the act into law in July 2010, "It is unconscionable that crime rates in Indian Country are more than twice the national average and up to 20 times the national average on some reservations."

This week marks the two-year anniversary of the enactment of the Tribal Law and Order Act, and as implementation of the law continues, the Act is already improving the Federal Government's ability to work with Indian tribes in the investigation and prosecution of crime impacting tribal communities.

This important law gives tribes greater sentencing authority, improves defendants' rights, establishes new guidelines and training for officers handling domestic violence and sexual assault, helps combat alcohol and drug abuse, expands the recruitment and retention of Bureau of Indian Affairs and tribal officers, and gives those officers better access to criminal databases.

Just recently, the Justice Department's Office on Violence Against Women recently announced that four tribes in Nebraska, New Mexico, Montana, and the Dakotas will be **awarded cooperative agreements** through the Tribal Special U.S. Attorney (SAUSA) program to cross-designate tribal prosecutors to pursue violence-against-women cases in both tribal and Federal courts.

Additionally, in August 2011, U.S. Attorney General Eric Holder, Secretary of Health and Human Services Kathleen Sebelius, and Secretary of the Interior Ken Salazar announced a new Federal framework to assist American Indian and Alaska Native communities achieve their goals in the prevention, intervention, and treatment of alcohol and substance abuse. The framework, captured in a Memorandum of Agreement (MOA) signed by Attorney General Holder, Secretary Sebelius, and Secretary Salazar was **published in the Federal Register**. One aspect of the multi-agency collaboration is this quarterly newsletter, "Prevention & Recovery." The Summer 2012 issue can be **viewed here**.

These initiatives have been implemented alongside a number of additional efforts to strengthen public safety in Indian Country. The Department of the Interior and the Department of Justice's Access to Justice Initiative have entered into a joint venture aimed at strengthening tribal sovereignty over criminal matters in Indian Country. To that end, in March 2012, the first of seven tribal court advocacy trainings was offered throughout the United States. As required under the TLOA, these trainings offer courses specific to the prosecution of domestic violence cases, sexual assault cases, and illegal narcotics cases which occur in Indian Country and are prosecuted in tribal courts. Moreover, the TLOA requires training on alternative sentencing. To that end, DOI has partnered with several tribal courts and instituted pilot programs, such as GPS monitoring and alcohol monitoring ankle devices for adult offenders.

President Obama is committed to making Native American communities safer and more secure. Although we have made progress, tribal communities still face many challenges and much work remains to be done. >> **Continued on Fourth Page**



President Obama greets Lisa Marie Lyotte prior to the Tribal Law and Order bill signing ceremony, July 29, 2010. (Official White House photo by Pete Souza)

>> CONTINUED FROM THIRD PAGE

The Administration continues to build on the progress of the Tribal Law and Order Act. On June 18, the Bureau of Indian Affairs (BIA) announced a new publication issued by its Office of Justice Services entitled, "**Crime-Reduction Best Practices Handbook: Making Indian Communities Safe 2012.**"

The Crime Reduction Handbook contains ideas and techniques for combating crime and improving public safety in Indian Country and represents a valuable resource for tribal leaders, their police departments, and their law enforcement partners. In addition, reauthorizing the Violence Against Women Act is another legislative priority that will do much to advance the public safety agenda in Indian Country by strengthening protections for all women, including Native Americans. In particular, the tribal provisions in the bipartisan version of the Violence Against Women Act (VAWA) passed by the Senate would provide tribes with the authority to hold offenders accountable for their crimes against Native American women, regardless of the perpetrator's race.

The Obama Administration will keep striving to improve the effectiveness and efficiency of tribal justice systems, and continue to assist tribal and Federal prosecutors in addressing crime and domestic violence in Indian Country.

Jodi Gillette is the Senior Policy Advisor for Native American Affairs with the White House Domestic Policy Council. Please visit the White House website at <http://www.whitehouse.gov/nativeamericans> for more information ■

Spotlight on the Bureau of Indian Education



Akimel O'Otham Pee Posh Charter School named Title I National Distinguished School of the Year, 2011



(Photo courtesy of Akimel O'Otham Pee Posh school.)

The greatest factor in Akimel O'Otham Pee Posh Charter School's, also known as the Blackwater Community School, success is the shared belief that every child is everyone's child and they are the future leaders for this community, that failure is not an option and that all children can learn. The school's vision permeates every aspect of the school day. Specific elements include scientifically based research curriculum delivered by highly effective teachers with a structure that differentiates instruction for each child based on data. Embedded professional development supported by instructional coaches ensures success. Most importantly, the school employs a culturally sensitive education model from the revitalization of the language to the striking, authentic murals. "Quality Education Begins Here" is truly a community commitment, which honors the Akimel O'Otham Pee Posh Legacy!

Akimel O'Otham Pee Posh Charter School, home of the Eagles, is located on the Gila River Indian Reservation southeast of Phoenix, AZ. The reservation is 372,000 square acres and consists of seven distinct districts with a population of 11,257 (2000 Census). The K-5 (400) student population is 99% Native American and 82% Free/Reduced lunch. The reservation has two distinct tribes: Pima and Maricopa. The vision of the school, "Quality Education Begins Here", is exemplified by an extensive network of researched-based educational best practices. The presence of traditional language and culture is evident on the campus.

The focus on student achievement is shared by parents, administration, teachers, staff and most importantly, by the students. Key to the students' success is the holistic philosophy of the learning. Academically, teachers use scientifically based instructional tools and assessments. Socially, the child is supported by Positive Behavior Support. Spiritually, the children are nurtured through the Culture/Language program that is teaching the O'Otham language. Physically, the children are engaged in a PE/Health program in an attempt to combat diabetes and obesity.

Akimel O'Otham Pee Posh Charter School has internalized the shared vision for the success of each child in a culturally sensitive learning environment!

Principal Jacquelyn Power received the National Elementary Principal of the Year Award from the Bureau of Indian Education and has been named the Outstanding Administrator of the Year from the Gila River Indian Community in 2006 and 2011. This fall, Principal Power will be honored by the National Distinguished Principals Program in Washington, D.C. For more information regarding the school, please visit: <http://bwcs.k12.az.us/District/>.

For more information regarding the Bureau of Indian Education, please visit <http://www.bie.edu> ■



Photo L-R: Orien Long-Knife, MariBeth Rider & Latrell Kirkaldie (Photo courtesy of Shelly Carter [Shelly.carter@ihs.gov])

Fort Belknap Nakoda White Clay Youth Council

Led by Orien LongKnife, age 15, MariBeth Rider, age 16, and Latrell Kirkaldie, age 16, the Fort Belknap Nakoda White Clay Youth Council received the IHS Division of Behavioral Health Achievement Award for Community Mobilization in Youth Leadership. The award was presented to them at the Indian Health Service Behavioral Health Conference in Bloomington, Minnesota in June 2012.

The **Nakoda White Clay Youth Council** received this award for actively addressing teen topics, including suicide and depression. These students have exemplified great leadership skills throughout the community by promoting awareness and by providing digital videos to tell their stories about suicide and bullying. These stories are used to inform and impact the lives of teens in a positive manner. The members of the Nakoda White Clay Youth Council are excellent students and are committed to effecting positive change and building bridges between cultures and communities. The council demonstrates leadership skills that express initiative, dedication, integrity, acceptance of responsibility, and teamwork. The youth are pleased to voice their views and to promote and encourage change. For more information, please contact Shelly Carter, Division of Behavioral Health Office of Clinical and Preventive Services Indian Health Service at (301) 443-0226 ■

Family and Child Education

The Family and Child Education (FACE) was designed as a family literacy program; an integrated model for an early childhood/parental involvement program for American Indian families in Bureau of Indian Education-funded schools. The goals of the FACE program are: to support parents/primary caregivers in their role as their child's first and most influential teacher; to increase family literacy; to strengthen family-school-community connections; to promote the early identification of and services to children with special needs; to increase parent participation in their child's learning; to support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program; and to promote lifelong learning. Program services integrate language and culture in two settings: home and school.



(Photo courtesy of BIE FACE Program)

MS. DIANE PESHTONY, 2012 PARENT ESSAY WINNER

Ya'at'eeh (Hello), my name is Diane Peshtony. I am Deer Spring Water born for Towering House people. My daughter's name is Delilah Sandoval. We are from To'Hajiilee, New Mexico, a small town about 35 miles west of Albuquerque. I have two biological children: one girl, who is 23 years old; and one boy, who is 20 years old. On the day of June 10th 2006, my sister was blessed with a beautiful baby girl. She was born three months premature and delivered by c-section. Just a few minutes after her birth, she was given the name Delilah. Unfortunately, I was not at the hospital to witness the birth of our new addition to the family, but after I found out about her birth, I made a vow to visit her every single day. I did keep my promise; every single day after I worked I made the trip to the hospital. Elevator rides up to NICU became a daily routine; I sat next to Delilah while she laid in her incubator, motioned for her bottle and occasionally

whimpered for her pacifier. From that day forward, I knew I had formed a special bond with her. Every time I held her in my arms, I felt a strong connection. When I was not around her, I was thinking about her. I heard her soft cries and could still picture her small hands grasping tightly onto my pinky finger. Just a few months after Delilah's birth, her mother and I made an agreement. This agreement changed my life and my husband's life forever. My sister gave me the parental consent and the true blessing of adopting her. Delilah has been in my care for five years. I do not consider her my niece; she is my baby. >>Continued on Next Page

>> CONTINUED FROM FIFTH PAGE

Bringing home a newborn and raising her into a magnificent young lady has been challenging, but having the help of my family, community members, and most of all the FACE program, made it easier on myself. I have always considered enrolling my two children into the FACE program, but being a single working mother of two, the FACE program was not much of an option.

During the years of my children's upbringing, I gathered information about FACE and positive feedback from fellow community members. When Delilah turned four-years-old, I left my job of five years so I could attend FACE with her. I always encouraged my children to get as much education as they can. With education being one of my major values, I felt taking the step towards FACE was the right decision. Not only have I encountered such a life-changing experience, but Delilah has as well.

Enrolling Delilah into FACE has been the best decision I have ever made. She has grown so much physically, mentally, and most of all, emotionally. FACE has taught my daughter so much; she went from being a premature baby girl to a full grown, healthy, beautiful young woman. Delilah has mastered techniques to improve her learning abilities and daily moral values. Reciting poems/nursery rhymes, stabilizing writing utensils, scissors, name spelling, colors/shapes/ABCs, table manners, public manners, personal maintenance, arts and crafts, and speaking her native tongue (Diné) are just a few things FACE has taught my daughter. She even discovered her first favorite book; Brown Bear.

Not only did FACE help my daughter develop, the program helped me become a better parent and stay connected with my child. FACE has also helped me with my academic skills. Just like my daughter, I have had tremendous success with the program. I can now compute mathematical problems; I have improved my computer skills, reading, and most of all, writing. I was not a fan of literature, but here I am writing an essay, something I thought I could never do. I have also learned how to listen to my child and communicate with her. I have become a more patient, caring and encouraging individual. FACE always encouraged me to build positive habits such as nightly reading, basic math, word games, and her favorite thing to do with Mommy, baking. Yes, just like any five-year-old, she loves sweets, especially chocolate.

Delilah has successfully graduated from the FACE program and was promoted to kindergarten, or as she would say it "kinger-garden." Even though she is well on her way to her elementary years, I still attend FACE. Why, you may ask? I chose to stay with FACE for another year not only to improve my academic skills, but mainly because I was not ready to leave her in school by herself while she is still the FACE Princess. This November, Delilah will relinquish her title to a new individual, and I will finish my final year with FACE, take every single piece of information and incorporate it into my daily life.

If you were to walk into the FACE adult classroom and ask every individual the question, "What does FACE mean to you," you will more than likely get many different answers. To me, FACE means to support your child, value education, yours and theirs, learn to set goals and accomplish them and get more involved with school. FACE has been a tremendous life-changing experience for my child and me. I am truly thankful for everything the FACE program has taught me ■

Ms. Diane Peshtony is currently enrolled in the Bureau of Indian Education's FACE program at Tohajillee, NM. For more information regarding FACE, please contact Debbie Lente-Jojola at Debra.LenteJojola@bie.edu.

HHS Secretary Sebelius Visits Reservation

Encourage

United States Secretary of Health and Human Services, Kathleen Sebelius, visits Sinte Gleska University, on the Rosebud Sioux Reservation (SAMHSA-CMHS Circles of Care grantee)

United States Secretary of Health and Human Services, Kathleen Sebelius, made a scheduled visit to Sinte Gleska University Rosebud on the Sioux Reservation in South Dakota where she experienced the true spirit of the reservation. The program staff and youth members were extremely appreciative of the time she and her delegation spent with them during what proved to be a very successful trip.

Secretary Sebelius (along with the following administrators from the Department of Health and Human Services: George Sheldon, Acting Assistant Secretary of the Administration for Children and Families (ACF); Dr. Yvette Roubideaux, Director of the Indian Health Service (IHS); Lillian Sparks, Commissioner for the Administration of Native Americans (ANA); and Marguerite Salazar, HHS Region 8 Regional Director) >> **Continued on Next Page**



U.S. Secretary Kathleen Sebelius pictured with Sinte Gleska University students and one of their foals.

>> CONTINUED FROM SIXTH PAGE



met with Program Director Marlies White-Hat, tribal elders, youth mentors, adolescent program participants, and program support staff to participate in a variety of events and tours.

Other activities included a tour of the renovated facility, and a smudge and blessing ceremony with the youth and their mentors. Additionally, the Secretary attended a meeting where she learned from youth and staff how traditional beliefs and values are successfully woven into western therapies to address trauma, depression, and addiction. Last but not least, the Secretary participated in a demonstration of equine therapy where she practiced her "horse painting" skills, a traditional Native approach to therapy, with one of the Rosebud Sioux horses, "Rose".

Several members of the press were in attendance (an ABC affiliate from Pierre, South Dakota, the Associated Press, and local print media) which resulted in a number of published stories focused on the benefits of the Sinte Gleska program and traditional Native American approaches to working with youth who suffer from trauma and mental illness ■

At left, Secretary Sebelius tries her hand at traditional horse painting with a horse named "Rose".

Events / Resources and Services



Upcoming Events

2012 National Indian Council on Aging (NICOA) Biennial Conference

September 15-18, 2012
Albuquerque, NM

<http://nicoa.org/wp-content/uploads/2012/04/Conference-Info-2.pdf>

National Indian Health Board (NIHB) 29th Annual Consumer Conference

September 25-27, 2012
Denver, CO

http://www.nihb.org/communications/acc_2012.php

National Congress of American Indians (NCAI) 69th Annual Convention and Marketplace

October 21-26, 2012
Sacramento, CA

<http://www.ncai.org/events/2012/10/21/ncai-69th-annual-convention-and-marketplace>

National Indian Education Association (NIEA) 43rd Annual Convention and Trade Show

October 18-24, 2012
Oklahoma City, OK

<http://niea.site-ym.com>

Services and Resources

BACK TO SCHOOL

EDITION



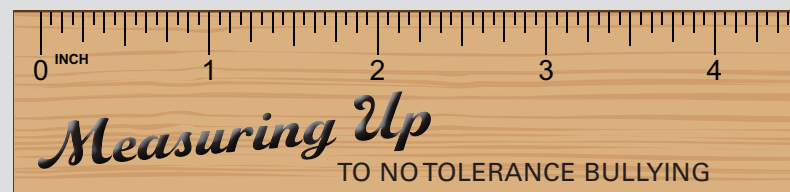
SAMHSA'S National Registry of Evidence-based Programs and Practices

NREPP is a [searchable online registry](http://www.nrepp.samhsa.gov) of more than 240 interventions supporting mental health promotion, substance abuse prevention, and mental health and substance abuse treatment. We connect members of the public to intervention developers so they can learn how to implement these approaches in their communities.

NREPP is not an exhaustive list of interventions, and inclusion in the registry does not constitute an endorsement.

Stop Bullying Now! – Take A Stand, Lend A Hand Video Toolkit

Learn more about responding to and preventing bullying, and cyberbullying, and more!! <http://www.stopbullying.gov/videos/2011/05>





Chaske Spencer on Strengthening our Nation

CHASKE SPENCER
"SAM ULEY" IN THE TWILIGHT SAGA

MORE THAN 75% OF AMERICAN INDIAN AND ALASKA NATIVE
YOUNG PEOPLE HAVE **NOT** USED ALCOHOL OR DRUGS IN THE PAST MONTH.
THEY STRENGTHEN THEIR NATION. **WILL YOU?**

**I STRENGTHEN
MY NATION**



NEED HELP? VISIT WWW.WERNATIVE.ORG OR CALL 1-800-662-HELP

■ **Tribal Law and Order Act (TLOA) Webinars**

Interagency Memorandum of Agreement & Tribal Action Plans (TAP) AND Tribal Justice Plan: An Overview & Update on Implementation

Please plan to join us for two webinars that are part of an interagency effort to clarify expectations and progress around shared deliverables under the Tribal Law and Order Act (TLOA). The presentations will include Federal staff, field experts and/or tribal representatives who will provide a variety of perspectives on these key TLOA deliverables. Those who would benefit from these webinars include tribes, organizations, and individuals who work with tribal populations.

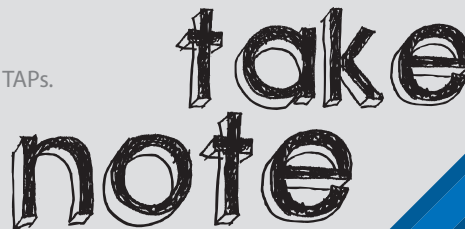
● **Interagency Memorandum of Agreement & Tribal Action Plans Webinar**

September 12, 2012, 2:00—3:30 pm EDT

- Review of responsibilities under the Act that address Tribal Action Plans (TAPs).
- Receive an update of interagency efforts to assist tribes in their efforts to develop TAPs.
- Hear examples of tribal efforts, challenges, and successes as they develop a TAP.
- Participate in a robust Q&A discussion.

For more information on this webinar, visit: <http://www.tribalyouthprogram.org>

Register now: http://edc.adobeconnect.com/tloa1_tap/event/event_info.html



take
note

● **Tribal Justice Plan: An Overview & Update on Implementation Webinar**

September 19, 2012, 3:00—4:30 pm EDT

- Provide an overview of the Tribal Justice Plan (TJP) development and outreach to tribal communities.
- Inform participants on progress made to implement recommendations in the TJP, including detention, alternatives to detention, and offender reentry.
- Explain the work group structure to further implement recommendations.
- Share information on future consultation and meetings with tribal leaders and tribal justice practitioners.

For more information on this webinar, visit the "Training & TA" tab at: https://www.bja.gov/ProgramDetails.aspx?Program_ID=88

Register now: <https://ncja.webex.com/ncja/onstage/g.php?t=a&d=684479499>

Please contact Sarah Pearson, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, at sarah.pearson@usdoj.gov, or at 202-514-1338 for further information regarding the webinars.

■ **SAMHSA awards up to \$4.6 million in youth suicide prevention grants to tribes through South Dakota**

For Immediate Release — August 20, 2012

Health and Human Services Secretary Kathleen Sebelius today announced that four tribes in South Dakota were being awarded a combined total of up to \$4.6 million over the course of the next three years to promote suicide prevention efforts in their communities. Secretary Sebelius announced the awards during her visit to South Dakota today.

<http://www.hhs.gov/news/press/2012pres/08/20120820b.html>

Contact: U.S. Department of Health & Human Services at 202-690-6343.

■ **Stop Bullying Video Challenge**

Contest Sponsored by the U.S. Department of Health and Human Services

Last week, U.S. Secretary of Education, Arne Duncan **called on** America's youth to take the **Stop Bullying Video Challenge**.

Today, we ask you to follow his lead.

On behalf of the Federal Partners in Bullying Prevention, encourage the youth in your life to submit original PSAs, 30 to 60 seconds in length, that showcase ways they are taking action against bullying and promoting a culture of kindness and respect in their communities.

We're looking for informative and entertaining videos that send a positive message to youth about the importance of being "more than a bystander" to bullying in their schools and communities.

Full details about the contest, including submission guidelines and rules for eligibility are available at stopbullying.challenge.gov. Please note that our deadline for submissions is October 14, 2012 at 11 PM ET. Youth between 13 and 18 years old are eligible to participate, however those under 18 years of age must have permission from a parent or guardian. >> **Continued on Tenth Page**



■ **Stop Bullying Video Challenge (Continued)**

The contest winner will receive a grand prize of \$2,000, with the two runner-ups earning \$500 each.

Here's how you can take action:

- Watch [Secretary Duncan's video](#)
- Work with youth to [enter the challenge](#)
- Forward this message to your networks

Thank you in advance for your help spreading the word!

■ **The Center for Alcohol Policy's Fifth Annual Essay Contest**

Accepting Entries through December 14, 2012

The Center for Alcohol Policy (CAP) is now accepting entries for its Fifth Annual Essay Contest. The topic for this year's contest is: "If a country were starting alcohol regulation from scratch, what regulatory framework would you advise it to create and why?"

The CAP Essay Contest is intended to foster debate, analysis and examination of state alcohol regulation and its implications for citizens across the United States.

WHO CAN ENTER: The contest is open to all persons over the age of 18. Students, academics, practicing attorneys, policymakers and members of the general public are encouraged to submit essays.

HOW TO ENTER: Papers may be emailed to essay@centerforalcoholpolicy.org or sent as a hard copy to: Center for Alcohol Policy; Attn: Essay Contest; 1101 King St., Suite 600-A; Alexandria, VA 22314

DEADLINE: The deadline for entries is December 14, 2012. Winners will be announced in 2013.

AWARDS: Cash prizes will be awarded to the first, second and third place winners in the amounts of \$5,000, \$2,500 and \$1,000 respectively.

Read [entry rules and essay guidelines](#).

[Click here](#) for the [entry form](#).

● **SAVE THE DATE: Minority Serving Institutions Technical Assistance National Training Conference** September 24-26, 2012

Minority Serving Institutions Community of Partners Council (MSI-COPC)
Educating a Global Workforce for Today and Tomorrow

"CREATING A PRESENCE" 6th Annual Minority Serving Institutions Technical Assistance National Training Conference

Contact: Cassandra Marbury, cmarbury@Tnstate.edu, 202 482-8190

No Conference Registration Fee

Register now: <http://www.msi-copc.org>

● **SAVE THE DATE: NACE Webinar Series: Education and the Native American Student** September 26, 2012

Please join THE NATIVE AMERICAN CENTER FOR EXCELLENCE (NACE) for a Webinar Series: Education and the Native American Student which will be presented by Dawn Mackety, PhD. Dr. Mackety is the Director of Research, Data and Policy at the National Indian Education Association.

Dropping out of high school is associated with numerous detrimental consequences, including substance abuse. This webinar series will explore the risk and protective factors associated with dropping out and tools designed to improve student achievement and prevent substance abuse. The webinars will explore school and community-based prevention and intervention programs for general population and at-risk students, programs designed specifically to encourage school completion among pregnant and parenting teens.

Wednesday, September 26th 2PM Eastern Leavers and Completers: Issues and Approaches in Native Student High School Completion Space in limited. Register for the Webinar now at: <https://www3.gotomeeting.com/register/446443294>

For more information, please contact: CDR Josefine Haynes-Battle, NACE COR at josefine.haynes-battle@samhsa.hhs.gov or AJ Ernst, Ph.D., NACE Project Director at aernst@avarconsulting.com

Of Interest: Former U.S. Senator Byron Dorgan Speaks with New Mexican Native Youth

The Center for Native American Youth

Former U.S. Senator Byron Dorgan, the founder and chairman of the **Center for Native American Youth** at the Aspen Institute, traveled to New Mexico to visit tribal communities and speak with students. On August 20 at 2:00 PM MST, Senator Dorgan spoke to nearly 100 youth during a student assembly at Pine Hill High School on the Ramah Navajo Reservation in New Mexico. Following his visit to Pine Hill, Senator Dorgan traveled to the San Felipe Pueblo on August 21 to meet with San Felipe Pueblo's Governor, and tribal council and speak to over 100 students. For more information about the Center for Native American Youth and its outreach in Indian Country please visit www.cnay.org.



Update: Let's Move! in Indian Country Wellness in Native America: Traditional Foods

Food is nourishment. Food is culture. Food is important. A movement is emerging in Native America. A revival of sorts, and it's deeply rooted in our food system. If you are in search of a trendy diet or carefully portioned 200 calorie meal packaged neatly in cellophane and cardboard, you won't find it here.

This is a revival of traditional foods, the foods our ancestors cultivated, gathered, hunted, and preserved. A revival of tribal gardens flourishing with the sweet smell of blue and white corn, brightly colored chiles and ripe berries, and varieties of squash such as you have never seen. There is also a restoration of fishing and gathering techniques, interwoven with traditional knowledge, stories, and language; the rebirth of buffalo herds and whole foods, honoring the generations that came before us.

When it comes to the revival of traditional foods in Native American communities, the Oneida Nation is among the leaders in this movement. Join us in this issue as we interview Mr. William (Bill) Vervoort of the Onieda Community Integrated Food Systems (OCIFS), to learn more about one of the most comprehensive tribally sustained food projects in Indian Country.

Special thanks to Bill Vervoort and Jeff Metoxen of OCIFS, the Oneida Nation, and Jeff Metoxen and Randy Cornelius for sharing traditional recipes.

To learn more about this Let's Move! in Indian Country blog posting, please visit:

<http://www.doi.gov/letsmove/indiancountry/news/WINATraditional-Foods.cfm>.

Update: Let's Move! in Indian Country

Learning Leadership Through Sports: US Lacrosse Hosts Clinic for Native American Youth

Contributed by Kevin Discepolo, Youth Program Specialist, Office of Youth in the Great Outdoors, the U.S. Department of the Interior.

On the evening of July 30, I had the honor of addressing the 165 youth leaders from 53 tribes who were attending the 2012 National Intertribal Youth Summit in Chevy Chase, Maryland. I stressed the importance of fitness within all of the American Indian and Alaska Native communities, especially since childhood obesity is one of the most pressing issues currently facing Indian Country. I believe that through sports like lacrosse, which increase physical activity and simultaneously reinforce cultural heritage, we can help to get our youth on the path toward healthier lifestyles. Thanks to US Lacrosse, the sport's national governing body, we spent an hour and a half getting active and learning the basic skills of the game.

We practiced catching, scooping, and throwing with the lacrosse sticks and played 3-on-3 games. Lacrosse is an important sport in many Native American communities because it is derived from a traditional stickball game. Different Native communities believe that the game was a gift from the Creator, and it is called 'The Medicine Game.' The name is meaningful because it is played to keep communities strong, to help heal the sick, to raise the hearts of the people, and to bring great life to the children. I really worked up a sweat playing lacrosse for the first time and US Lacrosse did a tremendous job making lacrosse a fun and accessible activity for everyone involved.

Through the lacrosse event, many of the youth learned that athletics and physical activities can help foster leadership skills. Historically, in the tribes that played the game, lacrosse players were considered leaders, and I believe that these youth will be able to use the values learned at the Summit to inspire change in their respective communities. I'm excited that this group will have the ability to bring lacrosse back to their tribes and schools because their chaperones were briefed on the process of applying for equipment grants. US Lacrosse offers equipment grants for Physical Education, which also includes curriculum. Additionally, groups can apply to US Lacrosse's First Stick Program, which will help youth leaders take the first steps to creating a full lacrosse program in their communities. To learn more about this Department of the Interior posting, please visit <http://www.doi.gov/letsmove/indiancountry/news/USLacrosse.cfm>.

Photo Credit: Meagan Downey



If you have any questions, concerns, or would like to contribute to this newsletter, please contact:

Talk to Us!

Gloria T. Mora, Chair
Office of Indian Services
Bureau of Indian Affairs (BIA)
U.S. Department of the Interior

1849 C Street N.W. (MS-4527-MIB)
Washington, D. C. 20240
Office: (202) 513-7619
gloria.mora@bia.gov

**-AND-
-OR-**

Juanita Mendoza, Co-Chair
Bureau of Indian Education
Office: (202) 208-3559
juanita.mendoza@bie.edu



GOVERNMENT-TO-GOVERNMENT CONSULTATION

Day One: Violence Against Women Consultation
Day Two: Department of Justice Grant Funding Consultation (CTAS)

Tulsa, Oklahoma • October 2-3, 2012

Save the Date!

Conference information available at: www.ovwtribalconsultation.com

Hotel Information: Hyatt Regency Tulsa
100 East Second Street • Tulsa, Oklahoma, USA 74103 • Reservations: (918) 560-2209
Room Block Name: DOJO • Room Block Rate: \$77 plus tax

Hotel reservations can be made after 10:00 am PT/11:00 am MT/12:00 pm CT/1:00 pm ET on Friday, Aug. 31.

U.S. Department of Justice • Office on Violence Against Women

