

**Bring the Kids Home Regional Summit
Summary Report
Kotzebue, Alaska
December 4-5, 2007**

The goal of the State of Alaska Bring the Kids Home (BTKH) initiative is to enhance or establish an array of services statewide to ensure that Alaskan youth have appropriate treatment options within their communities or close to their families and to minimize out-of-state placement in residential psychiatric treatment facilities. In the winter of 2007, the State of Alaska Division of Behavioral Health convened the second in a series of regional meetings with local service providers to collect their input on the system currently serving youth in the state.

The first of the six summits was held in Kotzebue on December 4 and December 5, 2007. Fifty-seven (57) participants were in attendance. This included family representation, village based counselors, the Alaska Youth and Family Network, the State of Alaska, Office of Children's Services, Division of Juvenile Justice, and Behavioral Health, the Assistant Attorney General's office, the University of Alaska Chukchi campus, the Alaska Mental Health Board, the Native Village of Kotzebue, the Northwest Arctic Borough School District, the Alaska Mental Health Trust Authority, and local service providers employed in a variety of programs offered through the Maniilaq Association. A complete list of meeting participants can be found in Appendix A.

Meeting Format

The December 4th began at 9:00 AM and concluded at 4:30 PM on December 4th. The December 5th meeting began at 9:00 AM and concluded 12:00 PM. The program began with representatives from the State of Alaska Division of Behavioral Health presenting background on the BTKH initiative; as well as background and description of Individualized Service Agreements and their role in providing services to youth with severe emotional disturbance (SED). Following, Bill Herman, Senior Program Officer with the Alaska Mental Health Trust Authority and Margaret Lowe, Alaska Mental Health Trust Authority Trustee gave information about the Trust and its focus areas, its funding mechanisms and recent efforts in the Bring the Kids Home Initiative. Two local speakers, Jeanne Gerhardt-Cyrus, a representative of the Alaska Youth and Family Network and also a parent, and Kim Haviland, Behavioral Health Services Director of the Maniilaq Association each discussed their experiences in providing services to youth in the region, accessing services for youth in the region, where our focus should be when considering how to best work for youth, and the challenges associated with "bringing and keeping the kids home."

During the afternoon and the following morning, meeting participants broke into small groups and engaged in focused discussion of regional characteristics on the following general topics:

- Strengths + Resources
- Barriers + Weaknesses
- Solutions

- Priorities
- Technical Assistance needs

Groups took detailed notes of their discussion. As the small group segment of the Summit was completed, attendees reported their results to the larger group. Major themes and a list of priorities were identified. For a detailed listing of the questions participants focused on during the discussion phase of this meeting, please see Appendix B.

Following is a summary of group responses recorded during the small group break out session. A detailed listing of group responses is included as Appendix C.

Strengths and Resources

As a way of beginning the discussion, groups were asked to identify community strengths in regards to serving and supporting youth in their home community and region. All groups responded that immediate and extended family are highly important resources to youth in the region; as are Elders and the knowledge they possess, local culture and cultural activities, subsistence activities and culture/wellness camps. Several groups also mentioned that youth themselves are an additional resource and that their “endless energy” should be properly channeled to mentor, assist or provide an example to other youth in need of support.

Other entities that offer supports for youth and families include: local churches and faith organizations, the local School District and University system, foster homes and safe homes, the Boys and Girls Club, mentorship programs, counseling and treatment programs, Tribal Courts, clinics and suicide prevention programs, the Maniilaq Association, and State entities such as the Office of Children’s Services.

Events such as community and school potlucks, parenting support groups, Indian Child Welfare Act (ICWA) game nights, recreational activities and sports, and job training activities also provide positive outlets and opportunities for youth, families and the workforce serving such.

Strengths to build on

As with many other regions, it was noted that well-trained, well-supported foster families are needed locally to provide placements for youth close to home as a supplement to the system that already exists. The existing system of foster families could benefit from additional training and respite provision. Expanding peer support by developing youth-led school programs was also mentioned and encouraging mentorship relationships between local youth and community members was also mentioned. Cultural activities, subsistence activities, interaction and exchange with Elders, and the experience provided in culture/wellness camp settings are additional strengths that could be explored to determine how they can be best encourage and support youth in local settings.

Barriers and Weaknesses

Groups were asked to identify community weaknesses or barriers that make supporting and serving youth locally difficult or challenging. There were many responses and they have been organized into general categories and summarized. As highlighted earlier, a detailed listing of group responses is included in Appendix C.

Funding

Respondents reported a lack of stable funding for programs and ongoing projects. Schools are also impacted by inconsistent funding, funding cuts, funding that is not sustainable for ongoing programs. Additionally, funding that is inflexible or constricts the use of “natural supports” such as culturally based programs, or other innovative program ideas also makes it difficult to draw on local resources to serve local youth appropriately.

Local Challenges

Many of the rural areas served in the Northwest Arctic region as well as in Kotzebue suffer from with high rates of suicide, alcohol and substance abuse issues, teen pregnancy, and a lack of healthy and stimulating activities for youth to take part in. Other issues facing those living in the region include a lack of jobs and housing, and a harsh climate with little sunlight for a significant portion of the year.

Staffing/workforce

Staffing and workforce challenges that were reported included a high turnover rate and difficulty retaining qualified professionals in key positions. The reasons mentioned for this include the inability to provide competitive salary and benefits, housing, and the harsh local environment. A number of respondents reported that there is a need for cultural competence training for professionals on all levels and a need to recruit more Native hires into the service provision workforce and into positions of administration.

Service gaps

Respondents offered their thoughts on services that could be offered or increased; or ways in which the system makes offering supports locally challenging:

- There is a need for increased prevention/early intervention services. Substance abuse and suicide prevention/intervention are especially needed
- Need skills classes and training for parenting, mentoring and foster care
- Detox facilities and chemical dependence treatment facilities and are needed for all ages
- Need to provide options for youth: outdoor sports, cultural and peer support for making healthy decisions
- Need for increased recruitment and support of foster families

- Not enough beds exist to support children returning to their home communities
- Lack of integration between traditional healing/remedies and modern health care system
- Several groups reported a need for greater coordination and communication between parents, youth and the local School District. Respect for local values and the proper approach to student discipline are issues that were mentioned.
- Increased wrap-around resources for youth are needed
- Frustration with ineffective, unresponsive, unwieldy bureaucracy was communicated

Solutions and Priority Actions

After discussing the challenges inherent to service delivery, Summit participants suggested solutions and priority actions that would help address the gaps in service delivery and better equip the Alaskan community to serve the needs of its youth with SED “at home.”

Workforce

- Increase number of foster parents – increase supports, training opportunities for foster families
- Increase care coordinator positions to coordinate services for transitions back into the community. A number of groups mentioned that this coordination should begin *before* a youth is sent “outside” for treatment
- Develop peer leadership system – offer training for youth leaders to serve and intervene with youth in need of support, this also includes getting youth involved in the classroom and with community groups
- Increase and retain work force serving youth
 - Decrease case load
 - Increase services available such as Operator Training programs (OTT).
 - Higher pay, better benefits, housing to attract and keep workers
 - Higher pay for “front line workers” including: educators, counselors, state employees, individual service providers, home support, respite providers
 - Build cultural competence
 - If a local person is qualified for a job, consider allowing time to pass a drug test as incentive for a sober lifestyle
- Local recruitment needed for local jobs – training for local professionals; utilize local resources to improve chance of retaining professionals in the long term
- Recruit committed peer and community mentors – “one on one” mentorship is especially crucial – provides “on-the-spot” coaching – provide training for mentors

so that they can respond to a variety of situations (good curriculum to build from could be the Children's Residential Services (CRS) Certification program)

Prevention and Intervention

- Develop Tribal Court system to serve local youth
- Establish “prevention teams” – groups who can identify high risk behavior and youth and families in need of assistance and then get resources to those in need
- Intervention and prevention needed for kids before they are in the system
- Effort to prevent problems before they start or become an emergency or need to be sent out of state
 - Prevention teams to identify and get resources to youth and family preservation to keep families out of the Office of Children's Services (OCS) and step in for crisis situations

Planning

- Need to set timeline for initiatives to be accomplished – establishing dates for actions to be accomplished by, who will be responsible for accomplishments – this should be publicized and well known. This will help to establish trust between all groups/stakeholders working to “bring the kids home.” Efforts must have:
 - Consistency
 - An integrated approach to the conversation on how to best serve youth – acknowledge that all perspectives (elders, service providers, family, youth, professionals, policy makers, those advocating for a culturally centered approach) have validity and something to contribute

Education and Training

- Educate the community about the Bring the Kids Home Initiative – what it is, why it is happening, what it makes possible, what resources are needed on the local level. Get communities involved in the effort. Do this through flyers, meetings, radio. Involve kids, Elders, families, regional Elder's Council, Tribal Governments, youth councils.
 - Present at city, IRA and regional meetings and Youth Council with flyers to inform the public as well as radio stations and scanner channels
- Training for all staff (all aspects of the community coming in contact with youth) – school staff on all levels is particularly important

Services

- Need for residential services for kids in crisis; and to provide ongoing treatment (currently a 5 bed facility is planned, need to increase over time to support additional youth); substance abuse treatment is also needed
- Culturally focused programs and opportunities to encourage wellness and sobriety
 - Teach and reinforce traditional knowledge as a resource for parents and families
 - Culture/wellness/recovery camp programs
- Homeless shelter or housing at reduced rate as a place for people to stay that is safe and inexpensive when travelling into the Kotzebue hub for services
- Expand services offered at Putyuk Children's Home
- Need to explore stronger sentences for abuse cases (it was mentioned that the punishments for hunting violations are stronger than those for abuse cases)

Technical Assistance Needs

Additionally, participants were asked to identify technical assistance that could be offered to better support youth in their communities and in the region:

- Assistance developing a Tribal Court
- Grant writing on all levels – grant mentoring, research, budget assistance
- Peer support program start up and operation
- Safe house, transitional housing for families travelling to Kotzebue for services (possibly capital and/or supplemental operation)
- Funding assistance:
 - for youth and family activities
 - supplies for cultural activities
 - funding for travel to villages for coordination/facilitation
 - to support cultural respite camp
- Information on residential service certificate (see question above)
- Training for youth navigation and peer mentorship

Appendix A

List of Meeting Participants

Bring the Kids Home Summit

Kotzebue, Alaska

5-Dec-07

	First	Last	Association/Interest
	Unhui		
1	(Kim)	Nickelson	Putyuk Children's Home
2	Dollie	Hawley	Putyuk Children's Home
3	Karen	Uhl-Sours	Putyuk Children's Home
4	Karen	Bendler	Court
5	Flora	Cleveland	Parent
6	Brita	Bishop	DHSS
7	Heather	Cannon	AYFN
		Gerhardt-	
8	Austin	Cyrus	AYFN
9	Barbara	Stallard	Maniilaq - Couseling
10	Shaelynn	Ballard	AYFN
11	Jennifer	Swanberg	Maniilaq
		Gerhardt-	
12	Jeanne	Cyrus	AYFN
13	Antoinette	Edenshaw	Chukchi Campus
14	Susie	Sours	Maniilaq
15	Sharyll	Barger	Maniilaq - Fostercare
16	Jack	Gamble	Maniilaq
17	Bree	Petty	Maniilaq - Developmental Disabilities
18	Stevan	Hudler	Maniilaq - DD Program
19	Kent	Wells	Concerned Citizen
20	Theresa	Owens	NWABSD - Director Sp. Ed. & Assess.
21	Brian	Triplett	Guardian Ad Litem
22	Naja	Russell	Concerned Citizen
23	Josh	Swan	Concerned Citizen
24	Flora	Henry	Maniilaq
25	Ed	Feraco	Maniilaq - BHS
26	Nicole	Crvalho	Native Village of Kotzebue
27	Hilda	Skin	Maniilaq
28	Rosie	Stalkey	Mabsigviq - SPUD
29	Beth	McLaughlin	Agnew::Beck
30	Tomas	Jensen	Agnew::Beck
31	Pat	Harding	UAF - Chuckchi College

32	Kim	Haviland	Maniilaq
34	Mary	Viveiros	Maniilaq
35	Judith	Gage	OCS
36	Lyn	Tashea	Military Family - National Guard
37	Ulyius	Johnson	Maniilaq
38	Susan	Schaeffer-Beck	Maniilaq - Nursing
39	Terry	Pearce	DJJ - HSS
40	Bill	Herman	Mental Health Trust Northwest Arctic Borough School District
41	Michelle	Woods	
42	Wayne	Henry	
43	Edmore	Mangena	Maniilaq - Counseling
44	Karen	Mitchell	Maniilaq - Counseling
45	Ray	Coppock	Maniilaq
46	Roberta	Gastineau	Maniilaq
47	Barbara	MacManus	Maniilaq - VBC
48	Roberta	Moto	VBC
49	Irene	Stalker	Maniilaq - Healthcare
50	John	Ptacin	Assitant Attorney General
51	Frank	Gage	OCS
52	Ken	Stein	Parent
53	Ethel	Aningayou	MRC
54	Bruce	Ramoth	Maniilaq - VBC
55	Mary	Wilson	Maniilaq - VBC
56	Margene	Andrews	Maniilaq - Counseling
57	Nathan	Hedges	Maniilaq - Planning

Appendix B

Summary Questions

1. Housekeeping

- Elect one record-keeper and one spokesperson from your group.
- Make sure everyone understands the ground rules for discussion.
- The aim of these discussions is to put all the ideas out on the table on ways to increase home and community-based services or otherwise support the Bring the Kids Home Initiative, and to find ways to effectively implement actions that will accomplish this goal.

2. Small Group Discussion: Identify Strengths + Weaknesses

- What strengths does your community have that will help Bring the Kids Home, and keep them home, rather than sending them for treatment outside of their home communities or the state?
- What is being done well? What makes us ready to Bring the Kids Home?
- Also, what are weaknesses in your community that make Bringing the Kids Home difficult?
- What are priority issues that need to be addressed?

3. Small Group Discussion: Community Opportunities + Solutions

- You have identified a variety of important community strengths and weaknesses.
- What are some solutions (ideas and actions) that will build upon those strengths and minimize those weaknesses?
- What kind of opportunities exist or could exist that would Bring the Kids Home?
- Think of these solutions in both the short-term (within the next 6 months) and long-term (6 or more months).

4. Small Group Discussion: Resources + Leads

- Identify existing resources that could be drawn upon in implementing the solutions you've identified.
- Brainstorm how to use these resources to create solutions.
- Identify specific people or organizations in your community that could lead each effort.
- Which ones can be done right now by your communities without additional funding or resources?

- Which ones will require more funding and/or additional resources?
- What kind of technical assistance would help you in your efforts?

5. Summarize: Record your list of Priorities

- After solutions are listed by the group, identify which ones the group feels are most important to implement.
- Which solutions are the “highest priority?” Which ones need the most urgent attention?
- Choose up to 5 top priorities and use them to fill out the priority action table.
- If it helps, create a “short-term” table of what can be done within the community within the next six months.

Then create a “long-term” table for solutions that will need additional time, resources and/or funding.

- You will use these tables to report back to the full group.

Appendix C
Break-Out Session Notes
Kotzebue, Alaska

Discussion of Strengths

Group 1

- Resource technicians
- Churches
- Counselors – Mental Health & Substance abuse
- Elders
- Culture (familiarity)
- Role models
- Couple of potential young leaders in school
- Good kids
- The school
- Single mother's/Father
- Safe homes in the community
- Concerned citizens
- Teachers
- Tribal leaders
- Tribal doctors
- Village pride
- Tribe

Group 2

- Extended Family
- Elders
- Church
- Cultural Camps (Camp Sivu, Pike Spit)
- Willingness of youth to be involved
- Foster Homes
- Subsistence Opportunities (berries, plants, seal, beluga, fish, natural remedies)
- Education
- Scholarships
- Generous organizations
- Education for providers
- Student Council Fundraisers
- Multi-Purpose Building
- Communication system (TV, radio)
- Endless energy
- Youth are responsible when empowered
- Culture
- 17 Values
- Summer youth employment

Group 3

- Boys & Girls Club
- Elders
- Counseling services
- Subsistence activities
- Game works – Kotzebue
- Churches
- Culture camps
- Camps
- Sports
- Eskimo dancing
- Natural/cultural mentors
- Health Fairs
- Community/school events
- Social potlucks
- Parenting groups
- Technology
- Indian Child Welfare Act (ICWA) Game night – family
- Safe homes
- Tribal assistance
- Traditions
- Family
- VHF communication of elders
- Family
- Recognizing that we need the whole community
- Tribal courts

Group 4

- Network of supportive individuals
- Tribal corporation training job
- Family ties
- IRA's, Office of Children's Services' (OCS) cares
- Youth/parents
- Regional leader linking with other regions
- Sports – basketball
- Elders
- Cultural values and education
- Boys & Girls club
- Faith based activities – church
- Clinics
- Culture camps
- College system
- Jobs/economic

- Team concept
- Regional gathering
- Time to see people as individuals treatment programs free for NANA members

Group 5

- Religion/Faith
- Natural resources/environment
- Diverse professionals – mental health, doctors, educators, grant writers, state representatives, Northwest Arctic Native Association (NANA), local IRA's
- Village communication
- OTZ radio
- Northwest Arctic Borough (NWAB) schools
- Chuckchi College (UAF)
- Mutual/community support
- The kids themselves
- Law enforcement
- Elders
- Parents
- Boys & Girls club
- Infant learning – Early Learning & Family (ELF) program
- Office of Children's Services (OCS) – Children services
- Foster parents
- Suicide prevention program in certain villages
- Culture camps
- Project Life
- Maniilaq
- Recreational/after-school sports
- Scholarships
- Alaska Technical Center (ATC) – GED program
- Spud farm

Discussion of Weaknesses

Group 1

- Lack of criminal awareness
- Suicide
- Lack of jobs
- Limited law enforcement intervention
- Drugs & alcohol (addiction)
- Cultural awareness (lack of)
- Stigmatism
- Parents that don't prioritize their kids
- Lack of adolescent alcohol and drug services
- Lack of communications
- Lack of discipline

- Lack of services
- Infrequent services
- Too much dependence on health care instead of traditional healing/remedies
- Inaction
- TV
- Lack of trust lack of direction
- Lack of unity
- Lack of community/social hang-outs for kids

Group 2

- Alcohol/drugs
- Complacency
- Village Public Safety Officer (VPSO)
- Foster Homes
- Lack of education
- Lack of early intervention
- ROTC programs
- Suicide
- Lack of self-reliance
- Low self esteem
- Not enough Native in mid- to upper-management
- Sometimes too many organizations/sometimes not enough organizations
- Not enough mentors
- Poverty
- How to supervise kids?
- Crowded homes
- Cultural change
- Parenting skills
- Domestic Violence
- Copying skills
- No treatment facility
- Lack of jobs
- Tenured teachers
- High turnover rate for teachers
- No sense of belonging

Group 3

- Lack of parenting skills/communication
- Lack of leadership/role models
- Laying blame
- Drugs/alcohol
- No jobs
- Lack of housing
- Lack of forgiveness (i.e. to become foster parents)

- Lack of places for kids to hang out/go
- Too much bingo
- Lack of supervision
- Teen age pregnancies
- Lack of knowledge about human development
- Lack of judgment on parent's part (e.g. trauma, cycles)
- Suicide
- Negative discipline approach in schools
- Peer pressures

Group 4

- Restrictions on funding constricts use of natural supports
- Education that breaks cultural ties
- Employment turnover
- Communication between bureaucracy
- Treatment planning systems
- Alcohol & drugs
- Low recognition for Native values by school
- Lack of parenting skills
- Ineffective discipline within school
- Slow and ineffective bureaucracy
- Ideal that people will take care of them – dependency on government

Group 5

- Labeling (perception)
- Not enough wrap around services
- Intolerance of culture by some
- Treatment Center (local)
- Youth – substance, mental health
- Lack of parenting skills
- Alcohol, drug abuse
- Homebrew
- Domestic Violence
- Sexual, physical and verbal abuse
- Darkness, Seasonal Affective Disorder (SAD) and cold
- Loss of language
- Nutritional Choices
- Depressed economy
- Lack of jobs
- Bullying
- Prejudice
- Lack of follow through by participants, organizations and state and local agencies
- Funding and budgets
- Turnover of staff

- Health care
- Medication (access)
- Peer influence
- Law enforcement

Resources

Group 1

- Use of Tribe as resource for developing the Tribal Court
- Peer leaders program (currently operates in lower Yukon)
- Fundraising to promote community participation
- Maniilaq
- Lions Club
- Boys and Girls Club
- Lions Int. -- youth

Group 2

- School
- Tribal offices
- City offices
- Northwest Arctic Native Association (NANA) resources
- Maniilaq resources
- Borough resources

Group 3

- IRAs
- Native Corporations
- Boys & Girls Club
- Churches
- Day care
- Elders council
- Village Built Clinics (VBCs)
- Itinerant counselors
- Putyuk home
- Womens shelter
- Corporate youth internships
- School District/teacher communication
- Volunteers
- Cultural volunteers
- Health care workers

Group 4

- Prevention – village base family preservation with tribal leaders
- Change work hours – 4 months of the year and split the day (school and major employers)
- In summer, use culture camp for residential programs for troubled teens

- Community focus on subsistence with children
- Turn off the TV
- Higher pay for staff retention
- Training for Fetal Alcohol Syndrome (FAS), Developmental Disabilities (DD) and Serious Emotional Disorders (SED)
- Parenting classes and funding for special needs children
- Foster homes – recruitment and training for therapeutic foster homes; higher pay for foster families
- Youth activities
- Activities with parent/child involvement
- Network for caretakers of children in need outside of the Office of Children’s Services (OCS)
- Public service announcements

Group 5

- IRA
- Northwest Arctic Native Association (NANA)
- Borough
- School
- Churches
- Strong Families
- Human Resources
- Health Centers
- Senior Centers
- Lion’s Club
- City Government

Solutions

Group 1

- Tribal Courts
- Community Wellness/Healing Circle
- Finding more ways for community involvement
- Bring it to the village
- Peer leadership programs – need funding to pilot, develop and staff “natural helpers” type program
- Listen more to the kids

Group 2

- Elder input
- Educate the community
- Fliers for city and IRA meetings
- Organization meeting
- Gather information
- More Village councilors
- Train more village councilors

- A Mother's program
- Intervention programs
- Prevention programs
- Safe homes
- People friendly police
- Treatment facility
- Help them find meaningful roles
- Teacher involvement
- Bartering
- Shared vision
- Sanctuary
- Regional conferences
- Take opportunities to celebrate
- Insured good follow-up

Group 3

Short-term

- Build teams around youth and families
- Develop positive youth groups
- Training for all staff that works with youth
- Skills building –
 - Parenting
 - Mentors
 - Youth and family teams
- Solicit for community volunteers
- Awareness potlucks
- Parenting skills workshops
- More winter sports
- Mentor training
- Team training
- Identifying resources
- Peer navigation
- Have yearly regional summits to promote knowledge and awareness related to Bring the Kids Home, resources available, victories, challenges, etc.

Long-term

- Unified vision for community
- Parenting skills training
- Living our cultural values
- Cultural recognition (First caribou, etc.)
- Committed mentors
- Youth voice/involvement
- More winter sports
- More foster parents
- Tribal ruling on background checks for foster parents

- Elder/youth projects that benefit community
- Youth cultural respite (positive regrouping)
- Resource education
- Utilizing people with life experiences

Group 4

- Prevention – village base family preservation with tribal leaders
- Change work hours – 4 months of the year and split the day (school and major employers)
- Use summer, mining, cultural camp for residential and troubled teens (SIVU, Elders)
- Community focus on subsistence with children
- Turn off the TV
- Higher pay for staff retention
- Training for Fetal Alcohol Syndrome (FAS), Developmental Disabilities (DD) and Serious Emotional Disorders (SED)
- Parenting classes and funding for special needs children
- Foster homes recruitment training for therapeutic foster care – higher pay
- Prayer
- Youth activities
- Activities with parent/child involvement
- Network for caretakers of children in need outside of OCS
- Public service announcements

Group 5

- Residential (10 bed) facility
- Increased care coordination for youth returning to the community and for those served locally
- Village/site focus/action groups
- Law enforcement changes in sentencing, etc. (out of season hunting more time than child abuser)
- Trained, qualified staff for youth
- Foster parents – trained, qualified

Priorities

Group 1

- Tribal court development
- Culturally responsive peer leadership – offer training for youth leaders to serve and intervene youth in need of support, this also includes getting youth involved in the classroom and with community groups
- Community wellness/healing circles – teach and reinforce traditional knowledge as a resource for parents and families
 - Living from the land
 - Language

- Traditional knowledge of wellness and healthy living
- Establish homeless shelter or housing at a reduced rate for families travelling into Kotzebue for services
- Expand services offered through Putyuk Children's Home

Group 2

- Educate the community about Bring the Kids Home Initiative – what it is, why it is happening, what it makes possible, what resources are needed on the local level – get communities at large more involved in the effort. Can do this through flyers, meetings, radio. Involve kids, elders, families, regional elder's council, Tribal Governments, youth council.
- Intervention and prevention
- Expand local treatment facility
- Need to set timeline for initiatives to be accomplished – establishing dates for actions to be accomplished by, who will be responsible for accomplishments – this should be publicized and well known. This will help to establish Trust between all groups/stakeholders working to “bring the kids home.” Efforts must have:
 - Consistency
 - An integrated approach to the conversation on how to best serve youth – acknowledge that all perspectives (elders, service providers, family, youth, professionals, policy makers, those advocating for a culturally centered approach) all have validity and something to contribute
- Gather input from Elders
- Establish a system that ensures before a child leaves services and actions that will be needed on return will be considered – when a child is placed, this is when the conversation of return begins

Group 3

- Training for all staff (all aspects of the community coming in contact with youth) working with youth; offer parenting skills workshops
- Recruit committed mentors – “one on one” mentorship is especially crucial – provides “on-the-spot” coaching – provide training for mentors so that they can respond to a variety of situations (good curriculum to build from could be the Children's Residential Services (CRS) Certification program)
- Build youth and family teams – these are “situational teams” who would be available to families in times of need – should include representation from cross section of the community including youth – involved in treatment planning and planning for activities and ongoing wellness of the youth in need of support
- Increase number of foster parents – increase supports, training opportunities for foster families
- More winter sports/activities for youth – develop positive youth groups

Group 4

- Prevention – develop ways to prevent problems before they start or become emergencies – provide funding for innovative prevention programs
- Establish “prevention teams” – groups who can identify high risk behavior and youth in need of assistance and then get resources to those in need
- Increase and retain work force serving youth
 - Decrease case load
 - Increase services available such as OTI
 - Higher pay, better benefits, housing to attract and keep workers
 - Higher pay for “front line workers” including: educators, counselors, state employees, individual service providers, home support, respite providers
 - Build cultural competence
 - If a local person is qualified for a job, consider allowing time to pass a drug test as incentive for a sober lifestyle
- Foster care – need training and recruitment – children are often placed far from home due to lack of resources, this makes it much harder to re-unite the family. Process to qualify to be a foster parent is sometimes a barrier – needs to be more flexible (requires changes to state and federal laws)

Group 5

- Residential facility for kids in crisis (currently, planned facility has 5 beds, need to increase over time to support additional youth – 10 beds) – in need of funding, materials, operating support
- Increased care coordination for youth returning to the community and for those being served locally
- Foster care – training and support for families caring for youth with SED
- Training for staff working with you with SED – school staff especially important (all support staff who might be in contact with youth should receive training)
- Sentencing for abuse and neglect is not stringent enough
- Establish village focus and advocacy groups

Technical Assistance Needs

- Assistance developing Tribal Court
- Grant writing
 - Peer support program start up and operation
 - Safe house, transitional housing for families travelling to Kotzebue for services (possibly capital and/or supplemental operation)
- Winter sports – equipment, coordination
- Funding for activities
- Cultural supplies for activities
- Funding for travel to villages for coordination/facilitation
- Funding for youth activities
- Information on residential service certificate
- Training for youth navigation
- Funding to support cultural respite camp