

First Children's Finance Tribal Collaboratory Convening

March, 2024

Early Childhood Systems Thinking

Barb Fabre, CEO/Indigenous Visioning/All Nations Rise

 **First Children's Finance**

212 Third Avenue North, Suite 310

Minneapolis, MN 55401

www.firstchildrensfinance.org

WE Child Care Program/Early Childhood:

- Served approx. 330 children
- Licensed 20 tribally licensed child care sites (family/group/center-based)
- Child care assistance
- Early Learning Scholarships
- Quality improvement
- Professional Development
- Mini-grants, health & safety, culture/language
- Free Community family events
- Tribal family library/Smart Play Spot

Our Collaborative Partners:

- WE Head Start/Early Head Start (served approx. 150 children)
- 7 HS classrooms, home-based EHS for approx. 30 children
- WE Public Health/Maternal, Infant, Early Childhood Home Visiting (served approx. 30-50)
- Prenatal/Maternal supports pregnant people and parents with young children



WE Child Care Program
www.whiteearthtribe.com
www.whiteearthtribe.com

The White Earth Child Care Program (WCCCP) is a tribally funded program that provides high quality, culturally appropriate child care and early learning opportunities for children ages 0-5. The WCCCP is a 501(c)(3) non-profit organization that is licensed by the State of Minnesota. The WCCCP is a member of the White Earth Tribe.

The WCCCP provides multiple services through the WCCCP Early Learning Program by providing family and center-based care. The WCCCP also provides home visiting services for children ages 0-5. The WCCCP is a member of the White Earth Tribe.

WCCCP Early Learning Program (ELP) is a tribally funded program that provides high quality, culturally appropriate child care and early learning opportunities for children ages 0-5. The WCCCP is a member of the White Earth Tribe.

WCCCP Home Visiting Program (HVP) is a tribally funded program that provides home visiting services for children ages 0-5. The WCCCP is a member of the White Earth Tribe.

WCCCP Family Library/Smart Play Spot (FL/SPS) is a tribally funded program that provides family library and smart play spot services for children ages 0-5. The WCCCP is a member of the White Earth Tribe.

WCCCP Professional Development (PD) is a tribally funded program that provides professional development services for staff and providers. The WCCCP is a member of the White Earth Tribe.

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WCCCP Community Outreach Program (COP) is a tribally funded program that provides community outreach services for children ages 0-5. The WCCCP is a member of the White Earth Tribe.

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Child Care Development Block Grant (CCDBG) aka Child Care Development Fund (CCDF)

- OCC seeks input on whether existing Child Care and Development Fund (CCDF) requirements, regulations, and processes are appropriate for Tribal Nations to implement CCDF in a manner that best meets the needs of the children, families, and child care providers in their Nations and communities, and that properly recognizes the principals of strong government-to-government relationships and Tribal sovereignty.
- OCC supports Tribal Nations' efforts to promote the early learning and development of Native children and family economic stability and well-being.



Child Care Development Fund

The final rule makes regulatory changes to the Child Care and Development Fund (CCDF) based on the Child Care and Development Block Grant Act of 2014 that strengthen requirements to protect the health and safety of children in child care;



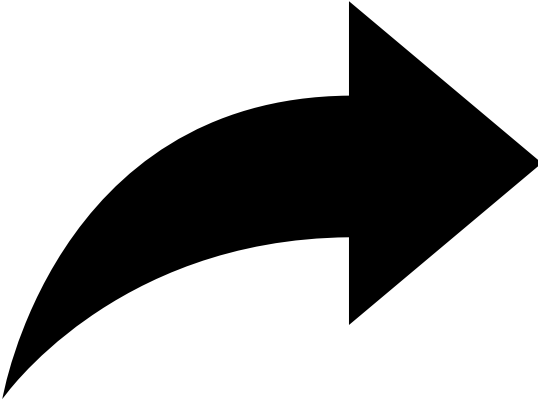
CCDF funds child care systems within tribal communities access to high quality child care, through child care assistance, tribal child care licensing, center-based and quality supports



An ideal tribal early childhood system is a tribally driven, culturally informed and tribally monitored or co-monitored

§ 98.53 Activities to improve the quality of child care (Page 67589)

Sharing this information broadly



Meeting with Tribal Leadership Regularly

(1) Supporting the training, professional development, and postsecondary education of the child care workforce as part of a progression of professional development through activities such as those included at § 98.44, in addition to:

(i) Offering training, professional development, and postsecondary education opportunities for child care caregivers, teachers and directors that:

(A) Relate to the use of scientifically based, developmentally-appropriate, culturally-appropriate, and age-appropriate strategies to promote the social, emotional, physical, and cognitive development of children, including those related to nutrition and physical activity; and

(B) Offer specialized training, professional development, and postsecondary education for caregivers, teachers and directors caring for those populations prioritized at § 98.44(b)(2)(iv), and children with disabilities:

(i) Incorporating the effective use of data to guide program improvement and improve opportunities for caregivers, teachers and directors to advance on their progression of training, professional development, and postsecondary education;

(ii) Including effective, age-appropriate behavior management strategies and training, including positive behavior interventions and support models for birth to school-age, that promote positive social and emotional development and reduce challenging behaviors, including reducing suspensions and expulsions of children under age five for such behaviors;

(iv) Providing training and outreach to engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills, and capacity to become meaningful partners in supporting their children's positive development;

(v) Providing training corresponding to the nutritional and physical activity needs of children to promote healthy development;

(vi) Providing training or professional development for caregivers, teachers and directors regarding the early neurological development of children; and

(vii) Connecting child care caregivers, teachers, and directors with available Federal and State financial aid that would assist these individuals in pursuing relevant postsecondary education, or delivering financial resources directly through programs that provide scholarships and compensation

improvements for education attainment and retention.

(2) Improving upon the development or implementation of the early learning and development guidelines at § 98.15(a)(9) by providing technical assistance to eligible child care providers in order to enhance the cognitive, physical, social, and emotional development and overall well-being of participating children.

(3) Developing, implementing, or enhancing a tiered quality rating and improvement system for child care providers and services to meet consumer education requirements at § 98.33, which may:

(i) Support and assess the quality of child care providers in the State, Territory, or Tribe;

(ii) Build on licensing standards and other regulatory standards for such providers;

(iii) Be designed to improve the quality of different types of child care providers and services;

(iv) Describe the safety of child care facilities;

(v) Build the capacity of early childhood programs and communities to promote parents' and families' understanding of the early childhood system and the rating of the program in which the child is enrolled;

(vi) Provide, to the maximum extent practicable, financial incentives and other supports designed to expand the full diversity of child care options and help child care providers improve the quality of services; and

(vii) Accommodate a variety of distinctive approaches to early childhood education and care, including but not limited to, those practiced in faith-based settings, community-based settings, child centered settings, or similar settings that offer a distinctive approach to early childhood development.

(4) Improving the supply and quality of child care programs and services for infants and toddlers through activities, which may include:

(i) Establishing or expanding high-quality community or neighborhood based family and child development centers, which may serve as resources to child care providers in order to improve the quality of early childhood services provided to infants and toddlers from low-income families and to help eligible child care providers improve their capacity to offer high-quality, age-appropriate care to infants and toddlers from low-income families;

(ii) Establishing or expanding the operation of community or neighborhood-based family child care networks;

(iii) Promoting and expanding child care providers' ability to provide developmentally appropriate services for infants and toddlers through, but not limited to:

(A) Training and professional development for caregivers, teachers and directors, including coaching and technical assistance on this age group's unique needs from statewide networks of qualified infant-toddler specialists; and

(B) Improved coordination with early intervention specialists who provide services for infants and toddlers with disabilities under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431, et seq.);

(iv) If applicable, developing infant and toddler components within the Lead Agency's quality rating and improvement system described in paragraph (a)(3) of this section for child care providers for infants and toddlers, or the development of infant and toddler components in the child care licensing regulations or early learning and development guidelines;

(v) Improving the ability of parents to access transparent and easy to understand consumer information about high-quality infant and toddler care as described at § 98.33; and

(vi) Carrying out other activities determined by the Lead Agency to improve the quality of infant and toddler care provided, and for which there is evidence that the activities will lead to improved infant and toddler health and safety, infant and toddler cognitive and physical development, or infant and toddler well-being, including providing health and safety training (including training in safe sleep practices, first aid, and cardiopulmonary resuscitation for providers and caregivers).

(5) Establishing or expanding a statewide system of child care resources and referral services.

(6) Facilitating compliance with Lead Agency requirements for inspection, monitoring, training, and health and safety, and with licensing standards.

(7) Evaluating and assessing the quality and effectiveness of child care programs and services offered, including evaluating how such programs positively impact children.

(8) Supporting child care providers in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of high-quality.

(9) Supporting Lead Agency or local efforts to develop or adopt high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development.

CCDF Funds Tribes to Create Child Care Systems for their Communities

- Child Care Assistance to working families or who are attending school
- Tribal Child Care Licensing to license, support and monitor the tribe's own child care programs
- Tribally operated Child Care Centers
- Professional Development/Training to Child Care Teachers (in-home and center-based)
- Partnerships with school-age programs and other part-day programs serving birth to age 12 or children with disabilities who meet CCDF requirements
- Mini-grants to tribal child care programs
- Option to tribally license non-tribal members in tribe's service area who care for the tribe's children





Quality Tribal Child Care has...

- Culturally rich child care programs (in-home and center-based)
- Curriculum that promotes child-led learning and STEAM
- Nature-based learning
- Positive child outcomes/child assessments/parent conferences
- Qualified and supported tribal child care teachers/assistants
- Parents are engaged and work as a team with teachers
- Early Intervention/Prevention services within child care
- Children leave tribal child care KINDERGARTEN READY and lifelong learners
- Family, Friend & Neighbor (unlicensed) child care providers are supported

102-477 Tribal Plans that include CCDF

Maintain CCDF integrity
within in P.L. 102-477
program

CCDF Funds should only fund
child care related services
and activities (Best Practice)

Tribal Leaders play an important role in Tribal Child Care

- Understanding the CCDBG Federal Law to keep Tribe in compliance
- Support their CCDF funded services with other tribal programs (mental health, education, employment and training, early intervention, tribal college, health, Head Start/EHS, Boys & Girls, Dental, I.H.S/Environmental H&S Inspector and TANF orientations)
- Understanding where CCDF funds are spent throughout the Tribe so the Tribal leaders can help decide what types of services CCDF should be offered – open communication with Tribe’s CCDF Lead Agency
- Tribal and State relationships
- Interactions with tribal child care programs (spending time within a tribal child care program, read a book, do an activity, etc.)



Office of Child Care Tribal Consultation

- **OCC supports low-income working families through child care financial assistance and promotes children's learning by improving the quality of early care and education and afterschool programs. OCC also administers the Tribal Maternal Infant and Child Early Childhood Home Visiting Program.**
- **Tribal Leaders interact with Federal staff across many federal funding streams, as well as State officials. Having Tribal Leaders understand CCDBG/CCDF and their child care challenges and successes are important during these federal and state discussions.**
- **Annual Tribal Consultations are a great way to work with Tribal Leaders and ACF offices to communicate successes and challenges of how federal programs effect rural and urban tribal children, families and communities. CCDF Tribal Administrators provide their Leaders with Talking Points for Tribal Consultations**



Identifying Processes that Could Hindered your ECE System (Bottle Neck Syndrome)



Ideal CCDF Programs Work as a System

- Offer child care assistance to families
- Offer tribal licensing for all forms of child care (in-home, family group, center-based, pod models, trauma-informed child care, drop in, school-age, part-day, etc.)
- Have a coordinated child care professional development system
- Offer mini-grants, training to child care teachers, provide incentives, support curriculum/assessments, QRIS and referrals
- Offer multiple supports to child care settings including mental health, dental, vision and early intervention/preventions services.



Putting the Tribal Early Childhood Services/Pieces together to Support Families

- What programs serve children birth to five and up to age 12?
- How many families are being served by multiple programs?
- Think about this as a large system with no wrong door for families
- Help streamline services for families
- Reduce the duplication of services & paperwork
- Coordination helps break down silos
- Comprehensive Community Needs Assessment (multiple programs need these – most done separately – partnerships help create a CNA to help guide services, funding, priorities and policies)



Coordinated Program Activities

- Early Childhood Programs and stakeholders meet regularly to partner on community activities, shared application process to reduce duplicate paperwork for families and enhance referrals across tribal early childhood systems
- Coordinated community events (early learning screenings)
- Review of each Partner's programs and services
- Review of duplicated information request (i.e., enrollments, financial, ASQ's, application)
- Confidential Sharing Agreement
- Identified clients that one, two or three programs shared to coordinate homevisiting, sharing forms, not to overwhelm the family



Creating Comprehensive Tribal Early Childhood Systems for Indian Country

Ideal tribal early childhood system is a tribally-driven, culturally-informed system of whole family, holistic, trauma-informed approaches that work across different programs with early childhood as the focal and starting point

This system would be designed to both promote optimal child development and support parents engaged in work, job training, and education activities

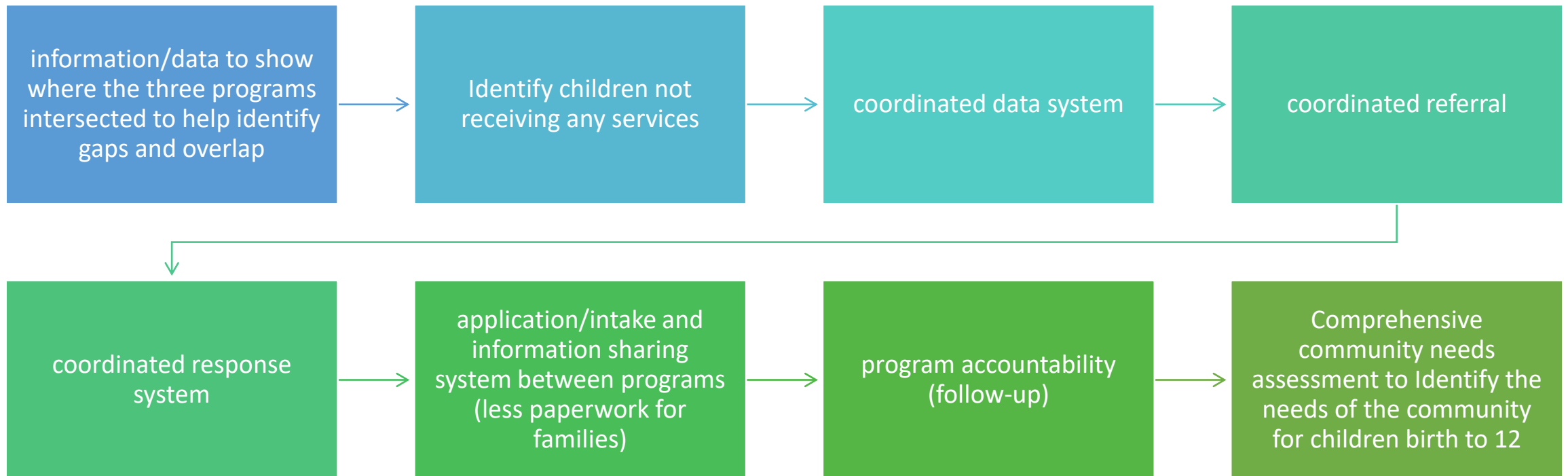
The system would include education, child development, and physical and mental health, and be seamless, from prenatal to kindergarten entry and beyond, including aligned intake and referral, data collection and reporting, screening, assessment, and treatment

Services would be affordable, safe, high-quality, sufficiently funded, and available at times of day needed to support working parents and would take place in appropriate facilities

The system and its services would be developed and implemented in partnership with parents, families, tribal leaders, elders and community stakeholders

The system would fully utilize the cultural and linguistic strengths of the community, with Native language and culture incorporated across the entire early childhood system as determined by the tribe

Coordination Help Partners Identify the Need for:



White Earth Coordination, Assessment, Resource and Education (WECARE)

WE CARE Model



The goals of WECARE are to:

- Increase referrals
- Increase resources
- Increase communication & coordination between programs
- Reduce duplication of services

On November 5, 2018

White Earth Reservation Business Committee – White Earth Band of Chippewa Indians passed Resolution No. 064-19-003, “hereby directs all Tribal programs to execute the implementation of the WECARE System and mandates immediate compliance and utilization to bring an organized approach to end health disparities and multigenerational poverty to the people...”

Service Network to address:

- Transportation
- Employment
- Substance abuse
- Mental health
- Safety
- Child care/early childhood
- Head start
- Child protection
- Education
- Housing
- Healthcare
- Energy
- Finance
- & more...



Co-Monitoring with County/State Licensors for Non-Tribal CC Programs that receive Tribal CCDF

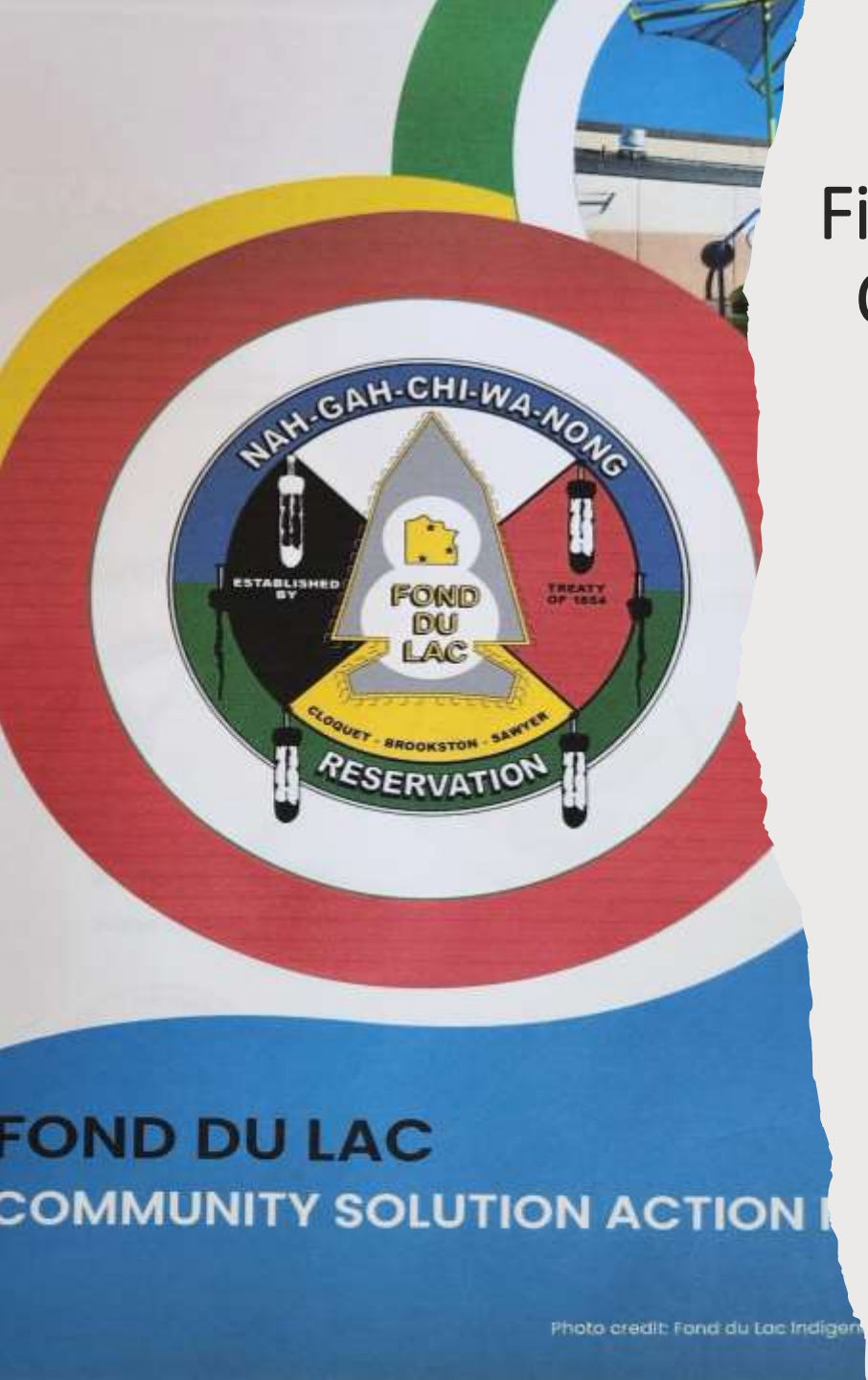
- 2014/2016 Reauthorization of CCDBG, put a focus on the quality of where children are – family/group or center-based
- Shared co-monitoring visits are intentional and coordinated
- Shared supports/training of child care licensors across sectors
- Best Practices
- Positive Reinforcements and Supports for Compliance
- Caseloads are manageable

FIRST CHILDRENS FIRST NATIONS (FCFN) CHILD CARE COLLABORATIVE

Building Child Care Capacity in Tribal Communities
Supports a Strong Tribal Economic Development system

- FCFN seeks to implement a historically effective solution-creation process but adapt it to be culturally reflective of the sovereign, Native Nations which share the same geography as the United States.
- Access to quality child care and early education is vital to healthy communities and regional economic growth.
- We believe that the multiple perspectives of the child care systems leaders of sovereign Native nations and Tribal communities need to be shared as well as the innovative ideas that they are implementing to build and sustain supply.





First Children First Nations Child Care Collaborative

First Children's Finance (FCF) and (Indigenous Visioning (IV))-All Nations Rise partnered to create the First Children, First Nations Child Care Collaborative (FCFN) and launch an innovative community engagement process designed to increase the supply of high quality, affordable culturally relevant child care in tribal communities. The purpose of consultation is to guide communities in identifying the scope and size of their child care challenges, and to empower and support tribal communities to develop local solutions to address these challenges.

Photo credit: Fond du Lac Indigenous

ACKNOWLEDGMENTS

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Fond du Lac



Fond du Lac Head Start



Fond du Lac Tribal and Community College

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