

# Tribal Child Care Association of California

*The Voice of Tribal Child  
Care in California*

**Kim Nall**  
TCCAC Executive Director



TRIBAL  
Child Care  
Association  
♦ ♦ ♦ of ♦ ♦ ♦  
California





# What is a federally recognized tribe?

- “A federally recognized tribe is an American Indian or Alaska Native tribal entity that is recognized as having a government-to-government relationship with the United States, with the responsibilities, powers, limitations, and obligations attached to that designation, and is eligible for funding and services from the Bureau of Indian Affairs.
- Furthermore, federally recognized tribes are recognized as possessing certain inherent rights of self-government (i.e., tribal sovereignty) and are entitled to receive certain federal benefits, services, and protections because of their special relationship with the United States.”
- *Definition from the Bureau of Indian Affairs*



# History

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**Founded in 2006 through a grass roots movement to bring Tribes and Tribal CCDF Administrators together**

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**Purpose: unify tribal voices and to align high quality, culturally appropriate resources with tribal child care programs that were not included in the State's early learning and care vision**

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**Initially comprised completely of volunteers who work for Tribal lead agencies administering the federal CCDF Block Grant and /or other Tribal child development programs**

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**Built relationships with state partners charged with creating an equitable child care system for all California children and families**

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**Relationships between Tribes, state and federal partners are the cornerstone for where the Association is today**

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**Recently became a staffed organization with funding to support our efforts of providing equitable opportunities for Tribal Children and Families across all of California**



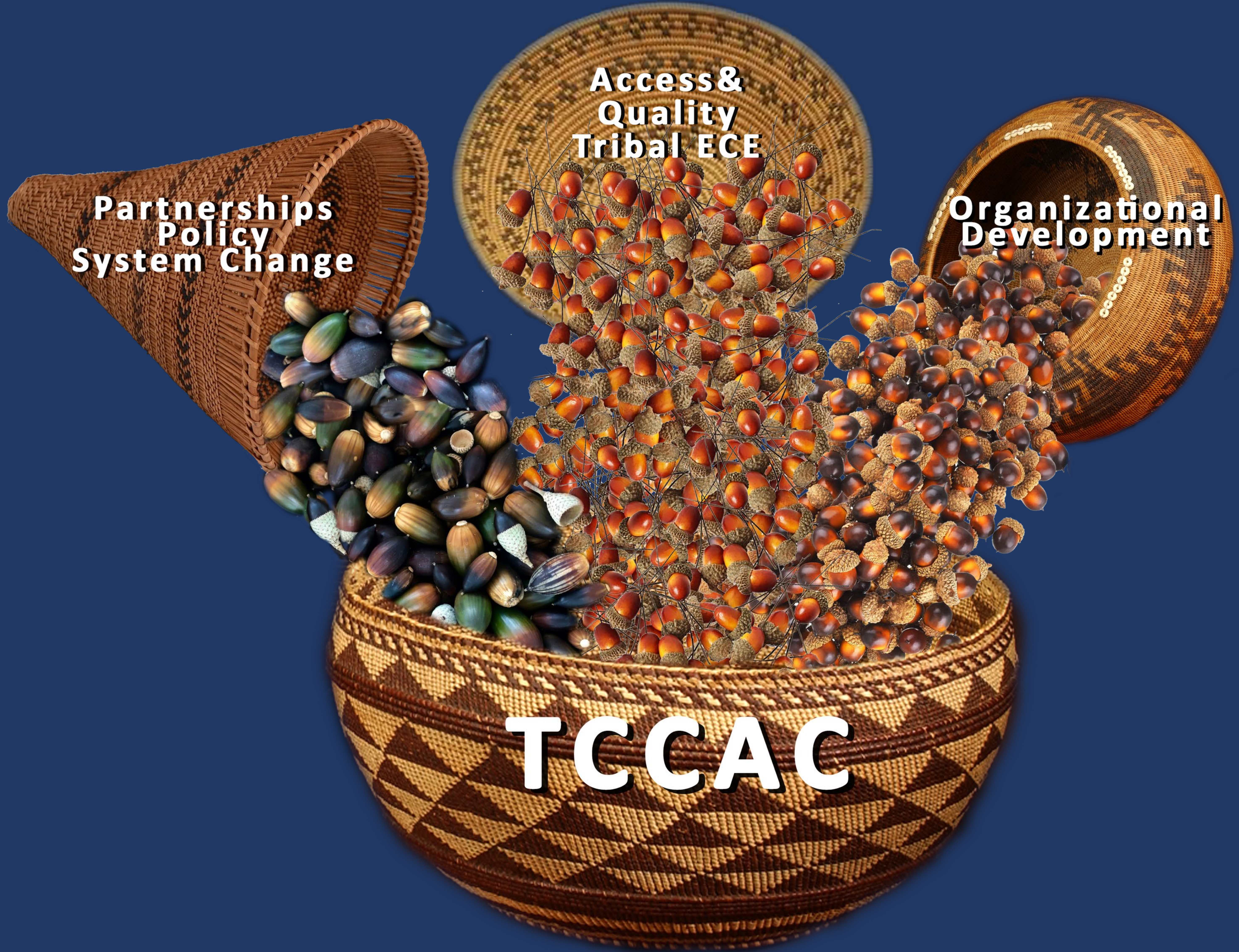




# TCCAC Vision

**Building trust and partnership to expand the access and quality of early learning and care for native children; supporting local level systems-building for tribal child care; and bringing the voices of the tribal communities to the state; and, in turn, increasing the access to culturally appropriate materials and traditions for native children.**





**Partnerships  
Policy  
System Change**

**Access &  
Quality  
Tribal ECE**

**Organizational  
Development**

**TCCAC**



# Tribal QIS

## What Do We Want Native Children to Know and Do (Tribal Standards)

- Tribal cultures & languages
- Traditional foods & nutrition
- Role of nature
- Standards & regulations (Center, FCCH, and relative)
- Self Assessments/Checklists

## Creating a Path

- Tailored approach for Relative Care
- Tribal Coaches & Mentors
- Quality Improvement Plans for Grantees
- Professional Development Plan for Providers

## Supports

- Tribal Certification
- Trainings
- Supports for other Certifications and Higher Education
- Mini-grants for facility/home improvements, materials

## Our Stories (Data)

- Tribal community assessments – strengths, needs, barriers, etc.
- Site-level and teacher-specific
- Satisfaction Surveys
- Demographic Info

## Outreach

- Tribal grantee and provider “buy-in” and support for QIS
- Determine outreach strategies for grantees and all provider types
- Connection with local agencies

## Partnerships

- Tribal grantees, providers & families
- Funders
- Tribal, local, state, federal & national Quality Improvement partners

## Vision & Governance

- Tribal Quality Improvement System, grounded in cultural competencies and honoring tribal sovereignty



# **Your State, Early Childhood and Equity: What do you know about California Tribes?**

- . Limited statistical data**
- . Historical missteps by the State**
- . Median Household Income \$44,498 compared to \$71,226**
- . 18% unemployment rate**
- . Higher rates of psychological stress, and domestic violence**
- . Lowest graduation rate of any other ethnic or racial group**
- . Approximately one half of one percent of American Indian Children are in licensed child care in the California, while the AIAN population for California in 2017 was approximately 2%**



# State of CA ECD Leaders & TCCAC Core Elements

## **Tribal Voice**

- . Leadership and Capacity Building
- . Tribal Program Quality Improvement
- . All Tribal ELC Engagement
- . Sustainability
- . TCCAC Growth/Expansion
- . Building State/Tribe Relationships and Shared Vision

## **Planning**

- . Create clear roles
- . Be inclusive of all voices
- . Have measurable steps
- . Tracking system

## **Resources**

- . Partnership building on a foundation of trust
- . Focus on Continuous Quality Improvement
- . Policies and Procedures



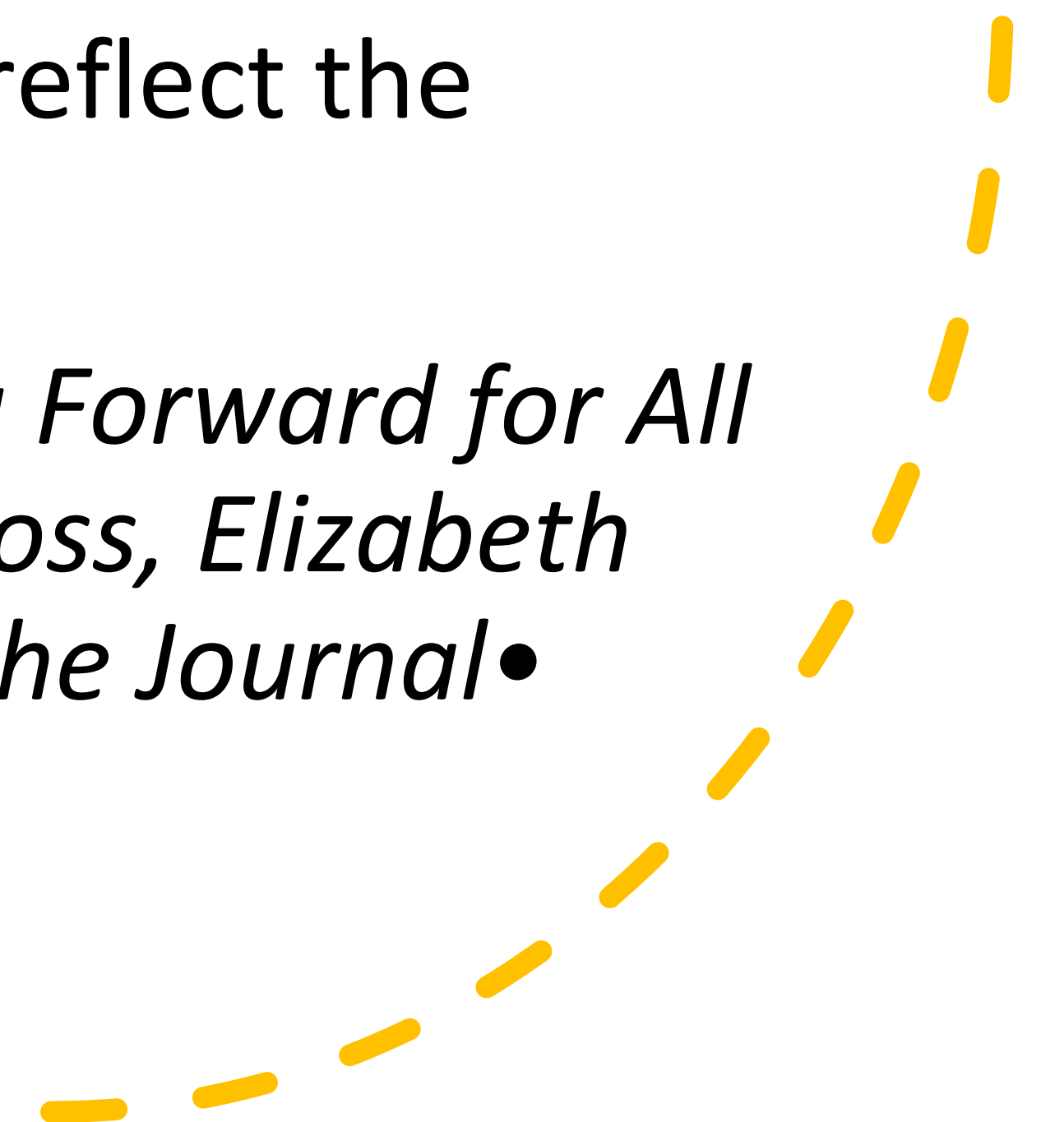


# Are we ready for Universal Design?

A universal design approach for learning follows principles of good practice in early education: (1) recognizing that a one-size-fits-all approach to education ***simply will not work***; (2) understanding the need to design curricula to meet the needs of diverse classroom populations; and (3) declaring that all children who attend early education programs will be successful in their development and learning. A universal design framework parallels what early educators plan for from the start in thinking about the physical, social-emotional, health, and teaching dimensions of their environments to assure that every child:

- feels welcomed as a full and equal member;
- accesses and engages in all learning opportunities;
- learns according to his or her individual strengths and interests; and
- demonstrates his or her learning in ways that reflect the individual's strengths.

*. The Universal Design of Early Education Moving Forward for All Children Michael Conn-Powers, Alice Frazee Cross, Elizabeth Krider Traub, and Lois Hutter-Pishgahi Beyond the Journal • Young Children on the Web • September 2006*





# Universal Pre-K...

- Diverse, inclusive early childhood learning environments benefit children from all economic, ethnic, racial backgrounds, as well as children with disabilities and dual language learners.
- States should continue to use both public school and community-based programs to provide high-quality pre-K. This approach to service delivery makes the most of existing investments, capacity and expertise in supporting children's learning and healthy development. This strategy also offers families the broadest range of options, including access to extended hours and year-round services for working families and support for linguistic and cultural preferences.



# Before we talk curriculum...

- To address the persistent achievement gap between children in low income, minority communities and children in mainstream, middle-class communities, we know that “both school experiences and home and early life experiences are important” (Barton & Coley 2009, 23).
- A shared approach involves creating high-quality, culturally responsive, educational programming in preschools and public Pre-K programs and collaboration with the local Tribes, schools and other community partners.
- Lack of cultural immersion often discourages families to seek out public preschool/Pre-K programs. Pre-K programs must meet their children’s cultural and educational needs and to facilitate family participation at school.
- Full-service schools, providing medical services, psychological expertise, and social workers to meet children’s and families’ needs, represent an important initiative and trend in early childhood education.
- Young Children • November 2011





- Current as of:** May 11, 2022

- A Tribal Early Learning Initiative (TELI) is a partnership between tribal communities and ACF designed to:**

- Better coordinate tribal early learning and development programs, including child care, Head Start, preschool, home visiting, and other services
- Create and support seamless, high-quality early childhood systems
- Raise the quality of services to children and families across the prenatal-to-kindergarten-entry continuum
- Identify and break down barriers to collaboration and systems improvement
- From 2012 to 2017, the Administration for Children and Families (ACF) partnered with eight tribes to carry out a Tribal Early Learning Initiative (TELI). Since the conclusion of the TELI, in nation-to-nation consultation, tribes have continued to indicate an interest in new TELI efforts.

- <https://www.acf.hhs.gov/ecd/tribal/tribal-early-learning-initiative>





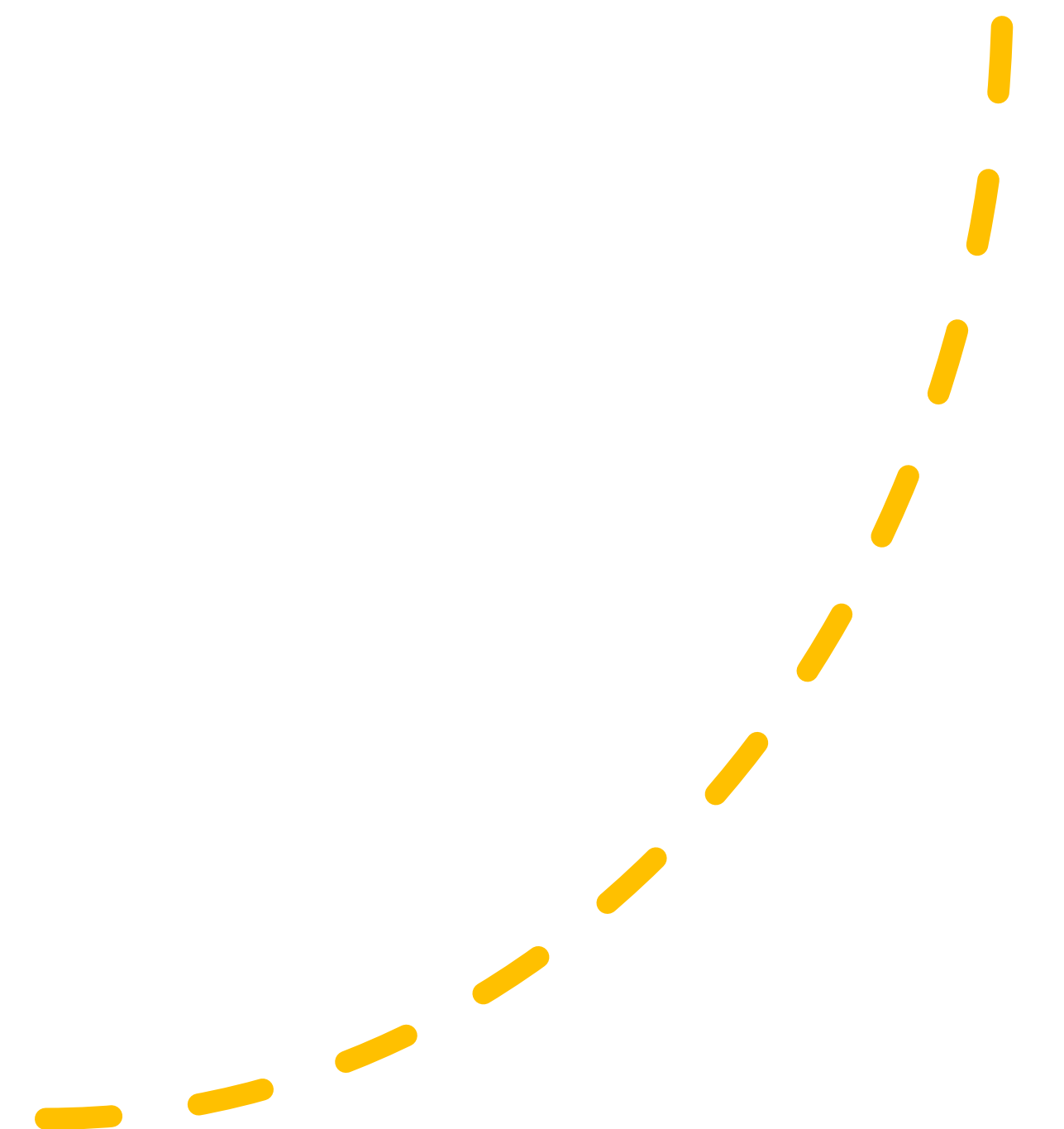


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# Thank you!

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## Tribal Child Care Association of California

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