

# Tribal Child Care: Creating and Sustaining Successful Partnerships



## Tribes/State/Federal Partnerships

Tribal Child Care Association of California (TCCAC)

California Department of Education, Early Education and Support Division

Administration for Children and Families, Office of Child Care, Region IX



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

# Today's Presenters

- **Dion Wood**, Director, TERO/Child Care Director, Karuk Tribe of California  
Co-Chair, Tribal Child Care Association of California
- **Kim Nall**, Director, Colusa Indian Community Council, CA, Hand-in-Hand Learning Center  
Chair, National Indian Child Care Association  
Co-Chair, Tribal Child Care Association of California
- **T. Kim Relph**, Child Care Program Specialist in the Administration for Children and Families, Office of Child Care (OCC) in San Francisco, CA
- **Debra McMannis**, Director, California Department of Education Early Education and Support Division  
CCDF State Administrator
- **Marguerite Ries**, Administrator of the California Department of Education Early Education and Support Division Policy Office  
Director, California Head Start State Collaboration Office



# Goals of Training

- ❑ To assist participants in finding ways to successfully partner with Tribal Child Care programs.
- ❑ To give participants additional skills for integrating partnerships with Tribal Child Care into their policy work plans.
- ❑ To provide opportunities for networking with colleagues in your organizations with Tribal Child Care organizations.



# Objectives

**By the end of the training, participants will be able to:**

- ❑ Understand the values regarding Tribal Child Care partnerships when looking at early care and education and culturally appropriate policy formation.
- ❑ Identify benefits, barriers, challenges, and effective strategies for respectful partnerships with Tribal Child Care and culturally appropriate programmatic and policy-related efforts at community, state, and national level.



# Objectives (cont.)

- ❑ Describe components of model partnerships, both theoretical and practical.
- ❑ Draft individual and team action plans for putting partnership strategies into practice in daily work.
- ❑ Increase networking between Tribal Child Care and other colleagues working in the field of early care and education.

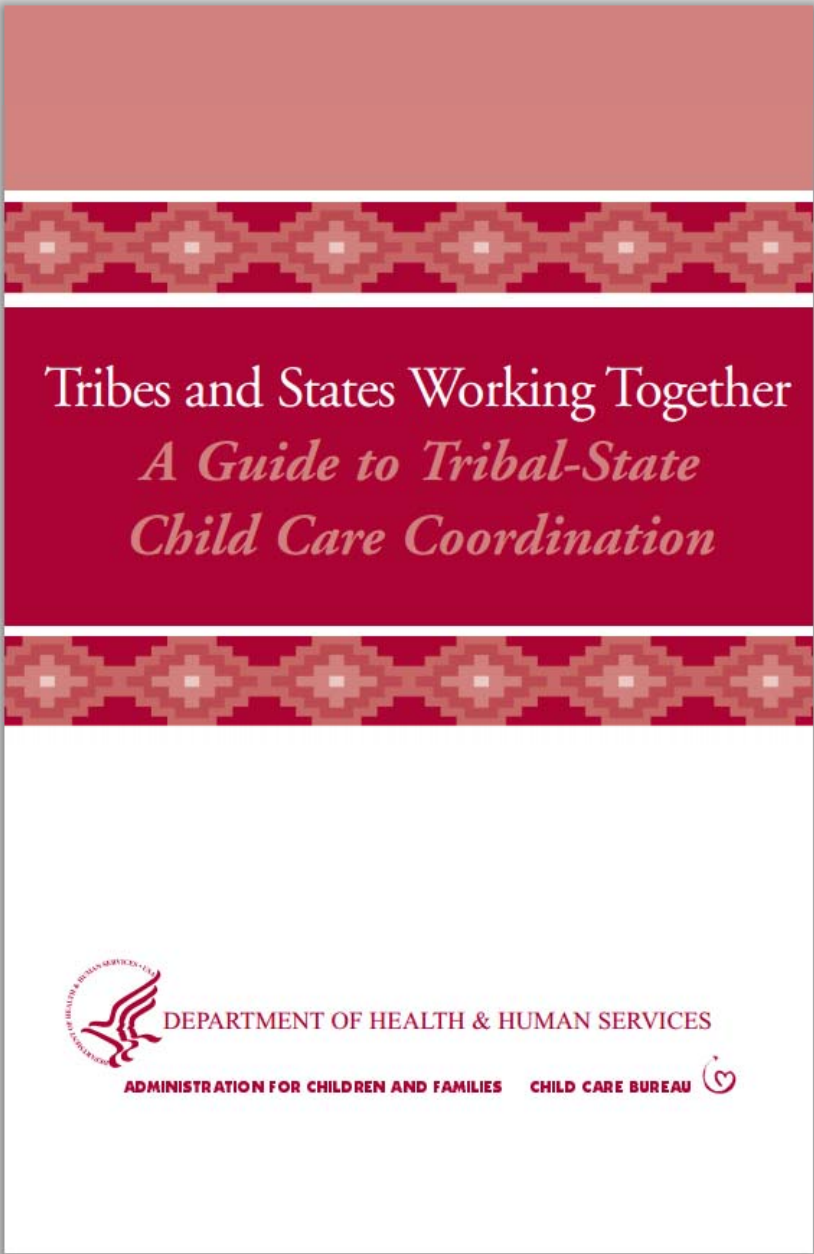


# Definitions

## What Do We Mean by Partnership?

Before we begin a conversation of what makes a successful partnership, we feel it is important to define what we mean by partnership with Early Care and Education programs, Tribal Child Care and other early learning organizations or groups. The meaning of *partnership* may vary depending on the person, group, or organization participating. Coming to a common agreement of the idea of a partnership is an important first step for anyone or any organization reflecting on forming a partnership with any Tribal Child Care program.





The image shows the cover of a report titled "Tribes and States Working Together: A Guide to Tribal-State Child Care Coordination". The cover has a red header and footer with a white geometric pattern. The title is in white serif font on a red background. The bottom section is white and contains the Department of Health & Human Services logo and the Child Care Bureau logo.

# Tribes and States Working Together

## *A Guide to Tribal-State Child Care Coordination*



DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES

CHILD CARE BUREAU



## Understanding Tribal Sovereignty and the Government-to-Government Relationship

The foundation for successful collaboration between States and Tribes is an understanding of and appreciation for Tribal sovereignty. American Indian and Alaska Native Tribes are recognized as governments in the U.S. Constitution, with hundreds of treaties, Federal laws, and court cases affirming that Tribes retain the inherent powers to govern themselves as nations. Presidential Executive Order 13175, Consultation and Coordination with Indian Tribal Governments (November 6, 2000); and, Presidential Memorandum, Government-to-Government Relationship with Tribal Governments (September 23, 2004) further reaffirm the sovereign status of Indian Tribes. The Federal Government works with Tribes in a government-to-government relationship.

State-Tribal coordination can flourish when States fully embrace Tribal sovereignty. In fact, over the past few years as an increasing number of Federal programs—such as the CCDF—have devolved to States and Tribes, new partnerships have been forged on a wide range of issues that affect Tribal and State citizens (Note: Tribal citizens are also citizens of the States where they reside). In an effort to address these issues, the National Conference of State Legislatures (NCSL) and the National Congress of American Indians (NCAI) are collaborating to improve State-Tribal relations in policy-making and service delivery. Through this partnership Tribal leaders and State legislators are sponsoring educational forums, developing materials, and sharing models of collaboration. In their joint publication *Government to Government—Understanding State and Tribal Governments* (June 2002), NCAI and NCSL offer a description of Tribal nations in the United States.

“Building trust, identifying benefits and respecting individual differences is key to establishing effective Tribal/State collaboration ...keeping in mind that relationship building takes time, and the process will not happen overnight.”

– Laurie Hand  
Director, Child Care  
and Development  
Cherokee Nation  
Tahlequah, Oklahoma



# Reflecting on...

Past

Present

Future



# Ice Breaker...

## Dion Wood



# Benefits, Barriers, Challenges, and Strategies

1. What are the **BENEFITS** of forming a partnership approach to our work?
2. What are the **BARRIERS** and **CHALLENGES** to such an approach?
3. Looking at the barriers and challenges, what **STRATEGIES** are needed for effective partnerships?



# Effective Elements

- ✓ Establish clear goals
- ✓ Share decision-making power
- ✓ Get commitment from highest level
- ✓ Be clear on boundaries, roles and responsibilities



# Effective Elements (cont.)

- ✓ Provide training
- ✓ Be aware and respectful of different communication styles
- ✓ Value participation
- ✓ Include room for growth
- ✓ Remember to respect culture and language differences



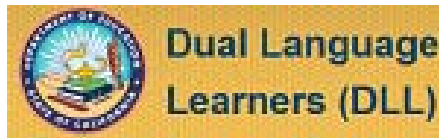
# Action Planning

Don't be afraid to DREAM BIG!

- **Turning vision into action:**
  - *Concrete and realistic activities* that might be conducted
  - Concrete changes to *institutional structures and policies*
- Additional **skills** needed by other staff
- **Persons responsible** for activities
- **Resources needed** for activities
- **Timeline** for activities
- **Celebrating and reflecting** on accomplishments



# California Department of Education Shared Resources



# California Department of Education

## Shared Resources (cont.)

The Early Education and Support Division (EESD) notifies Executive Directors and Program Directors of EESD contract agencies by e-mail only regarding critical documents and new instructions or requirements. All Executive Directors and Program Directors who contract with EESD are **required to subscribe**. In addition, EESD contractors and any other interested organizations or persons may subscribe to the Program Information e-mail list to receive periodic and updated information on EESD programs and services.

EESD Listserv: <http://www.cde.ca.gov/sp/cd/ci/emailindex.asp>



# Administration for Children and Families

## Shared Resources

### Federal Law:

<http://www.acf.hhs.gov/programs/occ/resource/ccdbg-of-2014-plain-language-summary-of-statutory-changes>

[https://www.acf.hhs.gov/sites/default/files/occ/child\\_care\\_and\\_development\\_block\\_grant\\_makup.pdf](https://www.acf.hhs.gov/sites/default/files/occ/child_care_and_development_block_grant_makup.pdf)

<http://www.acf.hhs.gov/programs/occ/resource/ccdf-reauthorization-faq>

<http://www.acf.hhs.gov/programs/occ/ccdf-reauthorization>

### Federal Regulations:

<http://www.acf.hhs.gov/programs/occ/resource/ccdf-final-regulations>

### ACF Resources:

<http://www.acf.hhs.gov/sites/default/files/occ/tswt.pdf>

<http://www.acf.hhs.gov/programs/ana>

<http://www.acf.hhs.gov/programs/ana/resource/tribal-consultation-report-0>

# Tribal Child Care Association of California

## Shared Resources



**Dion Wood:** Leader and innovator in the development and formation of Tribes/State/Federal Partnership - 2007, Co-founder of TCCAC, Past Vice Chair of NICCA

**Ann Louis Bonnitto :** Governor's State Advisory Council on Early Learning and Care, Past Chair of TCCAC

**Kim Nall:** AI/AN EC Needs Assessment Community of Learning Member, Tribal Research Center, University of Colorado- Tribal Child Care Steering Committee, Peer Learning and Leadership Network(PLLN), Tribal CCDF Fellow, Cohort I and PLLN Mentor Cohort II

**Kayla Olvera Hilario:** University of San Diego Nonprofit Leadership and Management Program; Strategic Planning Data Report, Community Action Plan

**TCCAC - TRIBAL CHILD CARE STANDARDS FOR SOVEREIGN NATIONS**



**REGISTRATION NOW OPEN**

**2015 Biennial  
National Indian Child Care Association Conference**



**Uniting to Empower Tribal  
Children and Families**

**September 14-16, 2015  
Washington Court Hotel  
Washington, DC**

**CLICK HERE TO REGISTER NOW!**



# Summary

***Children learn from what they see. We need to set an example of truth and action.***

***- Howard Rainer, Taos Pueblo-Creek (2012)***

Tribal Child Care: Creating and Sustaining  
Successful Partnerships – Consider:

- ☐ Coming to a common agreement of the idea of a partnership with Tribal Child Care as an important first step
- ☐ Creating an Action Plan together, getting input from each party – turning a shared vision into action
- ☐ The Benefits, Barriers, Challenges, and Strategies
- ☐ The importance of reflecting on the **Past**, being in the **Present**, while respecting the culture, language and history of each partner, and planning for the **Future** using reflective practices
- ☐ Doing your research and finding out what resources are already available
- ☐ Celebrating and reflecting on accomplishments
- ☐ DREAMING BIG!



# THANK YOU!

## Please see our websites for additional information

Administration for Children and Families [www.acf.hhs.gov/programs/ecd](http://www.acf.hhs.gov/programs/ecd)

California Department of Education, Early Education and Support Division  
[www.cde.ca.gov/re/di/or/cdd.asp](http://www.cde.ca.gov/re/di/or/cdd.asp)

Department of Education [www.ed.gov/early-learning](http://www.ed.gov/early-learning)

Tribal Child Care Association of California  
(website is under construction, please check back)

National Indian Child Care Association [www.nicca.us](http://www.nicca.us)

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