Office of Child Care (OCC) National Tribal Conference

Office of Child Care

Tribal Child Care Capacity Building Center

2024 Resource Scan

Research Connections developed this document in collaboration with the Tribal Child Care Capacity Building Center for use during the OCC National Tribal Conference 2024 on April 9-11, 2024. This resource list highlights sample resources from the Research Connections library on the Conference topic areas. It also includes links to additional curated resources within the Research Connections collection. Many highlighted resources focus specifically on Tribal communities, but not all.

Track 2: Training for Trainers

Trauma Responsive Care in Tribal Early Childhood, Tribal Out-of-School-Time, and Tribal Communities

- [Assessing the research on home visiting program models implemented in Tribal communities: Part 1: Evidence of effectiveness](#)

  To assess the evidence of effectiveness of culturally relevant models that have been implemented in Tribal communities, HomVEE conducted a systematic review in fall 2010 focusing specifically on studies relevant to Tribal communities. Our search for relevant studies included consideration of research and evaluation conducted in indigenous communities outside of the United States. Although there is tremendous variation between Native and indigenous communities within the United States and across the globe, they share similarities such as traditional culture, historical trauma from colonization, and health disparities. Lessons learned from the implementation and evaluation of culturally relevant home visiting in indigenous settings outside the United States can provide useful information to AIAN communities as they make decisions about home visiting and its evaluation in their own communities. This report represents the fifth update to the original review. As of this update, the HomVEE systematic review identified 49 effectiveness studies of home visiting programs with Tribal populations (see Box 1).

- [Tribal early care and education programs: An overview](#)

  Increased funding and support of Tribal early childhood programs can help AI/AN children and families to heal and thrive, in resistance to historical trauma and adversity. This brief summarizes available data about AI/AN children and families and provides an overview of current federal programs supporting these communities.

- [Tribal Maternal, Infant, and Early Childhood Home Visiting: A report to Congress](#)

The Tribal Home Visiting Program, part of the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV, the Federal Home Visiting Program), is an unprecedented expansion of culturally responsive services for vulnerable American Indian or Alaska Native (AIAN) families and children, strengthens Tribal communities, and contributes to more comprehensive and integrated systems of care for families and young children. Since 2010, the Tribal Home Visiting Program expanded home visiting services in Tribal communities, serving a total of 1,523 families and providing nearly 20,000 home visits. The Tribal Home Visiting Program serves some of the most vulnerable families who experience multiple challenges--such as substance abuse, domestic violence, and poverty--often attributed to historical trauma. Required grant activities are based on implementation science and closely mirror the high expectations of State Home Visiting grantees. These requirements ensure program services are responsive to unique community and family challenges and support high quality program implementation. This is evidenced by a majority (77 percent, n =10) of the 13 Cohort 1 grantees demonstrating overall improvement in the six legislatively mandated benchmark areas. Key predictors of positive child and family outcomes, such as increased prenatal care and screening rates for maternal depression and decreased rates of child maltreatment have improved. In addition to program improvements in benchmark areas, grantees built capacities for developing, implementing, and evaluating home visiting services. Capacity building efforts translate well beyond immediate home visiting services, benefitting the broader community through enhanced systems of care, workforce development, greater data collection capacities, and increased ability to advocate for and serve families and young children. Additionally, new ground is being broken in testing adaptations and enhancements to national home visiting models through locally designed rigorous evaluations that expand and strengthen the evidence base on home visiting with Tribal communities. This report focuses primarily on the efforts of Tribal Home Visiting grantees. A separate report provides more details on the activities of State Home Visiting grantees.

Find more resources in the Research Connections library.

Tribal Culture and Language as Resilience for Tribal Youth (ages infant through 13 years-old)

- A report on Tribal language revitalization in Head Start and Early Head Start

    Tribal language revitalization is a complex and long-term process that can bring immense rewards to children, their families and communities. In this report, we have shared some of the experiences and recommendations of HS/EHS programs across the country. These practices and strategies range from setting language goals and action plans to implementing effective language teaching models, and from connecting language and culture to increasing access to the language throughout the Tribal community. This information, along with the many other resources that are available, can help you develop a plan that works for your program and community.

- At a glance: Cultural/language elders or specialists in children's Region XI Head Start programs

    The American Indian and Alaska Native Head Start Family and Child Experiences Survey 2019 (AIAN FACES 2019) is a study describing the children, families, and programs in Region XI Head Start. In 2019, there were about 145 Region XI Head Start programs across the United States serving about 20,000 children, and most of those children were AIAN. Region XI Head Start programs incorporate their unique history, community traditions, and beliefs into their operations and integrate language and culture into the delivery of services to children and families. 77% of children's programs had a

cultural/language elder or specialist – someone with whom programs consult about their community's culture or language.

- At a glance: Native language use in Region XI Head Start classrooms

  The American Indian and Alaska Native Head Start Family and Child Experiences Survey 2019 (AIAN FACES 2019) is a study describing the children, families, and programs in Region XI Head Start. In 2019, there were about 145 Region XI Head Start programs across the United States serving about 20,000 children, and most of those children were AIAN. Region XI Highlighted states contain Region XI Head Start programs incorporate their unique history, Head Start programs community traditions, and beliefs into their operations and integrate language and culture into the delivery of services to children and families. 100% of Region XI Head Start children received some Native language instruction.

- The contribution of home literacy context to preschool academic competencies for American Indian and Alaska Native children

  For young children, early language and literacy practices with primary caregivers in the home may be a particularly important catalyst for academic skill development (Bronfenbrenner and Morris 2006; Vygotsky 1978). AIAN families' language and literacy practices that are anchored in culturally-distinct values, goals, and behaviors are of particular import as these practices may serve as cultural currency. Therefore, the early language and literacy practices of AIAN families are important to explore. The integrative theoretical framework suggests that unfavorable social position (e.g., indicated by single motherhood, poverty status) may indirectly inhibit development. However, promotive, adaptive home contexts such as those characterized by rich traditions and cultural legacies may be particularly relevant for explaining variation in early development and bolstering academic school readiness among AIAN children.

- Native language and culture experiences among children in Region XI Head Start classrooms and programs: Findings from the American Indian and Alaska Native Head Start Family and Child Experiences Survey 2015

  This research brief uses data from the American Indian and Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES) 2015 (see Box 2) to provide nationally representative descriptive information about children's Native language and culture experiences in their Region XI classrooms and programs. AI/AN FACES 2015 was the first national study of Region XI Head Start. The members of the AI/ AN FACES Workgroup, which includes Region XI Head Start directors, researchers, and federal program staff, provided input on the study's design, implementation, and dissemination (Malone et al., 2018). Among the Workgroup members' priorities was that the study provide a portrait of Region XI children's Native language and culture experiences. In this brief, data from teachers, center directors, and program directors in the spring of 2016 (see Box 2) are used to describe children's experiences in their Head Start classrooms and programs.

- Plan for enhancing pre-kindergarten programs as part of the broader Comprehensive Navajo Dual Language Project

  The Four Corners Regional Education Cooperative #1, with Bloomfield Schools as the fiscal agent, received WKKF funding to plan for the expansion and enhancement of Pre-Kindergarten programs. This document contains the results of extended examination of current programs within the Bloomfield Schools geographic area. This report contains 4 major sections, as follows 1. Overview of current Pre-K options 2. Indicators and review process for assessing program characteristics 3. Results and identified areas for enhancement 4. Contextualized findings and actions to address program indicators Four Corners REC #1 collaborated with multiple stakeholders and partners to determine a process and indicators for assessing pre-k programs, not only in areas of instruction and environment but also in key supports for children's social-emotional development and cultural relevancy. Development partners included the public school district, NM PED Pre-K program leadership, NM ECECD leadership, and

Tribal liaisons. The Navajo Nation early childhood leadership provided additional input into the issues of cultural relevancy.

Find more resources in the Research Connections library.

Strengthening Business Practices for Child Care Providers in Tribal Communities

- Home-based child care fact sheet

  Home-based child care includes a range of providers, from licensed providers operating small businesses in their homes through care provided by family, friends, and neighbors, all providing a vital service to their communities. Our updated Fact Sheet is an introduction to home based child care in the United States, and also includes Home Grown's vision for ensuring home based providers receive the resources and support they need to continue caring for the majority of families in the United States.

- Home-based child care networks and federal programs: Supporting home-based child care provider participation

  Home-based child care (HBCC) providers support children's development and help parents work. In 2019, slightly more than 1 million paid or listed HBCC providers cared for 4.3 million children younger than age 13, and another 4 million unpaid HBCC providers cared for another 8 million children. Despite the important role these providers play, however, many appear unlikely to participate in or benefit from public supports. Our recent reviews of their involvement with a diverse set of federal programs and services, including the Child Care and Development Fund, the Child and Adult Care Food Program, home visiting services supported by multiple funding streams, infant and early childhood mental health consultation, and financial supports from the Small Business Administration, find that HBCC providers are consistently less likely to benefit from these programs and services (box 1). This brief provides an overview of some common barriers HBCC providers face across these federal programs and services and explores the extent to which networks of home-based providers—such as staffed family child care networks or informal networks—could help address these barriers if provided appropriate resources and supports.

- The Small Business Administration and home-based child care providers: Expanding participation

  Based on expert interviews and a review of the literature, this brief provides an overview of the characteristics of HBCC providers that make accessing traditional financial supports unusually challenging for them, an overview of parts of the SBA's services that could be relevant to HBCC providers, and steps that could be taken to help expand the extent to which HBCC providers can benefit from SBA supports. It also briefly explores areas where we need more information and discusses the implications of these findings for other financial entities that support small businesses. Box 1 summarizes the major findings. This brief is one of a series focusing on HBCC providers' participation in federal programs and services.

- Small business, big implications: A look at business practices in family child care programs

  Family child care (FCC) programs in which listed or licensed child care professionals run early childhood education and care (ECEC) programs out of their homes meet the diverse economic, cultural, and logistical needs of families and communities across the country; yet FCC programs have been declining in number for nearly twenty years (National Center on Early Childhood Quality Assurance, 2020). One hypothesized factor contributing to the loss of FCC programs is deficits in critical business knowledge and practices (Bromer et al., 2021; National Center on Early Childhood Quality Assurance, 2020; Kelton, 2020; Vieria & Hill, 2019; Zeng et al., 2020). As Stoney and Blank (2021) note, "Without careful attention to the business side of the equation, a program risks not only an erosion in the quality of its services but, all too

often, outright failure" (p. 4). However, little is known about the current level of business and professional practices in FCC programs. This article aims to help fill that literature gap by providing a window into the current status of business and professional practices in FCC programs and some of the potential implications of lagging small business practices.

Find more resources in the Research Connections library.

Track 3: Management Systems and Program Implementation

Supporting an Effective Child Care Workforce in Tribal Communities

- Feasibility, acceptability and effectiveness of a culturally informed intervention to decrease stress and promote well-being in reservation-based Native American Head Start teachers

    Background: While benefiting from strong cultural ties to family, land and culture Native Americans residing on reservations experience psychological distress at rates 2.5 times that of the general population. Treatment utilization for psychological health in reservation-based communities is low with access to culturally appropriate care lacking. Evidence suggests that for mental health treatment, Native Americans prefer culturally informed care that respects Native perspectives on health and well-being.

- The impact of responsive feeding practice training on teacher feeding behaviors in Tribal early care and education: The Food Resource Equity and Sustainability for Health (FRESH) Study

    Background: Establishing healthy eating habits early affects lifelong dietary intake, which has implications for many health outcomes. With children spending time in early care and education (ECE) programs, teachers establish the daytime meal environment through their feeding practices. Objective: We aimed to determine the effect of a teacher-focused intervention to increase responsive feeding practices in 2 interventions, 1 focused exclusively on the teacher's feeding practices and the other focused on both the teacher's feeding practices and a nutrition classroom curriculum, in ECE teachers in a Native American (NA) community in Oklahoma. Methods: Nine Tribally affiliated ECE programs were randomly assigned to 1 of 2 interventions: 1) a 1.5-h teacher-focused responsive feeding practice training (TEACHER; n = 4) and 2) TEACHER plus an additional 3-h training to implement a 15-wk classroom nutrition curriculum (TEACHER + CLASS; n = 5). Feeding practice observations were conducted during lunch at 1 table in 1 classroom for 2- to 5-y-olds at each program before and 1 mo after the intervention. The Mealtime Observation in Child Care (MOCC) organizes teacher behaviors into 8 subsections.

- The pre-implementation process of adapting a culturally informed stress reduction intervention for Native American Head Start teachers

    Head Start is a federally funded program for children (3–5 years) from low-income families. In the Fort Peck Native American Reservation, Tribal Head Start teachers have reported high stress in supporting children experiencing adverse childhood experiences. Thus, we adapted the Little Holy One intervention (ClinicalTrials.gov: NCT04201184) for the teachers' context and culture to enhance psychological health and well-being. Within a participatory framework, the eight-step ADAPT-ITT methodology was used to guide the adaptation process: assessment; decision; adaptation; production; topical experts; integration; training; and testing. For Step 1, we purposive sampled 27 teachers, ancillary staff, and parents to understand teachers' stress, support mechanisms, and interest in an intervention via focus groups (n=9) and individual interviews (n=18). Qualitative data underscored

teachers' experiences of stress, depression, and need for support (Step 1). Iterative feedback from a Tribal advisory board and Little Holy One designers rendered selection of five lessons (Step 2, 5), which were adapted for the teachers via theater testing (Step 3, 4). Community capacity assessment revealed their ability to implement the intervention (Step 6). Testing of this adapted intervention in a feasibility trial (steps 7, 8) will be reported in a future publication. A rigorous systematic process within a participatory framework allowed intervention adaption based on community input. Leveraging "culture as treatment" may be useful for enhancing psychological health outcomes for Native Americans who historically underutilize existing psychological services.

- [Tribal college and university early childhood education initiatives: Strengthening systems of care and learning with native communities from birth to career](#)

    This report is a visionary reflective document of the first six years of a movement to transform early childhood education in Native communities, starting with TCUs as the incubators of the work and the beacons of change. The story of the College Fund's work on ECE is the story of a project, that grew to become an initiative (multiple projects), that has now become a movement, in which this work has expanded to draw interest from communities outside of TCUs, including nationally and internationally. The purpose of this report is to focus on the process, the ways in which building systems and structures in Native communities provides a foundation for successful and sustainable ECE programs.

    Find more resources in the Research Connections library.

Tribal Emergency Management Practices and Systems in Tribal Child Care Settings

- [Developing child care health and safety monitoring and enforcement systems: A guide for Tribal lead agencies](#)

    This training guide and its companion videos have been updated with the Child Care and Development Fund (CCDF) Final Rule and reissued in 2022. It is designed to assist Tribes, including those who have consolidated their CCDF program into an approved Public Law (Pub. L.) 102-477 Plan, in ensuring that Tribal child care settings provide safe and healthy learning environments using the flexibility that Tribes have in a way that is most effective for their community. This guide describes many important skills, tools, and strategies needed by Tribal CCDF Lead Agency staff through this process, including: creating monitoring and enforcement policy guidelines practicing effective communication skills conducting a monitoring visit handling common situations in the monitoring process. This training guide will help prepare Tribal Lead Agency staff to: Understand your responsibilities for ensuring that all of the child care facilities you fund, license, or operate are providing safe, healthy, and high-quality care; and Develop and implement a health and safety monitoring and enforcement system for child care providers that participate in the Tribe's CCDF program.

- [How to develop an emergency preparedness disaster response and recovery plan for Tribally Operated Centers](#)

    This resource is designed for Tribal Lead Agencies that operate a Tribally Operated Center. Tribal Lead Agencies must describe how they will address the needs of children, including the need for safe child care before, during, and after a state of emergency declared by the Governor or Tribal Chief Executive or a major disaster or emergency.

- [Monitoring child care centers: A guide for Tribal lead agencies](#)

This guide is designed to assist Tribes in ensuring that Tribal child care centers (also known as Tribally Operated Centers) and center-based providers have safe and healthy learning environments utilizing the flexibility that Tribes have in a way that is most effective for their community. Monitoring staff, inspectors and partners can use this guide to enhance their understanding of effective communication skills, how to conduct a monitoring visit, and tips on handling common situations in the monitoring process. This training guide will help prepare monitoring staff and inspectors to: Better understand the anxiety that a provider may feel when the monitoring staff or inspector is coming in to inspect the center and how to make the provider feel comfortable. Be prepared to conduct these inspections and use them as an opportunity to support your providers. Monitor child care centers.

- [Monitoring family child care and in-home care providers: A guide for Tribal lead agencies](#)

  This guide outlines the many important skills, tools, and strategies needed by Tribal CCDF Lead Agency staff to implement a monitoring program and meet the variety of challenges they will encounter in their work. This training guide includes monitoring and enforcement policy guidelines, effective communication skills, how to conduct a monitoring visit, and tips on handling commonly found situations in the monitoring process. This guide is designed to assist Tribes in ensuring that Tribal child care family home and in-home care providers, including relative caregivers, are providing safe and healthy learning environments utilizing the flexibility that Tribes have in a way that is most effective for their community. Monitoring staff, inspectors and partners can use this guide to enhance their understanding of effective communication skills, how to conduct a monitoring visit, and tips on handling common situations in the monitoring process. This training guide will help prepare monitors and inspectors to: Better understand the anxiety that a provider may feel when the monitor or inspector is coming in to inspect the home and how to make the provider feel comfortable. Be prepared to conduct these inspections and use them as an opportunity to support your providers, Monitor child care home providers.

[Find more resources in the Research Connections library](#).

Quality Initiatives

Indigenous Practices for Staff Wellness in Tribal Child Care Settings

- [Early childhood teachers' dispositions, knowledge, and skills related to diversity, inclusion, equity, and justice](#)

  All children deserve quality early care and education (ECE) experiences that value them and lay a foundation for positive life trajectories. Unfortunately, many minoritized children in ECE experience inequities including a greater likelihood of exclusion and far fewer opportunities to see their identities affirmed or centered. These early experiences impact children's development, and the dispositions, knowledge, and skills (DKSs) of ECE teachers are key drivers of these experiences. Accordingly, our study sought to understand ECE teachers' current DKSs related to diversity, inclusion, equity, and justice (DIEJ) through a critical culturally relevant pedagogy framework. To do so, we analyzed data from four focus groups with 15 center-based infant, toddler, and preschool teachers using Reflexive Thematic Analysis (Braun & Clarke, 2022). Key DKSs, including teachers' attitudes about children and teaching, their perspectives about DIEJ, and their understanding of positionality and context as well as their perception of DIEJ as an age-appropriate topic, occurred across groups. Minoritized teachers and teachers working with diverse groups of children tended to demonstrate a deeper and more critical engagement with DIEJ than White teachers working primarily with White children. Furthermore, we also

found evidence that this engagement may be influenced by teachers' DKSs. Policy and practice implications are discussed with respect to ensuring that all children have the experiences they deserve to thrive.

- The emotional and physical well-being of early educators in California: Early educator well-being series

    This report focuses on the emotional and physical well-being of California's ECE workforce who work with children birth to age five. It is the first in a series on early educator well-being, highlighting findings from Phase 2 of the California Early Care and Education Workforce Study. This report leverages data gathered during the spring of 2023 from a survey of about 540 family child care (FCC) providers, 510 center directors, 445 center teaching staff (i.e., center teachers and assistants/ aides), and 345 transitional kindergarten (TK) teachers. We weight FCC provider and center director data by region, FCC size, and center infant/toddler license, using statewide data from the California Resource & Referral Network 2021 Portfolio (California Resource & Referral Network, 2023). We present state-level findings by educator role, program funding type, children served, educator country of birth, and race and ethnicity.

- NSECE Snapshot: Mental health and well-being of center-based child care workers from 2019 during the COVID-19 Pandemic: Key findings by race and ethnicity

    The COVID-19 pandemic imposed heavy health-related and economic stressors that disproportionately affected Black and Hispanic women. Given the racial/ethnic differences in the experience of the COVID-19 pandemic, it makes sense to investigate for potentially distinct experiences across races/ethnicities in the mental health and well-being of the CCEE workforce during that unprecedented time. Among individuals in the center-based CCEE workforce in 2019, a survey-based measure of risk of depression increased from 8.4% in 2019 to 28.2% in 2021 and 27.0% in 2022. This overall increase in the risk of depression between 2019 and 2021, remaining high in 2022, was found across all four race and ethnicity subgroups examined in this snapshot. Individuals described in this snapshot participated in the 2019 National Survey of Early Care and Education (NSECE) and the NSECE COVID-19 Longitudinal Follow-up in 2021 and 2022. These individuals represent 825,000 of the 1.36 million center-based workers in 2019; they may or may not have worked in CCEE after 2019 and do not represent the CCEE workforce in 2021 or 2022. The findings have several important limitations, and results need to be interpreted with caution.

- 'Staying afloat': A mixed methods study of the financial and psychological well-being of early childhood educators

    Early childhood educators play a critical role in the lives of young children, especially through their sensitive interactions. Educators' capacities to engage in high-quality interactions are shaped by their mental health. Studies examining early childhood educators' mental health often focus on psychopathology or negative aspects of mental health, despite the importance of understanding mental health through a well-being lens. This study explores the connection between two important areas of well-being: psychological and financial well-being. Using mixed methods, we examined 123 early childhood educators' financial well-being and psychological well-being. Financial well-being predicted psychological well-being, but the relationship was curvilinear; those with the highest and lowest financial well-being had the highest psychological well-being. Qualitative findings suggest possible buffers for psychological well-being among educators with low-financial well-being and highlight struggles of those with low psychological well-being. Implications for how early childhood educators' well-being might be supported with policy and practice initiatives are discussed.

- Testing a holistic framework of early care and education and K-12 leaders' working conditions and well-being

    The importance of leadership for key educational outcomes is well documented, yet leaders' working conditions and well-being have received considerably less attention, particularly in the early care and education (ECE) sector. Job-Demands-Resources (JD-R) theory was used to develop a holistic

conceptualization of leader well-being for the purpose of examining the associations among various job demands, resources, and well-being (i.e., physical, psychological, and professional well-being) for leaders of birth to 12th grade (B–12). We tested our conceptual model via structural equation modeling (SEM) with over 2,000 ECE and K–12 building leaders across the United States. We found substantially stronger effects between job demands and well-being relative to job resources and well-being, though resources were found to be directly associated with professional well-being. Further, our tested model was similar for both ECE and K–12 leaders. Overall findings suggest that a reduction in demands—not just increased resources—is needed to ensure improved leader well-being.

Find more resources in the Research Connections library.

Tribal Language Revitalization in Early Childhood and Out-of-School-Time Settings, Tribal Language and Culture Curriculum Development, and Tribal Language and Culture Curriculum Implementation

- Culturally Responsive Early Literacy Instruction with Native American children

  Culturally Responsive Early Literacy Instruction (CRELI) was a project funded by the U.S. Office of Special Education Programs to train graduate scholars in speech–language pathology to work with American Indian/Alaska Native communities. The grant scholars and staff of CRELI worked with two early childhood education centers for American Indian preschoolers and developed curriculum units that featured culturally relevant storybooks as thematic centerpieces and activities to facilitate early language and literacy development. This clinical tutorial summarizes this work, broader components of culturally responsive teaching, and attributes of language-focused literacy curriculum and differentiated instruction, followed by a sample curriculum unit to demonstrate application of culturally responsive teaching concepts.

- Dreamcatchers, water protectors, and the question of authenticity: Supporting teachers in choosing and using indigenous children's literature

  Many early childhood teachers seek to promote diversity in their classrooms through the use of multicultural children's literature. While these efforts are well-intentioned, teachers may not be fully aware of the issues of culture potentially hidden within such books, nor may they have support in considering the authenticity of the texts they use. While these issues are pervasive within books representing all cultural groups, recent research by Indigenous scholars has highlighted the concerns and implications within Indigenous children's literature. This article is grounded within Indigenous ways of knowing to provide a helpful tool for supporting teachers as they seek to curate authentic Indigenous children's literature for classrooms. Resources presented within include a 3-step guide to choosing and using such books and a list of Indigenous titles recommended by members of Indigenous communities.

- Native American caregiver-child shared book reading interactions: A descriptive study and integrative review

  The purpose of this study was to describe potential early language and literacy strategies for Native American families. It would be impossible to develop early language interventions to meet the needs of all Native American families and children; thus, this study is a preliminary step in identifying strategies that may be culturally responsive for some families. The integrative review supported the use of shared book reading with young Native American children. Promising language and early literacy strategies included playbased strategies, teaching new words, questioning strategies, using descriptive language,

and other language and interaction enhancements. The effectiveness of these strategies should be further evaluated in future research or treatment studies.

- Using participatory research to develop a culturally responsive early childhood assessment tool

   Early childhood educators are uniquely positioned to advance equity by providing culturally-responsive early learning environments and developing respectful and reciprocal relationships with families. Culturally-responsive teaching practices recognize the diverse cultures of children and families as strengths and empower children through cultural values of their family heritage (Gay, 2010). One early childhood program serving Alaska Native and American Indian (AN/AI) children and families identified a need to more systematically support educators' reflection on their knowledge, skills, and abilities related to cultural programming. This paper aims to describe the process of and lessons learned from using a participatory, community-based research approach to develop a culturally-responsive early childhood assessment tool. Operating from a postmodern/transformative paradigm, we describe the journey of this process with particular attention to shifting power to the community participants and carefully attending to our own reflexivity as three white researchers collaborating with a Tribal non-profit organization.

Find more resources in the Research Connections library.

Tribal Early Childhood Systems Building

- Blind spots in Tribal 477 plans

   The Child Care and Development Fund is among the programs that a tribe may include in its 477 Plan. Tribes that consolidate their CCDF funds must still comply with the Child Care and Development Block Grant Act of 2014 (CCDBG) and applicable regulations. However, tribes can submit abbreviated plans and applications for CCDF funding as a part of their 477 Plan. They are also not subject to reporting requirements in the same way as other Tribal CCDF grant recipients.

- Invisible children, invisible families: A blueprint for supporting the child care needs of American Indian and Alaska Native families

   Each of the Blueprint's primary recommendations—strengthen communication and collaboration between state governments and tribes, open new approaches for tribes to serve members living off-reservation in urban areas, and reform federal funding to address Tribal and AI/AN needs using data-driven methods—will lead to stronger supports for AI/AN families with young children and their communities.

- Tribal consultation report Meeting the Child Care Needs in Tribal Nations: Request for information Albuquerque, New Mexico

   The oral and written testimonies from 18 Tribal Lead Agencies were synthesized into the topics below by taking detailed notes from the consultation sessions and categorizing the comments into the relevant RFI topics. Some comments or suggestions were listed in multiple categories if concerns or suggestions overlapped, and any topics that did not fall into one of the RFI categories were included in "Other." Each section discusses concerns, questions, and suggestions raised by tribes during consultation and provides clarification on CCDF requirements as needed. It is important to note that some recommendations would require statutory changes and, thus, are beyond the Administration's authority. More in-depth responses to Tribal feedback on the RFI, as well as clarifications on federal authority and limitations, will be forthcoming this year.

- [Tribal consultation report Meeting the Child Care Needs in Tribal Nations: Request for information Anchorage, Alaska](#)

    The oral and written testimonies from 13 Alaska Native Villages and Native Non-Profits were synthesized into the topics below. Each section discusses concerns, strengths, and suggestions raised by Tribes during consultation. OCC developed initial general responses for each of the four broad RFI categories, which are included at the end of each section. It is important to note that some requested changes would require statutory changes and thus are beyond the Administration's authority. More in-depth responses to Tribal feedback on the RFI testimony, as well as clarifications on federal authority and limitations, will be forthcoming this year.

- [Start with equity Arizona: Increasing access, improving quality, and advancing equity in Arizona's early care and learning systems](#)

    This report examines access to and quality of child care and public Pre-K, Head Start, the state's quality framework, early care and education workforce compensation, children with disabilities, dual language learners, exclusionary discipline, Tribal Early Care and Education, and child and family well-being.

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