

1  
00:00:01,000 --> 00:00:02,267  
Christy Stanton: Dayana we're still on.

2  
00:00:08,033 --> 00:00:09,966  
Good afternoon and welcome everyone to

3  
00:00:09,967 --> 00:00:14,466  
Working Together: Successful Strategies to Build Strong Collaborations

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00:00:14,467 --> 00:00:18,766  
Across Early Childhood Programs.

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00:00:18,767 --> 00:00:20,666  
My name is Christy Stanton and

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00:00:20,667 --> 00:00:24,399  
I'm a technical assistant specialist with PATH which stands for

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00:00:24,400 --> 00:00:27,966  
Programmatic Assistance for Tribal Home Visiting.

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00:00:27,967 --> 00:00:32,832  
I will be the facilitator for today's webcast. Everyone listening to this

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00:00:32,833 --> 00:00:34,932  
webcast will have their phone lines

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00:00:34,933 --> 00:00:38,266  
muted for the duration of today's presentation.

11  
00:00:38,267 --> 00:00:43,299  
Please use the chat box at any time to ask questions or make comments.

12  
00:00:43,300 --> 00:00:45,866  
Although there will not be an opportunity to respond to the

13  
00:00:45,867 --> 00:00:48,166  
chat box today, please know

14  
00:00:48,167 --> 00:00:50,666  
that we will follow up this webcast with a document

15  
00:00:50,667 --> 00:00:54,732  
of frequently asked questions or FAQ's to address what you

16  
00:00:54,733 --> 00:00:59,666  
share today through chat.

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00:00:59,667 --> 00:01:04,266

Here are the objectives for today's webcast. By listening

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00:01:04,267 --> 00:01:07,832

today you will hear about strategies to support increased

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00:01:07,833 --> 00:01:12,366

early childhood program collaboration with the aim of developing seamless

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00:01:12,367 --> 00:01:17,466

services for children and families and increasing program quality.

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00:01:17,467 --> 00:01:20,866

You will hear presenters discuss the importance of effective

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00:01:20,867 --> 00:01:25,166

cross-program partnerships as a foundation for early childhood

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00:01:25,167 --> 00:01:28,032

system development. And you will consider examples of

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00:01:28,033 --> 00:01:32,099

successful collaboration within the Tribal Early Learning Initiative (TELI)

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00:01:32,100 --> 00:01:36,266

an ACF-sponsored effort to support partnership across

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00:01:36,267 --> 00:01:40,566

Head Start and Early Head Start- Child Care and home visiting

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00:01:40,567 --> 00:01:44,867

programs in Tribal communities.

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00:01:46,100 --> 00:01:49,699

At this time, I would like to introduce Linda Smith,

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00:01:49,700 --> 00:01:53,132

the deputy assistant secretary of Early Childhood Development

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00:01:53,133 --> 00:01:56,532

with the Administration for Children and Families.

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00:01:56,533 --> 00:01:59,966

She will welcome us today. Linda?

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00:01:59,967 --> 00:02:02,866

Linda Smith: Okay, thank you, Christy. Yes. This is Linda Smith, at the Administration

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00:02:02,867 --> 00:02:08,166

for Children and Families, and it really does give me a great deal of pleasure to open

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00:02:08,167 --> 00:02:11,999  
this webinar this afternoon and talk to you a little bit about what we've been

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00:02:12,000 --> 00:02:17,966  
trying to accomplish with the Tribal Early Learning Initiative.

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00:02:17,967 --> 00:02:20,266  
I think we had over 900 people sign up for this

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00:02:20,267 --> 00:02:23,966  
webinar today, which was also very exciting for us.

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00:02:23,967 --> 00:02:28,166  
Because it does show the enthusiasm around the country

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00:02:28,167 --> 00:02:31,532  
for learning how to bridge the gaps between these programs

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00:02:31,533 --> 00:02:37,566  
and align these things. So, as was explained in the goals I think

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00:02:37,567 --> 00:02:39,766  
one of the biggest things that we've been trying to figure out

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00:02:39,767 --> 00:02:43,299  
here at ACF has been how to create a more seamless system

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00:02:43,300 --> 00:02:49,166  
of services for all of our children and families. And how, where

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00:02:49,167 --> 00:02:55,166  
and how we can break down those barriers to that happening.

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00:02:55,167 --> 00:02:58,932  
There's two aspects everything we do here at ACF. The first one

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00:02:58,933 --> 00:03:03,799  
is to expand access for our families to two programs.

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00:03:03,800 --> 00:03:06,899  
But the second and equally important is to ensure that

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00:03:06,900 --> 00:03:10,732  
when they have access it's access to high quality. And so

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00:03:10,733 --> 00:03:14,366  
we, we don't consider these two things as competing.

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00:03:14,367 --> 00:03:18,832

But as in the same breath, we need to be saying access

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00:03:18,833 --> 00:03:22,732

to high quality. I think it goes without saying that the country

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00:03:22,733 --> 00:03:28,232

by and largest is tired of early childhood silos.

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00:03:28,233 --> 00:03:32,532

That tiredness starts with Congress. But I think it's frustrating out around

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00:03:32,533 --> 00:03:35,632

the country as people have tried to figure out how to get programs

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00:03:35,633 --> 00:03:41,366

to work, you know, more together, together more harmoniously, and then

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00:03:41,367 --> 00:03:45,132

not and be frustrated by different things.

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00:03:45,133 --> 00:03:48,832

So, I wanted just stand back for five seconds here and talk about

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00:03:48,833 --> 00:03:52,566

what started this Initiative because I think it, it illustrates what we're

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00:03:52,567 --> 00:03:57,166

trying to do. And some of you have heard me talk about this in the past.

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00:03:57,167 --> 00:04:03,099

When I first came here to ACF, I went out on a site visit to one of

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00:04:03,100 --> 00:04:08,399

our Tribal home visiting programs. And while I was there, a few of us

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00:04:08,400 --> 00:04:14,366

in this room, went to visit the Head Start program and the Child Care

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00:04:14,367 --> 00:04:19,199

program that were co-located in the same building. And in the middle

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00:04:19,200 --> 00:04:24,432

between these two wings of the facility was the kitchen which was

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00:04:24,433 --> 00:04:29,466

serving meals to both Child Care and Head Start programs. And suffice

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00:04:29,467 --> 00:04:34,066

it to say on the Head Start end, there was lots of things going on.

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00:04:34,067 --> 00:04:38,166  
There was lots of activities, great equipment, and excitement, and

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00:04:38,167 --> 00:04:41,766  
enthusiasm, and everything that you wanted to see in a really healthy

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00:04:41,767 --> 00:04:46,799  
early childhood program. We went through the kitchen and they talk to

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00:04:46,800 --> 00:04:51,632  
us about -- they were serving snacks that day -- and it was alarming because

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00:04:51,633 --> 00:04:55,332  
the snacks were different for Head Start then they were for Child Care.

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00:04:55,333 --> 00:05:00,466  
Obviously healthy snacks for the Head Start program in, let's be honest, not

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00:05:00,467 --> 00:05:04,866  
so healthy snacks for the Child Care side. And when I ask why: "Well because the

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00:05:04,867 --> 00:05:09,632  
Head Start program is in the is in the child and adult care food program,

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00:05:09,633 --> 00:05:15,299  
and the Child Care program is not." So they were they were feeding

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00:05:15,300 --> 00:05:19,499  
cheaper snacks to the childcare end of the -- of the facility.

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00:05:19,500 --> 00:05:22,999  
So then we went to visit the child care. And then I have witnesses

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00:05:23,000 --> 00:05:27,132  
here, so if I'm exaggerating this you in the room correct me. We went

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00:05:27,133 --> 00:05:33,099  
in and in the Child Care end was a big room and there was a table.

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00:05:33,100 --> 00:05:37,466  
And there were boxes of like Home Depot, those tubs that you

81  
00:05:37,467 --> 00:05:42,099  
buy to put your Christmas ornaments in with, with random Fisher Price toys

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00:05:42,100 --> 00:05:48,932  
in the tubs. And the table, no chairs. Children were actually laying on the floor.

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00:05:48,933 --> 00:05:53,999

There was a big climbing apparatus it was barricaded off because, and the

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00:05:54,000 --> 00:05:59,366

kids didn't have access to it. And it was like going from,

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00:05:59,367 --> 00:06:03,299

you know, this wonderland of really great early childhood to a

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00:06:03,300 --> 00:06:08,966

Romanian orphanage, all within one building, and in this country.

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00:06:08,967 --> 00:06:15,632

And it just struck me as unacceptable in, at every level. So, so we came

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00:06:15,633 --> 00:06:19,132

back here and we put our heads together here at ACF, and we took this on first thing.

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00:06:19,133 --> 00:06:26,832

We took what I call a field trip over to USDA. And we helped fix the problem with USDA,

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00:06:26,833 --> 00:06:30,266

and the child and adult care food program. We got that resolved.

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00:06:30,267 --> 00:06:33,832

And then we decided we needed to tackle this issue of why is it that

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00:06:33,833 --> 00:06:40,432

we have these two radically different programs, all funded by ACF dollars,

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00:06:40,433 --> 00:06:44,099

and, you know, and yet operating so differently.

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00:06:44,100 --> 00:06:47,932

And so, the staff here -- not me but the staff came up with the

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00:06:47,933 --> 00:06:51,099

idea of the TELI, which is it been implemented and you're

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00:06:51,100 --> 00:06:53,632

going to hear about today.

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00:06:53,633 --> 00:06:56,966

So we're going to talk to you about what that looks like and

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00:06:56,967 --> 00:07:01,266

what we've learned from the TELI. My thinking when we did this was

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00:07:01,267 --> 00:07:06,599

if we can figure out how to align these programs on in Indian

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00:07:06,600 --> 00:07:11,432  
country, where there's really not an awful lot of confusion about,

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00:07:11,433 --> 00:07:16,799  
you know, the state policies, you know, getting it, being in in the mix, then

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00:07:16,800 --> 00:07:20,566  
it helps us understand with the barriers are fed to fed before

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00:07:20,567 --> 00:07:24,266  
we begin to look at the barriers between federal-state and

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00:07:24,267 --> 00:07:28,532  
federal-local. So that was just thinking around this. And so,

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00:07:28,533 --> 00:07:32,632  
that started the project now. We're several years into this.

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00:07:32,633 --> 00:07:36,399  
I think it's actually three years now in. And we have,

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00:07:36,400 --> 00:07:40,899  
I think, really good results from that first go around of TELI projects.

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00:07:40,900 --> 00:07:43,632  
So, before we go on I'm going to turn it over to Rachel,

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00:07:43,633 --> 00:07:45,932  
who's going to welcome you on behalf of the Child Care

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00:07:45,933 --> 00:07:49,732  
program, and give a few thoughts on what they've been thinking

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00:07:49,733 --> 00:07:54,199  
along these lines, and then will turn it over to Ann Linehan

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00:07:54,200 --> 00:07:58,499  
who will be sitting in for a Blanca Enriquez today.

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00:07:58,500 --> 00:08:00,432  
Rachel Schumacher: Thank you so much Linda, and hello everybody

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00:08:00,433 --> 00:08:03,866  
out there. We're so pleased to have so many people join us

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00:08:03,867 --> 00:08:07,266  
today to talk about this really exciting model and to talk about

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00:08:07,267 --> 00:08:11,699

in general, the importance of working across our early childhood

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00:08:11,700 --> 00:08:16,466

programs. And really when we, just to tag on what Linda said,

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00:08:16,467 --> 00:08:19,999

when we talk about alignment, we're really talking aligning with

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00:08:20,000 --> 00:08:23,532

the goal toward moving programs towards the highest standard that

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00:08:23,533 --> 00:08:28,299

can apply across the programs. And so, we are very interested

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00:08:28,300 --> 00:08:33,732

in what the folks in the TELL opportunities have been able to

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00:08:33,733 --> 00:08:38,132

start to work on and how those, we can learn from those in the

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00:08:38,133 --> 00:08:41,766

work that we're doing. And, one of the things we're doing at the

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00:08:41,767 --> 00:08:45,599

Office of Child Care, as everyone is very much aware, is working

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00:08:45,600 --> 00:08:50,466

on a new law reauthorized by Congress last year, and signed

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00:08:50,467 --> 00:08:54,366

by President Obama November 19last year, which we're almost to

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00:08:54,367 --> 00:09:00,299

our anniversary of that. We see all over this law opportunities to

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00:09:00,300 --> 00:09:06,532

really think across programs and to raise the, the bar in terms of

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00:09:06,533 --> 00:09:09,532

quality for child care, and think about child care as a two

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00:09:09,533 --> 00:09:13,166

generation program, in a similar way, that we've always thought

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00:09:13,167 --> 00:09:17,066

about Head Start. And we're very excited to continue to work with

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00:09:17,067 --> 00:09:21,632

our partners across the country as we all tease through this law



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00:09:21,633 --> 00:09:25,499  
and figure out the best way to implement it.

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00:09:25,500 --> 00:09:29,099  
And I want to just to stop and stay obviously folks on the call

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00:09:29,100 --> 00:09:32,032  
that the Child Care Development Fund serves children birth to 12

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00:09:32,033 --> 00:09:35,966  
for families who are involved in working and/or education

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00:09:35,967 --> 00:09:39,799  
and training programs. And we know that families --

138  
00:09:39,800 --> 00:09:41,566this is a big continuum. Right?

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00:09:41,567 --> 00:09:44,899  
So families need change in terms of what types of services they

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00:09:44,900 --> 00:09:48,232  
might need over that time period that their children may be eligible

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00:09:48,233 --> 00:09:52,466  
for this program. The child's needs may change, and different siblings

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00:09:52,467 --> 00:09:57,099  
may need different services. And what our programs ought to be

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00:09:57,100 --> 00:10:00,332  
able to do across the Administration for Children and Families is really

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00:10:00,333 --> 00:10:04,799  
meet those needs as they change as seamlessly as possible so that

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00:10:04,800 --> 00:10:08,632  
children and families have support throughout that time period.

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00:10:08,633 --> 00:10:12,132  
And so we're excited to continue that work here.

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00:10:12,133 --> 00:10:15,132  
When I talk about the reauthorization of the Child

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00:10:15,133 --> 00:10:20,199  
Care and Development block grant, we often talk about how our child

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00:10:20,200 --> 00:10:22,966  
care administrators across the country, if they didn't already

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00:10:22,967 --> 00:10:26,866

have lots of partnerships with folks and other programs, they

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00:10:26,867 --> 00:10:30,966

certainly are doing them now because there are many

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00:10:30,967 --> 00:10:34,599

opportunities for building systems and connecting child

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00:10:34,600 --> 00:10:37,266

care to other parts of the system in the law.

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00:10:37,267 --> 00:10:40,499

And for this audience I would highlight a couple things. One

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00:10:40,500 --> 00:10:45,199

is around consultation and even the development of their plan for

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00:10:45,200 --> 00:10:48,199

how they will implement the law at the state level. So states across

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00:10:48,200 --> 00:10:53,732

the country are working on this, and they have in the law new

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00:10:53,733 --> 00:10:57,866

requirements in terms of coordinating with Tribes, as Tribes

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00:10:57,867 --> 00:11:01,566

are interested in coordinating with them. And with coordinating

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00:11:01,567 --> 00:11:06,199

with their state advisory councils, which as folks know, do work across

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00:11:06,200 --> 00:11:10,266

Head Start, Child Care, preschool and other early childhood serving

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00:11:10,267 --> 00:11:14,532

agencies' health. And so that's a tremendous opportunity to really

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00:11:14,533 --> 00:11:19,266

think across these systems, both in terms of planning for their entire

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00:11:19,267 --> 00:11:24,199

Child Care and Development Fund plan, and specifically, Congress also asked for

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00:11:24,200 --> 00:11:27,499

coordination and thinking about professional development, which

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00:11:27,500 --> 00:11:32,566  
we all know is a system that has -- there's different opportunities to

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00:11:32,567 --> 00:11:36,299  
different systems and we really think when you're working with young children,

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00:11:36,300 --> 00:11:40,966  
the skills you need are similar regardless of where you sit and what the name

169  
00:11:40,967 --> 00:11:44,232  
of the program you are working in is. So, we're really excited

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00:11:44,233 --> 00:11:46,199  
about these opportunities.

171  
00:11:46,200 --> 00:11:49,632  
Before I turn it over to Ann, I just want to say one more thing

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00:11:49,633 --> 00:11:53,166  
about why I'm really excited about the TELI. And that is that

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00:11:53,167 --> 00:11:57,332  
it shows what folks can do when they come together at a local level

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00:11:57,333 --> 00:12:00,532  
and really sit down and share, "Here's what we're trying to

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00:12:00,533 --> 00:12:03,399  
do with children and families. What are you trying to do?

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00:12:03,400 --> 00:12:06,932  
How can we do this better together?" And we know that

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00:12:06,933 --> 00:12:10,599  
a lot of the really good changes that happened out there do

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00:12:10,600 --> 00:12:14,799  
happen when folks come together at the local level and work together,

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00:12:14,800 --> 00:12:17,799  
and the states are supportive of that, and the Tribes are supportive

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00:12:17,800 --> 00:12:24,599  
of that. So we really, really thankful for this demonstration to see how,

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00:12:24,600 --> 00:12:27,699  
what can be done, and look forward to hearing more about it,

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00:12:27,700 --> 00:12:30,199  
as I turn it over to Ann.

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00:12:30,200 --> 00:12:34,066  
Ann Linehan: Good afternoon folks, and I'm sitting for Dr. Enriquez, who

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00:12:34,067 --> 00:12:38,766  
is actually at a Head Start meeting today. But I am happy to be here.

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00:12:38,767 --> 00:12:43,699  
As I listen to both Rachel and Linda, there a couple words that come to mind.

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00:12:43,700 --> 00:12:47,866  
And of course you know, Head Start is celebrating its 50 birthday.

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00:12:47,867 --> 00:12:50,432  
Party every day this year.

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00:12:50,433 --> 00:12:51,799  
[Laughing]

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00:12:51,800 --> 00:12:54,666  
And when I think about, when we -- One of the head

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00:12:54,667 --> 00:12:57,532  
start first started out -- and one of the four cornerstones

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00:12:57,533 --> 00:13:01,932  
of Head Start was community. Working in collaboration, working in

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00:13:01,933 --> 00:13:07,132  
partnership. And, and when I think about how that community became

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00:13:07,133 --> 00:13:11,666  
meaningful, it became meaningful because Head Starts were required

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00:13:11,667 --> 00:13:16,866  
to collaborate with their community partners. But it was mostly collaborating

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00:13:16,867 --> 00:13:21,232  
with partners that benefited solely the Head Start children. It wasn't

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00:13:21,233 --> 00:13:25,432  
thinking more broadly about sort of benefiting other children in the

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00:13:25,433 --> 00:13:31,199  
community. And then I think about our most recent 2007 reauthorization

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00:13:31,200 --> 00:13:36,466  
where the word "alignment" became certainly very, very popular.

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00:13:36,467 --> 00:13:40,899  
But it was aligning with our are public school systems, not necessarily

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00:13:40,900 --> 00:13:47,466  
us aligning across our early childhood systems. So I think that we have

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00:13:47,467 --> 00:13:53,932  
evolved from being sort of in that silo, in the sandbox, to working with

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00:13:53,933 --> 00:13:59,066  
partners in different ways, intentional ways. And I think the most recent example to me,

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00:13:59,067 --> 00:14:04,366  
which is absolutely stunning, is early head start-Child Care partnerships. That's when

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00:14:04,367 --> 00:14:11,399  
we're really able to say to our, to communities it's really bringing the

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00:14:11,400 --> 00:14:14,699  
that vision that Linda had too for wishing, saying, "We want programs

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00:14:14,700 --> 00:14:23,366  
like Head Start to be able to work with other programs that are serving children

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00:14:23,367 --> 00:14:28,499  
of the same age and investing in those programs just

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00:14:28,500 --> 00:14:30,766  
about as much as we're investing

209  
00:14:30,767 --> 00:14:35,366  
in the Head Start program. And I think that type of alignment and,

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00:14:35,367 --> 00:14:43,432  
and collaboration across like-age groups is really, I think, new for us.

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00:14:43,433 --> 00:14:50,366  
It is, it is created an excitement within communities that I think the,

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00:14:50,367 --> 00:14:52,832  
we haven't even begun to realize the impact.

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00:14:52,833 --> 00:14:57,266  
So I think there's been an evolution in Head Start over the 50 years, and I

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00:14:57,267 --> 00:15:01,599  
think today it's much more intentional, much more delivered. And we're not

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00:15:01,600 --> 00:15:06,866  
just looking internally, we're also looking externally at the influence that we can

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00:15:06,867 --> 00:15:10,732  
take from what we know in terms of best practices and spread that

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00:15:10,733 --> 00:15:14,499  
across our early childhood systems, even with the public schools who

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00:15:14,500 --> 00:15:20,832  
will say, you know, "We modeled are pre-k after Head Start."

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00:15:20,833 --> 00:15:24,099  
And one thing I just want to say, Rachel, when you talked about

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00:15:24,100 --> 00:15:26,999  
the TELI, the one thought I had -- and I know we're going hear

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00:15:27,000 --> 00:15:31,032  
some amazing examples -- and it's not always about the amount

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00:15:31,033 --> 00:15:34,266  
of funds. Because it wasn't, it wasn't, like, this huge amount

223  
00:15:34,267 --> 00:15:37,532  
of money. It, I think there's a little bit of money that may have

224  
00:15:37,533 --> 00:15:40,666  
served as a catalyst, but what then came out of that was

225  
00:15:40,667 --> 00:15:43,232  
pretty significant.

226  
00:15:43,233 --> 00:15:46,366  
So...Moushumi.

227  
00:15:46,367 --> 00:15:47,632  
Moushumi Beltangady: Thank you, Ann. And thank

228  
00:15:47,633 --> 00:15:51,499  
you Rachel and Linda. So, my name is Moushumi Beltangady.

229  
00:15:51,500 --> 00:15:55,466  
I'm a senior policy advisor here in the Office of Early Childhood

230  
00:15:55,467 --> 00:15:59,866  
Development. And, I have the honor of managing both

231  
00:15:59,867 --> 00:16:03,832  
the Tribal home visiting program and the Tribal Early Learning Initiative,

232

00:16:03,833 --> 00:16:08,032  
which we are going to talk more about today.

233  
00:16:08,033 --> 00:16:12,499  
And TELL really started, as Linda said, you know, kind of

234  
00:16:12,500 --> 00:16:15,632  
coming out of the visit that highlighted something that, I think,

235  
00:16:15,633 --> 00:16:19,732  
many folks have known about for very long time, which was the disparity

236  
00:16:19,733 --> 00:16:23,966  
in quality that sometimes existed between Head Start programs and

237  
00:16:23,967 --> 00:16:28,599  
Child Care programs. And you know, and also just recognizing that Tribal

238  
00:16:28,600 --> 00:16:32,466  
early childhood development programs in many Tribal

239  
00:16:32,467 --> 00:16:35,599  
communities that serve young children and their families have

240  
00:16:35,600 --> 00:16:38,499  
historically been developed in a patchwork way, and in response

241  
00:16:38,500 --> 00:16:43,599  
to specific needs, or new funding opportunities in the legislation.

242  
00:16:43,600 --> 00:16:48,532  
They usually have separate funding sources, different standards and regulations,

243  
00:16:48,533 --> 00:16:52,366  
different government structure, different amounts of funding that are available.

244  
00:16:52,367 --> 00:16:57,432  
And so what we've seen not just in Tribal communities but in communities

245  
00:16:57,433 --> 00:17:00,766  
across the country is a maze of discrete program that can develop, that

246  
00:17:00,767 --> 00:17:03,366  
sometimes have conflicting policies, inconsistent quality and accountability,

247  
00:17:03,367 --> 00:17:07,266  
and uneven investment.

248  
00:17:07,267 --> 00:17:11,932  
And so, the TELL really grew out of that, sort of, context.

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00:17:11,933 --> 00:17:15,432

And our goals under the TELI have been to support Tribes

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00:17:15,433 --> 00:17:18,299

to coordinate their Tribal Early

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00:17:18,300 --> 00:17:23,099

Learning and Development Programs. And by that we include not just Head Start

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00:17:23,100 --> 00:17:27,532

and Child Care, but also home visiting, which through the Maternal, infant, and Early

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00:17:27,533 --> 00:17:32,266

Childhood Home Visiting Program, which started in 2010, became a new partner

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00:17:32,267 --> 00:17:35,866

coming into the, into many Tribal communities, and an opportunity

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00:17:35,867 --> 00:17:38,966

to really start fresh and looking at the early childhood system and

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00:17:38,967 --> 00:17:42,566

think about how can this home visiting program fit into a broader

257

00:17:42,567 --> 00:17:45,099

system of support for families.

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00:17:45,100 --> 00:17:48,599

And so the TELI really wasn't opportunity that grew from that,

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00:17:48,600 --> 00:17:52,099

as well. Another goal of TELI was to create and support seamless,

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00:17:52,100 --> 00:17:55,899

high-quality early childhood systems, and to raise the quality of services

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00:17:55,900 --> 00:18:00,966

to children and families across the pregnancy-to-kindergarten entry continuum.

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00:18:00,967 --> 00:18:04,566

And finally, the TELI had a goal of identifying and breaking down

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00:18:04,567 --> 00:18:08,932

barriers to collaboration in system improvement. So we recognize

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00:18:08,933 --> 00:18:12,499

that there were these barriers, that there were these conflicting policies

265



00:18:12,500 --> 00:18:16,799  
and things. But we also thought if people could sit down together and

266  
00:18:16,800 --> 00:18:19,866  
talk about their programs, and learn about each other, that they might

267  
00:18:19,867 --> 00:18:23,199  
realize that some of these barriers were really perceived barriers, or

268  
00:18:23,200 --> 00:18:26,199  
things that could be addressed once everyone really sat down

269  
00:18:26,200 --> 00:18:28,399  
in a room together.

270  
00:18:28,400 --> 00:18:34,266  
So, since 2012, we've been piloting the TELI, which has

271  
00:18:34,267 --> 00:18:37,299  
been a partnership between ACF and for American Indian

272  
00:18:37,300 --> 00:18:41,332  
Tribes that had Head Start and Early Head Start-Child Care

273  
00:18:41,333 --> 00:18:44,932  
Development Fund and Tribal home visiting programs.

274  
00:18:44,933 --> 00:18:47,532  
So the next slide. Quickly.

275  
00:18:47,533 --> 00:18:52,732  
So, we worked in the first cohort of TELI, which started in 2012

276  
00:18:52,733 --> 00:18:55,732  
and continues, with Choctaw Nation

277  
00:18:55,733 --> 00:18:59,432  
of Oklahoma, the Confederated and Salish Kootenai Tribes of Montana,

278  
00:18:59,433 --> 00:19:03,499  
Pueblo of San Felipe in New Mexico, and White Earth Nation in Minnesota,

279  
00:19:03,500 --> 00:19:08,266  
a really actually pretty diverse group in many different parts of the country.

280  
00:19:08,267 --> 00:19:12,232  
They all look very different. You know, we have one on a

281  
00:19:12,233 --> 00:19:15,232  
reservation-based Tribe in a huge service area, which is,

282

00:19:15,233 --> 00:19:18,432

which is Choctaw. We have another very large reservation-based

283

00:19:18,433 --> 00:19:24,232

Tribe in Montana. Pueblo of San Felipe. A very small, traditional community

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00:19:24,233 --> 00:19:27,799

and a Pueblo in New Mexico. And then White Earth Nation, another

285

00:19:27,800 --> 00:19:32,832

large Tribe on a reservation in Northwest Minnesota.

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00:19:32,833 --> 00:19:36,532

And as I said, you know, the, the efforts were focus on collaboration

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00:19:36,533 --> 00:19:40,466

across Head Start-child care and home visiting. But while the TELI

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00:19:40,467 --> 00:19:44,332

efforts focused on collaboration across these specific programs,

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00:19:44,333 --> 00:19:47,499

we really believe that the experiences and lessons learned are applicable

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00:19:47,500 --> 00:19:51,599

to a wide range of early childhood programs in the health and education,

291

00:19:51,600 --> 00:19:55,032

and family support areas. And also that the lessons of this work in Tribal

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00:19:55,033 --> 00:19:58,466

communities can be useful for all types of communities and states as

293

00:19:58,467 --> 00:20:01,799

they try to coordinate these programs.

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00:20:01,800 --> 00:20:05,799

Through the TELI, we provided small incentive awards. And really do mean

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00:20:05,800 --> 00:20:09,699

small. The first year with about 30,000 that went to each Tribe, and then

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00:20:09,700 --> 00:20:14,766

it was basically between 25 and 50,000 to each Tribe after that. So it was a very

297

00:20:14,767 --> 00:20:18,199

small amount of money. We also provided technical assistance in the

298

00:20:18,200 --> 00:20:22,832  
form of guidance documents. We did a site visit to each community

299  
00:20:22,833 --> 00:20:26,766  
that included members from the Tribal home visiting team, head st --

300  
00:20:26,767 --> 00:20:31,366  
Office of Head Start and Office of Child Care. And we also provided

301  
00:20:31,367 --> 00:20:35,032  
additional technical assistance webinars and calls,

302  
00:20:35,033 --> 00:20:37,332  
and things like that.

303  
00:20:37,333 --> 00:20:40,499  
And we're just so proud of the accomplishments of this first group

304  
00:20:40,500 --> 00:20:43,132  
of TELI grantees. We -- and you'll hear so much more about their

305  
00:20:43,133 --> 00:20:46,599  
work today -- but they really deepened relationships, support

306  
00:20:46,600 --> 00:20:49,999  
and respect across the partners. They created a solid foundation

307  
00:20:50,000 --> 00:20:53,299  
for expanding early childhood in each of the communities and improving

308  
00:20:53,300 --> 00:20:57,566  
quality services to families with young children. And they've made significant

309  
00:20:57,567 --> 00:21:01,799  
progress toward breaking down barriers to collaboration that were

310  
00:21:01,800 --> 00:21:06,099  
towards a unified vision for all children and families in the community.

311  
00:21:06,100 --> 00:21:10,666  
And you'll hear some, some examples of the work that they did, you know,

312  
00:21:10,667 --> 00:21:14,799  
as we listen to their panel in a few moments. But some highlights include

313  
00:21:14,800 --> 00:21:20,799  
creating a single Tribal early learning program enrollment form to facilitate

314  
00:21:20,800 --> 00:21:24,099  
seamless enrollment process for families.

315  
00:21:24,100 --> 00:21:26,799  
Selecting common assessment tools to could easily compare data across

316  
00:21:26,800 --> 00:21:30,632  
programs. Holding joint professional development training for teachers

317  
00:21:30,633 --> 00:21:34,866  
and other staff. Investing in data systems to allow for better coordination

318  
00:21:34,867 --> 00:21:39,366  
and sharing of relevant data across programs.

319  
00:21:39,367 --> 00:21:42,566  
So, let's go to the next slide.

320  
00:21:42,567 --> 00:21:46,466  
So, some key themes emerged as part of the TELI. First, as I said,

321  
00:21:46,467 --> 00:21:50,032  
deeper relationships across programs. More effective collaboration.

322  
00:21:50,033 --> 00:21:55,299  
Increased understanding of each other's services. And improve

323  
00:21:55,300 --> 00:21:58,599  
processes for developing partnerships. We'll talk a little bit more about

324  
00:21:58,600 --> 00:22:01,932  
each of those on the next slide.

325  
00:22:01,933 --> 00:22:05,332  
So, for deepening relationships, we thought that the relationships

326  
00:22:05,333 --> 00:22:09,299  
really grew across the Head Start, Child Care, and home visiting partners,

327  
00:22:09,300 --> 00:22:14,366  
but also between Tribal and state partners, and local Tribal, non-tribal partners in

328  
00:22:14,367 --> 00:22:19,232  
supporting this, this work. And you know, I think it just became more and

329  
00:22:19,233 --> 00:22:22,966  
more obvious that relationships and trust are key to doing any work on

330  
00:22:22,967 --> 00:22:25,566  
behalf of children and families.

331

00:22:25,567 --> 00:22:29,499

Next we saw a really increased understanding on the behalf of each

332

00:22:29,500 --> 00:22:33,199

of the different partners about what each partner does and how each

333

00:22:33,200 --> 00:22:38,132

program contributes to a comprehensive array of needed services. So, they were

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00:22:38,133 --> 00:22:42,799

able to understand how they could refer families to each other's programs,

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00:22:42,800 --> 00:22:48,399

improve transitions across programs, and be able to identify gaps and services,

336

00:22:48,400 --> 00:22:53,632

as well as you know, where there might be duplication.

337

00:22:53,633 --> 00:22:57,132

We saw more effective collaboration, so really more deepened and focus

338

00:22:57,133 --> 00:23:00,699

collaboration. People were realizing as they met that they weren't just

339

00:23:00,700 --> 00:23:05,799

meeting to meet they actually started finding out that they had real things

340

00:23:05,800 --> 00:23:08,166

that they could work on together and the nature of what they worked

341

00:23:08,167 --> 00:23:10,966

on became more complex over time.

342

00:23:10,967 --> 00:23:15,332

And finally we saw similar processes across the board of grantees in

343

00:23:15,333 --> 00:23:18,832

developing the partnerships. So relationship-building activities,

344

00:23:18,833 --> 00:23:23,466

development of a common agenda and vision, and mutually reinforcing activities.

345

00:23:23,467 --> 00:23:26,266

So you know, things that they worked on together really

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00:23:26,267 --> 00:23:30,799

reinforced by all three programs and, you know, advanced the

347

00:23:30,800 --> 00:23:34,433

quality and goals of each program.

348

00:23:36,167 --> 00:23:39,032

Next slide.

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00:23:39,033 --> 00:23:42,766

And let me share some common lessons. And these of all the

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00:23:42,767 --> 00:23:44,599

things I'm talking about today are included in a report that

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00:23:44,600 --> 00:23:49,232

published on the ECD website about the TELI first cohort. But

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00:23:49,233 --> 00:23:52,632

some common lessons that were learned were the importance

353

00:23:52,633 --> 00:23:56,032

of taking time to learn about each other prior to work-plan

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00:23:56,033 --> 00:23:58,266

development. So spending time together, talking about

355

00:23:58,267 --> 00:23:59,966

what each other does.

356

00:23:59,967 --> 00:24:03,066

Next keeping the client experience as the focal point

357

00:24:03,067 --> 00:24:06,232

within the collaboration. So always thinking about how can

358

00:24:06,233 --> 00:24:09,066

we improve the quality of the experience for families, for

359

00:24:09,067 --> 00:24:11,632

children, and reduce duplication.

360

00:24:11,633 --> 00:24:13,666

Reduce burden.

361

00:24:13,667 --> 00:24:17,432

And then finally, that incentives such as technical support funding

362

00:24:17,433 --> 00:24:20,966

and all that that I talked about do make a difference in fostering

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00:24:20,967 --> 00:24:24,366

collaborations, but they aren't the only thing that matters.

364

00:24:24,367 --> 00:24:27,199  
You know, there's a little bit of incentives, but really it's

365  
00:24:27,200 --> 00:24:29,132  
about the relationships that were developed and the

366  
00:24:29,133 --> 00:24:31,199  
common goals and vision and mission that were developed

367  
00:24:31,200 --> 00:24:34,632  
as a result of what, you know, it's coming together. And I think

368  
00:24:34,633 --> 00:24:38,732  
we can see that a new opportunity can make a difference and change the,

369  
00:24:38,733 --> 00:24:42,999  
the impetus for coming together.

370  
00:24:43,000 --> 00:24:46,766  
So now I'm going to turn it back to Christie, who will introduce you

371  
00:24:46,767 --> 00:24:48,332  
to our next section of the agenda.

372  
00:24:48,333 --> 00:24:50,832  
Christy: Thanks Moushumi, and thanks to each of you for that

373  
00:24:50,833 --> 00:24:56,132  
illuminating context and enthusiasm for breaking down silos and the

374  
00:24:56,133 --> 00:25:01,332  
potential of TELI to better serve children and families.

375  
00:25:01,333 --> 00:25:06,099  
I'd like at this point to invite Barb Fabre, who is the director of White Earth

376  
00:25:06,100 --> 00:25:11,866  
Nations Early Childhood Services to introduce an important perspective

377  
00:25:11,867 --> 00:25:15,699  
on the TELI work. Barb?

378  
00:25:15,700 --> 00:25:19,932  
Barb Fabre: Thank you, Christy. Boujou. As Christy said, I'm Barb Fabre,

379  
00:25:19,933 --> 00:25:24,432  
and program director for the Tribe's Child Care and Early

380  
00:25:24,433 --> 00:25:28,432  
Childhood Program. Our Chairwoman Dr. Vizenor was an able to be on

381  
00:25:28,433 --> 00:25:33,099  
the webinar today and sends her apologies. Dr. Vizenor is very

382  
00:25:33,100 --> 00:25:40,699  
supportive of our We Care proud initiative that we started here,

383  
00:25:40,700 --> 00:25:44,232  
that kind of started out of TELL. And TELL brought it forward.

384  
00:25:44,233 --> 00:25:50,832  
It was so important to Dr. Vizenor that she mentioned it in her 2014

385  
00:25:50,833 --> 00:25:55,132  
State of the Nation Address.

386  
00:25:55,133 --> 00:26:01,666  
We Care stands for Wider Coordination Assessment Resource and Education.

387  
00:26:01,667 --> 00:26:06,132  
We Care is a family-centered case management approach to providing

388  
00:26:06,133 --> 00:26:10,332  
coordinated and meaningful services for families working with, with our

389  
00:26:10,333 --> 00:26:17,199  
travel agencies in a holistic manner, with a no-wrong-door entry, and

390  
00:26:17,200 --> 00:26:21,399  
the family is in the driver's seat. And programs are

391  
00:26:21,400 --> 00:26:26,032  
supporting the entire family.

392  
00:26:26,033 --> 00:26:30,466  
Now, I just wanted to give a brief description of what We Care

393  
00:26:30,467 --> 00:26:35,500  
is, and I will turn it back over to Christy.

394  
00:26:36,900 --> 00:26:41,399  
Christy: Thank you, Barb. It's wonderful to hear of Dr. Vizenor's local support for

395  
00:26:41,400 --> 00:26:46,332  
this work. And now we get to hear from people who have done the

396  
00:26:46,333 --> 00:26:51,566  
work of TELL implementation in their communities, and we're

397



00:26:51,567 --> 00:26:54,166  
very fortunate to have people with us today from

398  
00:26:54,167 --> 00:26:56,266  
the four TELI grantees.

399  
00:26:56,267 --> 00:27:00,199  
Lisa LaCroix and Jeanne Christopher are from the Confederated Salish

400  
00:27:00,200 --> 00:27:07,266  
and Kootenai Tribes. Sarah Rowland is with Choctaw Nation of Oklahoma.

401  
00:27:07,267 --> 00:27:11,832  
Fran and Sarah, Jenae Sanchez, and Arlene Sandoval are speaking from the

402  
00:27:11,833 --> 00:27:18,266  
Pueblo of San Felipe. And Cindy Anderson, Barb Fabre, Angela Soyring,

403  
00:27:18,267 --> 00:27:21,566  
and Sarah Snetsinger are with White Earth Nation.

404  
00:27:21,567 --> 00:27:24,766  
Thank you to each of you for making the time to join in this

405  
00:27:24,767 --> 00:27:28,300  
webcast today and share your experiences.

406  
00:27:29,900 --> 00:27:33,432  
So let's begin the panel discussion with this question:

407  
00:27:33,433 --> 00:27:37,232  
"We've heard a lot about the importance of relationship building

408  
00:27:37,233 --> 00:27:40,266  
to this collaboration effort, can you describe how you began

409  
00:27:40,267 --> 00:27:43,599  
developing your relationships with TELI? How those relationships

410  
00:27:43,600 --> 00:27:47,999  
changed, and how those new or deepened relationships impacting,

411  
00:27:48,000 --> 00:27:50,499  
impacted your work?

412  
00:27:50,500 --> 00:27:54,066  
And first, I'll turn to White Earth Nation.

413  
00:27:54,067 --> 00:27:57,766  
Cindy Anderson: Christy this is Cindy Anderson, the evaluator.

414  
00:27:57,767 --> 00:28:03,199  
First thing that we did in White Earth was to spend actually a day and

415  
00:28:03,200 --> 00:28:07,399  
a half together to really listen, and understand, and acquaint ourselves

416  
00:28:07,400 --> 00:28:11,666  
with each other's programs the depth and breadth of services

417  
00:28:11,667 --> 00:28:16,032  
that are offered. You know in general, we knew who the folks

418  
00:28:16,033 --> 00:28:20,132  
were and, but often times we had a perception or some

419  
00:28:20,133 --> 00:28:23,432  
assumptions perhaps about what their services did or didn't include.

420  
00:28:23,433 --> 00:28:27,666  
But we really truly did not understand the full scope of

421  
00:28:27,667 --> 00:28:30,599  
what they had to offer.

422  
00:28:30,600 --> 00:28:34,132  
TELI brought and kept folks together at the table. And as

423  
00:28:34,133 --> 00:28:37,799  
we learned more about each other's services and programs

424  
00:28:37,800 --> 00:28:41,266  
we better understood our own, quite frankly. And we were able

425  
00:28:41,267 --> 00:28:46,532  
to determine how to best meet the needs of children and families.

426  
00:28:46,533 --> 00:28:50,099  
When we started out, you know, I often times say there's many words

427  
00:28:50,100 --> 00:28:53,599  
that start with the letter "C" and end in "tion." But they mean

428  
00:28:53,600 --> 00:28:58,766  
very different things. So when we first started I would say that

429  
00:28:58,767 --> 00:29:02,566  
we were cooperating. And we were cooperating by preparing

430

00:29:02,567 --> 00:29:07,632  
things like joint calendars of activities and things for families as a first step.

431  
00:29:07,633 --> 00:29:12,432  
Throughout the process and the continued growth of our effort of

432  
00:29:12,433 --> 00:29:16,632  
TELL, we went to some co-location. So you know, if we are all in the

433  
00:29:16,633 --> 00:29:20,566  
same room at the same doing services, that's going to enhance the delivery

434  
00:29:20,567 --> 00:29:24,966  
ultimately through, kind of, a graduation from co-location to coordination,

435  
00:29:24,967 --> 00:29:32,099  
where you're actually looking at doing services together and in a different way.

436  
00:29:32,100 --> 00:29:36,332  
And then ultimately I think where we have ended up as in

437  
00:29:36,333 --> 00:29:41,466  
collaboration. And that has manifested itself in things like working towards a

438  
00:29:41,467 --> 00:29:45,532  
common assessment form, looking at ASQ data and things, and how

439  
00:29:45,533 --> 00:29:49,332  
those things can be shared across cross- systems, and really looking

440  
00:29:49,333 --> 00:29:54,399  
at not necessarily the agency or entity where it originates, but

441  
00:29:54,400 --> 00:29:58,466  
the family at the center of how we're providing those services.

442  
00:29:58,467 --> 00:30:04,232  
It also gave us an opportunity to challenge what has been sometimes

443  
00:30:04,233 --> 00:30:09,599  
long-held perceptions and beliefs that may have been grounded more

444  
00:30:09,600 --> 00:30:13,732  
in myth than in fact. And quite frankly, we actually have permission to

445  
00:30:13,733 --> 00:30:19,099  
challenge and to -- we saw something as a barrier we didn't just take it at

446  
00:30:19,100 --> 00:30:23,099  
face value we started to dig a little deeper in a little deeper

447

00:30:23,100 --> 00:30:26,466

to find out what well, "Why is this a barrier, and is there a way

448

00:30:26,467 --> 00:30:29,532

around it?" And interestingly enough, we often times found

449

00:30:29,533 --> 00:30:36,032

that the barrier was more perceived than it was structural.

450

00:30:36,033 --> 00:30:39,599

But it became institutional because it's a way you'd always

451

00:30:39,600 --> 00:30:42,799

done things. You know, for a very long time.

452

00:30:42,800 --> 00:30:45,899

So, we as TELI challenged us, I think I've gotten to a much,

453

00:30:45,900 --> 00:30:50,666

much better place and look at it's not about what each individual

454

00:30:50,667 --> 00:30:53,699

agency does independently but what we can all together,

455

00:30:53,700 --> 00:30:57,532

can do together as a team to benefit children and families

456

00:30:57,533 --> 00:30:59,066

of the community.

457

00:30:59,067 --> 00:31:02,099

Thanks, Christy.

458

00:31:02,100 --> 00:31:05,166

Christy: Terrific Cindy. I love your "C word" framework,

459

00:31:05,167 --> 00:31:08,832

moving from cooperation to collaboration. Wise words

460

00:31:08,833 --> 00:31:11,432

for the rest of us.

461

00:31:11,433 --> 00:31:14,899

How about you Pueblo San Felipe -- How did developing relationships

462

00:31:14,900 --> 00:31:18,366

with TELI look for you? How did they change, and how did

463

00:31:18,367 --> 00:31:20,866  
they impact your work?

464  
00:31:20,867 --> 00:31:23,899  
Jenae Sanchez: Good afternoon.

465  
00:31:23,900 --> 00:31:27,032  
This is Jenae Sanchez, and I'm the program coordinator for the

466  
00:31:27,033 --> 00:31:30,532  
project Kevo Tribal Home Visiting Program in San Felipe. So similar

467  
00:31:30,533 --> 00:31:35,166  
to White Earth, our initial step in this partnership included becoming

468  
00:31:35,167 --> 00:31:40,166  
familiar with each of our programs. And this unfolded in a variety of ways.

469  
00:31:40,167 --> 00:31:43,666  
So, we started with the directors of Child Care, Head Start, and home

470  
00:31:43,667 --> 00:31:47,432  
visiting -- sitting down to learn about the goals objectives, hopes

471  
00:31:47,433 --> 00:31:49,199  
and desires of each of our programs.

472  
00:31:49,200 --> 00:31:52,099  
And then also taking a step back to evaluate where if there

473  
00:31:52,100 --> 00:31:55,832  
was any duplication of services, overlap of resources that could

474  
00:31:55,833 --> 00:31:59,466  
be managed, and how each of these programs could really contribute

475  
00:31:59,467 --> 00:32:03,332  
to the seamless transition of services for families from one program to

476  
00:32:03,333 --> 00:32:08,199  
the next. And everyone really took the time to figure out how, you know,

477  
00:32:08,200 --> 00:32:11,232  
each other programs played a role in the bigger puzzle of the early

478  
00:32:11,233 --> 00:32:13,899  
childhood system within San Felipe.

479  
00:32:13,900 --> 00:32:16,999  
Another main focus of ours in the

beginning was relationships, and

480

00:32:17,000 --> 00:32:21,099

you know, really strengthening the partnerships that were happening

481

00:32:21,100 --> 00:32:24,932

among the staff within each of the three programs. And so we wanted

482

00:32:24,933 --> 00:32:28,366

our staff to know that they were important to this system,

483

00:32:28,367 --> 00:32:31,632

the broader system, and that each played a role in making

484

00:32:31,633 --> 00:32:34,432

meaningful contributions to the community.

485

00:32:34,433 --> 00:32:36,699

So, we set out with the intent to approve or improve our approach

486

00:32:36,700 --> 00:32:40,699

to empowerment and coordinators really modeling what it means to

487

00:32:40,700 --> 00:32:44,099

work together. So we used the strength-based framework to reach

488

00:32:44,100 --> 00:32:48,266

each staff and from there, I think the most meaningful process during

489

00:32:48,267 --> 00:32:53,166

this time was getting to know one another and staffing all started to

490

00:32:53,167 --> 00:32:56,566

share real-life stories about themselves.

491

00:32:56,567 --> 00:32:58,666

And this helped everyone get to know, you know, who we

492

00:32:58,667 --> 00:33:02,199

were getting into partnership with. We're all in the same community,

493

00:33:02,200 --> 00:33:06,166

and you know, we do have background on the people that

494

00:33:06,167 --> 00:33:09,466

we work with. But I think getting, you know, details of,

495

00:33:09,467 --> 00:33:13,366

you know, what people, what their hopes and dreams are, you

496  
00:33:13,367 --> 00:33:16,899  
know, what they deal with on a daily basis as far as the services

497  
00:33:16,900 --> 00:33:19,632  
they provide, and you know, where they want to go, and how

498  
00:33:19,633 --> 00:33:22,632  
they want to help the community really strengthen the team effort.

499  
00:33:22,633 --> 00:33:27,066  
And so, we were happy with the things that resulted after that.

500  
00:33:27,067 --> 00:33:30,466  
And I think an important realization was that this will trickle down to

501  
00:33:30,467 --> 00:33:34,832  
our family of, as well. You know, it's kind of that parallel process

502  
00:33:34,833 --> 00:33:38,466  
of us modeling, the coordinators modeling to the staff, and then

503  
00:33:38,467 --> 00:33:42,032  
the staff picking that up and being able to model that with

504  
00:33:42,033 --> 00:33:45,666  
the family. So that was a great learning experience.

505  
00:33:45,667 --> 00:33:49,532  
Another important observation is that home visiting with a brand

506  
00:33:49,533 --> 00:33:52,699  
new program in San Felipe and you know, the other two agencies

507  
00:33:52,700 --> 00:33:55,632  
being Child Care and Head Start were in existence for many,

508  
00:33:55,633 --> 00:33:59,266  
many years. The Head Start you know, being in San Felipe

509  
00:33:59,267 --> 00:34:02,432  
since the 60's. So, from the beginning I think each partner

510  
00:34:02,433 --> 00:34:07,866  
recognized its role in this process of trying to build or improve upon

511  
00:34:07,867 --> 00:34:10,966  
the early childhood system, with home visiting looking to the

512  
00:34:10,967 --> 00:34:16,166

other two programs for support and resources in building a solid

513

00:34:16,167 --> 00:34:18,966

home visiting program within the community.

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00:34:18,967 --> 00:34:22,132

And at the same time, Head Start and Child Care not feeling threatened

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00:34:22,133 --> 00:34:25,032

you know, with this brand new program coming in. So I felt like

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00:34:25,033 --> 00:34:28,199

each coordinator or it felt like each coordinator needed support

517

00:34:28,200 --> 00:34:31,866

in different areas. And we were so ready for this partnership

518

00:34:31,867 --> 00:34:34,832

because you know, previous work operating in silos was

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00:34:34,833 --> 00:34:37,766

not getting -- It was not getting us anywhere.

520

00:34:37,767 --> 00:34:41,266

The ONCE Movement was realized through the partnership of

521

00:34:41,267 --> 00:34:43,832

these three programs. I think it was a lot easier to get other

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00:34:43,833 --> 00:34:47,466

Tribal programs to buy in. And even those that were not early

523

00:34:47,467 --> 00:34:52,132

childhood focused, you know. We got a lot of great people at

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00:34:52,133 --> 00:34:55,932

the table and wanting to communicate and collaborate. And this is extremely

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00:34:55,933 --> 00:34:59,632

beneficial for our families because you know, not only were we able to tap

526

00:34:59,633 --> 00:35:06,699

into early childhood resources, but even through housing, through

527

00:35:06,700 --> 00:35:11,566

education for the older children -- there was a lot of people at the

528

00:35:11,567 --> 00:35:16,699

table that were willing to help and offer all their services.



529

00:35:16,700 --> 00:35:18,732

So the TELI opportunity just really opened so many

530

00:35:18,733 --> 00:35:21,899

doors for partnership and you know, it really planted the seed

531

00:35:21,900 --> 00:35:26,032

for programs coming together and I guess, to the full extent,

532

00:35:26,033 --> 00:35:30,467

really living out what it means to be a community.

533

00:35:32,333 --> 00:35:35,132

Christy: Thank you, Janae. That was a beautiful description

534

00:35:35,133 --> 00:35:40,500

of how TELI was flexibly adapted to the needs of your community.

535

00:35:43,600 --> 00:35:48,132

Next I'd like to turn to Sarah Rowland of Choctaw Nation. And Sarah,

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00:35:48,133 --> 00:35:52,232

could you tell us about the shared vision for your TELI project,

537

00:35:52,233 --> 00:35:56,832

and how you developed this vision together?

538

00:35:56,833 --> 00:36:00,166

Sarah Rowland: Hi, this is Sarah Rowland. I serve as the TELI

539

00:36:00,167 --> 00:36:03,932

coordinator for the Choctaw Nation of Oklahoma. At the

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00:36:03,933 --> 00:36:07,866

Choctaw Nation the TELI collaborations started with the

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00:36:07,867 --> 00:36:11,266

directors, and it then spread down to the staff, and then

542

00:36:11,267 --> 00:36:14,099

to the families and the community.

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00:36:14,100 --> 00:36:19,032

When we began our TELI work, directors were aware of other early

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00:36:19,033 --> 00:36:22,999

childhood programs but they didn't really know the details of each

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00:36:23,000 --> 00:36:27,432

program. So as the initial step in developing a shared vision,

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00:36:27,433 --> 00:36:32,566

directors began to meet together on a monthly basis to discuss and

547

00:36:32,567 --> 00:36:36,566

learn about program details, like each other's enrollment

548

00:36:36,567 --> 00:36:39,832

requirements and which curriculum was being used and assessment

549

00:36:39,833 --> 00:36:43,232

that are used in each program.

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00:36:43,233 --> 00:36:47,666

Through this initial director-to-director level interaction, the directors found

551

00:36:47,667 --> 00:36:51,732

that there were some obvious differences in the programs due

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00:36:51,733 --> 00:36:55,932

to the federal requirements. But there were also many similarities,

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00:36:55,933 --> 00:36:59,966

including the use of the Ages and Stages questionnaire

554

00:36:59,967 --> 00:37:01,799

between the programs.

555

00:37:01,800 --> 00:37:05,632

They also found that the programs were dealing with some of the

556

00:37:05,633 --> 00:37:08,232

same issues, such as a higher than expected rates of special

557

00:37:08,233 --> 00:37:13,866

needs children. Directors then thought to build on these

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00:37:13,867 --> 00:37:17,232

similarities when they developed the shared vision for the TELI.

559

00:37:17,233 --> 00:37:22,966

This shared vision that emerged is based on the fact that in the

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00:37:22,967 --> 00:37:27,899

Choctaw Nation Early Childhood Program we really see each child

561

00:37:27,900 --> 00:37:31,732

as our child, from birth through the time the child goes to public

562  
00:37:31,733 --> 00:37:36,732  
schools. And the shared vision that was developed is this: a

563  
00:37:36,733 --> 00:37:40,799  
seamless system that cares for and educates children until they

564  
00:37:40,800 --> 00:37:43,566  
enter kindergarten.

565  
00:37:43,567 --> 00:37:47,999  
Our early childhood system of care actually began as even before

566  
00:37:48,000 --> 00:37:51,999  
birth for each child, because we are serving these children and

567  
00:37:52,000 --> 00:37:55,732  
educating parents through the Home Visiting Program. We

568  
00:37:55,733 --> 00:38:01,166  
believe that it really takes a village to most successfully

569  
00:38:01,167 --> 00:38:04,532  
raise our children, and within the Choctaw Nation we have

570  
00:38:04,533 --> 00:38:08,566  
a village of programs to serve our children. These are

571  
00:38:08,567 --> 00:38:12,099  
really our children and we want to provide them with the best

572  
00:38:12,100 --> 00:38:15,867  
system for them and for your families.

573  
00:38:19,733 --> 00:38:25,332  
Christy: Thanks, Sarah. Developing a common agenda, a shared vision

574  
00:38:25,333 --> 00:38:30,032  
sounds like an accomplishment in itself. But I wonder if you could

575  
00:38:30,033 --> 00:38:32,899  
share more of what's been accomplished as a result of the

576  
00:38:32,900 --> 00:38:37,066work this team did together?

577  
00:38:37,067 --> 00:38:42,299  
Sarah: Sure. As I mentioned before, the directors began this work by

578  
00:38:42,300 --> 00:38:46,732  
developing this shared vision by first learning about each

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00:38:46,733 --> 00:38:50,466

other's programs on a director-to-director level.

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00:38:50,467 --> 00:38:53,766

And this was an important first step in the program being

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00:38:53,767 --> 00:38:58,299

able to come together to collaborate. And since then, the directors have

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00:38:58,300 --> 00:39:02,166

really taken advantage of this collaboration by holding joint Policy

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00:39:02,167 --> 00:39:05,732

Council and advisory board meetings. And through this collaboration,

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00:39:05,733 --> 00:39:10,966

directors not only become engaged in, with the other programs, but

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00:39:10,967 --> 00:39:15,099

actually are having input into each other's activities.

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00:39:15,100 --> 00:39:19,466

A major accomplishment of the TELI agenda was continuous

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00:39:19,467 --> 00:39:23,332

learning about services available to families throughout the early

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00:39:23,333 --> 00:39:28,199

childhood community. A key focus of our agenda is engaging

589

00:39:28,200 --> 00:39:32,799

families in the process, and staff have to know what is available

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00:39:32,800 --> 00:39:36,832

to be able to share it with the families they serve.

591

00:39:36,833 --> 00:39:40,866

So we begin with educating staff about other programs. The goal

592

00:39:40,867 --> 00:39:44,166

was to break down the walls between programs so that they

593

00:39:44,167 --> 00:39:48,399

are less self-contained and more engaged with each other. We

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00:39:48,400 --> 00:39:54,932

accomplish this initially through a joint staff development training.

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00:39:54,933 --> 00:39:58,899

As I mentioned before, one similarity among the programs is

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00:39:58,900 --> 00:40:03,866

the higher than expected rate of special needs children.

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00:40:03,867 --> 00:40:06,532

Therefore, staff and all the programs were experiencing

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00:40:06,533 --> 00:40:11,066

similar training needs. The hosting of a professional development

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00:40:11,067 --> 00:40:16,032

for staff from all programs allows for better use of

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00:40:16,033 --> 00:40:22,199

resources and there is less duplication among programs.

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00:40:22,200 --> 00:40:25,132

Our directors also hoped that holding a joint training for

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00:40:25,133 --> 00:40:29,599

staff from all programs, in addition to being more cost

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00:40:29,600 --> 00:40:33,166

efficient, would encourage staff to build their cross-program

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00:40:33,167 --> 00:40:39,299

relationships. Staff interaction at the initial professional development

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00:40:39,300 --> 00:40:43,799

training was encouraged by asking staff to sit with people from other

606

00:40:43,800 --> 00:40:47,899

programs during the day. So teachers from Head Start might

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00:40:47,900 --> 00:40:51,199

sit at a table with home visitors, and Child Care assistance

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00:40:51,200 --> 00:40:53,666

workers, and so on.

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00:40:53,667 --> 00:40:57,166

At the end of the day, staff completed a questionnaire and we found that

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00:40:57,167 --> 00:41:01,299

we had indeed accomplish an initial step to our shared vision by having

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00:41:01,300 --> 00:41:06,499

the staff come together as one big early childhood team. This shared

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00:41:06,500 --> 00:41:10,799

professional development training has been continued and it's now

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00:41:10,800 --> 00:41:15,866

an annual event. And the early childhood programs are actually

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00:41:15,867 --> 00:41:19,566

hosting an autism awareness professional development event

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00:41:19,567 --> 00:41:22,999

today, and they're hosting ustacia Cutler, you know,

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00:41:23,000 --> 00:41:27,232

Temple Grandin's mother. And the directors had to be at

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00:41:27,233 --> 00:41:30,332

that event today, and they were sorry that they couldn't

618

00:41:30,333 --> 00:41:33,532

be here to speak with you themselves.

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00:41:33,533 --> 00:41:38,466

Continuing. The education effort around our systems of care.

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00:41:38,467 --> 00:41:39,966

Our early childhood programs

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00:41:39,967 --> 00:41:43,999

began to educate the family about the various programs.

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00:41:44,000 --> 00:41:49,366

This has been accomplished in several ways. First, all

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00:41:49,367 --> 00:41:53,599

Choctaw-related early childhood program have parent newsletters.

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00:41:53,600 --> 00:41:57,299

Excuse me. These were used to get the word out to families

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00:41:57,300 --> 00:42:01,832

by printing articles about other program. For example, home visiting programs

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00:42:01,833 --> 00:42:05,899

included articles in their newsletters about child

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00:42:05,900 --> 00:42:09,366

care assistance and Head Start and then a new Early Head Start program.

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00:42:09,367 --> 00:42:13,299

Then we created a brochure describing a different programs

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00:42:13,300 --> 00:42:17,166

and how they work together. This is what you see on the slide.

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00:42:17,167 --> 00:42:18,899

This brochure can be used to

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00:42:18,900 --> 00:42:22,499

describe our system of care to families and also to anyone in

632

00:42:22,500 --> 00:42:27,532

the community. Also as staff had become more aware of

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00:42:27,533 --> 00:42:31,366

and involved with other programs, this naturally comes out in our

634

00:42:31,367 --> 00:42:34,099

involvement with the families.

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00:42:34,100 --> 00:42:37,432

The accomplishment here has been that families now

636

00:42:37,433 --> 00:42:40,166

understand the linkage between the programs

637

00:42:40,167 --> 00:42:42,799

and what is available to them and their children.

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00:42:42,800 --> 00:42:46,266

They also are aware of the common agenda, and how

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00:42:46,267 --> 00:42:50,366

we are working together to care for our children.

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00:42:50,367 --> 00:42:53,999

A second great accomplishment has been that through the TELI

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00:42:54,000 --> 00:42:58,499

work, we have raised awareness of issues that may seem like they

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00:42:58,500 --> 00:43:01,532

are imbedded in one program, but actually reach across the

643

00:43:01,533 --> 00:43:05,666

early childhood spectrum. Cross-cutting concerns have

644

00:43:05,667 --> 00:43:09,032

been identified, such as the  
fact that approximately

645

00:43:09,033 --> 00:43:12,932

20 percent of all children being served in the programs have

646

00:43:12,933 --> 00:43:16,366

special needs. Through our common agenda, we have

647

00:43:16,367 --> 00:43:19,932

recognized the high occurrence of special needs across programs

648

00:43:19,933 --> 00:43:24,399

and also the lack of local resources.

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00:43:24,400 --> 00:43:28,166

The Choctaw Nation is located in very rural area. Families with

650

00:43:28,167 --> 00:43:32,932

special needs might need to travel several hours to find

651

00:43:32,933 --> 00:43:36,299

the services that they need. Through the TELL agenda,

652

00:43:36,300 --> 00:43:39,866

staff had learned about resources available to families

653

00:43:39,867 --> 00:43:44,299

that other programs are you utilizing, and began to share

654

00:43:44,300 --> 00:43:48,399

these resources to serve families in need.

655

00:43:48,400 --> 00:43:51,466

We also developed a resource guide for parents in all programs

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00:43:51,467 --> 00:43:55,332

that included descriptions and contact information for

657

00:43:55,333 --> 00:43:59,999

not only Choctaw early childhoodservices, but all area programs

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00:44:00,000 --> 00:44:05,299

that might be useful for families with young children.

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00:44:05,300 --> 00:44:09,866

Directors also found that similar child assessments are

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00:44:09,867 --> 00:44:13,832

being utilized, that the results of these assessments are not



661  
00:44:13,833 --> 00:44:17,799  
being communicated to other programs as children age out

662  
00:44:17,800 --> 00:44:21,832  
of one program and enter another. Tracking these as

663  
00:44:21,833 --> 00:44:25,699  
a child grows will offer better recognition of special needs

664  
00:44:25,700 --> 00:44:29,399  
and earlier services to those families.

665  
00:44:29,400 --> 00:44:33,432  
The third accomplishment that I'd like to mention today deals

666  
00:44:33,433 --> 00:44:38,332  
with this idea of tracking data for each child. As everyone here

667  
00:44:38,333 --> 00:44:42,366  
knows, there is a lot of data surrounding the children in our

668  
00:44:42,367 --> 00:44:48,499  
programs. The Choctaw Nation  
would like to utilize this information to obtain the

669  
00:44:48,500 --> 00:44:54,032  
best outcomes for our children, and at the same time reduce the

670  
00:44:54,033 --> 00:44:57,999  
burden on parents who are filling out forms and maintaining records

671  
00:44:58,000 --> 00:45:03,532  
for the child. We began by working together on an enrollment

672  
00:45:03,533 --> 00:45:07,866  
process. As families were enrolling their children in the Choctaw Nation

673  
00:45:07,867 --> 00:45:13,199  
Early Childhood Program, they were repetitively filling out forms.

674  
00:45:13,200 --> 00:45:16,132  
The same family might enroll in a home visiting program before their

675  
00:45:16,133 --> 00:45:20,099  
child was born, and then apply for Child Care assistance in Early

676  
00:45:20,100 --> 00:45:23,399  
Head Start, and then later Head Start. And it was it

677

00:45:23,400 --> 00:45:26,599

was a lot of form filling.

678

00:45:26,600 --> 00:45:29,332

Each program collects essentially the same

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00:45:29,333 --> 00:45:33,366

information but with some variation do to

680

00:45:33,367 --> 00:45:37,499

each federal agency's specific requirements.

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00:45:37,500 --> 00:45:41,466

Ideally, we had envisioned one application for all early

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00:45:41,467 --> 00:45:44,499

childhood programs and the information being shared

683

00:45:44,500 --> 00:45:50,899

electronically. Recently, we have developed a paper-shared

684

00:45:50,900 --> 00:45:55,832

application where families fill out the main application when they

685

00:45:55,833 --> 00:46:00,232

enroll in their first early childhood program. And then, as they

686

00:46:00,233 --> 00:46:03,999

enroll in other programs, only abbreviated appendix

687

00:46:04,000 --> 00:46:09,299

applications are filled out. Working off of this success

688

00:46:09,300 --> 00:46:14,332

with developing the enrollment form, our directors are beginning

689

00:46:14,333 --> 00:46:19,032

to work on a data-sharing platform. The programs will still use their

690

00:46:19,033 --> 00:46:24,066

existing data systems that are specific program. The relevant

691

00:46:24,067 --> 00:46:30,032

information will be accessible between programs. This type

692

00:46:30,033 --> 00:46:34,499

of data collaboration will allow the programs to track child

693

00:46:34,500 --> 00:46:38,699

assessments over time to better serve their individual needs.

694

00:46:38,700 --> 00:46:41,732

This accomplishment will strengthen our shared vision

695

00:46:41,733 --> 00:46:45,232

to create a seamless system that cares for and educates

696

00:46:45,233 --> 00:46:48,766

our children until they reach kindergarten.

697

00:46:48,767 --> 00:46:50,432

Thank you, Christy.

698

00:46:50,433 --> 00:46:53,232

Christy: Thank you so much, Sarah. What Choctaw

699

00:46:53,233 --> 00:46:56,566

Nation has accomplished is incredible, and the plans

700

00:46:56,567 --> 00:47:02,332

you have to continue to work. I think I'd like to turn it to

701

00:47:02,333 --> 00:47:05,432

White Earth Nation again to help us think about what

702

00:47:05,433 --> 00:47:08,866

system development outcomes have been achieved through

703

00:47:08,867 --> 00:47:12,699

your TELI project. What did you learn about your system

704

00:47:12,700 --> 00:47:16,066

and you, did you discover anything surprising?

705

00:47:16,067 --> 00:47:21,432

Sarah Snetsinger: This is Sarah Snetsinger, Program Coordinator for White Earth Nation.

706

00:47:21,433 --> 00:47:24,666

And one of the first things that we ended up doing

707

00:47:24,667 --> 00:47:26,799

together as a team was actually to share our client

708

00:47:26,800 --> 00:47:29,166

list. Because there was a perception that we were

709

00:47:29,167 --> 00:47:33,332

doing a lot of duplicative services, and serving a lot

710  
00:47:33,333 --> 00:47:36,866  
of the same clients. And through this process, we

711  
00:47:36,867 --> 00:47:40,532  
actually found out that there was actually very few

712  
00:47:40,533 --> 00:47:45,632  
families that we were seeing together. I'm going to say that eight families,

713  
00:47:45,633 --> 00:47:49,332  
I believe at that the time, were actually being seen

714  
00:47:49,333 --> 00:47:51,532  
by at least two programs. And there were only two

715  
00:47:51,533 --> 00:47:55,732  
or three families that actually had all three programs servicing

716  
00:47:55,733 --> 00:47:59,399  
them. It kind of gave us an opportunity to kind of really

717  
00:47:59,400 --> 00:48:03,632  
open some doors, and kind of really look at our clients,

718  
00:48:03,633 --> 00:48:08,166  
and see if there were some things, see if there was a family

719  
00:48:08,167 --> 00:48:11,866  
that wouldn't benefit from another program being in

720  
00:48:11,867 --> 00:48:16,999  
their home. And also, if we were sharing, how can we

721  
00:48:17,000 --> 00:48:20,032  
actually share, like, assessment results, and things like that with

722  
00:48:20,033 --> 00:48:25,132  
the other program so we're not duplicating that service. And then,

723  
00:48:25,133 --> 00:48:28,866  
we also found out that one of the nice things about, if there

724  
00:48:28,867 --> 00:48:32,832  
was already one home visitor in that home that had a

725  
00:48:32,833 --> 00:48:37,399  
relationship with a family, it was easier to open the door

726  
00:48:37,400 --> 00:48:40,232

to another program by inviting the on a visit with the, with

727

00:48:40,233 --> 00:48:43,532

that home visitor because it was already someone, they

728

00:48:43,533 --> 00:48:47,032

knew and trust, and it wasn't just a stranger coming into

729

00:48:47,033 --> 00:48:49,799

their home. And so, they already had that trusted person there.

730

00:48:49,800 --> 00:48:53,166

And then, they were able to slowly build a relationship with

731

00:48:53,167 --> 00:48:56,466

the new home visitor from a different program. And so

732

00:48:56,467 --> 00:48:58,232

those home visitors could eventually do the

733

00:48:58,233 --> 00:49:03,299

programming on their own. And just really lead to a --

734

00:49:03,300 --> 00:49:07,566

and Barb already touched on it, and I'll just go over a little bit --

735

00:49:07,567 --> 00:49:14,166

but, was the development that over the We Care model.

736

00:49:14,167 --> 00:49:17,699

And so, as it started as a TELI project, it actually grew

737

00:49:17,700 --> 00:49:21,566

pretty fast into a Tribal project. And so, it wasn't only a TELI

738

00:49:21,567 --> 00:49:27,099

project it was all the programs on the White Earth Nation that

739

00:49:27,100 --> 00:49:32,266

were beginning to utilize the system. And latest goal was

740

00:49:32,267 --> 00:49:37,032

really to bring about widespread change not only to those three

741

00:49:37,033 --> 00:49:40,599

programs, but to all programs, and really serve our clients in a

742

00:49:40,600 --> 00:49:46,532

holistic approach, and, and the service would be client-focused,

743  
00:49:46,533 --> 00:49:50,599  
client-driven, and the client had to be part of it. So it was no

744  
00:49:50,600 --> 00:49:55,732  
longer agendas of home visitors or program staff. It was really,

745  
00:49:55,733 --> 00:50:01,799  
it's really all driven by the clients. And the clients got to be involved now.

746  
00:50:01,800 --> 00:50:05,266  
So, we really worked with the families. Any of the programs

747  
00:50:05,267 --> 00:50:09,332  
now can actually do the first assessment with the client.

748  
00:50:09,333 --> 00:50:13,832  
And so, assessments are actually being done at different

749  
00:50:13,833 --> 00:50:17,466  
settings so that we are able to access more families that maybe

750  
00:50:17,467 --> 00:50:21,466  
don't have services already in the home. And through this

751  
00:50:21,467 --> 00:50:27,832  
assessment then we kind of develop a team of the, the

752  
00:50:27,833 --> 00:50:33,332  
We Care team that is comprised of different partners, or different

753  
00:50:33,333 --> 00:50:37,332  
program members that are working then directly with the

754  
00:50:37,333 --> 00:50:40,866  
family, having meetings with the family. And then now

755  
00:50:40,867 --> 00:50:45,766  
we're working on all common goals instead of having individual goals.

756  
00:50:45,767 --> 00:50:51,699  
So, so we really have -- even go through like the outreach

757  
00:50:51,700 --> 00:50:55,232  
efforts and then the multiple entrance points. We want

758  
00:50:55,233 --> 00:50:58,599  
families to be able to easily access all the services on

759  
00:50:58,600 --> 00:51:03,899

White Earth Nation, and hopefully a limo eliminates a lot of confusion

760

00:51:03,900 --> 00:51:08,966

of who is with which program, and which role am I working

761

00:51:08,967 --> 00:51:13,532

on now. Because all the programs can access the common goals

762

00:51:13,533 --> 00:51:20,399

through our right track system and, kind of, know progress

763

00:51:20,400 --> 00:51:24,799

is being made on those goals.

764

00:51:24,800 --> 00:51:28,232

And so, I mean we definitely have a pretty aggressive

765

00:51:28,233 --> 00:51:32,132

approach going on. So we're pretty confident that we can

766

00:51:32,133 --> 00:51:35,032

do it and White Earth is pretty determined to really start

767

00:51:35,033 --> 00:51:40,832

serving clients better and, and serving -- doing it

768

00:51:40,833 --> 00:51:43,733

more holistically.

769

00:51:44,933 --> 00:51:48,532

Christy: Thank you, Sarah. Sorry.

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00:51:48,533 --> 00:51:50,532

Sarah: Oh no, that's fine. I was just actually going to add

771

00:51:50,533 --> 00:51:52,999

that you know it really did take a long time to, you

772

00:51:53,000 --> 00:51:58,166

know, truly develop the system, and really develop securities

773

00:51:58,167 --> 00:52:01,699

in our software system. But we are actually truly doing

774

00:52:01,700 --> 00:52:05,766

assessments now and really have some success stories

775

00:52:05,767 --> 00:52:08,432

that we could share at some point in time

776

00:52:08,433 --> 00:52:12,599

of how the process is going.

777

00:52:12,600 --> 00:52:14,532

Christy: Terrific, thank you for sharing that level of

778

00:52:14,533 --> 00:52:18,432

detail with us, and such a nice example of keeping

779

00:52:18,433 --> 00:52:22,966

the families experience foremost in your mind, easing the burden

780

00:52:22,967 --> 00:52:29,699

of families of navigating various programs. Really nice.

781

00:52:29,700 --> 00:52:34,032

Now let's hear from the Confederated Salish Kootenai Tribes.

782

00:52:34,033 --> 00:52:37,732

Please share with us how other partners beyond

783

00:52:37,733 --> 00:52:44,133

the three TELI focus programs became involved.

784

00:52:47,733 --> 00:52:50,532

And I wonder if you need to come off mute.

785

00:52:50,533 --> 00:52:54,466

Lisa LaCroix: Sure, Christy, this is Lisa LaCroix,

786

00:52:54,467 --> 00:53:00,199

the program manager for the home visiting program.

787

00:53:00,200 --> 00:53:02,966

And I first wanted to share that, you know, I'm fairly

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00:53:02,967 --> 00:53:07,966

new here. I've only been in this position less than a year.

789

00:53:07,967 --> 00:53:12,999

And prior to my arrival of my predecessor for TELI had done

790

00:53:13,000 --> 00:53:16,032

a lot of front-end work, which included contributing

791

00:53:16,033 --> 00:53:20,932

to the start of the Best Beginnings Children Partnerships.

792

00:53:20,933 --> 00:53:27,766



And that group actually consists of both Tribal home visiting,

793

00:53:27,767 --> 00:53:33,466

Lake County, local health representatives from both

794

00:53:33,467 --> 00:53:38,399

hospitals, and an Indian Health Service representative.

795

00:53:38,400 --> 00:53:42,232

The school districts. They also have private child care providers.

796

00:53:42,233 --> 00:53:47,266

And then there's our Tribal early childhood services. We

797

00:53:47,267 --> 00:53:51,632

also have mental health record representatives, both from the

798

00:53:51,633 --> 00:53:56,299

county and within the Indian Health Services. We also have

799

00:53:56,300 --> 00:53:58,466

parents and community members involved.

800

00:53:58,467 --> 00:54:01,032

And initially when the group got together, of course, there

801

00:54:01,033 --> 00:54:03,699

was, you know, there were dedicated. They wanted to

802

00:54:03,700 --> 00:54:08,499

improve school readiness for Lake County and for reservation

803

00:54:08,500 --> 00:54:12,999

children. Through collaborative projects and through support of

804

00:54:13,000 --> 00:54:16,766

the local early childhood services. And how they did that, initially

805

00:54:16,767 --> 00:54:22,199

they wanted to have partners to get together across professional disciplines

806

00:54:22,200 --> 00:54:25,532

and geography, because we do have a huge geography here.

807

00:54:25,533 --> 00:54:27,266

And they wanted to make connections and develop

808

00:54:27,267 --> 00:54:32,732

strategies to address larger community issues. They did

809  
00:54:32,733 --> 00:54:36,266  
that through sharing in advance the news and

810  
00:54:36,267 --> 00:54:38,066  
stating, trying to pull together the issues

811  
00:54:38,067 --> 00:54:42,032  
surrounding early childhood.

812  
00:54:42,033 --> 00:54:47,066  
What we -- resulted from that was -- Number one,

813  
00:54:47,067 --> 00:54:52,532  
they built trust immunity, which was not really prevalent

814  
00:54:52,533 --> 00:54:57,099  
here between the county and the Tribe, and what not.

815  
00:54:57,100 --> 00:55:00,832  
I mean, of course when they came together, they realized

816  
00:55:00,833 --> 00:55:04,366  
they share, you know, the same common constituents.

817  
00:55:04,367 --> 00:55:07,366  
But what it created was like a shared vision. And so

818  
00:55:07,367 --> 00:55:10,732  
now it has, the, the focus is kind of developed into a

819  
00:55:10,733 --> 00:55:14,699  
whole-child health, that includes mental health,

820  
00:55:14,700 --> 00:55:19,332  
that includes supporting the parents, maybe truly

821  
00:55:19,333 --> 00:55:23,432  
include the fathers, and then school readiness.

822  
00:55:23,433 --> 00:55:30,299  
It resulted in strategic actions, that you know, based on

823  
00:55:30,300 --> 00:55:34,366  
assessment decided what the needs were. And then

824  
00:55:34,367 --> 00:55:38,566  
they provided provider outreach and again trying to meet the

825  
00:55:38,567 --> 00:55:41,966

parents'™ needs. They ended up creating some, doing some

826

00:55:41,967 --> 00:55:45,099

resource sharing, having people come together and talk about

827

00:55:45,100 --> 00:55:50,866

the different programs they have, go through the process,

828

00:55:50,867 --> 00:55:54,932

and how those things go. They also ended up creating

829

00:55:54,933 --> 00:55:57,732

some shared professional development. And for the

830

00:55:57,733 --> 00:56:01,932

parents really, they created a school readiness, which wasn't

831

00:56:01,933 --> 00:56:05,732

really -- I mean we have national standards, but this was

832

00:56:05,733 --> 00:56:08,766

based on what the local needs were here. They

833

00:56:08,767 --> 00:56:13,266

created some parent tips, as well. And did that

834

00:56:13,267 --> 00:56:16,832

because, you know, sometimes, issues when the young children

835

00:56:16,833 --> 00:56:21,866

are very mobile, they move around, maybe each school has its own,

836

00:56:21,867 --> 00:56:26,732

unique, and have different expectations. And they also

837

00:56:26,733 --> 00:56:29,799

wanted to make sure that the caregivers had a clear

838

00:56:29,800 --> 00:56:33,232

sense of what school readiness meant. So they

839

00:56:33,233 --> 00:56:37,599

did end up developing the list that was created locally

840

00:56:37,600 --> 00:56:40,666

for the schools here.

841

00:56:40,667 --> 00:56:44,399

Now as I mentioned, you know, I am new to the community.

842  
00:56:44,400 --> 00:56:48,066  
So, what we are doing now, of course, is sustaining our

843  
00:56:48,067 --> 00:56:53,199  
role in that partnership, which will benefit our

844  
00:56:53,200 --> 00:56:56,299  
Tribal partnership, that includes home visiting,

845  
00:56:56,300 --> 00:57:00,332  
early childhood services and Department of Human

846  
00:57:00,333 --> 00:57:07,999  
Resources on Child Care block grant. And creating our own theme of services.

847  
00:57:08,000 --> 00:57:10,899  
Additionally, as I mentioned, you know, being new to the

848  
00:57:10,900 --> 00:57:14,766  
community, how that helped me was I had a one stop place.

849  
00:57:14,767 --> 00:57:18,266  
And I'm talking the second day of work here, but I got to know

850  
00:57:18,267 --> 00:57:22,799  
all the people from all the different partners. I was able to get

851  
00:57:22,800 --> 00:57:26,399  
information and connect with those partners, which were

852  
00:57:26,400 --> 00:57:30,199  
both Tribal and not Tribal, which I think is, is really, really

853  
00:57:30,200 --> 00:57:35,166  
unique to this area to do that and, and it continued that trust

854  
00:57:35,167 --> 00:57:39,766  
and that sharing was just really, really motivating.

855  
00:57:39,767 --> 00:57:42,166  
Thank you.

856  
00:57:42,167 --> 00:57:45,366  
Christy: Great, Lisa. Thankyou for that interesting

857  
00:57:45,367 --> 00:57:48,599  
perspective of Tribal and non-Tribal entities working

858  
00:57:48,600 --> 00:57:52,699

together for the good of a larger community.

859

00:57:52,700 --> 00:57:55,999

So I'd like to turn to White Earth again.

860

00:57:56,000 --> 00:58:01,699

What strategies helped keep your TELE efforts going?

861

00:58:01,700 --> 00:58:06,366

Barb: Thank you, Christy. This is Barb again. Our other strategy

862

00:58:06,367 --> 00:58:10,766

was to have an evaluator, which was Cindy Anderson,

863

00:58:10,767 --> 00:58:16,766

to assist us with the process. As a non-program person, Cindy

864

00:58:16,767 --> 00:58:22,199

was able to help us keep on task with meetings, and goals, timelines

865

00:58:22,200 --> 00:58:31,099

and outcomes. Because as important as TELI is to all of us, we, we tend

866

00:58:31,100 --> 00:58:36,399

to get very busy and to have that outside support, our dedicated

867

00:58:36,400 --> 00:58:40,632

person to keep on task was critical and instrumental

868

00:58:40,633 --> 00:58:43,599

to this initiative.

869

00:58:43,600 --> 00:58:46,832

The other strategy for success of TELI was to find out about

870

00:58:46,833 --> 00:58:51,099

each other and understand that we are all equal partners at the

871

00:58:51,100 --> 00:58:56,099

table with the freedom and purpose to break down those

872

00:58:56,100 --> 00:58:58,999

silos. And of course, We Care was another force that kept

873

00:58:59,000 --> 00:59:02,599

us connected and moving forward.

874

00:59:02,600 --> 00:59:07,532

I think another strategy that, that that has been successful

875  
00:59:07,533 --> 00:59:12,499  
and that we will continue to do is that we needed to get

876  
00:59:12,500 --> 00:59:19,599  
our staff to buy into TELL, in the projects that are coming

877  
00:59:19,600 --> 00:59:25,266  
out of TELL. And they did. And because of that, all three programs

878  
00:59:25,267 --> 00:59:30,799  
have committed to meet once a month -- both home

879  
00:59:30,800 --> 00:59:39,099  
visitors and managers -- to share information, training, resources, and referrals.

880  
00:59:39,100 --> 00:59:43,799  
Lastly with We Care and the sharing the data system as

881  
00:59:43,800 --> 00:59:48,199  
part of We Care. Even though our formal TELL

882  
00:59:48,200 --> 00:59:53,932  
initiative will end as part of cohort one, we, we know that

883  
00:59:53,933 --> 00:59:58,299  
we will continue on that collaboration path that TELL has helped put us

884  
00:59:58,300 --> 01:00:02,932  
on, and We Care, and the data system will help

885  
01:00:02,933 --> 01:00:05,766  
draw in new partners.

886  
01:00:05,767 --> 01:00:07,932  
Thank You, Christy.

887  
01:00:07,933 --> 01:00:10,966  
Christy: Thanks so much, Barb, for adding your voice to the

888  
01:00:10,967 --> 01:00:17,132  
strategies that have been successful in TELL. Now returning

889  
01:00:17,133 --> 01:00:22,632  
back to Pueblo San Felipe. Now that the first round of TELL is coming

890  
01:00:22,633 --> 01:00:26,532  
to an end, how will you sustain what you've built?

891  
01:00:26,533 --> 01:00:30,532

And what are you planning to do next?

892

01:00:30,533 --> 01:00:34,132

Janae: So, this is Jenae again, Sanchez from the home visiting

893

01:00:34,133 --> 01:00:37,766

program. So preparing for the when funding will cease.

894

01:00:37,767 --> 01:00:41,332

We really tried to build a visible presence within the community

895

01:00:41,333 --> 01:00:45,199

so that we could be recognized as one united front within the

896

01:00:45,200 --> 01:00:47,999

realm of early childhood. And through this presence, we hope

897

01:00:48,000 --> 01:00:52,199

to fulfill several objectives that would really solidify TELI's presence

898

01:00:52,200 --> 01:00:56,566

and create longevity for the work and partnerships that was established

899

01:00:56,567 --> 01:00:59,832

Child Care, Head Start, and home visiting. And some of these

900

01:00:59,833 --> 01:01:02,499

objectives we set out to accomplish included tangible

901

01:01:02,500 --> 01:01:06,132

behaviors at the program and family level, which were really

902

01:01:06,133 --> 01:01:09,899

helping with me realize is important and necessary.

903

01:01:09,900 --> 01:01:14,199

The, one of our goals that was accomplished was to develop a

904

01:01:14,200 --> 01:01:17,399

child passport system for TELI and the broader early childhood

905

01:01:17,400 --> 01:01:20,532

system, which would ultimately get programs to communicate

906

01:01:20,533 --> 01:01:24,999

about the health profile of a family, particularly with the child

907

01:01:25,000 --> 01:01:28,699

in the family. Because this passport would contain important health

908  
01:01:28,700 --> 01:01:31,966  
and child development information, we knew that we would need to

909  
01:01:31,967 --> 01:01:37,566  
get proper authorization from parents or primary caretakers to

910  
01:01:37,567 --> 01:01:41,132  
give us the authority for programs to work together. On the service

911  
01:01:41,133 --> 01:01:44,632  
plan and ideally the goal was to wrap the family with coordinated,

912  
01:01:44,633 --> 01:01:48,266  
comprehensive, and culturally appropriate care.

913  
01:01:48,267 --> 01:01:51,299  
So being that the passport would serve as a communications

914  
01:01:51,300 --> 01:01:55,266  
service tool, we were hoping on, as a result that referrals would

915  
01:01:55,267 --> 01:02:01,232  
increase between programs, that wrap-around care would be

916  
01:02:01,233 --> 01:02:04,266  
accomplished and that, you know, duplication of services

917  
01:02:04,267 --> 01:02:07,032  
would be avoided. And also that early detection of

918  
01:02:07,033 --> 01:02:09,399  
developmental delay would occur and be routed

919  
01:02:09,400 --> 01:02:12,832  
appropriately to the right programs.

920  
01:02:12,833 --> 01:02:16,332  
So through this passport, we were really hoping to improve upon

921  
01:02:16,333 --> 01:02:21,066  
some of the things at the family level, as well. And this

922  
01:02:21,067 --> 01:02:23,632  
included, you know, helping families organized pertinent

923  
01:02:23,633 --> 01:02:27,232  
documents for their children. When we first started, one

924  
01:02:27,233 --> 01:02:30,132



of the major concerns from Head Start was that parents

925

01:02:30,133 --> 01:02:33,566

are not prepared with proper documentation to register

926

01:02:33,567 --> 01:02:36,666

children for Head Start. And so, because of this, there's a

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01:02:36,667 --> 01:02:39,932

delay in registration. And then, this impacted, you know,

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01:02:39,933 --> 01:02:43,266

starting school on time, because parents didn't have

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01:02:43,267 --> 01:02:47,366

birth certificates or certificates of Indian blood, and all other

930

01:02:47,367 --> 01:02:50,299

documentation that they needed to register their children.

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01:02:50,300 --> 01:02:54,466

We really set out to educate parents on the importance of

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01:02:54,467 --> 01:02:58,532

organization of files. We supplied binder organizers to all new

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01:02:58,533 --> 01:03:03,299

home visiting enrollees. We also, the home visiting program also

934

01:03:03,300 --> 01:03:04,899

provided strategies to get this paperwork completed

935

01:03:04,900 --> 01:03:08,899

after the birth of a child, hoping that, you know, these behaviors

936

01:03:08,900 --> 01:03:12,332

would continue with services such as child care and home

937

01:03:12,333 --> 01:03:16,066

visiting -- I'm sorry. Head Start and also other services within

938

01:03:16,067 --> 01:03:19,566

early childhood -- really to get families practicing organization

939

01:03:19,567 --> 01:03:23,399

of files, and making sure that they have the documents

940

01:03:23,400 --> 01:03:26,232

when they need them.

941

01:03:26,233 --> 01:03:30,899

We also started to work on, are continuing to work on a cultural

942

01:03:30,900 --> 01:03:34,566

and language curriculum across all three programs. Home visiting

943

01:03:34,567 --> 01:03:38,199

has started this work, and we're really hoping to expand the

944

01:03:38,200 --> 01:03:40,699

curriculum for Child Care and Head Start, with the intention

945

01:03:40,700 --> 01:03:44,699

for each curriculum to build off of the previous one. And with

946

01:03:44,700 --> 01:03:48,332

the home visiting curriculum, we really focus on initiating

947

01:03:48,333 --> 01:03:51,932

education on the basic principles of prenatal care, on

948

01:03:51,933 --> 01:03:54,466

developmental milestones, and working on the

949

01:03:54,467 --> 01:03:57,432

foundational skills of school readiness, with intention that,

950

01:03:57,433 --> 01:03:59,966

you know, Head Start and Child Care would pick up on

951

01:03:59,967 --> 01:04:02,566

some of the more concrete domains of learning and

952

01:04:02,567 --> 01:04:05,966

helping the children polish these skills that, you know,

953

01:04:05,967 --> 01:04:08,132

we're hoping that they'll enter with or be able to

954

01:04:08,133 --> 01:04:10,366

get in Head Start and Child Care.

955

01:04:10,367 --> 01:04:13,399

So the ultimate goals that we implement are comprehensive

956

01:04:13,400 --> 01:04:15,832

birth to five approach to school readiness, with the

957

01:04:15,833 --> 01:04:18,832

framework grounded in San Felipe culture and language.

958

01:04:18,833 --> 01:04:21,266

But making sure that we're still hitting the areas to comply with

959

01:04:21,267 --> 01:04:26,332

the New Mexico early learning guidelines. And I guess, you

960

01:04:26,333 --> 01:04:30,666

know, additionally we also wanted to work on -- One

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01:04:30,667 --> 01:04:33,366

of the things that were also working on extending are

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01:04:33,367 --> 01:04:37,766

seamless transition of services, from Head Start to grade school.

963

01:04:37,767 --> 01:04:41,699

Our community also has an assistance of care grant that

964

01:04:41,700 --> 01:04:44,266

has worked towards insuring services from birth to the

965

01:04:44,267 --> 01:04:46,899

elderly, and we're really planning to continue to

966

01:04:46,900 --> 01:04:51,799

capitalize on these resources. But of the services we have in

967

01:04:51,800 --> 01:04:54,532

place for our babies, toddlers, and older youth were sustained

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01:04:54,533 --> 01:04:56,399

through other programs.

969

01:04:56,400 --> 01:05:01,699

And it's been essential for us to partner with other programs,

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01:05:01,700 --> 01:05:06,832

Tribal programs, and also local programs that are not Tribally

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01:05:06,833 --> 01:05:11,066

run, but making sure that these partnerships are put in place

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01:05:11,067 --> 01:05:14,232

and that huge strides are made to make sure that

973

01:05:14,233 --> 01:05:17,132

the community is sustaining all the different things that

974  
01:05:17,133 --> 01:05:19,599  
were accomplishing through TELI.

975  
01:05:19,600 --> 01:05:21,899  
So support of partnerships are essential. And we really

976  
01:05:21,900 --> 01:05:27,699  
tried to gain a lot of different community support at different

977  
01:05:27,700 --> 01:05:30,199  
levels to make sure that we follow through on this model

978  
01:05:30,200 --> 01:05:34,299  
of wrap-around care. And at the table, having these different

979  
01:05:34,300 --> 01:05:38,966  
specialties or people that focus on different areas of care -- having

980  
01:05:38,967 --> 01:05:43,766  
them available so that, you know, we can make sure that the family

981  
01:05:43,767 --> 01:05:46,299  
is getting the services they need, while at the same

982  
01:05:46,300 --> 01:05:49,499  
time empowering them that they can do for themselves.

983  
01:05:49,500 --> 01:05:53,966  
And I think this leads to our last little idea for, you know,

984  
01:05:53,967 --> 01:05:58,799  
the next step in making sure that, you know, TELI's energy

985  
01:05:58,800 --> 01:06:02,366  
is sustained even though the funding is not. And when we've

986  
01:06:02,367 --> 01:06:04,999  
tried to do is that is to make sure that we come in and we

987  
01:06:05,000 --> 01:06:09,332  
really reinstall the hope and motivation within our, for,

988  
01:06:09,333 --> 01:06:14,766  
among our staff within the programs, within the community.

989  
01:06:14,767 --> 01:06:18,032  
You know, with new people coming in, two different roles of

990  
01:06:18,033 --> 01:06:22,299

directorship and administrator, positions we really want to make

991

01:06:22,300 --> 01:06:27,432

sure that they keep the work going. So if anyone of us leave, you know,

992

01:06:27,433 --> 01:06:32,266

that the work will be sustained. So even though we lit the flame,

993

01:06:32,267 --> 01:06:35,666

we still need people to continue to carry the torch for the work in

994

01:06:35,667 --> 01:06:39,266

early childhood, and I think that the work that we started

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01:06:39,267 --> 01:06:42,666

on -- You know, the staff in the three programs really

996

01:06:42,667 --> 01:06:45,032

began to communicate and have good working relationships,

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01:06:45,033 --> 01:06:47,232

and you know, they're really dedicated to

998

01:06:47,233 --> 01:06:49,032

improve these systems.

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01:06:49,033 --> 01:06:51,699

So, we share our dreams and hopes for our children,

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01:06:51,700 --> 01:06:54,099

but now it's a matter of continuing that fight so that,

1001

01:06:54,100 --> 01:06:57,132

you know, the communication and collaboration that we have

1002

01:06:57,133 --> 01:07:00,999

established find a permanent home within our programs

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01:07:01,000 --> 01:07:03,267

and within the community.

1004

01:07:04,633 --> 01:07:12,332

Christy: Thanks so much, Janae. And back to the Confederated Salish and Kootenai Tribes.

1005

01:07:12,333 --> 01:07:16,366

What has been the most significant impact for families and children

1006

01:07:16,367 --> 01:07:18,599

as a result of your TELI project?

1007  
01:07:18,600 --> 01:07:21,966  
Jeanne Christopher: This is Jeanne Christopher from Early Childhood

1008  
01:07:21,967 --> 01:07:29,232  
Services. And the impact from the TELI projects have been

1009  
01:07:29,233 --> 01:07:33,899  
great. We had better access for families and children to

1010  
01:07:33,900 --> 01:07:38,366  
the services that are available, and that's,

1011  
01:07:38,367 --> 01:07:40,966  
that's as a result of better communication between

1012  
01:07:40,967 --> 01:07:45,166  
the service providers and better coordination.

1013  
01:07:45,167 --> 01:07:50,166  
We had increased sharing of resources between programs

1014  
01:07:50,167 --> 01:07:57,499  
and increased utilization of the services. TELI also

1015  
01:07:57,500 --> 01:08:01,932  
allowed the service providers to know who was involved in

1016  
01:08:01,933 --> 01:08:07,032  
serving the families of the early childhood community.

1017  
01:08:07,033 --> 01:08:12,599  
And we have lots of foster care families and grandparents

1018  
01:08:12,600 --> 01:08:19,532  
raising grandchildren. So this, this is a really important accomplishment.

1019  
01:08:19,533 --> 01:08:27,032  
The goals and what is working and what is not working within

1020  
01:08:27,033 --> 01:08:31,532  
the various communities and programs was also something

1021  
01:08:31,533 --> 01:08:38,866  
that we then had access to because we were talking more.

1022  
01:08:38,867 --> 01:08:43,499  
Through the efforts of TELI, we were able to build trust.

1023  
01:08:43,500 --> 01:08:48,432

Trust between people who thought they didn't have anything

1024

01:08:48,433 --> 01:08:53,566

in common, and trust between the various partners. Perhaps the

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01:08:53,567 --> 01:08:57,899

Child Care might look at Head Start and be concerned that we would

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01:08:57,900 --> 01:09:07,766

take their children away because we are larger program. But the

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01:09:07,767 --> 01:09:12,866

efforts that were made on behalf of the Child Care program

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01:09:12,867 --> 01:09:17,099

involved them in some of the things that we were doing.

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01:09:17,100 --> 01:09:21,032

So then then we had we had some common ground.

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01:09:21,033 --> 01:09:25,332

We had three efforts of the Best Beginnings group of the

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01:09:25,333 --> 01:09:30,766

TELL project that organized parent engagement sessions

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01:09:30,767 --> 01:09:33,599

that were based on the school readiness skills. Kindergarten

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01:09:33,600 --> 01:09:37,266

teachers from each of the eight school districts got

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01:09:37,267 --> 01:09:41,666

together and they worked on and negotiated Kindergarten

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01:09:41,667 --> 01:09:50,832

readiness skills and goals. And then, this would be consistent across

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01:09:50,833 --> 01:09:59,299

our reservation. Our families are pretty in route from community to

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01:09:59,300 --> 01:10:03,566

community, depending on things that effect their family. And so

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01:10:03,567 --> 01:10:09,366

we wanted, I wanted for early childhood services to be able to

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01:10:09,367 --> 01:10:15,132

ensure the success of children who move from one site to

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01:10:15,133 --> 01:10:18,566  
another site, and back again.

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01:10:18,567 --> 01:10:22,266  
And we worked with district teachers which broke down

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01:10:22,267 --> 01:10:29,199  
some barriers, to being the readiness goals through the

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01:10:29,200 --> 01:10:32,499  
different activities that these parents sessions,

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01:10:32,500 --> 01:10:35,066  
so that the parents could do some of these at home

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01:10:35,067 --> 01:10:39,699  
with their children. They were provided books,

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01:10:39,700 --> 01:10:48,632  
bags, information, food, and hands-on activities for the parents.

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01:10:48,633 --> 01:10:52,432  
It went over very well. People were very excited. It was really

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01:10:52,433 --> 01:10:55,799  
good for Head Start staff to be involved with school district

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01:10:55,800 --> 01:11:02,899  
staff, and Head Start staff to be involved with other program.

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01:11:02,900 --> 01:11:08,766  
That is all about the relationship so those things really build, really

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01:11:08,767 --> 01:11:14,832  
helped in building, building collaboration.

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01:11:14,833 --> 01:11:18,432  
And Head Start because of the TELI had several

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01:11:18,433 --> 01:11:22,799  
training sessions for the child care community, such

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01:11:22,800 --> 01:11:29,499  
as teaching the Child Care providers Ages and Stages,

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01:11:29,500 --> 01:11:32,299  
the dial four, having an occupational therapist and

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01:11:32,300 --> 01:11:37,399



a speech and language therapist talk to Child Care

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01:11:37,400 --> 01:11:44,566

providers. And we lured some folks out so that those

1058

01:11:44,567 --> 01:11:50,467

Child Care children to receive the screening for early intervention.

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01:11:53,367 --> 01:11:55,799

Let me see.

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01:11:55,800 --> 01:12:00,932

We've done some things to help assist with transportation.

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01:12:00,933 --> 01:12:06,132

There's just, there's just a lot of impact for families. Another

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01:12:06,133 --> 01:12:13,299

impact has been, I believe, at the Tribal department head level.

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01:12:13,300 --> 01:12:17,499

I think I think those involved with children, there's now, is

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01:12:17,500 --> 01:12:22,432

we think of those other programs. We're not, we're not so focused

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01:12:22,433 --> 01:12:28,666

on our own activities that we don't involve the other department.

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01:12:28,667 --> 01:12:32,499

And that's a real plus.

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01:12:32,500 --> 01:12:37,099

We have, you know, the disparity that was spoke about

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01:12:37,100 --> 01:12:45,199

earlier, the disparity of funding and quality really, really has affected

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01:12:45,200 --> 01:12:52,399

trust. and I just feel like that the TELI has really brought us together.

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01:12:52,400 --> 01:12:58,532

We're not, we can share better. We share better as a standby.

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01:12:58,533 --> 01:13:04,732

We have a high percentage of our families that are involved with

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01:13:04,733 --> 01:13:12,966

methamphetamine and I feel like programs are working together

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01:13:12,967 --> 01:13:18,199

as a result of programs building relationships between us. We're

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01:13:18,200 --> 01:13:23,632

working together to see what we can do for our children and families.

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01:13:23,633 --> 01:13:29,599

Christy: Thank you so much, Jeanne. And just some final words of advice.

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01:13:29,600 --> 01:13:33,666

I'll turn to White Earth. What few words of advice do you have for

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01:13:33,667 --> 01:13:38,999

programs just beginning to work together in a similar way?

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01:13:39,000 --> 01:13:40,799

Angela Soyring: Hello this is Angela Soyring

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01:13:40,800 --> 01:13:45,532

and I'm the Head Start director of the White Earth Nation. I

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01:13:45,533 --> 01:13:50,999

think that one strategy that was most helpful for us when we first

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01:13:51,000 --> 01:13:54,899

provided the opportunity to form TELL was that our programs

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01:13:54,900 --> 01:14:00,799

first spent that time in getting to know each other, and with each

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01:14:00,800 --> 01:14:04,166

of our programs presenting information basically about what

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01:14:04,167 --> 01:14:05,999

we do, and what the services we provide, and if we have

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01:14:06,000 --> 01:14:12,699

regulations, standards, guidelines and legislation that affects us.

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01:14:12,700 --> 01:14:18,966

We found that we had many commonalities with similar priorities

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01:14:18,967 --> 01:14:23,966

in working toward achieving success, outcomes, and overall

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01:14:23,967 --> 01:14:28,966

wellness for the families  
and children that we serve.

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01:14:28,967 --> 01:14:34,066  
From there, we successfully developed our plans and our

1090  
01:14:34,067 --> 01:14:39,866  
written work plan evolved, including our staff input. And

1091  
01:14:39,867 --> 01:14:44,366  
reviewing it periodically is important also. Reviewing

1092  
01:14:44,367 --> 01:14:49,966  
your plans. Mainly my advice is to share with each other

1093  
01:14:49,967 --> 01:14:52,499  
about your work that you do with children and families,

1094  
01:14:52,500 --> 01:14:58,132  
find your common goals, review your progress and work, and

1095  
01:14:58,133 --> 01:15:01,499  
from that you'll successfully accomplish all that you want

1096  
01:15:01,500 --> 01:15:04,466  
to achieve with those variables at the center

1097  
01:15:04,467 --> 01:15:07,732  
of your services as we have with involvement

1098  
01:15:07,733 --> 01:15:10,832  
of our We Care model.

1099  
01:15:10,833 --> 01:15:14,532  
I'd like to also add that our TELI project seemed somewhat

1100  
01:15:14,533 --> 01:15:18,466  
easy because of the home visiting commonality. So that was our

1101  
01:15:18,467 --> 01:15:22,832  
starting point and our advice is to go beyond the home visiting

1102  
01:15:22,833 --> 01:15:28,266  
portion of programs and maybe extend the collaboration throughout

1103  
01:15:28,267 --> 01:15:34,966  
all of your program services, or all of our program services of Head Start,

1104  
01:15:34,967 --> 01:15:40,932  
with ECF and Seed. And maintain the true integrity of the TELI initiative.

1105  
01:15:40,933 --> 01:15:42,799  
And then I think we also had some information to

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01:15:42,800 --> 01:15:44,866  
add from White Earth.

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01:15:44,867 --> 01:15:48,199  
Linda: Sure, very, very quickly I'll just say some

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01:15:48,200 --> 01:15:50,066  
general advice. Create a safe space to have honest

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01:15:50,067 --> 01:15:53,966  
discussion. Leave the turf and agenda at the door,

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01:15:53,967 --> 01:15:55,832  
and know that you're coming together to work together

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01:15:55,833 --> 01:16:00,599  
for children and families. Understand that it's an evolutionary process.

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01:16:00,600 --> 01:16:03,999  
It's a good thing that the dollars were limited because

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01:16:04,000 --> 01:16:05,532  
it didn't become about the money, it became about working

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01:16:05,533 --> 01:16:09,932  
together and it's a sign of maturity and that your organization or

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01:16:09,933 --> 01:16:13,399  
business has really changed how it does business, when

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01:16:13,400 --> 01:16:16,766  
collaboration is the starting point for the conservation

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01:16:16,767 --> 01:16:19,966  
as opposed to the destination.

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01:16:19,967 --> 01:16:22,232  
Thank you.

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01:16:22,233 --> 01:16:25,032  
Christy: Terrific words of wisdom. Thank you so much to all of

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01:16:25,033 --> 01:16:28,899  
the panelists who shared their insights with us today.

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01:16:28,900 --> 01:16:31,432  
And now I'll return the floor to Linda Smith for some

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01:16:31,433 --> 01:16:37,266  
reflections on the presentations.

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01:16:37,267 --> 01:16:40,632  
Linda: Hey, and thank you, and I want to thank everyone for,

1124  
01:16:40,633 --> 01:16:44,499  
whose been a part of this webinar and for the amazing

1125  
01:16:44,500 --> 01:16:48,099  
comments that people have provided during this session.

1126  
01:16:48,100 --> 01:16:51,266  
And I know that it's been you know a lot of information

1127  
01:16:51,267 --> 01:16:53,999  
that was provided here. But I do hope people will really

1128  
01:16:54,000 --> 01:16:57,366  
seriously think about what these folks have said. Because

1129  
01:16:57,367 --> 01:17:01,899  
they're so many nuggets of, you know, advice and wisdom

1130  
01:17:01,900 --> 01:17:06,032  
in and what is been  
presented here today.

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01:17:06,033 --> 01:17:11,166  
I want to, in addition, thank those of, the people out there

1132  
01:17:11,167 --> 01:17:14,199  
in some of the states who supported this, as well. Because

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01:17:14,200 --> 01:17:17,399  
I think it came up in the conversation that there was

1134  
01:17:17,400 --> 01:17:20,599  
support for this for the state agencies. And I think

1135  
01:17:20,600 --> 01:17:23,466  
one of the lessons that I would say in the reflections

1136  
01:17:23,467 --> 01:17:26,666  
that I have thought about on this is that states do have

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01:17:26,667 --> 01:17:29,699  
a lot to learn from this as a model and maybe there is

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01:17:29,700 --> 01:17:33,132

ways that states can incentivize communities some of this same

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01:17:33,133 --> 01:17:38,566

work as what's gone on with these, within

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01:17:38,567 --> 01:17:40,932

these Tribal communities.

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01:17:40,933 --> 01:17:43,766

I think that one of things that I would like to, I guess,

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01:17:43,767 --> 01:17:48,866

call attention to is what were some of the barriers.

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01:17:48,867 --> 01:17:53,332

And I think that people were really laid out quite well. But

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01:17:53,333 --> 01:17:57,132

some of those barriers I think were pretty important for us

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01:17:57,133 --> 01:18:00,499

here at the federal level to think about. And I just wanted

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01:18:00,500 --> 01:18:04,366

to say that many of the lessons learned by these TELL grantees

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01:18:04,367 --> 01:18:09,832

has influenced the policy road that we've taken here in Washington.

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01:18:09,833 --> 01:18:14,532

And when I say that I mean things like some of the funding

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01:18:14,533 --> 01:18:19,199

and the cost restraints. There were real differences in

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01:18:19,200 --> 01:18:22,832

you know, how money could be spent. And so, one of the barriers

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01:18:22,833 --> 01:18:26,299

to getting things done was that Head Start money had to be spent

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01:18:26,300 --> 01:18:30,066

this way and Child Care money that way, and Tribal home visiting

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01:18:30,067 --> 01:18:33,299

another way. And, and so some of the work that we've around

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01:18:33,300 --> 01:18:37,132

cost allocation and the Early Head Start-Child Care partnerships really

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01:18:37,133 --> 01:18:40,332  
come out of what we learned from some of the TELI projects

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01:18:40,333 --> 01:18:42,999  
and I think it's important to know that.

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01:18:43,000 --> 01:18:47,832  
I wanted to also stress the misinterpretation of rules,

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01:18:47,833 --> 01:18:50,499  
and a number of people touched on this. And it

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01:18:50,500 --> 01:18:52,966  
has also driven some of the work we've done here in

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01:18:52,967 --> 01:18:57,899  
Washington. Because in simplifying and working as

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01:18:57,900 --> 01:19:00,299  
we are right now on the Head Start Performance

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01:19:00,300 --> 01:19:03,399  
Standards and the child care rule. This has given

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01:19:03,400 --> 01:19:05,932  
us the opportunity to look at these things in a new way.

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01:19:05,933 --> 01:19:13,299  
And where are the misinterpretations? Where do we need to clarify things?

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01:19:13,300 --> 01:19:16,566  
So we're really clear with what we are trying to do with people.

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01:19:16,567 --> 01:19:22,399  
And it gets back to this really writing in plain English and some

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01:19:22,400 --> 01:19:26,566  
of these other things. but the misinterpretation of rules. And

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01:19:26,567 --> 01:19:29,766  
for anyone on this webinar I would encourage you to continue

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01:19:29,767 --> 01:19:35,166  
to challenge us. so when somebody says there's a reason why you can't

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01:19:35,167 --> 01:19:42,032  
do something, to get that, those challenges to us. because in almost

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01:19:42,033 --> 01:19:46,932

every case we've been able to figure out how you can do it, not why you

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01:19:46,933 --> 01:19:53,166

can't do it. but it's simply the, the interpretation and the desire to do it.

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01:19:53,167 --> 01:19:56,466

So I think that those are really important lessons

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01:19:56,467 --> 01:19:58,732

that we've learned at this.

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01:19:58,733 --> 01:20:00,132

I want to say want to say one other thing that we've

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01:20:00,133 --> 01:20:02,766

learned from this because we

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01:20:02,767 --> 01:20:05,266

can say the communities learned a lot and other people you know

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01:20:05,267 --> 01:20:08,966

you've learned how to get along out there. We too have

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01:20:08,967 --> 01:20:13,266

learned a lot here in Washington, and I think that one of the biggest

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01:20:13,267 --> 01:20:17,299

things that I think I've learned is that we need to balance how we

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01:20:17,300 --> 01:20:23,699

support programs from the federal level without getting in the way.

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01:20:23,700 --> 01:20:27,832

And I think our secretary at Health and Human Services says the same thing.

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01:20:27,833 --> 01:20:32,732

Let me know how we can support you, where we've got problems that

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01:20:32,733 --> 01:20:36,832

don't, and tell us when to get out of the way. And I think we have been

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01:20:36,833 --> 01:20:42,432

trying to learn that from this project. And I say that in all sincerity, we will

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01:20:42,433 --> 01:20:47,632

be continuing to look at that over the next couple of years here.

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01:20:47,633 --> 01:20:52,566

I want to say at the bottom of all of this, and this came through on all of



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01:20:52,567 --> 01:20:57,599  
the projects -- was a sincere desire to help families. And that's what we're

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01:20:57,600 --> 01:21:01,899  
really all about here. And so, as we try to make things easier for families

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01:21:01,900 --> 01:21:08,599  
and easier for children, and clear out the clutter in these programs, we

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01:21:08,600 --> 01:21:13,199  
only do things better for what it is we're all about here. At the end

1192  
01:21:13,200 --> 01:21:18,166  
of the day, we're all about children. So, I think with that, my hat's off

1193  
01:21:18,167 --> 01:21:24,899  
to the four reservation or Tribal communities that tried to really be,

1194  
01:21:24,900 --> 01:21:28,266  
put so much effort into this for a very small amount of money. We

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01:21:28,267 --> 01:21:31,399  
really appreciate it. We learned a lot. I'm going to turn it over to

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01:21:31,400 --> 01:21:34,032  
Carrie who is going to talk about where we go next, because we're

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01:21:34,033 --> 01:21:38,232  
going into an exciting round two on TELL.

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01:21:38,233 --> 01:21:41,899  
Carrie Peake: Thanks, Linda. I just want to echo Linda's thanks to the four

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01:21:41,900 --> 01:21:46,966  
TELL grantees. It's been incredible today to hear more about the work

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01:21:46,967 --> 01:21:51,199  
you've done. And for all those on the phone wanting to learn more,

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01:21:51,200 --> 01:21:54,799  
there is as Moushumi said at the beginning, a synthesis report that

1202  
01:21:54,800 --> 01:21:59,132  
is on the Tribal home visiting web page that can be accessed

1203  
01:21:59,133 --> 01:22:01,199  
by all. and we look forward to

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01:22:01,200 --> 01:22:05,066

continuing to share the good works and best, promising practices

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01:22:05,067 --> 01:22:10,599

that have been done to this collaboration. We've learned a lot through it,

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01:22:10,600 --> 01:22:14,699

and have been very excited to be able to offer a second

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01:22:14,700 --> 01:22:19,632

round of TELI. And in August, our secretary of Health and

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01:22:19,633 --> 01:22:24,766

Human Services was up on the Flathead reservation and announced

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01:22:24,767 --> 01:22:29,999

the awards of six new TELI grantees. And from what we've learned and

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01:22:30,000 --> 01:22:35,299

from what you've heard today, a lot of the work is on the "C's." And,

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01:22:35,300 --> 01:22:42,132

we're going to work on the collaboration and the coordination with these six new

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01:22:42,133 --> 01:22:48,899

TELI grantees, with a focus on collective impact being the vehicle to drive it.

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01:22:48,900 --> 01:22:53,699

So collective impact framework is a strategic and data-driven approach

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01:22:53,700 --> 01:22:58,799

to collaboration and system development. And we're looking at these six grantees

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01:22:58,800 --> 01:23:02,966

to have Tribally and locally-driven flexibility, and design, and

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01:23:02,967 --> 01:23:06,732

implementation of the projects, and a shared infrastructure, and a

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01:23:06,733 --> 01:23:10,499

process that leads to common, Tribally-driven agenda and effective

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01:23:10,500 --> 01:23:15,566

decision-making across the Tribal early learning programs. So next

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01:23:15,567 --> 01:23:21,432

week this group of six TELI grantees will be meeting and having a kick-off

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01:23:21,433 --> 01:23:24,699

webinar, and then they'll be getting together at the National Training

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01:23:24,700 --> 01:23:29,099  
Institute hosted by ZERO TO THREE at the beginning of December to begin

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01:23:29,100 --> 01:23:33,066  
working together, and learning more about collective impact.

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01:23:33,067 --> 01:23:36,899  
The collective impact is certainly a vehicle for those looking for

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01:23:36,900 --> 01:23:43,232  
different tools for coordination and collaboration. Also coming

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01:23:43,233 --> 01:23:49,166  
up the Early Head Start-Child care partnerships, they'll be

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01:23:49,167 --> 01:23:52,066  
doing their learning communities. And they'll be starting soon.

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01:23:52,067 --> 01:23:55,432  
So those of you who are Head Start-Child Care partnership grantees

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01:23:55,433 --> 01:23:59,966  
should be looking for that information as well as post orientation regional

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01:23:59,967 --> 01:24:03,632  
meetings that are coming up. And certainly, like Rachel talked

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01:24:03,633 --> 01:24:06,299  
about, those in Child Care are working on building that

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01:24:06,300 --> 01:24:09,266  
collaboration and focusing on that in the reauthorization

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01:24:09,267 --> 01:24:12,432  
and work. So there's a lot of great work going on and

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01:24:12,433 --> 01:24:15,532  
a lot of stories that we learned about today, and successes that

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01:24:15,533 --> 01:24:19,399  
we'll continue to share and work together. And I

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01:24:19,400 --> 01:24:22,966  
really appreciate such a large early childhood family being

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01:24:22,967 --> 01:24:26,232  
on together and working together today.

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01:24:26,233 --> 01:24:29,433

So. Christy, I'll give it back to you.

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01:24:30,400 --> 01:24:33,566

Christy: Thanks, Carrie, and thank you to each of you

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01:24:33,567 --> 01:24:37,332

for attending today's webcast. This webcast has been recorded

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01:24:37,333 --> 01:24:41,132

and will be available soon for later viewing.

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01:24:41,133 --> 01:24:44,032

I wish each of you a good rest of your afternoon.

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01:24:44,033 --> 01:24:46,600

Thank you.

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01:24:52,133 --> 01:25:10,000

[End video]