

Resource List

Children’s Behavioral Health - Promising Practices in Tribal Communities

This list is a compilation of tribal behavioral health resources identified during the Administration for Children and Families (ACF), Substance Abuse and Mental Health Services Administration (SAMHSA), and the Indian Health Service (IHS) 2-part webinar series focusing on the behavioral health of children in Tribal communities. ACF does not endorse the organizations sponsoring linked websites.

Resource (w/URL)	Description	Produced By	Type
Federal Resource			
<u>Strengthening Emotional Wellness in Children</u>	Teaching mindfulness activities in the classroom to our children increases their ability to pay attention; improves social skills; and helps develop problem-solving and decision- making skills. Indigenous cultural practices, such as singing, dancing, and craftwork can enhance mindfulness.	Cultural Connections from the Bureau of Indian Education (BIE) Behavioral Health and Wellness Program (BHWP)	Video
<u>Supporting Students in the Classroom</u>	A webinar series focused on overall well-being activities and practices to improve your daily life part 1.	The Bureau of Indian Education (BIE) Behavioral Health and Wellness Program (BHWP) offers Wellness Wednesday	Webinar
<u>Supporting Students in the Classroom: Part 2</u>	A webinar series focused on overall well-being activities and practices to improve your daily life part 2.	The Bureau of Indian Education (BIE) Behavioral Health and Wellness Program (BHWP) offers Wellness Wednesday	Webinar
<u>Discussing Indigenous Practices for Youth Wellness</u>	This webinar focused on discussing Indigenous Practices for Youth Wellness. The webinar will help participants: <ul style="list-style-type: none"> • Recognize the importance of belonging • Identify activities that promote connection for students • Define historical resilience • Incorporate resilience activities in the classroom 	Wellness Wednesday webinars feature a variety of topics focused on well- being. BHWP Behavioral Health	Webinar
<u>Suicide Prevention Awareness</u>	Suicide Prevention Awareness September is Suicide Prevention Awareness Month and a time to promote hope, resiliency, and resources to the communities with whom we are connected and serve. High rates of suicide have had a devastating impact on our Tribal communities and affect American Indians and Alaska Natives at a rate that is four times higher than the national average. Indigenous youth between the ages of 15-24 have a high risk of suicide or suicide ideation. However, suicide is preventable when we are able to identify warning signs, actively offer help, and provide strength-based and culturally informed resources. Our Native cultures and traditions are strong protective factors that offer strength and promote healing for families and communities who may be affected by suicide.	Wellness Moment from the Bureau of Indian Education (BIE) Behavioral Health and Wellness Program (BHWP)	Video

<u>Suicide: A Survivor's Story</u>	Suicide: A Survivor's Story Leon Leader Charge is a member of the Rosebud Sioux Tribe of Rosebud, South Dakota, as well as a part of the Oglala Sioux Tribe, of Pine Ridge, South Dakota. He is a Tribal Training and Technical Assistance Consultant and works to support Native communities experiencing the challenges of suicide and substance misuse through traditional and cultural prevention methods.	Wellness Moment from the Bureau of Indian Education (BIE) Behavioral Health and Wellness Program (BHWP)	Video
<u>Social and Emotional Learning Poster</u>	This poster serves as a reminder of different activities and strategies for integrating Social and Emotional Learning in the day.	Bureau of Indian Education (BIE) Behavioral Health and Wellness Program (BHWP)	Poster
<u>Strategies for Coping and Healing</u>	An online collection of resources from Head Start.	Head Start Early Childhood Learning and Knowledge Center	Website
<u>Compassion Fatigue: Can We Care Too Much?</u>	A webinar that explores the meaning of compassion fatigue, causes and symptoms, and strategies for self-care in the early childhood field. In addition, it offers strategies to support your work—whether you are a state policy professional, a professional development or technical assistance provider, or a child care professional.	Office of Child Care	Webinar
<u>Understanding Trauma Informed Care to Build Parent Resilience in American Indian Alaskan Native Head Start</u>	A webinar conducted by Marilyn Bruguier Zimmerman, Senior Director of Policy, and Programs at the National Native Children's Trauma Center.	Office of Head Start	Webinar
<u>ACF Behavioral Health webpage</u>	ACF recently launched a webpage featuring resources on behavioral health, including information specifically about behavioral health in tribal communities. https://www.acf.hhs.gov/behavioral-health/bh-information-tribes	Administration for Children and Families	Webpage
<u>Supporting the Development of Young Children in American Indian and Alaska Native Communities Who Are Affected by Alcohol and Substance Exposure (hhs.gov)</u>	A policy statement issued by the U.S. Department of Health and Human Services that provides recommendations that promote the early development of AI/AN children, prenatal to age eight, who have been exposed to alcohol or substances during pregnancy, or who are affected by parent or caregiver substance misuse during early childhood.	Administration for Children and Families	Policy Statement

<p><u>ACF Video Series on Early Childhood Social Emotional Development and Mental Health and Caregiver Well-being</u></p>	<p>The Children’s Bureau in partnership with the Office of Early Childhood Development, the Office of the Assistant Secretary for Planning and Evaluation, the Office of Head Start, and other federal partners, created a series of short videos to spotlight the importance of robust social emotional development and mental health support strategies within programs serving young children and their families.</p>	<p>Administration for Children and Families</p>	<p>Video</p>
<p><u>Tribal Early Learning Initiative (TELI)</u></p>	<p>A partnership between ACF and American Indian tribes with Head Start/Early Head Start, Child Care Development Fund, and Tribal Maternal, Infant, and Early Childhood Home Visiting programs.</p>	<p>Office of Early Childhood Development</p>	<p>Website</p>
<p><u>Tribal Maternal, Infant, and Early Childhood Home Visiting (TMIECHV) program</u></p>	<p>Provides grants to tribal organizations to develop, implement, and evaluate home visiting programs in American Indian and Alaska Native communities.</p>	<p>Office of Early Childhood Development</p>	<p>Grant</p>
<p><u>Tribal Child Care Capacity Building Center</u></p>	<p>The Tribal Child Care Capacity Building Center, a service of the Office of Child Care, supports Tribal Child Care and Development Fund (CCDF) grantees in meeting the requirements of the Child Care and Development Block Grant Act of 2014 and the 2016 CCDF Final Rule and to meet their goals to enhance the quality, affordability, and availability of child care in their Tribal communities.</p>	<p>Office of Child Care</p>	<p>Service</p>
<p><u>Addressing Mental Health Among Children, Staff, and Families in Tribal Early Childhood Programs</u></p>	<p>A webinar recording that were featured as part of the <u>Tribal Early Childhood Webinar Series</u>, hosted by ACF’s Office of Early Childhood Development.</p>	<p>Office of Early Childhood Development</p>	<p>Webinar</p>
<p><u>Children & Youth Resilience Challenge</u></p>	<p>The U.S. Department of Health and Human Services announced the launch of a \$1 million Children and Youth Resilience Challenge. The HHS Children and Youth Resilience Challenge will fund innovative community-led solutions to promote resilience in children and adolescents affected by the COVID-19 pandemic and other disasters. The first informational webinar is May 18 and proposals are due June 7, 2023.</p>	<p>U.S. Department of Health and Human Services</p>	<p>Challenge</p>

<p><u>Youth Mental Health and Well-being in Faith and Community Settings: PRACTICING CONNECTEDNESS</u></p>	<p>Faith and community leaders have an important opportunity to help youth feel connected to their community, as well as to their family and to their schools. This toolkit seeks to support youth through and in faith communities and families.</p>	<p>The Partnership Center Center for Faith-based and Neighborhood Partnerships</p>	<p>Toolkit</p>
<p><u>Practical Toolkit for Preventing Overdose and Supporting Recovery in Community Settings</u></p>	<p>This toolkit, segmented into six general areas, is intended as a framework for practical actions your community can take to support those in treatment and recovery and lean into the hope of primary prevention efforts- both those that may save a person from overdose or prevent a young person from future misuse. This toolkit has been informed by conversations and dialogue with faith and community leaders who have, over the years, shared their wisdom and experience with the HHS Partnership Center.</p>	<p>The Partnership Center Center for Faith-based and Neighborhood Partnerships</p>	<p>Toolkit</p>
<p><u>The National Tribal Behavioral Health Agenda (TBHA)</u></p>	<p>To frame the TBHA, tribal leaders requested that it include four cross-cutting issues (youth, culture, identity, and individual self-sufficiency) as well as five foundational elements: Historical and Intergenerational Trauma. Historical trauma is the impact of chronic stress and trauma that negatively affects health.</p>	<p>Substance Abuse and Mental Health Services Administration</p>	<p>Framework</p>
<p><u>SAMHSA's Native Connections Grants</u></p>	<p>Native Connections grants support tribes in reducing suicidal behavior and substance use among Native youth up to age 24.</p>	<p>Substance Abuse and Mental Health Services Administration</p>	<p>Grant</p>
<p><u>SAMHSA's Circle of Care Grants</u></p>	<p>Grant specific to tribal communities related to severe emotional disturbances and other mental health needs of children and youth.</p>	<p>Substance Abuse and Mental Health Services Administration</p>	<p>Grant</p>
<p><u>Indigenous – Project LAUNCH</u></p>	<p>Indigenous Project Linking Actions for Unmet Needs in Children's Health (Project I-LAUNCH) in American Indian/Alaska Native (AI/AN) communities and U.S. territories and Pacific jurisdictions. This program is funded through Cooperative Agreements and is authorized under Section 520A of the Public Health Service Act (PDF 966 KB), as amended. The purpose of this program is to promote the wellness of young children from birth to 8 years of age within tribes, territories, and Pacific Island jurisdictions by addressing the physical, social, emotional, cognitive, and behavioral aspects of their development. The aim of Project I-LAUNCH is for children to thrive in safe, supportive environments and enter school ready to learn and succeed.</p>	<p>Substance Abuse and Mental Health Services Administration</p>	<p>Grant</p>

<u>Project Linking Actions Unmet Needs in Children Health (Project LAUNCH)</u>	Project LAUNCH grants are authorized under Section 520A of the Public Health Service Act (PDF 966 KB), as amended. The purpose of this program is to promote the wellness of young children, from birth to 8 years of age, by addressing the social, emotional, cognitive, physical, and behavioral aspects of their development, preparing young children to thrive in school and beyond.	Substance Abuse and Mental Health Services Administration	Grant
<u>Advancing Wellness and Resiliency in Education (AWARE)</u>	The Project Advancing Wellness and Resiliency in Education (AWARE) grant program builds or expands the capacity of State Educational Agencies, in partnership with State Mental Health Agencies, to advance wellness and resiliency in education by increasing mental health awareness in schools, and through training of school personnel to detect and respond to behavioral health challenges.	Substance Abuse and Mental Health Services Administration	Grant
<u>To Live To See the Great Day That Dawns</u>	Developed by SAMHSA for community-based suicide prevention and mental health promotion plans for American Indian and Alaska Native teens and young adults.	Substance Abuse and Mental Health Services Administration	Manual
<u>Culture, Identity, and History as Sources of Strength and Resilience for Tribal Communities</u>	A webinar hosted by the Substance Abuse and Mental Health Services Administration.	Substance Abuse and Mental Health Services Administration	Webinar
<u>SAMHSA 988 Toolkit</u>	Communication outreach materials for promoting and socializing the new 988 call-line.	Substance Abuse and Mental Health Services Administration	Toolkit
<u>Infant and Early Childhood Mental Health Program</u>	SAMHSA grant to improve outcomes for children from birth up to 12 years of age by developing, maintaining, or enhancing infant and early childhood mental health promotion, intervention, and treatment services.	Substance Abuse and Mental Health Services Administration	Grant
<u>Garrett Lee Smith State/Tribal Youth Suicide Prevention program</u>	Grants to address suicide in schools, institutions of higher education, educational institutions, juvenile justice systems, substance use and mental health programs, foster care systems, and other child and youth-serving organizations.	Substance Abuse and Mental Health Services Administration	Grant
<u>Zero Suicide Toolkit</u>	Research, tools, and videos for implementing the Zero Suicide framework.	Substance Abuse and Mental Health Services Administration	Toolkit
<u>SAMHSA's Tribal Training and Technical Assistance (TTA) Center</u>	Technical Assistance Center for behavioral health needs specific to tribal communities.	Substance Abuse and Mental Health Services Administration	TA

<p><u>Center of Excellence for Infant & Early Childhood Mental Health Consultation</u></p>	<p>The Center of Excellence for Infant & Early Childhood Mental Consultation (CoE for IECMHC) is a national center providing technical assistance to programs, communities, states, territories, and tribal communities, and professional development to individual mental health consultants to increase access to high quality mental health consultation throughout the country. The Center aims to impact the field of IECMHC by supporting the growth and advancement of the profession.</p>	<p>Georgetown University Center for Child and Human Development</p> <p>Funded by SAMHSA</p>	<p>Website</p>
<p><u>Culture Protects Us</u></p>	<p>A video from the <u>National Native Children’s Trauma Center</u> about the foundational principle of “Walking the Four Directions”—the idea that tribal cultures represent a powerful source of protection against many of the risk factors that are common among tribal youth.</p>	<p><u>National Native Children’s Trauma Center</u></p> <p>Funded by SAMHSA</p>	<p>Video</p>
<p><u>National American Indian and Alaska Native Mental Health Technology Transfer Center Network</u></p>	<p>The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field. Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. We work with systems, organizations, and treatment practitioners involved in the delivery of mental health services to strengthen their capacity to deliver effective evidence-based practices to individuals.</p>	<p>Mental Health Technology Transfer Center Network</p> <p>Funded by SAMHSA</p>	<p>Website</p>
<p><u>HOSA- Future Health Professionals</u></p>	<p>HOSA-Future Health Professionals is a global student-led organization, whose mission is to promote career opportunities in the health industry and to enhance the delivery of quality health care to all people. HOSA offers service project, scholarships, conferences, and competency-based competitive event programs.</p> <p><u>International Leadership Conference</u></p> <p><u>Competitive Event Guidelines</u></p>	<p>HOSA-Future Health Professionals</p> <p>Funded by SAMHSA</p>	<p>Website</p>
<p><u>MHA Nation South Segment Reviving Horse Culture</u></p>	<p>Three Affiliated Tribes will reconnect Twin Buttes youth and their parents with their Mandan Horse Culture by providing consistent, local access to culturally appropriate horse programming and educational activities.</p>	<p><u>South Segment-Twin Buttes Mandan, Hidatsa and Arikara Nation</u></p> <p>Funded by ANA</p>	<p>Program</p>

<u>Port Gamble S'Klallam Tribe Early Childhood Education</u>	Early Childhood Education provides quality services for our youngest children and their families that supports indigenous learning and growing that creates active minds and bodies.	Port Gamble S'Klallam Tribe Funded by Office of Head Start	Program
<u>Operation Prevention</u>	This activity is based on Episode Four: Cultural Solutions of the Counterfeit Drugs series. The video and activity utilize a cultural lens to view prevention work by focusing on how a Native American community is using the cultural value of belonging as a tool for substance misuse prevention. The activity further explores the foundational value of belonging and what it means to truly belong to a community.	Discovery Education Funded by Drug Enforcement Administration	Curriculum and Video
<u>IHS Division of Behavioral Health</u>	The Division of Behavioral Health (DBH) serves as the primary source of national advocacy, policy development, management, and administration of behavioral health, alcohol and substance abuse, and family violence prevention programs for American Indian and Alaska Native (AI/AN) people. Working in partnership with Tribes, Tribal organizations, and Urban Indian health organizations, DBH coordinates national efforts to share knowledge and build capacity through the development and implementation of evidence-based, practice-based and culturally based activities in Indian Country.	Indian Health Service	Website
<u>Community Health Aide Program</u>	CHAP is a multidisciplinary system of mid-level behavioral, community and dental health professionals. CHAP employees work alongside licensed providers to provide quality, culturally relevant care to American Indians.	Indian Health Services	Workforce
<u>Alaska CHAP</u>	A workforce of providers serving the health care needs of Alaska Native people in the Alaska Tribal Health System.		Workforce
<u>Community Health Aide Program Tribal Advisory Group (CHAP TAG)</u>	A key recommendation from the Tribal consultation was to ensure routine partnership with Tribes on the development and implementation of the program. To ensure this partnership, IHS established the Community Health Aide Program Tribal Advisory Group. The workgroup is charged with providing subject matter expertise, program information, innovative solutions, and advice to the Indian Health Service (IHS) to establish a National Community Health Aide Program.	Indian Health Services	Workgroup

<u>Community Health Representatives Family Spirit Program</u>	The Family Spirit - Early Childhood Home Visiting Program is an Evidence-Based and culturally tailored home-visiting intervention delivered by Native American paraprofessionals as a core strategy to support young Native parents from pregnancy to 3 years post-partum. Parents gain knowledge and skills to achieve optimum development for their preschool-aged children across the domains of physical, cognitive, social-emotional, language learning, and self-help.	Indian Health Service	Training
<u>IHS Indian Children's Program (ICP)</u>	Addresses neurodevelopmental and behavioral health issues impacting AI/AN youth. Provides training on AI/AN youth issues, including FASD and ASD.	Indian Health Service	Program
<u>Pediatric Neurodevelopmental & Behavioral Health Consultation Clinic</u>	This clinic provides free, nationwide consultation to I/T/U clinicians regarding challenging youth case and is housed under IHS Indian Children's Program (ICP).	Indian Health Service	Consultation Clinic
<u>IHS Telebehavioral Health Center of Excellence (TBHCE)</u>	Provides telebehavioral health services to 24 IHS and Tribal sites across the country. Eighteen sites receive psychiatric or counseling services for children. Approximately 55% of clinical services provided by TBHCE are child/adolescent services. Also includes 200+ hours of archived training and youth issues of treatment.	Indian Health Service	Service / Training
<u>Child and Adolescent Behavioral Health Webinar Series: Introduction to Fetal</u>	This webinar will focus on developing healthcare providers' skills in the understanding of the physical, cognitive, and behavioral sequelae of prenatal alcohol exposure (PAE) and current diagnostic systems for Fetal Alcohol Spectrum.	Indian Health Service	Webinar
<u>Alcohol Spectrum Disorders (FASD) (6.8.23)</u>	Disorders (FASD), including screening tools and the diagnostic process.		
<u>Child and Adolescent Behavioral Health Webinar Series: Interventions and Supports: Fetal Alcohol Spectrum Disorders (FASD) (7.13.23)</u>	This webinar will focus on developing providers' skills in educating and supporting parents/families of children with a Fetal Alcohol Spectrum Disorder (FASD) in identifying interventions and supports for their child in the community and in the school setting. Teaching tools will include resource page, quick facts for providers, and handouts for families.	Indian Health Service	Webinar
<u>Youth Regional Treatment Centers</u>	The IHS provides recurring funding to 13 Youth Regional Treatment Centers (YRTCs) to address the ongoing issues of substance use and co-occurring disorders among American Indian and Alaska Native youth.	Indian Health Service	Services

<u>Youth Regional Treatment Center Aftercare (YRTCAC) cohort 1 evaluation</u>	From 2017 to 2022, the Indian Health Service (IHS) evaluated a federally funded, post-inpatient aftercare pilot project among two Youth Regional Treatment Centers (YRTCs) that provide residential substance use and mental health treatment services to American Indian and Alaska Native youth. The purpose of the project was to determine program design and delivery capacities for reducing recidivism and sustaining sobriety among youth as they returned to their home communities.	Indian Health Service	Evaluation
<u>Baby Friendly Hospital Initiative (BFHI)</u>	A quality improvement initiative to increase breastfeeding initiation and duration, thereby creating a healthy start in life and preventing childhood obesity.	Indian Health Service	Program
Non-Federal Resources			
<u>We R Native</u>	An interactive website that offers multimedia health resources such as videos, blog posts, and a forum where Native youth can ask questions.	Northwest Portland Area Indian Health Board	Website
<u>Healthy Aboriginal Network</u>	An effort that promotes wellness and literacy among indigenous youth through comic books and animated short films on health and social issues.	Indigenous Story Studio	Website
<u>In Brief: Early Childhood Mental Health</u>	A 5-minute video that explains how improving children's environments of relationships and experiences early in life can prevent initial difficulties from destabilizing later development and mental health. The video provides an overview of <u>Establishing a Level Foundation for Life: Mental Health Begins in Early Childhood</u> , a working paper by the National Scientific Council on the Developing Child.	Center on Developing Child Harvard University	Video
<u>Zero to Three</u>	The first three years of life are the most important for lifelong mental health and well-being. We are experts in translating the science of early childhood development into real impact.	Zero to Three	Website
<u>Kansas Serves Native American Families</u>	A family skills program with a focus on the unique developmental needs of children.	Kansas University of Social Work	Website
<u>Reclaiming Youth at Risk</u>	Provides trainings targeting youth. Developers of the <u>Circles of Courage framework</u> .		Trainings
<u>Cultural Teachings</u>	A series of webinars from the Oaye luta okalakiciye meant to teach youth about their culture as a protective factor.		Webinar

<u>It's Real: Teens and Mental Health</u>	Webpage for the American Foundation for Suicide Prevention which provides resources including how to talk to teens about mental health. Also, a component for college students.	American Foundation for Suicide Prevention	Webpage
<u>The Trevor Project</u>	Suicide lifeline for LBGQTQI+ youth.		Website and Hotline
<u>TBRI @ Leupp Elementary School</u>	Leupp Elementary School utilizes Trust- Based Relational Intervention (TBRI) while being Trauma Informed and Culturally Responsive, through a variety of programs offered to its students.	Leupp Elementary School	Program
<u>PAX Good Behavior Game</u>	The PAX Good Behavior Game® (PAX is Latin for peace) gives teachers the tools to help prevent behavioral health concerns and promote positive relationships in schools. It is typically targeted to elementary school children in kindergarten through fifth grade.	Nationwide Children's Hospital	Website
<u>Hofanti Chokma</u>	Hofanti Chokma workshops offer easy, fun, and evidence-based strategies for guiding behaviors of children and teens. These methods contribute to more positive parent/child relationships in the present, and help children learn, grow, and manage their own behaviors for future success. Classes are available online at no cost. Workshops are available to the public.	The Chickasaw Nation	Workshops
<u>OCETI WAKAN Sacred Fireplace</u>	Oceti Wakan has been working with children and youth groups for many years towards the goal of lifting them out of the cycle of alcohol, drug abuse and suicide. Living in homes that more than likely include alcoholism and drug abuse, unemployment, extreme poverty, depression, and hopelessness, we strive to provide culturally based educational and enrichment activities to prevent these conditions in their futures. We have a K-12 Medicine Wheel curriculum that includes Health & Wellness Places and life skills for physical, emotional, spiritual, and mental healthy education so our children and youth can make healthy choices.	Oceti Wakan is a nonprofit organization on the Pine Ridge Reservation in South Dakota.	Website
<u>Health effects of Indigenous language use and revitalization: a realist review</u>	The MICA Group and the Endangered Language Fund are excited to announce the publication of an important review of 130 languages studies in the International Journal for Equity and Health. The review team looked at 3,508 language studies, which they narrowed down to 130 that gathered data directly relevant to the question, "is Native language acquisition beneficial to health?" The answer is a resounding "yes!" The conclusive majority of the studies reviewed found that learning and speaking one's Native language is beneficial to both physical and mental health.	MICA Group	Article

<u>Karyn Purvis Institute of Child Development</u>	<p>The Karyn Purvis Institute of Child Development strives to help children suffering from the effects of early trauma, abuse and/or neglect. We conduct research to deepen understanding about the complex needs of these children and how to help them overcome social, behavioral, and emotional challenges. Through various outreach initiatives, we train professionals in Trust-Based Relational Intervention®, a research-based, holistic model developed by Dr. Karyn Purvis and Dr. David Cross. Please understand that we are not a service provider, and do not provide clinical services of any kind.</p>	<p>Texas Christian University College of Science and Engineering</p>	<p>Website</p>
<u>Positive Indian Parenting</u>	<p>Positive Indian Parenting was designed to help parents and families remember our teachings and practice them. In part, one of each of the eight sessions will discuss examples of traditional practices and teachings from several different tribes. Instructors also share teachings from local areas and communities. Part two of each session discusses how to apply those teachings and values today.</p>	<p>National Indian Child Welfare Association</p>	<p>Training</p>
<u>National Indian Education Association (NIEA)</u>	<p>The Whole Child Initiative: A Compassionate Approach is an initiative in development and will address student wrap around services, substance use & misuse prevention, suicide prevention and create a healthy space for students at our annual conference.</p> <p><u>NIEA Core Competency Training- June 2023</u></p>	<p>National Indian Education Association</p>	<p>Website</p>
<u>Indigenous Early Learning Collaborative</u>	<p>The Indigenous Early Learning Collaborative (IELC) is envisioned as a national center that will become an intellectual home for Indigenous communities, partners, and sites to access material and intellectual resources to inform their community-based inquiry, program design, evaluation, and strategy for sustaining high-quality early learning opportunities for Native children and families. Indigenous Early Learning Collaborative relies on Indigenous research and knowledge generation as a foundational component toward achieving racial equity in early learning and care systems.</p>	<p>Brazelton Touchpoints Center</p>	<p>Website</p>
<u>The LOVIT Way</u>	<p>Learning to Observe, Value, Inspire and Transform our Aboriginal Head Start programs – The LOVIT Way. The LOVIT Way Village offers AHS staff, family and community members access to tools that help your program be the best it can be.</p>	<p>Aboriginal Head Start Association of British Columbia</p>	<p>Website</p>

<p><u>The Brazelton Touchpoints Center (BTC)</u></p>	<p>The Brazelton Touchpoints Center (BTC) provides professional and leadership development, organizational learning and change, and research and evaluation services for family-facing professionals in pediatrics, early childhood, infant mental health, children’s libraries and museums, home visiting, child welfare, and other fields. BTC is home to the Touchpoints Approach, the Brazelton Institute (Newborn Behavioral Observations system and Neonatal Behavioral Assessment Scale), the Indigenous Early Learning Collaborative, Family Connections, the Family-to-Family Real Talk Series, and the BTC Research and Evaluation team. At BTC, we are dedicated to creating a lasting community in which equity, diversity, inclusion, belonging, and access thrive.</p>	<p>Brazelton Touchpoints Center</p>	<p>Website</p>
<p><u>Native Plants and Foods Curriculum Portal</u></p>	<p>Welcome to the Native Plants and Foods Curriculum Portal. Within this website, you will find 5 educational toolkits that explore native and naturalized plants and foods of the Pacific Northwest region. These curricula were developed with an emphasis on serving Native communities and include Indigenous knowledge, stories, and traditions. The curricula may also be applicable for non-native educators and can be used as a model for other regions.</p>	<p>The National Science Foundation</p>	<p>Website</p>
<p><u>Conscious Discipline</u></p>	<p>The mission of Loving Guidance is to provide every adult with the inspiration, knowledge and skills to implement Conscious Discipline, improving children’s lives for generations. Our Vision is an interconnected world of conscious adults capable of responding instead of reacting to conflict, creating safe homes, safe schools and a safe planet.</p>		<p>Website</p>
<p><u>Hand in Hand Parenting</u></p>	<p>Hand in Hand Parenting helps parents when parenting gets hard. The Hand in Hand parenting approach builds resilient families and supportive communities of parents and professionals. Hand in Hand sees a future where parents worldwide have the tools and support they need to meet their children's core needs for connection, guidance, and recovery from hard times because when families thrive, communities thrive.</p>		<p>Website</p>

<u>Ready4K</u>	<p>Developed by educational researchers, practitioners, and parents, Ready4K is a highly accessible, evidence-based family engagement solution that is carefully designed to drive impact at every step along the way. With Core, Trauma-Informed, and developmental data-driven Personalized Learning family engagement solutions, Ready4K is the only provider with general support, support for families working to overcome the trauma of adverse childhood experiences (ACEs), and support for children with potential developmental delays.</p>	ParentPowered	Website
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