



Tribal Early Learning Fund (TELF) Grant Overview FY 23-24 and FY 24-25

Indian Policy Early Learning (IPEL)

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Office of Tribal Relations



TELF 1st and 2nd Round Timeline





Priorities

Priority 1: Tribal Language Education

Priority 2: Elders and Storytelling in Classrooms

Priority 3: Culturally-Responsive Books and Materials

Priority 4: Incorporating Indigenous Foods

Priority 5: Outdoor Based Education

Priority 6: Traditional Music & Arts

Priority 7: Curriculum Adaptation and Supplements

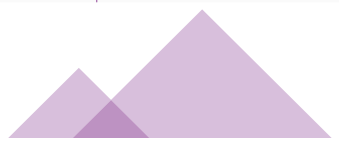
Priority 8: Transportation to facilitate tribal child participation in early childhood education

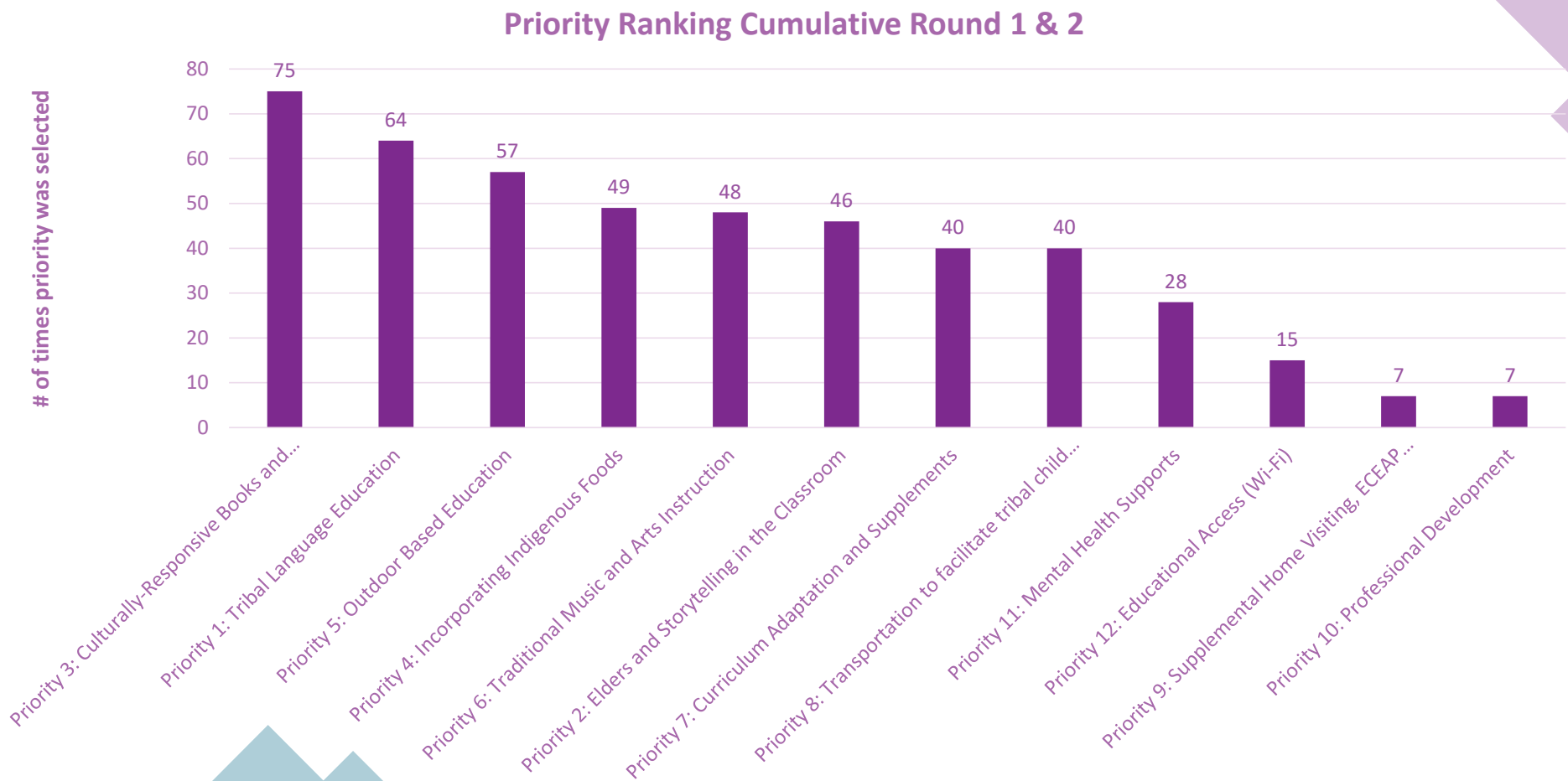
Priority 9: Supplemental Home Visiting, ECEAP Slots, Fund Non-Federal Shares (HS/EHS)

Priority 10: Staff Professional Development

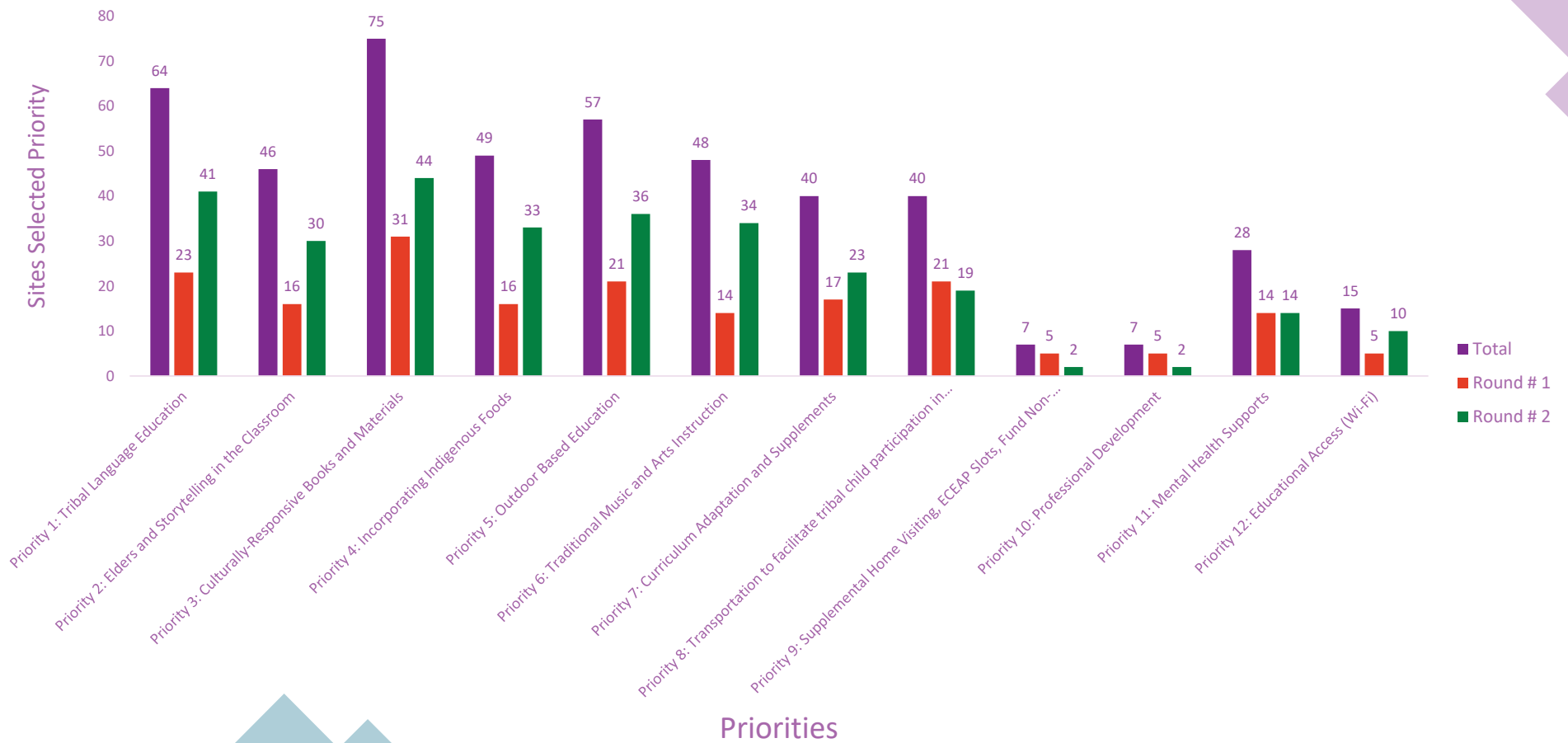
Priority 11: Educational Access (Wi-Fi)

Priority 12: Mental Health Supports





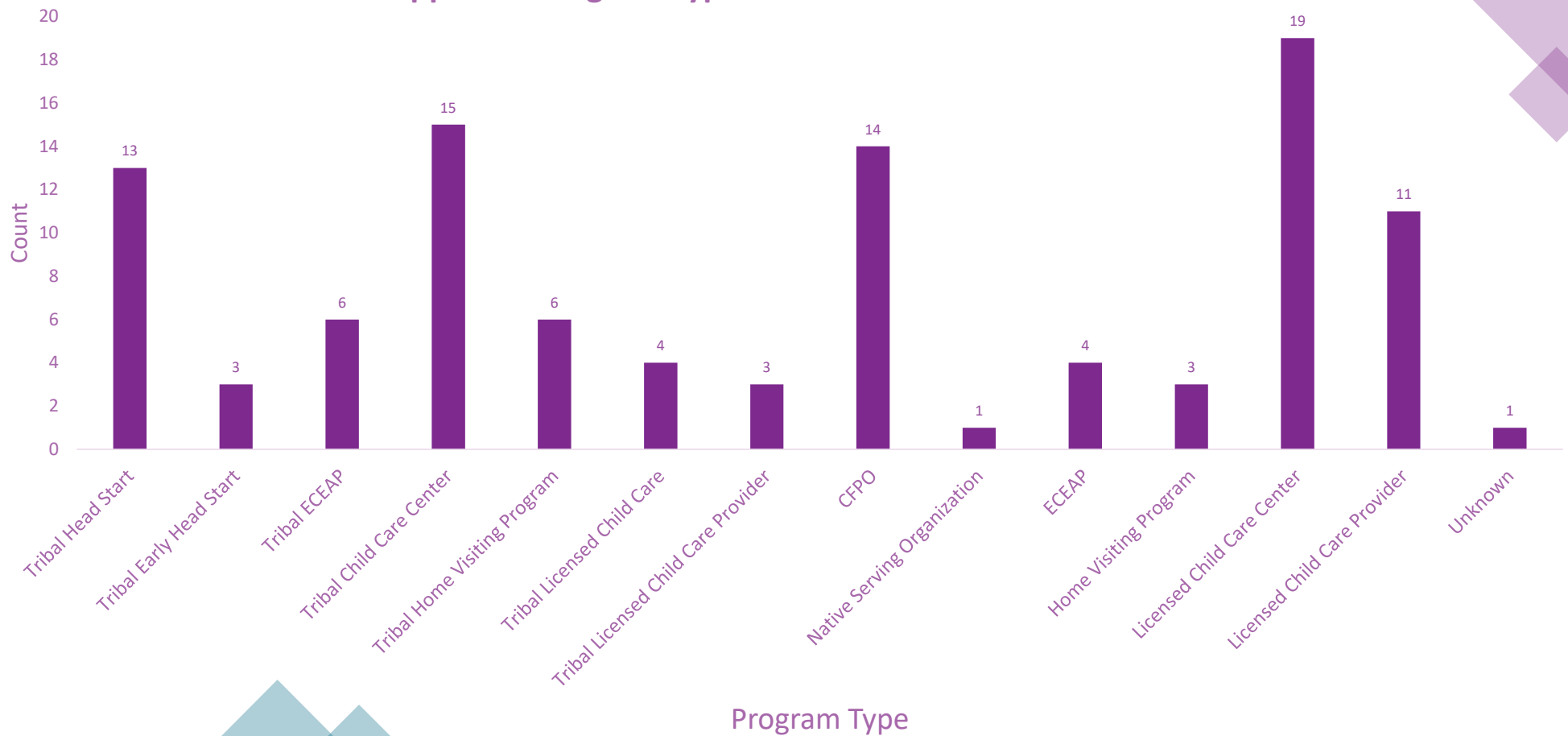
Priority Comparison Across Round 1 & 2



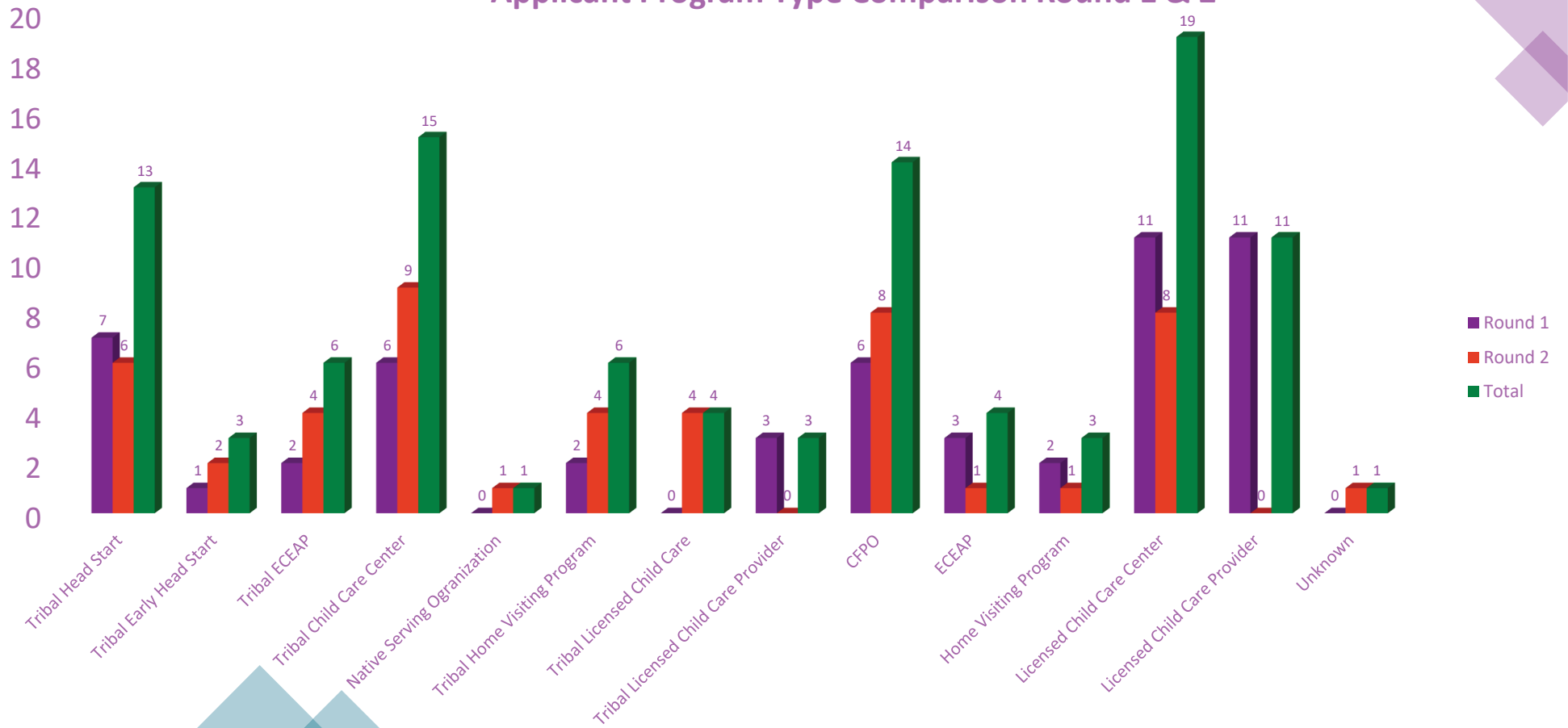
Category 1 - \$250,000	Category 2 - \$100,000	Category 3 - \$75,000
<ul style="list-style-type: none"> • Tribal Head Start • Tribal Early Head Start • Tribal Early Childhood Education and Assistance Programs (ECEAP), including Tribal Contractors and Subcontractors • Tribal Early ECEAP, including Tribal Contractors and Subcontractors 	<ul style="list-style-type: none"> • Tribal Child Care Centers • Tribally Licensed Child Care providers • Recognized American Indian Organizations (RAIOs) with an early learning program • Tribal/Native Serving organization with an early learning program • Certified/Certified for Payment only Tribal Child Care providers <p><u>Sub-categories: \$50,000</u></p> <ul style="list-style-type: none"> • Tribal Home Visiting Programs <p><u>Sub-category: \$5,000</u></p> <ul style="list-style-type: none"> • Tribal Family, Friends, and Neighbors (FFN) providers 	<ul style="list-style-type: none"> • Early Childhood and Assistance Program (ECEAP) Contractors serving Tribal children • Early ECEAP Contractors serving Tribal children • State Licensed Child Care providers serving Tribal children <p><u>Sub-category: \$50,000</u></p> <ul style="list-style-type: none"> • Home Visiting Program serving Tribal children

Eligible Applicants by Category Round 1 & 2

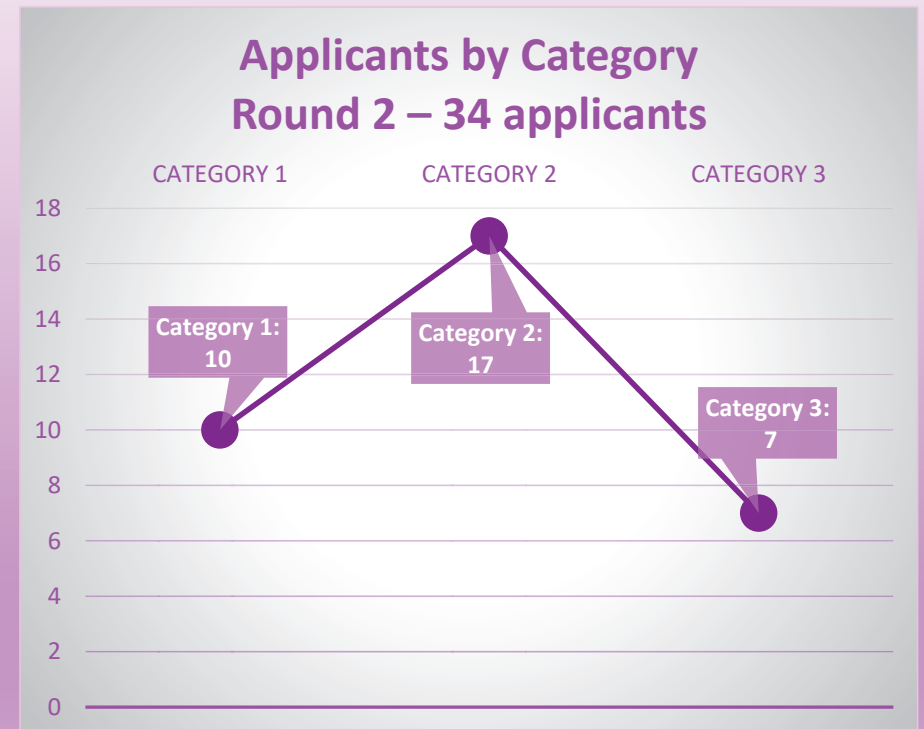
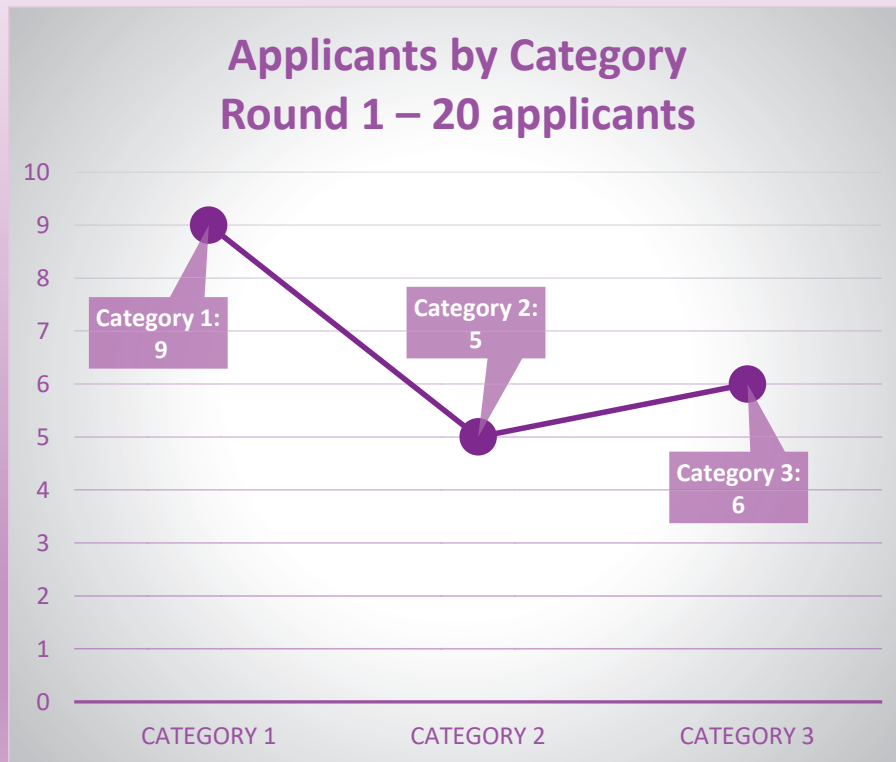
Applicant Program Type Cumulative Round 1 & 2



Applicant Program Type Comparison Round 1 & 2

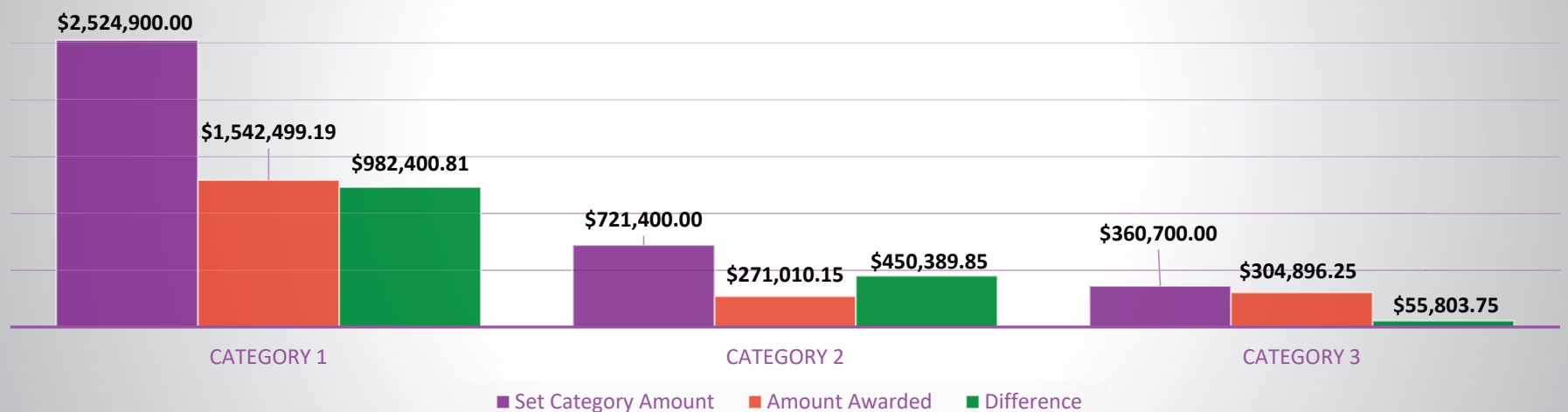


Applicants Awarded by Category Rounds 1 & 2

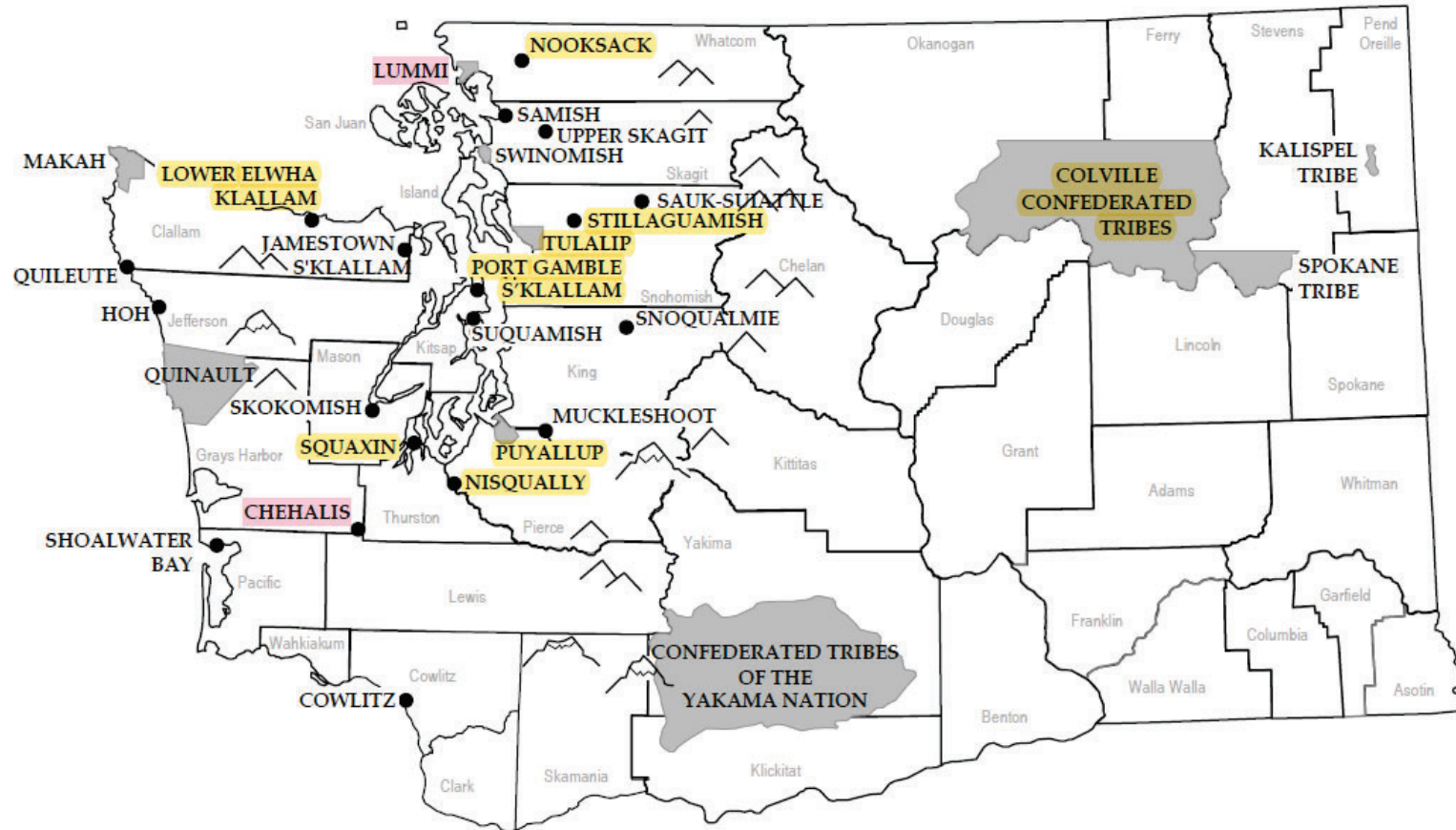


1st Round TELF Grant

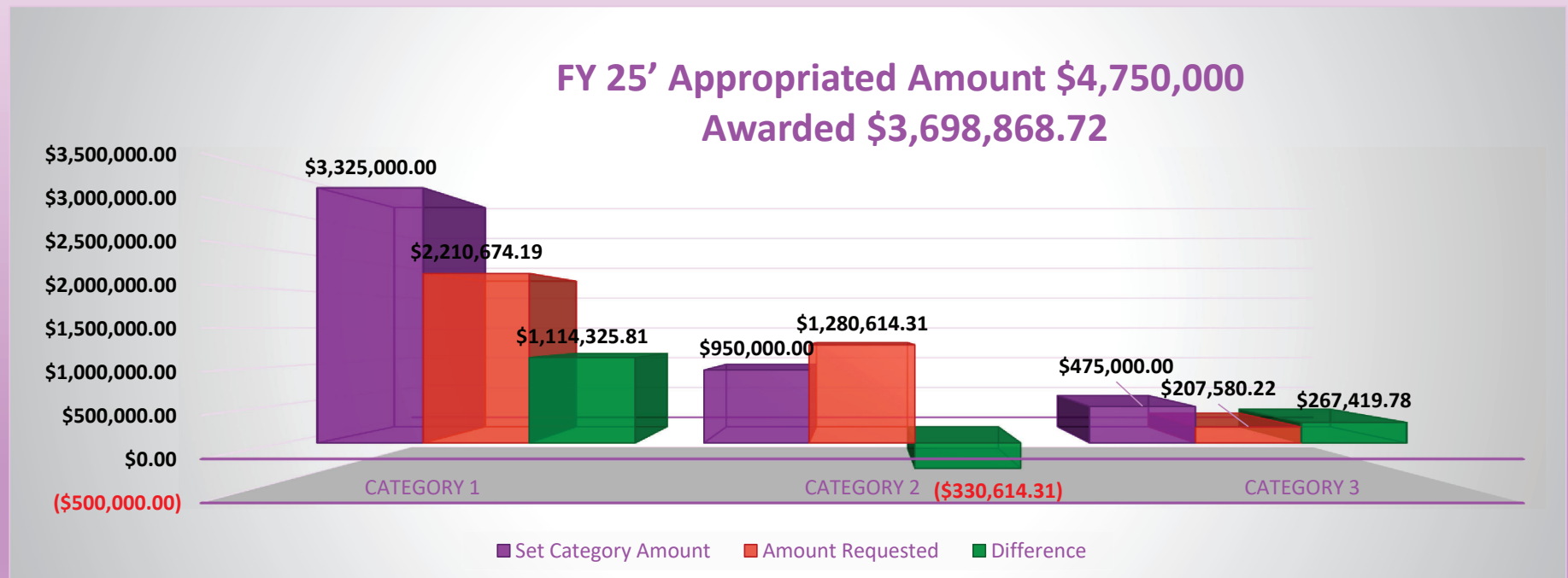
FY 24' Appropriated Amount \$2,750,000
Amount Awarded \$1,868,705.55



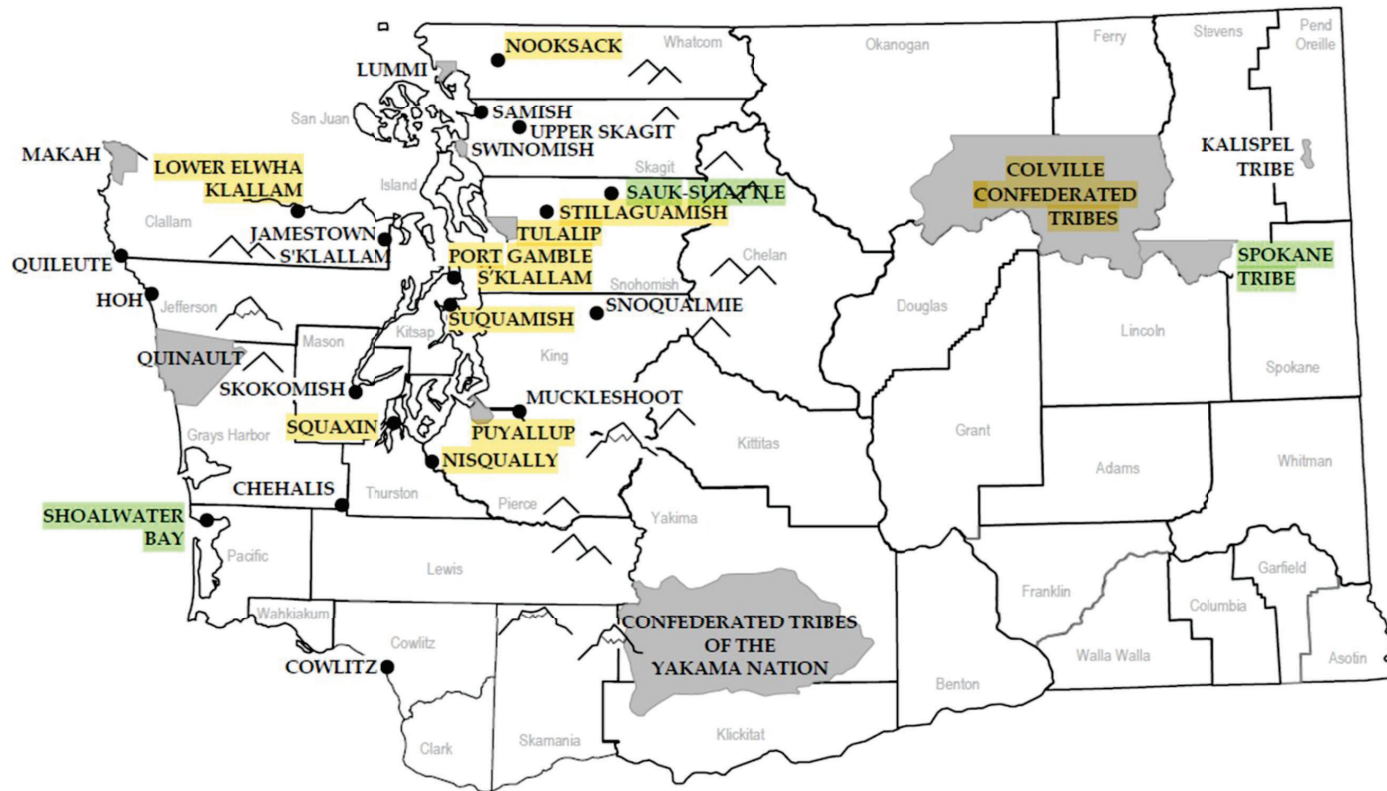
FEDERALLY RECOGNIZED TRIBES OF WASHINGTON STATE



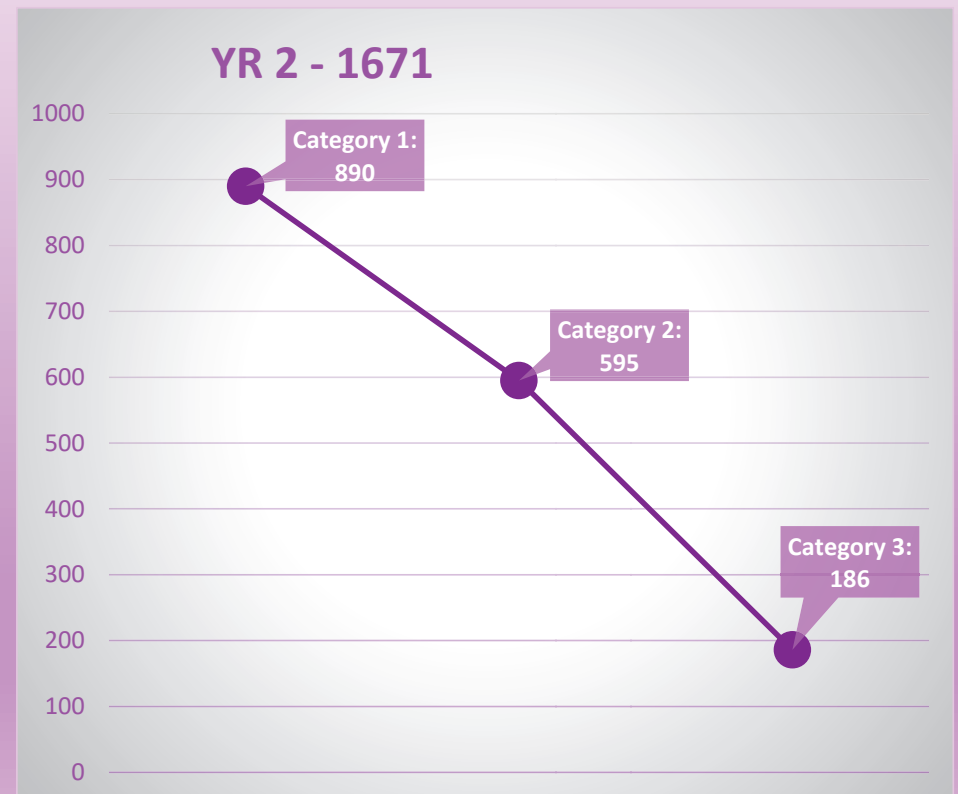
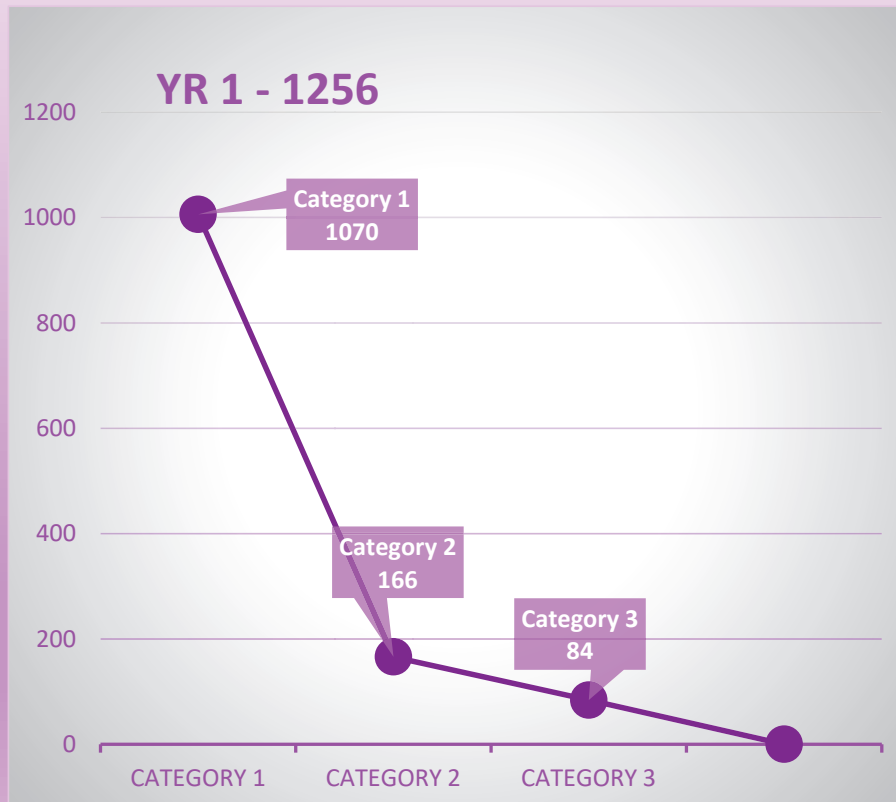
2nd Round TELF Grant



FEDERALLY RECOGNIZED TRIBES OF WASHINGTON STATE



Total Tribal Children Served by Category Round 1 & 2



“Six Elders attended the
“Canoe Wagon Awakening” in
which songs were sang over
the canoes and splashed with
sea water and cedar branches.
At the end of the awakening,
the children lined up and
shook each elder’s hand. One
elder let saying “That was
good!”

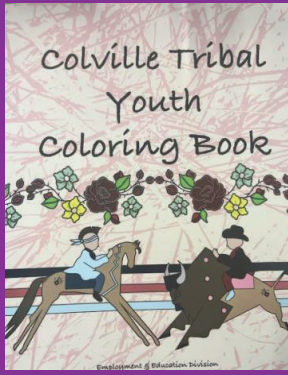
Port Gamble S’Klallam





The Tribal Early Learning Fund created opportunities for Nespelem and Inchelium Child Care Centers to gain access to behavioral health, language, and cultural services.

The Confederated Tribes of the Colville Reservation



Numbers	
1	6
naqš	šwəcmakšt
2	7
tqawš	šišpəlák
3	8
kaʔaš	twiń
4	9
múšəš	šxnút
5	10
čilkšt	xəʔxəʔt

nxaʔamxčín alphabet									
a	aa	c	č	č	ə				
əə	h	h	hʷ	i	ii				
k	k	kʷ	kʷ	l	l				
ll	ll	ł	ł	m	m				
n	n	p	p	q	q				
qʷ	qʷ	r	r	š	s				
t	t	u	uu	w	w				
x	x	xʷ	xʷ	y	y				
ʔ	ʔ	ʔ	ʔʷ	ʔʷ					

“Since incorporating mental health, language, and cultural services, childcare providers have reported positive outcomes. The outcomes resulted in greater confidence in educating children with disabilities, heightened anticipation and excitement for elder storytelling, more participation in activities centered on culturally relevant curricula.”

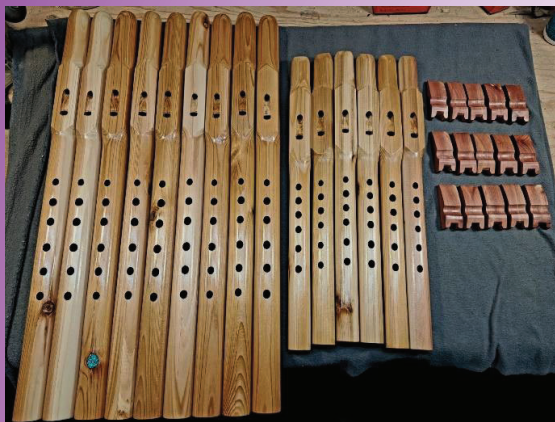
The Confederated Tribes of the Colville Reservation



Our story, to promote growth in current projects and support language and culture. To create and implement a sustainable model that can be used annually by teaching staff, at any level, that is supported by the community, family, and tribal leadership.

The Confederated Tribes of the Colville Reservation

Thank you!



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