



National Center on Tribal Early Childhood Development

Quality Improvement in American Indian and Alaska Native (AI/AN) CCDF Programs



Agenda

- ◆ Welcome
- ◆ Overview of the Child Care and Development Fund (CCDF) Final Rule requirements
- ◆ Options and examples for quality improvement activities
- ◆ Implementation approach
- ◆ Available resources





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Part 1: Overview of CCDF Final Requirements for Quality Improvement Activities

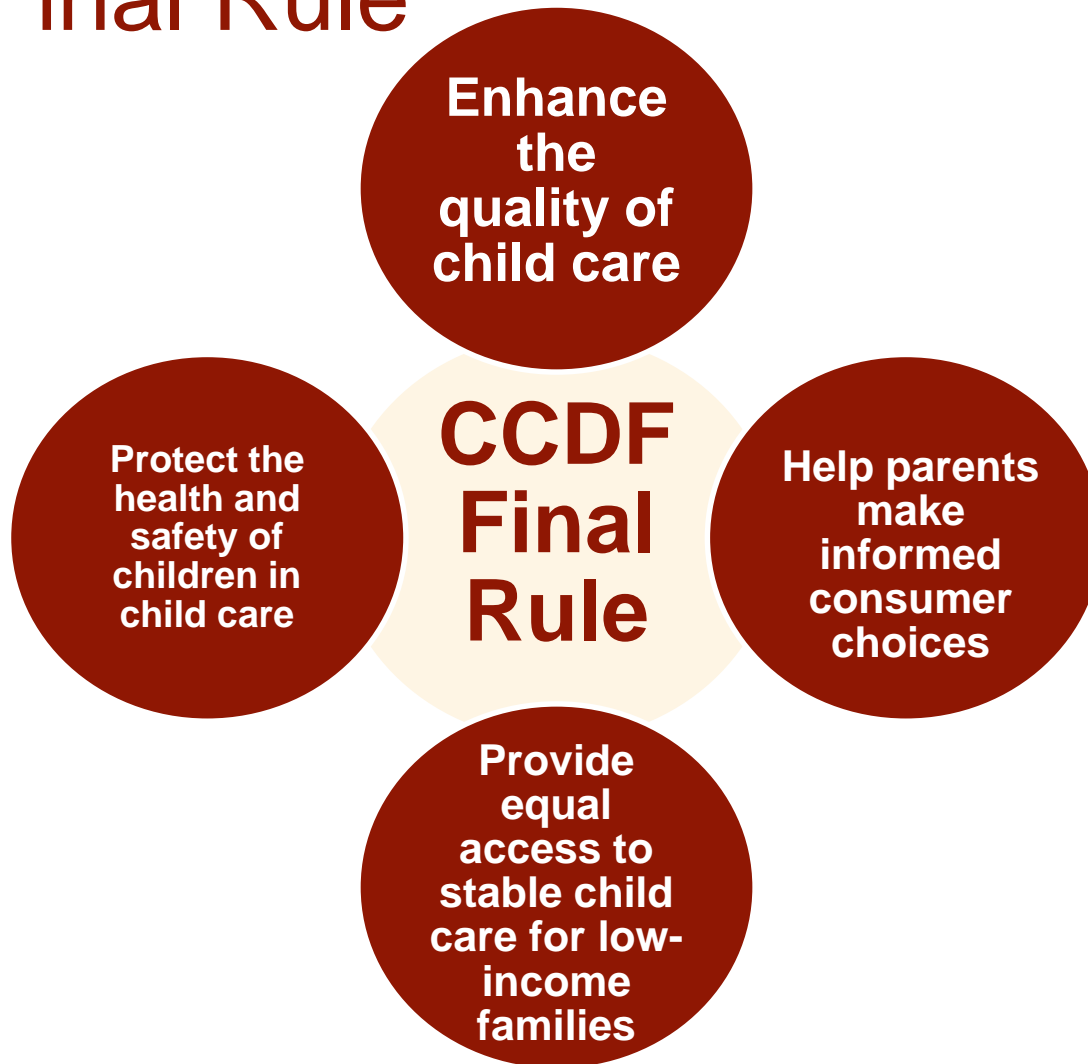


CCDF Reauthorization

- ◆ In November 2014, the Child Care and Development Block Grant (CCDBG) Act of 2014 was signed into law.
- ◆ The CCDBG Act reauthorized the CCDF program and introduced sweeping statutory changes to raise the health, safety, and quality of child care and provide more stable child care assistance to families.

Source: Child Care and Development Fund (CCDF) Program, 81 Fed. Reg. 67,438 (Sept. 30, 2016) (codified at 45 C.F.R. pt. 98).

CCDF Final Rule



Source: Child Care and Development Fund (CCDF) Program, 81 Fed. Reg. 67 438–67, 441 (Sept. 30, 2016) (codified at 45 C.F.R. pt. 98).

Tiered Approach to AI/AN CCDF Grantee Requirements

- ◆ Requirements for AI/AN CCDF Grantees are based on allocation size

**Small
Allocation**

Less than \$250,000

**Medium
Allocation**

\$250,000 to \$1
million

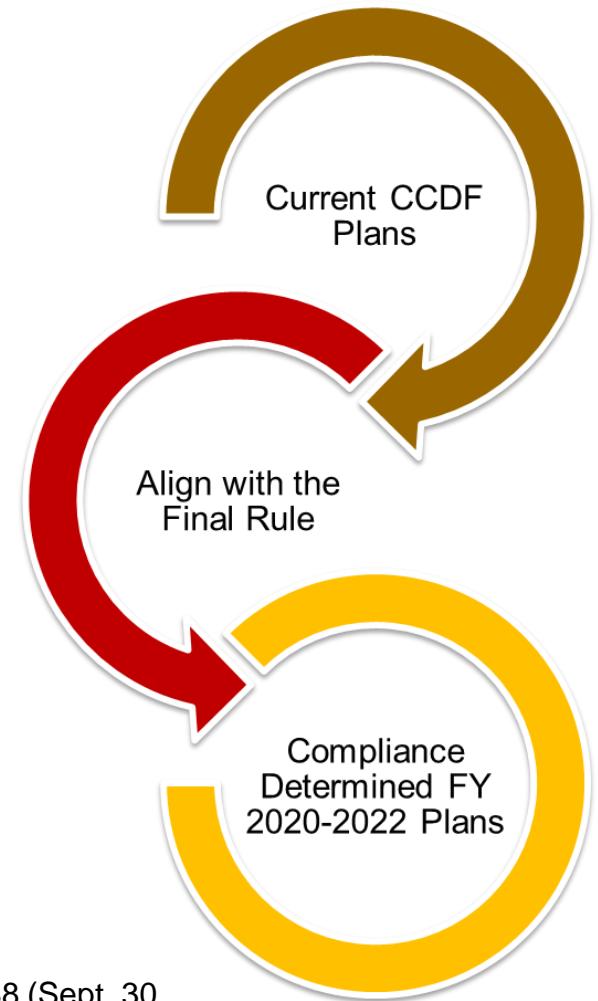
**Large
Allocation**

More than \$1 million

Source: Child Care and Development Fund, 45 C.F.R. § 98.80(a) (2016).

Compliance Date for AI/AN CCDF Grantees

- ◆ Compliance determined through review and approval of Fiscal Year 2020–2022 tribal CCDF Plans that become effective on October 1, 2019



Source: Child Care and Development Fund (CCDF) Program, 81 Fed. Reg. 67,438 (Sept. 30, 2016) (codified at 45 C.F.R. pt. 98).

Quality Improvement Activities in the Final Rule

- ◆ All AI/AN grantees are required to spend a percentage of their total CCDF expenditures on **“activities designed to improve the quality of child care services and increase parental options for, and access to high-quality child care.”**



Source: Child Care and Development Fund, 45 C.F.R. § 98.83(g)(1) (2016).



Overview of Quality Improvement Activity Requirements

- ◆ The Final Rule includes the following:
 - A phase-in period for increasing quality set-aside;
 - Infant/toddler spending requirements for medium and large allocation grantees;
 - Flexibility to choose from allowable quality activities; and
 - Reporting requirements.

Spending Requirements by Allocation Size

All AI/AN Grantees

- Subject to an increasing quality set-aside
- Phase-in begins at 4% in Federal Fiscal Year (FFY) 2017
- Increases to 9% by FFY 2022

Medium and Large Allocation AI/AN Grantees

- Subject to a 3% infant/toddler set-aside
- Begins in FFY 2019

Source: Child Care and Development Fund, 45 C.F.R. § 98.83(g) (2016).

Phase-In Period for Quality Spending Requirements

Quality Spending	FFY 2017	FFY 2018	FFY 2019	FFY 2020	FFY 2021	FFY 2022 (and ongoing)
% Quality Set-Aside (All)	4%	7%	7%	8%	8%	9%
% Infant-Toddler Set-Aside (Medium and Large)	0%	0%	3%	3%	3%	3%
Total % Quality (Small)	4%	7%	7%	8%	8%	9%
Total % Quality (Medium and Large)	4%	7%	10%	11%	11%	12%

Source: Child Care and Development Fund, 45 C.F.R. § 98.83(g) (2016).



Allowable Quality Improvement Activities

Quality funds must be used to carry out **at least one** of the following:

- ◆ Training and professional development
- ◆ Early learning and development guidelines
- ◆ Tiered quality rating and improvement system
- ◆ Quality and supply of infant/toddler services
- ◆ Child care resource and referral services
- ◆ Licensing and health and safety requirements
- ◆ Quality evaluation
- ◆ Accreditation
- ◆ High-quality program standards
- ◆ Other measurable quality activities as determined by the AI/AN Lead Agency

Source: Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).

Reporting on Quality Improvement Activities

- ◆ AI/AN Lead Agencies are exempt from the requirement to complete the quality progress report.
- ◆ **However**, AI/AN grantees must report on quality expenditures each fiscal year.



Source: Child Care and Development Fund, 45 C.F.R. § 98.83(d)(viii) § 98.53(f) (2016).



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Part 2: Options and Examples of Quality Improvement Activities



Identifying Quality Improvement Activities

- ◆ There are a range of quality improvement activities that AI/AN grantees can implement to meet requirements.
- ◆ AI/AN grantees can use **current activities** or implement **new activities** that fall under the 10 allowable quality improvement activities.





1. Training and Professional Development

- ◆ “Supporting the training, professional development, and postsecondary education of the child care workforce as part of a progression of professional development...”
- ◆ Example activities:
 - Providing online learning services and trainings
 - Building partnerships with tribal colleges to provide courses and have staff participate in early learning programs
 - Partnering with a local, private, or public university to support staff in obtaining credentials
 - Coordinating with the State to access CCDF trainings

Source: Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).



2. Early Learning and Development Guidelines

- ◆ Support the “development and implementation of early learning and development guidelines by providing technical assistance to eligible child care providers in order to enhance the cognitive, physical, social, and emotional development and overall well-being of participating children”
- ◆ Example activities:
 - Supporting use of the State’s early learning guidelines
 - Developing your own AI/AN guidelines or adapting State guidelines to reflect your Tribe’s language and culture
 - Providing trainings for staff on child development and early learning guidelines

Note: AI/AN grantees are not required to develop and implement early learning and development guidelines.

Source: Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).



3. Tiered Quality Rating and Improvement Systems (QRIS)

- ◆ “Developing, implementing, or enhancing a tiered quality rating and improvement system for child care providers and services...”
- ◆ Example activities:
 - Participating in a State QRIS
 - Developing a tribal QRIS
 - Collaborating with other AI/AN grantees to implement a QRIS

Source: Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).

4. Infant and Toddler Services and Programs



Note: A 3% infant and toddler set-aside is required for medium and large allocation grantees beginning in FFY 2019.

- ◆ Activities to improve the supply and quality of child care programs and services for infants and toddlers
- ◆ Example activities:
 - Offering Nontraditional hours
 - Coordinating with Early Head Start or tribal home visiting
 - Purchasing infant and toddler program materials
 - Providing training and professional development

Source: Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).

5. Child Care Resource and Referral Services

- ◆ Establishing or expanding a system of child care resource and referral (CCR&R) services
- ◆ Example activities:
 - Using a State CCR&R
 - Funding your own CCR&R
 - Partnering with other AI/AN grantees to offer CCR&R services
 - Incorporating CCR&R services into program services



Source: Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).

6. Health and Safety and Licensing

- ◆ “Facilitating compliance with Lead Agency requirements for inspection, monitoring, training, and health and safety, and with licensing standards”
- ◆ Example activities:
 - Supporting compliance with Final Rule requirements
 - Developing your own licensing requirements
 - Working with Indian Health Service to develop licensing and monitoring tools
 - Enhancing environmental safety (for example, playgrounds)



Source: Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).

7. Evaluating Quality and Effectiveness

- ◆ “Evaluating and assessing the quality and effectiveness of child care programs and services offered, including evaluating how such programs positively impact children”
- ◆ Example activities:
 - Partnering with other early learning programs to be included in a community needs assessment
 - Purchasing quality assessment tools
 - Implementing surveys to collect stakeholder input



Source: Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).



8. Accreditation

- ◆ “Supporting child care providers in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of high quality”
- ◆ Example activities:
 - Using accreditation guidelines as a quality measure
 - Funding any aspect of national accreditation (for example, accreditation from the National Association for the Education of Young Children or the National Association for Family Child Care)
 - Paying annual accreditation fees


Source: Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).

9. Program Standards

- ◆ “Supporting Lead Agency or local efforts to develop or adopt high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development”
- ◆ Example activities:
 - Using Head Start Performance Standards, Caring for Our Children, Caring for Our Children Basics, or Model Child Care Health Policies

Source: Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).





10. Other Measurable Quality Improvement Activities

- ◆ “Carrying out other activities determined by the Lead Agency to improve the quality of child care services provided, and for which measurement of outcomes relating to improvement of provider preparedness, child safety, child well-being, or entry to kindergarten is possible”
- ◆ Can include the following:
 - Activities and services related to AI/AN language and culture
 - Consumer education activities

Source: Child Care and Development Fund, 45 C.F.R. § 98.53 (2016).



10-a. Language and Culture Example Activities

- ◆ Offering tribal language as part of the daily curriculum
- ◆ Incorporating cultural education opportunities
- ◆ Including cultural activities as part of family engagement
- ◆ Implementing immersion classrooms or language nests
- ◆ Partnering with language and culture departments to build curricula



10-b. Consumer Education

- ◆ Implementing consumer education requirements*
- ◆ Conducting outreach through community activities
 - Powwows, community feasts, and tribal/community holidays
 - Family nights with language and culture activities

Note: AI/AN grantees receiving small allocations are exempt from consumer education requirements.

Source: Child Care and Development Fund, 45 C.F.R. § 98.33 § 98.53 (2016).



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Part 3: Implementation Approach for Quality Improvement Activities

Where Do You Start?

Early learning
and development
guidelines

Professional
development
and training

Program standards
for health, mental
health, nutrition,
physical activity, and
physical development

Health and
safety
requirements

Evaluating
quality

QRIS

Child care resource
and referral services

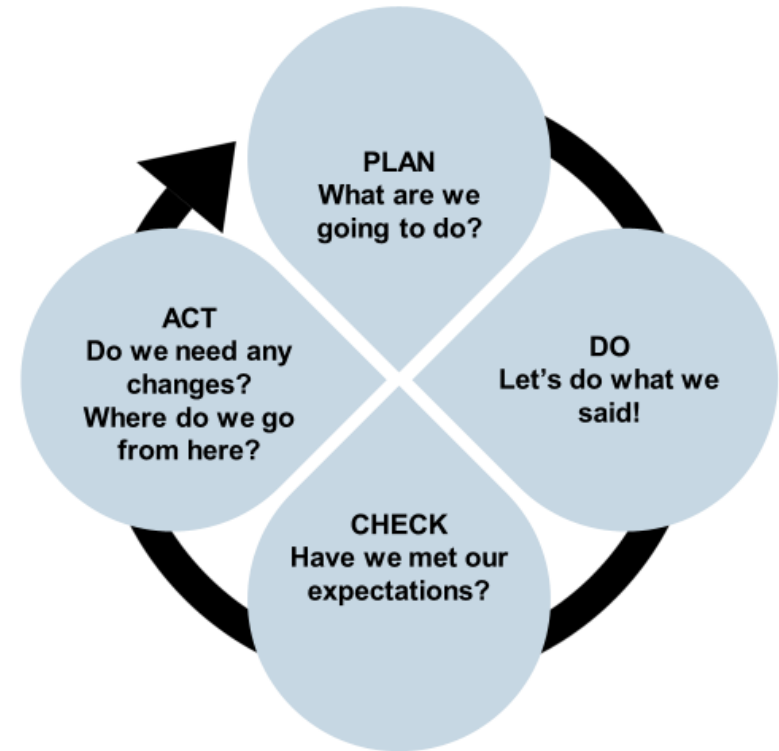
Other measurable
quality improvement
activities

Accreditation

Infant and
toddler
services and
programs

Approach: Plan–Do–Check–Act

- ◆ Plan–Do–Check–Act (PDCA) is a systematic and straightforward approach to implementing initiatives.
- ◆ PDCA can help you organize your approach to selecting, implementing, and improving your quality activities.



Source: W. Edwards Deming Institute. The plan, do, study, act (PDSA) cycle [Web page]. Retrieved from <https://www.deming.org/theman/theories/pdsacycle>



Plan

- A. Assess current activities
- B. Identify needs and opportunities
- C. Set your expectations
- D. Outline your basic plan to meet your needs
- E. Assess resources needed for next steps

Source: W. Edwards Deming Institute. The plan, do, study, act (PDSA) cycle [Web page]. Retrieved from <https://www.deming.org/theman/theories/pdsacycle>



Do

- A. Identify who is responsible
- B. Develop procedures and tools to implement the plan
- C. Develop and provide training required to implement the plan
- D. Ensure reporting mechanisms are in place
- E. Follow the procedures, processes, and tools

Source: W. Edwards Deming Institute. The plan, do, study, act (PDSA) cycle [Web page]. Retrieved from <https://www.deming.org/theman/theories/pdsacycle>



Check

- A. Assess your performance
- B. Examine trends
- C. Determine if you met objectives and targets
- D. Determine if things work as planned and as expected
- E. Determine corrective actions if needed

Source: W. Edwards Deming Institute. The plan, do, study, act (PDSA) cycle [Web page]. Retrieved from <https://www.deming.org/theman/theories/pdsacycle>



Act

- A. Determine what, if anything, needs to be changed
- B. Identify specific adjustments
- C. Determine if you stay with the current plan or if you want to take on anything else

Source: W. Edwards Deming Institute. The plan, do, study, act (PDSA) cycle [Web page]. Retrieved from <https://www.deming.org/theman/theories/pdsacycle>



Planning Approaches

- ◆ Community needs assessment
- ◆ Family surveys
- ◆ Provider surveys
- ◆ Staff surveys
- ◆ Tribal CCDF Plan
- ◆ Program data tracking (ACF- 700, ACF 696-T)

Questions?





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Part 4: Resources





CCDF Final Rule Resources

- ◆ [CCDF Final Rule](#) (Federal Register)
- ◆ [CCDF Final Rule Tribal Fact Sheet](#) (Office of Child Care, 2016)
- ◆ [Child Care 2016 Final Regulations Overview Webinar for Tribes](#) (Office of Child Care, 2016)



Quality Improvement Resources

- ◆ Quality Improvement Resource List

- ◆ National Centers:

- [National Center on Afterschool and Summer Enrichment](#)
- [National Center on Child Care Subsidy Innovation and Accountability](#)
- [National Center on Early Childhood Development, Teaching, and Learning](#)
- [National Center on Early Childhood Health and Wellness](#)
- [National Center on Early Childhood Quality Assurance](#)
- [National Center on Early Head Start—Child Care Partnerships](#)
- [National Center on Parent, Family, and Community Engagement](#)
- [National Center on Program Management and Fiscal Operations](#)
- [National Center on Tribal Early Childhood Development](#)



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Thank you!



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