



Tribal CCDF Plan Preprint Office Hours

2023-2025

Tuesday, December 20, 2022
3:00-4:00 PM ET



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Welcome to the third session of the Fiscal Year (FY) Tribal Child Care and Development Fund (CCDF) Plan Preprint Office Hours.





This Office Hours session focuses on Quality Improvement, which is Section 3 of the FY 2023-2025 Tribal CCDF Plan. We will dive deeper into specific parts of Section 3. In Section 3.1: Quality Improvement Goals and Activities, we will address what Tribal Lead Agencies should be aware of when selecting quality activities. We will also highlight Section 3.2: Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds.

Section 3.1.1

Quality Improvement Activities

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| 1. Training and professional development | 2. Early learning and developmental guidelines | 3. Quality rating and improvement systems (QRIS) | 4. Supply and quality of services for infants and toddlers |
| 5. Child care resource and referral services | 6. Licensing, inspection, monitoring, training, health & safety | 7. Evaluating the quality of child care programs | 8. Accreditation |
| 9. High-quality program standards | 10. Other measurable quality improvement activities | 10a. Culturally Relevant Activities, 10b. Consumer Education, 10c. Provider Stabilization Grants | |

Source: Child Care and Development Fund, (96.53) (2016).
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Section 3.1.1 asks you to check the quality activities in 3.1.1.1 through 3.1.1.10 that the Tribal Lead Agency will complete during this plan cycle. There are ten allowable quality improvement activities listed in the Tribal CCDF Plan, which you'll see on the slide. When you complete your plan, you must choose to spend quality funds on at least one of the ten allowable quality activities. Remember, you are only required to select one of the ten. You can select more than one, but we encourage you to choose activities that you have the capacity for, as you can always amend your plan in the future. Some of these categories might not apply to your program, and that is completely fine. In completing this section, you should choose activities currently underway, planned, or expected during the three-year Plan period. Any major changes to the quality improvement activities can be addressed through a Plan amendment.

Next, we will share key points about Section 3.1 that you should consider as you select your quality improvement goals and activities.



Key Considerations

- ◆ You are only required to select one of the ten allowable quality improvement activities, but you have the option to select as many as you would like
- ◆ You can, and are encouraged to, incorporate culturally responsive practices into your quality improvement activities
- ◆ When you select an activity in your plan, you're committing to completing said quality activity and must amend your plan if you choose otherwise
- ◆ You can always amend your plan if you want to add additional quality activities or remove quality activities
- ◆ Be intentional about which activities you select to save time and effort down the road!

Here are some key elements to be aware of as you select your quality improvement activities.

Tribal Early Learning Initiative (TELI)

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You would use your quality funds to support your TELI efforts as you partner with ACF in a learning community with up to eight Tribal grantees on Tribal early childhood systems building

TELI Collaborative

You would use your quality funds to support a TELI in your community but would not be receiving the intensive TA supports

TELI Network

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OCC published an Information Memorandum that lists numerous activities that you could choose to use your CCDF funds for a Tribal Early Learning Initiative (TELI). Many Tribes submitted applications to be a part of the TELI Collaborative or the TELI Network. If you plan on using quality set aside to implement your TELI, you will need to crosswalk your TELI application with the ten allowable activities and then include a description within your FY 2023-2025 Tribal CCDF Plan. For example, if you want to partner with Early Head Start to offer joint training opportunities for staff, you could select Activity 1: Training and Professional Development and describe how you plan to implement your training in collaboration with Early Head Start.

Feel free to ask questions about cross walking your TELI with your plan.

Breakout Room Discussion

What quality activities are you interested in implementing or exploring for your FY 2023-2025 Plan?



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In the breakout room discussion, you will have the opportunity to talk with other Tribal CCDF Programs and share what quality activities you are interested in implementing or exploring for your FY 2023-2025 Plan cycle. Each breakout room will be facilitated by a TCBC staff member. Our hope is that this will be a chance to get ideas and maybe spark something you hadn't considered previously.

Breakout rooms will be organized into three categories. Breakout Room 1 is for Tribally Operated Centers only, Breakout Room 2 is for Tribally Operated Centers and Certificates, Grants or Contracts, and Breakout Room 3 is for Certificates, Grants or Contracts only. You have the option to select the breakout room that you would like to join based on your program type.



Tribal CCDF Plan Preprint Training

FY 2023-2025 Tribal CCDF Plan Preprint

Identification of Goals and Activities to Improve Quality

Section 3.1.2

3.1.2.1: How did the Tribal Lead Agency identify the goals and activities to improve quality as described in 3.1.1?

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Site visits and/or monitoring inspection visits

Surveys to families, providers, and Tribal leadership

Community assessments

Self-assessments



Source: Child Care and Development Fund, (658G(d)(3)) (2016)

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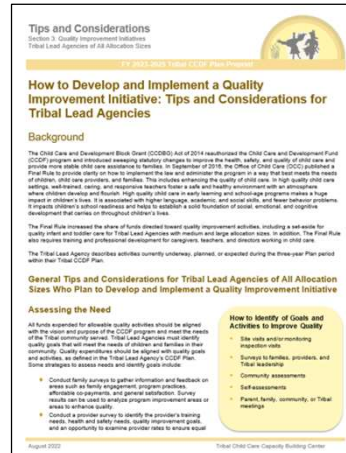
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Section 3.1.2.1 asks: How did the Tribal Lead Agency identify the goals and activities to improve quality as described in 3.1.1? For example, did the Tribal Lead Agency conduct provider surveys or assessments that identified the need for quality improvements? You will check those that apply from the list on the slide. This question concentrates on how you determined the quality goals to invest your quality funds into. In other words, how did you decide which of the ten allowable quality activities to select in your plan?

There are many methods you might have used to identify your quality goals and activities. They could include site visits, monitoring inspection visits, surveys to families, providers and Tribal leadership, and community assessments and self-assessments. We encourage you to consult with your Tribal leadership and larger community to identify your quality goals and activities whenever possible, so that you choose activities that reflect the needs of your children and families.

Resource Spotlight

[How to Develop and Implement a Quality Improvement Initiative: Tips and Considerations for Tribal Lead Agencies](#)



We want to take a moment to highlight a new resource: How to Develop and Implement a Quality Improvement Initiative: Tips and Considerations for Tribal Lead Agencies. This resource provides helpful guidance for how to start the planning process for a quality initiative, as well as how to successfully implement a quality initiative. It also includes several examples of quality initiatives and planning templates to help you get organized and identify the action steps needed for your quality initiative to be successful.



We will now move into Section 3.2: Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds.

All Tribal Lead Agencies must develop training and professional development requirements (documented in Section 2), including pre-service or orientation training (to be completed within 3 months) and ongoing requirements designed to enable child care providers to promote the social, emotional, physical, and cognitive development of children and to improve the knowledge and skills of the child care workforce. In addition to the health and safety training, Tribal Lead Agencies must provide training on child development. This information is also provided in Section 2. Quality set aside dollars can be used to fund all of the required trainings. Such requirements must be applicable to child care providers caring for children receiving CCDF program funds across the entire age span, from birth through age 12. Ongoing training and professional development should be accessible and appropriate to the setting and age of the children served.

You can think of preservice and/or orientation training in phases: Phase 1, which is at the beginning of employment, can be either a preservice training that occurs prior to starting work, or an orientation training that occurs within the first three months of being hired. Tribal Lead Agencies have the option of deciding which required health and safety topics are pre-service trainings and/or which are orientation training. Phase 2 is ongoing training, which includes the topics that need to be completed on a regular basis to maintain the health and safety standards.

You have the flexibility to choose which training topics need to be completed by caregivers, teachers, and directors before providing unsupervised care to eligible children. You can choose a combination of orientation and preservice if that best fits the needs of your program. Remember that the ongoing professional development should include a minimum annual requirement of training hours to be completed by your provider's caregivers, teachers, and directors. Ongoing training and professional development includes maintaining and updating the health and safety standards. You do have the flexibility to determine the number of training hours required, but you may want to consult with *Caring for our Children: Basics and Minimum Health and Safety Standards: A Guide for American Indian and Alaskan Native CCDF Grantees* for best practices and the recommended time needed for these training requirements.

3.2.1.1 Specific training and professional development requirements

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To meet the needs of the following age groups or groups of children, describe the specific training and professional development requirements for child care providers who care for:

- ☐ Infants and toddlers
- ☐ Preschoolers
- ☐ School-age children
- ☐ Children who are Indigenous-language learners
- ☐ Children with developmental delays and disabilities



Source: Child Care and Development Fund, (658E(c)(2)(G)) (98.44(b)(2)) (2016).

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Section 3.2.1.1 asks: to meet the needs of the following age groups or groups of children, describe the specific training and professional development requirements you have in place for child care providers who care for:

- Infants and toddlers
- Preschoolers
- School-age children
- Children who are Indigenous-language learners
- Children with developmental delays and disabilities

For this section, you will need to provide detailed descriptions of the training and professional development requirements you have in place for child care providers who care for the groups just mentioned. These training and professional development requirements should ensure that child care providers can meet the needs of these age groups or groups of children.

We want to make sure you feel confident about how to write the descriptions for each of the groups listed. For example, for the first box, infants and toddlers, you might provide the following description. The Tribal Lead Agency requires all child care providers who care for infants and toddlers to complete an 8-week training with regional Infant Toddler Specialists available on the state's training and professional development website, on infant/toddler best practices and stages of infant/toddler development. We also require providers to complete an assessment on infant/toddler care after they complete the training and they must pass the assessment in order to provide child care to infants and toddlers. Finally, we require providers to be certified in cardiopulmonary resuscitation (CPR) and first aid for infants and toddlers.

IdeaBoardz Activity

What training and professional development will you be providing for each of the following:

- ☐ Infants and toddlers
- ☐ Preschoolers
- ☐ School-age children
- ☐ Children who are Indigenous-language learners
- ☐ Children with development delays and disabilities





Website Resources



Section 3: Supporting Continuous Quality Improvement

This section provides information on how the Tribal Lead Agency will spend the 9 percent quality set-aside on at least one of the 10 allowable quality activities. In addition, Tribes with medium or large allocation sizes will provide information on how they will spend the additional 3 percent infant/toddler set aside.

<https://childcareta.acf.hhs.gov/fy-2023-2025-tribal-ccdf-plan-preprint-resources>

We want to remind you that the resources from the Tribal CCDF Plan Preprint trainings are available to you on the TCBC website.

A woman in traditional Native American dress, including a feathered headdress and a colorful patterned garment, is holding a baby in a cradleboard. The background is a soft, out-of-focus landscape. The slide has a yellow gradient on the right side.


**Tribal CCDF Plan Preprint
Training**
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**Breakout Rooms by
Region**

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We will now take some time to split into breakout rooms by region, where you'll have the opportunity to talk with other Tribal Lead Agencies in your region about Section 3 of your plan.





Fiscal Year 2023–2025


Tribal Child Care & Development Fund Plan Preprint Training

November 2022






DEPARTMENT OF
CHILDREN & FAMILIES



Office of Child Care



- **January 3, 2023, at 3:00 – 4:00 pm EST**
 - Sections 4 and 5 Determining Income Eligibility Levels
- **January 10, 2023, at 3:00 – 4:00 pm EST**
 - Sections 4 and 5 Parent Contribution to Payments and Sliding Fee Scales
- **January 17, 2023, at 3:00 – 4:00 pm EST**
 - Sections 4 and 6 Determining Payment Rates
- **January 24, 2023, at 3:00 – 4:00 pm EST**
 - Section 2.3 Monitoring and Enforcement Policies and Practices
 - review the new Developing Monitoring and Enforcement Policies and Practices Toolkit

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CARS Support

Access

Ensure you have access to the [Child Care Automated Reporting System \(CARS\)](#).

Submit

Submit your completed CCDF Plan and attachments to OCC by January 31, 2023, in CARS.

For HELP

Contact the CARS TA provider at CARS@gdit.com or by calling: 877-249-9117.



Tribal Child Care
Capacity Building Center

Thank you for joining us!

**The Tribal Child Care Capacity Building Center,
A Service of the Office of Child Care**

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