

# CCDF Tribal Plan Preprint Training

*FY 2020–2022 CCDF Tribal Plan Preprint*

## Section 3: Supporting Continuous Quality Improvement



**National Center on Tribal  
Early Childhood Development**



# What is Quality Child Care and Why is it Important?

- ◆ Well-trained, caring and responsive teachers; a safe and healthy environment; and a place where children will develop and flourish. High quality child care in early learning and school-age programs makes a positive difference in children's lives.
- ◆ It is associated with higher language, academic, and social skills and fewer behavior problems.
- ◆ It impacts their school readiness and helps to establish a foundation of social, emotional and cognitive development that carries on throughout their lives.

# Section 3 Overview

S

M

L

- ◆ **3.1:** Quality Improvement Goals and Activities
- ◆ **3.2:** Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds

# Section 3: Quality Improvement

S

M

L

Tribal Lead Agencies **are required to do** the following:

- ◆ Spend a minimum portion of expenditures on quality improvement activities
- ◆ Report on quality expenditures each fiscal year
- ◆ Provide preservice or orientation training and ongoing professional development on health and safety standards and child development

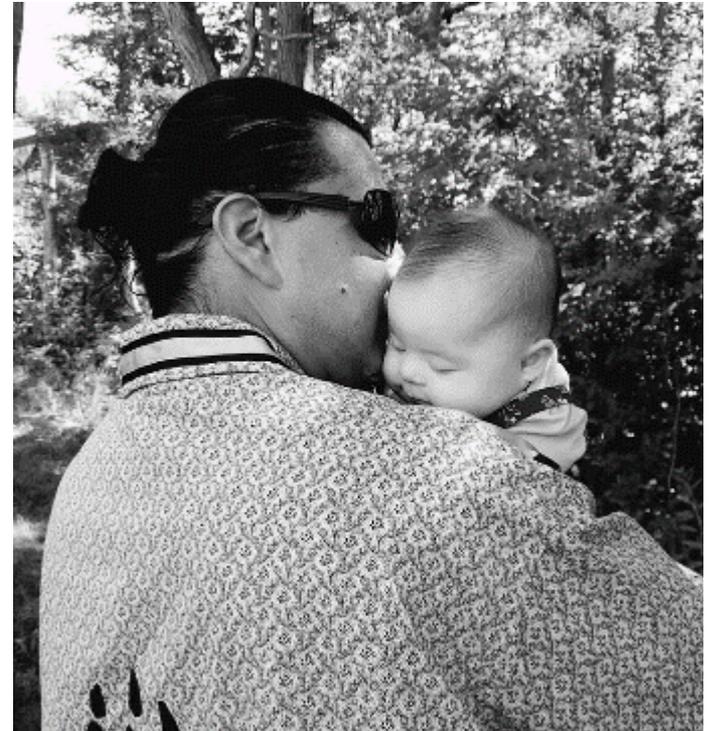
Tribal Lead Agencies are **exempt from** the following:

- ◆ Having a training and professional development framework
- ◆ Submitting the quality progress report (QPR)
- ◆ Maintaining or implementing early learning and developmental guidelines

# Section 3: Quality Improvement



- ◆ Tribes with medium and large allocations are also subject to requirements for an infant/toddler set-aside, which began in FY 2019



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

# Phase-In Period for Quality Spending Requirements

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

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

# Calculate Your Required Quality Spending



## STEP 1



## STEP 2



## STEP 3

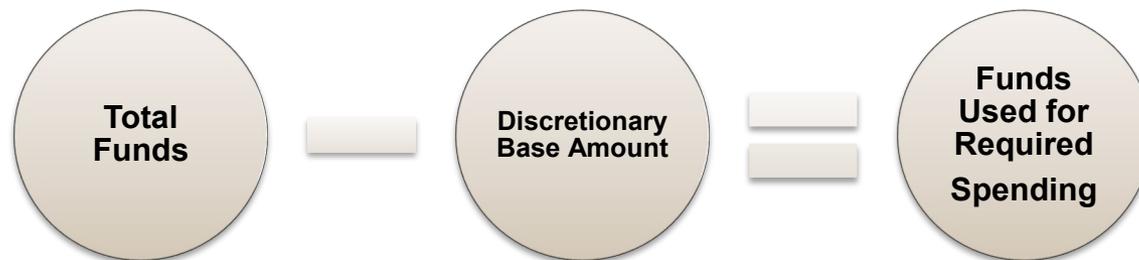


# Calculate Your Required Infant/Toddler Quality Spending

## STEP 1



## STEP 2



## STEP 3



If you could wave a magic wand to improve the lives of children in your community what would you wish for?



# CCDF Tribal Plan Preprint Training

*FY 2020–2022 CCDF Tribal Plan Preprint*

## Quality Improvement Goals and Activities

### Section 3.1



# 3.1: Quality Improvement Goals and Activities



- ◆ 3.1.1: Describe the Tribal Lead Agency's overall plan or approach for improving quality in child care during this plan cycle
- ◆ 3.1.2: Identify the quality improvement activities in which the Tribal Lead Agency is investing during this plan cycle
- ◆ 3.1.3: How did the Tribal Lead Agency identify the goals and activities to improve quality as described in 3.1.1?
- ◆ 3.1.4: How does the Tribal Lead Agency evaluate progress toward meeting the overall child care quality improvement goals and activities described in 3.1.1?

### 3.1.3: How Did the Tribal Lead Agency Identify Goals and Activities to Improve Quality?

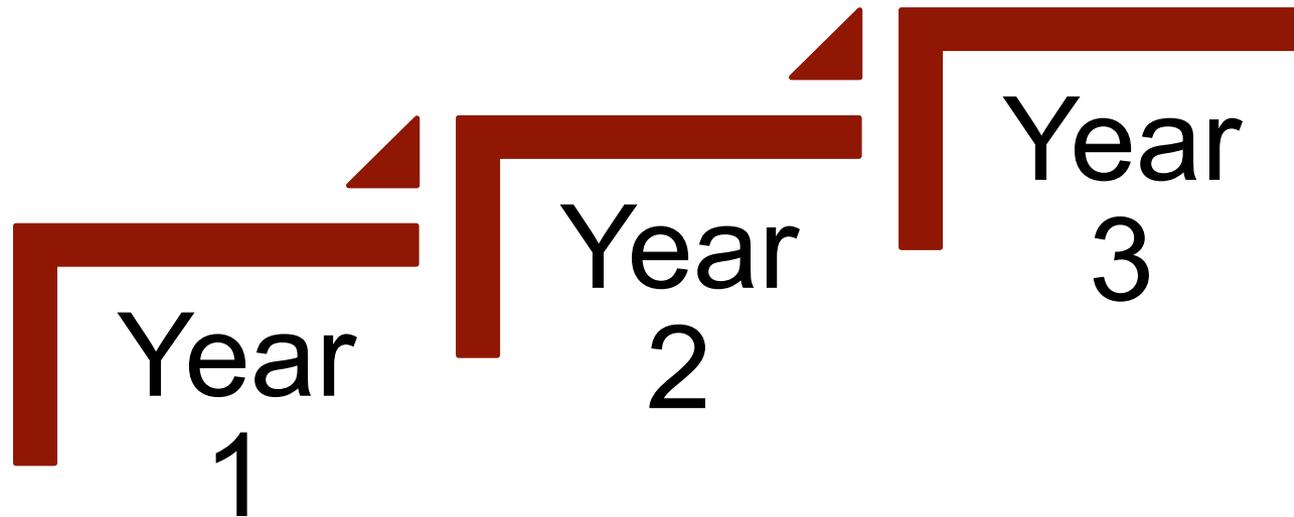
S

M

L

- ◆ Graphing activity
- ◆ What do you use to determine your program's quality priorities and activities?
  - Surveys to parents, providers, and tribal leadership
  - Community assessments
  - Self-assessments
  - Parent, family, community, or tribal meetings
  - Other (for example, program data tracking through the ACF-700 or ACF-696T)

# 3.1.3: How Did the Tribal Lead Agency Identify Goals and Activities to Improve Quality?



## 3.1.1: Describe the Tribal Lead Agency's Overall Plan or Approach for Improving Quality in Child Care During this Plan Cycle



- ◆ Long-range goals
  - Program priorities
    - Program activities



# Plan Writing Time

S

M

L

10 minutes



## Questions

- ◆ 3.1.3
- ◆ 3.1.1

## 3.1.2: Identify Quality Improvement Activities

S

M

L

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

- a. Training and professional development
- b. Early learning and developmental guidelines
- c. Tiered quality rating and improvement system
- d. Quality and supply of infant/toddler services
- e. Child care resource and referral services
- f. Licensing and health and safety requirements
- g. Quality evaluation
- h. Accreditation
- i. High-quality program standards
- j. Other measurable quality activities as determined by the Tribal Lead Agency

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



## 3.1.2 (a) 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

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



## 3.1.2 (b) 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 Tribal 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: Tribal Lead Agencies are not required to develop and implement early learning and development guidelines.**

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



## 3.1.2 (c) 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 Tribal Lead Agencies to implement a QRIS

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



## 3.1.2 (d) Infant and Toddler Services and Programs

- ◆ 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

**Note: A 3% infant and toddler set-aside is required for Tribes with medium and large allocations, which began in FY 2019.**

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

## 3.1.2 (e) 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 Tribal Lead Agencies to offer CCR&R services
  - Incorporating CCR&R services into program services



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

## 3.1.2 (f) 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:
  - Developing your own licensing requirements
  - Working with Indian Health Service to develop licensing and monitoring tools
  - Enhancing environmental safety (for example, playgrounds)



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

## 3.1.2 (g) 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



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

## 3.1.2 (h) 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

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

## 3.1.2 (i) 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, Revised Minimum Health and Safety Standards for Tribes, or Model Child Care Health Policies

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



## 3.1.2 (j) 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 Tribal language and culture
  - Consumer education activities

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



## 3.1.2 (j) (1) 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

## 3.1.2 (j) (2) 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: Tribes with small allocations are exempt from consumer education requirements.



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

# Activity: Have You Considered ...

Early learning  
and  
developmental  
guidelines

Professional  
development  
and training

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

Health and  
safety  
requirements

Child care  
resource and  
referral  
services

Quality  
evaluation

Quality rating  
and  
improvement  
system

Accreditation

Infant and  
toddler  
services and  
programs

Other measurable  
quality  
improvement  
activities

## 3.1.2: Identify Quality Improvement Activities

S

M

L

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

- a. Training and professional development
- b. Early learning and developmental guidelines
- c. Tiered quality rating and improvement system
- d. Quality and supply of infant/toddler services
- e. Child care resource and referral services
- f. Licensing and health and safety requirements
- g. Quality evaluation
- h. Accreditation
- i. High-quality program standards
- j. Other measurable quality activities as determined by the Tribal Lead Agency

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

# Plan Writing Time

S

M

L

15 minutes



## Questions

◆ 3.1.2

## 3.1.4: Evaluating Progress Toward Quality Improvement Goals and Activities

S

M

L

- ◆ Large group discussion
- ◆ How will you assess your progress toward quality improvement goals and activities described in your CCDF Plan?
  - Follow-up surveys to parents, providers, and tribal leadership
  - Ongoing community assessments
  - Self-assessments/program evaluation
  - Parent, family, community, or tribal meeting sign in sheets/attendance logs
  - Others

# Plan Writing Time

S

M

L

5 minutes



## Questions

◆ 3.1.4

# CCDF Tribal Plan Preprint Training

*FY 2020–2022 CCDF Tribal Plan Preprint*

Supporting Training  
and Professional  
Development of the  
Child Care Workforce  
with CCDF Quality  
Funds

Section 3.2



## 3.2: Supporting Training and Professional Development with CCDF Quality Funds



- ◆ Preservice and/or orientation training (to be completed within 3 months of hire) on required health and safety topics
- ◆ Ongoing training and professional development created in order to
  - enable child care providers to support the social, emotional, physical, and cognitive development of children; and
  - improve the knowledge and skills of the child care workforce.

Child Care and Development Fund, 45 C.F.R. § 98.44(b) (2016).

## 3.2.1: How Training and Professional Development Requirements are Appropriate for Child Care Providers

S

M

L

- ◆ Explain how training and professional development requirements “are appropriate, to the extent practicable,” for child care providers caring for the following:
  - Infants and toddlers
  - Preschoolers
  - School-aged children
  - Children who are indigenous-language learners
  - Children with developmental delays and disabilities

Child Care and Development Fund, 45 C.F.R. § 98.44(b) (2016).

# Considerations for Professional Development Requirements

S

M

L

- ◆ How do your professional development requirements do the following:
  - Reflect research and best practices about knowledge and skills needed to meet the developmental needs of children and effectively engage families?
  - Support culturally and linguistically appropriate practices?
  - Improve the quality, diversity, stability, and retention of caregivers, teachers, and directors?

# Plan Writing Time

S

M

L

10 minutes



## Questions

◆ 3.2.1

## 3.2.1 (a) and (b): State Training and Professional Development Systems

S

M

L

- ◆ Do Tribal CCDF providers participate in the State's training and professional development system?
- ◆ Has the Tribal Lead Agency been contacted by the State for input on how to make the State's trainings and professional development opportunities more culturally relevant for Native American children?

Child Care and Development Fund, 45 C.F.R. § 98.44(b) (2016).

## Small Group Discussion:

S

M

L

# Have You Accessed Your State's Training and Professional Development System?

- ◆ Share your experience:
  - In what way(s) have you accessed the state's training and professional development system?
  - What works for you?
  - What would you change?
- ◆ If you haven't used it, why?



# Plan Writing Time

S

M

L

5 minutes



## Questions

- ◆ 3.2.1 (a) and (b)

# Reflections on Section 3

S

L

- ◆ What **questions** do you still have regarding this CCDF Plan section?
- ◆ What **strategies** would you like to apply in your CCDF program?
- ◆ What are your **next steps** for completing this CCDF Plan section?
- ◆ What **technical assistance** might you need to support your next steps?

# CCDF Tribal Plan Preprint Training

*FY 2020–2022 CCDF Tribal Plan Preprint*



Thank You



# CCDF Tribal Plan Preprint Training

*FY 2020–2022 CCDF Tribal Plan Preprint*

**National Center on Tribal Early Childhood Development,  
A Service of the Office of Child Care**

9300 Lee Highway

Fairfax, VA 22031

Phone: 877-296-2401

Email: [nctecd@ecetta.info](mailto:nctecd@ecetta.info)

**Subscribe to Updates**

[http://www.occ-cmc.org/occannouncements\\_sign-up/](http://www.occ-cmc.org/occannouncements_sign-up/)



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**