



Office of Child Care & Office of Head Start National Centers’ COVID-19 Resources for Tribal Early Care and Education Programs

February 2021

Overview

The following resource compilation was developed for early care and education programs administered by Tribal Nations, Tribal consortia, and other entities who work with Tribal child care providers, Tribal Head Start or Early Head Start programs, and Tribal Home Visiting programs. These resources are intended to support programs as they navigate the impact of the COVID-19 pandemic on their Tribal children, families, providers, staff, and communities. While some of the resources within this document were developed for Head Start, the resources can be adapted for use by Tribally operated child care centers, Tribal family child care home providers, and Tribal in-home providers. These resources were developed by the Office of Child Care and the Office of Head Start national training and technical assistance centers, as well as other organizations in the field. For those programs affiliated with Tribal CCDF Grantees, there is a companion document that includes information and resources from the Office of Child Care.



Re-opening of Programs

Tribal early care and education programs face various challenges in the reopening process due to the COVID-19 pandemic. The following resources are intended to provide information and resources so program administrators, directors, and staff can make informed decisions regarding reopening their early care and education programs.

[Guidance for Child Care Programs that Remain Open](#) – The Centers for Disease Control and Prevention (CDC) has drafted the following guidance for child care programs that remain open during the COVID-19 pandemic.

[Interim Guidance for Administrators of US K-12 Schools and Child Care Programs](#) – Guidance from the CDC to support schools and child care programs to plan, prepare for, and respond to COVID-19, including recommendations on what to do if a child or staff member tests positive for coronavirus. The CDC has also released a tool, the *School Decision Tree*, to support programs in determining actions to take related to controlling the spread of COVID-19.



[Considerations for Schools: Operating Schools During COVID-19](#) – The CDC prepared the following guidance for schools to protect children, families, and staff. This guidance includes recommendations for staying home when appropriate, hand hygiene, respiratory etiquette, cloth face coverings, adequate supplies, cleaning and disinfecting, food service, protections for higher risk individuals and others.

[Considerations for K-12 Schools: Readiness and Planning Tool](#) – This document was developed by the CDC to share ways school administrators can help protect students, staff, and communities, and slow the spread of COVID-19. This tool may be useful to program administrators and directors as they seek to reopen center-based settings.

[Schools and Child Care: Plan, Prepare, and Respond](#) – The CDC has developed guidance for schools and program administrators who want to prepare for a safe return to school or who are operating their programs during the COVID-19 pandemic. Guidance is also provided for parents and caregivers including resources and checklists.

[A Blueprint for How Afterschool and Community Partners Can Help](#) – This document compiled by the Afterschool Alliance provides possible strategies for afterschool care providers and various community partners to support public school districts as the public education system looks to reopen during the COVID-19 pandemic for the new school year.

[Field Guide for Camps on Implementation of CDC Guidance](#) – The National Center on Afterschool and Summer Enrichment (NCASE) Resource Library includes a guide from the American Camp Association and YMCA of USA based on CDC guidance for use by programs and staff who operate camps for students in 2020. Guidance is based on input from a panel of experts, including pediatricians, infectious disease experts, and camp nurses and will be updated regularly as CDC guidance changes.

[Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#) – See this webpage from the Center for Disease Control (CDC) and the Environmental Protection Agency (EPA) for guidance intended for all Americans. This guidance can be applied to businesses, schools, and homes.

[Transition to Kindergarten and OST Programs](#) – Read this tip sheet for parents and caregivers from the National Center on After School and Summer Enrichment. It is designed to support parents and caregivers in thinking ahead about transition planning.

[Head Start Management Systems Wheel: Guiding Questions During a Pandemic](#) – This resource from the Office of Head Start includes various questions that could be considered by program leadership to assist with decision-making during the COVID-19 pandemic.

[COVID-19 Remote Service Delivery and Distance Learning Resources](#) – The Early Childhood Technical Assistance Center through the Office of Special Education Programs (OSEP), within the U.S. Department of Education, has compiled a resource webpage for distance learning and service delivery. This resource can support programs who serve children with special needs.

Mental Health & Social-Emotional Well-Being

The COVID-19 pandemic has had a profound impact on the social-emotional well-being of program staff, children and their families. The following resources can be used to support mental health initiatives as Tribal early care and education programs seek to provide services that meet the needs of the communities they serve.

[Office of Child Care Mental Health and Wellness Resources](#) – This webpage lists a collection of resources to support children, families who may have experienced many stressors due to the impact of the COVID-19 pandemic.

[COVID-19 and the Head Start Community Mental Health and Wellness Resources](#) – The Office of Head Start has compiled various strategies and resources to help program staff and children’s families provide support to children during the pandemic.

[Culturally Responsive Supports for Children and Families During Social Distancing](#) – Resources from the National Center on Early Childhood Development, Teaching and Learning (NCECDTL) are available from the Office of Head Start to support culturally and linguistically diverse children and families.

[American Indian/Alaska Native Community Crisis Response Guidelines](#) – The Indian Health Service (IHS) created guidelines to address suicide behavior-related crises, especially as Tribal communities face the challenges of the COVID-19 pandemic. Guidelines for the Tribal level, IHS Area level, IHS headquarters level, and local community response are included.

[Children and Grief During COVID-19](#) – The Johns Hopkins Bloomberg School of Public Health’s Center for American Indian Health, an IHS partner, created a handout for program staff, providers, and families describing how to recognize grief in children during the COVID-19 pandemic.

[A Children’s Storybook—Our Smallest Warriors. Our Strongest Medicine: Overcoming COVID-19](#) – The Johns Hopkins Center for American Indian Health convened an intertribal workgroup to re-write the story “My Hero is You” from an Indigenous peoples’ perspective. This storybook is available to download for free and can be used by program staff, providers, and families to help children feel a sense of strength and hope in the face of the COVID-19 pandemic.



[SAMHSA’s Tribal Training and Technical Assistance Center Mental Health Promotion Resources](#) – The Tribal Training and Technical Assistance Center, a service of the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA) provides resources relevant to Tribal communities who wish to promote mental wellness for their staff, families, and children served.

[Tips for Social Distancing, Quarantine, and Isolation During an Infectious Disease Outbreak](#) – SAMHSA has compiled a variety of strategies that program staff and children’s families can use for taking care of behavioral health needs during the COVID-19 pandemic.

[Talking to Kids about COVID-19](#) – The Johns Hopkins Center for American Indian Health created a handout for program staff and families that includes strategies for talking with children about the pandemic.

[Tips for Family Services Staff Working Remotely with Families](#) – The Office of Head Start’s Early Childhood Learning and Knowledge Center provides reminders for program staff to take care of themselves when working with families remotely during the COVID-19 pandemic.

Trauma-Informed Care & Responsive Care for Tribal Nations

The COVID-19 pandemic has created a traumatic situation for staff, children and families across the country. The following resources can be used to increase awareness of the impact of trauma on social-emotional well-being as well as strategies to practice trauma-informed and responsive care in Tribal communities.

[Trauma Toolkit Resources Specific to Early Childhood Programs](#) – ACF has compiled various tips and resources related to trauma and the impact of trauma on children and their families. These resources can help increase awareness of how program staff can implement trauma-informed practice in their programs.

[Head Start Heals Campaign](#) – The Early Childhood Learning and Knowledge Center shares resources related to addressing trauma and promoting resilience for children and families.

[Trauma: Responding to Crises and Fostering Recovery](#) – The Office of Head Start maintains a collection of resources to increase awareness of the impacts of toxic stress and prevention strategies for programs and professionals.

[Addressing Toxic Stress and Trauma in Native Communities: The Promise of Tribal Home Visiting](#) – The Office of Family Assistance and the ACF Office of the Deputy Assistant Secretary for Early Childhood Development hosted a webinar about how to address toxic stress, trauma, and promote resilience among Native children.

[Adverse Childhood Experiences \(ACEs\) and Trauma Informed Practice Resources](#) – The National Center on Afterschool and Summer Enrichment (NCASE) has developed a number of resources sharing strategies for addressing ACEs in out-of-school time care. This publication is part of a series of NCASE resources for state, territory, and Tribal Lead Agencies and their designated networks. The series includes two briefs ([research](#) and [practice](#)), a [webinar](#), and a [professional development module addressing ACEs](#). These resources can be useful to programs who are interested in exploring ways to address trauma for the children and families they serve.

[Guidance and Tips for Tribal Community Living During COVID-19](#) – The CDC has developed guidance for social distancing that takes into consideration the social and cultural diversity of Tribal communities. These tips can be useful for program staff and children's family members.

[Indian Health Service Trauma Informed Care Trainings and Webinars](#) – The IHS has provided an extensive list of webinars, trainings, and resources on how to use trauma-informed care.

[Managing Stress During COVID-19](#) – The Johns Hopkins Center for American Indian Health has created a tip sheet on the topic of stress and trauma during the COVID-19 pandemic for adults living or working in Tribal communities.



[Trauma-Informed Care: Webinars by Topic](#) – IHS has compiled a series of webinars that address the topics of trauma-informed care in Tribal communities. These webinars may be useful to program staff who wish to learn more about implementing trauma-informed care in their programs.

[Trauma: What Is Historical Trauma? in Resource Guide to Trauma-Informed Human Services](#) – The ACF Resource Guide to Trauma-Informed Human Services provides a thorough introduction to historical trauma. Resources for further reading are also provided.

[Tribal Training and Technical Assistance Center, SAMHSA](#) – The Tribal TTA Center offers training and technical assistance (TTA) on mental and substance use disorders, suicide prevention, and mental health promotion using the Strategic Cultural Framework.

[Understanding Historical Trauma When Responding to an Event in Indian Country](#) – SAMHSA has compiled a fact sheet to increase awareness of historical trauma in Tribal communities. Program staff and disaster response workers can use these tips to provide culturally sensitive disaster response assistance during the pandemic.

COVID-19 & Infectious Disease Control within Tribes

There are various resources available to Tribal early care and education programs that address guidance for navigating the COVID-19 pandemic. The following resources can support program staff in managing the impact of the pandemic, from response to recovery.

[CDC Guidance for Childcare Programs that Remain Open](#) – The Centers for Disease Control and Prevention (CDC) provide suggestions on preventing the spread of disease at childcare programs. Suggestions include screening children, social distancing, and requiring children and staff to stay home if feeling sick.

[COVID-19 Resources for Tribes](#) – The CDC and its partners maintain a list of available resources geared towards Tribal communities. These resources include strategies and guidance that can be useful to program staff as well as family members during the pandemic.



[COVID-19 Materials Developed for Tribal Use](#) – The Center for American Indian Health at Johns Hopkins University created educational materials for Tribal audiences. Materials include handouts, brochures and tip sheets on a variety of COVID-19 topics that may be helpful to program staff, families, and communities.

[Office of Child Care COVID-19 Resources](#) – The Office of Child Care has identified various resources to assist Child Care Development Fund (CCDF) administrators, program staff, child care providers, and parents regarding managing the response to and recovery from the COVID-19 pandemic.

[COVID-19 Forum: Tribal Governments in Action Series](#) – The National Congress of American Indians (NCAI)

presents a webinar series where panelists from different Tribes shared how their respective Tribal governments have responded to the COVID-19 pandemic.

[NCAI COVID-19 Forum #1](#): Panelists from the Lummi Nation, Penobscot Nation, Ponca Tribe, Red Lake Nation, Walker River Paiute Tribe

[NCAI COVID-19 Forum #2](#): Panelists from the Menominee Nation, Shinnecock Nation, Yurok Tribe, and Pojoaque Pueblo

[NCAI COVID-19 Forum #3](#): Panelists from the Prairie Island Indian Community, Poarch Band of Creek Indians, Pyramid Lake Paiute Tribe, and Akiak Native Community

[ACF Native American COVID-19 Resources](#) – The Administration for Native Americans within ACF lists various resources specific to Tribal programs and communities as they navigate the COVID-19 pandemic.

Health & Safety during COVID-19

As Tribal early care and education programs continue to manage response and recovery to the COVID-19 pandemic, the following resources can support program staff in making informed decisions for their programs and the children and families they serve.

[Indian Health Services COVID-19 Resources](#) – The Indian Health Services (IHS) has developed a webpage that includes information and resources for Tribes specifically related to the COVID-19 pandemic.

The following weblinks lead to printable sheets which provide information on how to care for Elders. The information sheets are from National Indian Health Board and the Indian Health Service.

[Caring for Elders during COVID-19](#)

[Tips for Health & Wellness for Elders](#)

[Elder Mental Health during COVID -19](#)

[Tips for Elders & their Caregivers](#)

[COVID-19 Tribal Resource Center Community Health Tools](#) – The National Indian Health Board, a partner of the National Congress of American Indians, has created a resource center where Tribes can find information and tools on how to care for their communities and families during the pandemic.

[Health and Hygiene: Preventing and Responding to COVID-19](#) – The Early Childhood Learning and Knowledge Center has provided guidance on how child care, Head Start and Early Head Start programs can prevent and respond to COVID-19.

[Managing Infectious Disease](#) – The Early Childhood Learning & Knowledge Center created a short video of two health experts discussing strategies for managing infectious disease. This resource may be useful for Tribal programs who are currently working to prevent the spread of COVID-19.

[Social Distancing and Coping for Tribal Communities with Local COVID-19 Transmission](#) – The CDC has provided a description of what social distancing means and how individuals may cope with social distancing. Other resources for tribal members can be found at this weblink as well.

Economic Impacts of COVID-19 on Tribal Nations

Tribal communities have felt economic impacts of the COVID-19 pandemic as well as the psychological, social, and emotional impacts. The following resources can be used to access information on the economic impact of COVID-19 for Tribal programs.

[COVID-19: Economic Impacts and Implications for Indian Country](#) – This one-hour webinar features four panelists from several Tribal Nations and institutions serving those nations as they discuss the economic impacts of the COVID-19 pandemic on their communities.

[Indian Country Economic Relief Resource Guide](#) – See this resource from the Federal Reserve Bank of Minneapolis for a guide of COVID-19 resources for Indian Country. This page includes training and technical assistance, individual payments, loans and other funds, etc.



Professional Development & Online Training Resources

During the COVID-19 pandemic many Tribal early care and education programs have had to close their centers and administrative offices to prevent the spread of COVID-19. Program staff and child care providers have had to access training and professional development remotely due to social distancing. The following resources can be used to access virtual and on-demand trainings, some for free and some with a cost, if the program budget allows.

[Early Educator Central](#) – This online resource serves as a comprehensive repository of resources and coursework for the caregivers and educators for infants and toddlers, organized by specific career pathways and available in both English and Spanish. They also offer [courses](#) for Child Care Development Administrators.

[Individualized Professional Development \(iPD\) Portfolio on Early Childhood Learning & Knowledge Center \(ECLKC\)](#) – The iPD Portfolio is an online platform created to support ongoing professional development. It contains accessible, self-paced modules based on staff roles and interests and provides Continuing Education Units (CEUs) for several courses.

[Pre-K Digital Learning Activities and Culturally-Based Lessons](#) – The National Indian Education Association (NIEA) has provided cultural-based activities that families can complete with their children during COVID-19 especially with distance learning.

[Better Kid Care Online Trainings and Coursework](#) – The Penn State Extension provides virtual professional development opportunities designed specifically for family and childcare professionals at a cost.

[Child Care Education Institute](#) – The Child Care Education Institute provides online trainings and professional development for early childhood staff. This resource includes [CDA and Early Childhood Certification courses](#). See [this page](#) for a comprehensive database of categories of trainings and courses, at a cost.

[Prosolutions Online Courses](#) – This resource offers a searchable database of CDA coursework organized according to the specific requirements for each state. There is also a compilation of video resources [here](#). These resources are available at a cost, if the program budget allows.