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# Exploring Ideas and Innovations for Quality Activities in American Indian and Alaska Native Child Care and Development Fund Programs

Office of Child Care's 2018 American Indian  
and Alaska Native Regional Conference

# Objectives

- ◆ Participants will enhance their understanding of Child Care and Development Fund (CCDF) final rule quality improvement requirements for American Indian and Alaska Native (AI/AN) CCDF grantees.
- ◆ Participants will share ideas for quality activities that are founded in indigenous ways of knowing and culturally responsive practice.
- ◆ Participants will identify opportunities for coordinating with tribal, state, and community partners to implement quality activities.

# Agenda

- ◆ Welcome and introductions
- ◆ Overview of CCDF final rule quality requirements
- ◆ Options and examples of quality improvement activities
- ◆ Infant and toddler quality improvement activities
- ◆ Reflection, resources, and next steps



# Getting Acquainted

- ◆ Raise your hand if...
  - You serve only school-age children ages 6–12
  - You serve only 0–2 year-olds
  - You operate both a certificate program and a tribally operated center
- ◆ What motivated you to be here?



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# Overview of CCDF Final Rule Requirements for Quality Improvement Activities

# 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.”**

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



# 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

# 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)	0%	0%	3%	3%	3%	3%
<b>Total % quality (small)</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)</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).



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# Options and Examples of Quality Improvement Activities

# 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

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

# Journey through Quality

As we journey through these ideas, we will explore each topic, determine what it is, discuss ways you can benefit from investing in that activity, then share ideas and considerations as you think about implementing each activity as one of your priorities.



# Tribal Language and Culture

- ◆ 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

# 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”

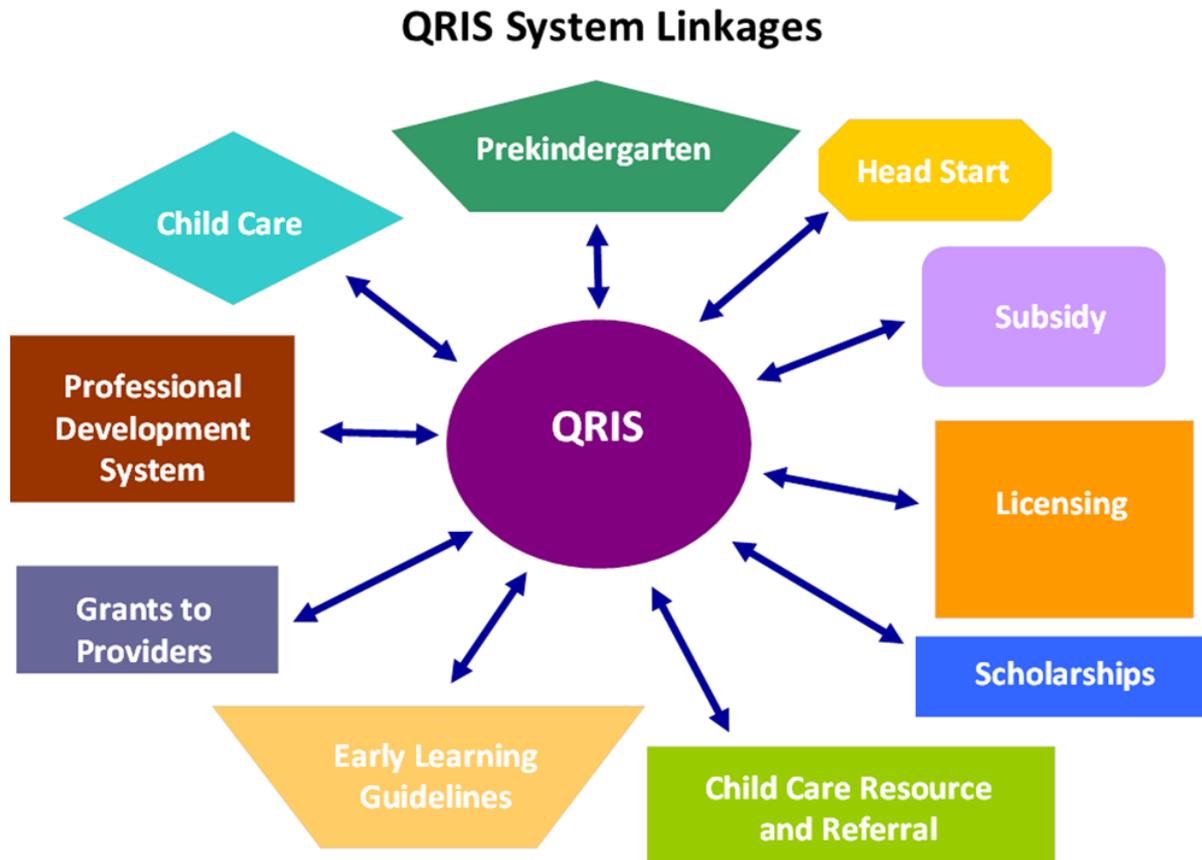
Note: AI/AN grantees are **not** required to develop and implement early learning and development guidelines.

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

# Tiered Quality Rating and Improvement System (QRIS)

“Developing, implementing, or enhancing a tiered quality rating and improvement system for child care providers and services...”

# System Alignment



# Quality Elements Integration



Source: National Child Care Information Center. (2010). A Profile of Current State Efforts to Improve Quality. Washington, DC: Office of Child Care.

# Ideas and Considerations

- ◆ How can QRISs help meet the final rule requirements?
- ◆ What are the benefits of developing a tribal or intertribal QRIS?
- ◆ Are you participating in your state or local QRIS?
- ◆ What are the benefits?
- ◆ What questions do you still have about QRISs?

# 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).

# Ideas and Considerations

- ◆ Do you have providers who are accredited?
- ◆ How can you support your providers and staff who are pursuing accreditation?
- ◆ What are the benefits to becoming accredited?
- ◆ Are there opportunities for intertribal accreditation systems for tribal early childhood education systems?

# Child Care Resource and Referral Services

Establishing or expanding a system of child care resource and referral (CCR&R) services



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

# 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...”

# Ideas and Considerations

- ◆ What are some ways that training and professional development investments support your staff, providers, and families?
- ◆ What are some activities that your staff and providers engage in?

# Consumer Education

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

## Note

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



# Infant/Toddler 3 Percent Quality Improvement Activities



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# Infant and Toddler Quality Investments



# Infant/Toddler Quality Investments across 10 categories

- ◆ Infant/toddler standards within the tribe's child care licensing regulations
- ◆ Training and professional development for infant/toddler caregivers
- ◆ Cultural and linguistic responsiveness with infants and toddlers
- ◆ QRIS participation or AI/AN quality initiatives focused on infant/toddler care
- ◆ Infant/toddler specialists on staff for AI/AN CCDF programs
- ◆ Increasing access and quality with a focus on family child care
- ◆ Increasing access and quality within community-based child development centers
- ◆ Language immersion nests and culture incorporated into the curriculum domains for early learning outcomes and high-quality care
- ◆ Comprehensive services, developmental screenings, infant–early childhood mental health (I-ECMH), and coordination with Part C of the Individuals with Disabilities Education Act (IDEA)
- ◆ Financial incentives to increase access and quality for infants and toddlers

# Three Percent CCDF Infant and Toddler Quality Set-Aside

CCDF 3% infant/toddler set-aside funds to increase access to and improve the quality of child care programs and services for infants and toddlers



Tribes identify their strengths and opportunities with current infant/toddler quality initiatives and efforts



The 2017–2019 AI/AN CCDF Plans contain examples and approaches



Examples and approaches span the 10 quality categories



AI/AN CCDF Plan section 5, Supporting Continuous Quality Improvement

# AI/AN Infant/Toddler Quality Investments

QRIS participation, encouraging accreditation, and implementing quality initiatives with a focus on infant/toddler care

Infant/toddler specialists on staff for AI/AN CCDF programs

Infant/toddler standards within a tribe's child care licensing program

Training and professional development for infant/toddler caregivers

Cultural and linguistic responsiveness with infants and toddlers

# AI/AN Infant/Toddler Quality Investments

Increasing access and quality with a focus on family child care

Increasing access and quality with a focus on community-based child development centers

Language immersion nests and culture incorporated into the curriculum domains for early learning outcomes and high-quality care

Comprehensive services, developmental screenings, I-ECMH, and coordination with Part C of IDEA

AI/AN CCDF Lead Agencies provide financial incentives to increase the supply and quality of infant/toddler care

# AI/AN Infant/Toddler Quality Investments

Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Increasing access to infant/toddler care for vulnerable populations (infants and toddlers with disabilities, children experiencing homelessness, and children in isolated geographic areas)

Increasing payment rates for infant/toddler care

Evaluating the quality of child care programs in the tribe, including evaluating how programs positively affect children

Other activities to improve the quality of child care services

# We Want to Hear from You!

Please share your ideas, strategies, or goals for infant/toddler quality investments.



# Questions?





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# Reflection, Resources, and Next Steps

# Reflection



# Action Planning Time

Reflect on the discussions today:

- ◆ How will you determine which quality improvement activities you will invest in?
- ◆ How will you use these ideas in your program?
- ◆ What resources are currently available to you?
- ◆ What questions still remain for you?

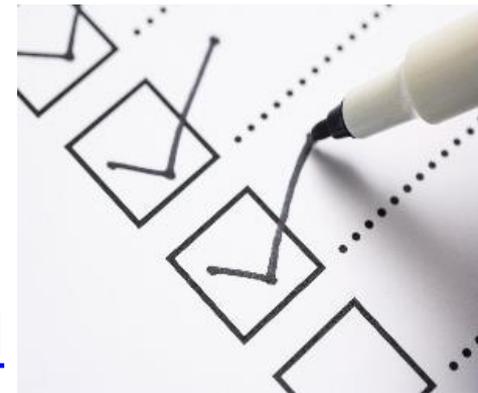
# Resource Spotlight: Conference Session Notes Form (Handout)

Questions to consider and action steps



# Resource Spotlight: Roadmap to Reauthorization Tool

- ◆ Roadmap to Reauthorization Self-Assessment Tool
  - Small-allocation AI/AN CCDF grantees
  - Medium- and large-allocation AI/AN CCDF grantees
- ◆ Roadmap to Reauthorization Implementation Planning Tool
  - All allocations
- ◆ Available at <https://childcareta.acf.hhs.gov/resource/roadmap-reauthorization-self-assessment-and-implementation-planning-tool>



# Resource Spotlight: Quality Improvement Resource List (handout)

## Quality Improvement Resource List

### Introduction

The Child Care and Development Fund (CCDF) Final Rule requires all American Indian and Alaska Native (AI/AN) grantees to spend a percentage of their total CCDF expenditure on quality improvement activities. Quality improvement activities are described as "activities designed to improve the quality of child care services and increase parental options for, and access to high-quality child care."<sup>1</sup> Quality funds must be used to carry out at least one of ten allowable quality improvement activities:

- ◆ [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 relating to health, mental health, nutrition, physical activity, and physical development](#)
- ◆ [Other measurable quality activities as determined by the AI/AN Lead Agency](#)

This document provides examples of key resources for AI/AN CCDF grantees related to each of the ten allowable quality improvement activities.

# Reflective Evaluation

What worked today?

What do we want more of?

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