



# 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.

## Training and Professional Development

Resource Title	Description
<a href="#">Better Kid Care</a>	Better Kid Care's On Demand Distance Education system provides professional development to early care and youth development professionals to improve the quality of their care and educational practices.
<a href="#">Early Educator Central</a>	Early Educator Central features professional development resources for infant/toddler educators gaining degrees and credentials. It also provides resources for administrators, trainers and coaches, professional development system leaders, and more.

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

Resource Title	Description
<a href="#">Parent, Family, and Community Engagement Professional Development Guide</a>	These guides are designed for staff and managers from Head Start, Early Head Start, and early child care programs. The guides offer resources, group experiences, and activities to support effective parent, family, and community engagement. The guides can be used as part of a professional development plan to shape a systemic, integrated, and comprehensive approach to parent, family, and community engagement.
<a href="#">Professional Development Systems</a>	This webpage provides information regarding the development and enhancement of state and territory professional development systems. It provides resources and examples related to credentialing and professional development efforts in early care and education.
<a href="#">Professional-Development-to-Go</a>	This page includes ready-to-use professional development resources. These products may be useful to program managers, trainers, consultants, and those working in early education and care programs. The materials reflect evidence-based practices that include: intensive, ongoing, active learning experiences; specific, practice-focused content; self-assessment and feedback; and alignment with instructional goals, learning standards, and curriculum materials.
<a href="#">Teaching Practices</a>	This webpage provides information and resources on effective, nurturing, and responsive teaching practices and interactions that are key for all learning in early childhood settings.
<a href="#">Virtual Lab School</a>	The Virtual Lab School (VLS) provides an easy-to-navigate online professional development and resource system to support early childhood professionals to build their knowledge and skills around research-based practices in child care and youth development.

## Early Learning and Development Guidelines

Resource Title	Description
<a href="#">Center on Enhancing Early Learning Outcomes (CEELO) Resources: Child Outcomes</a>	This resource list provides a range of material on child outcomes in the early learning space.
<a href="#">Head Start Early Learning Outcomes Framework</a>	The new framework is designed to show the continuum of learning of infants, toddlers, and preschoolers. It is grounded in comprehensive research around what young children should know and be able to do during their early years.
<a href="#">Making It Work! Connecting Cultural Learning Experiences in American Indian and Alaska Native Classrooms and Communities with the Head Start Child Development and Early Learning Framework</a>	Making It Work! is a planning process that supports AI/AN Head Start programs to teach their language and culture while meeting Head Start requirements. This tool can help programs connect traditional cultural skills, values, and beliefs while to support learning in key domains such as math, literacy, and social-emotional skills. Making it Work! can be useful for AI/AN CCDF grantees as they consider ways to connect tradition and culture, learning activities, and early learning and development guidelines.
<a href="#">State Early Learning Standards and Guidelines</a>	This document provides a link to all States that have their Early Learning Standards and Guidelines on a public website.

## Tiered Quality Rating and Improvement System

Resource Title	Description
<a href="#">Cost Estimation Model for Quality Rating and Improvement Systems</a>	The Cost Estimation Model is intended to be a guide, based on the best available data, to projecting the key elements and cost of implementing a Quality Rating and Improvement System (QRIS) in a State or community.
<a href="#">QRIS Resource Guide</a>	The QRIS Resource Guide is intended as a tool for States and communities to explore key issues and decision points during the planning and implementation of a QRIS.
<a href="#">Tribal Child Care: Exploring Quality Rating and Improvement Systems (QRIS) (Brief #1)</a>	This resource provides an overview of QRIS for AI/AN CCDF grantees. It outlines five key components of a QRIS and provides examples of standards and ratings.

## Quality and Supply of Infant/Toddler Services

Resource Title	Description
<a href="#">Early Educator Central</a>	Early Educator Central features professional development resources for infant/toddler educators gaining degrees and credentials. It also provides resources for administrators, trainers and coaches, professional development system leaders, and more.
<a href="#">Early Essentials</a>	This series offer key messages and helpful resources to support staff working with infants and toddlers and their families. Managers can use Early Essentials to design orientation experiences or staff can participate on their own. The first six webisodes cover the following: components of quality in programs serving the youngest children, the importance of relationships, services to expectant families, the rapid growth and development of the first three years, school readiness for infants and toddlers, and self-care.
<a href="#">Infant/Toddler Resource Guide</a>	This resource guide offers a variety of materials to support the development and implementation of policies and practices for high-quality care for infants and toddlers.
<a href="#">Staffed Family Child Care Networks: A Strategy to Enhance Quality Care for Infants and Toddlers</a>	This paper defines staffed family child care (FCC) networks and examines how they are uniquely positioned to improve the quality of care that infants and toddlers receive in FCC settings.
<a href="#">Teacher Time Webcast Series: Birth to 5 Series</a>	This professional development series is designed for Head Start and Early Head Start staff, teachers, and those who care for and teach young children in center-based and FCC settings.
<a href="#">The Program for Infant/Toddler Care (PITC) Six Essential Program Practices for Relationship-Based Care</a>	This series helps promote essential program practices to ensure quality within FCC and center-based programs that serve infants and toddlers. It addresses the following topics: continuity of care, culturally sensitive care, inclusion, individualized care, primary care, and small groups.

## Child Care Resource and Referral Services

Resource Title	Description
<a href="#">Early Learning Systems Building: Leveraging Child Care Resource and Referral</a>	<p>This webinar, offered by the National Center on Early Childhood Quality Assurance, provides an overview of child care resource and referral in evolving early learning systems and examines trends and innovations at the state and local level. This webinar benefits an array of audiences including CCDF Administrators, QRIS administrators, professional development administrators, and child care resource and referral staff.</p>

## Licensing and Health and Safety Requirements

Resource Title	Description
<a href="#">Caring for Our Children Basics Health and Safety Standards Alignment Tool for Child Care Centers and Family Child Care Homes</a>	<p>This tool provides a simple format to compare current early childhood program requirements and standards against the recommended health and safety standards in <i>Caring for Our Children Basics</i>.</p>
<a href="#">Caring for Our Children Basics Health and Safety Foundations for Early Care and Education</a>	<p><i>Caring for our Children Basics</i> represents the minimum health and safety standards experts believe should be in place where children are cared for outside of their homes.</p>
<a href="#">Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs, 3rd Edition</a>	<p>This document is a collection of 686 standards that represent what is considered to be best practice nationally on child care health and safety. Each standard, written by health and safety experts and reviewed by licensors and providers, also includes a “rationale” that explains why the standard is important.</p>
<a href="#">Developing and Revising Child Care Licensing Requirements</a>	<p>This document presents steps for developing and revising child care licensing requirements.</p>
<a href="#">Health and Safety Briefs</a>	<p>These briefs address the health and safety topics specified in the Child Care and Development Block Grant (CCDBG) Act of 2014. They can help child care and Head Start providers understand and improve the health and safety of their early learning and development settings.</p>
<a href="#">Minimum Standards for Tribal Child Care: A Health and Safety Guide</a>	<p>The Minimum Tribal Child Care Standards provide a voluntary baseline for healthy and safe operations of child care homes and centers serving AI/AN CCDF-eligible families.</p>
<a href="#">The Virtual Early Education Center (VEEC)</a>	<p>VEEC is an online tool for early care and education settings, including Head Start, Early Head Start, and child care programs. VEEC allows users to explore a virtual early childhood center and find information and resources on health and safety standards and practices.</p>

Resource Title	Description
Tribal CCDF Monitoring Tool Kit: Resources for Centers and Family Child Care Homes	Tribal CCDF Monitoring Toolkit that was sent out to all grantees in the fall of 2016. This toolkit includes the following components: 1) <a href="#">Developing Child Care Monitoring and Enforcement Systems: A Guide for Tribal CCDF Administrators</a> ; 2) <a href="#">Monitoring Child Care Centers: A Guide for Tribal CCDF Grantees</a> ; and 3) <a href="#">Monitoring Child Care Homes: A Guide for Tribal CCDF Grantees</a> . There are also corresponding Appendices with sample forms and other helpful resources.
<a href="#">Understanding the New CCDF Health and Safety Standards and Training Requirements Webinar</a>	This webinar, presented by the Office of Child Care, provides specific information and examples related to the health and safety training provisions of the final regulations.

## Quality Evaluation

Resource Title	Description
<a href="#">Benchmarks for Quality Improvement: Measuring Progress in State and Territory Program Quality Improvement Efforts</a>	The Benchmarks for Quality Improvement (BQI) were developed to assist States and Territories with assessing and measuring progress in program quality improvement systems and to assess their current status in improving their early education and school-age care quality. OCC established benchmarks that are easy to understand, measurable, and that will help States and Territories better plan for use of the CCDF. The benchmarks consist of five elements, each of which includes a progression of indicators that detail the expectations for progress toward or achievement of program quality. This document provides information about OCC's vision, mission, areas of expectations for States and Territories, scope of indicators, and core elements.
<a href="#">Benchmarks for Quality Improvement Self-Assessment Tool</a>	The Benchmarks for Quality Improvement Self-Assessment Tool can help States and Territories assess their current status and measure progress in implementing program quality improvement systems. The Self-Assessment Tool contains a series of questions to answer for each of the benchmark indicators. These questions and the States and Territories' answers should help them to determine their status on a series of progress measures—No Action, Developing, Implementing, or Fully Implementing. Space is provided for notes and to prioritize and plan for next steps in those areas where progress is needed.
<a href="#">Quality in Early Childhood Care and Education Settings: A Compendium of Measures</a>	<i>Quality in Early Childhood Care and Education Settings: A Compendium of Measures, Second Edition</i> was created to provide a consistent framework with which to review the existing measures of the quality of early care and education settings. This information is useful to researchers and practitioners, and can help to inform the measurement of quality for policy-related purposes.

## Accreditation

Resource Title	Description
<a href="#">National Association for the Education of Young Children (NAEYC)</a>	This organization has developed a set of quality standards that center-based programs, part-day preschools, and Head Start prekindergarten programs must meet to receive accreditation. Receipt of accreditation indicates that an early education program provides a high-quality learning environment for children that exceeds the threshold for quality set by licensing requirements. Programs must complete a self-study, submit an application, and have ratings verified by a NAEYC validator.
<a href="#">National Association for Family Child Care (NAFCC)</a>	This professional organization offers education and support for quality programming in FCC. It has developed a set of standards that define quality for FCC homes. To become accredited by NAFCC, the FCC home provider must complete a self-study to rate the degree to which standards are met, submit an application to NAFCC, and have the ratings validated by an NAFCC observer.
<a href="#">National AfterSchool Association (NAA)</a>	This professional organization promotes quality programs for children and youth in their out-of-school time, and the National Institute on Out-of-School Time (NIOSST). NAA accredits programs that meet these quality standards, based on a self-study and a NAA endorser's ratings of compliance with the standards.
<a href="#">American Camp Association (ACA)</a>	Summer day camps accredited by the ACA must meet up to 300 standards for health, safety, and program quality.

## High-Quality Program Standards Relating to Health, Mental Health, Nutrition, Physical Activity, and Physical Development

Resource Title	Description
<a href="#">Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs, 3rd Edition</a>	This document is a collection of 686 standards that represent what is considered to be best practice nationally on child care health and safety. Each standard, written by health and safety experts and reviewed by licensors and providers, also includes a "rationale" that explains why the standard is important.
<a href="#">Model Child Care Health Policies</a>	Model Child Care Health Policies contains model health policies that can be adapted or used selectively in any type of child care setting. The policies are designed to allow you to insert information specific to your site so staff can quickly reference and handle day-to-day and emergency situations with proper procedures. Also included are reproducible forms, resource lists, and safety checklists. This resource covers topics from admissions and illness to media coverage and power failures.

Resource Title	Description
<a href="#">National Center on the Social Emotional Foundations for Early Learning (CSEFEL)</a>	CSEFEL is a national resource center for disseminating research and evidence-based practices to strengthen the capacity of early childhood programs to improve the social and emotional outcomes of young children. CSEFEL resources such as the Pyramid Model which includes environment, interactions, and practices address children's social-emotional competence and challenging behaviors
<a href="#">The Center of Excellence for Infant and Early Childhood Mental Health Consultation (IECMHC)</a>	IECMHC is an evidence-based approach. It supports parents and other adults who work with young children in the places where children learn, play, and grow.

## Other Measurable Quality Activities as Determined by the AI/AN Lead Agency

Resource Title	Description
<a href="#">A Report on Tribal Language Revitalization in Head Start and Early Head Start, 2016</a> Quality activity: AI/AN language and culture	This report addresses the context of language in tribal communities. The traditional language may be endangered in some communities, meaning that it is not spoken widely and eventually may cease to be spoken at all. Research also indicates that when children are exposed to the tribal language in school, there are academic gains and improved physical and mental health.
<a href="#">Office of Head Start Tribal Language Report, 2012</a> Quality activity: AI/AN language and culture	This report provides illustrative examples of tribal language efforts around the country and discusses the recommendations and implications.
<a href="#">CCDF Final Rule: Consumer Education and Parental Choice Webinar</a> Quality activity: consumer education	This webinar provides specific information and examples related to the consumer education provisions of the CCDF Final Rule.
<a href="#">Consumer Education: Child Care Services and Resources for Choosing Care</a> Quality activity: consumer education	This issue brief focuses on how to support families in choosing quality care and understanding a QRIS. It shares examples and describes various ways to inform parents about what to look for when searching for child care, including guidebooks, checklists, videos, and public awareness campaigns.
<a href="#">Consumer Education: Full Diversity of Support Services for Families</a> Quality activity: consumer education	This issue brief provides examples and brief descriptions of state websites that effectively direct families to specific support services and other supplemental resources. It includes an overview of the CCDBG Act of 2014 requirements specific to consumer education and information on programs, policies, and research that support families.

Resource Title	Description
<a href="#">Consumer Education: Information about Provider Monitoring and Oversight</a> Quality activity: consumer education	This resource provides an overview of the CCDBG Act of 2014 requirements specific to consumer education and how States share provider-specific information; aggregate information about deaths, serious injuries, and abuse; and information about state licensing processes. It also includes information regarding approaches to share licensing and monitoring data.
<a href="#">Infant/Toddler Resource Guide: Consumer Education Overview</a> Quality activity: consumer education	This web page provides an overview of requirements and strategies regarding consumer education on infant and toddler services. It also includes tools to support consumer education efforts, such as an action planning template and a checklist tool.
<a href="#">State Consumer Education Websites</a> Quality activity: consumer education	This issue brief includes a table with links to all state agency, child care resource and referral, and QRIS websites. The table contains information on whether the sites address the diversity of early education services; includes a provider search; explains how to choose quality and QRIS; and provides information on subsidy, licensing, and family support services.
<a href="#">Parent, Family, and Community Engagement (PFCE) Interactive Framework</a> Quality activity: family engagement	This framework provides a research-based approach to program change designed to help early childhood programs achieve outcomes that lead to positive and enduring change for children and families. The web page provides research and resources related to program foundations, program impact areas, family engagement outcomes, and child outcomes.
<a href="#">Understanding Family Engagement Outcomes: Family Engagement and School Readiness</a> Quality activity: family engagement	This resource provides information on how meaningful family engagement contributes to children's school readiness and healthy development. It also includes strategies and additional resources to support staff and programs in boosting their family engagement and school readiness practices.
<a href="#">Creating a Successful Formula to Engage School-Age Programs in Quality Improvement Webinar</a> Quality activity: school-age programs	This webinar explores strategies for building sustainable quality improvements, ways to engage school-age programs, create standards, select assessment tools, and provide support for school-age programs. It provides information about national trends and promising practices from two States and shares strategies to build a system that works.
<a href="#">Supporting School-Age Children in Family Child Care Interactive Webinar</a> Quality activity: school-age programs	This webinar session is aimed at better understanding the needs of States, Territories, and Tribes around supporting school-age children in FCC. NAFCC presents an overview of the current status of FCC and supports for providers. The webinar includes information on the importance of FCC in supporting school-age children and their families; challenges facing FCC providers and the States, Territories, and Tribes that support them; and examples of strategies and resources to support FCC with a focus on school-age.
<a href="#">Summer Learning: Promising Practices and Innovation Strategies Webinar</a> Quality activity: summer enrichment	This webinar shares information on the importance of summer learning to closing academic and opportunity gaps, promising practices for high-quality summer learning programs, and examples of high-quality school-age summer learning programs.



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