



## Summary of Tribal Child Care Activities FY 2012-2013

The Child Care and Development Fund (CCDF) provides approximately \$5 billion to States, Territories, and Tribes to improve the affordability, accessibility, and quality of child care in the United States.

The following data represents a snapshot of information collected during FY 2011-FY 2012. Tribal CCDF programs offer a range of quality improvement activities and support for health and safety standards. It is the intention of OCC to support and promote these promising interventions.<sup>1</sup>

### FY 2012 CCDF Funding Allocations

By law, Tribes receive up to 2% of CCDF funding, ~ \$100 million

- 51 Large Tribal Grantees receive an allocation equal to or greater than \$500,000 and are known as “non-exempt.”
  - 15 of the 51 receive allocations that exceed \$1 Million
  - They must operate a certificate program (e.g. vouchers), which allows parents to choose from a variety of care types (Center-Based, Group Home, Family Home, and In-Home).
  - They must expend at least 4 percent on quality activities
- 209 Tribal CCDF grantees receive less than \$500,000 and are known as “exempt.”
  - 166 of the 209 receive allocations less than \$200,000
  - 109 of the 166 receive allocations less than \$100,000

### Overview of CCDF Tribal Grantees

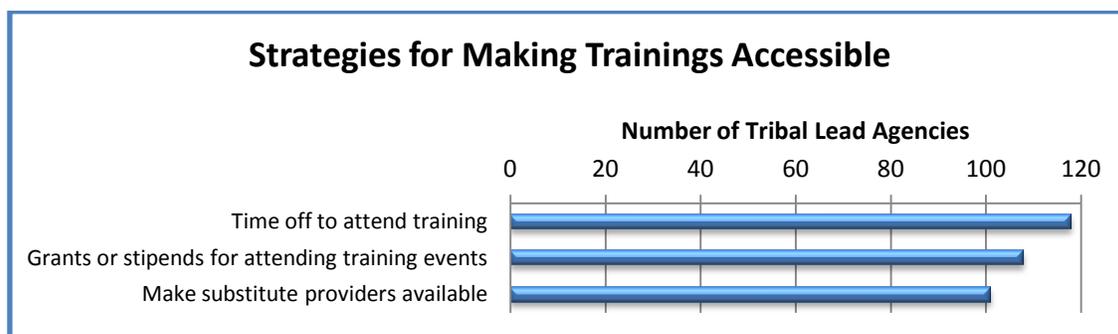
- There are 260 Tribal grantees.
  - 259 Tribes and Tribal organizations (including 20 Consortia), encompassing approximately 530 Federally-Recognized Tribes; and
  - 1 Native Hawaiian grantee.
- 35 Tribes have consolidated their CCDF funding with other employment, training, and related services into a P.L. 102-477 Plan.
- There were 30,598 children served by Tribal CCDF in FY 2011.

## Highlights of Quality Improvement Activities

One of the key goals of CCDF is helping children from low-income families access high quality care. Quality investments and support systems to promote continuous quality improvement of both programs and the staff who work in them are a core element of CCDF. Tribes are encouraged, regardless of size, to take an intentional approach to quality improvement: assessing the current quality of care available and the training and technical assistance needs of providers, investing quality funds and initiatives in accordance with these needs, and reviewing the success of their activities to improve quality. In this section, the tables represent questions directly from the FY 2012-2013 Plan Preprint, accompanied by representative examples of successes found in the narrative sections of the Plan Preprint and FY 2011 ACF-700 Supplemental Narratives.

<sup>1</sup> The information presented in this summary is drawn from the FY 2012 Tribal CCDF Allocation, the FY 2011 ACF-700 Reports and Supplemental Narratives, and the FY 2012-2013 Tribal Plan Preprints. This summary does not include information from the P.L. 102-477 Plans but may in future years. (Tribes may also incorporate their CCDF funding with other employment, training, and related services under a consolidated P.L. 102-477 Plan. Public Law 102-477 allows Tribes to consolidate their CCDF funding with other Federal funding to support flexible approaches to employment and training opportunities among participating Tribes.)

## Training and Professional Development Activities for Providers

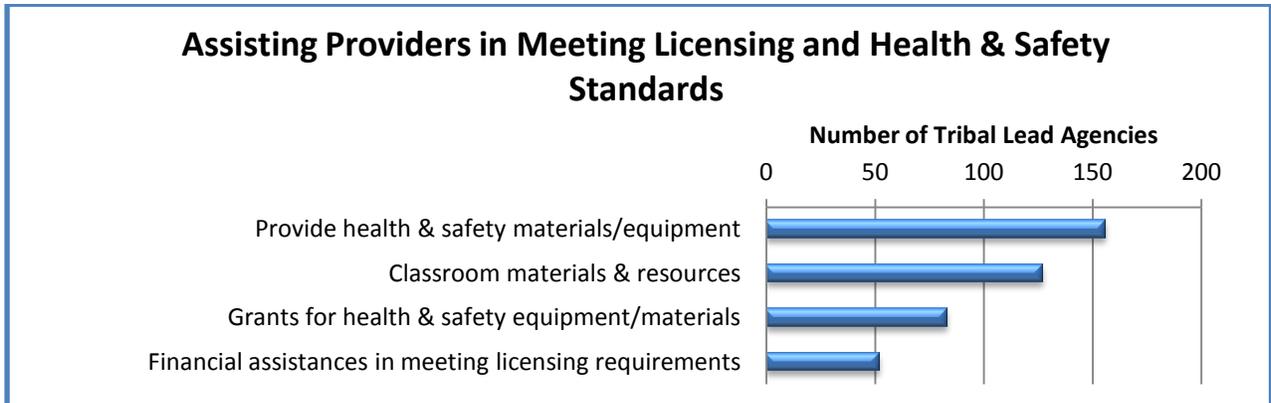


### *CCDF increases access to training opportunities in Tribal communities.*

- Turtle Mountain Band of Chippewa:** “Child care staff organized over 36 hours of training for providers to attend on the Turtle Mountain Reservation. Providers find it difficult to find trainings that fit into staff schedules and attending training off the reservation tends to get expensive. Providers appreciated that they had the choices as far as the topic and the date that best fits their schedule. Child Care staff also organized over 20 hours of CPR/First Aid trainings so providers did not have to travel long distances to be CPR/First Aid Certified.”
- Picayune Rancheria of the Chukchansi Indians:** “The Tribe provides CPR classes to providers. Educational packets and activities that can be done with children while in care are also provided to the provider.”

*CCDF funds grants or scholarships that help providers attain credentials and degrees.*

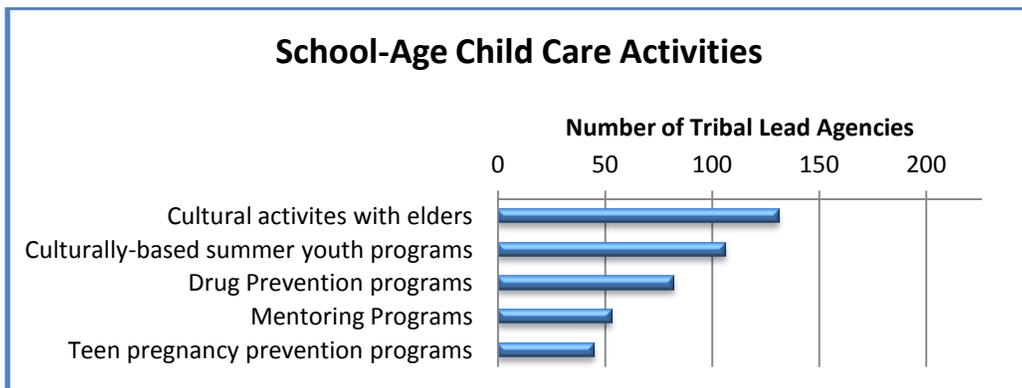
- **Mille Lacs Band of Ojibwe:** “All staff are required to complete a CDA. The CDA is paid for by the program and support is offered to staff while completing the CDA. All staff complete a training needs survey and a professional development plan.”
- **Mississippi Band of Choctaw Indians:** “We have recently signed an MOU with a local university that will provide childcare courses to our teachers who are eligible to enroll in the university. This is a 24 month cohort model which will lead to a BS degree in Early Childhood Education!”



*CCDF funds trainings or health and safety materials and equipment to help providers meet licensing requirements and health and safety standards.*

- **Stockbridge Munsee Tribe:** “Some classes may be paid for with CCDF funds if they help the provider become regularly certified, licensed and/or are continuing education to improve services to participating families. Safety equipment may be purchased for certified child care providers to help maintain their safety standards.”
- **Seneca Nation of Indians:** “We will be providing items such as child safety seats/booster seats, fire extinguishers, first aid kits, outlet covers, etc. to allow providers to offer the best care possible. These items will help promote each child’s wellbeing and development.”

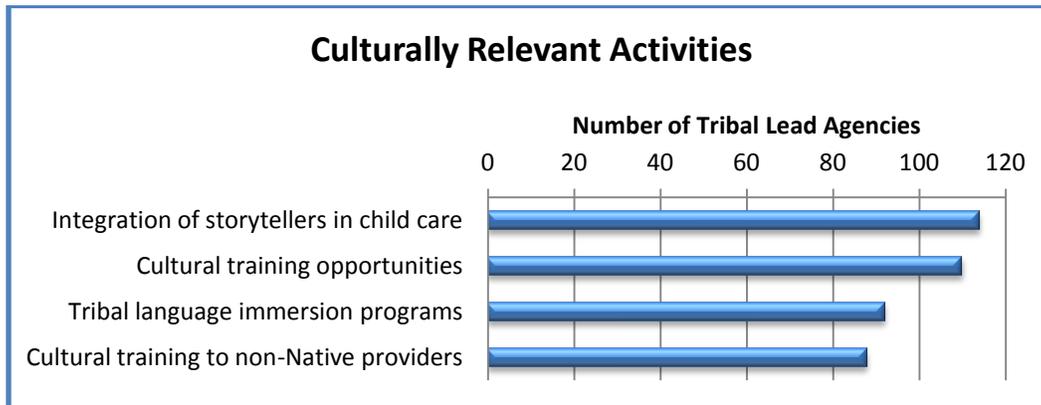
**School-Age Child Care Activities**



- **Coyote Band of Pomo Indians:** “This year is the first time the Tribe has sponsored a day camp where our targeted school-age funds were utilized. This pilot was called Camp Coyote [and included] summer quality activities for our children to keep them moving. All children from the age of 4 years old to 12 years old were able to attend. The camp started one week after school was out and ended a week before school started. This was wonderful for the children over summer vacation, as each week had a different theme that they scheduled activities around. Since Camp Coyote was such a success the Tribe included it into next year’s budget as an on-going activity. We will be utilizing some of our CCDF school-aged targeted funds for this camp in the summer.”
- **Scotts Valley Band of Pomo Indians:** “The most notable accomplishment has been the environmental campout, with over 350 children participating. The event consists of participants from these Tribes; Upperlake, Robinson Rancheria, Elm Colony, Scotts Valley Band of Pomo, and Big Valley Rancheria. The campout is a one week program consisting of flint knapping, basket making, fishing, native dancing, tracking of wild animals, traditional foods, storytelling hosted by Scotts Valley and Big Valley. Fire safety is conducted by Forest Rangers, which is actually a great learning component for all youth in attendance.”



## Culturally-Relevant Activities



## Tribes preserve their languages by developing child care curricula that incorporate native language.

- **Big Sandy Rancheria Band of Western Mono Indians:** “This year we included the Mono language in our literacy component of our preschool age curriculum. This has been proven to be successful in beginning to revitalize the Mono language and strengthen positive cultural self-image.”
- **Chippewa-Cree Tribe of Rocky Boys Reservation:** “Stone Child College, the child care agency, has implemented the Cree Language immersion program, which is funded through the Administration for Native Americans (ANA) funding. The project goal to implement an effective, culturally, appropriate Cree Language among our youngest Tribal members as a means to reverse the decline in the numbers of Cree speakers in our population, therefore, preserving the Cree language on Rocky Boy's reservation for future generations. The Cree Language Nest Curriculum is designed for ages zero (0) to three (3) years of age and is already implemented within the Stone Child College Child Care.”

- **Houlton Band of Maliseet Indians:** “[We have] activities to bring Elders of the Tribe to teach early learning of the Native Language in the Head Start Center on the Reservation, in an effort to revive the Maliseet Language.”
- **Seminole Nation of Oklahoma:** “[We have a] language/cultural teacher for the classrooms, [and we] host an annual cultural fair for people in the community and area schools. We have recently piloted an Immersion Classroom for infant/toddlers, so that we may help to maintain the native language/culture in the next generation.”

*Traditional song and dance, regalia making, and cultural activities enrich children’s learning experiences in child care.*

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- **Alabama-Coushatta Tribe of Texas:** “The Day Care staff and children have the opportunity to participate in classes for traditional crafts, dances, and Tribal language. The Tribal language is not written and is recommended to be taught at an early age. The Day Care Staff do speak the native language to the children at the Center.”
- **Colusa Indian Community Council:** “The children water, weed, harvest, explore, investigate, measure, graph, sketch, run, play, and socialize, to name a few activities, within our garden classroom. Our garden will provide our Center with a variety of squash, cucumbers, tomatoes, peppers, eggplant, melons, leeks, corn, beans, peas, pumpkins, and herbs. We cannot wait. We also work with outside resources in order to provide a more comprehensive educational experience: Master Gardeners of Colusa County, the Sierra Cascade Nutrition and Activity Consortium, Network for a Healthy California & Champions for Change, and other entities.”
- **Eastern Shawnee Tribe of Oklahoma:** “The Eastern Shawnee Tribal CCDF Back to School Pow Wow is held in August annually. To begin the school year in a positive way, the Child Care Agency hosts a community back to school Pow Wow. This cultural activity is designed for children and families to enhance cultural pride and personal self image, stress the importance of academics, and promote the CCDF program.
- **Wichita and Affiliated Tribes:** “The CCDF Program created a day in April that honored the ‘young child.’ We arranged a parade for the day care and Head Start children, as well as home provider children, to march through the streets of Anadarko with flags waving and beautiful smiles. The parade ended at a local gymnasium. Our local Native American Club from the Public School performed in Regalia. The opening of the event at the gymnasium allowed the children to participate with the Regalia dancers on the open floor. This was a wonderful event that allowed many to experience the traditional dances. It was an opportunity to introduce the Native dance and traditions to those who had never seen this form of dance and to others who were allowed to perform for their friends and neighbors.”
- **Rosebud Sioux Tribe:** “Cultural training is provided, so providers, parents, and children can learn to self-identify as members of the Sicangu Lakota Nation. All children in the program have song and dance projects [and] can receive instruction on singing, dancing, and making regalia.”



## Other Quality Improvement Activities

In their narrative responses in the Tribal Plan Preprint and ACF-700 Supplemental Narrative Report, Tribal Child Care Agencies repeatedly mentioned several other quality activities that were not captured in the quantitative sections of the Plan Preprint. This section shows some of the promising trends found in those narrative responses.

### *Tribal Child Care Agencies worked with Head Start to coordinate programs and pool resources.*

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- **Confederated Tribes of Siletz Indians:** “The Confederated Tribes of Siletz Indians (CTSI) Head Start Program and the CTSI Child Care Assistance Program jointly fund an Early Childhood Education (ECE) Quality Coordinator who offers assistance and monitors compliance with the Head Start Full-Day/Full-Year Program, and oversees all of the classrooms operated at the Tenas Illahee Child Care Center (TICC). With this guidance, it is ensured that activities are developmentally appropriate and support the growth of the children being served, and that any training needs of the TICC staff are identified and addressed.”
- **The Suquamish Tribe:** “The Child Care program collaborates closely with the Head Start program to provide comprehensive services to all of the children and families served by the CCDF program. The two programs are identified together as the Tribe's early learning center (ELC). Child Care provides a wraparound program for Head Start families.”

### *Tribal Child Care Agencies work together and with other early childhood organizations with a commitment to continuous improvement.*

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- **Kickapoo Tribe in Kansas:** “[One of our] best program practices has been networking with other programs, referred to as “The Network,” which meets quarterly. Rather than duplicate or overlap services, we network resources with one another and make program dollars stretch to provide more services. Subgroups of this network meet on a more frequent basis.”
- **Las Vegas Paiute Tribe:** “The Child Development Center’s manager also attends various conferences, conventions, and training seminars in an effort to stay informed and up-to-date on current issues that affect not only Tribal child care, but child care in general. This has included involvement in the development of a new Nevada Tribal Early Childhood Advisory Committee whose purpose will be to educate and influence Tribal leaders and Tribal communities on the importance of Early Childhood Education, ensure a system of coordination and collaboration among Tribal Early Childhood Education and Indian Education providers, and communicate the Tribal Early Childhood Education voice to the Nevada Early Childhood Advisory Council.”
- **White Earth Reservation:** “[We] maintain collaborative relationships and early literacy initiatives with special education, elementary schools, community education, Human Services, and area colleges or universities to enhance and encourage high quality training, conferences and classes on child development, social & emotional development, early literacy and issues to the care of children and the Ojibwe Nation. The Child Care Program collaborates with agencies, State of Minnesota, Head Starts, school districts, social services, and the health department to provide information through community trainings and the annual



Communities Collaborative Brain Development Conference to promote awareness and child development information to parents, guardians, child care providers/staff, head start teachers, county and Tribal social services, school districts, and Child Care Resource and Referral staff.”

*Tribal Child Care Agencies are also participating or preparing to participate in States’ Quality Rating and Improvement Systems (QRIS). QRIS is a rating system of voluntary higher standards for child care that provides financial incentives and technical assistance to providers as the move to higher standards of quality. QRIS also helps families find quality care.*

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- **Kaw Nation:** “The Kanza Child Care Center has a two-star rating with the State of Oklahoma Licensing Division.”
- **Salt River Pima-Maricopa Indian Community:** “The Tribally operated center has participated in Quality First assessment rating, [Arizona’s QRIS], and been monitored by the Office of Head Start.”
- **Oneida Tribe of Indians of Wisconsin:** “One of the main focuses for this past year has been getting ready for the new Wisconsin YoungStar program, the quality improvement program with tiered reimbursement components. Child care providers will be measured on administrative practices; educational levels; environment and curriculum; business and professional practices; child health and wellness; and licensing compliance. Oneida has ensured that all teachers in the Head Start and Tribal child care centers have had the opportunity to receive Wisconsin Model Early Learning Standards (WMELS) and have assisted teachers with coursework to move towards obtaining associate degrees. Conscious discipline and teaching strategies have also been presented. Ensuring parental education on these focus areas has also been a vital piece of putting the program together that will be focused on the entire Oneida Community and establishing the cultural based activities that meet the needs of the community as a whole.”



*Tribal Child Care Agencies are committed to meeting the developmental and educational needs of each child.*

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- **Lower Elwha Klallam Tribe:** “We have contracted with a certified Mental Health Counselor who provides classroom observations and individual child observations when needed. She provides us with feedback and recommendations in the areas of: social and emotional growth, appropriate age expectations of children, environmental changes in the classroom, and observation techniques and tools to assist children in self-regulation. She also provides us with training in the areas of: Child development, brain development, and setting clear boundaries.”
- **Bois Forte:** “The Early Childhood program collaborates with the Nett Lake School Early Childhood Special Education Coordinator to ensure children with special needs are provided extra services i.e., Individual Education Plans, sign language interpreter.”

## Health and Safety

CCDF regulations at 45 CFR 98.41(a) require that Tribal Child Care Agencies certify they have in effect requirements for child care providers designed to protect the health and safety of children who receive assistance through the CCDF program. These health and safety requirements must include: (1) prevention and control of infectious diseases; (2) building and physical premises safety; and (3) minimum health and safety training appropriate to the provider setting. This section includes tables from the FY 2012-2013 Plan Preprints on Tribal Licensing Standards and Background Checks.

### Tribal Licensing

Tribal Child Care Agencies maintain the option of using the HHS Minimum Child Care Standards, Tribal Standards, State Licensing Standards, Local Licensing Standards, or other requirements. Many Tribal Child Care Agencies have adopted policies and licensing standards from a variety of sources. The table shows which standards the Tribal Child Care Agencies have adopted for each category of care.

### Background Checks

Although CCDF Child Care Agencies are not required to conduct background checks, the Office of Child Care recommends that all child care providers undergo comprehensive criminal background checks. While CCDF regulations do not explicitly require that criminal background checks be included in Child Care Agency health and safety requirements, the preamble to CCDF regulations states that “ACF considers [criminal background checks] to fall under the building and physical premises safety standard in the statute” (63 FR 39956). Tribal Child Care Agencies are responsible for ensuring that CCDF funds are expended on programs that meet minimal standards to protect the health and safety of children receiving subsidies, which as a best practice should include criminal background checks for child care providers.

The table below shows which types of background checks Tribal Child Care Agencies conduct for each type of care.

What standards has the Tribe adopted for the following categories of care?	
<b>Center-Based Care</b>	
HHS Minimum Child Care Standards	72
Tribal Standards	82
State Licensing Standards	135
Local Licensing Standards or Requirements	19
<b>Group Home Care</b>	
HHS Minimum Child Care Standards	30
Tribal Standards	37
State Licensing Standards	63
Local Licensing Standards or Requirements	4
<b>Family Home Care</b>	
HHS Minimum Child Care Standards	56
Tribal Standards	86
State Licensing Standards	56
Local Licensing Standards or Requirements	16
<b>In-Home Care</b>	
HHS Minimum Child Care Standards	43
Tribal Standards	79
State Licensing Standards	35
Local Licensing Standards or Requirements	8

Type of Background Check	Center-Based	Group Home	Family Home	In-Home
<b>Tribal</b>	111	41	68	60
<b>Federal</b>	145	56	82	56
<b>Child Abuse Registry</b>	159	67	101	77
<b>Sex Offender Registry</b>	149	64	100	82

## Supporting Tribes

### Construction and Major Renovation

*Tribes may apply to use part of their CCDF funding on construction or major renovation of their child care facilities with ACF approval.*

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- Since 1997, there have been 131 new facilities constructed.
- Most recently, OCC approved a request from Absentee Shawnee to begin construction of a new child care facility that will serve 100 additional CCDF children per year.



### Let's Move! Child Care

*Let's Move! is a comprehensive initiative, launched by the First Lady, dedicated to solving the challenge of childhood obesity within a generation, so that children born today will grow up healthier and able to pursue their dreams.*

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- Over 100 Native American providers have signed up for *Let's Move! Child Care*, the First Lady's effort to help child care providers incorporate healthy weight practices around five goals: increasing physical activity, reducing screen time, improving food choices, providing healthier beverages, and supporting infant feeding. *Let's Move! Child Care* has highlighted several Tribes' success stories online and at the 2012 Weight of the Nation conference. For example, the staff of the Kaw Nation Child Care Development Fund Program in Oklahoma recently adapted their menu to include leaner meats like turkey, less sugar when baking, and more fruits and vegetables, and also try to introduce a new healthy food every week. For more information and free resources, please visit [www.healthykidshealthyfuture.org](http://www.healthykidshealthyfuture.org)



### Training and Technical Assistance

*The National Center on Tribal Child Care Implementation and Innovation supports Tribal communities in their efforts to provide excellent early childhood and afterschool programs.*

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- In July 2012, the National Tribal Center (NTC) conducted the biennial National American Indian/Alaska Native Child Care Institute in Salt Lake City. Two hundred twenty-seven Tribal CCDF Administrators and staff selected from among five separate Institute tracks – Program Administration, Advanced CCDF Program Administration, *Let's Move!*, Health and Safety, and Professional Development and Program Quality –and through an agreement with United Tribes Technical College, earned Continuing Education Units (CEUs) for their successful completion of professional training activities.
- NTC has had recent success strengthening State and Tribal relationships. NTC and OCC facilitated a meeting between the Pueblo of Jemez and New Mexico's Division of Children Youth and Families to develop a partnership to assist the Jemez Child Care Center meet the State's new licensing requirements. The Jemez Pueblo Child Care Center is now a 2-Star New Mexico Licensed Facility.