



# Quality Spending and Culturally and Linguistically Responsive Practices

Char Schank, National Center on Tribal  
Early Childhood Development

# Welcome

- ◆ Char Schank, Technical Assistance Specialist
  - National Center on Tribal Early Childhood Development
  - TA Specialist for Regions VII and VIII
- ◆ Tribal CCDF Administrators
  - Bonita Rhymer, Ho Chunk Nation
  - David Turnipseed, Puyallup Tribe





# Session Objectives

- ◆ Grantees will understand the quality spending requirements outlined in the final rule, the definition of a quality program, and the ten allowable quality activities they can choose from to implement.
- ◆ Grantees will hear from other Tribal CCDF Administrators who have implemented culturally and linguistically responsive practices within child care settings using CCDF quality funds and through the Other, Culturally Relevant Activities section in their plan.

# Major Provisions of the CCDF Final Rule

**1. Protect the health and safety of children in child care**

**2. Help parents make informed consumer choices**

**3. Enhance the quality of child care**

**4. Provide equal access to stable child care for low-income families**

# Quality Improvement Activities in the Final Rule



All Tribal 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.”**

# Phase-In Period for Quality Spending Requirements

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

# Assessing the Need for Quality



Questions for our panelists:

- What assessment process did you go through to identify the need in your community in which you wanted to improve using quality dollars?
- Who participated in this assessment?
- What lessons learned would you like to share with the group about the assessment process?

# Quality Activities

- a) Support the training and professional development of the child care workforce
- b) Improving on the development or implementation of early learning and developmental guidelines
- c) Developing, implementing, or enhancing a quality rating and improvement system for child care providers and services
- d) Improving the supply and quality of child care services for infants and toddlers
- e) Establishing or expanding a system of child care resource and referral services, assisting parents with finding and choosing a child care program; collecting and analyzing child care provider supply and demand data; and providing training and support to providers.

## Quality Activities

- f) Supporting compliance with requirements for licensing, inspection, monitoring, training, and health and safety (as described in section 2 of the Plan)
- g) Evaluating the quality of child care programs, including how programs positively impact children
- h) Supporting providers in the voluntary pursuit of accreditation

# Quality Activities

- i) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- j) Other Quality Activities
  - 1) Culturally Relevant Activities
  - 2) Consumer Education for Parents and Providers
  - 3) Other

# Other Quality Activities



Activities must be measurable. So, measurement of outcomes relating to improvement of provider preparedness, child safety, child well-being, or entry to kindergarten is required for such activities

# How Does Cultural Responsiveness Increase Quality and Promote Positive Child Outcomes?



- ◆ A culturally responsive learning environment “should promote continuity between children’s home environment and their early learning environment.”
- ◆ “Immersion programs that blend Native language, culture, and traditions in instruction may contribute to improvements for children in educational achievement, family involvement, and social-emotional skills through the support of cultural identity.”

U.S. Department of Health and Human Services, & U.S. Department of Education. (2016). Policy statement on supporting the development of children who are dual language learners in early childhood programs, pp. 24, 8 [Last updated January 4, 2018]. Retrieved from <https://eclkc.ohs.acf.hhs.gov/publication/policy-statement-supporting-development-children-who-are-dual-language-learners-early>

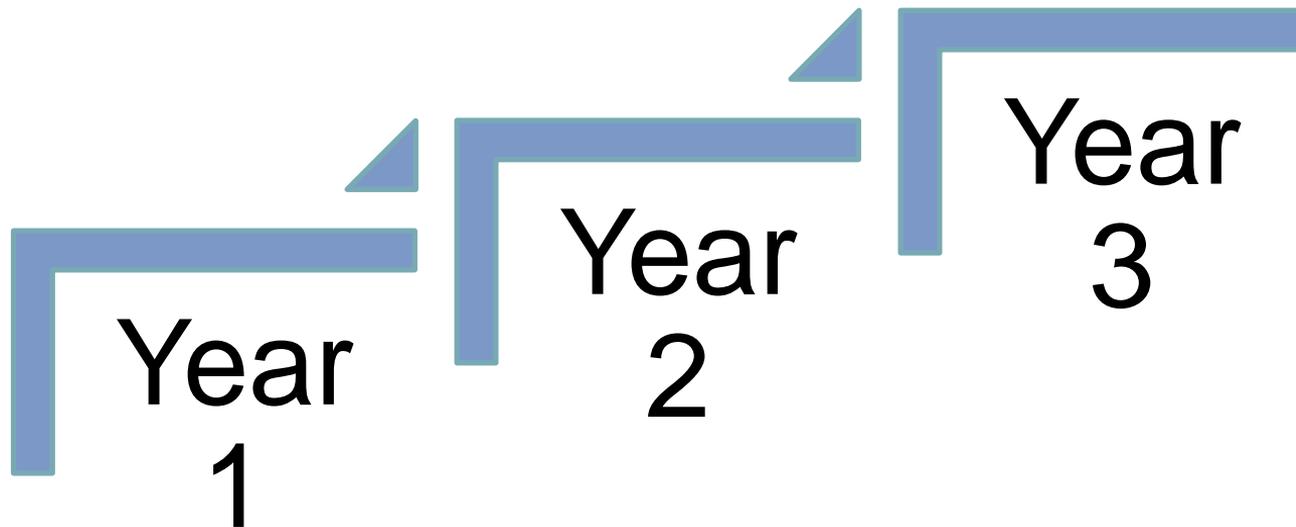
# Determining Quality Activities



## Questions for our panelists:

- Which activities did you choose from the list of the ten allowable activities in your current Tribal CCDF plan?
- Which of those activities are you using to infuse culturally and linguistically responsive practices within your program?
- Can you share a bit about the types of expenses that you are charging to this quality activity?

# Identifying Goals and Activities to Improve Quality



# Identifying Goals and Activities



## Questions for our panelists:

- Can you tell us a bit on how you developed your goals for your quality activity?
- Would all of the goals you developed be accomplished in one fiscal year?
- How did you decide where to begin your activity?

# Putting the Tribal CCDF Plan into Place



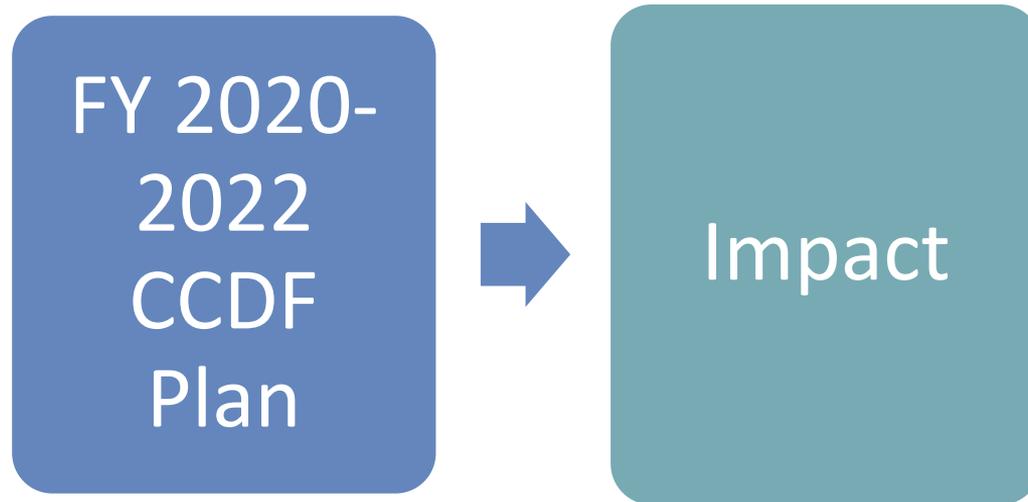
# Putting the Plan into Place

## Questions for our panelists:

- What was your first step in implementing your activity?
- Who helped you put this activity into place?
- What are some lessons learned that you would like to share with the group on putting your plan into place?



# Evaluating the Impact



# Evaluating the Impact



## Questions for our panelists:

- How long has this activity been taking place in your program?
- How have you evaluated the impact this activity has made?
- Have you met your expectations of when you began this activity?
- What are some lessons learned you would like to share with the group?

# Questions?





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## Virtual Tribal, State, and Territory Administrators Meeting 2020



“Let us put our minds together  
and see what life we can make  
for our children.”

—Sitting Bull, (Hunkpapa) Lakota  
Sioux, 1831–1890

Spiritual Quotes to Live By. (n.d.). 100 inspirational Native American quotes to live by [Web page]. Retrieved from <http://www.spiritual-quotes-to-live-by.com/100-inspirational-native-american-quotes.html>



Thank You

