



# CHILD CARE BULLETIN

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**U.S. Department of Health and Human Services**  
Administration for Children and Families  
Administration on Children, Youth and Families  
Child Care Bureau

## State Collaboration with Tribal CCDF Programs

By Linda Kills Crow, Director, Tribal Child Care Technical Assistance Center

The Child Care and Development Block Grant (CCDBG) Act of 1990, as amended, requires the U.S. Department of Health and Human Services to provide 1 to 2 percent (as determined by the Secretary) of the total Child Care and Development Fund (CCDF) monies allocated by Congress to Federally recognized American Indian Tribes and Alaska Native villages. In FY 2002, 263 grantees in 32 States were funded under this provision.

In order to receive CCDF funding, Tribes and eligible Tribal organizations, like States, must submit a plan preprint for a two-year period. Funding is based on the child count provided in the plan and certified by a Tribal official. Tribes must define their CCDF service area, and many include communities located on or near reservations. Tribal grantees in Oklahoma, California, and Alaska, where most Tribes do not live on reservations, are encouraged to work together to ensure service areas are not overlapping.

Grantees must also provide a definition of "Indian Child" in the plan. This definition may be limited to "Tribal members only" or include "all Indian children, regardless of Tribe." (Most grantees have specific definitions for "Indian Child," including documentation requirements.)

The Tribe's actual child count consists of all children under the age of 13 who reside within the Tribe's designated service area and meet the Tribe's definition of "Indian Child." Tribal entities with fewer than 50 children under age 13 may apply as part of a consortium arrangement.

Under Federal law, Indian children have dual CCDF eligibility. This means that parents of eligible Indian children may apply to either the Tribe or the State for CCDF assistance. States may not have a blanket policy of refusing to provide child care services to Indian children. States and Tribes are encouraged to work closely together in coordinating child care resources to ensure adequate child care for all eligible Indian children (see Policy Interpretation Question ACYF-PIQ-CC-97-01).

Like States, Tribes must also work within the Federal guidelines to determine eligibility criteria for families. Family income cannot exceed 85 percent of the State or Tribal median income. Grantees must indicate in their plan which median income they will be using for eligibility determination. This means that Tribal grantees choosing to use their State's median income must be able to access that data from the State prior to completion of their plan. When States cannot release this information to Tribes in a timely manner, it may prevent Tribes from submitting their plans on time. The establishment of a timeframe and agreed upon method for communicating this information is essential. Some States

communicate updated information on their median income through State/Tribal child care workgroups, ACF Regional Office staff or direct mailings.

## Payment Rates and Sliding Fee Scales

Tribes must base their payment rates on the results of a market rate survey conducted in their defined service area. Some Tribes rely on survey data provided by their State, while others conduct their own surveys. Coordination of efforts between States and Tribes, especially in rural areas, provides comprehensive data that is beneficial to both entities. Tribes also establish sliding fee scales for determining payment rates for their participating families. Some Tribes employ their State's fee scale; others use the State's scale as a basis for establishing their own scale.

States and Tribes should have a system in place to ensure that neither families nor providers are collecting payments from both entities for the same child care services. At the local level, some State child care subsidy offices and Tribal CCDF programs have established systems for cross-referencing clients and providers. These systems track the names and birth dates of children (by family), and/or the names and addresses of providers. Questionable cases are usually investigated jointly to minimize any misunderstanding.

## Consumer Information

While some Tribes operate their own TANF programs, most rely on their State for services. Tribal grantees must include in their CCDF Plan either their Tribe's TANF definitions or those of the State. These definitions are used in informing "parents who receive TANF benefits about the exemption to the individual penalties associated with the work requirement for any single custodial parent who has demonstrated inability to obtain child care for a child under 6 years of age" (98.16 (p), 98.33 (b)).

Some Tribes relying on their State's TANF program have a representative located in their Tribal offices or within the local community. Other Tribes have identified a TANF Tribal liaison located in their nearest TANF office. This promotes easier access to the State's or the Tribe's TANF definitions.

## Training and Technical Assistance

Tribal CCDF programs receive technical assistance primarily through the ACF Regional Offices and the Tribal Child Care Technical Assistance Center (TriTAC). TriTAC facilitates an annual conference, cluster trainings and new administrators training sessions, and meetings of the Child Care Bureau's Tribal Work Group. TriTAC also operates a Tribal Child Care Web site (<http://nccic.org/tribal>) and toll-free telephone line (1-800-388-7670) and develops technical assistance materials relating to Tribal child care.

Many Tribal grantees participate in national, regional, State and local training and technical assistance activities. Some staff and providers are involved in formal training programs such as CDA credentialing. Other grantees have developed training programs that focus on the unique culture of their Tribe. Such programs might include development of a cultural-based curriculum, bilingual education (English and the Tribal language), and/or traditional child-rearing techniques.

Several States have made quality funds available to Tribal grantees. For example, Tribes have been included on State mailing lists for Request for Proposals (RFPs) on quality funds. Some States invite Tribal grantees to State and local training activities and provide scholarships for CDA and other educational programs.

## State/Tribal Best Practices

Several States and Tribes are currently partnering to enhance communication, reduce duplication, and support quality child care activities. Washington State has formed a Tribal Workgroup consisting of Tribal CCDF administrators and State officials to share information and ideas on pending State legislation and existing programs that affect child care. Through the Workgroup, a State policy was established to ensure that Tribal children are not turned away by the State for services. Oklahoma has established a reciprocal child care licensing system and includes Tribal child care monitors in all State monitor training. Oklahoma has also awarded grants to Tribes for multi-county resource and referral services.

Arizona has given funds to the Inter-Tribal Council of Arizona to support an annual Statewide training conference for Tribal child care providers. Wisconsin has provided matching funds to the Inter-Tribal Council of Wisconsin to hire a full-time Tribal child care coordinator and to publish a quarterly newsletter.

Other States, including Montana, Nevada, North Dakota, South Carolina, and South Dakota, have also collaborated with Tribes on special initiatives that support quality child care.

## Conclusion

The Federal government and Tribes have a long history of working together to provide services to Native people. This is the basis for Tribal funding within the CCDF program. Programs such as CCDF provide the opportunity for States and Tribes to come together for a mutual cause. As partners, they can move toward the common goal of providing quality child care services to Native children and families.

*For more information, contact the Tribal Child Care Technical Assistance Center (TriTAC) at 800-388-7670.*

# Licensing and Monitoring in Tribal Child Care Settings

By Judy Collins, National Child Care Information Center, and Eloise Locust, Cherokee Nation Tribal Child Care Program

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (Public Law 104-193) amended the Child Care and Development Block Grant Act (CCDBG) Act to require the U.S. Department of Health and Human Services to develop Tribal child care standards. In consultation with Indian Tribes and Tribal organizations, minimum child care standards were developed to ensure children's health and safety and to provide a basic level of care. These standards appropriately reflect Tribal needs and available resources. In April 2000, the Child Care Bureau issued separate standards for homes and centers as guidance and encouraged CCDF Tribal Lead Agencies to begin using the standards. When they are implemented, CCDF Tribal Lead Agencies will have the option of using Tribal, State, or local standards, as long as the requirements meet or exceed the new minimum standards. Lead agencies will continue to have the option of exempting relative providers.

The purpose of child care licensing is to prevent a vulnerable population from harm; in this case, that population is children. Many of the 263 Tribes operating CCDF child care programs are currently monitoring, and in some cases licensing, their providers using a variety of standards. As Tribes develop their own requirements, they will need to consider a number of factors. First, any standard that they develop should be measurable, reasonable, enforceable, understandable, economically feasible to implement, and relevant for the type of facility being licensed. Second, no matter what requirements Tribal governments elect to adopt, an adequate number of staff is necessary to monitor homes and centers for compliance. Third, licensing staff need to be well trained; that is, they should have knowledge in early childhood education and/or child care, as well as an understanding of the principles of regulatory administration. This combination of knowledge enables staff to interpret and apply licensing rules within the context of early childhood and child development principles.

Some Tribes have developed their own child care licensing standards. In Oklahoma, for example, four Tribes have reciprocal licensing agreements with the State that allow the Tribes and the State to cross-monitor child care programs by sharing monitoring reports and conducting joint complaint investigations. The State has also included the Tribal child care monitors in the training it conducts for the State monitors. This has resulted in a significant increase in the number of American Indian child care providers being licensed by the Tribes/State, support for the State in monitoring and investigating complaints in American Indian communities, and support for both formal and informal training opportunities for monitors.

While every Tribe has its own governmental infrastructure, the basic principles of protecting children when they are in care away from their own parents through a well-trained licensing and monitoring staff can be adapted to meet each Tribe's licensing/monitoring standards.

*For more information about the Tribal Health and Safety Standards, contact the Tribal Child Care Technical Assistance Center (TriTAC) at 800-388-7660.*

## **Welfare, Work and American Indians: The Impact of Welfare Reform**

A report released last winter, *Welfare, Work and American Indians: The Impact of Welfare Reform*, describes the key features of welfare reform legislation pertaining to Indian country. It also explores several challenges that must be addressed if welfare reform efforts are to succeed on Indian lands. Child care needs identified in this report include care for infants, care for children with special needs, and care during non-traditional hours. The authors also note that there is a shortage of qualified child care providers and a need for culturally appropriate child care settings (particularly those offered by non-Indian providers).

The flexibility of the CCDF block grant is considered advantageous to Tribes because it allows them to directly design and administer child care programs that meet the unique needs in their Tribal communities. This report was funded by the U.S. Department of Health and Human Services and the W. K. Kellogg Foundation, through the National Congress of American Indians. It was co-authored by Dr. Eddie F. Brown, Director, Kathryn M. Buder Center for American Indian Studies, George Warren Brown School of Social Work, Washington University, and Dr. Stephan Cornell, Director, Udall Center for Studies in Public Policy, The University of Arizona.

*The report is available on the Web at [http://www.ncai.org/main/pages/issues/human\\_resources/documents/cornell\\_brown\\_report.pdf](http://www.ncai.org/main/pages/issues/human_resources/documents/cornell_brown_report.pdf)*



# Tribal Child Care Communities Receive Grants to Expand Services

Tribal child care communities are among the recipients of two different grants recently awarded by the Child Care Bureau—Early Learning Opportunity Act (ELOA) grants and Facilities grants. The Child Care Bureau awarded 26 ELOA grants in FY 2001. ELOA grants provide increased resources to communities for early learning initiatives. Grants were awarded to communities in 18 States, including one Tribe and one Alaskan Native Corporation.

The Child Care Bureau awarded 10 technical assistance grants to support an increased supply of child care facilities in FY 2001. The focus of the technical assistance is on the renovation or construction of child care facilities and on assisting child care providers in securing private sources for capital financing of child care facilities.

The following are highlights from projects underway in two Tribal communities that are funded through ELOA and Facilities grants. The awards bring more than \$1 million to Native American communities to help improve the quality and availability of early childhood programs.

## Central Council Tlingit and Haida Tribes of Alaska

The Children's Early Learning Mental Health Project received an ELOA grant award of \$264,380. The Project, awarded to the Central Council Tlingit and Haida Indian Tribes of Alaska (Juneau, AK), is addressing the mental health and developmental problems of young children through a variety of efforts, including:

- Providing specialized training to mental health consultants;
- Establishing a coordinated system of early identification and referral;
- Developing a Statewide system for early childhood mental health services;
- Providing training in relationship-based intervention for providers; and
- Promoting family wellness as it affects early learning through a public awareness campaign.

The project is developing a CD-ROM training kit for the mental health consultants and staff that will be available in the fall of 2002. The CD-ROM training kit will serve as a tool that can be used with families, and will include information about "teachable moments" with children and about family development. The project also will advance early learning opportunities by involving a range of partners, including representatives from child care, Medicaid, Indian Health Service, Temporary Assistance to Needy Families (TANF) and the Alaska Temporary Assistance Program (ATAP), the Division of Mental Health and Developmental Disabilities, Public Health Nursing, and Maternal and Child Health.

*For more information, contact Nila Rinehart, Central Council Tlingit and Haida Indian Tribes of Alaska, 320 W. Willoughby Avenue, Suite 300, Juneau, AK, Phone: 907-586-1432.*

## Bristol Bay Native Association

The Bristol Bay Native Association (BBNA) received both ELOA and Facilities grants from the Child Care Bureau in 2001. The Bristol Bay Native Association Early Learning Opportunities project will provide activities and training to promote early learning, including assessment and recruitment of child care providers in targeted communities, early childhood training for providers and parents, and a case management system for service delivery that includes local early childhood partnership teams and case managers. BBNA received an ELOA grant award of \$700,000.

The Bristol Bay Native Association was also awarded \$250,000 for a facilities grant. Through this grant, BBNA will provide hands-on technical assistance to eight Bristol Bay communities and broader audiences by:

- Providing training in planning, design, fundraising, business plan development, land acquisition for site control, and environmental review necessary to develop wrap-around center-based child care/family resource center facilities;
- Working with CCDF-subsidized family child care providers on becoming loan-ready for renovations or improvements of their privately owned, licensed child care businesses and connecting them with collaborative intermediary organizations; and
- Implementing a "Replication Plan" that will include publication of a technical assistance resource guide emphasizing how Native American service organizations can obtain subsidized and commercial financing, build personal assets, and secure grants; and offer presentations at Regional and National Head Start and Child Care-sponsored meetings and Department of Labor Workforce Investment Act meetings on these topics.

BBNA has secured six Americorps VISTA volunteers to provide assistance with this project. VISTA staff are helping to conduct a needs assessment in addition to developing grant proposals and planning activities. "Each VISTA volunteer is an Alaska Native resident of the community being served, and will therefore be able to share the expertise developed under the facilities grant in their village long after the grant period has ended," said BBNA's Brenda Akelkok.

*For more information about the ELOA grant, contact the Bristol Bay Native Association, P.O. Box 310, Dillingham, AK 99576, Phone: 907-842-4139.*

*For more information about the facilities grant, contact Brenda Akelkok, Bristol Bay Native Association, P.O. Box 310, Dillingham, AK, 99576, Phone: 907-842-5257, E-mail: [brendaa@bbna.com](mailto:brendaa@bbna.com)*

# Head Start Bureau Launches Tribal Collaboration Office

By Eva Carter, National Child Care Information Center

Tribal Child Care and American Indian/Alaska Native (AI/AN) Head Start grantees are welcoming the Head Start Bureau's announcement of the establishment of an American Indian/Alaska Native Collaboration Office in Washington, D.C. Charley Hare (Yankton) of Pawnee, Oklahoma, will serve as the director of the new project, which is administered by the Community Development Institute of Denver. In introducing Hare as the new Director, Ann Linehan, the Head Start Bureau's Director of the Division of Program Operations, said, "Hare will work closely with Georgey Sparks [new chief of the American Indian/Alaska Native Program Branch] and other Branch staff on furthering collaboration across national and regional organizations and States in order to increase and enhance the services and opportunities for young American Indian and Alaska Native children and families."

Hare's most recent experience as Early Childhood Partnering Specialist with the Oklahoma Head Start-State Collaboration Office has given him first-hand knowledge of the issues facing regional and Tribal programs as they partner in local communities. "I look forward to meeting the challenge," Hare stated, "and I am dedicated to assisting Tribes in establishing and maintaining quality partnership models in Indian Country."

Priorities for the first year of the AI/AN Collaboration office include: assessing Tribal collaboration activities and opportunities; developing linkages with Tribal, regional, State and national agencies and organizations; and sharing collaboration information with Tribal Child Care and Head Start grantees and groups. Sparks noted that the AI/AN Collaboration Office is an opportunity to "put into practice what we've all been preaching" when it comes to collaboration. "We're really going to collaborate across the board," she said, "not only with child care, but with all of the other entities that interface with programs at the local level."

*For more information on the American Indian/Alaska Native Collaboration Office, contact Charley Hare at [chare@cditeam.org](mailto:chare@cditeam.org), or 301-250-8696.*

## **QUILT—Quality and Linking Together—Provides Technical Assistance for Local, State, Regional and National Entities**

QUILT, a training and technical assistance project launched in 1998, is funded by the Federal Head Start and Child Care Bureaus. The goal of the project is to foster and support partnerships among child care, Head Start, prekindergarten and other early education programs in order to increase the availability of quality, comprehensive, full-day, full-year care for children and families nationwide. Three entities lead the QUILT project: The National Child Care Information Center (NCCIC), Vienna, Virginia; Community Development Institute (CDI), Denver, Colorado; and Education Development Center (EDC), Newton, Massachusetts.

QUILT provides technical assistance activities ranging from presentations at national conferences, training seminars and focus groups, to regional, State and local meetings and on-site visits. Activities have included a focus on Tribal technical assistance in partnership with the Tribal Child Care Technical Assistance Center (TriTAC) and the American Indian Head Start Quality Improvement Center.

*For more information on how to access QUILT services, contact the Toll-Free Hotline, 1-877-TO-QUILT (1-877-867-8458), visit [www.quilt.org](http://www.quilt.org) on the Web, or contact NCCIC at 800-616-2242.*



## Software Tool Helps Tribes Manage Child Care Data

The Child Care Bureau has developed a new tool—the *Tribal Child Care Data Tracker*—to help Tribal Child Care and Development Fund (CCDF) grantees better manage and report child care data. The tracker was designed to assist Tribal Lead Agencies with case management functions, such as tracking family and child care provider information. The Tribal Data Tracker has another important feature related to Federal reporting—by entering the required information throughout the Federal Fiscal Year, the tracker will produce a completed ACF-700 Tribal CCDF program data report for that Fiscal Year.

The software can be installed and used on a personal computer, and was designed specifically with Tribes in mind. The Child Care Bureau collaborated with the Child Care Information Systems Technical Assistance Project, a technical assistance contractor to the Bureau, on development of the software.

The tracker allows users to input and save information to a Microsoft Access database. To add data on individual cases, users—a caseworker, for example—initially click on one of the first four boxes displayed in the main menu. A data entry screen then appears and prompts the caseworker to key data into various fields in the database record.

Once information about the applicant’s family and the child care providers is entered, the tracker can generate approval letters and certificates, manage caseloads and produce the Federally required ACF-700 Tribal CCDF Data Report. (The data elements that must be filled out in order to generate this report are colored yellow in the tracker.) Tribes also can use the software to produce a “Tribal Story Page” that includes a graphic representation of data submitted for the Fiscal Year.

This is the first version of the Tribal Child Care Data Tracker, which was developed with assistance from a Tribal Software Development Work Group. Members of this group advised the Child Care Bureau regarding which functions were most important to include on this version of the tracker. In subsequent years, the Child Care Bureau hopes to revise the software and expand the number of functions that it supports.

*To receive a copy of the Tribal Child Care Data Tracker, Tutorial, and User’s Guide, Tribal Lead Agencies can contact the Child Care Automation Resource Center at 3206 Tower Oaks Blvd., Suite 400, Rockville, MD 20852; Phone: 877-249-9117 or e-mail ccarc@childcaredata.org.*

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### Tribal Tracker Hardware and Software Requirements:

- Individual PC running Windows 95 or newer
- Microsoft Access 97 or Access 2000
- 35 MB of free disk space required for the software
- 70 MB of free disk space required for the user’s manual

## Tribe Helps Promote Literacy in Child Care Settings

Children in Tribal child care programs in Choctaw, Mississippi, are getting ready for school by participating in a new PBS project designed to improve literacy in a State known for low child and adult literacy rates.

The Mississippi Band of Choctaw Indians, a Tribal CCDF grantee in east central Mississippi, is collaborating with PBS station Mississippi Educational Broadcasting (Mississippi ETV), PBS station WGBH in Boston and Sirius Thinking, Ltd. in New York, on a literacy project known as the *Between the Lions Mississippi Literacy Initiative*. *Between the Lions* is a PBS children’s television series and a curriculum focused on developing literacy skills among 4- to 7-year-olds. The series premiered on PBS stations across the country in April 2000.

The series features a family of lions who are librarians and storytellers, and uses puppets, songs, and a cast of animated characters to help young children learn to read. National reading and literacy experts designed the curriculum. The *Between the Lions* series and curriculum can be used in Tribal as well as non-Tribal child care settings in which children are learning to read.

As participants in the initiative, child care centers, Head Start centers, classrooms and libraries receive a wealth of resources and support. For example, each center or classroom receives a set of 55 33-minute *Between the Lions* videos, as well as *Between the Lions* teachers’ guides, companion children’s books, CD-ROMs, workshops for teachers and child care providers, and ongoing follow-up and support.

Jerry Parr, Early Childhood Education Director for the Mississippi Band of Choctaw Indians, said that the *Between the Lions* curriculum has been well-received by staff and children in the Choctaw child care programs, and that the themes highlighted in the programming resonate in the classroom.

“It has become very integrated into their days, which is important to early learning,” Parr said. “A lot of material is in the Choctaw language as well.”

Mississippi State University will conduct quarterly evaluations of the *Between The Lions Mississippi Literacy Initiative* to assess its effectiveness. Funding for this project is through a grant from the U.S. Department of Education to the Corporation for Public Broadcasting, along with foundation and corporate support.

*For more information, contact Jerry Parr, Early Childhood Education Director, Mississippi Band of Choctaw Indians, P.O. Box 6010, Choctaw, MS 39350, Phone: 601-650-1718, Fax: 601-650-1729, E-mail: jparr@choctaw.org. Visit Between the Lions on the Web at <http://pbskids.org/lions>.*

## Tribe Benefits from Coordination of Child Care Services

The Indian Employment, Training and Related Services Demonstration Act of 1996 (P.L.102-477) permits Tribal governments to integrate their Federally funded employment, training, and related services into a single, coordinated comprehensive program. The Child Care and Development Fund (CCDF) is one of the programs that may be consolidated under P.L. 102-477.

Cook Inlet Tribal Council, Inc. (CITC), located in the municipality of Anchorage, AK, in south central Alaska, makes program information on all employment, training and other supportive services, including child care, readily available to all potential clients. The family application process is very efficient—one application covers multiple program services.

Through this comprehensive approach, CITC offers a certificate system for center-based care, in-home care, family child care and group home care. In addition, Cook Inlet offers many opportunities for providers to improve the quality of their services through partnerships with other local, State and Federal agencies. In FY 2000, Cook Inlet served 180 families and 288 children.

Cook Inlet Tribal Council takes advantage of all the available resources to improve the daily care of Tribal children. CITC's 102-477 plan integrates several Federal programs, including CCDF, Work Force Investment Act, Native Employment Works, Johnson-O'Malley Program, Higher Education, and General Assistance.

CITC staff work closely with the Head Start program and Child Care Connection to distribute program information to families and potential providers. As service needs are identified, such as immunizations or safety concerns, the staff develop appropriate solutions through coordination with the necessary service agency. Another important program function is the distribution of informational and instructional literature to providers, parents and guardians on topics such as child development training, CPR classes, and disciplinary guidelines.

The coordination of child care with other program activities has many positive outcomes. One is that families who are at risk of applying for public assistance can begin their active pursuit of personal goals, career development and self-sufficiency because their child care needs are being met. In addition, the coordination of services allows for easier access to services that meet other needs with a minimum of confusion. For example, a mother who has never worked before can apply for training and child care services at the same time.

Another benefit is that through CITC's coordination with the Child Care Connection, a local resource and referral agency, parents receive information about various caregivers available to them who can provide quality care in a licensed setting. Parents' satisfaction with child care results in their ability to focus on their

employment goals and meet the other needs of their families. With this type of coordination and continuous support of a case manager, parents are able to complete their training, enter job activities, and gain employment without a disruptive break in services for their children.

The consolidation of services, such as child care, in the 102-477 program allows CITC to guide families through the tasks of finding and retaining a job, or securing a better job, as they increase their self-sufficiency.

*For more information, contact Char Stephan, Cook Inlet Tribal Council, Inc., 670 West Fireweed Lane, Anchorage, AK 99503, Phone: 907-265-5916, Fax: 907-265-5990, E-mail: cstephan@citci.com*

### **Tribes Use CCDF Funds for Construction and Renovation Efforts**

In 1996, the welfare reform law recognized the lack of adequate child care facilities in Indian country by allowing Tribes, with Federal approval, to use a portion of their Child Care and Development Fund (CCDF) allocations for construction or renovation. Since procedures implementing this provision were set forth in 1997, the Administration for Children and Families (ACF) has given approval for 60 Tribes to use CCDF funds for the construction or renovation of more than 100 child care facilities. ACF has approved more than \$36 million in CCDF funds for these projects. Many of them are funded through other sources as well, including Head Start, the Indian Community Development Block Grant, and Tribal funds. Projects vary in size and type, including new construction, renovation of existing facilities, and installation of modular units. Many Tribes have incorporated a cultural component into both the architectural design of their facilities and the program curricula.

*For more information, contact the Tribal Child Care Technical Assistance Center (TriTAC) at 800-388-7670.*



# Tribal Child Care Program Sponsors Collaboration Conference On Brain Development

More than 900 people attended the *“Communities Collaboration Conference—Coming Together to Make a Difference,”* held August 23-24, 2001 in Mahnomon, MN. Co-sponsored by the White Earth Reservation Child Care Program, this conference was the first of its kind on an Indian Reservation.

The two-day meeting was devoted to brain research and development, with specific tracks on emotional and cognitive development, poverty, culture, lifestyles and learning styles. Represented among the registrants were child care providers, parents, Head Start programs, public school systems, child care resource and referral agencies, human service agencies, and universities.

According to Barb Fabre, Child Care Program Director for the White Earth Reservation, the conference placed the White Earth Child Care Program on the map for quality training, collaboration, and new and innovative concepts in early childhood, and offered the latest on brain research and development to a very rural area of the State. “We emphasized the need for parents, child care providers, Head Start and school administration to work together, to communicate and to support each other,” said Fabre.

The White Earth Child Care Program managed all aspects of the conference. A Communities Collaboration Committee consisting of child care resource and referral agencies, Head Start (Tribal and non-Tribal) programs, community and health education groups, elementary school staff, and social workers helped develop the agenda and conference content, select speakers, and coordinate meeting logistics. Registration fees and local donations funded the conference (limited CCDF funds were used for scholarships, printing and postage, and other miscellaneous costs). Fabre said that if it wasn't for CCDF funding of the Child Care Program, such a successful collaboration conference could never have taken place. “The Child Care Program on our reservation,” noted Fabre, “as I am sure with many other Tribes, is the ‘glue’ that holds together many projects, collaborations and assurance of quality services to our families.” This conference also brought together many Tribal and county early childhood agencies and programs for the first time. Such Tribal and non-Tribal collaboration helps with sharing information and bringing together new people and new ideas.

According to Fabre, planning is underway for a second brain development conference, to be held August

21-22, 2002. Conference topics will focus on violence, poverty and culture (learning styles) and how they affect the developing brain, special needs, and fatherhood initiatives. Invited keynote speakers include Dr. Ruby Payne, Dr. Don Bartlett, Dr. Martin Brokenleg, Dr. Robert Veninga, and Sen. Paul Wellstone. The conference will offer cultural tracks, history and Native American artisans. An exhibition area will showcase successful collaborations as well as early childhood vendors with age appropriate child development resource tools/equipment.

*For more information, contact Barb Fabre, Child Care Program Director, White Earth Reservation, P.O. Box 418, White Earth, MN 56591; Phone: 218-983-3285; Fax: 218-983-4299; E-mail: [childcar@djam.com](mailto:childcar@djam.com)*

## Tribal Child Care Grantees

In Fiscal Year 2002, 263 Tribal grantees are receiving over \$96 million in CCDF grant funds. Approximately 500 Federally recognized Indian Tribes and Alaska Native Villages receive CCDF funding either directly or through consortia arrangements. Native Hawaiian children also receive CCDF services through a grant award to a private, nonprofit community-based human services organization in Honolulu, Hawaii.

Connecticut and Iowa have Federally recognized Indian Tribes that elect not to apply for CCDF funds. There are no Federally recognized Indian Tribes in the following States: Arkansas, Delaware, District of Columbia, Georgia, Illinois, Indiana, Kentucky, Maryland, Missouri, New Hampshire, New Jersey, Pennsylvania, Tennessee, Vermont, Virginia, and West Virginia.

*The full list of Tribal grantees and contact information is available on the TriTAC Web site at <http://nccic.org/tribal/grantees.html>.*

# Tribal Child Care and Related Resources on the Web

## American Indian Higher Education Consortium (AIHEC)

AIHEC represents the 32 Tribal Colleges and Universities (TCUs) in this country. A number of Tribal child care programs partner with TCUs for training opportunities that will eventually lead to a professional child care credential, or for other early childhood training classes.

Web site: <http://www.aihec.org/>

## American Indian Head Start Quality Improvement Center (AIHSQIC)

The AIHSQIC is the primary training and technical assistance provider for American Indian and Alaska Native Head Start programs nationwide. The AIHSQIC is part of a regionally based system that provides comprehensive services designed to promote excellence by emphasizing quality program improvement, local capacity building and ongoing evaluation.

Web site: <http://www.aihsqic.ou.edu/>

## Child Care Bureau (CCB)

The Child Care Bureau is dedicated to enhancing the quality, affordability, and availability of child care for all families. The Child Care Bureau administers Federal funds to States, Territories, and Tribes to assist low-income families in accessing quality child care for children when the parents work or participate in education or training. CCB's Web site has subsections containing Tribal Policy Documents and Tribal Grantee reporting requirements.

Web site: <http://www.acf.dhhs.gov/programs/ccb/>

## Guide to Market Rate Surveys For CCDF Tribal Entities

This guide explores in detail the issues surrounding conducting and using a market rate survey within the context of the needs of American Indian and Alaskan Native Child Care and Development Fund grantees.

Web site: <http://nccic.org/tribal/market/toc.html>

## Indian Disabilities Services Quality Improvement Center (IDSQIC)

IDSQIC assists in providing quality disabilities services to children with disabilities and their families. The Web site includes information on IDSQIC's Resource Lending Library. This library contains hundreds of useful disabilities resources—including books, pamphlets, and videos that are available, on loan, to Indian Head Start and Child Care programs.

## Indian Health Service – Head Start Program

The Indian Health Service-Head Start Program is the primary provider of health training and technical assistance for Indian Head Start programs. The IHS-Head Start Program assists in the development, and enhancement, of comprehensive health service programs for children and families by promoting preventive health services and intervention, and assists in the development and mobilization of health care systems to ensure ongoing health care.

Web site: <http://www.ihs.gov/NonMedicalPrograms/HeadStart/index.asp>

## National Congress of American Indians (NCAI)

NCAI's mission is to inform the public and the Federal government on Tribal self-government, treaty rights, and a broad range of Federal policy issues affecting Tribal governments, such as welfare reform.

Web site: <http://www.ncai.org>

## Native Indian Child Welfare Association (NICWA)

The NICWA is dedicated to the well-being of American Indian children and families, and helps Indian Tribes throughout the country to strengthen and enhance their capacity to deliver quality child welfare services. The Web site includes information on public policy, research, training institutes, and other resources.

Web site: <http://www.nicwa.org/>

## National Indian Education Association (NIEA)

NIEA promotes linking culture and education through the development of after-school and summer programs for Native American youth. Activities promoted by NIEA include professional development, instituting cultural curricula, and building self-esteem in youth.

Web site: <http://www.niea.org/>

## Tribal Child Care Facilities: A Guide to Construction and Renovation

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 allowed Tribes to use Child Care and Development Fund (CCDF) monies for the construction or renovation of child care facilities. This publication by the Child Care Bureau provides technical assistance to Tribes concerning major areas of the construction and renovation processes.

Web site: <http://nccic.org/pubs/tribguid.html>

## Tribal Child Care Technical Assistance Center (TriTAC)

Technical assistance under this Child Care Bureau-funded project supports Indian Tribes and Tribal organizations in their efforts to enhance the quality, affordability and supply of child care available for all families, develop more coordinated delivery systems, promote linkages with State and local programs, and improve child care opportunities for families, providers, and Tribal communities.

Web site: <http://nccic.org/tribal>

## Tribal Resource Directory of ACF Programs

The Tribal Resource Directory of ACF Programs provides useful information on ACF programs that benefit Tribal and other Native American service populations.

Web site: <http://www.acf.dhhs.gov/programs/ana/acfdirc.I.htm>



# **Administration for Children and Families (ACF) Priorities for FY 2002**

This list includes several key priorities that ACF Assistant Secretary Wade Horn has articulated regarding the focus of ACF's work. These priorities incorporate those expressed by President Bush and Secretary of the Department of Health and Human Services Tommy Thompson.

## **Fatherhood/Healthy Marriage**

- Fatherhood: Helping men become responsible, committed, involved fathers.
- Healthy Marriage: Helping couples who choose marriage for themselves to develop the skills and knowledge to form and sustain healthy marriages.

## **Faith-Based Community Initiatives**

Removing barriers to the full participation of faith-based and other community services in the delivery of social services.

## **Positive Youth Development**

Promoting ongoing relationships with adult role models; safe places with structured activities; healthy lifestyles; opportunities to acquire marketable skills; and opportunities for community service and civic participation.

## **Next Phase of Welfare Reform**

Expanding welfare reform efforts to meet all four goals of the original legislation; identifying gaps and changes required to move the welfare reform agenda forward.

## **Enhancing Early Literacy of Children**

Improving the pre-reading and numeracy skills of young children to improve school readiness.

## **Rural Initiative**

Strengthening rural families and communities.

## **Prevention**

Dedicating resources to prevent the need for intervention services.

***Child Care Bulletin***  
**Upcoming Issues**

**Proposed Topic**

**Publication Date**

**Early Literacy**

**Fall 2002**

**Licensing as a Prevention Strategy**

**Winter 2003**

**Positive Youth Development**

**Spring 2003**

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If you are interested in submitting an article on one of these topics for publication in the *Child Care Bulletin*, or if you have ideas about future *Bulletin* topics, please contact:

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Internet access to ACF and the Child Care Bureau:  
<http://www.acf.dhhs.gov/programs/ccb>

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