

growing futures



FIVE YEAR VISIONING PLAN



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Thank You

On behalf of the State of North Dakota, the Visioning Plan Committee Members would like to thank **Carol "Chaz" Chazdon** for all the excellent work she preformed for us as our facilitator. With her hard work and guidance our visioning planning process has been a success.



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April 30, 2001

To All People Interested in Early Childhood Services:

In 1993, a statewide, long-range plan for Early Childhood Services was developed. The document was entitled, "Visioning for Children." This Visioning Plan was utilized by many agencies and organizations as they developed their program agendas. Because the document was a comprehensive, statewide plan, it was also useful in obtaining outside funding. The plan was developed before welfare reform or the establishment of the Children's Services Coordinating Committees (CSCC). It was time for a new visioning process to occur.

In developing a new plan, the North Dakota Department of Human Services, Children and Family Services Division, contracted with the Regional and Tribal Children Services Coordinating Committees to provide leadership at the local level in the visioning process. The objectives were to identify the current and future early care and education service needs of local communities and to develop a unified vision to enhance early care and education services.

The Department of Human Services continued its collaboration with other multi-agency and public-private partnerships in the development and dissemination of the next five-year Visioning Plan. The Early Care and Education Visioning Plan is a multi-year document that reflects shared hopes, ideas, concerns and priorities expressed at the Growing Futures Summit. I commend all the active participants and supporters for their outstanding leadership and vision in shaping this long-range strategy.

This document is an important planning tool and guiding force for the early care and education community throughout the state. The Early Care and Education Plan will be the foundation for further capacity building activities, collaborative partnership initiatives, and the first step toward transforming the vision into reality. It is up to us to continue working together in partnership to meet the identified goals of the plan and to improve outcomes and opportunities for young children and their families.

Sincerely,

Paul Ronningen, Director
Children and Family Services Division

NORTH DAKOTA VISIONING PLAN

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INTRODUCTION

The Department of Human Services, Children and Family Services Division, with a \$50,000 Head Start State Collaboration Supplemental Grant convened the Early Care and Education Summit resulting in community planning and mobilization. The North Dakota Head - Start Collaboration Administrator and the Early Childhood Services Administrator brought together a committee of Early Care and Education professionals to discuss the direction of the proposal and its development.

The intent of this project was to develop a multi-year collaborative Early Care and Education Plan for the state of North Dakota. The Department of Human Services/Head Start Collaboration Office sought these funds to bring together key individuals to:

- Promote and enhance state and local level planning to identify community needs and create a comprehensive plan for early care and education services;
- Enhance Head Start's participation in contributions to, such planning and development efforts; and
- Create a shared vision for improving early care and education, and help to secure the human and fiscal resources needed to implement state and local plans.

This project will be carried out through the collaborative efforts of the North Dakota Department of Human Services/Children and Family Services/Head Start Collaboration Office/Early Childhood Services Program, Regional Children Services Coordinating Committees, Tribal Representation and Visioning for Early Care and Education Planners.

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GLOSSARY OF TERMS

APA	American Pediatrics Association
CAA	Community Action Associations
CACFP	Child and Adult Care Food Program
CCDF	Child Care Development Fund
CCR&R	Child Care Resource and Referral
COA	Council on Accreditation
CDA	Child Development Associate National Credential
CSCC	Children's Services Coordinating Committee
DHS	Department of Human Services
DHHS	Department of Health and Human Services
DHS/CFS	Children and Family Services
DHS/OEA	Office of Economic Assistance
DHS/DD	Developmental Disabilities
DPI	Department of Public Instruction
HCCA	Healthy Child Care America
HS	Head Start
ICC	Interagency Coordinating Council
IVN	Interactive Video Network
LTF	Licenser Task Force
MCH	Maternal and Child Health
MH	Mental Health
NDAEYC	North Dakota Association for the Education of Young Children
NDCCPI	North Dakota Child Care Providers, Incorporated
NCSL	National Conference of State Legislatures
NDEA	North Dakota Education Association
NDHSA	North Dakota Head Start Association
NDSU	North Dakota State University
OMB	Office of Management and Budget
PBS	Public Broadcasting Station
PERC	Parent Education Resource Center
PDTF	Professional Development Task Force
PTA	Parent Teacher Association
QUILT	Quality in Linking Together (Early Education Partnerships)
TANF	Temporary Assistance to Needy Families
TEACH	Teacher Education and Compensation Helps Early Childhood Project
USDA	United States Department of Agriculture
WIC	Women, Infants and Children
YMCA	Young Men's Christian Association

VISION STATEMENT

Growing Futures: *North Dakota's young children and their families have the resources to succeed.*



MISSION STATEMENT

Mobilizing North Dakota to ensure that all young children and their families are safe and healthy with the resources to achieve their full potential.

OVERVIEW OF DATA ANALYSIS AND DEVELOPMENT OF GOAL AREAS

The North Dakota Early Care and Education Summit could not have taken place without months of advanced planning and preparation. In order to ensure that participants at the Summit were representative of a wide variety of Early Care and Education groups and that input was received from the grass roots level, the Collaboration Office requested input on a wide scale.

North Dakota is divided into eight geographic regions for the purpose of planning and funding Early Care and Education activities. Each region has a Children's Services Coordinating Committee (CSCC) which oversees and administers local programs. In addition to the eight geographic regions, there are also four Tribal Children's Services Coordinating Councils throughout the state. Eight months before the Visioning Summit, a memorandum was sent to each of North Dakota's eight Regional and four Tribal CSCCs requesting their in-put.

Regional / Tribal
Children's Services Coordinating Committees



Grants were made available from the Head Start State Collaboration Office to allow each Regional and Tribal CSCC to convene focus groups in order to provide local involvement and participation in the Visioning Plan process. Specifically, each CSCC was asked to respond to the following five questions:

1. How well do the current early childhood programs in your community match up with the needs of families? What are the strengths? What are the weaknesses?
2. What changes in families, communities, and public programs are affecting the demands and opportunities for child care and early child care programs?
3. What is the pattern of relationships among early child care, child care, preschool, parent education and other early childhood efforts? What are the innovative examples of cooperation and typical areas of competition or conflict?
4. Think about models you know for sharing child care and Head Start resources and services. What does it take to plan and manage these models successfully? What are typical problems and barriers in initiating and sustaining such partnerships? What are solutions and success factors?
5. What is your group's vision for children in North Dakota?

The responses to these questions were overwhelming. Each Regional and Tribal CSCC sent back a document that reflected careful thought and analysis from their unique perspective. These reports were carefully read and analyzed for frequency of responses in order to identify the over-arching themes. First, the responses to the individual questions were tallied. A summary of this analysis is included in the Appendix of this document.

Then, the reports were analyzed to determine the most prevailing issues and broad themes. These were the issues that kept recurring across individual questions and regional areas. The over-arching themes in order of greatest frequency were:

- the need for a coordinated service system
- the need for more collaboration
- issues related to nontraditional child care
- improving the status of child care professionals
- funding for Early Care and Education

After reviewing these themes, the Planning Committee had the needed information to identify the focus of the four Goal Groups that became the working model for the Summit. The themes of nontraditional child care and a coordinated service system were combined to become the Expanded Program Development Goal Group. Many of the issues related to nontraditional child care related to another theme, improving the status of child care professionals. These two issues were combined to form the Professional Development Goal Group. The need for more collaboration and the issue of funding for Early Care and Education were each seen as requiring a separate focus. Therefore, the following four Goal Groups were formed:

- Expanded Program Development
- Enhanced Collaboration
- Professional Development
- Funding

What follows is the Action Plan for each Goal Group developed at the Visioning Summit and refined over subsequent months. Together with the Vision Statement and Mission Statement, these form the Five-Year Early Care and Education Visioning Plan for the state of North Dakota. Extensive efforts were made to share the working plan and gain commitment from the various groups and agencies involved in implementation.

We would like to take this opportunity to thank all participants for their contributions. Without the combined hard work and dedication of the Regional and Tribal CSCCs, the Summit participants, and the Goal Group members, this Visioning Plan would not have been possible.

APPENDIX

REGIONAL AND TRIBAL CSCC REPORTS: COMPILATION OF RESPONSES AND SUMMARY OF THEMES

Question #1: How well do the current early childhood programs in your community match up with the needs of families?

- Large communities have much greater availability of services
- Small communities usually have very limited services
- Availability and accessibility of services varies considerably
- Many areas where gaps occur
- Lack of dollars to improve, expand or establish programs

What are the strengths?

Agency Cooperation

- Wide Range of Services
- Family Involvement
- Head Start widely available
- Quality Programs
- Good Referral System

What are the weaknesses?

- Fragmented services system
- Nontraditional Child Care
- Child Care Issues
- Enhanced Collaboration
- Transportation

Question #2: What changes in families, communities, and public programs are affecting the demands and opportunities for child care and early child care programs?

- Both parents working
- Single parents
- Rural Issues
- Income/Eligibility Guidelines
- Welfare Reform/TANF
- Lack of extended family support
- Fast paced society
- Loss of sense of community

Question #3: What is the pattern of relationships among early child care, child care, preschool, parent education and other early childhood efforts?

- A greater trend towards collaboration
- Locality/distance is a factor
- Sharing and coordination of resources still could be better

What are the innovative examples of cooperation?

- Joint use of facilities
- Screening clinics
- Shared trainings, in-services
- Public schools and child care centers collaborating on after-school programs
- Head Start is part of the public school system
- QUILT Project: Head Start and Child Care
- Joint IEP meetings
- Local doctors interested in childcare issues
- Children and Parents Together Program (rural model)
- CSCCs bring organizations together on behalf of children and families

What are typical areas of competition or conflict?

- Guidelines/Criteria for Programs
- Limited Resources
- Barriers to Collaboration

Question #4: Think about models you know for sharing child care and Head Start resources and services. What does it take to plan and manage these successfully?

- "Buy-in" from participants
- Funding or shared resources
- Good communication
- Planning

What are typical problems and barriers in initiating and sustaining such partnerships?

- Funding/Financial Support
- Turfism
- Staffing Issues
- Transportation/Location
- Regulations/Eligibility Criteria

What are solutions and success factors?

- Good, open lines of communication
- More services
- Funding, funding, funding!
- More collaboration

Question #5: What is your group's vision for children in North Dakota?

"The vision for our area is to have the availability of quality child care options for parents or families to choose from when the need to have child care arises." (Region I)

"To have safe and healthy children who are ready to learn." (Standing Rock Head Start)

"We believe that all children have the right to live in a safe and nurturing environment that allows them to be the best that they can be. We believe that there are no throw away kids, and that because they are our fellow citizens it is our responsibility to extend to them overtures of acceptance and bilateral respect." (Region III)

"Every child in Region IV will have the opportunity to access quality care, education, nutrition and health care in a safe and healthy learning environment." (Region IV)

"All children will be valued and respected." (Region V)

- or -

"Every child has a need and a right to effective education from birth to adulthood to reach their full potential including – quality early childhood services, comprehensive education that addresses social, emotional, physical and cognitive skills that will result in marketable skills at adulthood." (Region V)

"All children are provided with an opportunity for safe, nurturing environments which promote physical, emotional, intellectual, language enriched and social development while being sensitive to the needs and preferences of individual families." (Region VI)

"Every child's needs are being met regardless of disability, funds, etc." (Region VII)

"All children regardless of physical/emotional abilities and income status shall have the opportunity to receive equal quality care in their earliest years. Opportunities to enhance families' values, beliefs and cultural backgrounds are made by all early childhood services, from child care, employer, service providers and community." (Region VIII)

"Tribal daycare to provide services to all residents of the tribe." (Spirit Lake)

Spirit Lake

"Our vision is to have a safe, healthy, caring and nurturing environment in which our children can thrive...."

-Three Affiliated Tribes

NORTH DAKOTA EARLY CARE AND EDUCATION

FIVE YEAR VISIONING PLAN



*"North Dakota is like one big
community but with very long streets"*

Lt. Governor Rosemarie Myrdal

EXPANDED PROGRAM DEVELOPMENT ACTION PLAN



*"Families that we need to reach most
are the most difficult to get involved."*

-Region II

EXPANDED PROGRAM DEVELOPMENT ACTION PLAN

GOAL STATEMENT: To provide comprehensive services to meet the changing needs of families.

OBJECTIVES	DESCRIPTION OF ACTION STEPS
<p>1. Promote full participation of all eligible children in Head Start and Early Head Start.</p>	<ul style="list-style-type: none"> A. Identify any additional funding sources over and above the existing federal allocation between January, 2001 and December, 2005 by involving local communities and advocacy groups such as North Dakota Head Start Association and NDAEYC. B. Develop a structure to enable communities to access multiple funding sources on an ongoing basis. C. Apply for federal funding to expand Head Start and Early Head Start to counties where the program does not currently exist and to counties where there are waiting lists for services, based on community assessments. D. Advocate for an increase in federal income eligibility criteria through the efforts of such groups as North Dakota Head Start Association and NDAEYC, on an ongoing basis. E. Utilize "other program options" as a means of providing a continuum of services based on family need by coordinating the resources of CCR&R and North Dakota Head Start Association on an ongoing basis.

EXPANDED PROGRAM DEVELOPMENT ACTION PLAN

GOAL STATEMENT: To provide comprehensive services to meet the changing needs of families.

OBJECTIVES	DESCRIPTION OF ACTION STEPS
<p>2. Increase the availability of Early Care and Education to all children in North Dakota.</p>	<ul style="list-style-type: none"> A. Collect data on the availability of child care for infants, toddlers, preschoolers, children with special needs and out-of-school children by September 2001. Utilize the data and expertise of CCR&R to obtain this information. B. Identify the reasons that surround the lack of availability of child care for certain population by contacting CCR&R agencies on an ongoing basis. C. Identify a variety of models to increase the availability of Early Care and Education by accessing the research of CCR&R agencies on an ongoing basis. D. Develop and fund a strong, consistent recruitment campaign and start-up assistance for Early Care and Education providers to be implemented based on local community needs through the assistance of CCR&R agencies and county social services offices. E. Promote collaboration between local Head Start programs and child care programs to expand full-day/full-year programs with the North Dakota QUILT Project acting as liaison between partners on an ongoing basis.

EXPANDED PROGRAM DEVELOPMENT ACTION PLAN

GOAL STATEMENT: To provide comprehensive services to meet the changing needs of families.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>3. Increase the quality of Early Care and Education services available to parents.</p>	<ul style="list-style-type: none"> A. Collect data to measure the quality of child care services offered in infant/toddler, preschool, and school-age licensed child care programs using the Clifford-Harms rating scale by September, 2002. Utilize the data and expertise of CCR&R agencies. B. Identify the attributes of poor quality programs and provide appropriate support to address quality issues and significantly improve child care services through the efforts of CCR&R on an ongoing basis. C. Make available, on a request basis, on-site technical assistance and consultation for new child care providers, providers experiencing challenges, and providers interested in enhancing program quality; particularly rural providers and providers caring for infants, toddlers, and children with special needs. Approach CCR&R to coordinate this effort. D. Deliver the Child Development Associate Program across the state through NDCCR&R, after securing appropriate funding. E. Provide quality improvement incentives and scholarships to licensed child care providers to attend high-level training, become accredited, and implement quality improvement efforts in their programs through the efforts of CCR&R. F. Advocate for the Department of Human Services to increase the Child Care Assistance reimbursement rates for accredited programs. G. Increase networking and resource sharing through collaboration between Head Start, Early Head Start and Child Care programs as facilitated by the QUILT Project.

EXPANDED PROGRAM DEVELOPMENT ACTION PLAN

GOAL STATEMENT: To provide comprehensive services to meet the changing needs of families.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>4. Support families in achieving self-sufficiency.</p>	<p>A. Convene Welfare Reform discussion groups to bring together representatives from the following organizations during 2001-2003: NDAEYC, North Dakota Head Start Association, Regional and Tribal CSCCs, DHS/CFS, DHS/OEA, state legislators, CCR&R, tribal groups, Community Action Associations and other interested parties.</p> <p>B. Explore the following Welfare Reform issues with the above mentioned groups:</p> <ol style="list-style-type: none"> 1. Maintaining federal funding at current levels. 2. Providing full economic assistance to parents until education/training is complete. 3. Increasing income supports by expanding eligibility for families exiting the program to include a transition of one year. 4. Supporting quality child care through the expansion of the Child Care Assistance program where parents are provided continued benefits for advancing toward self-sufficiency. 5. Improving health care for children and parents by expanding the exceptions allowed within the 6-month waiting period and providing options for selection of partial benefits. 6. Revising the housing sliding fee scale to accommodate parents for one year when transitioning from TANF. 7. Revising timelines to allow more flexibility to parents who are participating in education/training programs. 8. Providing options within the housing subsidies program to allow independent choices to parents. 9. Expanding state housing assistance programs to both urban and rural areas. <p>C. Inform and educate the public, legislature, agencies and parents about welfare reform eligibility issues that serve as barriers to families as part of the awareness campaign of the discussion groups.</p>

EXPANDED PROGRAM DEVELOPMENT ACTION PLAN

GOAL STATEMENT: To provide comprehensive services to meet the changing needs of families.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>5. Increase the support options for families with young children.</p>	<ul style="list-style-type: none"> A. Act jointly to increase parenting classes in all communities between January, 2002 and December, 2005. Involve partners such as Regional and Tribal CSCCs, DPI, COA, PERC, Human Service Centers, Head Start and Early Head Start. B. Develop or expand Parenting Resource Centers in each community in conjunction with the Extension Service and Regional and Tribal CSCCs by January, 2004. C. Identify a curriculum to be used by a variety of programs statewide that addresses the needs of parents with disabilities by January, 2002. Utilize the resources of DHS/DD. D. Increase public awareness of parenting programs, such as the Pathfinder Family Center, North Dakota Parent and Assistance Supportive Schools Project, and Parents as Teachers by June, 2001. E. Encourage parenting classes to be integrated into the high school curriculum throughout the state as of January, 2003 by working directly with local school boards and DPI. F. Provide parenting classes through a variety of media in cooperation with DHS/DD on an ongoing basis. G. Expand the At-Risk Home Visitor programs throughout the state for at-risk children aged birth – 2 years by June, 2003 in conjunction with DD. H. Increase the number of parent aides across the state as supported by such advocacy groups as NDAEYC and North Dakota Head Start Association on an ongoing basis. I. Support parents with developmental disabilities by decreasing the infant development staff ratios by July, 2002 through the support of DD.

EXPANDED PROGRAM DEVELOPMENT ACTION PLAN

GOAL STATEMENT: To provide comprehensive services to meet the changing needs of families.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>6. Create flexible, family friendly work environments.</p>	<p>A. Give incentives/recognition to employers that engage in family friendly practices by July, 2002. Enlist the joint efforts of local Chambers of Commerce, the Office of Economic Development, NDAEYC and the Small Business Association to show appreciation to employers who:</p> <ol style="list-style-type: none"> 1. Offer family sick leave to all employees. 2. Promote flexible scheduling. 3. Develop and implement employee sponsored child care. 4. Promote flexible benefit packages - (i.e. child care, scheduling, usage of leave, voucher system). 5. Develop on-site kindergarten and child care facilities with a before and after-school option. <p>B. Encourage schools to re-evaluate the kindergarten option to better meet the needs of the community and its families, by December, 2005. In cooperation with DPI, CCR&R and Head Start:</p> <ol style="list-style-type: none"> 1. Promote full-day kindergarten services. 2. Collaborate with other entities to provide transportation. 3. Establish "family friendly" links (i.e. bulletin boards, car pools). 4. Provide bus service for kindergartners. 5. Encourage child care providers to care for school-aged children. 6. Advocate for Head Start to be full-day/full-year.

EXPANDED PROGRAM DEVELOPMENT ACTION PLAN

GOAL STATEMENT: To provide comprehensive services to meet the changing needs of families.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>7. Educate the public regarding Early Care and Education issues.</p>	<p>A. Develop a media campaign to promote interest and awareness of Early Care and Education on an ongoing basis. Combine forces with organizations such as Regional and Tribal CSCCs, North Dakota Head Start Association, NDAEYC, CCR&R, DPI, the DD Council and the Children’s Caucus to address the following topics:</p> <ol style="list-style-type: none"> 1. Defining quality care 2. Accessing quality care 3. Choosing Early Care and Education as a career 4. Exploring the mutual benefits between businesses and the Early Care and Education community 5. Identifying/realizing the benefits of inclusion 6. Understanding the responsibilities of parents as employees for provision of child care <p>B. Disseminate information promoting Early Care and Education state-wide on an ongoing basis.</p>

EXPANDED PROGRAM DEVELOPMENT ACTION PLAN

GOAL STATEMENT: To provide comprehensive services to meet the changing needs of families.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>8. Reduce the impact of transportation as a barrier to receiving services.</p>	<ul style="list-style-type: none"> A. Promote and encourage county agencies such as Workforce Development Councils, Community Action Associations, NDSU Extension, Regional and Tribal CSCCs, United Way and YMCA to apply for transportation/job access grants on an ongoing basis. B. Encourage more cooperative efforts in sharing program transportation resources through the efforts of Head Start, Job Services, DHS, United Way and city/county representatives. C. Encourage car pools as an alternative to meet transportation needs. Involve such groups as Head Start, county case managers and Community Action Associations on an ongoing basis. D. Implement a voucher system for transportation services through the ongoing efforts of Regional and Tribal CSCCs and Community Action Associations. E. Develop an "adopt a family" program for the purposes of improving access to transportation, through the ongoing assistance of local schools and faith-based organizations. F. Encourage driver's training and defensive driving in adult education through the efforts of DPI. G. Establish a program that encourages collaboration with car dealerships or private donors to provide cars to those in need. <ul style="list-style-type: none"> 1. Work together with vocational education to promote car maintenance. 2. Offer budgeting classes through vocational education and NDSU Extension stressing how to save for cars, insurance and licensing. 3. Connect parents to child safety seat education and training programs offered through MCH, on an "as needed" basis. <p>Encourage programs that provide transportation such as Head Start, county departments of social services and Job Services to lessen restrictions on accessibility to those modes of transportation, on an ongoing basis.</p>

PROFESSIONAL DEVELOPMENT ACTION PLAN



"..... if you aren't willing to make accommodations to insure that providers' integrity and livelihood are safeguarded you don't respect people."

-Region III

PROFESSIONAL DEVELOPMENT ACTION PLAN

GOAL STATEMENT: North Dakota will have well prepared early childhood professionals working in satisfying environments with opportunities for professional advancement.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>1. Review, revise and implement career development plans for Early Care and Education professionals.</p>	<ul style="list-style-type: none"> A. Appoint a Professional Development Task Force (PDTF) to review and revise existing career development plans by January, 2001. Work together with the Administrator of Early Childhood Services and the Head Start State Collaboration Administrator. B. Collect and review ND career development plans and plans from other states by February, 2001. Involve the PDTF, ND University System, NDAEYC, NDCCPI, CCR&R, Tribal groups, Head Start, Early Head Start and Wheelock College. C. Gather input from appropriate organizations, state agencies and individuals that would be affected by the plan by May, 2001. Seek the assistance of educational institutions such as Wheelock College and ND Universities that have Masters Degree programs in Early Childhood, Preschool and Early Education. D. Develop the initial draft of the professional development plan by October, 2001 as written by the PDTF in consultation with Wheelock College. E. Circulate the draft professional development plan for input to a wide variety of constituents by January, 2002. Have the PDTF widely disseminate the plan. F. Finalize the draft plan by September, 2002 as revised by the PDTF in consultation with Wheelock College. G. Develop an Implementation Plan for career development by January, 2003 under the supervision of the PDTF and Wheelock College. H. Implement the Career Development Plan on an ongoing basis in conjunction with the PDTF and Wheelock College.

PROFESSIONAL DEVELOPMENT ACTION PLAN

GOAL STATEMENT: North Dakota will have well prepared early childhood professionals working in satisfying environments with opportunities for professional advancement.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>2. Formulate a career development plan for Early Care and Education licensers.</p>	<ul style="list-style-type: none"> A. Assemble a Licenser Task Force (LTF) under the leadership of the Administrator of Early Childhood Services by May, 2001. Include tribal licensing. B. Develop recommendations for licenser advancement linked to training and experience by December, 2001 under the auspices of the LTF. C. Bring together county Social Services Directors and tribal consultants to explore the recommendations by January, 2002 in conjunction with the LTF. D. Present the recommendations to DHS for approval by May, 2002 in conjunction with counties and tribal consultants. E. Implement the recommendations for early childhood licensers by January, 2004 and on an ongoing basis through the combined efforts of tribes, counties and DHS.

PROFESSIONAL DEVELOPMENT ACTION PLAN

GOAL STATEMENT: North Dakota will have well prepared early childhood professionals working in satisfying environments with opportunities for professional advancement.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>3. Coordinate and share available training opportunities.</p>	<ul style="list-style-type: none"> A. Appoint a working group consisting of representatives from CCR&R, Clearinghouse and QUILT by February 2001. Determine the feasibility of the Head Start Collaboration Administrator convening this group. B. Identify all partners who have training opportunities such as QUILT, CCR&R, Tribal, Special Needs, Clearinghouse, Foster Care, and North Dakota Head Start Association by May, 2001. Ask the working group to use existing systems of information. C. Develop a system, or work with existing systems of communication, to gather information about available training by July, 2001 in conjunction with the working group. D. Develop an ongoing and comprehensive system for dissemination of training information by September, 2001 as defined by the working group.

PROFESSIONAL DEVELOPMENT ACTION PLAN

GOAL STATEMENT: North Dakota will have well prepared early childhood professionals working in satisfying environments with opportunities for professional advancement.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>4. Develop an articulation plan to address the continuity of higher education in the Early Care and Education field.</p>	<ul style="list-style-type: none"> A. Choose a Coordinator at the University level to identify and contact selected early childhood individuals at appropriate colleges and universities by February, 2001. Include CDA representatives in the sample. B. Ask the selected individuals to collect information on current articulation agreements and return it to the Coordinator by April, 2001. C. Arrange meetings between individuals to articulate further agreements by May, 2001 as facilitated by the Coordinator. D. Communicate the results to the PDTF by September, 2002 through the Coordinator's periodic reports. E. Keep information current and disseminate to Early Care and Education individuals in higher education on an ongoing basis through the efforts of the Coordinator and CCR&R.

PROFESSIONAL DEVELOPMENT ACTION PLAN

GOAL STATEMENT: North Dakota will have well prepared early childhood professionals working in satisfying environments with opportunities for professional advancement.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>5. Develop comprehensive trainings that address specialized issues and needs.</p>	<ul style="list-style-type: none"> A. Identify specialized training issues through a comprehensive Needs Assessment by March, 2001. Recruit CCR&R to develop and distribute the Needs Assessment to such groups as providers, teachers, parents, licensers, and trainers. B. Prepare and implement training in specialized topics by December, 2002. Through the leadership of CCR&R, QUILT and the appropriate partners, address the following topics: <ul style="list-style-type: none"> 1. Caring for children with special needs 2. Developing cultural sensitivity 3. Preventing and reporting child abuse and neglect 4. Others as deemed necessary C. Develop a checklist to be used to evaluate training curriculum and trainer strategies by May, 2001 in conjunction with the PDTF and the Training Approval Board. D. Advocate for the integration of specialized topics into training curricula by July, 2001 and on an ongoing basis through the efforts of CCR&R. E. Provide technical assistance and support for training programs by July, 2001 and on an ongoing basis through the efforts of CCR&R and North Dakota Head Start Association.

PROFESSIONAL DEVELOPMENT ACTION PLAN

GOAL STATEMENT: North Dakota will have well prepared early childhood professionals working in satisfying environments with opportunities for professional advancement.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>6. Strengthen and expand delivery systems that enable optimum accessibility to professional development in the field of Early Care and Education.</p>	<ul style="list-style-type: none"> A. Identify all forms of actual and potential systems for statewide training delivery (IVN, web-based, correspondence, etc.) by March, 2001 and on an ongoing basis. Invite CCR&R and Training Advisory committees to take a leadership role in this endeavor. B. Evaluate the effectiveness of delivery systems based on learning objectives and make recommendations to training entities by October, 2001 and on an ongoing basis as identified by the Training Approval Board. C. Develop a list of criteria to evaluate distance learning programs throughout North Dakota, through the efforts of the Training Approval Board. Distribute the list to training approval entities for their use by March, 2002 and on an ongoing basis. D. Encourage universities and colleges and other training entities to offer alternative distance learning programs that maintain quality Early Care and Education by May, 2002 and on an ongoing basis, through the combined efforts of the Training Approval Board and CCR&R. E. Disseminate information about distance learning programs to training entities by July, 2002 and on an ongoing basis through the Training Approval Board.

PROFESSIONAL DEVELOPMENT ACTION PLAN

GOAL STATEMENT: North Dakota will have well prepared early childhood professionals working in satisfying environments with opportunities for professional advancement.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>7. Develop a comprehensive system of financial support for Early Care and Education professional development.</p>	<p>A. Identify a variety of training-related funding needs by January, 2003 through the combined efforts of the PDTF, the Head Start Collaboration Administrator and Wheelock College. Consider such factors as:</p> <ol style="list-style-type: none"> 1. Providing scholarships 2. Coordinating delivery systems 3. Promoting training development 4. Disseminating training information 5. Covering participant expenses (substitutes, travel, etc.) 6. Offering a bonus system 7. Providing for salary increments 8. Offering benefits 9. Financing for accreditation fees 10. Hiring a marketing consultant <p>B. Identify funding sources in conjunction with the Funding Action Plan Objective 5B on an ongoing basis.</p> <p>C. Develop guidelines for disseminating professional development funds by January, 2003 through the work of the PDTF.</p> <p>D. Identify a vehicle to disseminate funds to eligible participants under the auspices of the PDTF.</p>

PROFESSIONAL DEVELOPMENT ACTION PLAN

GOAL STATEMENT: North Dakota will have well prepared early childhood professionals working in satisfying environments with opportunities for professional advancement.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>8. Develop a marketing campaign that publicizes and promotes various levels of professional and program development.</p>	<ul style="list-style-type: none"> A. Contract with a public relations consultant upon completion of Objective #1 to develop a marketing campaign within six months, with input from the PDTF. Encourage DHS, the Head Start Collaboration Administrator and the Administrator of Early Childhood to provide supervision and content information to the consultant. B. Encourage unlicensed Early Care and Education providers to raise their professional development level on an on-going basis, by becoming licensed. C. Implement the marketing campaign in accordance with the recommendations of the marketing consultant.

PROFESSIONAL DEVELOPMENT ACTION PLAN

GOAL STATEMENT: North Dakota will have well prepared early childhood professionals working in satisfying environments with opportunities for professional advancement.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>9. Develop and promote guidelines regarding positive working conditions for Early Care and Education professionals.</p>	<p>A. Develop a committee to gather information from individuals such as directors, teachers, aides, and home providers about the challenges facing Early Care and Education professionals by September, 2001. Approach the APA to gather the information. Include such topics as:</p> <ol style="list-style-type: none"> 1. Providing release time 2. Increasing substitute availability 3. Providing planning time 4. Enhancing the physical environment 5. Arranging for breaks <p>B. Develop a draft of recommended guidelines and circulate statewide for input by March, 2002 through the assistance of APA and CCR&R.</p> <p>C. Finalize and publish guidelines for positive working conditions by July, 2002 through the assistance of APA and CCR&R.</p> <p>D. Disseminate guidelines and encourage their use by September, 2002 through the combined efforts of APA, CCR&R, NDAEYC and NDCCPI.</p>

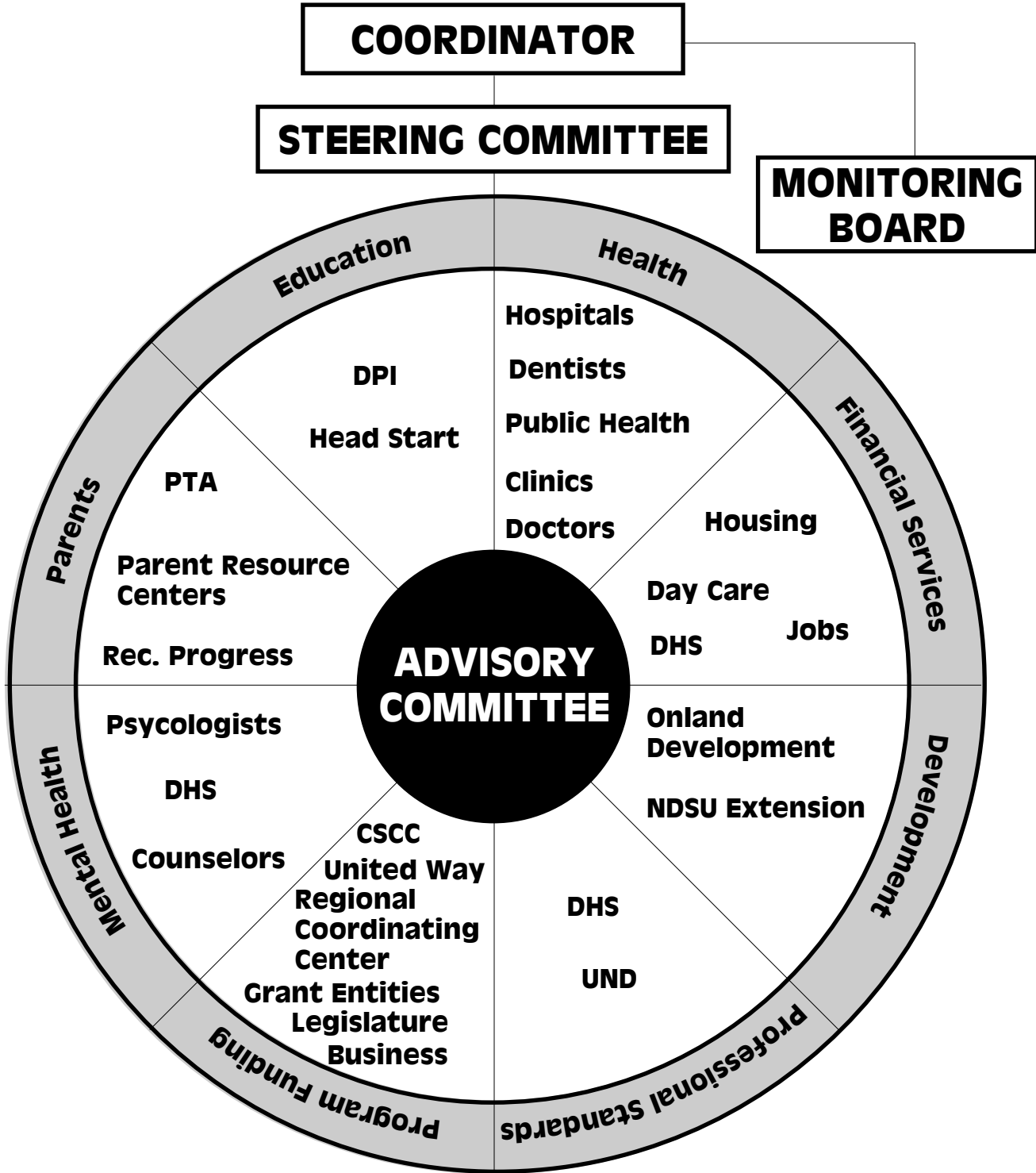
ENHANCED COLLABORATION ACTION PLAN



"Collaboration and cooperation can be very challenging because we are a very ethnic and culturally diverse region."

-Region III

Enhanced Collaboration Pie Chart



- Steering Committee** - Meet Monthly
- Monday Board** - Quarterly
- Advisory Committee** - Semi Annually
- Individual Components** - Set Their Own Schedules

ENHANCED COLLABORATION ACTION PLAN

GOAL STATEMENT: To achieve a shared commitment among decision makers to ensure that North Dakota's young children and their families are safe and healthy.

OBJECTIVES	DESCRIPTION OF ACTION STEPS
<p>1. Disseminate the state-wide Early Care and Education Visioning Plan in order to educate the public and raise awareness.</p>	<p>A. Establish a Steering Committee to identify potential stakeholders, their relevant resources, and activities by May 31, 2000. Ask the Collaboration Office to contact representatives from the following groups:</p> <p>Health – clinics, public health departments, hospitals, doctors, pediatricians, dentists, Early Childhood Tracking, school nurses</p> <p>Education – DPI, HS, USDA Extension Service, North Dakota University System, Home School Association, NDEA, community colleges, vocational and technical programs</p> <p>Financial – housing, child care, economic development, Job Service, DHHS, ND Workforce Development Council</p> <p>Child Development – NDSU Extension Service, Early Childhood Tracking, Regional and Tribal CCSCs, CCR&R, Healthy Start, MCH, Infant Development Home Visitation Programs</p> <p>Program Funding – United Way, legislators, Regional and Tribal CSCCs, businesses, foundations, ND Children's Trust Fund, federal funding sources</p> <p>Mental Health – DHS, clinics, psychologists, counselors, Indian Health Services, MH Associations</p> <p>Professional Standards – DHS Licensing, American Academy of Pediatrics, ND Association of Nurses</p> <p>Parent – PTA, Parent Resource Center, recreation programs, YMCA, parent education programs</p> <p>Community – child care providers, local schools, churches, preschool providers, city and county representatives</p> <p>Marketing, Advocacy – Children's Caucus, NDAEYC, NDCCPI, the Pathfinder Family Center, radio stations, PBS, local newspapers and TV stations</p> <p style="text-align: right;">Continued on next page</p>

ENHANCED COLLABORATION ACTION PLAN

GOAL STATEMENT: To achieve a shared commitment among decision makers to ensure that North Dakota's young children and their families are safe and healthy.

OBJECTIVES	DESCRIPTION OF ACTION STEPS
1. Disseminate the state-wide Early Care and Education Visioning Plan in order to educate the public and raise awareness.	B. Disseminate the Visioning Plan throughout North Dakota with assistance from the State Collaboration Office and Steering Committee members by June, 2001. C. Contact the above mentioned players to ascertain their interest and commitment in supporting and implementing the plan by July, 2001. D. Meet with the key stakeholders at the local level to determine the strengths and challenges of collaboration. Enlist the support of individual Steering Committee members in this endeavor.

ENHANCED COLLABORATION ACTION PLAN

GOAL STATEMENT: To achieve a shared commitment among decision makers to ensure that North Dakota's young children and their families are safe and healthy.

OBJECTIVES	DESCRIPTION OF ACTION STEPS
<p>2. Monitor the Visioning Plan to assess implementation progress.</p>	<p>A. Option One</p> <ol style="list-style-type: none"> 1. Establish an Early Childhood Task Force, preferably appointed by the Governor's Office, to monitor the progress of the multi-year Visioning Plan between July, 2001 – December, 2005. Enlist the support of advocacy groups such as NDAEYC, NDCCPI and North Dakota Head Start Association to approach the Governor's Office. Organizations invited to be part of the Task Force would include: <ul style="list-style-type: none"> • Government Agencies such as DPI, DHS, OMB, Health, Regional and Tribal CSCCs, Tribal, Higher Education • Regional and Local Agencies such as CCR&R, ICC, Regional and Tribal CSCCs, Head Start, WIC, Public Health, Public and Private Schools, Parent Representatives, Even Start, NDAEYC; etc. 2. Assess progress of objectives on an annual basis. 3. Identify accomplishments, changes, and challenges on an ongoing basis. 4. Determine a method for following up concerns on a timely basis. 5. Report back to stakeholders and potentially interested parties such as legislators, chambers of commerce, state/local organizations and associations, and key state/ community leaders at the end of each calendar year. <p style="text-align: right;">Continued on next page</p>

ENHANCED COLLABORATION ACTION PLAN

GOAL STATEMENT: To achieve a shared commitment among decision makers to ensure that North Dakota's young children and their families are safe and healthy.

OBJECTIVES	DESCRIPTION OF ACTION STEPS
<p>2. Monitor the Visioning Plan to assess implementation progress.</p>	<p>B. Option Two</p> <ol style="list-style-type: none"> 1. Utilize the State CSCC and its designated Department Directors, working through a subcommittee structure, as the statewide monitoring entity of the Visioning Plan. 2. Assess progress of objectives on an annual basis. 3. Identify accomplishments, changes, and challenges on an ongoing basis. 4. Determine a method for following up concerns on a timely basis. 5. Report back to stakeholders and potentially interested parties such as legislators, chambers of commerce, state/local organizations and associations, and key state/ community leaders at the end of each calendar year.

ENHANCED COLLABORATION ACTION PLAN

GOAL STATEMENT: To achieve a shared commitment among decision makers to ensure that North Dakota's young children and their families are safe and healthy.

OBJECTIVES	DESCRIPTION OF ACTIVITIES
<p>3. Recruit and strengthen partnerships.</p>	<p>A. Identify the key agencies, organizations, businesses and state/community leaders who will assist with the development and/or dissemination of information specific to Early Care and Education, with local community planning. Ask the statewide implementation group to contact the identified organizations by January, 2004.</p> <p>B. Educate and inform the general public, parents, business providers and community leaders to support continued involvement in Early Care and Education. Involve identified Regional and Tribal community partners at local levels, such as Family Life Center, Extension Office, MHC, Public Assistance, CCR&R, NDAEYC, and Head Start, on an ongoing basis.</p> <p>For example: Extension Partnership Development Training (Family Life Center)</p> <ol style="list-style-type: none"> 1. Disseminate Family Life Center newsletter to all partners. 2. Identify and understand varied levels of participation at local communities by utilizing the extension workshops to assess collaboration and avoid duplication in each region/tribe of the state. 3. Develop local marketing materials relevant to the Visioning Plan such as a brochure which; <ol style="list-style-type: none"> a. States the vision, mission, and goals of the Plan. b. Allows individuals to identify levels of commitment and specific opportunities to become involved (similar to the tobacco coalition). c. Includes contact information through a user-friendly return form to sign up for membership or be added to the mailing list.

Continued on next page

ENHANCED COLLABORATION ACTION PLAN

GOAL STATEMENT: To achieve a shared commitment among decision makers to ensure that North Dakota's young children and their families are safe and healthy.

OBJECTIVES	DESCRIPTION OF ACTIVITIES
<p>3. Recruit and strengthen partnerships.</p>	<p>C. Disseminate information, using well established lines of communication, through the Collaboration Office with the assistance of the Regional and Tribal CSCCs.</p> <ol style="list-style-type: none"> 1. Contact the State CSCC administrative assistant to disseminate info from the statewide implementation group. 2. Utilize the Head Start WEB site www.headstartnd.com with hot links. 3. Utilize the Region VII WEB site www.ndinfo.org. <p>D. Contact Regional and Tribal CSCC's at the Board level to determine if they are willing and interested in working on areas of the Visioning Plan. Encourage the State Collaboration Office to act as a liaison between partners.</p> <ol style="list-style-type: none"> 1. Ask each Regional and Tribal CSCC to identify their level of interest and commitment as designated by their Board. 2. Coordinate plans for state-wide collaboration with regional/tribal community plans. <p>E. Identify resources from the state and local level to address collaboration efforts and costs on an ongoing basis.</p>

FUNDING ACTION PLAN



"Eliminating turf issues to ultimately improve services - knowing that as long as there are limited resources, there will be some competition."

-Region IV

FUNDING ACTION PLAN

GOAL STATEMENT: North Dakota's young children and their families will have well funded, comprehensive, quality early care and education services and programs.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>1. Bring together business, government, and Early Care and Education leaders to find new sources of public/private funding.</p>	<p>A. Define leadership for a statewide Task Force (best case scenario is the Governor) with a diverse group of representatives, to address issues of child care and workforce development by January, 2002.</p> <ol style="list-style-type: none"> 1. Find key partners to approach the Governor's office such as NDAEYC, NDCCPI, Regional and Tribal CSCCs, tribal communities, parents, and foundations. 2. Identify partners and community leaders to join the Task Force. 3. Seek the Governor's endorsement. <p>B. Plan and implement a Financing Summit under the leadership of the newly created Task Force to be held in October, 2003.</p> <ol style="list-style-type: none"> 1. Identify a coordinating agency or entity. 2. Coordinate with public/private resources. 3. Create an annual status report.

FUNDING ACTION PLAN

GOAL STATEMENT: North Dakota's young children and their families will have well funded, comprehensive, quality early care and education services and programs.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>2. Link Early Childhood Care and Education with other entities to become an active participant in sustaining a stable, productive labor force on state-wide, tribal and local levels.</p>	<p>A. Develop and maintain efforts to educate the public about child care issues on an on-going basis through the combined work of such groups as NDAEYC, NDCCPI, CACFP, and CCR&R.</p> <p>B. Compile data to identify the impact of Early Care and Education on North Dakota's workforce and economic development by the summer of 2002. Utilize the data and resources of CCR&R, Job Service, the Office of Economic Development and Kids Count.</p>

FUNDING ACTION PLAN

GOAL STATEMENT: North Dakota's young children and their families will have well funded, comprehensive, quality early care and education services and programs.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>3. Maximize the use of existing state and federal child care funding sources.</p>	<p>A. Identify where and how money and resources for children's services are allocated in local communities, and how disbursements are made on a statewide level by January, 2003. Involve agencies receiving federal money for Early Childhood Care and Education activities and all advocacy groups, including the Governor's Task Force, local and state CSCCs, NDAEYC and North Dakota Head Start Association.</p> <p>B. Identify a model for blended funding in local communities and on a statewide level by January, 2003.</p> <p>C. Explore the consolidation and realignment of Early Care and Education program funding by January, 2005. Look into such programs as CACFP, CCDF, HCCA, USDA, After School Snack, and 21st Century Schools.</p>

FUNDING ACTION PLAN

GOAL STATEMENT: North Dakota's young children and their families will have well funded, comprehensive, quality early care and education services and programs.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>4. Coordinate the use of other existing federal, public and private resources and funding.</p>	<ul style="list-style-type: none"> A. Identify existing programs and resources available to provide comprehensive services to young children and families in situations where duplication and gaps might exist. Involve agencies receiving federal money for Early Childhood Care and Education activities and all advocacy groups, including the Governor's Task Force, local and state CSCCs, NDAEYC, NDCCPI and North Dakota Head Start Association by January, 2003. B. Identify models for blended resources on local levels by June, 2003 through the combined efforts of all advocacy groups. C. Coordinate decision making regarding shared resources and funding by January, 2004. D. Work with a variety of populations to help ensure that comprehensive services are available by January, 2005.

FUNDING ACTION PLAN

GOAL STATEMENT: North Dakota's young children and their families will have well funded, comprehensive, quality early care and education services and programs.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>5. Identify a variety of on-going funding sources to support and sustain Early Care and Education projects such as professional development, start-up or expansion of facilities, and other quality improvement efforts.</p>	<ul style="list-style-type: none"> A. Create a child care trust fund by January, 2003 through the joint efforts of NDAEYC, NDCCPI, North Dakota Head Start Association, Regional and Tribal CSCCs, and the Children's Caucus. <ul style="list-style-type: none"> 1. Develop legislation to create the fund. 2. Establish a fiscal agent and statement of purpose. B. Identify all potential funding sources for professional development on an ongoing basis through the efforts of the advocates listed above. C. Explore the use of Mida bonds, gaming money, grants and other sources of funding by January, 2003. D. Create an office that specializes in grant writing in order to assist Early Care and Education groups to successfully fund projects through a variety of sources on an ongoing basis.

FUNDING ACTION PLAN

GOAL STATEMENT: North Dakota's young children and their families will have well funded, comprehensive, quality early care and education services and programs.

OBJECTIVE	DESCRIPTION OF ACTION STEPS
<p>6. Develop public policy and legislation to support Early Care and Education in relationship to economic development.</p>	<p>A. Develop the North Dakota Child Care Tax Credit bill for corporate income tax credit related to child care by January, 2001. Involve all advocates including NDAEYC, NDCCPI, North Dakota Head Start Association, the Children's Caucus and local Child Care Coalitions.</p> <ol style="list-style-type: none"> 1. Market the concept of the bill and seek endorsements from a variety of groups including businesses, Chambers of Commerce, associations, child care providers and parents. 2. Educate legislators about the need for the tax credit bill. 3. Follow the bill through the legislative process. <p>B. Educate consumers and policymakers about the need for attitudinal changes necessary to make children a funding priority in North Dakota by January, 2002. Involve advocates such as NDAEYC, NDCCPI, North Dakota Head Start Association, CCR&R, and Regional and Tribal CSCCs.</p> <p>C. Develop and promote legislative bills that address funding needs (ex. Community Child Care Investment Bill, T.E.A.C.H) on an ongoing basis through the combined efforts of all advocacy groups.</p> <p>D. Work with legislators to take advantage of National Conference of State Legislatures (NCSL) to promote Early Care and Education by January, 2002. Utilize the resources and expertise of advocacy groups such as the Children's Caucus and local Child Care Coalitions.</p> <p>E. Introduce the concept of public education as a continuum of life-long learning. Utilize the resources and expertise of advocacy groups such as NDAEYC, NDCCPI, NDEA, and PTA on an ongoing basis.</p>