

# North Dakota Head Start State Collaboration Office: 2011-2015 Detailed Strategic Plan

## Five-Year Goals and Objectives

Table 1 summarizes six goals for the North Dakota Head Start State Collaboration Office (HSSCO) from 2011-2015, as outlined in the 5-Year Grant Refunding Application for the North Dakota HSSCO. Outcomes and indicators, as well as objectives and action steps, are presented in subsequent tables.

*Table 1. Goals and Objectives for the North Dakota HSSCO from 2011-2015*

<b>Goal 1: Child Health and Well-Being</b>
<ul style="list-style-type: none"> <li>• Objective 1.1: Promote collaboration and leveraging of resources to improve medical health</li> <li>• Objective 1.2: Promote collaboration and leveraging of resources to improve oral health</li> <li>• Objective 1.3: Promote collaboration and leveraging of resources to improve physical health and healthy choices</li> <li>• Objective 1.4: Promote collaboration and leveraging of resources to improve social, emotional, and mental health</li> <li>• Objective 1.5: Promote collaboration and leveraging of resources to improve safety and security</li> <li>• Objective 1.6: Promote collaboration and leveraging of resources to meet the needs of children with disabilities</li> </ul>
<b>Goal 2: Child Care and Early Education</b>
<ul style="list-style-type: none"> <li>• Objective 2.1: Support the development of early care and education infrastructure in the state</li> <li>• Objective 2.2: Partner with child care administration to support coordination of full-day, full-year services</li> <li>• Objective 2.3: Promote best practices used in Early Head Start Programs and continuity of services with the Early Head Start Program Performance Measures Conceptual Framework and, as appropriate, state early learning guidelines</li> <li>• Objective 2.4: Help develop the state's Quality Rating and Improvement System's (QRIS) Standards</li> </ul>
<b>Goal 3: Community Engagement</b>
<ul style="list-style-type: none"> <li>• Objective 3.1: Improve services in response to the needs and concerns of children and families with low incomes and without homes in North Dakota</li> <li>• Objective 3.2: Improve Family Literacy Services</li> <li>• Objective 3.3: Enhance intergovernmental relationships with AIAN Head Start and Early Head Start programs</li> <li>• Objective 3.4: Monitor the well-being of seasonal migrant Head Start/Early Head Start families in North Dakota being served by the Tri-Valley Opportunity Council, Inc., headquartered in Crookston, MN</li> <li>• Objective 3.5: Monitor the well-being of military families in Head Start/Early Head Start in North Dakota</li> <li>• Objective 3.6: Facilitate the involvement of Head Start in state policies, plans, processes, and decisions affecting the Head Start target population and other families with low income</li> </ul>
<b>Goal 4: Collaborations with Institutions of Higher Education</b>
<ul style="list-style-type: none"> <li>• Objective 4.1: Encourage the integration and coordination of national, state, tribal, and local Head Start and Early Head Start professional development systems</li> <li>• Objective 4.2: Support the implementation of the ECEC's Educator Development Recommendations</li> <li>• Objective 4.3: Create better linkages and support systems with higher education</li> </ul>

**Goal 5: Alignment of Head Start Curriculum and Assessment**

- Objective 5.1: Promote alignment of curricula used in Head Start programs and continuity of services with the Head Start Child Development and Early Learning Framework and, as appropriate, North Dakota Early Learning Guidelines/standards
- Objective 5.2: Promote transitions of children and continuity of services between Head Start and Local Education Agencies (LEAs)

**Goal 6: Use Data to Assess Outcomes**

- Objective 6.1: Conduct needs assessments, conduct self-evaluation, and update strategic plan on a schedule basis
- Objective 6.2: Assist in establishing the Early Childhood piece of the State Longitudinal Data System (SLDS) in North Dakota

**Goal 1: Child Health and Well-Being**

This goal addresses issues relating to health services, child welfare/well-being, welfare/family assistance, and children with disabilities. Through collaboration activities at a state and local level, the goal is to expand access and improve outcomes for HS children and other children from low-income families in six targeted health and well-being areas: oral health, obesity prevention, medical and dental homes, mental health, safety and security issues (e.g., foster care, child welfare, quality child care environments), and the needs of children with disabilities.

Working coalitions that will be fostered include the HSSCO Admin. with the NDHSA and its Executive Director, DHS/CFS/Family Preservation, Dept. of Health, PCAND, the ND Dental Home Initiative Leadership Team, the DHS/ECS Admin., ND County Extension Service, PAL-Tech consultants, the AIAN Head Start Collaboration and the Seasonal Migrant Head Start Collaboration Directors, the HS/EHS T&TA Network, the Dept. of Public Instruction Special Ed. Division, Part B, Part C, the University System, CCR&R, the early childhood care and education community, school districts, HS/EHS Directors, Parent Resource Centers, public health units, law enforcement, child welfare agencies, county social services, the State Child Care Subsidy Admin., the Early Childhood Services Admin., and the Dept. of Commerce.

*Table 2. Goal 1 (Child Health and Well-Being): Outcomes and Indicators*

<b>Systems Outcome(s)</b>	<b>Indicator(s)</b>
<ul style="list-style-type: none"> <li>• State and local agencies and organizations partner to expand prevention and treatment services in the areas of oral health, obesity prevention, mental health, and safety and security issues among children with low income and to ensure that children with low income have medical and dental homes</li> </ul>	<ul style="list-style-type: none"> <li>• Number of new agreements and/or collaborative efforts among local and state entities that result in new or expanded efforts to address oral health, obesity prevention, mental health, safety and security issues, quality child care, and medical and dental homes especially as these conditions affect children with low income and children with disabilities</li> </ul>
<b>Direct Service Outcome(s)</b>	<b>Indicator(s)</b>
<ul style="list-style-type: none"> <li>• Children receive screening and referral services</li> <li>• HS children and children with low income access welfare/family assistance services to address oral health, obesity prevention, mental health, safety and security issues, quality child care, and lack of medical and dental homes</li> <li>• Children have access to preventive health education and activities</li> <li>• Children with disabilities access the services they need</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of HS enrollees who receive screening and referral services</li> <li>• Percentage of HS enrollees who are treated for oral health disease, obesity, mental health issues, safety and security issues, and quality child care</li> <li>• Percentage of HS enrollees receiving preventive education and activities to address oral health, obesity prevention, mental health, and safety and security issues</li> <li>• Increase in percentage of HS enrollees who have medical and dental home over baseline year</li> </ul>

Table 3. Goal 1 (Child Health and Well-Being): Objectives and Action Steps

Action Steps/Strategies	Frequency	Resources	2011	2012	2013	2014	2015
<b>Objective 1.1: Promote collaboration and leveraging of resources to improve medical health</b>							
Strategy 1: Implement the ND Integrated Services Project (i.e., medical home) by serving on the ND Integrated Services Advisory Committee and HNDECA	Ongoing	HSSCO Admin., NDHSA	O	O	O	O	O
Strategy 2: Identify action steps for opportunities to coordinate and collaborate activities within the IV-B 5-Year Plan for health care services	Ongoing	DHS/CFS/Family Preservation, Dept. of Health, PCAND	O	O	O	O	O
<b>Objective 1.2: Promote collaboration and leveraging of resources to improve oral health</b>							
Strategy 1: Identify action steps for the selected goals, prioritize, and implement within the Oral Health Coalition based on their strategic plan	Ongoing	HSSCO Admin., NDHSA	O	O	O	O	O
Strategy 2: Implement the ND Head Start Dental Home Initiative in parallel with the Oral Health Coalition strategic plan	Ongoing	ND Dental Home Initiative Leadership Team, NDHSA	O	O	O	O	O
Strategy 3: Serve on the Ronald McDonald Care Mobile Advisory/Access Committee, Prevention Committee of Oral Health Coalition Board, and Executive Committee of Oral Health Coalition Board	Ongoing	HSSCO Admin.	O	O	O	O	O
<b>Objective 1.3: Promote collaboration and leveraging of resources to improve physical health and healthy choices</b>							
Strategy 1: Continue to provide leadership to the Governor's HealthyND Initiative by serving on the HealthyND Coordinating Committee	Ongoing	HSSCO Admin.	O	O	O	O	O
Strategy 2: Help develop, implement, and initiate policies that address obesity and fitness for young children by serving on the Healthy Eating and Physical Activity (HEPA) Advisory Committee	Ongoing	HSSCO Admin.	O	O	O	O	O
Strategy 3: Coordinate state activities from HEPA with Head Start's "I Am Moving, I Am Learning" curriculum which addresses obesity, nutrition, and physical activity that will impact children, parents, staff, and communities	Ongoing	DHS/ECS (lead) Admin., ND County Extension Service, PAL-Tech Consultants, NDHSA	O	O	O	O	O
Strategy 4: Coordinate with the Office for the Elimination of Health Disparities to identify goals, objectives, and strategies to support local HS/EHS Programs	Ongoing	HSSCO Admin., AIAN HS Collab. Director, Seasonal Migrant HS Collab. Director	O	O	O	O	O
<b>Objective 1.4: Promote collaboration and leveraging of resources to improve social, emotional, and mental health</b>							
Strategy 1: Improve statewide mental health capacity building and infrastructure to promote Positive Behavior Support (PBS), through collaboration with the Center on Social and Emotional Foundations for Early Learning (CSEFEL), focusing on preschoolers	Ongoing	HSSCO Admin., HS/EHS T&TA Network, Dept. of Public Instruction Special Ed. Division, Part B, University System, CCR&R	O	O	O	O	O

Action Steps/Strategies	Frequency	Resources	2011	2012	2013	2014	2015
Strategy 2: Improve statewide mental health capacity building and infrastructure to promote Positive Behavior Support (PBS), through collaboration with the Center on Social and Emotional Foundations for Early Learning (CSEFEL), focusing on infants/toddlers	Ongoing	HSSCO Admin., HS/EHS T&TA Network, Dept. of Public Instruction Special Ed. Division, Part C, University System, CCR&R, early childhood care and education community	O	O	O	O	O
Strategy 3: Continue to identify trends and policy needs	Ongoing	HSSCO Admin.	O	O	O	O	O
Strategy 4: Help apply for a grant to be a Center on Social and Emotional Foundations for Early Learning (CSEFEL) state for preschoolers and infants/toddlers and help make connections within state government if that grant application is successful	Begin in 2011	HSSCO Admin., Dept. of Public Instruction Special Ed. Division, Early Childhood Services Admin.	I	O	O	O	O
<b>Objective 1.5: Promote collaboration and leveraging of resources to improve safety and security</b>							
Strategy 1: Promote partnerships between Head Start Agencies, Parent Resource Centers across the state, school districts, etc., that focus on early intervention and prevention for children and families	Ongoing	HSSCO Admin., NDHSA, HS/EHS Directors, HS/EHS T&TA Network, school districts, Parent Resource Centers, public health units, law enforcement	O	O	O	O	O
Strategy 2: Assist children and families in crisis by influencing policy, developing protocols, and promoting partnerships between HS Agencies, law enforcement, child abuse and neglect services, substance abuse/treatment centers, domestic violence services, foster care, homeless services, etc.	Ongoing	HSSCO Admin., NDHSA, HS/EHS Directors, child welfare agencies, county social services	O	O	O	O	O
Strategy 3: Draw attention to the need for increases in child care subsidies for low-income families in order to allow for more children to be cared for in high quality early care and education environments that are otherwise unaffordable	Ongoing	HSSCO Admin., State Child Care Subsidy Admin., Early Childhood Services Admin., Dept. of Commerce	O	O	O	O	O
Strategy 4: Serve as Early Head Start point person in Home Visiting Program application process, including assisting with needs assessments, and assist in future information sharing	Complete in 2011	HSSCO Admin., EHS Director appointee to Home Visitation Advisory Council, Dept. of Health	C				
Strategy 5: Serve as a resource to any nonprofit entity in North Dakota wishing to utilize federal home visiting funds	Begin in 2013	HSSCO Admin.			I	O	O
<b>Objective 1.6: Promote collaboration and leveraging of resources to meet the needs of children with disabilities</b>							
Strategy 1: Include the needs of children with disabilities in all HS/EHS efforts and remain attentive to potential service delivery gaps	Ongoing	HSSCO Admin., HS/EHS Start Directors, NDHSA Executive Director	O	O	O	O	O
Strategy 2: Invite SpecialQuest to the state to convene a meeting with partners working with children with disabilities to examine current federal mandates, state's interpretations, upcoming changes, and best practices in order to implement a seamless system of service delivery	Begin in 2011	HSSCO Admin., SpecialQuest, Dept. of Public Instruction Special Ed. Division, Part B, Part C, HS/EHS Directors, HS/EHS T&TA Network	I	O	O	O	O

I=Initiate Activity

O=Ongoing Activity

C=Complete Activity

## Goal 2: Child Care and Early Education

This goal addresses child care, education, and ACF/OHC Priority #3 regarding the state’s QRIS Standards. The goal is to assist in building early childhood systems and continued access to comprehensive services and support for all children with low income, encourage the development and expansion of state and local HS and early care and education partnerships, encourage the development and expansion of state and local HS/EHS (ages 0-3) Part C partnerships, and help develop the state’s QRIS. North Dakota does not have statewide pre-school programs; programs that do exist are not equitable and outcomes are not tracked. The Early Childhood Education Council (ECEC) is mandated in the Century Code as a responsibility of the Governor’s Office. The ECEC will work to coordinate a process to develop a quality early childhood system. The ECEC converges different entities including school districts, Title I, preschool, higher education, child care providers, parents, Head Start, state agencies, and legislative representatives. The HSSCO is required to be a member of the ECEC, and financially supports the convening of this council.

Working coalitions that will be fostered include the HSSCO Administrator with the NDHSA and its Executive Director, the Early Childhood Services Administrator, early care and education providers, the State Child Care Subsidy Administrator, HS/EHS Directors/staff/parents, the Dept. of Commerce and its Community Services Division, hospitals, CCR&R, and the ECEC.

Table 4. Goal 2 (Child Care and Early Education): Outcomes and Indicators

Systems Outcome(s)	Indicator(s)
<ul style="list-style-type: none"> <li>Development of a seamless comprehensive system of service delivery for children with low income</li> <li>Help develop a QRIS for the state</li> <li>Discussions to explore solutions to child care and workforce shortages</li> </ul>	<ul style="list-style-type: none"> <li>Number of partnerships with Title I preschools, local pre-k programs, Part C and Part B service providers, and child care providers</li> <li>Inclusion of HS/EHS programs in the state’s QRIS Pilot</li> <li>Number of meetings and community forums that bring people together to discuss solutions</li> </ul>
Direct Service Outcome(s)	Indicator(s)
<ul style="list-style-type: none"> <li>Local communities have access to technical assistance for developing and sustaining partnerships among early childhood and low-income service providers</li> </ul>	<ul style="list-style-type: none"> <li>Amount of technical assistance and number of partnerships</li> </ul>

Table 5. Goal 2 (Child Care and Early Education): Objectives and Action Steps

Action Steps/Strategies	Frequency	Resources	2011	2012	2013	2014	2015
<b>Objective 2.1: Support the development of early care and education infrastructure in the state</b>							
Strategy 1: Financially support the convening of the Early Care and Education Council (ECEC) and its three committees (Needs Assessment, Development of Early Childhood Educators, and Participation and Quality Assurance)	Begin in 2011	HSSCO Admin., Early Childhood Services Admin.	I	O	O	O	O
Strategy 2: Serve on the Early Care and Education Council, including the Needs Assessment Committee and the Development of Early Childhood Educators Committee.	Ongoing	HSSCO Admin.	O	O	O	O	O

Action Steps/Strategies	Frequency	Resources	2011	2012	2013	2014	2015
<b>Objective 2.2: Partner with child care administration to support coordination of full-day, full-year services</b>							
Strategy 1: Facilitate discussions around innovative approaches to address providing full-day, full-year services for family needs	Ongoing	HSSCO Admin., Early Childhood Services Admin., NDHSA Executive Director	O	O	O	O	O
Strategy 2: Offer assistance to local communities to advance partnerships and working relationships	Ongoing	HSSCO Admin., NDHSA Executive Director, early care and education providers	O	O	O	O	O
Strategy 3: Engage in roundtable discussions and community forums to strategically address child care shortage and quality issues, especially in western ND, and ways Head Start can assist in addressing the need	Ongoing	HSSCO Admin., Early Childhood Services Admin., State Child Care Subsidy Admin., HS/EHS Directors, Dept. of Commerce, Community Services Division	O	O	O	O	O
<b>Objective 2.3: Promote best practices used in Early Head Start Programs and continuity of services with the Early Head Start Program Performance Measures Conceptual Framework and, as appropriate, state early learning guidelines</b>							
Strategy 1: Promotion and dissemination of ND Early Learning Guidelines Birth to Three to the EHS Programs and other early care and education programs	Ongoing	HSSCO Admin., HS/EHS T&TA Network, EHS Directors/staff/parents, child care providers, hospitals	O	O	O	O	O
<b>Objective 2.4: Help develop the state's Quality Rating and Improvement System's (QRIS) Standards</b>							
Strategy 1: Serve on the QRIS Learning Table in order to identify best practices from other states' systems	Complete in 2012	HSSCO Admin., Early Childhood Services Admin., CCR&R Pilot project director, HS/EHS Director	O	C			
Strategy 2: Provide input into the QRIS pilot program	Complete in 2012	HSSCO Admin., Early Childhood Services Admin.	O	C			
Strategy 3: Bring pilot program recommendations to the ECEC as part of its charge to develop early childhood education infrastructure in the state	Begin in 2012	HSSCO Admin., Early Childhood Services Admin., ECEC		I	O	O	O
Strategy 4: Provide input on how to integrate HS/EHS programs at the appropriate level of QRIS	Complete in 2012	HSSCO Admin., Early Childhood Services Admin., ECEC, HS/EHS T&TA Network	O	C			

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### Goal 3: Community Engagement

This goal addresses community services, family literacy, children and families experiencing homelessness, and outreach for children in military families. The goal is to expand parent and community involvement in all aspects of early childhood system development work and in early childhood system initiatives, and focus on efforts to improve parent and community support services, especially those that empower parents and community members/organizations to be active participants in advocacy, program design, and planning.

Working coalitions that will be fostered include the HSSCO Admin. with the NDHSA, the ND Coalition for Homeless People, HS/EHS Directors, the Dept. of Public Instruction, child welfare agencies, the HS/EHS T&TA Network, Tribal HS/EHS Directors, the Commissioner of Indian Affairs, the AIAN HS Collaboration Director, public health units, and other appropriate community services and service delivery agencies.

Table 6. Goal 3 (Community Engagement): Outcomes and Indicators

Systems Outcome(s)	Indicator(s)
<ul style="list-style-type: none"> <li>Local early care and education committees' initiatives and planning groups routinely recruit and include parents with low incomes and families experiencing homelessness in their deliberations</li> <li>Enhance relationships between the HS/EHS population with appropriate community services</li> <li>Communities increase capacity to support families through literacy and cultural activities programming</li> <li>Provide outreach to military families</li> </ul>	<ul style="list-style-type: none"> <li>Number of interagency planning committees at the state and local levels that have added parents with low incomes to their membership</li> <li>Number of HS Programs with strong relationships with agencies serving children and families experiencing homelessness</li> <li>Number of HS Programs with strong relationships with community services for children and families in need</li> <li>Number of new partnerships to expand literacy education</li> <li>Number of families receiving literacy services</li> <li>Number of families receiving cultural enrichment</li> <li>Number of military families receiving HS/EHS services</li> </ul>
Direct Service Outcome(s)	Indicator(s)
<ul style="list-style-type: none"> <li>Parents have the knowledge, skills and attitudes they need to participate in and contribute to early childhood system development efforts at the state and local level</li> </ul>	<ul style="list-style-type: none"> <li>Number of parents involved in Early Childhood at any level</li> <li>Number of parents active in advocacy activities and events</li> </ul>

Table 7. Goal 3 (Community Engagement): Objectives and Action Steps

Action Steps/Strategies	Frequency	Resources	2011	2012	2013	2014	2015
<b>Objective 3.1: Improve services in response to the needs and concerns of children and families with low incomes and without homes in North Dakota</b>							
Strategy 1: Enhance information and partnerships between the ND Coalition of Homeless People, the regional Homeless Coalitions, and the local Head Start programs	Ongoing	HSSCO Admin., ND Coalition for Homeless People, HS/EHS Directors, Dept. of Public Instruction	O	O	O	O	O
Strategy 2: Collaborate with community partners to improve the delivery of wrap-around services to children and families with low incomes	Ongoing	HSSCO Admin., HS/EHS Directors, CCR&R, child welfare agencies, NDHSA, appropriate community services	O	O	O	O	O
Strategy 3: Represent and serve as an advocate for low income families at state agency meetings	Ongoing	HSSCO Admin., NDHSA	O	O	O	O	O
<b>Objective 3.2: Improve Family Literacy Services</b>							
Strategy 1: Identify, coordinate, and leverage resources to support local programs' efforts to serve English Language Learners	Ongoing	HSSCO Admin., HS/EHS Directors, HS/EHS T&TA Network	O	O	O	O	O
Strategy 2: Encourage local Head Start programs to participate in reading readiness programs (such as programs offered by public and school libraries)	Begin in 2011	HSSCO Admin., HS/EHS Directors, HS T&TA Network	I	O	O	O	O
Strategy 3: Provide information on AIAN family literacy and cultural awareness issues at the Northern Plains Native American Head Start Directors Association meetings and NDHSA meetings	Ongoing	HSSCO Admin., NDHSA Executive Director, Tribal HS/EHS Directors	O	O	O	O	O
Strategy 4: Support focus areas of First Lady Dalrymple (e.g., community volunteers reading to Head Start children, alerting of relevant events)	Begin in 2011	HSSCO Admin.	I	O	O	O	O

Action Steps/Strategies	Frequency	Resources	2011	2012	2013	2014	2015
<b>Objective 3.3: Enhance intergovernmental relationships with AIAN Head Start and Early Head Start programs</b>							
Strategy 1: Serve as an information resource to AIAN Head Start and Early Head Start programs (e.g., coordinating, networking, updating on current issues/policies, listening to their issues, connecting to resources) within North Dakota	Ongoing	HSSCO Admin., Tribal Head Start and EHS Directors, Commissioner of Indian Affairs	O	O	O	O	O
Strategy 2: Serve on the National AIAN Head Start Collaboration Advisory Council, and assist with five-year strategic plan	Ongoing	HSSCO Admin., AIAN Head Start Collab. Director	O	O	O	O	O
<b>Objective 3.4: Monitor the well-being of seasonal migrant Head Start/Early Head Start families in North Dakota being served by the Tri-Valley Opportunity Council, Inc., headquartered in Crookston, MN</b>							
Strategy 1: Coordinate with Tri-Valley Opportunity Council, Inc., headquartered in Crookston, MN, to make sure that the needs of North Dakota seasonal migrant Head Start/Early Head Start families are being addressed regarding referrals and services	Ongoing	HSSCO Admin., Seasonal Migrant HS/EHS Director, Dept. of Public Instruction, public health units, appropriate service delivery agencies	O	O	O	O	O
<b>Objective 3.5: Monitor the well-being of military families in Head Start/Early Head Start in North Dakota</b>							
Strategy 1: Coordinate with local HS/EHS Directors to make sure that relationships at Minot Air Force Base and Grand Forks Air Force Base are meeting the needs of military families in the state	Ongoing	HSSCO Admin., HS/EHS Directors	O	O	O	O	O
<b>Objective 3.6: To facilitate the involvement of Head Start in state policies, plans, processes, and decisions affecting the Head Start target population and other families with low income</b>							
Strategy 1: Assist HS agencies to collaborate with entities involved in state/local planning; assist them to coordinate activities with state agencies; and promote better linkages between HS, the state, and local communities	Ongoing	HSSCO Admin., NDHSA, HS/EHS T&TA Network	O	O	O	O	O

I=Initiate Activity

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C=Complete Activity

## Goal 4: Collaborations with Institutions of Higher Education

This goal addresses professional development needs among staff and ACF/OHC Priority #1 regarding Collaborations with Institutions of Higher Education. The goal is to support statewide efforts to develop an early childhood professional development system, Growing Futures, that will provide for professionals working in HS, EHS, and other early education programs in North Dakota well-articulated pathways along a continuum of increased competence (certificates, credit, degrees), responsibility (career advancement), and compensation (salary and wage adjustments). The University System’s Office of Articulation and Transfer works closely with the Early Childhood Higher Education Consortium, which was convened by the HSSCO Administrator in 2002 and includes representation from all of the state’s tribal colleges, two-year community colleges, and four-year institutions. This consortium has been effective in addressing professional development issues and serves as the bridge between the University System and early childhood educators.

Working coalitions that will be fostered include the HSSCO Admin. with the NDHSA, the Early Childhood Higher Education Consortium, the HS/EHS T&TA Network, the Early Childhood Services Admin., the University System, the Office of Articulation and Transfer, Tribal colleges, the Standard and Practices Board Director, CCR&R, and the ECEC.

Table 8. Goal 4 (Collaborations with Institutions of Higher Education): Outcomes and Indicators

Systems Outcome(s)	Indicator(s)
<ul style="list-style-type: none"> <li>HSSCO, state agencies, colleges and universities, and others partner to provide expanded, coordinated professional development opportunities for early childhood professionals</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of implementation of the ND Early Childhood Professional Development Plan</li> <li>Documentation of integration of HS/EHS T&amp;TA Network with Early Childhood Professional Development Plan</li> </ul>
Direct Service Outcome(s)	Indicator(s)
<ul style="list-style-type: none"> <li>Early childhood professionals have the skills, knowledge and attitudes they need to provide quality learning environments for young children</li> <li>All Head Start staff have access to CDA scholarships and future continuing education grants to meet credentialing requirements</li> </ul>	<ul style="list-style-type: none"> <li>Increase in number of certifications, degrees and courses completed by professionals as a result of professional development system efforts</li> <li>Pre- and post-assessments of courses, training, other learning experiences by participants</li> </ul>

Table 9. Goal 4 (Collaborations with Institutions of Higher Education): Objectives and Action Steps

Action Steps/Strategies	Frequency	Resources	2011	2012	2013	2014	2015
<b>Objective 4.1: Encourage the integration and coordination of national, state, tribal, and local Head Start and Early Head Start professional development systems</b>							
Strategy 1: Work closely with the HS/EHS T&TA Network	Ongoing	HSSCO Admin., HS/EHS T&TA Network	O	O	O	O	O
<b>Objective 4.2: Support the implementation of ECEC’s Educator Development Recommendations</b>							
Strategy 1: Promote better utilization of existing systems and resources	Ongoing	HSSCO Admin.	O	O	O	O	O
Strategy 2: Work with the Growing Futures Professional Development committee to strategize and provide leadership to the field	Ongoing	HSSCO Admin., Early Childhood Services Admin., NDHSA	O	O	O	O	O

Action Steps/Strategies	Frequency	Resources	2011	2012	2013	2014	2015
Strategy 3: Assist HS/EHS Directors in exploring innovative strategies for professional development and career counseling	Ongoing	HSSCO Admin., HS/EHS T&TA Network, NDHSA, University System	O	O	O	O	O
Strategy 4: Facilitate the utilization of new grant funds by Head Start and Early Head Start staff	Begin in 2011	HSSCO Admin., HS/EHS T&TA Network, Early Education Higher Education Consortium	I	O	O	O	O
<b>Objective 4.3: Create better linkages and support systems with higher education</b>							
Strategy 1: Continue to convene the Early Education Higher Education Consortium with the intent to build ND's early childhood professional development system, and foster relationships with tribal programs	Ongoing	HSSCO Admin., University System, Office of Articulation and Transfer, Tribal colleges, HS T&TA Network, Standard and Practices Board Director, CCR&R, Early Educ. Higher Education Consortium	O	O	O	O	O
Strategy 2: Be supportive of the Early Education Higher Education Consortium strategic plan	Ongoing	HSSCO Admin., University System, Office of Articulation and Transfer, HS/EHS T&TA Network, Early Education Higher Education Consortium	O	O	O	O	O
Strategy 3: Promote discussions regarding how to address federal staff credentialing issues for areas experiencing shortages, especially tribal programs	Ongoing	HSSCO Admin., University System, ECEC	O	O	O	O	O

I=Initiate Activity

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C=Complete Activity

## Goal 5: Alignment of Head Start Curriculum and Assessment

This goal addresses ACF/OHC Priority #2 regarding the Transition of Children and Continuity of Services Between Head Start and LEAs. The goal is to promote and facilitate the development and maintenance of successful Head Start/Pre-K collaboration at a state and local level, including specific strategies to promote successful transition activities between Head Start and kindergarten and to encourage the development and expansion of state and local Head Start/Pre-K/Early Childhood Special Education (ECSE)/Title I/LEAs partnerships.

Working coalitions that will be fostered include the HSSCO Admin. with the NDHSA, HS Directors, Title I Directors, local school district personnel, the Dept. of Public Instruction, LEAs, and the ECEC.

Table 10. Goal 5 (Alignment of Head Start Curriculum and Assessment): Systems Outcomes, Direct Service Outcomes, and Indicators

Systems Outcome(s)	Indicator(s)
<ul style="list-style-type: none"> <li>A seamless statewide interagency system is used to integrate HS performance standards</li> <li>Core curriculum is used in all HS programs based on Early Learning Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Degree of coordination with Part B and with LEAs regarding performance standards</li> <li>Degree of alignment of curriculum standards among Head Start programs</li> </ul>
Direct Service Outcome(s)	Indicator(s)
<ul style="list-style-type: none"> <li>Public school directors coordinate all Head Start MOUs through HSSCO Administrator</li> <li>Dept. of Public Instruction (DPI) has access to technical assistance in aligning kindergarten standards with Early Learning Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Number of MOUs housed at HSSCO</li> <li>Number of meetings with DPI regarding alignment</li> </ul>

Table 11. Goal 5 (Alignment of Head Start Curriculum and Assessment): Objectives and Action Steps

Action Steps/Strategies	Frequency	Resources	2011	2012	2013	2014	2015
<b>Objective 5.1: Promote alignment of curricula used in Head Start programs and continuity of services with the Head Start Child Development and Early Learning Framework and, as appropriate, North Dakota Early Learning Guidelines/standards</b>							
Strategy 1: Annually revisit alignment of new framework curricula	Begin in 2011	HSSCO Admin., HS Directors, Title I Directors, local school district personnel	I	O	O	O	O
Strategy 2: Ensure ND Early Learning Guidelines Three through Five align with the Head Start Child Development and Early Learning Framework	Complete in 2011	HSSCO Admin., HS/EHS T&TA Network, HS Directors	C				
Strategy 3: Assist North Dakota Dept. of Public Instruction align ND Early Learning Guidelines Three through Five with ND kindergarten standards	Complete in 2011	HSSCO Admin., HS/EHS T&TA Network	C				
Strategy 4: Promote the adoption of the Head Start Child Development and Early Learning Framework among non-Head Start entities	Begin in 2011	HSSCO Admin., HS Directors, Title I Directors, local school district personnel, Dept. of Health	I	O	O	O	O
<b>Objective 5.2: Promote transitions of children and continuity of services between Head Start and Local Education Agencies (LEAs)</b>							
Strategy 1: Assist local HS directors as they build upon strong relationships with the school districts	Ongoing	HSSCO Admin., HS Directors, LEAs	O	O	O	O	O
Strategy 2: Serve as the point-person for the Dept. of Public Instruction regarding HS children with disabilities and associated services and regulations	Ongoing	HSSCO Admin., Dept. of Public Instruction, LEAs	O	O	O	O	O
Strategy 3: Promote conversations in the ECEC regarding ways to smooth transitions and build infrastructure in early childhood	Ongoing	HSSCO Admin., ECEC	O	O	O	O	O

I=Initiate Activity

O=Ongoing Activity

C=Complete Activity

## Goal 6: Use Data to Assess Outcomes

This goal addresses ACF/OHC Priority #4 regarding Interoperability Between Head Start Data System(s) and Those of State Preschool and K-12 Systems. The goal is to utilize data to improve program implementation, to develop an Early Childhood component of the Statewide Longitudinal Data System (SLDS), to use the Early Childhood SLDS to discern disparities in target populations, and to assess outcomes for HS/EHS children in the state.

Working coalitions that will be fostered include the HSSCO Admin. with the NDHSA, the Decision Support Services Division, the North Dakota State Data Center, the HNDECA Leadership team, HS/EHS Program Directors (including tribal and seasonal migrant), the Dept. of Public Instruction, the Information Technology Dept., and the Early Childhood SLDS Coordinator.

Table 12. Goal 6 (Use Data to Assess Outcomes): Outcomes and Indicators

Systems Outcome(s)	Indicator(s)
<ul style="list-style-type: none"> <li>• Conduct a needs assessment of cooperation, coordination, and collaboration needs of HS/EHS programs</li> <li>• Conduct a self-evaluation of the five-year grant period</li> <li>• Support efficient development and coordination of early childhood data systems</li> <li>• Effective analysis and utilization of data to improve the Early Childhood SLDS</li> <li>• Data-driven decision making regarding early childhood education</li> </ul>	<ul style="list-style-type: none"> <li>• Merger of current tracking systems with the Early Childhood SLDS</li> <li>• Ensure appropriate use of and build the system in a way that informs continuous improvement in early care and education</li> </ul>
Direct Service Outcome(s)	Indicator(s)
<ul style="list-style-type: none"> <li>• Assist in the creation of a unified identification system for tracking and reporting (an Early Childhood SLDS)</li> <li>• Quickly identify and implement improvements that address system enhancements</li> </ul>	<ul style="list-style-type: none"> <li>• Number of HS/EHS programs participating in the Early Childhood SLDS</li> <li>• Use of data in decision making by HS/EHS programs</li> <li>• Increased compliance with Dept. of Public Instruction’s licensing standards for HS programs providing pre-k</li> <li>• Earlier intervention with children with disabilities</li> </ul>

Table 13. Goal 6 (Use Data to Assess Outcomes): Objectives and Action Steps

Action Steps/Strategies	Frequency	Resources	2011	2012	2013	2014	2015
<b>Objective 6.1: Conduct needs assessments, conduct self-evaluation, and update strategic plan on a scheduled basis</b>							
Strategy 1: Contract with the NDSDC to conduct the HSSCO Needs Assessment and compile a final report	Annually by May 31	HSSCO Admin., NDSDC	C	C	C	C	C
Strategy 2: Update strategic plan, utilizing results of the needs assessment	Annually by June 30	HSSCO Admin.	C	C	C	C	C
Strategy 3: Conduct a self-evaluation of the five-year grant period by surveying all HSSCO partners in the early care and education community	2015	HSSCO Admin., Decision Support Services Division					C
Strategy 4: Explore best practices regarding getting PIR datasets to interested entities via the Head Start Enterprise System	Complete in 2011	HSSCO Admin.	C				
<b>Objective 6.2: Assist in establishing the Early Childhood piece of the State Longitudinal Data System (SLDS) in North Dakota</b>							
Strategy 1: Participate on national database workgroup for the collaboration offices exploring issues and best practices regarding data tracking systems	Complete in 2011	HSSCO Admin.	C				

<b>Action Steps/Strategies</b>	<b>Frequency</b>	<b>Resources</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Strategy 2: Partner with the HNDECA leadership team as they participate in the development of the Early Childhood SLDS	Ongoing	HNDECA Leadership Team	O	O	O	O	O
Strategy 3: Inform HS/EHS, Tribal, and Seasonal Migrant Directors regarding the Early Childhood SLDS process, including the need to register all children and assign a state student id to provide the longitudinal linkage that is fundamental to the SLDS	2011-2013	HSSCO Admin., Program Directors, Dept. of Public Instruction, Information Technology Dept.	I	O	C		
Strategy 4: Serve on the Early Childhood SLDS committee	Begin in 2011	HSSCO Admin., Information Technology Dept., Governor's office staff	I	O	O	O	O
Strategy 5: Help facilitate HS/EHS Directors in the determination of a core set of data to be commonly collected and reported through the Early Childhood SLDS	Ongoing	HSSCO Admin., HS/EHS Directors, Dept. of Public Instruction, Information Technology Dept.	O	O	O	O	O
Strategy 6: Oversee that HS/EHS Directors are collecting standardized, longitudinal data regarding the transition of all students to primary school settings	Ongoing	HSSCO Admin., HS/EHS Directors, Dept. of Public Instruction, Information Technology Dept.	O	O	O	O	O
Strategy 7: Promote participation among non-school HS/EHS grantees in SLDS	Ongoing	HSSCO Admin., HS/EHS Directors	O	O	O	O	O
Strategy 8: Help position key entities to be ready to explore impact and outcomes for HS/EHS children when Early Childhood SLDS is in place (i.e., "cradle to career")	Begin in 2011	HSSCO Admin., ECEC, Early Childhood SLDS Coordinator	I	O	O	O	O

**I=Initiate Activity**

**O=Ongoing Activity**

**C=Complete Activity**